# Undergraduate Thesis Assessment Rubric
## Department of English, Faculty of Education, University of West Bohemia

Thesis Author:    Tomáš Baloun

Title:    USING VIDEO GAMES TO IMPROVE CULTURAL INTELLIGENCE

Length:    40

Text Length:    32

| Assessment Criteria | Scale | Comments |
|---|---|---|
| 1. Introduction is well written, brief, interesting, and compelling. It motivates the work and provides a clear statement of the examined issue. It presents and overview of the thesis. | Outstanding<br>**Very good**<br>Acceptable<br>Somewhat deficient<br>Very deficient | |
| 2. The thesis shows the author's appropriate knowledge of the subject matter through the background/review of literature. The author presents information from a variety of quality electronic and print sources. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources are included (if appropriate). | Outstanding<br>**Very good**<br>Acceptable<br>Somewhat deficient<br>Very deficient | |
| 3. The author carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Ideas are richly supported with accurate details that develop the main point. The author's voice is evident. | Outstanding<br>Very good<br>Acceptable<br>**Somewhat deficient**<br>Very deficient | |
| 4. The thesis displays critical thinking and avoids simplistic description or summary of information. | Outstanding<br>**Very good**<br>Acceptable<br>Somewhat deficient<br>Very deficient | |
| 5. Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented. | Outstanding<br>Very good<br>**Acceptable**<br>Somewhat deficient<br>Very deficient | |
| 6. The text is organized in a logical manner. It flows naturally and is easy to follow. Transitions, summaries and conclusions exist as appropriate. The | **Outstanding**<br>Very good<br>Acceptable<br>Somewhat deficient<br>Very deficient | The prose of the thesis is extremely good. |

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| | author uses standard spelling, grammar, and punctuation. | | |
| 7. | The language use is precise. The student makes proficient use of language in a way that is appropriate for the discipline and/or genre in which the student is writing. | **Outstanding**<br>Very good<br>Acceptable<br>Somewhat deficient<br>Very deficient | |
| 8. | The thesis meets the general requirements (formatting, chapters, length, division into sections, etc.). References are cited properly within the text and a complete reference list is provided. | **Outstanding**<br>Very good<br>Acceptable<br>Somewhat deficient<br>Very deficient | |

Final Comments & Questions

This is a very promising subject, and the student is to be praised for identifying the potential research advantages of bringing together the phenomenon of video gaming with cultural intelligence. There are many interesting aspects here: game design, gaming strategies, gaming communities, and all of these, for the most part, working through ELF, and as a result encountering cross-cultural conflict, harmony, boredom and misunderstanding. Having chosen such an ambitious area, the student, however, does not succeed in defining the research question, and the thesis explores many questions and ideas that are not, as far as I can see, relevant. For instance in the discussion of avatars, health issues, classroom applications, legitimacy of e-sports as sports in the traditional sense, the student draws no connection to CQ. These are a smorgasbord of topics conventionally associated with gaming and while each could indeed be connected to CQ they are, unfortunately, left hanging.

There is a further issue. CQ promises a way for different cultures to interact, but what if, in gaming over the past decade or two, a separate culture has sprung up? That is, a transnational gaming culture. I possess neither the knowledge nor expertise of the student in the are of gaming, but it would seem that a gaming culture *can* be identified, that is, a way of interacting and communicating that has built up over the years, and is independent of any one particular national or ethnic culture. If I were to start gaming tomorrow, I imagine that I would have to learn particular vocabulary, expectations, ways of interacting. So in gaming people do not arrive fresh from their different national/ethnic cultures (even though some of these aspects may come through): they already have a culture in common through gaming. This gaming culture doesn't erase national/ethnic affiliations, but it must *temper* them in important ways, for the gaming to function. (The student correctly identifies this as a transnational commonality, but does not go further with the idea.) While the student does indeed briefly address the history of gaming, there is no reflection on this aspect. But perhaps my understanding of gaming is too limited to judge this and I look forward to hearing the student's response to the issue.

The above issues notwithstanding (and the first is the significant one), I want to say that I enjoyed the thesis a lot and was stimulated by the possibilities that it opened. I recommend the grade of **2/velmi dobře.**

Reviewer: doc. Justin Quinn Ph.D.

Date: 26 May 2020

Signature: