



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šiaulių universiteto  
**STUDIJŲ PROGRAMOS *APLINKOS OBJEKTŲ*  
*DIZAINAS (612W20007)*  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *ENVIRONMENTAL OBJECTS DESIGN (612W20007)***  
**STUDY PROGRAMME**  
at Šiauliai University

Grupės vadovas:  
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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Aplinkos objektų dizainas</i>
Valstybinis kodas	612W20007
Studijų sritis	Menų studijų sritis
Studijų kryptis	Dizainas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dizaino bakalauras
Studijų programos įregistravimo data	2011-04-15, 1-01-47

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Environmental Objects Design
State code	612W20007
Study area	Arts
Study field	Design
Kind of the study programme	University Studies
Study Cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Design
Date of registration of the study programme	2011-04-15, 1-01-47

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The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

Following the SER Šiauliai University (hereinafter ŠU or University) is a state institution of higher education, a public juridical entity, acting as a public institution, holding a special status set by the Law on Higher Education and Research of the Republic of Lithuania and other laws.

The Faculty consists of departments, centres of studies and research, laboratories and other subdivisions. Performance of the Faculty is administered by the Faculty council, Dean and Dean's office. ŠU has autonomy encompassing academic, administrative, economy and financial governing activities; this provides self-sufficiency, opportunities for initiative and freedom to organise studies, research and artistic activities. The Faculty of Arts is one of 8 faculties of the University; the Faculty runs 4 Departments (Fine Art, Design, Music Pedagogy, Theatre), 2 centres: Art Research Centre, K. Kizevičius's Graphics Centre), 3 studios: Photo-Video, Sound, Leather.

The Faculty delivers Bachelor's study programme *Design of Environmental Objects*; its duration is 4 years. Studies are organised in full-time mode only. Having graduated from these studies, Bachelor's Qualification Degree in Design is obtained. Graduates of the Bachelor's study programme *Design of Environmental Objects* have the possibility for second-cycle studies, i.e. Master's studies in Design or Fine Art fields of the art studies area.

Bachelor's studies of *Design of Environmental Objects* are being carried out since 2011; the programme is supervised by the Department of Design. In delivery of the study programme, collaboration with other departments of the Faculty of Arts, other University faculties is maintained: with the Departments of Foreign Languages Studies, Philosophy and Anthropology, Lithuanian Linguistics and Communication, Informatics, Mechanical Engineering.

The procedures of the external evaluation for the BA Degree Programme in *Design of Environmental Objects* were initiated by the Centre for Quality Assessment in Higher Education of Lithuania nominating the external evaluation peer group formed by the head Prof. Costas Mantzalos (Cyprus), Prof. Bernhard E. Burdek (Germany), Prof. Lylian Meister (Estonia), Andrius Cipliauskas (Lithuania), and Kotryna Stasiukynaitė, student representative (Lithuania).

The Self Evaluation Report of the Programme was made available to the expert team in January 2014. The head of the expert team distributed the workload according to each expert's discipline and each member of the expert team examined the SER individually, preparing problem questions or discussion points. The experts obtained further information during the site visit in Šiauliai on March 26<sup>th</sup> through interviews with Administration Staff, Staff responsible for preparation of SER, the teaching staff, students, employers and stakeholders. After the visit, on March 29<sup>th</sup> the expert group held a meeting, discussed the contents of the evaluation report and agreed upon the numerical evaluation of every area of the evaluation.

## II. PROGRAMME ANALYSIS

### 1. Programme aims and learning outcomes

Following the SER: the study programme *Design of Environmental Objects* (Bachelor of Design) is unique, the only one in Lithuania. The study programme is being delivered at Šiauliai University Faculty of Arts since 2011. Professional qualification of Faculty teaching staff, i.e. designers, artists, allows achieving good learning outcomes; and creative environment of the Faculty of Arts encourages students to get actively involved into the artistic life. Aiming at quality of studies, i.e. deeper contact with a student, constant reciprocal relationship, impact of creative environment faculty implement only full-time studies of the programme.

During our visit we discussed, that the focus of the programme is too much local orientated. To address only to Šiauliai and the region around this city is not enough. It must be orientated at least for the whole country of Lithuania or even for the European Union. It is necessary for the programme to develop further to attract non-local as well as international candidates. At the same time this means, that lecturers have to be able teach in English language.

Following the SER: The aim of the programme on the ground of harmony-based principles of teaching, to educate creative personalities understanding principles and traditions of creation of the material environment and able to apply knowledge and skills on projection of material environment objects meeting man's physical and spiritual characteristics. To train specialists of design of environmental objects who obtain university-type education, meet the increasing demand for high professional level designers of contemporary environment. To prepare Bachelors of design-to-be for independent creative activities in design (artistic environmental objects: outdoor furniture and elements of small architecture, projection of two-dimensional and tri-dimensional advertisement objects).

During our on site visit we discussed, that the focus of the programme is not yet very clear. A proposal expert team heard from the social partners was to rename it into "Landscape design and small architecture", this could be a much better description of the programme.

Following the SER since the first year of the admission to DEO programme, the specialisation had a great interest of entrants. One of the main factors behind the popularity of this specialisation was the only field in Lithuania on *environmental design* creation. During its existence, the *Design* of specialisation got into the top ten with the most popular study programmes of ŠU.

During the on site visit we could see only first and second years projects, until now there are no graduates. These projects have a good standard of quality, but they are still too much orientated to local and traditional subjects like street-furniture ect.. During meeting with social partners an opinion was expressed that there are nearly no job-opportunities for the graduates in and around the city of Šiauliai. The department has therefore to concentrate on the whole country and even to the European Community.

It is mentioned in the SER one of the Strengths of the programme: a unique, the only one in Lithuania study programme *Design of Environmental Objects*, graduates of which will form the link of specialists under demand in the region and country. There should be more effort to require national and international students.

During our visit we also had the impressions that for the students it is not clear, in which field of practice they should or could work after their graduation; one student mentioned to work after graduation in graphic design agency which is really not the topic of the programme. At the same time we believe that programme aims and learning outcomes

could be made clearer. We suggest adding some artistic and scientific disciplines which gives a more advanced understanding what Environmental Design could be.

Relevance of the programme is grounded on surveys that facilitated the finding out of employers' interests and formation of aims of the study programme. The demand for specialists in this field is expressed by references, recommendations of social stakeholders of ŠU Department of Design – Lithuanian Association of Researchers, Šiauliai City Municipality, Šiauliai Association of Designers, Šiauliai Chamber of Commerce, Industry and Crafts, the Lithuanian Association of Architects, design companies *DABAexpo*, *OWEXX*. During our visit and the discussion with social partners we found, that this field has a good potential, learning outcomes are of a good quality, nevertheless not everybody have the same understanding what is Environmental Object Design. This is a quite new field and University has to put some efforts educating society and promoting programme.

## **2. Curriculum design**

According to the Accreditation Teams' best knowledge and understanding provided by SKCV and the Self Evaluation Report, the programme complies with national legal acts and regulations. The compliance with the Bologna process and the establishment to the European Credit Transfer System (ECTS) is commended.

*The Design of Environmental Objects* Bachelor's study programme is allocated 240 ECTS credits (6400 hours) for delivery, full-time studies to those who aim at obtaining Bachelor's Qualification Degree in Design (4 years). The block of study subjects of the study field encompasses the amount of theoretical and practical hours for achieving aims of the programme: 896 hours of theoretical lectures and 1408 hours of laboratory work. Theoretical lectures allow gaining the knowledge and practical laboratory hours consolidate abilities and emphasise the need to practice the designer training. The study programme *Design of Environmental Objects* emphasises interdisciplinary and contemporary joining of design, environmental aesthetics, eco-design aspects to strive for a new quality. The programme is structured in accordance with integral relations of subjects and logic of studies, keeping the proportions of the individual study programme's groups of subjects and separate subjects.

Subjects of *Design of Environmental Objects* are arranged consistently and relate to each other. Order of subjects in study programmes, their content and themes are formed depending on the anticipated learning outcomes, interdisciplinary approach and focused on development of the personal qualities and creative abilities. During the first two years of studies, the basic foundational knowledge and skills baggage are being formed, basics visual expression, technical drawing, design theory, two-dimensional composition, colours science are being acquired.

Distribution of subjects throughout semesters (not more than 7 study subjects are studies per semester, the volume of each is at least 3 credits) is consistent, logical. All examinations are held during the session (of autumn - in January and of spring - in June), with the exception of practical placements being reported on within a month after the end of practice time and in the eighth semester 8 because 12 weeks are allocated to final Bachelor's work (20 credits), the aim of which is to reflect the aims and learning outcomes obtained during the period of studying, to prepare for independent creative performance.

Following the SER: content of the study programme ensures that graduates will be able to generate ideas, concepts, proposals and decisions independently and collaboratively in professional and interdisciplinary environment, will be able to organise, plan, evaluate and implement practical creative activities in the professional field, will be able to apply acquired competencies in creative activities, will be able to continue their studies in higher level of studies.

During the visit it became obvious, that from an international point of view, the programme is a bit too narrow. Environmental objects design doesn't mean only outdoor furniture. It means also new materials, new technologies, light, sound, interaction, ecodesign, etc. For example the Danish architect, artist and designer Olafur Eliasson ([www.olafureliasson.net](http://www.olafureliasson.net)) is the internationally the leading person in this field. It might be useful to have a look at his works.

### *3. Staff*

Following the SER: the main principle of suitability of teaching staff of the study field is the competence of a teacher to meet the aims and learning outcomes of the study programme Design of Environmental Objects. The character of a subject delivered corresponds to teacher's qualification and one's constant practical activities. E.g. subjects of a scientific-theoretical character are delivered by specialists who carry out scientific activities; and subjects of a creative content are delivered by teachers having practical experience and qualification in this field.

Teachers constantly participate in projects, scientific and artistic activities directly related to the programme Design of Environmental Objects, nevertheless expert team believes that international experience in the group of the teachers and this activity could be further enhanced in the future.

Following the SER: the basis of academic staff delivering subjects of the field of studies consists of permanent teachers of ŠU Faculty of Arts, i.e. 9 permanent teachers of the Department of Design and 2 permanent teachers of the Department of Fine Art. Additionally, specialists not from ŠU teach (2 teachers). Teachers work according to a set work load and process. There is no turnover of the teaching staff.

After analysis of the SER material and teaching staff CV it is obvious that teaching staff participate in scientific conferences, secondments, seminars and training. Three teachers participated in training on didactic and professional development in Lithuania (in total 13 training events) and Latvia (in total 4 training events). Teachers improve their administrative, communication skills and expand competences. Majority of teaching staff of the programme Design of Environmental Objects are involved in artistic performance, take part in contests, implement artistic projects.

Following the SER Weakness of the staff means that majority of the personnel are specialists practitioners who are busy not only with academic activities, their professional competence is more based on experience rather than theoretical knowledge. Strength means that subjects are delivered by teachers who have accumulated much experience in the field of a subject taught. Competences in the field of environmental design are directly related to personal experience, therefore, relatively high age average of teachers is an objective necessity. At the same time experts believe there must be a trans-disciplinary cooperation with experts from different fields of research.

During the visit it became obvious, that there are no international persons teaching in the department. This corresponds to the local character of the department. We would recommend attracting more international staff to this programme which would help to introduce the international character into curricula. All in all, the teaching staff is of a high quality having a broad practical experience in the field and only minor changes should be made to increase the quality of teaching in this study programme.

#### ***4. Facilities and learning resources***

During visit in Šiauliai our team discovered that facilities and generally physical resources including studios, laboratories, workshops and the library were found to be of a good standard. We also see an administration effort to renew property. Continuous enhancement and improvements must always be on the agenda of the college matching the development of new technologies and the industrial evolution.

39 computerised work places have been equipped in the room of the Department of Design. Hardware and software are being renovated every 2-4 years from the means allocated for the Department of Design. At the same time the Department has an excellent amount of Apple computers for basics education. All study rooms are equipped with necessary equipment and materials; wireless internet access is provided.

What we would like to recommend for future development are high level workstations for virtual reality, augmented reality etc. Advanced forms of Design of Environmental Objects needs more sophisticated equipment. Also equipment for new technology based on 3-D-Printers, CNC-machines etc. could be introduced as we believe it would greatly benefit for quality of studies. At the same time administration should pay more attention to the wood works laboratory. We found it a bit out of date.

During the visit we could see that there is enough good space for the students individual work. The rooms are widely equipped with computers, W-LAN etc. In the SER the department presented rather small list of publications (especially magazines etc.) But during on site and visiting the library (which is part of the University) has changed this view. University library is newly renovated, equipped with different laboratories (sound, computer.). It also accommodates individual work rooms and wide range of databases. The community of the Library can use *EBSCO Publishing*, *Oxford Reference Online* and *Emerald* data bases (DBs). The library is linked with other institutions, national and international. All in all, experts are generally satisfied with the quality of premises and equipment used in study process.

#### ***5. Study process and student assessment***

Following the SER joint admission proceeds in two stages: main admission is formed of two stages – the first and the second. After the main stage of admission, if some state-funded places remain, additional admission stage is organised.

Requirements for the entrance examination on visual expression and composition, tri-dimensional composition for the study programme Design of Environmental Objects are prepared to check special abilities and skills in fine art of candidates entering this study programme. The entrance examination consisted of 4 parts: drawing and linear-spot composition (two abstract contrasting compositions according to a secret task), painting (still-life of everyday appliances), tri-dimensional composition (abstract composition according to a secret task). The aim of the tasks is to check readiness of the entrants to compose the objects depicted on a sheet of paper, to correctly render proportions, to highlight their forms, materials by using light and shade, tone, line and line drawing.

Although this is an artistic programme, it might not be sufficient for the future to examine artistic qualities of the candidates. Design of Environmental Objects is becoming more and more linked with different sciences.

Following the SER the proceeding of the study process, conditions and order are regulated by *ŠU Regulations of Studies* approved by ŠU Senate. Timetable of studies is formed on the ground of the plan introduced during the first lecture, the calendar of the academic year approved the Senate and timetable of studies approved by the Faculty dean. Work load of studying the programme is distributed on the ground of the ECTS System for



Accumulation of Credits and Assessment, providing a closer relation between the Programme and requirements of the labour market making the Programme more flexible, making easier the acknowledgement of learning outcomes and students' mobility

Students involvement in research is thus concentrated in the 1<sup>st</sup> two years of the programme and there is still no evidence of in-depth design research activity due to lack of graduating students.

The programme Design of Environmental Objects provides opportunities for the students to participate in exchange programmes starting from semester 3. Design of Environmental Objects programme students' participation in the programme is high. In 2012–2013, more than 75% requests to participate were submitted, but due to the low total number of students, only one student was allowed to leave. In academic year 2013-2014, two second-year students are planning to leave for foreign institutions of higher education.

During the meeting with students it was felt that the students wish to participate in the Erasmus mobility scheme. The university should look into this issue and try to establish bilateral agreements with as many countries as possible. The team of experts strongly feels that mobility is very essential and it will open up new directions as well as potential for the development of the programme to acquire an international character and outlook.

Following the SER during the entire period of studies students are provided with systemic and constant subject-related, methodical, financial support at different levels. Methodical support for future students is started being provided when they are preparing to enter the study programme Design of Environmental Objects.

The criteria for student achievement assessment are tied up with the learning outcomes. The system and procedure of student assessment is based on the principles of reliability, clarity and objectivity. The Assessment system is publicly available to students online as well as during first introduction to studies. During their first lectures, academic staff acquaint students with the system of the cumulative assessment and its criteria.

## **6. Programme management**

Following the SER the *Faculty of the Arts Committee for Art and Art Pedagogy Study Programmes* is responsible for coordination, correction, perfection of new and delivered study programmes with regard to tendencies in the arts area, also is responsible for submission of programmes for approval at the Faculty Council, for analysis of correspondence of the aims in study subjects/modules to the aims of the study programme, for assessment of descriptions of study subjects/modules, for submission of study subjects/modules for certification/re-certification. The Committee consists of 7 members (Dean, heads of the departments of the Faculty of Arts, representative of ŠU library, representative of another ŠU faculty (Dean of the Faculty of Social Sciences Assoc. Prof. Dr G. Šaparnis).

Following the SER information on the most important parameters of quality of studies is collected from the most important social stakeholders (students, personnel, employers, graduates) is collected by using ŠU academic information system, carrying out research (focus groups, surveys), holding meetings (round table discussions, conversations). Information on students' studies results, participation in artistic activities, international mobility, integration of graduates into the labour market and other indices of quality of studies in various forms (reports, accounts) are collected and available at the department, the dean's office, also are included into annual report on faculty performance which is publicly available. Information on quality of studies is collected on the University, Faculty, Department levels.

Following the SER the Department of Design constantly collaborates with the Municipality of Šiauliai, Lithuanian institutions of higher, art and comprehensive education,

other educational institutions, Šiauliai associations of designers and architects, design projection, manufacturing companies, has signed a cooperation agreement with Šiauliai Municipality, an interior and furniture manufacturing company PSC “Aledabas” and other companies. In addition to the signed contracts, close relations are being maintained with the design projection and advertisement production companies.

### **III. RECOMMENDATIONS**

1. The University may look into strategic planning not only to establish a regional centre for design education, but also to attract non-local as well as international candidates.
2. The team of experts believes that curriculum design needs further enhancement by introducing a stronger creative input. To match the real scope of Environmental Object design, there needs to be additional input and provision of education about contemporary artists and designers who work with site specific installations and interventions.
3. There is a small population of students and this issue needs to be addressed by the university in the future so that a greater design community can be established
4. The department should encourage further staff and student international mobility as well as more bilateral agreements with more countries. If language is a barrier to these participations, maybe the department can look into ways for alleviating this obstacle.
5. Continuous enhancement and improvements of library and physical resources must always be on the agenda of the University matching the development of new technologies and the industrial evolution. For example a future investment in a greater number of books and periodicals, or the introduction to digital technologies such as laser cutters, 3D printers will add greater advantages to both the faculty as well as the students.

## IV. SUMMARY

It seems that the BA in Environmental Objects Design programme comes across with clear aims and learning outcomes. The importance of the Bachelor programme is well defined by everybody, giving emphasis on the regional factor as well as the uniqueness of its character not only in this region but also in Lithuania in general. This is an interesting point, which needs to be explored further. The University may look into strategic planning not only to establish a regional centre for design education, but also to attract non-local as well as international candidates.

The curriculum design follows a sequence, which matches other design programmes both locally as well as internationally. It starts from the stage of Art and Design foundation introducing students to fundamentals of drawing, visualization and expression and progresses with advanced level of design problem solving, embracing both on the contextual as well as technical skills. However the team of experts believes that curriculum design needs further enhancement by introducing a stronger creative input. To match the real scope of Environmental Object design, there needs to be additional input and provision of education about contemporary artists and designers who work with site specific installations and interventions.

Teaching staff came across as devoted and committed towards teaching and learning, bringing their own good practice into the department. There was clear understanding on the structure of the faculty who works like a community in a collective mode.

There is a small population of students and this issue needs to be addressed by the university in the future so that a greater design community can be established. Current students were found to be quite enthusiastic and motivated. They seemed to show interest in acquiring new knowledge, and they exhibited projects, which were found to be interesting and quite professional, both in making as well as in concept. It was felt that the students do not show much enthusiasm in participating in the Erasmus mobility scheme. From the 13 current students there was only 1 who actually took part in this scheme in Porto. The department should look into this issue and try to encourage further participation as well as more bilateral agreements with more countries. If language is a barrier to these participations, maybe the department can look into ways for alleviating this obstacle. The team of experts strongly feels that mobility will open up new directions as well as potential for the development of the programme to acquire an international character and outlook.

Administration and programme management were found to be well structured. The BA in Environmental Objects Design has good leadership and it is well supported by faculty as well as the whole University.

Facilities and generally physical resources including studios, laboratories, workshops and the library were found to be of a very good standard. Continuous enhancement and improvements must always be on the agenda of the University matching the development of new technologies and the industrial evolution. For example a future investment in a greater number of books and periodicals, or the introduction to digital technologies such as laser cutters, 3D printers will add greater advantages to both the faculty as well as the students.

Generally speaking the programme as well as the department has come to a point where there is great potential, and real new niche, and everyone involved in this, needs to make a point of exploiting all possibilities in pushing the programme further.

## V. GENERAL ASSESSMENT

The study programme *Environmental Objects Design* (state code 612W20007) at Šiauliai University is given **positive/negative** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	4
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
	<b>Total:</b>	<b>20</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.

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&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Šiaulių universiteto studijų programa *Aplinkos objektų dizainas* (valstybinis kodas – 612W20007) vertinama **teigiamai**.

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

*Aplinkos objektų dizaino* bakalauro studijų programoje nustatyti aiškūs tikslai ir studijų rezultatai. Visi pabrėžė bakalauro studijų programos svarbą, atkreipdami dėmesį į tai, kad ji yra regioninės svarbos ir unikali ne tik šiame regione, bet ir visoje Lietuvoje. Tai įdomus dalykas, kurį reikėtų panagrinėti išsamiau. Universitetas galėtų daugiau dėmesio skirti strateginiam planavimui ne tik dėl to, kad įsteigtų dizaino švietimo regioninį centrą, bet ir pritrauktų nevietinius ir tarptautinius kandidatus.

Studijų programa sudaryta tokia pat seka, kaip kitos vietos ir tarptautinės dizaino studijų programos. Ji pradeda nuo meno ir dizaino pagrindų, supažindinant studentus su piešimo, vizualizacijos ir raiškos pagrindais ir pereinant prie pažangesnio lygmens dizaino problemų sprendimo, apimančio tiek kontekstinius, tiek techninius gebėjimus. Tačiau ekspertų grupė mano, kad studijų programos sandarą reikia dar tobulinti daugiau dėmesio skiriant kūrybiniam aspektui. Siekiant suderinti realią aplinkos objektų dizaino aprėptį, reikia papildomai studentus šviesti apie šiuolaikinius menininkus ir dizainerius, kurie dirba su konkrečiai vietai pritaikomomis instaliacijomis ir priemonėmis.

Dėstytojai yra pasiaukoję ir atsidavę mokymui ir mokymuisi, katedroje dalijasi geriausia savo profesine patirtimi. Dėstytojų, kurie kolektyviai dirba kaip bendruomenė, struktūra buvo labai aiškiai suprasta.

Studentų yra mažai ir ateityje šią problemą universitetas turi spręsti, kad dizaino studentų bendruomenė didėtų. Nustatyta, kad dabartiniai studentai yra gana entuziastingi ir motyvuoti, atrodo, kad nori įgyti naujų žinių. Jie demonstravo projektus, kurie buvo įdomūs ir gana profesionalūs tiek gamybos, tiek koncepcijos prasme. Studentai nerodė daug entuziazmo dalyvauti *Erasmus* mobilumo programoje. Iš 13 dabartinių studentų tik vienas iš tiesų dalyvavo mainuose Porte. Katedra turėtų šią problemą išnagrinėti ir pamėginti paskatinti dalyvauti bei sudaryti daugiau dvišalių susitarimų su daugiau šalių. Jeigu dalyvauti šioje

programoje trukdo kalbos barjeras, galbūt katedra galėtų paieškoti būdų šiai kliūčiai pašalinti. Ekspertų grupė laikosi tvirtos nuomonės, kad mobilumas sudarys sąlygas naujoms studijų programos plėtojimo kryptims ir atskleis jos potencialą, kad ji įgytų tarptautinį pobūdį ir perspektyvą.

Administracijos ir studijų programos vadybos struktūra yra gera. Aplinkos objektų dizaino bakalauro studijų programa turi gerus lyderius, ją palaiko dėstytojai ir visas Universitetas.

Patalpos ir materialieji išteklių apskritai, įskaitant studijas, laboratorijas, seminarų patalpas ir biblioteką, yra labai geros būklės. Universiteto darbų sąrašė turėtų būti numatyta, kad šie išteklių ir toliau turėtų būti plėtojami, gerinami, siekiant prisitaikyti prie naujų technologijų ir pramonės raidos. Pavyzdžiui, tiek studentams, tiek dėstytojams būtų itin naudinga, jeigu ateityje būtų įsigyta daugiau knygų ir periodinių leidinių arba pradėtos naudoti skaitmeninės technologijos, tokios kaip lazerinės pjaustyklės ir trimačiai spausdintuvai.

Apskritai, studijų programa, taip pat ir katedra, yra pasiekusios tokį etapą, kai jų potencialas yra didelis ir jos turi realią naują nišą, o visiems programoje dalyvaujantiems reikia išnaudoti visas galimybes ją toliau plėtoti.

### **III. REKOMENDACIJOS**

1. Universitetas galėtų daugiau dėmesio skirti strateginiam planavimui ne tik dėl to, kad taptų regioniniu dizaino švietimo centru, bet ir pritrauktų nevietinius ir tarptautinius kandidatus.
2. Ekspertų grupė mano, kad studijų programos sandarą dar reikia tobulinti, daugiau dėmesio skiriant kūrybiniam aspektui. Siekiant perteikti realią aplinkos objektų dizaino aprėptį, reikia papildomai studentus šviesti apie šiuolaikinius menininkus ir dizainerius, kurie dirba su konkrečiai vietai pritaikomomis instaliacijomis ir priemonėmis.
3. Studentų yra mažai ir ateityje šią problemą Universitetas turi spręsti, kad dizaino studentų bendruomenė didėtų.
4. Katedra turėtų skatinti tolesnį dėstytojų ir studentų tarptautinį mobilumą, taip pat sudaryti daugiau dvišalių susitarimų su daugiau šalių. Jeigu dalyvauti šiose programose trukdo kalbos barjeras, galbūt katedra galėtų paieškoti būdų šiai kliūčiai pašalinti.
5. Universiteto darbų sąrašė turėtų būti numatyta, kad bibliotekos ir materialieji išteklių ir toliau turėtų būti nuolat plėtojami, gerinami, siekiant prisitaikyti prie naujų technologijų ir pramonės raidos. Pavyzdžiui, tiek studentams, tiek dėstytojams būtų itin naudinga, jeigu ateityje būtų įsigyta daugiau knygų ir periodinių leidinių arba pradėtos naudoti skaitmeninės technologijos, tokios kaip lazerinės pjaustyklės ir trimačiai spausdintuvai.

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