

APPROVED
in LSU Senate meeting
of 30 June 2014,
Minutes No. 10

AMENDMENTS APPROVED
in LSU Senate meeting
of 5 January 2015,
Minutes No. 2

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 method 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, Paragraph 2 of the Law on Higher Education and Research of the Republic of Lithuania (of 30 April 2009, No. XI-242, Vilnius), State Strategy for Education 2003-2012 (Resolution No. IX-1700 of the Seimas of the Republic of Lithuania of 4 July 2003) 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 – acquired knowledge, skills and attitudes.

Student Portfolio (hereinafter referred to as a Portfolio) – 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 (self-reflection) – a process, which enables a person to analyse himself/ herself, gives meaning to the actions and the system of his/ her relations with the outside world and justifies behaviour and motivation. It is a process through which a person recognizes himself/ herself as a person, realises his/ her strengths and weaknesses as well as his/ her compliance with the

professional requirements. Reflection is a fundamental ability to consciously control activities, make decisions, plan and control such cognitive processes as memory, thinking and creativity.

Informal learning – 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 (an example of a Student Portfolio is given in Annex 1).

11. The method of reflection enhancement is integrated into the first and the second cycles of the University study programmes. A Student Portfolio shall be compiled during the study process:

11.1. In the first cycle study programmes:

11.1.1. The method of reflection enhancement, the composition of a Student Portfolio, its goals and the main principles of compilation shall be introduced in the study module of the first year of studies “Academic Communication and Career Planning”.

11.1.2. In the second and the third year of studies, the method of reflection enhancement shall be applied and a Student Portfolio shall be compiled following the decision of the Study Programme Committee.

11.1.2.1. The decision of the Study Programme Committee may be as follows:

11.1.2.1.1. To appoint a Study Programme Coordinator to supervise the development of students’ Portfolios for the semester of autumn and/ or spring following the ordinance of the Dean. After reviewing the material presented in the Portfolio, the Coordinator shall help the student to decide if his/ her self-reflection is elaborate, if the material presented reflects student’s professional development and if it is appropriate for the Portfolio. The Study Programme Coordinator shall review the Portfolio by the specified date and register its submission in the academic information database.

11.1.2.1.2. To appoint a certain person (lecturer) for every student to supervise the development of the students’ Portfolios for the semester of autumn and/ or spring following the ordinance of the Dean. After reviewing the material presented in the Portfolio, the Coordinator shall help the student to decide if his/ her self-reflection is elaborate, if the material presented reflects student’s professional development and if it is appropriate for the Portfolio. The lecturer shall review the Portfolio by the specified date and register its submission in the academic information database.

11.1.2.1.3. The Study Programme Committee or a study programme coordinator, responsible for supervision of compilation of a Student Portfolio shall organize events in the semester of autumn and/ or spring (e.g., Reflection Day, etc.) following the ordinance of the Dean. During the event, the Portfolios shall be reviewed and students shall be consulted on preparation of their Portfolios.

11.1.3. Fourth-year students shall apply the method of reflection and submit their Portfolios during the practice. The final Portfolio shall be presented during the Final Thesis (Project Work) defence.

11.1.4. The University Departments (Career and Competence Development Centre, Information Technologies and Distance Education Centre, International Relations Office, faculties, etc.) shall assist the Study Programme Committee and a study programme coordinator, responsible for supervision of compilation of a Student Portfolio in organizing various events, publicize information, advise students, enable to present the portfolios in the cyberspace, etc.

11.2. A course coordinator or a lecturer shall be appointed to supervise the compilation of a Student Portfolio in the first and the second year of the second cycle study programmes for the semester of autumn and/ or spring following the ordinance of the Dean. The coordinator or the lecturer shall review the Portfolio by the specified date and register its submission in the

academic information database. Or, the method described above in Paragraph 11.1.2.1.3. can be selected.

11.2.1. The second year students shall present their Portfolios during the Final Thesis (Project Work) defence.

12. The Study Programme Committee shall decide before 1 September and introduce the principles, stages and deadlines of application of education in reflection and compilation of the Portfolios to the students before 15 September.

13. The principles for enhancement of student reflection and compilation of a Student Portfolio shall be presented in the Description of the Study Programme and published in the University e-learning environment.

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. 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, fill in the list of studied literature, make notes on literary analysis, discussion conclusions, comments on issue solutions as well as provide career plans, project or activity profiles, performed practical tasks and other documents reflecting the knowledge, skills and attitudes acquired.

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 tasks and analyse the contribution made to improve academic quality.

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 conferences and scientific events, studies prepared and the list of references.

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. A Student Portfolio in the first cycle study programmes 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 (Moodle database). A Student Portfolio shall be evaluated in grade, which shall make a part of the final grade. A lecturer coordinating the study module shall evaluate the Portfolio.

18.2. A Student Portfolio of a student in the second and the third year of studies shall be submitted in the e-learning environment (Moodle database) by a student before the deadline set and reviewed by a study programme coordinator in charge or a lecturer.

18.3. A Student Portfolio (in a paper form) of a student in the fourth year of studies shall be submitted during the Final Thesis (Project Work) defence to the Final Thesis Defence and Evaluation Committee. If a student studies in a study programme on the completion of which a double qualification degree is awarded, a Student Portfolio (in a paper form) shall be submitted during the defence of both the first and the second Final Thesis (Project Work) defence to the Final Thesis Defence and Evaluation Committees.

19. A Student Portfolio in the second cycle study programmes shall be reviewed:

19.1. A Student Portfolio of a student in the first year of studies shall be reviewed by a course coordinator of a study programme or a lecturer in charge.

19.2. A Student Portfolio of a student in the second year of studies shall be submitted during the Final Thesis (Project Work) defence to the Final Thesis Defence and Evaluation Committee.

20. A student shall prepare and submit a self-evaluation based Student Portfolio in the e-learning environment before the deadline set by the Study Programme Committee. A course coordinator or a lecturer in charge shall review the Portfolio and register its submission in the academic information system.

21. The final report on a Student Portfolio shall be submitted to the Final Thesis Defence and Evaluation Committee.

V. FINAL PROVISIONS

22. 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 course coordinators. Summarized information shall be submitted to the Deans and the Head of the Centre for Academic Quality Supervision.

23. The Procedure on Enhancement of Student Reflection and Compilation of a Student Portfolio at Lithuanian Sports University shall take effect on 1 September 2014.