



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno Technologijos universiteto
STUDIJŲ PROGRAMOS SKAITMENINĖ KULTŪRA (*valstybinis
kodas - 6211NX032, 621V50002*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF DIGITAL CULTURE (*state code - 6211NX032, 621V50002*)
STUDY PROGRAMME
at Kaunas University of Technology

Experts' team:

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Evaluation coordinator -

Mr. Pranas Stankus

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Skaitmeninė kultūra</i>
Valstybinis kodas	6211NX032, 621V50002
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Filosofija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2), iššęstinė (4)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Humanitarinių mokslų magistras

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Digital Culture</i>
State code	6211NX032, 621V50002
Study area	Humanities
Study field	Philosophy
Type of the study programme	University Studies
Study cycle	Second
Study mode (length in years)	Full-time (2), part-time (4)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master in Humanities

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
1.	Letter of intent in project participation

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

The university second-cycle study programme *Digital Culture* (hereinafter – Programme) has been implemented at Kaunas University of Technology (hereinafter – KTU or the University), which is a

public institution of higher education operating in accordance with the Law on Higher Education and Research of the Republic of Lithuania.

The Faculty consists of 4 departments and 3 institutes: the Department of Audiovisual Arts, the Department of Educational Studies, the Department of Modern Languages and Intercultural Communication, the Department of Philosophy and Psychology, the Institute of Public Policy and Administration, the Institute of Europe, and the International Institute of Semiotics. The implementation of the Programme was coordinated by the Department of Philosophy and Cultural Sciences until the two faculties were merged and the department became the part of Department of Philosophy and Psychology in 2014.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *18 October, 2017*.

- 1. Prof. Michael Brady**, *Professor of School of Humanities, University of Glasgow, United Kingdom;*
 - 2. Prof. Jesús Pedro Zamora-Bonilla**, *Dean of the Faculty of Philosophy, National University of Distance Education, Spain;*
 - 3. Doc. Olli Loukola**, *Docent of Practical Philosophy, University of Helsinki, Finland;*
 - 4. Prof. Dalius Jonkus**, *Professor of Department of Philosophy and social critique, Vytautas Magnus University, Lithuania;*
 - 5. Ms. Daina Habdankaitė**, *Ph.D. student in Philosophy, Vilnius University, Lithuania.*
- Evaluation coordinator – Mr. Pranas Stankus..**

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The objectives and learning outcomes are well-defined, clear, and publicly announced. The panel did think that there was too little mention in the SER of how this second cycle programme goes beyond first cycle with respect to objectives and learning outcomes. It wasn't clear from the document what the second cycle brings. For instance, A6 is rather vague – the outcome is that students “know and understand the methodology of research in the humanities”, but since there are rather different methodologies in different humanities subjects this isn't precise enough. Nor is it clear that knowing and understanding the methodology of research in the humanities goes beyond first cycle. There are worries about the ambition of such an objective for second cycle. Again, it would be good to know how the skills in Table 2 go beyond BA programme. This worry was discussed in meetings during the visit, where it was explained that the MA is more focused on practical skills, digitality and media. Partly this emphasis is to make the programme more attractive to students. But there is also a worry that there is no philosophy

pre-requisite, so that there would be little point in students who have taken the BA also taking the MA. It seems, therefore, that the MA is aimed at students who don't have a significant background in philosophy when being admitted.

The introduction nicely brings out that objectives and ILOs are closely linked to state, societal and labour market needs. Our meeting with social partners and employers also illustrated the high esteem that philosophical skills have in society. Unfortunately, we didn't get feedback from this from MA students, as none attended the meetings, so couldn't check up on the links as they see them.

The objectives and learning are compatible with University and Faculty mission. There is a very clear statement of these in the self-evaluation report. The University's mission is "to provide research-based studies of international level, to create and to transfer knowledge and innovative technologies for sustainable development and innovative growth of the country, to provide an open creative environment that inspires leaders and talented individuals", whilst the Faculty's mission is "to provide international level studies based on research in arts, humanities and social sciences, develop creative, responsible and open personalities in the spirit of human values, European culture and interdisciplinarity, develop and share knowledge as well as social and art innovation for sustainable development of the society and the commonwealth." The programmes emphasis on the creation and transference of knowledge related to media and cultural processes clearly ties in to this mission, and will help to support growth and an open creative environment. Objectives and learning outcomes are also compatible with the Lithuanian qualifications framework.

There is consistency with academic and professional requirements. Details of relation between particular skills and framework/descriptors is excellent, as is the comparison with the Dublin descriptors. This is all very thorough. Table 4 is very helpful, especially for bringing to the forefront the Dublin descriptors for master's/second cycle studies. It is not entirely clear – for reasons noted above – that the philosophical content of this MA programme goes beyond that of the BA, so more on this precise issue would have been helpful.

Programme objectives and learning outcomes seem consistent with type and cycle of studies and the level of qualifications. As noted, there are some concerns about the level of philosophical content in the MA, and whether this is developing the right kind of philosophical skills – the final papers didn't provide evidence of the kind of deep philosophical abilities consistent with, say, a research MA in Philosophy, although the focus of this programme is more on the practical elements. So there was some tension, in the panel's view, between the content of the programme, the title of the programme, and the qualification of a MA degree.

Overall the panel thought that the objectives and learning outcomes were impressive in many respects. They reflect considerable thought and effort on behalf of staff and administration, and a genuine commitment to making a programme that is attractive to a wide range of students. Such aims invariably give rise to tension, as noted, so this is something that the staff and senior management should continue to think about. Finally, we think that the marketing of the course needs to be improved; it would be a shame if all of the work of the staff and administrators in Philosophy goes to waste, because enough students are not attracted by efficient marketing to enrol on the programme.

2.2. Curriculum design

The programme structure is in line with The Legal Requirements for Higher Education Study Programmes in The Republic of Lithuania¹ 2017; Legal Requirements for Second Level

¹ Prepared according to Order of the Minister for Education and Science of Republic of Lithuania Approving the General Requirements for the First Degree and Integrated Study Programmes, 9 April 2010 No V-501, Order of the Minister for Education and Science of Republic of Lithuania Approving the General Requirements for the Master Degree Study Programmes, 3 June 2010 No V-826.

Study Programmes. The full length of the programme is 120 ECTS, thus satisfying the General Requirements for Master's Degree Programmes (from 90 to 120 ECTS), with courses in the field of study comprising of 96 ECTS, of which 24 ECTS are electives (the legal requirement being 'at least 60 ECTS').

The BA and MA programmes of 'Digital Culture' are linked, and they are built and developed at least partly together. The connection is formulated in the SERs, that the BA programme 'prepares specialists in Digital culture with knowledge and analytical skills in philosophical media and culture analysis', while in the MA programme the students 'deepen their knowledge and skills in terms of media philosophy acquired during their bachelor's studies'. In the materials and discussions this connection was described as a move from classical to modern: the BA programme has a broader base built on classical philosophy of media and digital humanities, while this MA programme focuses on contemporary digitality and media, and is described to be a 'a research driven study programme'.

The research orientation is a strength to the programme, making it possible for the teachers to engage more into research, include students there, and share those experiences and knowledge. This two-way interaction, and participation into research is naturally an efficient way to develop the research competences of the students.

However, there are certain issues concerning this programme curriculum and they may be traced back to the relationship between theory and practice, ie. philosophical reflection and its application. The strong emphasis on interdisciplinarity, applicability and practicality of the programme raises worries about its philosophical contents, the extent of the philosophy that is taught, applied and utilized, and whether it is developing the right kinds of philosophical skills. There are no strictly philosophical courses or modules in the programme (not even in titles of subjects), but the curriculum concentrates more on media philosophy, (philosophical analysis of) cultural phenomena, and methodology. This is a worry firstly, if the students do not come to the MA programme from the BA programme of philosophy, but from some other study programme. Also, no earlier philosophical studies are required when entering the programme. On the basis of the discussions conducted, this turned out to create difficult, sometimes even unfair situations to those students with no previous knowledge of philosophy (even if and when they are offered additional classes of philosophy). At the same time, there is a worry that the topics of the BA-programme are repeated in the MA-programme, as it does not seem to attract the BA-students to continue their studies in the MA-programme. However, considering the MA-programme in general as such, the subjects of study are taught in a consistent manner, and the scope of the programme is sufficient to achieve the learning outcomes, except for the issues mentioned above.

Secondly, this study programme, as many others, has to survive under various outside pressures concerning the kinds of graduates they produce and the skills these graduates possess. Main such pressures come from the university (producing more grades), the students/graduates (gaining marketable skills), and employers (demands of the markets), and it is these requirements that the programme purports to answer. Number of these were expressed in the discussions with the alumni, social partners, and employers. This seems to be present also in the emphasis pronounced in a number of places that the programme focuses on 'scientific research and applied practical activity'. Yet the worry here is, whether this takes place in the curriculum at the expense of philosophical studies, in downshifting of philosophy, in giving in the wrong way. In the other aspects, however, the programme satisfies well the academic, artistic and technological state of the art.

Yet philosophy is to be the core of the programme, because the function here is to produce people who are *critically* able to evaluate and analyse media products and forms, rather than to produce people who are able make these products (art forms, photographs, etc.). This is an important difference, which separates this program from arts, media producer etc. programmes. Also the discussions with the various groups affirmed a common view of the

meaning and importance of philosophy, in this sense in particular. Furthermore, this idea is recognised as a strength in the goals of the program (SER), and for all the reasons given here, this should indeed be emphasised and supported.

Review panel believes there should be more communication and marketing to the wider community of the contents of the programme and the skills produced. This is important especially for the applicatory part – the service function of the programme – and for a number of other reasons: more information should be given for prospective students and social partners, and corresponding feedback to teachers of those needs.

2.3. Teaching staff

The composition of the teaching staff of the programme meets the legal requirements: qualification requirements set for teachers and academic staff in articles 27 and 28 of Law on Higher Education and Research, and Article 33.4 of the Descriptor of the Study Field of Philosophy, that no less than 90% of all programme teachers hold the doctoral degree with research related with the field they teach, and that no less than 20% of teachers work in the position of a professor.

The number and qualifications of the teaching staff is adequate to ensure the learning outcomes. In 2015–2016, the programme teaching staff consisted of 10 people, all holding a doctoral degree. The programme as such is ‘a research driven’, and therefore the teachers are said to engage more than usual in research and are acknowledged at that. The teachers of the programme present a good selection of philosophy and interdisciplinarity. They come mainly from the Department of Philosophy and Psychology, and teach also in other programmes of the Faculty such as Music Technology, New Media Language. The program has also had four visiting teachers from abroad. Apart of one teacher, all of the teaching staff of the MA programme also teach in the BA-programme, thus strengthening the link between the two programmes. As such, the teaching staff turnover is able to ensure an adequate provision of the programme, although there were comments of overload of work.

The teachers form a coherent body of interdisciplinary teaching and a good and working community, and acknowledge the importance of philosophy for media and digital culture, i.e. its value for critical engagement. Importantly, the administration and faculty are strongly supporting the staff composition and development with active lookout for new hires (a new professor was hired to the programmes from the beginning of 2017), updating the staff and supporting international experience. Teachers are encouraged to develop their skills; Centre for teaching and learning (EDU-Lab) and Design Thinking Lab encourage excellence in teaching; regular meetings and research lunches are arranged, and attendance in international and cross-national events and projects are encouraged.

2.4. Facilities and learning resources

Taking our judgement from the self-assessment report and conclusions after our visit in Kaunas, all the material facilities required for the implementation of the study programme in question have been provided. The students can use well equipped lecture-rooms and computer classes. Students have modern computer hardware and software, equipment for making copies of materials for their independent work, as well as equipment for the presentation of their works. There are enough premises for the teachers to work in between the classes and places where they can consult the students. They don’t have a specialized laboratory where students can work with their photography and film projects, although there is access to the relevant equipment and resources at other parts of Kaunas.

KTU library is a modern education and research resource centre equipped with 600 standard and 200 computerized workplaces. Open and high-speed access to necessary

information resources is ensured for all the academic staff. The study programme provides access to the database of licensed scientific journals. All the databases provided in the virtual KTU library are free of charge and can be accessed from any computer, even outside the University. Among over 50 subscribed databases, the most relevant are Academic Search Complete (EBSCO Publishing), SAGE Journals Online, LiDA, eHRAF World Cultures, IPSA - International Political Science Abstracts, Oxford Scholarship Online, etc. The majority of the methodological material used in lectures is available for students through Virtual Learning Environment - Moodle. Moodle provides a number of interactive activities including forums, quizzes, wikis, workshops, chat and online exams. Users have the opportunity to share resources, work and learn together. Wi-fi is available in all the premises of the Faculty. We did think that the library needs to update the book collection, as there is somewhat of a lack of new specialized literature.

2.5. Study process and students' performance assessment

The entrance requirements correspond with requirements of the Association of Lithuanian Higher Education and the admission rules of Kaunas University of Technology. There is no prerequisite of philosophy studies for the students to enter the programme which may be partially related to the fact that both programme management and teaching staff view the MA programme as the continuation of BA studies in philosophy. Yet the reality is different as the majority of students enter the MA programme from other fields in social sciences and humanities. Although the variety of students' backgrounds may contribute to diverse and interdisciplinary learning environment, the programme management still face the problem of working in the same group with students who have different preparation in philosophy. This issue is still to be addressed both in the study process management and the assessment of the courses of the programme.

It should be noted that the higher education institution has a system of bridging courses allowing for the students with no philosophical background to acquire the necessary knowledge. Although the additional courses are free of charge and well-structured, they are supposed to be taken in parallel with the main MA programme. This kind of settlement raises doubts about the possibility for the students to cope with the workload that would double if the additional courses would be attended. Lastly, the fact that there is currently no students in the MA programme calls for serious attention from the programme management that ought to be in charge of reviewing the programme's place and function within the structure of the university, job market and scientific activity.

The course descriptions are available for the students to consult online while the assessment criteria are presented by the teaching staff at the beginning of every semester. In addition to that, there is open and close communication between the students and the teaching staff. All this contributes to ensuring that the system of assessing student achievements is clear and public.

The process of writing the final paper is well-organized since the workload is distributed in all four semesters. The graduates have confirmed the initial impression of the evaluation team by stressing the importance of their accounting for the final paper in-progress every semester. As the evaluation team learned during the visit to the higher education institution, MA students are often working and it is common for them to seek for the possibilities of conjoining their research with their field of work. This signals that the programme management has a system for distributing the workload so it would not interfere with the schedule of working students.

Despite the reasonable distribution of the workload and constant support from the supervisors, the quality of the final papers in the MA programme reflects the already-expressed concern about very divergent backgrounds of the students. A significant part of the final papers the evaluation team had a chance to familiarize with lacks independent voice of the student and

remains in the realm of commenting the work of the theoreticians. Even though most of the works focus on up-to-date topics in media and digital world, some of the works lack philosophical base of theory which is needed in order to conduct a research that would be non-trivial and theory-based. Therefore, it is advised to revise both the admission criteria as well as the content and assessment requirements for every module in the programme in order to ensure that the MA programme has a strong philosophical aspect as it is supposed to have.

The programme management ensures that there is a possibility for the students to take part in mobility programmes (for instance, in 2016 two new agreements were signed with Heidelberg University in Germany and Jawaharlal Nehru University in India) yet since currently there are no students in the MA programme, the evaluation team had no chance of making sure that the agreements are attractive enough for the students.

It has to be noted that there are formal mechanisms to engage students in the academic community such as Students' Union which guarantees that, for instance, there are student representatives in the Study Process Committee which also has representatives of social partners as well as teaching staff. This is supposed to ensure a democratic environment of study process management. Yet since there is no formal and centralized monitoring of graduates' careers, it becomes extremely difficult to position the programme in the broader academic and non-academic context. This may pose difficulties in figuring out the needs in job market which then can reflect on the admission to the programme which is currently non-existent, since neither first nor second year has any students enrolled.

2.6. Programme management

Over the last two years the study programme has not been run, since the number of applications has been insufficient. This causes a major problem in relation to the management of the programme, which has to consider the future of these studies within the Kaunas University of Technology. As stated by some of the participants in the interviews, perhaps the problem has more to do with finding an appropriate place for philosophical studies within a technological university. There seems to be a tension between the expectations that the different agents involved have about the programme: departments and teaching staff prefer a programme more concentrated on philosophical topics, and stakeholders state that the capacities of philosophers are particularly useful in the kind of jobs and activities they offer, but students seem to opt for more technical or practical skills, and this may explain the low demand of the programme during the last years.

All the formal criteria about programme management are adequately met, with the caveats that will be mentioned below about the participation of alumni and stakeholders. The responsibilities about monitoring the implementation of the programme are clearly allocated, both at the University and at the Department levels. In particular, there exist a Field Study Programme Committee FSPC, composed by 5 faculty members, 2 students and 2 social partners, and the members have been renewed one year ago. This committee collects and analysed the data periodically, though the experts' team was not informed about the regularity of the meetings, and the process of the study programme administration and its quality assurance is reflected in the University Academic Information System. However, the programme not having been run in the last two years, as has been mentioned above, justifies that the programme is in a non ordinary situation regarding the regular management process.

It is a strength of this programme that the people involved in decision making at the departmental level have a strong commitment to trying to solve these problems, and the contacts, discussions and exchange of ideas between all levels of management and teaching staff is good.

One weakness of the programme is that it does not seem that stakeholders and alumni take an active participation in the programme management and evaluation (though formally there are two social partners as members of the Philosophy, Psychology and Art Study Programme Committee, and students and stakeholders do indeed participate at higher levels of the University organisation). From the interviews it was made evident that there were no formal cooperation

agreements with social partners in the field of the study programme, though there are some more informal links with some companies for the practices of the students.

III. RECOMMENDATIONS*

1. The University should consider increasing the number of strictly philosophical modules to ensure that MA goes beyond BA in terms of its philosophical content.
2. The University should consider the relationship between the 'bridging courses' and the philosophy programme, and the implications of this for the workload of students taking both.
3. Consider having a prerequisite for admission to programme which includes prior philosophical training, so as to address worries about progression and philosophical background.
4. Consider how to improve the philosophical skills training so that the content and quality of the MA theses are improved.
5. Put in place formal monitoring of careers of graduates, which would be helpful in recruitment and marketing, and also helpful to see which social partners and employers can continue to be targeted.
6. Improve marketing to increase student numbers. University marketing needs to help the department to attract students. This is a task for those with expertise in recruitment and marketing, and so a University-level recommendation.

IV. SUMMARY

There were a number of positive elements to this programme. The aims and outcomes reflect thought and a genuine commitment to making the programme attractive to a wide range of students. Teaching is research-driven, which is a strength, and staff have impressive pedagogical backgrounds. There is a welcome emphasis on interdisciplinarity, and staff development is strongly supported – both through resources like *EDU-Lab*, and by the administration and senior management. There is good communication between students and teaching staff, and good processes in place to support the writing of the final paper. Staff take care to support working students so that their research and preparation fits in with their other commitments. There are well-equipped lecture rooms, good access to computers, and KTU Library is modern and an excellent resource, with many workspaces and access to all important databases and the virtual learning environment. In all, teaching staff and senior management are strongly committed to making the programme a success, and a lot of thought has gone into this programme in its development and design.

There are, however, some worries about the programme. There is too little information about how the second cycle of study goes beyond the first cycle, in terms of philosophical content and skills. Indeed, the panel had worries about whether there is enough development of philosophical skills for this to be an MA degree that goes much beyond the BA. There are, for instance, no strictly philosophical courses or modules in the programme, and philosophy isn't mentioned in the titles of the modules. (It strikes the panel that external pressures might have lead to the 'downsizing' of philosophical content.) There is no philosophy prerequisite, which can cause difficulties to students without prior knowledge of philosophy coming into the programme. These worries are reflected in the quality of the final papers, which seemed to lack a clear and distinctive 'philosophical voice', and raise some doubts about the development of philosophical skills. There is, in addition, no formal and centralized monitoring of graduates' careers. Finally, the programme hasn't run for two years, due to lack of applications, and so management of programme needs to address this pressing issue.

V. GENERAL ASSESSMENT

The study programme *Digital Culture* (state code – 6211NX032, 621V50002) at Kaunas University of Technology is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	14

*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. Michael Brady
Grupės nariai: Team members:	Prof. Jesús Pedro Zamora-Bonilla
	Doc. Olli Loukola
	Prof. Dalius Jonkus
	Ms. Daina Habdankaitė

**KAUNO TECHNOLOGIJOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
SKAITMENINĖ KULTŪRA (VALSTYBINIS KODAS - 6211NX032, 621V50002)
2017-12-05 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-224 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technologijos universiteto studijų programa *Skaitmeninė kultūra* (valstybinis kodas – 6211NX032, 621V50002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
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)

<...>

IV. SANTRAUKA

Studijų programa turi daug teigiamų aspektų. Studijų programos tikslai ir rezultatai atspindi siekį ir įsipareigojimą užtikrinti, kad programa būtų patraukli daugeliui studentų. Studijų programos stiprybė ta, kad mokymas yra pagrįstas moksliniais tyrimais ir dėstytojai turi didelę pedagoginio darbo patirtį. Daug dėmesio skiriama tarpdalykiniam mokymui; administracija ir vadovybė labai remia ir skatina darbuotojų profesinį tobulėjimą. Šiam tikslui pasitelkiami įvairūs ištekliai, pavyzdžiui, mokymo ir mokymosi centras *EDU-Lab*. Studentai ir dėstytojai bendrauja tarpusavyje, taikoma gera praktika siekiant padėti studentams rašyti baigiamąjį darbą. Personalas padeda dirbantiems studentams – siekiama suderinti studentų tiriamuosius darbus ir baigiamojo darbo rašymą su kitais jų įsipareigojimais. Auditorijos gerai įrengtos, yra gera prieiga prie kompiuterių, KTU biblioteka šiuolaikiška ir aprūpinta tinkamais ištekliais, yra daug darbui skirtų erdvių, suteikiama prieiga prie visų reikalingų duomenų bazių ir užtikrinama virtuali mokymosi aplinka. Dėstytojai ir vadovybė deda daug pastangų, kad studijų programa būtų sėkmingai vykdoma – buvo pateikta daug minčių ir idėjų, kaip patobulinti studijų programą ir jos sandarą.

Tačiau yra keletas aspektų, kurie kelia nuogastavimų dėl studijų programos. Kalbant apie filosofijos turinį ir gebėjimus, trūksta informacijos apie tai, kaip pereinama nuo pirmosios pakopos prie antrosios pakopos studijų. Ekspertų grupė nuogastavo dėl to, ar filosofiniai gebėjimai atitinka magistrantūros studijų lygmenį ir yra aukštesni, nei bakalauro studijų lygmens. Pavyzdžiui, studijų programoje nėra specialiai filosofijai skirtų kursų ar dalykų, o dalykų pavadinimuose nėra žodžio „filosofija“. (Ekspertų grupei atrodo, kad dėl išorinio spaudimo buvo susiaurintas filosofijos turinys.) Nėra filosofijos pagrindų, todėl šią studijų programą studijuojantys studentai, kurie anksčiau neįgijo filosofijos žinių, gali patirti sunkumų. Šie nuogastavimai pasitvirtina vertinant baigiamųjų darbų kokybę. Šiems darbams trūksta aiškių

ir originalių filosofijos išvalgų. Todėl kyla abejonių dėl filosofinių gebėjimų ugdymo. Nėra formalios ir centralizuotos sistemos stebėti, kaip absolventams sekasi įsidarbinti. Studijų programa nebuvo vykdoma dvejus metus dėl norinčiųjų studijuoti trūkumo. Studijų programos vadovybė turi išspręsti šį svarbų klausimą.

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III. REKOMENDACIJOS

1. Universitetas turi padidinti specialiai filosofijai skirtų dalykų skaičių ir užtikrinti, kad dėstant filosofijos dalykus būtų nuosekliai pereinama nuo bakalauro studijų prie magistro studijų.
2. Universitetas turi apsvarstyti sąsają tarp išlyginamųjų studijų ir filosofijos programos bei įvertinti, koks darbo krūvis teks studentams, kurie studijuos šiuos abu dalykus.
3. Apsvarstyti galimybę, ar priimant studentus reikėtų reikalauti, kad jie jau būtų įgiję filosofijos žinių, nes ekspertų grupė nuogaštuoja, kad nepakankamos filosofijos žinios gali trukdyti studentų tolimesnėms studijoms.
4. Apsvarstyti, kaip pagerinti filosofijos gebėjimų ugdymą, kad būtų pagerintas magistro baigiamųjų darbų turinys ir kokybė.
5. Įdiegti formalią absolventų įsidarbinimo stebėsenos sistemą, kuri pasitarnautų vykdant įdarbinimo ir rinkodaros kampanijas ir padėtų nustatyti, su kuriais socialiniais partneriais ir darbdaviais palaikyti ryšius.
6. Didinti studijų programos žinomumą, kad būtų pritraukta kuo daugiau studentų. Universitetas turėtų padėti katedrai pritraukti studentų. Šios užduoties turi imtis universiteto rekomenduojami specialistai, turintys patirties įdarbinimo ir rinkodaros srityje.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)