



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
STUDIJŲ PROGRAMOS
PAVELDO INFORMACIJA IR KOMUNIKACIJA
(valstybinis kodas - 621P90003)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF INFORMATION AND COMMUNICATION OF THE
CULTURAL HERITAGE
(state code - 621P90003)
STUDY PROGRAMME
at Vilnius University

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Evaluation coordinator – Ms. Dovilė Stonkutė.

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Paveldo informacija ir komunikacija</i>
Valstybinis kodas	621P90003
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Komunikacija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Komunikacijos magistras
Studijų programos įregistravimo data	2009.08.20

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Information and Communication of the Cultural Heritage</i>
State code	621P90003
Study area	Social Sciences
Study field	Communication
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Communication
Date of registration of the study programme	20 August, 2009

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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 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.	Current number of students per year (2014/2015)
2.	Guide How to Write a Master’s Thesis (17 pages in English)

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

The Master programme in the Information and Communication of Cultural Heritage (hereinafter - ICCH) at Vilnius University (hereinafter - VU) was introduced in 2009. The subjects of the ICCH programme are taught at the Faculty of Communication of VU established in 1990. The programme was developed to respond to the changes in the society – new information and communication technologies transformed possibilities for communication of information about cultural heritage as well as information management of cultural heritage. The programme was evaluated in 2012, and the recommendations from this evaluation have been incorporated in the programme as presented in the self-evaluation report (hereinafter - SER), from 2014. At the time of the preparation of the SER conducted by a working group headed by Prof. Dr. Domas Kaunas, four classes of graduates completed the programme and started their professional careers in 2009-2014. A total of 27 Master's students graduated from this programme.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 29 April, 2015.

- 1. Prof. dr. Steven Knowlton (team leader)**, *Professor of Journalism, chair, M.A. International Journalism Studies, 2008-2011, Chair, B.A. Journalism, 2012-13, Dublin City University, Ireland.*
- 2. Assoc. Prof. dr. Martine van Selm**, *Director of College of Communication, Department of Communication Science, University of Amsterdam, Netherlands.*
- 3. Assoc. Prof. dr. Baiba Holma**, *Department of Information and Library Studies, Faculty of Social Sciences, University of Latvia, Latvia.*
- 4. Assoc. Prof. dr. Dorte Madsen**, *Dept. of Intercultural Communication and Management, Copenhagen Business School (CBS), Denmark.*
- 5. Mr. Žilvinas Kulvinskis**, *Head of Public Relations and marketing department at VŠĮ „Lietuvos radijas ir televizija (National radio and television), Lithuania.*
- 6. Ms. Gabrielė Gendvilaitė**, *student of Šiauliai University study programme Lithuanian philology and communication.*

Evaluation coordinator – Ms. Dovilė Stonkutė.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The SER clearly states that the Master programme prepares professionals both in communication as well as information management of cultural heritage within museums and other sectors of cultural industry, and implements traditional and digital heritage communication technology (p.7). The programme aims and learning outcomes are clearly defined and logically coordinated. Information about the programme's aims and outcomes is publicly accessible in Lithuanian language at the website of VU Faculty of Communication website (<http://www.kf.vu.lt/studijos/programos/magistrantura/paveldo-informacija-ir-komunikacija>)

The programme aims and learning outcomes are based on academic, professional requirements, public needs, and needs of the labour market. It is stated that the Master programme in information and communication of cultural heritage is the only one in Lithuania who prepares specialists in the field of heritage communication (p 7, 8). The programme is based on the theoretical understandings about new possibilities of cultural heritage communication as well as on the conceptions of information management and network society. The core idea of the programme is to perceive interaction between memory institutions and public through participatory aspect. Therefore it is possible to conclude that the programme is developed based on the latest models of information communication.

The SER describes data of potential labour market in the public sector (libraries, museums and archives) and in the private sector (travel agencies, sightseeing tours organizers, advanced booking etc.) as well as other opportunities. However, it is not clear if there are any concrete numbers of professionals in cultural heritage communication necessary in museums, libraries, archives, creative industry. Evaluation team suggests that there have to be more investigations to define the new segments in the job market (especially – in the private sector).

The programme aims and learning outcomes are consistent with the type (requirements for preservation and communication of cultural heritage), level of studies (the programme is developed based on the legal requirements of the Republic of Lithuania for second study cycle programmes) and offered degree (Master of Communication). The title of the programme is compatible with learning outcomes (competencies for information management and communication and research of cultural heritage), content and offered degree.

The SER shows the strongest and weakest aspects of the programme: strongest are connected with the programmes' conception – it is developed based on communication and information paradigm as well as interdisciplinary and networking skills. The weakest aspect relates with a small number of students, and it is explained by pure salary system in Lithuania for librarians, archivists and specialists of museums. To increase the number of students, the evaluation team suggests considering to broaden the job market with more focus on private sector.

2.2. Curriculum design

The curriculum is developed according to the legal requirements: programme consists of subjects distributed in four semesters; the scope of the programme is 120 credits. Subjects in the study field have more than 60 credits. The number of subjects in a semester doesn't exceed 5. According to the requirements, 35% of amount is contact hours and 65% - individual study hours.

The programme provides subjects both for development of research skills and theoretical understandings of cultural heritage communication and this information management. The SER states that the programme also provides applied knowledge in a balanced manner, but based on discussions with alumni, the programme should provide more up to date practical skills. Discussions with social partners also showed that curriculum has to contain more subjects connected with the development of new skills in information / data management (digitization, digital curation, data management).

The programme is developed based on the logical sequence of subjects and the content of courses is relevant to Master degree studies as well as to the subject field. It starts with common theoretical disciplines which cover issues about paradigms of heritage information and communication, cultural heritage law, policies, sources and research methodology. In the following semesters the programme offers possibilities for specialization either in book science, museology or archives (42 credits). Courses in specialization contain theoretical and applied knowledge and skills. Positive improvement of the programme is the Research practice according to specialization which was introduced in the last years (the first one took place in February 2014). During the last five years museology was the most popular specialization of the programme (18 students in museology, 10 – in book science; 10 – in archives).

Unfortunately, due to a small number of students in the programme (for example in the 1st year there are 6 students), specialization has serious limitations: all students have to study in a specialization selected by the majority and it is not the choice by an individual student (SER, p. 14, paragraph 23).

Based on the description of the courses it is possible to conclude that the content and the methods are appropriate for the achievement of learning outcomes. The programme has courses which help to provide:

- fundamental theoretical, historical and legal skills and knowledge required to carry out communication tasks between memory institutions (*Paradigms of Heritage Information and Communication; Heritage Law and Policy; Heritage Project Management;*

Intercultural Communication; Paradigms of Modern Archival Theories; Modern Book Science Paradigms etc.);

- information and communication skills to select, analyse, evaluate, organise, create and communicate information in a large variety of professional and non-professional audiences (*Intercultural Communication; Archive Communication, Communication of Documentary Heritage; Museum Communication etc.);*
- ability to carry out research in the areas of heritage information and communication as well as cultural and creative industries (*Heritage Research Methods and Source Study; Scientific Research Work; Research practice, Master's Thesis*);
- heritage preservation knowledge and skills necessary for preservation activities carried out in cultural institutions (*Heritage Digitalization and Information Systems; Preventive Preservation of Museum Collections etc.);*
- technological literacy, i.e. the ability to apply digital technologies to address scientific (fundamental and applied) and professional work-related problems (*Heritage Digitalization and Information systems*);
- ability to manage a specific heritage communication area in a memory institution (several *Communication courses; Document and Archival Management, Museum Management; Management of Digital Documents and Archives etc.);*
- personal skills to excel, to make independent decisions in one's professional activities, to interact and collaborate with others to achieve common goals (*provided by teaching methods used in the courses: problem-based teaching; discussions; group projects; research studies*).

The scope of the programme seems to be sufficient to ensure learning outcomes, but it has to be considered to improve the courses which provide more technological literacy skills and to broaden the concept of cultural heritage from printed resources to other kind of documents provided in memory institutions. These suggestions were discussed both with students and alumni.

In general, the content of courses reflects latest achievements in the field of cultural heritage, its preservation, communication and promotion.

2.3. Teaching staff

The programme teaching staff consists of academics (15) and professionals (8) of the field. There are 78% (18 from 23) teachers with doctoral degree and 17% (4 from 23) with Master degree. It is worth to note that 2 lecturers are doctoral students. Teaching staff is relevant to the legal requirements of the Republic of Lithuania and compared to the previous assessment in 2012 the programme management has made serious improvement in providing teaching staff with relevant scientific qualification (before it was only 60,8% of teachers with PhD).

During the last years turnover of teaching staff has been quite high but with positive tendency for improvement (according to the SER – p. 19, paragraph 36).

Teachers' qualifications are adequate to ensure learning outcomes: there are teachers with high scientific achievements and with long academic experience who teach theoretical subjects and research methods in information and communication of cultural heritage. Several practically-oriented subjects (*Management of Museum Collections, Manuscript and Printed Heritage, Digital Documents and Archives etc.*) are taught by professionals from libraries, archives and museums (Chief Archivist of Lithuania, Library of the Lithuanian Academy of Sciences and VU

Library, The National Museum of Lithuania, The National Art Gallery, Vilnius Academy of Arts and others).

The programme is operated by 23 staff members. Most of them teach two subjects in the programme and it is possible to conclude that it is enough to ensure learning outcomes.

Ratio between number of teaching staff and number of students is 1-2 teachers on one student. That is problematic from the economical aspect of the programme but the fact is that all teachers work also in other programmes.

Based on the SER (p. 18) and on discussions with teachers there are activities provided both by the University of Vilnius and the Faculty of Communication which help to provide professional development for teachers: for example, seminars and trainings in the use of Moodle and improvement of communication skills, etc. The SER states that “The Faculty of Communication and the Central Administration of Vilnius University co-fund professional development of their staff” (p. 19).

According to the SER (p. 16, 17, Appendix 3), most of the teaching staff took part in research work, conferences, international exchange programmes; publish research results in monographs and papers, were involved in activities of international organisations, and international research projects, took part in non-academic settings of the field. Based on discussions with teachers it is possible to conclude that they are motivated in their professional and academic development and do it as much as it is possible and according to the requirements for the definite academic position for doing research work. These activities are related with the content of study programme (for example, teachers who do research in book science have subjects related to book science; teachers who do research in museums have subjects in museology etc.).

As well there are visiting lecturers from foreign universities with some lectures in the programme, but as it is mentioned in the SER (p. 19) that longer invitations of foreign lecturers are limited due to financial opportunities.

2.4. Facilities and learning resources

Based on the SER, “material resources of the Information and communication of the cultural heritage programme fulfil the basic study conditions requirements” (p. 20, 21, 22). The review team had the possibility to visit the Faculty and to verify that there are enough classrooms with sufficient technical equipment for providing teaching and learning for students of the Master programme. All classrooms are equipped with stationary multimedia equipment, with Internet Wi-Fi access. Students may also have access to the classrooms and equipment of the University's Centre for Information Technology and centre of Distance Learning.

The important facility for the programme is a modern digital lab, containing movable equipment necessary for digitizing and digital investigation of heritage objects including a 3D scanner and a microspectrophotometer CRAIC 308 PV intended for questioned documentary heritage research (p. 20).

The students also have access to the beautiful new multi-story Library, which is open 24/7. The Library provides access to all library subscription databases via VPN so that students can also have access from home. Students can use the work stations to work with their own computer in the Library too. In the Library, students also have access to scanning (free of charge) and copying of required study materials. In the Scholarly Communication and Information Centre (SCIC) there are 34 rooms for individual work. Rooms can also be booked for individual work in

the IT laboratory where there are 8 study spaces equipped with computers with special software. Furthermore, the library offers rooms for group work and the library's seminar rooms are available to lecturers/professors for lectures and seminars subject to a charge. Some shortcomings were mentioned in the discussions with students about teaching materials – there are not big choices in textbooks, especially in Lithuanian language. It is recognized also in the SER (p. 22, paragraph 47).

According to the SER, students practice is organized according to their specialization; archival studies, book science and museology (p.21). It is stated that personnel looks for practice place as best as it can be adapted to the tasks of practice. Part of practice tasks can be performed in the Media Research Laboratory.

It is possible to conclude that facilities and learning resources are provided in high quality and meet the needs of students and teachers.

2.5. Study process and students' performance assessment

The admission requirements are clear and well-founded both for the graduates of Communication studies programme as well as for the graduates from other fields' programmes. Information about the admission terms and conditions is published in the website of Faculty (<http://www.kf.vu.lt/studijos/stojantiesiems/magistrantura>, in Lithuanian). Based on the SER, information about the programme is disseminated in different events and meetings of Faculty and Vilnius University, but as admitted by programme management, the best publicity is positive feedback from programme graduates.

The study process is organized according to the study schedules and it is based on the study plan, five subjects are taught during semester, except for the 4th semester which is devoted to Research practice and Master thesis.

The main shortage in the organisation of the study process is that due to a small number of students in the programme it is hard to provide specializations and students are forced to choose the specialization selected by the majority. The evaluation team considers that this is misleading for students who select the Master programme based on their specific interests and with aims to get the competencies in the definite domain. Alumni also mentioned being forced to specialise in fields not of their choosing was a serious drawback to the programme.

There are different teaching methods (lectures, seminars, discussions, work groups, practical tasks, and literature analysis) used, as well as methods for developing creativity and research skills for students in the programme. Based on discussions with students and alumni the use of courseware package Moodle could be more widespread by teaching staff. Some students recognized that lectures could be organized in a more captivating form.

Master programme facilitates development of research skills. There are several research activities based on the study plan which has to be passed during studies: Research work in semester 2, Scientific Research work in semester 3, Research practice and Master thesis in semester 4. Some graduate students acquire good research skills and continue their education as doctoral programme students. There is also evidence that students publish their papers in the scientific journal "Knygotyra".

Master Thesis shows student's research interests and the quality of professional knowledge and research skills. The average grade for Master thesis is high – it is 8 (in total there are 27 papers).

It means that students have good level of performance. Most part of themes of Master Thesis is related with topics of book science (14) and museums (10).

There is accessible requirements for Master Thesis (Guide How to Write a Master's Thesis (17 pages also in English)) with clear description of the work and evaluation procedure.

In general the assessment system of students' performance is clear and seems adequate. During discussions with students and alumni nobody had complains about unfair and unclear grading. Students have opportunities to participate in students' mobility program in the framework of ERASMUS agreements, but due to individual circumstances (mainly – work duties), students don't use this opportunity as much as it should be (SER, p. 30, paragraph 64).

Students can receive academic support. Based on students' survey described in the SER (p. 30), they are satisfied with the support from teachers (they are accessible during personal consultations, emails, lectures, seminars etc.). If necessary, students also receive support from social partners, Study programme Committee.

Based on the SER, almost half of the graduate students (44%) have jobs in the field, so it meets expectations of the developers' of the programme (p.31).

2.6. Programme management

There are clear responsibilities for the programme management, monitoring, and implementation: Study programme committee implements changes in the programme, with assistance of Faculty departments, Faculty administration, and lecturers.

The members of the Study programme committee are representatives both from the Faculty of Communication and professional field. It is stated in the SER that the Committee in collaboration with internal and external stakeholders constantly improve the study programme (p.32), but based on discussions with social partners, students and alumni, the evaluation team would like to suggest to the Committee more regular cooperation and involvement of professionals in the development of the programme. Also, it has to widen the scope of social partners: more private sector and information technologies representatives interested in cultural heritage communication and information in the network society.

Based on the SER and discussions with students and alumni, feedback from students is collected regularly both by surveys and interviews in several levels: organized by university and by faculty and teachers. Students and alumni admitted that sometimes changes in the programme are not as transparent and important as they would like. Students said that the name of the course had been changed, but the content of the course had not.

The prior assessment of SKVC was discussed in the Study programme committee and there are changes made in the programme: there are improvements in the teaching staff - it is now academically relevant to the Master programme; it seems that the programme courses provide integration of information management, communication and cultural heritage, and there is emphasis on critical, reflective and strategic issues of the subject. Management team have tried to solve the problem with specialization (decision on yearly acceptance to only two (not three like before) specializations), but as the number of students in programme is still low, it is not clear does it work adequately and students can take their preferred course of studies. Also, unsolved problem is internationalization of students and incoming staff – it is recognized by the management team that number of students who participate in the student exchange program

could be larger and there are economic aspects – low faculty salaries chief among them – which make it very difficult to increase the number of visiting lecturers from abroad.

In general, it is possible to conclude that the programme has improved based on the outcomes of internal and external evaluations. It seems that internal quality assessment is working properly – the programme management team is aware of most of the problems facing the programme but there is still a place for improvement.

2.7. Examples of excellence

Facilities, equipment and faculty support of students.

III. RECOMMENDATIONS

1. In order to provide studies in specialization of the programme it is necessary to have more students. One of the solutions to attract more students is to widen and clearly define the new job market.
2. A clear vision with an aim to modernize and internationalize the programme should be created. The content of the programme should more reflect the core idea of the programme: to perceive interaction between memory institutions and public through participatory aspect, as well as to enlarge the concept of cultural heritage and to provide new technological literacy skills, knowledge in information/data management. The scope of social partners should be more focused on the private sector.
3. Moodle should be used by all lecturers to respond to the needs of a student and learning in the network society (accessibility, participatory etc.).
4. Programme management and oversight of the programme should be strengthened by more explicit four step management method (plan–do–check–act).

IV. SUMMARY

The evaluated Master programme is the only programme in information and communication of cultural heritage in Lithuania who prepares specialists in the field of cultural heritage communication and information within public and private cultural industry, and implements traditional and digital heritage communication technology. The programme is based on the up-to-date theoretical understandings about new possibilities of cultural heritage communication as well as on the conceptions of information management and network society. The programme has a clear aim and learning outcomes which describe the main competencies of the professionals. The weakest aspect of the programme relates with a small number of students that could be enlarged based on investigations about new places in the job market.

The curriculum of the programme is developed according to the legal requirements. Subjects are taught in logical sequence and the content of courses is relevant to Master degree studies as well as to the subject field and the main competencies (learning outcomes). The programme provides subjects both for development of research skills and theoretical understanding of cultural heritage communication and this information management. It should provide more technological literacy skills and to broaden the concept of cultural heritage from printed resources to other kind of documents provided in memory institutions as well as more practical skills in digital

information and data management. The main drawback in the realization of the programme is limitations in providing specialization due to a small number of students.

The programme teaching staff is well prepared both academically and professionally, and ready to improve their teaching, research and professional skills by participating in the professional development courses, conferences and seminars. Ratio between number of teaching staff and number of students is 1-2 teachers on 1 (1,2 : 1) student. That is problematic from the economical aspect of the programme but the fact is that all teachers also work in other programmes.

Facilities, equipment and learning resources are provided in high quality and generally meet the needs of students and teachers. Some shortcomings are about teaching materials – there are not big choices in textbooks, especially in Lithuanian language.

The study process is organized according to the study schedules and is based on the study plan, and it is relevant to legal requirements. The main shortage in the organisation of the study process is that due to a small number of students in the programme it is hard to provide the specialization and students are forced to choose the specialisation chosen by the majority.

There are different teaching methods (lectures, seminars, discussions, work groups, practical tasks, and literature analysis) used, as well as methods for developing creativity and research skills for students in the programme. Teachers are very responsive and supportive. Learning process should be more improved by using courseware package Moodle. In general, the assessment system of students' performance is clear and seems adequate, students have no complains about unfair and unclear grading.

There are clear responsibilities for the programme management, monitoring, and implementation. The management should be more transparent and regular, and with more cooperation and involvement of professionals in the development of the programme, as well as it has to widen the scope of social partners: more private sector and information technologies representatives interested in cultural heritage communication and information in the network society. Internal quality assessment is working properly – the programme management team is aware of most of the problems facing the programme but there is still a place for improvement.

V. GENERAL ASSESSMENT

The study programme *Information and Communication of the Cultural Heritage* (state code – 621P90003) 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	4
5.	Study process and students' performance assessment	2
6.	Programme management	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:	Prof. Dr. Steven Knowlton
Grupės nariai: Team members:	Assoc. Prof. Dr. Martine van Selm
	Assoc. Prof. Dr. Baiba Holma
	Assoc. Prof. Dr. Dorte Madsen
	Mr. Žilvinas Kulvinskis
	Mrs. Gabrielė Gendvilaitė

**VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
PAVELDO INFORMACIJA IR KOMUNIKACIJA (VALSTYBINIS KODAS – 621P90003)
2015-06-08 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-118 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Paveldo informacija ir komunikacija* (valstybinis kodas – 621P90003) vertinama **teigiamai**.

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

Įvertinta magistrantūros programa yra vienintelė Lietuvoje paveldo informacijos ir komunikacijos programa, pagal kurią rengiami paveldo informacijos ir komunikacijos srities specialistai viešajam ir privačiajam kultūros sektoriui ir įgyvendinamos tradicinės ir skaitmeninės paveldo informacijos technologijos. Programa pagrįsta šiuolaikiniu teoriniu supratimu apie naujas paveldo informacijos ir komunikacijos galimybes, taip pat – informacijos valdymo ir tinklo visuomenės samprata. Programos tikslas ir studijų rezultatai yra aiškūs, apibūdina pagrindines specialistų kompetencijas. Silpniausias programos aspektas yra susijęs su nedideliu studentų skaičiumi – jį reikėtų didinti atlikus naujų darbo vietų darbo rinkoje tyrimus.

Studijų programos turinys parengtas pagal teisės aktų reikalavimus. Dalykai dėstomi logine seka, jų turinys atitinka magistrantūros studijų lygį, dalykinę kryptį ir pagrindines kompetencijas (studijų rezultatus). Programoje numatytais dalykais ugdomi mokslinių tyrimų įgūdžiai ir teorinis supratimas apie paveldo informaciją ir šios komunikacijos valdymą. Reikėtų ugdyti daugiau technologinio raštingumo įgūdžių, išplėsti kultūros paveldo koncepciją nuo spausdintinės medžiagos iki kitos rūšies dokumentų atminties institucijose, taip pat numatyti daugiau praktinių skaitmeninės informacijos ir duomenų valdymo įgūdžių. Pagrindinis programos vykdymo trūkumas – ribota galimybė suteikti specializacijas dėl mažo studentų skaičiaus.

Programą vykdančios dėstytojos yra gerai pasirengę tiek akademiškai, tiek profesinėje prasme, jie pasiruošę gerinti dėstymą, mokslinių tyrimų ir profesinius įgūdžius dalyvaudami kvalifikacijos tobulinimo kursuose, konferencijose ir seminaruose. Dėstytojų ir studentų santykis yra 1,2:1, t. y.

1–2 dėstytojams tenka 1 studentas. Ekonominiu aspektu tai yra programos problema, tačiau visi dėstytojai taip pat dėsto kitose programose.

Patalpos, įranga ir mokymosi išteklių yra aukštos kokybės ir iš esmės atitinka studentų ir dėstytojų poreikius. Mokymo medžiagos trūkumas – nėra didelio vadovėlių pasirinkimo, ypač lietuvių kalba.

Studijų procesas organizuojamas pagal studijų tvarkaraščius, pagrįstas studijų planu ir atitinka teisinius reikalavimus. Pagrindinis studijų proceso organizavimo trūkumas – dėl mažo studijų programos studentų skaičiaus sunku teikti specializacijas ir studentai priversti rinktis tą specializaciją, kurią renkasi dauguma.

Naudojami įvairūs dėstytojų metodai (paskaitos, seminarai, diskusijos, darbas grupėse, praktinės užduotys, literatūros analizė), taip pat metodai, skirti studijų programos studentų kūrybiškumui ir mokslinių tyrimų įgūdžiams lavinti. Dėstytojai visuomet pasiruošę padėti. Reikėtų pagerinti mokymosi procesą naudojant Moodle aplinką. Studentų pasiekimų vertinimo sistema yra aiški ir tinkama, studentai nesiskundžia dėl nesąžiningo ar neaiškaus vertinimo.

Atsakomybė už programos vadybą, stebėseną ir įgyvendinimą aiški. Valdymas turėtų būti skaidresnis ir reguliaresnis, reikėtų labiau bendradarbiauti su specialistais ir juos įtraukti į programos plėtojimą, taip pat – išplėsti socialinių partnerių spektrą: įtraukti daugiau privačiojo sektoriaus ir informacinių technologijų srities atstovų, kurie domisi paveldo informacija ir komunikacija tinklo visuomenėje. Vidinis kokybės vertinimas atliekamas tinkamai, programos vadovybė žino daugumą programos problemų, tačiau tobulėti yra kur.

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III. REKOMENDACIJOS

1. Norint studijas vykdyti pagal programos specializacijas būtina sąlyga – daugiau studentų. Vienas iš būdų pritraukti daugiau studentų – išplėsti ir aiškiai apibūdinti naują darbo rinką.
2. Būtina parengti aiškią viziją, apimančią tikslą modernizuoti programą ir suteikti jai tarptautiškumo aspektą. Programos turinys turėtų labiau atspindėti pagrindinę programos idėją: suvokti atminties institucijų ir dalyvaujančios visuomenės sąveiką, išplėsti paveldo informacijos sąvoką ir lavinti naujus technologinio raštingumo įgūdžius, suteikti informacijos ir (arba) duomenų valdymo žinių. Socialinių partnerių spektras turėtų būti labiau orientuotas į privatųjį sektorių.
3. Atsižvelgdami į studentų ir mokymosi tinklo visuomenėje (prieinamumas, dalyvavimas ir pan.) poreikius, dėstytojai turėtų naudoti Moodle.
4. Reikėtų gerinti programos vadybą ir priežiūrą taikant aiškesnį keturių etapų valdymo metodą (planuok, daryk, tikrink, veik).

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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)