



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto  
**STUDIJŲ PROGRAMOS**  
***MUZIKOS PEDAGOGIKA (621X14003)***  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *TEACHING MUSIC (621X14003)***  
**STUDY PROGRAMME**  
at Klaipėda University

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Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Muzikos pedagogika</i>
Valstybinis kodas	621X14003
Studijų sritis	socialiniai mokslai
Studijų kryptis	pedagogika
Studijų programos rūšis	universitetinės
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinės (2)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	meno pedagogikos magistras
Studijų programos įregistravimo data	<b>1997 m. gegužės 19 d.</b>

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Teaching Music</i>
State code	621X14003
Study area	Social sciences
Study field	Teachers Training
Kind of the study programme	University studies
Study cycle	Second cycle
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Arts Teachers Training
Date of registration of the study programme	<b>19 May 1997</b>



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## I. INTRODUCTION

The External Evaluation Panel is pleased to submit this report on the second cycle study programme of *Teaching Music* at Klaipėda University. The evaluation was undertaken with reference to the legal requirements pertaining to Lithuanian Higher Education and Research as outlined in information and documentation provided by the Centre for Quality Assessment in Higher Education. The report is based on the information and insights gained from the Self-evaluation Report (SER) prepared by the University and from the site visit undertaken by the External Evaluation Panel on 6<sup>th</sup> March 2014. The SER included Appendices providing information on subject descriptors, teaching staff, Masters theses and achievements of Graduates, updating of learning resources and details of changes undertaken in response to the previous evaluation in 2010. The site visit included meetings with administrative and teaching staff, current students, graduates and social partners/stakeholders. The Panel also had the opportunity to examine the facilities and resources which are available to the programme within the University and to see examples of students' work.

The panel appreciated the level of detail provided in the SER and would like to acknowledge the effort made by the Department in preparing it. The SER was informative, providing sufficient information on background and context along with an appropriate level of statistical data, as well as highlighting the strengths of the programme and identifying 'areas to be improved'. It was helpful also for the panel to have the detailed information provided on the changes that had been made to the programme since the 2010 evaluation.

## II. PROGRAMME ANALYSIS

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

It has been stressed in the self-evaluation report (SER) that the necessity for the second cycle *Teaching Music* programme at Klaipėda University stems from the need for continuing education of music teachers in Western Lithuania region. (The qualification of a music teacher is obtained in Lithuania already on the BA level.) The aims of the programme are expressed as follows (page 6 in SER):

(1) „to train a highly qualified music teacher who shall possess a system of the latest and specialized knowledge of the art of music and the science of education (including musical education), and who shall be able to professionally do different work of music educator based on



the analysis of activity, oriented towards educational innovations, and supported by creative solutions;

(2) to train specialists able to conduct research in the fields of musical education and to apply its results to the improvement of the processes of music education;

(3) to train teachers of music characterized by artistic competences and able to ensure dissemination of musical-cultural activity.“

In short, the programme is preparing professionals able to teach, to do research and to be artistically competent.

The intended learning outcomes of the programme are formulated on the basis of *Descriptor of Study Cycles* approved by the order of the Minister of Education and Science. The learning outcomes refer to the five structural parts of the Descriptor of Study Cycles: knowledge and its application, abilities to carry out research, specific abilities, social abilities, and personal abilities. For each of the five parts, two to four learning outcomes are defined. For example, for personal abilities, the learning outcomes are the following:

(E1) „the ability to work in a group and act as a leader of others and to take responsibility for the quality of one’s own and the team performance and its improvement;

(E2) the ability to convey the possessed knowledge in a clear, logical, and purposeful way to specialist and general audiences;

(E3) respect for, and fostering of, the social, cultural, ethnic, and civic identity of the participants of the education process and the understanding of one’s own moral responsibility for the impact of one’s activity and its outcomes.“

As the next step, the learning outcomes are linked to two groups of competences: general and professional ones. General competences include instrumental, interpersonal and systemic competences. Professional competences include the following ones: conducting research in musical education, developing innovative strategies of musical education, and using fundamental and applied knowledge for the solution of the problems of artistic expression and education. Each competence is related to appropriate learning outcomes. For example, the competence of conducting research in musical education is related to the outcomes B2 and B3: the ability to independently prepare and implement research in musical education and to analyze and interpret its outcomes, and the ability to apply the knowledge generated by means of independent applied research to the practice of music education and to assess their impact on the environment,



respectively. At the same time, three types of professional competences correspond to three aims of the programme: to do research, to teach, and to meet artistic standards of performance. The links between the programme learning outcomes and the study courses are established in Table 9 (page 14) of the SER. For example, abilities to carry out research are developed in the following subjects: Research Methodology and Research 1, Research 2, Research 3, and Master's Final Thesis.

The panel confirms that aims, outcomes and competences for the second-cycle *Teaching Music* programme at Klaipėda University form a coherent whole intended at continued training of music teachers who have already obtained their professional qualification during their first cycle of studies. The aims and outcomes are linked to each other in an optimal manner.

## **2. Curriculum design**

The programme is designed to run over 4 semesters, i.e. 2 years, and consists of 120 ECTS credits. This is the maximum allowed by Lithuanian law. In each of the first three semesters 5 study subjects are studied, and finalised with examination; the fourth semester is allocated to master's thesis.

The panel confirms that most courses in the study field meet the requirement for being at a qualitatively higher problem- or innovative scientific level than the courses of the first cycle studies. Yet, in the case of *Elective Course of Specialization 3: Traditional Music of World Nations*, 4 credits, it seems to be different. Quite a similar course *Traditional Music of Lithuania and World Nations*, 3 credits, exists in BA programme. Both courses have the same syllabus structure. Thematic structure of both courses is complimentary rather than qualitatively different. Some formulations in the "Main aim" seem to be qualitatively higher in BA course. In view of this and considering the apparent merging of two self-contained subjects – Lithuanian traditional music and that of the world nations – into one, the panel recommends to redesign this course in respect to its coherency, for better correspondence to the requirements of legal acts and to recognized ethnomusicological standards.

The programme administration has responded to the recommendation of the previous evaluation panel, to improve the design and structure of research work: now 43 credits are allocated for the preparation of final thesis and its defence, which corresponds to the requirement of no less than



30 credits, besides, the last semester is fully (all 30 credits) devoted to the writing of the thesis. Students' independent work comprises 82.4% in the programme (required no less than 30% of the volume of every study subject).

The meeting with students revealed that they have enough courses, and do not need more optional courses. Their special wishes have been usually considered, so it was, for instance, with their wish to have piano improvisation. Also, the recommendation of the previous evaluation panel to develop a broader range of skills has been met, and this broader range is well-represented by the courses of the applied level, such as *Application Software and Music Composition / Applied Software and Creation of Music*, *Management of Music Projects / Management of Musical Projects* (the names differ in the main text of the SER and in Appendix 1) and others.

As the SER informs us, the majority of the courses (94 credits, including electives) in the programme are designed to be of a deepening level, while the rest (26 credits) are of an applied level. The subjects of the “deepening level” are characterized as “oriented towards the systematization and increasing of the already possessed and newly acquired knowledge (of music, educology, philosophy and psychology of education, and theory and methodology of music education) and the training of the abilities to analyze and assess the phenomena of musical culture and education in Lithuania and abroad”. This “deepening level” is commonly associated with up to date scholarly literature, which is an indispensable prerequisite for realization of such a task. While in most cases, the content of the subjects is consistent with the type and level of the studies, for the *Elective Course of Specialization 1, 2* it is not, as the provided references are, in fact, collections of musical compositions, vocal exercises and compendia of methods to work with choir. The panel suggest either to treat these courses as of the applied level, or to take steps ensuring their compliance with the latest developments in the field of music pedagogy and hence – their “deepening level”.

It appeared in the meeting with employers that students can provide teaching for different age groups, lead musical ensembles; as distinguishing quality of MA students has been mentioned their research competency and higher creativity, hence their ability to find new approaches, new methods, to work on creative projects. It appeared that students of MA programme are welcome in all types of institutions both for practice and for work after graduation.



Both students and employers think that there is a good balance of pedagogical and artistic component in the MA programme, though mostly they believe that the pedagogical component is stronger. Students appreciate integration of research elements into teaching, they find it useful to have this orientation towards research and application of problem analysis to different common situations.

### ***3. Staff***

The qualification of the teaching staff is sufficient to deliver the study programme and meets the General Requirements for the Master Degree Study Programmes. According to the data provided in the SER, 14 teachers of 5 different Departments of KU participate in the implementation of the programme. 6 professors, 5 associate professors and 3 lecturers teach all subjects of the study programme. 13 of them (92.9%) have a scientific degree or are the recognized artists (no less than 80% is required). The requirement for at least 20% of the study field subjects to be taught by professors is fulfilled as well. The majority of teachers have long-time experience in their pedagogical work (over 25 years). The Annex 3.3 evidences the compliance of teachers' research (or artistic) interest areas with the study subjects they teach.

As it is mentioned in the SER, the turnover of study programme teachers is insignificant. Over the assessed period 3 teachers left and 2 young teachers were invited to work. The previous evaluation report stressed the lack of innovative staff with reference to the high average age of teachers. The Department seriously took into account the recommendation for improving the issue. The experts positively notice that two new teachers are going to defend doctoral thesis acquiring their scientific degrees. After having studied the curriculum vitae (Annex 3.3) of the academic staff and other data presented in the SER, it is clear that a team of competent specialists both in research and in artistic fields is collected. Their academic activities, e.g. performing music, correspond directly to the subjects taught in the study programme.

The staff have impressive teaching and academic experience. The average age of teachers is high – 57.6 years (only 3 teachers are up to 50 y/o). Bearing in mind the recently employed younger teachers the panel still encourage further improvement, balancing the age groups of the staff, thus seeking optimal ratio between experienced and younger personnel.



Several means of teachers' professional development are stressed in the SER: research, artistic and project activities, membership in various professional organizations, the academic exchange. Over the assessed period 3 scientific monographs, 2 textbooks for higher schools, 4 sets of music textbooks for comprehensive schools, 4 teaching aids, over 40 research articles, and over 40 methodological articles were published by the teachers of the programme. Also the outcomes of teachers' research were made public in many conferences (over 40 were attended). The full-scale lists of the conferences most related to the programme, and table of staff participation in project activity are given in SER (pages 20-23). This demonstrates a good level of professional and academic activity of the staff.

The teaching staff are also constantly active as artists. They give over 10 recitals and over 100 concerts per year; participate at international competitions and festivals, give master-classes in Lithuania and abroad. Over last 5 years more than 20 methodological aids were compiled and 5 CDs published. According to the SER, the funds established by university are supporting teachers' participation in the international scientific and artistic events. The financial support was provided 5 times during the period. The head of the study programme is an EAS (European Association for Music in Schools) national coordinator and President of the Lithuanian Music Teachers Association. The rest of the staff are also members of international organizations of music education (International Society for Music Education, EAS, Music Educators and Researchers of Young Children network and others).

The panel has noticed the pedagogues' mobility in the international exchange programmes. During the assessed period more than half of the academic staff (71.4%) went to the universities of Europe and other countries under the programmes of academic exchange and research leaves. The number of teachers arrived for academic work was significantly increased after the previous evaluation recommendations. Evidently the qualifications of the teaching staff are sufficient to ensure learning outcomes, though the panel concurs with the actions for improvement stated in the SER: to encourage teachers to participate in the Lithuanian Research Council and other programmes devoted to the promotion of international exchange and research leaves, and to direct young staff members towards research activities and to encourage them to do doctoral studies.



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

The panel assessed conditions for implementing the study programme. Over the period of 2010–2013, a large part of the classrooms in the main building and its facade were renovated, which has resulted in major improvements of the facilities. 23 classrooms are used for studies and independent work. 7 are for group lectures while 10 are for individual activities. 2 specialised classrooms have been set up (for music pedagogy and solfeggio). Theoretical lectures and practical activities take place in classrooms that have been updated and fitted out with modern equipment. However, many of the individual work-oriented classrooms need to be reconstructed.

The music pedagogy classroom has a stationary computer with multimedia equipment and 4 additional computerised work spaces. The classroom holds books necessary for music pedagogy studies: textbooks, methodical books, programmes. The music pedagogy classroom has the following instruments at their disposal: guitars (5), *kanklės* (10), as well as panpipes, recorders, several of the most important C. Orff instruments. The possibility to obtain a full set of Orff instruments should be considered. Also, specially equipped and carpeted classes for rhythmic and movement activities are used.

The computer classroom for music technologies has 10 work spaces, equipped with computers with sound editing software (Cubase, Wavelab) and score writing software (Finale and Sibelius). It should be noted that these computers do not have MIDI keyboards; therefore the work spaces cannot be used for teaching music composition. The committee stresses that MIDI keyboards are a necessary part of musical computer hardware and encourages the Department to possibly acquire MIDI keyboards in the future.

The Faculty of Arts houses Klaipėda University's central library. There are more than half a million publications in the library. There are subscriptions to 176 periodicals, of which 20 are relevant for music pedagogues. Full-text electronic databases (EBSCO, JSTOR) are also subscribed to. Klaipėda University Faculty of Arts library is located in an old, un-renovated building. The Faculty of Arts collection is extensive (more than 120 thousand documents); however, a major share of the foreign literature is in Russian. Considering that every year less and less students can read in Russian, there are some doubts as to the ability of students to make use of the available resources. The collection of newer music textbooks could be better to ensure quality education for the students.



The music collection is made up of mostly LP vinyl records from the Soviet era. The collection of classical recordings is rich enough, but it is stylistically one-sided. Some of the most necessary vinyl records have been re-recorded on CDs. The collection of original CDs is small and in the future should be updated with the newest releases. There is a special classroom available for listening to music recordings and 3 music-listening spots have been set up.

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

The admission requirements and entry process, which involves an entrance examination for all applicants except those students who are completing first cycle studies at Klaipėda in the year of applying, are clearly presented in the SER. While it might seem strange to have different entrance requirements for different groups, it is stated in the SER that these procedures are approved by the Faculty Council and co-ordinated with the Ministry of Education and Science. Although there has been an increase in student intake in recent years, the numbers are still low – five students enrolled in 2012 (four state funded and one non-state funded), and four students in 2013 (all state funded). The situation is undoubtedly not helped by the impact of the reduction of state financed places for pedagogy programmes. However, the panel recommend that the Department develop a strategy to promote the programme more widely in an effort to attract greater numbers of students and suggest that it could be beneficial to target experienced practising teachers as well as recent BA graduates.

The organisation of the study process is clearly outlined in the SER and from the meetings with students, graduates and staff, it would appear to facilitate an effective delivery of the programme and the achievement of the learning outcomes discussed above. Students and graduates were enthusiastic about the opportunities provided for developing their research competences in their chosen areas of specialism and also spoke of the emphasis on creative approaches to teaching and learning. They welcomed the opportunity to continue their performance studies in the *Elective of Specialism* course. Students also appreciated the new improved facilities and resources which contribute to the positive learning environment created within the Department. The learning and teaching methods indicated in the course descriptors are rich and promote independent learning and reflection. There appears to be good communication between staff and students and there is constant monitoring of students' work.



Research is a core part of the Masters programme and attracts thirty ECTS credits. Work on the research project starts in the first semester and is supported by research methodology components. The thesis requirements and assessment criteria are discussed with students from the outset and are also available on the website. Students appreciate the ongoing support of their supervisors, both during and after their MA studies. They are encouraged to write articles and to disseminate the outcomes of their research. Each year, MA students present their research to the Klaipėda Music Teachers methodological group and some students take part in national student conferences and competitions for student research organised by the Lithuanian Research Council. They are also involved in helping staff with the organisation of various conferences, seminars and other educational events, acquiring organisational and management competences.

The issues of student mobility and internationalisation of the programme were identified as areas for improvement in the 2010 evaluation. The SER gives detailed information on a series of measures taken by the Department to promote student mobility. Three new ERASMUS agreements were signed in 2012 with universities having high quality music pedagogy programmes, adding to existing agreements with fifteen different countries. A further three new agreements are being processed. One student participated in an exchange with a German university in 2013. In the panel's discussions with students regarding possibilities for studying abroad, the students commented that many of them know and understand English but have little confidence in speaking the language. The internationalisation of the programme has been enhanced also by the involvement of visiting lecturers from abroad. The panel recommend that the Department continue to promote and facilitate student mobility and, if possible, to provide further opportunities for students to improve their language skills, particularly in English.

Students appreciate the high level of academic support provided at Klaipėda. They reported that there is constant communication between supervisors and students (often via email), and that detailed information on all aspects of the programme is provided. Information is made available on websites, on information stands, at monthly meetings with students and is also sent by email. Students are asked for feedback and they feel that they are listened to. Social support is also available for students and there is a Career Centre which provides counselling on career issues. Various types of scholarships are awarded on the basis of achievement, but none of the MA students we met had such scholarships. Students commented on the 'safe and friendly atmosphere' and said that help was always available when needed. They reported that there is an



active Students' Union in the university and that relationships between student representatives and management are good.

Assessment processes and procedures are clear, comprehensive and publicly available. Students confirmed that a variety of assessment methods are used, that they receive regular feedback on their progress and that they are encouraged to engage in self-reflection. The range of assessment methods used are clearly outlined in the course descriptors, along with the weightings for each component. The 2010 evaluation report was critical of the lack of clearly defined assessment criteria. This weakness has been addressed and detailed criteria for each course have been developed. These are made public on the website, explained to students at the first lecture and are also emailed to students. Assessment criteria for the MA thesis which have also been developed by the Department are contained in *Regulations for the Final Theses in Music Pedagogy* which is publicly available and students confirmed that they were familiar with both the thesis requirements and the assessment criteria. The theses are assessed by a panel which includes an external examiner from another university. While the distribution of marks ranged from 7-10 in the nine theses examined between 2011-2012, the panel were concerned that there were five '10's and two '9's awarded in this small sample, and also questioned the awarding of '10' at this level. The panel recommend that the programme committee address this question of over-inflated grades.

Meetings with graduates and stakeholders confirmed that graduates find employment in a variety of contexts, that they are seen to be professional and that they have a broad range of expertise. Employers described the MA graduates as being very creative and having particular competences in research, in analysing educational processes and in developing innovative methods. The MA qualification is seen to enhance graduates' employability and qualify them for higher level teaching positions. The panel noted strong links and well developed networks between the Department and the external stakeholders and it was clear that the work of the Department is held in high regard within the profession and the community.

## **6. Programme management**

The management of the programme is carried out at four levels (page 31 in SER):

(1) the Senate and the Rector's Office provide the general supervision of the content and form of the study programme;



- (2) the Faculty Council, the Dean's Office, and the Dean resolve specific study-related problems;
- (3) the administration of the study programme is carried out by the Department: they collect and analyze the information about the quality of studies, submit proposals on the assurance of the quality of the study programme implementation, and make important the said study programme-related decisions;
- (4) the Study Programme Committee assess the study process and takes strategic decisions on the programme implementation: revise the learning outcomes and the content of the programme, identify the priorities in the improvement of the studies for a specific academic year, and submit proposals on the assurance of the quality of the programme implementation.

After the last programme evaluation in 2010, the panel has recommended that processes for quality assurance and enhancement be reviewed as a matter of urgency to ensure a more formal and systematic approach and the full engagement of all those responsible for teaching and learning in the department. The university has reacted to this recommendation in an appropriate manner. The Department carries out long-term monitoring of the study programme implementation at the level of students, staff, and administration. Effective functioning structure of programme management and decision making has been created, as well as an exhaustive and logical mechanism of the study quality monitoring. The following changes were introduced: the Department initiated/developed the *Descriptor of the MP Study Quality Assurance System*; *The MP Study Programme Self-Control Mechanism* was approved, which ensured regular study quality maintenance, the updating of the study content, methodology, and the information environment, as well as the monitoring of the staff competence and professionalism; the functioning of the structure of the programme management and decision making was ensured; the mechanism of the study quality monitoring is being implemented; a network of collaboration with stakeholders has been created. A wide network of collaboration with social partners has been established and the programme is updated, given the outcomes of monitoring, student needs, proposals of stakeholders, and the requirements of the labor market.

It seems, however, that there is yet insufficient exploitation of the opportunities of social partners' participation in the process of the programme improvement. The meetings of the Study Programme Committee take place twice a year: at the beginning of the academic year and after Semester 1. The Study Programme Committee also includes students and representatives of other departments of music at KU, but no social partners seem to be involved. During the meeting with



stakeholders, they expressed willingness to be closer incorporated in the programme development.

### III. RECOMMENDATIONS

1. The panel recommend that the Department continue to promote and facilitate student mobility and, if possible, to provide further opportunities for students to improve their language skills, particularly in English.
2. The panel encourages further balancing the age groups of the staff, thus seeking optimal ratio between experienced and younger personnel.
3. More investment is needed into the infrastructure and resources of the Department, including musical computer hardware, Orff instruments.

### IV. SUMMARY

The second cycle study programme of *Teaching Music*, the first second cycle study programme in the Faculty of Arts and the first second cycle study programme of Music Pedagogy in Lithuania, has been implemented since academic year 1994/1995 at Klaipėda University. Both students and employers think that there is a good balance of pedagogical and artistic component in the MA programme, though mostly they believe that the pedagogical component is stronger. Students appreciate integration of research elements into teaching, they find it useful to have this orientation towards research and application of problem analysis to different common situations.

The qualifications of the teaching staff are sufficient to ensure learning outcomes, though the panel concurs with the actions for improvement stated in the SER: to encourage teachers to participate in the Lithuanian Research Council and other programmes devoted to the promotion of international exchange and research leaves, and to direct young staff members towards research activities and to encourage them to do doctoral studies.

The MA qualification is seen by Klaipėda University to enhance graduates' employability and qualify them for higher level teaching positions. The panel noted strong links and well developed networks between the Department and social partners. However, the social partners expressed willingness to be closer incorporated in the programme development. It was clear that the work of the Department is held in high regard within the profession and the community. It appeared



that students of MA programme are welcome in all types of institutions both for practice and for work after graduation.

There are a few minor improvements which should be carried out in the curriculum of the MA *Teaching Music* programme. It seems that the university is suffering from certain lack of resources: the programme infrastructure including premises, library, and available musical instruments as well as technological aids might be in a better condition than they are, although progress can be witnessed in comparison with the results of the earlier evaluation. Possibilities should be looked for in order to increase the number of students taking the MA *Teaching Music* programme at Klaipėda University.



## V. GENERAL ASSESSMENT

The study programme *Teaching Music* (state code – 621X14003) at Klaipėda University is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Staff	3
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.

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**KLAIPĖDOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS  
MUZIKOS PEDAGOGIKA (VALSTYBINIS KODAS – 621X14003) 2014-05-13  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-231 IŠRAŠAS**

<...>

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Klaipėdos universiteto studijų programa *Muzikos pedagogika* (valstybinis kodas – 621X14003) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
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**

Antrosios pakopos studijų programa *Muzikos pedagogika* yra pirmoji antrosios pakopos studijų programa Menų fakultete ir pirmoji antrosios pakopos Muzikos pedagogikos studijų programa Lietuvoje, vykdoma Klaipėdos universitete nuo 1994 / 1995 mokslo metų. Studentai ir darbdaviai mano, kad meno ir pedagogikos balansas magistro studijų programoje yra geras, nors dauguma sutinka, kad pedagogikos dalis yra stipresnė. Studentai vertina, kad į mokymą yra įtraukti mokslinių tyrimų elementai; jiems yra naudinga orientacija į mokslinius tyrimus ir problemų analizės taikymą įvairiose įprastinėse situacijose.



Pedagoginio personalo kvalifikacija yra pakankama norint pasiekti studijų rezultatus, nors ekspertai sutinka su veiksmais dėl tobulinimo, kurie nurodyti savianalizės suvestinėje, t. y. skatinti dėstytojus dalyvauti Lietuvos mokslo tarybos ir kitose programose, kurios skirtos tarptautiniams mainams ir kūrybinėms atostogoms (angl. *research leave*), nukreipti jaunos dėstytojus vykdyti mokslinių tyrimų veiklą ir skatinti juos rinktis doktorantūros studijas.

Magistro laipsnio kvalifikacija Klaipėdos universitete skirta absolventų įsidarbinimo galimybėms didinti ir padėti jiems gauti aukštesnes mokytojo pareigas. Ekspertai atkreipė dėmesį į tvirtus Katedros ir socialinių partnerių ryšius ir gerai išplėtotą jų tinklą. Tačiau socialiniai partneriai išreiškė norą aktyviau dalyvauti tobulinant programą. Aišku, kad Katedros darbą labai vertina tiek susijusių profesijų atstovai, tiek visuomenė. Pasirodo, magistro studijų programos studentai yra laukiami visų tipų institucijose – tiek atlikti praktiką, tiek dirbti po studijų baigimo.

Reikėtų atlikti keletą nedidelių magistro studijų programos Muzikos pedagogika sandaros patobulinimų. Akivaizdu, kad universitetui trūksta tam tikrų išteklių: programos infrastruktūros, įskaitant patalpas, biblioteką, ir muzikos instrumentų, taip pat galėtų būti teikiama kokybiškesnė technologinė pagalba, nors pažanga akivaizdi, lyginant su ankstesnio vertinimo rezultatais. Reikėtų ieškoti galimybių, kaip padidinti studentų, pasirenkančių magistro studijų programą Muzikos pedagogika Klaipėdos universitete, skaičių.

<...>

### III. REKOMENDACIJOS

1. Ekspertai rekomenduoja Katedrai toliau skatinti ir lengvinti studentų judumą ir prireikus suteikti daugiau galimybių studentams tobulinti kalbų įgūdžius, ypač anglų kalbos.
2. Ekspertai rekomenduoja išlaikyti dėstytojų amžiaus grupių pusiausvyrą, šitaip siekiant optimalaus patyrusių ir jaunesnių dėstytojų santykio.
3. Daugiau investicijų reikėtų skirti Katedros infrastruktūrai ir ištekliams, tarp jų muzikos kompiuterinei technikai ir Orfo muzikos instrumentams įsigyti.

<...>



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)