

Applied Sciences Forum 2013
Internationalisation and Development
of Professionally Oriented Programmes
and Applied Research at Universities
of Applied Sciences

Conference proceedings

Vilnius 20-21 November, 2013

-

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FOREWORD

The 1st Applied Sciences Forum (ASF 2013) which took place in Vilnius on 20-21 November 2013 has been organized implementing the agreement between two strategic partners - Vilniaus Kolegija/ University of Applied Sciences (VIKO, Lithuania) and University College of Northern Denmark (UCN, Denmark).

The ASF 2013, entitled **“Internationalisation and development of professionally oriented programmes and applied research at universities of applied sciences”**, combined practice-oriented and research based discussions that took place in the paper and dialog sessions with presentations of current developments in UAS institutions.

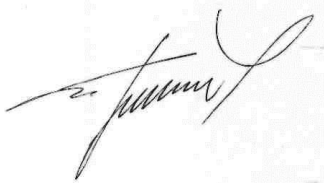
In this context, the sessions aimed to address issues related to internationalization and future developments at UAS, applied research cooperation across borders, relationship between applied sciences and pedagogical approaches, and the role of UAS in globalised higher education.

The ASF Forum provided a platform for discussion, professional development and exchange of experiences among selected universities of applied sciences.

The Forum was attended by policy makers, rectors and vice rectors responsible for UAS institutions, staff of international offices and researchers working in the UAS field, totally 90 people from Lithuania, Denmark, Latvia, Estonia, Germany, Georgia, Slovakia and others countries.

The first day of the ASF 2013 took place in Lithuanian Parliament where the participants were welcomed by members of Parliament. Opening key notes were given by Gudrun Paulsdottir, International strategist, former President (2010-2012.) of European Association for International Education (EAIE), Michal Karpíšek, Vice President of The European Association of Institution in Higher Education (EURASHE).

Second Applied Sciences Forum 2014 is scheduled in October 2014 in Aalborg (Denmark).



Dr. Gintautas Bražiūnas,

Rector of Vilniaus kolegija/UAS

PROGRAMME

Wednesday November 20 2013 (venue: Parliament, Constitution hall,
Lithuanian/English language)

9.15-10.00 Registration

10.00-10.30 Official Welcome

Mr Petras. Auštrevičius, Deputy speaker of Seimas of the Republic of
Lithuania

Mrs Audronė. Pitrenienė, Chair of the Committee on Education, Science
and Culture of Seimas

Mr Rimantas Vaitkus, Vice Minister of Education and Sciences
(Lithuania)

Mr Niels Horsted, Rector UCN and Mr Gintautas Bražiūnas, Rector VIKO

10.30 12.30 Opening Keynote

Mrs Gudrun Paulsdottir, Immediate Past President of EAIE, International
Strategist , Mälardalen University, Sweden. *The opportunities for Universities of
Applied Science in the Changing World of International Education.*

Mr Michal Karpisek, Vice President of EURASHE, Czech Republic
Patterns and Characteristics of Professional Higher Education in Europe Today

Chair: Ms Danutė Rasimavičienė, Dean of Business Management Faculty,
Vilniaus Kolegija/UAS

12.30 – 13.00 Coffee break

13.00 – 14.30 Dialogue A: Internationalisation and future development at universities of applied sciences

Mediators: Mr Niels Horsted, Rector UCN and Mr Gintautas Bražiūnas,
Rector VIKO

Mrs Daiva Šutinytė – Director of Education Exchanges Support
Foundation in Lithuania *Internationalisation of education: results and
perspectives*

Mr Gintautas. Bražiūnas, Rector VIKO . *New challenges for Vilnius
Kolegija*

Mr Dan Ole Faaborg, UCN Director of International Relations, EAIE
Board member, SPACE Vice President. *How UAS institutions can create a
climate of learning where people can be curious, creative, learn, and flourish”*

14.30 – 15.15 Lunch

15.15 – 16. 45 Dialogue B: **Development and reinforcement of applied research cooperation across borders**

Mediators: Mr Saulius Marcinkonis, Head of Strategic development department, VIKO, Lithuania, and Mr Lars Holmgaard Christensen, Research Director at UCN Aalborg, Denmark

Mrs Aurelija Valeikienė, Deputy Director of Lithuanian Centre for Quality Assessment in Higher Education, (Lithuania) *Added Value of Institutional Cooperation: Quality Agency Perspective*

Mr Lars Holmgaard Christensen, UCN Denmark. *Formulating Effective Research Strategies*

Mrs Nijolė Zinkevičienė, Deputy Director for Academic Affairs, Kauno kolegija/UAS, Lithuania, Mrs Giedrė Adomavičienė, Head of the Applied Research Committee at the Lithuanian College Directors' Conference. *Applied Research at Lithuanian Colleges/UAS: Challenges, Possibilities and Barriers.*

Mrs Santa Berzina, Quality assurance manager and Rectors executive officer, BA School of Business and Finance, Latvia. *The Role of Internal Quality Assurance in Development and Internationalisation of BA School of Business and Finance*

Thursday November 21 2013 (VIKO, Saltoniškių 58, English language)

9.00 – 11.00 **Paper Presentations.** Chair R. Tumasonis, Dean of the faculty, VIKO

Mrs Merle Varik, Health Care College, Estonia. *Applied research studies – opportunity to create a bridge*

Mrs Gita Statnickė, Mrs Laurencija Budrytė-Ausiejienė, Mrs Jolanta Bojorovienė, Klaipėda State College, Lithuania. *Preparation and Implementation of a Joint Study Programme “Wellness Services Management”*

Mr Niels Horsted, UCN Denmark. *UAS institutions going abroad – an Asian example*

Mr Anders Justenlund, UCN Denmark. *Curriculum Development within Sustainability and CSR - changing perspective in business management education*

Mrs Elena Valionienė, Mrs Jūratė Žukauskaitė, Lithuanian Maritime Academy. *Importance of interdisciplinary relations during implementation of study programme outcomes*

Mrs Raimonda Agnė Medeisiene, Mrs Jurate Cravetto, VIKO, Lithuania. *Survey theatre: the case for study*

Mrs Kristina Samašonok, Mrs Vilma Gegužienė, VIKO, Lithuania.
Promotion of self-cognition in higher school: implementation experience in specialist training

11.00 – 11.30 Coffee break

11.30 – 12.45 Roundtable discussion. **UAS and development policy: innovative approaches and good practice models.**

Chair: Mrs Eugenija Strazdienė, Dean of the Faculty of Arts and Creative Technologies, Mrs Sigita Leistrumienė, Vice head of International Office, VIKO Empowering Strategy Development. Mr Ole Faaborg

Network Benefits. Mrs Danutė Rasimavičienė and Mr Michal Karpisek

Mobility of Employees. Mrs Jolanta Preidienė

Conclusions: Mr Niels Horsted, Rector UCN

12.45 Final address by Mr. Gintautas Bražiūnas, Rector VIKO

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OPPORTUNITIES FOR UNIVERSITIES OF APPLIED SCIENCE IN THE CHANGING WORLD OF INTERNATIONAL EDUCATION

Gudrun Paulsdottir, Immediate Past President of European Association for International Education (EAIE), International Strategist, Sweden

Abstract

Universities of applied science exist in the same global environment as any other higher education institution in the world. They are subjected to the same challenges and trends, equally sensitive to decisions made by governments and other authorities but not with equal access nor recognition for their contribution to societal development. Universities of applied science already fulfill many of the criteria and capacities that both EU and OECD are looking for in higher education institutions. Criteria and capacities that are imperative in order to contribute to regional development, ensure employability of graduates and to ensure a smooth transfer of competence and research findings to society. However when governments and international organizations are expressing what they like to see as a positive development in the higher education sector they tend to forget that there is already a large number of institutions of higher education that fulfill the requirements that they are looking for. The fact that they do not in that context acknowledge the contribution of universities of applied sciences makes it difficult for the universities of applied science to gain authority in the global environment of higher education. Universities of applied science need to work together to ensure that their contribution is validated and create a space of their own in the global environment of higher education.

The global environment of Higher Education

The number of higher education institutions in the world today is somewhere over 17 000 and they are increasing by the month. These institutions are very diverse; they operate in very different political contexts and answer to very different societal requirements. In addition to that they all have their own idea on what it takes to fulfil their tasks and goals and they all have their own reasons for engaging in international education. All this makes a very interesting landscape for international higher education.

To make it even more interesting rankings have since the last 5-8 years or so made their entry on the global scene of higher education. Depending on which

ranking system is used they will only rank from 100 to 500 institutions of higher education. This has introduced a certain segregation between institutions of higher education, very often putting national and governmental focus on the institutions with large research profiles. This does not mean that the remaining institutions of higher education are bad, not at all, they just don't fit for the heavily research based criteria that most of the rankings use. It is recognised today that many of the institutions that do not get ranked in the current systems contribute more to immediate societal and regional development than the institutions that focus on fundamental research. Both types of institutions are important, one for the long term development and the other for more immediate development.

EU launched in 2013 their own ranking system, U-Multirank, which has received a lot of reactions. Existing ranking systems are critical since U-Multirank works with different parameters than other Ranking systems and uses a larger set of indicators. U-Multirank does not deliver one ranking list but leaves it to the user to compose his or her ranking list based on what he or she is looking for. This makes U-Multirank a system that can be used by all institutions of higher education for future students and partners to find what they are looking for as well as for benchmarking.

Another change in the international environment of higher education is the very fast growth of private stakeholders, not only in the form of universities and education institutions but also with all the different student services, agencies, support systems etc. that are mushrooming in the sector. This means that trade and profit has entered higher education in a much broader way than it has been until now which increases the level of competition between the institutions at the same time it also emphasises the need for cooperation. An increasing number of networks, alliances, consortia and the like between institutions of higher education are appearing with different foci and intents depending on the aims of the partnerships.

Cross border education is one of the growing areas of cooperation allowing for delivery of education abroad without the hassle of building branch campuses at the same time as it enhances academic cooperation. Looking at the high index value of jointly written research papers international cooperation is of utmost importance.

Talent is one of today's buzz words. Every country and institution of higher education is looking for talent, to keep or to attract them. It does not matter if it is a so called western country or a developing country, all are looking for talent. At the same time as there are over 300 million students in the world that

have the prerequisites for higher education but no study place in their home country and no means to travel to get it. In comparison there are only about 4 million mobile students out there looking for a place where they can study and preferably also work. There is a discrepancy today in many countries between the need for talent and the accessibility for students to study and their possibility to work. In competition for talent these are important factors to pay attention to.

With recent developments in distance education, mainly deriving from the development of Massive Open Online Courses MOOC's, study environment is becoming less important, getting a good and useful education is more important and there are plenty of takers as mentioned above. Institutions of higher education in Europe and the US are lagging behind in this area which opens up possibilities for institutions of higher education in these regions to profile themselves. Whereas MOOC's in themselves are a tool to share knowledge there is no doubt that their arrival in the environment of higher education will have a huge impact on how higher education will be delivered in the future.

In many countries there is an on-going discussion regarding English as the medium of communication and teaching in international education. There is a feeling of loss of identity as English is becoming very dominant. However it is very difficult to avoid the English language in this context. Institutions that conscientiously choose to use English as a medium to teach some of their courses also will offer courses in their own language and culture and thus make sure that the cultural experience of the international students will prevail. The countries that risk losing out by this are the Anglo-Saxon countries since their specific culture will be embedded in the very vague and unclear concept that it is English. Looking at the rankings it is clear that the papers and citations they measure are all written in English. Statistics show very clearly that internationally joint written research papers get more citations than the ones written by a single author.

External expectations and pressure

Demands on higher education institutions are higher than ever and come from many different directions. United Nations are very concerned with societal development, sustainability and capacity to ensure access to drinkable water for the citizens of the earth, none of which can be obtained without the involvement of higher education. OECD puts an emphasis on innovation and higher education institutions as drivers for regional development. The European Union press on to fulfil the European Higher Education Area and the European Research Area so that Europe does not lag behind the rest of the world. In the EU2020 agenda there

is an expectation that higher education institutions take on more social responsibility and play an active role in regional and societal development.

Also putting pressure on higher education are national governments with their own much differentiated agendas and performance requirements, the latter having increased considerably in the last years in most countries. Even decisions made by foreign governments can put pressure on higher education institutions in other countries. For example there have been in recent years a number of decisions made by governments around the world regarding visa requirements and work possibilities for students that have changed the student mobility flow very rapidly and put receiving countries and institutions with having to adapt very quickly both to increases and reductions.

There are a number of other parties in the environment of higher education that both directly and indirectly contribute to the pressure on higher education institutions, some are chosen by the institutions and some are not but they all have some kind of influence. Partners chosen by the institution, such as universities, companies, organisations etc. always have an impact and put some pressure on the institutions since cooperation always leads to comparisons. Future employers of the graduates is another group that puts pressure on the delivery from higher education institutions something that should be embraced and used by the institutions.

Prominent trends

A part from the above mentioned on-going changes and influences in the area of international higher education there are a few more trends that have been growing and deserve some attention. As internationalisation has gained importance in institutions of higher education the need for integrated or mainstream internationalisation has become vital for institutions. Strategic internationalisation including action plans, progress assessment and strategic partnerships leading to a more developed internationalisation at Home with internationalisation are becoming a reality in every university activity.

Another trend is Open access to research, heavily promoted by EU, OECD and some national governments. The aim is to on one hand get research out in industry and society so it can be put in use as quickly as possible and on the other hand make researchers share their results on a more regular basis. How this is going to happen is yet unclear but the intention is serious. For universities of applied science this is in many ways a reality through their existing cooperation with industry and society at large.

Quality is another area that is given a lot of attention without having any clear definition or joint approach. Even within each institution there seldom is a joint view on what quality means. EU has through ENQA made some efforts to come to a common understanding but on an institutional level there is still a lot missing. International cooperation however, is considered to contribute to enhanced quality and development.

Europe

In 2010 the European Commission launched the EU 2020 agenda. Reading through it becomes very clear that this agenda will not be achieved without a very active participation and delivery from higher education in most of the actions. In Horizon 2020, the new research programme there is some very ambitious initiatives to enhance European research and researchers. The one million new research jobs planned to be created before the end of 2020 will put a heavy strain on European institutions of higher education and it is doubtful that this number of researchers can be found within Europe. The economic recess has hit some parts of Europe very hard and very few countries have today the capacity to invest in higher education, most countries are withdrawing funding from higher education. This of course has an impact on how the institutions of higher education can respond to the requirements from the European Commission and their own governments.

Advantage Europe

The experience European institutions of higher education have acquired through the Bologna process gives a great advantage in international cooperation. European higher education institutions are used to comparing and assessing different systems and have been doing that for years now. Many higher education institutions in the world know and recognise the Bologna tools and are happy to work with them. Most countries in Europe have today very well established educational systems while only a few countries are still working on major educational reforms. This includes well established routines for international cooperation, an advantage that derive from years of cooperation in the ICP's, Erasmus, Sokrates and Life Long Learning programmes. No other continent has this experience. Europe also offers a variety of cultural heritage and languages that become accessible to anyone that comes to Europe due to the proximity of the different countries to each other especially since it is easy to move across borders most of the time. Very few other regions can offer this. Tuition fees in

Europe are still low in most countries and many countries still have favourable migration rules and working options for international students. There is also a continuous increase in courses and programmes offered in English. All this gives Europe a mix that should be better highlighted and promoted. The new European programmes will certainly add to the value when they are in place. The changes in the Marie Curie programme with more options for research mobility and cooperation is very interesting as are some of the initiatives in the Innovation Union scheme allocating funding to closer cooperation between institutions of higher education and society, not only companies and enterprises and in an international perspective.

Conclusions

The diversity of European higher education is a strength. However, the institutions are unfortunately not put on equal footing. The role of universities of applied science cannot be underestimated but needs to be better visualised and to get credit for its role in regional development. Not only the above mentioned diversity of institutions but also the cultural diversity, the access to many languages, the relatively easy mobility across borders are all very valuable assets that need to be promoted in more decisive manner. Universities of applied science have the opportunity to jointly make their case towards national and European authorities in order to enhance their profile.

It is clear that universities of applied science already fulfil many of the demands and requests put forward by the EU, OECD and other international organisations. They usually have a commitment to societal development which includes good connections with surrounding society and through their applied research they get their research results out very quickly. They focus on the employability of their students and are sensitive to the needs of employers.

The organisational format is very often flexible and open to change and the staff in general both loyal and dedicated to the organisation and its mission. All characteristics that are useful for institutions seeking to enhance their profile and become more visible on the national and international arena.

In today's environment of international higher education it is also very clear that no one can work alone anymore. It is essential to establish strategic partnerships and cooperations in order to be successful. For the universities of applied science it is a question about the development of each and everyone but also about how they jointly can work together to even the field among institutions of higher education in Europe.

THE ROLE OF INTERNAL QUALITY ASSURANCE IN DEVELOPMENT AND INTERNATIONALISATION OF BA SCHOOL OF BUSINESS AND FINANCE

Asoc.prof. , dr. **Andris Sarnovičs**, Rector ,
dr. **Sandra Kraze**, International cooperation Project manager,
Santa Berzina, Quality Assurance Manager and Rector's Executive
Officer, BA School of Business and Finance, Latvia

Abstract

The role of the paper is to present the case of BA School of Business and Finance (Latvia) in relation to the Internal Quality Assurance (IQA) implementation. The paper focuses on the need and motivation for setting up quality culture, which is a precondition for sustainable existence and development of the organization. The paper explains the development stages for initiating and further implementing quality assurance system and its models in higher education. The paper analyses different Quality assurance (QA) models and their compatibility with higher education institutions. At the same time it draws the attention to the way how one model complements other models and creates a more sustainable internal quality assurance system. Over the years, we could see that some QA models are quite appropriate for Higher Education Institutions (HEI), however some QA models would not be appropriate.

The paper provides an insight into the case study of the business school in Riga, which specializes in finance and business management. It offers the analysis of problems and solutions which the business school faced during the development and implementation process of QA system. The article sums up benefits and additional opportunities of all stakeholders involved in HEI.

The purpose of the case study is to provide a more thorough analysis of the situation which might reveal valuable information about QA. In this case study we follow the principles of analysing and presenting the case study starting by theoretical background and moving on to practical description of the case. From the point of theory we start with research of QA issues linked with Higher Education. In order to present a case study it is obligatory to look at a theoretical background first. Theoretical background shows the rational for this particular case analysis. After that the paper moves on to exact analysis of the case.

The current paper refers to different documents such as reports on Quality Assurance and Higher Education, as well as Standards and Guidelines for Quality Assurance in the European Higher Education Area, EFQM Excellence Model, Investors in Excellence Standard, ISO standard and other resources.

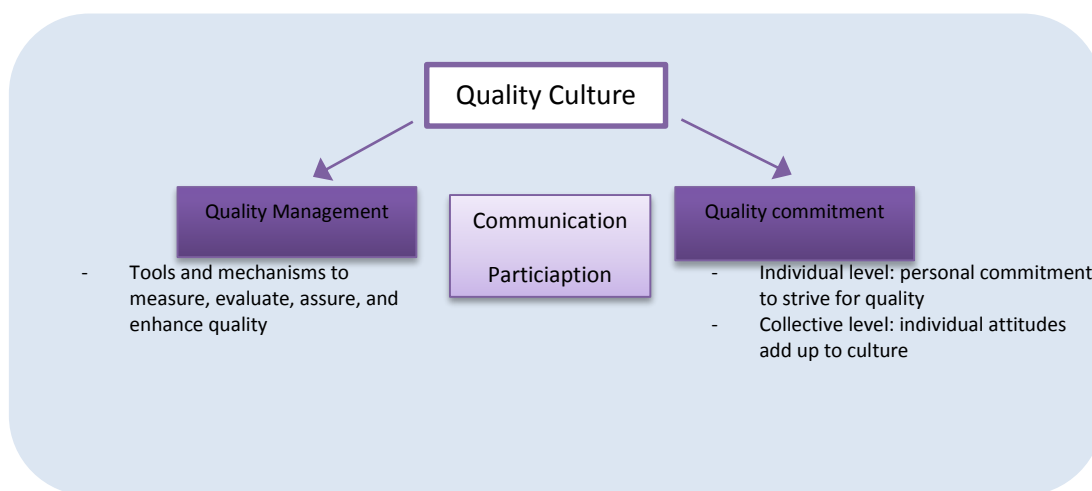
Quality assurance and Higher Education

Speaking about Higher Education (HE), it is compulsory to look at Bologna process and its development stages. Quality Assurance (QA) issue is one of the major Bologna process directions. Just to remind, Bologna declaration was signed in 1999 by 29 countries with the aim to ensure free mobility of European students to enhance employability, and to facilitate European competitiveness at the same time keeping diversity. In other words, Bologna process gives an impact for modernization of Higher Education Institutions (HEI), so that they offer attractive and competitive study programs. QA has been considered as the important aspect of the Bologna process. The Bologna process provided a lot of opportunities for QA. This has been, especially, highlighted in European University Association (EUA) document related to Quality Culture. The document stressed that “quality, however, was initially slow to emerge as a key to the success of the Bologna process. Ministers met to take stock of progress and define mid-term objectives (...) the issue of quality has grown in importance to become one of the first policy objectives”.¹

From the point of view of benefits gained by all stakeholders in HE, it is important to point out that initial stage of QA was meant to be understood in its wide sense. EUA draws special attention to the challenge of HEI in connection with QA. “It means to take an active role in order to ensure that academic principles and values are respected and the convergence process is correctly implemented, in the way that benefits universities and their stakeholders.”¹ The document defines that the term „culture” was chosen to convey a connotation of quality as a shared value and a collective responsibility for all members of an institution, including students and administrative staff. “Quality culture signals the need to ensure a grass-roots acceptance, to develop a common understanding within the academic community through effective community building, as well as a change in values, attitude and behaviour within an institution.”¹

¹ European University Association, **Quality culture in European Universities: A Bottom-up Approach**, Report on the three rounds of the quality culture project 2002 – 2006, EUA Publications, 2006

At this initial stage of Quality Culture development, EUA highlighted the importance of HEI’s management involvement from the very first moment. “It is essential that the team of the rectorate creates appropriate conditions for the academic community to deliver quality provision so that attention is to be paid to the development of an agreed institutional profile. It is essential to have the commitment to institutional goals and objectives by the university community in order to ensure clearly defined and agreed strategies which need to be met.”¹ The understanding of QA is not just a bureaucratic tool in the hands of management, but it creates attitude that quality starts with a clear understanding of the art of the state performance. It is demonstrated in Figure 1.



Over the years QA concept has become a common language providing solutions to secure transparency of different HE programs, and at the same time becoming a linking element for creating further trust among HEI. Moreover, it creates the foundation for mutual cooperation in the European HE area that enhances career growth of HEI graduates as well as facilitates all types of mobility.

The authorities pay great attention to the formation of the background and the creation of QA principles for HEI. The Draft Manual for Internal Quality Assurance presented at EURASHE 2013 QA Seminar by Lucien Bollaert, who was the member of the group for the development of the European Standards and Guidelines for HE, summarized the key role by mentioning definite QA elements: “QA as a management tool for the whole HEI, starting from its mission and strategic policy as input through the processes up to the results to be measured by the use of standards, and both quantitative and qualitative indicators in order to improve the quality of teaching and learning as well as to account for it to the

public. Since this covers the whole functioning of the HEI Total Quality Management (TQM) is the concept that seems to be suited most for HEIs. Quality and QA management models, as well as standards and indicators have been analysed as being contextual, because they are influenced by both the external environment and the internal choices and cultures. The very mission of HE has summarized as education, research and social services through education and research.²

Before we move on to the description of the case study in Latvia, it is vital to emphasize that Quality Assurance issue has been considered as one of the most important questions not only in Europe, but also beyond Europe. Judging from theoretical resources, it is worth mentioning the research carried out and summarized by Australian HEI representatives. They highlighted: “Different Quality Assurance (QA) models based on the TQM philosophy have been implemented in various countries such as USA, UK, Malaysia and Japan (Kanji & Tambi, 1998; Kanji and Tambi, 1999; Barnard, 1999; Chua, 2004). The concept of TQM was firstly introduced in 1951 and since then has been known as one of the most effective strategies by different organizations (Zink & Vob, 2000). TQM was initially used for the measurement of quality in the higher education sector in 1993 (Clayton, 1993). In 1998 the EFQM Excellence Model was established by 14 European large companies (Hides, et al., 2004) and was initially developed as a model to underpin the European Quality Award, called European Model for Business Excellence. However, the last few years have seen increasing numbers of non-for-profit organizations using the model to improve their activities. Most European universities have implemented EFQM as the basis for the measurement of their activities (Steed, 2002; Tari, 2006; Boele, 2008; Spasos, at al., 2008). The EFQM model, similar to other quality measures focuses on customer needs and quality attributes embraced by the customers.³

Having analysed various theoretical viewpoints, we could claim that Excellence model is the most often applied tool in HEI worldwide. For example, educationalists from Czech Republic Jaroslav Nenadál and Milan Hutýra highlight that: “Currently, the EFQM Excellence Model is used by many organizations as a self-assessment and planning tool. In this context it is used to find out where they are, where they want to go and what to improve, and how to

² Lucien Bollaert. **Draft Manual for Internal Quality Assurance - Practical guide for implementing internal quality assurance processes in Higher Education Institutions**, EURASHE, October 2013.

³ Maziar Arjomandi, Colin Kestell, Paul Grimshaw, **An EFQM Excellence Model for higher education quality assessment**, ISBN 1 876346 59 0 © 2009; <http://aaee.com.au/conferences/AAEE2009/PDF/AUTHOR/AE090149.PDF>

get there. The model helps to identify the strengths and areas for improvement and also the actions that need to be taken toward the objective. Despite the fact that EFQM model was not designed for the need of higher education, there are numerous recent evidences of its implementation in higher education sector. Most universities are non-for-profit organizations however their relationships with the stakeholders in the main areas of their activities are formed based on profit".⁴ From the theoretical part we can draw the conclusion that EFQM Excellence Model is the most applicable to all types of HEI.

Problems and solutions that business school faces in building QA system and applying QA models – the case study of BA School of Business and Finance, Latvia

Having looked at theoretical issues, we would like to move on to the characterization of the organization that demonstrates the case.

BA School of Business and Finance is one of the leading, self-financing, governmental business schools in Latvia. It was founded in 1992 as Banking College under the Bank of Latvia and in 1997 it was accredited as Higher Educational Institution, today known as BA School of Business and Finance (SBF) offering studies to 1500 students. SBF provides three cycle 13 professional oriented higher education study programs at all levels – the first level higher education (short cycle), Bachelor's, Master's and doctoral study programs focusing on the niche of financial education and business management. All study programs have incorporated company traineeship as a compulsory requirement. Two study programs are implemented in a joint cooperation with Swiss Business School in Switzerland. Competitive advantages of BA School of Business and Finance include special focus on quality in study content and process, wide international cooperation, close relations with working environment and individual approach to each student. The vision of SBF is to be credible and internationally recognized partner for the development of personality. In its mission it focuses on quality in studies and research, benefiting from international cooperation, professional and creative staff, working closely with business world, and securing achievements of students and graduates to earn excellent reputation.

⁴ Jaroslav Nenadál, Milan Hutýra, *EFQM Excellence model as a framework for quality evaluation of Czech Universities*, 2013; www.quality2013.eu

The current article provides the analysis of the case of SBF which is a concise analysis of all elements related to QA at SBF. Further, Figure 2 provided below, demonstrates the experience of SBF in the development of QA system.

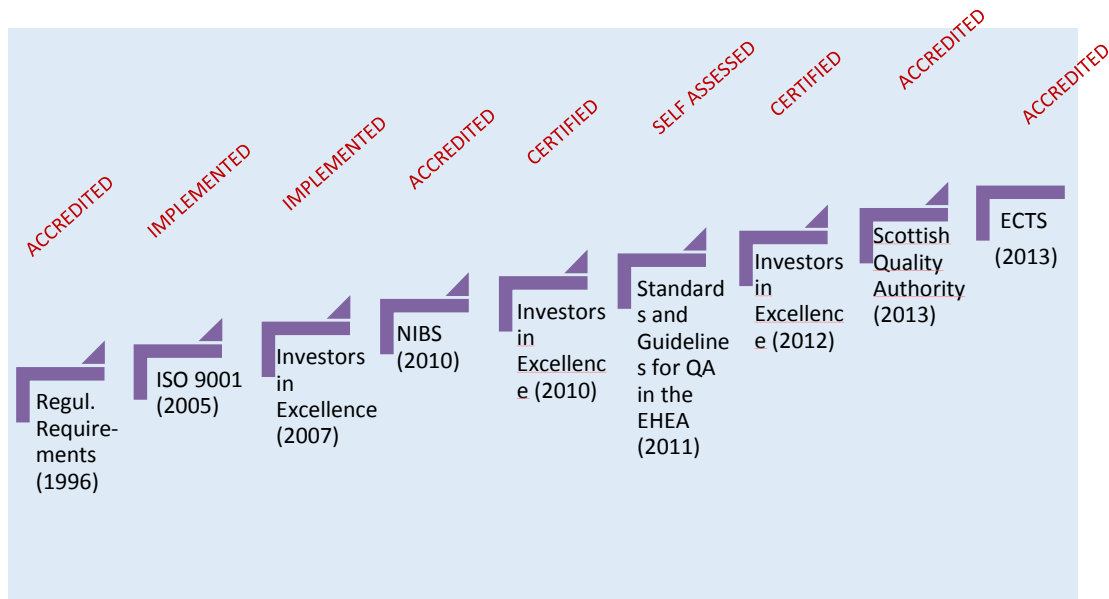


Figure 2. *The development of Internal Quality Assurance System at BA School of Business and Finance*

As you can see from the Figure 2, QA starts with first day of SBF establishment. During the stage of its establishment SBF had a clear mission and it knew the requirements of the labour market and stakeholders. In 1996 it received the license to implement HE programs. At initial stage the granting of license indicated that it is the first evaluation demonstrating the ability to provide HE study programs in accordance with the quality requirements

Due to the demand for specialists in finance and business sector, SBF grew, it increased its capacity and there was a need to pay special attention to systematic approach of QA. In 2005 SBF chose to introduce ISO 9001. During those years it has become obvious to formalize its processes and administrative documents. It meant that SBF observes standards and regulations needed for the introduction of ISO. During the work of the introduction of ISO, SBF gained a fabulous experience, despite the fact that it was a very complicated task. The work required for the ISO introduction involved mostly administrative staff. Moreover, toward the introduction of ISO we could see a big resistance because many staff members could not understand properly the added value of it and its role in the QA. The first stage of ISO introduction demonstrated some weaknesses; it was considered to be a burden. HEI is not the same as industry, where all processes are designed in a clear way. It also showed that we need to look for additional

approach because it was not so simple to measure processes and the costs involved in HE. In general, HE is a complex issue which cannot be simplified. As a result, SBF managers noticed that the ISO approach is not enough.

Taking into account all the processes of HE policy (Bologna process) and knowledge of academic staff in business administration, as well as the experience of QA processes management, SBF took a decision to focus further on Excellence model approach which at that time had demonstrated more advantages over ISO. Although the decision to introduce Excellence model was approved by both academic and administrative staff, the introduction faced a strong dislike among employees. Despite this, SBF managers persuaded the staff to introduce Investors in Excellence (IiE) standard, and signed the agreement with the certification company to “become an Investor in Excellence”. By signing the agreement it agreed to comply with regulations and to demonstrate the first results in two years. IiE standard has been developed in UK. It covers all areas of an organisation's activities and these are structured around nine principles of the European Foundation for Quality Management (EFQM) model (Figure 3).

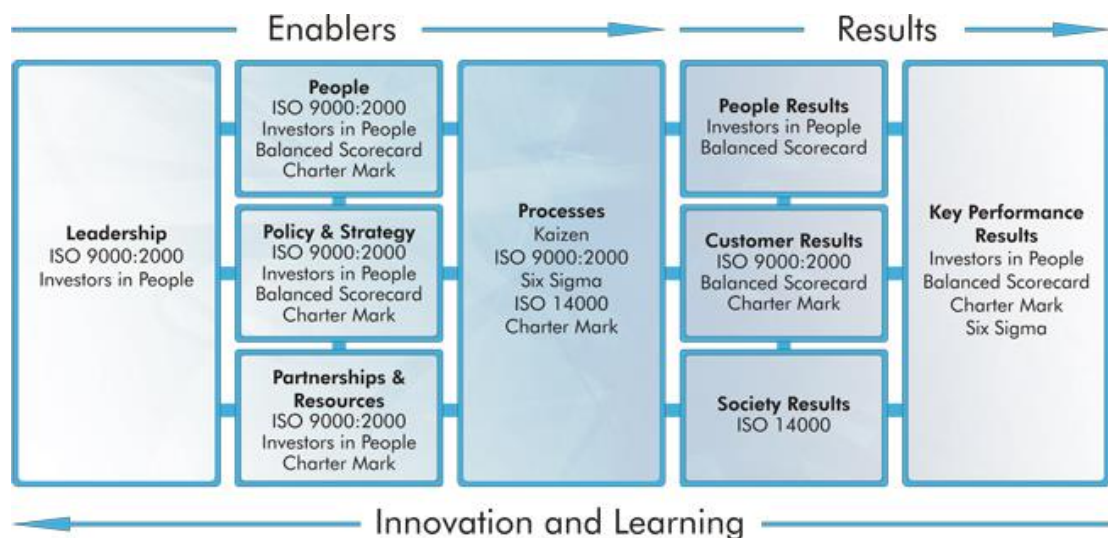


Figure 3. *EFQM Excellence model*⁵

The Standard combines the best approaches to excellence that enables organizations to excel in the areas that matter most to the organization, its customers, people and stakeholders. The Standard’s all-encompassing view of performance enables the organization to act as an umbrella to co-ordinate a wide range of improvement initiatives, for example Investors in People or ISO 9001, at

⁵ Investors in Excellence Standard, <http://investorsinexcellence.com/the-iiE-standard/>

the same time its scoring mechanism acts as a spur and adds a progressive dimension to continuous improvement. Covering all performance areas, the IiE framework guides improved achievements through effective and efficient leadership, resourcing and delivery. According to the IiE concept, the organization should excel in the following areas:

- Mission, vision and values – focus is maintained on the most important things that will allow your organization to excel;
- Objectives and measures – are clearly identified and aligned to strategies and plans
- Markets and customers – products and services are identified and targeted to address customers’ needs and expectations;
- Collaborations and partnerships – establish value adding relationships to mutually benefit your organization and those with whom you choose to collaborate. ⁵

In order to understand the relationship with HE it is important to present the explanation provided by educationalists from the Czech Republic in relation to Excellence model. The framework of quality education based on excellence model has been presented by Jaroslav Nenadál and Milan Hutýra from Czech Republic. This approach coincides with the experience gained by the SBF (Figure 4).

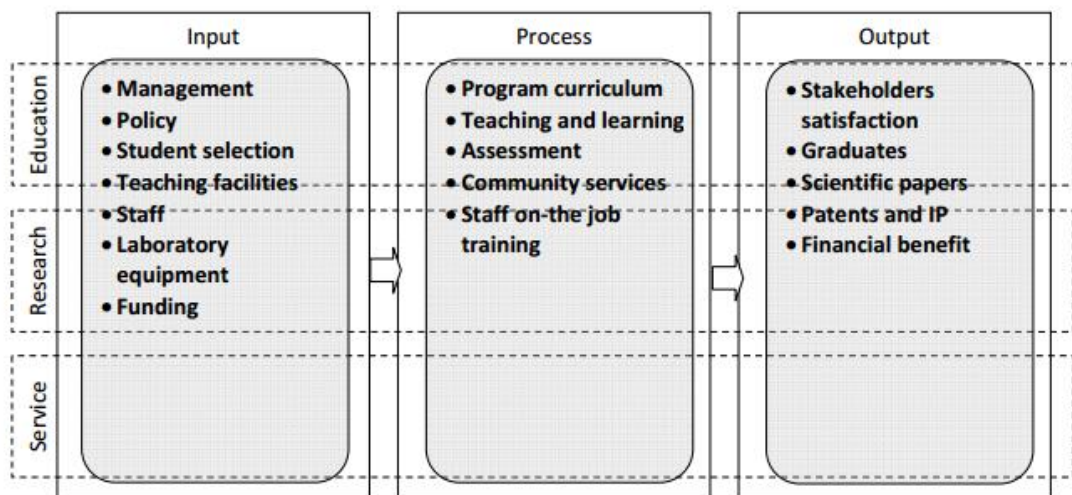


Figure 4. *The Input-Process-Output framework of quality in higher education* ⁴

Having analysed the current and the previous approaches to QA we could draw the conclusion that over the years the concept of QA is based on real cases from HEI, which provide samples of QA implementation with special focus on attitude creation. In fact, it implies Excellence models approach that has recently become more acknowledged.

At this stage SBF managed to change its attitude towards QA and to set up Quality Culture. It started with the common understanding of management of the issue. The task of SBF managers and its leaders was to change people's attitude in order to reach the positive outcome. As a result, we received committed staff, who works jointly towards common goals of the organization. Achieving *excellence* for SBF means philosophy of management. In fact, it is the way how the organization functions on its every day basis.

The introduction of IiE became feasible by combining it with strategic planning. The leaders managed successfully to consolidate all staff to implement QA model. The staff agreed on common mission statement and formulated the main goals of the organization. The management assisted its employees in defining their role and tasks as well as allocating needed resources. The next stage involved the system of processes consisting of clearly defined basic processes, support processes and management processes. The system demonstrates the description of major processes that, in turn, facilitates the understanding of joint work of the organization, as well as different its elements. The experience shows that SBF learned from some mistakes made during the application of this system of processes. One of the difficulties that SBS faced relates to the attempt of trying to indicate too many processes in the system. Taking into account previous mistakes, currently, when working on the improvement or new tasks, new processes are being described jointly by all internal stakeholders. This approach allows to identify many operating processes and requirements that need to be implemented. Having gone through this stage, we could confirm that the above described activity led to well established regulations and normative acts required for proper and high level performance. To make the conclusion whether it assisted in the quality assurance or not, SBF created the measurement system. The measurement includes indicators of the achievement level for strategic goals. The measurement system consists of different types of surveys and data obtained from internal and external stakeholders. The monitoring of the achievement of strategic goals takes place once a year. Working groups are set up and the results are discussed with all involved stakeholders. The feedback is obtained from all stakeholders in order to identify whether the organization moves towards the right direction. The above described approach assists both the introduction of the system and its sustainability. As a result, during the certification process the staff and other stakeholders provided valuable feedback to experts from certification organization. It clearly demonstrated the right direction and a common

understanding of the organizational mission and goals perceived by members of the staff.

IiE requirement is to recertify the organization every two years. In 2013 SBF was re-certified against the IiE QA standard. It showed a continuous commitment to excellence. SBF was originally recognized as an IiE in 2010 and external assessment against the requirements of the Standard demonstrated that excellence is a key driver for all of the Business School's activities. SBF was granted IiE certificate by the Investors in Excellence Limited (GB), which is an international mark of quality, based on EFQM Business Model.

Quality assurance means an on-going development and improvement process, thus the organization should further move to study and research process. The experience gained during IiE certification process, facilitated other certifications and accreditations that SBF underwent. Since the launch of IiE, SBF decided to go through other specific accreditations such as accreditation offered by Network of International Business Schools (NIBS), focusing on the level of the internationalization at SBF. Index of internationalization was high enough to be granted NIBS accreditation.

SBF widened its QA system by introducing also Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The standards contain three parts covering internal quality assurance of higher education institutions, external quality assurance of higher education, and quality assurance of external quality assurance agencies. The purpose of these Standards and Guidelines is to provide a source of assistance and further guidance to HEI in developing their own QA systems. It is not the intention that these Standards and Guidelines should dictate practice or be interpreted as prescriptive or unchangeable. ESG set common criteria:

1. Policy and procedures for quality assurance;
2. Approval, monitoring and periodic review of programmes and awards;
3. Assessment of students;
4. Quality assurance of teaching staff;
5. Learning resources and student support;
6. Information systems;
7. Public information.⁶

⁶ Standards and Guidelines for Quality Assurance in the European Higher Education Area, http://www.bologna-bergen2005.no/Docs/00-Main_doc/050221_ENQA_report.pdf

The application of ESG provided a good practice to confirm that SBF was on the right path on QA. In accordance with ESG, SBF designed its own study quality assurance system. The system was developed specifically for SBF and thus, allowed to evaluate internally the quality of study process. The enhancement of high quality study process is one of the most important tasks of any HEI.

It is worth noting that SBF went through also another accreditation, that of Scottish Qualifications Authority (SQA) accreditation. SBF became SQA accredited centre in Latvia, holding the right to offer additional product, related to study process, namely the qualification of Financial Management. During the accreditation process based on SQA requirements SBF demonstrated that most of the processes required by SQA accreditation have already been implemented. Consequently, previous hard work on accreditation and certification issues confirmed the usefulness of ISO, IiE and EGS standards. However, it has become clear that further steps should be taken. The decision was made to demonstrate the implementation of European Credit Transfer System (ECTS) and the whole Bologna process. ECTS Course Catalogue was prepared including detailed descriptions of study programs and course units. It directly was related to the improvement of study process, because it ensures transparency and comparability of education and qualifications. SBF was awarded the ECTS Label, which can be considered as another quality standard and its assessment. The existing quality culture allowed SBS to become the first HEI in Latvia, holding such honorary award. All the efforts devoted to establish SBF QA system resulted in national and international recognition. At the same time it enhanced the satisfaction and loyalty of the staff of SBF, as well as all its stakeholders. Diverse feedback was received from labour market, students' satisfaction and international partners at EDUNIVERSAL ranking.

The experience gained over the years shows that the best results can be achieved by combining various Quality Assurance models in order to increase the overall quality of organization. The case study demonstrates a common understanding of Quality Culture that facilitates the development and competitiveness of the whole European higher education area.

For further research and analyses of the case it could be advisable to look into long term achievements of QA and to find out new ways and solutions for further development of HE area with the help of QA tools.

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**HOW UAS INSTITUTIONS CAN CREATE A CLIMATE OF
LEARNING
WHERE PEOPLE CAN BE CURIOUS, CREATIVE, LEARN,
AND FLOURISH.**

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Abstract

Purpose: to research and track a line of events that could enhance the UAS profile and move from competitive uncertainty towards sustainable success.

Strategists will have to keep in mind that competency demands change much faster than universities can amend their programmes. We have to question the comfortable belief that global capitalism can be a source of endlessly rising upward mobility in western societies, provided only that these societies continue with programs of educational expansion and reform.

The significant expansion in the labor supply available to multinational corporations is leading to dramatic shifts in the location of employment around the world – multinationals and universities are moving to where they find cost efficiency and low entry barriers. Out of the many issues affecting the UAS type of institution, the presentation focused on the following:

- A UAS triangle specific to PHE?
- Applied research which contributes to quality in learning?
- Good positive surroundings which encourage academically sound and innovative activities?
- Motivation for its students, faculty and staff?
- Their own sustainable position in the spectrum of higher education?
- Innovating UAS institutions requires radical new thinking and diversified growth strategies.

The author argues that improved retention rates can finance the necessary change towards successful UAS student satisfaction strategies. Through many years of conversation with national and international students, the author now defines student experience via the 3 F approach

–Fun

- Fairness
- Fulfilment

Meaning that institutions should strive to deliver an academic scene that contains

Academic Learning Style – holistic and user-oriented

Applied structure - with constant interchange with companies and business contact in all aspects of the learning process

Commitment and motivation – faculty, staff and students alike.

Physical framework – buildings and facilities that inspire good academic approach

The choice of delimitation with only four variables was made to make it easier to involve all faculty and students in the process, and in order to make the internalisation process easier.

Evidently, UAS institutions have to build on prior learning, development and attitudes embedded from primary, secondary and high schools. This, however, should never develop into an excuse for not developing and improving constantly the academic learning approach distinctly made for universities of applied sciences, involving elements and efforts

- to challenge students to think in new ways and to see reality in new ways
- to establish an easy-to-understand student and graduate profile
- to focus on useful value – value creation is essential
- to create global learning environments
- to create the future in co-operation with the students and public institutions or business partners
- to spend much time and effort to develop personal and international competences.

For professional higher education, the relationship with public institutions and the private business sector is an absolute necessity. The education we provide is arguably the most important building block for economically strong, healthy and harmonious societies. Such societies demand quite a lot from the people who work in them and they demand support from outsiders as well as constructive encouragement. Overall, the demand from the education sector itself will be an

innovative, open, outward-looking attitude. In this regard, our universities of applied sciences have a lot of ground to cover.

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APPLIED RESEARCH STUDIES – AN OPPORTUNITY TO CREATE A BRIDGE

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Abstract

Research has a positive contribution to the institution's academic identity (Deem & Lucas 2007) and research activities at the College are aimed at the development of the profession and the study process based on the results of the research studies conducted in cooperation with various stakeholders at national and international levels.

In addition to studies, institutions of applied higher education carry out applied research and thus develop and support the professions taught, in order to research the process of studies in College to contribute to its smooth running and development. Also, in health care it is possible to influence community's health behaviour and facilitate the shaping of a healthy living environment using research results. Research as a part of undergraduate experience for students has the potential to make a positive contribution to the university instructional programme (Prince et al 2007). Applied research studies and joint development projects constitute an opportunity to create a bridge between the College, the employers in the professions taught there and the community and to contribute promotion of health in the community. But there has always been question, how to overcome the gap between the evidence produced by research and real practical environment in which the evidence-based knowledge is intended to be used? The barriers to implementation can be overcome if knowledge is co-produced by academic and clinical staff, taking account of the organisational context in which the evidences should be applied (Rowley et al 2012).

Strength

Teaching and learning is a primary mission of the applied higher education and applied research as main supportive process at the colleges. How to combine these two processes efficiently so that all parties would benefit and be motivated?

The following are opportunities for conducting applied research studies in Tartu Health Care College:

- Considering the fact that there is no financing system for applied research in Estonia, the College has been successful in the conduct of applied research studies. The involvement of the teaching staff (1/4 of the members) and students in applied research studies has been increasing within the last years supporting the processes of studies, research and internationalisation.

- College Research Board (RUN) was established to coordinate, promote and support research activities at the College; all curricula are represented on the Board (mainly by Assistant Professors), and it is led by the Vice-Rector for Development. In order to ensure quality and receive a mutually understood overview, an authorisation for the project of the research study must be obtained from RUN (it contains a background description, aims, methodology, schedule, information on funding and types of funding of the research study, the planned workload for the participating teaching staff, students` involvement, planned final papers, publication of results).

- A research study has a principal investigator, and colleagues, partners as well as students are asked to join a research group. Involvement of students in applied research studies so that they can also defend their final papers while being a member of a research group.

- In case of research studies which last longer than 15 month, an interim report must be submitted. A final report is submitted at the end of each applied research study.

- Three research domains have been identified at the College, and these are the basis for planning applied research studies and drawing up an implementation plan: the process of studies, health, and the evidence-based development of the profession.

All curricula have prepared an implementation plan of applied research until the year 2015. These contain planned research studies, period of time, the principal investigator.

- The process of applied research study is described in the Quality Manual.

- All curricula have the position of an Assistant Professor;

- Time as a resource – workload planning (workload includes applied research studies, other activities related to research and development);

- Researchers` and stakeholders` cooperation and partnership.

- Needs-based research study: employer suggests a research question or topic, and the results will be implemented at the workplace.

Commissioned research studies: for example, Estonian Health Insurance Fund asks for a research study related to blood pressure. Cooperation with the University: joint research studies, including inventions. Cooperation with a number of agencies: for example, *Use of Child-Safety Chairs in Car* in cooperation with Estonian Road Administration and the Police

- Since 2007 the Collection of research studies has been issued annually by the College, including the articles compiled by the students and the teaching staff. The Collection is delivered free of charge to the cooperation partners of the College, and it is available at the College library and on the College website.

- Due to the fact that all research results can be implemented in practice, it constitutes a wonderful opportunity for a lecturer to become involved in study process development, for example to make changes to one`s syllabus and apply evidence-based research results in one`s subject.

Development activities and opportunities

- Finding financial resources for carrying out research studies poses a problem due to the fact that in Estonia applied higher educational institutions are not provided with funds for doing research. College contributes a part of its operational costs to conducting applied research studies. The possibility of finding funding in the form of (international) grants has not been used.

- Teaching staff competencies and level of motivation – interest in and possibility of personal development and self-actualization; intense communication and cooperation with other institutions of applied higher education in Estonia and abroad; academic freedom; research as an assurance for development in the process of studies;

- Employers` interest (especially those whose specialties are taught in College) – development in the field, introduction of new directions and operating models.

- Community`s interest– validity and confirmation in order to act and change behaviour.

- How to achieve efficient international cooperation in terms of applied research studies – creating a joint database?

- Cooperation within a variety of projects (LdV, Erasmus) is successful, while research studies could be included in planning project activities

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**PECULIARITIES OF PREPARATION AND IMPLEMENTATION
OF A JOINT STUDY PROGRAMME, IMPLEMENTING THE
PROJECT “DEVELOPMENT AND IMPLEMENTATION OF A
JOINT STUDY PROGRAMME “WELLNESS SERVICES
MANAGEMENT””**

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Abstract.

In response to the regional, national and global changes towards the internationalisation of studies, Klaipeda State College took the initiative together with Old Polish University in Kielce, Poland, to develop a joint study programme. This article analyses peculiarities of preparation and implementation of a joint study programme, implementing the project “Development and implementation of a joint study programme “Wellness services management””. The aim of this joint study programme is to educate a qualified, social, economically responsible, practice oriented and work ready wellness service manager, capable to create and responsibly manage wellness service business individually and in teams, in a constantly changing national and international environment.

The development of cooperation and implementation of joint study programmes allows not only to improve the quality of studies, but also to increase internationalisation, to strengthen the qualitative impact on the regional development and strategic partnership of the countries involved.

In addition to advantages, joint study programmes also pose a number of challenges to those who directly develop and implement them as well as to the higher education policy at the national and international level. This includes additional funding of joint study programmes and their accreditation, quality assurance, validation of the awarded qualifications, and programme implementation barriers predetermined by institutional traditions, national cultural differences, linguistic barriers.

Key words: joint study programme, internationalisation of studies, higher education, mobility, international cooperation.

Introduction

The new priorities of the European Higher Education Area are outlined in the Communication “The Bologna Process 2020 – The European Higher Education Area in the New Decade”. The proposals are made to focus on the quality of higher education, access and development of the diversity of higher education systems. The participants of the Bologna process set an ambitious goal – to achieve that the study programmes of the countries belonging to the European Higher Education Area (EHEA) incorporated the “mobility windows”, and by 2020 the international mobility involved 20 percent of European students. Today, over 650 higher education institutions in Europe can already boast of belonging to the international community, investing their time and energy to the development of joint study programmes, spreading them as a new higher education paradigm. The Action Plan for 2013-2016 on Promotion of Internationalisation of Higher Education in the Republic of Lithuania emphasises that internationalisation of higher education is the integration of the international, intercultural and global framework into the higher education aims and studies as well as their implementation in order to train students for life and work in the global world. One of the most important priorities of internationalisation of Lithuanian higher education is the development of joint study programmes and study programmes implemented in foreign languages. By promoting international, inter-institutional, interdisciplinary cooperation, higher education institutions are encouraged to prepare joint study programmes leading to a joint qualification degree, confirmed by one joint or several national diplomas. Such study programmes enable students to gain more knowledge and skills than could be provided by a study programme implemented by a single institution. Currently, 12 joint study programmes are being implemented in Lithuania, therefore it is important not only to promote the development of joint study programmes in higher education institutions, but also to facilitate (legally and financially) the implementation of these programmes.

During the period of 2007-2013, the Republic of Lithuania was assigned more than EUR 46 m from the EU Structural Funds to improve the quality and internationalisation of studies. According to the National Progress Programme 2014-2020, Lithuania still must increase the internationalisation of higher education for several reasons: first, to improve the quality of international studies; second, to provide the real life experience for students and lecturers; third, to prepare students and lecturers for the globalization of the world.

The processes of globalization have a significant impact on higher education in Lithuania. Klaipeda State College is not an exception, rather an interesting example worth of analysis. In response to the regional, national and global changes towards internationalisation of studies, Klaipeda State College took the initiative together with Old Polish University in Kielce, Poland, to develop a joint study programme “Wellness Services Management”. Development of this project was based on the Operational Programme for the Development of Human Resources 2007-2013, priority 2 “Lifelong Learning”, and is partially financed by the EU Structural Funds.

Problematic issues. In addition to advantages, joint study programmes also pose a number of challenges to those who directly develop and implement them as well as to the higher education policy at the national and international level. This includes additional funding of joint study programmes and their accreditation, quality assurance, validation of the awarded qualifications, and programme implementation barriers predetermined by institutional traditions, national cultural differences, linguistic barriers. Development and implementation of a joint study programme is crucial in order to establish a long-term international partnership based on the optimal use of administrative, organizational, intellectual and cultural resources. This partnership not only provides opportunities, but also poses new unexpected challenges.

The object – peculiarities of the preparation and implementation of a joint study programme “Wellness Services Management”.

The Aim – to analyse the peculiarities of preparation and implementation of a joint study programme, implementing the project “Development and Implementation of a Joint Study Programme “Wellness Services Management””.

To achieve the aim, the following **objectives** have been set:

- to present the concept of the joint study programme “Wellness Services Management”;
- to discuss the main opportunities and advantages of a joint study programme;
- to analyse the main challenges of preparation and implementation of the joint study programme “Wellness Services Management”.

Methods – analysis and interpretation of legislation and scientific literature.

The Concept of the Joint Study Programme “Wellness Services Management”

The EU structural assistance programmes can yield the expected results in the national education system and other areas only if the newly introduced education management and funding principles naturally promote the openness of education, a healthy competition among study programmes and scientific research and researchers as well as a close cooperation with Lithuanian and foreign business in the field of specialist training and scientific research. Currently, the demands of the labour market are changing, the requirements for the quality and flexibility of studies are increasing. These trends encourage higher education institutions to improve. As a response to the global changes, increasing emigration and growing competition among higher education institutions, a growing demand for higher education in the world, a decreasing support from the state, and new ways to obtain higher education, the focus is set towards the international organisational culture, and joint study programmes are being developed at the level of higher education.

Defining the content of a joint study programme, the emphasis is placed on the fact that a joint study programme is a programme collaboratively prepared and implemented by at least two higher education institutions. The most important aspects of implementation of a joint study programme include administration of students, finance management and quality assurance. Joint study programmes are prepared and implemented so that to achieve the transparency and convergence of higher education systems of the involved countries, the international cooperation among higher education institutions, the promotion of student mobility, and the improvement of the quality of studies.

Klaipėda State College in cooperation with Old Polish University in Kielce, Poland, prepared and are implementing a project “Development and Implementation of a Joint Study Programme “Wellness Services Management”” based on the Operational Programme for the Development of Human Resources 2007-2013, priority 2 “Lifelong Learning”, measure VP-2.2-ŠMM-07-K “Improving the Quality of Studies, Increasing Internationalisation”. The project provides these main activities: 1) development of special abilities of the teaching staff; 2) preparation and accreditation of a joint study programme; 3) implementation of a joint study programme; 4) preparation and implementation of a valorisation plan.

The main purpose of the joint study programme “Wellness Services Management” is to enable students to gain more knowledge and skills than could be provided by a study programme implemented by a single institution. A joint study programme with a foreign higher education institution, in this case with Old Polish University in Kielce, Poland, was developed and implemented in order to provide students of different countries with an opportunity to study together in a different cultural and academic environment. Moreover, the programme attempts at the mobility promotion not only among students, but also the teaching staff, by facilitating the transfer of the study experience between different countries and higher education institutions. All of this is especially relevant in the context of the knowledge society development and globalization, ensuring equal opportunities and access to studies for social groups with different needs and increasing the public confidence in higher education institutions. Hence, one of the aims of a joint study programme is to establish a long-term international partnership, because the value is created through transferring the international experience, developing and implementing study programmes that meet the demands of a contemporary society and the market, enhancing academic excellence, promoting student integration in the international markets.

It is important to emphasize that the aim of the joint study programme “Wellness Services Management” is to educate a qualified, social, economically responsible, practice oriented wellness service manager who is ready for work, capable to create and responsibly manage the wellness services business individually and in a team, acting in a constantly changing national and international environment. The programme is designed to train wellness services managers, in order to meet the demand for such specialists in the fields of economy, culture and education of the Republic of Lithuania, where the issues of rest, recreational activities, which facilitate the restoration of the human physical, social, etc. capacity (strengthening), lack sufficient actualization. Upon completion of this study programme, students are awarded a joint professional bachelor’s degree in Tourism and Recreation, and granted a professional qualification of a Manager. The outcomes of the joint study programme “Wellness Services Management” are formed so that a person, having attained the professional bachelor’s degree in Tourism and Recreation, is capable of applying them in different business areas related to tourism and wellness services in Lithuania, Poland and other European countries: tourism information, accommodation, healthcare, leisure, beauty therapy, entertainment and other.

Based on the feasibility study of the joint study programme “Wellness Services Management”, at both national and international levels, there are preconditions for training a competent wellness services management specialist. Therefore, the newly developed study programme is highly relevant and innovative not only in terms of prospects, but also of new professional qualifications. The programme is based on cooperation between higher education institutions by implementing innovative study methods. The knowledge and skills gained during the studies enable a specialist to work in the existing areas of business, to participate in the organization of a prospective business, to engage in a self-employed business by applying qualified professional servicing skills and providing services in the area of wellness services, and to adapt the market needs and modern means of information communication.

Main Opportunities of a Joint Study Programme

It is important to remember that an international competition is becoming more and more severe, and knowledge in the context of this competition is the most important factor of economic growth, increasingly affecting the policy of education and studies. Due to the increasing significance of globalization, the internationalisation of education is becoming of great importance among various social groups, since cooperation allows searching for new scientific solutions, sharing of international experience and opportunities.

The development of cooperation and implementation of joint study programmes allows not only to improve the quality of studies (development of the qualification of the academic staff, development of respective tools, transfer of the gained experience to colleagues through the spread of good practices), but also to increase internationalisation (student and teacher mobility, joint events, future projects), to strengthen the qualitative impact on the regional development and strategic partnership of the countries involved.

The legislation and scientific literature most frequently mention the following advantages of joint study programmes for higher education institutions:

- joint study programmes increase the internationalisation of higher education institutions;
- joint study programmes provide students with an international education in terms of both general and specific competences;

- joint study programmes provide better career opportunities in science and professional sphere;
- joint study programmes are more attractive and competitive among students if compared to the traditional study programmes of the same field;
- development and implementation of joint study programmes promotes cooperation among stakeholders of various fields.

In case of the joint study programme “Wellness Services Management”, students value this study programme because of better employment opportunities, a more in-depth knowledge of another culture, higher quality of studies and also the possibility of saving time and money. Students and the academic staff especially value the wide scope of the study subjects, the international environment and the exchange of knowledge. The academic staff value such programmes due to the opportunity to grow professionally, to initiate new international projects, to share scientific resources and knowledge. By developing and implementing joint study programmes, strong inter-institutional partnerships are formed, experience is shared and new initiatives are implemented, innovations can be much wider spread. At the national level, the development of such programmes is supported in the hope that they will positively affect the country’s higher education prestige and competitiveness of the economy. The European University Association (EUA) supports this initiative indicating that joint study programmes encourage institutions to improve their quality, to make the higher education systems more transparent and facilitate their convergence, to increase the student and staff mobility, to increase the international employability of graduates, to expand the European dimension of studies and the attractiveness of the European higher education area.

Such opportunities are especially important for such states as Lithuania and Poland, where the access to higher education is very high; however, the integration into the European higher education area and the level of internationalisation is still remaining rather low. Under conditions of globalization, an opportunity emerges to cooperate, to specialise and participate in the global knowledge economy, enjoying the same conditions as the most economically, technologically and educationally advanced countries.

Main Challenges of Development and Implementation of a Joint Study Programme

In addition to advantages, joint study programmes also pose a number of challenges to those who directly develop and implement them as well as to the higher education policy at the national and international level. This includes additional funding of joint study programmes and their accreditation, quality assurance, validation of the awarded qualifications, and programme implementation barriers predetermined by institutional traditions, national cultural differences, linguistic barriers.

Development and implementation of a joint study programme involves several stages, each of them posing certain challenges:

Choice of partners, assurance of institutional commitments, communication. One of the major challenges in the preparation and implementation of joint programmes is finding the right partner and developing and maintaining effective communication between the partners. Beginning to plan a joint study programme, it is important to define the criteria for partner selection (both academic and administrative). The choice of a partner for the implementation of the joint study programme was guided by the following main criteria: the correspondence of the study field and area; the correspondence of the study level; the correspondence of the study cycle; high qualification of the academic staff; mobility of the academic staff; active cooperation in the international projects; experience with innovative teaching methods; development of the market-driven study programmes; agreement to participate in the implementation of the joint study programme. The mutual trust and willingness to cooperate in preparing a joint study programme is of particular importance. Klaipeda State College chose the College of Computer Science and Business Administration in Łomża as its first partner; however, it was forced to change its partner failing to agree upon the essential conditions of cooperation. The current partner – Old Polish University in Kielce, Poland – is interested in development and implementation of a joint study programme and carries out institutional commitments. The partner-higher education institutions implementing joint study programmes have to share the same type of higher education institutions. To meet this requirement, an enquiry was submitted to the Centre for Quality Assessment in Higher Education of the Republic of Lithuania, whose Director's Letter No. S-1506 of 5 July 2012 "On the Type of the Higher Education Institution of the Republic of Poland" specifies that Old Polish University in Kielce, Poland, is a

recognized non-state higher education vocational school of a non-university type, implementing studied for higher education qualifications. It is also worth emphasizing that a joint study programme has to be developed and implemented under the Joint Study Programme Implementation Agreement signed by all the partner-higher education institutions, and its preparation, coordination and signing also prove to be rather challenging.

Legal requirements (national law and the system of education). Higher education institutions of different countries, involved in the development of joint study programmes, are not sure if they manage to solve legal problems of the national level. Joint study programmes are developed, assessed and accredited, legalized and implemented in compliance with the legislation of the countries of the partner-higher education institutions. A joint study programme starts to be implemented after it has been legalized by the states of all the partner-higher education institutions intending to implement a joint study programme. A joint study programme “Wellness Services Management” was prepared on the basis of the legal documents – Law on Higher Education and Research, and developed on the basis of the Order of the Minister of Education and Science of the Republic of Lithuania “On Approval of the Description of General Requirements for the Degree-Awarding First Cycle and Integrated Study Programmes”, the Government Decree of the Republic of Lithuania “On Approval of the General Classifier of Study Areas and Fields, under which Integrated University and Non-University Studies in Lithuanian Higher Education Institutions are Implemented, and the List of Qualifications Awarded on the Basis of these Study Fields”, the Order of the Minister of Education and Science of the Republic of Lithuania “On Approval of the Study Field of Management and Business Administration”, the Order of the Minister of Education and Science of the Republic of Lithuania “On the General Requirements for Study Programmes” – regulating academic, professional requirements for training a wellness services manager. The Guidelines for Quality Assurance in the European Higher Education Area were followed, as well as the recommendations of the project “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”, and other legislation of the Republic of Lithuania. The aim of the study programme “Wellness Services Management” is formulated following the Description of the Lithuanian Qualifications Framework, which complies with the European Qualifications Framework for Lifelong Learning (EQF) and the Descriptions of the First Short-

Cycle of the Qualifications Framework for the European Higher Education Area (Dublin Descriptors). The analysis of the Descriptions of the Lithuanian Qualifications Framework for Higher Education (and the Qualifications Framework for the European Higher Education Area) shows that the first-cycle corresponds to the sixth level of the Lithuanian Qualifications Framework and the sixth level of the European Qualifications Framework for Lifelong Learning. Another challenge is the recognition of a double degree diploma in different European countries, which is exacerbated by different national legislation regulating the activities of higher education institutions.

Preparation and accreditation of a joint study programme is one of the major challenges in this process, first and foremost due to different procedures of study programme accreditation. In Lithuania as well as in Poland joint study programmes are evaluated and accredited applying the same procedure as in the case of a study programme to be implemented by one higher education institution, albeit a few differences. In Lithuania a joint study programme has to be entered in the Register of Study, Training Programmes and Qualifications, as well as assessed and accredited by the Centre for Quality Assessment in Higher Education (<http://www.skvc.lt/>). Meanwhile, the accreditation of a joint study programme in Poland is organized in a slightly different manner – a prepared study programme (based on the Study Field issued by the Ministry of Education of Poland) has to comply with the standard; two expert reviews have to include the evaluation of all the existing conditions; a letter-comment about the study programme has to be prepared, and if the Minister approves this letter, the study programme is implemented for 5 years, and then accredited according to the requirements.

The quality assurance system is yet another challenge, faced during preparation and implementation of a joint study programme, because this process brings together the academic, financial and intellectual resources of several higher education institutions (in this particular case – of Lithuania and Poland), first of all with the purpose to offer students peculiar high quality studies. The general study quality assurance principles of the joint study programme “Wellness Services Management”, discussed and coordinated by the partners, are in compliance with the general principles of the internal and external study quality assurance, set forth in the national and international education policy documents. Implementing a joint study programme, the harmony and consistency of the concept of quality in the daily activities becomes of great importance. The quality management systems are operating in both institutions, identifying the main quality assessment areas, foreseeing the structure, procedures and regularity. The

internal study quality assurance of the study programme “Wellness Services Management” will be carried out in accordance with the Internal Quality Assurance Books in both institutions, which clearly define the study planning, organization, monitoring and improvement processes, and specify the measures to be taken in order to assure the internal study quality.

Linguistic barriers. The language of instruction of the joint study programme “Wellness Services Management” is English. The scientific literature provides that the development of international study programmes promotes the prevalence of the English language at the expense of other languages as well as the processes of bilingualism. One of the challenges is to attract students with a good command of a foreign language who are willing and able to go abroad.

Study funding and support for students. Due to their nature, joint study programmes are rather expensive, therefore they are not accessible to everyone; meanwhile one of the major threats for the continuity of the programmes is related to the funding of the programmes themselves as well as the funding of the student / academic staff mobility (travel costs, costs of living in foreign higher education institutions, etc.). In the case when students themselves have to cover a larger part of tuition costs, and the partner-institutions are equivalent to each other, apparently, students give preference to studies in those countries, where the tuition and accommodation costs are lower. When preparing the joint study programme “Wellness Services Management”, the Procedure for the Provision of Study Funding and Support for Students to Adapt a Different Cultural and Social Environment was established.

In addition to the above challenges of the joint study programme preparation and implementation, some other challenges can be identified – an inadequate perception and recognition of the concept of a joint degree (society, especially employers, lack information about joint study programmes), cultural differences (cultural differences between the cooperating institutions, different understanding of the needs of the partners), insufficient staff mobility and others.

Conclusions

1. By bringing together the academic, financial and intellectual resources of two higher education institutions – Klaipeda State College and Old Polish University in Kielce, Poland, students are provided with a joint study programme “Wellness Services Management”, whose aim is to educate a qualified, social, economically responsible, practice oriented wellness

service manager who is ready for work, capable to create and responsibly manage the wellness services business individually and in a team, acting in a constantly changing national and international environment.

2. All the participants of the joint study programme gain certain benefits and can make use of different opportunities by participating in this process. Scientific literature identifies four levels of opportunities and benefits: personal, institutional, national and regional. Students and the academic staff especially value the wide scope of the study subjects, the international environment and the exchange of knowledge. The academic staff identify the opportunity to grow professionally, to initiate new international projects, to share scientific resources and knowledge. By developing and implementing joint study programmes, strong inter-institutional partnerships are formed, experience is shared and new initiatives are implemented, innovations can be much wider spread. At the national level, joint study programmes positively affect the country's higher education prestige and competitiveness of the economy.

3. The preparation and implementation of a joint study programme pose a number of challenges. Klaipeda State College, preparing a joint study programme "Wellness Services Management", faced the following challenges: the choice of partners, assurance of institutional commitments, communication; legal requirements (national law and the system of education); the preparation and accreditation of the joint study programme; the quality assurance system; linguistic barriers; the intended study funding and support for students. In addition, an inadequate perception and recognition of the concept of a joint degree, cultural differences, insufficient staff mobility and others.

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THE IMPORTANCE OF INTERDISCIPLINARY RELATIONSHIPS FOR IMPLEMENTING THE RESULTS OF THE STUDY PROGRAM OF MANAGEMENT AND FINANCE STUDY FIELD

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Abstract.

The modern and more globalized study process environment creates a need for higher educational institutions to search for new methodological solutions in order to maintain the competitiveness, to gain and support popularity of studies. The renewal of study programs and transition to ECTS credit system and learning outcomes system have created possibilities for traditionally formed interdisciplinary relationships in Management and Finance study field Bachelor studies to be developed on the conceptual basis of synthesis and interdisciplinarity over the duration of the study period, by demonstrating the expression of interdisciplinary relations when writing final thesis of Finance and Management study field and implementing the foreseen learning outcomes of the program.

Research object – final theses of Management and Finance study field in the period of 2010-2013.

Research aim – to assess the expression of interdisciplinary relations of economic statistics and financial management in the final theses of Management and Finance study field. Research objectives: to provide with the methodological characterization of the expression of interdisciplinary relations and reveal the importance by seeking for learning outcomes of the program as well as to assess the interdisciplinary relations of economic statistics and financial management study units taking the example of the final theses at Lithuanian Maritime Academy. Research results show that methods of systematic analysis create conditions for statistical analysis to be applied for analysis of operational and financial indicators. Having performed the analysis of final theses of management and finance study field, it was found that interdisciplinary relations, when implementing the learning outcomes of the study programs, allow to consider the chosen problem holistically by applying systematic-analytical approach to researched processes and phenomena, and the

methodological synthesis of interdisciplinary relations over the period of last five years is intensifying in the final theses.

The importance of the interdisciplinary relations for implementing the envisaged learning outcomes of programs

The synthesis of study units in study programs when preparing the specialists of the maritime transport sector is inevitable and manifests itself in interdisciplinary relationships of the study program. The expression of interdisciplinary relationships of the study program subjects as well as in the relation of learning outcomes between the units with the study program could be called as the output of application of systemic analysis methods. It is necessary to apply systemic analysis methods when solving problems mainly because in the decision-making process it happens to make a choice under uncertain conditions when there is a great variety of factors and there is no possibility for strict quantitative assessment. The procedures and methods of the systematic analysis are applied in particular to the search of alternatives when solving problems, clarifying unknown sizes of each option and comparing options based on certain performance criteria (Tidikis, 2003).

Systematic analysis helps to mentally break down the study process to relatively independent systems (subsystems): social, psychological and educational subsystems. It is clear that these components within studies could not be separated from one another, but in a systematic way of thinking their theoretical figure could be created. In this way a hierarchical set of objects of theoretical knowledge is obtained, therefore, we can say that systematic analysis implies *synthesis* – a continuous connection of a lower level to more general ones, not necessarily by following the sequence applied at specification stage (Bitinas, 1998). Thus, by applying the synthesis method new theories could be created, which have not existed before in reality and which outline the possible new study options. It is very important then relationships between study subjects have to be implemented.

Interdisciplinary relations of economic statistics and financial management study units manifests itself over a certain system of development of interdisciplinary methods. The term for interdisciplinary connection in the scientific learning environment has been introduced in order to demonstrate mutual relations of the study program and, actually, its usage has been associated with the modification of not really clear, according S. Kanisauskas

(2011), international word that has a similar meaning in the Lithuanian language. The existing multi-terminology in the area of interdisciplinary relationships shows that so far there are no sufficiently clear quantitative and qualitative indicators which allow to distinguish them from each other scientifically (Christensen *et al.*, 2003). According to C. Pohl (2010), in general sense interdisciplinary relationships can be considered to be the interaction between different fields of science, and A. M. Max-Neef (2005) explains interdisciplinary relationships as the hierarchy of interactions, therefore, in terms of studies interdisciplinary relationships can be interpreted as vertical and horizontal interfaces of different study units which are focused on the formation of students' systematic approach to processes happening in the maritime transport sector and relations between them. According to S. Kanišauskas (2011), based on the hierarchical system of existing vertical and horizontal relations, the interdisciplinarity can be interpreted.

When analysing the horizontal interdisciplinary study program aims, it can be seen that there are the main study units, during which the acquired competences must be demonstrated in other subjects as well as when writing the final thesis. However, in the content of every main specialty subject there are visible additional outcomes raising from the general subjects and subject units of the study field, which shows the existing and vertical interdisciplinary relationships within the framework of a specific study program and of a related study program, as a result it leads to the formation of a hierarchical system. In summary, it can be said that the expression of the synthesis of two study programs obtains like a three-dimensional form, therefore, in terms of evaluation it is difficult, but in the n-dimensional synthesis perspective of study subjects an assessment method (n+1) is formed, therefore, the assessment of the expression of interdisciplinary synthesis is becoming more difficult.

During the analysis of the methodology of economic statistics and finance management study units, it can be determined that in the three-dimensional perspective the complexity of data collection creates conditions for application of simple and straightforward statistical analysis both when speaking about quantitative market indicators and when analysing the indicators of company financial activity. Turning to application of alternative decision-making methods, the necessity of synthesis of economic statistics and finance management methods is met because it is necessary not only to evaluate causal relations but also to identify the most probable scenario of the development of events in the future periods so that it would be possible to make optimal finance

management decision. Such specification of processes in preparing the final thesis allows to see the complexity of the final thesis preparation process as well as the synthesis of different applied methods and its expression: in order to perform the situation analysis and to make a decision, different methods of study field units are applied, after the decision is made it becomes possible to assess quantitatively the manifestation of the synthesis of methods itself.

The expression of interdisciplinary relations of economic statistics and financial management in the final theses of Management and Finance study field

To conduct the research the final theses of management study field and finance study field at Lithuanian Maritime Academy for the period of 2010-2013 were analysed. Following the theses analysis, it was found that from all final theses of management and finance study field (263 works) for the period of 2010-2013, 15 per cent had continuity and was continued in later works. As an example two final theses of management study field and finance study field could be analysed, written in different period of time about the same company by applying statistic and finance management methods. (Fig. 1).

When preparing the final thesis, the primary data is the data about the company activity collected during professional activity and pre-diploma practical training, the student not only applied statistical methods (Fig. 1, b) such as the analysis of analytical indicators, the evaluation of the process development tendencies with method of trends and the linear regression methods, however, he also gave an overview of the indicators attributed to financial management area (Fig. 1, a) and formulated the conclusion that resources in the company analysed are sufficient, their renewal and investment into resources are also sufficient, but they are not efficiently managed because cargo experiences significant downtime, the partner and collaborator network is not sufficient, due to that it is projected a decline in container handling for the future period. Based on the research results, the author of the thesis proposed in the existing situation to increase the efficiency of available resources by introducing into the container handling processes a specific container handling process optimisation model surveyed in the scientific literature. Within the final thesis of management study field the interdisciplinary relations and synthesis of economical statistics and finance management methods were revealed (Fig.1).

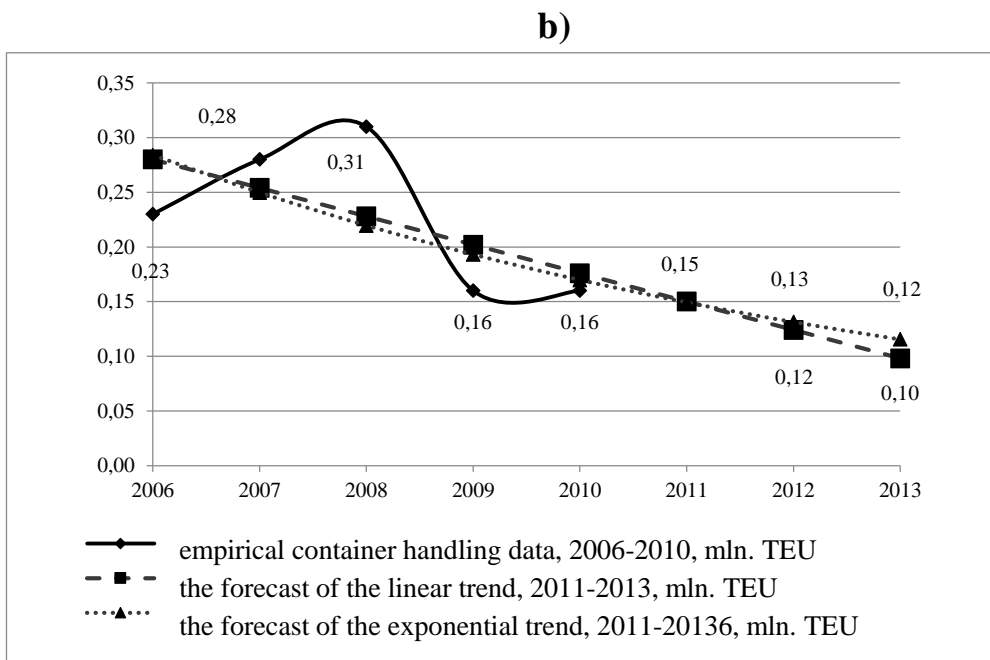
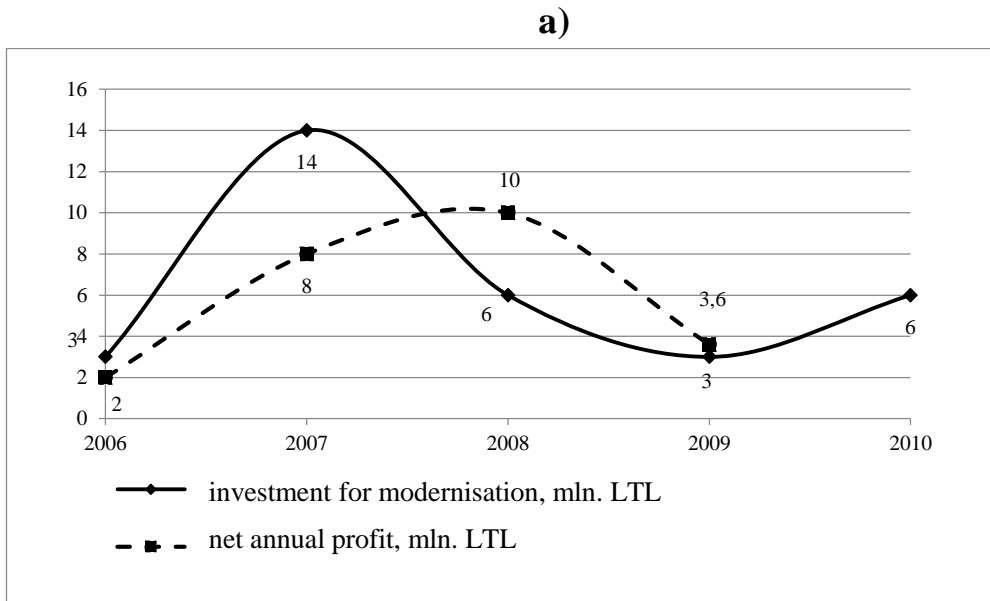


Fig.1. The extract from the empirical part of the final thesis of management study field: **a)** investment for modernisation and the dynamics of annual net profit in the period of 2006-2010; **b)** forecast of cargo handling for the period of 2011-2013, mln. TEU

Analyzing the final thesis of finance study field based on the same company two years later, the conclusion about insufficiently efficiently managed material resources was confirmed, however, with the help of synthesis of methods of financial management and analytical indicators of time-series the increasing efficiency of resource management was demonstrated (Fig.2, a) and with the aid of regression analysis the linear relationship between the

profitability of fixed assets and net profitability of the company was determined, which allowed the student to conclude that the use of resources is becoming more efficient (Fig.2, b) and allowed to forecast the growth of net profit in case the efficiency of resource usage will be further increased. In the final thesis of finance study field the synthesis of interdisciplinary relations and methods was demonstrated, with its help the efficiency of resource usage was studied, which confirmed the previous research in the final thesis of management study field (Fig. 2).

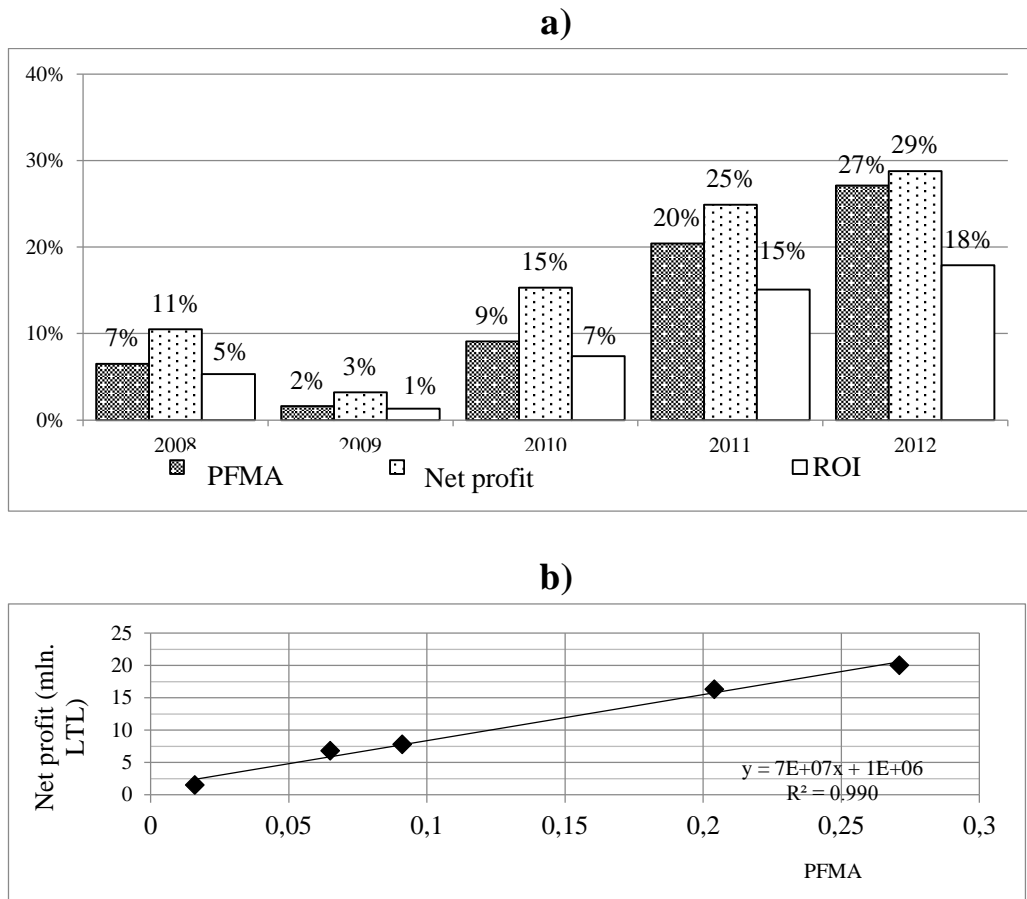


Fig. 2. The extract from the empirical part of the final thesis of finance study field: **a)** dynamics of index changes of return on investment (ROI), net profit, profitability of fixed material assets (PFMA); **b)** relation of profitability of long-term material assets and net profit

When analysing the expression of interdisciplinary relations of finance management methods in final theses, it was noticed that a greater intensity is in the final theses of finance study field (Fig. 3). First of all, such situation could be explained by the fact that final theses of finance study field has always had a requirement of mandatory application of financial activity analysis methods, and after the requirements to final theses of management and finance study field were

updated in 2011 the expression of interdisciplinary relations became more visible (Fig. 3, b). After introduction of the mandatory requirement to apply economical statistical methods in the papers of the management study field, the indicator of application of financial methods in final theses of management study field has grown, because application of correlation and regression analysis methods in conducted research has created favourable conditions to look for causative relations not only among company activity indicators, but also among financial activity results (Fig. 3, a).

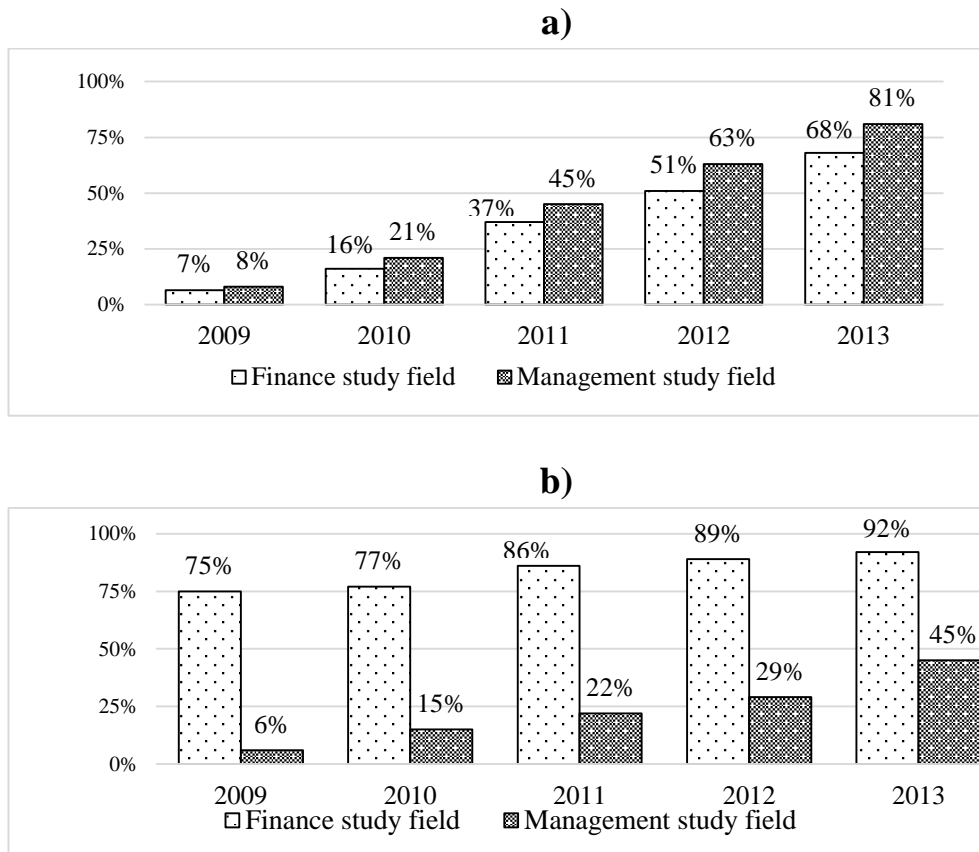


Fig.3. Application of methods of economical statistics **(a)** and finance management **(b)** when preparing the final theses

In the final theses of the finance study field written in 2010 alongside with applied financial management methods, economic statistics methods such as the analysis of analytical indicators and the evaluation of the tendency of dynamics of financial indicators with the help of the trend method are observed. In the final theses of the management study field written in 2010 there was extremely low expression of interdisciplinary relations of economical statistics and finance management (21 per cent of works), therefore, company activity analysis, SWOT and (LA)PESTE analysis did not have clear argumentation and justification of quantitative indicators. Application of financial methods was extremely low and

only in one paper a decision-making method was used and in other two papers of the management study field the financial projection method by evaluating the possibilities of a company to execute activity processes in a competitive way was applied. As analysis of final theses of 2013 showed that the expression of methodical synthesis of applied methods was much bigger in terms of the diversity of method application. Not only the expression of economical statistics and finance management methods in final theses of management and finance study field has increased, but also the quantity of applied methods has increased and mutual integration of methods has become more visible. Both in papers of finance study field and management study field, application of decision-making methods is visible, more attention is paid to application of statistical methods for the market analysis in papers of management study field and for evaluation of macro-environment in final theses of finance study field.

Conclusions

1. Interdisciplinary study unit synthesis implies systematic analysis, as a result a continuous connection of a lower level to more general ones is observed, therefore, with the help of the synthesis method new theories could be created, which have not existed before in reality and which outline the possible new study options and implementation strategies of learning outcomes of a study program.

2. Methods of systematic analysis create conditions for statistical analysis to be applied for analysis of operational and financial indicators. Elaboration of the analysed processes during preparation the final theses provides a possibility to evaluate the complexity of the final thesis preparation process as well as the synthesis of applied research methods and its expression: in order to perform the situation analysis and to make a decision, study unit methods of the study field are applied; when a decision is made, then it is possible to quantify the expression of interdisciplinary relations.

3. Having performed the analysis of final theses of management and finance study field, it was found that interdisciplinary relations, when implementing the learning outcomes of the study programs, allow to consider the chosen problem holistically by applying systematic-analytical approach to researched processes and phenomena, and the methodological synthesis of interdisciplinary relations over the period of last five years is intensifying in the final theses.

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SURVEY THEATRE: THE CASE FOR STUDY

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Abstract.

This paper is going to represent the Survey theatre (ST) as an interactive method of Case Study (CS). There is going to be discussed opinion about tension of definitions and will be given suggestion, why Survey theatre (ST) can be strong input for the study.

Description of Survey theatre will be given as an example of detailed CS. Survey theatre is a form of artistic research using interactive dramaturgy. Survey theatre shows real opinion and values, which often contradicts to official talks. The goal of this artistic research is to raise awareness, moral sensibility and to “move the other and the self to action” (Denzin, 1997). CS possibly could show the need of cultured human being with a stronger sense of values, ethics, and civic engagement. Anyway, the CS is an action-based way to build up multidimensional theory. Our understanding comes mixing knowledge with social experience, what let to scientists and practitioners create the basis for further thinking and acting.

Introduction

Case study (CS) is the method for the collection, selection and presentation of detailed information. As a method it is well known and cared in a field of qualitative research same as quantitative research.

Case study gives more deep and bright understanding of particular situation, because helps to see research question from several different perspectives.

There are many possible ways for case study method, qualitative and quantitative. The qualitative case study is main focus of this paper, because Survey theatre is significant part of our research question, which is *how the use of interactive dramaturgy can develop understanding of sustainability in a business context.*

Flexibility of definitions. Definitions are the first big challenge for the researcher. There are no strict boundaries between methodologies or meaning of the words in our liquid society; sometimes areas or meanings cover each other

because of variety cultural and educational background, life and professional experience. The same thing or **phenomenon** can be called differently, same as several things /**phenomenons** from the perspective can be seen as almost common. For example, CS can be also *Practitioner research* because it is located in the field of practice-based or applied research, which covers all research about and into practice (Campbell, A.; Macgarvey, L., 2006).

Institute for Employment Studies of Brighton has published “*Appreciative Enquiry: A practical guide*” by Newton B. and Hartley V.¹⁸. Appreciative Enquiry is one more perceptive, innovative help – form for many organizations. However, as a method it is also case study with the specific positive focus for recommendation of changes and development for particular organization.

One more example for discussion is four of the major paradigms presented by Mertens D. M. (2009). Author affirms that “categorizing is <...>impossible task” (2009, p. 7) and presents 4 paradigms – post-positivism, constructivist, transformative, pragmatic - along with a list of terms used to describe each. Two paradigms are close to our selected research question, f. i. constructivist and pragmatic. Mertens D. M. (2009, p. 8) gives such labels commonly associated with exact paradigms:

- a) Constructivist: naturalistic, phenomenological, Hermeneutic, Symbolic interaction, ethnographic, qualitative, participatory action research;
- b) Pragmatic: mixed methods, mixed models, participatory.

Both of them can be advisable in our research; both of them have commonalities and can be valid. No clear boundaries. Fluidity as a main sign of our recent society is mentioned by Bauman, Z. (2004). The frames in a liquid society, „when (if) they are available, should not be expected to last for long“(p. 59).

The boundaries in definitions can be clear by position of researcher mainly; many authors now argue, that “we can study only our own experiences“(Denzin, N. K.; Lincoln, Y. S., 2002, p. xii). This statement sounds quite radical, but would be too short-sighted do not even think about it.

We agree that misunderstandings in terms of clear definitions are more than possible. That`s why we are presenting key definitions (Qualitative Inquiry, Wicked problems, Framework of Case Study) and build up methodology based on expert who inspires researcher am most.

Qualitative Inquiry. Qualitative research dealing with phenomena that are difficult or impossible to quantify mathematically, f.i. beliefs, meanings, attributes symbols and wicked problems.

Qualitative Inquiry is a name for a reformist movement that began in the early 1970s in the academy (Schwandt, 2001, p.189) and becomes a civic, participatory, collaborative project, a project that joins the researcher with the researched in an on-going moral dialogue (Denzin, N. K., Lincoln, Y. S. (2002, p. ix).

According different dictionaries Qualitative Research is:

-method of investigation that includes patient interviews and detailed case studies;

-data-gathering techniques that are focused on the significance of observations made in a study rather than the raw numbers themselves.

Concept of quality (Stake, R. E., 2004) can be understandable in 2 ways. One way refers to the characteristics of something, such as the quality of a musical comedy or the qualities of teaching and has reference to the nature or content of something, not its goodness. Other meaning of quality is about goodness, such a quality of a music performance (degree of excellence). Consequently qualitative research placed inside description of nature, content and makes evaluation.

Wicked problems. Rittel, H. W. J., Weber, M. M. (1973) claim that wicked problems include nearly all public policy issues and clarify definition. We use the term of „wicked“ in a meaning akin to that of „malignant“ (in contrast to benign) or „vicious“ (like a circle) or „tricky“ (like a leprechaun) or „aggressive“ (like a lion in contrast to the docility of the lamb).

The key words of our research are *interactive dramaturgy – sustainability - business context*. Sustainability is one of wicked problems: all 10 features given by Rittel, H. W. J., Weber, M. M. (1973) are keyed. Just few formulations of it:

- wicked problems have no stopping rules (p.162);
- solution of wicked problems are not true-false, but good-bad (p.162);
- there is no immediate and no ultimate test of a solution to a wicked problem (p.163);
- every wicked problem can be considered to be a symptom of another problem (p.165).

Survey theatre (ST) as a form of Case study (CS) is solid and reliable method to frame and investigate a wicked problem.

Framework of Case Study

The book *Qualitative research: studying how things work* (Stake R. E., 2010) presents 18 practical projects that could be accomplished as part of a qualitative research course. Even small part of project can be helpful for researcher and can be developed by him. Some main kind of qualitative research studies and one example of practical CS description is figure 1 (Stake, 2010, p.86).

Figure 1. Practical CS description: framework

Studying a case	Studying a phenomenon	Studying a relationship
Studying a policy	Making a comparison	Evaluating a program
Studying a distribution	Interring a generalization	Doing a natural experiment

Survey Theatre (ST) can be a case for all 3 ways mentioned above.

Definitions are important explore the specific characteristic of CS. R. Stake in his publication „The Case Study method in Social Inquiry“ (1978) named several particular points of CS. Figure 2 below shows The comparison between CS and ST in terms of generalisation, experience, knowledge.

The point of our research is to investigate the sustainability case as a wicked problem and to discover, is it possible any changes in thinking of people. If yes, how helpful are interactive dramaturgy in this case.

Even „In the most cases researchers do not focus on the discovery of a universal, generalizable truth” (Stake, R. E.¹⁴), rather give more deep understanding of particular situation. Our belief is that description of cause-effect relationship is going to help researcher or reader of research to reflect on tensions or do to some individual continues work using exact case study.

CS is direct and satisfying way of exploring ST. All is said above show no contradiction to CS of our research. Stake R. E. (2004) claims that the study of human problems is the work of scientists, novelists, journalists. We would add artists as well. The discourses to both – art and science – enrich understanding of thinking on this wicked problem. It is also links towards Stake`s R. E. (2010) words, that the best research is the mix of both – qualitative or quantitative approaches.

Figure 2. The check list of CS and ST valuability

No.	Characteristics of CS (by R. Stake, 1978)	How it matches with ST
1.	The case need not be a person or enterprise. It can be whatever "bounded system", f. e. an institution, a program, a responsibility, a collection, or a population can be the case.	positive
2.	CS can be used to test hypotheses, particularly to examine a single exception that shows the hypothesis to be false.	positive
3.	CS studies can be highly statistical.	positive
4.	CS is direct and satisfying way of adding to experience and improving understanding.	positive
5.	CS feature in the social science: <ul style="list-style-type: none"> • descriptions are complex, holistic; • data are likely to be gathered at least partly by personal observation; • writing style is informal, perhaps narrative, possibly with verbatim quotation, illustration, allusion and metaphor; • comparisons are implicit rather than explicit; • themes and hypotheses may be important, but they remain subordinate to the understanding of the case; • theory building is the search for essences, pervasive and determining ingredients, and the makings of laws; • the characteristics of the method are usually more suited to expansionist than reductionist pursuits 	positive

Sustainability as a wicked social problem is considered to be a symptom many of others problems. ST method shows the need of cultured human being with a stronger sense of values, ethics, and civic engagement. Strauss, L.¹⁵ argues that "culture" (*cultura*) means primarily agriculture: the cultivation of the soil and its products, taking care of the soil, improving the soil in accordance with its nature. "It is long permanent process, possibly wicked as well.

ST as CS is an action-based way to build up multidimensional theory. Our understanding comes mixing knowledge with social experience, what let to scientists and practitioners create the basis for further thinking and acting. Finnish philosopher G. H. von Wright says „explanation is the aim of science, to relate

ordinary happenings to abstract theory“ (by Stake, R. E., 2004, p. xi). ST is the original, enjoyable but at the same time faithful way for this.

Survey theatre: Performance as an investigation

Survey theatre is a form of artistic research using interactive dramaturgy. Designed as an artistic intervention into conference, this form of applied theatre tells “stories about real people in real places” (Behar, R., 2008, p.53) and is „ultimately more interested in reality than art” (Kirkkopelto, E., 2008, p.18). Survey theatre shows real opinion and values, which often contradicts to official talks at the conference; however there is not the point to teach someone. The goal of this artistic research is to raise awareness, to awake moral sensibility and to “move the other and the self to action” (Denzin, N., 1997, p. xxi).

The origin of Survey theatre (ST) has upraised in Vilnius, (Lithuania), when organizers of environmental conferences asked drama educators to show a little performance about human being and nature. The first 10 minutes performative intervention has been developed to part of international project „*Think differently. Raising students’ awareness in branches protection of international waters, degression of climate change and earth degradation*” (project duration - 2006-2008, donator -UNDP MPP- Lithuania, project organizer and manager – Raimonda Agne Medeisiene). On that ground was established team of young artists, which guiding by drama educator Raimonda Agne Medeisiene continuously used to work on improvement the framework of ST. This work for us was the best example of discovering our *Element* – the place where the things we love to do and the things we`re good at come together (Robinson, K.; Aronica L., 2010, p.8).

This method has been tried and tested more than 10 times for completely different audience, f.i. UNDP project „Companies and social responsibility: value for business and cities” (Lithuania), International Civitas Forum 2007 (Kaunas, Lithuania); Berlin Forum 2008: Managing a sustainable future for cities and regions (Berlin, Germany). The common denominator to audience was that in all cases people were connected to CSR, environment control or policy, business ethics and sustainability question.

The framework of this method can be roughly described in following 5 steps:

1. Preparation. This includes 2 different sections: meeting with customer for premeditating the questions and preparation of performers` team.

The questions are going to be the basis of interactive dramaturgy and the framework of performance. It has to be discussed because Survey theatre has to touch the points which are out of official presentations but strongly connected to topic of conference. At the same time Designer of Survey theatre has to think about preparation of performers` team. It`s quite challenging issue, because the team has to be built in a 3 days from young people who are interested in acting but preferably are not professional actors. The core of Survey theatre is sustainability; young performers have to be motivated towards more sustainable thinking, also they have to feel free for theatrical improvisation. Naturally before they go to meet real audience “they have educate themselves first” (Ackroud, J.; O`Toole, J., 2010).

The last part of preparation period is 3 days before conference, when Designer of Survey theatre meets young performers. These days are dedicated to improvisation skills training, information and discussions about the goal of performance, also for team building. Well created team is guaranty of success of survey theatre and gives big impact to every person taking part in short communication with performers.

2. Data collecting. Alive research can be done at the beginning of conference and during the coffee break or both.

Beginning of conference suits perfectly, because often it is sort of “empty time”: participants are coming, doing registration, trying to get familiar with the space looking around for may be known people, finding the place for sitting.

Some people usually come later, that`s why coffee break can be good option as well. In conference where the number of participants is big, better is to give more time for survey. The rule is to ask as many people as possible.

3. Data “pre-digesting”. Team work is essential at this part of work; well prepared team is able to do it in 2-3 h. Each member must understand his /her own importance at the whole picture of interaction for this.

Task for Designer of Survey theatre is to keep prepared framework but same time to save creativity to help collected details transform into an artistic form.

4. Presentation. The attraction of this method is fast prepared theatrical presentation, which is entertainment and realistic mirror of audience at the same time. The message from the stage is that we still think too narrowly and too little about the consequences of our actions (Robinson, K.; Aronica, L., 2010, p. 260).

5. Reflection. Reflection in a Survey theatre goes in several directions:

- Feedback of participants;

- The questions arise in minds of conference organizers;
- The observations of young performers.

How does it look? Performer comes to participant and asks 2 questions (in total usually there are 16-20 questions), which are connected with topic of conference but at the same time are more personal. Participants of the conference take it as invitation for non-formal communication. This creates more consonant atmosphere for all event.

Observation and “thinking like a social scientist and an artist” (Ackroud, J.; O`Toole, J., 2010) are the biggest challenge for young performers at this moment, because they have to get an answer and catch some personal point which could be used in our performance. Short communication unlocks attitude of participants. Some of them are open minded and ready for participation at the conference; some of them are brilliant conference`s speakers but not really keen on connect it with real actions; some of them honestly don`t think nothing and taking part at the conference from the sense of duty. Although simple question surprises and invites them for short talk.

About 2-3 hours needed for calculation all answers and put it in percentage. Numbers are part of presentation. At the same time framework of performance is enriched individual details of answers, which would be possible to act.

The script based on view and values of exact audience in 2-3 hours is ready. Despite it shows the more realistic attitude towards environment, social responsibility and, unfortunately, the gap between official talk and daily life behavior, performance always gives huge dosage of humor.

Survey theatre needs: performers, simple facility and time.

Performers: 7-10 performers (one of them – for preparation and showing Power Point Presentation).

Simple facility: Orange T-shirts for performers; PC; Media projector; Screen; Possibility to use music.

Time: Communication with customer for better understanding his needs; 2-3 days for building the team and creating framework for performance; 30 minutes (or 2 x 30 min., if conference is numerous) for data collecting; 2-3 hours for “pre-digested” data, transforming into interactive dramaturgy; preparation PPP and survey performance; time of performance – 25-30 minutes.

Summary

Negative side of Survey theatre. In general unknown, but one point has to be mentioned. However the main issue here is fast artistical replay, it is quite stressful for performers to prepare presentation in such short time.

Positive sites of Survey theatre:

- playful form of collecting information;
- safety of respondents: they are never asked neither name nor occupation;
- data collecting works as warming up before conference;
- entertaining presentation gives fresh energy for the conference;
- actual data gives new dimension for discussion or reflection.

As inventors and implementators of method we are delighted to present ST as a case for future study. We wish to invite researchers for the collaboration to explore the possibilities of this interactive artistical performance.

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PROMOTION OF SELF-COGNITION IN HIGHER SCHOOLS: IMPLEMENTATION EXPERIENCE IN SPECIALIST TRAINING

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Abstract.

Based on the experience of Lithuanian and foreign scientists and practitioners, the article reasons the application of reflexivity in learning process from the theoretical point of view. It also reveals the importance of this method in the learning and self-cognition process of an adult person. The article analyses the self-cognition promotion process among the Vilniaus Kolegija/ University of Applied Sciences, Faculty of Business Management students as well as emphasizes the educational importance and applicability of the reflexivity. The empirical research reveals: a) how self-cognition skills among the students are being developed during the course of performing of integrated (Sociology and Business Psychology topics) individual tasks b) what the possibilities are to promote the self-cognition among the students using reflexivity as a tool. Based on the results of the research one can claim that the promotion of the self-cognition among the students: a) facilitates the development of students' individuality and promotes their creativity; b) inspires learning of his/her family history that provides opportunities to better choose professional activities and personally reason such choice to himself/herself; c) helps to assess the influence of ones individuality and family history to the choice of professional activities; d) provides better understanding for the lecturer about individual features of students that facilitates more directed promotion of the expression of their individuality.

Introduction

Contemporary society is facing changes that affect the learner as well. Organizing of the teaching/learning process, changing of the forecasted objectives and their contents as well as teaching methods can be affected by a variety of factors: the policy of the European Union and Lithuanian National Education, changes in economic, social and cultural spheres, the development of educology and the data on the implementation results regarding the education/learning process organization. These changes evoke changes the specialist training

approach. Documents on education highlight the need to organize studies, which are aimed at the development of competences that are necessary for the labour market (the National Education Strategy of the Republic of Lithuania, 2003-2012). Emphasis is laid on the innovative training/learning relationships, based on the active learning and the ability to be engaged in the life-long learning process based on reflection, self-learning and personal initiative that are oriented toward the development of the overall competences, which are necessary for the future specialist and the ability to adapt to rapid changes. At present, a specialist should not merely have professional/specialist skills, but also should acquire competences that are necessary for further education and meaningful and active life in the contemporary society. Furthermore, the need for self-evaluation, finding the right job in the competitive market and self-cognition are inevitably increasing. Specialist training reveals the fact that the learner's self-cognition not merely guarantees professional development but also encourages creativity, personal development and motivation to work and study; it guarantees flexibility in the labour market, allows to faster adapt to changes and successfully integrate into the labour market (Bubnys, Žydžiūnaitė, 2012), helps to develop personal competences, reveal professional work perspectives, change professional behaviour and to ensure self-expression. Thus, sometimes it's necessary to answer the following questions: how to organize the study process? Which methods should be applied to encourage the student's self-cognition? Teaching/learning methods that are applied in the study process are very important; their role is increasing not only through developing general and subject-specific competences and organizing the study process but also through fostering the student's self-cognition.

The research problem may be defined by the following questions: what kind of methods could be applied in the teaching/learning process? What is the experience that fosters the development of methods for the future specialist self-cognition?

The research objective is to theoretically substantiate the possibilities of the learner's self-cognition and to empirically reveal the experience of their implementation at the Faculty of Business Management of Vilniaus kolegija/University of Applied Sciences.

Objectives:

1. To theoretically describe teaching/learning methods that foster the student's self-cognition, to highlight their educational significance and substantiate their application possibilities in the study process.

2. To analyse the experience regarding the development of the student's self-cognition through applying reflection (based on the principles of biographical research) in the study process.

3. To reveal the significance of reflection (based on the principles of biographical research) toward the student's self-cognition.

The research methods:

- *theoretical*, in particular, analysis of scientific literature and scientific research, related to the problem investigated, seeking to substantiate the teaching/learning method possibilities oriented toward the student's self-cognition;
- the *qualitative research* is aimed at determining the experience of the student's self-cognition implementation at the Faculty of Business Management, Vilniaus kolegija/University of Applied Sciences.

The scope of research. The research involved 34 students of the Business Management Study Programme of Part-time Department, 14 of whom were women and 20 - men. The average age of respondents includes 23 year old persons. Most participants (N31) have a secondary education. Only 2 students from all participants do not combine their studies and work. A major part of students (N12), participating in the research, are engaged in the service sector jobs, which require a lower qualification (shop assistants, waiters, etc.), however, part of students work as managers (N6) and supervisors (N1).

Theoretical substantiation of teaching/learning methods that foster self-cognition in the study process.

After performing analysis of scientific literature related to the research problem, it's evident that an important factor affecting the integration into the labour market is self-evaluation and self-cognition. It's evident that self-cognition is key factor, determining a successful development of a person and his adaptability to challenges and additionally, it is related to positive changes and successful professional activities. Therefore, the specialist training hangs on a proper selection and application of diverse teaching/learning methods and the creation of a suitable teaching/learning process, which encourages self -cognition and self-analysis.

Self-analysis is considered an innovative pedagogical concept that is based on the teaching/learning process, which is designed under a personal

initiative. Self-analysis and self-cognition help a person to learn from his own experiences and to improve some skills that are necessary for his professional activity; they encourage the evaluation of self-abilities and self-activities according to objective criteria, encourage self-realization and self-development and enable students to purposefully and properly handle changes in personal characteristics. Thus, it should be noted that self-evaluation is useful to each person, since the self-cognition process reveals a thorough evaluation of personal characteristics and abilities and the criteria determining the right choice and suitability for the future profession. However, self-analysis is oriented toward understanding of self-abilities, skills and activities, and it enables a person not only to perceive himself (who am I? what are my future ambitions?) but also his relations with the social environment and professional activities, and it provides opportunities for controlling, managing and changing them. Thus, self-cognition is not only the core of self-development; it's also a necessity that is determined by the labour market demand, as the main factor affecting a successful adaptation to the future challenges.

Self-analysis is focused on the impact of reflection skills when considering personal qualities and analysing self-experiences advantages of activities and the aspects being improved, and forecasting the future plans. Experience and its analysis in the education process are the main learning sources. However, a pedagogical action that is applied mechanically loses its significance unless it's considered with regard to the gained experiences. Lithuanian scientists (Bubnys, Žydžiūnaitė, 2012) who investigated the experience of the teaching/learning method implementation at higher schools, assume that self-analysis and self-evaluation foster the learner to be actively involved into the teaching/learning process, to forecast and solve problems and take solutions. Thus, an emphasis is laid on the learner's earlier experiences and skills, as well as ambitions and the nature of knowledge gained in the teaching/learning process. Reflection helps to perceive and embody experiences that encourage learning and personal and professional development.

In the period of changes, the contemporary learning paradigm and its implementation in higher educational institutions transfer the well-established attitude toward the teaching process, in which the value of reflective teaching has recently increased. Scientific literature introduces the following types of reflection: self-analysis, self-evaluation and an individual reflection before, during and after the activity (Alonderiene, 2009). The essence of the word "reflections" (in Latin it means "turning back") is considered the principles of J.

Dewey's (2006) reflective thinking that emphasises responsibility, which should be undertaken for the future consequences arising from the current action (Bubnys, 2012). According to some scientists, reflection is the sphere of mental activity, which helps to perceive self-relationship with the phenomenon or action investigated (Juozaitis, 2008) and fosters to self-improvement and self-relationship with the environment. According to A. Kepalaitė (2005), J. Dewey described a reflective thinking as a cognitive form that encourages the investigation of facts and approval or denial of the obtained conclusions. L. Jovaiša (2005), a famous Lithuanian educationalist, admitted that reflection is the way of thinking that is related to the self-evaluation method, since the characteristics observed are being evaluated, whereas the current activity results are compared to the earlier ones. According to the scientist, a personality critically analyses, understands and acknowledges the self-thinking content, evaluates the activity results and personal qualities and discovers the spheres of activities being improved. R. Bubnys (2007) admits that when a learner reflects in the course of learning, he can evaluate and change those beliefs and theories applied, which directly affect his actions.

Thus, in the process of teaching/learning, reflection is considered as a process, the main source of which is the learner's self-cognition, self-evaluation and self-analysis. During reflection the learner can perceive himself better, improve his activities and relationship with the environment, have innovative insights toward the gained knowledge and experiences and consider activities of the past. Reflective observations of experiences enable a person to better perceive the essence of actions and facts and their relationship and to reveal problematic situations. However, according to A. Pollard (2002), reflection is a significant factor of a constructive professional development, which helps to seek necessary competences, to develop and improve professional experiences; it establishes conditions for higher quality activities in the future. M. Teresevičienė and G. Gedvilienė (2001) admit that reflection is related to such personal qualities as courage, self-openness, patience and consistency that are necessary for analysing and describing activities, making conclusions, comparing, solving problems and improving self-activities.

When summarizing theoretical concepts, we should admit that one of key objectives of higher education is developing self-cognition and skills of learners and also analysing personal qualities, abilities and disadvantages. Self-cognition is positively related to the success experience in professional activities and it establishes preconditions for high quality activities in the future. Therefore,

during the study process arrangement it's necessary to foster the learner's self-cognition that is oriented toward the analysis and evaluation of personal experiences, actions and values in the social context, in which an individual lives

*Implementation of the concept on the student's self-cognition fostering:
The experience of the Faculty of Business Management, VK*

The Business Management Study Programme students of Part-time Department, VK (hereinafter - Vilniaus kolegija, VVF) who were studying the module of Social Business Environment in 2012-2013, carried out an integrated task regarding Business Psychology and Sociology, called "Self-analysis in the context of business environment and the family history". While performing the psychological task students, on the basis of outcomes of diagnostic questionnaires that were carried out in the study process, described how different temperament and characteristic features of persons revealed them through their behaviour, communication with others, through working, reacting to the environment and meeting obstacles, and evaluated their strengths, weaknesses and positive qualities, analysed the qualities peculiar to businessmen, evaluated the impact of temperament and personal qualities on a businessman's job, analysed factors that helped to develop a businessman. In the course of this task performance students discussed about the importance of a person's maturity in professional activities, described their own values, discussed about work motives and evaluated their impact on the business environment. Furthermore, during the self-analysis in the business environment students discussed about interpersonal and inner conflicts, evaluated their reasons, analysed problem-solving strategies, evaluated the role of different tools in solving inner conflicts, discussed about constructive ways of problem-solving in the business environment. During performing the task "Self-analysis in the context of the business environment and family history" students reflected about their life, collected and analysed information about education, profession, changes of living place of their relatives, described their business traditions, analysed and tried to identify their own characteristics with regard to business (the latter information is analysed in accordance with the anonymity guarantee). Thus, the task "Self-analysis in the context of the business environment and family history" encouraged students to understand not only themselves (who am I? what profession could suit me?), but they also identified their relations with the social environment and professional activities and to discover the ways how to control, handle and change them. For this purpose,

students applied methods for reflection (based on the biographical research). *The principle of reflection* - the qualitative information analysis obtained from the provided life stories (Kraniauskienė, 2000; Betraux, Kohli, 1984). Works on biography, as an innovative method, are applied in the adult learner teaching, self-cognition and fostering motivation (Merrill, 2004; 12, 2011).

Auto/biographical narratives of learning, are emergent, evolving accounts of motives, motivations, of choices, renunciations, blockages and liberation, even. They are stories of the self, and they chart the difficult process of the reflexive construction of a (potentially) more secure, cohesive self (Evans, 2013).

It has been convincingly argued (Alheit, Dausien, 2002, quoted by Evans, 2013) that the growing relevance of concepts of lifelong or life-wide learning and the redefinition of institutional and informal learning, throw the individual more than ever before onto their accumulated, layered and multifarious biographical resources. These resources can be understood as representing, put simply, the individual distillation of learning processes, and the individual “twist” given to experience which brings forth subjective forms of knowledge, social, tacit, common-sense. These in their turn are capable of furthering the creation of new cultural and social structures of experience. This social practice of accessing (and constructing) life-wide biographical resources in order to meet the everyday requirements of a more individually steered life-course Alheit and Dausien call ‘biographicity’ (Alheit & Dausien, 2002, cit. pagal Evans, 2013).

Self-cognition profiles: education and profession. Who am I? What profession could I acquire? These are simple questions though they are considered difficult ones. The first year students are gradually approaching toward their professional activity. Who encourages students to choose one or another study programme? Is their choice right? What are their expectations? How do they imagine their future? Do children take over their parents' social status? Is it possible to change it? Usually, representatives of social sciences observe that behaviour and solutions of individuals are determined by certain factors, such as social status, education of parents, their professional activity, etc. Different authors, who analysed the social status components, discerned the following components: education, profession, income, status, lifestyle, social level and symbolic capital. The scientific research results revealed that the relationship between the social status of parents (education, profession, property, income, the place of residence) and academic achievements of children is of major importance (Giddens, 2005; Iljina, Purvaneckiene, 2012). Thus, the social status of parents as a latent factor, "invisibly" affects the profession of their children and the choice

of educational institution. Family is the basis for values where the subjective world vision habitus is embodied (Bourdieu, 1996). Children are brought up according to the possibilities that are determined by the social status of parents; therefore they are going to perform activities, which are peculiar to that social status. According to P. Bourdieu theory, we may admit that the relationship between students and their parents' social status is based on a symbolic capital (Poviliūnas, Žiliukaitė, Beresnevičiūtė, 2012). Presumably, students use the forms and power of the capital "obtained" from their parents. Thus, the question is: do theoretical concepts "respond" to the choices, ambitions and future vision of contemporary youth?

Education of parents, their professional activities and professional dynasties.

In order to evoke self-reflection on learning, choices of professions and arguments regarding professional activity, the principle of biographical research was applied; students were encouraged to record education of their parents and their professional activity. With regard to the family history analysis, we should admit that education of their fathers of the Part-time Department students varies from secondary to higher university-level education; education of mothers is rather higher than fathers' (11 mothers out of 34) have a higher education, whereas a major part of fathers (10 out of 34) have a secondary education). Merely in six families both parents have a higher education. Therefore, there's nothing surprising that students of those families neither strive for a higher education, nor want to overtake their parents. Professional activities of their parents differ as well - a major part of fathers are hired employees (drivers, builders, locksmiths, etc.), whereas mothers (10 out of 34) - managers, accountants and administrators. There are not many parents who work as businessmen - 2 fathers and 2 mothers work under Business Licenses, and only one mother is considered a businesswoman. Therefore, students precociously mention the possibility to establish their own business (see more in the section the Motives for Professional Choices). Thus, considering the family histories that are analysed in the paper, we can't register professional dynasties, that is, the profession of parents neither influenced their children's professional choices, nor determined their professional activities. There were a few cases when students chose those professions that were related to their parents or grandparents' professions (grandmother - an economist, mother - an accountant, etc.). The outcomes of this empirical research

confirm the professional projection that was revealed in D. Bertaux research (1988) (quoted by Taljūnaitė, 1999) rather than a direct taking over - mostly from generation to generation though with slight alterations. Occasionally, children want to "reach a higher professional level" compared to their parents. We can admit that the theory of symbolic capital, provided by P. Bourdieu, is directly reflected in practice - the Part-time Department students understand education as a symbolic power, which helps to transfer cultural capital into the economic one (Poviliūnas, Žiliukaitė, Beresnevičiūtė, 2012).

Theoretical mobility. At present, we are free to choose where to live and what profession to acquire. The tendencies of migration (internal and external) are reflected in the family histories provided, though students' parents lived under the Soviet rule, when migration was limited. Considering older generation, 12 out of 34 families remained in their home country (a major part (8 out of 12) in Vilnius)). The family histories provided revealed the fact that migration is rather high - by 1992 3 fathers and 6 mothers (out of 34 families) came back to Lithuania (before the restoration of independence) from the former Soviet republics (Belarus, Russia, Kazakhstan). However, only one mother emigrated to Ireland; therefore, recently migration has not been widely observed in these families. Students failed to find jobs (4 out of 34) abroad, so they came back to Lithuania and studied here.

Family histories of the Part-time students: repeating biographical facts in the context of social life and historical events. When analysing the family histories, one could discover that under dry statistics there were real lives, experiences and feelings, ups and downs. There were numerous efforts to justify life failures - tragic events, the wrong historical period, etc.; however, they were repeating facts that revealed the boundaries of the social structure.

Analysis of the family histories shows that most students have clear and particular plans that are purposeful and expedient - to acquire higher education. Through reflection and considerations the Part-time Department students clearly understand their arguments - why they, adult people, seek for higher education and how important it is.

The symbolic meaning of education. On the basis of the family histories we may admit that in most cases students "overtake" their parents. The majority of students, as it's evident in the family histories, related education to their material well-being (better possibilities to find a job, do office work, get higher salaries). This could be observed in descriptions regarding their parents' education and professional achievements.

<...> (my father) studied just because he was a simple man and worked hard physically, which was due to the lack of education and higher ambitions" (R1). (My father had a higher education).

"After completing studies, he lived in X and worked in the land reclamation area. The workplace was noisy and people were covered in dust. <...>." R8

"<...> my father began to study just because his parents worked hard (the respondent's grandparents), since his work was manual <...>. His education helped him to reach his goals - to become a highly qualified specialist. (R9)

<...> my mother was born in Belarus and father in Kazakhstan, though recently they live in Vilnius. Both parents have a secondary education and no profession. Both parents work in the furniture industry". R13.

The family histories revealed a conformist, that is, a traditional way, oriented toward a better life through acquiring a higher education. The situation was repeating when children (students) observed a difficult life of their parents and wanted to overtake their parents through higher college-level education.

"In order to support family, parents had to work hard. Three brothers, including me, were brought up by our grandmother. My parents wanted to make our life better through education.

<...> I don't want to live my parents' life, therefore I'm studying." (R2)

Our ambition is to pursue a career and everything that our parents and grandparents failed to fulfil." R7

"<...> My mother used to work 12 hours a day, 6 days a week, so that to improve our life". (R17).

Professional choice motives. The family histories were provided by the Part-time Department students, which is evident why they didn't enter higher institutions straight after finishing secondary schools. Their arguments vary from critical evaluation of their academic achievements to a mature understanding the necessity of skills and knowledge needful for establishing their own business. However, the most common argument may be considered searches for a professional identity, provided that the earlier speciality or profession failed to meet their expectations. Let's review each of it.

1. Underestimation of self-abilities. "There are authors (Levine, Levine, 1996) (quoted by Iljina Purvaneckienė, 2012) who admit that children with a lower social background are less gifted, therefore they were placed on the road, which was difficult to change". This insight was

confirmed by the empirical research that revealed the students' self-criticism:

"<...> I was born and lived in Elektrėnai, I was an average schoolchild; recently, I'm studying at VK. R10 (26 years old)

2. Searches for professional identity: The Part-time Department students, most often adult persons, lose their direct relationship with their parents and their social status, and began to create their own social status, choose the right profession, the right study mode and programme.

<...> after finishing the secondary school, I entered Vilnius Gediminas Technical University. At first I studied Information Technology and later I adjusted my studies to my job (therefore, I had to start Part-time studies). I have been working in business industry for five years, so I decided to stop engineering studies and start business studies. (R3)

"<...> when my father started to work at the Customs Office, I, as a child, liked his uniform. It is similar to a policeman's uniform; therefore I decided to be an officer. <...> being an officer at the Customs Office I understood that it's not my area, therefore I decided to study Business Management at VK so that I could create, have something of my own and develop my professional skills. (R8)

"<...> at the moment I'm studying for a higher education diploma, which would help me to gain experiences in the business enterprise management area as well as to work as an administrator or manager. (R9)

"When I finished vocational school, I started to work but it was not enough for me. I was engaged in sales but I understood that I needed more knowledge, therefore I have chosen to study Business Management, as I liked it since my childhood". (R2)

3. Striving for knowledge that is necessary for establishing business. As it is evident from the histories provided by students, education is considered one of the ways to realize business ideas, which hide consciously perceived and secret ideas, the emphasis being laid on the latter ones:

"I've been engaged in a few jobs (a storekeeper, manager) and I gained experiences, therefore I know for sure that I want to set up my own business and be successful in it." (R14)

"<...> I don't consider myself a businessperson <...> nevertheless, I am engaged in marketing; however, I have no future plans for my own business but merely dreams." (R16)

The fragility of entrepreneurial traditions. In Lithuania entrepreneurial traditions haven't been formulated properly. Students who described their family histories were requested to register entrepreneurship in their native place. However, most students told that no one in their family was engaged into business or they failed to do it.

"After the Restoration of Independence my parents established business, they sold fruit and vegetables in the outdoor marketing place, but when the circumstances changed, competition emerged, which was the reason why hypermarkets suspended their activities. My father started to work in a factory and my mother became a housewife". (R14)

Histories about successful business activities provided by students are quite diverse: trade, production of confectionery items, services. However, each business history provided is a very useful experience for students, since they know their details.

"In my home place my parents are the only persons who are engaged in business and work under a patent". (R15)

"<...> my father was one of the first persons in Lithuania who started an electronics business. His activities involve repairing of electronic equipment. At present, he is considering possibilities to start business in the village." (R16)

"my uncle started his business by making traditional cakes called "šakotis". He learned this trade from his father. At the beginning he made these cakes at home and sold them in Lithuanian marketing places, and later he sold them in big amounts in the Baltic countries." (R12)

The impact of historical events. Every generation undergoes many historical trials (grandparents saw the Soviet rule period, parents - the Restoration of Independence, etc.). Descriptions reveal peculiarities of the Soviet rule observed by parents (until the Restoration of Independence); during that period the word "must" was predominant: men were required to serve in the Soviet Army, to work in a particular location, to get a flat by the appointment, etc. They influenced the life of people:

"<...> my parents met each other in Saint Petersburg while my father was serving in the army. Later they moved to Lithuania". (R12)

"After completing studies, he lived in X and worked in the land reclamation area. <...> when he married V. (respondent's mother), he was appointed a flat." (R8)

"<...> (my mother) Like all children, she attended a kindergarten and studied in a secondary school. She was an Octobrist and later - a Komsomol member. (R17)

Personal life. When we consider a family history, we admit that divorce, death and losses are particularly vulnerable spheres. There are many histories that cover the aforementioned events, which had an impact on the respondents' life, encouraged them not to surrender and overcome difficulties. Symbolic capital, which was inherited from generation to generation, stimulated their activities and the desire to take their own position in the society.

"<...> I can't tell anything about my father's parents, since I don't know them; my parents divorced when I was a few months old". (R11)

"<...> my father was an engineer, but he died at the age of 30." (R12)

"My mother told me about her difficult life. Her father (a respondent's grandfather) died at a young age, and her mother took care of her 3 daughters. My mother was the youngest child in her family, therefore she started to work at the age of 16 and helped her mother (a respondent's grandmother). They worked in a collective farm and took care of animals. Therefore, my mother studied in a vocational school and worked as a nurse". (R2)

"<...> When I was 9 years old, my parents divorced and my mother took care of 3 children. It was a difficult life, since my father didn't support us. My mother was the only breadwinner of the family". (R17)

Conclusions

1. Theoretical analysis revealed the fact that fostering of self-cognition and self-evaluation as well as understanding of changes in them are key factors in the study process organization.

2. On the basis of scientific literature we should admit that self-cognition establishes conditions for the purposeful and targeted adjustment of the future specialist's personal qualities, ensures his/her professional development, serves as a medium of self-expression of a mature personality and guarantees a successful adaptation to constantly changing conditions and self-realization through professional activities.

3. With consideration to the results of the empirical research, it is evident that majority of the Part-time Department students have clear, concrete and targeted professional objectives and ambitions.

4. Analysis of the family histories shows that the Part-time Department students have weighty arguments for studying at VK, VVF. The research revealed the relationship between students' life/family history and significant events.

- The family histories of the Part-time Department students demonstrate that students want to live better than their parents and grandparents.

- According to the students, the acquired profession will establish possibilities to change their current job;

- the gained knowledge, skills and the acquired diploma have a symbolic meaning; it should help to foothold the current position;

- the chosen Part-time Study Programme enables to adjust studies and work;

- According to the Part-time Department students, the obtained knowledge will be applied in creating their own business.

5. The research results show that the focus that is laid on the learners' self-cognition enables to foster the students' individuality and awakens their creativity; cognition of their family histories leads to discovering their professional calling, helps to understand the impact of their distinctiveness and family history on their professional choices, enables teachers to better perceive their originality and provides opportunities for purposeful fostering of self-expression.

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