



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos aukštosios jūreivystės mokyklos
***JŪRŲ LAIVAVEDYBOS* STUDIJŲ PROGRAMOS**
(653J62001)

VERTINIMO IŠVADOS

EVALUATION REPORT
OF MARINE NAVIGATION
(653J62001) STUDY PROGRAMME
at Lithuanian Higher Naval School

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Jūrų laivavedyba</i>
Valstybinis kodas	653J62001
Studijų sritis	Technologijos mokslų studijų sritis
Studijų kryptis	Jūrų technologijos
Studijų programos rūšis	koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4); Iššęstinė (6)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Jūrų laivavedybos profesinis bakalauras, laivavedys
Studijų programos įregistravimo data	2009-08-31 , Nr.1-73

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Marine Navigation</i>
State code	653J62001
Study area	Technology Sciences
Study field	Marine technology
Kind of the study programme	College Studies
Study Cycle	First
Study mode (length in years)	Full-time (4); Part time (6)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Professional Bachelor in Marine navigation, Marine navigator
Date of registration of the study programme	2009-08-31 , Nr.1-73

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I. INTRODUCTION

Lithuanian Higher Naval School (hereinafter: LHNS) was established in 1948 as Klaipeda Maritime School. Currently, it is a state higher school and a public institution. In the period of Independence, due to the reform of higher education, the following changes resulting in the LHNS reorganization took place:

- in 1991, Klaipeda Shipping School was transferred to the sphere of regulation of the Ministry of Culture and Education and was reorganized into Klaipeda Post-Secondary Maritime School,
- in 1998, it was renamed Klaipeda University Maritime Institute College,
- in January 2001, an expert group formed by the Methodological Centre for Vocational Training (with dr. habil prof. A.E.Čižas as its head) carried out external assessment to check the school's preparation to implement higher college studies. The school became a higher school – Lithuanian Maritime College, with the Government of the Republic of Lithuania as its founder (Resolution No. 1035, 24/08/2001, of the Government of the Republic of Lithuania (Official Gazette, 2001, No. 74-2604)),
- in 2008, seeking a clear international identification, the school was renamed Lithuanian Maritime Academy.

Former assessment of the Marine Navigation programme was carried out on 08-11-2004. On 03-02-2005 the Study Quality Expert Panel, functioning in accordance with the regulations of the Study Quality Expert Council approved by Order Nr. ISAK-1736 of the Minister of Education and Science of the Republic of Lithuania issued unconditional accreditation of the non-university study programmes of Marine Navigation (state code 65303T103).

School passed institutional review on March, 2012. Evaluation was authorised by the Minister for Education and Science of the Republic of Lithuania and organised under the Minister's authority by the Centre for Quality Assessment in Higher Education..

Current assessment of Marine Navigation programme was carried out basing on self-initiative of Minister for Education and Science of the Republic of Lithuania and was organised under the Minister's authority by Centre for Quality Assessment in Higher Education.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

Marine Navigation (MN) BA programme run by Lithuanian Higher Naval School was registered in 2001 (Order No. 1234, 29-08-2001, of the Minister of Education and Science of the Republic of Lithuania). This programme has been implemented by Department of Navigation at LHNS. School used to have 11 programmes, currently 5 study programmes are available (MN is one of them) and about 30 short time professional courses. Marine Navigation programme has been defined properly. It can be found on LHNS website and in written form (for instance in library).

This program as shown in self-assessment report has been amended four times in last five years (2008, 2009, 2011, 2012). Programme is dedicated for those who want to start seafarers career. The programme and its outcome were revised and periodically updated due to:

- the changes in the legislation (for instance study programme was developed on the basis of the study outcomes, by assessing the ECTS conception). It should be understood that adjusting programme to ECTS is positive but ECTS is not a learning outcome,

- the trends of science and technology development.

Program is to fulfil national and international legal acts (International Convention on Standards of Training Certification and Watchkeeping). Visiting team basing on evidence presented by LHNS and remarks noted during visit found that these requirements are met by MN programme.

Aims and learning outcome are well defined. They are available in electronic and written form. They are written in clear way. Students are well informed about main learning outcomes of the programme – skills and competences they will have upon completion of the study process. Awareness about minor learning outcomes (milestones in particular subjects) among students could be better (remarks from meeting of visiting team with representative of LHNS students).

The Marine Navigation study programme is important for national/public interest as is exclusive in the region and in Lithuania. It delivers seafarers for Lithuanian maritime industry. Currently Lithuanian industry needs about 2000 seafarers with perspective to grow. Representative of industry and administration underlined that future demand for Lithuanian seafarers is obvious.

Learning outcomes and aims of the Marine Navigation programme are consistent with the type of studies. Learning outcomes meet STCW convention requirements (International Convention on Standards of Training, Certification and Watchkeeping for Seafarers) acknowledged by national law. Those requirements are set for two levels: operational and management. Programme offered by LHNS fulfil requirements of those two levels. In fact they are merged in one MN programme. So the level of qualifications offered by the program is delivered on highest level set by International Maritime Organisation. Graduates from LHNS can obtain certificates of competency an officer in charge of a navigational watch. Following higher professional positions can be obtained by them. They would just need additional sea practice and passed examination.

Programme of MN (name, structure, learning outcomes) and qualifications offered (seafarers professional qualifications) are compatible with each other what was confirmed during assessment visit.

Program aims and learning outcomes offered by Lithuanian Higher Naval School are at good level.

2. Curriculum design

The Maritime Navigation curriculum of professional Bachelor is composed to train marine deck officers at operational and management level able to perform assigned duties to these levels. It was confirmed during visit that structure of MN curriculum covers two levels of competences of ship's deck officer despite International Maritime Organisation recognizes those competences as separate. Following that recognition IMO recommends two separate model courses. It should be understood that this is an advantage/strength of evaluated curriculum.

Future more MN curriculum meets other formal requirements. The structure and the volume of the Maritime Navigation study programme complies with the requirements of the Descriptor of General Requirements for Degree Awarding First Cycle and Integrated Study Programmes and General Regulations in the Field of Technological Sciences (Engineering) approved by No. ISAK-734, 29-04-2005, of the Minister of Education and Science of the Republic of Lithuania. Total volume of *MN* study programme is 240 ECTS. The duration of full-time studies is 4 years, and of part-time studies 6 years. In the full-time studies, the number of ECTS taken in one year is 60, and in the part-time studies 40. No more than 7 subjects are taken

in one semester. Distribution of workload between semesters is appropriate. The sequences of the subjects are acceptable. At the beginning more general subjects are undertaken later more specific. Although free-choice electives (practice and military training etc.) were named in curriculum more electives subjects could be considered to be added. School has introduced thesis upon completion of the study. First thesis should be completed in current academic year. Due to that fact school should pay attention and prepare means to prevent plagiarism.

List of subjects and modules are clear, themes are not repetitive. Contents of the subjects have been verified in relation to teaching capabilities. They have been properly defined and they are consistent with requirements and specific training of officer of merchant merchant and navy fleet at operational and management levels. Methods of their delivery are modern. School uses in didactic process sophisticated simulators and in the same time real equipment and laboratories representing real on board environmental conditions.

Subjects are appropriate for achievement of the intended learning outcomes. It also strengthened by compulsory sea going practice, coastal or final sea going training. These trainings are integrated part of programme of seafarers education. Number of contact hours planned in the curriculum and workload should secure achievement of learning outcomes.

Upon completion of curriculum a final English and Qualifying exams are to be passed and for those admitted in 2010 final paper work is to be defended.

Programme is well linked with academic subjects. It should be underlined that school looks for improvement of offered programme. Possible areas were defined in self-assessment report like “to increase the diversity of forms of students independent work“. Action connected with this improvement was defined as „to introduce innovative forms of independent study organization that would encourage students’ creativity“. School should have specified deadlines or milestones for improvements. It would help to control internally or externally achievements and apply amendments if needed.

3. Staff

Lithuanian Higher Naval School employs for Maritime Navigation program 38 teachers. Among them twenty two teachers are regular. After study of self-assessment report and meeting with teachers experts team found that school staff meets the legal requirements. Formal requirements for staff are indicated in paragraph 34 (Order No. V-501, 09-04-2010, *On Approval of the Descriptor of General Requirements for First-Cycle and Integrated Study Programmes*, of the Minister of Education and Science of the Republic of Lithuania (Žin. 2010, No. 44-2139), more than 50% of the teachers in the programme are to have no less than 3-year-practical work experience in the field of the taught subject, and 10% of the study field subjects are to be taught by researchers).

Teachers are possessing academic and maritime professional qualifications with fairly good experience (number of years exceed 3 years in every case). There are good examples that some teachers have permanent contact with industry (sea) – they are active sailors. Almost all teachers have academic and practical experience. Researchers consist 11% of staff. Staff qualifications should ensure achieving expected learning outcomes. It was considered in relation to:

- number of students (there is currently per capita about 20 students),
- workload (36 hours a week an 810 hours a year),
- size of students groups (currently 24 to 32),
- infrastructure constrains/capabilities.

Teachers are evaluated every 5 years. They took part in international mobility programmes and EU programmes. However more teachers shall be involved in mobility

programs. Teachers expressed during meeting with visiting team that they would like school to invite teachers from aboard. They are involved in improvement of programmes. It should be underlined that school published number of textbooks for Maritime Navigation programme. Those textbooks were written by LHNS teachers and are available in academic library.

Total number of teachers at LHNS has been increased almost by 30% during last 6 years. So staff turnover ensures smooth run of the programme. In the same time ratio of young teachers is less than 10%. This ratio should be increased as one quarter of staff will be retired in coming years. However it is understood that middle age teachers are employed as school is looking for experienced teachers.

School creates conditions for development of its staff. School provides over thirty different courses for professional sailors. Permanent contact with professionals encourages to keep up-to-date knowledge. Applied researches have been carried out. They are located in area of safety of navigation, handling of cargo, port activities, marine traffic engineering etc. These activities are directly connected with Marine Navigation study programme.

Staff quality in relation to its number, competences, activity are at good level. It ensures achievement of learning outcomes. School should pay attention on its sustainability in longer perspective (decade).

4. Facilities and learning resources

Lithuanian Higher Naval School is located in Klaipeda in its own premises. Premises are situated in one complex area. Premises consist of forty classrooms, twelve specialized labs and simulators. Total available area has got about 9 thousands m² and is sufficient to accommodate all students and staff.

Equipment and simulators are modern and meet International Maritime Organisation requirements and LHNS needs. Laboratories are essential part in Maritime Navigation training. Especially valuable are laboratories equipped with real apparatuses allowing to perform/simulate real onboard conditions.

School improved its learning facilities by introducing Virtual Ship. Virtual Ship consists from set of connected simulators which provide one common environmental allowing to make exercises simultaneously for bridge, engine and communication departments.

Full mission bridge simulator and two other bridge simulators are providing workspace for modelling of complex navigational situation.

Laboratories and simulators enable to deliver planned learning outcomes.

LHNS infrastructure is very well computerized (servers, network, computer terminals, wireless, data storage, emails system ect.). School provides library and reading room with sufficient number of books dedicated for Maritime Navigation programme. They are accessible. Opening hours of library are suitable for full time and part time students. Additionally library provides access to e-books and data-bases of electronic references. It has to be underlined that 28 textbooks have been published by LHNS staff in last five years.

School is building IT knowledge centre. Basing on it school is about to offer education using e-technology means. It was confirmed during the visit that technically school is ready for that step. However in order to achieve planned goals especially the staff should be well prepared for training with the use of e-technology.

Infrastructure has been improved almost annually in last few years. School was able to obtain financial support from external sources (details are given in self-assessment report).

General picture of infrastructure and learning resources is very positive. This remark was also reflected in previous evaluation report "The Lithuanian Maritime College possesses an

advanced and regularly updated practical training infrastructure”. It was noted almost decade ago in November 2004.

Administrative staff and teachers have rooms where they can rest, prepare for lessons or give consultations for the students. School provides facilities for food purchasing (under refreshment during study visit), independent room for student’s union. Finally school owns students dormitory with sufficient number of places.

5. Study process and student assessment

Initial requirements for admission to the Maritime Navigation programme studies is secondary education. Information about general admission including dates and stages are announced publicly. Competition principles are formed in Descriptor of Class Rank were indicated in self-evaluation report. According to information obtained during meeting with administration LMJA has been a member of national admission system since 2009. There are no limits (maximum number of students) set by school for admission. Number of admission in full time studies has been increased by 30% and 40% in part time studies since 2012. Quality of training has not been downgraded due to that reason.

School provides full and part time training. It was assessed during the visit that fulltime and part time students receive the same quality of training. Visiting team surveyed the reasons of students dropouts which have been on high level in previous years. The highest rate of dropouts was explained by administration during meeting by the 2008 crisis. During meeting with administration visiting team was informed that school has already introduced amendments to management of the study programme. Schools monitors students participation in lecturers. Timetables have been revised, Fridays are free, cumulative assessment has been introduced. This approach is supposed to counteract dropouts and the ratio of dropouts should be decreased.

Organisation of the study process is good enough to ensure proper delivery of the programme and the achievement of the learning outcomes. School offers mobility programs for its students. Students have also opportunity to continue education in graduate studies (master of science) in other Academies/Universities in Lithuania or abroad. School has agreements with three universities which declared to take LHNS graduates. Schools signed Erasmus agreements with 8 partners (paragraph 51 of self-assessment report). Number of students taking part in mobility programs is relatively small (last year 15 students). Although positive trend can be observed – number of mobility students has been increased year by year.

Students are encouraged to take part in LHNS activities. They are organizing presentations, taking part in local conferences etc. Their involvement in researchers is not visible but other activities like: sport, social, dissemination etc. seem to be at good level.

As shown in paragraphs 97-102 of self-assessment report majority of graduates meets the school expectations. Meeting with employers during study visit confirmed that situation. Most of graduates are employed in accordance with their profession in Lithuanian or on foreign labour markets. Representatives of Lithuanian (Klaipeda) employers were presented during meeting with visiting team. Representatives from abroad didn’t take part in meeting or expressed their view in written form. It should be underlined that some of the students undertake military training. It is elective training for students. One of military staff who was present at meeting with visiting team pointed that Lithuanian Army every year requests for at least one group of students.

LHNS provides good academic and social support for its students. They can count for loans to cover their tuition fee or living expenses. School ensures scholarships for its students. Students can receive scholarships basing on their achievements or material status. Two students receiving support attended meeting with visiting team. They know the scholarships criteria.

Visiting team did not note any deficiencies in assessment system of students’ performance. Assessment system of the students is laid out in Quality Management System documents. The system is transparent. Criteria of assessment were verified during visit. Students expressed opinions during meeting with visiting team that criteria of evaluation are:

- clear,

- accessible: students know them (they are informed about them by particular teachers and they can find them in written or electronic form),
- stable.

Visiting team had opportunity to check control works which are stored by school for evidence. Content of control works was found consistent with curriculum and grades given.

6. Programme management

Main documents that describe the responsibilities the implementations of questioned study programmes are as follow: LHNS statute, Regulation of Department Activity, Study Regulations, job description and QMS documentation. They are properly allocating implementation of study programme.

Higher Naval School has got defined quality management system. System has been successfully introduced. System comprises of LHNS administration, study programme committees, teachers, students. Functions and responsibilities of particular items of management system (collegial bodies, councils etc.) are defined in LHNS statute. Students have own representatives in the councils.

Study Programme Committee (SPC) has been established consisting of employers, students, teachers, graduates, administration. Committee aims to ensure the quality implementation of the study programs and its amendments. The composition of SPC is approved by Director's Order (collegial bodies, paragraph 104 of self-assessment report).

Head of the Department orders a plan to control of study process. It happens every semester. It is a basis for study programmes implementation analyses and improvement. Teachers, students and other stakeholders are involved in evaluation and improvement of study process.

School has introduced the thesis upon completion of study process. Quality of thesis shall be a good indicator for self and external evolution of study process.

Quality management documents are available on LHNS web page (Quality Guide, procedures, instructions).

Management of the study programme was reviewed by different external bodies like: Lithuanian Maritime Safety Administration, European Maritime Safety Agency, Centre for Quality Assessment in Higher Education and Lloyd's Register Quality Assurance. These assessments helped to improve management system.

Summary of external assessment are listed in appendix 4 self-assessment report. Last SKVC assessment indicates recommendations as follow:

- to pay more attention to the analysis of the demand for specialists,
- to plan at least minimal opportunities of the choice of electives, to extend the group of electives, and to set the time for free-choice electives,
- to make the participation of the student self-government in the study process more active,
- to analyse the causes of dropout, to improve student motivation,
- to improve the choice of the themes for course projects and papers,
- to make the professional development of the staff and their participation in applied research more active.

Above recommendations have been considered properly by school. Steps undertaken afterwards are indicated in paragraph 113 of self-assessment report. They should be considered as an on-going process ensuring effective and efficient quality of Marine Navigation programme.

School was surveyed by employers in 2011. Results are given in paragraphs 114-155 of self-assessment report. QMS was positively evaluated by external assessors.

It should be underlined that due to rather small size of Higher Naval School (number of staff, students and premises etc.) internal communication is smooth and effective although not too formalized. External communication is at good level.

III. RECOMMENDATIONS

1. Attention should be paid on staff sustainability to secure smooth run of study programme.
2. More electives subjects should be considered.
3. Communication between all parties (management, teachers, students, employers etc.) should be enhanced by formalization.
4. Measures should be undertaken to prevent possible plagiarism of final thesis.
5. More teachers shall be involved in mobility programs.
6. Visiting teachers from abroad shall be encouraged to come.
7. Great attention should be paid on practice undertaken by students aboard ships where monitoring and contact with them is limited due to its nature.

IV. SUMMARY

Lithuanian Higher Naval School was visited on 6 of November 2013. Final grades were given basing on review of self-assessment report, meeting and discussions with: administration, authors of self-assessment report, teachers, students, employers and graduates, and finally after visit of LHNS facilities and assessment of learning resources.

School had been very well prepared for the visit and offered comprehensive support for visiting team allowing to find real and objective ratings of its condition.

General picture of the Higher Naval School is positive. School has clear development plans for future.

Links between learning outcomes and academic subjects are well presented and correspond to the learning aims. Curriculum is well linked with corresponding International Maritime Organisation model courses. Teaching staff is skilled and experienced. However, more international teacher exchanges would be fruitful. Students are well motivated.

Higher Naval School in Klaipeda is needed for regional and national industry. Just 284 students attended classes in 1993 year while currently over 1,5 thousand attend.

School has successfully implemented quality system. Infrastructure and learning resources used in Marine Navigation programme in terms of quality, number and availability are exceptionally good.

Lithuanian Higher Naval School achieved standard of training of seafarers at international level. Recommendations provided in this report should help to sustain at this level.

V. GENERAL ASSESSMENT

The study programme *Marine Navigation* (state code 653J62001) at Lithuanian Higher Naval School is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	4
5.	Study process and assessment (student admission, study process, student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	19

*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.

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Tomas Žemaitis

Justinas Staugaitis

Santraukos vertimas iš anglų kalbos

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos aukštosios jūreivystės mokyklos studijų programa *Jūrų laivavedyba* (valstybinis kodas – 653J62001) 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	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	19

* 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

Ekspertų grupė Lietuvos aukštojoje jūreivystės mokykloje lankėsi 2013 m. lapkričio 6 d. Galutinis įvertinimas buvo padarytas remiantis savianalizės suvestinės apžvalga, susitikimais ir pokalbiais su administracija, savianalizės suvestinės autoriais, dėstytojais, studentais, darbdaviais bei absolventais ir, galiausiai, apsilankius LAJM patalpose ir įvertinus materialiuosius išteklius.

Mokykla buvo gerai pasirengusi šiam vizitui ir jo metu vertinimo grupei suteikė visokeriopą pagalbą, kuri padėjo objektyviai įvertinti mokyklos padėtį.

Bendras šios aukštosios jūreivystės mokyklos vaizdas geras. Mokykla turi aiškius ateities planus, susijusius su plėtra.

Numatomi studijų rezultatai glaudžiai susieti su mokomaisiais dalykais ir atitinka jų mokymosi tikslus. Programos turinys glaudžiai siejasi su atitinkamais Tarptautinės jūrų

organizacijos pavyzdiniais kursais. Dėstytojai yra kvalifikuoti ir patyrę. Tačiau jiems būtų naudinga dalyvauti tarptautiniuose dėstytojų mainuose. Studentai motyvuoti.

Klaipėdoje įsikūrusi aukštoji jūreivystės mokykla yra reikalinga šio regiono ir šalies pramonei. 1993 m. joje mokėsi tik 284 studentai, o dabar jų yra daugiau kaip 1,5 tūkstančio.

Mokykla sėkmingai įgyvendino kokybės užtikrinimo sistemą. Jūrų laivavedybos studijų programai skirta infrastruktūra ir metodiniai ištekliai (jų kokybė, skaičius ir prieinamumas) ypač geri.

Lietuvos aukštoji jūreivystės mokykla pasiekė tarptautinį jūreivystės mokymo standartą. Šiose vertinimo išvadose pateiktos rekomendacijos turėtų padėti išsaugoti šį lygį.

III. REKOMENDACIJOS

1. Reikėtų atkreipti dėmesį į tai, kad personalas užtikrintų ilgalaikį ir sklandų programos įgyvendinimą.
2. Reikėtų apsvarstyti, ar nevertėtų įtraukti daugiau pasirenkamųjų dalykų.
3. Visų šalių (vadovybės, dėstytojų, studentų ir darbuotojų) bendradarbiavimą reikėtų stiprinti jį formalizuojant.
4. Reikėtų imtis priemonių galimam baigiamųjų darbų plagijavimui išvengti.
5. Daugiau dėstytojų turėtų dalyvauti judumo programose.
6. Reikėtų skatinti dėstytojų iš užsienio atvykimą.
7. Daug dėmesio reikėtų skirti studentų praktikai laivuose, kai dėl šios praktikos pobūdžio sunku palaikyti ryšį su studentais ir juos stebėti.