



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno Technologijos universiteto  
**STUDIJŲ PROGRAMOS *MEDIJŲ FILOSOFIJA* (valstybinis kodas  
- 6121NXC037, 612V56001)  
VERTINIMO IŠVADOS**

---

**EVALUATION REPORT  
OF *MEDIA PHILOSOPHY* (state code - 6121NXC037, 612V56001)  
STUDY PROGRAMME  
at Kaunas University of Technology**

**Experts' team:**

1. **Prof. Michael Brady (team leader)** *academic,*
2. **Prof. Jesús Pedro Zamora-Bonilla,** *academic,*
3. **Doc. Olli Loukola,** *academic,*
4. **Prof. Dalius Jonkus,** *academic,*
5. **Ms. Daina Habdankaitė** *students' representative.*

**Evaluation coordinator -**

***Mr. Pranas Stankus***

Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Medijų filosofija</i>
Valstybinis kodas	6121NXC037, 612V56001
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Filosofija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4), iššęstinė (6)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Humanitarinių mokslų bakalauras
Studijų programos įregistravimo data	6/ 3/ 2013, Order No. SR-1137

---

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Media Philosophy</i>
State code	6121NXC037, 612V56001
Study area	Humanities
Study field	Philosophy
Type of the study programme	University Studies
Study cycle	First
Study mode (length in years)	Full-time (4), part-time (6)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor in Humanities
Date of registration of the study programme	6/ 3/ 2013, Order No. SR-1137

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

# CONTENTS

<b>I. INTRODUCTION.....</b>	<b>4</b>
1.1. Background of the evaluation process.....	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	4
1.4. The Review Team.....	5
<b>II. PROGRAMME ANALYSIS .....</b>	<b>5</b>
2.1. Programme aims and learning outcomes.....	5
2.2. Curriculum design .....	7
2.3. Teaching staff .....	8
2.4. Facilities and learning resources .....	9
2.5. Study process and students' performance assessment.....	9
2.6. Programme management .....	11
2.7. Examples of excellence * .....	11
<b>III. RECOMMENDATIONS* .....</b>	<b>12</b>
<b>IV. SUMMARY .....</b>	<b>13</b>
<b>V. GENERAL ASSESSMENT .....</b>	<b>14</b>

## **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 study programme *Media Philosophy* (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 implements 10 first cycle study programmes and 12 second cycle study programmes.

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 programme aims and learning outcomes are well-defined, very clear, and publicly announced. The opening statement on the importance of philosophy for interdisciplinary understanding of media is as follows: “The long-term progress strategy of the state of Lithuania ‘Lithuania 2030’ emphasizes three key areas of progress: smart society, smart economy and smart governance<sup>1</sup>. Developments in these areas seek to consolidate progress values and build on the principles of sustainable development, which couldn’t exist without media literacy, critical understanding of basic media principles and their importance to contemporary culture.

---

<sup>1</sup> Lithuania’s Progress Strategy ‘LITHUANIA 2030’, approved by the resolution of Seimas of the Republic of Lithuania, 15 May 2012, No. XI-2015. Official Gazette Valstybės Žinios, 2012, No. 61-3050. Available online: <https://www.e-tar.lt/portal/lt/legalAct/TAR.5EE74F9648A5>

Philosophy provides the best framework for that kind of interdisciplinary studies, which allows to interconnect various discourses of knowledge and show the possibility to think critically with the help of philosophical analysis.” This is excellent, and provides just the right kind of justification for the study programme.

Responsiveness to Lithuania 2030 is good, and there is a very helpful table in which the learning outcomes are listed clearly and concisely. There is clear and helpful information about accessibility on the website and AIKOS. From our meetings we had the impression that the staff and senior management were engaged, had a vision, and were thinking hard about the rationale and structure of the programme. These come across clearly in the objectives and learning outcomes as stated here.

The programme objectives and learning outcomes 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, with employers noting that graduates from programmes like this are valued because they are creative, inventive, and imaginative. Students also report the impression from their programme and teaching that philosophical thinking is vital for issues of media and culture.

The objectives and learning are compatible with University and Faculty mission, which are clearly stated as follows: “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” (University), and “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” (Faculty). In addition, there is evidence of compatibility with Lithuanian qualifications framework.

There is consistency between objectives and learning outcomes with academic and professional requirements. Details of the relation between particular skills and framework/descriptors is excellent, as is the comparison with the Dublin descriptors. Students noted that teachers are able to provide a clear philosophical perspective on courses which are helpful for dealing with media, and that there is a very good engagement between academic philosophical work and practical applications. Again, meetings with staff impressed the panel with the level of community and engagement between colleagues, with a view to achieving consistency between academic and professional aims.

Programme objectives and learning outcomes seem consistent with type and cycle of studies and the level of qualifications. There is good information about renewability of learning outcomes – the panel was told that these are revised and improved regularly, by first the Faculty Study Programme Committee, and then the Philosophy, Psychology and Art Study Programme Committee. Feedback mechanisms, through anonymous online interim and final student surveys each semester, are also good. Meetings with staff and students made it clear to the panel that informal contact between staff and students is good, as are feedback mechanisms.

Overall the panel thought that the objectives and learning outcomes, and the thought that has gone into the design and planning of these, was very impressive. We get a clear sense, from the self-assessment report and from meetings, of what the degree is meant to do, and the learning outcomes and descriptions are clear, attainable, and important. The panel also thought that marketing of the programme could be better – which is a task for the marketing department. The staff on the programme are, in our view, doing excellent work on this, so it would be good if the marketing and University could enable student numbers to improve.

## 2.2. Curriculum design

The programme structure is in line with The Legal Requirements for Higher Education Study Programmes in The Republic of Lithuania<sup>2</sup> 2017; Legal Requirements for First Level Study Programmes. The full length of the programme is 240 ECTS, thus satisfying the requirement of the extent of the first cycle study programmes (210-240 ECTS). Major studies include 165 ECTS, minor studies include 60 ECTS and 15 ECTS general subjects with courses in the field of study comprising of 168 ECTS, also satisfying the above legal requirements.

The BA and MA programmes of 'Media Philosophy' 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 media philosophy 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 the MA programme focuses on contemporary digitality and media, and is described to be a 'a research driven study programme'.

This interdependency of the programs is respectable, but challenging, and it seems to create certain problems when evaluating them as independent programs. The emphasis of the BA-programme is on philosophy, and the study modules are taught consistently, with no repetition. However, from this point of view, we got the feeling that there is repetition in the topics of the BA-programme in the MA-program, as it does not seem to attract the BA-students to continue their studies there?

The source of a number of worries concerning both these programmes may be traced back to the complicated relationship between theory and practice, i.e. philosophical reflection and its application. The BA programme can in fact be commended for taking this issue seriously: it was recognised both in the documents (SER) and in all the discussions conducted during the evaluation.

This tangible tension centralizes in the BA programme in the philosophical studies and their role. This curriculum is ambitious and broad, with emphasis on history of philosophy. Although there seems to be a good ratio between philosophy, media theory, and practice parts of the program, the sequence of the subjects is rather questionable: all three historically-oriented philosophy courses are taught on the 1<sup>st</sup> semester, leaving subsequent semesters with courses that focus exclusively on media aspect of the media philosophy field. Since both programme management and the teaching staff claim to view philosophy as a matrix for raising and solving problems in the contemporary digital world and the reality of media, it is not so evident that the knowledge of classical philosophy, gained in the first semester, is sufficient enough to form the matrix in question. On the other hand, the teaching staff members indicated that particular attention is paid to the history of media in the classical philosophy courses, and this signals about a successful attempt of integrating theoretical and applied parts of the programme.

Thus, as became apparent from the discussions, these modules concentrate on the philosophical topics and issues concerning media, they nevertheless seem to lack some relevance needed for application – also some doubts were expressed of the teaching quality in this sense. These may be reasons for the lack of students, and the number of interrupted studies in the programme. The programme could be made more attractive for the students who want more applied or interdisciplinary studies and do not want a philosophy degree as traditionally understood - for instance through closer interaction with experts and stakeholders, focusing in

---

<sup>2</sup> 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.

developing and demonstrating the usefulness of philosophical methods and application throughout the studies, and not just as a philosophy package in the beginning. This creates a strong challenge which needs to be met at all levels of the programme, from curriculum design to planning of course contents and teaching competencies needed: to make philosophy interesting and attractive and yet applicable to media and digital humanities.

In general, however, the subjects of study are taught in a consistent manner, and the scope of the programme is sufficient to achieve the learning outcomes.

The teachers of the programme are well aware of these challenges for the programme; also the senior management has similar visions, and is supportive and engaged to developing the structure of the programme. In the discussions, both parties expressed their interest to make the content of the programme correspond to the latest academic, artistic and technological achievements, which is commendable.

There should be more communication and marketing for 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 other reasons as well: more information of the contents and skills developed should be given to the prospective students and social partners, and corresponding feedback of those needs to the teachers.

### **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.

In 2015–2016, the programme teaching staff consisted of the total of 13 teachers: 3 professors, 6 associate professors, and a lecturer (with a doctoral degree). Thus most of the teachers hold a doctoral degree and more than half of teachers are professors and associate professors. In general, the teachers have publications, research or other related activities relevant to the topics of the programme; however, some of the non-philosophical teachers engaged by the programme would benefit from a deeper philosophical training. With these numbers, and with some of the teaching done as group work, the number of the teaching staff is adequate to ensure learning outcomes.

The teachers of the programme 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. The teachers also present a good selection of philosophy and interdisciplinary courses. They come mainly from the Department of Philosophy and Psychology, but also from other departments of the University: Department of Modern Languages and Intercultural Communication, Department of Audiovisual Arts, and International Semiotics Institute. The program has also had four visiting teachers from abroad. Thus the qualifications of the teaching staff are adequate to ensure learning outcomes; further, on the basis of the figures presented in the SER and the discussions conducted, the teaching staff turnover is able to ensure an adequate provision of the programme.

Furthermore, 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. The teachers are encouraged to develop their skills: Center for teaching and learning (*EDU-Lab*) encourages excellence in teaching; regular meetings and research lunches are arranged; and staff participates in pedagogical and didactic courses. They also seem to be very competent with the various new learning environments and laboratories.



#### ***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***

Study programme entrance procedure complies with the requirements of the Association of Lithuanian Higher Education and the admission rules of Kaunas University of Technology. The entrance requirements are public and consistent. Although the number of admitted students remains steady with 11.5 students on average in 2013-2016, the relatively high drop-out rate with more around 40% percent of admitted students not graduating is an object of concern for the SER group and the programme management. Moreover, the fact that there was no admission run in 2017 is a clear signal that the programme needs to be revised by the management in order to indicate its place in the context of higher education as well as in the job market.

Small number of students (11 students admitted in 2015, 12 students admitted in 2016) affects the study process in a twofold way. On the one hand, there is a close communication between students and teachers since they are working in very small groups. On the other hand, the learning process which resembles individual consultations is not suitable for group work. Since teachers are working with 1-2 students in some of the modules, there is no possibility neither for group project work nor for group discussions which limits the possibilities of achieving some of the learning outcomes, such as B3 "The ability to formulate, to argue and to solve problems related with the research and professional activity of media philosophy."

The fact that minor studies are compulsory for all BA students contributes to the multidisciplinary character of the programme as well as helps students to build additional skills for the job market. The system of minor studies is praised by both the programme management and the students who seem to be well informed about further career and research possibilities involving their minor studies. The process of assignment for major and minor studies is well-balanced credit-wise and time-wise since the minor studies take 60 credits in total.

Despite courses in the programme being so diverse and interdisciplinary, neither the teachers nor the students indicated any overlapping of the content. Teachers told us that they have regular meetings in order to coordinate the content of their modules which is reflected in both the course descriptions and student feedback where the strong feeling of being directed in the field of media philosophy was stressed. The variety of practical training or application of theoretical knowledge is vast (Text Laboratory, Rhetoric Laboratory, Audiovisual Laboratory) yet the assignment forms for both practice-oriented and more theoretical courses remain questionable. Multi-choice testing and summary-making prevails as the forms of assessment in the programme which raises doubts if this is the most suitable way to teach the skills of critical thinking and analysis which are envisaged in the programme learning outcomes. Although the variety of applications of theoretical knowledge in the programme is to be praised, the forms of assessment need some revision in order to better correspond to the dynamic and interdisciplinary content of the modules taught in the programme.

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 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 final practice for the BA students is well-managed since every student is guided by two supervisors: one in the institution where the practical training is done and the other in the higher education institution. The assessment of the practice is clear and corresponds well to the learning outcomes since it is composed of two main parts: an oral presentation when the project results are demonstrated and a short written report where the process and achievements of the practice are described. This leads to concluding that the practical training in the BA programme encompasses both the practical and the theoretical aspects of the discipline in a well-balanced way.

The final papers in the BA programme demonstrate the students' skills of applying theoretical knowledge to analyse the phenomena of our everyday life. Even though the conclusion making and the conceptual analysis parts of the final papers often lack both structure and analytical approach, the overall impression about the final papers is positive. This leads to concluding that the BA programme is designed in a way which enables students to develop skills that are necessary for accomplishing the learning outcomes related to acquiring knowledge and applying it (A2 Acquired up-to-date knowledge in the field philosophy of culture, which construct the background to apply the understanding of media philosophy in empirical research and professional activities).

Students of the BA programme are exposed to the possibility of taking part in scientific and artistic activities on the University level (25 teams, 13 amateur sports groups in 20 sport branches, 14 art groups and 15 student organisations) as well as in their scientific field. As indicated in SER and confirmed by the students the evaluation team met, students are active in making scientific presentations and publishing articles which is a sign of a close and fruitful collaboration between students and professors.

There is a well-developed system of mentorship and tutorship in the Faculty which helps to ensure a constant academic support for the students. The orientation week for the newly accepted students, clearly stated consultation hours, and a tutor assigned to each year helps to create a productive and healthy study environment.

The University has a complex scholarship program which ensures financial support both for academic achievements and in the case of the financial need. The number of students receiving any kind of scholarship remains high every year, constituting more than half of the students in the program. This is a clear indication of the fact that students are well-informed about the scholarship possibilities and are actively using them.

The lack of monitoring of the professional activities of the program graduates is a point of concern, having in mind the dropping number of students in the programme. Although both the programme management and the graduates confirm that there is an informal contact between

teachers and the programme graduates maintained, there is no formalized procedure of collecting the feedback from the graduates as well as monitoring their career. This constitutes an obstacle for the programme management to judge how well the programme complies with the needs in the job market.

Although there is a formal procedure of collecting student feedback, it is done in a rather general way by organizing centralized surveys at the end of every semester. Judging from the discourse of the teachers and the students, it seems that the feedback exchange is done in an informal way, usually by oral communication within or outside the classes. Despite the lack of a systematized way of collecting the student feedback, their voice appears to be heard by the programme management and the administration of the faculty. As reported by students, they feel welcome to express their views and wishes concerning the programme; in many cases they are fulfilled (more practical courses as well as minor studies were introduced after the students expressed their wishes). Nevertheless, the evaluation team has serious doubts about the official representation of student voice in the structures within the faculty and the department. Even though students' representative is supposed to be a part of the Study Programme Committee, the committee itself seems to either not have meetings at all or not include students in them, as reported by the students. To sum up, it is advised to develop a more formalized and a better structured student representation in the faculty and the department.

## ***2.6. Programme management***

This year the study programme did not admit any new students, since the number of applications has been too low. 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. This is an unfortunate situation, because the programme has a history of successfully confronting the challenges found in the past, both at the university and at the departmental levels. 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. It is a strength of this programme that the people involved in decision making at the department level have a clear vision and are committed to trying to solve this problem.

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 not running the programme in this last year, as has been mentioned above, justifies that the programme is in a non ordinary situation.

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). The number of cooperation agreements with social partners also seems to be insufficient.

## ***2.7. Examples of excellence \****

The aims and objectives are a model for a clear, focused, well-planned and thoughtful programme. The level of care that has gone into these, and in tailoring the programme to the needs of society and employers, is exemplary.

### **III. RECOMMENDATIONS\***

1. 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.
2. Reflect upon the kind of philosophical content that will be of most practical use, and focus more on the kind of philosophy relevant to media. This is important, given worries that philosophical content and practical skills are not aligned enough.
3. Monitor professional activities of alumni. This is not done at present, but it would be helpful for programme development and for recruitment.
4. Ensure that student representative is part of Study Programme Committee, so that there is a better representation of the student voice in department and faculty.
5. Ensure stakeholders and alumni have opportunities to assess and have input into programme management. There was an excellent rationale for the programme, and it would be good to see those in the wider community who could benefit having more of a say into the content and on-going development.

#### IV. SUMMARY

There are many positive aspects to the programme. Aims and learning outcomes are impressively clear, and embody a clear and positive vision of what the programme is meant to do. There is careful consideration in the curriculum of the link between theory and practice, and an excellent match between the programme and the needs and values of social partners and employers. Teaching staff have a good and close working relationship, and help to form a coherent body of interdisciplinary teaching. At the same time, staff development is well-supported, teachers have strong support from administration and senior management, and access to impressive resources, such as *EDU-Lab*. The panel was also impressed by the system of minor studies, and by evidence of strong supervision of students and strong practical training. The final papers were of high quality, which provides further evidence for these conclusions. Lecture rooms are well-equipped, with good access to computers, and the KTU Library is a modern and excellent resource, with many workspaces and access to all important databases and the virtual learning environment. Finally, there is a strong commitment from all to increasing student numbers and to making the programme successful.

There are, however, some areas where we had concerns. The philosophical content of the programme, with its strong emphasis on the history of philosophy, seems to lack relevance needed for application. There were some doubts about teaching quality, with the panel thinking that some of the non-philosophical teachers engaged by the programme could benefit from deeper philosophical training. There could be improved communication of the skills that the programme produces to the wider community, and the book collection could be enhanced to provide more in the way of specialized literature for the programme. The panel thought that perhaps the biggest worry was that there are no new students this year, and there has been a high drop-out rate before 2017. There is, in addition, no monitoring of professional activities of graduates, and no formal representation of the student voice within the faculty and department. The panel also thought that stakeholders and alumni should take a more active role in programme management and evaluation.

## V. GENERAL ASSESSMENT

The study programme *Media Philosophy* (state code – 6121NXC037, 612V56001) at Kaunas University of Technology is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

<b>No.</b>	<b>Evaluation Area</b>	<b>Evaluation of an area in points*</b>
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>19</b>

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

**KAUNO TECHNOLOGIJOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
MEDIJŲ FILOSOFIJA (VALSTYBINIS KODAS - 6121NXC037, 612V56001)  
2017-12-05 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-227 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Kauno technologijos universiteto studijų programa *Medijų filosofija* (valstybinis kodas – 6121NXC037, 612V56001) 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	3
	<b>Iš viso:</b>	<b>19</b>

\*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)

&lt;...&gt;

**IV. SANTRAUKA**

Studijų programa turi daug teigiamų aspektų. Studijų programos tikslai ir rezultatai yra aiškiai apibrėžti. Juose atspindima aiški studijų programos vizija. Mokymo programoje teorija glaudžiai siejama su praktika. Siekiama užtikrinti, kad studijų programa atitiktų socialinių partnerių ir darbdavių poreikius ir lūkesčius. Dėstytojų kolektyvas darnus, dėstytojai palaiko glaudžius tarpusavio ryšius ir užtikrina studijų tarpdalykiškumą. Daug dėmesio skiriama darbuotojų profesiniam tobulėjimui, dėstytojams pagalbą teikia administracija ir vadovybė, yra daug profesiniam tobulėjimui ir mokymuisi skirtų išteklių, pavyzdžiui, mokymo ir mokymosi centras *EDU-Lab*. Ekspertų grupė labai gerai vertina gretutinių studijų sistemą ir tai, kad studentams yra paskiriami vadovai ir suteikiamas geras praktinis mokymas. Todėl baigiamieji darbai yra aukštos kokybės. Auditorijos gerai įrengtos, studentai gali naudotis kompiuteriais, KTU biblioteka šiuolaikiška ir aprūpinta tinkamais ištekliais, yra daug darbui skirtų erdvių, suteikiama prieiga prie visų reikalingų duomenų bazių ir užtikrinama virtuali mokymosi aplinka. Visas kolektyvas deda daug pastangų, kad būtų pritraukta kuo daugiau studentų ir kad studijų programa būtų sėkmingai vykdoma.

Tačiau yra keletas aspektų, kurie kelia nuogąstavimų. Dėstant filosofijos dalykus skiriamas didelis dėmesys filosofijos istorijai, todėl nesuteikiama praktinių filosofijos pritaikymo žinių. Ekspertų grupei taip pat kyla abejonių dėl mokymo kokybės, nes tarp dėstančiųjų studijų

programą yra ne filosofijos dėstytojų, kuriems, ekspertų nuomone, būtų naudinga įgyti daugiau filosofijos žinių. Reikėtų labiau didinti studijų programos žinomumą visuomenėje, pristatyti gebėjimus, kuriuos įgyja absolventai. Biblioteka turėtų papildyti savo fondus specializuota literatūra, susijusia su studijų programa. Didžiausią rūpestį ekspertų grupei kelia tai, kad šiais metais nebuvo vykdomas priėmimas į studijų programą. Be to, iki 2017 m. nubyrejusiu šios studijų programos studentų skaičius buvo gana didelis. Nėra absolventų profesinės veiklos stebėsenos sistemos. Nėra formalaus studentų atstovavimo fakultete ir katedroje. Ekspertų grupės nuomone, dalininkai ir alumnai turi aktyviau dalyvauti studijų programos valdymo ir vertinimo procese.

<...>

### **III. REKOMENDACIJOS**

1. Populiarinti studijų programą, kad būtų pritraukta daugiau studentų. Universitetas turėtų padėti katedrai pritraukti studentų. Šios užduoties turi imtis universiteto rekomenduojami specialistai, turintys patirties įdarbinimo ir rinkodaros srityje.
2. Peržiūrėti filosofijos dalykų turinį ir užtikrinti, kad studentams būtų suteiktos filosofijos praktinio pritaikymo žinios, skirti daugiau dėmesio su medijomis susijusiai filosofijai. Tai labai svarbu, nes ekspertams kyla abejonių dėl to, kad filosofijos dalykų turinys nepakankamai susietas su praktinių gebėjimų ugdymu.
3. Stebėti alumnų profesinę veiklą. Šiuo metu tokia stebėseną nėra vykdoma. Tačiau ji būtų labai naudinga tobulinant studijų programą ir siekiant pritraukti studentų.
4. Užtikrinti, kad studentų atstovas dalyvautų Studijų programos komitete. Tuomet studentų nuomonė galėtų būti geriau pristatoma katedroje ir fakultete.
5. Užtikrinti, kad dalininkai ir alumnai galėtų dalyvauti vertinant ir vykdant studijų programą. Studijų programa turi aiškia viziją. Pageidautina, kad įgyvendinant šią viziją dalyvautų ir visuomenė, pareikšdama savo nuomonę, kaip pagerinti studijų programos turinį ir kaip ją vystyti.

<...>

---

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)