



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
**STUDIJŲ PROGRAMOS *MEDIJŲ FILOSOFIJA IR
KULTŪRINĖS INDUSTRIJOS* (valstybinis kodas - 6121NX070,
612V56002)**
VERTINIMO IŠVADOS

**EVALUATION REPORT
OF *PHILOSOPHY OF CULTURE AND MEDIA* (state code -
6121NX070, 612V56002)
STUDY PROGRAMME
at Klaipėda University**

Experts' team:

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Evaluation coordinator -

Mr. Pranas Stankus

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Medijų filosofija ir kultūrinės industrijos</i>
Valstybinis kodas	6121NX070, 612V56002
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Filosofija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3,5), iššėstinė (5)
Studijų programos apimtis kreditais	210
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Humanitarinių mokslų bakalauras
Studijų programos įregistravimo data	2012-04-04 order No. SV6-16

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Philosophy of Culture and Media</i>
State code	6121NX070, 612V56002
Study area	Humanities
Study field	Philosophy
Type of the study programme	University Studies
Study cycle	First
Study mode (length in years)	Full-time (3,5), part-time (5)
Volume of the study programme in credits	210
Degree and (or) professional qualifications awarded	Bachelor in Humanities
Date of registration of the study programme	2012-04-04 order No. SV6-16

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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:

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

The Bachelor’s degree programme *Media Philosophy and Cultural Industries* was developed and accredited at Klaipėda University (hereinafter: KU) in the Faculty of Humanities and Education Sciences by the Department of Philosophy and Culture Studies in 2012. The Faculty has 5 Departments (Baltic Philology, European Languages, Philosophy and Culture Studies, Pedagogy, Psychology) and 2 Research Centers (of Languages and Social Education, John Paul II for Christian Studies).

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *17 October, 2017*.

- 1. Prof. Michael Brady**, *Professor of School of Humanities, University of Glasgow, United Kingdom;*
 - 2. Prof. Jesús Pedro Zamora-Bonilla**, *Dean of the Faculty of Philosophy, National University of Distance Education, Spain;*
 - 3. Doc. Olli Loukola**, *Docent of Practical Philosophy, University of Helsinki, Finland;*
 - 4. Prof. Dalius Jonkus**, *Professor of Department of Philosophy and social critique, Vytautas Magnus University, Lithuania;*
 - 5. Ms. Daina Habdankaitė**, *Ph.D. student in Philosophy, Vilnius University, Lithuania.*
- Evaluation coordinator – Mr. Pranas Stankus..**

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme objectives and learning outcomes were reasonably clear and well-defined, but at times some technical language could have been explained, as the non-expert might be unaware of what certain things are. For instance, 'culture philosophy' is somewhat unclear, and a little vague. In general, some of the particular aims could be sharper: A1, for instance, states that "They know the development of philosophy of culture and media in the context of the world culture. This knowledge assists them in solving the problems of contemporary socio-cultural and personal problems." But what sort of problems are being referred to here? How can knowledge of philosophy and its application to culture assist in solving personal problems? We think that the ILOs could be more specific, and there were also some worries about measurability and achievability. For instance, Aim A3 states: "They have general knowledge of humanitarian, social, physical, bio-medical and technological sciences and are able to work in the spheres of culture, education and other social activities applying progressive and innovative methods, which encourage social and ethical progress." This seems like a lot of knowledge to have, and we would want to ask about attainability of this knowledge. Similarly, E1 and E2 note a large set of skills. In our meetings the breadth of the curriculum was highlighted as a positive, and students praised the universality of the aims and objectives. But we also got the impression that there was perhaps too much being attempted here and not enough of a coherent core, so our impression from the meetings with staff mirrored that from the SER.

The objectives and learning outcomes are linked well and coherent with the needs of state, society, and labour market. The context of popular media and cultural history in the region is welcome, and the survey of social partners is a good evidential base.

The objectives and learning outcomes correspond well with KU mission and strategy in giving priority to the history, culture and languages of the Baltic Sea region. There is helpful information here about KU's mission and priorities. In our meetings there was, however, some inconsistency between what the administrators and senior management thought about the need for philosophy – that it was a core and traditional university course – and what staff thought was the right emphasis on preparation for addressing cultural problems.

There is consistency with academic and professional requirements in the SER, with helpful information about practical skills and creative technologies. The aim in §17 that “students are able to solve fundamental philosophical problems” is either a little vague, or perhaps too ambitious. There are questions about the attainability and measurability of this also. The connection with the practice of cultural industries is a nice selling point in §18. In our meetings, there were some worries as to the coherency of the study programme. We got the impression that teaching staff focused on their own separate visions, with not much joined-up thinking about the programme.

Objectives and learning outcomes seem consistent with type and cycle of studies and the level of qualifications.

The title of the programme reflects the content of the courses, and the breadth of the topics covered. As noted, some of the intended learning outcomes strike us as rather ambitious, and perhaps could be narrowed down somewhat. This will also help with measurability.

Overall we thought that the programme objectives and learning outcomes connected well with the demands of employers and of the students; social partners and employers like the skills developed, and also thought that philosophy was important in the provision of these. However, we also thought it somewhat concerning that students wanted less philosophy and more practical courses; staff might be encouraged to think about how philosophical content can be more interesting and relevant, and philosophical skills developed so that they are brought to bear on issues of culture and media. We think that the aims of the programme are laudable, but also that the learning outcomes could be somewhat narrower, and the value of important philosophical skills conveyed to students more effectively.

2.2. Curriculum design

The programme structure is in line with The Legal Requirements for Higher Education Study Programmes in The Republic of Lithuania¹ 2017; Legal Requirements for First Level Study Programmes. The full length of the programme is 210 ECTS, thus satisfying the requirement of the extent of the first cycle study programmes (210-240 ECTS), with courses in the field of study comprising of 168 ECTS (the requirement being ‘at least 165 ECTS’).

The programme contains a large number of study subjects, firstly of philosophy, which is designed to provide theoretical background for the further studies in the various fields of culture and media. This is richness as such, and the programme offers a wide variety of topics and studies from media, culture, and related areas of great contemporary importance. However, the philosophical grounding (study subjects) would benefit from a more detailed and focused core. This is reflected in comments of students, alumni and social partners in that the relevance of the theoretical studies is not always apparent and their connection with the more practical activities not evident. Therefore, it might be advisable to revise the titles and descriptions as well as the contents of the subjects to reflect more clearly their reciprocal similarities and differences.

The prevalent title ‘Philosophy of culture and media’ and the attached descriptions do not show the philosophical core of the programme very clear for the potential students, and especially how it links to the more practical courses offered. Furthermore, the link to the MA programme, ‘Professional Ethics and The Audit of Ethics’ should be made clearer. The MA programme does not at least yet seem to be a development of the BA programme, since the MA students don’t come from the BA programme.

¹ Prepared according to Order of the Minister for Education and Science of Republic of Lithuania Approving the General Requirements for the First Degree and Integrated Study Programmes, 9 April 2010 No V-501, Order of the Minister for Education and Science of Republic of Lithuania Approving the General Requirements for the Master Degree Study Programmes, 3 June 2010 No V-826.

The scope of the programme is sufficient to achieve the learning outcomes. In general, the subjects and their contents corresponds to the type and cycle of studies and are taught in a consistent manner; the topics do not appear to be repeated. Although, there seems to be a good ratio between philosophy, media theory, and practice parts of the programme, the sequence of the subjects is rather questionable: all three historically-oriented philosophy courses are taught on the 1st semester, leaving subsequent semesters with courses that focus exclusively on media aspect of the media philosophy field. Since both the programme management and the teaching staff claim to view philosophy as a matrix for raising and solving problems in the contemporary digital world and the reality of media, it is not so evident that the knowledge of classical philosophy, gained in the first semester, is good enough to form such matrix. On the other hand, the teaching staff members indicated that there is a particular attention paid to the history of media in the classical philosophy courses which signals about a successful attempt of integrating theoretical and applied parts of the programme.

There is a lot of demand for the programme from outside. The different groups have different understandings of the programme: administration thinks it is part of the repertoire of a classical university; the staff is interested in philosophy, yet they also have their own personal projects. However, they seem to be working hard to stay updated with the latest academic, artistic and technological achievements, and bring it to the programme.

Furthermore, the students want to study practical topics, and do not always see the relevance of the philosophical topics. Also the social partners and employers are asking for more practical skills of the graduates; yet they also appreciate the general philosophy skills created (knowledge, understanding, and communicating) and emphasize in particular the need for ethics in society. They see issues like general lack of ethical behaviour, and corruption in particular, as serious problems in Lithuania, and for this reason believe that programmes such as this are direly needed. This could be taken into consideration in the future curriculum design.

The programme should, therefore, focus more on the coherence and distinctive nature of philosophy of the programme. The teachers are qualified and theoretical, interested in philosophy teaching; yet on the basis of the materials, discussions and thesis, they are not always applying this in an original way, but more surveying the thinkers. The students' knowledge of how to write philosophical and scientific texts could be improved as well; the texts we examined do not seem to be very investigative. Even though this is bachelor level programme a more sophisticated analysis and investigation in curriculum would be beneficial for further development of curriculum which latter should result in better final theses. The pronounced starting point of study modules – being based on the 'paradigm of cultural philosophy profession' encompassing 'the principles of ethics, tolerance and human rights' – is too general to offer any specific or detailed methods of teaching and studying.

To summarize, there is abundance of different visions concerning the outcomes of the programme, and perhaps a tendency to give too much weight to these. The programme is in need of more coherence, and this needs to be dealt with in order to maintain a respectable philosophical programme, with also a viable applicatory part.

2.3. Teaching staff

The BA programme in Media Philosophy and Cultural Industries' minimally meets the legal requirements. The BA study programme in Philosophy and Media is taught by a team of 15 people, of which 8 have a PhD. One of the PhD professors is close to retirement, and no indication was given about the possible replacement, so this may cause in a near future a problem regarding the fulfilling of this criterion. However at the time of review panel visit the teaching staff combination meets well established legal requirements.

The high degree of interdisciplinary of the study programme means that a big part of the teaching is carried out by people from different departments, whereas the people from the Philosophy department also have teaching in many other degrees. This makes it difficult to

assess whether the workload the teaching staff is excessive or not, though the limited number of students seems to make it not too exacting. However, no quantitative information was supplied to make a more informed assessment of this situation, since it was only informally discussed during the meetings.

On the positive side, it should also be stressed that the students were very satisfied with the quality and compromise of the teaching staff, and that these are very active in the academic and intellectual life of the study programme's social environment, which helps finding learning and practice opportunities to the students.

Besides that, the university provides sufficient, though certainly limited, opportunities and resources for the professional upgrading of the staff. For example, 6 teachers have participated in Erasmus Mobility programmes in the last 5 years. Funds for participating in international conferences is more limited, as members of the teaching staff indicated during the interviews. There is also no participation of the teaching staff in international research projects which should be of a concern for university and should be addressed at the management level.

2.4. Facilities and learning resources

According to our reading of the SER, and after our visit in Klaipėda, we judge that all the material facilities required for the implementation of the study programme in question have been provided. The students can use the well equipped lecture-rooms and computer classes. Even though there are a lot of workplaces good for autonomous student work in KU Library - reading rooms and computerized classrooms – regretfully, the Faculty does not have a specialized reading room. The main faculty building would benefit from renovation, as at present there are not enough venues for the teachers to work in between the classes, and where they can meet and discuss work with students.

On the Media Philosophy and Cultural Industries programme, students have modern computer hardware and software, equipment for making copies of materials for their independent work, as well as the equipment for the presentation of their works. Students also have all the necessary resources for their practical training. Students are free to use all material resources of The Laboratory of Cultural Industries while performing a variety of practical, creative, audiovisual and photography tasks.

KU faculty and students use all nine of Klaipėda University Library (CFC) units and services. All library areas have wireless Internet access. The study programme provides access to the database of licensed scientific journals: *ScienceDirect*; *SpringerLink*; *Taylor & Francis*; *Wiley Online Library*; *Sage Journals Online*; *Academic Search Complete*; *SocIndex with Full-text*; *Emerald Management eJournals Collection*; *PsycARTICLES*; *Humanities International Complete*; *Source Education*.

Basic materials for the MPC I programme are collected in the libraries and reading rooms of Health and Human Sciences, Educational Sciences, the Academy of Arts, the Central Library of Mažvydas, Rare Issues Department, and the Periodicals Reading Room. Because books and other study support materials are not found in one place, this may create additional difficulties for students who need to consult the mentioned written sources. The library needs to update the book collection. There is a lack of new specialized literature. A virtual learning environment has not yet been created.

2.5. Study process and students' performance assessment

There is a significant shortage of students with 16 BA students in all four years. There were no students accepted in the year 2017 (8 have chosen the programme as their first choice) because of the minimal student number decided by the government. Despite the small number of

students, the general entrance requirements are well-founded and transparent since they follow the national requirements for entering a higher education institution.

Since the program learning outcomes are rather broad, as already stated in the report, the great variety of study subjects is able to touch upon all of them. For instance, one of the program's learning outcomes (**C1** They acquire practical skills in operating with creative technologies in interdisciplinary space; planning capacity, to organize and creatively apply multimedia in the creative and projective activities of entertainment industry; capacity to explicate philosophy and media relations, possibilities of their integration with other educational subjects.) is successfully achieved by conducting three practice modules which cover such fields as theatre, audiovisual media, and photography. The supervision and guidance for the students is ensured by two figures who accompany every student – a mentor in the practice-providing institution and a supervisor from the university's teaching staff. Every practice module has an outcome which can be assessed: a practice report and a practical work. Laboratory of Cultural Industries, where students can conduct their practical work, is well equipped and contributes to creating a sufficient basis for developing the media application skills. All this ensures a clear and well-organized study process and its assessment.

One of the assets of this programme is the strong community of students and teachers, as witnessed in the discussions with the teachers and the current and former students. The students are satisfied with the instruction and the feedback they are provided, the teachers are listening to them, are active, and supportive of own views and thinking. The students are also satisfied with the skills development in practical issues. This strong community is further reflected on the environment, the social partners are acutely interested in the program; however, this communication would need to be enhanced systematically.

On the other hand, the fields of practice in the study programme are not self-explanatory: as indicated by some students and noticed by the evaluation team, there seems to be no particular reason to include the mentioned media fields in the practice and not design or cinema. This leads to a conclusion that the practice is organized in accordance with the sources the city has to offer which is both a positive thing (since it allows the students to engage in the cultural life of the area) and a negative thing (since it limits the possibility of expanding the practice activities to other fields).

Study and assessment methods used in the programme are as diverse and creative, as the interdisciplinary character of the programme would require. Both students and teaching staff confirmed that the study methods correspond well to the aims and goals of every module as well as of the program in whole. As reported in meetings, such study methods as seminars, project presentations, and discussion groups are applied. Yet when it comes to e-learning environment, teachers seem to be less enthusiastic about using non-traditional means of study. Moodle system is not used on a daily basis which raises doubts if the programme is run in a way that corresponds to the latest achievements in media and digital technologies.

The quality of final papers which the evaluation team was able to familiarize with raises some doubts about the balance between theoretical and practical aspects of the programme. While the practice is well-organized and divergent enough to ensure the applicability of the theoretical knowledge, the tasks requiring the skills of academic writing are performed on a much poorer level. Most of the final papers of the BA programme have topics that are too wide for a well-focused research. Moreover, a significant part of the papers do not demonstrate the students' ability to formulate a thesis and critically evaluate analysed texts. As a result, one of the intended learning outcomes concerning research skills (**B1** To understand and categorize culture philosophy facts, events and phenomena; to apply the consistent patterns of philosophical system and its development to the analysis of virtual environment of culture; to analyze and create texts using humanitarian and social theories and methods; to evaluate the achievements of culture philosophy and media in Lithuania and other countries.) seems to be achieved only partially since the final papers do not demonstrate a sufficient skill of critique and analysis. The

current level of final papers suggests that the programme management should find a better balance between academic and practical applications.

Based on student and teacher's feedback, the communication between students and teachers is to be viewed as effective enough to ensure the circulation of feedback concerning study process and assessment. Students seem to be encouraged to take part in scientific and cultural activities both in university and outside of the academy. As stated in SER and confirmed by study programme management, there is a vast variety of student conferences where students of the BA programme take part in as well as artistic and cultural projects the students organize in lower education institutions and cultural organizations in Klaipėda city. Plato's Academy, run by BA students, is one of the successful examples of student initiative in popularizing philosophy and media theory outside of the academy. Such activity corresponds well to the shared vision of the faculty administration and the social partners about preparing specialists in media philosophy who would be able to work in educational and cultural fields within the region of Western Lithuania.

Student mobility is very low and one of the reasons for that might be a short list of agreements with foreign universities. From 5 agreements only 2 are with higher education institutions where studies are run in English. All other institutions require knowing the local language which, as indicated by the students, is one of the major reasons for not taking part in mobility programmes. It is advisable to review the mobility programme list by including more options for students to choose from. Moreover, a possibility of teaching a second foreign language in BA should be revised, if the programme aims at promoting an international character and a wide scope of its topics and fields.

It was confirmed by both students and graduates of the BA programme that the higher education institutions ensures proper academic support: students are consulted by the tutor for their final paper, almost every course in the program requires both oral and written presentations of the research conducted by the student independently as well as under the guidance of the teachers.

There is a well-developed system of funding in the higher education institution which ensures that students of the BA programme have a possibility to get financial support: nominal scholarships, scholarships from the state, grants awarded by University Senate or Faculty Council, and grants awarded by social partners. In addition to this, there is a wide range of social support services provided to the students, including psychological support, dormitories and sports facilities. All the information about social and financial support is available online and is transmitted to students in orientation meetings which leads to concluding that the students of the BA programme are well-informed about the forms of non-academic support available in the higher education institution.

Both students and teachers confirmed that there is a strong communication between the teaching staff and the students. The two-way feedback is ensured by non-formal communication, discussions within the scope of lectures, eye-to-eye consultations and the system of formalized surveys of students about the study process and content conducted every semester. The evaluation criteria of every subject are disclosed in the beginning of every semester and are available online for the students to consult. All this leads to concluding that the feedback from the students is collected regularly and effectively whereas the assessment criteria are clear and public. There is a great variety of tasks which students are assessed for (oral presentations, video projects, written papers, etc.) which corresponds with the interdisciplinary character of the programme.

Although there is no formal system of monitoring the career of the program graduates, the graduates the evaluation team was able to meet as well as the social partners of the programme confirm the high demand of the specialists that the programme aims to train. There seems to be a close communication between the higher education institution and the social partners when it comes to organising student practice and running various artistic and educational projects. One of the qualities of the graduates the social partners praise the most is

their ability of applying the knowledge of history, philosophy and culture to the contemporary reality of communication and media. This is a sign of correspondence between the expectations of the employers and the learning outcomes of the programme. Despite numerous cultural and educational projects led together with the social partners (movie-making in one of Klaipeda's the art schools; workshops and conferences in Vilnius Academy of Arts, Klaipeda Faculty, and many others), the social partners were not able to confirm their involvement in reviewing the content of the BA programme. This signals the need of formalizing the process of both monitoring the careers of the graduates and involving the social partners in the management of the content of the programme.

2.6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated both at the university and, most importantly, at the department level. Department meetings are regularly held, usually twice a month. The meetings are devoted to the discussion of programme implementation issues: module harmonization, organization of individual work, the content of internships, quality of papers, staff recruitment strategies, research themes, and prospects of cooperation and collaboration with stakeholders. Once every two-three months, methodological seminars take place at the Department which are devoted to the discussions of students research themes as well as academic and research issues of the department scientists. As the process of Department formation has been very consistent, no problems arise in the field of coordination of collegiality and personal responsibility.

The BA programme is run by the Study Program Committee which has been recently renewed. It includes not only members of teaching staff and faculty administration but student representatives and social partners. Student opinion is represented both in the council of faculty and in the council of senate. Administration organizes meetings with students every semester to collect their feedback on study process. The student feedback collection is successfully formalized by conducting two types of surveys at the end of each semester: one form is generated by the central administration of university and another one is issued by the department. All this ensures an effective collection of student feedback.

The participation of stakeholders and students in the management of the programme is high, but it seems to occur mainly at an informal level and they are not really engaged in the processes of evaluation and improvement of the programme. It also seems to exist a tension between the university's reasons to maintain this study programme (basically, as it was told during the interviews, because 'a university has to have a philosophy degree'), and the social demands the university is trying to satisfy thanks to it (more related to media and culture than to philosophy itself). The programme has a very low number of students, perhaps as a result of this and other related factors, and no clear ideas or proposals to solve this problem are publicly discussed.

The information about the study programme is public, relevant and easily accessible, though it does not seem there is public information about the outcomes and evaluation processes. The panel could not find specific information about the specific procedures for collecting information and carrying out its analysis, nor about how it is used for the improvement or the programme, nor about how the efficiency of internal quality assurances measures is regularly assessed.

III. RECOMMENDATIONS*

1. Clarify aims and highlight importance of philosophical skills. This will help to address the worries with programme aims and objectives addressed above in 2.1, and to provide the kind of focus on philosophical training that is central to a programme like this.
2. Stronger emphasis on development of philosophical skills, to be reflected in final papers. These were lacking somewhat in clarity and rigour, as 2.5 notes, and so more focus on what is needed to formulate a thesis and provide the right kind of support.
3. Replace retiring Professor with another philosopher at Professorial level. There needs to be an adequate number of teaching staff, and the programme will suffer if there is no replacement.
4. Improve central resource of important texts for students, as noted above in 2.4, so that students have easier access to important materials.
5. Improve marketing to increase student numbers. Student numbers are very low, and the University marketing needs to help the department to increase these. This is a task for those with expertise in recruitment and marketing, and so a University-level recommendation.

IV. SUMMARY

There were a number of positives in this programme: the curriculum was suitably broad, with a large number of study subjects. The aims and objectives universal, and there was good connection with the aims and demands of employers and society, insofar as the programme has a strong emphasis on practical skills. Students were very satisfied with the quality and competence of teaching staff, and the latter are active in the social environment through projects like *Plato's Academy*, as well as being supportive of students seeking employment. The study and assessment methods are suitably diverse and creative, and students participate fully in artistic and cultural projects in the city. The links between students and staff are further strengthened with regular and productive departmental meetings, and research seminars. Lecture rooms and computer facilities are all well-equipped and satisfactory to student needs,

There were, however, some negative aspects to the programme. The panel felt that some of the aims were lacking in clarity, and some learning outcomes were too broad. The needs to be more of a focus on providing a strong philosophical grounding, and on the value of philosophy and the development of philosophical skills. Evidence for this was provided by the relatively poor quality of the final papers; these demonstrated something of a lack of the ability to formulate a clear thesis and provide the right kind of rigorous argumentative support. The fact that there are very few students is a worry, and although the informal links between the programme and social partners is good, formal monitoring of student careers and links with social partners needs to be in place. Provision of relevant books and texts in one centralised location would also be welcome.

V. GENERAL ASSESSMENT

The study programme *Philosophy of Culture and Media* (state code – 6121NX070, 612V56002) at Klaipėda University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Teaching staff	2
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	15

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

**KLAIPĖDOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
 MEDIJŲ FILOSOFIJA IR KULTŪRINĖS INDUSTRIJOS (VALSTYBINIS KODAS -
 6121NX070, 612V56002) 2017-12-05 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-226
 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Medijų filosofija ir kultūrinės industrijos* (valstybinis kodas - 6121NX070, 612V56002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	15

* 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)

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IV. SANTRAUKA

Studijų programa turi nemažai teigiamų aspektų: mokymo programa gana plati – ją sudaro daug studijų dalykų. Studijų programos tikslai ir rezultatai įvairiapusiški. Jie atitinka darbdavių ir visuomenės poreikius ir interesus, nes daug dėmesio skiriama praktinių gebėjimų ugdymui. Studentai labai patenkinti mokymo kokybe ir dėstytojų kompetencija. Dėstytojai aktyviai dalyvauja socialinėje veikloje, pavyzdžiui, projekte „Platono akademija“, ir padeda studentams įsidarbinti. Studijų ir vertinimo metodai gana įvairūs ir kūrybiški. Studentai dalyvauja mieste vykdomuose meno ir kultūros projektuose. Ryšys tarp studentų ir dėstytojų stiprinamas rengiant reguliarius ir produktyvius katedros susitikimus, mokslinius tiriamuosius seminarus. Auditorijos ir kompiuterių klasės gerai įrengtos ir patenkina studentų poreikius.

Tačiau yra keletas aspektų, kurie kelia nuogąstavimų. Ekspertų grupės nuomone, kai kurie studijų tikslai nelabai aiškiai apibrėžti, o kai kurie studijų rezultatai pernelyg platūs. Reikia daugiau dėmesio skirti esminiems filosofijos dalykams, filosofijos svarbai ir filosofijos gebėjimų ugdymui. Kad tai nėra užtikrinta, rodo gana prasta baigiamųjų darbų kokybė. Juose pasigendama gebėjimo formuluoti aiškius teiginius ir pateikti konkrečius argumentus. Susirūpinimą kelia tai, kad studijų programa pritraukia per mažai studentų. Palaikomi neformalūs ryšiai su socialiniais partneriais. Tačiau reikėtų įdiegti formalią absolventų profesinės veiklos stebėsenos sistemą ir palaikyti formalius santykius su socialiniais partneriais. Pageidautina, kad studijoms skirtos knygos ir kita literatūra būtų laikomos vienoje centralizuotoje vietoje.

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III. REKOMENDACIJOS

1. Aiškiai apibrėžti filosofinius gebėjimus ir pabrėžti jų svarbą, atsižvelgiant į ekspertų grupės 2.1 skyriuje išsakytą susirūpinimą dėl studijų programos tikslų ir rezultatų. Užtikrinti, kad daugiausiai dėmesio būtų skirta filosofijos dalykams, atsižvelgiant į šių studijų kryptį.
2. Labiau ugdyti filosofinius gebėjimus. Tai turi atsispindėti baigiamuosiuose darbuose. Kaip ekspertų grupė pažymi 2.5 skyriuje, baigiamiesiems darbams trūksta aiškumo ir konkretumo. Todėl reikia studentus mokyti formuluoti teiginius, suteikti studentams reikiamą pagalbą.
3. Pakeisti į pensiją besiruošiantį išeiti filosofijos profesorių kitu profesoriaus kvalifikaciją turinčiu dėstytoju. Turi būti užtikrintas pakankamas dėstytojų skaičius, kad studijų programa būtų tinkamai vykdoma.
4. Užtikrinti, kad studijoms skirti vadovėliai ir kita literatūra būtų vienoje centralizuotoje vietoje, kaip nurodyta 2.4 skyriuje. Tuomet studentams reikalinga medžiaga bus lengviau prieinama.
5. Didinti studijų programos žinomumą, kad būtų pritraukta daugiau studentų. Norinčių studijuoti studentų skaičius labai mažas. Universitetas turėtų padėti katedrai populiarinti studijų programą ir pritraukti daugiau studentų. Šios užduoties turi imtis universiteto rekomenduojami specialistai, turintys patirties įdarbinimo ir rinkodaros srityje.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė,
parašas)