PROCEDURE ON ENHANCEMENT OF STUDENT REFLECTION AND COMPILATION OF A STUDENT PORTFOLIO AT LITHUANIAN SPORTS UNIVERSITY

I. GENERAL PROVISIONS

1. The Procedure on Enhancement of Student Reflection and Compilation of a Student Portfolio at Lithuanian Sports University (hereinafter referred to as the Procedure) defines the methods of enhancement of student reflection at Lithuanian Sports University (hereinafter referred to as the University), the principles for compilation of a Student Portfolio and its assessment.

2. The University aims at developing students' general competences, intrinsic motivation for learning, social responsibility, creativity and entrepreneurship as well as the ability to engage in life-long learning, to use scientific achievements effectively and compete in the market of technology and services of a high level through the development and implementation of the method of enhancement of student reflection and the principles for compilation of academic achievements.

3. The Procedure has been prepared in accordance with the Article 8 of the Law on Higher Education and Research of the Republic of Lithuania (of 29 June 2016, No. XII-2534, Vilnius) and the Statute of the University to implement the University mission and core values and meet the needs of current and potential employers.

4. Definitions:

Academic Achievement means acquired knowledge, skills and attitudes.

Student Portfolio (hereinafter referred to as a Portfolio) means a self-evaluation-based collection of evidence on academic achievements of a systematic structure, acquired through formal, non-formal and informal learning. The Portfolio demonstrates personal needs for learning and development.

Reflection means fundamental ability of a person to consciously control activities, make decisions, plan, and manage cognitive processes - memory, thinking, and creativity.

Self-reflection means the process by which a person analyses himself/ herself, gives meaning to his/ her actions and the system of his/ her relations with the world around, justifies his/ her

actions and their motivation. It is a process through which a person knows himself/ herself as a person, strengths and weaknesses as well as his/ her compliance with professional requirements.

Informal learning means natural everyday learning, encouraged by everyday life situations and family conditions, which complements the existing personal knowledge and skills; informal learning is less organized and structured.

II. PRINCIPLES FOR ENHANCING STUDENT REFLECTION AND COMPILATION OF A STUDENT PORTFOLIO

5. The main principle for enhancement of student reflection is continuous self-evaluation in everyday practice and learning activities. Reflection on experience and analysis is an important opportunity for performance improvement.

6. Reflection encourages to perceive the meaning of an object (customize), find links (between ordinary work and cooperation, theory and application, learning and work, a seminar and learning all the time), understand specific issues related to circumstances, identify problems and address them, examine critically, associate thoughts and anticipate the course of future actions.

7. A student shall collect information and evidence and ponder his/ her achievements acquired in the process of non-formal and informal learning through application of different forms of reflection during his/ her studies at the University.

8. The aim of enhancement of student reflection is to ensure:

8.1. Student motivation for learning and creativity development;

8.2. Students' personal responsibility and accountability for their development in academic and professional fields;

8.3. Responsibility for students' own academic and professional choices;

8.4. Development of general and specific competences;

8.5. Deep understanding of science-based studies;

8.6. Development of academic culture;

8.7. Implementation of the main University values in the study process;

8.8. Development of student social responsibility and lifelong learning skills.

9. Forms of reflection: speaking (with the teacher, group discussion, etc.), writing (learning diary, essays, research descriptions, self-assessment criteria development, etc.), reading (searching for arguments, outlining other approaches and comparing several sources) and activities (problem analysis and solution, information grouping, role-playing, other training, etc.).

10. A student shall compile a Portfolio through application of the method of reflection enhancement (Annex 1).

11. The method of reflection enhancement shall be a part of the first cycle of the University study programmes.

12. During studies, a Student Portfolio shall be accumulated:

12.1. In the first-year study module „*Academic Communication and Career Planning*", full-time and part-time students will be introduced to the method of reflection enhancement, the composition of a Student Portfolio, its goals and the main principles of compilation. Following the assessment procedure provided in the module, the student shall submit the Portfolio in a distance learning environment. The responsible teacher shall review the Portfolio submitted by the set date and enter his/ her assessment in the academic information system.

12.2. In the second and the third year of full-time studies (*only in the second year of 3-year-long study programmes*) and in the second, third and fourth year of part-time studies (*only in the second and third year of 4-year-long study programmes*), the reflection is applied and the Portfolio is accumulated following the decision of the Study Programme Committee.

12.3. By order of the Director of the Studies Division, a group tutor is appointed in the autumn and/ or spring semester to be responsible for supervising the preparation of Student Portfolios. The group tutor, after reviewing the information presented in the Portfolio, advises and helps the student to decide whether the self-reflection provided is comprehensive, whether the material provided best reflects the student's professional development and is appropriate for the Portfolio.

12.4. Students (excluding first-year and final-year full-time and part-time students) submit the Portfolio in a distance learning environment by June 10, and the group tutor evaluates and submits comments in the distance learning system by June 15.

12.5. The group tutor shall review the Portfolio submitted by the student by the set date and provide an assessment in a distance learning environment based on the criteria and principles of accumulation and evaluation of the Study Program Student Portfolio presented in Annex 3.

12.6. Final-year full-time and part-time students submit the Portfolio, and the group tutor evaluates it in a distance learning environment according to the final semester study schedule approved by the Rector's order.

12.7. In case of disagreement with the assessment given for the Student Portfolio, the student may submit an appeal (Annex 2) to the Director of the Studies Division regarding the assessment of the Portfolio within 48 hours (two business days) after the submission of the assessment results.

12.8. The University Departments (Knowledge and Innovation Relay Division, Centre of Information Technologies, International Relations Office, Office of Communication and Marketing, etc.) shall assist the group tutor, appointed by the order of the Director of the Studies Division, in organizing various events, publicizing information, advising students, enabling to present the portfolios in the cyberspace, etc.

13. The criteria and principles for the evaluation of the Student Portfolio are established and submitted by the Study Program Committee. Assessment criteria and principles are published in the distance learning environment of the University in the study module "Academic

Communication and Career Planning" (first year) and in the module "Student Portfolio" in accordance with the study programme (Appendix 3).

III. CONTENTS OF A STUDENT PORTFOLIO

14. A student shall discuss and self-evaluate the experience gained in formal and informal ways analyse his/ her strengths and weaknesses, peculiarities of motivation for learning and the importance of participation in informal activities for professional improvement through preparation of a Portfolio with the group tutor. A student shall collect evidence of experiential self-learning, participation in various events (voluntary activities and scientific events) and recognition; he/ she shall accumulate various certificates from training courses, descriptions of the projects and activities he/ she has taken part in as well as other documents reflecting the knowledge, skills and views gained.

15. A Student Portfolio shall consist of:

15.1. Part one – self-evaluation (self-reflection) of the learning progress. A student shall self-evaluate his/ her learning activities and the outcomes, determine the causes of success and failure, anticipate other possible ways to perform a task on the basis of the experience gained through activities; he/ she shall raise new learning objectives and analyse the contribution made to improve academic quality, etc.

15.2. Part two – self-evaluation (self-reflection) of the skills acquired through non-formal and informal learning. A student shall discuss the activities and outcomes of informal learning, determine the causes of success and failure and raise new tasks for informal learning. A student shall provide the documents proving his/ her participation in seminars, courses, conferences, public lectures and scientific events, etc.

15.3. Part three – self-evaluation of social and sporting activities. A student shall discuss and self-evaluate the contribution to the organization of the University and other events, participation in these events, volunteering, career planning and participation in sporting activities as well as other evidence of student performance assessment (recommendations, awards, diplomas), etc

IV. ASSESSMENT OF A STUDENT PORTFOLIO

16. The contents of a Student Portfolio, the profoundness of student's self-reflection, the principles of material selection and the ability to adequately provide information shall be assessed.

17. A Student Portfolio shall be accumulated during the entire time of the studies at the University.

18. In the first cycle study programmes, a Student Portfolio shall be reviewed:

18.1. In a study module "Academic Communication and Career Planning" of the first year of studies. The Portfolio shall be submitted in the e-learning environment (Module „Student

Portfolio"- study programme). The responsible module teacher shall review the Student Portfolio by the set date and submit his / her assessment in the academic information system. A Student Portfolio shall be evaluated in grade, which shall make a part of the final grade.

18.2. In the second and the third year of full-time studies (*only in the second year of 3-year-long study programmes*) and in the second, third and fourth year of part-time studies (*only in the second and third year of 4-year-long study programmes*), Student Portfolio shall be submitted in the distance learning system by the date set (in the module „Student Portfolio"- study programme). The group tutor shall review the Portfolio by the set date and provide an assessment in the distance learning environment. The Portfolio shall be given a grade, which in turn shall be part of the final grade.

18.3. In the final year, full-time and part-time students shall submit the Portfolio, and the group tutor evaluate it in a distance learning environment, according to the final semester study schedule approved by the Rector's order. The Portfolio shall be given a grade, which in turn shall be part of the final grade.

20. The final evaluation of the Student Portfolio shall be submitted to the Final Thesis Defence and Evaluation Committee and the specialist of the Studies Division.

V. FINAL PROVISIONS

21. The process of enhancement of student reflection and compilation of a Student Portfolio shall be coordinated, and the monitoring shall be organized by the Director of a study programme together with the group tutors. Summarized information shall be submitted to the Studies Division.

22. The Procedure on Enhancement of Student Reflection and Compilation of a Student Portfolio at Lithuanian Sports University shall take effect for those enrolled on September 1, 2018 and later.

LITHUANIAN SPORTS UNIVERSITY

Study programme

STUDENT'S NAME, SURNAME

STUDENT PORTFOLIO

KAUNAS
20XX

SELF INTRODUCTION

The purpose of self-reflection is to promote your self-knowledge, strengths and weaknesses, to promote your inner learning motivation, develop the universal competences provided in the study programme, and to know you better as a person. By carefully and independently completing this questionnaire, you have an opportunity to develop as a human and future professional. Self-knowledge will help you find a job more easily after graduation and choose other lifelong learning activities that are important to you more purposefully. Please provide the information carefully, openly and honestly.

SHORT INTRODUCTION (*write up to 100 words*). Describe yourself as a person, your hobbies, strengths and weaknesses, the motives of your studies at the University. Provide all the information that characterizes you as a person.

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PROFESSIONAL ACTIVITIES (fill in if you are employed) (start from your current job and your current position) (*write up to 100 words*)

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PART 1

SELF-EVALUATION

A. Self-reflection on academic progress

Provide your attitude, critical assessment (self-evaluation) of learning activities and results during the semester, course or the whole study period, analyse your strengths and weaknesses, reasons for successes and failures, peculiarities of learning motivation, what you would do differently the next time, what advice you would give for yourself and the University, the ways you would contribute to a better quality of studies, new learning objectives you would set for yourself, etc.

SELF-REFLECTION ON ACADEMIC PROGRESS

B. Self-reflection on skills

SKILLS AND COMPETENCES (LEARNING OUTCOMES) DEVELOPED IN THE STUDY PROGRAMME	Evaluate with a score from 1 to 5 how much you feel you have acquired the skills (1 - did not acquire at all, 5 - managed to acquire)	Name the modules in which the competencies and skills were being tried to acquire	Reasonably substantiate the self-evaluation of the skills and competences acquired during the study process

PART 2

ACADEMIC ACHIEVEMENT ACQUIRED THROUGH NON-FORMAL AND

INFORMAL EDUCATION

Provide information on participation in the process of non-formal and informal education (qualification improvement, seminars attended, internships, courses, participation in conferences, scientific events, etc.). Give your views on the benefits of self-acquired skills, why participation in these activities was significant to you personally when pursuing the career, engaging in social activities, for further studies, etc.

ACADEMIC ACHIEVEMENT ACQUIRED THROUGH NON-FORMAL AND INFORMAL EDUCATION	Hours	Number of Annex	Substantiate the benefits of the activity in terms of competences
Qualification improvement			
Seminars			
Internships			
Courses			
Conferences			
Scientific events			
Other academic achievement acquired through non-formal and informal education			

Requirements set by the study programme, e.g.:
* Full-time studies - not less than 60 hours in the first and second year (in total), not less than 40 hours in the third year
** Part-time studies - not less than 60 hours in the first, second and third year (in total), at least 40 hours in the third year

PART 3

SOCIAL ACTIVITIES

Provide information on your contribution to the organization and participation in the University and other events, volunteering, career planning, evaluation of social partners (if any) (recommendations, awards), etc. Provide your own opinion (self-analysis) about participation in social activities, whether participation in these activities was significant to you personally while pursuing the career, engaging in social activities, further studies, etc.

SOCIAL ACTIVITIES	Hours	Number of Annex	Substantiate the benefits of the activity in terms of competences
Contribution to the organization of LSU and other events			
Participation in LSU and other events			
Volunteering			
Career planning			
Evaluation given by social partners (recommendations,			

awards, etc.)			
Other significant social activities			

Requirements set by the study programme, e.g.:

* Full-time studies - not less than 60 hours in the first and second year (in total), not less than 40 hours in the third year

** Part-time studies - not less than 60 hours in the first, second and third year (in total), at least 40 hours in the third year

(Template of an Appeal against Student Portfolio evaluation)

Kaunas
20__-___-___

_____
(Student's name, surname)

_____
(Entitlement of the study programme)

To the Director of the Studies Division

A p p e a l

AGAINST EVALUATION GIVEN FOR THE STUDENT PORTFOLIO

      The text of the appeal shall include the student's request to consider the correctness of the evaluation given for the Portfolio. The student shall clearly and reasonably substantiate his / her request.

_____
(Student's signature)

Criteria and principles of accumulation and evaluation of the Student Portfolio

Table 1. Assessment of the Student Portfolio

Year of studies	Assessor	Influence on the final grade (%) (Requirements set by the study programme e.g.)		
		Duration of the study programme (years		
		3	4	5
Year 1	Assessed in the module "Academic Communication and Career Planning". Evaluation given by the group tutor (Semester 2)	10 % of final grade 10 % of final grade		
Year 2	Evaluation given by the group tutor	40 % of final grade	20 % of final grade	20 % of final grade
Year 3	Evaluation given by the group tutor / evaluation given by the Student Portfolio Evaluation Committee (for those enrolled before September 1, 2018) or the group tutor , for those enrolled after September 1, 2018	40 % of final grade	30 % of final grade	20 % of final grade
Year 4	Evaluation given by the Student Portfolio Evaluation Committee (for those enrolled before September 1, 2018) or the group tutor , for those enrolled after September 1, 2018		30 % of final grade	20 % of final grade
Year 5	Evaluation given by the Student Portfolio Evaluation Committee (for those enrolled before September 1, 2018) or the group tutor , for those enrolled after September 1, 2018			20 % of final grade

Principles of final assessment:

- The assessment of Part I of the Student Portfolio applies to all study programmes (**40 % of the final grade**). Evaluation criteria (4 points can be given in total):

   1- All the columns in *Part 1* have been filled in, substantiating the competences with the modules studied in the study programme (less than 50 % of the competences) and the activities of *Part 2* and *Part 3* have not been integrated

   2- All the columns in *Part 1* have been filled in, substantiating the competences with the modules studied in the study programme (less than 50 % of the competences) but the activities of *Part 2* and *Part 3* have not been integrated

   3- All the columns in *Part 1* have been filled in, substantiating the competences with the modules studied in the study programme (less than 50 % of the competences); the activities of *Part 2* and *Part 3* have been integrated

   4- All the columns in *Part 1* have been filled in, substantiating all the competences with the modules studied in the study programme; the activities of *Part 2* and *Part 3* have been integrated

- The assessment of Part 2 of the Student Portfolio is carried out following the decision of the Study Programme Committee (**not less than 20 %, but not more than 40 % of the final grade**). Evaluation criteria (specified by each study programme following the decision of the Study Programme Committee):

Academic achievement acquired through non-formal and informal education	Hours	Number of Annex	Substantiate the benefits of the activity in terms of competences
Qualification improvement			

Seminars			
Internships			
Courses			
Conferences			
Scientific events			
Other academic achievement acquired through non-formal and informal education			

Requirements set by the study programme, e.g.:

* Full-time studies - not less than 60 hours in the first and second year (in total), not less than 40 hours in the third year

** Part-time studies - not less than 60 hours in the first, second and third year (in total), at least 40 hours in the third year

- The assessment of Part 3 of the Student Portfolio is carried out following the decision of the Study Programme Committee (**not less than 20 %, but not more than 40 % of the final grade**). Evaluation criteria (specified by each study programme following the decision of the Study Programme Committee):

Social activities	Hours	Number of Annex	Substantiate the benefits of the activity in terms of competences
Contribution to the organization of LSU and other events			
Participation in LSU and other events			
Volunteering			
Career planning			
Evaluation given by social partners (recommendations, awards, etc.)			
Other significant social activities			

Requirements set by the study programme, e.g.:

* Full-time studies - not less than 60 hours in the first and second year (in total), not less than 40 hours in the third year

** Part-time studies - not less than 60 hours in the first, second and third year (in total), at least 40 hours in the third year