



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO
SPECIALIOSIOS PEDAGOGIKOS PROGRAMOS
(621X17001, 62407S110)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *SPECIAL PEDAGOGY*(621X17001, 62407S110)
STUDY PROGRAMME
at VILNIUS UNIVERSITY

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Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Specialioji pedagogika
Valstybinis kodas	621X17001, 62407S110
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Ištęstinės (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Specialiosios pedagogikos magistras Specialiųjų pedagogas
Studijų programos įregistravimo data	2003 05 29

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Special pedagogy
State code	621X17001, 62407S110
Study area	Social Sciences
Study field	Pedagogy
Kind of the study programme	University studies
Level of studies	Second
Study mode (length in years)	Part time (2)
Scope of the study programme in credits	120 credits
Degree and (or) professional qualifications awarded	Master of Special Pedagogy Special Pedagogue
Date of registration of the study programme	2003 05 29

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V. GENERAL ASSESSMENT	Klaida! Žymelė neapibrėžta.

I. INTRODUCTION

In 1998 the programme for Professional Studies in Special Education (90 credits) was created at the Department of Social Work of Vilnius University. In 2002 this study programme was transformed to the Master level study programme. For many decades Siauliai Pedagogical Institute as the only institution worked in the field of special education in Lithuania. Vilnius University extended geography of studies in this field.

The long-term experience of Laboratory of Special Psychology of Vilnius University (created in 1972 for researches in the field of disabled people, especially people with sensory impairments) was of great importance in the development of the Master degree programme in Special Education. At present time Laboratory is working on creation, adaptation and standardization of measures for assessment of intelligence, personality, professional interests etc.

Four departments in the Faculty of Philosophy (Educology, General Educational Psychology, Clinical Psychology and Social Work) are involved in the implementation of the Master Degree Programme in Special Education. Formally Master in Special Education Study Programme belongs to the department of Social Work.

The self assessment team was formed to analyse the implementation of the programme and to prepare the self- evaluation report.

The present review has been carried out under the guidelines and procedures of SKVC. Conducting evaluation of the Study Programme, the External Evaluation Team (hereinafter EET) have acted in compliance with the “Methodology for Evaluation of Higher Education Study Programmes” (Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education) and the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

The initial stage included the preparation of a self-assessment report by the University. This was seen and commented on by the team of experts, following which the team visited the University on October 25, 2012.

During the visit the evaluation team had the opportunity to discuss the programme with faculty administrators, teaching staff, students, graduates and employers. The evaluators visited the library, offices, teaching space and facilities associated with the programme.

After the visit, the expert group held a meeting in which the content of the evaluation was discussed and amended to represent the opinion of the whole group.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The description of the programme submitted for the expert evaluation complies with the regulations of general and specific requirements for Master study programmes. It is in compliance with the mission of Vilnius University. Overall aims of the programme and learning outcomes are reflected in the statement of the self evaluation report. The programme is developed on competence and learning outcomes based approach.

The study programme is designed for the part time studies.

During the site visit the self- evaluation team stressed and it is said also in the SAR that the programme has a practical orientation. The aim of the study programme is quite long including several big tasks for the implementation.

The Master program in Special education stresses the development of research skills as well as analytical, critical and creative thinking. Learning outcomes also encompass the

requirements for pedagogical qualification. In the Table 2.1(SAR) in a very detailed way "Competences and learning outcomes of the Special education Master programme and their relation with subjects" are stated.

The experts have recognized that the programme developers have stated very many learning outcomes raising the doubt whether it is possible to reach them. During the site visit the experts noticed that the staff could name only some of them. For the first year students it was a difficult task to name the skills and abilities that they will acquire during the studies.

The Master thesis of previous years demonstrate that the aim and learning outcomes have not been reached.

At the same time in the introductory part of SAR there is a remark to prepare the specialists that could work in the mainstream school, (corresponds to the tendencies of inclusion of children with special needs into the mainstreaming education) then it would be advisable to speak about competences to manage the diversity and social inclusion as well.

All these above mentioned facts ask for revision of learning outcomes.

2. Curriculum design

The title of this curriculum is special education, but among the study plan's mandatory subjects' the special education does not dominate. The IPAT suggests to increase the part of special education – for example to take some subjects from the part of optional subjects and to make them as mandatory. (And vice versa)

As is written in the SER and said in the site visit, the master program in Special education is oriented towards the preparation of highly competent special needs' teachers-consultants. The IPAT argues that teacher and consultants need different competencies: the teacher needs more didactic' skills; for consultant the knowledge's of psychology are needed in the first place. It would be necessary to concentrate the work on one aim. It would be also necessary to think over the possibilities to include such topics as social inclusion, integration, management of diversity. In the talks with the administration it was said that these topics are included in the course "Education in heterogeneous groups" but analyzing the course description we can find a little about these topics.

During the site visit the experts team discovered that the course descriptions and the content of courses to be developed the necessary competences are not discussed together with the departments and staff. Every lecturer does it independently, separately. Due to that there is a great need for a common vision within the staff and communication about the study programme and individual courses.

During the study visit the evaluators got acquainted with the Master thesis and recognized that they did not demonstrate that the students have gained learning outcomes. It concerns research competences and analyses of theoretical literature. Also, the use of foreign languages is narrow, or not existent, the used literature is old.

According to talks with students, practical experience is considered essential for the future special education teachers to enable them to perform the role of consultants in the schools.

The programme developers consider themselves that the weakness of such program construct, as practice shows, is the lack of subjects, which would concentrate on didactical aspects of special education (didactics of language learning, mathematics, social sciences, etc.).(SAR)

The volume of the Master degree programme corresponds to the regulations.

3. *Staff*

During the site visit the expert team find out that the study programme is provided by a staff with very different individual competences.

As we found out the origin of the programme dates back to a specialization of serving special needs in a time when it was called „defectology“, there is with no doubt an expertise in that field. The senior professor of the study programme developed first psychological research and services for blind children from the background there in general psychology as a human neuropsychologist.

There are some serious concerns about the teaching staff able to ensure learning outcomes. It refers to final thesis. Every student has a scientific guide to support the student, but as it was said above, the works left a bad impression about the reaching of the aim and learning outcomes of the programme.

The number of teaching staff is low, but the programme gets support from teachers from other faculties and even universities. A close cooperation with the Social Work is established. Academically the qualification of the engaged teachers is high. The experts got acquainted with younger colleagues specialized in child psychiatry from faculty of medicine and from Department of Social work. During the site visit only some members of the staff had the time to talk with the expert team within the planned time, they came and after a short while left. The evaluators understand that it was during the working hours but it disturbed to learn more about their contribution to the programme.

The turnover of the staff is insignificant.

Most of the teachers are active scientists, who participate in national and international research projects (for instance, prof. A Bagdonas as head of the scientists' group in “Adaptation and Standardization of Methods for Assessment of Disability“ (2005-2008, European Structural Funds): during the project WAIS-III, WASI were standardized and two inventories (Lithuanian Questionnaire of Professional Interests and Scale of Functioning Efficiency based on ICF – International Classification of Functioning, Disability and Health) were created; project of European Structural funds “Programmes for development of entrepreneurial competences of disabled pupils: development and implementation”, (2005-2008) by V. Gevorgianienė; “Adolescents with specific learning disabilities: assessment of psychosocial functioning and related factors” (2009). All other details are given in the SAR .

Due to the conditions mentioned above (teachers permanently work in various departments) their certification and development of qualification takes place in their departments according to the regulations of the university.

In the implementation of the study programme a few teachers from foreign universities have also been involved: prof. Carl Janowitz from Philadelphia university (subject taught - Education in mainstream schools), prof. Stephan Danner (subject - Educational therapies) from Leipzig university, prof. Michael Miles and prof. Robert Templeton from Florida (Atlanta university) - a set of lectures on the coping with developmental crisis and crisis situations. (SAR)

There is a great necessity for the staff to develop foreign languages skills.

It is seen that there is high potential, based on a long tradition but it needs to be developed and provided in a new way. A common vision of Special Pedagogy needs to be developed and communicated within teaching staff. A change into up-dated teaching methods and elaborated cooperation within staff could be attractive for academic career of young staff.

4. *Facilities and learning resources*

For the implementation of the Study Programme in Special Education, mostly the infrastructure of the Faculty of Philosophy is used. There are 31 rooms in the Faculty, 3 large rooms (75-100 seats each), 7 medium (36-66 seats) and 11 small rooms, that can be used for seminars. Most of the rooms are equipped with an overhead projector and a computer. One room is equipped with an interactive board.

The teachers' area is provided with service laptops with the necessary software installed and wireless internet.

The Faculty of Philosophy has two computer rooms. Students have access to these rooms. All areas in the Faculty of Philosophy have wireless coverage, accessible and free of charge for students enrolled at the University. Students have facilities to copy and print.

In 2010, the library of the Faculty of Philosophy was integrated into the structure of the Central Library of Vilnius University. The reading room is open and publically accessible, also during the week-end. Publications that are not available in the faculty library can be ordered from the repositories of the Central Library or can be borrowed from other libraries. The central library has 13 reading rooms. The Reading Room of the Faculty of Philosophy has 32 working places of which 11 are computerized. The library provides an increasing number of relevant books and journals in the field.

The experts noticed that the university library has subscribed to a wide range of databases (Annual Review, EBSCO, JSTOR, Oxford Journals Online, PsycARTICLES, Sage Publications: Sage Journals Online, Science Direct (SciVerse), Springer LINK, Wiley Online Library etc.). They are all accessible for students.

A recreation room for students and library staff is arranged next to the reading room of the Faculty of Philosophy.

The external evaluation team had difficulties to assess the adequacy of arrangements for students' practice. During the sessions, we could only talk with 1st year students and only 2 employers participated in the panel.

In general the university has ensured a very good learning environment and a rich variety of learning sources to be successful in the studies.

5. *Study process and student assessment*

The criteria for admission to the Special Education study programme are: diploma of a higher education (bachelor, master, 5-years' studies diploma) and a certificate of pedagogue qualification. Admission to the programme is organized according to the rules of second level studies of Vilnius University (see Self-assessment Report, hereinafter SAR).

The minimal number of accepted students in order to implement the programme is 7. Studies are paid, however according to the decision of Ministry of Science and Education part or all of the places in the programme might be state financed. The taxation is determined by VU Senate. The number of students admitted in the past five years is not evenly distributed. In 2008 and 2011 studies were not organized due to the small number of students. Now the amount of first year students is also very small, that allows to think that the programme is at risk to some extent.

In general, organization of the study process allows to achieve learning outcomes the programme. However each student reaches individual level of competences according to one's

efforts and level of satisfactory. Special Education study programme students spent three weeks studying on their own. They are given the list of scientific material but they choose the material to study from in accordance to the foreign language they know.

The students expressed their requests for the development of the programme. They would like to have an opportunity not only to observe but also to work with the children, to get more real practice already during the first year. The students want to be able to apply and work with therapy and to know how to work with parents who have a child of special needs, how to manage inclusion processes.

There is some methodology material on how to do a research but real practice at the institutions and visits to them are needed more than theory.

The students have to use foreign scientific material for preparation of Final Master thesis. Although they have a possibility to use data basis (EBSCO) usually the material from there is not used. After the review of students Final Master thesis the IPAT assumes that there is a need to pay more attention to research methodology, analysis of the scientific sources in foreign languages. There is a lack of scientific discussion in the final Master thesis, weak English summaries.

According to SAR and interview with the IPAT it can be stated that the students are participating in scientific activities only during the study process e.g. while preparing course paper or project of Master theses which ends with the pleading of Master theses. The first year students who participated in the interview with the IPAT had no information about involvement in scientific and research activities. The more important is that also the graduates of the programme were not involved in these activities and this they expressed during the meeting with the IPAT.

International contacts are established to experts from the USA and Canada, but still on narrow base. As many of the students are employed the participation in student mobility programmes is not easy, however the full potential of participation in different mobility programmes should be exploited. If given the opportunity some of these students had the intention of going abroad. However it would be also good to see more visiting lecturers. The team seems to be making this idea of students exchange programme a priority for the future but in reality it will be hard to achieve for students who are already working.

As we were able to interview only students from the first semester, we cannot say they really understand what the advantage of international contacts could be. The student mobility could be increased in concord with the use of foreign languages.

During the conversation with the IPAT the students expressed willingness to get acquainted with the specifications of special needs' teachers' activities and their experience in other countries (inclusive school, methodical and didactical materials for the special needs schools, how to work with physically and mentally disabled children, hyperactive and others). It is possible that the use of the virtual learning environment could at least widen the experience of students with the provision of forums and foreign lecturers.

Academic support for students is provided in the form of consultations face to face and via e-mail. According to SAR due to the small number of students optional subjects are selected on the base of consensus (the staff has no possibility to give lectures to 2 or 3 students).

According to the graduates the students have one monthly meeting with the teacher while preparing the Master thesis. But if there is a need more meetings could be organized.

The assessment system of students' performance is clear and publicly available but its objectivity and reliability is not always satisfactory, especially when it comes to assessing student Master theses.

Concerning career opportunities of the students it has to be noted that most of them are already employed as teachers at primary or secondary schools (general education) and they perceive studies at special education Programme as an opportunity to occupy the position of a special teacher consultant at the same school (there is still a lack of these professionals).

Due to very low numbers there is some reason to justify actual teaching on a face to face level and individual counselling. Nevertheless, the options of MOODLE and distance learning are not yet recognized by staff.

6. Programme management

Responsibilities for decisions and monitoring of the programme are not clearly allocated. The Study Programme Committee coordinates the programme, but there was seen that just few of members were involved in writing self-analysis report. The student, who was a member of the self-assessment group, told only her own opinion, without any evidence based facts of other study program students as a result it could be said that they missed the opportunity mentioned at self-assessment report to receive feedback from students.

There is also a lack of information to the wide society about the importance of special pedagogy study program, because they have already prepared the program at 2002 and divided to the special pedagogy specialization, but this study program still attract just a little students.

The decision of the course necessity was made by two lectures, but the final decision and approval was made after discussion with SPC and lectures. What is important to mention that study program was changed by leading Dr. Albinas Bagdonas, but the stuff of the main lectures didn't make any cooperation discussion about this program, what kind of students they are teaching and what are the main needs. The stuff did not knew any changes been made in the main courses.

The Quality department of Vilnius University got some remarks to self-analysis final report while preparing SWOT analysis. Members of self-assessment group have not thought about the vision of this study program. Also this department took some attention of the questionnaires for students, but the self-assessment group did not base on any information of those questionnaires.

There were not made any evaluation of the study program students at the self-assessment report.

Social partners collaborate with university of science for a new instrument during the students practice.

As the strength could be considered that there is a great feeling of the leading professors to improve the study programme and acceptance of the need of improving the collaboration between all study program committee members.

In general, the measures taken for the programme management are in low satisfactory. The students, social partners and teaching staff aren't surveyed regularly for having feedback on study program. There is a little collaboration between groups of interest of this study program field. The programme management and quality assurance pay too little attention the up-to-dating of the programme on the basis of comparing it with advanced approaches in other countries, especially in terms of ensuring the quality of student teachers' school practice.

III. RECOMMENDATIONS

For the further development of the programme it is necessary to strengthen the following aspects:

Aims and learning outcomes -

- a) to analyze the aim and learning outcomes of the programme leaving for the implementation only those that are realistic, up to date, possible to reach;
- b) to actualize the understanding of the concept “learning outcomes” between the staff.

Curriculum and its design -

- a) to think over the mandatory part of the programme strengthening the special education subjects;
- b) to decide about the directions of the studies – consultant or teacher of special education;
- c) to estimate the possibilities to include in the programme the aspects of inclusive education.

Study process -

- a) to analyze the quality of final thesis and to work out a strategy of the quality assurance of the master theses;
- b) to learn more students’ wishes. (According to discussions - students want to get more courses with arts, sand and other therapies. They would like to be heard about how other teachers make lessons at school in other countries. Moreover to get more knowledge about inclusive school, methodical, didactics working at special school: disabled, mentally disabled, hyperactive and other special need children);
- c) to have more practice from life at the institutions;
- d) to pay significantly more attention to internal and external collaboration, internationalization of study process, the optimal use of ERASMUS possibilities;
- e) to improve the quality system development of Special Pedagogy study programme evaluation and to organize it eventually;
- f) to promote the development of foreign language skills;
- g) to create a virtual learning environment for studies especially when the programme is implemented as a part time studies.

Staff -

- a) to strengthen the common work-common spirit of the staff involved in the implementation of the programme;
- b) to widen the understanding of the concept “learning outcomes”;
- c) to raise the responsibility of the staff of being consultants in the process of preparing Master thesis (quality assurance);
- d) to think over the possibilities of the development of foreign language skills.

Management of the programme -

- a) to work out the strategy how to attract more students from Lithuania and may be from other countries;
- b) to evaluate the possibilities to involve in the programme the students with special needs;

- c) to involve more students in the implementation of the programme-survey organization, quality analyses, interests of students;
- d) to improve the quality system development of Special Pedagogy study programme evaluation and to organize it eventually.

IV. SUMMARY

The Master study programme complies with the regulations of general and specific requirements. It is in compliance with the mission of Vilnius University. Overall aims of the programme and learning outcomes are reflected in the statement of the self report in a very detailed way. The programme is developed on competence and learning outcomes based approach. The study programme is designed for the part time studies.

The programme has a practical orientation. The aim of the study programme could be shorter, not so blurred out.

The Master degree programme in Special education stresses the development of research skills as well as analytical, critical and creative thinking. Learning outcomes are characterized in a very detailed way and their relation with subjects.

The doubts arise if it is possible to reach them all, even the staff during the site visit could name only some of them.

At the same time in the introductory part of SAR there is a remark to prepare the specialists that could work in the mainstream school, (corresponds to the tendencies of inclusion of children with special needs into the mainstreaming education) then it would be wise to speak about competences to manage the diversity and social inclusion as well.

The curriculum design corresponds to the requirements of Master degree programme. The volume of the programme is sufficient to reach the aim and learning outcomes.

The title of this curriculum is special education, but among the study plan's mandatory subjects' the special education does not dominate. It is necessary to increase the part of special education – for example to take some subjects from the part of optional subjects and to make them as mandatory. (And vice versa)

The course descriptions and the content of courses to be developed the necessary competences are not discussed together with the departments and staff. Every lecturer does it independently, separately. Due to that there is a great need for a common vision within the staff and communication about the study programme and individual courses.

The study programme is provided by a staff with very different individual competences.

The number of teaching staff is low, but gets support from teachers from other faculties and even universities. A close cooperation with the Social Work is established. Academically the qualification of the engaged teachers is high. The turnover of the staff is insignificant.

Most of the teachers are active scientists, who participate in national and international research projects.

It is seen that there is high potential, based on a long tradition but it needs to be developed and provided in a new way. A common vision of Special Pedagogy needs to be developed and communicated within teaching staff. A change into up-dated teaching methods and elaborated cooperation within staff could be attractive for academic career of young staff.

For the implementation of the Study Programme in Special Education, mostly the infrastructure of the Faculty of Philosophy is used. The University has ensured all the necessary technologies, sources, well equipped premises, international data basis for successful studies.

The organization of study process corresponds to the local and international regulations. Students have a support system.

The admission regulations are clear and understandable.

The number of students admitted in the past five years is not evenly distributed. In 2008 and 2011 studies were not organized due to the small number of students. Now the amount of first year students is also very small, that allows to think that the programme is at risk to some extent.

In general, organization of the study process allows to achieve learning outcomes of the programme. However each student reaches individual level of competences according to one's efforts and level of satisfactory. Special Education study programme students spent three weeks studying on their own. They are given the list of scientific material but they choose the material to study from in accordance to the foreign language they know.

At the same time it is necessary to point out that the staff practically does not use distance education, on line courses.

The lack of skills of foreign languages disables the students to participate in ERASMUS exchange programmes. The second factor that influences the participation in the programme is the fact that these are part time studies and all students work.

It is advisable to pay a greater deal of attention to the final Master thesis and to review the (English) summaries. They are poor.

Responsibilities for decisions and monitoring of the programme are not clearly allocated. The Study Programme Committee coordinates the programme. There is a weak participation of students in the managing of the programme.

In general, the measures taken for the programme management are in low satisfactory. The students, social partners and teaching staff aren't surveyed regularly for having feedback on study program. There is a little collaboration between groups of interest of this study program field. The programme management and quality assurance pay too little attention the up-to-dating of the programme on the basis of comparing it with advanced approaches in other countries, especially in terms of ensuring the quality of student teachers' school practice.

As the strength could be considered that there is a great feeling of the leading professors to improve the study programme and acceptance of the need of improving the collaboration between all study programme committee members.

V. GENERAL ASSESSMENT

The Master study programme Special Education (state code – 621X17001, 62407S110) at Vilnius 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	2
3.	Staff	2
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	14

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

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

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

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

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APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Specialioji pedagogika* (valstybinis kodas – 621X17001, 62407S110) vertinama teigiamai.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

V. SANTRAUKA

Magistro studijų programa atitinka taisyklių bendruosius ir specifinius reikalavimus, Vilniaus universiteto misiją. Bendrieji programos tikslai ir studijų rezultatai labai tiksliai atspindi savianalizės suvestinės ataskaitoje. Programa sukurta siekiant užtikrinti kompetenciją ir studijų rezultatus. Studijų programa skirta iššęstinėms studijoms.

Programa orientuota į praktiką. Studijų programos tikslas galėtų būti trumpesnis, ne toks miglotas.

Specialiojo ugdymo magistro laipsnis pabrėžia mokslinių įgūdžių ir analitinio, kritinio bei kūrybinio mąstymo tobulinimą. Studijų rezultatai apibūdinti labai išsamiai, jų ryšys su disciplinomis taip pat aiškus.

Kyla abejonių dėl to, ar galima juos visus pasiekti – apklausti dėstytojai įvardijo tik kelis iš jų.

Savianalizės suvestinės įžanginėje dalyje pateiktas pasiūlymas parengti specialistus, kurie galėtų dirbti specialios priežiūros mokyklose (vadovaujantis tendencija įtraukti specialiųjų poreikių turinčius vaikus į pagrindinį lavinimą), tada būtų išmintinga kalbėti apie įvairovės ir socialinės įtraukties valdymo įgūdžius.

Studijų turinio planas atitinka magistro laipsnio programą. Programos apimtis yra pakankama, kad būtų galima pasiekti tikslą ir studijų rezultatus.

Šio studijų turinio pavadinimas yra specialusis lavinimas, tačiau studijų plano privalomuosiuose dalykuose specialusis lavinimas nedominuoja. Būtina padidinti su juo susijusių disciplinų dalį, pavyzdžiui, įtraukti keletą dalykų iš pasirenkamųjų ir paversti juos privalomaisiais (ir atvirkščiai).

Reikėtų patobulinti dalykų aprašus ir turinį, nes su katedra ir dėstytojais nėra aptarti būtinieji įgūdžiai. Kiekvienas lektorius tai daro nepriklausomai ir atskirai. Todėl labai reikia sukurti bendrą dėstytojų viziją ir paskatinti jų bendradarbiavimą apie studijų programą ir atskirus kursus.

Studijų programos dėstytojų kompetencija yra nevienoda.

Vietinių dėstytojų yra mažai, bet čia dėsto kitų fakultetų ar net universitetų dėstytojai. Vyksta glaudus bendradarbiavimas su socialinio darbo katedra. Dirbančių dėstytojų akademinė kvalifikacija yra aukšta. Dėstytojų kaita nežymi.

Daugelis dėstytojų yra aktyvūs mokslininkai, dalyvaujantys šalies ir tarptautiniuose tyrimų projektuose.

Pastebimas didelis potencialas, pagrįstas senomis tradicijomis, bet jį reikia tobulinti ir pateikti naujai. Reikia sukurti bendrą socialinės pedagogikos viziją, paaiškinti ją dėstytojams. Jaunus dėstytojus būtų galima pritraukti taikant naujausius dėstymo metodus ir dėstytojams glaudžiau bendradarbiaujant.

Įgyvendinant specialiojo lavinimo studijų programą naudojama daugiausia Filosofijos fakulteto infrastruktūra. Universitetas užtikrina visas būtinausias technologijas, išteklius, gerai įrengtas patalpas, tarptautinę duomenų bazę, kad studijos būtų sėkmingos.

Studijų proceso organizavimas atitinka vietinius ir tarptautinius teisės aktus. Studentai turi paramos sistemą.

Įstojimo taisyklės yra aiškios ir suprantamos.

Per pastaruosius penkerius metus priimtų studentų skaičius pasiskirstęs netolygiai. 2008 m. ir 2011 m. studijos nebuvo organizuotos dėl mažo studentų skaičiaus. Dabar pirmakursių taip pat nėra daug, todėl galima manyti, jog programa yra šiek tiek rizikinga.

Apskritai studijų proceso organizavimas yra toks, kad galima pasiekti studijų programos rezultatus. Tačiau kiekvienas studentas pasiekia individualų įgūdžių lygį, atsižvelgiant į jo pastangas ir pasitenkinimo lygį. Specialiojo lavinimo studijų programos studentai praleidžia tris savaites studijuodami savarankiškai. Jiems pateikiamas mokslinės medžiagos sąrašas, tačiau jie pasirenka tik tuos šaltinius, kurie pateikti ta užsienio kalba, kurią jie moka.

Taip pat būtina pastebėti, kad dėstytojai praktiškai nenaudoja nuotolinio mokymo ir paskaitų internete.

Studentai neturi pakankamų užsienio kalbos mokėjimo įgūdžių, todėl jie nesiekia dalyvauti ERASMUS mainų programose. Antrasis veiksnys, turintis įtakos dalyvavimui programoje, yra tai, kad šie studentai pasirinko iššęstines studijas ir visi turi darbą.

Rekomenduojama daugiau dėmesio skirti baigiamiesiems magistro darbams ir peržiūrėti santraukas (anglų kalba). Jų kokybė yra nepakankama.

Neaiškiai paskirstyta atsakomybė už sprendimus ir programos stebėseną. Šią programą koordinuoja Studijų programų komitetas. Programos vadyboje beveik nedalyvauja studentai.

Apskritai programos vadybos priemonės yra nelabai patenkinamos. Studentai, socialiniai partneriai ir dėstytojai nėra periodiškai įvertinami, nepateikia grįžtamojo ryšio apie studijų programą. Studijų programos srities interesų grupės menkai bendradarbiauja tarpusavyje. Programos vadybos ir kokybės užtikrinimas menkai susijęs su programos atnaujinimu, lyginant

ją su kitose šalyse taikomais pažangiais metodais, ypač kalbant apie studentų mokytojų praktikos mokykloje kokybę.

Stiprioji pusė yra pagrindinių dėstytojų troškimas pagerinti studijų programą ir pripažinimas, kad reikia gerinti bendradarbiavimą tarp visų studijų programos komiteto narių.

III. REKOMENDACIJOS

Siekiant toliau gerinti programą būtina patobulinti šiuos aspektus:

Tikslai ir studijų rezultatai -

- c) išanalizuoti programos tikslus ir studijų rezultatus, kad būtų palikti ir įgyvendinami tik realistiški, naujausi ir pasiekiami rezultatai;
- d) aktualizuoti „studijų rezultatų“ sampratą tarp dėstytojų.

Studijų turinys ir jo planas -

- d) pagalvoti apie privalomąją programos dalį ir sustiprinti specifines ugdymo disciplinas;
- e) apsispręsti dėl studijų krypties – konsultantas ar specialiojo ugdymo mokytojas;
- f) įvertinti galimybes į programą įtraukti bendrojo švietimo aspektus.

Studijų procesas -

- h) išanalizuoti baigiamųjų darbų kokybę ir parengti magistro darbų kokybės strategiją;
- i) daugiau sužinoti apie studentų poreikius (diskutuojant su studentais, šie teigė norintys daugiau paskaitų apie meno, smėlio ir kitokias terapijas. Jie norėtų sužinoti, kaip mokytojai rengia pamokas kitų šalių mokyklose. Dar daugiau, jie norėtų daugiau sužinoti apie integracinę mokyklą, metodinį ir didaktinį darbą specialiosiose mokyklose: neįgalieji, protinę negalią turintys, hiperaktyvūs ir specialiųjų poreikių turintys vaikai);
- j) į paskaitas įtraukti daugiau realaus gyvenimo praktikos;
- k) skirti žymiai daugiau dėmesio vidiniam ir išoriniams bendradarbiavimui, studijų proceso reikšmei tarptautiniame lygmenyje, optimaliai naudotis ERASMUS galimybėmis;
- l) pagerinti specialiosios pedagogikos studijų programos kokybės sistemos vertinimą ir periodiškai jį rengti;
- m) skatinti užsienio kalbos įgūdžių tobulinimą;
- n) sukurti virtualaus mokymosi aplinką – ypač toms studijoms, kurios įgyvendinamos kaip iššėstinės.

Dėstytojai -

- e) sustiprinti dėstytojų bendradarbiavimo dvasią, labiau įtraukti juos į programos įgyvendinimą;
- f) pagerinti „studijų rezultatų“ sampratą;
- g) padidinti dėstytojų atsakomybę – jie turėtų būti kaip konsultantai rašant magistro darbus (kokybės užtikrinimas);
- h) pagalvoti apie galimybes patobulinti užsienio kalbos įgūdžius.

Programos vadyba -

- e) parengti strategiją siekiant pritraukti daugiau studentų iš Lietuvos ir galbūt iš kitų šalių;
- f) įvertinti galimybes į programą įtraukti studentus, turinčius specialiųjų poreikių;
- g) įtraukti daugiau studentų į programos įgyvendinimą: rengti apklausas, kokybės tyrimus, atsižvelgti į studentų interesus;
- h) pagerinti specialiosios pedagogikos studijų programos kokybės sistemos vertinimą ir periodiškai jį rengti.

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