

# Vytautas Magnus University Results of Student Survey on Teaching and Learning

Autumn 2025



VYTAUTAS  
MAGNUS  
UNIVERSITY  
MCMXXII



# Survey Purpose and Scope

At the end of each semester, the University students of bachelor, master, integrated and professional studies as well as unclassified students provide their opinion on teaching and learning in study courses in an electronic survey.

**Teaching** was evaluated according to 8 statements in the survey.

The evaluation of **learning** was focused on the performance of the tasks provided by teachers, the attendance of the study classes and general self-evaluation.

10-point rating scale was used, when 1 meant the lowest evaluation (*extremely poor*), 10 – the highest evaluation (*excellent*). 0 – *I do not know / I do not have an opinion / not applicable* – was eliminated.

# Average Evaluation Score and Percentage of Respondents in Academic Units

Unit	Teaching evaluation	Learning evaluation	Number of completed questionnaires	Respondents %
1. Faculty of Economics and Management	9.25	9.09	1300	22.26
2. Faculty of Natural Sciences	9.05	8.77	744	21.08
3. Faculty of Humanities	9.22	8.85	1296	24.67
4. Faculty of Informatics	9.12	8.73	1145	23.37
5. Faculty of Catholic Theology	9.38	8.74	323	28.97
6. Faculty of Arts	9.28	8.99	813	20.57
7. Music Academy	9.65	9.11	72	5.71
8. Faculty of Political Science and Diplomacy	9.13	9.08	962	23.43
9. Faculty of Social Sciences	9.25	8.91	1563	25.92
10. Education Academy	9.25	9.26	2533	15.22
11. Faculty of Law	9.39	9.02	456	13.01
12. Institute of Foreign Languages	9.43	8.61	909	31.27
13. Agriculture Academy	9.37	9.01	2227	25.12
<b>VMU</b>	<b>9.26</b>	<b>8.97</b>	<b>14343</b>	<b>21.12</b>

# Teaching Evaluation in Study Cycles

Statements about teaching	Average evaluation score					
	All respondents	BA students	MA students	Students of integrated studies	Students of professional studies	Unclassified students
The teacher complied with ethical requirements in the course.	9.61	9.57	9.71	9.62	9.88	9.73
The teacher provided the main course information on MOODLE or other distance environment.	9.52	9.46	9.63	9.66	9.89	9.66
The study content was illustrated by examples.	9.40	9.35	9.52	9.48	9.71	9.53
The evaluation criteria were clear to me.	9.22	9.15	9.34	9.32	9.60	9.47
The teacher gave constructive feedback on the tasks performed by me and/or the student group.	9.16	9.08	9.32	9.26	9.60	9.38
The teacher clearly delivered the course.	9.16	9.09	9.31	9.20	9.68	9.38
Teaching was well-organised.	9.12	9.05	9.25	9.12	9.70	9.36
The study methods applied by the teacher encouraged my active participation in the course.	8.89	8.77	9.16	8.84	9.64	9.22
<b>Overall average</b>	<b>9.26</b>	<b>9.19</b>	<b>9.41</b>	<b>9.31</b>	<b>9.71</b>	<b>9.47</b>
<b>Percentage of responses</b>	<b>100%</b>	<b>68.77%</b>	<b>22.88%</b>	<b>2%</b>	<b>1.19%</b>	<b>5.16%</b>

# Teaching Evaluation by Lithuanian and International Respondents

Statements about teaching	Average evaluation score		
	All respondents	Lithuanian respondents	International respondents
The teacher complied with ethical requirements in the course.	9.61	9.64	9.43
The teacher provided the main course information in MOODLE or other distance environment.	9.52	9.54	9.36
The study content was illustrated by examples.	9.40	9.42	9.28
The evaluation criteria were clear to me.	9.22	9.23	9.17
The teacher gave constructive feedback on the tasks performed by me and/or the student group.	9.16	9.18	9.08
The teacher clearly delivered the course.	9.16	9.18	9.09
Teaching was well-organised.	9.12	9.13	9.12
The study methods applied by the teacher encouraged my active participation in the course.	8.89	8.87	9.01
<b>Overall average</b>	<b>9.26</b>	<b>9.27</b>	<b>9.19</b>
<b>Percentage of responses</b>	<b>100%</b>	<b>86.04%</b>	<b>13.96%</b>

# The Number of Teaching Cases with the Highest and Lowest Evaluation Scores: General Evaluation of Teaching in Semester

Unit	Number of teaching cases with highest scores*	Number of teaching cases with lowest scores**
Faculty of Economics and Management	14	1
Faculty of Natural Sciences	3	-
Faculty of Humanities	21	-
Faculty of Informatics	4	-
Faculty of Catholic Theology	9	-
Faculty of Arts	4	-
Faculty of Political Science and Diplomacy	7	-
Faculty of Social Sciences	12	1
Education Academy	12	2
Faculty of Law	1	-
Institute of Foreign Languages	22	-
AA Faculty of Agronomy	22	-
AA Faculty of Bioeconomy Development	9	1
AA Faculty of Engineering	4	-
AA Faculty of Forest Sciences and Ecology	4	1
<b>VMU</b>	<b>148</b>	<b>6</b>

\* *Average evaluation – 9 and more; & respondents in % – 30% and more OR 25% and more when number of students per semester 100 and more; & respondents in persons – 10 and more.*

\*\**Average evaluation – 6 and less; & respondents in persons - 5 and more.*

# Learning Evaluation in Study Cycles

Answers	Percentage of respondents					
	All respondents	BA students	MA students	Students of integrated studies	Students of professional studies	Unclassified students
<b>How many classes provided by the teacher have you attended?</b>						
All of classes	52.18%	46.36%	60.45%	59.79%	89.47%	81.46%
Most classes	36.67%	40.17%	32.71%	34.27%	9.36%	14.88%
Some classes	10%	12.19%	6.02%	4.9%	0.58%	2.57%
None of the classes	1.15%	1.27%	0.82%	1.05%	0.58%	1.08%
<b>How many tasks provided by the teacher have you completed?</b>						
All of tasks	83.89%	81.36%	89.1%	84.97%	96.49%	91.17%
Most tasks	12.47%	14.45%	8.79%	9.09%	2.92%	5.98%
Some tasks	2.02%	2.48%	1.04%	1.4%	0%	0.95%
None of the tasks	0.13%	0.11%	0.18%	0%	0%	0.27%
No tasks were provided by the teacher	1.48%	1.6%	0.89%	4.55%	0.58%	1.63%

# Learning Evaluation by Lithuanian and International Respondents

Answers	Percentage of respondents		
	All respondents	Lithuanian respondents	International respondents
<b>How many classes provided by the teacher have you attended?</b>			
All of classes	52.18%	52.78%	48.44%
Most classes	36.67%	35.95%	41.18%
Some classes	10%	10.12%	9.27%
None of the classes	1.15%	1.15%	1.11%
<b>How many tasks provided by the teacher have you completed?</b>			
All of tasks	83.89%	84.76%	78.53%
Most tasks	12.47%	11.87%	16.18%
Some tasks	2.02%	1.72%	3.88%
None of the tasks	0.13%	0.08%	0.45%
No tasks were provided by the teacher	1.48%	1.57%	0.96%

# Summary of Respondents' Comments (1)

## Positive comments:

Students noted high qualifications, extensive knowledge, and passion the teachers have for their subject.

Study course material was delivered in a logical, coherent, and straightforward manner, incorporating examples that facilitated the understanding of complex subjects.

Through active teaching methods, discussions, and practical exercises, students were motivated to stay engaged and continuously develop their skills.

Teaching staff established a secure and supportive learning environment that encouraged students to engage and ask questions without the fear of being wrong.

The topics taught were linked to real life, professional practice, and contemporary issues.

Students appreciated timely, detailed, and constructive feedback provided, along with transparent evaluation criteria.

# Summary of Respondents' Comments (2)

## Areas for improvement:

Lectures frequently ran behind schedule, the presentation of topics was chaotic, the timetable lacked clarity, and updates were often provided on very short notice.

Students complained about unclear grading criteria, unjustified grade deductions, and subjective approach to the evaluation of their work.

The workload in many study courses, especially electives, was too high due to numerous assignments and a surplus of theoretical material.

The tendency of teachers to read straight from the slides diminished student engagement and lowered motivation for lecture attendance.

There were instances of unethical and demeaning comments, disrespectful communication, and tendency to ignore or show unwillingness to answer students' questions.

Some study course material lacked relevance to the field of study, was outdated, or featured redundant repetition of content from previous semesters.

# What's Next? Use of the Survey Results

## Teachers

- ✓ Discussion of students' suggestions and possibilities to practice them during the first classes;
- ✓ Applicability of students' suggestions in study courses;
- ✓ Sharing good teaching practices;
- ✓ In case of unfavorable evaluation – discussing reasons and solutions with study program (field) committee and administration;
- ✓ Review of opportunities for competence development, according to the reasons of teaching evaluation.

## Students

- ✓ Ensuring the quality of studying by actively participating in study activities and performing tasks;
- ✓ Involvement in study quality surveys and submission of suggestions.

# What's Next? Use of the Survey Results

## Administration

- ✓ Organizing the sharing of good teaching examples;
- ✓ In case of unfavorable evaluation – discussing reasons and solutions with study program (field) committee and teachers;
- ✓ Initiation and organization of teachers' competence development.

## Study program (field) committee

- ✓ Initiation and organization of sharing of good teaching examples;
- ✓ In case of unfavorable evaluation – discussing reasons and solutions with teachers and administration;
- ✓ Initiation and organization of teachers' competence development;
- ✓ Inclusion of the survey results in the study program improvement plan;
- ✓ Dissemination of the adopted improvement decisions to the students of the study program, teachers and other related persons;
- ✓ Implementation and monitoring of improvement actions.

THANK YOU FOR COOPERATION

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