



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus kolegijos
STUDIJŲ PROGRAMOS
PRADINIO UGDYMO PEDAGOGIKA
(valstybinis kodas – 653X12007)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF PRIMARY EDUCATION
(state code – 653X12007)
STUDY PROGRAMME
at Vilnius College

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Pradinio ugdymo pedagogika</i>
Valstybinis kodas	653X12007
Studijų sritis	socialiniai mokslai
Studijų kryptis	pedagogika
Studijų programos rūšis	koleginės
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	pradinio ugdymo pedagogikos profesinis bakalauras, pedagogas
Studijų programos įregistravimo data	2012 m. balandžio 19 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Primary Education</i>
State code	653X12007
Study area	Social Sciences
Study field	Teacher Training
Type of the study programme	College studies
Study cycle	First cycle
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Bachelor in Teacher Training for the Primary Level, Teacher
Date of registration of the study programme	19 April 2012

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The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION	4
1.1. Background of the evaluation process	4
1.2. General	4
1.3. Background of the HEI/Faculty/Study field/ Additional information	5
1.4. The Review Team.....	5
II. PROGRAMME ANALYSIS.....	6
2.1. Programme aims and learning outcomes.....	6
2.2. Curriculum design.....	8
2.3. Teaching staff.....	10
2.4. Facilities and learning resources	12
2.5. Study process and students' performance assessment	14
2.6. Programme management	15
III. RECOMMENDATIONS	17
IV. SUMMARY	19
V. GENERAL ASSESSMENT	21

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 (hereafter – SER) 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
1.	Examples of final theses for pedagogical studies, 2014
2.	Examples of student practice reports and personal practice diaries
3.	Examples of methodological material prepared for the courses by the programme teachers
4.	Examples of previously used subject descriptions including detailed evaluation

	criteria
5.	Minutes of a meeting of the Department of Educology in January 2015
6.	Examples of student and teacher surveys
7.	Examples of existing agreements with general education schools for arrangement of practice placements
8.	Full-time study plan for 2012 admission
9.	Full-time study plan for 2013 admission
10.	Requirements for preparation of final theses of the Faculty of Pedagogy of Vilnius College

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

Vilnius College (VIKO) was established in 2000 by merging separate specialised colleges. Faculty of Pedagogy is one of the seventh faculties who is responsible for implementing programme of the Pedagogy of Primary Education. The current three-year Pedagogy of Primary Education programme was introduced in 2012 and replaces a previous four-year programme which had been assessed in 2010. The new Programme was launched on 1 September 2012 as a 3-year full time and a 4-year part-time option which has not yet been assessed. This is the third year of the Programme.

1.4. The Review Team

The review team was assembled in accordance with the *Expert Selection Procedure*, approved by Order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011. The Review Visit to HEI was conducted by the team on 21 April 2015.

- 1. Dr Eve Eisenschmidt (team leader)**, *vice-rector for development at Tallinn University, member of the Quality Assessment Council for Vocational Education and Training at the Estonian Higher Education Quality Agency, Estonia.*
- 2. Prof. Dr Carlinda Leite**, *professor at the Faculty of Psychology and Educational Sciences at the University of Porto and a Senior Researcher at the Centre for Research and Intervention in Education, Portugal.*
- 3. Dr Cathal de Paor**, *Senior Lecturer and Director of Continuing Professional Development at Mary Immaculate College, Limerick, Ireland.*
- 4. Dr Dainius Žvirdauskas**, *headmaster of Kaunas University of Technology Engineering Lyceum, Lithuania.*
- 5. Mr Simonas Šeškis**, *undergraduate student in International Politics and Development Studies at Vytautas Magnus University, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the Programme is to train a competent primary school teacher who, on the basis of the latest scientific knowledge and professional research, will organise formal and non-formal teaching/learning of young learners in an innovative manner based on the pupil's needs and general cultural values. So it is expected for students of this programme to be trained in an environment with up-to-date methodologies and didactic resources. As we look into the learning outcomes and the competences listed, we can observe that they are in accordance with the aim of the programme as well as what is proposed in the Bologna Process. Annex 9 describes the relationship between general, professional and special competences which makes it possible to give meaning to the learning outcomes that are being achieved by students. Annex 9 also shows that the learning outcomes and competences are well defined and well related with general, professional and special situations.

In Annex 20 the Faculty of Pedagogy establishes a relationship between the study programme results, subject results, subject study methods and the courses included in the study programme. This table could be a helpful tool to assist teachers and students in identifying connections between these different curriculum elements in order to understand the teaching and learning outcomes. However, during the evaluation visit it was not possible to clearly identify how this tool is being used. Some teachers mentioned that this tool was created to assist in curriculum management; however it was not possible to determine if it was being used regularly. On the other hand the subject results listed are so many and so detailed that it can be difficult to use this tool. Annex 6 also establishes a connection between study programme goals, study programme results and study subjects and Annex 1 connects outcomes of the programme studies with outcomes of the subject studies, methods of evaluation of the studies and students' achievements. So many documents can be a burden rather than simplifying the management of the learning outcomes. However, a lot of work has been done to create coherence between competences, learning outcomes, methods and student achievements across the subjects included in the study programme.

The aim of the Programme, learning outcomes and career opportunities are published on the website of Vilnius College Faculty of Pedagogy and that information is provided in the Lithuanian and English language and also in Russian. In the meetings during the site visit it was confirmed by the students that this information is clear and publicly accessible.

In sum, the programme aims and learning outcomes are well defined and they are clear and publicly accessible but in too many different formats.

The learning outcomes are formulated in accordance with legal acts like the Descriptor of Professional Competences of a Teacher (2007), Teacher Training Standard for Primary Education Teachers (2008) and the primary school teacher training experience in Lithuania and abroad. It is also stated (SER, p. 6) that the competences acquired by the students in the Programme are formulated in accordance with the provisions of the Bologna Process and that the Programme is designed in accordance with the descriptors of study cycles approved by Resolution No. V-2212 of 21 November 2011 of the Minister of Education and Science of the Republic of Lithuania. During the evaluation visit the review team confirmed that a strong effort is made to stay up-to-date with the changes that have taken place in order to establish a relationship between the programme aims and learning outcomes and the professional activities for which students are trained. For example: communicate and positively cooperate with different educational participants; to develop computer literacy and ICT skills; to create educational environment favorable to pre-primary age child. However, the site visit confirmed that there is a need to improve learning outcomes related to research competences and further develop these competences. The expert team came to this conclusion because of strong practical orientation of staff members and it was confirmed by students who expressed that they do not have topics like action research, case studies in their programme.

In accordance with legal acts (SER, p. 7) and other recommendations the study programme intention is to introduce competences related to using technology in primary education and taking pedagogical innovation into consideration. Problem-based teaching/learning was adopted as a methodology for training teachers. In the meeting with teaching staff and students it was possible to verify that there is an agreement with these academic and professional requirements and they have a connection with the learning outcomes. In fact during the evaluation visit it was confirmed that there is a plan in order to fulfil the programme aims and learning outcomes and that they are based on the academic and professional requirements and the needs to teach children in primary education.

There is a connection between the name of this study programme “Primary Education“, its learning outcomes and qualification offered. During the site visit we observed that this study programme is in accordance with the Faculty’s mission to train practice-oriented professionals and develop effective cooperation with the community. Special attention should be paid to how

the two specialisations (Innovative Technologies in Primary Education and Pedagogy of Pre-primary Education) are being developed.

To summarize, the programme aims and learning outcomes are consistent with the requirements of a first study cycle. The name of the programme (Primary Education), its learning outcomes, content and the qualifications offered are compatible with each other. There are several frames to compare aims of the programme, learning outcomes, assessment criteria, so many documents can be a burden rather than simplifying the management of the learning outcomes. There is a need to improve learning outcomes related to research competences.

2.2. Curriculum design

The curriculum design is in compliance with all of the legal requirements, relating to programme volume, and the subjects of the study field. The content of the subjects is fully consistent with the type and level of studies expected from professional bachelor programmes in primary education in colleges of education, with an appropriate amount of credits being allocated to the subjects of the study field and the supplementary studies.

The scope of the programme is sufficient to ensure the achievement of the learning outcomes. It consists of three target groups of courses: general higher education, pedagogical studies which develop students' general teaching methodologies, and pedagogical specialisation which focuses on the teaching of particular subject areas. The practical component includes pedagogical practical training and pedagogical specialisation training. These are spread evenly throughout the programme, and timetabled to help students develop knowledge about theory and practice together. Students are introduced to core knowledge, applying and further developing this knowledge as the programme progresses.

The content and methods of the subjects are appropriate for the achievement of the intended learning outcomes. A broad range of study subjects is provided designed to align with programme aims. However, the curriculum is presented in the form of many separate and small courses (in terms of credit) which may not be conducive to covering the breadth of knowledge which students need at the time they need it, or for promoting connections and integration. For example, the teaching of mathematics is taught in Year 1 of the programme, but students do not have an opportunity to further develop their knowledge about this in any taught subjects in the college, except while on practice. It is also the case that certain courses address closely-related curriculum areas. One of the more obvious examples is the area of cultural studies which is dealt

with in two separate courses, intercultural and ethno-cultural studies. To help address this, consideration should be given to greater integration between courses, increasing their size so that they are more substantial. This relates particularly to the area of cultural studies, but the programme may possibly identify other areas in which other courses can be combined. In this way, and continuing with the mathematics example, students could learn about the teaching of mathematics in Year 1, but have further opportunities to learn about integrating mathematics into other subject areas later on, for example, science and Lithuanian language. This work could be part of a move towards modularisation, to which the Study Committee referred during meetings.

The final thesis provides students with opportunities to conduct a piece of research in the last year of their studies, and defend it publicly. The relevant regulations for this research are clearly outlined. The requirements for the preparation of final thesis and its defence are also fully met. The pedagogical studies thesis also helps in preparing students for this requirement. However, there is a need to further develop opportunities for students to routinely collect evidence about their own teaching, about the progress that children are making, and to talk about this with their colleagues. Students could then use their experience from practice as the basis for discussing theoretical concepts in class, developing their own theory of teaching, constructing new knowledge and then using and further developing this in their teaching. Such a practice-theory-practice approach would also enable students to support each other in group review, where they reflect on their teaching practice in group discussions. The work of Schön relating to reflective practice may be useful in guiding this work. Insights from the course on Reflective Pedagogy currently available as an optional course on the programme could help play a role.

Management of the Practice component is supported through the use of a trilateral agreement between the College, the school, and the student. This provides detail on the objectives, tasks, and assignments as agreed by the student, mentor and the placement supervisor. While part of the practice includes teaching under the supervision of a mentor, there would also be benefit in giving students greater opportunities to learn from each other by having pairs of students teach in the same classroom (e.g., one student teaches a lesson, then observes her partner teach), having opportunities afterwards to discuss their progress with each other, with the mentor, and/or back in the college in facilitated group review meetings. This would be beneficial to try for at least a short period.

The content of the programme reflects the latest achievements in science, art and technologies. In particular, the inclusion of an option on leadership is a commendable feature of the

programme. However, given that all teachers are called to be leaders (the word *pedagogue* meaning literally ‘leader of children’), it is worth considering removing this from the optional category and making it a core subject, or combining it with another related course. This need not involve school leadership, but rather curriculum leadership. This would enable all students to develop as leaders of children in their own classrooms, but also to prepare for future roles in school where they would be encouraged to take leadership roles in collaborative curriculum projects with their colleagues.

The range of core and optional subjects reflect the diverse needs of teachers in today’s classrooms. Supporting resources and reference lists show that the subjects are well researched and reflect current trends. Differentiation for the individual child is a key challenge for teachers today. Programme outcome 7.2 refers to this, ‘Shall model and creatively apply curriculum taking into account the child's interests, needs and possibilities.’ A separate course is provided to help with this (Inclusive education of child). There are also references to it in particular courses, e.g., Didactics of PE and Child’s Language and Communication.

To summarize, the panel commends the commitment of staff to ongoing curriculum design so that the programme can continue to develop and make a lasting contribution to the quality of primary education in Lithuania. The use of programme modularization should help with this work, by increasing the size of learning units. This will also encourage students to approach their own practice with children in a more integrated way. The programme team should combine certain courses which deal with closely-related curriculum areas. There is also scope to include a greater focus on reflective practice. Opportunities for group review can be used to enable students support each other as they develop their understanding about teaching excellence, and also provide the basis for discussion during taught courses (educology and didactics). The programme team should also promote the use of pair or partner teaching in the same classroom while teaching under the supervision of the Mentor. Students should receive some preparation in enabling them to leading curriculum initiatives in the future.

2.3. Teaching staff

There are 33 people working on the programme, 6 associate professors, and 20 lecturers with a master’s degree, and 7 with a bachelor’s degree. The Programme also relies on mentors who supervise student teachers’ practice. Having analysed the CVs of the teaching staff, it is noticeable that the preparation of the teachers and possibilities to raise qualifications are adequate. The teachers in the programme have diverse practical and theoretical work experience

working in higher education, general education institutions or in informal education programmes. Also teaching staff has been involved in policy development, working out methodological materials and textbooks. The teaching staff turnover is able to ensure an adequate provision of the programme and attempts to involve new staff members are noticeable.

In sum, the academic staff meets the legal requirements and the number of staff is considered to be adequate to achieve learning outcomes.

Teaching staff is open to changes, they are self-reflective and very supportive, as mentioned by students. The commitment of the staff was visible and strong. Teachers make self-evaluation every year and participate in several development activities like improving their English language skills, ICT skills etc. A principle of learning from each other is used in the organisation, with several round-tables, seminars and discussions organised to share experience.

There is a high readiness for international cooperation and for mobility, for example the international week is organised annually to support cooperation with international higher education institutions. There is one staff member responsible for internationalisation and mobility supporting staff members to find exchange possibilities. There are good conditions for the professional development of the teaching staff and senior management, with the dean of the faculty demonstrating a high commitment to support staff development.

Teaching staff of the programme actively participate in applied research projects, for example, through several international projects under the Leonardo da Vinci, Comenius and Grundtvig actions. The main results of the projects are presented in seminars, conferences, and created methodological materials. However, there are few scientific publications published in international peer-review journals related to the programme content – primary school education. During the site visit the academic staff mentioned that several initiatives have been taken recently, such as the creation of a research network with Swedish researchers in inclusive education. The review team recommends the continued investment in research projects to improve the professional development of academic staff.

In sum, the review team believes that teaching staff is of high qualification. The lecturers take part in different international projects and mobility programmes, although there is lack of publications in various international publications in scientific journals. The practical experience and the orientation of lecturers towards the students` development is appropriate and responsive

to the expectations of the programme. It is also advisable to involve some practitioners with potential to do academic work to guarantee the sustainability of academic staff.

2.4. Facilities and learning resources

The SER of the programme mentions various learning resources and facilities to run the study programme. When it comes to IT equipment it is stated that the institution has 16 well equipped classrooms shared with other study programmes and that the majority of these classrooms have high tech equipment (SMART interactive whiteboard, LCD smart TV, computers, projectors, white screens, mobile boards). It is also mentioned that there are 77 computers, 7 printers, 4 copiers which can be used by students and 14 projectors available to the educational process. During the site visit the review team observed the existing equipment. All of the computers are connected to a single network providing online access via optical broadband connection and according to SER it is even available in the student dormitories. To further improve their technological skills the students who are enrolled in the specialisation Innovative Technologies in Primary Education have the opportunity to go to the Electronics and Informatics Faculty where there are better conditions. The evaluation team visited the Electronics and Informatics Faculty and confirmed that it has good technical conditions and was also informed that the students have the opportunity to go to a Robotic classroom within this Faculty. As appealing as this can be, the equipment found in this Robotic classroom may not be really necessary for activities related to primary level teaching. Nevertheless, it could be a good resource for an IT specialization. Being far from the Faculty of Pedagogy it could be discouraging for students to visit these labs.

The evaluation team had the opportunity to visit a very well structured and equipped kindergarten. During the site visit the students expressed how satisfied they were with the arrangements made for them to practice and to develop their teaching competences.

The evaluation visit to the Faculty of Pedagogy confirmed that the administration staff has made an effort to equip the faculty building and the classrooms. A lot of spaces have been remodelled in order to be more comfortable and adequate for a higher education institution. Leisure spaces for students and some upgrades were made to the hallway (4th floor) and the auditorium. However, more modern classrooms for workgroups are necessary to implement practical activities and use learning materials. To summarize, the premises for studies at the Faculty of Pedagogy are only satisfactory in size and quality, and there is a need for improvements.

The SER (p. 20) mentions that one of the disadvantages that the Faculty of Pedagogy has is the fact that the hardware is not upgraded fast enough and that the Moodle environment is not sufficiently used. During the evaluation visit this was confirmed by teachers and students.

Even though the Faculty Library is not too large (seating capacity 40) it is well organized and comfortable. Databases such as EBSCO Publishing, Emerald Management eJournals Collection, Taylor & Francis can be accessed and in the evaluation visit students and teachers mentioned that they are used. Students and academic staff may also use libraries of other Vilnius College Faculties. However it would be beneficial to have a larger and better technological area in the Faculty of Pedagogy.

The Faculty of Pedagogy implemented a problem-based teaching/learning methodology and to support this some books were acquired and some e-books in Lithuanian and in English were prepared. The evaluation team concluded that the teaching materials found are adequate and accessible.

The Faculty of Pedagogy has a Biology Room but it is not adequately equipped to be considered a Science laboratory where students can use didactic materials, learn how to teach subjects related with Nature and Physics and develop teaching and learning materials. Taking into account that the latest curriculum amendment allows students to choose between Innovative Technologies in Primary Education or Pedagogy of Pre-Primary Education specialisations it is necessary to have learning resources and facilities which are adequate for these new areas. The Biology Room does not have appropriate conditions for students to learn how to develop STEAM (science, technology, engineering, art and mathematics) competences.

In sum, there is a need to further enhance the learning environment within the teaching rooms in the Faculty of Pedagogy so that they can promote practical tasks like micro-teaching in courses of didactics and pedagogy. More textbooks, methodological materials, software and other learning materials are needed. Learning how to teach effectively requires an environment rich in learning resources. Even though these future teachers will have access to these resources in schools, they need to be introduced to them during their training in the Faculty. This will make it easier for them to learn how to effectively use these materials and also inspire students to develop their own resources. From what was observed the teaching and learning equipment is not adequate in quality. So the strategic renovation plan to move the Faculty from Vilnius College to the Baltupiai Campus may be very beneficial.

2.5. Study process and students' performance assessment

Student admission is organized through the Lithuanian Higher Education Association for General Admission system which allows the admission to be transparent and accessible to every school student who has finished secondary education. A motivation test and an interview is obligatory to take before applying to the professional bachelor's degree programme allowing Vilnius College to decrease the rate of dropouts in the early stages of the studies. The early dropouts (30% of accepted students do not finish their studies) shows that the motivation test does not give the intended result. Therefore the review team recommends reconsidering the admission process and suggesting it to stakeholders.

Currently students receive all information about assignments and assessments at the beginning of the semester (in the first lecture) from the study subject teacher. This allows the higher education institution to ensure that the students are familiar with the structure of subject (assessments, content of the study subject). However, students are not aware of the learning objectives and therefore the review team recommends to pay more attention to introducing the students to these.

Students have very good student-student and student-teacher relationships which ensures that the dissemination of information is not a problem but the review team believes that a common distance learning environment would create a better space for students to access required course materials and for teachers to evaluate the students' achievements more easily.

Practice is one of the main components of this programme and social partners are really satisfied with the achieved learning outcomes and relationships created between the student and the organization where the student is placed. Even though the practice allows students to learn how theoretical knowledge can be applied in practice, the review team recommends that students would also be encouraged to participate more in applied research. This would ensure the continuing learning process and provide a wider scope of activities students can participate in.

In discussions with students, expert team mentioned high levels of satisfaction with the programme and its study process, they see career opportunities after graduation. The professional activities of students were viewed as meeting the programme providers' expectations.

The review team also noticed that Vilnius College actively participates in mobility programmes and invites teachers with international experience to give lectures to students and teachers.

However, student participation in mobility programmes is very low and we would recommend to encourage students to participate more, especially in terms of doing internships abroad.

To summarize, the student – teacher relationship allows Vilnius College to prepare good teachers with the necessary practical knowledge. High dropout rates show that motivation of the accepted students is not the strongest part of this study programme and needs to be analyzed. The high number of lecturers' visits abroad through the mobility programmes shows that the institution is recognized at the international level.

2.6. Programme management

The responsibilities of programme management are described clearly at faculty level in SER (p. 5). The Dean of the faculty is responsible for the quality of studies. The Study Programme Committee is responsible for the assessment of implementation of the programme. The Deputy Director of Vilnius College coordinates the improvement and self-analysis of the Programme, monitors management of the Programme, examines preferences and needs of students, teachers and stakeholders. The Study Unit controls the implementation of the programme: monitors the implementation process, controls classroom activities, organises availability of electives, controls them etc. The responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated.

During the site visit the management team demonstrated their responsibility to support the development of the Lithuanian educational system. There is a will to develop the programme according to the needs of the society and to policy regulation, as evidenced by the introduction of optional modules (pre-primary school teaching).

The responsibilities for monitoring the programme operations and management are clearly regulated, and the quality assurance system is implemented. The quality assurance workgroup of the college has developed guidelines for quality management and these are stated in an institutional development plan. Following an international quality management project by the college which aimed to develop quality assurance guidelines based on EFQM, there are several measures taken to improve the study programme, for example self-evaluation is carried out at each level: teacher, department, faculty, unit, and institution. Each year teachers provide their self-analysis reports to the heads of departments and the heads of departments provide them to the deans of the faculties, and the annual faculty self-analyses are submitted to the Director of

Vilnius College. Also, the head of the department assesses the work of a teacher over the year; the faculty assesses the activities of departments. Feedback is given at each stage.

Every year, departments, the Student Council, and the study units survey students' opinions about the study programme, implementation of individual courses, quality of organisation of studies, students' expectations, attitudes, motivations, needs, and values, reasons for dropping out, and employment of graduates.

Internal evaluation results are used to improve the programme, for example learning outcomes were improved and new descriptions for practice were provided based on feedback from students and social partners. During the site visit the review team discovered that teaching staff are self-reflective and open for changes. Several discussions and round-tables were organised with staff members to improve the programme (i.e. improving learning outcomes, assessment criteria etc). Students mentioned that there is a supportive atmosphere and good communication (e.g. Facebook is in use for dissemination of information).

Social partners are involved in improving the study programme, and they give feedback after the students' practice period. Representatives of employers participate in the work of the programme committee. The main joint activity is connected with supervision and assessment of students' teaching practice. Also together with social partner conferences, in-service trainings (i.e. for working with children with special needs, social work, etc) and joint projects (e.g., critical thinking strategies) are organized by the faculty. Students are involved in non-formal activities such as summer camps for children.

The self-evaluation group demonstrates self-critical approaches in SER which is evidence of on-going improvement of the programme. The quality assurance system seems to be well implemented in work processes.

To summarize, the staff is committed and demonstrated good teamwork. Leaders of the faculty are focused on the development and on-going improvement of the programme. Several changes according to the labour market needs have been made recently. Teaching staff makes self-evaluation and self-development plans for every year. The college has good cooperation with social partners and a strong network has been developed. The partners also value the practical orientation of the college.

III. RECOMMENDATIONS

The review team recommends:

1. To simplify the management of the learning outcomes and assessment criteria; there are too many frames to compare programme aims, learning outcomes and assessment criteria.
2. To improve learning outcomes related to the research competences of future teachers to develop their readiness do to action research to improve their practice and encourage students to participate together with academic staff more in applied research projects.
3. To use modularization to increase the size and coherence of learning units in the interests of greater integration in the learning experience, and to combine certain courses which deal with closely-related curriculum areas.
4. To use greater integration between subjects in the programme, to also encourage students to approach their own practice with children in schools in a more integrated way.
5. To promote greater use of reflective practice so that students continue to construct new knowledge about their teaching, and develop their own theory of teaching.
6. To develop the use of group review, where students reflect on their ongoing teaching practice in group discussions and when attending other taught courses (educology and didactics).
7. To enable students to learn from each other by using a period of pair or partner teaching in the same classroom while teaching under the supervision of the Mentor.
8. To consider ways in which curriculum leadership can be incorporated into the programme so that students can develop an awareness of themselves as leaders, or at least as collegial professionals with other teachers.
9. To negotiate with the Ministry of Education and with social partners possibilities to find extra recourses to improve facilities and didactic materials creating laboratories where students can develop professional competences related to didactics, and fulfil practical tasks like micro-teaching.
10. To support academic staff involvement in international projects to raise their research competences and readiness to publish in various international scientific journals.
11. To involve more practitioners with research capacity in the teaching and learning process to ensure the sustainability of academic staff.
12. To create a Moodle environment or another type of learning environment that allows interaction between academic staff, students and other Vilnius College divisions.

13. To offer opportunities for students to collaborate with teaching staff in joint projects of applied research.
14. To promote students' participation in mobility programmes.

IV. SUMMARY

The programme aims and learning outcomes are consistent with the requirements of a first study cycle, they are well defined, clear and publicly accessible. There are several documents to demonstrate the coherence between learning outcomes, subject study methods, assessment criteria. A lot of work has been done to create coherence between competences, learning outcomes, methods and student achievements across the subjects included in the study programme. However, it is necessary to evaluate how all the learning process management documents are used and accessible for students and teaching staff.

The panel commends the commitment of staff to ongoing curriculum design so that the programme can continue to develop and make a lasting contribution to the quality of primary education in Lithuania. The use of programmed modularization should help with this work, by increasing the size of learning units. This will also encourage students to approach their own practice with children in a more integrated way. The programme team should combine certain courses which deal with closely-related curriculum areas. There is also scope to include a greater focus on reflective practice. Opportunities for group review can be used to enable students support each other as they develop their understanding about teaching excellence, and also provide the basis for discussion during taught courses (educology and didactics). The programme team should also promote the use of pair or partner teaching in the same classroom while teaching under the supervision of the Mentor. Students should receive some preparation in enabling them to lead curriculum initiatives in the future.

The number and qualification of the staff is sufficient for the implementation of the programme. The practical experience and the orientation of lecturers towards the students` development is appropriate and responsive to the expectations of the programme. The teaching staff takes part in different international projects and mobility. However, there is lack of publications in international scientific journals. The practical experience and the orientation of lecturers towards the students` development is appropriate and responsive to the expectations of the programme. It is also advisable to take care of the new generation of staff by involving some practitioners into the teaching and learning process.

There is a need to further enhance the learning environment within the teaching rooms in the Faculty of Pedagogy so that they can promote practical tasks like micro-teaching in courses of didactics and pedagogy. For that more textbooks, methodological materials, software and other

learning materials are needed. Learning how to teach effectively requires an environment rich in learning resources. Even though these future teachers will have access to these resources in schools, they need to be introduced to them during their training in the Faculty. This will make it easier for them to learn how to effectively use these materials and also inspire students to develop their own resources. From what was observed the teaching and learning equipment is not adequate in quality. So the strategic renovation plan to move the Faculty from Vilnius College to the Baltupiai Campus may be very beneficial.

The student – teacher relationship allows Vilnius College to educate good teachers with high levels of practical knowledge. High dropout rates show that motivation of the accepted students is not the strongest part of this study programme and needs to be analyzed. The high number of lecturers' visits abroad through the mobility programmes shows that the College is recognized at international level.

The staff is committed and demonstrated good teamwork. The leaders of the faculty are focused on the development and on-going improvement of the programme. Several changes according to the labour market needs have been made recently. Teaching staff makes self-evaluation and self-development plans every year. The college has good cooperation with social partners and a strong network has been developed. The partners also value the practical orientation of the college.

V. GENERAL ASSESSMENT

The study programme *Primary Education* (state code – 653X12007) at Vilnius College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	18

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

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

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

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

Grupės vadovas: Team leader:	Dr Eve Eisenschmidt
Grupės nariai: Team members:	Prof. Dr Carlinda Leite
	Dr Cathal de Paor
	Dr Dainius Žvirdauskas
	Mr Simonas Šeškis

**VILNIAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *PRADINIO UGDYMO PEDAGOGIKA* (VALSTYBINIS KODAS – 653X12007) 2015-06-12
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-135 IŠRAŠAS**

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus kolegijos studijų programa *Pradinio ugdymo pedagogika* (valstybinis kodas – 653X12007) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	18

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Programos tikslai ir studijų rezultatai atitinka pirmosios studijų pakopos reikalavimus, tinkamai apibrėžti, aiškūs ir skelbiami viešai. Yra parengti keli dokumentai, parodantys sąsajas tarp studijų rezultatų, dalyko studijų metodų ir vertinimo kriterijų. Atliktas didelis darbas, siekiant užtikrinti visų į studijų programą įtrauktų dalykų kompetencijų, studijų rezultatų, metodų ir studentų pasiekimų darną. Tačiau būtina įvertinti, kaip tokie mokymosi proceso valdymo dokumentai yra naudojami ir ar jie prieinami studentams ir pedagoginiam personalui.

Ekspertų grupė labai gerai vertina darbuotojų pastangas nuolat tobulinti programos turinį, kad programa būtų toliau plėtojama ir taptų ilgalaikiu įnašu į pradinio mokymo Lietuvoje kokybės

gerinimą. Tai turėtų padėti daryti programinis skirstymas į modulius didinant mokomųjų dalykų apimtį. Be to, tai skatintų studentus ugdytis integruotą požiūrį į darbo su vaikais praktiką. Programos dėstytojai turėtų jungti tam tikrus glaudžiai susijusias studijų turinio sritis apimančius studijų dalykus. Galima plačiau taikyti refleksiją. Siekiant suteikti studentams galimybių padėti vienas kitam ugdyti supratimą apie mokymo meistriškumą ir diskutuoti per mokymo kursus (edukologijos ir didaktikos) gali būti naudojamas grupinis vertinimas. Programos dėstytojai turėtų suteikti galimybių studentams mokytis dirbant poromis ar kartu su partneriu toje pačioje klasėje, kai studentai moko prižiūrimi kuratoriaus. Studentai turėtų būti rengiami taip, kad ateityje gebėtų vadovauti su ugdymo programomis susijusioms iniciatyvoms.

Dėstytojų skaičius ir jų kvalifikacija yra pakankami programai tinkamai vykdyti. Dėstytojų praktinė patirtis, jų pastangos ugdyti ir mokyti studentus yra pakankamos ir tinkamai atspindi su programa susijusius lūkesčius. Pedagoginis personalas dalyvauja įvairiuose tarptautiniuose projektuose ir judumo programose. Vis dėlto tarptautiniuose mokslo žurnaluose skelbiama labai mažai darbų. Taip pat rekomenduojama pasirūpinti nauja pedagoginių darbuotojų karta, į programos įgyvendinimą įtraukiant daugiau praktikų.

Būtina toliau tobulinti mokymosi aplinką Pedagogikos fakulteto auditorijose, kad jose būtų patogų atlikti praktines užduotis, tokias kaip mikromokymas pagal didaktikos ir pedagogikos kursus. Tam būtina įsigyti daugiau vadovėlių, metodologinės medžiagos, programinės įrangos ir kitos mokomosios medžiagos. Norint išmokti veiksmingai mokyti, būtina mokymosi ištekliams aprūpinti aplinka. Nors būsimi mokytojai turės galimybę tokiais ištekliams naudotis mokyklose, reikia susipažindinti su jais mokantis fakultete. Tada studentai galės lengviau išmokti veiksmingai naudotis tokia medžiaga, be to, naudojami ištekliai įkvėps juos kurti originalius savus išteklius. Sprendžiant iš to, ką ekspertų grupė turėjo progą matyti, mokymo ir mokymosi įranga nėra pakankamos kokybės. Šiuo atžvilgiu būtų labai naudingas strateginis atnaujinimo planas perkelti fakultetą iš Vilniaus kolegijos į Baltupių korpusus.

Gerai studentų ir dėstytojų santykiai suteikia Vilniaus kolegijai galimybę rengti gerus mokytojus, pasižyminčius aukšto lygio praktinėmis žiniomis. Didelis studijų nebaigiančių studentų skaičius rodo, kad priimtų studentų motyvacija nėra stipriausias studijų programos aspektas ir ši situacija turi būti analizuojama. Daug dėstytojų išvyksta į užsienį pagal judumo programas – tai rodo, kad kolegija pripažįstama tarptautiniu mastu.

Programos darbuotojai yra pasiryžę ją vykdyti kiek galima geriau ir parodė gebėjimą puikiai dirbti komandoje. Fakulteto vadovai stengiasi nuolat plėtoti ir tobulinti programą. Neseniai

padaryti keli programos pakeitimai atsižvelgus į darbo rinkos poreikius. Pedagoginis personalas kiekvienais metais rengia savianalizės ataskaitas ir asmeninio profesinio tobulėjimo planus. Kolegija palaiko gerus bendradarbiavimo ryšius su socialiniais partneriais, yra sukūrusi stiprų bendradarbiavimo tinklą. Partneriai teigiamai vertina kolegijos orientaciją į praktinį studentų rengimą.

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III. REKOMENDACIJOS

Ekspertų grupė rekomenduoja:

1. Supaprastinti studijų rezultatų ir vertinimo kriterijų valdymą; apibrėžta per daug aspektų, pagal kuriuos lyginami programos tikslai, studijų rezultatai ir vertinimo kriterijai.
2. Tobulinti studijų rezultatus, susijusius su būsimų mokytojų mokslinių tyrimų kompetencijomis, siekiant pagerinti jų pasirengimą atlikti veiklos tyrimus, kurie padėtų gerinti praktinę veiklą, ir skatinti studentus aktyviau dalyvauti taikomųjų mokslinių tyrimų projektuose kartu su akademinio personalo atstovais.
3. Naudoti skaidymą į modulių siekiant padidinti mokomųjų dalykų apimtį ir jų dėstymo nuoseklumą, geriau integruoti mokymosi patirtį, sujungti tam tikrus glaudžiai susijusias studijų turinio sritis apimančius studijų dalykus.
4. Siekti geriau integruoti programos dalykus, skatinti labiau integruotą studentų požiūrį į darbo su vaikais mokykloje praktiką.
5. Skatinti plačiau naudoti refleksijos metodus, kad studentai toliau kauptų naujas žinias apie mokymą, kurį jie patys teikia, ir kurtų savas mokymo teorijas.
6. Plėtoti grupinio vertinimo metodą, pagal kurį studentai apmąsto savo pedagoginę praktiką dalyvaudami grupės diskusijose ir lankydami kitus mokymo kursus (edukologijos ir didaktikos).
7. Suteikti studentams galimybes mokytis vieniems iš kitų, nustatant mokymo poromis arba kartu su partneriu toje pačioje klasėje laikotarpius, kai studentai moko prižiūrėti kuratoriaus.
8. Apsvarstyti, kaip į programą būtų galima įtraukti aspektus, susijusius su ugdymo programų valdymu, kad studentai galėtų ugdyti požiūrį į save kaip į lyderius ar bent jau kaip kolegialius su kitais mokytojais specialistus.

9. Derėtis su Švietimo ir mokslo ministerija ir socialiniais partneriais dėl galimybių rasti papildomų išteklių, kad būtų galima pagerinti patalpas ir didaktinės medžiagos kokybę steigiant laboratorijas, kuriose studentai galėtų ugdyti su didaktika susijusias profesines kompetencijas ir atlikti praktines užduotis, tokias kaip mikromokymas.
10. Remti akademinio personalo dalyvavimą tarptautiniuose projektuose, siekiant gerinti jų mokslinių tyrimų kompetencijas ir pasirengimą skelbti darbus įvairiuose tarptautiniuose mokslo leidiniuose.
11. Įtraukti į mokymo ir mokymosi procesą daugiau mokslinių tyrimų įgūdžių turinčių specialistų, siekiant užtikrinti akademinio personalo tvarumą.
12. Sukurti *Moodle* aplinką ar kitokią mokymosi aplinką, kuri užtikrintų geresnę sąveiką tarp akademinio personalo, studentų ir kitų Vilniaus kolegijos padalinių.
13. Suteikti studentams galimybių bendradarbiauti su pedagoginiu personalu vykdant bendrus taikomųjų mokslinių tyrimų projektus.
14. Skatinti studentus dalyvauti judumo programose.

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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)