



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto
MENO ISTORIJA IR KRITIKA PROGRAMOS (621U90002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF ART HISTORY AND CRITICISM (621U90002)
STUDY PROGRAMME
at Vytautas Magnus University

Grupės vadovas:
Team Leader: Atis Kampars

Grupės nariai:
Team members: Wojciech Bałus
Eglė Jaškūnienė
Ramunė Balevičiūtė
Justas Bujokas

Išvados parengtos anglų kalba
Report language - English

Vilnius
2012

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Meno istorija ir kritika</i>
Valstybinis kodas	621U90002
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Menotyra
Studijų programos rūšis	Universitetinės
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Menotyros magistras
Studijų programos įregistravimo data	2001-08-02, Nr. 1187

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Art History and Criticism</i>
State code	621U90002
Study area	Humanities
Study field	History and Theory of Arts
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
Degree and (or) professional qualifications awarded	Master of History and Theory of Arts
Date of registration of the study programme	02-08-2001, No. 1187

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

CONTENTS

CONTENTS	3
I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	4
1. Programme aims and learning outcomes.....	4
2. Curriculum design	6
3. Staff	8
4. Facilities and learning resources.....	9
5. Study process and student assessment.....	10
6. Programme management	12
III. RECOMMENDATIONS	13
IV. SUMMARY	14
V. GENERAL ASSESSMENT	16

I. INTRODUCTION

On Tuesday 9th October 2012 - following analysis of the programme's Self-evaluation Report (SER) and the preparation of Preliminary Reports - the Experts team (Prof. Atis Kampars, Prof. Wojciech Bałus, Dr. Egle Jaškūnienė, Dr. Ramunė Balevičiūtė, Justas Bujokas) visited Vytautas Magnus University: Department of Art History and Criticism at the Faculty of Arts.

The visit to the University and Faculty involved meetings with the following groups:

1. The Administrative staff;
2. The staff responsible for preparation of SER;
3. The Teaching staff;
4. The Students;
5. The Alumni;
6. The Employers.

The Expert team had the opportunity to observe course and final theses produced by the students to assess the level and quality of the work.

All the people involved in the accreditation process were very positive, co-operative and engaged fully in the process and the team was fully supported by a competent translator for sessions when it was needed. The Expert team was accorded a professional and very hospitable welcome. The team wished to encourage an open, constructively critical discussion with all concerned, and the level of involvement by those they encountered during the visit greatly enhanced the efficiency of the work that was carried out.

The Expert team has to draw attention that a number of institutionally similar conclusions will be repeated in different final reports.

The Expert team would like to extend its appreciation and warm thanks to everyone involved in organizing the event and those participating in the meetings.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The learning outcomes of the Art History and Criticism master programme have features common with the system of the Vytautas Magnus University (VMU) - its own model of competences' description which corresponds to the common principles used in Lithuanian higher education. There are three levels of formulations: the study programme outcomes, the course outcomes and the criteria of learning achievement evaluation. The method to interconnect the

learning outcomes with related study subjects seems logical approach how to express the content of the intended competences. Also the formulation of learning outcomes as professional duties is an effective way how to interconnect professional competences with academic ones.

Still there are a number of cases where the same study subject is assigned for several learning outcomes. Although the Team find this system as intelligible method how to arrange and describe the content of the programme, more precise division in knowledge and skills as well as explicit formulations on the applicability of criteria would be advisable would be welcome.

The general concept and strategy is to provide education in the two specializations: 1) Architecture History and Criticism; 2) Art Curating and Criticism. Although the admission of students to the specialization Architecture History and Criticism was planned in 2012 the self-evaluation report does not prove the real existence of this specialization because only the Art Curating and Criticism specialization programme was presented to the Team of experts. The absence of information on the Architecture History and Criticism specialization casts doubts on the attainability of particular learning outcomes, for example - „be experts of architecture“ (SER page 5).

The aim of the programme is designed to prepare highly qualified specialists of history of art and architecture that are capable of:

- 1) Organizing art events, presenting them to the public, communicating with the media;
- 2) Evaluating, recognizing, analyzing and interpreting works of art, phenomena and common processes of Lithuanian and European culture,
- 3) Working responsibly, thoroughly, independently and quickly, organizing their work, communicating effectively with their colleagues

Aforementioned competences are, in general, consistent with the level of the second cycle of studies still the Team has found that the programme tend to repeat a number of competences (high qualification specialists organizing events, presenting to the public, communicating to the media, provide expertise) similar with the VMU History and Theory of Arts Bachelor programme. Accordingly, the concentration of specific competences of the Master's studies should be a matter of academic discussions at the Department.

The University offers a possibility for its students to continue education at the third cycle of studies – Doctoral study programmes regarded as a continuation of the Art History and Criticism studies (SER page 6).

The VMU provides stable principles of learning outcomes that allows formulating all levels of intended competences. Connections between the themes of the courses, academic criteria and professional requirements are, in general, implemented in the Art History and Criticism programme.

Nevertheless, in some cases consistent relations between the curriculum and prospective activities are not established, for example, there are strategic guidelines to ensure sustainable development in the area of “protection of copyrights and related rights” and “formation of an integrated heritage preservation policy” but the subjects of law studies are not included in the programme. There is only one elective subject ‘Policy of Culture’ thematically consonant to law studies but the content of it does not prove existence of juridical themes.

Overall connections between the title of the programme (Art History and Criticism), its specialization (Art Curating and Criticism), content and the learning outcomes are established.

Still there are a certain doubts about how precise is the definition of the offshoot specialization Art Curating and Criticism from the origin of the qualification the Master of History and Theory of Arts. The Master of Arts study cycle should prepare “historians of fine arts and architecture” (SER page 5), but any of two specializations have “history of fine arts” in its title.

2. Curriculum design

The curriculum of the Art History and Criticism study programme corresponds to the national requirements it covers 120 ECTS in two academic years. Students attend lectures and seminars of every study course (5 subjects every semester, each has 6 ECTS) for three semesters, take exams, write 2 research works, and perform practice. Semester four is dedicated to the final thesis writing (30 ECTS).

The structure seems stable yet the even distribution of ECTS (6 for each of courses) raises questions about the expediency of this approach. Identical amount of credits to a certain extent mean the absence of priorities and unclear concept on the core subjects.

According to the information collected during the site-visit no study modules exist at the moment but the University is going to establish modular organizational principles as a part of transition to the ECTS system. The Expert team welcomes this ongoing attempt to improve the organizational principles of the programme. The curriculum is coherent, however there are two subjects who are partly repetitive, because the problem of attribution appears in the content of the courses: “expertise methods for works of art” and “iconography and attribution”. The identical amount of credits for each of courses also indicates at a mechanic approach to the planning of studies.

The overall composition of the content reflects the second cycle of studies providing both insight into the characteristics of the profession and critical view points towards the field of future specialty.

Alternation of two specializations (Architecture History and Criticism, Art Curating and Criticism) is questionable because it does not reflect the students' interests to enter the Master's programme by choosing the specialty. The academic capacity of the Department is sufficient enough (18 teachers) to guarantee effective performance of the two specializations which can be performed alongside if the definitions on the core study subjects will be precise and concentrated.

The content of subjects is generally appropriate for the achievement of the intended learning outcomes. Teaching forms and methods are typical for the traditional humanistic type of studies. There are lectures (narration, explanation) having a respective part of time for seminars. Active study methods predominate in seminars, i.e. group discussions and presentations. The significant aspect to consider is the absence of the history of the art theory, which is reduced only to the contemporary art theory and practice. Although the titles of courses show strong presence of the contemporary culture students' representative expressed the need for even more of contemporary content.

The group of 'optional subjects' is understood as a number of listed courses that limits students' possibilities to select particular courses in connection with their master thesis. This is an important aspect that should be reconsidered by the Department, especially in the wider context of university education and the need for independently motivated MA studies allowing students to realize their extra-curricular interests.

The significance of independent studies is not properly assessed by the academic leaders of the VMU – it is understood as a part of planned study courses ('homework'). Students' independent attempts to organize extra-curricular artistic or research events is an important part of university culture that may be valuable enough to become academically recognized and awarded with credits.

The scope of the programme reflects its aims and the academic orientation however the leaders of the Department should think about the possibility to arrange more specialty contextualized content including overview on the whole evolution of the history and theory of art.

The content demonstrate relations with the main tendencies in the field of arts in general, however connections of the course content and process need deeper implementation. Courses with titles on contemporary content take approximately 20% of the curriculum; there are practically oriented courses relating to the activities of actual labor market.

3. *Staff*

The composition of the teaching staff meet requirements of the second cycle of studies (national “Requirements for master’s study programmes”) ordering that “not less than 80 per cent ... of all teachers ... shall possess a science degree (be acknowledged artists); not less than 60 per cent of their ... research areas have to correspond with the study subjects they teach.” (SER page 12). All 18 teachers assigned to the programme have doctoral degrees.

The teaching staff consists of the specialists in the history of art, history of architecture, art theory and art criticism. All programme teachers, taking into account their age (67% are at the age of 30-40, SER page 14), have considerable experience of work with students. The majority of teachers have performed pedagogical work duties throughout their whole working life period. Their qualifications enable the achievement the learning outcomes.

The amount of teaching staff is stable and promising and can provide acquisition of the planned competences. It also allows performing both specializations (Architecture History and Criticism and Art Curating and Criticism) simultaneously. 18 teachers teach obligatory and optional study subjects; all of them possess a science degree; professors make up 22.2%, associate professors – 38.8%, lecturers with a science degree – 38.8%. The fields of teacher or scholar research activities correspond with the study subjects they teach.

The teaching staff is stable and dominated by the people in the age between 30–40 years. There are 11% of teachers who are 40–50 years old, 17% of those who are 50–60, and 5% of teachers who are older than 60. Members of the teaching staff are active researchers in the art history, architecture history and art criticism. Fields of their researches are connected with the subjects they are teaching.

Almost all teachers do scientific work and participate in academic and professional events. Since 2008 teacher qualification development enhancement system has been implemented at VMU. Following the order of the Senate, staff representatives once in five years teachers can be exempted from pedagogical work due to research or scientific, arts or pedagogical qualification improvement.

Teachers of the Art History and Criticism study programme actively participate in local and international project activities as scientific researchers. These activities support their academic performance extending the context of lectures and providing professional guidance to students.

Promotion of scientific activities as well as encouragement of dissemination of scientific research in art history and criticism in the society is a regular duty of the academic staff of the Department. “Many teachers have been awarded prestigious awards and received acknowledgements for their active significant scientific and science promotion activities.”

Teachers of the Art History and Criticism present special didactical literature to their students on the VMU intranet system upload summaries of their lectures and seminar material, supplemented by the latest information and new historiography, renewed every semester.

4. Facilities and learning resources

Premises for studies (7 auditoriums and the Arts Centre) are sufficient for Master studies and of a good quality. However there is a question that MA study process demands more ‘private space’ for concentration on their research themes. Students’ representatives have expressed their wish to have their specialty lectures in lesser crowded auditoriums – this may point at the need for middle-sized lecture rooms for specific classes of the master’s programme.

The existing equipment relates to standard requirements for academic lectures and professional exercises – the lecture rooms are equipped with computers and digital projectors. The VMU has enough of copying machines to serve student’s needs for methodic materials.

VMU has its own resources to fulfill the general needs for practical study courses – the Arts Centre integrates initiatives of artistic and visual arts. It also includes activities of the Art Gallery “101” and those of the student groups. The publishing resources provide students with good opportunities to explore their skills and gain experience.

Study practices are organized at a certain institution outside the university. The placement of the practice courses is selected by the students yet coordinated with the practice tutor. Duration the period of practice the student carries out a particular task - a research at the museum fund, preparation of a critical writing, attribution of a work of fine arts, preparation of an educational programme, in accordance with methodological guidelines given by the teacher. The Practice study subject is evaluated on the basis of a written diary, report and conclusions of the practice tutor and the mentor.

Teaching materials are accessible, of a good quality and amount. Library resource proves that there are all necessary resources for both specialized and academic research.

The premises are in good condition and can serve student’s needs to fulfill the study tasks as well as their independent research. The Faculty of Art has also a small local library room (formally a part of the central library) with basic study literature (an important part is comprised of study books and methodological publications written by VMU teachers related to subjects taught in the Art History and Criticism programme) and a mediateque - more than 200 video and DVD records of theatre performances. This compact yet concentrated intellectual resource within an easy reach indicates at positive and efficient academic practice.

The certain deficiency of learning tools to a large extent is reimbursed by full-text databases subscribed by the University Library providing access to the most recent scientific publications or books.

5. Study process and student assessment

Admission to the Master studies is performed in accordance with the National legislation. However the Team of experts ascertains that there are indirect constraints in student's admission – a limited number of study fields appear to be compatible with the prerequisites of the Art History and Criticism master studies. It has to be reviewed, firstly, to provide open access for all possible candidates and, secondly, to avoid any kind of exclusion of those candidates not having previous degree in particular subfields of art.

Also, the leaders of the programme are advised to rethink the requirements of admission to provide an approach that demands the formulation and submission of the MA thesis proposal.

Quality Assurance center is established at the VMU providing overall guidance for local QA units – committees at the Departments where social partners are involved.

The proposal of the master's thesis should be approved by the tutor and the Department at the early stage of the programme, recommendable at the beginning of the second study semester. This would also activate and enhance the performance of existing tutoring system.

It is stated in the SER that the Department of Art History and Criticism provides its Art History and Criticism students “with an opportunity to have their achievements acquired in non-formal and informal learning assessed.” The SER also informs that „during the period of time that is being analyzed, the students did not use this opportunity although they had been informed about it.“ During the interview with the students' representatives the Expert team was not convinced that students recognize this possibility. Although these opportunities can be identified with establishment of principles of ‘independent learning’, the curriculum does not reflect this norm – it is not stated if students can apply for replacement of obligatory subjects with „their achievements acquired in non-formal and informal learning assessed.“

There are two research oriented courses in the second and third semesters; both have 6 ECTS. The aim of these courses is “to expand the knowledge of students in the area, on which they are going to write their final theses” (SER page 11). Methods of research and analysis in culturological and interdisciplinary aspects are explored.

The VMU provides additional extra-curricular courses free of charge but students have to better inform about this possibility and encouraged to use its benefits.

The VMU offers a doctoral study programme for the graduates of the second cycle of studies thus reflecting the programme's aim to "to expand the knowledge of students in the area".

The number of students in mobility programmes is critically low. In the year 2011 only one student went abroad in the framework of the ERASMUS programme and no one came to Kaunas. This condition also coincides with the comment made by the students' representatives that the study group is too small – apparently the capacity of the amount of students involved in the programme should be reconsidered.

The intensity and variety of options on the international cooperation does not completely reflect master student's interests – the Expert team noticed a certain apathy that can be a result of a lack of encouragement and flexibility of the programme. Establishment of international contacts is of utmost importance for all Master programmes of the field of the Art History and Criticism at the VMU.

Accessibility and variety of academic and social support for Master programme students is sufficient and adequate.

The social assistance is provided by the Office of Student Affairs. Students have the possibility to live in two VMU dormitories; one of them is fitted for the disabled. There is also a system of priorities to get the place – disabled, orphans, children from large families; dormitory residence without a competition is given to students from foreign universities and those who study at VMU on exchange programmes.

During their studies, students have opportunities to receive psychological, pastoral care, sport, health and cultural support.

Principles and methods of assessment of student's performance relate to the common university standards - the study process (teaching, learning and assessment) of the Art History and Criticism master's programme is organized in compliance with the VMU Statute, VMU Study Regulations, decisions of the Rectorate and Rector's orders (SER page 22).

An accumulative system of student performance evaluation is applied at the university - the students' learning achievements are assessed „by the means colloquiums, interim tests (homework, individual tasks) and examination or students' individual work (project) defense“ There are clear procedures for assessing the practice and research papers. The final grade of the course integrates the grades of interim tests and the examination (50 per cent of the final grade).

Professional activities of the graduates are mainly related to the acquired education. The graduates carry out research and have received job placements in museums, galleries, institutions of artistic and cultural activities.

In general terms, the expectations of the graduates are met, but graduates themselves indicate at the necessity to have more professional field-related courses during the study period.

Students recognize that the practical courses are very much needed especially because of diverse character of the field. Study practices are also an effective form how to establish contacts with future employer and find the workplace.

6. Programme management

The main responsibility for programme implementation is delegated to the Department of Art History and Criticism and Art History and Criticism programme's Study Committee.

The self-evaluation of the study programme is performed regularly each two years by the Study Committee on the basis of methodology prepared by VMU Centre for Quality of Studies and approved by the Rector. The results of the self-evaluation are discussed in the Department and the Faculty; the Study Committee is consulted by the Centre for Quality of Studies, Office of Academic Affairs and Vice Rector for Studies (SER page 28).

Teaching staff was involved in the project of quality monitoring, content revision, LO's establishing in connection with transfer to the ECTS in 2011.

The Team did not find clear evidence that students were actively involved in the preparation of the self-evaluation report. Students also expressed their confusion about the effectiveness of the managerial proceedings – it is possible to conclude that managerial system is to be improved to provide better reflection of student's needs.

Two or three obligatory study subjects are evaluated every study semester carrying out a student survey, developed in accordance with the methodology prepared by VMU Centre for Quality of Studies; all obligatory subjects are assessed during the programme's 2 year delivery period. The questionnaires are prepared by the Centre for Quality of Studies. The survey results are discussed in the Department, Dean's meeting and the Faculty Council.

Basic practices how to collect information from the professional field exists but are to be improved by adding more regular and better documented format on the exchange of information.

University should undertake more active role in organizing information flow between employers and students, for example, only one employer's representative confirmed direct involvement into the self-evaluation process of the Art History and Criticism programme.

The VMU has managed market research projects together with foreign partners. Also employers and graduates provide information on a regular basis to the Department about the specific needs of the local labor market.

The content of the Art History and Criticism programme was reviewed and updated 3 times: in 2007, 2008 and 2010. The first update took place in 2007 because of the SPD project „Creative Industries Stimulation via Scientific and Practical Competencies Enhancement of Art Researches

in Postgraduate Studies” that was realized by the Faculty of Arts (all master study programmes of the Faculty participated into the project) and supported by the EU Structural Funds.

Quality assurance mechanisms are established at the VMU and can effectively provide academic and administrative solutions at all levels. The presence of University guidelines and methodical support assure that the programme can successfully monitor its performance and continue to develop academic processes.

III. RECOMMENDATIONS

1. Complete description on the academic characteristics and data of the Architecture History and Criticism specialization shall be presented in the self-evaluation text. This is a mandatory recommendation for the programme to assure that this subfield of studies can be performed with efficiency and meets the interests of all stakeholders.
2. Characteristics substantial for the Master of History and Theory of Arts competences should be identified, formulated and separated from the Bachelor’s competences.
3. Consider possibility to perform the Architecture History and Criticism specialization alongside with the Art Curating and Criticism specialization.
4. Concentrated modules of specialty (core) subjects should be established to arrange groups of content-related subjects instead of organization in accordance with obligatory or optional principles.
5. Formulations on the optional subjects should be reconsidered to arrange broad, flexible and student-centered system that reflects the whole academic offer of the VMU.
6. Fundamentals of Law study subjects should be introduced into the course content to realize the programmes aim to ensure sustainable development in the area of “protection of copyrights and related rights” and “formation of an integrated heritage preservation policy”.
7. The academic or non-academic projects should be reviewed to possibly link them with the professional processes.
8. Admission requirements should be reconsidered by introducing requirement to present a master’s study motivation paper. At the same time the admission principles should be flexible enough to avoid exclusion of those candidates not having previous degree in particular subfields of art.

IV. SUMMARY

The Vytautas Magnus University in Kaunas was re-established in 1989 to revive tradition of liberal and modern academic education in Lithuania. The University is united by its mission to provide higher education in accordance with classical traditions of *artes liberales* and broad humanistic concept of university education.

The Vytautas Magnus University (hereinafter – VMU) has 10 faculties: Arts, Catholic Theology, Economics and Management, Humanities, Informatics, Law, Natural Sciences, Political Science and Diplomacy, Social Sciences, Music Academy. There are 41 departments, 1 institute, 22 study and research centers, Multimedia laboratory, Psychological Clinic, Art Gallery 101. There are 1 institute and 7 university centers including Arts Centre and VMU Kaunas Botanical Garden. The whole structure of VMU conforms to classical standards of a university thus reflecting its mission to unify different fields of sciences.

In this context the presence of art studies at the University requires specific attitudes that lead the learning process towards intelligible accomplishments and critical thinking. The Art History and Criticism Master's programme prepares highly qualified specialists of history of art and architecture in accordance with the principles of the second cycle of studies.

This programme is designed to provide acquisition of specific competences of the two specializations - Art Curating and Criticism and Architecture History and Criticism. The Expert team points at the fact that the self-evaluation report, submitted for expertise, informs only about the Art Curating and Criticism specialty. There is no information about the other specialty (Architecture History and Criticism) thus creating confusion, especially, because there was a plan to start the admission of students to this specialty programme in 2012. The Expert team considers this particular condition as a serious drawback that questions the completeness of the programme.

The learning outcomes of the programme correspond to the ideas expressed through the aims. Accordingly, the content of subjects is appropriate for the achievement of the intended learning outcomes. The common principles how to formulate 'study programme outcomes', 'course outcomes' and 'criteria of learning achievement evaluation' are effective form how to communicate those educational concepts to the students' community. Also the comparison of learning outcomes with subjects of studies demonstrates methodical efforts to link systemic elements with the content of studies. The leaders of the programme should review the assigned competences of the programme to avoid repetition of Bachelor's characteristics in the list of Masters competences.

Although the teaching forms and methods are typical for the traditional type of humanistic studies it has to be mentioned that the overall structure of the programme still has a certain features that moderate the initiative of students and academic capacities, firstly, indistinct formulation on the 'core subjects' and, secondly, an unclear interdisciplinary context. The 'core subjects' are formulated as 'obligatory study subjects' and are divided into the two sub-groups: "specialized study subjects in the field of curating (Strategies of Curatorship, Management of Art Projects, Contemporary Museology and Art Education)" and „the criticism of arts (Lithuanian Contemporary Art and Criticism, Contemporary Art Theories and Practice, Transformations of Applied Arts)" (SER pages 10-11). Though the both sub-groups directly reflect the name of specialization 'Curating' and 'Criticism' there are other subjects in the 'obligatory' group as well what makes the composition of the subjects unclear. Performance of the curriculum does not allows to explore true character of interdisciplinary studies – even if the content of the course anticipates interdisciplinary attitudes, students may not be ready to apply such kind of experience and skills.

The Department is suggested to concentrate the central subjects of the specialization in a compact unit (or module of courses) and open the rest of the curriculum for interdisciplinary activities using the broad academic offer of the University.

V. GENERAL ASSESSMENT

The study programme Art History and Criticism (state code – 621U90002) at Vytautas Magnus 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)	3
	Total:	17

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

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

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

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

Grupēs vadovas:
Team Leader:

Atis Kampars

Grupēs nariai:
Team members:

Woiciech Baļus

Eglē Jaškūnienē

Ramunē Balevičiūtē

Justas Bujokas

**VYTAUTO DIDŽIOJO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS *MENO ISTORIJA IR KRITIKA* (VALSTYBINIS KODAS – 621U90002)
2012-11-29 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-129 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Meno istorija ir kritika* (valstybinis kodas – 621U90002) 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	3
	Iš viso:	17

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Vytauto Didžiojo universitetas Kaune buvo atkurtas 1989 metais siekiant atgaivinti liberalaus ir šiuolaikinio akademinio ugdymo tradiciją Lietuvoje. Universitetą vienija jo misija - pagal

klasikinės *artes liberales* tradicijas ir plačią humanistinę universitetinio išsilavinimo koncepciją suteikti aukštąjį išsilavinimą.

Vytauto Didžiojo universitete (toliau - VDU) yra sudarytas iš 10 fakultetų: Menų, Katalikų teologijos, Ekonomikos ir vadybos, Humanitarinių mokslų, Informatikos, Teisės, Gamtos mokslų, Politikos mokslų ir diplomatijos, Socialinių mokslų ir Muzikos akademijos. Jame yra 41 katedra, 1 institutas, 22 studijų ir mokslinių tyrimų centrai, Multimedijos laboratorija, Psichologijos klinika, menų galerija „101“; taip pat VDU yra 1 institutas ir 7 universiteto centrai, įtraukiant Menų centrą ir VDU Kauno botanikos sodą. Visa VDU struktūra atitinka klasikinius universiteto standartus, kurie atsispindi jo misijoje - suvienyti įvairių sričių mokslus.

Todėl meno studijos universitete reikalauja ypatingo požiūrio, kuris studijavimo procesą orientuotų į aiškius pasiekimus ir kritinį mąstymą. Meno istorijos ir kritikos magistro programa rengia aukštos kvalifikacijos meno ir architektūros istorijos specialistus pagal antrosios pakopos studijų principus.

Ši programa sukurta siekiant suteikti dviejų specializacijų, t. y. Meno kuratorystės ir kritikos bei Architektūros istorijos ir kritikos, specialias kompetencijas. Ekspertų grupė nurodo, kad analizei pateiktoje savianalizės suvestinėje aprašoma tik Meno kuratorystės ir kritikos specialybė. Nėra jokios informacijos apie kitą specialybę (Architektūros istorija ir kritika), o tai sukelia sumaištį, ypač todėl, kad 2012 m. buvo planuojama pradėti studentų priėmimą į šios specialybės programą. Ekspertų grupė mano, kad ši konkreti sąlyga yra rimtas trūkumas, kuris kelia abejonių dėl programos išsamumo.

Programos studijų rezultatai atitinka tiksluose išsakytas mintis. Todėl dalykų turinys yra tinkamas numatomiems studijų rezultatams pasiekti. Bendrieji principai, kaip suformuluoti „studijų programos rezultatus“, „dalyko rezultatus“ ir „studijavimo pasiekimų įvertinimo kriterijus“, yra veiksmingi siekiant šias švietimo sąvokas perduoti studentams. Studijų rezultatų palyginimas su studijų dalykais parodo metodines pastangas susieti sisteminius elementus su studijų turiniu. Programos vadovai turėtų peržiūrėti programai priskirtas kompetencijas, kad išvengtų bakalaurui būdingų bruožų pasikartojimo magistro kompetencijų sąrašė.

Nors dėstymo formos ir metodai yra būdingi tradicinėms humanitarinėms studijoms, turi būti paminėta, kad bendra programos struktūra vis dar turi tam tikrų bruožų, kurie riboja studentų iniciatyvą ir akademinis gebėjimus: pirma, neaiški „pagrindinių dalykų“ formulė, ir antra, neaiškus tarpdisciplininis kontekstas. Pagrindiniai dalykai yra suformuluoti kaip privalomi studijų dalykai ir suskirstyti į du pogrupius: specializuoti studijų dalykai kuratorystės srityje (Kuratorystės strategijos, Meno projektų vadyba, Šiuolaikinė muziejinkystės ir meno edukologija) ir meno kritika (Lietuvos šiuolaikinis menas ir kritika, Šiuolaikinio meno teorijos ir praktika, Taikomojo meno transformacijos) (savianalizės suvestinės 10-11 puslapiai). Nors abu

pogrūpiai tiesiogiai atspindi specializacijos pavadinimą „kuratorystė“ ir „kritika“, grupėje yra ir kitų privalomųjų dalykų, o tai daro dalykų struktūrą neaiškia. Studijų turinys neleidžia atskleisti tikrojo tarpdisciplininių studijų pobūdžio - net jei dalyko turinys skatina tarpdisciplininį požiūrį, studentai gali būti nepasirengę taikyti tokio pobūdžio patirties ir įgūdžių.

Katedrai siūloma sutelkti pagrindinius specializacijos dalykus vienoje grupėje (arba dalykų modulyje), o likusią studijų turinio dalį atverti tarpdalykinei veiklai ir plačiau išnaudoti universiteto akademinį pasiūlymą.

III. REKOMENDACIJOS

1. Savianalizėje turėtų būti pateiktas visas Architektūros istorijos ir kritikos specializacijos akademinis bruožų ir duomenų aprašymas. Tai privaloma rekomendacija programai, siekiant užtikrinti, kad ši studijų srities dalis būtų įgyvendinama veiksmingai ir atitiktų visų socialinių partnerių interesus.
2. Turėtų būti nustatyti ir suformuluoti pagrindiniai Menotyros magistro programos kompetencijų bruožai ir atskirti nuo bakalauro kompetencijų.
3. Apsvarstyti galimybę Architektūros istorijos ir kritikos specializaciją dėstyti kartu su Dailės kuratorystės ir kritikos specializacija.
4. Turėtų būti sukurti koncentruoti specialybės (pagrindinių) dalykų moduliai, siekiant sugrupuoti turiniu grindžiamus dalykus vietoj jų suskirstymo pagal privalomumo arba pasirenkamumo principus.
5. Reikėtų iš naujo apsvarstyti pasirenkamųjų dalykų formuluotes, siekiant sukurti plačią, lanksčią ir į studentą orientuotą sistemą, kuri atspindėtų visą VDU akademinę pasiūlą.
6. Į dalyko turinį turėtų būti įtraukti Teisės studijų dalykų pagrindai, siekiant realizuoti programos tikslą - užtikrinti „autorių teisių ir gretutinių teisių apsaugos“ ir „integruotos paveldo išsaugojimo politikos formavimo“ tvarią plėtrą.
7. Akademiniai arba neakademiniai projektai turėtų būti peržiūrėti bandant juos susieti su profesiniais procesais.
8. Priėmimo sąlygos ir reikalavimai turėtų būti persvarstyti įvedant reikalavimą pateikti magistro studijų motyvacinį laišką. Taip pat, priėmimo principai turėtų būti pakankamai lankstūs, kad nebūtų atmesti tie kandidatai, kurie neturi anksčiau įgyto laipsnio, ypač meno srityse.

<...>

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