



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos
STUDIJŲ PROGRAMOS
PEDAGOGINĖS STUDIJOS
(valstybinis kodas – 631X10006)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF PEDAGOGY
(state code – 631X10006)
STUDY PROGRAMME
at Vilnius Academy of Fine Arts

Expert team:

1. **Dr Eve Eisenschmidt (team leader)**, *academic*,
2. **Prof. Dr Carlinda Leite**, *academic*,
3. **Dr Cathal de Paor**, *academic*,
4. **Dr Dainius Žvirdauskas**, *representative of social partners*,
5. **Mr Simonas Šeškis**, *student representative*.

Evaluation coordinator -

Ms Barbora Drąsutytė

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Pedagoginės studijos</i>
Valstybinis kodas	631X10006
Studijų sritis	socialiniai mokslai
Studijų kryptis	pedagogika
Studijų programos rūšis	universitetinės
Studijų pakopa	laipsnio nesuteikiančios studijos
Studijų forma (trukmė metais)	iššęstinė (1,5)
Studijų programos apimtis kreditais	60
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	pedagogas
Studijų programos įregistravimo data	2012 m. gegužės 11 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Pedagogy</i>
State code	631X10006
Study area	Social Sciences
Study field	Teachers' Training
Type of the study programme	University studies
Study cycle	Non-degree studies
Study mode (length in years)	Part-time (1,5)
Volume of the study programme in credits	60
Degree and (or) professional qualifications awarded	Teacher
Date of registration of the study programme	11 May 2012

© Studijų kokybės vertinimo centras
The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION.....	4
1.1. Background of the evaluation process	4
1.2. General	4
1.3. Background of the HEI/Faculty/Study field/ Additional information	5
1.4. The Review Team	5
II. PROGRAMME ANALYSIS	6
2.1. Programme aims and learning outcomes	6
2.2. Curriculum design	8
2.3. Teaching staff	11
2.4. Facilities and learning resources	13
2.5. Study process and students' performance assessment	14
2.6. Programme management	15
III. RECOMMENDATIONS	18
IV. SUMMARY	20
V. GENERAL ASSESSMENT	22

I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
1.	“Supplement to the SER of VAA programme Pedagogical Studies. Diary of events and changes in the VAA programme Pedagogical studies since November, 2014 until April, 2015”
2.	Final thesis of pedagogical studies for years 2013-2014
3.	Examples of student and graduate feedback surveys and surveys on the demand for

	obtaining teaching qualification among the students of Vilnius Academy of Fine Arts
4.	Examples of student practice reports
5.	Examples of methodological material and samples of student work for various subjects

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

The non-degree study programme *Pedagogy* within the field of Teachers' Training is implemented by Vilnius Faculty of the Centre of Art Education of the Vilnius Academy of Fine Arts (VAA). In 2011 a decision was made to design and present for accreditation a non-degree study programme *Pedagogy* with the aim of providing pedagogical qualification which embraces both general and special competencies within the teaching profession with its study content focused on educational strategies of the subjects of art and technology. The study programme was accredited on 11 May 2012 for a period of three years.

1.4. The Review Team

The review team was assembled in accordance with the *Expert Selection Procedure*, approved by Order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011. The Review Visit to HEI was conducted by the team on 23 April 2015.

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

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the *Pedagogy* programme is to provide pedagogical education to graduates of first or second cycle studies in the area of arts and to qualify the students that do not have a pedagogical qualification to work in teaching positions of art and technological subjects in different types of schools and using different ways to deliver education.

Table 1 (SER, p. 10-13) indicates connections between aims, learning outcomes and study subjects, which is appreciated by the review team because it shows curricular elements and defines the relationship between the aim of the study programme, the learning outcomes and each subject. However, although the aim of the study programme is clear, the learning outcomes are not sufficiently clarified for the different professional possibilities that these students will have in the future; it is not clear how the learning outcomes are focused in relation to the needs of basic or secondary education or non-formal education. Since this programme is attended by students with diverse backgrounds and it is meant to train teachers for different educational levels (basic and secondary education programmes) and professionals to work in non-formal education programmes), the learning outcomes should clearly identify what students will be able to do in the different professional situations that they will encounter (basic or secondary schools, progymnasiums, gymnasiums, socialization centres, specialised art schools, leisure centres, clubs, camps, projects; educational activities in museums, training sessions based on private initiatives, etc.). However, during the evaluation visit it was possible to understand that the VAA training environment provided in the Academy promotes students' development geared towards arts and their understanding in different contexts. As established in Table 2, SER (p. 13), the different curricular units are linked to various learning outcomes such as knowledge and its application, ability to conduct research, special abilities, social abilities and personal abilities.

SER states that “the aim and the learning outcomes of the study programme are publicised by AIKOS system, posted on VAA webpage, in VAA information system, presented in publications and events dedicated to spreading the word about *Pedagogical Studies* programme to those entering and studying the programme” (p. 8). During the evaluation visit the students and social partners confirmed that they obtained the information about the programme through the above mentioned methods.

It should be highlighted that among the documents used by VAA to further define the learning outcomes for this non-degree *Pedagogy* study programme, were national Pedagogues' Training Regulations (new version approved by Order No. V-1742 of the Ministry of Science and Education of the Republic of Lithuania on December 12, 2012) (SER, p. 8), recent changes in the field of education (SER, p. 8-9) and the European trends (SER, p. 9). Besides these references, VAA also took into consideration the Bologna Process aims and the concepts of the Tuning Project (2006).

As has been stated by the VAA, the number of study programmes in the area of arts is decreasing in Lithuania. Therefore it is important to organise programmes to train art graduates to perform pedagogical activity functions. This is aligned with the Vilnius Academy of Fine Arts mission to develop arts and to train art teachers for specialized and general education schools. The programme aims and learning outcomes are based on the academic and professional requirements and the labour market needs.

As mentioned above this programme is meant to provide pedagogical training for arts graduates. During the site visit the students and social partners acknowledged that the type and level of studies is adequate. Being a non-degree study programme, the programme aims and the learning outcomes are consistent with the qualifications offered, and with VAA's mission. However the learning outcomes could be further clarified when it comes to the diversity of professional situations that students will encounter.

The name of the study programme, *Pedagogy*, is appropriate and clearly defines its focus and aims. The contents and the learning outcomes are consistent with arts pedagogy training. During the evaluation visit the review team acknowledged that the students and social partners were in agreement with this programme title.

To summarize, the name of the programme, its learning outcomes, content and the qualification offered are compatible with each other. The aim of the study programme is clear, but the learning outcomes are not sufficiently clarified for the different professional possibilities that these students will have in the future as art and technology teachers in formal and non-formal educational institutions. Students and social partners are familiar with the programme aims and learning outcomes and consider that they are publicised adequately. The contents and the learning outcomes are consistent with arts pedagogy training.

2.2. Curriculum design

The curriculum design meets the necessary legal requirements, relating to programme volume, and the subjects of the study field. The content of the subjects is fully consistent with the type and level of studies expected, with an appropriate amount of credits being allocated to the subjects of the study field. However, the programme management awaits a more detailed description of non-degree study programmes from the Ministry (SER, p. 15) so that it can meet the requirements listed in the Pedagogues Training Regulations. The panel acknowledges the ongoing work being undertaken in curriculum design. For example, the procedures for the Graduation Project are, 'still in the stage of specifying and perfecting' (SER, p. 34). When complete, this has great potential to develop students as reflective practitioners, and connects with many learning outcomes in other study subjects (Table 2, p. 13, SER).

The content of the programme reflects the latest achievements in science, art and technologies, with the subjects drawing on relevant and emerging trends in the teaching of art and design. As for the teaching of this content, various teaching and learning approaches are reported, such as group discussion, one-to-one consultation with teaching staff, and self-directed learning, designed to promote reflection, problem-solving, and knowledge construction about teaching. In the self-appraisal of strengths and improvement, the SER notes that subject content reflects the kind and the cycle of studies. The plans being made to diversify delivery methods, including distance learning is to be welcomed.

A trilateral agreement between the higher education institution, the placement provider, and the student is in place to support the management of the Practice component (SER, p.24). This details the objectives, tasks, and assignments agreed by the student, the mentor and the placement supervisor. Students valued the flexibility which the curriculum design allows, enabling them to do their Practice according to their own individual circumstances. Students can teach in subject areas corresponding to their initial undergraduate degree, but can also gain experience in the teaching of other areas in art and technology. This reflects the fact that students enter the programme from a variety of backgrounds and a range of specialisms in art and technology (e.g., architecture, history of art, visual arts, design, technology). This kind of differentiation also extends to the graduation project, where students can integrate knowledge from various study subjects and from practice, while conducting research on a key issue(s) in their practice. Themes for graduation works are proposed by project supervisors and negotiated with students.

Requiring students to create individual learning plans would help to further support this differentiation. It would reflect the diversity in the backgrounds and professional interests of students, while enabling them to plan and think carefully about their own professional development and ambitions for when they are qualified. Such an exercise would require them to think at the outset of the programme about what priorities they have for their own professional preparation as teachers, and what steps they need to take to develop these during the programme, e.g., choice of practice setting, choice of subjects to be taught, choice of graduation project. They could then develop these further as they go through the programme, altering professional goals, and identifying ways in which they can meet the goals they set.

The scope of the programme is sufficient to ensure the achievement of the learning outcomes. Key professional knowledge is provided early on so that students are as prepared as possible for their Practice, while subjects relating to research are scheduled for later. The matrix provided shows the necessary links between study subjects and learning outcomes (p. 13). Practice placements are spread out across all semesters, enabling appropriate progression and increasing levels of challenge for the student, e.g., from initial observation, to practice under guidance later on, to teaching independently in Semester 3. In order to develop the students' capacity for excellence in their teaching, the integration between theory and practice should be further developed. Currently, the taught studies are timetabled into a small number of weeks so that students can then spend substantial uninterrupted periods on teaching placement. While such an arrangement does have certain advantages, a greater opportunity for students to alternate between educology, didactics and practice in schools/settings would be very beneficial. Students could then use their experience from practice as the basis for discussing theoretical concepts in class, constructing new knowledge, developing their own theory of teaching, and then using this new knowledge in their subsequent teaching. This would lead to practice-theory-practice approach. Therefore, the programme team should consider timetabling classes more regularly during the semester, rather than short intensive periods at the start. This kind of alternation between class time in the academy and individual practice in the settings would enable students to develop their understanding more incrementally. It would also enable students to support each other in group review, where they reflect on their teaching practice in group discussions, thereby reflecting the collegial and social nature of teaching and learning to teach.

The SER provides the ratios between contact time and independent study time. For taught subject courses, the Structure of part-time studies indicates ten hours (lecture and practical classes) and

seventy hours for independent work. Further contact time would enable the programme to further develop key competencies in students, particularly in the area of didactics, but equally in other educological areas. This would enable the programme to further develop students' ability to support essential areas such as creativity, child development, classroom management, student motivation, student assessment (both formative and summative), integration between art/technology and other subjects, new innovative technologies in the teaching of art and technology, providing feedback to students, differentiation in line with the individual needs of children, etc.

Catering for such a diverse student intake in terms of their prior degree is all the more demanding given the aim of the programme to prepare teachers of two subjects – art and technology. Further opportunities for integration between these subjects should be explored. One of the teachers referred during the site visit to the possibility of developing links with STEAM (science, technology, engineering, art and mathematics). This kind of curriculum development could be explored through small projects initially, for example, providing opportunities for students to collaborate through planning and teaching with teachers of other subjects in Practice settings, so that the teaching of art and technology can be integrated with other subjects.

Following the initial submission, additional documentation was submitted indicating that the programme would also cater for teaching in pre-primary and primary, in line with provisions in the *Descriptor of the Requirements for Teachers Qualification*. Two new optional study subjects are included in the study programme for this purpose, *Pedagogical studies: Art didactics in Early Years*, and *Art didactics in Primary School*. These are proposed as Optional courses, and therefore offered as an alternative to Rhetoric and Specialty Foreign Language. However, this has implications for the kind of content these students will need in the other existing subjects, particularly, the courses on strategies of teaching /learning. The programme team should therefore consider further whether these additional courses should be core or optional, and carry out necessary revisions of existing study subjects, in order to ensure that those students wishing to teach in these additional settings are appropriately prepared. The content and methods of these two new courses reflects the particular needs of working with younger children. However, these subjects should further emphasize the skill of students in supporting children to respond to art, through talking, or through creating their own artistic responses. This is necessary for developing the young child's awareness and understanding of art and technology in the environment.

The credits for the practice elements are divided into three units. Students get 11 credits for Observer Practice (1) and Assistant Practice (2), while there is less weighting (8 credits) for the independent teaching at the end. However, following the initial submission, additional documentation was submitted indicating a greater emphasis on assisting the class teacher through the creation of Assistant Practice (No 1 and No 2). This is a positive development as it places greater responsibility on the student, thereby helping to ensure that the learning is greater.

To summarize, the panel commends the commitment to ongoing curriculum design. It recommends that students should create individual learning plans at the outset of the programme. Timetabling should allow more frequent and regular meetings in the academy, so that classes in theoretical subject areas and didactics continue over a longer period. This would also enable students to support each other in the group review, where they reflect on their ongoing teaching practice in group discussions. Contact time should be increased to further develop particular competences. The team should continue its innovation in curriculum design through developing possibilities for STEAM. It should consider whether the additional courses for teaching in pre-primary and primary should be core or optional, and carry out necessary revisions of existing modules, in order to ensure that those students wishing to teach in these additional settings are appropriately prepared.

2.3. Teaching staff

The SER states (p. 20) that there is a shortage of teachers in the field of pedagogical studies within VAA to deliver the programme. Four of the 11 teachers are VAA staff, and a joint multi-institutional group of teachers is created for this purpose. The invited lecturers are employed from other universities, from the ministry and from other educational institutions. 3 out of 10 teachers have doctoral degrees. There are pro and contra arguments for the involvement of experts from outside the academy. A positive aspect is that this gives the possibility to hire the best experts of the field but also these teachers have other duties and they may not be able to fully commit to the programme for example doing also research and art projects together with students, participating in international projects, publishing scientific articles etc. For example the SER states (p. 21) that two teachers were replaced due to their workload in other higher institution, so this can easily happen that non-permanent teachers may finish their contract. The self-evaluation team considered the number of the staff and their qualifications adequate for successful implementation of the programme. Having analysed the CVs of the teaching staff, the review team came to the

conclusion that the preparation of the teachers and possibilities to develop professionally are adequate. During the site visit the dean of the faculty mentioned that teachers of this programme should be artists firstly, have empathy towards children and then the pedagogical knowledge should be acquired. The review team found the academic staff highly motivated and committed to implement the programme. Although the qualifications and the number of the teaching staff are adequate to ensure learning outcomes the expert team recommend an increase in the number of permanent staff members.

VAA creates good conditions for the professional development of the teaching staff necessary for the provision of the programme. The teaching staff acts as a good team sharing the same values and taking the responsibility for preparing future teachers of art and technology. During the site visit the students mentioned that there is a supportive atmosphere among students and academic staff and it is easy to make contact with teachers.

VAA staff relies a lot on partnership with schools and mentors at school (21 teachers – mentors are involved), and these mentors are motivated to cooperate with VAA. During the visit there was evidence showing a close cooperation between VAA and schools. Mentors of students' practice pay great attention to the quality of organising and supervising the students' practice. Mentors from schools (or other practice places) and staff members from faculty have meetings to discuss students' grades after the practice period. Also course descriptions of the practice have been prepared together with teachers from practice places.

Teaching staff has several practical experiences like teaching in secondary school, informal education programmes, international and national education policy and methodological groups, compiling textbooks and national curriculum of art and technology. The review team welcomes the active participation of the staff in development of the field of art and technology education.

To sum up, the provision of teaching staff meets all formal requirements. There is an active cooperation with secondary schools in organising practical and theoretical activities. The teachers taking part in the programme have work experience in other high educational institutions or are practitioners in the field of the programme. It is recommended to increase the number of the permanent staff members to guarantee the sustainability of the programme.

2.4. Facilities and learning resources

During the site visit the review team visited renovated classrooms and premises, with many facilities and resources mainly used by art programmes within the faculty. The teaching staff and students of the Pedagogy programme may use all these well equipped rooms, laboratories, library, IT lab and other areas. Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible. VAA has an excellent library, where books are abundant with diverse scientific literature. All library materials are systematised in a database and there is access to scientific databases of pedagogical literature. During the site visit the expert team saw excellent equipment for art education in authentic and unique artistic environment. There are specialized areas, where students experiment with media and other contemporary integrated technologies, familiarize and experience processes in culinary, work with textiles, and work with metal, wood, etc. Also there are good conditions for students when they work on their graduation project. But the Faculty has no special room(s) for didactical studies of art and technology with didactical materials, for example to prepare lessons and organize micro-teaching.

The premises for studies, the teaching and learning resources (laboratory and computer equipment, consumables) are adequate both in size and quality. In order to improve students' practical skills, it is necessary to install a special room for didactics containing teaching didactics books, art, multi-technical, video and audio tools.

VAA has adequate arrangements for students' practice, with agreements in place with a number of major basic and secondary schools. Some students do their practice placements at their work places for example in hobby schools and in other non-formal educational institutions. Alumni mentioned that they found these institutions for practice themselves and these institutions didn't have agreements with the academy.

There is Wi-Fi connection in all premises of the institution. Students and teachers mainly communicate using e-mails. The teachers of the programme do not use any learning environments to share learning materials with students. During the site visit students mentioned that distance learning possibilities are welcomed because many students work full time outside of Vilnius. The review team recommend the development of online courses and the use of a suitable virtual learning environment where students can deposit their materials and share with others.

To summarize, there are good conditions and enough materials to ensure the learning outcomes of the programme. The teaching and learning resources are adequate both in size and quality.

2.5. Study process and students' performance assessment

To allow a student to enrol in the non-degree Pedagogy programme she/he must have a BA or MA degree in Fine Art, Design, Photography and Media Studies or Architecture. Admission is organized by competition (Only students with highest accessing score) meaning that not every student will be admitted. Since students do not currently have to take a motivational test before students' admission, VAA is seeking that every applicant to their study programme should be required to tell them their motives and targets.

The majority of the students are already employed or self-employed which means the flexibility of individual study plans for students can be considered as a possible future development. Current flexibility of studies is recognised by the students and appreciated as a sign that the VAA is willing and allowing students to develop their primary study topic in a flexible way (*possibilities to engage in professional development*). However, students advised that the course is very tight and the contact hours could be spread through the longer period of the time (currently it is 2 weeks every semester).

Strong student – teacher relationship was presented by every party involved as one of the good aspects of this programme. Mainly, teachers and students share information through e-mail or other networks (“Dropbox” and “Skype” was mentioned). The review team has recognised that the study material is not available to students after graduation. For this reason, the creation of a distance learning environment would not only help students and teachers to have a common platform for sharing information and submitting assignments but also create a possibility to access the relevant information after graduation. This would also boost the possibility for the students to access the information about their course syllabus and assessments.

The students are encouraged to participate in artistic activities. For example last year students participated in the interior contest and a session of five days took place in Nida Art Colony. It is mentioned in SER (p 29) that efforts are put to involve more graduates into some type of club activity, social partners show their intent to invite students and alumni to actively participate in their activities (e.g., Lithuanian Society of Art Educators), intend to involve them to participate in conferences and projects. Plans are made to get the best final projects of graduates published.

In the beginning of every course and preparing for practice the assessment criteria and requirements are explained by teaching staff. Several assessment methods are used, specially are welcomed self-evaluation, collegial assessment, there future teachers experience the elements of self-directed learning approach. The graduation project follows regulations approved by Rector's Office: *Procedures and recommendations on the development, presentation, organization of defence and assessment of the Pedagogical Studies programme's Graduation Project* (SER p 32). During the site visit the students confirmed that they got supportive feedback and the assessment system of students' performance is clear, adequate and publicly available.

It is very commendable that students have possibilities to participate in mobility programmes and conduct practice abroad. Some students have used possibilities to undertake internships abroad.

The VAA has a long tradition which allows it to prepare marketable specialists who are recognised by the social partners. From the SER we can clearly see that the number of alumni working in the field of studies is very high and during the visit, the review team noticed that social partners preferred calling students partners rather than students showing their approval with the level of skill gained in the study programme.

Even though the programme has a very strict time frame due to legal acts and the requirements for non-degree programmes, the review team strongly recommends an increase in the number of direct contact hours for the didactics or make didactical knowledge more learnable through integration into the other courses or practice.

To summarize, the study programme creates a good environment for students to study and work at the same time even though distance learning is not developed. Most of the students already have a background in the fields of arts or technology. Flexible schedules are supported not only by VAA but also by social partners (during the traineeship).

2.6. Programme management

The responsibilities of decision making and monitoring of the programme operation and management are regulated at Academy level. The Study Programme Committee is responsible for the Quality Assurance of the programme. The decision making process is well regulated and clear.

The Study Programme Committee is responsible for implementation, monitoring and analysis of the quality of the programme and the preparation of self-evaluation documentation. The Committee also submits recommendations for renewal and improvement of the programme.

The review team considered monitoring and improvement of the study programme to be well regulated, with the Study Programme Committee also including stakeholders and student representatives. During the site visit the dean emphasized high responsibility of the faculty in developing the programme according to the needs of the labour market and also in relation to the mission of the Academy, which is to improve art education in comprehensive schools in Lithuania.

SER states that certain data for analysing the implementation of the programme is stored, including minutes of meetings, cooperation agreements, data on students' academic achievements, students' drop-out data, graduation projects, reports on pedagogical practice etc. At the end of each term, teachers, employers and social partners are also asked to complete a questionnaire of specific form.

SER states that the Study Programme Committee and teachers systematically analyse and refine the learning outcomes of the programme: they look at the shifts in labour market and also at similar programmes implemented by foreign schools, visit other higher education institutions, participate in international professional networks, conduct research, and participate in developing guidelines for education policy. During the site visit the panel saw several records of the feedback but without analyses and conclusions for practical implications in the programme. Teaching staff mentioned that the head of the department visits the lectures to support programme development and to give feedback to the teachers. During the site visit teaching staff mentioned that there are meetings twice a year to discuss programme development and avoid duplications. There is on-going evaluation and programme development taking place.

The review team learned from the meeting with students that there is an open atmosphere and informal communication between students and faculty members and students are welcome to give feedback. Changes in the programme are made smoothly (e.g. practical tasks like case-solving in Social pedagogy, project works etc).

The opinions of employers about the relevance of the learning outcomes are assessed. The SER notes that improvements within the study programme are based on discussions with stakeholders - including social partners, leaders of the schools and mentors/teachers at schools. For example, the learning outcomes of the practice placement were elaborated together with social partners – mentors at school. There are discussions at the end of the practice to evaluate students' achievements together with faculty members.

The SER demonstrates the self-critical approach and the willingness for improvement of the study programme. Areas of improvement are addressed.

To summarize, the Academy has strong commitment to preparing teachers of art and technology. There is a strong leadership – the dean and the head of the programme emphasised and gave examples of the on-going development of the programme based on the needs of the labour market. Several feedback surveys are used – course feedback, feedback from alumni and from social partners. There is an open atmosphere and informal discussions are also used to improve the programme. The review team recommends implementing a more systematic approach in quality assurance, for example based on students' and alumni feedback to show students and social partners what kind of changes have been implemented and followed up after feedback.

III. RECOMMENDATIONS

1. To clarify learning outcomes in accordance with the different educational levels and educational contexts in which graduates will work and offer electives according to the students' background and interests (e.g. in-formal education, formal education etc).
2. To require students to create individual learning plans at the outset of the programme for their own professional preparation as teachers and to develop these as they complete the programme.
3. To arrange classes in theoretical and didactic subjects over a longer period (rather than in intensive initial periods of the semester) and to support the integration of theory and practice, while students also teach in schools/settings.
4. To develop the use of group review, where students reflect on their ongoing teaching practice in group discussions.
5. To increase opportunities, for example, through additional contact time, to further develop particular competences, such as the ability to support children's creativity, classroom management, student motivation, formative and summative assessment, integration between curriculum subjects, and differentiation.
6. To develop possibilities for students to develop skills in subject integration, through incorporating other subjects into their own lessons, (either STEAM subjects or other subjects such as Lithuanian language, history, etc.), preparing graduates to collaborate with teachers of other subjects.
7. To consider whether the additional courses for teaching in pre-primary and primary should be core or optional, and carry out necessary revisions of existing subjects, in order to ensure that those students wishing to teach in these additional settings are appropriately prepared.
8. To raise the number of permanent staff members to guarantee the sustainability of the programme.
9. To expand the cooperation and experience with other educational institutions abroad to create more possibilities for students' mobility.
10. To increase the number of direct contact hours for the didactics or make didactical knowledge more learnable through the integration into the other courses or practice.
11. To find possibilities for teachers of the Academy to visit students during their traineeship more often.

12. In order to improve students' practical skills, to install a special room for didactics containing teaching didactics books, art, multi-technical, video and audio tools.
13. To create a distance learning environment to share learning materials, some online courses, support learning process of the students, and also bank of the good practices for the future use of graduates.
14. To implement a more systematic approach in quality assurance, for example based on students' and alumni feedback to demonstrate for students and social partners what kind of changes have been done and followed up after feedback.

IV. SUMMARY

Vilnius Academy of Fine Arts has a long tradition preparing art teachers and a feeling of responsibility in improving art education in Lithuania. The non-degree programme of *Pedagogy* is based on labour market needs and is welcomed by the employers and social partners.

The name of the programme, its learning outcomes, content and the qualification offered are compatible with each other. The aim of the study programme is clear, but the learning outcomes are not sufficiently clarified for the different professional possibilities that these students will have in the future (art teachers and technology teacher in formal and non-formal educational institutions). Students and social partners are familiar with the programme aims and learning outcomes and consider that they are publicised adequately. The contents and the learning outcomes are consistent with arts pedagogy training.

The curriculum design meets the necessary legal requirements. It recommends that students should create individual learning plans at the outset of the programme. Timetabling should allow more frequent and regular meetings in the academy, so that classes in theoretical subject areas and didactics continue over a longer period. This would also enable students to support each other in group review, where they reflect on their ongoing teaching practice in group discussions. Contact time should be increased to further develop particular competences. The team should continue its innovation in curriculum design through developing possibilities for STEAM. It should consider whether the additional courses for teaching in pre-primary and primary should be core or optional, and carry out necessary revisions of existing modules, in order to ensure that those students wishing to teach in these additional settings are appropriately prepared.

The teaching staff meets all formal requirements. There is an active cooperation with secondary schools in organising practical and theoretical activities. The teachers taking part in the programme have work experience in other high educational institutions or are practitioners in the programme field. It is recommended to raise the number of the permanent staff members to guarantee the sustainability of the programme.

There are good conditions and enough materials to ensure the learning outcomes of the programme. The teaching and learning recourses are adequate both in size and quality. Most of the students already have a background in the fields of arts or technology. Flexible schedules are

supported not only by the Academy but also by social partners (during the traineeship). It is recommended to develop online courses and also to create a suitable electronic environment where students can deposit their materials and share with others.

The Academy has high commitment to preparing teachers of art and technology. There is a strong leadership – the dean of the Faculty and the head of the programme emphasised the on-going development of the programme based on labour market needs. Several feedback surveys are used – course feedback, feedback from alumni and from social partners. There is an open atmosphere and informal discussions are also used to improve the programme.

V. GENERAL ASSESSMENT

The study programme *Pedagogy* (state code – 631X10006) at Vilnius Academy of Fine Arts is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

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

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

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

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

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

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

**VILNIAUS DAILĖS AKADEMIJOS LAIPSNIO NESUTEIKIANČIOS STUDIJŲ
PROGRAMOS *PEDAGOGINĖS STUDIJOS* (VALSTYBINIS KODAS – 631X10006) 2015-
06-12 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-136 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos studijų programa *Pedagoginės studijos* (valstybinis kodas – 631X10006) vertinama **teigiamai**.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Vilniaus dailės akademija turi ilgametę meno mokytojų rengimo patirtį ir jaučia didelę atsakomybę už meno dalykų mokymo tobulinimą Lietuvoje. Laipsnio nesuteikianti programa *Pedagogika* grindžiama darbo rinkos poreikiais, ji teigiamai vertinama darbdavių ir socialinių partnerių.

Programos pavadinimas, jos studijų rezultatai, turinys ir teikiama kvalifikacija gerai dera tarpusavyje. Studijų programos tikslas aiškus, tačiau studijų rezultatai nepakankamai paaškina

studentų profesinės karjeros (dailės mokytojas ir technologijų mokytojas formaliojo ir neformaliojo švietimo įstaigose) galimybes. Studentai ir socialiniai partneriai gerai susipažinę su programos tikslais ir studijų rezultatais, jų nuomone, ši informacija gana plačiai skelbiama. Programos turinys ir studijų rezultatai atitinka meno pedagogų rengimo nuostatas.

Programos sandara atitinka privalomuosius teisinius reikalavimus. Studentams rekomenduojama susikurti individualius mokymosi planus ankstyvuose programos dėstymo etapuose. Tvarkaraštis turėtų būti sudaromas taip, kad studentai galėtų dažniau ir reguliariai susitikti akademijoje, o teoriniai ir didaktikos dalykai būtų išdėstomi per ilgesnį laiką. Tada studentai galėtų padėti vieni kitiems atliekant grupinius vertinimus – aptarti savo pedagoginės praktikos eigą grupės diskusijose. Reikia padidinti kontaktinių valandų skaičių, kad studentai galėtų toliau ugdytis konkrečias kompetencijas. Pedagoginis personalas turėtų toliau stengtis diegti inovacijas į programos sandarą ir kurti galimybes dėstyti MTIMM dalykus. Reikia apsvarstyti, ar papildomi mokymo priešmokyklinio švietimo įstaigose ir pradinėse mokyklose dalykai turėtų būti pagrindiniai, ar pasirenkamieji, atlikti šiuo metu dėstomų dalykų peržiūrą, siekiant užtikrinti, kad tokiose įstaigose pedagoginį darbą dirbti pageidaujantys studentai būtų tinkamai parengti.

Pedagoginis personalas atitinka visus formalius reikalavimus. Aktyviai bendradarbiaujama su vidurinėmis mokyklomis organizuojant praktinę veiklą ir teorinį mokymą. Programos dalykus dėstantys pedagogai turi darbo kitose aukštojo mokslo įstaigose patirties arba yra sukaupę su programos dalykais susijusios praktinės patirties. Rekomenduojama padidinti nuolatinių darbuotojų skaičių ir taip užtikrinti programos tvarumą.

Sukurtos geros sąlygos ir sukaupta pakankamai mokomosios medžiagos, kad būtų galima pasiekti studijų rezultatus. Mokymo ir mokymosi išteklių yra pakankami tiek apimties, tiek kokybės požiūriu. Dauguma studentų jau turi ankstesnės patirties dailės ar technologijų srityje. Ne tik akademija, bet ir socialiniai partneriai (studentams atliekant praktiką) leidžia sudaryti lanksčius grafikus. Rekomenduojama sukurti internetu siūlomus kursus, taip pat – tinkamą elektroninę aplinką, į kurią studentai galėtų įkelti savo medžiagą ir dalytis ja su kitais studentais.

Akademija deda dideles pastangas rengti dailės ir technologijų mokytojus. Programai veiksmingai vadovaujama – fakulteto dekanas ir programos vadovas pabrėžė, kad programa nuolat plėtojama ir tobulinama atsižvelgiant į darbo rinkos poreikius. Naudojami keli nuomonių tyrimai – nuomonių ir atsiliepimų apie kursą, taip pat alumnų ir socialinių partnerių nuomonių tyrimai. Bendra programos įgyvendinimo atmosfera yra atvira, o neformalių diskusijų išvados naudojamos programai tobulinti.

<...>

III. REKOMENDACIJOS

1. Išaiškinti studijų rezultatus pagal skirtingas ugdymo pakopas ir pedagoginio darbo aplinką, kurioje turės dirbti programos absolventai, o studentams siūlyti pasirenkamuosius dalykus pagal jų pagrindinę specializaciją ir interesus (pvz., neformalusis švietimas, formalusis švietimas ir kt.).
2. Reikalauti, kad tik pradėję studijuoti pagal programą studentai susidarytų individualius mokymosi planus, kurie jiems padėtų pasirengti dirbti pedagogais, o programą baigę šiuos planus plėtotų toliau.
3. Išdėstyti teorinius ir didaktinio pobūdžio dalykus per ilgesnį laikotarpį (o ne per itin intensyvaus mokymo laikotarpius semestro pradžioje), skatinti teorijos ir praktikos integraciją studentams dirbant mokyklose ar kitose įstaigose.
4. Plėtoti grupinio vertinimo metodą, pagal kurį studentai analizuoja savo pedagoginę praktiką dalyvaudami grupės diskusijose.
5. Numatant daugiau darbo auditorijose valandų, siekti suteikti studentams daugiau galimybių ugdytis konkrečias kompetencijas, tokias kaip gebėjimas skatinti vaikų kūrybiškumą, klasės valdymas, mokinių motyvacija, formuojamasis ir apibendrinamasis vertinimas, studijų programos dalykų integracija ir diferenciacija.
6. Plėtoti galimybes studentams ugdytis dalykų integravimo įgūdžius, į vedamas pamokas integruojant kitus dalykus (arba mokslo, technologijų, inžinerijos, meno ir matematikos (MTIMM) dalykus, arba kitus dalykus, tokius kaip lietuvių kalba, istorija ir t. t.), ir taip parengti absolventus bendradarbiauti su kitų dalykų mokytojais.
7. Apsvarstyti, ar papildomi mokymo priešmokyklinio švietimo įstaigose ir pradinėse mokyklose dalykai turėtų būti pagrindiniai, ar pasirenkamieji, atlikti šiuo metu dėstomų dalykų peržiūrą, siekiant užtikrinti, kad tokiose įstaigose pedagoginį darbą dirbti pageidaujantys studentai būtų tinkamai parengti.
8. Padidinti nuolatinių darbuotojų skaičių ir taip užtikrinti programos tvarumą.
9. Plėsti bendradarbiavimo ryšius su kitomis švietimo įstaigomis užsienyje ir taip sudaryti geresnes sąlygas studentams dalyvauti judumo programoje.
10. Padidinti didaktikos dalyko kontaktinių valandų skaičių arba siekti padaryti didaktikos žinias lengviau išmokstamas, integruojant dalyką į kitus kursus ar praktiką.

11. Ieškoti galimybių akademijos dėstytojams dažniau lankyti studentus per praktiką.
12. Siekiant toliau ugdyti studentų praktinius įgūdžius, įrengti specialų didaktikos kabinetą, aprūpintą didaktikos mokymo literatūra, meno, įvairiomis techninėmis, vaizdo ir garso priemonėmis.
13. Sukurti nuotolinio mokymosi aplinką, kurioje studentai galėtų dalytis mokomąja medžiaga, pasiūlyti kursus internetu, remti studentų mokymosi procesą, kurti geriausios patirties banką, kuriuo ateityje galėtų naudotis absolventai.
14. Diegti sistemingesnį požiūrį į kokybės užtikrinimą, pavyzdžiui, remiantis studentų ar alumnų nuomonėmis, taip parodant studentams ir socialiniams partneriams, kokie pokyčiai įgyvendinti ar kokius siekiama įgyvendinti atsižvelgus į jų atsiliepimus.

<...>

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)