



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

*Lietuvos edukologijos universiteto*  
**STUDIJŲ PROGRAMOS ŠOKIO EDUKOLOGIJA**  
*(valstybinis kodas - 621X20016)*  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF DANCE EDUCATION** (*state code - 621X20016*)  
**STUDY PROGRAMME**  
*at Lithuanian University of Educational Sciences*

**Experts' team:**

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2. **Ass. prof. Marit Skreiberg,** *academic,*
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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Šokio edukologija
Valstybinis kodas	621X20016
Studijų sritis	Socialinių mokslų studijų sritis
Studijų kryptis	Edukologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Edukologijos magistras
Studijų programos įregistravimo data	2010-01-07, įsakymas Nr. 1-01-1

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Dance Education
State code	621X20016
Study area	Social Sciences
Study field	Educational Science
Type of the study programme	University studies
Study cycle	second
Study mode (length in years)	full-time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master in Education
Date of registration of the study programme	7 January 2010, Order No. 1-01-1

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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
	No additional document was provided during and/or after the site-visit

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

This Master Study Programme of *Dance Education* was established by the Faculty of Education at Lithuanian University of Educational Sciences (hereinafter LEU) and administered by one of its 7 Departments: the Department of Dance and Theatre, previously named as Department of Arts Education.

There are six more Faculties in LEU: Faculty of Philology; Faculty of Science, Mathematics and Technology, Faculty of History, Faculty of Lithuanian Philology, Faculty of Social Sciences and Faculty of Sports and Health, but the Faculty of Education is the core Faculty of the University with 7 Bachelor's and 8 Master's study programmes on educational science, arts education and psychology.

There is also an Institute of Educational Research which hosts a *Doctoral School of Education*. The existence of an institute of educational research and a Doctoral School, in principle, create better conditions for the implementation of a Master programme.

The graduates are awarded a Master's Degree in Education which is unique in the panorama of 8 study programmes in the area of Dance, Dance Pedagogy and Dance Education, from which 4 are addressed to dance pedagogy and education. And this is the only one Master in Dance Education in Lithuania. There is also a Bachelor's programme in Dance Pedagogy already assessed and accredited for 6 years.

The programme was registered on 7<sup>th</sup> January 2010 and the previous external assessment was carried out in 2012, accrediting it for 3 years, scoring four evaluation areas with 2 points (Satisfactory), making us give a particular attention to the changes operated concerning the experts' recommendations at that time.

### ***1.4. The Review Team***

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 16/12/2015.

1. **Prof. dr. Jesus Maria Sousa (team leader)**, *University of Madeira, Full Professor, Portugal.*
2. **Ass. prof. Marit Skreiberg**, *The Norwegian College of dance, Assistant professor, dance and pedagogy, Norway.*
3. **Ms Ann Bens**, *University College Ghent, Head of International office, Belgium.*
4. **Ms Daina Habdankaitė**, *student of Vilnius University Master study programme in Philosophy, Lithuania*

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

The programme aim is clear, focusing on competences expected from Master's level, addressed to the solution of emergent problems of dance education, to the research, evaluation and improvement of quality of dance education, to advisory and education of communities of dance teachers and collaboration with them to implement changes to improve dance education and artistic activities (SER, p. 5, para. 8).

It is also clear about the locus of action: educational and cultural institutions, related to formal and informal activities, and to work with children, youth and adults. The two professional fields are well determined: dance teachers and artists; dance education and artistic activities.

The aims correspond to a 2<sup>nd</sup> cycle study programme, with mentions to problem solving, research, improvement of quality, innovation, and teachers and artists' education. But the External Evaluation Team (hereinafter EET) had some difficulties to find evidences of "innovative decisions" in the final outcome of the Master, that is to say, in the final theses, the quality of which the previous evaluation experts have asked attention to be paid to. Greater theoretical and methodological substantiation is needed so that the conclusions should result from the discussion between the theoretical part and the results of the empirical study. Despite recognising the difficulty to step forward to "innovation", to "innovative decisions", the EET prefers to recommend a movement towards the creation of knowledge as innovation.

The aims are well developed in intended learning outcomes (hereinafter ILOs) according to those previewed in the *Descriptor of the Second Cycle Study Outcomes*, approved by the Minister of Education and Science of the Republic of Lithuania: *Knowledge and its application*

(A), in which it is possible to devise *Personal abilities*, confirmed by the Professors in the meeting with the SEG; *Research abilities* (B); *Special abilities* (C); and *Social abilities* (D).

The ILOs are consistent with the Master's level, as we can see through some examples (See bold by the EET):

*A1. A graduate will demonstrate knowledge and understanding of culture, arts and dance education based on **newest research results** [...].*

*B2. [...] a graduate will be able to **make innovative decisions** in improvement of dance education [...] **evaluating alternatives and forecasting possible consequences of solutions** of arts education.*

(SER, pp. 8-10)

In terms of intentions there is no doubt that the planners are aware of the demand of ILOs at the level of Master's.

The programme aims and ILOs are publicly accessible in the AIKOS system of the Ministry of Education and Science, in the University website, study fairs, Open Door Days, in the media and in different types of advertising booklets.

They are also very well grounded: the SER mentions particular strategic education documents, at international, national and institutional levels (SER, p. 6). The legislation and documents are not only mentioned, but they are thoroughly analysed in order to justify the definition of the aims and learning outcomes of the study programme.

The EET appreciated the steady and reasoned justification of the aims and learning outcomes of the study programme, supported on recent legislation, data collection and state of the art within the evolution of this area to claim for the need of artistic education, and particularly, of dance education and a qualified and competent dance teacher (SER, pp. 12-13).

This Programme of Dance Education is the only one in Lithuania. The various social partners who were present in the last meeting confirmed the need of this programme because the students they work with show a "broader thinking", a "deeper cultural knowledge" and "bring novelties".

In the meeting with the alumni, in terms of development of competences and ILOs, they referred that this study programme had allowed them "to look from above"; "to change the attitude

towards knowledge”; “to deepen the capacity of analysis”; “to have a theoretical perspective”. This qualification has brought benefits in their working placements.

In short, the EET consider the programme aims and learning outcomes are in general well defined and publicly accessible, based on academic requirements, public needs and the needs of the labour market and consistent with the type and level of studies offered; the name of the study programme, its learning outcomes and content offered are compatible with each other and are soundly justified. But the final outcome in terms of final theses is below the expectations created concerning the declared aims.

## ***2.2. Curriculum design***

Having in account last evaluation, the EET noticed a great improvement in the curriculum design. The number of credits corresponds to the duration of a second cycle degree study programme, with 120 ECTS distributed into 4 semesters. Each semester has 16 weeks of contact and self-dependent work and 4 weeks of examination session.

Self-dependent studies make up 80 percent of the total volume of the study programme. The forms of contact work include lectures, seminars, practical classes and consultations.

The curriculum organisation is in line with the requirements of the legal acts and other documents that regulate studies in Lithuania.

There is a logical arrangement of subjects, with the 1<sup>st</sup> semester dedicating 3 subjects to the fundamentals for the analysis of cultural and arts’ phenomena: Cultural Studies and Education; Trends in Change of Arts Education; and Management of Educational and Arts Activities. Dance Analysis and Interpretation introduces the specific study field.

Methodology of Educational Research in Arts starts in the very beginning as well, to be deepened with Organisation of Research and Writing of Master Paper I in the 2<sup>nd</sup> semester, Analysis of Research Data and Writing of Master Paper II in the 3<sup>rd</sup> semester, and at the end of the study programme, in the 4<sup>th</sup> semester, Writing of Master Paper, with 24 ECTS. The students are supposed to present a paper or a poster in an academic event.



Subjects in the study field are developed in the 2<sup>nd</sup> semester, with Dance Education Theories and Practice and Creative Dance Studio; and in the 3<sup>rd</sup> semester, with Arts Ontology and Education, Dance Ethnology, Dance Phenomenology and Inclusive Arts Education. Last semester reserves a Seminar to Dance Education Scientific Research.

This is a curriculum design mainly aimed at the development of skills for research in dance education. According to the SER, students should get the ability to understand and analyse the chosen theme, critically evaluate previous research works and conduct their own research, formulating conclusions in a clear and well-argued way (SER, p. 18).

There is the possibility for the students to select free elective subjects in the 3<sup>rd</sup> semester.

The description of the subjects demonstrates awareness of the latest achievements in this study field. Throughout the subjects, arts/dance and education are worked in an integrated way. The educational subjects do not only present pedagogical/psychological theories but cross them with artistic and dance knowledge. A great variety of specific methodologies is presented according to different aims. Every subject description includes foreign literature.

In short, the EET consider that the curriculum design meets legal requirements, with a logic sequence in the subjects; the themes are not repetitive, the content of the subjects is consistent with the type and level of the studies, their methods are appropriate and diversified, and the scope of the programme is sufficient to ensure the intended learning outcomes: the content of the programme reflects the latest achievements in this scientific area.

### ***2.3. Teaching staff***

12 teachers, holders of pedagogical title and (or) research degree (5 professors, 7 associate professors), and 1 lecturer. 33% of the volume of the Study Programme is taught by professors, when minimum is legally determined to be 20%. Half of the teachers belong to the age group of 51-60, with many years of pedagogical experience. Nine teachers are full-time teachers of LEU, and 4 are part-time teachers, invited to teach specific subjects due to their experience (Inclusive Arts Education, Dance Ethnology, Dance Philosophy and Dance Analysis), stimulating the staff turnover.

These 4 teachers were invited to participate in this study programme, to fulfil previous experts' recommendations that the teachers should be more oriented towards Dance Education; the

previous EET considered the research of the teaching staff was very wide and not specifically or sufficiently oriented to the area of this study programme. The Department of Dance and Theatre has been developing scientific research in scientific areas closely related to the research conducted in the Faculty of Education and the University, directing broad themes of educational research towards problems of arts education. And opinion surveys to students underlined the benefit of the involvement of those teachers of specialities of dance for Creative Dance Studio, Dance Analysis and Interpretation, Dance Ethnology and Dance Phenomenology.

The ratio of teachers and students in the Study Programme is 1: 9,25. The EET considers teachers' work load is optimal.

Every 5 years a teacher is assessed and his/her pedagogical, research, artistic and educational activities are evaluated. Teachers' classes are attended by colleagues and students' opinion is surveyed. Teachers have perspective plans for their professional development, approved by the Department. These plans include the duty of participating in one scientific conference, to deliver one presentation and/or prepare and publish one research article per year at least.

The Department (University, Faculty) encourages teachers to participate in events of professional development, covering travelling or accommodation expenses, under the condition of sharing the acquired experience with their colleagues, students and social partners.

Teachers are considered to be active researchers and artists whose research and artistic activities are directly related to the study field of this programme. It is amazing the participation of 12 teachers in scientific conferences, seminars, study visits, etc., not only in Lithuania but also abroad, as in Austria, Belarus, Belgium, Canada, Czech Republic, Finland, France, Germany, Greece, Iceland, Italy, Kazakhstan, Korea, Latvia, Malta, Norway, Poland, Portugal, Spain, Sweden, Turkey and USA.

When questioned, in the meeting with teaching staff, how they financially managed to travel abroad, they referred the numerous projects they have applied to and are involved in. Students also had the chance of participating in lectures and seminars conducted by foreign researchers and teachers.

In 2012, a scientific Colloquium was organised on "Tendencies and Perspectives of Research on Arts Education" with invited lecturers of Michigan University, USA and Stockholm University,

Sweden. The names of national and international scientific events in which teachers participated do suggest a close link with this study field (e.g. “Methods of qualitative Research on Arts Pedagogy”, “Art Therapy and Psychodrama: Interdisciplinary Approach”, “Dance of the 20th Century: Expression of Artistic Ideas and Variety of Styles”, “Art Education of Special Needs Learners: Attitudes, Methods, Research”, and so on.

The EET is very impressed with the teachers’ active involvement in activities of various relevant organisations, as chairpersons, members, researchers, assuming responsibilities in the scientific and cultural community (e.g. nomination for Award of Lithuanian Folk Culture Centre; evaluation of Children contest festival “Aguonėlė”; World Lithuanian Song Festival, senior balletmaster; republican contest “Pora už poros“ (Let’s Dance); General Curricular of Secondary Education. Dance; scientific journal “Dance Education Tendencies and Perspectives“; Research Development Centre “Development of Professional Teacher Training” of ATEE; of Contemporary Dance Association; dance theatre “Dansema“; Lithuanian Branch of the Association of Children’s and Youth Theatres ASSITEJ; Council for Ethnic Culture Protection; Lithuanian Research Council; and so on). This is very important for the prestige of the study programme itself.

In the meeting with students, teachers were referred as “strong personalities”, “charismatic” and “inspiring”.

In short, the EET consider that the study programme is provided by staff with an appropriate profile in compliance with the legal requirements, that the number and the qualifications of the teaching staff are adequate to ensure learning outcomes, that the teaching staff turnover (hiring new specialist staff) is stimulating to ensure an adequate provision of the programme, that the institution has created conditions for the professional development of the teaching staff, and that the teaching staff of the programme are involved in research directly concerned with the study programme.

#### ***2.4. Facilities and learning resources***

All the classrooms used for lectures and practical classes have been renovated and technically equipped. Six classrooms are mainly used for this Study Programme, with specific material and aids, such as piano, audio equipment, mirror wall, ballet bar, special dance floor, portable

multimedia equipment, lockers for dance cloths and special shoes, benches, clothes hangers, showers, etc.

Practical classes are held in the Grand and Small Halls (adapted to dancing), which are located in Students' Hostel. The facilities of the Grand and Small Halls are reasonably suitable for practical classes and theoretical lectures of dance. Classes are held there on weekdays from 08.00am to 05.00pm. After 5.00 pm the premises are available for students' independent work. Nevertheless the columns sustaining the building do not provide them an open space as they deserve. Dance is about moving our body in space and time, so the facilities for dance activities must be given the same priority as for the theoretical and academic part of the programme.

Final BA and MA theses, methodological literature, books and information sources of various formats related to dance and dance education are stored in a specific room, in which individual and group consultations of students take place and in which the Study Programme Committee is used to have their meetings.

Students have access to the latest psychological, methodological and scientific literature, teaching videos and audio materials accumulated in the specialised Information Resources Centre which also stores sets of textbooks, exercise books, periodical publications and computer teaching aids on education and other issues.

The Wi-Fi system has been installed in the University. Software for research data processing is installed (statistical programme SPSS and "Kokybis", for processing qualitative research data).

Classrooms are equipped with modern interactive whiteboards.

The LEU library has 603 workplaces (68 are computerised) and 2 zones of group work. Students may use laser and coloured printers, scan images, bind and laminate documents.

Each month staff members of the Library send bibliographic catalogues of new publications to the departments, which have a possibility of ordering publications necessary for the implementation of the assessed Study Programme through Electronic Database of Book Ordering and Analysis. The Department of Dance and Theatre has ordered and the Library has purchased new publications necessary for the implementation of this Study Programme. The SER presented

a detailed and long list of recent publications related to the issues discussed in the study programme, acquired during the last three years.

The Library also stores the methodological aids written by the teachers and subscribes periodicals not only in Lithuanian language, but also in foreign languages: general educational journals and specific ones, such as Research in Dance Education, Research in Drama Education, International Journal of Music Education, Music Education Research, Teaching Artist Journal, Arts Education Policy Review, Cultural Studies ↔ Critical Methodologies, Dance Education in Practice, Dance Magazine, Dancecult, Journal of Electronic Dance Music Culture, Dance Research Journal, Dramatherapy, Educational Philosophy and Theory, Incite/Insight, Journal of Dance Education, JOPERD: The Journal of Physical Education, Science Communication, Text and Performance Quarterly, Theatre, Dance and Performance Training, Theatre History Studies, Theatre Notebook.

The Library also acquired databases related to Dance Education programme: Students and teachers were instructed how to use those databases. Through these databases, the readers of the Library have access to 16 thousand full-text journals and to e-books of more than 125 thousand titles. Other databases also contain more general issues of educational science.

The Library staff seems to be competent, flexible and service oriented.

The Library is rather old, but it is planned to be renewed.

In short, the EET consider that the premises for studies are sufficient both in their size and quality, except for the studio with some columns reducing space for students' choreographies. Dance practice should be given the same priority as dance theory. The facilities, teaching and learning equipment, learning resources, such as methodological aids, textbooks, books, periodical publications and databases have been object of investment to give the necessary quality to the programme. The EET recognises the great effort to substantiate this field with the latest achievements in science and arts through abundant scientific literature.

### ***2.5. Study process and students' performance assessment***

Students' admission is carried out in accordance with the admission rules established by the Order of the Minister of Education and Science, *The Description of General Requirements for*

*Master Study Programmes*, and the Admission Regulations of Lithuanian University of Education Sciences. A university Bachelor's degree is necessary for a student to be admitted. Numbers of applications floated from 6 (2010), to 11 (2011), 15 (2012), 4 (2013) and 9 (2014). Admitted students were between 4 to 5 state-financed. In 2012, 6 students applied for a non-financed place, which is significant of the popularity of the programme. And they have the possibility to take additional courses in educational field if they lack pedagogical knowledge. The additional courses are organized simultaneously with the main MA programme.

In 2014, the competitive mark resulted from the sum of weighted coefficient of the marks of five study subjects and the mark of Bachelor (final examination or Bachelor paper, available from the supplement of the Diploma).

In 2010-2015, 55 % of the admitted students successfully completed the Study Programme. The reasons of dropping out are explained in Paragraph 2.5.3 and 2.5.4, related to financial and personal problems, such as pregnancy, maternity leave, going abroad, etc., that is to say, they are not related with dissatisfaction with the studies.

The Statute of Lithuanian University of Educational Sciences, the Code of Academic Ethics, and the Description of Study Procedure are supposed to be strictly followed according to a bilateral contract signed between the student and the University. The students know they may be expelled from the University for Academic Dishonesty. Nevertheless this has never happened, according to what the students said in their meeting.

Regulations of Granting Scholarships, Social Benefits and Loans has in consideration students' academic achievements; through bilateral agreements between the University and other educational and research institutions in Lithuania and abroad, students may be sent to study to such institutions. Some agreements were signed with institutions in Denmark, Finland, France, Iceland, Italy, Latvia, Norway, Sweden and Turkey. However, student mobility is insufficient: one student participated in a Summer School in Armenia, for two weeks, on her own initiative. But there are plans to send, in 2016, one student to Faculty of Humanities of the Norwegian University of Science and Technology, where the Master study programme of Dance is being implemented, after having been signed this year an agreement between these two institutions.

Students are encouraged to participate in joint research together with teachers and to present papers in conferences and student forums, this way practising their research skills. Every spring,

since 2013, the Department of Dance and Theatre has been organising the conference of young researchers, where Master students deliver their presentations. The conferences are held in May (2013, 2014 and 2015), confirmed by the students in their meeting.

Students are also involved in various artistic educational activities: some students dance in collectives of various genres (e.g., folk songs and dance ensembles, classical, contemporary, ballroom dance collectives), take part in drama and dance performances, present their creation in various dance festivals and contests, events of Dance Festival, television dance projects, etc. Students' artistic activities are publicised on the website of the Department.

The majority of the graduates are invited to and get successfully employed according to the speciality of this study programme. Some were invited to work in LEU, one is working at Vilnius College, some are working at primary schools, others in Gymnasiums or dance studios. One student established her own dance studio.

There are various forms of students' support: academic and social support. Information about the study programme is available in the website and the Department organises meetings on relevant issues of their interest. Information on vacancies is announced on the website of the University. Since 2009, the Career Centre has been functioning in LEU (since 2013 – The Division of Study Marketing and Career), which consults students on issues related to designing of their future career, available vacancies and professional development opportunities.

The Centre of Academic Pastoral Care and Counselling of the University provides students with psychological assistance on issues related to adaptation and learning difficulties. The Sports Centre rallies teachers and students who want to go in for sports and tourism. The Centre of Culture creates conditions for students to purposefully spend their leisure time. Students may join LEU artistic collectives: chorus, song and dance ensemble, folklore ensemble, string chamber ensemble, etc. Language Centre of the University organises foreign language courses (English, German, French, Italian, etc.) for LEU students.

A 10-point criteria-based assessment scale is used to evaluate achievements of Master programme students of Dance Education, within the system of cumulative assessment, in which the final mark results from grades received during midterm works and examinations. In the first meeting, first year students are informed about the types of independent work assignments, the

schedule of their completion, and their impact on the final grade. Students are also informed about the form of the exam, its content, duration, and assessment criteria.

The Master paper is publicly defended before the Commission of Final Paper Defence and Qualification of the Faculty of Education, LEU, always chaired by someone from another institution of research or education. But the final learning outcome in terms of research should be based on solid theoretical grounds which are to be crossed against the empirical study, in a way to give raise to new knowledge to be described in the “conclusions” of the thesis. The research methodological choice should also be theoretically substantiated, based on literature references.

Oral feedback on student achievements is constantly provided during contact hours while written feedback is provided through e-mail or review of students’ works.

In summary, the EET consider that the admission requirements are well founded and explained, that students are encouraged to participate in research and applied research activities, that students despite the possibilities created to participate in student mobility programmes, do not involve themselves in such mobility, the same way as there is no foreign student in this programme, that the higher education institution ensures an adequate level of academic and social support, and that the assessment system of students’ performance is clear, adequate and publicly available.

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

The administration and quality of the Study Programme of Dance Education are assured by different levels of quality control: the University, the Faculty of Education, the Department and the Committee of the Study Programme. And the management and the study quality assurance of Dance Education are regulated by documents mentioned in the SER (pp. 33-34).

The Committee of the Study Programme integrates 5 members. The Chairperson has an adequate scientific and artistic profile to lead the group. The Committee also integrates the Head of the Department, a stakeholder and a student.

The internal quality assessment was carried out listening to the students, the graduates, the teachers and the social partners. Students’ opinion surveys are carried out after each semester; graduates confirmed in the meeting with the EET that they are also heard about changes to be



implemented and are currently involved in events and activities organised by the department; social partners are surveyed once a year (usually at the end of academic year); teachers participate in discussions about evaluation of individual progress of students, themes of study subjects, and activities of quality assessment and improvement of the Study Programme. Social partners's are also involved in its creation and amelioration. In the meeting with them they confirmed that they had been consulted by the programme management regarding the content of the programme (e.g. the representative from Educational Development Centre has been consulted regarding the methodology).

The management should push up students to participate more in student mobility programmes, raising funds and making them see the advantages of the internationalization.

The most important changes resulted from the previous external assessment. The EET are pleased to see that a special attention was given to the previous external assessment responding to each one of the recommendations made at that time (SER, pp.5-7). The EET also appreciated the reflexive way how the Committee analysed the experts' recommendations, and how the counter-argument was used to justify the impossibility to positively respond to every point (eg. particularly related to the suggestion of merging study programmes of different kinds of art - dance, music, fine arts and theatre), revealing their maturity and autonomy to take grounded decisions.

In short, the EET consider there is a functional internal QA system in place for the assessment of the programme; the responsibilities for decisions and monitoring of the implementation of the programme are well allocated; the information and data on the implementation of the programme are regularly collected and analysed; the outcomes of internal and external evaluations of the programme are used in general for the improvement of the programme; the evaluation and improvement processes involve stakeholders and the internal quality assurance measures are effective and efficient, but there is a lack of wider international orientation, in terms of students' mobility.

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

1. To invest on final theses, as the final outcome of this academic Master, with greater theoretical and methodological substantiation. The conclusions should result from the discussion between the theoretical part and the results of the empirical study.
2. To choose a better place for practical classes so that the students may not be limited by lack of space for the choreographies they create.
3. To invest on wider international orientation, as far as students' mobility is concerned, stimulating short mobility (as students are not able to leave for a long term), validating the participation at summer schools or short exchanges with partner institutions, for example.

#### **IV. SUMMARY**

The EET consider that this study programme has revealed a great evolution from the previous assessment, according to our summarised conclusions organised by each area.

The programme aims and learning outcomes are in general clear and well defined, consistent with the type and level of qualifications offered, publicly accessible, based on academic requirements, grounded on strategic education documents at international, national and institutional levels, using a solid discourse founded on scientific forecasts about labour market needs. The name of the study programme, its learning outcomes and content offered are compatible with each other and are soundly justified. But the final outcome, in terms of final theses, is below the expectations created by the declared aims.

The curriculum design meets legal requirements, having a logical sequence in the courses. The themes are not repetitive, the content of the subjects is consistent with the type and level of the studies, there is an adequate proportion of contact versus independent hours of work, the teaching methods are appropriate and diversified, and the scope of the programme is sufficient to ensure the intended learning outcomes, reflecting the latest achievements in this scientific area.

The study programme is provided by staff with an appropriate profile in compliance with the legal requirements, the number and the qualifications of the teaching staff are adequate to ensure the learning outcomes and the teaching staff turnover (hiring new specialist staff) is stimulating to ensure an adequate provision of the programme. The teachers seem to be committed, enthusiastic and intensively working staff, with good professional development, and involved in research directly concerned with the study programme.

The premises for studies are sufficient both in their size and quality, except for the studio with some columns reducing space for students' choreographies. The EET considers that dance practice should be given the same priority as dance theory. There is home access to library network and different data bases. The facilities, teaching and learning equipment, learning resources, such as methodological aids, textbooks, books, periodical publications and databases have been object of investment to give the necessary quality to the programme. The library staff seems to be competent, flexible and service-oriented. The EET recognises the great effort to substantiate this field with the latest achievements in science and arts through abundant scientific literature.

The admission requirements are well founded and explained, students are encouraged to participate in research and applied research activities, but despite the possibilities created to participate in student mobility programmes, they do not involve themselves in such mobility, the same way as there is no foreign student in this programme. They have an adequate level of academic and social support, and the assessment system of students' performance is clear, adequate and publicly available.

There is a functional internal QA system in place for the assessment of the programme. The responsibilities for decisions and monitoring of the implementation of the programme are well allocated. The information and data on the implementation of the programme are regularly collected and analysed, the outcomes of internal and external evaluations of the programme are used in general for the improvement of the programme. The evaluation and improvement processes involve stakeholders, teachers, students and alumni. The EET noticed great attention was given to the previous external evaluation, with effective and efficient measures for quality assurance. Even so, it is necessary to focus now on students' mobility opening them to a wider international orientation.

Taking into account the present recommendations of the EET and the summary about main positive and negative quality aspects of each programme evaluation area, the following table turns the qualitative descriptions into quantitative scores, as the final table presents.

## V. GENERAL ASSESSMENT

The study programme *Dance Education* (state code – 621X20016) at Lithuanian University of Educational Sciences 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	3
2.	Curriculum design	4
3.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<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.

Grupės vadovas: Team leader:	<b>Prof. dr. Jesus Maria Sousa</b>
Grupės nariai: Team members:	<b>Ass. prof. Marit Skreiberg</b>
	<b>Ms Ann Bens</b>
	<b>Ms Daina Habdankaitė</b>

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**V. APIBENDRINAMASIS ĮVERTINIMAS**

Lietuvos edukologijos universiteto studijų programa *Šokio edukologija* (valstybinis kodas – 621X20016) vertinama **teigiamai**.

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

Ekspertų grupė susidarė nuomonę, kad, remiantis kiekvieną sritį apibendrinančiomis išvadomis, ši studijų programa po ankstesniojo vertinimo stipriai patobulėjo.

Apskritai, programos tikslai ir studijų rezultatai yra aiškūs ir gerai apibrėžti, jie atitinka teikiamos kvalifikacijos tipą ir lygį, yra viešai prieinami, pagrįsti akademiniiais reikalavimais bei strateginiais švietimo dokumentais tarptautiniu, nacionaliniu ir instituciniu lygiu, vientisu diskursu, grindžiamu mokslinėmis darbo rinkos poreikių prognozėmis. Studijų programos pavadinimas, jos numatomi studijų rezultatai ir siūlomas turinys yra tarpusavyje suderinami ir

protingai pagrįsti. Bet galutinis rezultatas, būtent baigiamasis darbas, nepateisina lūkesčių, kurių tikimasi iš deklaruojamų tikslų.

Programos sandara atitinka teisinius reikalavimus, tarp dalykų vyrauja loginė seka. Temos nesikartoja, dalykų turinys atitinka studijų tipą ir lygį, atitinkamai laiko skiriama kontaktiniam ir savarankiškam darbui, dėstyimo metodai yra tinkami ir diversifikuoti, o programos apimtis yra pakankama numatomiems studijų rezultatams užtikrinti, atspindinti naujausius mokslinės srities pasiekimus.

Studijų programą dėsto atitinkamo profilio personalas, atitinkantis teisinius reikalavimus, dėstytojų skaičius ir kvalifikacija leidžia užtikrinti studijų rezultatus, o dėstančiojo personalo kaita (naujų specialistų samda) užtikrinti tinkamą programos vykdymą. Dėstytojai yra atsidavę, energingi ir stropiai dirba, turi gerus profesinius įgūdžius ir dalyvauja moksliniuose tyrimuose, tiesiogiai susijusiuose su studijų programa.

Patalpų dydis ir kokybė yra pakankama, išskyrus studiją, kurioje keletas kolonų sumažina studentų choreografijoms skirtą erdvę. Ekspertų grupės manymu, šokių praktikai reikėtų teikti tokį patį prioritetą, kaip ir šokio teorijai. Prie bibliotekos tinklo ir skirtingų duomenų bazių galima prisijungti iš namų. Siekiant užtikrinti programos kokybę, buvo investuota į materialiuosius išteklius, dėstyimo ir mokymosi įrangą, mokymosi išteklius, tokius kaip pagalbinė metodinė medžiaga, vadovėliai, knygos, periodiniai leidiniai ir duomenų bazės. Bibliotekos darbuotojai kompetentingi, gebantys prisitaikyti prie pokyčių ir paslaugūs. Ekspertai teigiamai vertina dideles pastangas papildyti biblioteką naujausiais mokslo ir meno leidiniais bei įsigyti daug mokslinės literatūros.

Priėmimo reikalavimai yra gerai pagrįsti ir paaiškinti, studentai skatinami dalyvauti mokslinių ir taikomųjų tyrimų veikloje, bet nepaisant sukurtų galimybių dalyvauti studentų judumo programose, jie į tokią veiklą neįsitraukia. Studentai iš užsienio taip pat nedalyvauja judumo programose. Studentams teikiama atitinkama akademinė ir socialinė pagalba, o studentų vertinimo sistema yra aiški, adekvati ir viešai prieinama.

Programa vertinama naudojant funkcinę vidinę klausimų ir atsakymų sistemą. Gerai paskirstyta atsakomybė už programos įgyvendinimo sprendimus ir stebėseną. Reguliariai renkama ir analizuojama informacija bei duomenys apie programos įgyvendinimą, vidinio ir išorinio programos vertinimų rezultatai yra bendrai naudojami programos tobulinimui. Vertinimo ir

tobulinimo procesuose dalyvauja suinteresuotieji asmenys, dėstytojai, studentai ir absolventai. Ekspertų grupė pastebėjo, kad buvo atidžiai atsižvelgta į ankstesnį išorinį vertinimą, o kokybė užtikrinama imantis veiksmingų ir efektyvių kokybės užtikrinimo priemonių. Vis dėlto svarbu daugiau dėmesio skirti studentų judumui atveriant jiems platesnes tarptautines galimybes.

Atsižvelgiant į dabartines ekspertų grupės rekomendacijas ir santrauką apie teigiamus ir neigiamus kiekvienos programos vertinimo srities kokybės aspektus, toliau pateikiamoje lentelėje kokybiniai aprašymai išreiškiami kiekybiniais balais.

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### **III. REKOMENDACIJOS**

1. Skirti daugiau dėmesio magistro baigiamiesiems darbams, užtikrinant, kad aprašyta metodologija būtų pagrįsta teoriškai. Išvados turėtų būti daromos iš teorinės dalies ir empirinių studijų rezultatų.
2. Pasirinkti geresnę vietą praktinėms paskaitoms, kad studentų kuriamų choreografijų neribotų maža erdvė.
3. Daugiau dėmesio skirti tarptautiškumui, visų pirma, skatinti studentų judumą, ypač trumpalaikį judumą (nes studentai negali išvykti ilgam laikui), dalyvavimą vasaros mokyklose ar trumpalaikėse mainų programose, pavyzdžiui, su partnerių įstaigomis.

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