



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**LIETUVOS EDUKOLOGIJOS UNIVERSITETO  
ŠOKIO EDUKOLOGIJOS PROGRAMOS (621X20016)  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *DANCE EDUCATION* (621X20016)  
STUDY PROGRAMME  
AT LITHUANIAN UNIVERSITY OF EDUCATIONAL  
SCIENCES**

Grupės vadovas:  
Team Leader:

Gillian Lesley Scott Hilton

Grupės nariai:  
Team members:

Peadar Cremin

Rita Spalva

Margarita Teresevičienė

Meda Keleckaitė

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Šokio edukologija
Valstybinis kodas	621X20016
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Edukologija
Studijų programos rūšis	Universitetinės
Studijų pakopa	antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Edukologijos magistras
Studijų programos įregistravimo data	2010-01-07 Nr.1-01-1

## INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Dance Education
State code	621X20016
Study area	Social Sciences
Study field	Education Studies
Kind of the study programme	University studies
Level of studies	Second
Study mode (length in years)	Full-time (2)
Scope of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Education
Date of registration of the study programme	2010-01-07 No. 1-01-1

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## I. INTRODUCTION

### ACKNOWLEDGEMENT

In accordance with the Lithuanian law on Higher Education and Research, dated 30 April 2009 (No XI-242), with the Procedure for the External Evaluation and Accreditation of Study Programmes approved by Order No ISAK-1652 of 24 July 2009 of the Minister for Education and Science of the Republic of Lithuania (*Official Gazette*, 2009, No 96-4083) and the order of the Minister of Education and Science of Lithuania “Re. General Requirements for the study programmes” (9th April 2010: No. V-509), an External Evaluation Team (hereinafter EET) has conducted an Evaluation of the Masters-level Study Programme Dance Education (State code – 621X20016) at Lithuanian University of Educational Sciences (hereinafter LUES). In conducting their evaluation of the Study Programme, the EET have acted in compliance with the “Methodology for Evaluation of Higher Education Study Programmes” (Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education) as well as being guided by the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*.

The EET would like to pay tribute to the Centre for Quality Assessment in Higher Education in Lithuania and most especially to Agnė Tamošiūnaitė for all of the support given to EET before and throughout the visit to Lithuania.

The External Evaluation was conducted in the period August 2012 to October 2012 with in-country evaluation taking place during the period 16 September 2012 to 22 September 2012. The Evaluation included a one-day field visit to Lithuanian University of Educational Sciences on 19 September 2012.

This report does not paraphrase or re-present the range of information presented in the Report of the Self-Assessment Group (hereafter SEG). Instead, it focuses on issues raised in the Self-Assessment Report (hereafter SAR) as well as raising some issues not addressed in the SAR but which came to the attention of the EET during the course of the Team’s time in Lithuania, and, specifically, during the course of the field visit.

In addition to its examination of the SAR, the EET collected information, data and evidence on which to base its conclusions in the course of the field visit through meetings and other means:

- Meeting with administrative staff of Lithuanian University of Educational Sciences
- Meeting with the staff responsible for the preparation of the Self-Assessment Report
- Meeting with teaching staff
- Meeting with students
- Meeting with graduates
- Meeting with employers of those who have graduated from the programme
- Visiting and observing various support services (classrooms, library, computer services, staff developments, laboratories, etc.)
- Examination and familiarization with students’ final works, examination material.

At the end of the field visit, the initial impressions of the team were conveyed to the teaching staff of the programme.

We would like to express our appreciation to the authorities of Lithuanian University of Educational Sciences for the manner in which we were made welcome and for the manner in which our queries and our exploration of various key issues were addressed in a professional and positive way by those with whom we came in contact at the University.

## II. PROGRAMME ANALYSIS

### *1. Programme aims and learning outcomes*

The programme aims and learning outcomes are consistent with university Master level studies and qualifications of Master in Education sciences. The aim of the programme is not very clear as it repeats competences.

The Dance Education study programme, its learning outcomes, content and the qualifications offered are compatible with each other. Staff of the Department of Arts Education and the Faculty members in general have been working towards defining of ILO for the programme. However up to now these are not expressed correctly for Masters level following Bologna requirements and Dublin descriptors. Formulation of ILOs is very important. ILOs should be measurable and clearly focused on Dance education.

ILOs are not expressed correctly following Bologna requirements for Master level. For example “A graduate is interested in novelties of dance education, education research and dance”(p.7) or “A graduate explains trends in change of arts and dance education....” are more related to undergraduate level. It is essential that the correct Master’s level terminology is used.

The aim of the study programme indicates the possibility of Master students after completion of their studies: to work independently in general education, non- formal education etc. According to the SAR, the Programme of Dance Education belongs to the study field of education science studies (2.1.6.). Admission to the programme is possible from university first cycle art studies (2.5.1.). Admission to the programme is based on the bachelors study programme and on the subjects students have already studied. According to the Regulations of Pedagogical training<sup>1</sup> graduates of the programme will be not be allowed to work at school without a teacher qualification. There are measures to overcome such problems and students seeking a Teacher’s qualification, can obtain these in the LEU Professional Development centre.

In regard to point 2.1.2. of the SAR, 5 ILOs are described: knowledge and understanding, cognitive skills, practical skills, transferable skills, and attitudes. Some of items (A1, A2, A4, N3...) are very wide or are directed to the broader area of culture and the arts and lack specificity. In very beginning of the SAR, the ILOs are enumerated but starting from Table 1 (page 7-8) and in the study courses descriptions, they have no numeration and it makes it difficult to follow the programme logic.

The ILOs are quite wide and do not give too much specific detail in relation to dance education. The assessment criteria mentioned in the study course descriptions should be linked to ILOs not to assessment in general. Because of the lack of clarity in consistency within the study programme it is complicated to find how, for example, LO A1 (Trends in changes of Lithuanian, European and world education, culture and arts in the context of globalisation and social, economic changes in the society and nation) will be studied and assessed.

There is no evidence that in ILO (D2) the mentioned information communication technologies are used and somehow assessed. During the institutional visit however, computer classes were shown with the programmes installed for research purposes.

The programme aims and LOs are based on the academic and professional requirements as need analyses of Dance Education programme are based on formal documents like data of the Ministry of Education and Science<sup>2</sup> or more general similar research forecasts<sup>3</sup>. No real research or analyses of labour market needs have been done. However, in the course of EET’s meeting

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<sup>1</sup> Pedagogų rengimo reglamentas (Lietuvos Respublikos švietimo ir mokslo ministro 2012 m. gegužės 15 d. įsakymo Nr. V- 827 redakcija).

<sup>2</sup> Lietuvos švietimas skaičiais (Lithuanian Education in Numbers), 2011, p. 21

<sup>3</sup> Forecast of Demand for Teachers (until 2015) in Lithuanian General Education Schools), 2006, p. 86, p. 119

with Employers and Social Partners, the employers stressed the need for such professionals at schools.

Information about the study programme appears in the University/ Department web site, AIKOS system. The programme aims and ILOs are presented. However the level of information given is very limited as it lacks entrance requirements, descriptions of study subjects, and work possibilities.

In summary, the formulation of ILOs is very important for further development of the study programme and it needs to be improved in line with the Dublin descriptors for the second cycle programmes.

## *2. Curriculum design*

The volume and logic of the Master Study Programme of Dance Education meet the requirements of the legal acts and other documents of the Republic of Lithuania that regulate such studies.

The number of ECTS allocated to research methodology is quite large and the final Master paper is awarded (44 ECTS). In the SAR (2.2.13), it is stated that “18 credits are devoted to competences of research in dance education. 32 credits are used for preparation of the Master’s paper”. It is not clear why priority is given to preparation for doctoral studies. In many study subjects, during self-dependent work, the main stress is on literature analysis, exploration and analysis of problem-based issues, case analysis, writing a scientific article. Even study subjects closely related to practical skills ILO (C1, C2, C3, C4) in some cases are assessed in a very theoretical format, based on theoretical readings (Dance Education Theory and Practice).

A wide range of arts education is foreseen but dance education and dance art lack attention or artificially are integrated in the study subject (Management of education and Artistic activities). This again causes a problem for the ILOs – the curriculum needs specificity it is too general.

SAR Table 1 does not make it clear what is meant by “spheres of professional activities” and how it is related to the study programme: “doctoral studies in the study field of education science” or “professional development participating in and...”. Orientation towards doctoral studies should be removed. A masters degree is not a preparation for another qualification.

It is not clear from the SAR as to the level of input the students on this programme receive on the use of ICT. Despite one of the ILOs (D2) stressing ICT use, in any study course description the use of information technologies is not mentioned or foreseen. Activities involving the use of ICT need to be planned and implemented in the programme.

There are two optional subjects (Modern Pedagogy and Andragogy and Modern Psychology). Teachers try to bring together different class groups (together with other study programmes) in order to save money). Students of dance education spend about 30 % of their time (contact hours with students from other programmes and could lose focus on dance education.

The graduates are very happy with their studies. They like that in the curriculum there are a lot of theoretical courses and the focus is on research. It is very positive that the study subjects cover the fundamentals of educational research. Special needs education is stressed in the programme and it is a strength.

However, more well known experts in the field and more master classes are needed as there is a lack of a clear focus on dance and dance education, possibly caused by this being a new programme and having at present only a low intake of students. More frequent visits of foreign teachers would open greater possibilities for students and teachers.

There is a clear procedure for choosing optional subjects. In general, the sequence of the study subjects is consistent, the study subjects and their topics do not repeat, the content and methods of the study subjects meet the level of second cycle studies. However the programme lacks its own identity, as it is too general.

In summary, taking into account the small number of students studying in this programme, the joint delivery of courses with similar programmes in Arts Education at LUES and for financial reasons it would be advisable to establish a single Masters programme in art education with several specialisations (theatre, music, fine arts, dance education).

### *3. Staff*

In 2010-2011, the programme subjects were taught by 11 teachers: 3 – professors, 5 associate professors, 1 lecturer doctor and 2 lecturers. 82% of all the teachers have research degrees (Annex 3.3). During EET's meeting with the teaching staff, it became clear that every teacher is given responsibility for supervision of a Master thesis. . It means supervision of a Master's thesis could be undertaken by someone without competence in the field.

The teachers who are responsible for the programme are very passionate and devoted. A lot of networking is occurring with other institutions so that they prepare conferences and participate in projects.

The student: staff ratio is problematic in the SAR. The staff student ratios are not expressed as hours of staff commitment against numbers of students. If the figures presented in the SAR are to be believed the programme is not financially viable, but they do not appear to be correctly expressed; it is not numbers of staff but numbers of staff hours in relation to student contact hours that are required. Despite requests for ratios, it was not possible to get accurate figures. Taking into account the small number of students admitted to this study programme, these studies are really expensive and look more like some kind of individual studies (3 graduates in 2012 year).

The SAR demonstrates that teachers, who teach in this study programme, are active researchers: they carry out researches, participate in international scientific conferences, go on study visits in Lithuania and abroad, carry out national and international projects, write monographs, publish research papers (2.3.5.). In general it may be stated that the programme as provided by the staff is meeting its legal requirements.

However, only a minority of teachers' research areas are directly related to dance education and it is not accurate to state that " research conducted in the higher education institution is directly related to the content of the Master Study Programme of Dance Education" (2.3.13).

All teachers who work in this programme have the opportunity to engage in staff development activities and the SAR lists members of staff who have participated in such events. Staff are also encouraged to publish in scientific journals and LUES has a policy to support and strengthen the scientific production of the teaching staff which is being implemented at the university. The Department of Arts Education (University, Faculty) encourages teachers to participate in events of professional development, covers travelling or accommodation expenses according to financial possibilities and sends teachers on business trips. Despite that, activities in teacher professional development (2.3.9.) indicate participation in quite general conferences and events with very few related specifically to dance education or dance art.

In Section 2.3.12. it is stressed that relations have been established with teachers and researchers in art institutions from Latvia, Sweden, Denmark, Germany Hungary, Norway, USA, Canada, France, Turkey, and Great Britain implementing various scientific and artistic projects. However, such broad relations do not give any gain for students entering this programme. Not enough foreign teachers have come to teach students on this programme. No teacher from this LEU programme has been involved with teaching at any foreign university. It would be good to see visiting staff from overseas involved in order to help students to develop their skills in parallel with EU norms. This would require some help with the problems caused by the lack of ability of the students to participate in long exchanges as no student has participated in mobility

actions up to now. Attraction of dance specialists from abroad would solve the main problem of this programme- lack of focus upon dance research.

In summary, the staff are very passionate and devoted to the study programme. However, there is not enough research in dance education. Supervision of the final thesis of students is conducted by teachers and professors in the Education field but not by dance experts. More focused research by staff should be done.

#### ***4. Facilities and learning resources***

The report states that 11 lecture-rooms are used to meet the needs of the study programme (Studentu Str. 39, Vilnius), equipped with computers, multimedia equipment, audio equipment, magnetic board, printer, and other provisions necessary for theoretical studies. This is sufficient, given the relatively small number of students in the programme. Practical dance lessons are conducted in equipped dance halls – the big hall and the small hall, and each of these allows around 24-30 people to participate in dance lessons simultaneously. The equipment of both halls fully complies with the professional requirements of dance. The big and the small dance halls are situated at a different location – the Students` Hostel N1., which gives an opportunity for students to make use of this space in the evening and on weekends. The comfort of students is also ensured by additional rooms – two changing rooms and a shower. Close to the dance halls, there is also the Methodology Study Room of Dance with methodological literature in dance (200 titles) and scientific publications, which can be used by students of dance education (600 titles). It is suggested to supplement the resources of the Methodology Study Room with new dance methodologies in a DVD format. In this Methodology Study Room of Dance, students can obtain consultations and meet lecturers. The same principle applies to the Methodology Study Room of Pedagogy that is available to students. All the premises of the university are equipped with free access Wi-Fi, and the computers available at the computer rooms contain data processing programmes SPSS, SKIBIS, KOKYBIS to support students in conducting scientific research.

We can conclude that students are provided with a study environment of good quality, with good methodological and technical provisions.

Students have wide access to library resources – books and databases. The report states that in recent years, in order to meet the programme`s needs, dance literature in English and other foreign languages (16 titles) has been purchased. The purchased literature is valuable for research, yet it is not clear from the report whether this is a supplement to previously purchased books. If that is not the case, then the range of literature in foreign languages is insufficient. However the library, just like the Methodology Study Room of Dance offers broad literature on dance education in Lithuanian. It offers scientific periodical publications – 34 journals in Lithuanian and 51 journals in foreign languages. A small number of these (5) are in the field of art education, among which is the prestigious edition *Research in Dance Education*. The availability of scientific databases (see page 25 of the report) compensates for the small number of periodicals and journals in dance and art education.

By analyzing the strengths and weaknesses of programme development, the study programme committee emphasize their plans to purchase a video camera. In general, the facilities are quite adequate for the future development of the study programme.

#### ***5. Study process and student assessment***

During the visit, employers and staff identified the need for researchers in Dance Education. The uniqueness of the programme is not in doubt. However, the financial viability of the programme has to be questioned as only three graduates completed studies in year 2012. So far, only a few students enrolled in the programme in Year 2.



Students are satisfied about their studies. The theoretical courses are well balanced, according to the opinion of the students. There is no repetition. They like all research methodology and the way individual consultations are given. Students receive feedback in a timely manner and are happy with it.

Assessment criteria relates to general assessment percentage not to learning outcomes of a study subject. Very general descriptions of it (for example “Ability to self-dependently apply scientific knowledge in exploring and analyzing problem-based issues relating to the change in arts education, comparing different approaches and reasoning of one’s personal approach”) in every study subject do not give the students a clear picture of how they are going to be evaluated.

There are 3 study subjects in the curriculum on research methodology. However, there is not enough methodological background when we examined the Master theses. There is no discussion as to why they use specific methods or on what theories the questionnaires etc. are based. There are no explanation as to why students use qualitative or quantitative methods. The discussion of research results is needed in light of the findings of other researchers mentioned in the literature review. The ethics of research needs to be addressed too.

The grades for the final theses are very high. It is not clear what criteria are employed. Students have access to expensive programmes for research. However, there is little evidence that these programmes are employed enough in the final theses. IT is also not used enough in the study process.

The Library is offering a lot of open access data bases: Academic Search Complete and Education Research Complete, ERIC, Sage Journals online and etc. Students are not using these resources, unfortunately. In Masters theses, there is no evidence that students use them.

The report clarifies the level of prior knowledge required of students in order be accepted on to the programme in Dance Education (specific subjects are listed, such as Dance Performance, History, Theory of Dance, Pedagogy, Psychology). That said, it would be beneficial if the number of graduates could grow. This year there is some small growth as in the first year, 11 students were admitted. The report also makes clear that students have not taken part in the student mobility programmes.

The report sketches the artistic activities of the Master’s students, but falls short in their analysis. While the report describes in detail the academic and social support provided to the student body, this, in fact, is applicable to university practice at large and has already been set forth in the relevant documentation. Due to their good study results, 3 students from the Dance Study programme are recipients of a higher stipend.

While the report presents the leisure time options available to students, these are also applicable to university practice at large.

The report contains the criteria and indicators for the 10 point evaluation system.

The report describes the way the topics of the Master’s thesis are chosen and also details how requirements for writing, defending and, at a later stage, assessing the thesis are all elaborated and ensured in practice. The report repeatedly emphasizes that the study process in every study course is geared towards learning outcomes. The report lists various study forms (seminars, practical classes, reflective analysis, essay, portfolio) that are employed. However, it lacks in its analysis in the context of the specific study programme.

Upon the start of studies, Master’s students have an opportunity to find out more about the study process, the requirements of the programme as well as the rights and obligations of the students.

Graduates are successfully working in dance education area and are satisfied about the master studies

Students are happy about 80% and 20% proportions of self-dependentwork and that the qualification enables them to work as teachers. On the other hand, it is the state overpaying for students.

There is an option to take one year pedagogical course for those who are from other HEIs.

The analysis of the strengths and weaknesses at the end of the chapter 2.5, shows that the low performance among the students in the sphere of science, is to be considered as a weakness. This is agreed, since nowhere does the report demonstrate students' publications, presentations or participation in conferences. It also should be noted that the programme lacks in cooperation with similar study programmes abroad.

All in all, Section 2.5 has an emphasis on the description of the regulation of the study process, but lacks in the analysis of the study process in the context of the specific study programme.

## **6. Programme management**

The quality of the programme on the administrative level is ensured by the Statute of LUES, the Regulations of the Centre of Academic Quality of LUES, the Study Regulations of LUES, the Procedure for External Assessment and Accreditation of Study Programmes, European Standards and Guidelines for the External Quality Assurance of Higher Education Institutions.

The Vice-rector for Studies is responsible for programme quality assessment.

The programme quality assessment takes place on different levels:

- *at the level of the University* - the Study Commission of the Senate discusses the strategic goals, contents and organization of the programme.
- *at the level of the Faculty* - the Council of the Faculty periodically controls the academic work
- *at the level of the Department* - the Head of the Department periodically controls planning, and quality of practical tasks and seminar activities.
- *at the level of the Committee of the Study Programme* – ensuring cooperation with other structural units and social partners.

During the visit to LEUS, the EET got to know that the stakeholders are involved and very supportive. They are willing to provide support in future too. It would be nice to see such passion from the administration side.

The self-assessment report is developed and analyzed by the Study Committee of the Master Study Programme of Dance Education, and this report also includes the opinions of students and social partners. As stated in the report, the information obtained through surveys from students, lecturers and social partners plays a significant role in the programme assessment. The results of quality assessment are used to improve the study programme and each study subject, as well as to evaluate the change and to revise the study quality action plan. The results are used to initiate changes in lecturer research-related activities and their professional development.

Despite the fact that surveys are regularly conducted, the report does not analyze their results. Experts found satisfaction with this programme among Master's students, lecturers and employers and social partners.

We can conclude that Quality assurance system is quite well established.

However EET have serious concerns about the support for the programme from administration in that the serious problems of low numbers of students, lack of sufficient staff who are specifically experts in dance education and the need to combine much of the student learning with other groups for financial reasons. Whilst this latter is a sensible short term idea there does not seem to be sufficient impetus from the institution to increase intake and make the programme more viable or to redesign it as part of an arts Master's course which in fact it really is. This is an innovative programme much needed in the country and EET would expect to see a higher level

of commitment, particularly in the short term from the institution to help the programme move forward and succeed

### III. RECOMMENDATIONS

1. Formulation of ILOs are very important for further development of the study programme and they need to be improved in line with the Bologna requirements and the Dublin descriptors for the second HE cycle.
2. The assessment criteria relate to general assessment percentage not to learning outcomes. It should be consistent to ILOs of the study subject.
3. There is a lack of ICT use in the study programme although one of the ILOs (D2) stresses it. The programme development team should improve activities using ICT.
4. Teachers working in this programme have to be more orientated in their research and professional development with the area of study programme. Up to now, their research is very wide and not specifically or sufficiently oriented towards Dance Education.
5. It would be advisable to establish one Masters programme in Arts Education with several specialisations (theatre, music, fine arts, dance education).
6. Attention must be paid to the quality of Master's theses – used dance literature, use of data processing methods.
7. Student mobility must be developed by engaging students in Erasmus exchange programmes, scientific conferences.
8. Library resources and Methodology Study Room resources must be supplemented with scientific, pedagogical and methodological literature and other materials in the field of dance.
9. More active support from the institution for the core staff team would help ensure the continuing viability of the programme,

## IV. SUMMARY

### 1. Programme aims and learning outcomes

- Good to see programme committee are working towards refining LOs
- The aim to produce researchers on dance pedagogy is clear and serves a national need - such research is lacking in Lithuania at present.
- The programme is unique in that it has no equivalent in the rest of the country – it is not offered elsewhere.
- It is sensible, at present, to teach it in some modules with students from other programmes in order to make it more efficient and financially viable. However, there are concerns that the study programme could lose its unique focus on Dance Education whilst student numbers are small.
- LOs are not expressed using M Level wording as per Bologna – these need to be looked at and rewritten using M level (7) descriptors
- Adding attitudes to the list of LOs makes it difficult to link LOs through to assessment as attitude measurement is problematic
- In Table 1, it is not a good idea to have an aim in a Master's degree to prepare students for Doctoral study. A Master's degree is a stand alone qualification.

### 2. Curriculum Design

- It is good that they are covering the fundamentals of research in that the design of the curriculum clearly follows the aim of producing dance pedagogy researchers.
- The programme is good for the development of dance theory and a deeper understanding of that theory by students on the programme. Students and employers agreed this was an asset and was needed in the country.
- The special needs input is good in that students learn how to use dance for those who have disabilities or social problems and it enables inclusion (the employers endorsed this)
- This could be presented as one programme with specialisms which would be really more true to the way in which it is delivered.
- It would be good to see occasional 'Master Classes' built into the curriculum design in order to inspire and stretch students. Some visits by foreign dance experts have enlivened the programme and should be a regular feature.
- There is a need for a really sharp focus on dance pedagogy in the modules taught to large groups from various programmes. Putting all these students together can water down the programme in its attempts to provide for such diverse needs.

### 3. Staff

- It is good that staff, on their own initiative, are arranging a dance conference as this shows commitment and enthusiasm.
- The staff are networking with dance pedagogy experts from other countries.
- They are attempting to grow their own staff as there are very few dance pedagogists in Lithuania.
- The Staff/Student ratio in the SAR is not correct. If it was, the programme would not be viable. They need to work this out correctly using the formula supplied to the centre SKVC taking all the classes into consideration and coming up with average across the programme.
- Need more staff to be actively researching dance pedagogy.

- Concerns over the supervision of theses: unless dance pedagogy experts are involved some students could have problems focusing research on this specific area.

#### **4. Facilities/resources**

- Good improvement in facilities for the dance students: new floor better accommodation etc. with possibility of more in the future.
- Good provision of data bases by the library but little evidence of their use in student work.
- Concerns over students who are being paid as teachers and also being financed by government to do this programme. Is this double payment? This needs to be investigated as it could be discriminatory.

#### **5. Study process and student assessment**

- Students like the theoretical basis of the curriculum and say that any repetition in e.g. research methods is justified as they need the revision.
- Students are getting good support from staff who are approachable and helpful and who give good feedback.
- Students like the time allotted to independent work feeling it gives them the freedom to grow and explore their own interests.
- The quality of the final thesis gives rise for concern. There is no use of research theory in the texts i.e. students do not reference research theorists as a justification for their choice of research methods used and this is essential. These texts should also be in the bibliography.
- All the theses should pay attention to research ethics – students are naming people and schools. Vulnerable people must be protected from any invasive research processes and this needs linking to good practice via reference to research theory.
- Assessment processes lack clarity need linking to LOs and very high marking gives rise to concern.

#### **6. Programme Management**

- QA processes appear secure.
- There is evident passion for the subject area within the teaching staff.
- Stakeholders/social partners serve on programme committees and are supportive of the programme.
- Lack of understanding by senior management about the working of the programme is a disappointment.

## V. GENERAL ASSESSMENT

The study programme Dance Education (state code – 621X20016) at Lithuanian University of Educational Sciences is given **positive** evaluation.

*Study programme assessment in points by fields of assessment.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	2
	<b>Total:</b>	<b>14</b>

\*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:  
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<...>

## V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Šokio edukologija* (valstybinis kodas – 621X20016) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	<b>Iš viso:</b>	<b>14</b>

\* 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

### 1 Programos tikslai ir numatomi studijų rezultatai

- Programos komitetai tikslina numatomus studijų rezultatus, ir tai yra sveikintina.
- Programos tikslas parengti šokio pedagogikos tyrėjus yra aiškiai apibrėžtas ir atitinka valstybės poreikius – tokių tyrėjų šiuo metu Lietuvoje nepakanka.
- Programa yra unikalaus pobūdžio, nei viena kita aukštoji mokykla šalyje tokios programos nesiūlo.
- Šiuo metu tikslinga programą dėstyti moduliais, įtraukiant kitų programų studentus, taip padidinat programos veiksmingumą ir finansinį efektyvumą.. Tačiau nerimą kelia tai, kad dėl itin mažo studentų skaičiaus programa gali prarasti savo unikalumą kaip šokio edukologijos programa.
- Numatomi studijų rezultatai nėra išreikšti vartojant Bolonijos proceso M lygio formuluotes, todėl jie turi būti peržiūrėti ir perrašyti vartojant M lygio (7) deskriptorius.

- Numatomų studijų rezultatų sąrašą papildžius požiūriais studijų rezultatus tapo sunkiau susieti su vertinimu, kadangi požiūrį vertinti visada yra labai sudėtinga.
- 1 lentelėje nurodytas magistro laipsnio studijų tikslas ruošti studentus doktorantūros studijoms nėra priimtinas. Magistro laipsnis yra atskira savarankiška kvalifikacija.

## 1. Programos sandara

- Studentai yra supažindinami su mokslinės tiriamosios veiklos pagrindais, taigi savo sandara studijų programa aiškiai siekia tikslo rengti šokio pedagogikos tyrėjus.
- Programa gerai pritaikyta studentams susipažinti su šokio teorija ir giliau ją suprasti. Tiek studentai, tiek darbdaviai sutiko, kad tokia kvalifikacija yra vertybė ir reikalinga valstybei.
- Taip pat sveikintinas sprendimas pagal programą ugdyti darbo su specialiųjų poreikių asmenimis įgūdžius, kai studentai išmoksta panaudoti šokį darbui su negalia ar kitokių socialinių problemų turinčiais asmenimis ir prisideda prie tokių asmenų įtraukties (darbdaviai taip pat tai patvirtino).
- Galėtų būti sudaryta viena atskira programa, kuri iš tikrųjų labiau atitiktų šiuo metu taikomą dalykų dėstymo būdą.
- Būtų gerai, jeigu į programą būtų įtrauktos „Pavyzdinės klasės“, kurios padėtų įkvėpti ir paskatinti studentus. Keli užsienio šokio ekspertų apsilankymai pagyvino programą, ir tokie vizitai turėtų būti reguliarūs.
- Įvairių programų didelėms studentų grupėms dėstomuose moduluose didelis dėmesys turėtų būti skiriamas šokio pedagogikai. Būriant tokius studentus kartu siekiama tenkinti labai skirtingus poreikius, dėl to programa gali tapti mažiau koncentruota.

## 2. Personalas

- Labai sveikintina, kad darbuotojai savo iniciatyva rengia konferenciją šokio tematika – tai parodo jų atsidavimą darbui ir entuziazmą.
- Darbuotojai palaiko ryšius su kitų šalių šokio pedagogikos ekspertais.
- Darbuotojai siekia ugdyti savo darbuotojus, kadangi šiaip Lietuvoje šokio pedagogų yra labai nedaug.
- Savianalizės suvestinėje nurodytas pedagoginio personalo / studentų santykis yra neteisingas. Jeigu jis būtų toks, koks nurodytas, programos negalima būtų įgyvendinti. Todėl būtina šį santykį apskaičiuoti tiksliai, naudojant SKVC pateiktą formulę, atsižvelgiant į visus užsiėmimus, ir apskaičiuojant visos programos vidurkį.
- Būtina, kad daugiau darbuotojų aktyviai užsiimtų mokslinę tiriamąją veiklą šokio pedagogikos srityje.
- Galimos problemos, susijusios su vadovavimu baigiamiesiems darbams – jeigu tokiems darbams nevadovaus šokio pedagogikos specialistai, studentams gali būti sunku vykdyti mokslinę tiriamąją veiklą tokioje itin specifinėje srityje.

## 4. Materialioji bazė / metodiniai ištekliai

- Šokio specialybėms studentų naudojama materialioji bazė pastaruoju metu buvo smarkiai pagerinta: įrengtos naujos grindys, patogesnės patalpos, ir kt., ateityje numatyta atlikti daugiau tokių patobulinimo darbų.



- Bibliotekoje sudarytos geros galimybės naudotis duomenų bazėmis, tačiau nematyti, kad studentai aktyviai tokiomis bazėmis naudotųsi.
- Susirūpinimą kelia situacija dėl studentų, kuriems yra mokamas atlyginimas kaip mokytojams, ir kurie tuo pat metu gauna valstybės finansavimą studijoms. Ar tai nėra dvigubas mokėjimas? Šią padėtį būtina ištirti, kadangi ji gali sukurti diskriminaciją.

## 5. Studijų eiga ir studentų vertinimas

- Studentams patinka teorinė studijų programos dalis, ir teigia, kad bet koks pakartojimas, pvz., mokslinio tyrimo metodų, yra pateisinamas, kadangi tokia peržiūra yra studentams naudinga.
- Studentams visokeriopai padeda darbuotojai, į kuriuos studentai gali patogiai kreiptis, yra paslaugūs ir teikia studentams naudingas konsultacijas.
- Taip pat studentai vertina laiką, skirtą savarankiškam darbui, jausdami, kad toks savarankiškas darbas suteikia jiems galimybę augti ir geriau išsiaiškinti jų interesus.
- Susirūpinimą kelia baigiamųjų darbų kokybė. Baigiamųjų darbų tekstuose nesiremiam mokslinio tyrimo teorija, t.y., pagrįsdami savo mokslinių tyrimo metodų pasirinkimą studentai nedaro nuorodų į tyrimų teoretikus, o tai yra labai svarbus reikalavimas. Tokie tekstai turėtų būti įtraukti į bibliografiją.
- Rašydami baigiamuosius darbus studentai turėtų paisyti etikos reikalavimų, savo darbuose jie įvardija asmenis ir mokyklas. Lengvai pažeidžiami asmenys turėtų būti apsaugoti nuo jų privatumą pažeidžiančių tyrimų, ir tokius tyrimus atliekant būtina vadovautis gerą patirtimi remiantis mokslinių tyrimų vykdymo teorija.
- Vertinimo procesas nėra visiškai aiškus, jis turi būti aiškiau susietas su numatomais studijų rezultatais. Taip pat susirūpinimą kelia labai aukšti vertinimo balai.

## 6. Programos vadyba

- Kokybės užtikrinimo procesas vykdomas tinkamai.
- Akivaizdu, kad pedagoginis personalas labai entuziastingas ir užsidegęs savo srityje.
- Socialiniai dalininkai /partneriai dirba programos komiteto nariais ir visokeriopai remia įgyvendinamą programą.
- Nemaloniai nustebino nepakankamas vyriausiųjų vadovų supratimas apie programų veikimą.

## III. REKOMENDACIJOS

1. Numatomų studijų rezultatų formulavimas yra labai svarbus tolesnei studijų programos plėtotei, ir jų formuluotės turi būti patobulintos atsižvelgiant į Bolonijos proceso reikalavimus ir Aukštojo mokslo antros pakopos studijų Dublino aprašus.

2. Vertinimo kriterijai yra susiję su bendrojo vertinimo procentine išraiška, o ne su numatomais studijų rezultatais. Jie turi būti suderinti su dalyko numatomais studijų rezultatais.

3.Įgyvendinant studijų programą nepakankamai naudojamos naujausios informacinės technologijos, nors viename iš numatomų studijų rezultatų (D2) pabrėžiama būtinybė jas naudoti. Programos rengimo grupė turėtų numatyti aktyvesnę informacinių technologijų naudojimą.

4.Šią programą įgyvendinantys dėstytojai privalo labiau susieti savo mokslinę tiriamąją veiklą ir profesinio tobulėjimo kryptis su studijų programos sritimi. Iki šiol jų vykdoma mokslinė tiriamoji veikla buvo pernelyg plataus pobūdžio ir nebuvo susijusi su šokio edukologija.

5.Rekomenduotina įsteigti vieną meno edukologijos magistro programą su keliomis specializacijomis (teatras, vaizduojamieji menai, šokio edukologija).

6. Būtina atkreipti dėmesį į magistro baigiamųjų darbų kokybę – turi būti remiamasi literatūros šokio tema šaltiniais, ir naudojamosi duomenų apdorojimo metodais.

7.Studentų judumas turi būti skatinamas įtraukiant studentus į Erasmus studentų mainų programą, skatinant juos dalyvauti mokslo konferencijose.

8. Bibliotekos ištekliai ir Metodologinių studijų kabineto ištekliai turėtų būti papildyti moksline, pedagogine ir metodologine literatūra, ir kitokiais šaltiniais šokio srityje.

9. Aktyvesnė institucijos parama pagrindiniams programos darbuotojams padėtų užtikrinti programos gyvybingumą.

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