

# THE PARTICIPATION OF THE STUDENTS FROM THE FACULTY OF ARTS OF THE OVIDIUS UNIVERSITY, CONSTANTA, TO THE ASSURANCE OF A HIGH EDUCATION

# Universitatea “Ovidius” Constanța



Facultatea de  
**ARTE**

Artele Spectacolului (Actorie)

Artele Spectacolului (Coregrafie)

Interpretare Muzicală - Canto

Pedagogie Arte Plastice și Decorative

Pedagogie Muzicală

MASTER - Arta Spectacolului Liric

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After 11 years of artistic education in Constanta and after 5 years of implementation of the Bologna Process, we assist at a more conscious involvement of the students from the Faculty of Arts in Constanta in self-evaluation and evaluation.

As a responsible with the quality of education in our faculty, I took good read of the students 'reports on the occasion of the ARACIS visit. The realistic perception, the sincerity and the depth with which the students underlined in their reports the problems of the education process are elements that determined us to consider them partners in the academic quality assurance.

The conclusion is that the students are willing to actively participate in the academic life, to stimulate the artistic education system, quite inert at their proposed changes, changes that belong to the autonomy of those who learn, to the quality of learning, to the less important actual teaching.

The questionnaires that they fill at the end of the semesters and the regular discussions with the coordinators of the study programmes help us to get in contact with the opinions of the beneficiaries of the didactic activity.

The students' suggestions are selected and analysed by all the participants in the good development of the education process: the year guide (supervisor), the head of the chair, the coordinator of the study programme, the responsible with the quality of education in the faculty and the members of the commission for quality assurance for the specialisation.

The chairs' will from the Faculty of Arts is that of offering a quality education, starting with the specialized training of teachers and continuing with the educational spaces, labs facilities, the teaching material for all the specializations, facilitating the access to performances, recitals, concerts and exhibitions, places in the dormitories, scholarships, social scholarships, tickets for the student camps, the assurance of transportation and accommodation when performing concerts, recitals home and abroad.



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We have noticed lately that the accelerated rhythm of the development of the contemporary society in all aspects together with the globalization and the competitiveness impose, at all levels, a dynamic and a new approach for the learning processes.

The student is the centre of the preoccupations of the academic community and the interest we give to the quality of learning is not a utopia in the vocational education. If in other institutions of higher education we've noticed an increasing number of poorly trained students regarding the basic knowledge, competence and skills, the students of the Faculty of Arts are superior because they improved in highschool this vocational side. The artistic higher education continues to develop the teaching-learning methods from the vocational schools and highschools i.e. the flexibility of the learning process, the autonomy of the pupil and his permanent implication in the education process.



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The reducing of the years of study determines the condensation of the knowledge that must be transmitted through teaching-learning-evaluation activities and the quick and efficient adjustment of the academic curricula in accordance with labour market. Thus, among the teachers of the Faculty of Arts in Constanta there is a positive attitude towards the actualization of the courses (the balance between the number of classes of the discipline and the quantity information that must be transmitted), the mobility of the teaching methods, the various didactic strategies, the evaluation systems, the practice activities. All these determine the harmonization of the programmes so that the students shouldn't be suspicious regarding the 3 year university studies.

The specificity of the artistic education imposes personal organization, material resources and adequate logistics. The culture of quality in this world is an implicit part of the education process, the transfer of culture from the society to the student is achieved through didactic communication, through building the specific skills, developing the capacities and the abilities needed for the adaptation of the way of thinking, acting and being in the modern society.



In the artistic higher education in Constanta, the 3 activities teaching-learning-evaluation are seen as a set of activities at which both professors and students participate, being, at the same time, evaluators and evaluated. As a mainly applicative education the students are permanently evaluated. Only when speaking about evaluation at the theoretic disciplines, that is made periodically, there is a higher risk for the students to learn by fits and starts.

Belonging to a professional community of higher education imposes rules of conduct that must be observed. The partnership student-professor is a characteristic element of the artistic education process. In arts, the coordinated learning implies the reciprocal influence between the student and the professor, so that their experience in the teaching-learning processes complement.

Analysing, in the last 5 years, the students 'questionnaires and reports we found out that the students 'interests are largely compatible with the interests of the other members of the academic community. The generalization of the higher education doesn't determine the alteration of the students 'community of the Faculty of Arts in Constanta. The number of students hasn't registered either significant increases or important diversity and that is why there are no difficulties regarding the social cooperation.

Throughout the participation of the students in the education process we want to increase the transparency and the public responsibility and also to give extra legitimacy to the quality assurance processes.

Promoting education and quality vocational training at all levels can't be achieved without taking into account the actual problems of the society. Education and vocational training must offer a superior standard life to those who actively participate at the educational act implying the increasing standard life of the whole society. The assurance of the necessary competence in order to participate at the labour market is the responsibility of the academic education which must provide the access to new jobs and the improvement of the quality of life.



Even if there is still a lot of disregard for quality between managers, professors and staff, throughout the permanent analysis of the students 'signals, the efficient cooperation between the teaching profs and the seminar ones, the continuous classes for every discipline, the flexibility of the library programme, through a evaluation of the practice skills we could aspire to a really qualitative education.

The nowadays Romanian crisis affects mainly the social categories that cannot adapt to the critical sectors of the labour market. Such a restrictive field as the artistic one couldn't seem being able to adapt the educational offer to the labour market. The vulnerable groups from the Faculty of Arts in Constanta (students and professors) tried to determine to increase the interest of the employers from the representative institutions through debates focused on the standards, quality, and certification offered to the graduates, capable of responding at the requirements of the artistic environment of the county, country or abroad.

The Faculty prepared a study that dealt with the qualification necessary from the point of view of the employer and the other economic factors interested in the county.

The deficiencies regarding the adaptation of the formative curricula to the labour market have been gradually removed taking into account the ARACIS standards for covering the classes with specialized full professors so that the students could choose the disciplines necessary to the qualification asked by the employers (optional and facultative disciplines).

Taking into account the students' suggestion, we made a comparative analysis of the number of disciplines for each domain from the Faculty of Arts (music, theatre, plastic arts). We were surprised to discover that the students from the specialization Musical Pedagogy had been right when they called our attention to the extremely reduced possibilities of creating a various educational offer according to the requests of the labour market related to the other domains of degree.

The volume of the physical classes/conventional included in the standards, on categories of disciplines, (i.e. the number of course classes towards applicative activities), observing precisely the percentage recommended by ARACIS, doesn't assure the necessary of 20% for the fundamental disciplines (7) towards 35% for the specialized disciplines (2). It is not evident the way in which is determined the number of classes for each discipline from the other categories of disciplines.

After the ARACIS visit, it has been ascertained that, for the degree programme at Musical Pedagogy, the position/situation/condition of the optional and facultative disciplines is not clear enough. The ARACIS evaluators (the president of the commission and one of its members) considered them one and the same, even if the offer of the facultative disciplines doesn't fit – as number of classes, credits, evaluation forms – the total calculus of classes per week.

If the optional disciplines (the faculty offer) are that part of complementation represented by one discipline at option for the student/group of students/series of students from an offer of minimum two disciplines, how that discipline could represent 12% from the total volume of classes; a more generous offer, that is with more options, means money, and we are passing through a period of crisis.

We've noticed the way in which the recommendations at the other disciplines for other degree domains are made – theatre, plastic arts, where the ARACIS offer is far away more generous and the framing for every discipline is less rigid. For sure there is still a lot to say about the way in which the requests about the accreditation conditions are carried out.

Taking into account the students' suggestion, for a better cooperation with the target groups, the academic staff of the Faculty of Arts in Constanta, tried to support and promote collective actions, a participative way of working, the facilitation of the access to information so that every member should become active and efficient, capable of carrying out viable solutions to the everyday problems of the Romanian society affected by the crisis.



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The main goal of the members of the artistic academic staff is to develop an educational and professional partnership between the institutions and the valuable public authorities for the development and promotion of the best education strategies locally, regionally and nationally.

All the participants at the educational and professional partnership are willing to create favourable conditions for a satisfying access to professional forming with positive results, capable of adapting to the requests of the labour market.

The analysis, evaluation and the determining of the corrective measures imposed for solving some critical situations met in the educational process must take into account the fact that this process is a systemized and organized activity made in successive stages with a curricula adapted to the scientific and psycho pedagogic norms.



The image of the quality of the artistic higher education in Constanta is similar to that of the Romanian higher education which presents a greater interest for the values of the system. And it is natural so, those who choose the vocational education have to prove a minimum set of knowledge and skills for the admission contest. The nowadays orientations of the Bologna Process or Lisbon Agenda recommend new quality approaches with a particular stress on the “contribution of the higher education to the increasing of the employment and to the developing of the economy”.

An important aspect of the quality in the higher education refers to the quality of the education which “must be related, especially, to the degree of the accomplishment of the output markers” (output, outcome, feedback). There are no differences between the students registered at the admission and those who obtain a diploma degree and every year, the employers are interested in attracting the students in the artistic field.

The Faculty of Arts in Constanta is willing to pay great attention to the increase of the European competitiveness and to attract foreign students from the international and European area. (we already have students from Moldova Republic).



When talking about research in the Faculty of Arts, I underline the fact that the artistic field is not one of the most favourable fields for research. The articles in specialized magazines from the country or from abroad, the participation at conferences, national and international symposium, participations at festivals, national and international contests, vocal and instrumental recitals, theatre performances, national and international exhibitions, all are ordinary activities for the professors and for the students from the the Faculty of Arts in Constanta.

It is evident that all the members of the artistic academic field in Constanta that “only through understanding and respect of the eight quality principles we can achieve quality results, according to the requests of the Bologna Process.

**The continuous interest to assure a culture of quality in the artistic higher education in the Faculty of Arts in Constanta will determine an education focussed on student. The role and the importance “of the student must be assumed by all the parts from the educational process, starting from the micro level, with the classroom, till the macro level, the executive national and international institutions”.**

**We realize that only a sincere cooperation, based on respect and mutual trust, will develop the level of the artistic higher education in Constanta. We can say for sure that, much to the satisfaction of our professors and rector of the Ovidius University, we are on the right path towards the assurance of an education focussed on student.**

# Thank you for your attention !

