



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
STUDIJŲ PROGRAMOS
EDUKOLOGIJA
(*valstybinis kodas – 621X20002*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF EDUCATION
(*state code – 621X20002*)
STUDY PROGRAMME
at Vilnius University

Expert team:

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Edukologija</i>
Valstybinis kodas	621X20002
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
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	edukologijos magistras
Studijų programos įregistravimo data	1997 m. gegužės 19 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Education</i>
State code	621X20002
Study area	Social Sciences
Study field	Education Studies
Type of the study programme	University studies
Study cycle	Second cycle
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master in Education Studies
Date of registration of the study programme	May 19, 1997

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
1.	Final theses for years 2013-2014
2.	Examples of professional practice reports
3.	Example of methodological material for essay writing
4.	Regulations for Assessments of Study Achievements at Vilnius University
5.	Samples of student essays

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

The Faculty of Philosophy in University of Vilnius educates specialists of the highest qualifications in humanities and social sciences. The Department of Educational Sciences is responsible for the master level study programme *Educational Sciences*.

The programme accredited in 2012 had two branches (*General Educology* and *Education Policy and Administration*). Some remarks were given and recommendations offered. The programme was accredited for three years. The main suggestions were to rethink the structure of the programme, the coexistence of the two branches and especially the scope of the *General Educology* branch, while for the *Education Policy and Administration* branch it was advised to rethink its composition; also suggested was to ground the duration of the part-time study programme and to improve the quality of master theses.

1.4. The Review Team

The review team was assembled in accordance with the *Expert Selection Procedure*, approved by Order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011. The Review Visit to HEI was conducted by the team on 22 April 2015.

- 1. Dr Eve Eisenschmidt (team leader)**, *vice-rector for development at Tallinn University, member of the Quality Assessment Council for Vocational Education and Training at the Estonian Higher Education Quality Agency, Estonia.*
- 2. Prof. Dr Carlinda Leite**, *professor at the Faculty of Psychology and Educational Sciences at the University of Porto and a Senior Researcher at the Centre for Research and Intervention in Education, Portugal.*
- 3. Dr Cathal de Paor**, *Senior Lecturer and Director of Continuing Professional Development at Mary Immaculate College, Limerick, Ireland.*
- 4. Dr Dainius Žvirdauskas**, *headmaster of Kaunas University of Technology Engineering Lyceum, Lithuania.*
- 5. Mr Simonas Šeškis**, *undergraduate student in International Politics and Development Studies at Vytautas Magnus University, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme is aligned with the Vilnius University (VU) mission and background. In SER (p.7) VU mentions that the study programme is organised “to train specialists with the Master of Educational Sciences qualification degree in the subfields of Culture of Education and Education Policy and Administration”. The aim of this Master is to “develop new means of promoting and enhancing culture and education policy in schools and other educational youth organisations”. So, the students must have competences as “experts in creativity and cultural diversity in the realm of education, administrators of the general education regulations and of the implementation of the education policy at different education management levels.” It is therefore expected that the learning outcomes point in this direction.

The key objective stated for the study programme, as well the competences listed (SER, p.9), are in alignment with the stated aim. General as well as specific competences related with each branch are in accordance with a master degree. For example, in the Education Policy and Administration branch, it is expected that students develop the ability to analyse education policy theory and practice and to understand the specificity of education administration and modelling of project activities, while in the Culture of Education branch students need to develop competences related with analysis and evaluation of the cultural transformations at meso and micro levels in education or of multicultural awareness, identity and cooperation. During the site visit it was clear that the students, the teachers and the social partners knew what competences are expected to be developed for each branch and the important role they played in both branches.

This being a Master in Educational Sciences, there are general learning outcomes related with this area of knowledge. An example of this is the competence “to construct a methodologically sound and reliable research study, to conduct it properly and prepare a research report and a master thesis with due regard to the researcher’s responsibility and norms of professional ethics”. During the site visit evidence was gathered showing that the students’ training is oriented in this direction even though in some cases it is not very successful. The learning outcomes of each master branch are well defined, however some of them could be clearer in order to identify student behaviours. An example of this can be found in the Education Policy and Administration branch: what allows teachers to determine if the students have achieved the “mastery of the education policy theories and practice” and that they have the “Ability to understand specific

features of education administration”? The same occurs in the Culture of Education branch; how can it be determined that a student has the “Ability to understand and discuss regularities of modern culture ...”? However, Table 2 (SER, p. 10) and Table 3 (SER, p. 11) establish a relationship between learning outcomes listed and the study programme courses which can help teachers and students enrolled in this programme to understand what is required.

SER (p.9) states that the objectives and competences of the programme are freely available to everyone on the Vilnius University website. During the evaluation visit students confirmed that they were aware of this information and agreed with the level of the competences and learning outcomes required.

In sum, the programme aims and learning outcomes are adequate for a master degree and well defined, however they could be even clearer. Students and social partners are familiar with the programme aims and learning outcomes and consider them adequate.

The site visit verified that the programme aims and learning outcomes take into account the academic quality stated for higher education (Berlin, 2003) and the priorities established as a higher education commitment (Leuven and Louvain-la-Neuve, 2009). Students, social partners and alumni mentioned that the aims and learning outcomes of the Education Policy and Administration branch met the needs of the labour market. These learning outcomes focus on the professional requirements needed to work in educational or school administration. Some of the learning outcomes included in the Culture of Education branch are also considered important to train students to work in Education Policy and Administration.

The programme is conducted as a master degree and allows for the learning outcomes to be developed in accordance with each of the students’ research ideas. Due to the fact that each course only requires a minimum of 5 students the achievement of the learning outcomes becomes easier.

The name of the study programme “Education” is adequate but it is too general. However, the way the branches are defined clarifies the relationship between the contents, learning outcomes and what it is offered and expected. During the site visit it was clear that the formal, non formal and informal meaning of education is understood.

The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other. The programme aims and learning outcomes are based on the academic and/or professional requirements and public needs of the labour market. However, the Education Policy and Administration branch should take into consideration some of the learning outcomes of the Culture of Education branch.

2.2. Curriculum design

The programme complies with legal requirements for master study programmes, including programme volume, the subjects of the study field and supplementary studies. The hours proposed for contact and for independent work correspond with the general requirements of master programmes, i.e., not less than 30% of the volume of every study subject. The content of the subjects is fully consistent with the type and level of studies expected from master programmes in education, with an appropriate amount of credits being allocated to the subjects of the study field and the supplementary studies. The study field subjects are of a higher qualitative problem-solving as regards the study content.

The scope of the programme is sufficient to ensure the achievement of the learning outcomes. It offers a range of learning experiences and contexts: taught courses on theory and practice of education, a professional practice internship; project work, and a final thesis. The programme is offered over two years on a full-time basis (120 credits), while a previous part-time option has been discontinued. However, many students have substantial commitments outside of the course, such as full-time jobs and this can pose challenges for their full engagement in the programme and from the benefits they might otherwise derive. The development of an online component for delivering certain parts of the programme should be considered to support collaborative learning between students and flexible delivery.

The programme offers students the option of doing one of two branches: (1) Education Policy and Administration and (2) Culture of Education. Both offer a series of compulsory courses, covering three systemic levels: global/national; institutional; pedagogical-interpersonal. The Culture of Education branch replaces the Educology branch available in a previous version of the programme. The SER refers particularly to this new branch as being a unique feature of the programme, 'given that it unites the two crucial aspects, education and the new modern culture' (SER, p. 18). It notes that this branch also attracts non-degree students (free movers) to attend occasional classes and courses. There are also core compulsory courses on areas relevant for both branches such as research methods, professional practice and project management. Students

can individualize their learning pathway through the availability of optional courses, as well as choosing a thesis subject in accordance with their own interests and needs.

The study subjects are spread evenly, and scheduled in a way that is likely to make learning very beneficial for students, going from a broad general introduction, to more focused and specialist options later on. Students progress from the general courses (semester 1) to the branch courses (semesters 2 and 3), relating their study to their thesis area and also availing of optional courses to deepen their knowledge in relevant areas. In this way, students draw on knowledge from earlier courses to help them better understand theories and concepts in later learning and apply them in increasingly complex ways. This develops the general programme competences as well as those specific to each branch.

However, the separation between the branches is not so clear in all cases, reflecting the fact that there are many ways in which culture and policy in education are inter-related. While both branches do offer a common set of core courses, and even though students of both branches can choose the same Optional courses (offered in each of the first three semesters), certain courses are available only to students who have chosen a particular branch. It raises the question as to whether continued provision of separate branches enables the best use of resources, staff expertise and whether it allows sufficient scope for students to pursue their academic and professional interests. For example, the course on Education process, quality and assessment is offered within the Culture of Education branch, but could equally be of great relevance to someone pursuing the Educational Policy and Administration branch. During the site visit, students expressed an interest in being able to take courses from the other branch. The programme team should therefore consider if a unified programme, rather than maintaining the two separate branches, would enable them to enhance the student experience and increase the appeal of the programme for students. Provision of a unified programme offering a more flexible set of options would also help with the financial sustainability of the programme. The SER also notes that it is difficult to provide an exact match with the needs of all students given the small numbers of students likely to select courses that are very specialised. There are also courses within each of the branches which are closely related, for example, the many courses in the Educational Policy and Administration branch dealing with legislation. In such cases, students may wish to use their time learning about more distinct issues in education. The programme team should therefore consider ways in which courses can be streamlined, for example, combining courses that are closely-related.

The SER lists a range of teaching and learning approaches which gives students ample opportunities for engaging actively within class, e.g., lecture, discussions, debates, case studies, portfolios, literature reviews, reflections, group work, project activities, watching video materials, visits to other institutions, and online or distance learning. Students are also prepared for their final thesis work from the very first semester. Relevant preparatory experiences are the project activity modelling in semester 1, selection of research theme, and a course on educational research methods. Semester 3 focuses on research practice within the professional internship.

The content of the programme reflects the latest achievements in the educational sciences. There is on-going curriculum development to take account of new developments and priorities in education in Lithuania and internationally. For example, the SER also identifies leadership as an area requiring attention in future academic programme planning, either as an additional course within the Master's programme, perhaps even a complete programme in its own right.

However, students also expressed an interest in further linking theoretical courses with issues encountered in Lithuanian society and real-life educational situations. This would enable them to work with others in creating solutions to educational problems for current and future educational needs. The programme team should therefore consider ways in which students can further integrate their theoretical knowledge with real-life educational problems. It would be beneficial for students to be able to conduct their research within bigger research agendas being pursued by the Faculty or Department or by individual staff members, and focused on significant questions in education. This would also enable students to work and learn from each other, rather than on their own.

To summarize, the curriculum is designed to offer students a rich and varied learning experience, allowing them to pursue their own professional interests, while also availing of a solid grounding in key areas within policy and cultural studies in education. However, greater integration of theory and practice, by linking taught theoretical courses with educational problems that students encounter in real-life educational situations should be pursued. There is a need to consider whether the continued provision of separate branches is in the best interests of the programme aims, use of resources, and student learning interests. The team should streamline provision by re-arranging and combining certain courses that are closely-related. An online component should be used to further develop the learning experience. The team should continue to identify ways in which the curriculum design can contribute to the quality of education thinking and provision in Lithuania and Europe.

2.3. Teaching staff

There are 16 people working with the programme, 11 professors, 3 PhD students and 2 lecturers. Academic staff meets the legal requirements, is highly qualified, and the number of staff is considered to be adequate. Beside the high qualification of academic staff it is important to develop a new generation of teachers who are experts in the field of educational administration. During the visit, the review team gained the impression that the Faculty is exploring possibilities for involving younger researchers within the programme team. The team also recommends the involvement of teachers who have practical experience in the field.

Teaching staff of the programme takes an active part in different national and international projects and present in various local and international conferences. The review team reached the conclusion that the majority of scientific publications are published in national journals, with few being published in international peer-reviewed journals.

Academic staff uses possibilities for international mobility, although the review team encourages them to find more possibilities for collaboration internationally with researchers in the field of educational administration and culture and initiate joint research projects. Also, increasing the involvement of external and visiting lecturers is advised.

The teaching staff were satisfied with situational support for professional development. They mentioned that they improved their skills by having opportunities to network through international projects, and sharing experiences with colleagues in international conferences. During the site visit teaching staff mentioned that they have regular meetings to develop the courses of the programme based on students' feedback. Staff members mentioned that they get feedback from students via feedback survey. Also they have informal discussions with the head of the programme about the courses but they do not have conversations about their needs for professional development.

To summarise, teaching staff have high qualification. The lecturers work and publish many scientific articles, take part in different international projects. However, there is lack of publications in various international publications and scientific journals. It is also advisable to take care of a new generation of staff by involving some practitioners into the teaching and learning process.

2.4. Facilities and learning resources

The size and quality of the premises, and the teaching and learning equipment are more than adequate for delivering the programme and supporting the learning experience for students. There is an awareness that a certain standard is necessary given the investment which students have to make in terms of personal commitment and financial resources. Students come to the programme highly-motivated following a very competitive admissions procedures, where the number of places taken up represents a fraction of all applications. The SER notes that the comparatively small number of students accepted has the consequence of more than adequate facilities and resources. The Faculty of Philosophy Library provides access to a large collection in Education and the library has access to typical databases. All relevant journals can be found in subscription databases. The broad range of the studies represented in the programme, together with the range of student backgrounds (coming from a range of disciplines, and including teachers, but also other professionals) means that learning resources need to be extensive. This includes sources related to educology, didactics and practice.

The SER provides a detailed account of the spaces for teaching and learning, as well as for informal meetings and other communication. The new SCIC (Scholarly Communication and Information Centre) library offers individual study spaces as well as rooms for group work. While there is a plentiful supply of rooms for group meetings, many of the teaching rooms use fixed seating only, which is not conducive for incorporating time for student interaction and group work during lectures. The programme team should promote the use of group activities as much as possible, through regular use of rooms allowing more flexible seating arrangements.

The SER lists a range of technology such as portable computers, video projectors, computer labs and printing and copying facilities. During the site visit, the use of video projectors to support teaching was observed. The development of an online component and technology for delivering some courses, or even part of courses, should be considered to support collaborative learning between students and flexible delivery. A fully-integrated space or online learning environment would enable all teaching staff to place additional teaching materials in a common area for access by students, for example, containing links to other resources (video, text) and include collaborative learning activities such as discussion boards, wikis, etc. This could also extend to synchronous online learning – not just asynchronous. Using a common area would also have the added advantage of enabling staff to be more aware of how their course fits within the overall programme experience, and promote staff collaboration.

The higher education institution has adequate arrangements to support students' access to practice for internship, enabled by a very strong partnership with social partners, and representing a range of educational contexts. While the campus provides a rich and stimulating learning environment, the programme should continue to avail of opportunities to extend the space and time of learning to other locations outside, i.e., real-life contexts.

To summarise, the facilities and learning resources provide a rich and stimulating learning environment, to enable students to derive optimum benefit from their studies. The programme team should promote the use of group interaction as an integral part of teaching by including regular access to rooms with flexible seating arrangements as part of lectures. A designated online learning environment should be used to support collaborative learning between students and programme delivery. This can extend to synchronous as well as asynchronous learning.

2.5. Study process and students' performance assessment

Vilnius University accepts a very wide range of students to this 2nd cycle study programme enabling everybody with a Bachelor degree to enrol. This allows the University to choose from many students and sustain very high student admission requirements when the university is able to choose students with the best previous study results. Even though the students have very wide variety of backgrounds and study topics the review team has noticed that the staff ensures that no students would feel at a disadvantage because of their prior knowledge and previous studies. This shows very strong student-teacher relationship which helps to ensure a high quality of studies.

The number of alumni working in strategically important positions (Headmasters, project managers, analysts and etc.) shows that the study programme is recognised by society and social partners as most of them were happy about the learning outcomes that students have brought to their jobs.

In SER it is mentioned that the subject descriptions and assessments are presented at the beginning of each semester (in the first lectures) by every teacher and students confirmed that they are informed about learning outcomes and assessment criteria.

Students valued the possibilities to work in small groups and have a lot of individual time with the teachers but the students' involvement in scientific research done by academic staff is very low or even imperceptible. The review team recommends more active student participation in

research and scientific activities by exploiting the good student-teacher relationships already in existence. Also alumni and social partners have mentioned that the current research and final thesis topics could be more focused on actual needs. Students also advised that the final thesis might be more relevant to their jobs. The review team would recommend involving more social partners in the final thesis pre-discussions to ensure that students' early scientific activity helps the development of the educational area and strengthens the relationship between higher education institution, social partner and student. During the site visit the students and alumni mentioned that the University does not use any distance learning environment. Nor are databases available for the alumni for their ongoing personal development. Our recommendation would be to ensure that the alumni have the possibility to use the Vilnius University databases (Final theses) and ensure that all information about studies are stored in one user-friendly and easily accessible distance learning environment.

Even though the study quality is recognised by social partners and the alumni were satisfied with their study experience, the review team has noticed that it is hard to exploit the full potential of this study programme without participating in mobility programmes. Therefore we recommend Vilnius University to support students to go to study abroad or especially to go abroad for a traineeship.

To summarize, there is high employability rate of the graduates after the studies and alumni occupied high positions in the educational system of Lithuania. There is strong student-teacher relationship, although students could be more involved in the research projects of the academic staff and the final thesis should be more focused on actual needs.

2.6. Programme management

The responsibilities for decision making and monitoring of programme operations and management are regulated at university level. There is a central quality assurance system and general quality surveys of all the study fields and courses of the university. The Department of Studies is responsible for quality assurance. The Study Programme Committee is responsible for the content, implementation, monitoring and analysis of the quality of the programme and for preparation of self-assessment documentation. The Committee also submits quality assurance recommendations for renewal and improvement. The programme committee reports to the faculty's Study Committee and to the university's Study Department. The review team considered implementation and monitoring to be well regulated, and the Study Programme Committee also included employer and student representatives.

The study quality centre is responsible for collecting students' feedback. There are several feedback surveys, informal and formal. The head of the programme organizes formal and informal discussions with students to collect feedback. Teaching staff gets their personal feedback. During the site visit the programme team mentioned that they should collect feedback from alumni more systematically to improve the programme. Social partners mentioned that they give feedback after students' internship.

Programme development is an on-going activity. During staff meetings the contents of courses are discussed to avoid overlapping and to develop the course programmes accordingly to the changes in the study programme. For example according to the students' feedback the practice starts earlier. Although there is a formal feedback system and the programme team mentioned that teachers get personal feedback based on students' feedback, teachers still mentioned during the site visit that they miss individualized feedback concerning their course from the programme committee. There is also a lack of formal plans for staff development.

Social partners are involved in programme development in several ways, for example they participate in defence boards of master theses and offer internship places for students. During the site visit, social partners mentioned that they value highly cooperation with the faculty, having joint development projects and seminars. There were some cases where students changed the topics of their master theses based on the needs of social partners and the social partners consider alumni well educated.

During the site visit the dean emphasised the importance of educational sciences and teacher education in the faculty to raise the teachers' position in Lithuanian society. The Review team recommends collaboration with other higher education institutions in the field of education to improve the quality of teacher education in Lithuania.

To summarize, there is an effective and on-going programme development based on feedback and cooperation with social partners. The internal quality assurance measures are well developed, although there is much more potential in cooperation with alumni. Feedback from alumni should also be collected more systematically to improve the programme. There is a strong partnership network with good formal and non-formal communication between the partners which guarantees social partners' participation in programme development.

III. RECOMMENDATIONS

1. To develop the programme focusing on the main specialisation, without branches and with optional courses.
2. To support greater integration of theory and practice, by linking taught theoretical courses with current problems that students encounter in educational settings, during internship or in their own work providing real life learning situations that deepen student knowledge and competences.
3. To streamline course provision by combining courses that are closely-related.
4. To develop an online learning environment for supporting student learning and collaboration, in a way which complements the learning taking place on-site in the university and in the internship.
5. To use this environment to support programme delivery and communication with students.
6. To involve teachers who have practical experience in the field.
7. To find more possibilities to collaborate internationally with researchers of the field of educational administration and culture and initiate joint research projects.
8. To provide routine access to rooms with flexible seating arrangements in order to derive optimum benefit from group interaction and group work, as an integral part of course lectures.
9. To further extend the space for teaching and learning to other real-life contexts outside the campus.
10. To encourage students to participate in research projects of the faculty together with academic staff.
11. To encourage students participation in mobility programs.
12. To implement professional development plans and annual development discussions with teaching staff.
13. To collaborate more with other higher education institutions acting in the field of education in Lithuania.
14. To work more systematically with alumni on collecting feedback and involving them in programme development, also planning research topics of the field and working out practical implications.

IV. SUMMARY

The learning outcomes of the study programme are based on the academic and professional requirements, public needs and the needs of the labour market. The name of the study programme “Education” is adequate but it is too general. However, the way the branches are defined clarifies the relationship between the contents, learning outcomes and what is offered and expected. It is advised to develop the programme focusing on the main specialisation, without branches and with optional courses.

The curriculum is designed to offer students a rich and varied learning experience, allowing them to pursue their own professional interests, while also availing of a solid grounding in key areas within policy and cultural studies in education. However, greater integration of theory and practice, by linking taught theoretical courses with educational problems that students encounter in real-life educational situations should be pursued. There is a need to consider whether the continued provision of separate branches is in the best interests of the programme aims, use of resources, and student learning interests. The team should streamline provision by re-arranging and combining certain courses that are closely-related. An online component should be used to further develop the learning experience. The team should continue to identify ways in which the curriculum design can contribute to the quality of education thinking and provision in Lithuania and Europe.

The teaching staff has high qualification. The academic staff publishes many scientific articles, take part in different international projects. However staff is encouraged to publish more internationally. It is also advisable to take care of a new generation of staff by involving some practitioners of the field in programme delivery.

The facilities and learning resources provide a rich and stimulating learning environment, to enable students to derive optimum benefit from their studies. The programme team should promote the use of group interaction as an integral part of teaching by including regular access to rooms with flexible seating arrangements as part of lectures. A designated online learning environment should be used to support collaborative learning between students and programme delivery. This can extend to synchronous as well as asynchronous learning.

There is a high employability rate of the graduates after the studies and alumni occupied high positions in the educational system of Lithuania. There is strong student-teacher relationship,

however students could be more involved research projects of the academic staff and final thesis should be more focused on actual needs.

There is effective and on-going programme development based on feedback and cooperation with social partners. The internal quality assurance measures are well developed, although there is more potential in cooperation with alumni, (for example, collecting feedback from alumni) to improve the programme. There is a strong partnership network with good formal and non-formal communication between the partners which guarantees social partners' participation in programme development.

V. GENERAL ASSESSMENT

The study programme *Education* (state code – 621X20002) at Vilnius University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

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

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Dr Eve Eisenschmidt
Grupės nariai: Team members:	Prof. Dr Carlinda Leite
	Dr Cathal de Paor
	Dr Dainius Žvirdauskas
	Mr Simonas Šeškis

**VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
EDUKOLOGIJA (VALSTYBINIS KODAS – 621X20002) 2015-06-12 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-137 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Edukologija* (valstybinis kodas – 621X20002) vertinama **teigiamai**.

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

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

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IV. SANTRAUKA

Šios programos studijų rezultatai grindžiami akademiniais ir profesiniais reikalavimais, visuomenės ir darbo rinkos poreikiais. Programos pavadinimas „Edukologija“ yra tinkamas, bet pernelyg bendras. Tačiau atskirų specializacijų aprašai geriau paaiškina ryšį tarp specializacijų turinio, studijų rezultatų, to, kas siūloma ir ko tikimasi. Rekomenduojama programą toliau plėtoti didžiausią dėmesį skiriant pagrindinei specializacijai, neišskiriant atskirų specializacijų (šakų) ir papildant pasirenkamaisiais kursais.

Studijų turinys sudarytas taip, kad studentams siūloma turtinga, įvairiapusė mokymosi patirtis, galimybės siekti profesinių interesų ir suteikiamos tvirtos pagrindinių švietimo politikos ir kultūros sričių žinios. Vis dėlto reikėtų labiau integruoti teoriją ir praktiką, susiejant teorinius kursus su švietimo problemomis, su kuriomis studentai susiduria konkrečiose realiose situacijose

dirbdami pedagoginį darbą. Būtina apsvarstyti, ar tolesnis atskirų programos specializacijų išskyrimas tikrai geriausiai atitinka programos tikslus, ar tinkamai naudojami išteklių ir atsižvelgiama į studentų mokymosi interesus. Pedagogų kolektyvas turėtų racionalizuoti programos dėstymą pertvarkydamas ir sujungdamas kai kuriuos artimai susijusius kursus. Siekiant užtikrinti geresnę mokymosi patirtį, studentams reikėtų naudoti mokymosi internetu priemonę. Programą vykdančių pedagogų kolektyvas turėtų toliau ieškoti būdų užtikrinti, kad programos turinys padėtų gerinti pedagoginio mąstymo kokybę ir srities dalykų dėstymą Lietuvoje ir Europoje.

Pedagogai yra aukštos kvalifikacijos. Akademini personalas skelbia daug straipsnių, dalyvauja įvairiuose tarptautiniuose projektuose. Vis dėlto darbuotojai turėtų daugiau darbų skelbti tarptautiniuose leidiniuose. Taip pat rekomenduojama pasirūpinti nauja pedagoginių darbuotojų karta, į programą įtraukiant daugiau praktikų.

Patalpos ir mokymosi išteklių užtikrina įvairiapusę, įkvepiančią mokymosi aplinką, kad studentai iš studijų gautų daugiausiai naudos. Programos dėstytojai turėtų skatinti darbą grupėse kaip integruotą mokymo proceso dalį, suteikdami galimybę studentams bet kuriuo metu naudotis auditorijomis, kuriose būtų galima lanksčiai išdėstyti sėdimąsias vietas. Siekiant skatinti studentų mokymąsi bendradarbiaujant ir veiksmingai vykdyti programą turėtų būti naudojama speciali mokymosi internetu aplinka. Tokia aplinka turėtų apimti sinchronišką ir asinchronišką mokymąsi.

Studijų programos absolventai sėkmingai įsidarbina, o jos alumnai eina aukštas pareigas Lietuvos švietimo sistemoje. Studentai ir dėstytojai palaiko labai glaudžius ryšius, bet studentai galėtų aktyviau dalyvauti akademinio personalo vykdomuose mokslinių tyrimų projektuose, o baigiamųjų darbų temos turėtų būti parenkamos labiau atsižvelgiant į faktinius poreikius.

Programa veiksmingai ir nuolat tobulinama atsižvelgiant į pateikiamas nuomones ir bendradarbiaujant su socialiniais partneriais. Vidaus kokybės užtikrinimo priemonės veiksmingos, bet tobulinant programą dar yra neišnaudotų bendradarbiavimo su alumnais galimybių (pavyzdžiui, galima būtų rinkti jų atsiliepimus). Veikia stiprus partnerių tinklas, kuriame palaikomi geri formalūs ir neformalūs bendradarbiavimo ryšiai su partneriais, o tai užtikrina socialinių partnerių dalyvavimą plėtojant programą.

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III. REKOMENDACIJOS

1. Programą toliau plėtoti didžiausią dėmesį skiriant pagrindinei specializacijai, neišskiriant atskirų specializacijų (šakų) ir papildant pasirenkamaisiais studijų dalykais.
2. Remti didesnę teorijos ir praktikos integraciją, susiejant dėstomus teorinius kursus su aktualiomis problemomis, su kuriomis studentai susiduria švietimo įstaigose, atlikdami praktiką arba savo darbe, pateikiant realaus gyvenimo situacijų, gilinančių studentų žinias ir didinančių kompetenciją.
3. Optimizuoti kurso dėstymą sujungiant artimai susijusius dalykus.
4. Sukurti mokymosi internetu aplinką, kuri padėtų studentams mokytis ir bendradarbiauti, papildydama studentų mokymąsi universitete ir praktikos vietose.
5. Tokia aplinka turėtų būti naudojama siekiant padėti vykdyti programą ir bendrauti su studentais.
6. Įtraukti į studijų procesą atitinkamoje srityje praktinės patirties turinčius dėstytojus.
7. Rasti galimybių bendradarbiauti tarptautiniu mastu su švietimo administravimo ir kultūros srityje dirbančiais tyrėjais ir inicijuoti bendrus mokslinių tyrimų projektus.
8. Užtikrinti galimybę studentams bet kuriuo metu naudotis auditorijomis, kuriose būtų galima lanksčiai išdėstyti sėdimąsias vietas, kad bendravimas grupėje ir grupinis darbas, kaip neatsiejama kurso paskaitų dalis, būtų kiek galima naudingesnis.
9. Išplėsti mokymo ir mokymosi erdvę iš universiteto auditorijų į realaus gyvenimo kontekstą.
10. Skatinti studentus dalyvauti fakultete vykdomuose mokslinių tyrimų projektuose kartu su dėstytojais.
11. Skatinti studentus dalyvauti judumo programose.
12. Įgyvendinti profesinio tobulėjimo planus, kiekvienais metais rengti diskusijas profesinio tobulėjimo klausimais su pedagoginiu personalu.
13. Glaudžiau bendradarbiauti su kitomis švietimo srities aukštojo mokslo įstaigomis Lietuvoje.
14. Sistemingiau bendradarbiauti su alumnais renkant jų atsiliepimus ir įtraukiant juos į programos plėtojimą, taip pat planuojant atitinkamos srities mokslinių tyrimų temas ir apibendrinant praktines pasekmes.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)