



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos edukologijos universiteto
STUDIJŲ PROGRAMOS
MUZIKAUS EDUKOLOGIJA (621X20014)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *EDUCATION OF MUSIC (621X20014)*
STUDY PROGRAMME

at the Lithuanian University of Educational Sciences

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Muzikos edukologija</i>
Valstybinis kodas	621X20014
Studijų sritis	socialiniai mokslai
Studijų kryptis	edukologija
Studijų programos rūšis	universitetinės
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinės (2)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	edukologijos magistras
Studijų programos įregistravimo data	1997 m. gegužės 19 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Education of Music</i>
State code	621X20014
Study area	Social sciences
Study field	Education Studies
Kind of the study programme	University studies
Study cycle	Second cycle
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master in Education Studies
Date of registration of the study programme	19 May 1997

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I. INTRODUCTION

The international evaluation panel is pleased to submit this evaluation report of the second cycle study programme in Education of Music at the Lithuanian University of Educational Sciences (LEU). This report is based on the self-evaluation report (SER) prepared by the University and on information gathered during the site visit of March 4, 2014, which included meetings with administrative and teaching staff, current and former students, and representatives of employers.

The programme has been running since 1997, and at present it is implemented at the Department of Arts Education of the Faculty of Education, which offers 8 Bachelor's and 13 Master's degree study programmes altogether. The Faculty was established in 2011, by merging two former divisions: the Faculty of Pedagogy and Psychology and the Institute of Culture and Arts Education, thus concentrating academic and research potential. After having implemented these significant structural changes and the consequent adjustments, currently the Faculty is functioning efficiently. Another important issue of the recent past has been the revision and changes in the programme, according to the requirements of the project "Tuning" and other quality requirements for European higher education.

Thus, since the last evaluation in 2010 the programme has experienced a significant improvement in several aspects. Transfer from Lithuanian credit system to ECTS has been realized and well-defined learning outcomes have been introduced for all courses. Some of the experts' recommendations have been implemented, especially the recommendation to improve the work on Master's thesis. Also, bigger groups have been organized in some subjects, uniting students from different arts disciplines.

The evaluation panel appreciate the effort made by the Faculty and Department in preparing the SER and its annexes. The SER itself is clearly structured, and laid out broadly in conformity with the suggested template. Although the SER contained much that was descriptive, some of the text contained comments that revealed a reflective and self-critical approach. However, the panel would have welcomed more statistical data and/or their visual representation in support of the claims made in the text.

It was clear from the meetings with staff and others that music is a highly valued element within a lively faculty that also embraces other art forms including fine art. The Faculty interior was decorated with students' artworks, and the team witnessed Shrove Tuesday's carnival with students performing traditional folksongs and games. Graduates of the Master's programme are acknowledged as making a significant contribution to the development of music in the country as a result of their deeper understanding of the discipline and research that is relevant to education in the area. They also contribute to the cultural life of the capital.

This report is intended to be an objective and constructive contribution to the future development of the programme within the University, and the recommendations it contains are designed to assist in determining priorities for the programme and its students.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The second cycle study programme of *Education of Music* at the Lithuanian University of Educational Sciences (LEU) is the only second cycle music programme in the Education

Studies (Social Sciences) field in Lithuania, it confers Master's degree in Education Studies. Thus, it can be stated that the Programme implemented at LEU is unique and does not duplicate other study programmes and targets at training of highly qualified music teachers for all the regions of Lithuania.

As the SER informs, the aims of LEU is to develop Masters in Education, who are able:

- (1) to plan and project content of music education in various types of formal and non-formal children, youth and adult educational institutions;
- (2) to teach, manage, consult, advice, provide feedback to children, youth or adults, who learn music in general education schools, non-formal children education schools, higher education and culture institutions;
- (3) to research, evaluate and assess the quality of music education in education and culture institutions of various types and to introduce measures for its improvement, to present problems of and trends in education to the society in a generalised way;
- (4) to collaborate with pedagogical or academic communities of various educational institutions striving for introduction of innovations into cultural artistic activities. (p.7)

Those four aims are directly connected to the intended learning outcomes (two or three outcomes formulated per each aim). For example, the following outcomes have been formulated for the second aim (see above):

- (B1) Employing various methodologies of musicology and principles of analysis, a graduate will be able to conduct research, evaluate and creatively solve problems of musical expression and ideas provided by the variety of contemporary music phenomena in the contexts of socio-cultural conventionality and observing requirements of professional ethics;
- (B2) A graduate will be aware of cultural and educational mechanisms of development of music teaching and will be able to creatively apply experience in their analysis, setting priorities for music education, while consulting, coordinating and implementing the curricular of children, youth and adult music education;
- (B3) Taking into account the change in the paradigms of music education, will be able to develop, organise and implement various activities of music education, creatively implementing mediation innovations of education and cultural spread in complex environments. (p.8)

Each of the learning outcomes, in turn, is then connected to the study subjects relevant from the point of view of a particular outcome. For example, the following subjects are related to the outcome B1: Arts Ontology and Education, World Music, Analysis and Interpretation of Structural Music Elements, and Ethnic Music.

During the meeting with employers and social partners the panel was informed that the graduates from the programme have the necessary competence to be involved in a broad spectrum of activities: they can make projects, take part in methodological activities or lead them, analyse, give samples of good practice, participate in self-assessment of schools, make expertise of new teaching materials, besides, they expressed the opinion that such qualities are not expected from the graduates from other programmes. Also, the accent on education and psychology studies was regarded as an advantage. Thus it can be concluded that the learning outcomes are based on the professional requirements and the needs of the labour market.

The programme aims and learning outcomes are well defined, clear and publicly accessible. As the SER informs us, they are available on the website of the Open Vocational Information, Advice and Guidance System (AIKOS) of the Ministry of Education and Science at www.aikos.smm.lt, on the website of Lithuanian University of Education Sciences www.leu.lt. They are also announced during events of Study Fair and Open Door Days, where the students

themselves familiarise school graduates and other interested people with studies, and distribute flyers. Individuals, who are interested in, or have decided to enter the Master Study Programme of Education of Music, may get information regarding aims and learning outcomes via e-mail or phone. Enrolled students are familiarised with this information during meetings with the teachers of the assessed study programme and administration in the beginning of the academic year. (p.7–8)

The programme aims and learning outcomes are consistent with the type and level of studies and the level of the qualification offered. The name of the programme (Education of Music), its learning outcomes, content and the qualification offered (Master in Education Studies) are compatible with each other. The programme seems more oriented towards research in educology and less towards musical skills, which can be considered its distinctive feature as compared to analogical programmes in Lithuania.

2. Curriculum design

2.1. Programme structure

The programme is designed to run over 4 semesters, i.e. 2 years, and consists of 120 ECTS. This is the maximum allowed by Lithuanian law. Each semester 5, 4 or 2 study subjects are studied, and finalised with an examination; this arrangement meets the requirements set by the Description of General Requirements for Master Study Programmes.

The amount of independent work in the first three semesters is up to 80 percent, and it is significantly more than the required no less than 30 percent. It might suggest that students either have not enough contact work or they are overworking themselves, yet, the meeting with students showed that they can cope well with their assignments and other study tasks. The studies are organized so that students come to classes one day per week, and then they have 8 to 9 hours of contact work. It appeared during the visit that some students would have liked to have a little bit more practice, and then to analyze this practice from the theoretical viewpoint in seminars or classes.

2.2. Programme content

Two spheres of professional competence are outlined in the programme – education science and music – both supported by the following subjects: *Analysis and Interpretation of Structural Music Elements, Contemporary Pedagogy and Andragogy, Trends in Change of Arts Education, Theories and Practice of Music Education, Special Arts Pedagogy, Management of Music Collective*. The research skills, defined as the ability “to research, evaluate and assess the quality of music education in education and culture institutions of various types and to introduce measures for its improvement, to present problems of and trends in education to the society in a generalised way” are taught through following courses – *Methodology of Educational Research in Arts, Organisation of Research and Writing of Master Paper I, Analysis of Research Data and Writing of Master Paper II, Seminar in Scientific Research*. These modules are logically interconnected, and contribute to mostly good scientific level of Master’s theses. A set of courses – *Management of Educational and Arts Activities, Cultural Studies and Education, World Music* – is to enhance individual ability to creatively apply theoretical knowledge and scientific research.

The curriculum is well-designed at the course level and is consistent with the type of studies and the aims of the programme. There is a logical sequence of courses, as the knowledge and skills

acquired on one stage are needed for the next stages of learning. The balance between artistic and pedagogical subjects seems to be appropriate for professional needs; both alumni and social partners appreciated musical subjects, but especially the pedagogical competencies, needed for teaching activities. It seems that the stronger pedagogical side is a good advantage. Besides, it was almost unanimous opinion of alumni and social partners that graduates from the Master's degree programme are prepared to do scientific research and to solve different tasks, where the research skills are needed.

It can be concluded that the content and methods of the courses are appropriate for the achievement of intended learning outcomes. At the same time, a little concern arose about the recommended literature lists, which seemed to be too extensive in several course descriptions, containing as many as 6 to 10 main (obligatory) literary sources. Here a more focused and selective approach towards choosing the necessary sources would be welcome. Also, the evaluation panel encountered a wish to have more ethnic music subjects or more psychology, which might be considered as a natural demand for individual differentiation. The programme has some flexibility to meet such individual needs by giving the possibility to choose certain amount of electives (one of the electives is *Modern psychology*, which is obviously intended to meet the need for more psychology), but at this stage it seems to be important not to alter the overall thematic balance within the programme.

Generally, the recommendations of the previous external evaluation were taken into consideration. Thus, the recommendation to merge larger number of students in the core classes has been acted upon in respect to the following courses: *Trends in Change of Arts Education*, *Contemporary Pedagogy and Andragogy*, *Management of Educational and Arts Activities*, *Methodology of Educational Research in Arts*, *Special Arts Pedagogy*. The requirement to improve the work on Master's theses has been considered, and the above mentioned courses to improve research skills have been introduced.

As it appeared in the meeting with the Faculty senior management, there is an intention to prepare some attractive courses taught in English, to attract foreign students and thus to enable more local students to participate in exchange programmes. The panel considers this to be a positive initiative, and suggests to offer these courses not only for visiting students, but also for local students, thus enabling their interaction and, hence, improvement of English competency.

The content of the programme in general reflects the latest achievements of the study area in the scope of arts/music education courses, although some more up-to-date position would be welcomed for the courses related to modern musical life. For example, our musical environment is composed nowadays basically of a range of musical genres including jazz, rock, traditional, popular, ambient, world music etc, which are different from art music; this aspect of real local and global musical life is partly explored in the world music and ethnic music courses. Some touch of up-to-date anthropology of music would certainly be beneficial for the musical part of the programme, thus providing theoretical and practical background knowledge for better orientation in modern musical life.

3. Staff

3.1. Staff composition and turnover

The staff composition meets the legal requirement: 38 percent of the volume of the study programme is taught by professors (required no less than 20 percent). The study programme of Education of Music is implemented by 11 teachers: 5 professors, 5 associate professors and 1

lecturer. Seven teachers are full-time employees at LEU, 4 teachers work only part-time. This number and the professional qualities of the teaching staff are sufficient to ensure achievement of learning outcomes. The data provided in the SER (Annex 3.2) gives evidence that the areas of teachers' research (or artistic) interests correspond to the study subjects they teach. Also the workload of the academic staff meets the legal recommendations approved by the Ministry of Education and the Senate of LEU. The volume of contact work (lectures, seminars and individual consultations) in the study programme is optimized to 720 hours on average, while the rest of the load is devoted to other professional developments (research, artistic activities).

Though remaining basically stable, the academic team experienced slight changes during the self-evaluation period. One professor retired, however a professor and two associate professors were invited to teach new subjects, taking into account the needs of learners and the demands of labor market. The expert panel concurs that this minor turnover has a positive impact, providing a welcomed supplement to the study programme.

3.2. Staff competence

As it appears from the SER, the average age of the staff is 55.8 years. The Annex 3.2 clearly shows that teachers have accumulated significant experience of pedagogical work. Three teachers have more than 30 years of experience, three teachers have taught for 21 to 30 years, three – for 11 to 20, and two – for up to 10 years. Four part-time teachers, invited to teach in the study programme, are distinguished by their special accomplishments in separate study fields: special arts education, management of professional music ensemble, ethnomusicology and education management. As it appeared during the meeting with students, they appreciate qualified teachers in the programme, who help to put ideas to practice and to do research, thus it can be concluded that the overall maturity of the teaching staff supports students' efforts in achieving the set learning outcomes.

In view of the importance of teaching staff's research activities for programmes of this kind, it should be mentioned that all the teachers of Education of Music study programme appeared to be very active: they carry out research, participate in international scientific conferences, write monographs, publish research papers, etc. This can be substantiated by the SER data (Table 5) showing the scope of works published during the self-evaluation period. Moreover, the research and artistic activities are directly related to the study field of the assessed study programme (Annex 3.3).

It is obvious that the University takes into account the teachers' professional development very attentively. Besides the regular assessment once in 3 to 5 years and the evaluation of teachers' pedagogical, research and artistic activities, the Department of Arts Education devises perspective plans for teachers' professional development. The plans point out the amount of conferences to be participated in, presentations to be delivered or articles to be published during the period in question. A detailed description of the teaching staff's activities is presented in the SER (pages 20, 21). Evidently both the stimulation from the University and internal motivation encourages the staff to obtain a higher professional quality through the versatile developing means.

The SER asserts that during the assessed period teachers have improved their professional and pedagogical qualification, while implementing the study programme. As it appeared in the meetings with teachers and students, they appreciate their individual informal communication through all the study process, particularly working on the final Master's thesis.

4. Facilities and learning resources

Lectures and workshops for students take place in 12 classrooms, a large part of the classrooms were visited by the evaluation team. Many of them appeared to be repaired and properly equipped. Seven classes are equipped with electric keyboards, which are the most commonly used instruments, and audio equipment. However, there is an opportunity to use the resources associated with the first cycle programme (Music), including kanklės (6) and xylophones.

Students make use of sound technology class, with 15 separate work spaces, equipped with computers, MIDI keyboards and headphones. Music writing and sound editing software is installed on all computers.

LEU has a distance learning centre, in accordance to the needs of students and instructors. The distance learning centre, with its computerised audio and video transfer equipment, is located in the LEU's central building. The panel were told that, when circumstances arise, the instructor, even being abroad, is still able to give long-distance lectures and seminars to students, and this theoretical possibility has been actually used in that way.

The majority of the students are employed in their field as music teachers; therefore, they perform their pedagogical practice at their workplace. The Department of Arts Education works closely with schools in Vilnius (Šiuolaikinės mokyklos centras, Žemynos gymnasium and others) and, if the need arises, provides students with a practice base.

The LEU library is located in old premises, not always correspondent to modern needs, on the first floor of the university's main building. Many of the reading rooms are small. Construction of a separate, spacious LEU library building is nearing completion, and the library should be moved there in two years. The library holds over 200 thousand publications with 700 thousand copies. Still, as it appeared in the meeting with students, they receive most books and other reading material from their supervisors.

The library users can access various electronic database subscriptions. The instructions on computer-based work with the library resources are held there once a week. However, it appeared during the visit that the reference to databases is found in a few Master's theses. Thus, the panel holds a view that it makes sense to encourage the academic community to use the documents accessible through the databases more actively.

The LEU library has a rather limited (only less than 300 CDs) audio recordings collection necessary for music education studies. There is no separate library room with individual spaces for listening to music. In the meeting with students it appeared that many of them visit the Martynas Mažvydas National Library of Lithuania and use the services provided by the Music Department. In view of sustainable development of the two music teachers' training programmes and other music-related activities at LEU, it should be discussed on the Faculty and University level which thematic segments of audio resources should be developed specifically at the LEU library.

5. Study process and student assessment

The admission requirements and entry process are clearly presented in the SER and follow regulations laid down by LEU and by the Ministry of Education and Science. While there has been a significant decrease in the numbers admitted to the programme over the last five years as a result of a decrease in state funded places within the department, there is evidence of demand

and competition for places on the programme and the number of state-funded places and, consequently, entrants in 2014 will be six. This represents an increase on the 2013 intake of three students. In relation to the provision of state-funded places, it would appear that the department is disadvantaged as a result of the interdisciplinary nature of the programme which involves both education and music, as artistic activity attracts less funding than scientific educational research publications.

The study process is organised to facilitate students, many of whom are working, and group classes are scheduled on one day each week. Students and graduates appreciated this arrangement and commented on the fact that it leaves time for independent learning and reflection. In addition, individual consultations are arranged between students and teachers, sometimes using skype. The students acknowledged the theoretical focus of the programme and the major emphasis placed on research training, regarding it as a positive aspect. They welcomed the emphasis on research throughout the four semesters and commented on the integrated nature of the programme where various subjects contribute in a variety of ways to helping students develop their research projects. (This approach was highlighted also in the meeting with staff). The range of teaching and learning methods used are rich and students appear to hold teaching staff in high regard, both for their expertise and for their student centred approach. Reference was made to the 'feeling of community' and the 'open and friendly teachers'. Students confirmed that, in addition to ongoing dialogue with staff, questionnaires are used to elicit their views on the programme.

Student research activity was considered to be a weakness in the 2010 evaluation. In the intervening period, as outlined above, the research component of the programme has undergone major restructuring and development. Work on the Masters thesis begins from the start of the programme and the research modules have been strengthened. In recent years, students have also benefited from attending a series of research colloquia/seminars which were organised by the Department and conducted by invited international experts in research methodology. Details of some student articles/publications, conference presentations and involvement in research projects were provided along with information on students' artistic activity. The Department also organises an annual conference for young researchers where Masters students give presentations and engage in discussion groups. The first conference was held in 2013 and another is planned for 2014.

The issue of student mobility was identified as a weakness in the 2010 evaluation. It has since been highlighted as a priority area by the Department of Arts Education and there have been extensions of agreements with higher education institutions in Latvia, Turkey and Finland to include student exchanges at Masters level. In the period under review, two Masters students have participated in Erasmus exchange programmes in Slovenia and Italy. The panel recommend that the Department continue to promote and facilitate student mobility and, if possible, to continue the research colloquia/seminars involving international experts.

In relation to academic support, students reported that they were in constant contact with teaching staff, both in person and through email and other electronic means of communication. Graduates also commented on the support they received from teaching staff both during and after their Masters programme. Academic support is also provided by the administration staff of the Department and Faculty. Students also have access to careers advice at 'The Division of Study, Marketing and Career' centre in the University. Social support is also available and various types of scholarships awarded on the basis of achievement.

Assessment processes and procedures are clear, comprehensive and publicly available. Students receive regular feedback on their progress and are encouraged to engage in self-reflection. A range of assessment methods are used and these are clearly outlined in the course descriptors, along with the weightings and assessment criteria for each component. The assessment of the Masters thesis was seen as being problematic in the 2010 evaluation report. As indicated above, the research component has been developed in the intervening period and to encourage students to use more sources in English or other foreign languages, a new requirement for Master's thesis has been defined – to have at least 20 sources in foreign language. The theses presented during the visit appeared to be of an appropriate level for a Masters award and included bibliographic references in English as a requirement along with descriptions of the research methodologies employed; only in some cases there were less than 10 references in foreign languages, although the alumni admitted that teachers promoted reading in other languages very actively. Thus, some more attention should be given to the fulfilment of the requirement for foreign language use. Assessment criteria for the Masters thesis are available to students and the theses are assessed by a panel which includes an external examiner from another university. The 2010 report commented on the 'skewed' distribution of grades, noting that almost all theses were awarded a '9' or a '10'. The current panel noted a healthier distribution of grades for theses completed in 2012 (7-10, average grade 8.6) and 2013 (7-10, average grade 8.5). However, as with the previous panel, questions were raised around the awarding of '10' at this level. In discussion with staff, it appears that this is perhaps not unusual in higher education in Lithuania.

Most of the graduates were working while studying on the Masters programme but they commented on how the Masters qualification has contributed to their career development and allowed them to pursue a wide range of careers including high level teaching in various contexts, involvement in cultural activities, research and development, and arts management. The social partners commented in particular on the graduates' contribution to research activity and their involvement in projects. The graduates were perceived as having particular skills in relation to planning and assessing, and reference was made to their ability to analyse contemporary educational contexts and provide examples of good practice.

6. Programme management

6.1. Programme Administration

The administration and the quality assurance process respect the legal requirements. Management of the study programme, control and decision making is divided between several structures (at the University level, faculty level, department level and the study programme committee level) and the responsibilities for each of them are clear and well divided. These structures are linked and communicate (an example – the faculty council submits the proposals for quality improvement to the academic commission of the Senate and the commission generalizes information and submits it to the Rector and to the Senate). Students are involved in these structures.

The structures in charge of the programme collect and analyse information about the implementation of the programme by conducting surveys, analysing the programme's weaknesses, feedback information from the social partners, data about student mobility, drop-out rates and other needed information. As it appeared in the meetings with students, alumni and social partners, they are asked to fill online or emailed questionnaires about the quality of the programme two times per year.

6.2. Quality assurance

According to SER, each management structure has its role in the quality assurance process. The faculty council controls the academic work and its quality, and receives proposals on improvement, the committee of the study programme collaborates with social partners and asks for their opinion on the programme and prepares self-evaluation documents, collects and analyses information on the quality from surveys conducted on students, teachers and social partners. Thus, these units cooperate and involve all teachers, not only the members of the council or board, and they use different methods like surveys, discussions, meetings. Students' participation in the improvement of the quality is done in different ways like discussing assessment criteria, study methods and forms of assessment.

The programme management is using the results of internal and external quality assurance process to improve different aspects of the programme, and the panel was informed about several changes since the last evaluation: bigger student groups have been made for some subjects, the volume and quality of the research work has been increased, the volume of reading in foreign languages has been defined, certain subjects were added. Considering the fact that the "topical information for students on the study programme, financing of studies, aims of studies, learning outcomes, assessment of achievements, methodological requirements for final papers, optional study subjects, timetables, possibilities for mobility, teachers and times for their consultations, requirements for studies, publications and cultural events is announced on the websites of the Faculty and the Department" (SER, p.32), it can be concluded that these changes are effectively communicated to the students and are accessible for public, too.

III. RECOMMENDATIONS

The programme can be commended for compliance to certain quality standards, however, the process of improving it and enhancing its effectiveness should be continued:

1. The panel recommends that students be encouraged to explore resources in support of their Master's thesis research in languages other than Lithuanian, with a strict awareness of the required minimum.
2. The panel recommends to prepare though a few attractive courses in English, and to offer these for visiting and for local students together.
3. The panel recommends increasing the audio listening capacity by installing equipped audio-listening places and by regular supplement to sound recordings library.
4. The panel recommends investing in promotion and facilitation of students' mobility, focussing on universities with whom cooperation agreements have been made, and to continue the research colloquia/seminars involving international experts.

IV. SUMMARY

The second cycle study programme *Education of Music* at the Lithuanian University of Educational Sciences (LEU) is the only music programme in the field of Education Studies (social sciences) in Lithuania. Thus, it is unique and does not duplicate other study programmes and targets at training highly qualified music teachers for all regions of Lithuania. The programme seems more oriented towards research and less towards musical skills, which can be considered as its distinctive feature.

The programme is interdisciplinary, and two spheres of professional competence are outlined – education science and music; besides, the graduates from the Master's degree programme are prepared to do scientific research and to solve different tasks, where the research skills are needed. The content of the programme generally reflects the latest achievements of the study area in the scope of arts/music education courses, although some modernization is required for the courses related to modern musical life.

With the average age of 55.8 years, the staff have accumulated significant experience of pedagogical work, and this maturity certainly supports students' efforts in achieving the set learning outcomes. All the teachers of the study programme appear to be very active in research, moreover, their research and artistic activities are directly related to the study field of the programme.

The programme has appropriate facilities at its disposal. With the new LEU library being built, the old premises are still being used. The library holds over 200 thousand publications, electronic databases, and a rather limited audio recordings collection for music education studies. It is recommended to increase the audio listening capacity by installing equipped audio-listening places and by regular supplement to sound recordings library.

While there has been a significant decrease in the numbers admitted to the programme over the last five years as a result of a decrease in state funded places within the department, there is evidence of demand and competition for places on the programme, and the number of entrants is going to rise. The study process is organised to facilitate students, many of whom are working, individual consultations are arranged between students and teachers. The teaching and learning methods used are rich, and students appear to hold teaching staff in high regard, both for their expertise and for their student centred approach. Students have also benefited from attending a series of research colloquia/seminars which were conducted by invited international experts in research methodology, this should be continued, as well as the promotion and facilitation of student mobility. Social support is available for students and various types of scholarships awarded on the basis of achievement. The research component has been developed in the intervening period, and the theses appeared to be of an appropriate level for a Masters award. The theses are assessed by a panel which includes an external examiner from another university.

The programme management is using the results of internal and external quality assurance process to improve different aspects of the programme. Several changes have been implemented since the last evaluation, and these changes are effectively communicated to the students and are accessible for public, too.

V. GENERAL ASSESSMENT

The study programme *Education of Music* (state code – 621X20014) at the Lithuanian University of Educational Sciences 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	4
2.	Curriculum design	4
3.	Staff	4
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	21

*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.

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**LIETUVOS EDUKOLOGIJOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS MUZIKOS EDUKOLOGIJA (VALSTYBINIS KODAS – 621X20014) 2014-
05-05 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-211 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Muzikos edukologija* (valstybinis kodas – 621X20014) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	4
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	21

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

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IV. SANTRAUKA

Lietuvos edukologijos universitete (LEU) vykdoma antrosios pakopos studijų programa *Muzikos edukologija* yra vienintelė edukologijos krypties (socialinių mokslų) muzikos programa Lietuvoje. Todėl ji yra unikali ir nesidubliuoja su jokia kita studijų programa ir tikslais rengti aukštos kvalifikacijos muzikos mokytojus visiems Lietuvos regionams. Programa, kaip matyti, yra labiau orientuota į mokslinius tyrimus ir mažiau – į muzikinių įgūdžių ugdymą, kas gali būti laikoma šios programos skiriamuoju bruožu.

Programa yra tarpdalykinio pobūdžio. Joje nurodomos dvi profesinių kompetencijų sritys – tai pedagogika ir muzika. Be to, magistro studijų programą baigę absolventai yra pasirengę atlikti mokslinius tyrimus ir spręsti įvairias užduotis, kurioms atlikti reikia mokslinių tyrimų įgūdžių. Programos turinys iš esmės atspindi naujausius pasiekimus meno ir (arba) muzikos edukologijos dalykų srityse, nors kai kuriuos dalykus, susijusius su šiuolaikiniu muzikiniu gyvenimu, reikia modernizuoti.

Dėstytojai, kurių amžiaus vidurkis 55,8 metai, yra sukaupę didelę pedagoginio darbo patirtį, ir ši brandi patirtis akivaizdžiai padeda studentams siekti numatytų studijų rezultatų. Visi studijų programos dėstytojai labai aktyviai dalyvauja mokslinių tyrimų srityje, be to, jų mokslinių tyrimų ir meninė veikla yra tiesiogiai susijusi su programos studijų kryptimi.

Programai vykdyti naudojamos tinkamos priemonės. Naujai statoma LEU biblioteka, nors senosios patalpos vis dar naudojamos. Bibliotekoje yra daugiau nei 200 tūkst. leidinių, elektroninių duomenų bazių ir gana ribota garso įrašų kolekcija, skirta muzikos edukologijos studijoms. Rekomenduojama išplėsti garso įrašų klausymo pajėgumus, įrengiant garso įrašų klausymo įrangą aprūpintas vietas, ir reguliariai pildyti garso įrašų biblioteką.

Nors per pastaruosius penkerius metus dėl katedrai skirto mažesnio valstybės finansuojamų vietų skaičiaus studijuoti pagal programą priimtų studentų skaičius labai sumažėjo, tačiau akivaizdu, kad paklausa ir konkurencija dėl vietų yra, todėl stojančiųjų į šią programą skaičius turėtų didėti. Studijų eiga yra palanki studentams, iš kurių daugelis dirba, organizuojamos studentų ir dėstytojų individualios konsultacijos. Mokymo ir mokymosi metodai yra puikūs, studentai labai vertina dėstytojus tiek dėl jų kompetencijos, tiek dėl į studentą orientuoto požiūrio. Studentams yra naudinga dalyvauti mokslinių tyrimų kolokviumuose ir (arba) seminaruose, kuriuos veda tarptautiniai mokslinių tyrimų ekspertai metodologijos srityje. Ši veikla turėtų būti tęsiama, taip pat toliau turi būti skatinamas studentų judumas ir jiems padedama. Socialinė parama studentams yra prieinama, taip pat esama įvairių rūšių stipendijų, kurios skiriamos priklausomai nuo studentų pasiekimų. Šiuo laikotarpiu buvo patobulinta mokslinių tyrimų dalis, baigiamųjų darbų lygis yra tinkamas magistrantūros laipsniui suteikti. Baigiamuosius darbus vertina komisija, į kurios sudėtį įtrauktas ir nepriklausomas vertintojas iš kito universiteto.

Siekiant pagerinti įvairius programos aspektus, programos vadybai naudojami vidaus ir išorės kokybės užtikrinimo proceso rezultatai. Nuo paskutinio vertinimo buvo įgyvendinti keli pakeitimai, apie kuriuos veiksmingai informuoti studentai, ir kurie yra prieinami ir viešai.

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III. REKOMENDACIJOS

Galima džiaugtis, kad programa atitinka tam tikrus kokybės standartus, tačiau ją reikia ir toliau tobulinti ir stiprinti veiksmingumą:

1. Ekspertai rekomenduoja skatinti studentus, atliekančius magistro baigiamojo darbo mokslinius tyrimus, naudotis ištekliais ir kitomis, o ne tik lietuvių, kalbomis griežtai laikantis nustatyto minimumo.
2. Ekspertai rekomenduoja parengti nors keletą patrauklių kursų anglų kalba ir pasiūlyti juos atvykstantiesiems ir kartu vietiniams studentams.
3. Ekspertai rekomenduoja padidinti garso įrašų klausymo pajėgumus, įrengiant garso įrašų klausymo įrangą aprūpintas vietas, ir reguliariai pildyti garso įrašų biblioteką.
4. Ekspertai rekomenduoja ypatingą dėmesį skirti investicijoms, kurios padėtų skatinti ir palengvintų studentų judumą, taip pat universitetams, su kuriais sudaryti bendradarbiavimo susitarimai, ir toliau rengti mokslinių tyrimų kolokviumus ir (arba) seminarus, kuriuose dalyvauja tarptautiniai ekspertai.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)