



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos edukologijos universiteto
STUDIJŲ PROGRAMOS *TEATRO MENO PEDAGOGIKA*
(valstybinis kodas – 621X14008)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *PEDAGOGY OF THEATRE ART (state code – 621X14008)*
STUDY PROGRAMME
at Lithuanian University of Educational Sciences

Experts' team:

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Išvados parengtos anglų kalba
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2015

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Teatro meno pedagogika</i>
Valstybinis kodas	621X14008
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Meno pedagogikos magistras
Studijų programos įregistravimo data	2012-06-15 , Įsakymo Nr. SV6-22

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Pedagogy of Theatre Art</i>
State code	621X14008
Study area	Social Sciences
Study field	Teachers training
Type of the study programme	University studies
Study cycle	second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Arts Teacher Training
Date of registration of the study programme	15-06-2012, Order No. SV6-22

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: *1) self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) visit of the review team at the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
	Papers of Final Thesis

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

Lithuanian University of Educational Sciences (hereinafter also LEU) is the biggest teacher training institution in Lithuania. The mission of the university is “the creation and dissemination of Society's education based on Philosophy of modern education and the newest

scientific knowledge. The university is aiming to solidify its exceptional place in the Lithuanian and European Higher Education Area as a University of Educational nature in studies, research and practice.” (https://leu.lt/en/about_university/mission-and-vision.html)

The university is comprised of seven faculties (Education, Science and Technology, History, Lithuanian Philology, Philology, Social Education, Sports and Health Education) and one institute (Professional Competence Development Institute). Nowadays more than 6.000 students are studying there. Academic staff consists of 552 members: 84 professors (doctors and habilitated doctors), 216 associate professors (doctors) and 252 lecturers and assistant lecturers.

The evaluated Master Study Programme Pedagogy of Theatre Art is based at the Faculty of Education which was established as a Faculty of Education and Psychology in 1990 and has existed as a single Faculty of Education since 2011. It is the only Study Programme targeted at training of theatre art teachers – masters in Lithuania. History of the Study Programme is not long. It was launched under the Department of Arts Education in 2012, first two students graduated from the Study Programme in 2014. Regarding the period of existence, the Study Programme has not been assessed yet.

On Tuesday 12 May 2015 – following the analysis of the Pedagogy of Theatre Art programme’s Self-Evaluation Report (hereafter also SER) and the preparation of Preliminary Report – the Review Team (hereafter called the RT) visited the Department of Arts Education at the Faculty of Education at LEU. The visit to the Department of Arts Education at LEU involved meetings with the following groups: senior management and staff of the faculty; staff responsible for preparation of the SER; teaching staff; students of the programme; alumni and social partners. The review team also had the opportunity to visit the Department’s facilities and learning resources, and to familiarize with students’ examination material, course and final papers (thesis). The RT would like to thank everyone involved in organizing the event and participating in the meetings. After the visit, the review team discussed and agreed upon the content of the report, which represents the consensual view of the review team.

1.4. The Review Team

The review team (RT) was completed according to *Description of experts’ recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted on Tuesday May 12th.

1. **Prof. dr. Jan Lindvik (team leader)** *Professor at Norwegian Film School, Norway.*
2. **Mr. Mika Ritalahti**, *former Head of the department at Aalto University, School of Art and Design, Department of Film and Scenography; producer / managing director at Silva Mysterium, Finland.*
3. **Dr. Hana Krejci**, *Assistant Professor of Theatre management and stage technology and management department, Theatre Faculty at Janáček Academy of Music and Performing Arts in Brno, Czech Republic.*
4. **Doc. dr. Rūta Mažeikienė**, *Associate professor of Theatre Studies Department, Vice-dean of the Faculty of Arts at Vytautas Magnus University, Lithuania.*
5. **Mr Gytis Valatka**, *doctoral student at Vilnius University study programme Historical Sociology, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The Master Study Programme Pedagogy of Theatre Art (hereafter called the Study Programme) is one of fifteen study programmes in Social Sciences taught at the LEU and the only second cycle study programme of its type in Lithuania. Launching the Study Programme in 2012 came as a result from several impulses which are reflected in the aim of the programme: to train Masters in Theatre and Drama Education - theatre art teachers who are employable in different types of education and cultural institutions and/or within interdisciplinary art projects.

There are clearly specified needs of the professional field and labour market for a programme of this type and qualification: to raise general knowledge of people working as theatre and drama teachers both at formal and informal schools of all levels; to change the way how theatre education is understood and realized - focus more on the process than the result; to full-fill the demand for experts who are able to carry out research in the sphere of theatre education. Even the Master's degree is not obligatory for pedagogical work in Lithuania; there is a proved interest of undergraduates to apply for the Study Programme, especially from the professional development motives.

The individuals with first cycle education in theatre, film or theatre pedagogy can apply for the Study Programme. As the RT noted from the visit the character of applicants, artists on one hand and pedagogues on the other hand, originates the particularity of the Study Programme and brings added value to the studies in the way that students from artistic and pedagogical fields enrich one another. The boundary between bachelor study programmes and the Master Study Programme Pedagogy of Theatre Art is evident. While bachelor studies are focused primarily on general competences and practical skills, the Master Study Programme emphasises theatre

research and methodology of research and education and therefore also opens the door to third cycle education for alumni interested, as staff responsible for SER, teachers and students confirmed at the site visit.

The programme aims and learning outcomes comply with relevant national and international requirements and qualifications frameworks. Four aims of the Study Programme are linked with eleven intended learning outcomes and subsequent study subjects and areas of professional activity. Connection among aims of the Study Programme, intended learning outcomes, study subjects and areas of professional activity is clear and well described. Also graduates profile is clearly defined.

Regarding the short history of the Study Programme and the number of up to now graduates it is impossible to evaluate the programme's ability to reach the above-mentioned aims and intended learning outcomes from the long-term point of view. However, general satisfaction with the Study Programme, its structure, content and results dominated when students, alumni and social partners were interviewed.

Information about the Study Programme, e. g. aims, intended learning outcomes and the admission rules, is publicly accessible. It is available at websites of the LEU (www.leu.lt) and at events organised by the university (Study Fair, Open Door Days). People interested can also contact the Department of Arts Education individually by e-mail and phone. The information on the Internet is available in Lithuanian and in English.

Strengths:

- The only Master Study Programme focused on Pedagogy of Theatre Art in Lithuania.
- The Study Programme is based on clearly specified needs of the professional field and labour market.
- Connection between aims of the Study Programme, intended learning outcomes, study subjects and areas of professional activity is clear and well described.

Weaknesses:

- Students who did not study pedagogical BA study programme have to acquire teachers' qualification independently. The Study Programme does not include any pedagogical course the completing of which would entitle students to teach at formal educational institutions.
- There is a need to promote the Study Programme widely in national and international environment to attract potential students and increase the number of applicants.

2.2. Curriculum design

The curriculum design meets the legal requirements for Master's studies programmes according to Lithuanian national regulations in semesters and in the volume of the programme (120 ECTS, duration 2 years; requirement 90-120 ECTS) and in the volume of subjects of the study field (requirement not less than 60 ECTS).

The programme is composed of subjects (6 - 24 ECTS; 17 subjects in total, included alternatively optional ones) and number of subjects is at maximum 5 in each semester (requirement not more than 5 subjects during one semester). The subjects are organized evenly over the study semesters, 30 ECTS in each semester. Each subject is finalised with an examination (requirement: to complete each subject with examination or credit for the student's independent project). All subjects in the study programme belong to study subjects of the major study field. Obligatory subjects are supplemented by optional study subjects of the total volume of 14 ECTS. Students can choose one of two optional study subjects in the 2nd semester and one of two optional study subjects in the 3rd semester. As the RT learned from the site visit, students would appreciate more interesting subjects of free choice. At the moment they can choose Psychodrama in Education or Development of Ideas in Arts Education in the 2nd semester and Contemporary Pedagogy and Andragogy or Arts Ontology and Education in the 3rd semester. Subjects are internally interconnected – the subjects taught in semesters 2, 3 and 4 follow the subjects taught at the beginning of the studies; they are not repetitive.

The content of subjects reflects the latest achievements in the field. Already in the first semester students are lead to understand conceptual changes and trends in cultural studies and education deeply. Students are not in a role of people who only listen. Teaching is performed not only as lecturing, but the programme encourages students to search their own innovative solutions when practically realizing educational and artistic activities.

The volume of academic credits related to writing the Master Paper is 30 ECTS (requirement: no less than 30). Work on the Master Papers is included in three subjects each in one of the last three semesters and starts in the second semester already. Master Papers are based on independent applied research (83 % of self-dependent work in the fourth semester is given over to writing the Master Paper) and play a role of integration element among subjects (students write their papers as a part of their future Master thesis). Some students would appreciate more practical oriented Final Thesis but the research-oriented character of final thesis corresponds to the level of Master studies.

Volume of self-dependent studies is four times higher than contact work (requirement not less than 30% of the volume of every study subject). This fact brings related advantages and

disadvantages. Students attending the Study Programme are able to have work besides the studies. Most students take that advantage. At school they work on their own assignments, relevant to their personal focus and present or future activities, and teachers counsel them. The high number of self-dependent work is appreciated by students. Even the number of contact hours is not considerable high, the involvement of teachers in individual consultation offsets this fact.

Forms of contact work include lectures, seminars, practical classes and consultations. Individual study work comprises of self-dependent assignments, scientific research work, studying of scientific literature and writing the Master Paper. Study methods used in individual subjects are diverse and reflect the aims of the study programme and its learning outcomes. As the RT learned from the site visit, also students are satisfied with methods teachers use in their classes.

The weak point is the existing e-learning which is of the basic level as the staff responsible for the SER confirmed at the site visit. Regarding the high number of self-dependent study work, development of virtual learning environment suggested in the SER seems to be a very good idea.

The scope of the programme is sufficient to ensure the learning outcomes within the given timeframe. As a Master's degree programme, the Pedagogy of Theatre Art focuses on research in the field concerned, helps to systematize the knowledge in arts, education and psychology and aims to train theatre art teachers who are able not only to teach, but also to bring changes into understanding of theatre education. In social partners/employers' opinion this is really important.

Strengths:

- The scope of the Study Programme is sufficient to ensure the learning outcomes within the given timeframe.
- Subjects are internally interconnected, not repetitive. Their content reflects the latest achievement in the field.
- Study methods used in individual subjects are diverse and reflect the aims of the study programme and its learning outcomes.
- Considerable volume of self-dependent studies enables students to work and bring their practical experience and knowledge to the Study Programme, fellow students and teachers.
- Students are encouraged to search their own innovative solutions when practically realizing educational and artistic activities.

Weaknesses:

- Regarding the high number of self-dependent work, virtual learning environment is not at appropriate level.
- The number of elective subjects is limited. The content of these subjects is a matter of discussion.

2.3. Teaching staff

Team of teachers delivering the Study Programme Pedagogy of Theatre Art meets the legal requirements for Master's studies programmes according to Lithuanian national regulations. The programme is delivered by 4 professors, 7 associated professors, 1 doctor of sciences and 2 lecturers.

No less than 80 % of the teaching staff has advanced degree. 29 % of the volume of the study programme is taught by professors (requirement no less than 20 % of the subjects in the main field are taught by full professors). Regarding the number of subjects taught in the Study Programme - 17 subjects included optional ones, the number of teachers ensures the diversity needed.

The age structure of the teaching staff is balanced. 3 teachers: 30 – 40 years old; 3 teachers: 41 – 50 years old; 5 teachers: 51 – 60 years old; 2 teachers: 61 – 70 years old. The pedagogical experience of two thirds of the teaching staff is longer than ten years. 3 teachers – work experience over 30 years; 3 teachers – from 21 to 30 years; 3 teachers – from 11 to 20 years; 4 teachers – up to 10 years. There has not been any staff turnover since the study programme was implemented in 2012.

Teachers are active both in research and arts in the fields related to the Study Programme. The variety of their activities is wide. Teachers participate at national and international scientific conferences, as well as research and artistic projects. They attend study visits in Lithuania and abroad. They are involved in educational activities for teachers and artists teaching art and in various research and arts popularisation activities. Working at theatres and film, membership and active involvement in various research institutions and organisations and publishing books belong to other activities realized by the teachers of the Study Programme. The ratio between number of teachers and number of the most significant artistic and scientific activities (120 articles, textbooks, methodological publications and aids, roles in theatre and films from 2010 to 2014) is positive.

There are well known and recognized artists among the teachers. Five teachers participate in training of doctors of science. Most of teachers speak Russian and English at advanced level. The participation of teachers in the academic exchange programmes is not very high. During the

period of assessment four teachers attended some type of exchange programmes. The number of foreign guests-tutors coming to teach at the department within academic exchange programmes was detected as low. At meetings with students they expressed their need for having more guests-tutors as this could compensate for their limitations in going abroad themselves.

The teaching load of the academic staff in the Study Programme meets the recommendations of the Minister of Education and Science and internal regulations of the LEU (work load cannot exceed 36 hours per week). The volume of contact work of teachers is 720 hours on average, i. e. 72 hours per month and 18 hours per week. Contact work includes lectures, seminars and individual consultations. The rest of time is devoted to professional development, organisational work and research/artistic activities. The high number of self-dependent studies requires increased time devoted to email consultations which have to be taken into account as well.

Allocation of hours to each of the activity included in the workload is the question of annual workload plan. Professional development of teaching staff is defined in perspective plans of teachers. The department supports teachers to take part at training, events of professional development and study visits by distribution of relevant information, covering necessary costs (if possible) and encouraging teachers to share their newly gained knowledge with their colleagues and students.

The atmosphere between teachers and students is open and friendly. At the site visit both parties confirmed that relation between teachers and students is based on partnership. Students are satisfied with qualification of teachers and their approach to students. Some students told the RT that they felt they were treated as colleagues.

Strengths:

- High-qualified teachers who are active in scientific, artistic, project and educational activities directly related with the Study Programme.
- Most of teachers are full-time and their number ensures needed diversity. The age structure is balanced.
- The department supports teachers to take part at training, events of professional development and study visits.
- The atmosphere between teachers and students is open and friendly. Teachers consider students as their partners.

Weaknesses:

- Participation of teachers in academic exchange programmes is not very high.
- The number of foreign guest-tutors and lecturers coming to teach at the department within academic exchange programmes is low.

2.4. Facilities and learning resources

Classrooms of the Faculty of Education are used for lectures and practical classes of the Study Programme. Eight of them are mainly dedicated to Study Programme. The standard of the classrooms is very good - all of them have been renovated and technically well equipped. Students can use chosen classrooms in the evening and (if necessary) at weekends as well. Regarding the amount of self-dependent work, this is a big advantage. Teachers and students have a well-equipped room used for performances at their disposal. Up to 30 spectators can visit performances given at this room. Equipment of the room is appropriate for practical classes. Study space and technical facilities are adequate for the programme needs and aid to achieve learning outcomes of the Study Programme.

Students have access to a wide range of learning resources. Lithuanian and foreign literature necessary for their study field, teaching videos, audio materials, textbooks and practice books, periodicals, foreign periodical publications, databases etc. are available at several places – at the newly established Resource Centre of Arts Education, in the Methodological Study Room of Pedagogy and at the Library of Lithuanian University of Education Sciences. They can also approach databases related to their study programme electronically. The department of the Study Programme has an opportunity to order up-to-date publications necessary for implementation of the programme via the LEU Library Electronic Database of Book Ordering and Analysis.

The Wi-Fi system and software designated for the Study Programme purposes (e.g. for research data processing) are available to students and teachers. Software and hardware are periodically updated. When talking to teachers at the site visit, the RT was told that they were satisfied with the programme's facilities, technical equipment and learning resources. The same for the students.

Strengths:

- All of the classrooms utilized by the Study Programme have been renovated and technically equipped. The premises are adequate for the provision of the Study Programme.
- Students and teachers have access to a wide range of learning resources. Software and hardware needed is available to them as well.

Weaknesses:

- The level of existing e-learning (as mentioned before).
- The library is not to the full satisfaction yet, but a new Library is under construction and will most truly solve this problem.

2.5. Study process and students' performance assessment

Individuals with first cycle university education in art studies in the field of theatre/film or in studies related to pedagogy may be admitted to the Study Programme. Admission process is based on a competitive mark which consists of weighted coefficient of selected marks from the diploma supplement, included the average of mark of the final examination and/or Bachelor paper. Talent is not tested within the admission process. As representatives of senior management and staff of the faculty mentioned within the site visit, talent is usually tested at Bachelor level. Admission requirements correspond with needs of the Study Programme.

It is difficult to evaluate long term trends in the admission process due to short existence of the Study Programme. Number of applicants is very small (7 applicants in 2012 and 2013, 10 applicants in 2014). Also the ratio of applicants and admitted students is poor, especially in 2012 when all 7 applicants were admitted. In 2013 and 2014 there were 5 students admitted each year.

Students are admitted to state-financed and non-financed places. Number of state-financed places is defined by the Government and distributed to universities by the Ministry of Education and Science every year. Last three years number of state-funded places ranged from four to five.

Number of graduates up to now is therefore small. Only 2 students of 7 admitted in 2012 successfully finished their studies in 2014. Reasons why students drop out the studies are mainly related to personal and financial issues. The department is familiar with individual reasons upon which students interrupt their studies.

International student mobility is one of the programme weaknesses. Since the beginning of the Study Programme no student has gone abroad and no student mobility programme has been implemented. The RT noted a clear will from students to take part in exchange. But since many of them work alongside the studies, this possibility has not been used. Also representatives of senior management and staff of the faculty mentioned they tried to motivate students to go abroad but due to their working commitment it proved to be very difficult. To sum up, students have opportunity to participate in mobility programmes (the department has signed bilateral agreements with five foreign higher education institutions so far) however their employment poses a significant obstacle.

The fact that students work alongside the studies has positive assets as well. They are already in practice, usually related to the Study Programme focus, so they can (and in fact do) share their experience and knowledge with their colleagues and teachers as well. All the Study Programme students carry out their own research, which results from their background, interests, career expectations or theatre education problems. They are also involved in a wide range of artistic and educational activities.

Students are provided with various kinds of academic and social support. They can consult issues related to their studies and research individually, in a group or by email. They have a possibility of individual study plan (no student has made use of this possibility yet). Students can take advantages of services provided by the Career Centre, the Psychological Counselling Centre of the University, the Sports Centre and the Centre of Culture. Students who need accommodation during the semester or examination period can request for a students' hostel. State-financed students can gain three types of scholarship (social, incentive, onetime) from the University Scholarship Fund. A possibility of reduction in tuition fee provided to students with financial problems exists. In general, the level of academic and social support is high.

Students are motivated to finish their examinations and the study programme properly and in time by financial sanctions. Results of examinations are paid. A student who has completed the study programme but did not defend the Master paper can defend it in the coming year for a fee.

Assessment of students' achievements is based on a ten-point criteria-based assessment scale and cumulative system. A student fails when gets a grade of 4 or less. Grades received during midterm accountings and examinations form the final mark.

The assessment procedure is introduced to students in different ways. Students get information at introductory meetings, by teachers within semesters, in description of subjects. Also feedback on students' achievements is provided in several ways. Marks are not the only measure. Teachers provide students with oral feedback and encourage them to self-reflection as well.

Strengths:

- Requirements for admission based on a competitive mark are clear and publicly accessible.
- Students carry out their own research, which results from their background, interests, career expectations or theatre education problems. They are involved in a wide range of artistic and educational activities.

- Academic and social support provided to students by the university is appropriate.
- Assessment of students' achievement is not based on marks only. Students are provided with oral feedback and they are encouraged to do self-reflection.

Weaknesses:

- The admission criteria are based only on a competitive mark.
- The number of applicants is very small compared to the number of admitted students.
- Too few graduates up till now.
- Since the beginning of the Study Programme no student has been involved in any international mobility programme.

2.6. Programme management

Management of the study programme is conducted at several levels: the university, the Faculty of Education, the Department of Arts Education and the Committee of the Study Programme where representatives of teachers, students and social partners are involved. Responsibilities for implementation, monitoring and decision-making processes related to the Study Programme are clearly defined and distributed.

The Study Programme is evaluated regularly. Social partners are asked to take part in evaluation once a year, and students' feedback is collected after each semester. There are several ways how students' opinion is surveyed: electronic questionnaires, paper-form feedback, discussions and individual consultations with teachers. As the RT was told at the site visit, students prefer informal feedback based on dialogue with teachers. Both social partners and alumni are invited to get involved in the programme development (e.g. heads of grammar schools were asked to define their needs which can be fulfilled by the Study Programme). However, there is a lack of more formal feedback from stakeholders and social partners.

Teachers are involved in the evaluation process as well. Beside pedagogues who are members of the Committee of the Study Programme, other teachers also participate in the programme assessment. Department meetings are a place where the present and future of the Study Programme are often discussed. Results of the internal quality assessment are taken into account when steps leading to improvement of the Study Programme are suggested.

Strengths:

- Responsibilities for implementation, monitoring and decision-making processes related to the Study Programme are clearly defined and distributed.

- The Study Programme is evaluated by students, graduates and social partners on a regularly basis.
- Not only formal surveys but also informal feedback based on discussions between teachers and students are taken into account when the study programme is evaluated.

Weaknesses:

- The lack of more formal feedback from stakeholders and social partners.

III. RECOMMENDATIONS

The RT would recommend the LEU to consider the following activities:

1. To extend the offer of optional study subjects and allow the students to deepen their knowledge in the chosen areas.
2. To promote the Study Programme widely in national and international environment to attract potential students and increase the number of applicants.
3. To extend and deepen international relations, namely:
 - to increase participation of the Study Programme teachers in academic exchange programmes,
 - to increase the number of international guest-tutors and lecturers coming to teach in the Study Programme,
 - to encourage and enable students to take part in student mobility programmes or shorter exchanges in the field of theatre education.
4. To improve virtual learning environment to make the self-dependent studies easier and more effective.
5. To rethink admission criteria towards verification of applicants motivation and talent, especially in case the number of applicants increases.
6. To implement more formal process of getting feedback from stakeholders and social partners at the faculty level.

IV. SUMMARY

Programme aims and learning outcomes

Strengths:

- The only Master Study Programme focused on Pedagogy of Theatre Art in Lithuania.
- The Study Programme is based on clearly specified needs of the professional field and labour market.
- Connection between aims of the Study Programme, intended learning outcomes, study subjects and areas of professional activity is clear and well described.

Weaknesses:

- Students who did not study pedagogical BA study programme have to acquire teachers' qualification independently. The Study Programme does not include any pedagogical course the completing of which would entitle students to teach at schools of formal education.
- There is a need to promote the Study Programme widely in national and international environment to attract potential students and increase the number of applicants.

Programme design

Strengths:

- The scope of the Study Programme is sufficient to ensure the learning outcomes within the given timeframe.
- Subjects are internally interconnected, not repetitive. Their content reflects the latest achievement in the field.
- Study methods used in individual subjects are diverse and reflect the aims of the study programme and its learning outcomes.
- Considerable volume of self-dependent studies enables students to work and bring their practical experience and knowledge to the Study Programme, fellow students and teachers.
- Students are encouraged to search their own innovative solutions when practically realizing educational and artistic activities.

Weaknesses:

- Regarding the high number of self-dependent work, virtual learning environment is not at appropriate level.

- The number of elective subjects is limited. The content of these subjects is a matter of discussion.

Staff

Strengths:

- High-qualified teachers who are active in scientific, artistic, project and educational activities directly related with the Study Programme.
- Most of teachers are full-time and their number ensures needed diversity. The age structure is balanced.
- The department supports teachers to take part at training, events of professional development and study visits.
- The atmosphere between teachers and students is open and friendly. Teachers consider students their partners.

Weaknesses:

- Participation of teachers in academic exchange programmes is not very high.
- The number of foreign guest-tutors and lecturers coming to teach at the department within academic exchange programmes is low.

Facilities and learning resources

Strengths:

- All of the classrooms utilized by the Study Programme have been renovated and technically equipped. The premises are adequate for the provision of the Study Programme.
- Students and teachers have access to a wide range of learning resources. Software and hardware needed is available to them as well.

Weaknesses:

- The level of existing e-learning (as mentioned before).
- The library is not to the full satisfaction yet, but a new Library is under construction and will most truly solve this problem.

Study process and student assessment

Strengths:

- Requirements for admission based on a competitive mark are clear and publicly accessible.
- Students carry out their own research, which results from their background, interests, career expectations or theatre education problems. They are involved in a wide range of artistic and educational activities.
- Academic and social support provided students by the university is appropriate.
- Assessment of students' achievement is not based on marks only. Students are provided with oral feedback and they are encouraged to self-reflection.

Weaknesses:

- The admission criteria are based only on a competitive mark.
- The number of applicants is very small compared to the number of admitted students.
- Too few graduates up till now.
- Since the beginning of the Study Programme no student has been involved in any international mobility programme.

Programme management

Strengths:

- Responsibilities for implementation, monitoring and decision-making processes related to the Study Programme are clearly defined and distributed.
- The Study Programme is evaluated by students, graduates and social partners on a regularly basis.
- Not only formal surveys but also informal feedback based on discussions between teachers and students are taken into account when the study programme is evaluated.

Weaknesses:

- The lack of more formal feedback from stakeholders and social partners.

V. GENERAL ASSESSMENT

The study programme *Pedagogy of Theatre Art* (state code – 621X14008) at Lithuanian University of Educational Sciences 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	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	19

*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. dr. Jan Lindvik
Grupės nariai: Team members:	Mr Mika Ritalahti
	Dr. Hana Krejci
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	Mr Gytis Valatka

**LIETUVOS EDUKOLOGIJOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS *TEATRO MENO PEDAGOGIKA* (VALSTYBINIS KODAS – 621X14008)
2015-07-16 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-212 IŠRAŠAS**

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VI. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Teatro meno pedagogika* (valstybinis kodas – 621X14008) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
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	Iš viso:	19

* 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

Programos tikslai ir numatomi studijų rezultatai

Stiprybės:

- Vienintelė Lietuvoje *Teatro meno pedagogikos* magistrantūros programa.
- Ši studijų programa pagrįsta aiškiai nurodytais profesiniais reikalavimais ir darbo rinkos poreikiais.
- Studijų programos *Teatro meno pedagogika* tikslai, numatomi studijų rezultatai, studijų dalykai ir profesinės veiklos kryptys yra aiškiai susieti ir apibūdinti.

Silpnybės:

- Nestudijavusieji pedagoginės bakalauro studijų programos turi savarankiškai įgyti pedagogo kvalifikaciją. Ši studijų programa neapima pedagoginio kurso, kurį baigus studentai įgytų teisę mokyti formalaus ugdymo mokyklose.
- Būtina plačiai reklamuoti studijų programą nacionalinėje ir tarptautinėje aplinkoje, siekiant atkreipti potencialių studentų dėmesį ir padidinti stojančiųjų skaičių.

Programos sandara

Stiprybės:

- Studijų programos apimtis yra pakankama, kad per nustatytą laiką būtų galima pasiekti numatomus studijų rezultatus.
- Studijų dalykai išdėstyti nuosekliai, jų temos nesikartoja. Dalykų turinys atitinka naujausius šios srities pasiekimus.
- Dėstant atskirus dalykus taikomi įvairūs studijų metodai; jie atspindi studijų programos tikslus ir numatomus studijų rezultatus.
- Didelė savarankiškų studijų apimtis užtikrina studentams galimybę dirbti ir savo praktinę patirtį bei žinias pritaikyti studijuojant šią programą, bendraujant su kitais studentais ir dėstytojais.
- Studentai raginami ieškoti savarankiškų inovacinių sprendimų jiems praktiškai vykdant ugdymo ir meninę veiklą.

Silpnybės:

- Atsižvelgiant į didelę savarankiško darbo apimtį virtuali mokymosi aplinka nėra pakankamo lygio.
- Pasirenkamųjų dalykų siūloma nedaug. Jų turinį reikėtų apsvarstyti.

Personalas

Stiprybės:

- Aukštos kvalifikacijos dėstytojai, aktyviai dalyvaujantys mokslo, meno, projektinėje ir ugdymo veikloje, tiesiogiai susijusioje su šia studijų programa.
- Daugelis dėstytojų dirba visu etatu, jų skaičius užtikrina reikalingą įvairovę. Amžiaus struktūra subalansuota.

- Katedra skatina dėstytojus dalyvauti mokymuose, profesinio tobulinimo renginiuose ir studijų vizituose.
- Dėstytojų ir studentų santykiai yra atviri ir draugiški. Studentus dėstytojai laiko partneriais.

Silpnybės:

- Dėstytojų dalyvavimo akademinė mainų programose lygis nėra labai aukštas.
- Pagal akademinė mainų programą į katedrą iš užsienio atvykstančių praktikos vadovų (tutorių) ir lektorių yra nedaug.

Materialieji ištekliai

Stiprybės:

- Visos šiai studijų programai skirtos auditorijos yra renovuotos ir techniškai įrengtos, patalpų pakanka.
- Studentams ir dėstytojams yra prieinami gausūs metodiniai ištekliai, taip pat ir reikalinga techninė ir programinė kompiuterio įranga.

Silpnybės:

- Kaip pirmiau minėta, dabartinio el. mokymosi lygis yra žemas.
- Biblioteka dar netenkina visų poreikių, bet statoma nauja, kuri turėtų padėti išspręsti šią problemą.

Studijų eiga ir jos vertinimas

Stiprybės:

- Aiškiai nustatyti ir viešai skelbiami priėmimo į studijas reikalavimai, pagrįsti konkursiniu balu.
- Studentai atlieka savarankiškus mokslinius tyrimus, kuriuos lemia jų išsilavinimas, interesai, karjeros lūkesčiai arba teatrinio ugdymo problemos. Jie dalyvauja plataus masto meninėje ir švietimo veikloje.
- Universitetas užtikrina studentams tinkamą akademinę ir socialinę paramą.
- Studentų pasiekimai vertinami ne tik pažymiais. Studentams teikiamas žodinis grįžtamasis ryšys, jie raginami užsiimti savistaba.

Silpnybės:

- Priėmimo į studijas reikalavimai pagrįsti tik konkursiniu balu.
- Stojančiųjų yra labai nedaug palyginti su priimtų studentų skaičiumi.
- Iki šiol yra pernelyg mažai absolventų.
- Nuo šios studijų programos įgyvendinimo pradžios dar nė vienas studentas nedalyvavo jokiaje tarptautinių mainų programoje.

Programos vadyba

Stiprybės:

- Aiškiai apibūdinta ir paskirstyta atsakomybė už šios studijų programos įgyvendinimo, stebėsenos ir su ja susijusių sprendimų priėmimo procedūromis.
- Studentai, absolventai ir socialiniai partneriai nuolat vertina studijų programą.
- Vertinant studijų programą atsižvelgiama ne tik į oficialias apklausas, bet ir į neformalų grįžtamąjį ryšį, pagrįstą dėstytojų ir studentų diskusijomis.

Silpnybės:

- Socialinių dalininkų ir socialinių partnerių grįžtamasis ryšys nepakankamai formalizuotas.

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III. REKOMENDACIJOS

Vertinimo grupė rekomenduotų LEU apsvarstyti šiuos veiksmus:

1. Siūlyti daugiau pasirenkamųjų studijų dalykų ir suteikti studentams galimybę gilinti žinias pasirinktose srityse.
2. Plačiai reklamuoti studijų programą nacionalinėje ir tarptautinėje aplinkoje, siekiant atkreipti potencialių studentų dėmesį ir padidinti stojančiųjų skaičių.
3. Plėsti ir gilinti tarptautinius ryšius, būtent:

- didinti akademinę mainų programose dalyvaujančių šios studijų programos dėstytojų skaičių,
- didinti tarptautinių praktikos vadovų (tutorių) ir lektorių, atvykstančių dėstyti šią programą, skaičių,
- skatinti studentus ir suteikti jiems galimybę dalyvauti studentų judumo programose arba mažesnės trukmės mainuose teatrinio ugdymo srityje.

4. Gerinti virtualią mokymosi aplinką, siekiant palengvinti savarankiškas studijas ir padaryti jas veiksmingesnes.

5. Persvarstyti priėmimo į studijas reikalavimus atkreipiant dėmesį į stojančiųjų motyvaciją ir gabumus, ypač jei didėtų stojančiųjų skaičius.

6. Fakulteto lygmeniu labiau formalizuoti socialinių dalininkų ir socialinių partnerių grįžtamojo ryšio teikimo procedūrą.

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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)