



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KAUNO KOLEGIJOS (Kaunas)
SOCIALINĖS PEDAGOGIKOS PROGRAMOS (653X16005,
65307S117)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *SOCIAL PEDAGOGY*(653X16005, 65307S117)
STUDY PROGRAMME
at KAUNAS COLLEGE (Kaunas)

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Socialinė pedagogika
Valstybinis kodas	653X16005, 65307S117
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Pedagogikos profesinis bakalauras Socialinis pedagogas
Studijų programos įregistravimo data	2004-06-02, Nr. 832

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Social pedagogy
State code	653X16005, 65307S117
Study area	Social Sciences
Study field	Pedagogy
Kind of the study programme	College studies
Level of studies	First
Study mode (length in years)	Full-time (3)
Scope of the study programme in credits	180 credits
Degree and (or) professional qualifications awarded	Professional bachelor of Pedagogy Social Pedagogue
Date of registration of the study programme	2004-06-02, No. 832

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INTRODUCTION

The subject of this paper is Social Pedagogy Professional Bachelor in Pedagogy and Qualification of a Social Pedagogue in **Kaunas' College (KK)**. Since 2009, the studies of Social Pedagogy are organised not only in Kedainiai, but also in Kaunas. This proves that the programme is implemented in a flexible way and applicants' needs are taken into consideration. In 2009, 2 academic groups of the study programme of Social Pedagogy were formed. The Expert Team visited the Department in Kedainiai (not in Kaunas) on October 24, 2012. The site meetings with the administration of the faculty, self-assessment team, teaching staff, students, graduates and stakeholders were held related to the assessed programme. The findings of the Expert Team are outlined based on the self-assessment report submitted by Faculty, the observations made at the time of the visit, and the supplementary material received during the visit. In its work the International Programme Assessment Team (IPAT) was guided by the "Methodological guidelines for experts" developed by the Centre for Quality Assessment in Higher Education in Lithuania. In 2007, KK obtained the right to grant the Professional Bachelor Degree to successful graduates of the study programmes (Order of the Minister of Education and Science of the Republic of Lithuania, 02/02/2007 No. ISAK-157). There was no external assessment of the study programme of Social Pedagogy yet - it will be the first evaluation (October, 2012) of the curriculum of Social Pedagogy.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

Officially Kedainiai Faculty is a subdivision of Kaunas College, but in reality the Kaunas could be considered as the filial of Kedainiai at least in context the programme of social pedagogy is implemented.

The IPAT was impressed about the eagerness of staff who teaches in two different places. Since 2003, Kėdainiai Jonušas Radvila Faculty (KJRF), which is a subdivision of KAUNAS COLLEGE, organises studies and carries out applied scientific research. In this region social pedagogues are strongly needed, but according to SER the IPAT suggest to put into program more subjects about specific social pedagogical area – to justify the diploma of social

pedagogues. In this field social competences *et al* social pedagogical subjects are needed, but now other (special) pedagogical and psychological subjects dominate. In study programme there are 12 learning outcomes that define the competences of a graduate of the study programme:

1. Being able to assess learners' close environment as well as define the need of preventive activities.
2. Being able to prepare and implement social and preventive projects and programmes.
3. Being able to estimate learners' needs and assess their social problems.
4. Being able to solve problems arising because of socio-cultural differences and social integration.
5. Being able to organize group activities with children belonging to risk group.
6. Being able to evaluate the efficiency of socio-educational impact on the learners.
7. Being able to assess close social environment of learners'
8. Being able to organize social support to learners' families.
9. Being able to encourage positive lifestyle in a family.
10. Being able to communicate and cooperate with learners and other participants in the process of education.
11. Being able to investigate professional activities.
12. Being able to accumulate, organise and generalise information.

Some outcomes (nr 1., 2., 7., 8. and 9.) are not clear enough ,some of them seem too similar and/or without real content.

And: if the general aim of study programme Social Pedagogy is to train students as critically minded and creative social pedagogues (as is written in Self-Assessment Report), the **clearer** description of both concepts is needed.

2. Curriculum design

According to IPAT the content and methods of the subject/modules are appropriate for achievement of the intended learning outcomes. The scope of the program is sufficient to ensure learning outcomes. The content of the program reflects the latest achievements in science, art and technologies. In SAR the compliance of the curriculum design with legislation is correct. But there are some problems connected with the content of curriculum. For example 24 credits are assigned to the studies of the theory and methodology of socio-educational work. 18 credits are assigned to the studies of education. The block of social pedagogy gives 21 credits. So, the

difference between socio-educational work, education and social pedagogy is not clear enough. In study plan' in the block nr 1. is written that students must write the research paper on educational studies. But the headline of the block nr 2. is: subjects of the pedagogical studies. And the block nr 3. has the title: subjects of educational specialisation. The speciality of different blocks should be clearer.

According to comments of Kedainiai's staff, here one can recognize a translation error. But the IPAT had to work with materials sent from the college. And – if even there would be the concept “Pedagogical studies” in all 3 blocks, the difference of those blocks is still not clear enough.

Lets have a deeper look into curriculum:

(1) 24 credits are assigned to the studies of the theory and methodology of socio-educational work. Students learn Theory and Methodology of Socio-educational Work, Socio-educational Work with Risk Groups, Socio-educational Work with the Family of a Disabled Child, Socialization of a Delinquent Personality, Social Education of the Disabled.

The IPAT found the overlapping, because delinquent and disabled people belong both in to risk groups; and if methodology is about the practice of socio-educational work, separate extra subjects are not needed.

(2) The block of social pedagogy (21 credits) includes Professional Ethics, Special Pedagogy, Social Pedagogy, Preventive Activities, and Forms of Organising Leisure Activities.

According to IPAT special pedagogy is represented in (1) block, where disabled child is in the headline of more than one subjects. Social pedagogy means a lot more than special education and/or psychology.

(3) Studies of psychology (18 credits) include General and Personality Psychology, Psychology of Normal and Abnormal Development, Social and Educational Psychology, Therapy of Art and Games.

According to IPATs few from the (1) block students get a lot of information about the abnormality already.

The focus of this curriculum seems to be more in special pedagogy and psychology than in social pedagogy. The balance between different aspects of social pedagogy should be better.

The IPAT considers that according to regional policy it is important to prepare social pedagogues in every region of Lithuania (in Middle too). List of the most marketable professions compiled by LLE in 2011 shows that social pedagogues are in demand, i.e. there is a shortage of such specialists in the market.

The content of the study subjects is based on the implementations of aims of the study programme. In study programme of Social Pedagogy, study subjects are projected, and their aims and learning outcomes are adjusted in accordance with the learning outcomes of the programme and aims of the studies.

Generally speaking: the IPAT considers the presentation of study programme, learning outcomes and programme content sufficient, because students can cope in the practice places, and stakeholders have good responses about preparedness of the students of the study programme Social Pedagogy for practical work. The program is flexible enough and latest literature (about social pedagogy) is available in the library of Kedainai's College (but not in Kaunas).

3. Staff

All lecturers working in the study programme have acquired at least MA or its equivalent. 13 lecturers (81%) working in the study programme are full-time employees. Only 3 (19%) work on part-time basis. In 2007-2011, the turnover of the academic staff was insignificant. The average age of academic staff is 45 years. All of the lecturers have three-year (or longer) teaching experience, so they have mastered the subjects they teach, combine theoretical knowledge with practical activities and personal experience. There are courses in institution for teachers.

During the visit the staff informed about their activities - in 2007-2011 lecturers took part in 56 seminars, 102 conferences in Lithuania and abroad, 25 courses and 12 internships. The staff confirmed that all lecturers have equal possibilities for formal and informal professional development: the timetable is adjusted, and the expenses of studies, courses and business trips are refunded. Lecturers and administration develop their competences depending on their needs. At the beginning of an academic year, each lecturer plans his/her academic activities and discusses the plan as well as various alternatives of professional development with the Head of the Department. During 2007-2011, 2 lecturers were awarded Doctor Degree, and 2 lecturers improved their competences in studies for Master Degree.

4. Facilities and learning resources

According to SAR there are only some rooms in Kaunas for Kedainiai's study program of Social Pedagogy. According to students responses they are not happy about the study environment in Kaunas: no specific library, not enough multi-media facilities, not enough possibilities to meet students from Kedainiai, problems with practical places; and electronic databases are not used.

Analysis of the places of practice shows that most students of Social Pedagogy (78.37%) find a place for a practice on their own, others (21.63%) choose from the list suggested by the Faculty. The supervisors of the practice are pedagogues who have sufficient qualifications and experience. The quality of the internship is warranted by continuous observation. But still students would like to have more intensive supervision.

During the site visit the academic staff of faculty demonstrated their 13 methodological publications. All of them are used for implementing the study programme of Social Pedagogy. They are used during the lectures and are useful for self-study. The publications can be borrowed home or used in the reading room. In 2010, all those publications were placed in the Internet. The problem is, that students in Kaunas should visit Kedainiai's library, because in Kaunas not much literature about social pedagogy is available. Students were not satisfied with it.

5. Study process and student assessment

In 2007-2009 there were no entrance examinations. The applicants of Social Pedagogy were admitted according to the competitive score. Since 2009, studies are financed in two ways, (1) applicants who wish to enter a higher education institution participate in a competition for a state-financed place; (2) applicants are invited to study on their own expenses. Since 2010, those who want to study Social Pedagogy and be state-financed have to take a motivation test. Applicants who do not take it or fail can study on their own expenses. The IPAT strongly suggest that the motivation test is needed even if the students pay themselves, because after graduation they all will work at school with children.

A lecture lasts for 2 academic hours; the breaks are 10 minutes long. One break, meant for lunch, is 30 minutes long. If the subject volume is 3 academic hours, they are set together, and the time

of the break depends on the subject specifics or agreement between the lecturer and students. The number of lectures does not exceed 4 a day.

According to SAR and during discussions it turned out that students of Social Pedagogy in KK are not very active participants of Erasmus mobility programme because of poor knowledge of foreign languages.

According to students opinion, in Kaunas they feel a bit separated. They like, of course, the possibility to stay in Kaunas, but there is no common feeling/spirit (in context of social pedagogical study program). And, as was told already - there are not enough places for practice in Kaunas; and the supervision of practice should be more intensive (according to students' opinion). The IPAT talked with students from Kaunas College, and more than one student mentioned that they don't feel they belong to Kedainiai College (or any other college at all). They miss the (so called) students' life with extra-curriculum's activities.

The first-year students told the expert team that they undertake *Introduction to Studies*, which provides them with the knowledge of the management structure of KAUNAS COLLEGE; KAUNAS COLLEGE *Statute*; *Order of Implementing Studies at KAUNAS COLLEGE* and other issues related to the study process. Academic groups of students are tutored by appointed lecturers throughout all their study period.

During the site visit the expert's team learned that the forms of assessing final study achievements of a semester are examination, individual work or pass (credit). The principles of assessing part-time study achievements are the same as those applied to assessment of full-time students' achievements.

There are no students who completed their studies in Kaunas group as the first students started their studies in Social Pedagogy in 2009. So – because there are no graduates and no final theses yet in Kaunas, it was difficult to value the whole program completely (the IPAT has no information about the efficiency of the curriculum in Kaunas). But getting acquainted with Bachelor thesis in Kedainiai, the evaluation team came to the conclusion that much more attention has to be paid to the workout of Bachelor thesis, including the studies of foreign language sources and translation of Summary of the thesis. Teachers in both places are the same, so – the IPAT suggest to pay more attention to students final theses both in Kedainiai, and (in near future) in Kaunas also.

The students during discussion with IPAT stressed that the employment possibilities for social pedagogues trained here should be quite good in Kaunas, after graduation.

6. Programme management

During the site visit the administration stressed that an important role in the management of the programme is played by the Committee of the Study Programme of Social Pedagogy (consisting of 9 members), which discusses and suggests for approval projects of updating (adjusting) the content of the study programme. The structure of the Committee was updated, and its activities were revitalised in 2011, when a shift was made to the new credit system based on ECTS methodology, and preparations for the accreditation of the study programme of Social Pedagogy commenced. The Academic and Students' Councils also analyse the quality of implementation of this study programme and provide recommendations for its improvement.

Students, academic staff and social partners have a possibility to provide recommendations concerning improvement of the study programme. Every year, the process of self-assessment takes place at all levels of KAUNAS COLLEGE (lecturer - Department - Faculty - College). It is based on the sustainability of the improvement of the performance and accountability. Each lecturer prepares a self-assessment report, in which he/she analyses students' achievements, their needs and expectations as well as his/her own annual performance achievements, and presents the self-assessment survey to the Head of the Department. During the site visit the expert's discovered that on the basis of the information acquired from students, lecturers improve the programmes of the subjects they teach. The quality assurance system is officially functioning: Kaunas College has a System of Quality Management. But the IPAT suggests to pay more attention to students voices: as far as students are not happy in Kaunas College, as to the premises, the use of technologies, library. This could be considered as important factor to ensure the quality of the programme.

III. RECOMMENDATIONS

1. Programme aims and learning outcomes must be clearer – there are some overlapping and confusing concepts.

2. According to students opinion the material resources in Kaunas should be better – students don't like the learning environment, poor library and technical facilities (in Kaunas College).
3. There are not enough places for practice in Kaunas; and the supervision of practice should be more intensive (according to students' opinion).
4. The motivation test is needed even for students who pay themselves for their study, because after graduation they all will work at school with children.
5. One possibility to increase the number of students might be to create some joint curriculums (as combination of professions): for example 'social pedagogue and teacher of foreign language' (or something else, because it makes the whole programme more attractive in the region).
6. Joint courses between Kaunas and Kedainiai (like video-conferences or video-lectures) distance education or learning materials in the Moodle could be of great use to optimize the study process and to add a common spirit.
7. It is necessary to work out the strategic plan to create the common spirit of Kaunas' and Kedainai College in context of the implementation of the programme of social pedagogy. Students have to have the feeling of belonging to one programme.
8. Social partners in Kaunas College are of high necessity for practical placement of students and should be involved in planning curriculum (and study process).
9. The Kaunas College's staff could be more involved in everything what happens in their college. Kedainiai's College showed initiative to bring the social pedagogy in to Kaunas, now they should get some real support from Kaunas also.
10. A special attention has to be paid to guarantee the internationalization process of studies, firstly improving the level of foreign language competences. This will be important in context of final theses also (in near future already).

IV. SUMMARY

According to the data of the Ministry of Education and Science of Lithuania, in academic year 2008–2009 there were 1,389 mainstream schools, employing 692 social pedagogues with a higher pedagogical education. So: there is a strong need in Lithuania of education of social pedagogues. There is also the need and interest from the point of the individuals to study closer to their homes.

The aim and learning outcomes are set. The corresponding methods and forms are chosen to reach the aim and outcomes. The content of the study subjects is based on the implementations of aims of the study programme. The volume of the courses is sufficient to reach the set goals and learning outcomes. Students can cope in the practice places. The program is flexible enough and latest literature (about social pedagogy) is available in the library of Kedainai's College, but not in Kaunas. Students are not very satisfied about this situation; no specific library, not enough multi-media facilities, not enough possibilities to meet students from Kedainiai, problems with practical places; and the supervision of practice should be more intensive (according to students opinion). Students also miss some joint activities where both Kedainiai's and Kaunas' people are involved.

It is advisable to stick to the unified terminology when speaking about aims and outcomes.

The staff of Kedainiai College (who teaches in Kaunas also) is very optimistic, eager to develop the programme according to the latest tendencies, wants to cope with different financial and social problems and does everything possible to develop the profession of social pedagogy. All of the lecturers working in the study programme have acquired MA or its equivalent. 3, i.e. 16%, are doctors of sciences. 16 lecturers (84%) working in the study programme are full-time employees. Only 3 (16%) work on part-time basis. Lecturers' qualification and practical teaching experience enables sustainable coherence of the theoretical and practical parts of the study programme. The staff develops regularly, tries to learn the experience of other countries and the latest tendencies in their field. It is quite young, the average age is 45.

The admission regulations are clear and understandable. The study process is organized in cycles, that satisfies students. It could be advisable to think about the use of Distance Education to attract more students and ensure the learning closer to living places. Contact and consultation hours are included into the timetable of students' lectures, which is designed and announced following *Order of Implementing Studies at KAUNAS COLLEGE*.

At the same time it is necessary to mention that there is a need to acquire better the foreign languages to promote the use of them in the study process. Getting acquainted with Bachelor thesis of Kedainiai's College, the evaluation team considers that much greater attention has to be paid to the workout of Bachelor thesis (in very near future of students of Kaunas College), including the studies of foreign language sources and translation of Summary of the thesis.

The College has to think about the internationalization of study process. According to SAR and

during discussions it turned out that students of Social Pedagogy in KK are not very active participants of Erasmus mobility programme because of poor knowledge of foreign languages. In return as a result of preparing of teaching and learning materials for the study programme Social Pedagogy in English gave a rise of staff to partner organizations abroad (17 visits). The study process is managed according to the regulations of Kaunas College and Lithuania. The quality assurance system is functioning, but according to students responses there is still some space for improvement.

V. GENERAL ASSESSMENT

The study programme Social Pedagogy (state code – 653X16005, 65307S117) at Kaunas College (Kaunas) is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	2
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	3
	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.

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APIBENDRINAMASIS ĮVERTINIMAS

Kauno kolegijos studijų programa *Socialinė pedagogika* Kaune (valstybinis kodas – 653X16005, 65307S117) vertinama teigiamai.

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

IV. SANTRAUKA

Lietuvos švietimo ir mokslo ministerijos duomenimis, 2008–2009 mokslo metais buvo 1 389 pagrindinės mokyklos, kuriose dirbo 692 socialiniai pedagogai, turintys aukštąjį pedagoginį išsilavinimą. Taigi Lietuvoje yra labai didelis socialinių pedagogų poreikis. Taip pat yra poreikis ir atskirų asmenų pageidavimai dirbti arčiau namų.

Studijų rezultatai ir tikslai yra nustatyti. Jiems pasiekti pasirinkti atitinkami metodai ir formos. Studijų dalykų turinys yra paremtas studijų programos tikslų įgyvendinimu. Studijų apimtis yra

pakankama, kad būtų pasiekti nustatyti tikslai ir studijų rezultatai. Studentai geba atlikti praktiką. Programa yra pakankamai lanksti; Kėdainių, priešingai nei Kauno, kolegijos bibliotekoje galima rasti naujausios socialinės pedagogikos literatūros. Studentai nėra labai patenkinti tokia padėtimi, nes nėra specializuotos bibliotekos, nepakanka daugialypės terpės (*multimedia*) priemonių, mažai galimybių susitikti su studentais iš Kėdainių, kyla problemų su praktika; be to, studentų nuomone, praktikos vadovai turėtų labiau kuruoti studentus. Studentai taip pat pasigenda bendros veiklos, kurioje kartu dalyvautų studentai iš Kėdainių ir Kauno.

Rekomenduojama kalbant apie studijų tikslus ir rezultatus vartoti vienodą terminologiją. Kėdainių kolegijos dėstytojai (taip pat dėstytojaujantys Kaune) yra labai optimistiški, aktyviai tobulina programą pagal naujausias tendencijas, siekia išspręsti įvairias finansines ir socialines problemas, daro viską, kas įmanoma, siekdami gerinti socialinės pedagogikos profesiją. Visi studijų programoje dirbantys lektoriai turi magistro arba jį atitinkantį laipsnį. Trys iš jų, tai yra 16 %, yra mokslų daktarai. Studijų programos 16 lektorių (84 %) dirba visą etatą. Tik trys iš jų (16 %) dirba ne visu etatu. Lektorių kvalifikacija ir praktinė dėstymo patirtis užtikrina, kad teorinė ir praktinė studijų programos dalis įgyvendinama kartu ir nuosekliai. Dėstytojai nuolat tobulinasi, stengiasi išmokyti kitų šalių patirties ir domisi naujausiomis savo srities tendencijomis. Dėstytojai yra gana jauni: vidutinis jų amžius siekia 45 metus.

Priėmimo taisyklės yra aiškios ir suprantamos. Studijų procesas organizuojamas ciklais, tai studentus tenkina. Rekomenduotina pagalvoti apie nuotolinio švietimo panaudojimą siekiant pritraukti daugiau studentų ir užtikinti, kad jų mokymosi vieta būtų arčiau gyvenamosios vietos. Į studentų paskaitų tvarkaraštį įtrauktos ir priėmimo bei konsultacijų valandos, kurios yra skiriamos ir skelbiamos vadovaujantis *KAUNO KOLEGIJOS studijų įgyvendinimo tvarka*.

Kartu būtina paminėti, kad reikia geriau mokyti užsienio kalbų ir skatinti jas vartoti studijų procese. Susipažinusi su Kėdainių studentų baigiamaisiais darbais, vertinimo grupė mano, kad žymiai daugiau dėmesio reikia skirti jų rašymui (netolimoje ateityje, kalbant apie Kaune besimokančius studentus), be to, reikia į baigiamąjį darbą įtraukti jo santraukos vertimą ir naudotų šaltinių užsienio kalba sąrašą.

Kolegija turi pagalvoti apie tai, kaip užtikrinti studijų proceso reikšmę tarptautiniame lygyje. Tiriant savianalizės suvestinę ir vykstant diskusijoms paaiškėjo, kad Kauno kolegijos socialinės pedagogikos studentai nelabai aktyviai dalyvauja „Erasmus“ mobilumo programoje, nes menkai moka užsienio kalbas. Todėl rengiant socialinės pedagogikos mokymo ir mokymosi priemones

anglų kalba dėstytojai išvyko į partnerių organizacijas užsienyje (17 kelionių). Studijų procesą reglamentuoja Lietuvos teisės aktai ir Kauno kolegijos taisyklės. Veikia kokybės užtikrinimo sistema, bet pasak studentų atsakymų, vis dar yra kur tobulėti.

III. REKOMENDACIJOS

1. Programos tikslai ir studijų rezultatai turi būti aiškiau pateikti; kai kurie iš jų iš dalies sutampa ir yra painūs.
2. Studentų nuomone, mokymo priemonių išteklių Kaune turėtų būti gausesni: studentams nepatinka jų mokymosi aplinka, skurdi biblioteka ir techninė įranga (Kauno kolegijoje).
3. Studentai teigia, kad Kaune nepakanka vietų praktikai atlikti, be to, praktikos vadovas turėtų labiau kuruoti, rūpintis studentu.
4. Motyvacinį testą turėtų atlikti ir mokantys už studijas studentai, nes baigę studijas visi jie dribs mokykloje su vaikais.
5. Viena iš galimybių siekiant padidinti studentų skaičių galėtų būti jungtinės studijų programos (kelių profesijų kombinacija): pavyzdžiui, „socialinis pedagogas ir užsienio kalbos mokytojas“ (ir panašiai, nes taip visa programa tampa patrauklesnė regione).
6. Siekiant optimizuoti studijų procesą ir paskatinti bendradarbiavimą tarp Kauno ir Kėdainių padalinių būtų galima išnaudoti jungtinių kursų galimybes (pavyzdžiui, vaizdo konferencijos arba vaizdo paskaitos), nuotolinio mokymo arba mokymosi priemonės „Moodle“ aplinkoje.
7. Būtina sukurti strateginį planą, skirtą paskatinti Kauno ir Kėdainių kolegijos skyrių bendradarbiavimą įgyvendinant socialinės pedagogikos programą. Studentai turi jaustis taip, tarsi priklausytų vienai programai.
8. Studentų praktikai Kaune ypač būtini socialiniai partneriai; jie turėtų būti įtraukti į studijų programų planavimą (ir studijų procesą).
9. Kaune dirbantys dėstytojai galėtų labiau rūpintis tuo, kas vyksta kolegijoje. Kėdainiuose dirbantis personalas parodė iniciatyvą vykdyti socialinę pedagogiką ir Kaune, tad dabar jie turėtų sulaukti realių Kauno kolegijos veiksmų.
10. Ypač daug dėmesio reikia skirti siekiant užtikrinti studijų proceso reikšmę tarptautiniame lygyje, pirmiausia gerinant užsienio kalbos mokėjimo lygį. Tai svarbu ir kalbant apie baigiamuosius darbus (jau netolimoje ateityje).

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