



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
BENDROSIOŠ KALBOTYROS STUDIJŲ PROGRAMOS
(621Q13001)

VERTINIMO IŠVADOS

EVALUATION REPORT
OF *GENERAL LINGUISTICS* (621Q13001)
STUDY PROGRAMME
at Vilnius university

Grupės vadovas:
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Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

| | |
|--|---------------------------------|
| Studijų programos pavadinimas | <i>Bendroji kalbotyra</i> |
| Valstybinis kodas | 621Q13001 |
| Studijų sritis | Humanitariniai mokslai |
| Studijų kryptis | Lingvistika |
| Studijų programos rūšis | Universitetinės studijos |
| Studijų pakopa | Antroji |
| Studijų forma (trukmė metais) | Nuolatinė (2 m.) |
| Studijų programos apimtis kreditais | 120 ECTS |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Bendrosios kalbotyros magistras |
| Studijų programos įregistravimo data | 2011.06.15, Nr. SR-2692 |

INFORMATION ON EVALUATED STUDY PROGRAMME

| | |
|---|-------------------------------|
| Title of the study programme | <i>General Linguistics</i> |
| State code | 621Q13001 |
| Study area | Humanities |
| Study field | Linguistics |
| Kind of the study programme | University Studies |
| Study cycle | Second |
| Study mode (length in years) | Full-time, 2 years |
| Volume of the study programme in credits | 120 ECTS |
| Degree and (or) professional qualifications awarded | Master in General Linguistics |
| Date of registration of the study programme | 2011.06.15, Nr. SR-2692 |

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

This report presents the results of the external evaluation of the Master study programme General Linguistics offered by the Faculty of Philology and run jointly by different departments at the Faculty including those of the Lithuanian Language, Baltic Studies, English Philology, German Philology, Lithuanian Studies, Polish Studies and Russian Philology. The Master programme started in 2011 and it replaced previous linguistic programmes in English, French, German, Lithuanian and Slavic languages. During 2011–2013, 9–10 new students have been admitted to the programme each year.

The evaluation process of the Master study programme General Linguistics was initiated by the Centre for Quality Assessment in Higher Education of Lithuania nominating the external evaluation team of experts formed by the team leader, professor Minna Palander-Collin (University of Helsinki, Finland), professor Zaiga Ikere (Daugavpils University, Latvia), professor Nikolas Gisborne (University of Edinburgh, UK), Dr. Nijolė Merkienė (Lithuania) and student representative Simonas Valionis (Lithuania).

For the evaluation, the following documents have been considered:

1. Law on Higher Education and Research of Republic of Lithuania;
2. General Requirements for the Master Degree Study Programmes;
3. Methodology for Evaluation of Higher Education Study Programmes.

The Evaluation is based on the Self-Evaluation Report (SER) and its annexes prepared in October 2013 and the site visit on 28 February 2014. During the visit the Expert Team met all the required groups including senior administrative staff (on 25 Feb), staff responsible for the preparation of the SER, teaching staff, students, graduates and one social partner. The Team also examined students' Master's theses, and they visited auditoriums, libraries, and other facilities (on 25 Feb). After the Expert Team discussions and additional preparations of conclusions, general remarks of the visit were presented. After the visit, the group met to discuss and agree the content of the Report, which represents the Expert Team's consensual views.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme aims at “training highly qualified specialists in linguistics who meet the needs of modern society, are able to apply modern methods and use modern information technologies” (SER). The career prospects for the graduates of the programme include doctoral studies, research work in higher education institutes and humanities research institutes and other areas related to linguistics like publishing, textological work, and forensic linguistics (SER). The learning outcomes of the programme are divided into five generic competences and three subject-specific competences. Tables have been developed to show which competences are developed in each course. The outcomes can be accessed online on the VU webpage and other online systems.

The programme is academically oriented and less attention is paid to developing students' professional skills in practice. The programme recognizes the labour market need to train research-oriented experts (SER), although in practice students of the programme did not seem to

have a strong academic orientation, for example, in their career plans. It is important for Lithuanian society to train people who can perform complex problem-solving tasks in their future careers. The programme aims and learning outcomes are in line with Master level studies. The expert team thought that there was an effort towards developing this programme into a general linguistics programme that would cater for BAs of different language subjects (e.g. English, German), but this work should be continued as current students are mostly BAs in Lithuanian language.

2. Curriculum design

This Master is a specialist programme with a focus on linguistic typology, which follows from the research interests of Prof. Holvoet, who is arguably the most distinguished researcher in linguistics in Lithuania. This is, therefore, a highly research-oriented programme, and the overall set of courses are good making for a balanced programme, with individual courses that are commendable. The programme is taught by competent researchers.

The modules are spread evenly and their themes are not repetitive. The content of the modules is consistent with the type and level of studies and their content and methods are appropriate for the achievement of the intended Learning Outcomes for the programme, even though (and see below) the relationship between individual courses and the Learning Outcomes was not always made clear in the Self Evaluation Report or in the meetings. At the **programme** level, it looks like a well-planned degree. The scope of the programme is sufficient to ensure the programme's learning outcomes. The degree looks likely to ensure that students will have a thorough understanding of research in linguistics, and up-to-date. There is an appropriate balance between core and optional courses, and the theoretical courses are supplemented by potentially relevant courses that can be taken from other programmes.

The courses adopt a particular view of linguistics—the theoretical basis is consistent with a typological “languages” orientation rather than an orientation towards modern linguistic theory, which sees language as part of the human cognitive faculty and which is generally engaged with establishing the nature of “language”. This orientation is appropriate given the theoretical interests of the teachers, and the particular situation of VU in Lithuania, and of Lithuania in the region.

The teaching methods are appropriate to the courses and the programmes. However, although this is not strictly a matter of curriculum **design**, there were a number of complaints about the quality of the instruction on individual modules from the students.

However, the Expert Team also identified some problems. The Self-Evaluation Report committee was not particularly clear about the intended relationship between the curriculum, its aims and objectives, and the intended Learning Outcomes. In particular, the relationship between Learning Outcomes and the individual courses in the Self Evaluation Report conflicted with information in the Course Unit Descriptions, and this was not clarified in the meetings with the course team. For example, according to the table in the Self Evaluation Report, General Phonology does not give rise to LO 7.1, 7.2, or 7.3¹ despite the fact that each of these learning outcomes is relevant to the course and despite the fact that according to the Course Unit Description it should meet these Learning Outcomes. This is just one course. Similar issues were identified with Semantics and Pragmatics, General Morphology, Theories of Grammar and Language Typology. This gives the impression that either the SER was not prepared with

¹ 7.1. *be able to describe, analyse and explain different categories and aspects of language*; 7.2. *be capable to select relevant linguistic theory for description of one's findings*; 7.3. *be able to extract relevant information from data*;

adequate seriousness, or the programme committee have not communicated the significance and relevance of the programme outcomes to the individual teachers on the course.

Another issue is that four courses are taught either wholly or in part by Prof. Holvoet, who is also employed at the University of Warsaw. It does not seem advisable for one colleague to have responsibility for such a large part of a curriculum. This is inadvisable both for operation reasons (what if this person should fall ill) and for reasons of pedagogical good sense: the students should have exposure to much more than the research and professional perspective of a single individual. However, the committee was reassured that Prof. Holvoet was efficient in the discharging of his duties at VU.

One issue with the programme structure is that the relationship between the different elements of the programme was not always clear to the students. This became particularly apparent when Expert Team looked at the dissertations—a number of dissertations indicated that the students had not really developed as academics in ways which the programme should have led them to. There is a gap between the design of the programme's curriculum, which the Expert Team thought was commendable and its implementation.

On the other hand, in general the teachers were committed to the programme and had a clear idea of what the programme was about. However, this is not reflected in the documentation.

3. Staff

The study programme is provided in accordance with the relevant legal acts of the Republic of Lithuania. The programme is run by a joint team of 14 Vilnius University teachers from various departments. All the teaching staff are high quality experts and professionals in their corresponding areas. All the subjects are taught by 7 full professors, 6 associate professors with degrees of PhD and Dr. habil., and one lecturer with PhD. The programme was started three years ago, but this is one of the most highly academically equipped programmes at the University of Vilnius in respect to the qualifications of the academic staff.

There is an established system of teaching staff evaluation according to various criteria. Every five years all academic staff participates in a re-evaluation process for academic positions. This process was approved by the VU Senate Committee on 23 February 2010. The document envisages several steps to evaluate the applicants' academic and research activities. Besides the minimal requirement of a Master degree, for higher positions various requirements are taken into account including 1) the number and quality of publications (articles, monographs, etc.), 2) participation in international and national research conferences, 3) supervision of doctoral thesis, 4) teaching load, 5) teaching materials and other publications, 6) applied research, and 7) participation in projects.

The staff publishes monographs, scholarly papers in journals in Lithuania and abroad, participates in important research projects, participate in such expert activities as defence committees of doctoral dissertations, editorial boards, and doctoral studies committees. During 2011–2013 three doctoral theses were defended (two were supervised by Prof. A Usonienė, one by Prof. A.Holvoet).

Workload standards were approved at the VU Senate Committee on 18 March 2010. As to conference participation, it has to be noted that the academic staff is financially granted the possibility to present their research achievements at local and international conferences. The financial support is ensured by the Research Council (Faculty and University). It amounts to 500 Lt for conferences in Lithuania and up to 5000 Lt for international conferences abroad. It has to

be noted that during the site visit there were no complaints by the teaching staff about cases of having been denied this support from the faculty Research Council.

As to the sabbaticals it seems that for this staff more opportunities are ensured. Due to a significant amount of research activities and students' research supervision (i.e. supervision of term papers, bachelor papers, master's degree papers, doctoral thesis, which also requires more individual time than is envisaged in the workload management documents), it seems, however, that the staff has not been able to take this leave as often as they should have been.

The staff improves their research and academic quality and widens their international contacts through visits to foreign universities and by participating in the ERASMUS exchange programme. The teaching staff of the programme is involved in research directly related to the study programme. In the future, it is recommended that, in the area of teaching staff, administration of the study programmes should work out a structural framework on a faculty level aimed at a long-term strategy which would facilitate the teaching staff in conducting their research and professional development, and would encourage junior academic staff to progress in their careers so that they would not have to do their research only during their free time or on vacation.

4. Facilities and learning resources

The studies take place on the premises of the Faculty of Philology. During the site visit the Experts had the possibility to see the rooms equipped with stationary or portable overhead projectors and laptops; wireless internet connection points cover most of the Faculty.

Students use the stocks of the Central Library of VU, Information Centre for Humanities and libraries of other faculties. Students can use databases subscribed by VU, students also have free access to electronic library services from any workplace at the National Open Access Scholarly Communication and Information Centre (SCIC).

E-learning and E-examination Centre of VU (<http://www.esec.vu.lt/en/>) develops and administers the Virtual Learning Environment (VLE) and the Electronic Plagiarism Control System (EPCS). Teachers use their websites to provide information about the course requirements, assignments, reading lists, etc.

VU library has a good collection of contemporary linguistic literature. The availability of e-journals and e-books has increased significantly during 2009–2014. The teachers of the Programme have authored, edited and translated a number of works used for the courses and independent student research projects (SER, point 70, p. 22).

VU ITTC administers and maintains the VU Study Information System (VUSIS), which comprises databases and software for Studies, Written Assignments, Computerised Examination System (KES), Electronic Plagiarism Control System (EPCS), and Admission to 1st and 2nd Cycle Studies. VUSIS users are given authorised access to relevant programs and databases; every authorised user has a possibility to see personal information (self-access programme) and can see information for VU staff (VU intranet).

There is a possibility to do practice abroad for the students in this study programme under the Erasmus exchange programme; however, students indicate that they would like more practice opportunities and practical activity in their study field.

To sum up, the premises of the Faculty of Philology seem to be adequate in size and quality. Teaching and learning equipment correspond to students' and teachers' needs. However, according to the opinion of the academic staff, the VU Study Information System (VUSIS) is slow and not flexible, making it difficult to use it effectively; therefore further improvements of the system should be introduced.

5. Study process and student assessment

The study programme General Linguistics is aimed, primarily, at the students of Philology who have completed their first cycle university studies and were awarded (at least) a bachelor's degree. Such candidates are admitted without additional requirements. Graduates of other study fields take an entrance examination in linguistics. The entrance examination is organised during the period of admission to the second cycle studies at VU (the end of June). The examination programme is announced in advance (in April) on the website of the Faculty of Philology together with the contact details of professors who are available for tutorials. The entrance score is then calculated and the candidates are ranked according to the Admission Rules for VU Second Cycle Study Programmes approved by the VU Senate Committee.

Students improve their abilities in research by writing a Master's thesis. At the beginning of the second semester, the teachers hold special meetings to discuss students' graduation theses. However, not all Master theses reflect the core courses. Moreover, it was told to the Expert Team that students had never participated in any research conferences. The SER, on the other hand, gives examples of research conferences that students have attended as well as articles published by students.

The VU Department of Academic Consultation has created an internet site <http://www.klausk.vu.lt/>, which provides information related to the issues concerning studies. The Deputy Directors provide the students with the information concerning the studies. During the first lecture of every subject, the students are informed about the course description, the skills that the students will acquire or develop, the co-relation of classroom and independent work, the goals and objectives, the methods, the assessment criteria, etc. However, the Expert Group thought that career and academic orientation is a very weak point, as almost none of the current students were sure about their future plans after graduating.

The students have access to the materials of lectures/practical classes via the VU electronic mail or through the e-conference system by the Centre for the Application of Information Technology (VU ITTC).

The system of VU social support includes incentive grants, social grants, special grants, nomination grants, loans for tuition fees, and dormitories. The experts did not hear any complaints from the students at this point.

Students have opportunities for developing their artistic interests and participating in cultural and sports activities. They can take part in the activities organized by the Student Representative Office of the Faculty and the Student Representative Office of VU.

The students' knowledge and abilities are assessed in compliance with the Statute, Study Regulations, and other documents of assessment of study outcomes. The final assessment is cumulative, so it motivates students to work assiduously the whole semester. The assessment system is chosen by the teachers in accordance with anticipated learning outcomes and assessment methods. The students who question the procedure of the examination or disagree with the evaluation have the right to appeal in written form. Consultations on all the questions

related to making an appeal are possible also by approaching the VU Students' Representation Appeal Committee.

The students of the Programme have the possibility to fill in questionnaires about the quality of the courses. However, there is a lack of feedback coming back to students on what has been improved, what changes have been implemented, and what the results of the surveys were.

During 2011–2013, the Master programme was completed by seven students; six graduates are employed, and one is not working due to childcare.

To conclude, it seems that the weakest point of this study programme is a lack of career and academic orientation, as almost none of the current students were sure about their future plans. Also, during the site visit the Expert Team noticed that not all of the Master theses reflect the core courses of the study programme and that not all of the students participate in research activities (conferences or other events); therefore research orientation for the students should be strengthened. Moreover, follow-up of student feedback should be introduced to show the actual changes implemented in the programme.

6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are allocated to the Study Programme Committee, which consists of seven staff members, one student and one social partner (SER). Since the programme is offered by several language departments, the programme management requires special attention in order to involve all the teachers and students and to create a team spirit. During the site visit, the Expert Team did not see much practical cooperation between the teachers or the teachers and students.

During the site visit teachers involved in the programme explained that the programme committee initially designed the programme and its aims and then invited teachers to offer courses to the programme; when we asked about the learning outcomes of the programme the teachers focused on the contents of their own courses but seemed to be unaware of how different courses in the programme relate to each other. Similarly, students could not explain to us how their programme progresses and how the courses relate to each other. Students could not name their representative in the committee and were unaware of the existence of such a representative.

The Expert Team heard that it is difficult for students to get their suggestions heard. They are not involved in programme development nor are they informed about career prospects or made to understand the aims of the programme. Students have managed to introduce new optional courses (e.g. Areal Studies) to the programme, but only after being sent to make their case to different university bodies including the Dean. Due to the way the programme is managed, students have less choice in optional courses than they would like to have.

Information and data on the implementation of the programme is collected through surveys of the Quality Management Centre, but students are not invited to give feedback after courses or discuss feedback with staff.

The SER refers to cooperation with employers, but cooperation was not confirmed during the site visit, although the social partner we met praised the academic quality of the programme and would be willing to give training opportunities for students of the programme.

Although the programme is targeted at BAs of different languages, the programme has so far attracted only one student with a Bachelor in English Philology from VU; other students have BAs in Lithuanian Philology from VU. The programme management needs to develop a marketing plan including a thorough consideration of how to describe its contents, aims, and

learning outcomes to a prospective student and to attract students of other language backgrounds to enhance the general linguistics approach. The Expert Team was told by the SER committee that there was no point in advertising the degree, because students would not come if they were not interested, but one of the current students told us that she learnt of the degree in her very last seminar as an undergraduate, and it was exactly what she wanted to study.

As might be expected, there are several optional modules which appear to be shared across different programmes (English/German for Specific Purposes, English Studies). One area that might be explored is whether it is possible to extend this practice, so that a core module in one degree is optional in another in more cases than is currently the practice. This should be a practical benefit of modularisation.

It seems that communication and managing change are weak points at the University of Vilnius more generally, but in this programme shortcomings of communication between the study programme committee and staff and students and social partners were most acutely felt. A practical way of enhancing communication with 'stakeholders' and students as well as prospective applicants would be to develop a comprehensive student handbook² to clarify e.g. the programme structure and aims, student progression through the programme, and career options and requirements for qualifications (e.g. teacher).

² A Student Handbook could include the following sections: 1) An introduction from the programme leader welcoming the students to the programme, and introducing him- or herself.
2) Names of all staff involved, their contact details and their office hours.
3) General information (about where the 'welcome' meeting is taking place, information about the staff-student liaison committee, who students should approach with their enquiries in the first instance).
4) A table of the structure of the degree, showing students how they can/should put their programme together from the different modules, including information about core and optional courses.
5) A summary of the regulation information about progression from first to second year, and into the dissertation (marks required, etc.).
6) Some basic information about the dissertation (credits, course and structure, length, the nature of research, deadlines)
7) Course and assessment information (a list of individual modules, their assessment methods and deadlines, their relationship to the programme learning outcomes, a brief description of their contents and recommended reading, name of the teacher, contact information for the teacher, a link to more detailed information on the university's webpages).
8) The programme timetable.
9) Advice on Student Support and academic guidance; late coursework and plagiarism; illness and disability adjustments. (This could be held more centrally as a separate document for the Faculty.)
10) Notes on the writing, presentation and submission of essays and dissertation.
11) Notes on feedback: how the staff give their feedback to students, and what the students should expect from the different teachers on the course in terms of academic feedback.
12) An explicit statement of the marking scheme (what qualities does work have to have to get a particular grade?).

III. RECOMMENDATIONS

1. The programme committee should find ways of improving its communication both among the staff and with the students.
2. The management of the department should develop a marketing plan including a thorough consideration of how to describe the contents, aims, and learning outcomes of the programme to a prospective student.
3. Enhance the general linguistics approach to attract Bachelors of other languages/philologies than just Lithuanian. Since this programme is the only one in VU where linguistics can currently be studied on Master level, it is in a good position to guarantee sufficient student intake and its future success if the management of the programme considers the content of the programme from this perspective.
4. Include a student representative in the programme committee. Although the programme committee has a student representative (according SER), this did not seem to be widely known (site visit).
5. Substantially improve career and academic orientation for the students. In practice, the study programme committee could launch a student handbook informing the students about career prospects or arrange practice possibilities with social partners.
6. Since this is a research-oriented programme, improve students' participation in research conferences.
7. Make sure that Master theses reflect the core courses of the programme.
8. Develop a student handbook to clarify the programme structure and aims, student progression through the programme, and career options and requirements for qualifications (e.g. teacher).
9. There could be more practice opportunities for students and more practical activities.
10. To facilitate the study process, the electronic system VUSIS should be more actively used by the staff members of the Department in order to create their websites and place teaching materials there.
11. Work out a structural framework on a faculty level aimed at a long-term strategy which
 - a. could facilitate the teaching staff in conducting their research and professional development,
 - b. would encourage junior academic staff to progress in their careers so that they would not have to do their research only during their free time or on vacation.
12. Ensure the possibility for the staff to employ sabbaticals, embracing a greater number of the staff. At present this opportunity is limited due to the considerable teaching load.

IV. SUMMARY

The Master study programme of General Linguistics aims at “training highly qualified specialists in linguistics who meet the needs of modern society, are able to apply modern methods and use modern information technologies”. The career prospects for the graduates of the programme include doctoral studies, research work in higher education institutes and humanities research institutes and other areas related to linguistics like publishing, textological work, and forensic linguistics.

This is a highly research-oriented programme and it is one of the most highly academically equipped programmes at the University of Vilnius in respect to the qualifications of the academic staff. Although the teachers are highly qualified and actively develop their competencies and qualifications, this is somewhat difficult due to the teaching load. The Faculty should take measures to develop a more systematic support system for teachers’ career development.

The degree looks likely to ensure that students will have a thorough understanding of up-to-date research in linguistics. The study modules are spread evenly and their themes are not repetitive. The content of the modules is consistent with the type and level of studies and their content and methods are appropriate for the achievement of the intended learning outcomes. However, the Expert Group thought that career and academic orientation is a very weak point, as almost none of the current students were sure about their future plans after graduating. At its best, this degree is genuine research training, but the research orientation does not concern all the students. For example, not all Master theses reflect the core courses nor do students regularly participate in research conferences.

The programme is targeted at Bachelors of different languages, but so far it has mostly attracted Bachelors of Lithuanian from the University of Vilnius. All in all, it seems that there is a lack of concern with making the programme successful, which shows in other issues as well. For example, both teachers and students are poorly informed of the programme aims, and their possibilities to contribute to the development of the programme seem limited. Social partners are not really involved in the programme development, nor are they used to give students working life contacts. It seems that communication and managing change are weak points at the University of Vilnius more generally, but in this programme shortcomings of communication between the study programme committee and staff and students and social partners were most acutely felt. As one practical solution to the problem a comprehensive student handbook could be developed.

V. GENERAL ASSESSMENT

The study programme General Linguistics (state code – 621Q13001) at Vilnius university 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 | 4 |
| 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 |
| | Total: | 17 |

*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:

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Grupės nariai:
Team members:

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Prof. Nikolas Gisborne

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**VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
BENDROJI KALBOTYRA (VALSTYBINIS KODAS – 621Q13001) 2014-04-18
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-180 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Bendroji kalbotyra* (valstybinis kodas – 621Q13001) vertinama **teigiamai**.

| Eil. Nr. | Vertinimo sritis | Srities įvertinimas, balais* |
|----------|--|------------------------------|
| 1. | Programos tikslai ir numatomi studijų rezultatai | 3 |
| 2. | Programos sandara | 3 |
| 3. | Personalas | 4 |
| 4. | Materialieji ištekliai | 3 |
| 5. | Studijų eiga ir jos vertinimas | 2 |
| 6. | Programos vadyba | 2 |
| | Iš viso: | 17 |

* 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

Bendrosios kalbotyros magistro studijų programos tikslas – „rengti šiuolaikinės visuomenės poreikius atitinkančius aukštos kvalifikacijos kalbotyros specialistus, kurie gebėtų taikyti modernius metodus ir naudoti modernias informacines technologijas“. Studijų programos absolventų ateities karjeros perspektyvos yra susietos su doktorantūros studijomis, moksliniu tiriamuoju darbu aukštojo mokslo institucijose ir humanitarinių mokslų institutuose bei kitose su lingvistika susijusiose srityse, tokiose kaip leidyba, tekstologinė veikla ir lingvistinė ekspertinė veikla.

Tai itin į mokslinius tyrimus orientuota programa, viena iš Vilniaus universiteto studijų programų, kurioje dirba labiausiai kvalifikuotas akademinis personalas. Nors dėstytojai yra aukštos kvalifikacijos ir aktyviai tobulina savo kompetenciją bei kvalifikaciją, tai daryti yra sudėtinga dėl didelio dėstytojų krūvio. Fakultetas turėtų imtis priemonių siekdamas sukurti sistemingesnę pagalbos struktūrą dėstytojų karjeros vystimui.

Suteikiamas laipsnis turėtų užtikrinti, kad studentai nuodugniai supras naujausius kalbotyros mokslinius tyrimus. Studijų dalykai paskirstyti tolygiai ir jų temos nesikartoja. Studijų dalykų turinys atitinka studijų tipą ir pakopą, o jų turinys ir metodai yra tinkami numatytiems studijų rezultatams pasiekti. Tačiau ekspertų grupės manymu, karjera ir akademinė orientacija yra labai silpna vieta, kadangi beveik nei vienas studentas nebuvo tikras, kuo dirbs baigęs studijas. Geriausiu atveju, tyrimusis laipsnis yra tikras mokslinių tyrimų mokymas, tačiau mokslinių tyrimų orientacija nėra visų studentų interesas. Pavyzdžiui, ne visi magistro baigiamieji darbai atspindi pagrindinius studijų dalykus, o studentai reguliariai nedalyvauja mokslinių tyrimų konferencijose.

Studijų programa skirta turintiems skirtingų kalbų bakalaurus, tačiau iki šiol joje daugiausiai studijuoja Vilniaus universiteto Lituanistikos bakalaurai. Apskritai, susidaro įspūdis, kad trūksta noro paversti programą sėkminga, tai taip pat atsispindi ir kituose aspektuose. Pavyzdžiui, dėstytojai ir studentai yra prastai informuoti apie programos tikslus ir jų galimybes prisidėti prie programos tobulinimo atrodo ribotos. Socialiniai partneriai iš esmės nėra įtraukti į programos vystymą, taip pat jie nesuteikia studentams jokių realių darbinių kontaktų. Panašu, kad komunikacija ir vadovybės kaita yra apskirtai Vilniaus universiteto silpnesnė pusė, tačiau šioje studijų programoje komunikacijos tarp studijų programos komiteto ir dėstytojų bei studentų trūkumas buvo itin pastebimas. Vienas praktinis šios problemos sprendimas galėtų būti išsames „Studento vadovo“ sudarymas.

III. REKOMENDACIJOS

1. Programos komitetas turėtų rasti būdų, kaip gerinti bendravimą tarp dėstytojų ir su studentais.
2. Katedros vadovybė turėtų parengti rinkodaros planą, kuriame būtų išsamiai svarstomas klausimas, kaip pristatyti studijų programos sandarą, tikslus ir studijų rezultatus būsimiems studentams.
3. Reikėtų sustiprinti bendrosios kalbotyrą traktavimą siekiant pritraukti ne tik lituanistus, bet ir bakalaurus iš kitų kalbų/filologijų. Kadangi ši programa yra vienintelė Vilniaus universitete, kurioje kalbotyrą galima studijuoti magistro pakopoje, joje turėtų studijuoti užtektinai studentų ir būti garantuojama sėkmė ateityje, jei programos vadovybė apsvartys programos sandarą iš šios perspektyvos.
4. Į programos komitetą derėtų įtraukti studentų atstovą. Nors programos komitete studentų atstovas dalyvauja (kaip teigiama savianalizės suvestinėje), panašu, kad apie tai nėra plačiai žinoma (paaiškėjo vizito metu).
5. Reikėtų iš esmės pagerinti studentams karjeros ir akademinę orientaciją. Praktiškai, studijų programos komitetas galėtų sukurti „Studento vadovą“, kuriame būtų pateikiama informacija studentams apie karjeros galimybes arba kartu su socialiniais partneriais pristatomos galimybės atlikti praktiką.
6. Kadangi ši studijų programa yra orientuota į mokslinius tyrimus, derėtų pagerinti studentų dalyvavimą mokslinių tyrimų konferencijose.
7. Reikėtų užtikrinti, kad magistro baigiamieji darbai atspindėtų esminius programos dalykus.
8. Reikėtų sukurti „Studento vadovą“, kuriame būtų paaiškinta programos struktūra ir tikslai, studento tobulėjimas programos metu ir karjeros galimybės bei kvalifikaciniai reikalavimai (pvz., mokytojams).
9. Studentams galėtų būti pristatoma daugiau galimybių atlikti praktiką ir vykdyti daugiau praktinės veiklos.

10. Siekiant palengvinti studijų procesą, katedros dėstytojai turėtų aktyviau naudotis elektronine VUSIS sistema, kad sukurtų ten savo tinklalapius ir talpintų mokomąją medžiagą.

11. Fakultete reikėtų sukurti struktūrą, kurios tikslas – sudaryti ilgalaikę strategiją dėl:

- a. dėstytojų darbo palengvinimo atliekant mokslinius tyrimus ir tobulėjant profesinėje srityje.
- b. jaunesniojo akademinio personalo skatinimo tobulinti karjerą, kad jiems nereikėtų vykdyti mokslinių tyrimų tik savo laisvo laiko metu ar per atostogas.

12. Vertėtų suteikti galimybę kuo daugiau dėstytojų eiti kūrybinių atostogų mokslinei veiklai vykdyti; šiuo metu tokia galimybė yra gana ribota dėl didelio dėstymo krūvio.

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

¹ Žin., 2002, Nr.37-1341.