

Lithuanian case

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Binary system since 2000

State universities – 13

State colleges – 12

Non-state universities -
8

Non-state colleges - 10

1993

Introduction of 3 cycle
system + national credit
system

2000

New law on HE – binary
system
Professional bachelor for
colleges since 2007

2009

New law on HE and
research - status,
governance, QA, ECTS
credit system

Basic facts

Academic Calendar

- 2 semesters 20 weeks each (16 study = 4 session)
- Autumn (September)
- Spring (February)

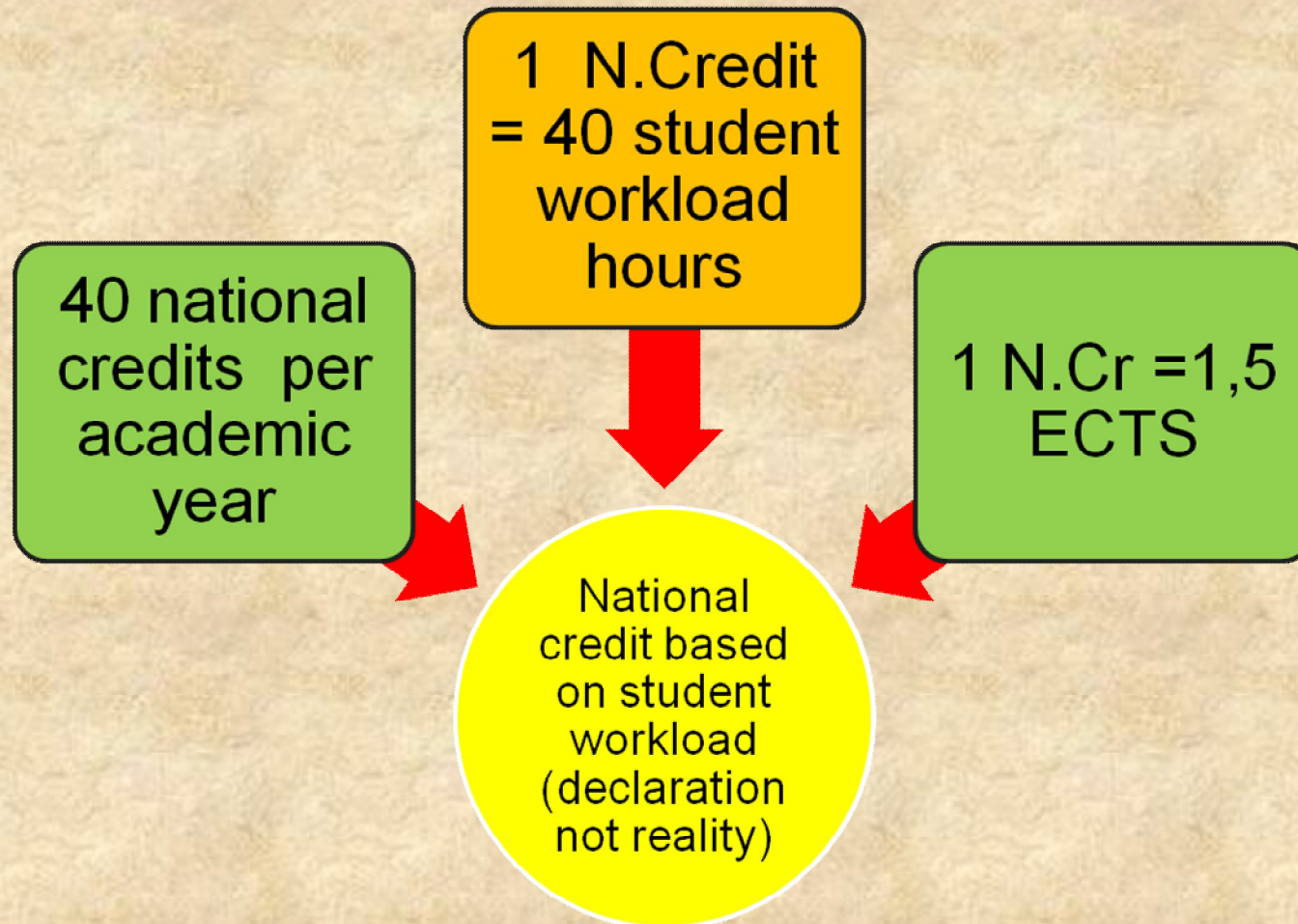
Admission

- Based on numerus clausus
- Students grants + fee paying students

Grading system

- 10 point grading scale (5 being a passing grade)
- Pass/fail system alongside

National credit system



ECTS for accumulation in Lithuania before 2011

Reality:

- National credit system for programmes and accreditation
- ECTS used only for transfer until now
- Mechanical conversion using multiplier 1,5
- Voluntary use by the institutions

Problems:

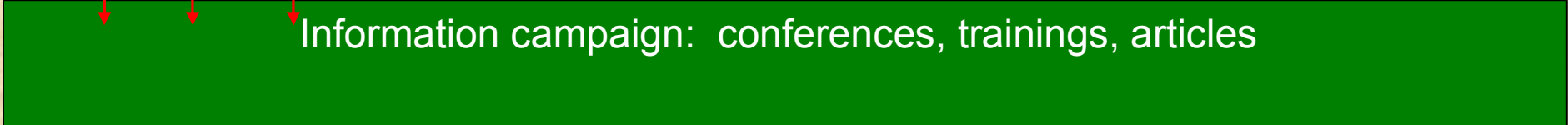
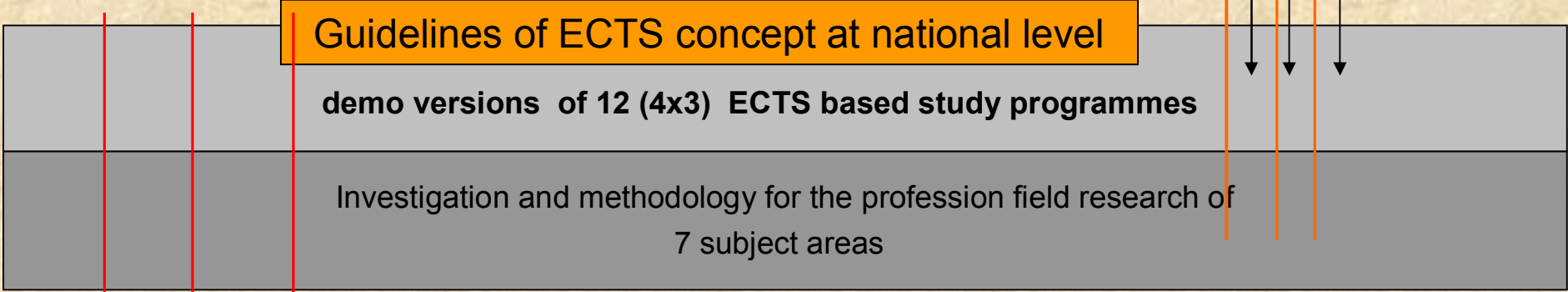
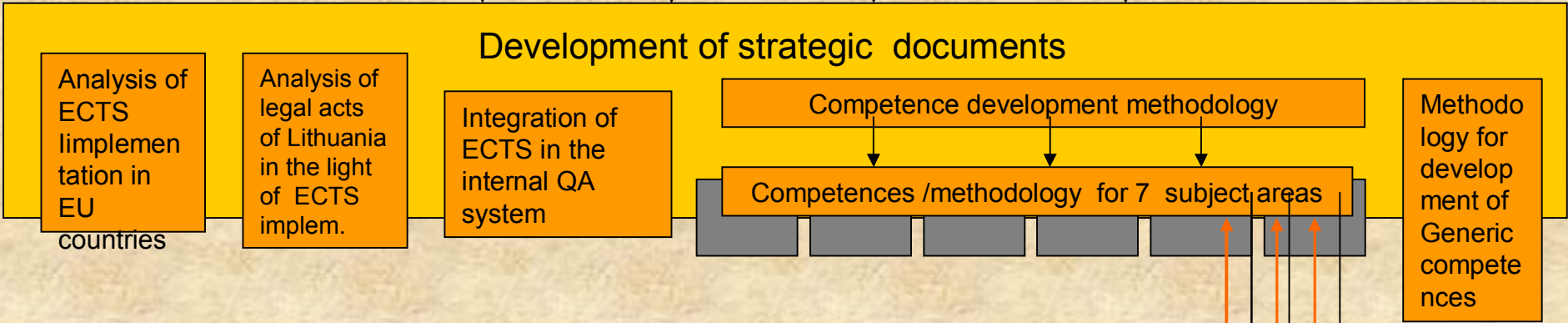
- In reality credit not really based on student workload
- Credits not used for curriculum design
- No credit thinking in the country
- No rational connection to Learning outcomes

Shortcomings of the study system (1)

- Length of 1 cycle study programmes – 4 years, 160 national credits (240 ECTS).
- Out of them 71-85% are **core** courses, while **electives** comprise only 10-24%, and **free** – 5%.
- As a rule free and general education (other subject area) courses comprise on average 15% of the study programme.

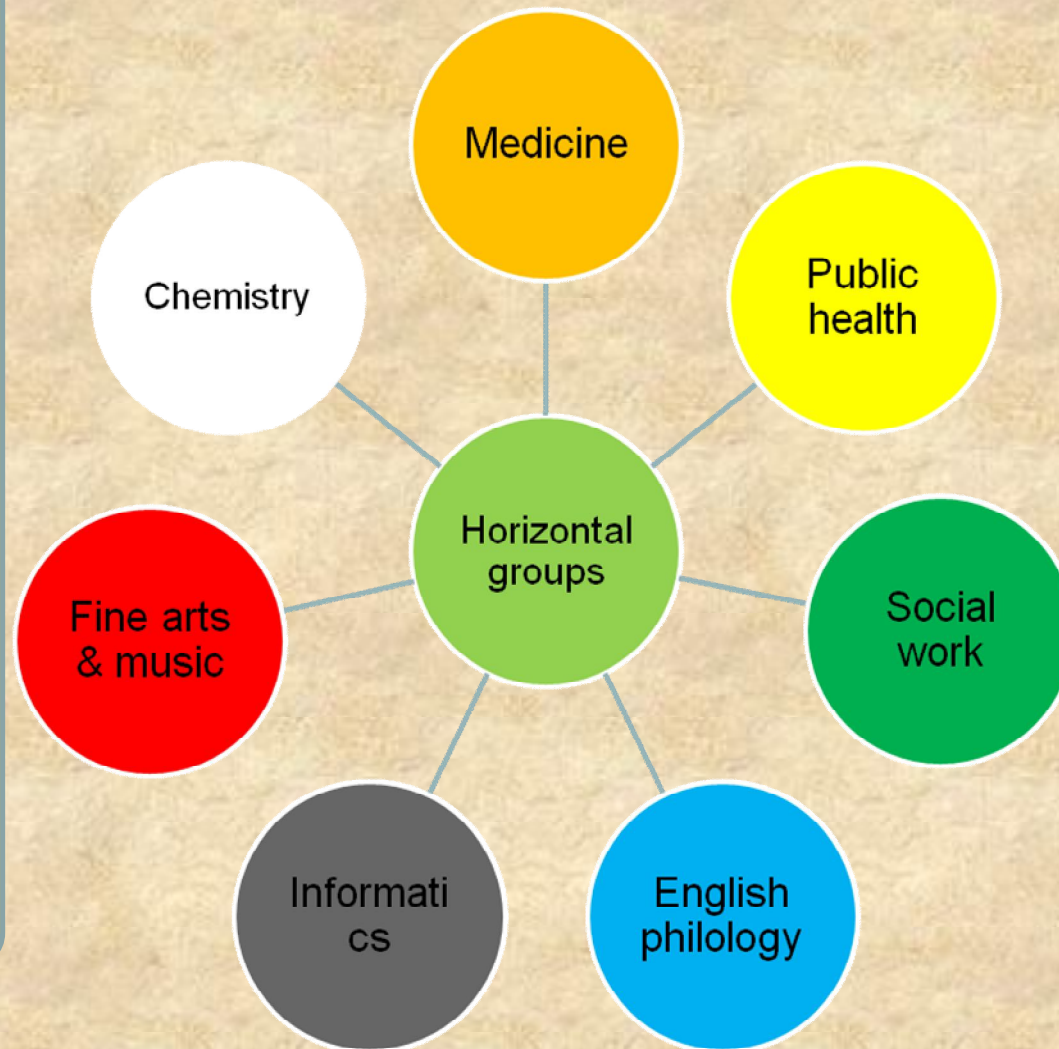
National project – need to respond to European developments

- ✓ **Project title:** Development of the Concept of the European Credit Transfer and Accumulation System (ECTS) at the National Level: Harmonization of the Credit and Implementation of the Learning Outcomes Based Study Programme Design
- ✓ **Start:** 11.09.2009. Duration 30 months.
- ✓ **Project status** – national planning project funded by structural funds.
- ✓ **Project coordinator** – Vilnius University , Experts from VU, VDU, VPU, ISM, KMU, ŠU, VDA, LMTA, KTU, VGTU and other Lithuanian HE.
- ✓ **Project partners** - Vilnius and Utena Colleges



Subject area groups

- Rationale:
- 1.subject areas should cover wide range – from state regulated to arts;
 - 2.Subject areas should offer studies at two cycles (Professional; Bachelor; Master)



Challenges for the project

Breaking existing
culture



Challenging practice
and order of decision
taking in HE

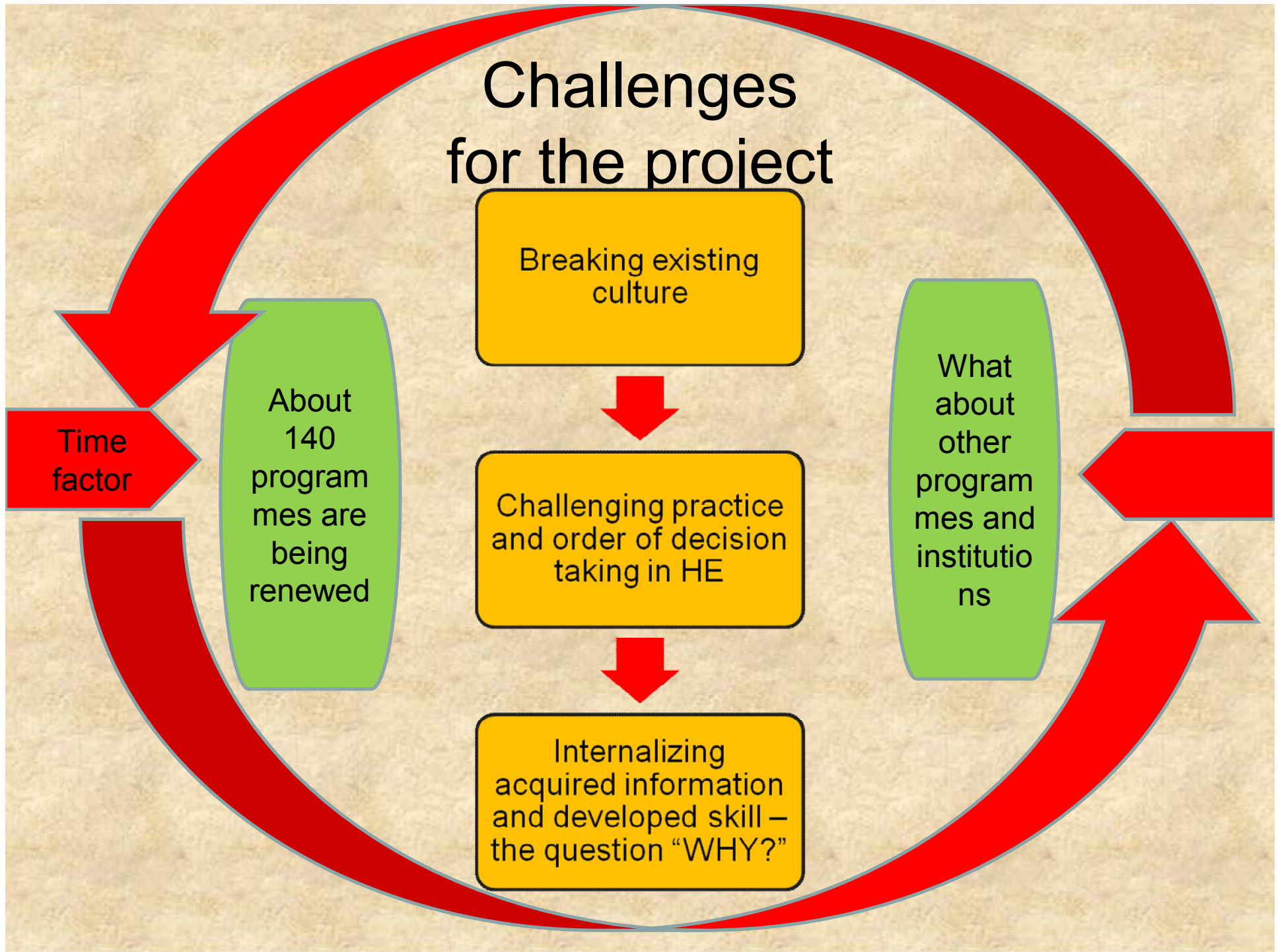


Internalizing
acquired information
and developed skill –
the question “WHY?”

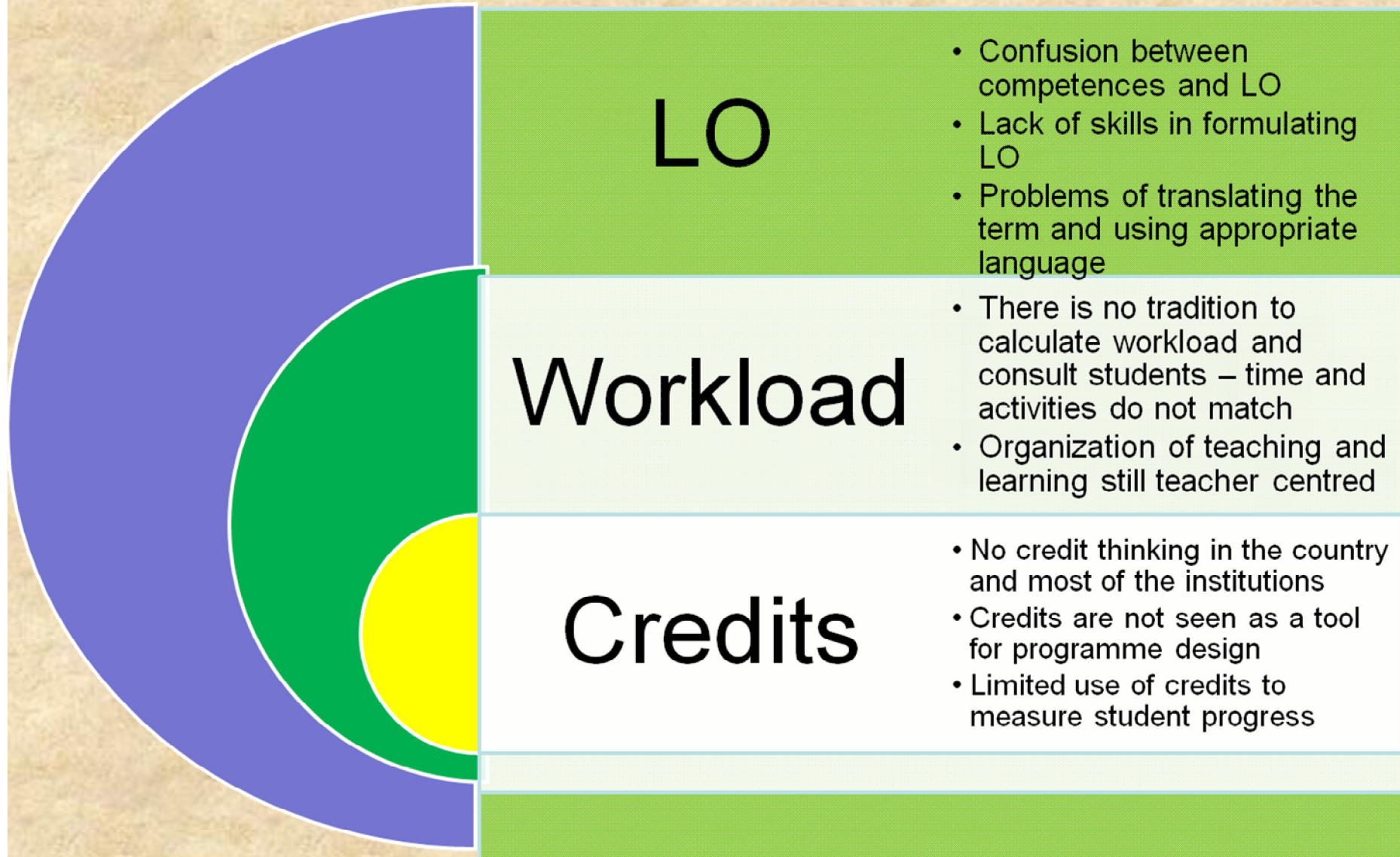
About
140
program
mes are
being
renewed

What
about
other
program
mes and
institio
ns

Time
factor



Challenges for institutions



The research team consisted of:

1. Coordinating expert group (3 sociologists and 2 assistants)
2. The researchers of the professional field (12 sociologists)
3. Researchers representing study committees (8 x 3 = 24)
4. Researchers representing employers (8 researchers). They were recommended by researchers representing study committees.

Aims of the Professional Field Research

- The lists of the competences of 8 subject areas:
 1. English philology
 2. Social work
 3. Informatics
 4. Chemistry
 5. Public health
 6. Medicine
 7. Arts
 8. Music
- Development of guidelines for renewal of the curriculum

Structure of the research

- Document analysis
- Survey of employers
- Focus groups with graduates
- Structured interviews with employers

Samples reached

Subject area	Total	Employers	Workplace experts
Chemistry	100	50	50
English Philology	104	70	34
Fine Arts	101	50	51
Informatics	105	50	54
Medicina (family doctors)	100	50	50
Music	100	100	
Public Health	107	74	33
Social work	100	100	
	817	544	272

Document analysis



Public Health: primary list of competences: **98 competences (items)**
finalised list of competences: **18 competences**

Lists of subject specific competences

Subject area	
Chemistry	28
English Philology	23
Fine Arts	26
Informatics	24
Medicine (family doctors)	23
Music	30
Public Health	18
Social work	38

Differences in evaluation of the importance of generic and subject specific competences among different subject areas?

	Generic competences	Subject specific competences
	<i>mean (s)</i>	<i>mean (s)</i>
English philology	3,45 (0,32)	3,07 (0,47)
Informatics	3,31 (0,33)	3,02 (0,51)
Chemistry	3,46 (0,28)	3,37 (0,40)
Fine art	3,37 (0,25)	3,25 (0,50)
Music	3,36 (0,31)	3,38 (0,36)
Public health	3,46 (0,32)	3,13 (0,47)
Medicine (general practitioners)	3,38 (0,30)	3,54 (0,27)
Social work	3,48 (0,29)	3,33 (0,37)

The most important generic competences by subject areas

FINE ART	MUSIC
<ul style="list-style-type: none">○ Knowledge and understanding of the subject area and understanding of the profession○ Ability to work autonomously○ Capacity to generate new ideas (creativity)○ Ability to communicate in a second language○ Determination and perseverance in the tasks given and responsibilities taken○ Ability to communicate both orally and written in native language○ Ability to identify, pose and resolve problems○ Ability to make reasoned decisions	<ul style="list-style-type: none">○ Ability to work in a team○ Ability to evaluate and maintain the quality of work produced○ Knowledge and understanding of the subject area and understanding of the profession○ Capacity to generate new ideas (creativity)○ Determination and perseverance in the tasks given and responsibilities taken○ Interpersonal and interaction skills○ Ability to motivate people and move toward common goals○ Ability to work autonomously○ Ability to adapt and act in new situations○ Ability to make reasoned decisions○ Ability to communicate both orally and written in native language

**SOCIAL WORK**

- **Interpersonal and interaction skills**
- **Ability to plan and manage time**
- Ability to identify, pose and resolve problems
- Knowledge and understanding of the subject area and understanding of the profession
- Ability to act on the basis of ethical reasoning
- Ability to apply knowledge in practical situations
- Ability to make reasoned decisions
- Ability to work autonomously
- **Ability to communicate both orally and written in native language**
- Determination and perseverance in the tasks given and responsibilities taken

MEDICINE (GENERAL PRACTITIONERS)

- **Ability to plan and manage time**
- **Ability to communicate both orally and written in native language**
- Ability for abstract thinking, analysis and synthesis
- Ability to apply knowledge in practical situations
- Knowledge and understanding of the subject area and understanding of the profession
- Ability to identify, pose and resolve problems
- Ability to work in a team
- Ability to make reasoned decisions
- Ability to search for, process and analyse information from a variety of sources
- Ability to evaluate and maintain the quality of work produced



Social responsibility

	English	Chemistry	Fine art	Informat.	Music	Medicine	Social work	Public health
Commitment to safety	3,16	3,48	3,24	3,28	3,10	3,20	3,50	3,25
Ability to act on the basis of ethical reasoning	3,49	3,55	3,37	3,24	3,37	3,45	3,72	3,50
Commitment to the conservation of the environment	3,09	3,55	3,14	2,78	3,03	3,22	3,15	3,17
Ability to act with social responsibility and civic awareness	3,35	3,39	3,22	2,95	3,28	3,36	3,49	3,30
Ability to show awareness of equal opportunities and gender issues	3,28	3,00	3,18	2,87	3,15	3,08	3,50	3,19

Work in international and multicultural environment

	English	Chemistry	Fine art	Informat.	Music	Medicine	Social work	Public health
Ability to communicate in a second language	3,67	3,42	3,55	3,53	3,43	3,41	2,98	3,45
Appreciation of and respect for diversity and multiculturality	3,32	3,14	3,27	2,88	3,12	2,95	3,26	3,14
Ability to work in an international context	3,20	3,23	3,22	2,84	3,19	2,93	2,77	2,88

Research results: Public Health

- **Graduates** (professional bachelors, bachelors and masters):
 - Most of respondents have been employed during their studies;
 - Positive assessment of the study programme – a profound basis for further professional development;
 - Employers expect “experienced“ employees, able to adapt immediately to the specific requirements, with high level of practical skills that is identified as main disadvantage of the studies);
 - Employers expect Master’s degree;
 - At the workplace specialisation, specific skills are obtained (depends on the institution, laboratory).

Suggestions for the Public Health programmes' improvement

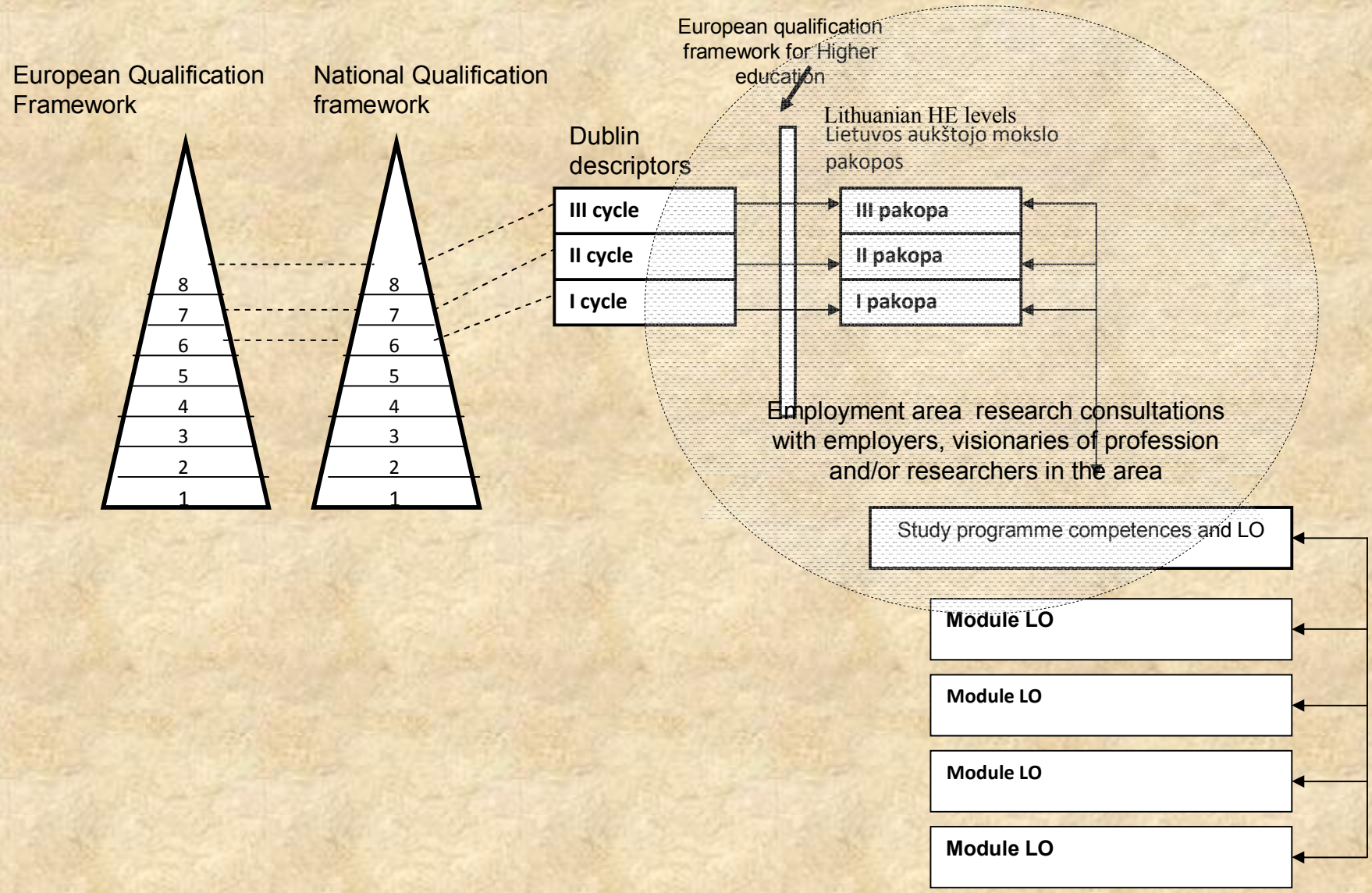
GRADUATES:

Professional bachelors	Bachelors, Masters
<ul style="list-style-type: none">• To prolong studies• To make changes in the curriculum (e.g. time of selection of study area)• To ensure opportunities for further studies• Focus on psychological, social skills, foreign language	<ul style="list-style-type: none">• To distinguish bachelor's and master's programmes• Equal focus on biomedical and social sciences (e.g. law, management)

EMPOYERS:

- To distinguish the development of Bachelors' and Masters' level competences;
- To deepen knowledge of professional foreign language (professional terminology);
- To improve quality of studies regarding different subjects (the quality of work of the professors, departments' staff).

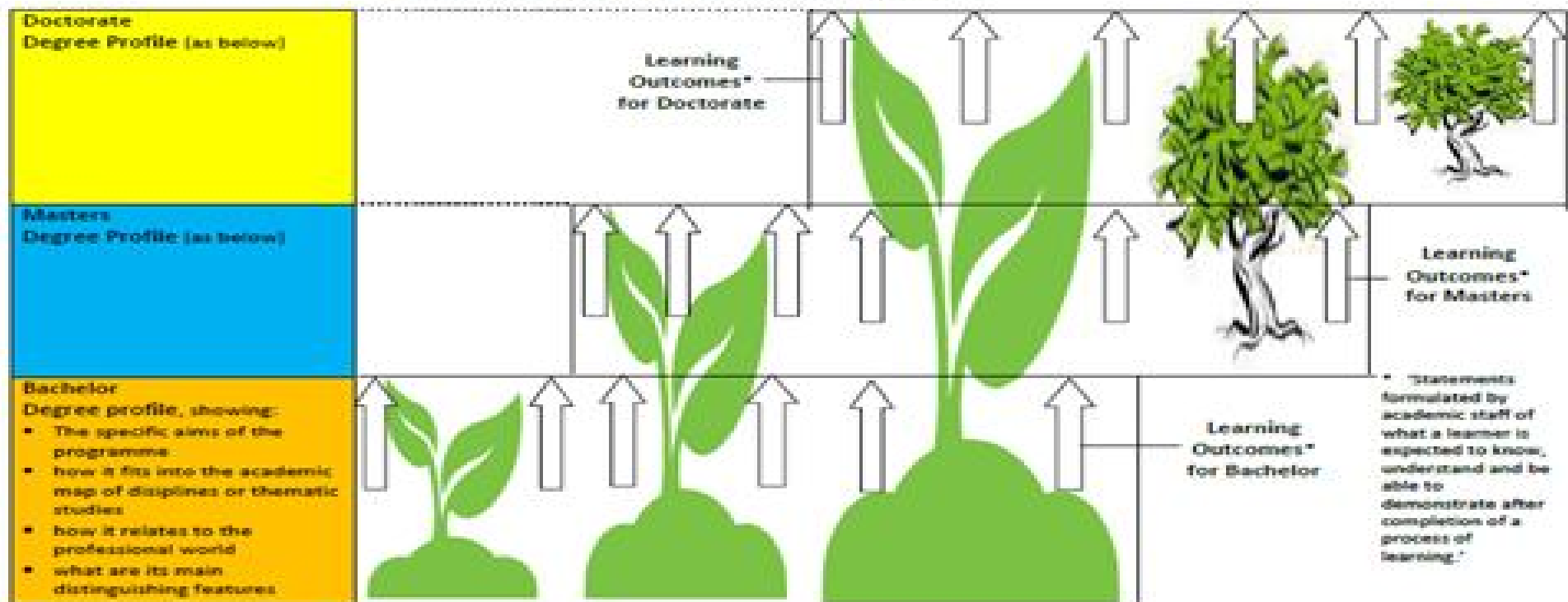
Place of the study programme in the context of HE legislation



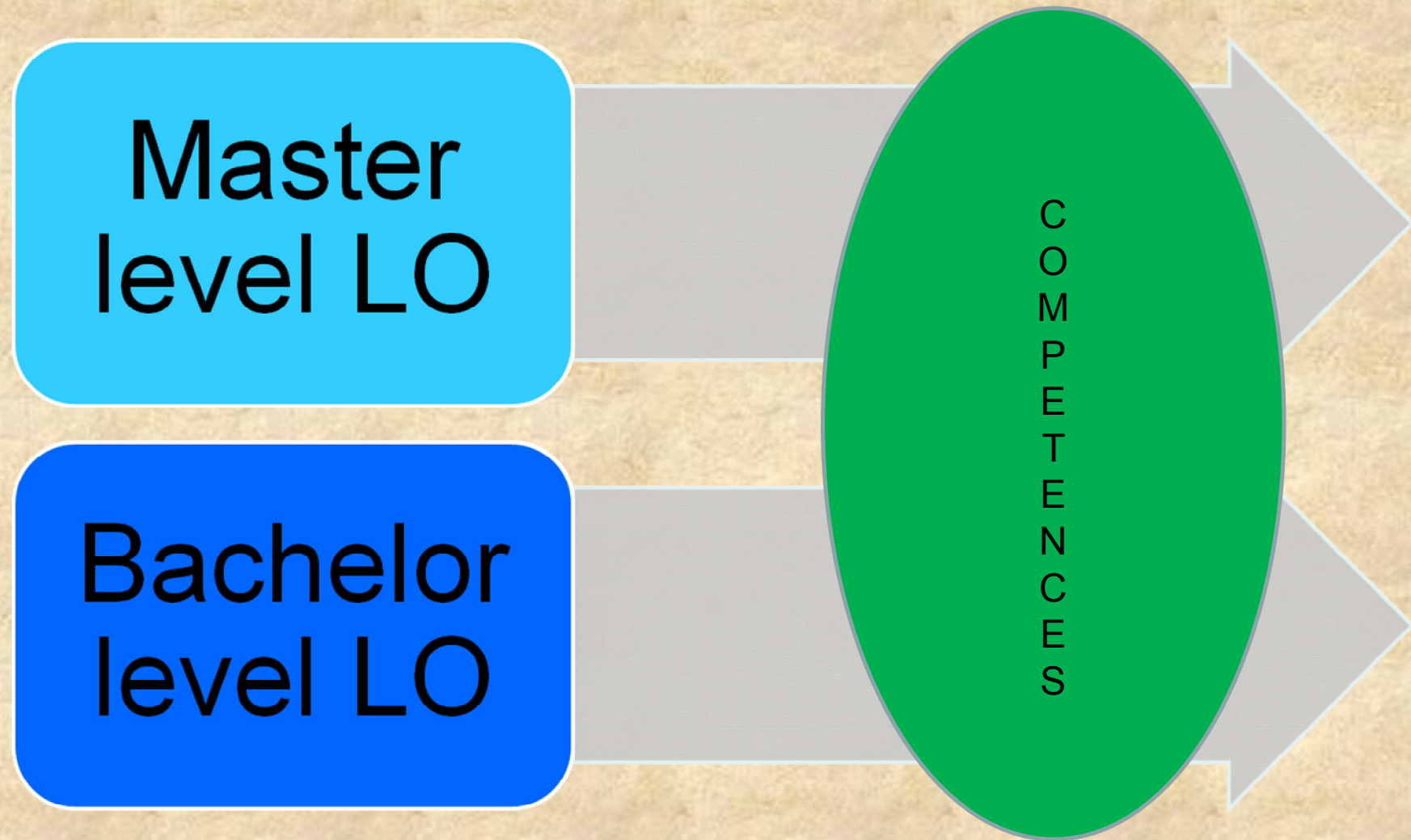
Tuning philosophy

Relationship between competences and LO (by Jeremy Cox, Polifonia)

Competences: "a dynamic combination of knowledge, understanding, skills and abilities [...] formed in different course units and assessed at different stages"



Relation between Competences and LO in study cycles: Lithuanian explanation



Dublin descriptors as benchmarks for LO

Five aspects:

- Knowledge and understanding
- Applying knowledge and understanding
- Making judgement
- Communication skills
- Learning skills

Relation between Competences and LO in study cycles (subject area of social work)

Generic competence	Ability to plan and organize		
LO	Professional bachelor	Bachelor	Master
	<p>Estimates time needed to reach goals and meets deadlines.</p> <p>Differentiates between primary and secondary aims of the activity.</p> <p>Plans stages of the activity according to the available guidelines</p>	<p>Distributes roles to the team members in order to reach goals.</p> <p>Adjusts activities according to the analysis of the results and recommendations of the experts.</p> <p>Plans activity after having critically evaluated controversial information from different sources</p>	<p>Plans complex activity composed of interrelated tasks. Depending on the changing situations adjusts plans in the process of activity implementation.</p> <p>Plans stages of activity evaluating risks of unknown situations</p>
Subject specific competence	To influence social policy through analysis and evaluation of social processes based on research and practice in social work and other subject areas		
LO	Professional bachelor	Bachelor	Master
	<p>Discuss questions related to social help processes and proposes ideas/solutions for the increase of their effectiveness</p>	<p>Evaluate processes of social help and propose solutions based on theory and interdisciplinary practice that would lead to the increase of effectiveness. Critically evaluate various social care systems and offer solutions to enhance Lithuanian social care system.</p>	<p>Explain movements and initiatives aimed at decreasing social exclusions and ensuring social justice.</p> <p>Critically evaluate various social care systems through the analysis of the effectiveness of available services.</p>

AIM of the module based on competences foreseen by the study programme

To acquaint with German speaking countries and their main cultural features, develop cultural understanding of these countries as well as intercultural competence: tolerance to other cultures and ability to work in multicultural environment, teach to learn.

Learning outcomes of the module	Teaching/learning methods	Assessment methods
<ul style="list-style-type: none"> - Demonstrate knowledge on German speaking countries: find and indicate important places on the map, identify architectural objects and persons from photos and paintings. - Demonstrate understanding of German, Austrians and Swiss customs' peculiarities 	<p>Problem- based teaching, demonstration</p> <p>Active teaching/learning methods (brainstorm, group discussions), research methods (search for information, development of presentation)</p>	
<ul style="list-style-type: none"> - Apply knowledge on German speaking countries and their culture in official and non-official communication situations, or making presentations on German/Austrian/Swiss person or place. 		<p>Test (open and closed questions/tasks),</p> <p>Presentation</p>
<ul style="list-style-type: none"> - Compare German, Austrian, Swiss and Lithuanian customs and traditions: describe similarities and differences of traditional holidays, everyday communication conventions, youth life, etc in German speaking countries; distinguish essential German, Austrian and Swiss mental features and self-perceptions, to prove their opinion. - Critically analyze information on socio-cultural context of these countries and propose adequate solutions. 	<p>Active teaching/learning methods (brainstorm, group discussions, role-play games, modeling of the situations), presentation), delivery of presentation.</p>	
<ul style="list-style-type: none"> - Able to obtain data on his own on German speaking countries and deepen understanding about them and their culture. Able to find, evaluate and systemize information on a person or place; develop and deliver presentation on this theme. 	<p>Research methods (search for information, reading literature, development and making presentation).</p>	<p>Presentation</p>

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Assessment strategy and criteria

Assessment strategy	Weight in percents	Time of assessment	Assessment criteria
Work during seminars in the classroom	20 %	Teaching weeks within semester	<p>2 points: actively participates in discussions, answer questions, formulate problems and raises questions, gives critical comments;</p> <p>1 point: participates in discussions, answers questions;</p> <p>0 points: almost does not participate in discussions, missed more than 1/3 seminars</p>
Written assignment (15 pages)	30 %	Until December 1.	<p>The following aspects of work are evaluated:</p> <p>-Structure and volume of the work: structure clear and logical, shows all necessary parts (introduction, where theme, aims, goals, methods and empirical material are introduced; narrative, where analysis of empirical information and its interpretation as well as conclusions are presented), work of necessary length (0,5 points);</p> <p>-Analysis and conclusions: profound analysis, conclusions based on empirical material 2 points; analysis is carried out but not deep, conclusions not always well grounded – 1 point, points are not given for poor analysis.</p> <p>-Research style and culture: appropriate treatment of sources and quotations; formulations and style appropriate to scientific work (0,5 points).</p> <p>No written work – 0 points</p>
Egzaminas: test (could be planned in 2 parts: at the middle of the term and the end of the term)	50 %	January	<p>Test consists of 50 open and closed questions (various level of difficulty - from understanding to evaluation), each gives 1 point. Evaluation:</p> <p>5: Excellent knowledge and skills. Evaluation level. 45-50 correct answers.</p> <p>4: Good knowledge and skills, minor mistakes are possible. Evaluation level 35-44 correct answers.</p> <p>3: Fair knowledge and skills. There are mistakes. Evaluation level. 25-34 correct answers.</p> <p>2: Knowledge and skills are below average. Essential mistakes. Level of knowledge applicability. 15-24 correct answers.</p> <p>1: Knowledge and skills meet threshold requirements. Many mistakes. Level of knowledge applicability 5-14 correct answers.</p> <p>0: Minimal requirements are not met. 0-4 correct answers.</p>

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Student workload

(input: *Give me time to think*, U-ty of Oulu)

- Preliminary work before contact hours;
- Contact hours;
- Individual work after contact hours.
Individual work will depend on study methods used.

Suggested proportions of contact and individual work hours depending on study methods

Teaching/learning methods	Contact hours	Individual work (h)
Traditional lecture	1	3
Passive demonstration	1	2
Active learning	1	2-3
Team work	1	2
Execution of tasks	1	3
Active demonstration	1	2
Problem based learning	1	5
Seminars	1	2-4

Time allocated for the tasks depends on the type of the activity/task

- **Written assignment.** Time calculation - 100 words/1 hour.
- **Presentation.** 1 hour presentation requires min. 6 hours of preparation.
- **Reading literature.** Students must know whether literature is compulsory (for passing the exam) or complimentary. The text will be well understood after third reading (three staged of reading: perusal, analitical reading with notes; repetition)
- 100 pages of easy text requires 20 hours. 100 pages of difficult text or text in foreign language requires 30 hours.

Recommendations for calculation of text reading

Complexity of the text	Time necessary for deep reading	
	Humanitarian text	Technical text
Easy	100 word/min	60 word/min
Average difficulty	70 word/min	40 word/min
Difficult	40 word/min	25 word/min
Difficult mathematical equations	-	1 equation/min

Tuning vs traditional programme design: difference in approaches

Traditional:

- Teacher in the centre of the learning activity;
- Content based programme;
- Individual teacher decides on content and aims of the material;
- Passive material presentation methods dominate teaching;
- Passive role of the student;

Tuning:

- Student in the centre of learning activity;
- Study programme oriented to result (learning outcomes) expressed through competences;
- “Reverse” (top-down) approach;
- Active role of the student.