STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto

VIEŠOSIOS KOMUNIKACIJOS **PROGRAMOS (612P90001)**

VERTINIMO IŠVADOS

––––––––––––––––––––––––––––––––––––

EVALUATION REPORT

OF *PUBLIC COMMUNICATION*

STUDY PROGRAMME (612P90001)

at Vytautas Magnus University

Grupės vadovas: Team Leader:	Prof. Steven Knowlton
Grupės nariai: Team members:	Prof. Jo Bardoel
	Prof. Jyrki Jyrkiäinen
	Rasius Makselis
	Aidis Stukas

Išvados parengtos anglų kalba
Report language - English

Vilnius
2012

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Viešoji komunikacija*
Valstybinis kodas	612P90001
Studijų sritis	socialiniai mokslai
Studijų kryptis	komunikacija
Studijų programos rūšis	universitetinės
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinės (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	komunikacijos bakalauras
Studijų programos įregistravimo data	2010 03 31

––

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	*Public Communication*
State code	612P90001
Study area	Social Sciences
Study field	Communication
Kind of the study programme	University studies
Level of studies	First
Study mode (length in years)	Full-time (4)
Scope of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Communication
Date of registration of the study programme	2010 03 31

CONTENTS

I. INTRODUCTION

The history of the Department of Public Communications dates back to the early 1920's to the first journalistic training courses and early 1940's that are marked as the beginning of institutionalized journalism education in Lithuania. The study programme in Public Communications (BA level) started in 2010 as a result of experience gathered by the Department of Journalism, established in 1998. Today the Department claims to be "one of the leading journalism, media and communication schools not only in the in the Baltic States, but also in the CEE region countries". The Department has set the bar high and argues this positioning with a comprehensive, self-critical assessment of the study programme.

The research and education staff participates in numerous international and regional research development and innovation projects as well as together with the students in the communications related events in the Kaunas region. In the media research area, the Department is known of its periodical edition Media Transformations. A common platform for all scholars offers the Media Research Center conducting a wide spectrum of research topics and professional training activities.

The Public Communications BA programme has been introduced quite recently, when the first cycle Public Communications study programme at VMU was registered by the Minister of Education and Science in March of 2010 after positive external evaluation of the study programme. The programme draws upon the VMU's experience in journalism and communications BA studies over the past 13 years. To date, the four-year programme has had only three cohorts of admission. This makes an assessment of the programme's effectiveness impossible. Outcomes are therefore not part of this assessment report.

A general impression of the self-evaluation report (SER) by the Department shows the report is serious, exhaustive, well-written, up-to-date, and, importantly, self-critical. It contains a detailed description of the programme and is augmented by excellent notes and appendices. In addition, the Department produced after the visit to the expert group a written document about additional data and clarifications on the teacher/student ratio. The content of the SER is centered more on the in-depth description of the programme as whole rather than evaluation. The Department is very well aware of issues that require to be improved as soon as practicable, indicating the weaknesses and strengths thoroughly in all main programme evaluation areas in the report.

The evaluation team wishes to commend the Department and its members who prepared the Self-Evaluation Report. It was thorough and comprehensive, highlighting its achievements but

acknowledging its shortcomings. All in all, it was one of the best SERs that team members have seen. The university and the department deserve high praise for taking this task so seriously and performing it so well.

II. PROGRAMME ANALYSIS

1. *Programme aims and learning outcomes*

The rationale behind the programme is the idea and practice of a classical Liberal Arts university education. Documents provided to the evaluation team engage such issues as: how the liberal arts and the social science orientation are interfaced in the programme, how the distance between the academia and practice in the context of the highly commercialized media is managed, and how the interdisciplinary studies are organized. The lack of internationalization and the lack of students' early orientation in the research projects are also detailed in the documents.

The programme aims and learning outcome are thoroughly defined based on the theoretical clauses and development trends of the diverse communications field.

The aims of the learning outcome, competence, abilities and skills, as well as of the whole education are very ambitious – as they have to be. The most important educational aims are theoretically and professionally well specified. The fields of competence in the areas of knowledge and skills the programme produces are adequate, in explicit terms and publicly accessible and meet the requirements of modern university standards. The aim to critically analyze the impact of professional practice in the country's public life, for example, connects the education towards the wider society. The students' feedback was rather critical on practical skills acquired, however, the students recognized the readiness of the staff to make rapid changes on the strength of the students' feedback.

The learning outcomes are based on the academic and changing professional requirements, current modes of communications and professional norms, including ethics. In this programme not only the ethical aspects of journalism are included but also those concerning public relations and contemporary publishing – all fully in line with the specialization aims within the programme. It is important that in planning coming curriculums the combination of training in journalism and public relations will be made in clear awareness of the strengths and weaknesses of this combination.

The learning aims and outcome could include more attention to the professional ethics, norms and values to better face the commercialized media ecology.

Studijų kokybės vertinimo centras

The changing working requirements in the different communication environments are successfully included in the programme. The commercialized media ecology will tighten challenges to face in teaching professional ethics, norms and values.

It is noteworthy that the Department has clearly differentiated the undergraduate and graduate programmes on their objectives and competencies acquired. This is important not only to the students but to the whole teaching community to be clearly conscious of what, why and how they are teaching and researching what they are.

The aims and outcomes are consistent with the type and levels of studies. The differences between the BA programme and the MA degree are clear and distinct.

The learning aims and outcomes reflect and confirm the basic ideas and constituents of the programme: to develop critical thinking and to understand the processes influencing communication performances.

The learning outcomes are validated by research findings and other evidence that increases the transparency of the programme and indicates the programme is based on numerous information sources and findings, including, for example, the demands of the labor market.

Looking at the aims learning outcomes and qualifications offered it is premature to try to evaluate the programme as whole because there are as yet no graduates of this particular programme. This is an ambitious programme for undergraduate-level education. The uniqueness of the programme is the integration of journalism and public relations training, and especially to students from wider Kaunas area, as an alternative to the programmes in the capital area of Vilnius.

The programme's uniqueness as an integrator of training in journalism and public relations is clearly positioned among other programmes of the same field in Lithuania. Taking into account the accelerating changes in the media landscape both at the national and global level it is very important to assure that the scope and focus of the programme will be regularly scanned through with the scientific community of the Department. Globally, the difficulties of integrating journalism with public relations education within a single programme are well-known. It is important that the teaching staff and administrators keep close track as to how the effort is working and remain extremely conscious of the pitfalls of such integration if not monitored closely.

The learning outcomes respond to the demands in the labor market according to the alumni employment data.

2. Curriculum design

The curriculum design meets legal requirements. The information in the programme study plan is adequately detailed. The links between the contents of study subjects are clear and intended for deepening the knowledge.

The study models seem not to be repetitive and the goals and contents of the courses of the similar themes offer a clear continuation towards deepening the scientific knowledge and professional skills. The contents and working methods of the modules are appropriate for the achievement of the intended outcomes.

The overall scope of the programme is sufficient concerning the promised learning outcomes.

The liberal university idea provides students with considerable flexibility in course selection, crossing the borders of study programmes also offered by different departments in the same faculty. Course selections at VMU are organized as a 'two-way street' – not only communications students are free to chose courses from other BA programmes, but different BA programme students also chose communications subjects by joining 'Public Communications' certificate programme as a minor degree.

However, the optional courses do not always meet the demands and needs of the students. For example, foreign languages offered at the basic level are not offered for more advanced level, as students complained in the visit. Advanced level foreign language courses are offered at VMU, but these are not free-of-charge. Only basic level foreign languages training is free.

The course descriptions and literature seem solid and up-to-date.

The content of the programme sufficiently reflects the latest achievements in the field of communication sciences, art, design and new media technologies. In the future, the move towards the Internet-centered communication should be more visible at the core of the programme. At the same time, the dangers and shortcomings of Internet-based communication need to be monitored closely.

In a curriculum design of the programmes of this kind one permanent issue is the quantitative relationship of the obligatory and introductory courses to the proper subject studies as well as the issue of defining what are the basic competencies, knowledge and skills at the BA level are or should be. The structure and the volume of the study modules seem to be sound and feasible. The students told the visiting team that English-language teaching in practical writing courses is a very important method of improving their language performance and usage because in this way the language usage is linked-up to real circumstance. This valuable experience gives some clue

on prioritization by inviting foreign teachers. For a small country enhancing student working fluency in English will prove to be a valuable asset.

The students who met with the expert team asked for more practical assignments, which is in line with observations made in the SER. The department should ensure that the development work will be carefully followed up and the new assignments measures will be put into operation as soon as practicable.

The supervision (practical, analytical, reflective aspects) of internships is worthy of remark. The Department needs to be careful to monitor closely this supervision, which is undertaken by outside professionals, to be certain that an understanding of the skills acquired during the internships is fed back into the academic programme for review. In the future, where possible, the internship should cover, in addition to journalism and public relations, elements of modern publishing as well, in order to provide equal treatment to all specializations within the programme, taking into account, of course, the development of the labor market in those areas in the context of the relatively small market in Lithuania.

3. Staff

The composition of the teaching staff is in compliance with the legal requirements, university policy and strategy. Much attention has been given to the question of internationalization of studies and research due to clear imbalances in outgoing and incoming staff, according to documents provided to the evaluation team.

In principle, the number of teaching staff seems to be sufficient to ensure learning outcomes. However, when teaching staff were asked what was the most pressing need if new resources were to become available, "more teaching staff" was at the top of the list. This issue should be taken into the agenda of personnel planning in the future.

The programme submitted clarifications and additional data on the teacher/student ratio during the evaluation visit (26th September 2012) announcing "we are taking adequate strategies to ensure quality journalism and communications education and training at VMU we plan to limit the numbers of admitted students to our BA programme by 20% each academic year (starting in 2013/2014)." This plan may somewhat alleviate for the shortage of the teaching staff.

By qualification, the staff is adequate, as the vast majority of teachers in communications have a doctor's degree (30 of the 35).

The qualifications of the teaching staff are documented in detail and diversified enough showing the staff can adequately ensure the learning outcomes.

The turnover of the teaching staff adequately ensures the conducting of the programme.

The Department annually adequately assesses the quality of teachers and their research performance. The full attestation is made every five years that ensures the continuity of the quality assurance.

The need for internationalization in teaching staff and in academic exchanges in order to enrich staff diversity gets great emphasis at the VMU and in the Department. It is a difficult problem, but one worth trying to solve. For example, the possibility for release time from ordinary teaching duties could be expanded in the areas of research and in the development of professional teaching skills. At least three members of staff undertook such development in 2011 in US and Finnish universities. It is a notable signal of attempts for further internationalisation that during the evaluation team's visit in the autumn, two of the Department teachers were about to go abroad, one to Oxford University in the U.K., and the other to Mannheim University in Germany.

A positive trend noticed is the increase in the number (five) of scientific publications by the programme teachers. The annual average number of publications per teacher is at a good level.

Classes are at or, far more likely, well above the maximum for effective learning, particularly in the practice-based modules. This represents one of the biggest challenges facing the programme: moving to reduce class size to a level effective for small-group activities. New teaching methods and pedagogical solutions, including the use of the interactive features (chat, discussion, feedback) of the learning platform (Moodle) should be put into operation more effectively. This will help with the class-size problem, but will not solve it.

The involvement of new junior teaching staff to assist the experienced teachers in seminars and in teaching related organizational tasks should be to made a more common practice.

All the proposals made in documents provided the evaluation team for improvements in teaching practices need only concrete measures and decisions for a timetable.

The teachers have a huge social responsibility of tutoring such a large number of students. It was commented in the teachers' meeting that the high workload results in "chaotic" conditions to do research and publish. This observation was repeated frequently. Finding a way to manage this situation requires attention.

4. Facilities and learning resources

The premises the expert group visited are adequate in their size, quality and facilities. However, it was said the lecture rooms are over-crowded and there is a scarcity of smaller rooms for group work.

There is also a scarcity of computer hardware and advanced graphic software for video editing. However, a new high-end computer lab has recently been brought on stream, which should alleviate the problem.

The number of books in the central library, especially those dealing with empirical research methods, is modest. The wide access to on-line methodology resources will obviously increasingly replace the shortage of the books.

The central library book collection on communication covers some 700 book titles, many with multiple copies. This is hardly adequate for a serious academic programme, but this shortage is probably not as critical as the shortage of teaching staff. The printed foreign scientific journals are easily accessible to students and scholars.

The access to all relevant on-line databases, textbooks and journals on the study field is adequate and sufficient.

The Department has adequate arrangements for students' practical exercises and group work. The newsroom seemed rather small, taking into account the wish by students for more practice in the classes, but there are plans for rearranging and re-outfitting the training rooms. This should be done before the next evaluation visit.

The students interviewed by the visitors were satisfied with lecture and supplementary materials and with lecture delivery by the teaching staff.

All the study materials are accessible mobile, on the Internet, by the tablets and PCs that suggest that the university is up-to-date with the new communication technologies. However, the students remarked the use of Moodle learning platform is not yet used very effectively, especially the interactive features, and hence when the use intensifies it may later provide some additional possibilities for the teaching processes in the overcrowded lectures, small group working and on-line discussions. Again, we stress that clever use of courseware such as Moodle can help relieve overcrowding, but cannot be expected to solve the problem of insufficiency of staff that is stretched too thin.

In the wish list for additional resources, the teachers mentioned 1) more staff, 2) more equipment and 3) more books. The need for more staff was wished first from the great majority. The visitation team concurs.

5. *Study process and student assessment*

The admission requirements are well-founded. Admission is organized according to the state requirements. The organization of the study process ensures the provision of the programme and the achievement of the learning outcomes. The students are able to use a variety of hardware and software. They have possibility to use radio room, television room, practice they writing skills and use editing software. But while there is enough variety, the lack of quantity is also evident. Furthermore, there is serious lack of teaching staff; this shortage was identified by students and in the SER, and acknowledged in meetings with the teaching staff and administrators. Due to lack of staff, the practical skills do not get as much attention; therefore the learning outcomes might not always be reached.

On the one hand, many teachers repeated their students are willing to learn, highly involved, engaged and eager to take challenges. However, on the other hand, students can not participate in all lectures. And in seminars there is not enough time for discussions. These could be bottlenecks in arranging favorable conditions for academic studying.

Students are not adequately encouraged to participate in research, artistic and applied research activities enough. Self-assessment points out that "only a very small number of the programme students are involved in research projects and various academic activities". They together participate in "Promotion of Students' Scientific Activities" programme. However, there is no evidence that would argue for significant activities in artistic or applied research activities. There is no systematic system of encouragement, which would likely increase student participation in this area.

Students have opportunities to participate in student mobility programmes. In the survey, 67.5 % of the students answered that they see opportunities to study abroad as good or very good. Only 6 % of the students were negative about the possibilities. Students are informed about the possibilities by a variety of ways: the website, intranet, friends, faculty and department and the international relations office. This variety of used channels seems to provide good opportunities.

The visitation team suggests that students be encouraged to spend a period abroad during their studies. Looking at the student opinion survey, an increase to the exchange grant might give the most rapid incentive influence on outgoing students.

The higher education institution ensures an adequate level of academic and social support. The support system is divided into three functions: the informing, recognition of informally acquired competencies and providing scholarships and other financial support. Students may apply for an additional one-off scholarship in case of social deprivation, the death of one parent or other cause. Any significant activities in arts, sports or engagements in public life are awarded with honorary scholarships. There is significant attention towards less able socially, physically or in other ways. The support system is well thought out and adequately detailed, but it might lack financial and other resources. For example, based on the student survey results, less than one third of the students surveyed submitted applications for university dormitory accommodation, 18% of requests were granted, 10% not. Majority of students (over 60%) did not request for university dormitory. The assessment system of students' performance is clear, adequate and publicly available. It is regulated by VMU Regulation Studies and other documents, which define procedures of studying, achievements' evaluation, students' exams retake and possibilities to repeat courses. The assessment system was renewed in 2011 in accordance with the new requirement to add learning outcomes. Students did not point out having any problems with assessment. They are informed about the criteria and procedures in the first class of each course. Any confusions and disagreements are dealt with easily.

In the meeting, the students wished more practice in classes and outside. Their wish list included more seminars and classes in English because fluently speaking gives them better possibilities to find work in a broader area. They were very satisfied with the professors and teachers for flexibility to change the study modules after the students' feedback. They highlighted the evaluation criteria are clear before the exams and evaluations are objective.

The students wished more seminars, smaller groups, splitting the groups of more than 100 students in two. For all that, they spoke well of teachers. A common sentiment was: "They always find the way to ask the lectures, hold constant discussion, really take comments into account and change the courses after feedback".

Taking into account the relative high number of applications and the large number of drop-outs during the early-stages, there might be a need to reflect on the development of admission criteria. One possibility would be an aptitude test before admission.

The expert group gives support to the idea to develop an individualized study plan further towards a constantly updated serviceable tool. It is important that students have enough possibilities to double-check the individual study plan with the responsible teacher.

Documents provided the evaluation team indicate that the department's teachers are preparing a methodological guide for writing research papers. It is important that this be done. It is very

important that all students within the same programme get a well-thought-out and consistent writing guide. An equally practical guide would be useful, for example, for largely applied qualitative research methods within the programme and focused on the specializations within the programme. The research design, the theoretical framework, methodological types of study, data gathering and materials are different than in the general method books and the applications of the qualitative methods are not as standardized as in the quantitative methodology.

6. Programme management

The quality assurance system of the social public communications programme has to face one of the most popular programmes, which has expanded rapidly and attracted a great number of students.

The system covers the essential parts of the basic duties and provides meaningful support for the development of the operations. The system is based on an existing quality culture and strategy of the VMU.

Compared to other self-evaluation reports, in and outside Lithuania, programme management seems to be well organized, with multiple levels and employing many methods.

The quality assurance and internationalization of studies are the core development areas and at the same time highly dependent on the strategy of the whole Faculty. At the teaching level, the collection of information on good practices and exchange of experiences within the Department between other Departments in the Faculty should be intensified.

The responsibilities of the programme providers are clearly defined.

The responsibilities for monitoring and decisions are appropriate and clearly allocated.

The data regarding implementation of the programme are gathered regularly and appropriately.

The internal self-evaluation procedures and the first external evaluation are properly and analytical used for the improvement of the programme (for example, systematic data collection on programme implementation at many levels, regular discussion on quality and subject issues, and the use of on-line resources in gathering and dissemination of quality assessments).

There are many institutions at VMU and in the Department involved in the quality assurance processes, but it is important to emphasize the relevance of systematic discussions about actual practices and implementations of the programme goals.

The SER notices the need for more systematic and effective orientation in the quality assurance work in the circumstances of intensively commercialized media and communication system of Lithuania where the finding of the relevant partners is increasingly difficult.

All measures for improving the programme performance are well reasoned and very welcome. The Department has a lot of work on the agenda for the next academic years to tackle with critical questions mentioned in the SER for improving the programme aims and objectives as well as to develop enhanced cooperation with foreign partner programmes. Especially important is to make a concrete time-bound plan and carry out the plan towards emerging internationalization and mobility in the area of education and teaching because the goal is to increase the share and amount of teaching in English language in the foreseeable future.

The Department introduced an online questionnaire for teaching quality evaluation. This indicates it is taking the initiative in developing the study plan and the whole educational processes. The electronic form of survey makes it possible to collect feedback from the students about what they just have learned not only by the end of the course, but significantly, at any time in mid-semester and adjust teaching practices and learning methods if necessary.

To involve social partners in evaluation and renewal of the programme is a very important task to be accomplished as soon as possible. The Department has acknowledged this as a legitimate task ahead of it, and it should set a timetable and responsibilities to realize this plan.

The students' survey and feedback resulted in a strong desire to increase small group working and seminars that have already been introduced. It is important that the Study Programme Committee continues the follow-up analysis of the effects of these improvements and strengthens workshops with students and teachers on good teaching, learning and assignment practices.

The social partners or stakeholders are involved in the evaluation and improvement processes. The stakeholders' regular and active participation in the quality assurance system is an important contribution to keep the programme design up-to-date, especially regarding to the enormous changes in the communication and media related fields. The need for "new professionals" or "new experts" in this context is a great challenge to the programme. The social partners and employers can provide valuable insight into developing needs in the professional environment. The employers said journalism students are active, enthusiastic, initiative and open-minded and they would like more practical work that employers can offer. Employers saw mutual benefits in intensive and regular contacts with the VMU's programme. They highly appreciated the "two-way street at the European level" when the employer works in that area and said it is important that the study programme includes more analytical elements of the EU government affairs.

III. RECOMMENDATIONS

1. The learning aims and outcome could include more attention to the professional ethics, norms and values to better face the commercialized media ecology.

2. It is extremely important to make a concrete time-bound plan and then implement the plan of emerging internationalization and mobility in the area of education and teaching.

3. Special consideration should be to improve the size of the media technology groups, a point highlighted also in the meeting with teachers.

4. The teachers' high workload is a serious impediment to adequate quantity and quality of research and publication. This requires urgent attention to improve these conditions.

5. There is need for systematic encouragement to involve students from the start of studies to do research and this involvement should be a continuously deepening process through all semesters.

6. Referring to the students' feedback will be recommended to give more practical seminars in English language because the learning of professional language is more effective.

IV. SUMMARY

The programme upholds the valuable idea of Liberal Arts University in the new communication environment and working conditions. A general basis lies on critical analysis of professional skills and validation by the research findings. For the future there is a need for a concrete time-bound plan towards emerging internationalization and mobility in the area of education and teaching.

The content of the programme sufficiently reflects the latest achievements in the field of communication sciences, media culture, art and new media technologies. The teachers are preparing a methodological guide for writing research papers. The move towards the Internet-centered communication should be more visible at the core of the programme.

The shortage of teaching staff resources is the most important issue to be solved in the nearest future. The Department annually assesses the quality of teachers and their research performance. The staff takes promptly and critically student feedback and takes flexibly into the account for improving the curriculum design and the contents of the modules. More attention is needed to draw up a concrete, time-bound plan how the teachers one after another could get a teaching-free period for doing research or developing professional skills. Existing teaching resources are

currently stretched too thin as to provide high quality a programme as could otherwise be delivered.

All the study materials are accessible mobile, on the Internet, by the tablets and PCs that reflect the VMU is up-to-date with the new communication technologies. The students confirmed by the meeting teachers sufficiently deliver the lecture and supplementary materials.

The use of Moodle learning platform, especially the interactive features, should be aimed to provide for teachers aid to facilitate teaching processes in the overcrowded lectures, small group working and on-line discussions.

The assessment system and criteria of student performance are clear, adequate and publicly available. Teaching staff need to continue to be flexible in adjusting course content to meet student needs. The students should be encouraged from the beginning of their studies to undertake concrete research projects and remain closely connected to research throughout all four years. There is a serious need for more practical journalistic writing and reporting.

The programme management system covers the essential parts of the basic duties and provides meaningful support for the development of the operations. The quality assurance system is based upon and is in line with the existing quality culture and strategy of the VMU. The internal self-evaluation procedures and the first external evaluation are quickly, properly and analytically used to further improve the programme.

V. GENERAL ASSESSMENT

The study programme Public Communication (state code – 612P90001) 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	4
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)	4
	Total:	**20**

*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: Prof. Steven Knowlton

Grupės nariai:
Team members: Prof. Jo Bardoel

                    Prof. Jyrki Jyrkiäinen

                    Rasius Makselis

                    Aidis Stukas

Studijų kokybės vertinimo centras

VYTAUTO DIDŽIOJO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *VIEŠOJI KOMUNIKACIJA* (VALSTYBINIS KODAS – 612P90001) 2012-12-10 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-136 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Viešoji komunikacija* (valstybinis kodas – 612P90001) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	**20**

* 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

Programa puoselėja vertingą liberalaus humanitarinių mokslų universiteto naujoje komunikacijų erdvėje ir naujomis darbo sąlygomis idėją. Jos pagrindas – kritinė profesinių įgūdžių analizė ir mokslinių tyrimų išvadų patvirtinimas. Ateityje turi būti parengtas konkretus, laike ribotas,

Studijų kokybės vertinimo centras

planas, skirtas švietimo ir mokymo srityje atsirandančiam internacionalizavimui ir judumui skatinti.

Programos turinys pakankamai atspindi naujausius pasiekimus komunikacijų mokslo, žiniasklaidos kultūros, meno ir naujų žiniasklaidos technologijų srityse. Dėstytojai rengia metodines mokslo tiriamųjų darbų gaires. Perėjimas prie internetinės komunikacijos turėtų būti akivaizdesnis – ji turi tapti programos branduoliu.

Dėstytojų trūkumas yra svarbiausia problema, kurią reikia išspręsti artimiausioje ateityje. Fakultetas kasmet įvertina dėstytojų kvalifikaciją ir jų mokslo tiriamosios veiklos rezultatus. Personalas skubiai ir kritiškai reaguoja į studentų grįžtamąją informaciją ir lanksčiai į ją atsižvelgia, tobulindamas studijų programos sandarą ir modulių turinį. Būtina skirti daugiau dėmesio konkretaus, riboto laiko plano parengimui, kaip dėstytojai vienas po kito galėtų gauti nuo mokymo laisvą laiką, kurį skirtų moksliniams tyrimams atlikti ir profesiniams įgūdžiams gerinti,. Dabartinių mokymo išteklių nepakanka, norint užtikrinti tokios aukštos kokybės programą, kokia ji galėtų būti.

Visa studijų medžiaga pasiekiama nuotoliniu būdu, internetu, naudojant planšetinius arba asmeninius kompiuterius, ir tai rodo, kad VDU naudoja modernias komunikacijų technologijas. Studentai patvirtino, kad dėstytojai veda pakankamai paskaitų ir suteikia papildomos medžiagos.

Virtualaus mokymosi aplinkos „Moodle", ypač jos interaktyvių funkcijų, naudojimas turėtų būti skirtas dėstytojams palengvinti mokymą perpildytose auditorijose, mažose grupėse ir vedant internetines diskusijas.

Studentų pasiekimų vertinimo sistema ir kriterijai yra aiškūs, tinkami ir vieši. Dėstytojai turi ir toliau lanksčiai derinti studijų turinį su studentų poreikiais. Studentai turėtų būti skatinami nuo pat studijų pradžios imtis konkrečių mokslinių tyrimų projektų ir visus ketverius metus vykdyti mokslo tiriamąjį darbą. Būtina rašyti daugiau praktinių žurnalistinių rašinių ir pranešimų.

Programos vadybos sistema apima svarbiausias pagrindinių pareigų dalis ir suteikia reikšmingą paramą veiklai tobulinti. Kokybės vertinimo sistema yra pagrįsta ir atitinka dabartinę VDU kokybės kultūrą ir strategiją. Vidaus įsivertinimo tvarka ir pirmasis išorinis įvertinimas greitai, tinkamai ir analitiškai panaudojami tolesniam programos tobulinimui.

III. REKOMENDACIJOS

1. Studijų tikslai ir numatomi rezultatai galėtų būti labiau susiję su profesine etika, standartais ir vertybėmis, siekiant geriau spręsti sukomercintos žiniasklaidos aplinkos (ekologijos) problemas.

Studijų kokybės vertinimo centras

2. Ypač svarbu parengti konkretų laike ribotą, planą ir tada tą internacionalizavimo bei judumo švietimo ir mokymo srityje planą įgyvendinti..

3. Ypač reikėtų padidinti žiniasklaidos technologijų grupių skaičių – šis klausimas pabrėžtas ir susitikime su dėstytojais.

4. Didelis dėstytojų darbo krūvis yra rimtas tinkamos mokslinių tyrimų ir publikacijų kiekybės bei kokybės trukdis. Šias sąlygas būtina kuo skubiau gerinti.

5. Studentai turi būti sistemingai skatinami nuo pat studijų pradžios įsitraukti į mokslinius tyrimus; šis dalyvavimo moksliniuose tyrimuose procesas turi būti plėtojamas visuose semestruose.

6. Atsižvelgiant į studentų grįžtamąjį ryšį, rekomenduojama rengti daugiau praktinių seminarų anglų kalba, tokiu būdu bus greičiau išmokta profesinės kalbos.

<...>

_____

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso[1] 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

_____

[1] Žin., 2002, Nr.37-1341

Studijų kokybės vertinimo centras