



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**VILNIAUS UNIVERSITETO PROGRAMOS
ŽURNALISTIKA (612P50001) VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *JOURNALISM* (612P50001) STUDY PROGRAMME
AT VILNIUS UNIVERSITY**

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

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| Studijų programos pavadinimas | <i>Žurnalistika</i> |
| Valstybinis kodas | 612P50001 |
| Studijų sritis | Socialiniai mokslai |
| Studijų kryptis | Žurnalistika |
| Studijų programos rūšis | Universitetinės studijos |
| Studijų pakopa | Pirmoji |
| Studijų forma (trukmė metais) | 4 |
| Studijų programos apimtis kreditais | 240 |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Žurnalistikos bakalauras |
| Studijų programos įregistravimo data | 1997-05-19, Nr.656 |

INFORMATION ON EVALUATED STUDY PROGRAMME

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|---|------------------------|
| Title of the study programme | <i>Journalism</i> |
| State code | 612P50001 |
| Study area | Social Sciences |
| Study field | Journalism |
| Kind of the study programme | University Studies |
| Study cycle | First |
| Study mode (length in years) | 4 |
| Volume of the study programme in credits | 240 |
| Degree and (or) professional qualifications awarded | Bachelor of Journalism |
| Date of registration of the study programme | 19-05-1997, Nr. 656 |

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I. INTRODUCTION

Journalism education in Lithuania is provided at three national universities in the largest cities, in Vilnius, Kaunas, and Klaipėda. The journalism study programmes differ in these higher education institutions in terms of content and practical focus as well as professional orientation.

Vilnius University (VU) and Vytautas Magnus University in Kaunas offer journalism bachelor and master degrees and Klaipėda University offers only bachelor degree studies.

In addition, other media and communication studies are offered at different universities and colleges, reflecting a trend away from focusing on core journalism skills and in to a direction of more broadly conceived media and communication studies, creative industries, information processing and organizational communication.

The Institute of Journalism (IoJ) as a unit in the VU Faculty of Communication (FoC) provides a bachelor degree study programme of Journalism (first cycle), a master degree in Journalism (second cycle) and a PhD degree in Journalism (third cycle). VU has the longest continuous tradition of journalism education in Lithuania reaching back several decades.

The study programme *Journalism* is designed to provide students with both theoretical understanding about media systems, social processes and professional ethics as well as practical skills. Combining theory and practice has always been an important challenge for journalism educators all over the world.

The IoJ has developed regular working connections to the media industry as well as to national, regional and local media institutions both through student internships and other forms of co-operation including joint professional training, workshops and developing the study programme on the basis of regular meetings with various stakeholders.

The self-evaluation report (SER) by IoJ shows three essential factors influencing the context in the university studies of journalism at VU: (1) changes in the regulation and legislation of university studies; (2) the results of current research on communication and information; and (3) a changing mass media system and market as a result of economic, social and political decisions.

These essential changes, study results and various evaluation processes since 2010 led to a restructuration of the BA study programme of Journalism. The programme is offered only as full-time studies since 1st September 2010 because part-time studies were not shown to be financially attractive.

The new students, entered in the autumn of 2013, started studying according to the reformed study programme plan, which came into force on 1st September 2013.

During the meetings with target groups it was revealed how the recommendations of the previous external evaluation were implemented. The distribution of teachers' workload was discussed and some reforms were implemented aimed to contribute to better research and further education possibilities for staff members. Improvements of facilities have been partly accomplished with the help of EU structural funds. There have been delays in the realization of plans and there still is a need for further improvement of the facilities. The reconstruction and digitalization of radio and TV studios is supposed to be done, according to plans, in the autumn of 2014. Some courses for further staff development are offered. Currently there are 5 PhD students, which is an increase compared to previous times and the largest number of doctoral students compared to other departments of the Faculty.

The external evaluation team (ET) of five members was appointed by the Centre for Quality Assessment in Higher Education to evaluate two study programmes in the fields of journalism (Journalism Ba, Ma) at VU.

The ET received the SERs of VU on the 19th of February from the Centre, which was later than initially agreed upon. Preparation for the evaluation followed the established practice and methodological recommendation by the Centre.

Before the site visit to VU the team members prepared a preliminary report and notes on the basis of the SER and its annexes. The preliminary evaluation reports and comments were circulated to all team members electronically. The preliminary reports contained tentative findings, comments and questions intended to be asked to specific groups scheduled to meet with during the site visit.

The preparatory comments were topically divided among the team members following the structure and content of the evaluation report template, taking into account the experience and specialization of the members in the specific area of the study programme.

The site visit to the Institute took place on 2nd April 2014. The ET met six relevant groups engaged in the study programme: Faculty administration (3 persons), SER groups (Ba and Ma, 8 persons), teaching staff (12 persons), students (18 Ba, 2 Ma students), graduates (9 Ba, 4 Ma students), social partners (7 persons). In all, the ET met in the meetings about 63 persons. The ET did not attend to any classes.

The ET visited the Faculty and Institute libraries, TV and radio studios, auditoria, VU central library and LNK television station. In the meeting room, students' Ba and Ma thesis as well as the scientific journal of the Institute were made accessible to the team.

After the meetings and site visit the team presented preliminary findings to the VU journalism community attended by four representatives of administration and four teaching staff members. After the visit, the ET met for the final summary discussion attended by the evaluation coordinator of the Centre.

The ET would like to thank the Journalism study programme community of VU for appropriate and educational answers to the team's questions and the Faculty of Communication for hosting and managing the visit.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The renewed study programme plan, which started in autumn 2013, was prepared by the staff of the Faculty and IoJ in collaboration with social partners. In this way, IoJ showed its flexibility and ability to react to the new challenges of a changing media landscape and changing demands of future graduates. The close collaboration with the relevant stakeholders showed that IoJ has taken serious attempts to implement the study programme in a renewed design in order to face the current challenges.

The programme aims to educate journalists who are expected to learn skills of radio, television, Internet and press communication that could later be applied by carrying out independent work in the information and analytical journalism sector. The aim of the programme focuses on the universal skills a professional journalist needs. The programme does not aim to prepare very specialized professionals but to develop necessary competences and the ability to independently implement the tasks.

The necessary competences that students acquire forms a basis for the second and third cycles of studies and are based on the qualification criteria of the wider higher education framework and standards in Lithuania as well as the respective documents, like those of the Bologna process. The learning outcomes and necessary competences trained and provided as part of the studies meet the type and level of studies. The professional skills provided also meet the necessary requirements to work in radio, television, in the Internet, and press journalism and later to the independent work of information and analytical journalism.

The shift towards a more universal description of journalistic tasks is clearly reflected in the new study plan and Descriptions of Study Units. The students of previous study programmes used to be oriented towards a specialization, i. e. press, radio or television journalism. The goal of universality reflects the intention of IoJ to ensure the students can successfully work in various media, manage the various means of expression and apply various forms of content. The wider focus on universality aims to enable students to pursue a professional or academic career not necessarily in the area of journalism, but also in public relations, advertising or personnel management. Consequently, the studies of journalism and professional practice were reorganized.

The ET notes that in following up and monitoring the implementation of the renewed parts in the programme specific attention should be paid to ensuring that the core professional skills necessary to a professional journalist's career will be provided as part of the programme, despite its more universal approach.

The ET notes that programme aims and learning outcomes are publicly accessible via the Internet and publications of the VU. Promoting of the programme also includes presentations and discussions at schools and colleges.

There are various levels of learning outcomes, like 'is aware', 'is well aware', 'understand', 'apply', 'can assess', 'uphold values', 'knows', 'analytically observe' etc. Levels of this kind are difficult to distinguish and assess which means there is a lot of work for the teachers assessing when the required level of the learning outcome is actually accomplished. No concrete examples were provided which directly relates and distinguishes these different learning outcomes to different and specific assessment methods tailored to these different learning outcome levels.

The ET notes there were weak signals during the visit that there are pressures to open space in the programme aimed solely for journalism education to other related communication areas such as public relations or organizational communications. If such scenarios are indeed realized, it could result in the narrowing of the scope of the journalism education as such in the renewed programme. The reasons behind such tendencies might be found in the decreasing number of journalistic job posts. During the visit, no reliable data was presented regarding the development of the journalistic labour market in Lithuania.

In the scientific classification in Lithuania journalism belongs to the area of social sciences. The resources are not as great as in other subject areas such as natural sciences. The education for journalistic practice is carried out mostly in small groups demanding a lot of teaching staff having qualified in numerous area of specialization.

The latest entrance exam of the BA Journalism programme received 111 applicants, 50 students entered the programme which indicates the public need for and interest in the programme and especially in the university of the capital of the country.

The changes and recent restructuring of the programme was based on the pervasive influence of the changes in the wider environment of the mass media system, in the professional working conditions and the labour market. The need for preparing comprehensively educated and widely skilled universalist journalists were confirmed during the visit by a number of relevant groups the evaluation team met. Due to the facts mentioned above the ET can confirm that the aims and

learning outcomes are identified and based on the professional requirements, the needs of the society and the labour market.

The name of the programme is simple, distinctive and effective, only focusing on the word 'journalism'. In the programme, a number of descriptive attributes around the aims are mentioned, such as 'universal journalistic communication specialist', 'high quality journalism', 'news journalism', and 'analytical', 'informative', and 'critical journalism'. However, the relations between these concepts are not clarified and defined in the SER. The ET considers the term "universal journalistic communication specialist" to be somehow vague and believes the term "universal news journalist" to be more appropriate.

Obviously, the aim for broader competences than just that of a professional journalist extend the students' possibilities in planning their further career development. This prospect might add weight to the advantage of universal abilities because the amount of journalists' fixed posts in the mass media seem to be subject to a downward trend in all European countries.

However, on the other hand, the panel notes that the focus on a wide variety of different fields of expertise and professional and scientific skills (including PR, advertising or personnel management) creates a tension in the programme contents and curriculum design, as there is a risk to cover a lot of different topic but not go deep enough into each of these subjects or skills. Covering and combining topical areas such as PR and advertising within a study programme focused on journalism studies may result in limited space to cover core journalistic topics and skills. In this sense the panel believes that less would be more and a more targeted focus on a more limited set of core topical areas and skills, clearly focused on journalism, would provide students with more in-depth theoretical and practical knowledge on these precise areas.

Related to this concern, one problem with the concept of universality (in relation to the specialization) is that it might be too general as a core of journalism education. In the SER there are very few notes on *news* journalism which is often the core of many comparable journalism study programmes. It is noteworthy that news is mentioned in the learning outcomes only once when stating: 'understands the importance of operativity and is able to operatively report the news'.

The ET notes there are some inaccuracies in the definition of the main aims of the programme, especially the terms news journalism and news media are not explicitly addressed clearly enough in the aims and learning outcomes.

2. Curriculum design

The full time study programme lasts for four years (eight semesters), its scope is 240 credits (annually 60 credits) in total. The study blocs consist of study field subjects (195 credits), specialization (30 credits) and general university studies (15 credits). Students are awarded with bachelor degree in Journalism.

The programme corresponds with the valid legal requirements, namely the Regulation of the Study Programme of VU, regulations of the Conception of the generic university studies of VU and the recommendations of the Guide of study programmes dated to 2012. It is also in line with national requirements. Therefore, the ET notes that curriculum design fully corresponds with the legal requirements.

The overall programme of four year full-time studies of 240 credits and 8 semesters is generally sufficient for achieving the intended learning outcomes. The study committee has done a lot of work to improve, update and specify course units and their consistency since 2010. The total scope of studies has remained but a lot of quality improvements have been implemented for the renewed study design since September 2013. As can be seen in the current SER the study

committee has accomplished certain improvements by making use of a wider range of information sources and new methods of gathering additional information.

The necessary course units in Journalism are divided into three blocs: a) the field of study (Journalism), b) theoretic and practical specialization in Journalism, c) generic VU courses. The programme and all course units have been developed according to an updated VU studies conception. In realization of course units the goal has been to maintain the consistency of studies as well as the interdisciplinarity with the theoretical and practical studies of other study fields at VU.

The underlying logic of the programme is to educate university specialists in the communication and information area who get the journalist's qualification degree. The consecutive two cycle model of the programme (BA and MA) guarantees students a possibility to be able to continue all the way up to a third cycle (PhD degree). The basic principle and logic in the programme design – the aim to build and maintain a continuous link between theoretic and practical studies – seems to be a reasonable solution and, obviously, an area of further focus on in the realization of the course units.

At the level of the study programme and the Descriptions of Course Units no repetition is noticeable in the themes of study subjects or modules. However, the students claimed some studies to be repetitive, especially those regarding basic skills and information technologies. The repetition of study subjects content is an important task to be carefully double-checked, especially now when the implementation of renewed study programme has started only recently.

The focus on certain ‚classic‘ elements in the curriculum (i.e. courses on history and world languages), which is quite pronounced in terms of credit points and courses running over more than one semester, might well be explained by the history of the programme and where it is coming from as well as the staff backgrounds but it needs to resemble modern trends in journalism better and thus needs to be reviewed – currently those few content areas which receive more attention in the curriculum despite the universalist approach do not seem to be the most relevant areas and a shift in focus would be desirable here for students to stay up to date with the most current trends in (global) journalism research and practice. The evaluation panel would like to recommend to devote more attention to the certain core topics and courses such as *economy* and *political communication* instead. The students and social partners also expressed a similar wish.

The ET took notice of the high number of modules and it was noted that changes in the market had influenced the nature of studies. The team did not really hear a good reason for the high number of modules and is concerned about the degree of repetition of certain content in various courses as has been already mentioned above.

Some problems were addressed in the meetings with different target groups concerning the general university studies (15 credits, 6.3% of the total scope). The students claimed they have only few possibilities to select the study subjects of general studies. The ET suggests the study committee should evaluate the general study units and how they fit and relate to the programme on a biannual basis and also increase the possibilities for students to select general university studies course units that better correspond to their individual professional or academic interests. Furthermore, the ET would like also to note that the general university studies were also criticized in regards to the lack of interaction and discussion between the students and teachers. Furthermore, regarding the general studies subjects in particular, it was voiced that the contents and course materials of these courses should be more explicitly related to journalism studies.

For some courses the attendance numbers were so high that it could affect the quality of teaching and the learning success of students. There seems to be a need for more studies in small groups and group discussions. Both students and teachers pointed out that didactics would be an issue

and there should be more focus on the quality of teaching and effective and innovative teaching methods and training.

The SER highlights the importance to review the context of social changes and media system dynamics regularly and to include the latest theoretical knowledge on this aspect into the study programme. The ET believes such efforts are important and necessary when taking into account the ongoing rapid changes in the relations between traditional news media and social media. The ET is positive about the ways and the speed the programme committee has reacted to external changes by improving the quality of learning processes and upgrading the content quality of the course units. A good example of the social partners' important role in the process of updating the programme contents is the introduction of a mandatory subject for all students on business and mass media.

A praiseworthy achievement is the introduction a new subject Ethics of communication for the 1st semester students. The ET encourages the study committee to develop the course further based on deeper systematic knowledge about the ethical principles in communication and journalism and indeed do so already starting in the first semester of the study programme.

The modules of deeper specialization subjects, 30 credits (12.5 % of the total programme), are aimed at developing a universalist journalist who can use information and communication technologies and is capable of self-realization in professional activities by working in different mass media outlets. This block probably needs the most regular updating and improvement. A good solution would be that these highly dynamic subjects are provided by practicing journalists, social partners and media professionals.

The recent improvements in the study programme have increased the number of practical tasks which account for 6.1% of the total study time, or 392 h by semesters. The ET suggests the VU should continuously reserve resources to maintain modules of this kind providing the students with intellectually stimulating and practically relevant tools for dealing with the current changes in society, the journalistic profession and their prospective future work environments.

There are three internships of 6 credits each, at the end of the first and second courses in the summer. The third internship is taking place during the 7th semester in September. The first internship covers the regional press and the students have the chance to practice three professional training sessions of 4 weeks and 160 hours each including the regional and national mass media. The internships are assessed like other modules, supervised by VU and a media supervisor and students write an internship report. The final thesis is supervised by the end of the 7th semester as part of a seminar.

The ET suggests, although the overall framework of the study programme is already very tight, the study programme committee should try to accommodate more space for the internship and give it even more priority. The ET believes this would be an asset to the programme. This would be in accordance with what students expressed as well. A first step could be to extend the first internship to two months and gradually also the two following internship sessions or at least accommodate space for one of these internships to last longer than currently is the case. In this way, the programme might better face the challenges of the current rapidly changing new media environment and the resulting changes in professional journalistic practice. The ET is positive about the supervision system during the internships, which seems to function properly.

There were plans to develop new courses in English and Russian language. The latter aimed at the market of students from Belarus and the Ukraine. There were signs of recruiting more international students. There was recognition of a need to develop new modules related to the Internet media.

There was awareness regarding the need to develop new modules related to the Internet and social media. As noted earlier, the ET remarks the recent crucial developments in the media world call for more attention to the dynamic, central and constantly changing role of social

media in the programme. The ET believes that this area of journalism research and practice would benefit from inviting professional and scientific external guest lecturers in order to keep up with the most recent trends in this rapidly changing new media environment.

Student feedback had provided input and induced changes in three content areas, in video editing, especially in the practice of the video montage programme, in business media and to change the delivery of the economic theory competence in the first year.

Concerning research methods the ET notes that the study programme shows a rather narrow focus. At the level of the programme and the Descriptions of Course Units, the repertoire both of quantitative and qualitative research methods is limited. Especially, the courses or contents on methods of qualitative content analysis usable and sensitive to various journalistic text types are only mentioned in the Descriptions of Course Units of the Research on Media Audience course. However, the topics and summaries of the Bachelor thesis accessible to the ET in the meeting room refer to the need and demand of teaching research methods in touch with the actual final thesis process and by teachers qualified to teach qualitative and quantitative research methods. The ET notes the programme needs special attention aimed at providing specific courses on those research methods relevant to the field of journalism and in close connection to the preparation of the bachelor thesis.

The scientific activity in IoJ is closely associated to the research project on the theme of Transformation of Lithuanian media in the convergence circumstances (point 4 in the introduction of the SER). The results of this project and the impact of the convergence phenomenon are reflected in the aims and content of the study programme. The increased number of post-graduate students also reflects the research focus of IoJ. The PhD students researching contemporary problems under the theme are also involved in the study programme as lecturers. This is positive as it assures that latest developments and research trends are taught to students.

The latest results in science, art and technologies are subject to the course units of the general university studies, which are currently partly tailored to the needs of journalism students, as well as to the course units of the field of study courses. However, the ET believes there is a need for more tailoring for journalism students to more directly profit from these courses.

On the basis of the Descriptions of Study Units the programme in principle reflects the most recent results in the area of science, art and technologies. However, it should be taken into account, as stressed in chapter 4 of the report, that the university has only limited resources for acquiring the necessary equipment used in actual professional praxis which poses an obstacle regarding the quality of the practical training journalism students can receive as part of their studies.

The ET suggests the study programme committee should monitor, discuss and make recommendations on a regular basis how the themes and pedagogical practices of general university studies could be designed to better respond to the journalism students' interests. The scheduling and the compilation of general university study modules should provide more possibilities for students' individual choices and the ET sees possible improvements regarding this aspect of the programme.

3. Staff

Teachers are employed in line with the legal requirements, labor code of VU and other valid regulations. Full-time lecturers are offered a five-year fixed term employment contract that may be renewed if they succeed in a new competition regarding the position.

The programme comprises about 40 academic staff members from three different faculties, 53 per cent of them are Phd holders. The programme staff meets the requirements approved by the ministry.

A staff workload model with specified rules had been introduced to address a recommendation raised in the previous evaluation report. The staff were satisfied with the changes implemented as a result of the increased flexibility in the adaptation of the model. The professional experience of the staff was viewed as especially important by the administration. Some members of the teaching staff emphasized their possibility to prioritize either research or further training of their pedagogical skills as positive.

The university has encouraged its staff to conduct research in the past two years by supporting research funding and time to prepare articles for VU and other academic journals. Conference and exchange teaching support is provided. There is a perception of increased available funding for research activities and resources for publishing, travel and sabbatical periods.

However, in spite of improvements in many areas related to research, the low salaries were criticized especially for the not full-time teachers of journalism practice courses. Despite existing constraints, the Institute and Faculty should take the salary issue into account regarding their future personnel policy: the quality of the journalism programme hinges on the quality of its (staff and external) teachers and teaching journalistic practice should be equally rewarded or at least must meet competitive requirements in order to attract good external teachers.

The ET recommends the faculty should encourage the teaching staff to obtain further qualifications and to obtain PhD degrees as a norm for all university degree programmes, excluding the journalism practice teachers of whom a long professional experience is required.

Time management and pressure had been discussed before already, but it seemed as if the workload issue remains an issue and requires further attention and monitoring by the administration. A total of 173 students are studying in the BA journalism degree programme. One full-time lecturer gets about 26 students. Thus, overall workload of the staff is still high. Of the programme staff 14 teachers are full-time employees, 24 part-time teachers. The high workload is a critical issue concerning the further qualification of the teaching staff as it affects their time management as well and could become an obstacle for further qualification.

Furthermore, the lecturers have a relatively large amount of contact hours and respectively less hours to conduct research. The lecturers should be relieved of teaching duties for a given period –if they want to – at time of the most intensive research work, for example, a teacher could compress some courses in a shorter time period and clear off duties aimed at freeing up a longer period of time, e.g. for data collection and/or analysis. Comparing the list of recent publications by the staff with the Description of Study Units and CVs it seems that the staff members' research activities are indeed directly related to the programme.

The high number of part-time teachers and the salary system (especially for external lecturers) are currently not at a satisfactory level considering the importance to teach practical skills in a core journalism programme. In meeting with the students, practice was seen as key to understanding the role and working routines of a journalist. Also some of the social partners mentioned the teaching staff are under-paid, especially practice teachers. The ET understands the ministry has been approached but the situation has not improved as a result. The panel believe more efforts need to be undertaken to change the current situation as it directly affects the quality of the programme.

The ET notes, professionals need to be paid more adequately to attract relevant and good-quality professional expertise required to teach journalism properly. The revision of wage groups and award of professional titles among the practice teachers might be one solution to re-check the salary system. There was a sense that practice staff were not as valued as academic research

staff. This finding was confirmed by a lack of resources for practice and is a serious point of concern for the ET which believes this point needs to be addressed with priority as it directly influences the willingness of good quality external professionals to come and contribute to the programme and thus the overall quality of the programme as well as student satisfaction.

The turnover of teachers has been minimal over the last five years. The majority of full-time lecturers have taught for over five years. The Erasmus and Fulbright programmes have provided the opportunity for lecturers to stay abroad or come for visits for a limited amount of time. The ET recommends to encourage more teachers coming over from abroad, and/or extending the length of their stay, for research visits and/or for teaching course modules or contribute guest lectures in the programme, especially in the area of journalistic specialization, as it could positively contribute to the quality and diversity of the programme.

The fixed term contracts and the new competition on further positions provide the possibility to acquire qualified teaching personnel if the teachers' chances to maintain and obtain further qualifications are effectively provided. VU has the professional skills improvement centre, providing teaching excellence training courses. The ET believes there to be potential of using this facility more as currently is the case. There seem to be practical obstacles at the moment which hold teachers back to make full use of the service offered. Since didactics and pedagogical skills have been pointed out as a point of concern by students and also lecturers themselves, the ET believes this point to deserve attention from the administration and it should be looked into how to facilitate the process of teachers being able and encouraged to sign up for these courses. A number of teachers claimed, for example, that currently the timetables of specific education skill courses by VU centre are often very inconvenient and high number of teachers and potential applicants restrains from participation, which is unfortunate. Teachers themselves were open regarding courses aimed at improving methodological or academic skills, like didactical courses. This willingness on the side of the teachers to pick up and engage in these opportunities should be embraced and met by improving the system that is in place for teachers to sign up to these courses.

The university provides a Moodle e-learning platform but the staff had no high apparent interest in using it. Only one professor said to use the interactive options of Moodle, like a chat in communicating with students. A great majority of teachers prefer their own websites for materials and information about their teachings and students seem to like this mode of using the electronic space. However, this perception is based on subjective impressions by individual teachers and it should be formally evaluated, e.g. by a short student survey. The result could inform future steps to be taken and lead to an increased focus on utilizing and integrating such e-learning platforms more into the communication between teachers and students. This could also require the need to offer courses for teachers to train their knowledge and skills using such tools effectively. The ET suggests that in light of the existing demand by students to make use of such new and interactive tools as well as the need to access more audiovisual materials, possibilities should be evaluated to make more use of Moodle.

The BA graduate students were positive about the thesis supervision they received, especially regarding the methodological parts of their research. However, as noted above, the ET believes it should not be the norm that teachers provide methodological training on a case-to-case level but rather there should be more formalized methodological training – as part of specific courses tailored to this aspect – rather than method training being provided mostly only on the side as part of other courses or the thesis supervision process as it also takes away time to concentrate on the main content aspects of those courses or the supervision process.

4. Facilities and learning resources

Journalism education is faced with an intense pressure concerning the need to constantly update the quality of facilities and equipment, demanding regular investments and specialized personnel

engaged in modern information and communication technology in an era of increasing media convergence.

The journalism institutes have to struggle regarding the resources to keep the technological facilities at appropriate. Keeping the equipment of the radio, television, press and online studios up-to-date is time consuming and expensive. In the meeting, the team was assured that the digitalization of the radio studio would now be scheduled to be realized in autumn 2014 after it had already been planned to take place the last 5 years. The success of these efforts should be part of the next evaluation teams' assessment as an update of these facilities is indeed necessary to keep up with technological developments and enable students to practice their skills in an appropriate setting.

The Faculty administration noted that the university sees growth in journalism as a field of study. Presently an investment of five million Litas is scheduled in to the resources and equipment of journalism education. The programme has in the past relied on the provision of extra resources provided by external partners and related media industries to maintain and update the equipment to a satisfactory level.

The premises and rooms for journalistic practice are located in the same building near to each other, providing sufficient space for teaching and practising journalistic skills needed for editorial work regarding television, radio and press. The Free Independent Channel LNK has provided digital TV equipment for training purposing. Those devices are essential for training with small-scale TV productions. National Radio is also providing its facilities and airtime for practical seminars.

Although the premises are old and difficult to simply replace with modern technological equipment the conditions are tolerable currently - but not more - both in their size and quality and this has also been noted as a concern by students who reported that they were often confronted with entirely different technological equipment in practice and then have to be trained again and learn how to use such more modern equipment and cannot really build or make use of their previously acquired knowledge.

During the visit to the LNK television studio it turned out that the learning of TV montage requires a minimum of two weeks intensive practice. To reach the level for daily montaging for LNK channel it requires about one month. The leader of the teaching practice said there are some problems in some students' motivations and interests when coming there for TV editing and montage studies. The motives differ from wanting to become a TV star to acquire skills for PR campaign on television and there was generally less motivation to learn the montage software.

The ET did not attend any classes but the lecture and seminar rooms seem to be adequate regarding the physical learning environment as well as the teaching equipment. The quality of facilities, devices and software are also adequate.

VU Central Library has group workrooms, media reading rooms and work places with computers for free use. The wireless Internet connection is accessible for students in all rooms as well as in the indoor recreation spaces and leisure areas.

Students have the right and access to use rooms and computers for practical training in journalism. The arrangements for practice are adequate and easily available.

The Faculty has completely appropriate arrangements and organisations for students' practices as well as a special financial programme to cover accommodation and travel expenses of students that are part of conducting the internships.

Concerning the students' scientific participation the administration was positive about the current state. There was a spring conference and opportunities to e-publish and students were able to request funding for conference travel. The faculty allocates finances for conferences and events

around research. The ET believes the extent to which these opportunities are made use of should be documented over longer term to be able to track over-time developments.

5. Study process and student assessment

Since 2009, the enrolment numbers have slightly decreased. In 2012-2013, 10 students had to cease studies voluntarily and seven due to poor progress. The reasons are known by IoJ and the matters are in hand. Most importantly, the popularity of the programme has grown and since 2009 the number of admitted students who chose journalism as priority full-time studies has clearly increased.

It is evident that the competition between study programmes will be increasingly fierce and if the labour market for journalists is not developing more positively or becomes rapidly worse IoJ will have to consider the amount of admissions and redesign the study programme. Until now, however, the programme seems to have enough applicants to obtain high quality and motivated students.

Formal polls among students are used to collect longitudinal information on satisfaction with the studies. With a survey methodology and based on self-reports it is difficult to gather data regarding the success of accomplished learning outcomes. The ET suggests that the committee puts into operation qualitative research methods (such as, for example, focus group sessions) besides the surveys to gather data for a deeper analysis of the results of learning outcomes. The SER mentions occasionally that there have been discussions with students and their critical feedback has been taken into account but the formal process behind this procedure was not clearly and explicitly spelled out and the ET believes that this kind of qualitative data should have more formal status and be processed more systematically and comprehensively and the outcomes and consequences should be communicated in a transparent way.

A great majority of students said IoJ really takes the feedback into account and responds accordingly. On the basis of student feedback three course teachers were changed. Students think that they are heard.

The ET suggests that the IoJ should systematize the tools for gathering qualitative student feedback not only after the classes but also intermediately react to unsatisfying learning practices, for example by conducting regular mid-term evaluations, which could also use different formats such as focus group discussions, in order to incorporate changes in the programme structure and contents right away so that current student cohorts who participated in this kind of student feedback can also profit from any changes and improvements in response to these evaluation processes.

The programme of the exam, subjects for the essay and other necessary information about admission are published on the website of the faculty. Meetings at high school are held to inform about the procedure. The admission practice is transparent and publicly accessible.

Applicants who have already published journalistic work get an additional evaluation grade in the admission.

The creative writing exam is the only programme in VU where it is required to take an exam of this kind. The creative part is evaluated in a commission comprised of journalists, the IoJ and social partners. To strengthen student involvement it could be considered to involve existing student groups (in higher semesters) in the selection process as student representatives, without a formal vote but with the possibility to interact with other members of the selection committee and providing input, ideas and opinions. The ET believe such inclusion could also reflect favorably on the study programme at a whole and foster identification with the programme among students.

There are some issues with the current format of the entry test. Comprised of a knowledge test and an essay seems to be too narrow a focus for the admissions exam if the task is to find and evaluate, for instance, the creative, inventive and imaginative aptitudes as well as skills to see things from another angle or view which are important for a motivated journalist. This is not just a question of teaching and learning but of creativity and the skill to create ideas and how to foster this with innovative assignments as part of the regular study programme should receive more attention in the future as it otherwise can lead to frustration on the side of the best and most ambitious students, as was indicated to the ET by students as well as partners from practice. A creative entry exam is not sufficient to accommodate this need, and there should be more focus on training creative skills.

In spite of the creativity part in the entrance exam there is no guarantee for that all graduates are able to work as real journalists. This was verified by the teacher of the TV montage module saying that not all students were interested in really learning the use of the montage programme. Regarding the components of the entrance exam, some students thought giving up the interview made the selection more random than before. Thus, the ET believes re-implementing the interview as part of the entry exam should be seriously considered. To be clear, the ET is positive about the mode of the entrance exam as such which includes professional journalists and social partners in the selection process. However, the ET suggests that the committee carefully evaluates how the current form of the admission exam can sort out applicants with a low motivation to become a journalist and instead attract the best and most motivated students.

The programme committee consists of students, staff and social partners. They suggest new ideas, relevant international developments and the development of specialist as well as general skills into the content of modules. Students have requested more skills in TV editing and montage and improvements has been made, but there is still a notable need to further improve on these aspects of the programme.

Given the current challenges of print media, the programme focuses on a generalist approach and into the direction of universal competences rather than of specializing in a single medium.

On research methods, some of the first year students found preparation for writing papers difficult because of a lack of experience in conducting and reporting empirical research.

Changes made since 2010 also concerned the BA thesis. There was confusion over the final creative practice part and the research thesis, these are now separated out in to autumn and spring. The changes were made mainly on the basis of feedback by the students. By redistribution of credits the final written thesis got more credits.

The ET notes, the very sharp differentiation between the creative part of the thesis and the traditional academic thesis might be a topic of further consideration. The programme says to favour problem based learning.

The ET suggests that the creative thesis and the academic thesis could be worked on under the same theme. In that case, the student deepens the creative thesis from another viewpoint than in the academic thesis working within the same research question in both parts.

The Faculty provides support for students' participation in scientific conferences, science events and in the scientific societies of the University. The students said they always have got financial and operational support for activities they initiated or organised.

The ET is positive about the encouragement and support for the study related students' activities.

The programme has a very active and engaged student body. The evaluation team was impressed by the active engagement of the students and it became clear that they know what they want to accomplish and that they foster change on their own initiative, show enthusiasm for their work, are mobile and even do extra work (such as additional internships) for free.

The students' mobility rates are satisfactory – every year 16-17 students of the faculty go abroad – journalism students make less than half of these. The exchange students highly appreciated their experiences and learning outcomes due to the studies abroad.

All efforts to increase the share of journalism students' participating in these student exchanges are explicitly welcomed by the ET.

When asked students expressed appreciation for the possibilities to get tutoring and guidance from their teachers. The teaching staff is helpful in many ways and accessible at any time via face to face contacts, consultation hours, phone, email and in classes. Especially the need for personal guidance is acute when working on applying research methods as part of their final theses.

A dominant impression of learning the research methods is that students are afraid of using research methods. This may lead to a method centred understanding about research instead of a problem centred way of thinking. A journalism programme often faces a dilemma of two degrees: a degree of bachelor of sciences and degree of a professional journalist. Parallel to the teaching of journalistic practice skills there should also be sufficient teaching and assignments training research skills.

The ET believes that there is a need to consider better ways to integrate the teaching and training of research skills as formal and integral part into the programme.

The assessment forms are presented in detail and clearly in the Descriptions of Study Units book. The different criteria, forms and scales of assessments are presented adequately related to each study model and unit. The assessment system seems to be workable and it is easy to refine if needed because there have been no appeals in the BA programme in recent years.

When asked to the teaching staff what kind of graduates they think they are producing, the answer focused on the following features and matters: graduates got a universal education, they will have strong careers, they are keen and ready to continue their studies at a higher (post-graduate) level, the education leads to further activities in the public sector, they manage the core skills of journalism. A number of the teachers as well as partners from practice fear that graduates will start working too young without broader knowledge of why they are doing their job.

6. Programme management

After the recent drafts of regulations of the programme committee, the decision making procedure of the programme and its implementation seem to be clear and the division of responsibilities appropriate. The Council of the Faculty is fully responsible for the implementation of the programme. The programme is improved, revised and updated after discussions on the changes in the professional environment and media market. In ensuring the quality assurance of the programme relevant information is collected from various groups, such as from lecturers, students, social partners and employers and by discussions and queries. The study process is analysed and discussed in the programme committee meetings.

The ET is positive about the responsiveness of the administration to the recommendations of the previous review panel. As it has been mentioned before it became clear that it was tried to accommodate panel's suggestions. However there is still a need for further improvement of several areas. First of all, further investments in the infrastructure is needed. Secondly, the human resources management especially with regard to external teachers from practice should be significantly improved as well. Thirdly, the systemization of the tools for gathering feedback on the programme itself is needed. There are diverging views on the quality of the evaluation instrument as such within the department, some teachers use it while others explicitly say they

disregard it or are using their own ones. Also the way feedback is dealt with varies, i.e. staff states to pay different amounts of attention to the evaluation results. In terms of quality assurance there should be one consistent way of how evaluation procedures are handled. The last but not the least, the IoJ has good relationships with social partners and their pool of social partners is impressive. The most respected members of the Lithuanian media industry are willing to help and also have a lot of ideas how the programme could be improved. Examples for the good cooperation include, for example, public radio providing free airtme, LNK TV provides technical equipment and the time of their editors, e.g. for an editing crash-course for students etc. The social partners could be even more involved in the regular programme evaluations.

III. RECOMMENDATIONS

1. The ET recommends, the programme committee should monitor, discuss and make recommendations on how to *focus the themes of general university studies better towards the interests of journalism students*. The scheduling and the compilation of general university study modules should give more possibilities for students' individual choices and better correspond to their individual professional and/or academic interests.
2. The ET recommends, programme committee should try to *allocate more space in the programme for the internships* by extending their duration (of at least one internship) by at least a month aiming at students being better able to face the challenges of new media technologies and the resulting changes in the professional practice. The ET believes this would be an asset to the programme.
3. The ET recommends to *make better use of the Moodle e-learning platform* for uploading audio and video materials for the course participants given the current low supply of those materials and train lecturers in how to make appropriate use of it.
4. The ET recommends, IoJ *systematize the tools for gathering qualitative feedback on the programme itself*, i.e. not only with regard to individual courses but also intermediately and with regard to the overall programme as such in order to be able to react to unsatisfying learning practices right away.
5. The ET recommends that the *human resources management in the faculty should be improved with regard to external teachers from practice* because it is extremely important for the quality assurance of the study programme. Professional lecturers need to be paid more adequately in order to attract the professional expertise required to teach journalism properly by rechecking the salary system and the professional titles on the job specification list.
6. Regarding the role of *social media*, the ET stresses the importance to review the context of social changes and media system dynamics regularly and to *integrate the latest theoretical, empirical, and practical knowledge* on this subject more formally into the study programme, i.e. as *integral part and perspective in all courses* but also, possibly, as *central theme of a new course on its own* (e.g., focusing on media convergence and/or citizen journalism or journalism and social media). The ET believes such efforts are important and necessary when taking into account the ongoing rapid changes in the relations between traditional news media and social media as it influences the journalistic profession and what it means to be and work as a journalist today and in the future. The ET believes that this area of journalism research and practice - in particular - would benefit from inviting professional and scientific external guest lecturers in order to keep up with the most recent trends in this rapidly changing new media environment.
7. The ET notes that specific attention should be paid to *ensuring that the core professional skills necessary to a professional journalist's career will be provided as*

part of the programme, despite its more universal approach and its ambition to also include other elements into the programme such as PR and advertising or its focus on more historic perspectives.

8. The ET stresses the need to give *more priority to research methods in the curriculum*, e.g. in the form of specific method courses being taught as consecutive parts over the course of at least two semesters, and to pay attention to how these are taught to students. At the programme level, the number of both quantitative and qualitative research methods is limited. The ET notes the programme needs special attention aimed at providing specific courses on those research methods relevant to the field of journalism and in close connection to the preparation of the bachelor thesis rather than discussing research methods mostly and in an unsystematic way as part of several different courses or leaving it up to the thesis supervisor to provide specific method knowledge to each student on an individual basis.
9. The ET notes there are some inaccuracies in the definition of the main aims of the programme and despite its generalist approach it should be made clear in the programme description that the main focus clearly is on *news journalism*.
10. The ET believes *the current status of "classic" elements in the curriculum* (i.e. courses on history and world languages running over more than one semester) *should be critically reconsidered*, not in terms of their existence as such but in terms of the prominence attached to them in terms of course credits, in order to *set new priorities* and to *resemble modern trends in journalism better* than is currently possible – a *shift in topical focus* would be desirable here for students to stay up to date with the most current trends in (global) journalism research and practice. Reducing the number of course modules and credit points devoted to these classic subjects, at least a bit, could free up much needed space to be devoted to new courses devoted to the most recent trends and topics in journalism studies, as well as for the internships (see above) or topical courses on e.g. the *economy* or *political communication* which students stress to be interested in and which are particularly relevant for their future careers. Related to this point, the ET believes the programme planners should critically reconsider the high number of modules, currently in the program, to avoid repetition of certain content in various courses and to cover certain important topics (new developments in global journalism, research methods, etc.) more in-depth rather than trying to cover as many different subjects as possible but only at the surface.
11. The ET encourages the programme planners to further *increase the amount of practical tasks* from currently 6,1% of the total study time to an even higher level in order to better prepare students for the tasks they are facing in their later careers.
12. The ET recommends the faculty should *encourage the teaching staff to obtain further qualifications and to obtain PhD degrees as a norm*, excluding the journalism practice teachers.
13. The ET thinks the programme planners should think of ways to *allow their staff to allocate research time by teaching in blocks or shifting teaching workload in flexible ways*, even more than is currently done, so that, if desired, teachers can put emphasis on their research for certain time periods which contributes to and directly feeds into the quality of later teaching.
14. The ET recommends to *encourage more external guest teachers and researchers coming from abroad*, and/or extending the length of their stay, and for them to contribute to the programme either by teaching course modules or contributing guest lectures, especially in the area of journalistic specialization, which would positively contribute to the quality and diversity of the programme.
15. The ET recommends to *make better use of the VU professional skills improvement centre, providing teaching excellence training courses*. Currently there are practical obstacles which hold teachers back to make full use of the service provided. Since

didactics and pedagogical skills have been pointed out as a point of concern by students and also lecturers themselves, the ET believes this point to deserve attention from the administration and it should be looked into how to facilitate the process of teachers being able and encouraged to sign up for these courses.

16. The ET expects that the necessary and planned *investments in the technical equipment and infrastructure* (such as concerning the radio studio but also TV), after several delays, is now taking place in due course and despite financial constraints. It is imperative that journalism students train their practical skills with equipment they are also later expected to be able to handle in practice.
17. Concerning the students' scientific participation the ET believes the extent to which these opportunities are made use of should be *documented over longer term to be able to track over-time developments*.
18. The ET believes *re-implementing the interview as part of the entry exam* should be considered. The ET believes that the benefits in terms of quality assurance outweigh the costs in terms of additional resources to conduct these interviews. Furthermore, the ET suggests that the committee carefully evaluates how the current form of the admission exam can sort out applicants with a low motivation to become a journalist and instead attract the best and most motivated students. The ET believes the interview would be an important part of the solution regarding this aspect.
19. The ET recommends to further *increase the share of journalism students' participating in study exchange programs* with partners abroad.
20. The ET suggests to *better integrate the creative part of the thesis and the traditional academic thesis*. The ET suggests that the creative thesis and the academic thesis could be worked on under the same theme and more explicitly so compared to the current practice. In that case, the student engages in the thesis topic as part of the creative thesis from another viewpoint than in the academic thesis, working within the same research question in both parts, providing two different, and ideally complementary perspectives on the same topic, which could fruitfully benefit each other.

IV. SUMMARY

The BA programme in Journalism at VU provides a comprehensive introduction for students to journalism studies with an universalist approach, also covering other aspects related to PR, advertising and organisational communication. Rather than specialising or solely focusing on a particular medium students receive training on a variety of different media in which they can later start their careers. The programme is established within the Lithuanian scientific and professional media landscape as a main provider of prospective journalists and actively cooperates with partners from practice. Being a longstanding and significant factor in this network offers opportunities and challenges, which are reflected in the recommendations provided as part of this report and which we will further summarize below.

One of the assets of the programme certainly is that the academic staff and teachers really care about the programme and are clearly involved and motivated. The evaluation team got a sense of community by talking to the different stakeholder groups. There is a lot of commitment and good intentions on the side of the administration and also the students and social partners agree that the administration listens to their suggestions and wants to further improve the programme, e.g. they respond and react to suggestions and complaints and changes that have been promised have also been implemented.

Clearly, the internships which are integral part of the programme and provide students with the opportunity to train their skills in practice are very much appreciated and a strong factor of the programme. Students are better able to understand journalistic practices and the skills necessary to become a successful journalist after this experience. There is a strong connection between the internships and the first job entry after completion of the programme, which speaks for the success of the internships as formal and structural part of the study programme.

The evaluation team is also positive about the responsiveness of the administration to the previous evaluation report and it became clear that it was tried to accommodate the suggestions made by the previous expert panel. For example, the workload of teachers has been improved, there is an awareness of the need to further improve the facilities and there is more support regarding publishing, conference attendance and the in-take of new doctoral students, which increase the likelihood of the programme being successful in the future.

The programme has a very active and engaged student body. The evaluation team was impressed by the active engagement of the students and it became clear that they know what they want to accomplish and that they foster change on their own initiative, show enthusiasm for their work, are mobile and even do extra work (such as additional internships) for free.

The programme has good relationships with social partners who are of the opinion that the programme produces better journalism graduates compared to other programmes they know of. Examples for the good cooperation include, for example, public radio providing free airtme, LNK TV provides technical equipment and the time of their editors, e.g. for an editing crash-course for students. Thus, these links go beyond the mere, formal requirements as part of the internships. The pool of social partners is impressive – the most respected members of the Lithuanian media industry are willing to extend a helping hand to students and also have a lot of ideas how to further improve the programme, which the evaluation team recommends the administration to also listen to.

Finally, some of the course modules and lecturers are very much appreciated by the students and also by the alumni, even years after they have left the university and started their careers. Related to this, there are also particular features which are unique to this programme, such as the special entry exam or the thesis project, consisting of an academic and a creative part, which the evaluation team both considers to be valuable and notable programme feature.

Regarding the challenges, the evaluation team especially noted the need for the programme to keep up-to-date with the latest trends in journalism practice and research. This is, for example, reflected in the curriculum design where there should be a clear emphasis on the most relevant skills and challenges a journalist is facing today – in a radically changing media environment, with shifting audience demands, a shifting notion of what journalism is today (in light of global trends, the emergence of citizen journalism and trends towards increased media convergence), and the latest technological developments. Here the evaluation team sees the need to continuously reconsider and update the programme contents. Currently, the balance of the curriculum strikes the panel as not optimal. There is a focus on certain classic subjects (such as world languages and the history of journalism), which are important, but make up for a rather large portion of credit points overall and thus limit the flexibility to react to new trends and upcoming, relevant course subjects in terms of course content. This becomes even more of an issue when considering that the curriculum consists of a lot of different modules, as a result of the programmes' universal approach. This bears the risk to touch on a lot of different topics at the expense of really getting deeper into some of them. The evaluation team believes rather than continuing the programme with courses that have been running successfully for a long time, there is a need to continuously update the programme contents in order to keep up to date. This

requires to set priorities and the evaluation team believes these should be considered to be set differently than is currently done.

As one example, both students and social partners stressed the need to improve the programme contents regarding TV journalism. There should be more focus on current trends, also global trends, more use of current examples and theories and a clear focus on preparing students for the actual requirements they will need to meet later in their jobs. From the feedback the evaluation team got, there is room – and need – for improvement on this aspect and students are not fully prepared for what is expected from them, which is also, but not only, due to a lack of up-to-date technical equipment.

In terms of curriculum design, it is striking that only few courses have follow-up modules in subsequent semesters – and these courses are *not* the ones the evaluation team considers most relevant in terms of topical focus. Clearly, there is a demand, and a need, for students to obtain more specialized knowledge on, for example, economy issues and/or political communication. While touched upon in the programme there was consensus among students and social partners that there is lack of topical knowledge on these aspects and also the alumni stated clearly that many of them continues in a different study programme after finishing the BA in order to obtain more topical knowledge. Also social partners stressed the need that it is not enough to produce students who understand journalism only but there also is a need to know about *what* to report on.

A main point of concern for the evaluation team was the apparent perceived lack of recognition for professional external teachers from practice. The work done by these professional partners is extremely important for the success of the study programme as a whole – and is seen as almost the most important part by students. Yet, it is not very attractive currently for partners from practice to engage in the programme as teacher, not in terms of salary and not in terms of formal recognition (titles). This situation needs to be changed and external teachers need to feel rewarded, also in order for the programme to attract the best possible partners. The evaluation team understands there are obvious financial constraints but believes this is an issue that should have absolute priority.

There is a concern among students that the programme needs to keep up-to-date, on the level of individual courses, in terms of theories, examples, reading lists, use of online media platforms and didactic skills of its teachers. While there is enthusiasm for some teachers and courses there clearly is a big divide across courses, which was also confirmed by talking to the teachers of the programme. The evaluation team believes it is a quality sign of any study programme that the level across courses does not differ too much. To assure this quality control not only the course contents should be monitored, and updated if necessary, by the administration in cooperation with the respective teachers, but also the way courses are conducted, i.e. innovation also needs to be implemented with regard to didactic skills and methods. In this context the evaluation team has recommended making better use of the Center at the VU which offers training in excellence in teaching, which currently is not used much by teachers for different practical constraints we address in the report. Here, the administration should develop a more proactive strategy to lift the level of teaching and didactic skills of its teachers on a higher, and comparable level across teachers and courses to assure consistent quality. The need to keep up-to-date is also reflected in the course contents and courses being offered as part of the programme. Social media should play more of a role, not just within certain courses but also as a topic of critical inquiry as such. Also global trends in journalism, including their differences across regions, should play more of a role in the programme and would offer good opportunities to expand the network with foreign institutes and lecturers to be invited and talk about these topics, e.g. as part of a formal research visit or scholar exchange. While this is done, the evaluation team sees still more potential here to

expand such networks to the benefit of the programme. This relates to the general and overall impression by the evaluation team that the programme needs a more international outlook, also in terms of mobility and social partners, which should then be reflected in the future programme contents.

The status of formal student evaluations is not entirely clear to the evaluation team at this time. Clearly, within the department there are diverging views on the quality of the evaluation instrument as such, some teachers use it while others explicitly say they disregard it or are using their own ones. Also the way feedback is dealt with varies, i.e. staff states to pay different amounts of attention to the evaluation results. Again, in terms of quality assurance there should be one consistent way of how evaluation procedures are handled. The evaluation team has suggested in the report to also consider more qualitative, mid-term programme evaluations, independent of specific courses (e.g. with focus groups) to further improve the programme as such and induce changes and improvements not only after a course is over but throughout the programme.

Finally, the status of research methods training in the programme should be made clearer and be more formally integrated into the programme. Currently, research methods are part of several courses, even though it is not fully clear to what extent and if each student receives a comparable of research method training, depending on his or her course choices, throughout the programme. Again, in terms of quality assurance the evaluation team believes it is important to know for later employers what they can expect from a graduate of this particular programme and thus there should be a comparable degree of research methods knowledge and skills across all students and this can be achieved the best by students following the same research methods courses. Thus, the evaluation team believes the programme planners should consider implementing specific courses or course modules explicitly focusing on the training of qualitative and quantitative research methods. These are not only important for students in preparation of their thesis but also for future journalists who will need to be able to interpret formal and official reports containing statistical information. While research methods are provided, the evaluation team believes it would be preferable to integrate this more formally into the programme, as is common practice in most journalism study programmes in many other countries.

V. GENERAL ASSESSMENT

The study programme *Journalism* (state code – 612P50001) 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 | 2 |
| 2. | Curriculum design | 2 |
| 3. | Staff | 3 |
| 4. | Material resources | 2 |
| 5. | Study process and assessment (student admission, study process student support, achievement assessment) | 3 |
| 6. | Programme management (programme administration, internal quality assurance) | 2 |
| | Total: | 14 |

*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. Andreas Schuck

Grupės nariai:

Team members:

Prof. dr. Jyrki Jyrkiäinen

Prof. dr. Richard Haynes

Mr. Andrius Tapinas

Ms. Jolita Čeičytė

**VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
ŽURNALISTIKA (VALSTYBINIS KODAS – 612P50001) 2014-07-18 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-407 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Žurnalistika* (valstybinis kodas – 612P50001) vertinama **teigiamai**.

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

* 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

Vilniaus universiteto žurnalistikos bakalauro studijų programa išsamiai supažindina studentus su žurnalistikos studijomis apskritai, taip pat apima kitus su viešaisiais ryšiais, reklama ir organizacijos komunikacija susijusius aspektus. Užuoat pasirinkę vieną specializaciją arba daugiausia dėmesio skyrę konkrečiai žiniasklaidai, studentai įgyja žinių apie skirtingas žiniasklaidos rūšis, kur jie galėtų vėliau pradėti savo karjerą. Programa yra sukurta Lietuvos mokslo ir profesionalios žiniasklaidos aplinkoje ir rengia perspektyvius žurnalistus. Aktyviai bendradarbiaujama su partneriais, dirbančiais praktikoje. Šis ilgalaikis ir svarbus bendradarbiavimas suteikia galimybių ir kelia iššūkius, kurie atsispindi šiose vertinimo išvadose pateikiamose rekomendacijose, kurios bus glaudai apibendrintos toliau.

Neabejotinai vienas iš vertingų programos dalykų yra tas, kad akademiniam personalui ir dėstytojams programa tikrai rūpi, jie joje aktyviai dalyvauja ir yra motyvuoti. Bendraujant su įvairiomis socialinių dalininkų grupėmis, ekspertams susidarė įspūdis, kad yra susiformavusi bendruomenė. Administracija yra įsipareigojusi ir turi daug gerų ketinimų, o studentai ir socialiniai partneriai sutinka, kad administracija išsiklauso į jų patarimus ir nori toliau tobulinti programą, pvz., reaguoja į pasiūlymus ir skundus, taip pat buvo įgyvendinti žadėti pokyčiai.

Akivaizdu, kad profesinė praktika, kuri yra neatskiriama programos dalis ir suteikia studentams galimybę gebėjimus ugdyti praktikoje, yra labai vertinama ir svarbi programos dalis. Atlikę praktiką, studentai galės geriau suprasti žurnalisto darbą ir įgūdžius, kurie yra būtini norint tapti sėkmingu žurnalistu. Stiprus profesinės praktikos ir pirmojo darbo ryšys, baigus programą, rodo, kad profesinė praktika, kaip formali ir sudėtinė studijų programos dalis, yra sėkminga.

Ekspertai taip pat teigiamai vertina administracijos reakciją į ankstesnio vertinimo išvadas. Aišku, kad administracija stengėsi įgyvendinti ankstesnės ekspertų grupės pateiktus pasiūlymus. Pavyzdžiui, sumažino dėstytojų darbo krūvį, supranta, kad būtina ir toliau gerinti materialiąją bazę, taip pat reikia rengti daugiau publikacijų, aktyviau dalyvauti konferencijose ir priimti naujų doktorantų – visa tai padidintų tikimybę, kad programa bus sėkmingai vykdoma ateityje.

Programoje studijuoja labai aktyvūs ir veiklūs studentai. Ekspertų grupei didelį įspūdį paliko studentų įsitraukimas ir buvo akivaizdu, kad jie žino, ką nori pasiekti ir, kad jie patys inicijuoja pokyčius, rodo entuziazmą darbui, yra mobilūs ir net nemokamai imasi papildomo darbo (pavyzdžiui, atlieka papildomą profesinę praktiką).

Palaukiami geri ryšiai su socialiniais partneriais, kurių nuomone šioje programoje rengiami geresni žurnalistikos absolventai, palyginti su kitomis programomis, kurias jie žino. Gero bendradarbiavimo pavyzdžiai gali būti, sakykim, kai valstybinis radijas suteikia nemokamą eterį, LNK televizija skiria techninę įrangą, taip pat savo redaktorių laiką, pvz., trumpoms paskaitoms studentams. Taigi, šie ryšiai peržengia vien tik formalios praktikos reikalavimų ribas. Socialinių partnerių grupė yra įspūdinga – labiausiai gerbiami Lietuvos žiniasklaidos srities nariai yra pasirengę ištiesti pagalbos ranką studentams ir turi daug idėjų, kaip toliau tobulinti programą. Ekspertai norėtų rekomenduoti administracijai į jas įsiklausyti.

Galiausiai, kai kuriuos studijų dalykus ir dėstytojus labai vertina studentai bei absolventai, kurie jau baigė universitetą ir pradėjo karjerą. Šiuo aspektu yra keletas šiai programai būdingų unikalių bruožų, pavyzdžiui, specialus stojamasis egzaminas ar baigiamojo darbo projektas, kurį sudaro mokslinė ir kūrybinė dalys. Ekspertai juos laiko vertingais ir svariais programos bruožais.

Kalbant apie iššūkius, ekspertai ypač norėtų pabrėžti būtinybę užtikrinti, kad programa neatsilikytų nuo naujausių žurnalistikos praktikos ir mokslinių tyrimų tendencijų. Pavyzdžiui, tai atsispindi programos sandaroje, kurioje didžiausias dėmesys turėtų būti skiriamas aktualiausiems įgūdžiams ir iššūkiams, su kuriais žurnalistas susiduria šiandien, t. y. radikaliai kintanti žiniasklaidos aplinka, kad nuolat keičiasi auditorijos poreikiai ir supratimas, kokia žurnalistika yra šiandien (atsižvelgiant į pasaulines tendencijas, pilietinės žurnalistikos atsiradimą ir stiprėjančias žiniasklaidos konvergencijos tendencijas), kokie laukia naujausi technologiniai pokyčiai. Ekspertų manymu, būtina nuolat peržiūrėti ir atnaujinti programos turinį. Šiuo metu ekspertus programos sandara stebina kaip nesanti optimali. Akcentuojami tam tikri klasikiniai dalykai (pavyzdžiui, pasaulio kalbos ir žurnalistikos istorija), kurie yra svarbūs, tačiau jiems apskritai skiriama gana didelė kreditų dalis ir tokiu būdu apribojama galimybė lanksčiai reaguoti į naujas tendencijas ir būsimus aktualius studijų dalykus, kalbant apie programos turinį. Tai tampa dar didesnė problema, atkreipus dėmesį į tai, kad studijų programa susideda iš daugelio modulių, kas nulemta programos įvairiapusiško pobūdžio. Todėl atsiranda rizika, kad bus paliečiama daug įvairių temų, užuot kai kurias atskiras temas išnagrinėjus nuodugniai. Ekspertų manymu, užuot tęsiant programą ir dėstant tuos dalykus, kurie sėkmingai dėstomi ilgą laiką, reikėtų nuolat atnaujinti programos turinį, siekiant išlaikyti aktualumą. Tam reikia nustatyti prioritetus ir ekspertai mano, kad jie turėtų būti nustatyti kitaip, nei tai daroma šiuo metu.

Vienas iš pavyzdžių – studentai ir socialiniai partneriai pabrėžė, kad būtina tobulinti studijų turinį televizijos žurnalistikos srityje. Turėtų būti daugiau dėmesio skiriama dabartinėms ir pasaulinėms tendencijoms, daugiau pateikiama šiuolaikinių pavyzdžių ir teorijos bei aiškiai akcentuojama, kad reikia rengti studentus, atitinkančius aktualius reikalavimus, nes tai vėliau turės jiems įtakos darbe. Iš grįžtamojo ryšio, kurį gavo ekspertai, aišku, kad dar yra ką (ir reikia) tobulinti. Be to, studentai nėra visiškai pasirengę pateisinti to, ko iš jų tikimasi, kas nutiko ir dėl atnaujintos techninės įrangos trūkumo, nors ne tik dėl jo.

Kalbant apie programos sandarą, stebina tai, kad tik keliems studijų dalykams numatyti tolesni tęstiniai kursai vėlesniuose semestruose – ir šie kursai nėra tie, kurie, ekspertų nuomone, yra tinkamiausi, kad apimtų aktualiausias temas. Akivaizdu, kad studentams reikia ir jie privalo gauti daugiau specializuotų žinių, pavyzdžiui, ekonomikos klausimais ir (arba) apie politinę komunikaciją. Nors programoje šios temos paliečiamos, tačiau studentai ir socialiniai partneriai sutinka, kad šiose srityse trūksta aktualių žinių, absolventai taip pat aiškiai pareiškė, kad daugelis iš jų, baigę bakalauro studijas, toliau tęsia studijas kitose įvairiose studijų programose, kad įgytų daugiau reikiamų žinių. Socialiniai partneriai taip pat pabrėžė, kad neužtenka rengti studentus, kurie supranta tik žurnalistiką, nes jie privalo žinoti daugiau, t. y. apie *ką* reikia daryti pranešimus ir rengti reportažus.

Pagrindinis dalykas, kuris ekspertams kelia susirūpinimą, yra profesionalių kviestinių dėstytojų praktikų trūkumas. Šių praktikų profesionalų atliktas darbas yra labai svarbus siekiant užtikrinti studijų programos, kaip visumos, sėkmę, ir yra ypatingai vertinamas studentų. Tačiau šiuo metu dėstytojams praktikams nėra itin patrauklu dirbti programos dėstytoju nei dėl darbo užmokesčio, nei dėl formalaus pripažinimo (laipsnio). Šią situaciją reikėtų keisti ir kviestiniai dėstytojai turėtų jaustis gerbiami, siekiant, kad programa pritrauktų geriausias galimas partnerius. Ekspertai supranta, kad yra akivaizdžių finansinių suvaržymų, bet mano, kad tai turėtų tapti prioritetiniu klausimu.

Studentų manymu, programa, atskirų studijų dalykų lygmeniu, turėtų būti atnaujinama ir būti aktuali, kalbant apie teorijas, pateikiamus pavyzdžius, literatūros sąrašus, internetinių žiniasklaidos platformų naudojimą ir dėstytojų didaktinius įgūdžius. Nors studentai entuziastingai atsiliepia apie kai kuriuos dėstytojus ir dalykus, tačiau situacija skirtinguose kursuose labai skiriasi. Pokalbių metu tą patvirtino ir programos dėstytojai. Ekspertai mano, kad bet kurios studijų programos kokybės ženklas yra tai, jei skirtinguose kursuose lygis pernelyg nesiskiria. Siekiant užtikrinti kokybę, administracija, bendradarbiaudama su atitinkamais dėstytojais, turi nuolat vertinti ir prireikus atnaujinti ne tik dalykų turinį, bet ir tai, kaip dalykai yra dėstomi, t.y., turėtų būti tobulinami didaktiniai gebėjimai ir metodai. Šiuo atveju ekspertai rekomenduoja geriau išnaudoti VU įsteigtą centrą, kuris siūlo dėstytojų tobulinimo kursus, tačiau šio centro paslaugomis naudojasi nedaug dėstytojų dėl įvairių praktinių sunkumų, kuriuos yra nurodytos vertinimo išvadose. Administracija šiuo klausimu turėtų parengti aktyvesnę strategiją, siekdama tobulinti dėstytojų dėstytojų ir didaktinius įgūdžius, kad jie būtų aukštesnio lygio. Panašų lygį turėtų išlaikyti visi dėstytojai visuose dalykuose, kad būtų užtikrinta nuosekli kokybė. Būtinybė išlaikyti šiuolaikiškumą taip pat atsispindi dalykų turinyje ir kursuose, kurie siūlomi kaip programos dalis. Socialinėms medijoms turėtų būti skiriamas svarbesnis vaidmuo, jos neturėtų būti tik kitų dalykų tema, bet atskiro kritinio tyrimo objektas. Programoje plačiau turėtų būti nagrinėjamos ir pasaulinės žurnalistikos tendencijos, įskaitant jų regioninius skirtumus. Turėtų būti sudarytos geresnės galimybės plėsti tinklą su užsienio institutais ir dėstytojais, kurie būtų kviečiami pasisakyti tokiomis temomis – tai galėtų būti kaip formalus mokslinio tyrimo vizito dalis ar mokslininkų mainai. Nors visas šis darbas vyksta, ekspertai mato dar daugiau tokių tinklų išplėtimo galimybių, kurios būtų naudingos programai. Ekspertai mano,

kad programai reikėtų daugiau tarptautinės perspektyvos – ir dėl judumo, ir socialinių partnerių – tai vėliau turėtų atsispindėti programos turinyje.

Ekspertams šiuo metu nėra visiškai aiškus formalus studentų atliekamas programos vertinimas. Akivaizdu, kad katedroje yra nesutarimų dėl pačių vertinimo priemonių kokybės, pvz., kai kurie dėstytojai jas naudoja, kiti aiškiai ignoruoja ir organizuoja savo apklausas. Taip pat skiriasi ir grįžtamojo ryšio vertinimas, t. y. dėstytojai sako, kad nevienodai atsižvelgia į vertinimo rezultatus. Vėlgi, žvelgiant kokybės užtikrinimo aspektu, turėtų būti vienas nuoseklus vertinimo būdas. Ekspertai išvadose siūlo labiau apsvarstyti kokybinius, vidurio semestro programos vertinimus, nepriklausomus nuo konkrečių studijų dalykų (pavyzdžiui, fokus grupių) siekiant ir toliau tobulinti pačią programą ir inicijuoti pakeitimus bei patobulinimus ne tik užbaigus kursą, bet tai daryti nuolat programos vykdymo metu.

Galiausiai, mokslinių tyrimų metodų dėstymas programoje turėtų būti aiškiau ir formaliau integruotas į programą. Šiuo metu tyrimo metodai yra įtraukti į kai kuriuos studijų dalykus ir sudaro jų dalį. Tačiau ir šiuo atveju nėra visiškai aišku, kokia apimtimi ir ar visi studentai vienodai mokomi tyrimo metodų, nes tai visoje programoje priklauso nuo studento pasirinkto dalyko. Vėlgi, dėl kokybės užtikrinimo ekspertai mano, kad svarbu būsiniams darbdaviams žinoti, ko jie gali tikėtis iš šių konkrečių programą baigusio absolvento, todėl turėtų būti galima palyginti visų studentų mokslinių tyrimų metodų žinių ir įgūdžių lygį, o tai galima geriausiai pasiekti, jei studentai renkasi tuos pačius tyrimų metodų kursus. Ekspertų nuomone, programos vykdytojai turėtų apsvarstyti atskirų kursų skirtų kokybinių ir kokybinių tyrimų mokymui sukūrimą. Tai svarbu ne tik studentams rengiantis baigiamajam darbui, bet ir būsiniams žurnalistams, turėsiantiems gebėti interpretuoti formalius ir oficialius pranešimus, kuriuose pateikiama statistinė informacija. Nors su moksliniais tyrimų metodais yra supažindinama, tačiau ekspertų nuomone, jie turėtų būti integruoti į programą formaliau, tai yra įprasta praktika daugelyje žurnalistikos studijų programų įvairiose kitose šalyse.

<...>

III. REKOMENDACIJOS

1. Ekspertai rekomenduoja programos komitetui stebėti, aptarti ir teikti rekomendacijas, kaip geriau *sutelkti bendrųjų universitetinių studijų dalykų temas, kad jos atitiktų žurnalistikos studentų interesus*. Bendrųjų universitetinių studijų modulių planavimas ir sudarymas turi suteikti studentams daugiau individualaus pasirinkimo galimybių ir geriau atitikti jų individualius profesinius ir (arba) akademinus interesus.
2. Ekspertai rekomenduoja studijų programos komitetui stengtis *programoje daugiau vietos skirti praktikai* pailginant jos trukmę (bent vienos praktikos), kad ji truktų ne trumpiau kaip mėnesį ir kad studentas galėtų geriau susipažinti su naujų žiniasklaidos technologijų iššūkiais ir dėl to įvykusiais profesinės praktikos pokyčiais. Ekspertai mano, kad tai būtų programos privalumas.
3. Ekspertai rekomenduoja *geriau išnaudoti elektroninio mokymo platformą Moodle* ir ja pasinaudojant įkelti garso ir vaizdo medžiagą studentams, atsižvelgiant į nepakankamą aprūpinimą šia medžiaga, ir mokyti dėstytojus, kaip tinkamai ja naudotis.
4. Ekspertai rekomenduoja Žurnalistikos institutui (toliau – ŽI) *susisteminti įrankius, kurie padės rinkti kokybišką grįžtamąjį ryšį apie programą*, t. y. ne tik atskirų kursų / dalykų, bet ir tarpinius rezultatus, ir apskritai taikyti visai programai, siekiant užtikrinti, kad nedelsiant būtų galima sureaguoti į nepatenkinamą mokymo veiklą.

5. Ekspertai rekomenduoja *pagerinti žmogiškųjų išteklių valdymą fakultete, susijusį su kviestiniais dėstytojais praktikais*, nes tai labai svarbu siekiant užtikrinti studijų programos kokybę. Profesionaliems lektoriams turi būti atitinkamai daugiau mokama, kad būtų galima pritraukti profesionalius kompetentingus dėstytojus, kurių reikia, siekiant garantuoti tinkamą žurnalistikos dėstymą, todėl reikia iš naujo įvertinti atlyginimų sistemą ir kvalifikacinius laipsnius, nurodytus pareigybių specifikacijų sąraše.
6. Kalbant apie *socialines medijas*, ekspertai pabrėžia, kad svarbu reguliariai stebėti socialinius pokyčius ir žiniasklaidos sistemos dinamiką bei formaliau į studijų programą *įtraukti naujausių teorinių, empirinių ir praktinių žinių* šiuo klausimu, t. y. kaip *neatsiejama visų dalykų dalį ir perspektyvą*, arba *sukurti atskirą naują dalyką, kurio pagrindinė tema būtų socialinės medijos* (pavyzdžiui, sutelkti dėmesį į žiniasklaidos konvergenciją ir (arba) piliečių žurnalistiką arba į žurnalistiką ir socialines medijas). Ekspertai mano, kad tokios pastangos yra svarbios ir būtinos norint atsižvelgti į vykstančius sparčius tradicinės naujienų ir socialinės žiniasklaidos santykių pokyčius, kurie turi įtakos žurnalistų profesijai ir padeda suprasti, ką reiškia būti ir dirbti žurnalistu šiandien ir ateityje. Ekspertai mano, kad ši žurnalistikos mokslinių tyrimų ir veiklos sritis būtų ypač naudinga pasikvietus profesionalius kviestinius mokslo lektorius, siekiant neatsilikti nuo naujausių tendencijų šioje sparčiai kintančioje naujoje žiniasklaidos aplinkoje.
7. Ekspertai pažymi, kad ypatingas dėmesys turėtų būti skiriamas siekiant *užtikrinti, kad programoje daugiau dėmesio būtų skiriama pagrindiniams profesiniams įgūdžiams ugdyti, kurie yra būtini profesionalaus žurnalistų karjerai*, nepaisant programos universalesnio pobūdžio ir siekio įtraukti kitas temas, pavyzdžiui, viešuosius ryšius ir reklamą, ar daugiau dėmesio skirti istorinėms perspektyvoms.
8. Ekspertai pabrėžia būtinybę *mokymo programoje daugiau dėmesio skirti mokslinių tyrimų metodams*, pavyzdžiui, sukurti konkretų metodams skirtą kursą, kuris būtų dėstomas kaip tęstinė kurso dalis ne mažiau kaip du semestrus, ir, žinoma, taip pat reikia atkreipti dėmesį, kaip jis bus pateikiamas studentams. Programos lygiu tiek kiekybiniai, tiek kokybiniai tyrimo metodai pristatomi ribotai. Ekspertai pažymi, kad programoje ypatingą dėmesį reikia skirti specialioms kursams, skirtiems tyrimo metodams, kurie svarbūs žurnalistikos srityje ir glaudžiai susiję su bakalauro laipsnio baigiamojo darbo rengimu. Tačiau dažniausiai tyrimo metodai tik nesistemiškai aptariami kaip skirtingų kursų dalis arba paliekama baigiamojo darbo vadovui suteikti žinių apie konkrečius metodus kiekvienam studentui individualiai.
9. Ekspertai teigia, kad programos pagrindinių tikslų apibrėžime yra kai kurių netikslumų ir, nepaisant apibendrinamojo požiūrio, programos apraše turėtų būti aišku, kad pagrindinis dėmesys akivaizdžiai skiriamas *naujienu žurnalistikai*.
10. Ekspertai mano, kad *dabartinė situacija, kai į studijų programą norima įtraukti klasikinius dalykus* (t. y. istorija ir pasaulio kalbos, kurios dėstomos daugiau nei vieną semestrą), *turėtų būti kritiškai iš naujo apsvarstyta* ir reikėtų įvertinti ne tik jų, kaip tokių, egzistavimą, bet ir atsižvelgti į reikšmingumą, skiriamų kreditų skaičių, siekiant *nustatyti naujus prioritetus ir geriau atspindėti šiuolaikines žurnalistikos tendencijas*. Pageidautina *pereiti prie aktualių temų*, kad studentai žinotų pačias naujausias tendencijas (pasaulio) žurnalistikos tyrimų ir praktikos srityje. Sumažinus klasikinių dalykų modulių ir kredito taškų skaičių, bent jau šiek tiek būtų galima atlaisvinti vietos naujiems dalykams, skirtiems naujausioms tendencijoms ir temoms žurnalistikos studijose, taip pat ir praktikai (žr. tekstą aukščiau) arba aktualiems dalykams, pvz., ekonomikai ar politikos komunikacijai, kuriais studentai domisi ir kurie yra ypač svarbūs siekiant karjeros ateityje. Šiuo klausimu, ekspertai mano, kad programos planuotojai turėtų kritiškai apsvarstyti iš naujo daugelį šiuo metu į programą įtrauktų modulių, vengti kai kurių pasikartojančių temų įvairiuose kursuose ir nuodugniau

gvildenti tam tikras svarbias temas (nauji pokyčiai pasaulio žurnalistikoje, tyrimų metodai ir t. t.), o ne bandyti apimti kiek įmanoma daugiau skirtingų dalykų, tačiau paviršutiniškai.

11. Ekspertai skatina programos planuotojus toliau didinti praktinių užduočių skaičių (jos šiuo metu sudaro 6,1 proc. bendro studijų laiko), siekiant geriau parengti studentus užduotims, su kuriomis jie vėliau susiduria karjeroje.
12. Ekspertai rekomenduoja fakultetui skatinti pedagoginį personalą įgyti papildomų kvalifikacijų ir kaip normą gauti daktaro laipsnį išskyrus žurnalistikos praktikos dėstytojus.
13. Ekspertai mano, kad programos planuotojai turėtų apgalvoti, kokie būdai *leistų dėstytojams skirti daugiau laiko moksliniams tyrimams dėstant dalimis arba lanksčiai keičiant dėstyto krūvį* daugiau, nei šiuo metu daroma. Jei dėstytojas pageidauja, jam galėtų būti suteikiama galimybė daugiau dėmesio skirti tyrimams tam tikru laikotarpiu, kas vėliau tiesiogiai leistų pagerinti dėstyto kokybę.
14. Ekspertai rekomenduoja *pritraukti daugiau kviestinių dėstytojų ir tyrėjų iš užsienio* ir (arba) pratęsti jų buvimo trukmę, kad jie galėtų prisidėti prie programos dėstydami dalykų modulius arba skaitydami paskaitas, ypač žurnalistikos specializacijos srityje, – tai turėtų teigiamą įtaką programos kokybei ir įvairovei.
15. Ekspertai rekomenduoja *geriau išnaudoti VU Darbuotojų kvalifikacijos tobulinimo centrą, rengiantį dėstyto tobulinimo kursus*. Šiuo metu yra praktinių kliūčių, kurios trukdo dėstytojams visapusiškai pasinaudoti teikiamomis paslaugomis. Kadangi studentai ir patys dėstytojai didaktikos ir pedagogikos įgūdžius nurodė kaip susirūpinimą keliantį klausimą, ekspertų nuomone, į šį klausimą dėmesį turėtų atkreipti administracija, kuri turėtų išanalizuoti, kaip palengvinti ir skatinti dėstytojus lankyti šiuos kursus.
16. Ekspertai mano, kad reikiamos ir planuojamos *investicijos į techninę įrangą ir infrastruktūrą* (pavyzdžiui, radijo studiją, taip pat TV), nors ir vėluojant, dabar vis dėlto daromos, nepaisant finansinių suvaržymų. Labai svarbu, kad būtų reikiamos įrangos, kuria naudodamiesi žurnalistikos studentai galėtų praktikuotis ir ugdyti praktinius įgūdžius, tikėdamiesi, kad vėliau jie su šia įranga dirbs praktiškai.
17. Dėl studentų dalyvavimo mokslinėje veikloje ekspertai mano, kad, kiek leidžia galimybės, visa veikla turi būti *iforminama dokumentuose, kad vėliau būtų galima stebėti pokyčius laikui bėgant*.
18. Ekspertai mano, kad reikia *apsvarstyti ir vėl į stojamuosius egzaminus įtraukti pokalbį*. Jie mano, kad nauda, kuri leidžia užtikrinti kokybę, yra didesnė už papildomų išteklių skyrimą šiems pokalbiams organizuoti. Be to, ekspertai siūlo komitetui atidžiai įvertinti, kaip dabartinė priėmimo egzaminų forma leidžia atrinkti pretendentes, kuriems trūksta motyvacijos tapti žurnalistais. Reikėtų apsvarstyti, kaip vietoj jų pritraukti geriausias ir labiausiai motyvuotas studentas. Ekspertai mano, kad šiuo atveju pokalbis padėtų priimti svarbų sprendimą.
19. Ekspertai rekomenduoja toliau *didinti žurnalistikos studentų dalyvavimą studijų mainų programose* su užsienio partneriais.
20. Ekspertai siūlo *geriau susieti kūrybinę baigiamojo darbo dalį su tradicine akademinė dalimi*. Jie siūlo, kad kūrybinė baigiamojo darbo dalis ir akademinė baigiamojo darbo dalis galėtų būti rengiamos ta pačia tema. Tokiu atveju studentas baigiamojo darbo temą, kuri būtų ir jo baigiamojo darbo kūrybinė dalis, išnagrinėtų kitu aspektu nei akademiniam baigiamajame darbe, kai nagrinėtų tą patį tyrimų klausimą abiejose dalyse bei pateiktų dvi skirtingas, idealiau atveju viena kitą papildančias versijas ta pačia tema.

<...>

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)