STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto
STUDIJŲ PROGRAMOS *PRAKTINĖ* **FILOSOFIJA** *(valstybinis kodas – 6211NX04 (iki 2017 m. – 621V53001))*
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF PRACTICAL *PHILOSOPHY* **(state code - 6211NX04 (till 2017 – 621V53001))**
STUDY PROGRAM
at Vytautas Magnus University

Experts' team:

1. **Prof. Massimo Leone (team leader)** *academic,*

2. **Assoc. Prof. Solveiga Konkova,** *academic,*

3. **Assoc. Prof. Dr. Werner J. Stueber,** *academic,*

4. **Prof. Tomas Kačerauskas,** *academic,*

5. **Mr. Motiejus Ramašauskas** *students' representative.*

Evaluation coordinator -

Mr. Pranas Stankus

Išvados parengtos anglų kalba
Report language – English

Vilnius
2017

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INFORMATION ON EVALUATED STUDY PROGRAM

Title of the study program	*Practical Pilosophy*
State code	6211NX04 (till 2017 – 621V53001
Study area	Humanities
Study field	Philosophy
Type of the study program	University Studies
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study program in credits	120
Degree and (or) professional qualifications awarded	Master in Humanities
Date of registration of the study program	1997.05.19 No. 565

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes,** approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: *1) self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) visit of the review team at the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

On the basis of external evaluation report of the study program SKVC takes a decision to accredit study program either for 6 years or for 3 years. If the program evaluation is negative such a program is not accredited.

The program is **accredited for 6 years** if all evaluation areas are evaluated as "very good" (4 points) or "good" (3 points).

The program is **accredited for 3 years** if none of the areas was evaluated as "unsatisfactory" (1 point) and at least one evaluation area was evaluated as "satisfactory" (2 points).

The program **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1	Previous Evaluation Report 2011
2	SER 2017 + Annexes
3	Summary of Legal Requirements

1.3. Background of the HEI/Faculty/Study field/ Additional information

Programme is resulting from the reorganization of philosophical studies at the national and local level, and from the fusion of previously autonomous Departments of Philosophy and Social

and Political Theory, the program under examination seems to have taken advantage from this organizational and administrative necessity so as to redesign a consistent curriculum, whose structure and learning outcomes are well conceived and implemented

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *7 November, 2017.*

1. **Prof. Massimo Leone (team leader),** *Professor of Department of Philosophy, University of Torino, Italy;*
2. **Assoc. Prof. Solveiga Konkova,** *Professor of Philosophy and Sociology institute, Latvian Academy of Science, Latvia;*
3. **Assoc. Prof. Dr. Werner J. Stueber,** *Former Rector, German Technical Trainers College, Riyadh, Saudi Arabia;*
4. **Prof. Tomas Kačerauskas,** *Head of Philosophy and Communication Department at Vilnius Gediminas Technical University, Lithuania;*
5. **Mr. Motiejus Ramašauskas,** *student of Kaunas University of Technology study program Media Philosophy.*

Evaluation coordinator – Mr. Pranas Stankus.

II. PROGRAM ANALYSIS

2.1. Program aims and learning outcomes

The objectives and learning outcomes of the master's study program in Practical Philosophy at the Vytautas Magnus University appear as well defined, clear, and publicly announced. Resulting from the reorganization of philosophical studies at the national and local level, and from the fusion of previously autonomous Departments of Philosophy and Social and Political Theory, the program under examination seems to have taken advantage from this organizational and administrative necessity so as to redesign a consistent curriculum, whose structure and learning outcomes are well conceived and implemented (the main aim of the program being indicated as "training qualified philosophers professionals" [sic]; SER, p. 7). They seem to make the object, moreover, of a constant revision at the didactic and research level, relying on feedback from students and internal meetings so to adjust the scope of the program to the specific needs required from philosophical study programmes in Lithuania. The self-assessment report (SER) has been thoroughly prepared through regular meetings and written in a clear and orderly manner.

Among the questions that were asked during the visit, the most relevant ones focused on the specific means and activities that the program devises and implements so as to tackle the main critical issue that the SER underlines, that is, *the necessity to strengthen the applied nature of the study program and the practical training of students*. Although this is likely to be a weak point of most philosophy study programmes (not only in Lithuania but on a global scale), the SER indicates, as means to overcome this deficiency, the institutions of ERASMUS internships

and the adoption of innovative methods. The SER, however, does not provide specific information about the nature of these initiatives. Further details about them, therefore, were garnered throughout the visits and interviews.

The management of the program provided the evaluators with a consistent list of ERASMUS partners, including such major European Universities as the Universities of Leuven and Helsinki. Concrete plans, furthermore, were illustrated so as to allow students to participate in practical activities in the frame of international exchanges. The necessity emerged, however, to attribute more value to the master's program through full participation in ERASMUS, as well as through the reviving of pre-existent university networks, such as the one with the Nordic/Baltic Universities, including the Nordic PLUS program; a new ERASMUS partnership is currently being established with Tartu University, and teaching staff members of the master's program regularly cooperate with the Philosophical Faculty at Zagreb University and with the University of Saint Petersburg. The evaluation team was, in general, favourably impressed by the high level of internationalization of the master's program, which includes three international teachers of high calibre (although not on a permanent and assiduous basis).

There is, nevertheless, room for improvement, especially as regards the currently exiguous participation of students in the available ERASMUS exchanges (only 1-2 students traveling to Leuven were mentioned during interviews), although it is understandable that objective structural reasons (students working or having already started a family) sometimes hamper the international mobility of the master's program. Also, more students should be encouraged to write their final dissertation in English or other largely international philosophical languages (German, French).

The evaluation team was also favourably impressed by the program's focus on practical work, which students are encouraged to undertake in the form of critical analysis every semester, also through the development of custom-tailored projects related to the fields of the arts, the media, and the creative industry. Although this 'practical work' rather involves writing an academic paper than immersing students in a laboratory or similar practical environment, the program displayed, especially during the interview with alumni and social partners, an excellent network of relations with various philosophically-oriented professional fields in Kaunas (art galleries, radios, activists' groups).

The master's program currently faces a shortage of participants (eight students per year on average) and the risk, therefore, not to meet the required threshold of new enrolments necessary for the yearly activation of the master's program itself. As it was explained to the team upon numerous visits, the lack of students is partially due to a structural problem in the whole Lithuania, consisting in students joining master's programs abroad. That should not be adopted as an alibi, however, but as a challenge to make the master's program more attractive for international students (through the offering of more courses in English, for example, although the team was informed that that might actually be seen as an obstacle by potential Lithuanian students of the master's program itself) and also to advertise more for the master's program through social networks and other digital media. That would also improve the 'identity' of the master's program, which is certainly well shaped but has somehow suffered from changes in philosophical approaches from the focus on phenomenological analysis at its foundation in the beginning of 1990s, through the switch to analytical philosophy and applied ethics, until the current stress on moral philosophy / critical theory / Frankfurt theory / and the Habermassian sense of 'practical philosophy'.

Reasonably, the management plans to improve the practical orientation of the program through exploring a middle ground between pure theoretical speculation and applied philosophy, which is sometimes difficult to teach because of the nature itself of the teaching staff's skills. The entire conversation, however, was somehow underpinned by the possibility that the University under examination be merged with other Lithuanian Universities, such as the Vilnius Technological University. In general, the evaluation team had to remark, upon most of the visits, that Lithuanian colleagues often operate in administrative conditions of uncertainty, not knowing

exactly how their academic destiny will be decided at higher decisional levels. More clarity about these plans and more cooperation with- and feedback from- staff and students would certainly benefit these processes of restructuration.

Program objectives and intended learning outcomes generally correspond to the type and cycle of studies and the level of qualifications that are set for this kind of programs by Lithuanian regulations.

Some action could be taken, however, so as to provide prospective students, current participants, and also actual teachers and administrators with a conceptual 'road map' of the history and rationale of the program's denomination, which is quite puzzling to an external observer. For those who approach the program for the first time, indeed, it is not always easy to understand where the coherence between the title and the outcomes of the program lies, although its contents seem to be preparing, indeed, students of philosophy for the practical application of some philosophical skills in the labour market.

2.2. Curriculum design

The master's program structure agrees with the existing legal national regulations of Higher Education in Lithuania as well as VMU Master Studies requirements (2010), VMU Regulations on Studies (2016), and some other documents. The structure of the program fits the standards established by those documents, including the duration and volume of the study program, its level, the number of subjects taught in one semester, the independent work of students, and the preparation of the final thesis. The total volume of the program is 120 ECTS in two years, which corresponds to the Description of General Requirements for Master Study Programmes. The number of subjects studied during one semester does not exceed five. Independent work of students is planned both within the courses and, specifically, in the course named "Research work", running in semesters from 1 to 3. The Master's Thesis receives 30 credits: 4 credits for the course "Master Thesis Research Design and Methodology" and 26 credits for the preparation and defence of the Master's Thesis.

The content of the courses as a whole corresponds to the studies of Master level in general and to the specific learning tasks and intended results of this program. The study plan is clear, and the arrangement is acceptable for the most part. The program is original with several outstanding courses, for example, the course on "Topic Political and Social Philosophy" or "Practical Philosophy in New Ages and XIX Century". The curriculum design provides sufficient space for the individual work of students. The courses leading to individual research projects are useful and consistent with the level of studies and its outcomes. Nevertheless, the curriculum is not sufficiently focused on a common theme. From this point of view, it is not satisfactorily structured and seems too fragmented. For example, although it is acceptable to use 20th-century philosophical paradigms so as to explain the themes of contemporary practical philosophy, that creates an impression of fragmentation, especially given the absence of an introductory course on the main philosophical trends in the previous centuries. The existent courses, such as "Practical Philosophy in New Ages and XIX Century" and "Modern Phenomenology", as well as other similar courses, are not sufficient to fill this gap.

The current curriculum has partially solved the shortcomings noted by the evaluation of the master's program in 2011. The previous report stressed the necessity of a broader outlook and of more consistent methods of applying philosophy to social science, also beyond the mere phenomenological approach. Currently, courses focusing on the critique of the communicative reason, on applied ethics, and on some other areas offer a greater variety of approaches and methods. The curriculum design, however, still falls short of fully addressing the topical issues of 21st-century practical philosophy. For example, a deeper synergy of the master's program not only with the other humanities and social sciences but also with natural sciences could be envisaged. Also, it would be desirable to attract more attention to current events in the European society, such as the challenges of globalisation and related migration or the challenges posed by

mass media and the social relations in cyberspace. This shortcoming was also evoked during a meeting with the master's program alumni. In the students' opinion, the extent and content of some courses could be revised. To their mind, the spectrum of the program is too narrow, and more diversity in the approaches to practical philosophy would be desirable. Some intensive courses would also be beneficial.

The content of the program's courses, in general, corresponds to the international standards of similar courses. Nevertheless, the outlines of some courses (for example, "Philosophy of Religion" or "Modern Phenomenology"), might be advisable to revise the titles and descriptions of these subjects.

The curriculum provides evidence of relying on the latest academic achievements (also on the works of contemporary Lithuanian scholars), although the program's primary emphasis is on classical texts.

2.3. Teaching staff

The study program's staff generally meets the legal requirements as described in the General Requirements of Master Degree Study Programmes (Order No V-826 of 3 June 2010, approved by the Minister for Education and Science of the Republic of Lithuania), which states, in §19, that "No less than 80% […] of the teaching staff shall have advanced degrees […], of which no less than 60% […] shall engage in research in the same area as the subject they teach. […] No less than 20% of the subjects in the main field of studies shall be taught by full professors". The program's staff comprises 12 teachers: 6 full professors, 3 associate professors, and 3 lecturers. As a result, 30% of teachers hold a professorship, 87% of them have a PhD degree. As declared in SER, the research activities of most of them (90%) fall in the same areas as the subjects that are taught in the program. The staff, moreover, takes part in an impressive number of projects. It is also international, three members being from abroad. As it was pointed out during interviews with teachers, however, international professors are not so involved in other activities of the MA program (beside teaching), for they hold parallel appointments in other universities. The staff can count not only on these three international teachers with full professorship, but also on several temporary invited professors from abroad. In general, the staff appears to be more international than the students, part of which are not familiar with English and attend only courses in Lithuanian.

4 or 5 teachers seem to be the most active ones in international events, including conferences and teaching abroad. Unfortunately, the other teachers are less active. Additionally, there is no long-term training abroad. Some of the teachers are very active also in the national media, including TV, radio, and social networks.

The number of teaching staff is adequate to ensure the fulfilment of the program's learning outcomes. Most of the teaching load is appropriately distributed among staff members of the Departments of Philosophy and Social Critique (two teachers are affiliated to other departments). Interviews with the staff, however, gave evaluators a strong impression of quite a high workload. On the positive side, the teaching staff features good balance between young and senior teachers. According to the SER, 20 per cent is composed of teachers up to 35 years of age, 54 per cent from 36 to 50 years, and 20 per cent are older than 50 years. The staff turnover is also fine, and ensures an adequate provision of teachers to the program. The decreasing number of students, however, is a big threat for the staff too.

It is praiseworthy that VMU creates the conditions for increasing the staff qualifications, e.g., through providing some funds for participation in international conferences. As a result, a suitable system for monitoring lectures and discussing the students' feedback with staff is in place. Nevertheless, not all staff members use the opportunity to take part in the events abroad, partly because of their high workload. All traveling is usually organized individually.

Here follows a list of the main strengths and weaknesses of the program's staff: on the plus side, staff members are experienced and active in research; they include some international

professors; most of the Lithuanian staff members are involved internationally; the staff is, moreover, suitably supported by the administration. On the minus side, the workload appears to be quite high; some of the international staff members are not fully involved in the program's activities; finally, some of the Lithuanian staff members do not take advantage from the existent opportunities for internationalization.

2.4. Facilities and learning resources

The premises for learning and teaching seem to be suitable and adequate for their purposes. The main building of the faculty is new and located in the center of the city. There is sufficient number and availability of lecture rooms and seminar rooms for various kinds of audiences, they are well equipped, and their quality enables efficient and productive teaching and learning. Facilities are provided with appropriate teaching and presentation equipment, and the available computer equipment is sufficient for the present teaching purposes.

The library collections include basic philosophical books. The working time of the library is long (until 9:00 PM). According to the interviewed students, however, the library is not rich enough in philosophical books. In order to improve the situation, teachers share with students some texts. The alumni appreciated the dedicated philosophical reading room, which nevertheless has now been integrated in the library. The interviewed teachers declared that they participate in the process of ordering the learning resources (books). Some books (not many) have been mentioned during the interviews.

Students and teaching staff of the program are provided access to the University's electronic databases and philosophical publications. According to the SER and to the library staff, electronic resources include many licensed databases, among which Sage, Taylor & Francis, Springer, Wiley (full-text bases). However, only JSTOR has been mentioned by one teacher as been actually used for research purposes. Dissertations do not provide evidence for the using of these databases. On the contrary, they seem to be proof that the electronic resources have not been used enough. It is recommended that, in the future, teachers make more use of these electronic resources in their research and teach students to do so as well.

The SER does not clarify what part of the acquired bibliographic resources is allotted to philosophy. The budget list provided by the library indicated that only 328 Euros were spent for philosophy in 2016. This amount is quite low, especially when compared with the library's total budget (180,000 Euros). The library holds hardcopies of the main Lithuanian philosophical journals. Yet, there are no hard copies of the leading international philosophical journals.

The room of the head of the department is new and well equipped. Teachers, however, have no individual workplaces, and only a common place is at their disposal, which was, however, empty during the team's visit.

In summary, on the plus side, facilities and equipment are suitable, adequate and sufficient for the purposes of the program; the library collections and electronic databases, moreover, are appropriate. On the minus side, however, teachers and students seem not to make enough use of the bibliographic resources at their disposal; furthermore, the specific budget for philosophical resources is quite low.

2.5. Study process and students' performance assessment

The panel's assessment in this area is, overall, positive. The entering requirements for the 2-year program are clear and fairly general. A diploma from philosophy-related bachelor course is not required since VMU offers a bridging course of one year after which the students with no philosophy background can continue their studies in the MA program.

Most of the students and alumni that came to the interview have chosen Philosophy MA program having in mind that it is not a field that has a lot of direct job offerings in the labour

market. Majority of them stated self-improvement as the main reason for studying in the MA program, explaining that the critical thinking skills that are taught in Practical Philosophy can be easily applied to their own projects or jobs. Most of them expressed that their expectations were met but some of them admitted that the name of the program is a bit misleading.

Study process is divided in two parts: individual research and lectures/seminars. The students are ensured to get academic support from their professors – each student gets up to 14 hours of individual consultations. Those who came to the meeting were mostly satisfied with the process of their studies, however, they noted that the timetable could be better managed, with less intensive days – for example, courses could be spread over a few days instead of being crammed in one day every two weeks. Such complaints can be addressed to the Student Representative Council.

If a student has complaints concerning the evaluation or examination procedure, they can make complaints to the Dean of the faculty not later than 5 work days after the announcement of the examination results. The appeal commission makes a decision which can be appealed to the Dispute Investigation Commission of the University. If the appeal is related to the academic honesty, the students have a right to appeal to the University Academic Ethics Committee. However, none of the students the panel met has expressed their experience with the appeal procedure.

Students who came to the interview expressed satisfaction with their studies. Students are satisfied with professors, who are flexible and motivating when it comes to discussions and critical thinking. Students would like to be offered a wider choice of free credit courses though, since at the moment they are mostly obliged to choose these extra subjects outside of the philosophy program. Also, the wish was expressed that the MA program focuses more on lectures than on individual research. Finally, the students

The meeting with the social partners was exceptionally good. Plenty of them were present, from a variety of different spheres ranging from social activism centres, art galleries, and philosophy fellowships to media outlets; they are all willing to offer internship opportunities to students.

The evaluation team also realized that the program presents shortcomings as regards student mobility and exchange. Only one of the students who came to a meeting had taken part in the Erasmus+ exchange program. The students' family or job status were indicated as the main reasons preventing students from going abroad for a semester.

In summary, on the plus side, the program's students are in general satisfied with their study and the relative teaching staff; furthermore, there is a good number of social partners who are happy to employ students. On the minus side, the situation concerning the exchange programs could be improved.

2.6. Program management

Since the program is characterized by a low number of students, in any given academic year hovering around 5-8 students, close interacting between teaching staff and students is naturally provided for. Moreover, managing a rather small-scale study program is principally advantageous in terms of a lower load of administrative work to the benefit of counselling and supervising students. On the other hand, the program is permanently at risk upon the background of the university's prescribed minimum enrolment numbers, which, in turn, is disadvantageous for the morale of the staff. Consequently, the staff is absorbed with delivering their required total teaching loads in other, more stable fields within the department. Hence, a "core" staff exclusively dedicated to and focussed on Master-level studies in Philosophy is not existent. A perspective to tackle this issue may well be to consider merging VMU's underutilized Philosophy-department, or at least its Master-program, with that of Kaunas University of Technology, apparently equally weak in number of students; thus, possibly, consolidating Philosophy-studies, that otherwise continue risking their existence in view of universities'

capacity plans. Such an endeavour, at the same time, may lead to developing a profile and specialization areas, consequently bringing about a "unique selling point" in contrast with other universities in other cities throughout the country.

The Previous Evaluation Report of 2011 confirms that the management of the program is generally good with notable strengths in regard to monitoring and the collection as well as the analysis of all relevant data. More evidence could have been provided during the site visit to substantiate the proper functioning of such monitoring. The SER elaborates extensively — though in broad and rather general terms — on how results of data analysis of both internal and external assessments are being processed in ways that ensure that the recommended improvements are addressed. Students and particularly alumni, however, did not confirm the existence of any noteworthy practices ensuring such monitoring.

Another recommendation made in 2011 seems to have been given attention: Study Fair, University Open Days, Public Lectures, and relations with a local radio program, a theatre, an art gallery, and a pedagogical centre for teaching training promote the "distinct value" of the program. The generally prevailing bleak job perspectives for graduates of Philosophy, however, should lead to a revision of the curriculum in terms of integrating more professionally qualifying courses with respective skills training. A new course has been introduced, i.e., "MA-Thesis Research Design and Methodology", apparently in direct response to a recommendation made in the Previous Evaluation Report.

A major shortcoming seems to have remained, by and large: students' mobility is still sluggish. To a large extent, this results from the low number of students enrolled in the program. More custom-tailored exchange or joint studies programmes with selected partner universities with full recognition of credits gained abroad would be beneficial. Guest professors from abroad, who come in for predominantly short-term visits, somehow alleviate the low exposure to international study experience.

III. RECOMMENDATIONS*

(1) The Department should think about feasible ways to improve the participation of students in available schemes of international mobility and exchange. It is vital to be able to offer students high-quality exchange programmes that are fully integrated in their course of study at home. Particularly recommendable are ERASMUS-schemes providing for practical training abroad. Staff and students need to familiarize themselves with the diversity of EU-schemes fostering mobility, of which ERAMUS is but one. Exchange and cooperation schemes as ERASMUS Mundus and TANDEM should be more systematically explored and, when possible, taken advantage from.

(2) The Department should think about providing for courses allowing students to gain add-on skills useful for the labour market, in particular in the private industry sector. Furthermore, the department should provide for selected specialization modules, e.g., in business ethics or philosophy and law, at least as elective courses, so as to encourage more professional orientation.

(3) There should be more institutionalized mechanisms in setting the goals and planning of the program jointly, i.e., by involving staff and students. Concurrently, an awareness campaign should be started by inviting private industry, ministries, international organisations, and the public sector to raise both the staff and the students knowledge of potential professional profile requirements in the labour market.

IV. SUMMARY

Among the program's positive features, one might list (1) the fact that students opting for the program are highly motivated and dedicated and genuinely concerned with philosophical issues; (2) the small number of students provides for good interaction with the teaching staff, thus allowing close counselling and supervision of academic work; (3) The permanent presence of international staff is beneficial for the program, exposing students to different academic traditions, particularly as regards teaching methods and proficiency in the English language.

The program, however, also shows some areas of improvement, such as the following: (1) there is little internal evaluation of the program and no visible mechanisms in place that could translate into improving the program, e.g., in regard to fine-tuning the composition of modules or the scope of subjects offered; (2) alumni and social partners do not impact on the design of the program in view of possible additional skills useful, e.g., for the labour market. There are no private industry partners, who could bring in a different perspective, worth embracing in view of the country's economic concerns and development direction; (3) international mobility does not rank high on students' agenda; (4) there is no core staff of philosophy, since the delivery of the program's teaching load is spread across several subject fields within the department to balance the underutilization in the Philosophy Master's program.

V. GENERAL ASSESSMENT

The study program *Practical* p*hilosophy* (state code - 6211NX04 (till 2017 – 621V53001)) at Vytautas Magnus University is given **positive** evaluation.

Study program assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Program aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Program management	3
	Total:	**18**

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;
2 (satisfactory) - meets the established minimum requirements, needs improvement;
3 (good) - the field develops systematically, has distinctive features;
4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	**Prof. Massimo Leone**
Grupės nariai: Team members:	**Assoc. Prof. Solveiga Konkova**
	Assoc. Prof. Dr. Werner J. Stueber
	Prof. Tomas Kačerauskas
	Mr. Motiejus Ramašauskas

VYTAUTO DIDŽIOJO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
PRAKTINĖ FILOSOFIJA **(VALSTYBINIS KODAS - 6211NX04, 621V53001)**
2017-12-19 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-243 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Praktinė filosofija* (valstybinis kodas – 6211NX04, 621V53001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

*1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Tarp teigiamų programos savybių paminėtina 1) tai, kad programą besirenkantys studentai yra labai motyvuoti, atsidavę ir iš tiesų susidomėję filosofiniais klausimais; 2) esant nedideliam studentų skaičiui užtikrinamas geras ryšys su dėstytojais, sudaromos sąlygos tiesioginiai konsultuoti studentus ir vadovauti akademiniam darbui; 3) programai naudingas nuolatinis tarptautinio personalo dalyvavimas studijų procese, nes studentai turi galimybę susipažinti su įvairiomis akademinėmis tradicijomis, ypač susijusiomis su dėstymo metodika ir anglų kalbos žiniomis.

Visgi kai kurios programos sritys tebėra tobulintinos, pavyzdžiui: 1) programos vidinis vertinimas yra per menkas, nėra akivaizdžių programos tobulinimo mechanizmų, pvz., skirtų modulių sandarai arba siūlomų dalykų apimčiai koreguoti; 2) absolventai ir socialiniai partneriai nedalyvauja nustatant programos sandarą ir galimai ją papildant įgūdžiais, kurie yra naudingi, pvz., darbo rinkoje. Procese nedalyvauja jokie privataus sektoriaus partneriai, atstovaujantys kitokiam požiūriui, į kurį vertėtų atsižvelgti turint omenyje šalies ekonomines problemas ir vystymosi kryptį; 3) tarptautinis judumas nėra studentų darbotvarkės prioritetas; 4) nėra pagrindinio filosofijos studijų personalo, kadangi programos dėstytojų krūvis katedroje yra paskirstytas tarp kelių dalykų siekiant tinkamai panaudoti turimus filosofijos magistrantūros programos išteklius.

<...>

III. REKOMENDACIJOS

1. Katedra turėtų pagalvoti apie galimybes plėsti studentų dalyvavimą taikomose tarptautinio judumo ir mainų programose. Labai svarbu gebėti pasiūlyti studentams kokybiškas mainų programas, visapusiškai integruotas į gimtoje šalyje vykdomą studijų programą. Ypač rekomenduojamos ERASMUS programos, kuriose numatyta praktika užsienyje. Darbuotojai ir studentai turi susipažinti su ES judumą skatinančių programų įvairove, kadangi ERAMUS yra tik viena iš galimybių. Turėtų būti sistemingiau svarstomos galimybės dalyvauti mainų ir bendradarbiavimo programose, tokiose kaip ERASMUS Mundus ir TANDEM, bei jomis pasinaudoti.

2. Katedra turėtų apsvarstyti galimybę vykdyti programas, suteikiančias studentams papildomų įgūdžių, naudingų darbo rinkoje, visų pirma privačiame sektoriuje. Be to, katedra turėtų rinktinius specializacijos modulius, pvz., verslo etikos arba filosofijos ir teisės, pasiūlyti bent kaip laisvai pasirenkamus dalykus, kad labiau paskatintų profesinį orientavimą.

3. Turėtų būti taikoma daugiau institucinių mechanizmų, skirtų bendromis pastangomis apibrėžti tikslus ir planuoti programą, t. y. įtraukiant personalą ir studentus. Kartu turėtų būti pradėta vykdyti informavimo kampanija, kviečiant privatų sektorių, ministerijas, tarptautines organizacijas ir viešąjį sektorių informuoti personalą ir studentus apie galimus darbo rinkos profesinius reikalavimus.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)