



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS PEDAGOGINIO UNIVERSITETO
ŠOKIO PEDAGOGIKOS PROGRAMOS
(61207S140 (612X14005))
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *DANCE EDUCATION* (61207S140 (612X14005))
STUDY PROGRAMME
AT VILNIUS PEDAGOGICAL UNIVERSITY

Grupės vadovas:
Team leader:

Prof. dr. Christopher Bezzina

Grupės nariai:
Team members:

Prof. dr. Bluma Dainuvite

Doc. dr. Daiva Lepaitė

Prof. dr. Peter Van Petegem

dr. Daniele Vidoni

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Šokio pedagogika</i>
Valstybinis kodas	61207S140 (612X14005)
Studijų sritis	socialiniai mokslai
Studijų kryptis	pedagogika
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (4), iššęstinė (5,5)
Studijų programos apimtis kreditais ¹	160
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	meno pedagogikos bakalauras, mokytojas
Studijų programos įregistravimo data	2005 m. birželio 3 d.

¹ – vienas kreditas laikomas lygiu 40 studento darbo valandų

INFORMATION ON EVALUATED STUDY PROGRAMME

Name of the study programme	<i>Dance education</i>
State code	61207S140 (612X14005)
Study area	social sciences
Study field	pedagogics
Kind of the study programme	university studies
Level of studies	first
Study mode (length in years)	full-time (4), part-time (5,5)
Scope of the study programme in national credits ¹	160
Degree and (or) professional qualifications awarded	bachelor of art pedagogics, teacher
Date of registration of the study programme	3 June 2005

¹ – one credit is equal to 40 hours of student work

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I. INTRODUCTION

The Department of Arts Education of the Institute of Culture and Arts Education at Vilnius Pedagogical University implements the study programme of Dance Education. In cooperation with other University divisions the Department of Arts Education realises the study programme of Dance Education. Other departments are mostly responsible for general university education and part of education sciences.

In 2008 year the self-assessment of the Bachelor study programme of Dance Education was reviewed by the team of experts (Dr. Gillian Lesley Scott Hilton, Prof. Brian Robinson, Prof. Lex (Kornelis) Stomp, Dr. Maria Assuncao Flores, Prof. Christopher Bezzina, Dr. Daiva Lepaitė), who pointed to the following strengths of the programme (p. 5 in the SAR):

“methods of learning and teaching are well-balanced in the programme, a sufficient variety of applied assessment techniques, particularly good relations between students and teachers, professional and devoted staff members, high level of informal student support, good external relations, teachers that are trained meet needs of society and school, entrance examinations that ensure admission of right people and a change of the programme towards the one, which stimulates self-dependent learning”.

The following recommendations for improvement of the study programme were provided (p. 6 in the SAR):

“to improve quality of Master papers (reflecting conclusions of expert assessment it was pointed out that works submitted for the assessment were neither Master papers nor Bachelor papers as it was mentioned in the assessment report: these were second year students’ course papers. Since the year 2007 was the second year of the programme implementation, there were no graduates and, therefore, no graduation papers), to introduce formal procedure for *portfolio* material accumulation, to improve facilities and learning resources (covering of the dance hall floor, in particular), to develop formal quality assurance and assessment within the framework of the programme and at institutional level; to balance insufficient volume and time of teaching practice at national level.”

It has to be mentioned that positive changes concerning the teaching practice have been observed at the national level as in 2010 the new Teacher Training Regulation introduced extension of practice to 20 credit points.

The administration team of the Institute has pointed out that currently the structure of the University is undergoing a number of changes. The Institute of Cultural and Arts Education is joining the Faculty of Pedagogy and Psychology and this would lead towards closer cooperation of education studies and arts field. The management team also introduced the following changes:

- the TP (teaching practice) is introduced into every semester and expanded from 10 weeks to 12 weeks;
- the study programme changed the study field and moved from educology to art pedagogy;

- the study facilities have been improved as the dance floor is renewed and the training rooms have been renovated;
- the cooperation with other institutions (Lithuanian academy of Theatre and Music) is established as some teachers are working in both institutions;
- it is hoped that cooperation with other departments improved as university education subjects are more closely related to the needs of the Dance education programme. There were given evidences in the subject of health education in order to meet needs of trauma prevention and not only addressing the safety issues at schools. General education subjects also partly contribute to development of pedagogical skills as practical elements of these subjects are considered as a part of teaching practice, which from year 2010 admission is covering 40 credit points;
- the Institute presented action plan of 2008-2010 year;
- professional development planning (PDP) guidelines also have been introduced;
- the programme is undergoing structural changes as the modular approach and ECTS would be introduced. The management team presented the EU funded project “Improvement of Teacher Training Quality Renewing Study Programmes of First Study Level at Vilnius Pedagogical University“, which is aimed at moving from teaching strategy to learning and student-centred approach.

Concerning these changes it has to be mentioned that action plan and PDP is still paper based, as evidences of impact have not been presented. These require some years in order to see whether the changes are installed at the level of daily programme activities.

It has to be pointed out that the management team provided positive attitude towards undergoing changes and strong willingness to support staff in meeting internal and external challenges.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

Uniqueness and rationale of the need for the programme is indicated in the aims, as the undergraduate study programme of Dance Education is the only programme in Lithuania training dance educators with higher university education and teacher’s qualification. Relevance of the programme aims is explored in the fields of formal and non-formal education. Having renewed the General Dance Curricula for Basic (2008) and Secondary Education (2002) and having included dance lessons into education plans as an optional study subject, which is taught not only within the framework of additional education but also more and more frequently conducted in a

form of lessons, an increasing demand for qualified dance teachers has been recently observed, which, according to the statistical data, has a tendency to increase in future. That tendency also attracts more motivated students to enter the Dance education programme. The programme fills in the gap by training dance educators, who are not only able to organise the process of dance education at various education levels and institutions (general education, art schools, culture centres), to plan it and evaluate, but also to conduct pedagogical research looking for an improvement in the quality of dance education, to foresee problems and implement solutions to them and to initiate changes. University education of dance educators enables them to work not only in general education and additional education institutions but also to establish own dance studios and ensure non-formal dance education of adults attaining goals of life-long learning. Graduates and employers who represented formal and non-formal education institutions and private dance studios as well gave these evidences.

The number of applications and students enrolled shows that programme is compatible and attracts motivated students. Meeting with students indicated their enthusiasm about studies and high involvement into the teaching profession.

1.2. Learning outcomes of the programme

The goals of the study programme clearly determine that graduates have to be prepared for professional activity of a dance educator. The goals of the study programme of Dance Education detail its purpose through anticipated learning outcomes and competences to be acquired that are provided for in the Descriptor of Teacher's Professional Competences (SAR, p. 9, Order of the Minister of Education and Science No. ISAK-54 of January 15, 2007) and that are needed for successful implementation of the professional activity of dance teachers. The links among programme goals, anticipated outcomes, professional activity areas and taught modules presented in SAR Table 3 (p. 11).

The meetings with students, graduates and staff indicated that learning outcomes are measurable and cover fields of professional activities of a dance educator. The structure of the outcomes comprises knowledge, practical, cognitive and transferable skills appropriate for the activity of dance educator (table 4 in SAR, p. 13). On the other hand, the assessment system does not clearly indicate whether all learning outcomes are assessed in the modules.

2. Curriculum design

2.1. Programme structure

The study programme consists of the study subjects of general university education (40 credits, 25 % of all the study programme), the study subjects of fundamentals in the study field (60 credits, 38 % of all the study programme) and the study subjects of specialist education (52 credits, 32 %), as well as freely elective study subjects (8 credits, 5 %) (see Table 7, SAR, p.19). The full-time study programme: 40 % of the total number of hours is allotted to contact work (lectures, seminars, practical classes), 60 % of the time is for completion of self-dependent assignments, individual discussions regarding works meeting a teacher at fixed time in classrooms or at agreed time. Study programme clearly covers the fields of pedagogy and dance, on the one hand. Pedagogical and psychological skills that are needed for teachers' qualification are developed in the subjects of psychology and education sciences (e.g. subjects: Theory of Education, Systems of Education, Social psychology, Developmental and educational psychology), and didactics (Teaching of historic dance, Teaching of world folk dance, Arts education of children with special needs, Creative projects of children and youths, Dance didactics, practice and course papers) while dance competence is developed in the subjects (Folk dance composition, Stage folk dance workshop, Principles of Dance day preparation) or that of modern dance (Improvisation and dance composition, Contemporary dance analysis, History of contemporary dance). On the other hand, the fields of pedagogy and dance are rather weakly interrelated in terms of content integration. Moreover, the staff confirmed that the dance part is constantly going under changes introducing new styles of dance (jazz dance, hip-hop dance, etc.). On the other hand, this has to be considered in a very critical way as the programme structure has to find the general line of any dance genre.

2.2. Programme content

The study content is based on the legal acts that are mentioned in the SAR (p. 24) and meets all legal requirements.

The study subjects taught in the study programme of Dance Education are related to the study outcomes, they are comprehensive and ensure implementation of the study outcomes as the staff and students confirmed this. For example, the topics of the Dance didactics (*Introduction to dance didactics, development of dance didactics; dance in the system of general education; structure and content of dance education process; research into dance education process; planning of dance education; dance education*

process organisation; active teaching methods in dance education; evaluation of school learners progress and achievements; ITC in the process of dance education; informal dance education) are related to the study outcomes: to plan, implement, reflect and evaluate the process of dance education, to choose and apply appropriate strategies of education and evaluation strategies, methods and techniques of school learners' progress and achievements.

3. Staff

3.1. Staff composition and turnover

During the period of the self-assessment the change of teachers working in the programme was minimal. The reasons for teacher turnover have been of a personal nature and their leaving has not had any negative effect on the quality of programme implementation.

During the period of self-assessment the composition of the academic staff and teachers' qualification improved (see Tables 7 and 8 in SAR) as dr. B. Banevičiūtė defended PhD in the field of dance education and she is one of the two Doctors in Lithuania, whose research activity is directly related to dance education.

The general university education subjects are taught by full-time teachers: 4 professors, 5 associate professors and 6 lecturers, 12 of them have Doctor's degree. There are 16 obligatory and optional study subjects of general university education. It is obvious that more than half of them are taught by teachers with the research degree. The study subjects of specialist education (28 in total) are delivered by full-time teachers: 2 professors, 6 associate professors, 2 lecturers and 7 of them have doctor's degree, 5 are acknowledged artists (3 of them are guest teachers). The trends of research activities carried out by the academic staff of the Bachelor study subjects meet the subjects taught. Lect. Dr. B. Banevičiūtė is a teacher of Dance didactics, Modern dance, Modern dance analysis, etc., she specialises in educational science, Assoc. Prof. Dr. A. Vilkelienė teaches Introduction to arts education, Arts education of children with special needs, Integrated arts education.

The Annex 3.2 of the self-assessment report indicates that 7 lecturers teach dance subjects. From September 1, 2010 a new young lecturer, former student, D. Krikštanaitė (*p.s who was not mentioned in the SAR's as fresh news*) joined the academic staff team, so at the moment, there are 8 lecturers who teach dance subjects. At present, L. Kisielienė teaches 4 subjects and 3 subjects are alternatively optional. B. Banevičiūtė teaches 3 subjects and 2 subjects are alternatively optional.

It can be concluded that the recommendations of experts regarding improvement of the qualification of the academic staff was considered. Staff development has to be taken into account in order to increase composition of staff who is teaching particularly the subjects of dance education rather than dance genres itself as dance genres can be integrated into teaching of dance education.

3.2. Staff competence

The appropriate pedagogical mastery and development of the teachers in study programme is reflected in: students' positive feedback on teachers' pedagogical competence, invitations of teachers to teach in other Lithuanian (e.g LMTA) and to hold seminars. Throughout the period of self-assessment, the methodological aids related to the study programme underwent systematic update. The teachers implementing the study programme of Dance Education have published methodological aids related to the study programme (for more details see SAR: § 2.4.2.2 and Annex 3).

The teachers of the study programme Dance Education carry out expert and educational activities in the university, other institutions of culture and education in Lithuania. Teachers' participation in the activity of various organisations demonstrate recognition of them as professional artists in Lithuania and at the same time contributes to the quality of programme implementation. Teachers of dance education subjects' are the members of various associations of dance art and thus contribution of their expert activities are highly integrated into the study programme.

According to the approved plan, each teacher has to participate at least in one scientific conference, make at least one presentation and/or write a scientific publication. The results of this plan implementation are presented in Chapter 2.3.2.1 (see SAR) where teachers' research activity is analysed in Annex 3.

It can be summarized that the Institute took into account experts' recommendations and is implementing professional development in a systematic way. Although some further steps have to be taken in order to expand research activities on dance education and engage PhD students in this field.

4. Facilities and learning resources

4.1. Facilities

The observation of facilities during the visit confirmed that major improvements have taken place in order to create safe environment for students' health during the practical training of dance styles. All the enumerated classrooms are repaired, furniture is renewed and they are technically equipped. Classrooms for theoretical lectures and bigger groups of students are equipped with stationary video projectors, OHP, stationary whiteboards, stationary boards. It is possible to bring OHP, laptops, portable multimedia, computer, TV and video players, board for paper (having ordered this equipment in advance). Practical classes are held in smaller classrooms and the majority of them are well-equipped; all the needed equipment (laptop and portable multimedia) may be taken from the Department of Arts Education according to the timetable. The hygienic state of the Small dance hall is satisfactory (Table 9). The hygienic status of the big dance hall is satisfactory while currently the situation is improved and significant changes took place in order to establish good conditions for practicing dance styles.

The same facilities are used for implementation of full-time and part-time study programme of Dance Education. Students are able to use halls on weekends with permission of the head of the Department of Arts Education. Next to the Big dance hall there are 2 changing rooms, a storeroom of costumes and properties. The methodological study room of Dance (located next to the Big dance hall in Hostel No.1) works from 9 a.m. to 5 p.m. Students are consulted there during teachers' consulting hours, the meeting of teachers of the study programme of Dance Education are held and discussions with students are organised. The methodological study room has accumulated methodological, scientific literature necessary for realisation of the study programme. Students are able to use these premises for their self-dependent work. Moreover, the students of the study programme of Dance Education have access to methodological and scientific literature accumulated in the Methodological Study Room of Pedagogy of the Faculty of Pedagogy and Psychology. Premises of the Department of Arts Education are available from 9 a.m to 5 p.m. and it can also be used for self-study work.

4.2. Learning resources

The SAR and observation of the learning resources indicated that funds of books, textbooks and other printed publications needed for studies are sufficient in the library and specialised

reading rooms. This refers more to educational literature. The number of specialised dance literature is smaller but the library, considering requests of the Department of Arts Education, is purchasing more of such publications. On the initiative of the Department of Arts Education, every year VPU subscribes to the most important periodical publications of arts education: *The Journal of Aesthetic Education*, *Research in Dance Education*, *Research in Drama Education*, *International Journal of Music Education*, *Music Education Research*. Despite the fact that only one journal is directly related to dance education, other journals also contain a sufficient number of articles about dance education.

During the analysed period the library acquired 12 new books that are related to teaching methodologies of the particular dance styles. Currently VPU library has acquired almost all the dance-related books available, therefore, it can be concluded that experts' remarks to improve the situation with methodological resources have been considered. More dance related literature in foreign languages will be purchased implementing the project "Improvement of Teacher Training Quality Renewing Study Programmes of First Study Level at Vilnius Pedagogical University" (No. VP1-2.2-ŠMM-07-K-01-062). The Bachelor study programme of Dance Education takes part in this project, which also includes the purchase of teaching literature. During the self-assessment period the Methodological study room of dance acquired more than 200 copies of various methodological and educational literature of dance, which were donated by various individuals. Currently the funds of the reading room of the Methodological study room consist of 600 publications that are suitable for the studies of Dance Education.

The list of subscribed periodical publications, that meet the goals of the study programme of Dance Education, is sufficient: 34 journals in Lithuanian, 36 journals in English and over 15 journals in other languages.

The following subscribed or tested databases are appropriate for students of Dance Education *Academic Search Complete EBSCO Publishing*, *Education Research Complete EBSCO Publishing*, which include periodical scientific journals *Dance Research*, *Dance Research Journal*. Others (about 8 titles of journals) contain information on general issues of educational science. Generalising it can be stated that access and supply of electronic bases is sufficient for students of Dance Education.

The teachers of the study programme have prepared 28 items of learning materials that are related not only to dance education but also to art education considering learners of different age groups. Learning materials are used for teaching of Dance composition, Lithuanian folk dance teaching, Dance didactics, Basics of general aesthetics, Arts education for children with special needs and Introduction to education research.

Access to methodological publications is good. The number of methodological aids is sufficient and they are available in the library, in the methodological Study Room of Dance and in the Department. Available methodological aids are up to date (published over the last five years) and their number is sufficient. International and national project finances will be used to renew funds of methodological aids.

5. Study process and student assessment

5.1. Student admission

Graduates of secondary education are admitted to the Bachelor study programme of Dance Education according to the Regulations of Admission to Vilnius Pedagogical University. The self-assessment team mentioned and the SAR indicated that the admission requirements changed several times due to changes in admission regulations and these changes significantly improved the procedure. Two years (in 2005 and 2006) the entrance dance examination, which would test special skills of entrants necessary for studies of dance education, was not applied. In 2007 and 2008 new admission regulations were introduced together with the entrance dance test, which evaluated entrants' aptitude for studies of Dance Education, i.e., dance skills, musicality. Since 2010 the requirements have been revised and included basics of dance knowledge. Entrants performed a creative dance assignment (a creative dance composition prepared at home in advance in a genre, which, according to the entrant, would reveal his/her experience in dance best) and the following aspects have been evaluated: individuality of composition, expressiveness of performance and coordination of movements; musical hearing (combination of movements with music), sense of rhythm (performance of rhythmical combinations) as well as knowledge of dance (presentation of the main features of the chosen dance genre and its historical context). Such requirements are formulated having generalised the experience of entrance tests, renewed General School Curricular (2008) and new requirements for studies. Self-assessment team noted that such changes are expected to contribute to the objective evaluation of preparation of entrants' to the Dance Education programme and their aptitude for the outcomes of the undergraduate study programme of Dance Education.

The SAR indicated that the programme team is organizing active advertising measures, visiting various schools in Lithuania and presenting the study programme. The teachers, who teach dance-related study subjects and know the Lithuanian environment of dance art (various dance collectives, studios, dance teachers), present and advertise the study programme of Dance Education communicating with artistic community, dance school teachers during various

seminars. The cooperation also occurs with dance teachers from other higher education institutions, who are informed about possibilities for dance education specialist without teacher's qualification to study at VPU and acquire teacher's qualification if the pedagogical vocation is felt.

The motivation to study dance education is enhanced in several stages and methods that are applied in study subjects and final paper writing. All the stages include individual teachers' talks with students, who are encouraged to reflect their experience in writing creative works and peer discussions. During seminars and events students are able to communicate with acknowledged choreographers, dancers, directors of dance studios and dance teachers. Meeting with the social partners also confirmed that various dance organizations are involved in the network of this study programme.

5.2. Study process

The timetables of full-time and part-time studies of the study programme are devised to equally distribute lectures, seminars, practical classes and self-dependent work according to the Regulations of VPU. The meeting with students confirmed that the distribution of lectures, seminars and practical classes is discussed with students to ensure the coherence between theoretical knowledge and practical skills. On the other hand, study process is still very strongly focused on contact hours as full-time students have 22-25 contact hours per week and 18-15 hours for self-dependent work. The teaching process is organised earlier in the day taking into account students' wish to start classes earlier to have the afternoon free for self-study activities and rehearsals in dance studios.

Students confirmed that they are able to individually consult teachers and to adjust studies to their possibilities during the weeks, when contact work is not organised. This helps to balance students' workload during the semester and week.

The monitoring of academic progress is held constantly by collecting data for generalising evaluations of interim assignments (essays, course work essays, projects, presentations, creative and self-dependent assignments, etc.) based on their performance to the established criteria and the study outcomes. The change in the number of students (see SAR, p. 39) and interview with the self-assessment team indicated that the highest rate of students' dropout is observed among the students enrolled into the programme in 2005 and 2006, when dance skills were not tested and the admission was conducted considering only examination results of particular subjects (Lithuanian, foreign languages and history). It is confirmed by the fact that out of 17 full-time students admitted in 2005 only 9 (dropout of 52.9 %) graduated in 2009. Stability was observed

among entrants of 2007: 10 students entered and are still studying in full-time studies. This shows that the introduction of entrance dance tests and inclusion of its results into admission point has a positive effect on the change in the number of students. It can be summarised that having regulated the procedure and conditions of admission, change in the number of students is minimal as well as the rate of dropout, which is not related to academic progress.

Since acquisition of artists' knowledge and abilities is one of the outcomes of the study programme, the students are encouraged to involve and actively participate in various formal and informal artistic activities. Formal artistic activity is organised during seminars and practical classes as a part of teaching process. Informal artistic activity occurs in various artistic projects and art organizations. The students of Dance Education take part in the extra-curriculum activities. They dance in groups of various dance genres: modern dance, sports dances and participate in various dance festivals.

Teachers' mobility takes place in a number of forms: trips of professional development abroad (within exchange programmes), seminars abroad and international conferences. During the self-assessment period the teachers of the study programme participated in scientific and artistic seminars, international scientific conferences, which were held in various countries: Finland, Sweden, Hungary, Norway, USA, Canada, Turkey, France, Denmark, Germany, Latvia, Cyprus. The themes of the attended seminars and conferences meet the areas of teachers' research and artistic interests and the content of the taught subjects (see SAR, Annex 3). The teachers of the study programme of Dance Education taught and/or delivered seminars in other higher education institutions and/or arts institutions. However, the teachers of the programme could be more active in exchange programmes and deliver more lectures in foreign higher education institutions. The Department of Arts Education, ICAE, is making attempts to change such situation and has enhanced cooperation with International Relation Department of VPU to get more information on possibilities for exchange programmes for dance education teachers and has started to encourage teachers to individually search for institutions, where they can share or disseminate their pedagogical experience. Moreover, it is necessary to search for possibilities to attract more teachers from foreign countries for long-term work in the study programme. There are plans to further cultivate relations with Riga Teacher Training and Education Academy and Swedish Dance University to stimulate not only arrival of foreign teachers but also visits of the teachers of the study programme of Dance Education to exchange institutions. The management team of the study programme of Dance Education is in constant search for contacts with higher education institutions of dance trainers in other countries.

During the self-assessment period only six students of the study programme went to ERASMUS exchange programme and it can be stated that the volume of students' participation

in mobility activities is insufficient. However, it can be seen that there are active students, who go to several seminars or participate in projects abroad. Insufficient mobility of Dance Education students may be explained by the fact that coordination process with institutions taking part in mobility projects takes time because very frequently there are no vacancies (e.g., students had to wait two semesters to get into Dance University in Sweden), part-time students face difficulties combining trips with their studies and work. Despite the above-mentioned difficulties, the management of the programme indicated that the mobility of the students is one of the priority spheres and its improvement contributes to the improvement of the quality of the study programme.

5.3. Student support

Usual academic support of students is closely related to availability of teachers and consultation timetables that are announced in an introductory part of study subjects. Students also have a possibility to study according to the individual plan, which is regulated by the Regulations of Studies at VPU and Regulations of Study Outcome Assessment. Repetition of courses or retaking of examination is regulated as well. Considering these regulations, the possibility to repeat courses is provided; however, during the self-assessment period this possibility was not used. Eleven students (1st, 2nd, 3rd year students) retook examinations of various study subjects.

University also organizes various types of social support including psychological, sports, health and cultural support. The University students are also eligible for the types of scholarships: social scholarships, one-case scholarship. The tuition fee may be reduced for students facing financial difficulties from 25 to 50 per cent by the Order of the Director of the Institute (if students do not have academic debts).

5.4. Student achievement assessment

The descriptions of the study modules indicate learning outcomes and assessment criteria (see SAR, Annex 1). The achievements in all the study subjects are evaluated at theoretical and practical levels. Assessment of theoretical learning outcomes includes knowledge of key theories, principles, processes, systems and others and abilities to analyse, systemise, compare and evaluate different information. Assessment of practical learning outcomes comprise students' abilities to apply acquired knowledge acting in certain situation related to the study subject. These separate assessment criteria enable a teacher to evaluate abilities of future dance

trainer to plan, realise and evaluate the process of dance education. In a number of study modules assessment criteria are presented in a generalised way, for example, essay, course work essay, control assignments (tests) or literature studies.

The structure of evaluation mark is presented in descriptions of the study modules of the Bachelor study programme of Dance Education, which is established following assessment criteria and their weight or, in other words, a part of the evaluation which can be accumulated (referred to as coefficient (Annex 1)). The structure of the evaluation point is provided in percent and their total sum equals 100 %. The structure of evaluation point received during studies of separate study subjects is similar and consists of the aggregate of theoretical and practical evaluations; however, the weights of elements differ considering the particularity of the study subject and anticipated learning outcomes. It can be stated that the structure of assessment point is appropriate for a well-rounded and objective evaluation of students' achievements.

The interviews with the groups of stakeholders confirmed the general requirements for studies, its goals, and assessment procedures are discussed during the introductory meeting with first year students. During the first lectures, teachers inform students in a more detailed way about cumulative and interim assessments, necessity to accumulate the set minimum number of points for a pass, establishes the weight of each component in the final assessment. This indicates that publishing of assessment criteria is sufficient.

Meeting with students indicated that feedback on their achievements is given continuously during contact classes (seminars, lectures, practical classes) providing students with verbal comments and surveys conducted purposefully. Written feedback is provided via e-mail or in a form of review of works. Achievements of Dance Education students are discussed after they get the marks on assignments, conduct tests, complete projects, creative works, prepare portfolios and complete various practical assignments. Students' self-assessment (reflective analysis) is also promoted, which acquires different forms in different study subjects (e.g., Lect. Dr. B. Banevičiūtė, a teacher of Modern dance principles has prepared self-assessment forms that are regularly filled in by students. The students' self-assessment and teacher's assessment results are discussed throughout the studies of the subject; Assoc. Prof. L. Kisielienė conducts evaluation of video records of creative works together with students during the studies of Dance composition; the forms prepared by Lect. Dr. B. Banevičiūtė during the project conducted in VPU are used for self-assessment of Professional activity practice, etc.). All the students are provided with a possibility to ask teachers for additional oral feedback about their assignments performed as well as about general progress and achievement in a particular study subject. Learning difficulties are analysed together and methods and deadlines for coping with them are set up. During these discussions the study quality issues are also discussed, i.e., an attempt is made to identify

students attitude to the applied evaluation strategies and forms, to get their suggestions regarding more efficient provision of information regarding their achievements and, thus, improve the quality of studies. Formal and informal surveys are conducted as well. This is done giving questionnaire forms to students at the end of each academic year. It can be stated that feedback is given in a formal and informal way.

To ensure and enable students of dance education to consider the received feedback of their achievements and to use it for improvement of their knowledge and education and for pursuance of programme and personal goals, the teachers in the programme and the head of the study programme constantly observe the students' progress and analyse if the feedback has an effect on students' achievements.

The final paper consists of the creative and research parts. The requirements for a final paper are set up by the Department of Arts Education. However, the final papers still have to be improved strengthening the research component and introducing the discussion chapter of the results and ethical issues of conducting research. Literature review also should focus on the review of international literature in order to conduct comparative research. Procedure of final papers' assessment is well described and students do not complain about its application.

However, recognition of learning outcomes of non-formal education has to be better developed in the study programme in order to recognize students' artistic activities in various dance genres.

5.5. Graduates placement

Links of graduates' professional activity with the study programme are very close as percentage of graduates who work in the field of dance education is almost 100 percent. Graduates work in education institutions as dance teachers or trainers in dance studios. The graduates and employers stated that studies enabled them to develop career in the field as graduates are well prepared to work with children and learners of different age groups.

6. Programme management

6.1. Programme administration

The programme management team consists of 5 members and demonstrates high commitment in running the programme.

The members of the Study Programme Committee analyse information about drawbacks in the implementation of the study programme and submit suggestions to the Rector, the Deans of Faculties/Institutes, the Division of Studies, departments and other divisions related to implementation of the study programme. The teachers of the Department directly submit suggestions to the Management group regarding the implemented programme. On the other hand, the head of the Programme management team informs teachers and students about decisions of the Programme management team. The decisions of the Institute of Culture and Art Education regarding the study programme quality assurance are reflected in the minutes of the meetings.

The following documents about implementation of the programme have been accumulated: the data on students' academic progress and dropouts since 2005; the lists of Bachelor papers since 2005; the contact information of graduates since 2009.

6.2. Internal quality assurance

Meetings with different groups of stakeholders indicated that the quality of the study programme is analysed by the programme management group members, teachers of the Department of Arts Education. The evaluation of the quality of the programme is constantly received through students' external and internal reactions to completed assignments, questions raised during individual consultations, their requests, academic progress and achievement, opinion surveys. At the end of the course the quality of the study programme is discussed in detail with teachers to enable them to consider the quality issue planning the work of a new group and students' opinion surveys are conducted. The results of study quality assessment are used for improvement the study programme and study subjects, assessment of changes, revision of the plan for actions of study quality, initiation of changes in teachers' research activities and professional development, improvement of facilities and learning resources of the Institute.

Teachers' and students' attitude to teaching / learning and satisfaction they perceived as the key parameters in the evaluation of the study programme because it is thought that they suppose and express best the goals of the programme and penetrate into the whole process of studies ensuring their optimal implementation. The methods of discussion and observation, questionnaire survey were applied. The attitude of teachers is more related to understanding of students' learning (encountered obstacles, problems), whereas that of students is linked with their ability to envisage the relations of learnt courses with their accumulated experience and future perspective at theoretical level. The parameter of satisfaction with learning and teaching was evaluated in the light intermediate reactions and verbal evaluations.

The evaluation results are employed modelling the content of study subjects, improving forms and methods of studies and assessment. As a result of this process, the study subject of *Arts Education* was enriched by optional study subjects (*music, dance, visual arts*), two credits of practice were allotted to the study module of *Dance Didactics* and a new assessment form (*portfolio*) was introduced, etc.

Students participate in the administration of the programme in the following way: their opinions are considered discussing forms of assessment and their timetable, evaluation criteria, their internal motivation to understand the studied subjects as well as to envisage personal and social meaning is encouraged.

Teachers participate in these processes with their own proposals. The issues related to assessment of student's individual progress, linking of themes from separate study subjects, harmonisation of pursuance of goals, etc. are also discussed with teachers who do not belong to the Committee of the Study Programme or administration.

The collected feedback of employers and graduates about the study programme show that these studies strengthen and enrich the process of dance education in schools of general education, gymnasiums and institutions of non-formal education institutions. The employers' suggestions regarding assurance of the programme quality are related to real challenges of education reality, implementation of documents regulating general education and objectives, etc. While holding department meetings and non-formal discussions among employers and programme management team members an attempt is made to exchange information about changes.

III. RECOMMENDATIONS

- 3.1. To establish more connections with the international schools the field of dance education in order to increase the level of Erasmus exchange;
- 3.2. To develop foreign language policy and implementation measures in continuing professional development of staff in order to enhance internationalization of professionalism in the field of dance education;
- 3.3. To establish opportunities for lectures of art subjects to start PhD studies in education science in order to strengthen scientific research in the field of dance education;
- 3.4. To keep on improvement of the final papers by introducing the ethical issues of the qualitative research, discussion chapter of the results and reviewing international literature.

IV. GENERAL ASSESSMENT

The study programme *Dance education* (state code – 61207S140 (612X14005)) is given **positive** evaluation.

Table. *Study programme assessment in points by evaluation areas.*

No.	Evaluation area	Assessment in points*
1	Programme aims and learning outcomes	4
2	Curriculum design	4
3	Staff	3
4	Facilities and learning resources	4
5	Study process and student assessment (student admission, student support, student achievement assessment)	4
6	Programme management (programme administration, internal quality assurance)	4
	Total:	23

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated

2 (poor) - meets the established minimum requirements, needs improvement

3 (good) - the area develops systematically, has distinctive features

4 (very good) - the area is exceptionally good

Grupės vadovas:
Team leader:

Prof. dr. Christopher Bezzina

Grupės nariai:
Team members:

Prof. dr. Bluma Dainuvite

Doc. dr. Daiva Lepaitė

Prof. dr. Peter Van Petegem

dr. Daniele Vidoni