



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ŠIAULIŲ UNIVERSITETO
TARPKULTŪRINIO UGDYMO IR TARPININKAVIMO
PROGRAMOS (621X20029)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF INTERCULTURAL EDUCATION AND MEDIATION
(621X20029)
STUDY PROGRAMME
at SIAULIAI UNIVERSITY

Grupės vadovas:
Team Leader: Dr Declan Kennedy

Grupės nariai:
Team members: Prof. Lena Adamson
Prof. Eyvind Elstad
Dr Daiva Lepaitė
Student Donatas Piragis

Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Tarpkultūrinis ugdymas ir tarpininkavimas</i>
Valstybinis kodas	621X20029
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Edukologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Edukologijos magistras
Studijų programos įregistravimo data	01-03-2004

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Intercultural Education and Mediation</i>
State code	621X20029
Study area	Social Sciences
Study field	Educology
Kind of the study programme	University studies
Level of studies	Second
Study mode (length in years)	Full-time (2)
Scope of the study programme in credits	120 credits
Degree and (or) professional qualifications awarded	Master in Educology
Date of registration of the study programme	01-03-2004

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I. INTRODUCTION

The programme entitled “Intercultural Education and Mediation” (IEM) is offered by the Department of Philosophy and Anthropology in the Humanities faculty of Šiauliai University. In the Self Evaluation Report submitted to the evaluation team, the qualification is described as a “Master of Social Sciences (Educational Sciences)”, i.e. a postgraduate degree which corresponds to the second cycle of the Bologna Process. The programme was established in 2004 and is accredited until the end of 2013. The programme is full-time and of duration two years with a total of 120 ECTS credits accumulated by students over the duration of the programme. The on-site assessment was performed by the entire evaluation team on 23rd May 2013.

The administration backup received by the evaluation team was excellent. All the necessary arrangements were in place to ensure that everything went very smoothly during the visit, e.g. the meeting room was ideal, each group arrived on time to meet the evaluation team, coffee/tea were readily available, lunch was provided, etc.

The procedure followed in writing this Evaluation Report may be summarised as follows: the evaluation team received the Self Evaluation Report (SER) in April 2013. A Preliminary Report was then prepared in which various matters to be discussed during the visit were highlighted by the members of the evaluation team. Each member of the evaluation team undertook to take responsibility for asking questions related to specific areas of the programme during the visit. One member of the evaluation team took responsibility for synthesising and summarising the comments of the members of the evaluation team and preparing a brief exit presentation at the end of the visit. After the visit, the evaluation team held an evening meeting to discuss the programme and a follow-up meeting (duration of one day) to discuss the evaluation of this programme and two other programmes, the assignment of marks and the drawing up of a first draft of the final report. Further discussions took place via e-mail to produce the final draft of the report.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The Intercultural Education and Mediation study programme is of significant importance. The core concepts of intercultural education are, by nature, international and wide-ranging. Cultural tensions are present in many European locations and throughout the world. The

interplay between culture and politics and the vulnerability of both often lead to conflicts of interest and/or conflicts in the area of values. Mediation is a way to resolve conflicts via a third party. The interdisciplinary study area named *Intercultural Education and Mediation* forms a basis for empowering Šiauliai University students in this field by building knowledge, attitudes, and skills of intercultural communication and mediation. The programme aims and learning outcomes are based on professional requirements, public needs, and the potential needs of the labour market. During the entire period of its functioning, the Intercultural Education and Mediation programme has produced 31 students. None of these graduates are professional conflict mediators. As stated by the SER team, the concept of mediation is perceived in a “peaceful” way or micro level rather than macro level or dealing with international conflicts. However, in a broad sense, Intercultural Education and Mediation graduates apply the knowledge and skills that they have acquired to their jobs as academic staff, administrators and business staff.

Intercultural education is a field of study offered by many European universities. Šiauliai University cooperates with other similar intercultural education master programmes at other European universities. There is some confusion regarding the terminology used in the Self-Assessment Report, e.g., the “purpose”, “aims”, and “mission” of the programme. For the Bologna Process, the documentation should be clear, i.e., a list of aims, 5–10 programme learning outcomes, and each course should be described in terms of 5–8 module learning outcomes. Well defined, clear and publicly accessible aims and learning outcomes of the programme are also important for external marketing.

One of the key “Action Lines” of the Bologna Process is the adoption of a system of easily readable and comparable degrees, i.e. it should be clear to anybody reading a description of the degree programme what are the aims and learning outcomes of the programme. This description should be clearly understood by staff, students, external evaluators, social partners, etc. Hence there is a need for simplicity and clarity. From reading the documentation supplied in the Self Evaluation Report, it is not clear what the programme aims and learning outcomes are since, instead of listing the aims and learning outcomes, a list of competencies are provided.

There appears to be a lot of confusion between the terms Aims, Learning Outcomes, Competences, etc in the documentation. When writing the aims of the programme we would expect to find sentences such as:

- To give students an understanding of
- To give students an appreciation of.....
- To make students familiar with.....
- To encourage students to.....
- To ensure that students know.....

etc.

The Aims and Programme's Learning Outcomes need to be stated much more clearly and concisely, i.e., what the students should be able to DO when they have completed this master degree. Some module learning outcomes are written correctly (e.g., "Analyse and critically evaluate..."). However, in many cases, the learning outcomes are vague (e.g., "students will demonstrate knowledge of..." and "the students will understand a variety of contexts of intercultural education"). The question is "What must students be able to do in order to demonstrate this knowledge or show that they understand the various concepts?" The programme learning outcomes did not really assist the evaluation team in clarifying what students should be able to do upon graduating. However, having spoken to the students, it was clear to the evaluation team that there are some precise learning outcomes for the programme. Hence, in writing learning outcomes, it is important to use active verbs. From discussions held with the students, it was clear that they have achieved many learning outcomes and at the end of the programme students were able to:

- **Discuss** various aspects of different social structures.....
- **Work** as part of a team and participate in group discussions with people from different backgrounds in order to
- **Display** tolerance towards people of different cultures and....
- **Interact** with people from different social backgrounds and **appreciate** their point of view.
- **Carry out** research into the social practices of people from different backgrounds by means of....
- **Analyse** the results of data collected and **evaluate**
- **Communicate** with people of different ages and from different countries and social groups.

etc.

The name of the programme reflects the balance between intercultural education and mediation. This balance is difficult to find in the actual design of the programme as well as its content and the qualifications offered. The evaluation team appreciates from the Self Evaluation Report that mediation is an alternative dispute resolution process designed to resolve conflict between parties who are unable to reach an agreement. The concept of mediation using a trained, impartial third party (mediator) to help reach consensus on substantive issues of disagreement among conflicting parties is partially reflected, for instance, in the study modules "Intercultural Education in Europe" and "Intercultural Consultation". However, the evaluation team would like to see more emphasis in the programme content on mediation as an academic field of research (reflected in journals such as the Journal of Conflict Resolution, in handbooks such as The

Blackwell Handbook of Mediation, and in programmes such as The Harvard Negotiation & Mediation Clinical Program).

Overall, there is room for improvement when it comes to compatibility between the name of the programme, its learning outcomes, content and the qualification offered. Evidence of constructive alignment in the programme should be provided, i.e. alignment between the Learning Outcomes, Teaching and Learning Activities and also Assessment should be provided.

2. Curriculum design

The topics of Intercultural Education and Mediation reflect a balance between two elements. This balance is difficult to achieve in the actual curriculum design as the students do not have a module named “Mediation” or any other similar title. Šiauliai University could consider renaming and rearranging the curriculum modules in a way that ensures greater visibility of mediation in the curriculum. Some themes are repeated with the modules designed in the form of a spiral curriculum: basic ideas are revisited at intervals and at a more sophisticated level each time. The modules are developed systematically. The content of the subjects and modules are broadly consistent with Masters level studies. The curriculum design meets legal requirements. The situation regarding core modules (core courses) and elective modules (given as a choice to the students) was not made clear in the documentation provided to the evaluation team. However, the additional oral information provided to the evaluation team during the visit has helped the team to understand these aspects more clearly. The evaluation team was impressed by the breadth and depth of knowledge reflected in the courses. In view of the fact that the programme is of two years duration and that students accumulate a total of 120 ECTS credits, we confirm that it complies with the requirements of the Bologna Process for postgraduate university studies.

The content and methods of the subjects are mainly appropriate for the achievement of the intended learning outcomes. Students of Intercultural Education and Mediation gave evidence that teaching methods are varied and motivate them in various ways. Assessment methods, including both oral presentations and written assignments are also varied. Students receive mainly oral feedback from their teachers on their work. It appears that a great deal of written feedback is not given but this is understandable at masters level where discussion about feedback is important. Overall, the students are very satisfied with the method by which feedback is given. The feedback they receive is informative and encourages them in their studies. Students also have opportunities to provide feedback to each other. Theory is combined with practice and this is very much appreciated by the students. Case studies are found to be a

valuable tool for developing learning skills, which usually help the students in mediation and conflict management. Students are generally happy with the level of communication with staff and the amount of time they have access to the teaching staff. The scope and content of the programme are sufficient to ensure that the learning outcomes are achieved. The teaching staff are very enthusiastic about this programme and expressed satisfaction that its content reflects the latest achievements in intercultural education and mediation.

3. Staff

The programme meets legal requirements in that it is provided by a sufficient number of teachers possessing PhDs in their disciplines as well as qualifications that are relevant to the programme. The qualifications and number of teaching staff are adequate to ensure that the learning outcomes are achieved: 11 lecturers work in the Intercultural Education and Mediation programme, 10 of whom are full-time. One professor is invited from Vytautas Magnus University (VMU). The ratio between lecturers and students during classes complies with the recommended number of students during lectures (8 – 15 students). Each lecturer on average supervises two to five master theses; this ratio ensures good quality in the standard of the theses. Lecturer turnover is not high; the stability of staff ensures adequate provision of the programme.

The evaluation team is very impressed by the enthusiasm expressed by the teaching staff and their level of satisfaction with the students. The professional profiles are relevant to the content of the programme and adequate to ensure provision of the programme. The Teaching Staff are involved in relevant research but few of them publish in international journals. The evaluation team has concerns related to the lack of international research publications. The Intercultural Education and Mediation teaching staff should be encouraged to meet higher expectations and should receive more support from the institution. The evaluation team found a number of structural obstacles related to the lack of institutional support, e.g. international publications on which multiple authors collaborate are rated lower than publications written by individual authors in the Lithuanian language. This matter needs immediate attention.

4. Facilities and learning resources

The evaluation team was impressed with the facilities and learning resources. The library resources are very impressive; there is extensive literature available in the English language and computer facilities are sufficient and enhanced by the fact that many students have their own laptop computers. Students have ready access to the international and national databases in electronic form in the library and can also access these databases remotely. Thus, all of these aspects appear very satisfactory and there is a great deal of work taking place. The faculty is equipped with adequate lecture rooms, rooms with specialised equipment, conference

rooms, and a library. Improvements are also underway. Rooms and buildings are currently being made accessible for students with disabilities. We found several textbooks of relevance to Intercultural Education and Mediation. However, with regard to the most recently published textbooks in the field, there is some room for improvement. The periodical publications (182 titles) are good. The library staff provide very good help and support for students. The computer equipment is of a good standard. Teachers and students have access to useful technologies and facilities for practice. Access to learning resources is generally adequate. The premises for studies are adequate both in size and quality. Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.

From discussions with the social partners, it appears that a lot of the students undertaking the programme obtain placements in schools and museums. The evaluation team suggest that the programme team try to be more creative in the type of placements arranged for the students.

5. Study process and student assessment

The study programme was initially chosen by students with a good quality degree at bachelor level. This was influenced by the compulsory foreign language entrance examination, which was removed in 2010. As already stated, students are very satisfied with the standard of teaching, their communication with teachers and the feedback they receive from their teachers. The organisation of the study process ensures adequate provision of the programme and achievement of the learning outcomes. Students are encouraged to read a considerable amount of literature in the English language and this is very commendable bearing in mind the field of the studies and the international dimension of the programme. The students lack direct involvement and participation in scientific research work although they work in partnership with lecturers in to the area of the preparation of scientific articles. The students are motivated and are deeply engaged in their academic work. The professional activities of the majority of graduates meet the programme providers' expectations.

The academic standard of the students entering the programme seems satisfactory, but the admission requirements must be clearly defined. There is a clear problem with the gender balance of the student intake as very few students are male. Šiauliai University should plan a strategy to consider how the institution can improve the programme's attractiveness to male applicants. The students have the opportunity to participate in mobility programmes, but only a small proportion of students use mobility programmes and travel abroad. There is room for improvement in this area and consideration should be given to innovative forms of mobility, e.g. attendance at summer courses abroad.

The evaluation team examined a cross section of theses and compared some theses which had been marked by different teachers. It was observed that whilst different assessors gave the same mark, the quality of the theses were quite different. A more co-ordinated approach to the assessment system (e.g. using sets of grading criteria and rubrics) is recommended. The assessment system for student performance needs to be made clearer to students. There is clearly room for improvement with regard to the summary in English of each thesis.

From the list of positions held by graduates, it appears that many of them find employment in the area of business even though the degree is not geared to training business managers.

6. Programme management

The evaluation team expresses the hope that all members of the faculty administration staff appreciate what is involved in this programme and understand the importance of the research culture in a master's level programme. It is important that all members of the faculty administration staff acknowledge the importance of promoting research facilities and research achievement among the teaching staff and of aligning the current research frontier with the content of the programme.

Information and data on the implementation of the programme and evaluations are regularly collected and used for improvement of the programme. On the other hand, the questionnaire at the university level can be improved in order to collect more reliable data as the evaluation team received information that some data about students' research activities in this programme are not reliable. Overall, it is the evaluation team's impression that good internal quality assurance measures are in place, function quite well and are adequately used. The evaluation team felt that the management team of the faculty could demonstrate a greater level of engagement with the programme in order to create a greater spirit of partnership between teachers and administrators. The lecturers' overall competence is assessed every year and students' and stakeholders' surveys are conducted by a study quality management group. At the conclusion of the teaching of the modules, the lecturers meet with the students to discuss the quality of teaching and module content. Lecturers also engage in self-assessment of their teaching abilities. Information about the assessment of study programme quality is discussed at Dean's Office level and at Department meetings and is also publicly available. The quality of the programme is also ensured by a study programme committee and a study programme quality monitoring group at Šiauliai University. The outcomes of internal and external evaluations of the programme are used to improve the programme and the roles and responsibilities of staff and administrators at the different levels seem to be quite clearly allocated. The evaluation team

suggests that the programme's teaching staff should be more involved in the production of the self-evaluation report. Coordination with teaching staff in this area needs to be improved.

The invited social partners group consisted of two heads of departments (municipality), the heads of two art institutions (an art gallery and a museum), a director of a gymnasium, and an editor of a newspaper. The social partners from different ethnic and religious groups (mentioned in the Self-Assessment Report on page 29) were not present at the meeting with the social partners. Cultural minorities and the municipality department for education and culture seem to be less involved as stakeholders of the programme than should be the case.

III. RECOMMENDATIONS

1. Programme

- There is room for improvement regarding the compatibility between the name of the programme, its learning outcomes, its content, and the qualifications offered. The Programme Learning Outcomes, as written in the Self-Evaluation Report provided to the evaluating team, did not assist in clarifying what students should be able to do upon graduating. The programme learning outcomes and module learning outcomes need to be stated more clearly and concisely, i.e., what should the students be able to do when they have completed this master's degree. Programme learning outcomes and module learning outcomes should be written using active verbs.
- Evidence of constructive alignment in the programme should be provided, i.e. alignment between the Learning Outcomes, Teaching and Learning Activities and also Assessment should be provided

2. Curriculum design

- The elective modules (courses given as a choice to students) and the core modules (core courses) studied by all students were unclear in the documentation supplied. However, additional information obtained on the visit of the evaluation team has helped the team to better understand these aspects. Therefore, the evaluation team recommends that clarification needs to be introduced into the course documentation on what constitutes the core elements and what constitutes the electives of the programme.
- The programme team should try to strike a better balance between the two elements of Intercultural Education and Mediation. This balance is difficult to achieve in the actual curriculum design. The programme structure could include a module entitled "Mediation" or similar name and the university could consider renaming and rearranging

curriculum modules in a way that ensures greater visibility of mediation in the curriculum.

3. Staff

- Conditions for professional development are good but could be more directed towards issues such as learning outcomes, constructive alignment, and the emphasis on student-centred learning in the Bologna process.
- Institutional support is needed to increase teachers' publications in international journals. The suggestion is to begin investigating what the hindrances are whether national and/or institutional policies, lack of time, lack of sufficient language proficiencies, etc. and how these can be eliminated. Šiauliai University must create conditions for the professional development of teaching staff as this is necessary for the provision of this programme. Stronger emphasis needs to be placed on international publications among the teaching staff (leading journals, such as Intercultural Education, Interculture Journal, etc. should be considered). The evaluating team has some concerns about the the small number of international research publications. The teaching staff linked to this programme should receive more support. The university needs to rethink its organisational research strategies and publication strategies and should perhaps consider a new method of organising staff into research groups. Management must assist with these efforts by, for instance, supporting academic editing, clarifying expectations, etc.

4. Facilities and learning resources

- Facilities and learning resources are very good and could be further improved by the inclusion of more recently published textbooks in the area of Intercultural Education and Mediation.

5. Study processes and student assessment

- Admission requirements are not clearly written and there is lack of clarity re the entry score in the documentation and also on the university's website.
- Based on current admission requirements, applicants with any type of bachelor background are eligible for admission to the programme. Requirements should be more focused on programmes that guarantee that students have sufficient prior knowledge in the relevant fields.
- Clarification of the assessment system and the use of more explicit grading criteria are recommended. The assessment system and quality criteria of students' performance should be clear for students and be publicly available.

- Closer collaboration between the assessors of the theses is needed, e.g. a pairing arrangement could be set up as part of the moderation process whereby assessors exchange marked theses and discuss each others marking system.
- The university needs to find solutions for increasing the amount of student mobility and making it more convenient for part-time students who have jobs and family commitments, e.g. participating in summer schools. Experience at international level is essential for this area of study and could be enhanced by inviting guest lecturers from other countries via EU funded projects.

6. Programme management

- Data collection methods could be improved to ensure that students' research activities are kept up to date and reliable.
- The teaching staff of the programme should be more closely involved in the writing of the Self Evaluation Report.
- Šiauliai University should involve cultural minorities as stakeholders in the evaluation and improvement processes of the programme.
- Communication could be improved by enhanced collaboration with external professors via more regular meetings dedicated to addressing various issues instead of using department meetings to address them. This will allow for inclusion of student and social representation on a regular basis.

IV. SUMMARY

1. Programme aims and learning outcomes

It is clear that this programme has some very good aims and that high quality programme learning outcomes and module learning outcomes are being achieved. However, the programme aims, programme learning outcomes and module learning outcomes are not clearly expressed in the documentation supplied since, instead of listing the aims and learning outcomes, a list of competencies are provided

From information gathered during the visit, the evaluation team considers that the aims and learning outcomes do meet the minimum requirements and are publicly accessible. The programme aims and learning outcomes interpreted from information given by the students are considered to be adequate academic and professional requirements. The information provided by the alumni, social partners, and employers make it clear to the evaluation team that this programme meets public needs, as well as the potential needs of the labour market. There is room for improvement with regard to the alignment between the learning outcomes (programme learning outcomes and module learning outcomes), teaching and learning activities, and also the

assessment. The programme aims and learning outcomes are considered by the evaluation team to be broadly consistent with the type and level of studies and the level of qualifications offered at Masters level.

2. Curriculum design

The curriculum design meets legal requirements. The subject areas are evenly spread and well balanced in the design of this spiral type of curriculum. The content of the subject matter that is covered within the modules is consistent with the type and level of the studies and is appropriate for the achievement of the intended learning outcomes. The scope of the programme is sufficient to ensure that the learning outcomes and the content of the programme reflect the latest achievements in intercultural education and mediation. The evaluation team is impressed by the fact that the programme has distinctive features with respect to curriculum design.

3. Staff

All legal requirements are fulfilled regarding qualifications of teaching staff and number of staff. Their qualifications are very good and staff turnover is low. The conditions for professional development with respect to research are good but should be more directed towards international research publications. Šiauliai University must create the conditions for stronger international orientation in regard to research conducted by its teaching staff. With respect to teaching, the staff's professional development is good but should be directed towards the area of the Bologna Process and its emphasis on learning outcomes. The research that is conducted is relevant to the programme but there are a number of obstacles related to the lack of institutional support for rating of international publications.

4. Facilities and learning resources

The evaluation team was impressed by the facilities available – particularly the library facilities and the online databases. Study premises are adequate both in terms of size and quality. The teaching and learning equipment (laboratory and computer equipment, consumables) have distinctive features in terms of both size and quality. The university has adequate arrangements for students' practice, and teaching materials are adequate and accessible and can be improved by the inclusion of more recently published textbooks in the area of Intercultural Education and Mediation.

5. Study process and student assessment

The organisation of the study process ensures adequate provision of the programme and achievement of the learning outcomes. Students are very satisfied with the standard of teaching,

their communication with teachers and the feedback they receive from their teachers. The students are enthusiastic and are encouraged to participate in research activities. Students have the opportunity to participate in student mobility programmes. Šiauliai University ensures an adequate level of academic and social support, and the professional activities of the majority of graduates meet the programme providers' expectations. However, improvements are needed when it comes to the clarity of the admission requirements, gender balance, the system of assessment in operation, the variety of placement opportunities and the involvement and participation of students in scientific research work.

6. Programme management

The evaluation team feels that the faculty administration staff needs to be more supportive of the work of the teaching staff in the area of research achievement. In addition, the evaluation team received information that some data about students' research activities in the programme are not reliable. The responsibilities for decision making and the monitoring of programme implementation are quite clear. This process does involve some relevant stakeholders. However, cultural minorities seem to be less involved as stakeholders of the programme than should be the case. The outcomes of internal and external evaluations of the programme are used to improve the programme. However, more collaboration among external professors is recommended and stronger coordination is needed. It may be advisable to have regular meetings dedicated to addressing these issues, instead of using department meetings for this purpose. This would allow for the inclusion of student and employer representation on a regular basis. In general, graduates and stakeholders are very satisfied with the programme.

V. GENERAL ASSESSMENT

The study programme Intercultural Education and Mediation (state code – 621X20029) at Siauliai University is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	3
3.	Staff	3
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)	2
	Total:	16

*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:
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**ŠIAULIŲ UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
TARPKULTŪRINIS UGDYMAS IR TARPININKAVIMAS (VALSTYBINIS KODAS –
621X20029, 62607S120)
2013-07-31 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-269 IŠRAŠAS**

<...>

APIBENDRINAMASIS ĮVERTINIMAS

Šiaulių universiteto studijų programa *Tarpkultūrinis ugdymas ir tarpininkavimas* (valstybinis kodas – 621X20029, 62607S120) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	16

* 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

1. Programos tikslai ir studijų rezultatai

Aišku, kad kai kurie šios programos tikslai yra labai geri, ir kad pasiekiami aukštos kokybės programos studijų rezultatų bei modulio studijų rezultatų. Tačiau programos tikslai, programos

studijų rezultatai ir modulio studijų rezultatai nėra aiškiai išreikšti pateiktoje dokumentacijoje, vietoj to, kad būtų surašyti tikslai ir studijų rezultatai, pateikiamas tik kompetencijų sąrašas.

Iš apsilankymo metu gautos informacijos vertinimo grupė sprendžia, kad tikslai ir studijų rezultatai atitinka minimalius reikalavimus ir juos galima rasti viešai. Programos tikslai ir studijų rezultatai, interpretuojant iš studentų gautą informaciją, laikomi atitinkančiais akademinis ir profesionalius reikalavimus. Vertinant buvusių studentų, socialinių partnerių ir darbdavių teikiamą informaciją, vertinimo grupei aišku, kad ši programa atitinka visuomenės poreikius, o taip pat ir potencialius darbo rinkos poreikius. Tačiau studijų rezultatus (programos studijų rezultatus ir modulio studijų rezultatus), mokymo ir mokymosi veiklą, o taip pat vertinimą būtų galima suderinti geriau. Vertinimo grupė mano, kad programos tikslai ir studijų rezultatai plačiąja prasme atitinka studijų pobūdį bei lygį ir magistro studijų lygiu suteikiamoms kvalifikacijoms.

2. Studijų turinio modelis

Studijų turinio modelis atitinka teisinius reikalavimus. Dalyko sritys yra tolygiai paskirstytos ir gerai subalansuotos modeliuojant spiralinio pobūdžio studijų turinį. Modelyje atskleidžiamas studijų dalyko turinys atitinka studijų tipą bei lygį ir yra tinkamas siekiant norimų studijų rezultatų. Programos apimtis yra pakankama, kad būtų galima užtikrinti studijų rezultatus, o programos turinys atspindi paskutinius tarpkultūrinio ugdymo ir tarpininkavimo pasiekimus. Vertinimo grupei padarė įspūdį tai, kad programa turi išskirtinių bruožų, susijusių su studijų turinio modeliu.

3. Personalas

Dėstančiojo personalo kvalifikacija ir personalo skaičius atitinka visus teisinius reikalavimus. Dėstytojų kvalifikacija yra labai aukšta, o personalo kaita – maža. Profesinio tobulėjimo sąlygos, susijusios su moksliniais tyrimais, yra palankios, tačiau jos turėtų būti labiau susijusios su mokslinėmis publikacijomis tarptautiniuose leidiniuose. Šiaulių universitetas turėtų sudaryti sąlygas didesnei tarptautinei orientacijai, t.y. skatinti savo dėstytojus vykdyti mokslinius tyrimus. Kalbant apie dėstymą, personalo profesinis tobulėjimas yra pakankamas, bet turėtų būti nukreiptas į Bolonijos procesą ir koncentruojamas į studijų rezultatus. Vykdoma mokslinė veikla yra susijusi su programa, tačiau išskyla nemažai kliūčių, susijusių su institucinės paramos trūkumu dėl tarptautinių leidinių įvertinimo.

4. Patalpos ir mokymosi ištekliai

Vertinimo grupei padarė įspūdį universiteto ištekliai, ypač biblioteka ir internetinės duomenų bazės. Studijų patalpos yra tinkamos tiek dydžiu, tiek kokybe. Mokymo ir mokymosi įranga (laboratorijų ir kompiuterinė įranga, vartojimo reikmenys) išsiskiria dydžiu ir kokybe. Universitetas turi atitinkamus susitarimus dėl studentų praktikos, o mokymo medžiaga yra tinkama ir prieinama, ją galima tobulinti įtraukiant daugiau neseniai išleistų vadovėlių apie tarpkultūrinį ugdymą ir tarpininkavimą.

5. Studijų procesas ir studentų darbo vertinimas

Studijų proceso organizavimas užtikrina atitinkamą programos vykdymą ir studijų rezultatų pasiekimą. Studentai yra labai patenkinti mokymo standartu, komunikavimu su dėstytojais ir iš dėstytojų gaunamais atsiliepimais. Studentai yra entuziastingi ir skatinami dalyvauti mokslinių tyrimų veikloje. Studentams sudaromos galimybės dalyvauti studentų judrumo programose. Šiaulių universitete užtikrinamas atitinkamas akademinės ir socialinės pagalbos lygis, o daugumos absolventų profesinė veikla atitinka programos teikėjų lūkesčius. Tačiau reikia aiškiau išdėstyti priėmimo reikalavimus, subalansuoti priimamų vyrų ir moterų skaičių, vertinimo sistemą, įdarbinimo galimybių įvairovę ir studentų įsitraukimą bei dalyvavimą mokslinių tyrimų darbe.

6. Programos vadyba

Vertinimo grupės manymu, fakulteto administracijos personalas turėtų labiau remti dėstančiojo personalo darbą mokslinių tyrimų srityje. Be to, vertinimo grupė gavo informacijos, kad kai kurie duomenys apie programos studentų mokslinių tyrimų veiklą nėra patikimi. Atsakomybė už sprendimų priėmimą ir programos įgyvendinimo stebėseną yra gana aiški. Į šį procesą įtraukti kai kurie susiję socialiniai dalininkai. Tačiau atrodo, kad kultūrinės mažumos yra per mažai įtraukiamos į programą, kaip socialiniai dalininkai, nei turėtų. Programos vidinio ir išorinio vertinimo pasekmės naudojamos programai gerinti. Tačiau rekomenduojame intensyviau bendradarbiauti su išorės profesoriais ir tai griežčiau koordinuoti. Patartina reguliariai organizuoti susirinkimus, skirtus šioms klausimams spręsti, o ne juos nagrinėti katedros susirinkimų metu. Tai sudarytų galimybę juose reguliariai dalyvauti studentams ir darbdavių atstovams. Apskritai, absolventai ir socialiniai dalininkai programa yra labai patenkinti.

III. REKOMENDACIJOS

1. Programa

- Programos pavadinimą reiktų labiau suderinti su jos studijų rezultatais, turiniu ir suteikiamomis kvalifikacijomis. Programos studijų rezultatai, kaip pateikti vertinimo grupei pateiktoje Įsivertinimo suvestinėje, nepadėjo išsiaiškinti, ką programą baigę studentai gebėtų dirbti. Programos studijų rezultatus ir modulio studijų rezultatus reiktų išdėstyti aiškiau ir glausčiau, t.y. parašyti, ką studentai gebėtų dirbti gavę šį magistro laipsnį. Programos studijų rezultatai ir modulio studijų rezultatai turėtų būti parašyti naudojant aktyvaus veiksmo veiksmažodžius.
- Reiktų pateikti programos konstruktyvaus suderinamumo įrodymus, t.y. įrodymus dėl studijų rezultatų, mokymo bei mokymosi veiklos ir vertinimo suderinamumo.

2. Programos sandara

- Pateiktuose dokumentuose neaiškiai aprašyti pasirenkamieji moduliai (studentų pasirenkamieji dalykai) ir visiems studentams privalomi pagrindiniai moduliai (pagrindiniai dalykai). Tačiau vertinimo grupės apsilankymo metu gauta papildoma informacija padėjo grupei geriau suprasti šiuos aspektus. Todėl vertinimo grupė rekomenduoja studijų dalykų dokumentacijoje aiškiau išdėstyti, kas sudaro pagrindinius elementus, o kas sudaro programos pasirenkamuosius dalykus.
- Programos grupė turėtų stengtis labiau subalansuoti tarpkultūrinio ugdymo ir tarpininkavimo elementus. Dabartinėje programos sandaroje šios pusiausvyros sunku pasiekti. Į programos struktūrą gali būti įtrauktas modulis, pavadintas „Tarpininkavimas“ ar panašiai, o universitetas galėtų apsvarstyti klausimą dėl studijų turinio modulių pervadinimo ir pertvarkymo taip, kad studijų turinyje labiau atsispindėtų tarpininkavimas.

3. Personalas

- Profesiniam tobulėjimui sudaromos geros sąlygos, tačiau jos galėtų būti labiau koncentruotos į studijų rezultatus, konstruktyvų suderinimą ir į studentų mokymąsi Bolonijos procese.
- Siekiant, kad dėstytojai skelbtų kuo daugiau publikacijų tarptautiniuose leidiniuose, reikalinga institucinė parama. Siūlome pradėti nagrinėti, kas tam sudaro trukdžius: nacionalinė ir (ar) institucijų vykdoma politika, laiko trūkumas, pakankamų kalbos įgūdžių trūkumas ar kt., ir kaip juos pašalinti. Šiaulių universitetas turi sudaryti sąlygas dėstančiojo personalo profesiniam tobulėjimui, nes tai būtina šios programos vykdymui. Dėstantysis personalas daugiau dėmesio turėtų skirti tarptautiniams leidiniams (pagrindiniams žurnalams, tokiems kaip „Intercultural education“, „Interculture journal“

ir kitiems). Vertinimo grupei nerimą sukėlė nedidelis tarptautinių mokslinių tyrimų leidinių skaičius. Su šia programa susijęs dėstantysis personalas turėtų gauti daugiau pagalbos. Universitetui vertėtų permąstyti savo organizacines mokslinių tyrimų strategijas bei publikacijų strategijas ir galbūt apsvarstyti naują personalo organizavimo ir mokslinių tyrimų grupes pobūdį. Vadovybė turėtų prisidėti prie šių pastangų, pavyzdžiui, padėti remti akademinį redagavimą, išsiaiškinti lūkesčius ir kt.

4. Patalpos ir mokymosi ištekliai

- Patalpos ir mokymosi ištekliai yra labai geri, bet gali būti dar labiau pagerinti įtraukiant daugiau neseniai išleistų vadovėlių apie tarpkultūrinį ugdymą ir tarpininkavimą.

5. Studijų procesas ir studentų darbo vertinimas

- Priėmimo reikalavimai išdėstyti neaiškiai, o dokumentacijoje ir universiteto tinklalapyje neaiškiai aprašyti reikalavimai dėl stojamojo balo.
- Remiantis dabartiniais priėmimo reikalavimais, kandidatai, turintys bet kokios srities bakalauro laipsnį gali būti priimami studijuoti šioje programoje. Reikalavimai turėtų būti labiau koncentruojami į programas, kurios garantuoja, kad studentai turi užtektinai išankstinių susijusių sričių žinių.
- Rekomenduotina aiškiau apibūdinti vertinimo sistemą ir naudoti detalesnius vertinimo balais kriterijus. Studentams turi būti aiškiai išdėstyta vertinimo sistema ir jų mokymosi kokybės vertinimo kriterijai, kurie turi būti prieinami viešai.
- Derėtų skatinti artimesnį magistrinių darbų vertintojų bendradarbiavimą, pvz., galima būtų sugalvoti darbą poromis, kurio metu vertintojai apsikeistų įvertintais magistriniais darbais ir aptartų vienas kito vertinimo sistemą.
- Universitetas turi ieškoti sprendimų, kaip padidinti studentų judrumą ir padaryti jį patogesnį dirbantiems ir šeimas turintiems išėstinių studijų studentams, pvz., dalyvavimas vasaros mokyklose. Šiai studijų sričiai labai svarbi tarptautinė patirtis, ją būtų galima sustiprinti pakvietus kviestinius dėstytojus iš kitų šalių per ES finansuojamus projektus.

6. Programos vadyba

- Galima būtų koreguoti duomenų rinkimo metodus tam, kad studentų mokslinių tyrimų veikla būtų moderni ir patikima.
- Dėstantysis programos personalas turėtų aktyviau dalyvauti rašant įsivertinimo suvestinę.

- Šiaulių universitetas kaip socialinius dalininkus į programos vertinimo ir gerinimo procesus turėtų įtraukti kultūrinės mažumas.
- Bendravimą būtų galima pagerinti sustiprinus bendradarbiavimą su išorės profesoriais dažniau organizuojant susirinkimus įvairiems klausimams spręsti, o ne tam reikalui sušaukiant katedros susirinkimus. Tai leistų reguliariai į šią veiklą įtraukti studentus ir socialinius atstovus.

<...>

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

Vertėjos rekvizitai (vardas, pavardė,
parašas)

¹ Žin., 2002, Nr.37-1341