Final Study Programme Evaluation Management of Educational Technology
(II cycle Master's degree)

at

Mykolas Romeris University (MRU)

Assessment report

8 December 2014

Assessment report of the II cycle Master's degree programme Management of Educational Technology. The final programme evaluation was carried out by **evalag** as part of the external evaluation of I cycle Bachelor's study programmes Internet Management and Communication, Translating and Editing and II cycle Master's study programmes Communication and Creative Technologies, Management of Educational Technology.

Content

Mykolas Romeris University (MRU) commissioned **evalag** with the external evaluation of the II cycle Master's degree study programme "Management of Educational Technology". The programme evaluation was carried out by an international expert team that assessed the study programme according to the Standards and Guidelines for Quality Assurance in the European Higher Education Area and legal act of the Republic of Lithuania "Description of the Procedure for the External Evaluation and Accreditation of Study Programmes" with the objective of accrediting the programme according to Law on Higher Education and Research of the Republic of Lithuania and awarding **evalag**'s international quality label for study programmes.

1. Mykolas Romeris University (MRU)

The Mykolas Romeris University (MRU) in its present form was established by the resolution of the Seimas (Parliament) of the Republic of Lithuania in 1997, although it began its activities in 1990 after Lithuania's declaration of independence. It is located in Vilnius, the capital city of Lithuania, with one faculty located in Kaunas, 100 km away from Vilnius. MRU is a public Lithuanian university higher education institution that offers Bachelor's degrees (I cycle) and Master's degrees (II cycle), which are directed towards professional and academic activity, as well as postgraduate degrees (PhD).

According to Lithuanian law, university level higher education institutions (universitetas) offer full-time and part-time Bachelor's and Master's degrees that allow graduates to pursue a professional or academic career. MRU is entitled to award PhD degrees (III cycle) in certain fields.

MRU has almost 16,000 students and offers 92 study programmes in the study fields (branches) of Law, Public Administration, Political Science, Territorial Planning, Human Resource Management, Economics, Business Studies, Business and Administrative Studies, Finance, Accounting, Management Studies, Management Studies (Project Management), Psychology, Social Work, Sociology, Communication, Education, Education Studies, Teachers training, Translation Studies, Philology, Philosophy, Informatics, Informatics (Applied Informatics) and Public Security in the following five faculties:

- Faculty of Economics and Finance Management

- Faculty of Politics and Management

- Faculty of Law

- Faculty of Social Technologies

- Faculty of Public Security

The following institutes belong to the Faculty of Social Technologies:

- Institute of Educational Sciences and Social Work

- Institute of Digital Technologies

- Institute of Communication and Mediation

- Institute of Psychology

The Faculty of Social Technologies offers its students the following 36 study programmes:

Bachelor's degree programmes	Master's degree programmes	Doctoral (PhD) programmes	Non-degree a-warding programmes
Business Informatics	Biotechnology Business Management	Education	Teachers Training
Communication and Creative Industries	Business Informatics	Psychology	
Internet Management and Communication	Business Informatics (joint study programme)		
Law and Penitentiary Activities	Business Psychology		
Psychology	Cybersecurity Management		
Social Communication and Mediation	Communication and Creative Technologies		
Social Pedagogy	Comparative Social Policy and Welfare (joint study programme)		
Social Work	Electronic Business Management		
Sociocultural Education	Educology of Entrepreneurship		
Sociology	Educology of Law		
Informatics and Digital Contents (joint study programme)	Electronic Government		
	Health Education		
	Management of Educational Technology		
	Mediation		
	New Technology Law		
	Child Rights Protection		

Bachelor's degree programmes	Master's degree programmes	Doctoral (PhD) programmes	Non-degree awarding programmes
	Social Technology Management (joint study programme)		
	Social Work		
	Welfare Sociology		
	Legal Psychology		
	Work and Organizational Psychology (joint study programme)		
	Social Work with Children and Youth (joint study programme)		

Responding to the need of society, the labour market and the feedback from employers, the study programmes of MRU are – according to the self-evaluation report – continuously being developed and updated.

The contents of the study programmes are regularly revised in order to broaden the competences of the graduates and to provide young people with the knowledge and skills necessary to build a successful career.

2. Management of Educational Technology Programme

The Management of Educational Technology Master's degree programme has been registered since 9 May 2012 and complies therefore with the Lithuanian law, regulations and general requirements for currently operating study programmes. The programme – carried out by the Faculty of Social Technologies – is offered in full-time (one and a half years) and part-time study (two years) mode. The total credit point number is 90; the estimated student workload is 27 hour per study credit.

The Programme is based on the analysis of the state institutions in the country, as well as scientific research that shows the growing demand for educational technology specialists in the system of education. The purposes of the programme and results of studies are – according to the self-evaluation report – connected to the implementation of the strategies of the government: In the work programme prepared by EU Committee and Commission "Enlightenment and Education 2010" digital literacy is mentioned within the preliminary scope of lifelong learning. The programme starts with 2014-2020 national progress programme aim to improve quality of education – modernize upbringing, education and study programmes and to use educational means to achieve that, create means and solutions for electronic learning that are meant for learning in electroning space. Graduates of Educational Technology working in various

educational institutions will contribute in realizing the vision of "Smart learning society", which is displayed in Lithuania's Progress Strategy "Lithuania 2030".

It is intended to prepare professional specialists and managers of educational technologies that have fundamental knowledge of innovative educational process organization and management and are able to reasonably and effectively apply modern educational technologies relying on the newest educational tendencies in Europe and the world.

The Management of Educational Technology programme is – according to the self-evaluation report – theoretical and applied in nature. It provides a wide range of scientific approaches and prepares students for the Master's research work. The Management of Educational Technology programme is taught in Lithuanian.

3. Evaluation and accreditation process

The programme evaluation was carried out with a peer review based on a self-evaluation report (according to the Methodology for Evaluation of Higher Education Study Programmes and **evalag**'s criteria catalogue) provided by the MRU, a site visit of an expert team, an assessment report by the experts and the accreditation decision by **evalag**'s accreditation commission.

The programme evaluation (the performance principles, steps, processes, and procedures of the evaluation) was conducted in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2005) and documents regulating the evaluation of study programmes in the Republic of Lithuania (Procedure of the External Evaluation and Accreditation of Study Programmes, approved by the Order No ISAK-1652 of 24 July 2009 (revision of Order No V-1487 of 29 July 2011) of the Minister of Education and Science of the Republic of Lithuania, Methodology for Evaluation of Higher Education Study Programmes, approved by the Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education etc.).

The expert team formed by **evalag** consisted of three professorial experts and one student expert:

  – Prof. Dr. Gerald Lembke, Baden-Wuerttemberg Cooperative State University Mannheim

  – Prof. Dr. Ralph Sonntag, University of Applied Sciences Dresden

  – Prof. Dr. Erich Steiner, University of Saarland, Saarbrücken

  – Arne Nowacki, Technical University Ilmenau

The site visit took place from 29 until 30 September 2014 at MRU. During the site visit, the expert team met with the members of the MRU rectorate, representatives of the programme, students, teaching staff as well as employers and visited the library and seminar rooms used by the students of the programme.

The expert team produced an assessment report of the programme with an accreditation recommendation which was submitted to **evalag**'s accreditation commission. The commission took the final accreditation decision on 8 December 2014.

evalag was represented by Dr. Anette Köster who coordinated the assessment procedure.

4. Programme assessment

4.1 Learning outcomes

Current situation

The self-evaluation report describes the programme objectives as well as intended learning outcomes of the study programme and links them to the curriculum. The intended learning outcomes are structured into professional knowledge and competences as well as general and soft skills. The description of the course units specifies the intended learning outcomes of the courses related to the intended learning outcomes of the programme.

The goal of Master's studies in the Management of Educational Technology is to prepare Master's students of educational science to be creative personalities with broad erudition who are able to implement and develop science teaching and learning in every teaching and educational institution by grounding the processes on innovative educational methods in scientific, methodical and practical fashion. The study field of the programme is Education studies and after graduation a Master of Education studies is awarded.

The intended learning outcomes of the Management of Educational Technology programme are:

Generic learning outcomes:

- Ability to select purposefully, apply and critically evaluate contemporary teaching strategies, innovative teaching/learning and assessment methods, developing pupils' critical thinking, problem solving and creativity skills

- Ability to organise learning responsive to the needs of the pupils in order to achieve the foreseen goals, and monitor the learning process to ensure that all pupils are actively involved.

- Ability to create the educational environment promoting positive changes, tolerance and cooperation, where the pupil has the ability to show initiative, work independently and discover those who share similar ideas.

- Ability to independently develop the competence of creating, preserving and transferring the new knowledge, to master the advanced learning techniques and to take responsibility for their personal development and that of the organization.

- Ability to initiate and construct educational research in various contexts, to prepare the research tools, to collect, analyse and summarise the data and to use the research results to improve the quality of education.

- Ability to make effective decisions in the context of cohesion of information and communication phenomena, aimed at professional development of education and the education system, to reflect and assess their professional activities, to foresee the direction of their professional development

- Ability to help the education and training institutions to become a true learning community, to initiate peer learning and provide advisory assistance to the project and professional development o technology based teaching and learning issues.

Subject specific learning outcomes:

- Ability to apply ICT creatively in the process of learning and teaching and to assess their impact on the educational process adequately.

- Ability to create technology based learning content to ensure the effectiveness of the educational process.

- Ability to use and develop the potentials of ICT in order to initiate the fundamental changes in educational paradigms of the institution

As described in the self-evaluation report the programme objectives and intended learning outcomes are based on academic and professional requirements, public needs and needs of the labour market. Regarding the development of the programme under the new labour market conditions the interests of employers are taken into consideration.

The objectives and intended learning outcomes of the Management of Educational Technology programme are publicly accessible on the university's website.

Assessment

According to the expert team, the intended learning outcomes are described in detail and are publicly accessible in the course descriptions. The course descriptions are highly elaborated, so that students find all the information they need. The intended learning outcomes principally meet the European academic and professional requirements of a graduate in the field of Education Studies. Nevertheless, the experts would like to recommend, that other future working fields besides school should be described. In addition, the title of the programme, Management of Educational Technology, might lead to students' and outsiders' expectations of a higher amount of technology based contents and competences than offered in the programme as it is. As the experts learned in the discussions with programme directors and the teachers, 'technology' is used in a broader sense and is understood in the sense of social technology and includes working methods. According to the experts, a strengthening of components offering technical skills, for example programming on a basic level, should at least be considered.

The learning outcomes on the programme as well as on the course level are consistent with studies of the university type and meet the required level of qualifications. This is applicable to the full-time as well as to the part-time programme. Comparing the intended learning outcomes of Bachelor's and Master's degree programmes of the whole evaluation cluster, the experts think, that there should be a more obvious distinction between these two levels.

Employability is one of the programme objectives that is realised in an exemplary manner. The expert team values the good employment opportunities of future graduates, which are linked to the practice-oriented education as well as the good cooperation between MRU and Lithuanian employers for developing and evaluating the study programme. Most of the students on a Master's level have completed internships and are working in fulltime jobs. Employers, who participated in the site visit, confirmed the very good qualification of the students and their ability to introduce themselves in specific fields. According to the expert team, the widespread practical experience of the students is an enrichment for the study programme, because they are adequately integrated in course units and examinations.

Recommendations

The expert team recommends a clearer distinction of programme aims and learning outcomes on Bachelor's and Master's level in general. This distinction should refer to contents, scientific methods and the level of difficulty in examinations. A more differen-

tiated study programme description should be adequately published for the students. Furthermore there should be a more specific description of the intended professions for the future graduates, especially in working fields beyond school. This is essential for the students' orientation right from the first semester and allows them to find their individual and well-targeted way through the study programme. Because of the ambiguous expression of 'Educational Technology' in the programme title, the expert team recommends either to change the title or to adjust the contents towards a more technological direction. Basic skills for example in writing programming codes would be a useful benefit for employers. A comprehensive integration of technologies is also deemed desirable by students in the joint discussions.

4.2 Curriculum design

Current situation

The curriculum and study subjects are described in the self-evaluation report, the study plans and – more detailed regarding content and working methods – in the programme description. The Management of Educational Technology programme consists of 13 compulsory study subjects and the Master's thesis.

Study contents are divided in the following three parts: management of pedagogical technologies, application of information and communication technologies (ICT) and scientific as well as exploratory activity and final Master's thesis.

Subjects belonging to pedagogical technologies management should deepen didactic competences. The subject Contemporary Educational Technology reveals a variety of problems of modern upbringing and allows to get acquainted with their philosophical interpretation, contemporary methodology of education, tendencies of educational technologies in Lithuania and the world. The improvement of theoretical empirical conditions by applying specific modern upbringing technologies are studied during the course Management of Modern Upbringing Technologies. The subject Leadership by Teaching and Learning is meant to cultivate competences of Master's students that are necessary for understanding of personalized learning and management of the upbringing process directed towards learning, achievement, encouragement of accessibility and motivation to learn.

The subject Application of Informational Technologies in the Process of Upbringing is oriented towards innovative integration of Information and Communication Technologies (ICT) into various parts of upbringing process. The course Creation and Evaluation of the Learning Content Based on Technologies is meant for deepening the ability to use the newest ICT tools. The subject Application of Technologies in a Special Upbringing is meant for teaching and learning with pupils that have special needs and the efficiency of this teaching for research. The ability to work with a person that has special upbringing needs is cultivated, with the help of modern informational and communicative technologies and educational computer programmes.

Alternative optional subjects give a possibility to choose more intense studies connected to either management of educational (Modelling of Project Activity; Project Management in Education) or with professional development consulting (Career Counselling in Organization), or with deepening of skills on distant teaching and learning (Distant and Virtual Learning; Support System of Distance Learning).

The subject Methodology of Educological Research in the Scientific Exploratory Activity block is meant to deepen quantitative and qualitative knowledge of

methodological research and its' application. It is meant to cultivate the ability to understand and absorb specifics of educational research methodology.

During Scientific Exploratory Practice of Educational Technologies students prepare and organize a project of educational technologies management in a specific educational training institution. The subject is meant to cultivate student's competences that are necessary for an organization or school to develop and also to do research in a specific environment for the practical application of educational technologies. The experiences of students is reflected and evaluated during periodical meetings at university.

The preparation of the final Master's thesis is meant to reveal ability of Master's students to research, collect and process the data, interpret it, make conclusions by analysing a chosen scientific problem.

In the seminars and lectures of the study programme a variety of teaching and learning methods are used. In addition to traditional information-sharing various didactic methods are used for supporting students' learning processes: enabling (student-oriented) learning environment methods (e. g. network learning, mutual learning, supervision, consultations), knowledge forming methods (e. g. problem-based learning, study diary, mind maps), activity methods (e. g. group investigations, creation of scenarios, role-plays, video training), reflexive learning methods (case analysis, portfolios, essays) as well as communication and cooperation methods (e. g. debates, analytical conversation). On-line and e-learning methods ensure that teachers can supervise students while they perform individual tasks.

In 2010 MRU was granted the ECTS Diploma Supplement label and in 2012 the ECTS label. As a result, all study programmes – according to the self-evaluation report – are learning outcome-based, learning activities are defined on the basis of the standard size of the components and the student workload is consistent with the number of credits allocated to that component.

Students' individual study hours makes up approximately 78 % of the study volume in full-time studies, and approximately 86 % of the study volume in part-time studies.

The Management of Educational Technology programme is – as described in detail in the self-evaluation report – designed in accordance with Lithuanian legal acts, international legal acts and MRU legal acts, legislation which regulates the study in Lithuania.

Assessment

The expert team acknowledges that with the Management of Educational Technology programme MRU has reached a good position in the competition between Lithuanian higher education institutions. While other higher education institutions offer more traditional study programmes, MRU has developed an interdisciplinary approach with modern components, which is attractive for young people. The expert team explicitly supports this strategic direction of MRU.

The expert team assesses the curriculum as well-structured and logical. The courses cover the relevant contents and competences to meet the programme objectives and prepare the graduates for their professional tasks. The contents of the curriculum also reflect current developments in the field, for example the courses in practicing educational computer programmes.

The experts appreciate the huge variety of learning methods used in the curriculum and especially commend the possibilities to work with different computer software. Furthermore, they appreciate that students are encouraged to work not exclusively with

computers but to deal likewise with questions coming from society and education. The experts would, however, like to draw attention to the few critical remarks they made in 4.1 above.

The use of the Moodle platform in the faculty is assessed as exemplary. It is an important tool for teaching and learning and the contact between teachers and students. The expert team sees a good mix of E-Learning and blended learning arrangements. The access for students via smartphone is an attractive technique.

The study subject descriptions are mostly exemplary and give students and teaching staff a comprehensive overview over content, intended learning outcomes, working methods, assessment and workload of the study subjects.

Recommendations

The study programme of Management of Educational Technology is predestined to incorporate start-ups after graduation. For this reason the experts were astonished, that most of the students they met during the site visit don't think about self-employment as a future perspective. The expert team recommends to sensitize the chances and spirit of entrepreneurship, to point out the entrepreneurial components of the study programme and to strengthen the corresponding skills. A profile as a university of young entrepreneurs would be useful for MRU in the competition of Lithuanian higher education institutions. This entrepreneurial spirit should be fostered by MRU. The number of start-ups and the number of employments could be a key performance indicator in the internal as well as in the external competition with other higher education institutions.

The experts recommended in 4.1 that a strengthening of components offering technical skills, for example programming on a basic level, should at least be considered. If so, this would have to be reflected in some passages of the curriculum as well.

The expert team supports the research parts of the curriculum, however, in their view those parts are not clearly visible in the course descriptions. They recommend to find a better balance of practical and research parts. The latter might be underrepresented because of the intensive participation of social partners and their strong interest in practice-oriented study contents. It is the task of the teachers in their role as scientists to ensure an adequate basic education in research methods to give the study programme more stability and future.

4.3 Teaching staff

Current situation

The qualifications and practical work experience of the academic staff of the programme correspond to the requirements of the Law on Higher Education and Research of the Republic of Lithuania and Description of General Requirements for the Master's Study Programmes for university teachers.

The selection of academic staff at MRU is performed on the Statute of Mykolas Romeris University and the basis of general job requirements of Mykolas Romeris University for the qualification of university teachers and scientific workers (2012).

In the Management of Educational Technology programme eleven teachers are involved, whose scientific research interests or fields of practical activities correlate with the subjects they are teaching. Four are professors, four are associated professors, and the others are lecturers. Some scientists have taught several courses. Therefore

the composition of the teaching staff meets the legal requirements that not less than 80 % of Master's degree courses have to be taught by teachers with a scientific degree and not less than 20 % of the volume of the field subjects must be taught by teachers acting as professors.

According to 2013-04-02 Mykolas Romeris University Senate Resolution on accounting norms of teacher's workload No. 1SN-40, the teachers' workload of Management of Educational Technology Master's degree programme is distributed as follows: Full-time teachers have to work 1530 hours per year and 36 hours per week. Their yearly workload is allocated to teaching (1000 hours), scientific work (400 hours) and organisational work (130 hours).

As described in detail in the self-evaluation report all academic staff members take part in international projects and conferences, and publish scientific articles in Lithuanian and international scientific journals. They also receive invitations to give lectures at other national or international universities or to go on internships (e. g. in Italy, Denmark, Belgium, Israel, Portugal) and take part in exchange programmes. Most of the teachers are fluent in several languages, e. g. English and Russian, some of them also in Polish or German.

According to the self-evaluation report, teachers continuously participate in internal and external trainings to acquire new knowledge, experiences and skills required for teaching and learning processes. The Faculty of Social Technologies organises internal trainings, in which teachers share their experiences, present and analyse teaching and learning processes and methods. The teachers also participate in internal qualification improvement courses organised by the university, which seek to advance employees' qualifications, to support their interest in innovations, and to strengthen the community of the university.

Assessment

The expert team assesses the qualification of the staff as adequate to offer a professional university-level study programme and to provide the students with a qualified learning experience. The experts acknowledge that the staff members are publishing regularly in relevant journals, that they have international teaching and various respective professional experiences and that they are highly and appropriately qualified. The research interests are relevant for Management of Educational Technology and therefore support the quality of this programme. The cooperation of full-time and part-time professors and lecturers supports the practical relevance of the courses.

The experts appreciate very much the high motivation of teachers, which was clearly observable during the site visit. They are ambitious and communicate their high standards to the students. This provides a good basis for constant high-level developments.

Especially the mode of allocating the work capacity to the areas of teaching, research and organization contributes to the overall good working conditions at the MRU. The experts received the impression that there are sufficient opportunities for further trainings in didactics and that staff members use them well and regularly.

4.4 Facilities and learning resources

Current situation

The MRU is located in a modern and accessible building with pleasant interior and elaborate technical equipment. There are four auditoriums of general lectures with 1140 seats, 66 auditoriums for seminars with 1798 seats, one internet reading room with 31 workplaces and one internet parlour with 33 workplaces in the central building, where the Management of Educational Technology programme is lectured. All University area is computerized. There are 18 specially computerised auditoriums:

- Statistical analysis laboratory with IBM SPSS Statistics Standard Desktop (Statistics Base, Regressions, Advanced Statistics, Custom Tables Sample power) and other software (11 workplaces),

- Foreign languages laboratory with Auralog Tell MeMore and Sanako Lab software for teaching English, German and French (2 rooms with 32 workplaces),

- Rooms for teaching foreign languages with Robotel SmartClass + (2 rooms with 32 workplaces),

- Geographic information system computer room with ArcGIS software (13 workplaces),

- Psychology laboratory with SuperLab, LabTutor, LabAuthor, LISREL, IBM SPSS Statistics software (6 workplaces),

- Computer rooms in the Faculty of Social Technologies (7 rooms with 110 workplaces),

- Two computerised rooms for exams (Moodle Quiz , 62 workplaces),

- Computer room with graphic design software Adobe Creative Suite Master Collection (9 workplaces)

- Computer room with Microsoft software (11 workplaces)

- Conference hall (21 workplaces).

Currently students and employees of MRU use more than 1,300 stationary and mobile computer workplaces as well as more than 200 printers and scanners.

One of the basic objectives of the MRU is – according to the self-evaluation report – its integration into the European Higher Education Area. Therefore, the university gives special attention to and invests in the provision of modern information technologies and computer networks as well as its implementation into the study process of the programmes. The modernization of the library and services provided for students and teachers are also part of these activities.

All the auditorium designated to the Communication and Creative Technologies programme are equipped with modern furniture and media equipment like e.g. writing boards and screens, computers, multimedia system projectors. There are even a few auditoriums equipped with smart boards.

A network data storage facility is installed in the data centre of the university alongside with virtual servers. The worldwide roaming access service Eduroam and email service are implemented too. Furthermore, numerous other technical services are provided (e. g. storage of data, assignment of personal identifications, installation and update of operating systems etc.) and professionally maintained to support teaching and learning. The requirements for e-learning are developed extensively.

The library of the Mykolas Romeris University provides – according to the self-evaluation report – traditional and electronic resources of scientific information. Readers can choose between different working areas: reading rooms, silent reading rooms and internet reading rooms. The library is accessible for readers with disabilities and offers two specialized computer work stations for persons with motoric and eyesight impairments. In total, the library accommodates 410 places for reading (with wireless internet and power sockets for laptops), 145 computer work stations and seven scanners. The library in the central building is open seven days and, with 141 hours, nearly around-the-clock.

In 2014, the library collection consisted of 244,916 volumes and 207 periodical subscriptions. 29,132 e-journals and 315,949 e-books are accessible. Readers can also use a wide range of international databases.

Furthermore, the university created the mobile applications "MRU" and "MRU contacts", which are available via the Apple App Store and Google Play. They enable the university members to read MRU news, check the studies calendar and search for contacts.

Assessment

The expert team acknowledges the very good facilities of the MRU. The buildings and rooms are of adequate size to produce a pleasant teaching and learning atmosphere. The team commends the MRU for its excellent and up-to-date media equipment, which provides very good conditions for a diversified education of the students. Especially noteworthy is the professional technical care and support, that helps the teaching staff to use the benefits of such tools.

Most of the teachers do not have their own office. However, the experts assess the pleasant furnished common room for teachers as a good way to get in touch and communicate.

The experts are impressed by the good general facilities of the library. During the site visit, they could assure themselves of the availability of important standard literature and literature on the key topics of the study programme. Many publications are available in several languages (e. g. English and Russian). Access to major international databases is given. With this equipment, the students get good working conditions. The experts assess the numerous services of the library staff (e. g. to compile bibliographies) as a special feature that benefits both students and teachers.

4.5 Study process and student's performance assessment

Current situation

The procedure of admission to the study programme, the number of students and the rules are set by the MRU. The admission requirements are regulated by MRU Senate Resolution "Rules of Admission of Persons to Mykolas Romeris University Second Cycle (Master's)". The rules are updated annually.

Students with a university Bachelor's degree in social sciences may apply for the Management of Educational Technology Master's programme. For the students, which don't have backgrounds in educational science, there are two supplementary or bridging courses offered (Educational Science and Basic of Development Psychology),

which they have to pass during the first study year. Graduates who have college level Bachelor's degree could enter the programme after additional one year studies.

The admission depends on a ranking of the sum of the following two scores:

- Arithmetic mean of the assessments (grades) of final examinations and (or) final work multiplied by weighted coefficient of 0.8;
- Arithmetic mean of the assessments (grades) that remained in the diploma supplement.

The application procedure is described in detail in the self-evaluation report and is published on the websites of MRU.

The programme starts once a year in September. It is offered as a full-time and part-time option. The main differences between full-time and part-time studies are the arrangement of the time of studies and distribution of contact hours and independent work. The studies for full-time students are organised each week (except internships or holidays), part-times students study in sessions.

In 2013, the MRU started the programme with 14 full-time students (39 applicants), of whom in the meantime one student dropped out. Currently there is a student/teacher ratio of about 2:1.

Students have the opportunity to participate in mobility programmes. The MRU takes actively part in the Erasmus programme and has about 287 partner institutions in Europe. The Bachelor's students participate more actively in mobility programmes, whereas most Master's students are working and have families. Therefore, it is difficult for them to reconcile academic mobility, family and work activity.

Every course unit ends with a student assessment. The Procedure for the Assessment of Learning Outcomes at Mykolas Romeris University establishes principles and criteria for the assessment of the learning outcomes of study subjects and study programmes, for the procedure for the preparation and assessment of the fulfilment of examinations and other academic credits, of students' written works, final examinations and theses at the university. In the description of each study subject, the assessment system is presented. With exception of the Master's thesis, the subject assessment is composed of elements of cumulative and combined assessment according to a predefined formula. The final grade shall be made of the grades of interim credits and grades of the examination. This leads to a variety of different examination methods, e. g. written and oral exams, colloquia, case studies, presentations, individual research course papers, assessing different competences. Knowledge and skills are evaluated on a ten-point grading system (ten = excellent, one = totally bad). The assessment methods and formulas to create the final mark are described in the description of the course units, which are publicly available. The grades of interim credits and grades of the examination are submitted to the electronic information system "Studies" which is linked to information for students and to the study administration process.

According to the Procedure for the Assessment of Learning Outcomes at Mykolas Romeris University students have to choose topics for the final Master degree theses (30 credits) within 15 calendar days from the beginning of the first semester in their first year of study, in part-time studies – according to study schedules posted in the intranet websites of faculties. The social partners of the Management of Educational Technology (the Modern Didactics Centre, The National Agency for School Evaluation, The Centre of Information Technologies in Education under the Ministry of Education and Science) take an active part in formulating the topics for the final Master's thesis. Students, who work in the institutions related to the study field, suggest final thesis topics themselves.

The final work must be substantiated by independent scientific or applied research, application of knowledge or it must be prepared as a project revealing abilities conforming to the aims of the programme. The commission assessing the final work and its defence must consist of specialists competent in the study field – scientists, practitioners-professionals and representatives of social partners. At least one member of the commission must belong to another institution of science and studies than that in which the Master's studies took place.

A student hands in the ready final thesis to the supervisor not later than one month before the beginning of the term of the defence of the final thesis indicated in the study timetable. Only final theses that have gone through the formal counter-plagiarism check shall be defended. Final theses are to be defended in the open meeting of the final theses qualification commission. At the time of the defence, the author of the final thesis introduces briefly (up to 10 minutes) the work while critically reviewing research problems, aims and hypothesis of the work, research object, results of research obtained, reliability of methods applied, presents the findings and recommendations and substantiates them. After that, the student has to answer questions. The supervisor of the work speaks at the end of the defence. Finally the final theses and their defence is assessed by the members of the final theses defence commission.

It is expected that students of the programme will defend their Master's thesis on January 2015.

The MRU offers both a psychological service as well as a large number of individual consultation hours for full- and part-time students. The Faculty of Social Technologies offers advisory hours face-to-face, via e-mail and Moodle. As described in detail in the self-evaluation report, several services supporting the students' learning processes are offered by the library, the Student Affairs Office, the International Exchange Unit and the Electronic Studies Unit. MRU offers favourable conditions enabling a wide segment of high school graduates and other interested groups, despite any handicaps or disabilities, to attend and study the programmes. There is a regulation for the procedure for granting scholarships to students. The Procedure for Administration of Payment of Tuition Fees establishes conditions for paying, returning, reducing etc. students' tuition fees. Full-time students have to pay 8640 Litas for the whole programme; part-time students pay 2160 Litas for one semester (the whole programme – 8640 Litas).

Assessment

The expert team assesses the admission requirements as well-founded and the study process of the programme as very well organised and balanced. The organisation of the study process seems to be adequate to achieve the intended learning outcomes. The students of the programme also confirmed this assessment during the site visit. They were very satisfied with their study situation and appreciated MRU due to its good reputation and good job opportunities. The students also mentioned the very close and easy contact to their lecturers. The examination scheme is described transparently and uses multiple assessment methods to check different competences of the students. The study programme documents are publicly available on the MRU's websites.

MRU and the Faculty of Social Technologies are offering opportunities of international mobility for students and academic staff. So far only one student has participated. The expert team was astonished to see, that many students are strongly rooted in their home country and do not want to leave. Others obviously doubt their English skills. The experts want to clarify, that the language level of the students they met is very good compared to students of other countries, so that doubts concerning English skills

are unfounded. However, the expert team encourages the MRU and the faculty to strengthen these mobility programmes and to further motivate Master's students to participate in student exchange activities. The social partners could support this as well and the Erasmus cooperation should be further expanded.

The academic and social support of the students is excellent. The services offered by the faculty and the university ensure an adequate level of academic and social support. The lecturers are highly committed to finding individual solutions for students in special situations. The experts are impressed by the diverse support activities of the university and encourage the MRU to pursue these activities.

During the site visit, the students reported during the site visit a clearly structured study process and that they are encouraged to participate in applied research activities. All in all the students are very satisfied with their situation at the university.

Due to the close cooperation with social partners and employers in updating the study programme, the expert team is sure that students will be able to find appropriate jobs in their profession.

4.6 Programme management

Current situation

According to the self-evaluation report, the policy of quality assurance at MRU is based on a general agreement of the academic community with regard to the application and development of a quality culture. Consequently, the entire academic community participates in the processes of evaluation, monitoring and assurance of quality. Each member of the MRU is responsible to contribute to the quality of the study programmes according to his/her duties, competences and commissions. This policy documented in several legal acts e. g. in the MRU strategy, Quality Policy Provisions for the Studies and Research at Mykolas Romeris University, Regulations of the System of Internal Study Quality Assurance at Mykolas Romeris University, Regulations of the Committee for Study Quality Assurance of Mykolas Romeris University, Regulations for Study Programme Committees, Procedure for Organizing Feedback on Studies of Mykolas Romeris University and in different information packages.

The university uses the following tools and procedures of quality assurance: procedure of approval, monitoring and periodic evaluation of study programmes, assessment of learning outcomes, recruitment process, qualification improvement system, students and graduates surveys. Additionally, there are several meetings between students and teaching staff, the members of the dean's office and members of the rectorate concerning the quality of study programmes and their improvement. Changes in the labour market, expectations of employers and pupils are analysed on faculty and institute level. The competences of the teachers servicing the Management of Educational Technology programme are ensured by strict staff selection procedures. The Faculty Board applies a competition procedure to select faculty teachers and research fellows for the term of five years.. Academic-methodological work, scientific publications, other research studies, participation in organizational work and project implementation as well as participation in public activities are evaluated.

MRU publishes all legal acts, orders, process descriptions and documents as well as qualitative and quantitative information on the study programmes, qualifications and achievements of the university and the teachers on their website.

The internal system of quality assurance is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area. Teachers, students and committees reflect results of surveys and analyses, and measures are taken to improve quality. Summarized poll data is submitted to the Centre of Academic Affairs, which announces the results to the community of the university. There is a clear distribution of responsibilities for quality assurance, divided between the senate, the rectorate, the university's study quality assurance committee, the faculty, the institute and the individual teachers. In MRU's view, students are responsible for their personal learning results and the quality of their studies. They are expected to comply with academic discipline, university ethics and other requirements of the university community, which are intended for the quality of the study process.

The study programme is monitored by the Faculty of Social Technologies study programme committee, involving teachers, students and representatives of social partners. Subjects of the revision processes are the learning outcomes and students' competencies, programme contents and structures, exam results, students' data, students' workload, causes for dropout and the services for students.

Based on the system of quality assurance the Management of Educational Technology programme is renewed, study plans are corrected, new learning and assessment methods are introduced.

On the management level, there is a Study Programme and Quality Assurance Group that supports faculties, institutes and study programmes in their quality assurance efforts.

Assessment

The experts certify that the MRU has implemented a comprehensive quality management system. It can be assessed as exemplary in the European Higher Education Area. All organizational levels and necessary stakeholders are involved and their responsibilities and tasks are clearly described and published. During the site visit, the students confirmed that they are involved in all processes and they have plenty opportunities for participation and the articulation of critique. According to them, their own concerns are taken seriously. A strictly systematic and methodologically sophisticated approach of quality management is visible. The quality cycles are closed on all levels and work steadily and reliably. For this, MRU and the Faculty of Social Technologies are investing enough time and resources.

Particularly, the expert team was impressed with the dedication of the programme representatives to its quality and continuously further development. Obviously, quality management is an important approach to sustain the international competitiveness and innovativeness of the Management of Educational Technology programme.

The experts emphasise the good integration of the employers into the development of the programme and the orientation on the labour market. This represents the importance of employability that is achieved by the study programme.

The good cooperation between the Study Programme Committee, the stakeholders involved in the programme and the central study programme and quality assurance group is also noteworthy. The support is efficient and target-oriented. Regarding the instruments and procedures, there is a good balance between effort and benefit. The staff members do not feel disproportionately burdened by bureaucracy. They rather share the overall objectives of the quality management system and accept it as part of their work.

It is the expert team's impression, that the representatives of Management of Educational Technology programme are using the quality management system for constant improvements. The self-evaluation report and the discussions during the site visit showed that data and developments are differentiated and self-critical analysed.

5. Overall assessment

The experts acknowledge the open and respectful communication culture, pleasant working environment and visibly high commitment and dedication for continuous development and innovation of the university's rectorate and administration, programme representatives, teachers and students.

In general, the expert team assesses the Management of Educational Technology programme positively. MRU provides a very good education on the level of European universities and prepares the students well for future professions in this field.

In several aspects of the study programme, the competition with other local, national and European universities is noticeable. This generates high motivation for the MRU, the faculty and the programme representatives. An atmosphere of continuous development and innovation was evident for the experts. They would like to strengthen MRU's strategic focus on quality, internationalisation and interdisciplinarity. In all three aspects, the university and the faculty show remarkable success. The experts encourage the programme representatives explicitly to follow and expand into this direction.

Particularly evident for the expert team was the high level of satisfaction and of engagement of students in their studies. Even though most of them are working full-time, they take part in creating a constructive learning atmosphere.

This accreditation of Management of Educational Technology is the second within a relatively short time. According to the expert group, at this point the programme should have time to run and to develop over some years.

According to the expert team, the Management of Educational Technology programme meets the Lithuanian requirements for programme accreditation. Therefore, the expert team recommends the programme for accreditation.

The expert team also recommends awarding the **evalag** label for international programme accreditation since the programme meets the Lithuanian evaluation criteria for study programmes on which the label is based. The experts recommend that the MRU to consider and implement the recommendations in this report to improve the programme further.

6. Decision of the accreditation commission

The accreditation commission of **evalag** accredited the Master's programme Management of Educational Technology of the Mykolas Romeris University (MRU) and awarded the **evalag** label for international programme accreditation. The accreditation is valid **from 8 December 2014 until 31 August 2021**.

To further improve the programme the accreditation commission affirms the recommendations given by the expert team.

7. Evaluation Scores

Evaluation scores of the Management of Educational Technology programme

No	Evaluation Area	Evaluation of the area, points
1	Programme aims and learning outcomes	3
2	Curriculum design	3
3	Teaching staff	4
4	Facilities and learning resources (facilities, equipment, learning materials)	4
5	Study process and students' performance assessment (student selection, performance assessment, support)	4
6	Programme management (administration of the programme, internal quality assurance)	4
	Total	**22** Maximum score: 24

Evaluation scale

Level/Score	Evaluation	Description
1	Unsatisfactory	There are essential irregularities to be eliminate
2	Satisfactory	Meets the minimum requirements, requires improvement
3	Good	The area is systemically developed and possesses original features
4	Very good	The area is exceptionally good