



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**LIETUVOS EDUKOLOGIJOS UNIVERSITETO  
PROGRAMOS *TECHNOLOGIJŲ PEDAGOGIKA*  
(612X13025)**

**VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *PEDAGOGY OF TECHNOLOGIES* (612X13025)  
STUDY PROGRAMME  
AT LITHUANIAN UNIVERSITY OF EDUCATIONAL  
SCIENCES**

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Technologijų pedagogika</i>
Valstybinis kodas	612X13025
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	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	dalyko pedagogikos bakalauras, pedagogas
Studijų programos įregistravimo data	1997 (N) 1999 (I)

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Pedagogy of technologies</i>
State code	612X13025
Study area	Social Sciences
Study field	Pedagogy
Kind of the study programme	university studies
Study Cycle	First
Study mode (length in years)	full time (4), part-time (5,5)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor degree in Subject Didactics, teacher
Date of registration of the study programme	1997 (FT) 1999 (PT)

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## 1. INTRODUCTION

This report evaluates the *Pedagogy of Technologies* programme established and delivered at the Lithuanian University of Educational Sciences, Vilnius.

The implementation of the Bachelor Study Programme of *Pedagogy of Technologies* began in the Department of Technologies and Technological Education of the Faculty of Natural Sciences, Mathematics and Technologies at the Lithuanian University of Educational Sciences in 1997 (FT) and 1999 (PT). The last expert assessment of the study programme was carried out in 2010, following which the study programme received full accreditation. The current programme was accredited until 2014.06.30.

The Bachelor Study Programme of *Pedagogy of Technologies*, implemented in LUES, is the only programme in Lithuania which trains specialists in *Pedagogy of Technologies* at Bachelor level, and the only one which belongs to the study field of Education in the area of Technologies which trains qualified specialists in *Pedagogy of Technologies* who acquire a Bachelor's degree in Education.

The Curricular design meets the Order of the Minister of Education and Science of RL (No. ISAK-1026 of 15 May 2009) *On the Approval of Description of Full-time and Part-time Studies* (2009) and the *Descriptor of General Requirements for First Cycle and Integrated Study Programmes* (2012), according to which, the volume of the Bachelor study programme cannot exceed 240 credits and the volume of every semester comprises 30 credits.

The self-assessment report of the study programme was prepared by academic staff, stakeholders and students comprising 7 members and was submitted for international assessment 2013. The Reviewers commended the SAR for its integrity, honesty and comprehensive coverage.

An on-site visit by the Reviewers took place on October 9th, 2013. Following the visit, the Reviewers finalised their report, detailing the findings and outcomes for the *Pedagogy of Technologies* Bachelor programme at Vilnius University of Educational Sciences.

## II. PROGRAMME ANALYSIS

### ***1. Programme aims and learning outcomes***

The aim (goal) of the programme set out thus:

The aim of the university first-cycle (Bachelor) study programme of *Pedagogy of Technologies* is “to train competent teachers of technologies with university education and Bachelor's degree, who can satisfy the needs of modern creative society, and, following the mission of technologies in the modern society, would be able to take the role of a professional mediator of technological (self-)education, partner, leader and creator of favourable opportunities at present and in the future: would be able to ensure children's quality technological (self-)education and create new possibilities for it, develop their own and their learners' personal, social, cognitive and cultural competences, and follow the acquired competences in their self-dependent educational activity and lifelong learning”. (SAR, p. 5, para. 2.1.1)

In general, the aim is clear and laudable in its orientation towards contemporary creative society. However, it is not clear what the mission of the technologies in contemporary society is and what the “mediator of technological (self-)education” is and also the “mission of technologies in the modern society” (SAR, p. 6, para. 2.1.3). On one hand, the theorists around the world speak about contemporary postmodern society, while modern society has been attributed to the beginning of 20<sup>th</sup> century. On the other hand, not only the mission of technologies, but even the term of technologies is not sufficiently clear, in respect of the fact that the authors of SAR, the students and the social partners understand the technologies and especially the future of the technologies in very different ways. That is why the aim would benefit from some refinement. As it stands, the aim, in some of its aspects, is rather general and a little over-reaching. For example, how could the future teacher create new possibilities for the children to be educated, as the aim declares?

Notwithstanding the small critical commentary above, the programme aim is however accessible as published, together with the programme learning outcomes on the website of the Lithuanian University of Educational Sciences, Faculty of Educational Science. The aim and the learning outcomes are also found on the website of the Advice and Guidance System (AIKOS) of the Ministry of Education and Science at [www.aikos.smm.lt](http://www.aikos.smm.lt).

The aim is indeed better understood when read in relation to the activities of the Department, outlined during the on-site interviews. The *Pedagogy of Technologies* programme, in responding to individual student needs in offering variety in content, reflects the dynamic of understanding of technologies at the schools and in society in general, as well as maintaining a highly responsive profile to the requirements of schools and employers. All aims and intended learning outcomes are influenced by a collective sense of respect for the subject, a conducive atmosphere and a dedication to the importance and capabilities of *Pedagogy of Technologies*. There is in open evidence dedicated team work in the applied nature of the subject and its strong potential in education.

The programme learning outcomes, which are relevantly and topically subdivided into 10 rubrics are stronger in their conception (SAR, p. 6–7, para. 2.1.3), but could be better developed in the perspectives of Knowledge and Understanding, Cognitive skills, Practical skills, Transferable skills and Attitudes. The SAR defines relevance to the needs of society labour market in terms of the ability “to compete in the labour market” (SAR, p. 8, para. 2.1.4). Although less than 50 percent of the programme’s graduates are working in the education system, there is no clear vision in SAR how to orient the study process also towards the free market.

Interrelatedness is in evidence, but there are no distinct overlaps. The programme aim and objectives conform to the statements made by: *The Law on Higher Education and Research of RL (Official Gazette, 2009, No. 54-2140)*: Article 8, point No. 2 (1); Article 48, Clause No. 2; *The Description of Study Cycles (Official Gazette, 2011, No. 143-6721.) the Descriptor of the Lithuanian Qualification Framework, European Qualifications Framework, Descriptor for the First Cycle Studies in the Framework for Qualifications of the European Higher Education Area (EQF for Higher Education), The Description of Professional Competences of Teachers (Official Gazette, 2007, No. 12-511)*. (SAR, p. 8, para. 2.1.4.)

The Reviewers consider the programme aims and learning outcomes are publicly accessible, based on academic and professional requirements, public needs and are consistent with the type and level of studies and the level of qualifications offered.

The field illustrated in this section develops systematically and has distinctive features.

## ***2. Curriculum design***

The content of the subjects is consistent with the type and level of studies; the methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes and the scope of the programmes is sufficient to ensure learning outcomes. Curriculum design has been changed by answering the social changes that covered the changes in the programmes at the schools. This has meant, for example, that different content for males and females has been integrated into one programme during recent years. However, the content of the programme could better reflect the latest achievement in science, art and technologies, in that *Pedagogy of Technologies* does not sufficiently reflect the latest changes in media technologies and IT.

According to interviews with social partners and graduates, curriculum design could be more oriented to the knowledge society and creative society and cover the needs of free market, not only ones of changeable education programmes at the schools. Additionally, according to interview with the social partners and graduates, the technologies could be made more attractive if they were converged with art, business, and media. These directions (especially IT) of PT development have been stressed by the social partners during the on-site meeting. Otherwise, the design of the curricula meets the legal requirements: the volume of Bachelor's degree full-time study programme of PT is 6400 academic hours, or 240 credits (ECTS). The duration of studies is 4 semesters (full-time) and 5, 5 semesters (part-time) years. The volume of every semester comprises 30 credits. As a result, the volume of the programme meets Law on Higher Education and Research of RL. PT is designed in accordance with the Regulations of Teacher Training (2012) and the Order of LUES Rector as well as the legal acts. (SAR, p. 10, para. 2.2.1.1; 2.2.1.2.)

The content of the subjects and modules is consistent with the type and level of the studies. The subjects have been grouped into 3 blocks (modules) that ensures study process in 3 directions including general education, technology subjects and pedagogical education. What is more, the Reviewers could see the relationship (orientation to pedagogy and technologies) between different blocks (modules) which meet the type and level of the studies.

The study subjects are extensive and encompassing: English for Specific Purposes; Professional Language Usage; Philosophy, Philosophy of Education (1<sup>st</sup> block); Design and Art Technologies; Resistant Materials I; Ethnoculture. Textile Technologies II; Resistant Materials II; Nutrition Physiology and Hygiene; Food Technologies; Research Paper Writing and Diagnostic Methods; Food Technologies and their Methodology; Course Paper on the General Basics of Studies; Applied Electronics I, II; Entrepreneurship Education; Bachelor's Paper; Elective study subjects 1-16 (2<sup>nd</sup> block); General and Social Psychology; Health Education; Developmental and Educational Psychology; Observational Practice; Pedagogy (Didactics and Hodegetics); Teacher Assistant's Practice; Systems of Education; Didactics of Technologies I, II; Pedagogical Practice under Supervision of Mentor; Independent Pedagogical Practice, Final Paper of Pedagogical Studies (3<sup>rd</sup> block). According to table 2.2.1. in the SAR (p. 11), the same subject "Ethnoculture. Textile Technologies II" appears in the 3<sup>rd</sup> and 4<sup>rd</sup> semesters and there is no subject "Ethnoculture. Textile Technologies I". The Reviewers discovered and accepted that this was a textual error. In other cases, the subjects are spread without repetition and are appropriate to the learning outcomes and award. It is appropriately noted that there are extensive elective study subjects. As mentioned above, curriculum design could cover more creative subjects and subjects in IT in accordance with the needs of the free market in both a knowledge society and a creative society.

The Reviewers acknowledge that there is maximum student opportunity for the gaining of theoretical and practical competencies in the field of *Pedagogy of Technologies* as a study

programme and that the subject continues to increase and deepen its existing relations with schools. However, PT should cover also cooperation with business and industry. The list of defended Bachelor papers, 2010 - 2012 is impressive, illustrating broad and demanding areas at Bachelor level that have obviously been evidently closely monitored and supervised.

Furthermore, the subject descriptors and content illustrate an assured and thorough grounding in *Pedagogy of Technologies* which meet the criteria of the award at Bachelor level. The subjects also identify a good command of the programme in holistic terms, and well illustrate the country's sole University Bachelor degree in *Pedagogy of Technologies*, substantially focused on education. However, PT should ensure that technological terminology is more effectively established in the programme.

Current students working in non-education related areas, who attended the scheduled on-site interviews, included representatives from the firehouse and publishing house. They offered enthusiastic reports on the relevance of *Pedagogy of Technologies* to their chosen fields. The graduates working at the schools spoke about the dynamics of the technologies and ambiguity of the term – technology”.

The students have the possibility to study through the part-time mode of delivery. The members of SAR group and the teachers believe in technology as an integrative subject in terms of ecology, sustainability, humanism and its effectiveness in special needs. PT enjoys high success and continued success in applied fields. However, the Reviewers, both from the staff and the students (including the graduates), found that knowledge of foreign languages could be stronger.

The Reviewers consider that the curriculum design meets legal requirements, that the study subjects and modules are spread evenly, that their themes in general are not repetitive and that the content of the subjects and modules is consistent with the type and level of studies. However, the subjects could be more oriented to the free market that is part of a knowledge society and a creative society.

The field illustrated in this section develops systematically and has distinctive features.

### **3. Staff**

The Bachelor Study Programme of *Pedagogy of Technologies* is staffed by a generous number of highly-qualified teachers, comprising 2 professors, 9 associate professors, 12 lecturers, whose age ranges are: 1 teachers of 25-30 years old, 3 teachers, 36-40 years old; 2 teachers, 41-45, 4 teachers 46-50 years old, 1 teacher is 56-60 years old, and 1 teacher is 61-65 years old. The study programme is provided by its academic colleagues who meet the legal requirements in terms of qualifications; staff are more than adequate to ensure the learning outcomes, and are also sufficient in number to ensure the adequate provision of the programme. The academic staff are research active, well-published and exhibit a high-level and wide-ranging writing across the dimensions of *Pedagogy of Technologies*.

The academic staff are active across a broad and impressive range of related disciplines which include: Foreign languages, Philosophy, Design, Resistant Materials, Ethnoculture, Electronics, Computing, Ethnology, Biochemistry, Textile, Nutrition Technologies and hygiene, Food Technologies, Business management, Pedagogy, Health Education, Didactics and Psychology.

Annually, there is little turnover in the Bachelor Study Programme of *Pedagogy of Technologies*. In 2012-2013, PT had 2 professors (1 in previous years), 9 assoc. professors (7 in 3 previous years and 9 in 2008-2009). In 2012-2013, PT had 12 lecturers (7 in 2 previous years and 6 in 2009-2010, as well in 2008-2009).

Apart from the impressive publications on teaching and methodological aids, academic colleagues have participated in many projects, including 4 projects, financed by the European Structural Funds. Two lecturers are members and executives of the project “Quality Improvement of Teacher Training by Updating First Study Cycle Programmes in Vilnius Pedagogical University” (2010-2013). The staff took part in the working group in implementing the 7th Framework Programme project “Science-Teacher Education Advanced Methods (S-TEAM)” (2009-2012). The staff took part in the project, related to the applied scientific research in the field of Biology “Installation of Physical Methods System for Aviculture Economies’ Water Quality Improvement Seeking to Improve Ornithic Fecundity and Its Quality” (2010-2013). The staff participated in the project “Popularisation of Technological Sciences in the Lithuanian Secondary Schools and Gymnasiums” (2010), ordered by the Ministry of Education and Science, as well in the Central Project Management Agency (CPVA) project “Creation of Infrastructure for Various Fields Quality Research and Technological Development (VARIOUS 25)” and developed their special (technological) competences. (SAR pp. 19–20, Para. 2.3.7)

The Reviewers consider that the study programme is provided by staff with a profile that exceeds the legal requirements, that the number and the qualifications of the teaching staff are more than adequate to ensure learning outcomes, that the teaching staff turnover is able to ensure an adequate provision of the programme, that the Department 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.

The field illustrated in this section is exceptionally good.

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

The major part of Bachelor degree study programme of PT is implemented in the Faculty of Natural Sciences, Mathematics and Technologies in the Central Building of LUES.

Considering the relatively small numbers of students on this programme, the current premises, facilities and learning resources appear relatively adequate. The computer classrooms are renovated; the software and hardware are legal and annually updated. However, the literature used by the students both in study process and in the final written work could be better updated and some of the classrooms could be renovated.

The SAR (p. 22, 2.4.1) states that “next to the training laboratories, there are preparatory and subject-related methodological rooms with scientific, methodological literature, teaching aids and computers. Students make use of this literature and rich teaching material and handouts. The reading room stores Lithuanian and foreign methodological and scientific literature for the PT study programme”.

The computers have the necessary software including statistical package SPSS, audio editor and recorder “Audacity”, GNU image manipulation program, vector graphics editor “Inkscape”, a tool for video capture and editing “VirtualDub”, desktop publishing software “Scribus”, 3D modelling software “Sketchup”, a design programme “Solit Works” with 200 licenses for students and other software. The University has a Wi-Fi system installed; the students have access to the Internet in university dormitories, too. A system for students’ e-mails is being installed and developed (<https://st.pastas.leu.lt>). (SAR, p. 22, para. 2.4.2.) The stacks’ system of book loans works well and offers a good facility for students. It is a well-provisioned resource base containing monographs, textbooks and journals. The journal provision in the library is



visibly attractive, manifold and well organised in terms of current and back copies. A new library is being built and should be ready for occupancy within the next twelve months.

The library also subscribes to databases, which are accessed via the University computers, and some of them may be accessed from other computers with special passwords. Students can borrow books and other documents to take home; borrowed items can be renewed for the second period using the electronic catalogue. If the Library does not have the document requested, students can order it from other libraries in Lithuania and abroad through the Interlibrary Loan Department. (SAR p. 23, para. 2.4.4.)

However, during the visit in faculty the Reviewers noticed that several areas of material resources including the auditoriums and the instruments were out of date. The materials could be updated as well. As students mentioned during the on-site interviews, the quality of the material resources could be improved, at least in some of them.

In general, the Reviewers conclude that the premises for studies are adequate both in their size and quality, that the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size, although some of the classrooms could be better in quality, that the institution has good arrangements for students and that the teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible, although the literature used by the students both in study process and in final works could be updated.

The field illustrated in this section develops systematically and has distinctive features.

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

According to SAR (p. 25, para. 2.5.1.), students are admitted considering the priority of the study programme, indicated in the application, and the highest competition mark as well as the result of the motivation test. An entrant's competition mark consists of the Matura examination marks of history, the Lithuanian language and literature and a foreign language (with coefficients 0.4; 0.2 and 0.2 respectively) and school-year mark of mathematics (with coefficient of 0.2). The admission requirements are clear and well grounded, as well as being publicly announced. All requirements including mentioned motivation test are based on *Law on Higher Education and Research*, the Government Orders (the Order of the Minister of Education and Science of RL No. V-649 of 5 May 2010), the Order of LEUS Rector.

According to SAR (p. 26, table 2.5.2.) the number of the students admitted to the PT programme is as follows: 22 (2012), 12 (2011), 13 (2010), 39 (2009), 43 (2008). The data shows that there was almost a double decrease of students in comparison to 2008 and 2012, but a remarkable increase in 2012 in comparison with 2011 and 2010. In the opinion of the Reviewers, this situation is not only attributable to demographic changes but also to the insufficient attractiveness of PT programme in terms of orientation to the free market, as mentioned in previous sections. (Programme aims and learning outcomes; Curriculum design).

Students are given an opportunity to enter ERASMUS exchange, although the Faculty could have more contracts with the partners abroad. The Reviewers met at least one teacher in PT programme from abroad. The Department, nevertheless, remains ambitious in this area and is seeking some shorter-term mobility arrangements. However, the Reviewers believe that the Department should explore every means possible to establish feasible forms of mobility, possibly through a joint or double degree with a university in another country.

Students are involved in many creative and scientific activities. According to SAR (p. 27, 2.5.10.), they have organized 33 exhibition-reviews of their creative works in various places of the Faculty; they went on 10 training visits to the social partners as well as to other educational institutions and enterprises, became winners in 2 international contests for their avant-garde clothes collections from secondary raw materials, took part in Environmental protection forum in Vilnius City municipality and participated in the *Initiative foundation* programme “Let’s Catch the Tomorrow 2010”. During the practices students decorated the rooms of University, of Teachers’ House, of schools and kindergartens. They organized and conducted 26 different events in schools, child foster homes, socialization centres and in other public places, took part in the project “Contestants’ Image Creation in TV Show *Chorų Karai*” as well as in a joint project of the Department and Vilnius international Meridian school “We are for Clean Water”, participated in the international project “Tramando Redes” and also took part in the 5<sup>th</sup> international textile biennale in Buenos Aires, Argentina.

According to the SAR (pp. 375-376, annex 3.6), the PT programme uses such teaching methods as student-centered lecture, group work, pair work, individual work, concept mapping, tree diagrams for arguments, discussion, brainstorming, oral presentations, students’ motivation via discussion, conversation in groups, observation, mind-mapping, analysis of the taught material, case study, relation to real life, emphasis on the new material (newest scientific knowledge) and synthesis of the scientific literature. The meeting with students confirmed that most of these methods are employed.

The feedback of study process is ensured by the students who take part in Study committees, through opportunities for discussion, organized by Department and Faculty, as well by e-mails written to the teachers. Students’ knowledge, abilities and skills are assessed in the marks from 1 to 10 points. 50% of the final mark is accumulative during a semester.

During the meetings, students and alumni were satisfied about the way they were taught. However, there could be more use made of interactive forms of teaching such as Moodle. In general, the Reviewers noted the good relations between students and the teaching staff. During the on-site meetings, students and graduates mentioned the teachers’ readiness concerning consultation and their open communication.

Students receive continuous academic and social support, and are informed about many issues including the study programme, timetables, possibilities for mobility for Erasmus, career prospects, job vacancies through the announcements boards posted by the Faculty, on the Intranet, Internet; or they are personally informed by their teachers and the Head of the Department.

Assessments for the Bachelor paper have clear criteria in the following aspects: content, structure, written presentation and oral presentations; each one is appropriately explained in detail. However, the Reviewers noticed some differences in referencing format in the dissertations, and also some irregularities in formatting (different fonts also in the dissertations and sometimes in the same dissertation).

The Reviewers also noted that students are encouraged to participate in creative and scientific activities, that students do not sufficiently use the opportunities for mobility programmes, that the higher education institution ensures academic and social support and that the assessment system for students is clear, adequate and publicly available, although one reference system in the final dissertation would be preferable.

The field illustrated in this section develops systematically and has distinctive features.

## 6. Programme management

The administration and quality assurance of the Study Programme are conducted in accordance with: LUES Statute (Resolution of the Seimas of RL, No. XI-1398, 19-05-2011), the provisions of the LUES Centre for Academic Quality Assurance (Resolution No. 93 of 17 April 2012 of the LUES Senate), the *Regulations of Studies at LUES* (Resolution No. 23 of 14 December 2005 of the LUES Senate, amended by Resolutions No. 90 of 31 May 2006, No. 49 of 28 January 2008 and No. 1-209 of 21 January 2010), Resolution of the LUES Senate No.55 of 28 March 2011 *On the Functions of the Study Programme Committee, Regulations of Pedagogical Practices, Regulations of Attestation and Competition for Positions of the Teaching Staff and Research Fellows at LUES* (Resolution No. 106 of 22 September 2010, amended by the Order of the LUES Rector No. 1-114 in 2011), Resolution of the LUES Senate No. 168 of 7 April 2012 *On Approval of the Regulations of the Final Paper of Pedagogical Studies at LUES*, and the *Regulations and Guidelines of External Assessment and Accreditation Procedure of Study Programmes*. (SAR, p. 32, para. 2.6.2.) The Department has a marketing strategy<sup>1</sup>.

Responsibilities for decisions and monitoring of the programme are clear (SAR, pp. 32-33, para. 2.6.2) and are ensured by the different levels of quality assurance:

*The level of the teachers:* the teachers take personal “responsibility for the quality of the studies” (“compliance of the material taught with the latest scientific achievements, the quality of contact work, the chosen teaching methods, as well as for the adaptation of the teaching methods and strategies to meet students’ individual needs”); “the teaching staff conduct self-assessment of their academic work: they have to fill in the self-assessment sheet to analyze the results of students’ survey on the study subjects taught”; “the teachers inform the Department about violations of the study process, academic discipline and order as well as requirements of the study programme, and, in cooperation with the group leader, monitors the timely account for individual assignments”; “a teacher’s academic workload in the Department is planned for an academic year by compiling an individual work plan and its summary for each semester in accordance with the Standards of Pedagogical Workload for Teachers at the University”; “a teacher regularly accounts for the realization of the planned academic workload to the Department. Teachers take an active part in the programme improvement: with regard to the data analysis of the study subjects, they render proposals for the possible changes, which are planned and prepared for the implementation in cooperation of all the members of the Department”; “having delivered the responsibilities, these changes are then realized”.

*The level of the Study Programme Committee (SPC):* SPC, “in cooperation with social partners, considering their proposals, submits proposals for the Faculty Council regarding measures of programme improvement and monitors their implementation”; SPC “is responsible for the renewal, monitoring and self-assessment of the study programme, implementation of the programme aim and content, preparation of self-assessment documents” and their compliance with the legal requirements; the SPC “arranges meetings, which are announced by the Head of the Committee at least two times per academic year”.

*The level of the Department and Faculty:* “the Department and the Faculty are responsible for the quality of the study programme and its realization – compliance of the study programme with the needs of the modern society, scientific achievements, quality of the curricula of separate study subjects, their regular renewal and compliance with legal acts in force”; “the Head of the Department is in charge of regular monitoring of teacher’s implementation of his/her plans,

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<sup>1</sup> [http://www.leu.lt/lt/gmtf/gmtf\\_priemimas/gmtf\\_studiju\\_programos/programs/18.html](http://www.leu.lt/lt/gmtf/gmtf_priemimas/gmtf_studiju_programos/programs/18.html) (PDF)

visiting teachers' lectures, practical classes and seminars, expression of his/her opinion regarding the quality of his/her work to the Department and Faculty Council, as well as assessing the work".

*The level of the University:* "Academic Affairs Office and the Centre for Academic Quality Assurance are responsible for assistance to the faculties when organizing the study process as well as the management and monitoring of the quality of studies"; "the Senate is in charge of approval of study programmes, defining requirements for ethics of studies, regulation of the internal system of assuring the quality of research and studies as well as improvement of quality of studies".

The organization of programme management is based on the Deming Quality Cycle and the European Common Quality Assurance Framework (2003).

The Reviewers had the opportunity to speak with representatives of the students and of the stakeholders who actively participated in the meeting with the team responsible for the SAR.

So there is a functional internal QA system in place for the assessment of the programmes in which data is regularly collected, compiled and analyzed, but it could be clearer in terms of day-to-day performance and the managerial strategies employed in relation to vision and longer-term planning. This is especially important in relation to future changes in curriculum design and better orientation to the free market.

The Reviewers consider that the responsibilities for decisions and monitoring of the implementation of the programme are well allocated, (though the longer-term vision and a day-to-day QA could be more clearly in focus), that information and data on the implementation of the programme are regularly collected and analysed, that outcomes of internal and external evaluations of the programme are used in general for the improvement of the programme, that evaluation and improvement processes involve stakeholders and that the internal quality assurance measures are effective and efficient.

The field illustrated in this section develops systematically and has distinctive features.

### III. RECOMMENDATIONS

- Intensify efforts towards internationalization, perhaps through the establishment of a joint or (where feasible) double degree.
- In terms of material resources, explore means (perhaps through business stakeholders) for funding new instruments and materials, and ensuring better quality in some of them.
- Be sure that students have access to the most the recent texts and on-line resources (library, stacks and journal provision are excellent).
- Explore as much as possible EU/EC funding.
- Develop robust and colourful marketing strategies and booklets.
- Continue to update technologies, in tune with national/international developments.
- Continue to broaden the appeal of study programme.
- Reconsider the availability of languages to ensure maximum student development/benefit.
- Ensure that technological terminology is fully incorporated.

#### IV. SUMMARY

The programme aims and learning outcomes are generally publicly accessible, based on academic and professional requirements, public needs and are consistent with the type and level of studies and the level of qualifications offered.

The Reviewers consider that the curriculum design meets legal requirements, that the study subjects and modules are spread evenly, that their themes in general are not repetitive and that the content of the subjects and modules is consistent with the type and level of studies. However, the subjects could be more oriented to the free market that is part of a knowledge society and a creative society.

The study programme is provided by staff with a profile that exceeds the legal requirements, that the number and the qualifications of the teaching staff are more than adequate to ensure learning outcomes, that the teaching staff turnover is able to ensure an adequate provision of the programme, that the Department 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.

The premises for studies are adequate both in their size and quality, that the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size, although some of the classrooms could be better in quality, that the institution has good arrangements for students and that the teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible, although the literature could be better updated.

The Reviewers noted that students are encouraged to participate in creative and scientific activities, that students do not make sufficient use of the opportunities for mobility, that the higher education institution ensures academic and social support and that the assessment system for students' written and practical work is clear, adequate and publicly available, although there could be one reference system employed in the final dissertation.

The responsibilities for decisions and monitoring of the implementation of the programme are well allocated, (though the longer-term vision and a day-to-day QA could be more clearly in view), that information and data on the implementation of the programme are regularly collected and analysed, that outcomes of internal and external evaluations of the programme are used in general for the improvement of the programme, that evaluation and improvement processes involve stakeholders and that the internal quality-assurance measures are effective and efficient.

## V. GENERAL ASSESSMENT

The study programme *Pedagogy of Technologies* (state code – 612X13025) at Lithuanian University of Educational Sciences is given a **positive** 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)	3
	<b>Total:</b>	<b>19</b>

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

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

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

4 (very good) - the field is exceptionally good.

Grupės vadovas:  
Team leader:

Dr. Terence Clifford-Amos

Grupės nariai:  
Team members:

Prof. dr. Jesus Maria Angélica Fernandes Sousa

Ilze Vitola

Prof. dr. Tomas Kačerauskas

Ariadna Čiurlionytė

Meda Keleckaitė

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## V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Technologijų pedagogika* (valstybinis kodas – 612X13025) 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	3
	<b>Iš viso:</b>	<b>19</b>

\* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

## IV. SANTRAUKA

Programos tikslai ir numatomi studijų rezultatai dažniausiai skelbiami viešai, yra pagrįsti akademiniais ir profesiniais reikalavimais, visuomenės poreikiais ir atitinka studijų rūšį, pakopą bei kvalifikacijų lygį.

Vertintojai mano, kad programos sandara atitinka teisės aktų reikalavimus, studijų dalykai ir (arba) moduliai išdėstyti nuosekliai, jų temos iš esmės nesikartoja, dalykų bei modulių turinys atitinka studijų rūšį ir pakopą. Tačiau studijų dalykai galėtų būti labiau orientuoti į laisvąją rinką, kuri yra žinių visuomenės ir kūrybinės visuomenės dalis.

Studijų programą įgyvendina personalas, kurio profilis yra platesnis nei reikalaujama teisės aktuose. Dėstytojų skaičius ir kvalifikacija yra pakankami numatomiems studijų rezultatams pasiekti. Dėstytojų kaita užtikrina tinkamą programos vykdymą. Katedroje sukurtos sąlygos dėstytojų profesiniam tobulėjimui, programos dėstytojai dalyvauja moksliniuose tyrimuose, tiesiogiai susijusiuose su šia studijų programa.

Studijoms skirtos patalpos yra tinkamos ir jų pakanka, studijoms skirta įranga (laboratorinė, kompiuterinė, reikmenys) yra tinkama ir jos pakanka, nors kai kurios auditorijos galėtų būti geresnės kokybės. Ši aukštoji mokykla turi tinkamą bazę praktikoms, o metodiniai ištekliai (vadovėliai, knygos, periodika, duomenų bazės) yra tinkami ir prieinami, tačiau galėtų būti atnaujinti.

Vertintojai pažymėjo, kad studentai skatinami dalyvauti kūrybinėje ir mokslinėje veikloje, kad studentai nepakankamai pasinaudoja judumo galimybėmis, kad aukštoji mokykla užtikrina akademinę ir socialinę paramą ir kad studentų rašto bei praktinių darbų vertinimo sistema aiški, tinkama ir viešai skelbiama, nors baigiamajame darbe gali būti naudojama tik viena nuorodų pateikimo tvarka.

Studijų kokybės vertinimo centras

Aiščiai paskirstyta atsakomybė už sprendimų priėmimą ir programos įgyvendinimo priežiūrą (nors ilgalaikė vizija ir kasdieninis kokybės vertinimas galėtų būti aiškesni). Nuolat renkami ir analizuojami duomenys bei kita informacija apie programos įgyvendinimą, programos vidinio ir išorinio vertinimo rezultatai veiksmingai panaudojami tobulinant programą, į programos vertinimo ir tobulinimo procesus įtraukiami socialiniai dalininkai, naudojamos vidinio kokybės užtikrinimo priemonės yra veiksmingos.

### **III. REKOMENDACIJOS**

- Labiau stengtis internacionalizuoti programą, galbūt suteikiant jungtinį arba (kai įmanoma) dvigubą laipsnį.
- Kalbant apie materialiuosius išteklius, pasinaudoti finansavimo priemonėmis (galbūt pasitelkiant verslo srities socialinius dalininkus) naujiems instrumentams ir medžiagoms pirkti arba geresnei (turimų instrumentų) kokybei užtikrinti.
- Užtikrinti studentams galimybę naudotis naujausiais tekstais ir internetiniais ištekliais (biblioteka puikiai aprūpinta knygomis ir žurnalais).
- Kuo labiau pasinaudoti ES/EK finansavimu.
- Sukurti stiprią ir patrauklią rinkodaros strategiją ir pagaminti reklaminius lankstinukus.
- Toliau atnaujinti technologijas atsižvelgiant į nacionalinę / tarptautinę pažangą.
- Toliau didinti magistrantūros programos patrauklumą.
- Persvarstyti kalbų mokėjimo klausimą siekiant užtikrinti didžiausią studentų tobulėjimą (naudą studentams).
- Užtikrinti, kad į studijų programą būtų įtraukta visa technologinė terminologija.

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