



**A GUIDE TO ORGANIZING
UNIVERSITY SUMMER
SCHOOLS**
a collection of inspirations
for UrSuS

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UNIVERSITY SUMMER SCHOOLS – Introductory remarks to UrSuS

Striving for constant development within personal interests and present or future professional activities is a common human need. This need is met by primary, secondary, high, and academic schools worldwide. Based on the experiences gathered for ages of human education history, utilized in traditional, formalized teaching methods, these institutions more and more often present non-standard extraordinary educational offers, described by a broad term: summer or winter schools. They are organized outside the traditional division of a school year into semesters and, in academic education, examination sessions, offering additional activities during the holidays. The most popular of them provide an educational experience that wouldn't be available within the frames of traditional education. Its limitation results mainly from the necessity of following the curriculum that imposes strict examination requirements defined in the documents after each educational cycle. The realization of the requirements does not leave space for the pupils and students to explore the presented phenomena more deeply and broadly and verify them in practice, which usually requires an innovative and creative approach and, finally, to achieve new social competencies. The summer school offer made by educational institutions to their students or pupils enables them to deepen their knowledge according to their interests, beyond the obligatory core curriculum, as well as to improve their skills, develop their unique gifts, or understand the more difficult questions. In the case of academic schools, following the ECTS system, participation in the classes or cycles covered with the credit system enables the student to proceed faster with their graduation. However, the value that cannot be overestimated is given by the summer schools organized by the educational institutions that address their invitation also to the learners from other schools, including the abroad ones. A solution like this opens the opportunities to spend time in different colleges or universities, often reputable, iconic, and prestigious and, thus, unavailable as the primary learning destination. In small groups, benefitting from the individual teachers' and instructors' attention, the participants can experience an intense and interactive teaching environment without the everyday routine. Released from the obligatory core curriculum, summer schools offer the possibility to know and test entirely new interests and activities without any further obligations. It may help plan the future, ease life decisions, and channel future development. Moreover, in a unique, comfortable situation, the summer school participants can check themselves and adapt to unknown teaching methods. This experience is especially advantageous for newly recruited students who have completed secondary school and are about to start their academic education.

The summer school organizers often invite and engage persons and institutions not professionally connected with education but create a background and local context for the activities. On the one hand, it lets the participants experience the diversity of the historical, cultural, and natural environments they spend their time in. On the other hand, it integrates the environments that, in everyday life, rarely find a common platform.

Summer schools are often the “missing link” and a shared space for work, education, and rest. Their educational programs often offer thematic excursions, field trips, or cultural animations, blurring the boundaries between education and holidays. In this unforced but substantively justified context, it is worth placing summer schools for young, developing people at the start of their personal and professional lives.

Recognizing the importance of these challenges, we prepared a project that responds to the need to indicate the main rules and forms in the development of academic didactics, assuming an open, universal, and humanistic approach to education. Therefore, our proposal includes participation in interdisciplinary and extracurricular classes, enabling the students to cooperate, exchange, and start a dialogue as an inspiration for the further active and responsible realization of their educational projects. It is also the results of the observation that there is a lack of a transgressive approach to designing academic didactics, responding to the necessity of crossing the boundaries of individual interests, the content of specialist education, areas of knowledge, and customarily defined frameworks for organizing university life, and the insufficient presence of universal design principles enabling learning for all the interested, regardless of individual and organizational limitations.

The last problem we are trying to address is the commonly diagnosed limited relationship between education and research and the broadly understood environment, including the natural environment, considering the principles of sustainable coexistence and respect, care, and protection of its values. Therefore, we aim to create an accessible, interdisciplinary, and current summer school project as a form of education for students who may choose it as open offer modules.

The Guide includes ways of defining a summer school as a module / set of modules extending and deepening the education within the individual field of study, as well as goals of organizing summer schools, methodological issues and formal rules of school organization, together with essential tips and inspiration in the form of presentation of good practices, including the role of teachers and invited experts to cooperate in the implementation of these projects with the participation of the social, cultural and natural environment in their performance.

Our project was implemented as part of the Erasmus+ Partnerships for Cooperation in Higher Education, organized by the Foundation for the Development of the Education System. That three-task project is part of the European ambitions of recognizing the value of education as a constitutive factor in the development of states, societies, and people. In line with these

principles, our project of an open educational offer assumes innovation, openness, universality, transdisciplinarity, cooperation, and exchange as the basis for creating a modern European request for higher education. With this project, we want to match the activity of the open European educational environment, enrich it, and animate its comprehensive development.

Four universities were involved in the design of the academic offer implemented as a program of the Cross-disciplinary Academic Offer - CROCODILE action, initiated in 2022, from among the members of the Transform4Europe Alliance: the University of Silesia in Katowice (project leader), The Universidad de Alicante, Sofia University and Vytautas Magnus University. Representatives of these entities developed a set of main assumptions for organizing summer schools in the form of a Guide.

While working on the Guide, we used data from the analysis of documentation available on the websites, opinions of summer school organizers, and our experience as organizers and participants of formally similar open forms of education in-between semesters.

Our guide focuses mainly on presenting the most critical issues regarding the organization of a University Summer School – **UrSuS**. Although the Guide has been developed primarily for the needs of universities, we hope to make it an inspiration and a valuable tool for other formal and non-formal educational activities organizers.

1. WHAT IS A UNIVERSITY INTERDISCIPLINARY SUMMER SCHOOL?

A few definitions and terms....

Popular thinking about summer schools considers their short duration, the intensity of the educational content, and the practical formula of classes.

Summer schools at universities refer to a program of academic courses, workshops, or seminars offered during the summer months, usually from May/June to August/September. These courses can be taken as part of a curricular course, for credit or without credit, or as a form of expanding competencies. Summer schools at the university can also allow students to catch up on missing classes, accelerate their learning progress, or learn new subjects. Some universities also offer summer programs for high school students, international students, or individual learners.

Universities often offer students summer research opportunities, work on individual research projects, or work with other faculty members in advanced research laboratories and science labs.

Summer schools at the university offer students opportunities to pursue new projects and research. To this end, they offer specially designed research programs and seminars where students can work with qualified scientists and gain experience in their field.

Summer schools may be hosted by universities, colleges, or other educational institutions and held on campus, online, or elsewhere. They can target different age groups, including high school students, students, and adult learners. They can cover several thematic areas, also interdisciplinary and unrelated to a specific field.

Entities interested in this form of education most often define a summer school as follows:

Summer schools are short, often residential, academic courses that fully immerse students in their chosen subject. Combining academic studies with exciting day trips and extracurricular activities, they are usually held during summer holidays at boarding schools, high schools, or universities.

<https://oxfordsummercourses.com/>

They were initially founded by the Utrecht Summer School, Summer Schools in Europe. eu is the ideal starting point to discover Europe, a continent with many places, cultures, and identities. Its different people have their own cultures, religions, traditions, and languages.

By taking a summer course in Europe, students can lay the foundations for their future careers today. [...] By studying abroad, students will develop their communication skills and team spirit. Gaining experience in Europe will make them broaden their horizons and open their minds scientifically and culturally to meet the challenges of today's world.
<https://www.summerschoolsineurope.eu/>

Summer school is a form of education that offers academic and non-academic courses during the summer. Usually, when summer school courses are held in June-September, there are no classes at universities or other colleges. Courses usually last from one to eight weeks. Summer schools are entirely optional, and no student is required to attend. They are not mandatory.
<https://edvoy.com/>

Summer School is a short academic program organized during the summer months where you can study abroad in a specific subject area involving teaching, assessment, and cultural visits.

The length of the programs varies, but they usually last from 1 to 8 weeks.

You can participate in the summer school if you have completed at least one semester of undergraduate studies at Westminster. [...]

Note: There are program costs associated with this, and the student must ensure that they can cover these. The student must be able to take the major/deferred exams during the summer, and the summer school must not interfere with taking these exams. Final-year students may also consider a graduation date.

As these programs are standalone, credits will not be transferred back to Westminster.
<https://www.westminster.ac.uk/>

Summer courses are classes offered during the summer months at colleges and universities. Generally, they are short courses that compress a lot of material into a shorter amount of time. Some are available in person, and some are offered as online courses. All summer courses help students advance their academic studies and achieve certifications or degrees. Most schools offer an array of options for students to take classes in the summer, and some degree programs, due to the course load, even require students to enroll in a summer session. There are clear advantages for students to take summer courses.
<https://www.academiccourses.com/>

Regardless of who is the organizer or participant of the summer school, as a rule, people think about this form of education positively. That's why we ask:

Why is an interdisciplinary summer school at a university the best form of education and research?

Because an interdisciplinary summer school:

1. provides **intensive learning**: summer school courses are often condensed and intensive, which can allow the students to learn a lot in a short time,
2. **inspires new ideas and activities**: a summer school attracts students and lecturers from various backgrounds, which can inspire new ideas, perspectives, and approaches to education and research,
3. its educational practice is mainly based on **hands-on activities**, e.g., many summer school courses and programs offer hands-on learning experiences that can help students develop practical skills and gain valuable experience in their field of study,
4. **enables multidirectional, multicultural, international contacts**: a summer school can provide students with opportunities to establish connections with lecturers, researchers, and other students who have similar interests or develop research expanding the current interests of participants. This can lead to valuable contacts and cooperation, e.g., supporting the subsequent development of a scientific and professional career,
5. enables **flexible adaptation** of classes to the needs of school participants in terms of form and content: summer schools offer flexible schedules, thanks to which students can choose courses that suit their needs and interests. They can also take full-time or part-time classes and even online or hybrid systems,
6. provides a kind of **specialized diversity** that is difficult to achieve during regular semesters at a university: access to specialist courses is usually limited by many factors (e.g., schedule requirements and unavailability of specialists who frequently cannot "fit" into the schedule), summer school can plan a series of detailed, specialized courses characterized by high coherence, intensity and the constant presence of specialists for contacts,
7. ensures the **highest quality of education**: summer schools are usually run by outstanding scientists, experienced and highly qualified specialists and instructors involved in workshop forms guaranteeing the highest level of competence,
8. provides **open access to the university infrastructure** or the university surroundings: the possibility of using the best-equipped studios, laboratories, tools, and technologies, which during the academic year are reserved only for students for their placements, internships or research work,

9. opens the possibility of **real academic support**: in a close-knit group, summer schools can offer additional educational support services, such as tutoring, assistance in the development of research data, project implementation as well as tutoring of specialists and support of peer groups enabling success in a planned program, e.g., research,
10. **supports the social sphere**: the possibility of negotiating a discount for groups participating in a summer school, access to cheaper accommodation, renting equipment for research, organizing food and transport services, on-site medical care, etc.

The undoubted and most crucial advantage of summer school at the university is the aspect of **real and deep involvement in education by students and academic teachers**. Besides the benefits mentioned above, summer schools are optional for students and teachers. Voluntary participation indicates at the outset that we are dealing with interested people who want to get deeply involved in education in their free time. Moreover, participants are not limited by time or established relationships, limitations of the schedule and form of classes, and even the selection of a group for team work or individual action but are surrounded by other people. In such conditions, invention, creativity, responsibility for individual and team action, openness to new experiences and new contacts, curiosity, courage to experiment, and interest in the environment, including natural and cultural, outside the university are easily released. And this applies to students and academic teachers.

As in the case of organizing various educational forms, the implementation of a summer school at the university may involve some risk. Threats may include, but are not limited to:

1. Duty overload: Summer schools are often designed as intensive learning programs that combine theoretical learning and practical activities or are based on implementing advanced scientific research. This intensity can sometimes lead to overload, impaired attention and motivation, and burnout. These effects may manifest themselves in discouragement or even abandonment of participation in summer school. Students must carefully balance their academic load with other responsibilities and self-care. Therefore, an essential aspect of summer school should be wise support for students in sharing their duties and providing opportunities for respite through activities and animation in their free time.
2. Financial burden: Participation in activities organized as part of the summer school may involve additional expenses, which mainly include registration fees, accommodation, transport, and participation in some activities outside classes. This can burden some students, especially those struggling to meet their regular tuition expenses.
3. Limited course offerings: While summer schools may offer specialized courses not available during the regular academic year, they may also have limited course offerings in particular subject areas. Many summer schools choose a 'specialization'

that they repeat over several cycles/years. On the one hand, it is a good proposal for education because it is perpetuated by the tradition of the place: university, faculty, and region. It is also recognized in the scientific community as substantive. However, for many participants, it is an obstacle in choosing additional, developing activities that students have to look for, for example, away from their place of study or residence. Such a choice is sometimes impossible due to costs (as above). Too few courses on offer, even if they are variable, can also make it difficult for students to find courses that suit their needs and interests.

4. Lack of sufficient social support: Summer schools occur during the summer (or winter) months when regular academic activities are not happening. Therefore, students may have access to a different level of support than they would in a typical academic year. This can be especially difficult for students who attend a summer school in a new place, away from their residence or previous studies, or experience limited social contacts (at least at the beginning of the school). Other burdens relate to finding accommodation, a canteen, communication, transport options, etc. In addition, some of the services students are used to (e.g., psychologist, disabled person's assistant, academic career counsellor, etc.) may not be available.
5. Health concerns and risks: Depending on the location and program design, summer schools may expose students to health hazards such as extreme heat, dehydration, or infectious diseases (winter schools - colds, frostbite, ice breaks, etc.). In case of schools organized in problematic places, their organizers should ensure that students take preventive measures (even additional insurance) and take appropriate precautions (e.g., secure the most commonly used pharmaceuticals), but mainly that they are informed about potential health hazards before proceeding to the selection of classes.
6. Last but not least, the problem may be young people's problems with establishing relationships. This is a feature of contemporary students who are used to working individually, in groups with different participants in each class, or preferring contacts mediated through digital media. Meanwhile, summer school in its main form requires longer and stronger relationships than episodic meetings "in the corridors" of the university. The lack of foreign language knowledge further compounds these fears - some schools are organized only in English. A problematic element of school organization may be overcoming the isolation of participants and building groups of isolated students that can cooperate in science and research. The solution may be the initial animations that introduce new contacts very gently.

Problems are to be overcome! Meanwhile, the summer school at the university, our UrSuS, has more advantages than disadvantages. The most important of them are presented below.

2. GOALS AND TASKS OF UrSuS – INSPIRATIONS

Every university summer school should set several goals connected to the regional, academic, social, and cultural environment within which it is organized. The most important goal seems to be connected to the academic environment. As it is well known, summer schools can prepare students for the more rigorous academic curricula, allowing them to decide at which university to enroll or/and what academic subjects to take. The goal, however, is usually more to improve the newcomers' communication, problem-solving, and collaborative skills that will help them academically and professionally. Summer schools can also build new knowledge for freshmen, sophomores, graduates, and postgraduates. Although it is a non-formal way of acquiring knowledge and skills, it should complement the major goals set by the educational institution it is part of in one way or another. In this sense, it is usually organized as having a core academic curriculum that includes courses that follow the established academic standards but quite often in an innovative way, making them much more attractive for the participants without lowering the quality of the academic content. In this sense, one of the most important goals of a university summer school can be formulated, i.e., keeping up with the academic standards and requirements of the university organizing it.

This is closely connected to the regional environment in which an academic establishment works. One of the major goals of summer schools is often to go beyond the regional character of education, to allow students to see other ways of teaching and learning, and to internationalize the educational process in a way that will be very stimulating for the participants. A set goal of internationalizing academic education can help develop very successful summer schools that bring together students and academic staff from all over the world and people from businesses and professional fields who are not part of the academic teaching staff. Thus, an academic institution that operates in a regional context that is less favorable to certain innovative practices in management and business, for example, can set itself the goal of promoting such practices through the organization of summer schools specifically targeted at introducing students to approaches that are not part of the regional economy. For many, aiming at diversifying and internationalizing the academic curriculum is one of the major goals summer schools should meet.

Another important goal a summer school should meet is closely linked with the cultural environment. Many studies have shown that summer schools are indispensable in promoting intercultural consciousness and intercultural communication. A summer school should not

only try to include as many activities as possible that would enhance the students' understanding of the culture of the region/country the school is a part of, but it should also set itself the very important goal of increasing the cultural awareness of its participants. As many students have not yet experienced any prolonged contact with students and professors from other countries who have very different cultural backgrounds, the cultural encounters a summer school can provide can become indispensable in the fostering of skills that are part of the intercultural competence, one of the key competencies of the twenty-first century. Intercultural competence is often defined as "the ability to understand and respect each other across all types of cultural barriers." It is seen as the primary condition for a successful professional career nowadays within the context of globalization and multinational businesses and non-governmental organizations. Intercultural competencies as a set of knowledge and skills can be greatly improved in the context of summer schools with students coming from different cultures and having to live and work within a very different and diverse environment compared to the environment they have been accustomed to. Moreover, such an environment often encourages shedding of prejudices and stereotypes and substituting them with tolerance and mutual respect.

In this sense, another major goal of summer schools should be connected with the meeting of certain social goals, such as allowing students in disadvantaged positions to catch up with the academic material they might have missed because of the social environment and conditions in which they live. It is, therefore, important to provide opportunities for students from different social groups to participate by providing grants and scholarships for students who come from low-income families as well as for students with special educational needs. It is difficult for a university summer school to meet all these requirements, but it is of utmost importance to try and find a way to address such challenges and provide a universal teaching environment that could satisfy the needs of students from different social groups. Social inclusiveness, which is vital in achieving such global goals as ending extreme poverty and boosting shared prosperity, should be one of the goals every summer school should meet. Disadvantages based on race, ethnicity, religion, gender, age, location, citizenship status, disability, or occupation, which deprive individuals of self-respect, safety, and the opportunity to lead a better life, should be carefully addressed in the conception of every university summer school in order to promote sustainable development and the reduction of poverty around the world on a scale well suited to the individual school.

In conclusion, we can say that although the goals a university summer school should meet are not so different from the goals of education in general, it is still important to make sure that within the uniqueness of this model, these goals are well-defined and the ways in which they will be achieved are synchronized with the overall policy of the academic institution.

3. 10 “I’s” – FEATURES OF A UNIVERSITY INTERDISCIPLINARY SUMMER SCHOOL

INTERDISCIPLINARY

Interdisciplinarity has many definitions and related concepts and meanings.

In our context, we define interdisciplinarity as a problem-based approach to education where knowledge and methods from more than one discipline are applied to solve a complex problem. Interdisciplinary work is more than just combining different methods and areas of knowledge. It is a process of integrating methods traditionally assigned to separate fields and blending between different areas of knowledge in such a way that one modifies the other.

An interdisciplinary student engages in a unique critical inquiry level because it connects scientific methods and perspectives of two or more subjects or academic fields to accomplish a common task with common goals. Such a learning process requires joint planning design, and creative activity. This combination is optimal for education; it allows us to cover the whole phenomenon and not only its parts.

Another goal of interdisciplinary studies is to create common ground between sciences that have historically been primarily separated.

IMMERSIVE

We understand immersion in three ways.

1. Cultural Immersion: In the first sense, we treat it as an act of immersion in the host culture consisting of active integration with an unknown community and leading to understanding the way of life of others. Practically, it is engaged participation in the life of a community surrounding the educational activity. It allows one to enrich knowledge about this community and its institutions and often to question one's cultural and individual prejudice about otherness. The purpose of cultural immersion is to learn and verify the views of students who, by referring to their own culture and authentic contact with another culture, can impartially analyze it and compare

INTERNATIONAL

In the approach we propose, this process means the development of a common curriculum between teachers and students from different geographical regions who study common (agreed) topics and use one (usually foreign) language of communication for this purpose. This approach recognizes the value of the diverse approaches of participating institutions to the issues addressed. The internationalization of education is the process of disseminating international and intercultural concepts in the education process to foster global understanding and citizenship. In this process, the difference is a value, the exchange is a fundamental intellectual practice, the encountering difference is a method of education, and respect is the desired outcome of this process.

Thus, our understanding goes well beyond the dictionary term where international means involving two or more countries: occurring between countries consisting of individuals or groups from different countries, active or known in many countries: <https://www.britannica.com/dictionary/international>.

INCLUSIVE

Inclusion broadens the concept of immersion and has multiple meanings for us. It consists of the following:

1. creating a place where a high level of acceptance and interaction between students from different social and cultural backgrounds prevails; a place enabling equal treatment of all students,
2. creating an environment of empathy by creating an educational program that takes into account the broadest possible needs of students, teachers, and representatives of all environments in which they learn, as well as designing an educational experience that everyone can undertake, taking into account the full scope of human diversity, which also means creating ways, methods, and tools of accessibility (including digital) and removing barriers that prevent real participation in the educational process,
3. creating forms, structures, institutions, and cooperation networks that give a sense of authentic belonging to a group of learners, which means that each person is perceived through the prism of their abilities, skills, knowledge, or experience worth disseminating and using; including a sympathetic interest in the presence, active participation and achievement of all participants in the summer school.

Simply, it's *Including and embracing human diversity, including but not limited to ability, color, culture, ethnicity, gender, sexual orientation, language, and different levels of mental and*

physical skill: Sue K. Park, *Learning Together: Confucius and Freire Collaborate to Redefine a Community of Learning*. In: *Enriching Collaboration and Communication in Online Learning Communities*, Ed. Carolyn N. Stevenson, Joanna C. Bauer, IGI Global 2020.

INNOVATIVE

The summer school proposes forms, methods, tools of education, and open relations with non-formal education environments to introduce new ideas, methods, and approaches to exploring issues and phenomena. To this end, the curriculum promotes creative tasks, projects, and multidimensional practical activities supported by critical reflection on action that allows you to construct, reconstruct, or deconstruct known ways of diverse participation in the world. Usually, in this process, the use of established models, forms, or styles of practicing science is abandoned. A departure from habits, preconceived notions, and assimilated stereotypes of thinking and acting is promoted in favor of a "pure look" at reality. Thanks to this approach, students can induce change, renewal, and reorganization in thinking by asking new questions. As a result, they are able to transform their environment.

The traditional arrangement of roles in academic education changes in this education format. In place of the teaching leader, the teacher accompanies the student in acquiring knowledge, new competencies, and skills, supports or animates interests and scientific research, participates in discovering new issues, and shares responsibility for the effect of work. In this way, the summer school becomes an open, innovative education ecosystem that reacts faster than traditional curricula to students' needs and changes in the environment outside the university, supports learning based on the abilities, interests, and strengths of students, strengthens the involvement of professors in this process and makes optimal use of the social, cultural, technical and natural potential of the university surroundings.

INTERCULTURAL

Underlying the theoretical model used in the summer school design is understanding and appreciating the coexistence of people from different cultures. This approach comes from a person-centered perspective where every person is valued and subject to human rights.

This feature of the summer school points to individual openness as the goal and basis for participation. Therefore, activities within the summer school should be based on creating a space for interaction of people with different life experiences and belonging to different cultures. This understanding refers to the "in-between" situation, in which people from different cultures interact and exchange, enhancing not only the knowledge, experience, and skills of school participants but also influencing the formation of an intercultural attitude manife-

sted by respect for otherness, sensitivity to otherness and deep understanding of otherness. These features develop during meetings, exchanges, and the penetration of different perspectives within one place, task, or activity. These situations initiate or deepen the process of understanding the similarities and differences between one culture and another, especially regarding individual habits.

This educated disposition allows them to adapt to different cultural environments, is conducive to overcoming culture shocks, leveling conflicts arising from differences, and preparing to create strategies for mediation and negotiations in conflict resolution. In these circumstances, summer school fosters the interpretive, contextual, transactional, and relational creation of common meanings by people from different cultures and habits.

Exchange and understanding are also fostered by intercultural communication competencies relating to the ability of a given person to capture and understand culture-specific concepts in the field of perception, thinking, feeling, and acting about differently understood otherness, which will be the effect of this education.

INTEGRATING

It is a growing global trend in higher education based on the belief that courses that develop specific outcomes in terms of knowledge, skills, and social competencies are the result of a learning process designed for many educational experiences, especially at the university. This connection can be understood in many ways. As part of the summer school, it should at least be implemented as follows:

- intertwining and interpenetration of aspects of knowledge and skills that come from different fields of science, different subject areas, and different experiences of participants in the education process;
- teaching competencies requiring entering various environments not usually included in classical academic education, i.e., combining and synthesizing learning in institutional and non-institutional environments in a way that expands students' ability to adapt and create knowledge in many contexts; creating a learning community in committed partnership and responsibility (between the university, its environment, teachers and students);
- equal, but taking into account the individual and particular potentials of school participants, active inclusion of various people in the educational process, assuming the cognitive ability of all people to combine diverse knowledge by drawing on their own and other experiences related to critical problems and needs.

Integration is supposed to trigger a kind of unconventional thinking that is undertaken relationally and holistically, i.e., with the whole problem in mind, as opposed to popular educational models that prepare you to deal with the elements of the problem individually and sequentially.

INQUISITIVE

– means focused on the problem. At first glance, this feature is at odds with the above feature. However, even the most complex, content-focused problem can be cross-cutting. Summer schools focus on specific subject areas, allowing students to deepen their understanding of a particular field or topic. This usually includes courses that are not offered during the regular academic year. This advantage of summer school is related to the university's need to react quickly to problems that are taking place in the recent experiences of students and teachers, and the school's formula allows focusing on these problems with greater intensity than when working in an annual rhythm. Introducing focused, topical, and often cross-cutting issues into the teaching content makes the university an essential element of the discourse on the present. This feature is reinforced by the presence in one environment of representatives of various scientific disciplines, representatives of different cultures, and representatives from outside the university who can explore one problem from many perspectives simultaneously.

INSPIRING

This is one of the most important features of the summer school at the university. It combines most of the features mentioned above and proves the developmental value of this type of education because it does not only concern student knowledge, skills, and social competencies. The inspiring role of summer school can be a significant factor in modifying students' attitudes toward understanding, the need for lifelong learning, the environment in which they are or will be immersed, and their attitudes towards themselves.

The most popular thinking about inspiration associates it with the process of intellectual and emotional stimulation that comes from an external source. Inspiration is also often associated with encouragement, which increases cognitive patterns and stimulates people's actions to accept difficult tasks or achieve the desired results of personal activity.

From another perspective, inspiration is sometimes treated as a way of reviving the individual's internal potential by evoking intense emotions. It makes the tasks exciting, and the person carrying them out is above average, interested in the results, and enthusiastic about their implementation. This high emotional index often leads to unpredictable, innovative, creative effects, discoveries, and modifications that are difficult to achieve in the classical teaching process.

Thanks to inspiration, the student feels a constant need to satisfy a personal desire. To achieve this, students are constantly interested and committed to fulfilling their desire/need, so they find time for this activity and prioritize it. This need is based on a system of values, beliefs, life experiences, preferences, ideas, aspirations, and similar qualities that make a person feel better if they do it and achieve a planned result, although not always obvious. In this process, it is important not only to achieve the effect but also to pursue it.

Inspiration can be found everywhere, although the impulse, as noted above, comes from outside. So it takes something, someone, or some action for inspiration to emerge. The most crucial factor in this process is the exemplary influence of other people. In many aspects of life activity, including education, there is a need to meet a person/people who are "carriers" of values, competencies, skills, and knowledge that a student wants to achieve in the education process - personal role models. In the space of the summer school, role models can be academic teachers, other students, and people from outside the university participating in the school's program. Their inspirations concern multiple aspects of functioning:

1. they may concern simple, behavioral forms of non-verbal behavior, such as, for example, gestures, facial expressions (then we usually talk about imitation),
2. they can affect the deeper layers of the mental structure, for example, the motivation to adopt behaviors described as an effect of modeling and/or identification processes, when the impact of a significant other leaves a permanent and specific mark on the mental structures and behavior of students. These modifications appear when a person recognized by the student as significant in some field allows him to interact as often as possible, conditioning, over time, the depth of the relationships that arise on their basis. Interactions with a significant other should not be occasional. Repeated positive reactions with influential people enable the development of an open attitude towards others, healthy self-reliance, the ability to act independently and cooperate, developing interest in other people,
3. they can be combined with demonstrating constructive patterns of behavior as an influence worth imitating, constituting, in popular terms, an excellent example of conduct. A significant person in this process activates the student, and their influence takes the form of stimulating action (intensifying activity) or directing actions (undertaking actions of a particular type). This activation results from the relationship such a person establishes with the student and it can manifest itself through: suggesting a specific behavior, monitoring the course of action, asking about the effects, etc. All such activities targeting the student are referred to as social facilitation. Being significant as a facilitator enables the student to function more effectively, including catalyzing education, research, design, and other activities. As a source of stimulation, this person guides the learning process as opposed to a teacher who transfers knowledge and skills. Accompanying the research process, creative process, practi-

cal tasks, and searching for a solution to the problem, the significant person inspires the student to find innovative solutions to the issues analyzed. In such situations, the academic teacher, as a significant person, does not join the student in his activities, but with his action (narrative, question, proposal), encourages the student to undertake new activities, stimulates the search for new content, solutions, activates the need to cooperate with other people as well as the need for achievement.

4. they can bring about change through active cooperation in action. This is a kind of positive influence. It is the cooperation of a significant person with a student, during which efforts are mutual and the goal is common. By synchronizing activities, a bond is formed, which is an important element of social and emotional competence. The effects achieved together with a significant other are greater than the results of independent actions. Mutual involvement improves the student's ability to cope with requirements and stimulates courage to take actions that go beyond the schemes often obtained in the process of conventional teaching. The essence of this cooperation is to ensure a sense of security (e.g. each result of the action is accepted by the teacher), as well as an optimal level of sensitivity to the capabilities of the other person. Collaboration requires decentration, which enables a higher level of action than when the student acts alone;
5. they build a sense of security connected with the concept of support. Support is the help provided by a significant person in a new, different and often difficult situation for the student. Support may include several or one of the types of security, namely:
 - a. emotional support, consisting in conveying a positive attitude towards the supported person;
 - b. information support, which is based on providing information (objective knowledge or own experience);
 - c. instrumental support - providing assistance in the form of specific remedial actions,
 - d. in-kind (material) support, which consists in transferring financial and/or material resources,
 - e. spiritual support, facilitating the reference of difficult experiences to the sphere of the meaning of life, e.g. respect, which is feedback on the student's behavior and actions. The feeling of being appreciated and valuable in the eyes of a significant other is the basic premise for mature self-acceptance. For this reason, the availability of a significant other as a real source of support seems crucial because it reduces the sense of difficulty by accompanying, creating a sense of belonging, security and hope for solving the problem.

6. they shape a sense of comfort through a feeling of attachment. The repetition of contact with a person who is a role model – inspiration – leads to the creation of a bond based on the awareness that the person who is the source of inspiration is available and ready to help, i.e., a source of a sense of safety.

In the presented approach, inspiration is related to the real presence of a person chosen by the student as a role model. In this sense, inspiration is associated with the process of patterning, understood as the manifestation of thinking and acting, which proceeds in a manner similar to the action of the inspirer or brings effects similar to this pattern. Modeling has a positive connotation here and is not the same as imitation. This means that the activity or product of the inspirer's activities is perceived by the student as something valuable, which triggers efforts to replicate them in the repertoire of their own behavior, challenges, aspirations, tasks, achieving results in scientific work and, in the future, in professional work.

Inspiration is a state of being that provides students with an influencing factor. It is based on their values, imagination, and experiences; it ignites in them the desire to strive for something, to achieve, and to fulfill ambitions, which are usually innovative and creative – although they do not always have to be. Regardless, inspiration is an essential part of learning because it can provide the drive that is essential to ignite the enthusiasm for action now and in the future.

Of course, this list does not exhaust the features that define a summer school. For us, however, these features seem constitutive when we think of the summer school at the university as an interdisciplinary and open form of education.

4. RECOMMENDED WORKING METHODS TO BE USED IN THE UrSuS

The unique value of UrSuS from the methodological point of view is the unlimited range of methods and the complete freedom to merge them in various combinations of methodological approaches so that they maintain the postulates of 10 "I's". At the same time, what distinguishes summer schools is the ease of their modification and free choice of the form of educational tools used, compared to the established descriptions in the documentation of modules implemented as part of regular academic education. It allows for a rapid response to changes in a given field of knowledge. From this point of view, summer school can be a valuable supplement to the study program at the university level, quickly responding to the educational needs of the market in terms of the latest knowledge or philosophy of conducting a specific type of scientific, economic, social, or cultural activity. In addition to the typical schedule of practical and theoretical classes, it is possible to enrich the course with a range of extraordinary forms of work, the role of which is to interest, involve, include, and inspire the participants from both substantive and social points of view. Not only do the methods implemented in the summer schools teach, but also, or above others, ensure social integration of the participants both during the scheduled classes and beyond them, for example, during social meetings, educational trips, and cultural events. Paying attention to breaking stereotypes and barriers resulting from the difference in age and experience is essential. It may be achieved if the informal nature of these meetings is maintained as far as possible.

Summer school activities diversity requires a set of various methods, depending on the specific activity objectives and participants' needs. Therefore, a successful summer school's collection of methodologies should consist of expository methods to assure all the attendees of a complete understanding of the substantive issues and activating and engaging approaches to involve the participants and make them the integral and necessary element of the summer school.

Expository methods include **lectures, speeches** and **presentations**. Summer schools have the advantage over academic teaching that these traditional forms of knowledge delivery can be enriched in various ways. Summer school organizers usually have the possibility to invite non-academic **guest speakers**, such as the local **business** representatives, **authorities, artists, activists**. The guests, free from potential academic routine may add a spirit

of freshness to the traditional way of expository teaching. In case of international summer schools, the speeches of outstanding researchers and academic teachers from a foreign university would be also of a great value.

Demonstration and **observation** are specific kinds of expository methods. They are helpful as an introductory part of practical activities where the participants are expected to perform experiments or research independently. Similar methods appear useful whenever instruction on the proper performance of an action is necessary. The methods of demonstration and observation are also irreplaceable during activities outside the university, e.g., in nature (like in a forest) or museum, where specific objects are demonstrated and explained. They are also applicable in activities referring to human behavior, for example, in the case of a summer school on savoir vivre or diplomacy. Another form of this kind of method is enabling the students to take part in staged or real situations as observers e.g. in consulting practice at the therapeutic hall, court hearing etc. This kind of experience may also be followed by an additional set of explanations in the form of traditional lecture or **Q&A session** (which is a form enriched with the audience participation and engagement). The advantage of the expository methods is the practically unlimited number of participants that may benefit from the lecture at the same time. The value of such meetings is also the fact that the participants have the opportunity to learn unique information from people directly and personally involved in the presented issues. The role of teachers (presenters) is generally limited to the source of information if the individual activities do not involve interaction.

Aside from passive forms of getting new knowledge, summer schools provide an irreplaceable opportunity to personally and directly experience new things, phenomena and fields of science. Therefore, they should abound primarily in activating methods, of which there is a wide choice depending on the subject of the school and the needs of its participants and the environment. The methods, unlike the expository ones, require smaller groups. The following are the examples of methods that involve participants creativity and natural interests:

- **WORKSHOP** method is a method that involves a group of people connected (at least temporarily) by common interests, who spend the classes in an intense personal engagement on an activity providing them with new skills. As this kind of form of summer school attempts usually requires **team work** (participants can be assigned specific roles either in advance, e.g. randomly or voluntarily) and conscious division of participants into smaller teams assigned to particular tasks in the workshops. The activities are usually practical, taking place in specific spaces, often not fully accessible for the external guests, such as laboratories, libraries, museums, or outside the buildings in areas such as botanical or zoological gardens, forests where the participants focus especially on techniques and skills in a particular field. In this kind of method the participants do some practical work according to instructions and manuals, having an unlimited access to the necessary set of tools and equip-

ment listed in the instruction so that each of the participant can do their part independently. The advantages of the method include personal involvement of all the participants, their active integration, need to communicate, that is especially precious if the group is international, intercultural and interdisciplinary. The interpersonal communication, developed during the practical actions will be particularly useful at the summarizing and concluding stage. The benefit of this kind of classes lays also in the development of the feeling of cooperation and the value of team work among the students. The teacher's role is to (i) supervise the step-by-step realization of the instructions, (ii) solve the participants' doubts on the accuracy of their actions, (iii) take care of the safety of the participants in specific parts of their tasks, or if the workshop takes place in the places of specific safety requirements, (iv) answer additional questions of the participants in case of their deeper interest, (v) help and guide at the summarizing and concluding stage of the workshop. When organizing workshops, one should be aware that they require the participants to be provided with equipment, tools and materials in an amount appropriate to the number of participants.

- **PROJECTWORK** is a more advanced way of workshop. In this method the participants' task is to solve a problem with an access to scientific sources but without an instruction. In fact, the instruction should be designed during the classes. The participants work together or in smaller teams. Optimally the group should consist of interdisciplinary, intercultural and international members. The level of the problem complexity should be adjusted to the participants' education stage and, possibly, their interests, however it should not fall very much outside the main topic of the specific summer school. The method encourages students to think creatively, to avoid routine thinking traps, to use their previous experience and knowledge. Students learn how to show arguments supporting their ideas. The project work method enhances the participants' eagerness to test the invented solutions. The method develops the students' social skills as it requires interpersonal communication to form final outcome (a solution design). The project can take the form of a written instruction, a block diagram of the solution, building a prototype (if such a solution is planned, participants must have access to materials), a small drama (e.g. when the project work is about a social problem), design of an experiment. This method gives the students the freedom of thinking and acting and has the potential to develop social skills, promotes practical learning, requires deep involvement and learning from each other. Above others, project work develops the feeling of each participant's responsibility for the final effect. Teachers' role is similar as in the workshop method. Also, the localization of the project work classes can be similar as in the workshop method described above.

- **ROLE PLAYING METHOD** is a method especially beneficial for summer schools organized in the fields of the humanities, law and social sciences. In this kind of activities participants are expected to change their behaviors so that they can understand somebody else's situation. In this kind of activities the participants place themselves in social or professional situations where they are expected to use specific vocabulary in specific contexts. Moot court simulations may be an example of the method implementation. Activities according to this method should be planned in order to involve each participant. The method teaches several social and interpersonal skills, such as understanding of specific professions, understanding, anticipation and preparation for other people's behavioral responses, and also enriches the participants understanding of reactions based on diverse background of the individual participant. Here, the teacher's role should be to help the participants in developing the awareness how to extrapolate the specific classroom experience beyond it, to the real life situations. Also, depending on the age and educational stage of the participants, the teacher should be sensitive to their emotional engagement, tame them in case of possible conflict initiation and, above all, adjust topics and issues to the students background. Moreover, depending on the participants' abilities and experience, the teacher should be also involved in the roleplay with a specific moderating/mediating role. Finally, he/she should assist the participants in formulating the conclusions and explain specific responses or reactions observed during the class. He/she should be a good specialist on the issue in question and have psychological background. The significant value of the method is to develop empathy, interpersonal communication skills and creativity.
- **post practicum PRESENTATION.** This form deeply involves the participants since the presentations are prepared by themselves in team work based on their participation in the activities such as workshop, project work or role playing method. It should contain, at least, the objective(s) of the class and their outcomes (solution design, conclusions). This method helps students to gather and order the knowledge they have gained during the classes. Also, it improves communication skills as well as, apart from substantive contents, it develops the presentation skills. If this kind of activities is expected to summarize a set of classes, it may accept the form of a **mini conference**, enabling the exchange of experiences of a larger group of participants who take part in diverse kind of activities and get feedback. It would be also useful for the organizers to get a hint on the participants' reflection on the summer school.
- **DISCUSSIONS and SEMINARS** – this is a popular form of releasing participants' thoughts and opinions on an issue, based on the previously gained knowledge in combination with their own experience. This method helps to systematize information and confront it with their own knowledge. It helps to develop interpersonal skills, get the culture and rules of discussion and opens the acceptance to change one's own opinions and beliefs. Also, it gives the participants the opportunity to freely and openly

express their thoughts in public. An irreplaceable role of a teacher is to supervise and moderate the discussion to keep it within scientific and substantive frames and to make sure that all participants take active part in the discussion. The participation of an expert or a professional in the discussion gives the participants the opportunity to confront their conclusions with the specialist and to get an instant feedback without unnecessary criticism.

- **INTERACTIVE TOURS/STUDY VISITS** – summer schools create exceptional opportunity to organize study visits to places and institutions that are not usually freely available to the public or their functioning is rarely a subject of regular academic education. They may also be so time consuming that organizing them during the academic year is problematic. They may include such destinations as water purification plants, hydropower plants, ecological waste sorting plant, antiques restoration workshop etc. This kind of visit always requires the participation of the host representative who is the best practical source of knowledge on how the host institution is functioning. During the visit the participants can imagine how theoretical knowledge is applied in practice and they should be allowed to ask questions. Before the visit they should be instructed for safety rules. They should wear protective clothes if necessary and strictly follow the rules. The teacher assumes a supporting role, ensuring that the participants follow the rules and, if necessary, moderating the discussion and asking questions.
- **SOCIALIZATION METHODS.** The most efficient summer schools performance takes place when the participants have time to get accustomed to each other, recognize each other's names, culture and background before the regular summer school activities begin. Therefore, before and between regular classes during the summer school, social events are recommended. They may include bonfire meetings, dancing parties with the music selected by different groups of participants, easy indoors or outdoors sporting competitions with no winners and losers, team board games. It is important that participants change the teams after each game. The aim of the method is to brake possible barriers between participants. The role of the teacher is to coordinate the activities, to referee the matches, solve possible conflicts and moderate the event as a whole.

The methods applied in the summer school are limited only by the imagination of the organizers, teachers and instructors. The general idea mentioned above seems to be the most universal for the majority of the summer school topics. The organizers are invited to use the presented suggestions and get inspired by them but also to invent their own solutions best fitting the character of their summer school. All of them should meet the expectations of participants, organizers, invited guests and the socio-economic environment within the framework of the principles of social coexistence as well as implement the objective of the university summer school.

Other teaching methods to consider:

1. group of activation methods

EDUCATIONAL GAMES [learning content in the guise of a rule- and/or principle-based game; conducted in a deliberately arranged situation based on the description of relevant facts and processes; learners compete with one another within the framework of rules laid down by the academic teacher; varieties include simulation games – involving a simulation of real situations; decision games – based on the decision-making process and the recognition of the consequences of the decisions made (e.g., a decision tree); psychological games – increasing the emotional-volitional component of the participants' attitudes]

CASE STUDY [a comprehensive description of a phenomenon connected with the selected discipline; reflecting the reality, presenting the 'what', 'where' and 'how' of the phenomenon, i.e., all of its key aspects to be discussed in class; used as a reproduction, presentation, discussion or diagnosis of factors that shape the phenomenon or interact with it; an in-depth qualitative analysis and evaluation of a selected phenomenon]

PEER LEARNING [learning through the exchange of knowledge in a group/team/pair of students, i.e., in the so-called learning cell; a kind of mutual learning; an approach focused on student activity under the guidance of the person teaching the course; a learning situation where students with a similar level of experience learn from one another]

FLIPPED CLASSROOM [anticipatory learning; work in class is based on previously studied material indicated by the person teaching the course; preparation outside the classroom serves the purpose of getting familiar with the issues whose knowledge is necessary for participating in the in-class discussion and the training in the related practical skills; the activity is based on the work of students under the guidance of the person teaching the course]

SWOT analysis [a method of analyzing a phenomenon/action/work of an institution, employed to organize information and solve problems; applied in strategic planning, project implementation or solving a business or organizational problem; a universal tool to be used in the initial stage of a strategic analysis which involves sorting information about a problem into four categories: strengths and weaknesses, opportunities and threats; SWOT analysis makes it possible to determine the factors in favor of a project and its chances for success, as well as eliminating or reducing negative factors and threats to the project at the stage of early diagnosis].

2. group of demonstration methods

EXHIBITION [preparing an object for public display and displaying it in order to elicit a specific reaction; creating a themed collection of specimens/objects/works to illustrate a specific issue]

DRAMA PERFORMANCE [an art workshop: preparation and performance of a dramatic piece or other work of theatrical art involving the participation of people acting out assigned roles; performing a play in front of an audience]

POSTER PRESENTATION [a visual presentation of a problem and its proposed solutions, created by the person teaching the course or by a student on a poster board showing one major element or a collection of several elements in a coherent graphic form]

DEMONSTRATION-IMITATION [a presentation of a model way of performing specific activities accompanied by a commentary; it aims at triggering imitation activities in an individual or in a group of participants observing the activities of the person teaching the course until the right habit is formed through regular exercise; the demonstration-imitation method is combined with a physical practice of activities/behaviors]

SCREEN PRESENTATION [a presentation of synthetic image content using computer graphics, e.g., a series of slides or other multimedia forms, usually accompanied by a commentary; typical components of a screen presentation include text organized into bulleted points, charts, images and animations, sometimes sound effects or music; a multimedia illustration of course content presented in the form of a projected image]

3. group of value-based methods

AFFECTIVE METHODS [methods of participating in exhibited moral, social, aesthetic and scientific values; activities evoking genuine emotional reactions to works/objects/actions; a method which activates an emotional response to the presented content, intensifies attention, depth of experience and a reflection on values]

EXPRESSIVE METHODS [methods of accessing value-related knowledge, experiencing values in emotion-laden activities; creating situations enabling the creation or reproduction of values as a way of self-expression combined with experiencing values (individually or in a group); actions, most often creative, involving an expressive and suggestive way of expressing emotions]

4. group of practical methods

LABORATORY EXERCISE/EXPERIMENT [also conducted as fieldwork] a method of practical application of knowledge; implemented in three stages: the recognition of a problem induced by the task content, the formulation of the problem and the attempt to solve it accompanied by the assessment of the effects; the goal is to acquire skills, abilities and habits, and to consolidate the acquired knowledge so that it becomes operational; the laboratory method assumes greater independence of learners than carrying out an experiment]

CREATION/PRODUCTION – CREATIVE WORKSHOP [an activity involving creating/producing a work/artifact based on the individual, creative effort of the participant; the creative workshop is characterized by the presence and openness which make it possible to access the essence of the work/peculiarity of the artifact at every stage of its creation/production]

PROJECT SCHEDULING [proceeding according to the steps proposed within a specific methodology for the completion of a task; e.g., identifying project objectives, determining the result, identifying strengths, weaknesses opportunities and threats (SWOT), establishing a schedule of activities, assessing resources, establishing an implementation plan; the initial diagnosis; the reassessment of assumptions; the process of preparing the practical implementation of a project]

OBSERVATION [also conducted as fieldwork; a method of observing phenomena, objects or people in a systematic/planned way in order to gain knowledge about them; perceptual separation of elements of a model action as an element of learning through imitation; a complex system of cognition based on sensory experiences]

PLEIN AIR SESSION [implementation of a creative task in an open-air area, e.g. outside the studio]

5. NOT SO MUCH GOOD PRACTICE AS... GOOD INSPIRATION – *SERVICE LEARNING*

When designing the summer school, apart from the classic forms and methods of academic education, it is worth taking into account forms that can emphasize its specificity and connection with the environment outside the university. This form is service learning like community – based learning.

The common feature of summer school and service learning is education connected with real life in a university environment.

Taking into account the goals and characteristics of this form, it is impossible to resist the impression that they are coherent, and the incorporation of this method into work at the summer school is a very good (although not the only one, of course!) way to implement academic education at the highest level.

It is, therefore, worth checking what this method actually is.

SERVICE LEARNING method can be treated as the one that best fits the goals and tasks of the summer school implemented in the environment outside the university walls:

*In many college courses the goals for student learning are changing. Students are still expected to learn important facts, but there is a growing emphasis on the application of facts to solve problems and the relation of facts to real-life contexts outside the university setting. Students are expected to be familiar with more than just the traditional subject areas. It is important for them to think critically, collaborate with others, fit into an increasingly diverse community, and make a smooth transition from school to work. The content of what is to be learned is changing, and thus the methodologies of teaching and learning must change as well [Blum, R. E., 1995. *Learning and teaching: Our work together* (Draft Report). Portland, OR: Northwest Regional Educational Laboratory].*

Service-learning is a form of learning that combines university education with experiences resulting from authentic community service, in an environment outside the university. The use of such an educational method indicates a holistic approach to developing the competencies of students who, by learning, support the activities of institutions, organizations, and other entities serving the community.

Service-Learning is a form of experiential learning where students apply academic knowledge and critical thinking skills to address genuine community needs.[...] That service-learning is a teaching and learning methodology that fosters civic responsibility and applies classroom learning through meaningful service to the community. The strongest service-learning occurs when the service is meaningfully immersed in ongoing learning and is a natural part of the curriculum that extends into the community. Service-learning is essential in providing a rigorous and relevant curriculum that will prepare students to succeed in the 21st century [Toole James, Pamela Toole, 1992. Key Definitions: Commonly Used Terms in the Youth Service Field. Roseville, Minnesota: National Youth Leadership Council].

A properly managed community-based learning course provides students with:

- the opportunity to contribute your own initiative and solutions to the activities of social institutions and organizations through active participation in organized service experiences coordinated with the school and community;
- confrontation of knowledge and skills acquired during studies with the reality of life outside the university; in many cases, these are competencies relating to a future professional career combined with social obligations initiated during summer school;
- time to reflect on their own actions, during which students have the opportunity to think about the experiences gained, the actions taken, and their consequences; they can discuss them with teachers, classmates, or representatives of the environment, all in conditions of deep understanding and a helpful attitude on the part of the conversation participants;
- introducing new forms into academic work that revive interest in new content and, above all, understanding the service category from a humanistic perspective.

THREE BASIC ELEMENTS OF COMMUNITY-BASED LEARNING

Planning: The more clearly formulated the task, including the specific goal and stages of its implementation, the more the student will gain from the experience. What is important is the student's active participation at this stage – a sense of agency. At the planning stage you need to:

- come into contact with institutions and organizations operating in the local community;
- introduce students to work using the service learning method;
- create a team of teachers, students and representatives of the local community to develop the project framework, set goals, develop a schedule and determine the most important tasks to be divided; at this stage, the cooperation of all interested parties is necessary;
- plan periodic reviews of progress and schedules with students and community organizations;
- organize a time and place where students and the participating representatives of social organizations can discuss the planned results of the project.

Action: the biggest technical problem at this stage of the joint project implementation is setting dates suitable for all course participants and correlating the implementation of tasks with the students' schedules and organizational plans. To avoid failure due to deadline mismatches, organizational staff should be reminded of students' time constraints in achieving their goals during the semester.

During the activities, to inspire and support students, it is necessary to organize regular meetings during which students report on the progress of their activities. This group experience is intended to build a sense of support, understanding, and empowerment, especially when activities do not go as planned. Sometimes, it is necessary to change goals, tasks, or time frames depending on circumstances. Flexibility is an important part of the community-based learning process.

Reflection on action is a necessary element of community-centered action learning. The service learning method is clearly focused on the good of the learners and the good of the community which the students are expected to serve during the classes. It is a topic for continuous reflection, conversation, exchange of views and individual reflection on the meaning of one's own actions throughout the entire period of activity, not only when assessing its results.

Therefore, when using this method, teachers must give up or loosen their attachment to measurable results and move to a process-oriented approach. It is important to focus on the process and what students learned during the project, both in terms of knowledge and skills, but mainly individual attitudes and social competencies. The best way is to show the effects of the work and have it assessed by all participants of the task, who usually notice and appreciate various parts of it. Assessment of the assumed goals, methods of implementation, achieved effects and planning are the elements of a proper summary of work.

The service learning method provides students with structured time to reflect on the service experience that is often missing in other university learning methods.

Dan W. Butin (*The Limits of Service-Learning in Higher Education*, The Review of Higher Education Summer 2006, tom 29, nr 4) reiterated that "service-learning is supposed to foster respect for and reciprocity with the communities that colleges and universities are all too often in but not of".

6. FINANCIAL ISSUES – TIPS AND ASPECTS TO CONSIDER

The courses must be backed by sufficient funding, either through the financial collaboration of a company or institution sponsorship or through the reduction of substantial expenses of the course.

The financial issue is very important to ensure the quality of the courses. In this sense, one of the selection criteria for the University of Alicante Summer Courses is the collaboration of companies, institutions or entities external to the UA in the design, development, promotion, financing and sponsorship of the course. The financing and sponsorship must be accredited before the selection of the courses that will be organized. In other cases this collaboration is compulsory and it must represent 50% of the total cost, i.e. Universidad Complutense Summer Courses.

Private collaboration for financing Summer Schools

Corporate Sponsorship consists of an agreement or arrangement between two persons (legal or natural) in which one of the parties, called the sponsor, will provide a consideration (monetary or material) to another party, called the sponsored party, in order for the latter to expose its brand or product publicly.

Sponsorship is a subtle form of advertising where a company seeks to make customers associate its brand with an activity or person that represents values or qualities that appeal to its customers. These activities or people are usually outside the company's normal sphere of activity. The ultimate goal of sponsorship is to attract customers and increase sales. An example is: <https://cursosveranoucm.com/patrocinadores/>

Summer courses could be an activity for sponsorship. For example, a health company might be interested in sponsoring a course related to a specific knowledge related to health or caring.

Sponsorship should not be confused with a collaboration or **patronage** agreement. In the first case, the objective pursued is to promote a brand, while in the second, it is to help achieve

ve the objectives of the sponsored entity (which must be an institution that meets certain requirements). In the case of patronage, the benefit for the company is more indirect than in the case of sponsorship, as the collaborating parties are mentioned, but their brand is not necessarily publicized. However, there is a tax benefit that the company can take advantage of.

Summer courses directed to a specific target could be funded by a **patronage** agreement, for instance, courses for facilitating the employment of people in social exclusion risk (<https://www.incorpora.org/>).

Both sponsorship and patronage can be done through a direct payment to the university or with other formulas. The sponsor can pay for travel, accommodation or teacher fees directly. It can also facilitate the visit of students to a spot outside the university, for example, a visit to a factory in which the sponsor pays for the bus transfer of the students.

Another option is that **companies directly pay the fee** of a group of students. They could be their own workers or students they want to attract to the company when they finish their studies. This way is simple and it can be part of an agreement or a decision of the company without publicity.

Public collaboration

By means of an agreement, a public institution can also pay an amount of money to the course organizer or take direct responsibility for the costs of a given course. This is also a type of sponsorship.

Other sources

The courses are also paid by the participants' fees and in some cases by the funds of the university or a project.

The university may also devote its own funds to the organization of summer courses if it deems it necessary. In the Spanish case, there is no legislation prohibiting this, but the classification of these courses as lifelong learning results in an assumption that their self-financing is compulsory. This is the case at the University of Alicante but not at the University of León (http://extensionuniversitaria.unileon.es/euniversitaria/pdf/Normativa_Cursos_Verano.pdf)

Financing source	Administrative tool
Companies training their staff	Invoice
Corporate sponsorship or patronage	Agreement Direct payment of costs Invoice
Public sector	Agreement Direct payment of costs Invoice
University	Own funds
Participants (students)	Fee

Expenses

Direction/Coordination: usually a fixed amount marked in advance in the proposal.

Lecturer fees: There is usually a fixed rate per hour that decreases if the same lecturer teaches several hours. It can also be modified if a very famous personality that will attract the public is invited, and you must pay more. [At the University of Alicante the maximum hourly rate is 148 euros.]

Accommodation and meals: Rules must be established regarding the accommodation cost paid to teachers (depending on the length of stay) and also what meals are included.

Travel expenses: It is advisable to limit the number of teachers who come from outside the European Union so that the costs are not too high.

Handouts for students: in some cases handouts provided for students also serve as advertisements for the center organizing the summer school.

University fee: The university charges a fee for the costs of organization and management of the course.

Scholarship: Student fees and even accommodation can be granted for some students if the course has enough income usually by means of a sponsorship.

7. SEVERAL KEY STEPS TO ENSURE THE SUCCESSFUL PLANNING, EXECUTION, AND DELIVERY OF THE SUMMER SCHOOL PROGRAM AT THE UNIVERSITY...¹

Like any other activity, the summer school is planned in several stages. We propose an overview of several steps to create a project, and implement and summarize the activities of the summer school.

Step 1: The birth of an idea

It is necessary **to start by asking what?** – what will be the main topic of the summer school? what type of classes will be appropriate for its implementation, and how will it fit into the needs, scope of research, and activities carried out at the university? Will we be able to recruit substantively qualified staff to work with students? – it all depends on the topic of the school.

After the first question, each of the summer school organizers must initially answer the following questions:

- **goal – what for?** *[what goal do we achieve by implementing the summer school: catching up on knowledge and skills, introducing new knowledge, creating synergies between the studied fields of knowledge,...? and others]*
- **target audience – for whom?** *[study level, local or international recipients, students of one faculty, university, or many...? others]*
- **date – when?** *[only during periods free from classes provided for in the academic year schedule; during a period specifically scheduled for organizing a summer/winter school...? another term? What?]*
- **duration – how long?** *[a week, two weeks; several days; blocked classes, divided into several sequences of meetings? other possibilities? What?]*
- **form of education – how?** *[only on-site, only online, hybrid, mix...?]*

¹From inspiration *Guidelines for Organising a Utrecht Network International Summer School*; <https://utrecht-network.org/wp-content/uploads/2015/08/Summer-School-guidelines.pdf> [10.08.2023].

- **location – where?** *[in one place or several: with students staying in one place or traveling between several locations; at one university or several at the same time; outside the university...?]*
- **partnership and responsibility – with whom?** *[the university/universities alone or in cooperation with the communities where the school is located; division of responsibility for implementation from the idea stage to evaluation; or division of a selected sphere of responsibility, e.g., provision of premises for school activities, participation in setting goals, ...?]*

The proposal to create a summer school may result from the state of research currently undertaken at the university, the subject of international and partnership cooperation, the need to develop a new curriculum, the needs reported by partner environments, global trends, and problems that must be considered. The approach to achieving the goals can be multi-disciplinary or in-depth.

The initiative regarding the organization may be taken by one university or a team of representatives of several universities, including international ones and partner institutions. Within a university, the initiating group may be a group of teachers, one teacher, the management of a department or university, and other initiative groups, e.g. participants of research teams, etc.

When planning a summer school one must consider openness to all interested students and teachers as well as partners making a significant substantive contribution to its implementation. Accessibility for students should mean no assignment to the level of education – the participation of postgraduate and doctoral students may also be considered – depending on the purpose and advancement of the research level.

The date of the summer school organization should be determined according to the local context, the academic calendar, and the working calendar of the partners. The decision in this respect lies with the university (including the coordinator), and the duration, depending on the level, content, and subject of the school as well as the forms of conducting classes, should comply with the rules for converting students' working time adopted under the ECTS system; hence the optimal solution is to organize a summer school lasting one or more weeks (some programs require a different conversion factor - e.g., grant programs).

Considering the basic criteria, the coordinator should, at the outset, determine the size of the school (number of students, teachers, experts) in accordance with the assumed curriculum, adopted teaching methodology proposal, premises and location of the school, and the budget.

The first ideas are transformed into an initiative undertaken by the school organizers. In their hands, sketches, and ideas take on the right organizational form.

Step 2. Organizing ideas into an UrSuS plan

The aim of this phase is to check the ability of the main UrSuS coordinator to successfully implement it. Before inviting anyone to cooperate and advertise the school's activities, the coordinator should consider the most important issues to properly organize the school.

If possible, it is worth carrying out pilot tasks to gain certainty about issues that are of key importance for the organization of the school: e.g., the interest of students and teachers, the possibility of using the laboratory base, the topicality and importance of the problems addressed, the budget and its allocation, etc. It should be emphasized that the organization of a summer school is not only a form of education but also a way to promote the university and the quality of academic work. Key issues should be thought out and well planned:

1. Establishing an academic committee – an initiative and organizational group:

The initiative group consists of people who decide to establish a summer school; it is a time of contact usually organized in digital form and via instant messaging. The group of main coordinators usually emerges in the first stage of the exchange of ideas and constitutes the core of the summer school until the end. It is good to decide to join the program responsibly, i.e., consider your possibilities in terms of time management, availability and the depth and breadth of substantive preparation. Considering these responsibilities, it is good for coordinators to come from both the scientific community and academic teaching. Knowledge and excellent teaching skills allow you to best plan the functioning of the school in all its aspects: the subject matter - its scope and depth, adapting to the level of all school participants, establishing the methodology, selecting other teaching staff, calculating the student workload, the number of ECTS points, methods of self-verification of learning outcomes. These are tasks performed by academic teachers as part of their teaching duties. The core group of coordinators form the school's organizing committee, and although in many respects it remains independent in its decisions, there are elements of organization that must be agreed upon in consultation with the parent institution within which the school is organized; using the principles of organizational culture – the organizers are obliged to report on the progress of work on an ongoing basis and inform the relevant authorities about practical arrangements, financing and events that will constitute one of the aspects of the functioning of the university (the importance of these activities increases if the organization of the school becomes cyclical). This information can be provided through official communication channels at the university, but it is advisable, at least in the most important aspects, to provide information at open meetings with the authorities and representatives of units operating at the university. This is also an important stage of internal promotion.

2. **Involvement of the institution coordinating the activities of UrSuS:** the coordinating/hosting institution must formally assume responsibilities through the rector's office, the head of the unit or another organizational unit. The more defined the major commitments in terms of infrastructure, staff and budget, the easier it is to define an action plan and share responsibility for implementing all parts.
3. **Preparation for the implementation of the learning program at UrSuS:** Academics and other partners should be included in the school's organizing committee to ensure sufficient coverage for the activities. These teachers and scientists recruited for the educational program will be responsible for carrying out classes in the number, scope and form determined by the coordinating team. Regardless of the specific topic, it is worth pointing out several characteristics of teachers participating in summer school programs. UrSuS teachers should demonstrate:
 - a) high competencies in the subject of school activities,
 - b) fluent knowledge of the language of instruction (e.g., English) for conducting discussion classes; it is advisable also to know the language of the community in which the school is located to fully benefit from the advantages of the environment,
 - c) ability to undertake innovative methodological forms and organize diverse social contacts within the group of learners and with members of the community outside the school,
 - d) openness to active integration in an international and intercultural community of teachers and learners,
 - e) readiness to work in the summer without additional remuneration/honorarium (most classes under UrSuS should be organized as part of the teaching workload).

4. Main elements of internal logistics like:

A – UrSuS administrative support: employees from existing education, foreign cooperation or project offices can be used for the administrative part of organizing a summer school. The optimal solution is to delegate an administrative assistant or assistants to support the organization of the school (mainly during its duration – e.g. for a period of, for example, two weeks). It is worth considering the participation of senior students or PhD students to act as assistants, e.g., as part of their internship or preparation for peer tutoring.

B – space, and tools for conducting classes that must be available: for the duration of UrSuS (no later than one day before and one day after school closing), free of charge (for university organizers), such as:

- lecture rooms – the size of the rooms is determined by the maximum number of students specified by the school program and increased by the number of teachers participating in classes;
- rooms for group classes – number, equipment and tools adapted to the program and number of participants in one group; it is worth considering a possible group rotation schedule (e.g. places to store the results of group work when another group carries out activities in the same place);
- rooms with computer equipment and Internet access, both for the purposes of conducting classes and for the individual needs of students and teachers (e.g. in a computer center or library)
- various presentation equipment, tools for workshop and laboratory work provided for in the school program (or a set of tools available to module coordinators);
- on-site canteen and/or cafeteria and drinking water supplies within easy reach (breakfasts, lunches, possibly dinners at reasonable prices);
- in the case of special work spaces, contracts should be signed in advance with the managers of these spaces or owners of other places to be used under UrSuS.

C – Accommodation of students, teachers and other staff:

- students should be given the opportunity to stay in a student dormitory or in similarly inexpensive accommodation close to UrSuS classes;
- accommodation for teachers (in some cases coming with partners/spouses/children) should be available at a reasonable prices, preferably close to student residences,
- catering, at least breakfast, should be part of the contract with the accommodation provider if there are no cheaper ways of providing meals (in many cases, a cheaper way is to use the full daily meals in the campus canteen);
- in order to reduce costs, block reservations for accommodation and meals should be accepted with a flexible framework in the event of a recruitment change. The argument for a flexible approach to accommodation is long-term planning.

D – location and access:

The main organizer, UrSuS, is responsible for ensuring easy access to the school (even in a very complicated location). It is advisable to create or select an easily accessible website with up-to date information on public transport (including that operating on Sundays – this is often the day of arrival and departure of school participants). This website should be located on the school's official website, or a visible

place should be provided for giving the address to a website existing at a different address. When planning and providing information on transport, other needs of students should be taken into account, such as the possibility of using public transport to places of entertainment (also at night).

5. Involvement of the core group of partners:

full participation of partners is necessary in planning, implementing, and evaluating activities. Members of the initiative group - the main coordinators of the UrSuS project - are obliged to establish direct contacts with institutions, partner groups, and, within their scope, with people who will directly represent the partner communities. In addition to consulting the goals, tasks, and forms of activity of UrSuS, these partners will conduct open promotion outside the university and actively support the school's activities (material and non-material). It is particularly valuable and effective to base contacts with partners on personal networks of cooperation and direct relationships. Maintaining these relationships is the responsibility of school coordinators, so it is necessary to ensure good communication and build internal communication channels that facilitate quick contact (e.g., agenda with contacts in digital form, meeting room, media networks, etc.).

6. Recruitment of teaching staff

After determining the most important aspects of organizing the summer school, including indicating the scope of content and goals of the school, you should start recruiting teachers who will conduct classes substantively corresponding to the subject matter. The request for participation may be open within the university; it may be directed specifically to a group of teachers and scientists related to the school's subject matter or to masters recognized in the field corresponding to the subject matter; may be open to scientists and educators from outside the main university, e.g., representatives of partner universities or other partner units. The final selection of staff is made by the main committee of coordinators who ensure the connection with academic content and didactics.

A good solution is to employ representatives of the main university and a few from outside it, which can significantly expand the approach to the analyzed issues adopted in a given environment and build new channels of scientific and student relations.

Summer school staff may come from groups of teachers representing different stages of academic development, and an appropriate level of academic knowledge and skills should always be ensured. An important aspect is the ability of teachers to engage in various activities within the school, e.g., ready to establish new contacts and undertake activities complementary to classes, e.g., tourist or artistic activities.

Recruitment should take place in a formula adopted by the organizers, equal for all interested parties; may take the form of a competition including a written presentation of classes, taking into account the content and aspects of their organization, e.g., the scope and access to literature and tools, description of the form, methods and time commitment, as well as methods of verifying learning outcomes.

It is worth including “master classes” in the UrSuS program, to which the organizers, outside the competition, invite outstanding scientists and educators presenting their experiences in open meetings of the entire school community, or masters representing the university environment and representatives of partner institutions.

Both the list of classes accepted and the list of invited scientists should be known and disseminated at least a semester before the start of the summer school (note: the optimal period is the time of planning the teaching load at the beginning of the academic year). Each qualified person should receive written confirmation of acceptance of classes into the school program. Teachers selected in the competition are obliged to participate in the work of UrSuS at the time indicated in the class schedule. Considering the specificity of such education, it is worth making teachers aware that, in addition to classes, an important element of their work will be voluntary involvement in activities outside classes. This is the specificity of the school's work and an important aspect of building its environment.

7. Recognition of student achievements expressed in ECTS points

Recognition of students' achievements (expressed in the number of ECTS) is one of the most important aspects of school organization and at the same time the most difficult when there are discrepancies in the way of converting student workload into ECTS points due to the rules adopted at universities.

To calculate the value of classes organized in summer schools, it is worth using the conversion rate recognized in European higher education, which means that 20 / 30 hours of student work (depending on the university) is converted into 1 ECTS point. This simple multiplier also helps determine the number of hours that should be included in the UrSuS program. A simple example is to assume that during a week of classes (5 days of student work, 6 teaching hours each) you can obtain 2 or 3 ECTS points. This is a good indicator for planning student's workload.

The second idea to facilitate the process of completing learning outcomes is to include UrSuS in the education program in the field of study, e.g. as one of many forms of classes to choose from. Then, by default, the sum of points obtained under UrSuS will be included in the total pool of points required to complete studies in the field.

Obtaining the indicated number of ECTS points for the workload under UrSuS requires intensive work of all participants. It is necessary to provide ways of encouraging school participants to actively participate in classes and to ensure that the classes are inspiring, attractive and bring measurable results. The student will then see his/her progress and have a sense of achievement. As part of each class, the teacher should constantly monitor the outcomes of the student's work in order to react in situations where this involvement is insufficient – because there may be various reasons for this, not always resulting from tardiness. It is good practice to record student attendance and activity during each class, which can be used for final evaluation. Students should have access to the classes of their choice, therefore, the work plan should be designed to enable choice.

Students must have free time to pursue their plans, including sightseeing, cultural animation and personal projects.

8. Budget issues

Guidelines for developing a budget were presented in the previous chapter.

The second step ends the preparation stage (here we have presented the key elements for planning, they can be supplemented with others, depending on the specificity of the school).

Step 3. practical preparation phase

1. Promotion and communication:

Ideas translated into concrete plans and actions require sharing and dissemination. Therefore, at least a semester before the start of UrSuS, the main assumptions of the school should be presented in any form (in any medium but accessible to all interested parties), including the following information:

- general description of the summer school giving reasons for the choice of topics and objectives;
- school program and schedule of activities (including tourist, recreational, cultural, etc.) and its duration – start and end dates;
- presentation of the team of teachers and scientists (and partners) involved in the implementation of the program;
- arrangements regarding the language of instruction;
- arrangements regarding the number of teaching hours and ECTS points;
- procedure and deadlines for qualifying students for UrSuS;

- participation costs;
- forms of support for participation in UrSuS – e.g. scholarships or allowances;
- information regarding location, accommodation and meals;
- information related to commuting to, from and during school;
- administrative information and contact with the UrSuS service office;
- the most important information about the university – the main organizer/coordinator of UrSuS (alternatively, information about partners can be included).

The information should be prepared in a format that makes it is easy to identify the information linked to UrSuS, so it is worth considering a common format for all documents and visual identification (in print and in the media).

Core information elements should be disseminated to interested communities. For this purpose, it is worth using existing communication, advertising or promotion offices with their own information transmission channels.

Considering that this information should reach mainly interested students, it is worth using various digital communication channels, student organizations, and places where students spend their free time. Teachers conducting classes with groups should become a separate source of information.

From this stage, the UrSuS Information Office should also operate, coordinating all school organization elements in consultation with its organizer.

2. Some additional issues that require planning

In practice, logistical organization is based on a clear division of roles of all organizers and administrative services of the school. The task should be identified and accepted for implementation – consent from everyone should be obtained.

Responsibilities should be divided according to content, scope, duration and costs, and a framework should be established for each activity (allowing some flexibility if any changes occur).

Additional staff should be provided to handle administrative tasks.

All persons participating in the work of UrSuS should learn the exact scope of tasks at least 6 months before the start of UrSuS. Administrative staff should be delegated to work in this area at least three months before the commencement of UrSuS. This is the time for specific organizational tasks.

Both the UrSuS plan and the responsibilities of staff supporting school activities should consider all participants' special requirements. Academic staff and students may have special needs that must be addressed before arrival. Some problems require more involvement and we cannot allow a situation where a special need becomes a big problem – it is depressing for people with special needs.

The practical part of the preparations should also include arrangements for food, accommodation, and, if possible, communication or sufficient information about communication possibilities.

It is worth preparing an information package about the city, the region where UrSuS is implemented, cultural, artistic and sports attractions, events and natural resources for individual visits.

From the safety point of view, information about individual insurance should be disseminated (unless students have it in the package of university requirements - UrSuS is treated as an element of education at the university), as well as information and contacts to assistance services, including medical ones.

The number and method of organizing joint events for the entire UrSuS community should be determined, which is one of the most important elements of integrating its participants.

Due to the nature of UrSuS, other forms of completion than those mentioned within the school should be provided, especially during an unexpected event.

3. Recruitment of students for UrSuS classes

An important aspect that ensures interest in UrSuS is its prestige. It is built on: important and current topics, teachers and scientists who are valued educators, unique forms of teaching, inspiring methods of conducting classes, an inspiring environment in which the school operates, and the freedom to choose and chart your own learning path. It is worth mentioning these aspects before starting recruitment, promoting UrSuS classes. An equally important element of image is the recruitment method, which is carried out according to specific rules, e.g. an essay competition. Students who get into such a school feel special because they have been accepted for their efforts.

Therefore, information about the school should become known much earlier so that students have time to think about their participation and consider, for example, the topic of the essay. (it seems that preliminary information about the organization of the school should be provided to students a year before it starts).

In this formula, you should also consider:

- priority of registration (students of the home university or some other criterion),
- preparing lists of reserve candidates,
- deadlines for announcing students admitted to the school,
- admissions appeals procedure,
- deadline for submitting final applications to participate in UrSuS.

As in similar activities, in case of disputes, the opinion of the main coordinator of UrSuS should be sought.

Taking into account the specificity of classes within UrSuS, it is worth ensuring as open access to classes as possible – participation in the school should be, apart from academic work, a kind of pleasure for the student, resulting from learning about what is important to him, inspiring, expanding the horizons and developing his competencies.

Step 4. Implementation and action

The practical activities of UrSuS begin when all the tasks provided for in the agenda are ready for implementation. Tasks should begin in accordance with the plan adopted by teachers and organizers, and in accordance with the schedule distributed to students.

UrSuS participants, especially those who come from other academic centers and cultures, should from the very beginning receive support from assistants, students should expect tutoring support organized by teachers or older students, including doctoral students, and people requiring specialized care should, from the moment of acceptance of the application, benefit from the offer of the office supporting their participation in the summer school. Please remember that support for groups and people with different needs cannot end with the end of teaching classes. Implementation of UrSuS is a time of learning, exchange, reflection, observation, experimenting, creation, action, but also fun and relaxation in a new environment. Also during these activities, people who need support should receive it (various forms of peer support should also be considered) so that the entire stay is educational and enjoyable for students.

Step 5. Evaluation: feedback and conclusions

The summary of UrSuS activities includes:

- first of all, assessing and passing all activities that students undertook and which were announced in the school's passing conditions; possibly, it is worth providing additional certificates for students who voluntarily completed additional classes resulting in some new competencies;
- assessment of positive and negative elements of the implementation of the school program – opinions of all participants and organizers of UrSuS should be collected and treated as a document serving to improve the quality of education within UrSuS; it is worth preparing standardized evaluation sheets in advance, enabling the collection of the appropriate number and quality of evaluations, and in the case of subsequent editions, their comparative evaluation;
- preparation of financial settlements with all entities that participated financially in the organization of UrSuS;
- developing and disseminating information on the effects of work undertaken within UrSuS, this is especially important in the case of service learning activities, which should contribute to changing, modifying or initiating work or activities in the school environment;
- developing new channels of communication between school participants, especially in the case of declarations to continue research undertaken within the school;
- developing and publishing information in various media about the program and the effects of the school's work, including its evaluation by the participants – this is a valuable element of the promotion of UrSuS, the university coordinating the project and the partners participating in it;
- as a final step, it is worth considering creating a permanent UrSuS website where information about past events, future plans and materials used by school participants (unless they are prohibited from being made public) should be published – these materials can still be used by students, who want to continue the research, tasks and activities undertaken as part of UrSuS.

...instead of a sum-up – some examples for inspiration...

EXAMPLE 1.:

Case study: **Summer School of Aquamatics June (SSA)** **12-16 2023**

Aquamatics: – a neologism created by the Team of the Silesian Water Center of the University of Silesia in Katowice, invented to describe the scientific and didactic activity of the Team. It combines the sound of Latin words: *aqua* – water and *mathematicus* – science, lesson, cognition. It is characterized by a holistic and modern approach to the fields of science dealing with the issues of aquatic environments. It functions as the name of the field of study at the Faculty of Natural Sciences of the University of Silesia.

Leading Organizer: University of Silesia in Katowice within the frames of Stronger Together ... financed by NAWA.

Co-Organizers: Vitautas Magnus University, Kaunas, Lithuania and University in Trieste, Italy.

Aims of SSA:

- to present the idea of integrated and interdisciplinary studies and research on aquatic issues from ecology, hydrology to technology, hydropower and problems of water resources management in response to global climatic changes
- to initiate a platform of professional and academic meetings of specialists, experts and students of aquatic sciences
- to develop participants' interests in environmental issues
- to create social integration of Polish, Lithuanian and Italian academic environments

Topics of the SSA:

- on a research boat: in-depth study with bathymetric equipment and sonars;
- does water have DNA? Metagenomics: theory, field sampling, potential in aquatic studies;
- How to determine environmental changes using statistics: a practical guide using R*;
- What do dams do? Goczałkowice case of hydrotechnical construction;
- Bird's eye view on the lake – ornithologic issues of the Goczałkowice reservoir;
- Hydro Power Plants;
- The origin of the fish on your plate;
- Excursions around Katowice and places of interest: Upper-Silesia Anthropogenic Lake District.

Target group:

Students of at least 2nd year of bachelor studies and 1st or 2nd year of master studies of the faculties of natural sciences or related study fields of the University of Silesia in Katowice, Poland and Vytautas Magnus University, Kaunas Lithuania, 10 students from each university.

Remark: this relatively limited and close target group resulted from the assumptions of the Stronger Together project, as a common project prepared by the three Universities within the frames of Transfer for Europe alliance (<https://us.edu.pl/t4e/en/>). According to the project, the participation was financed for the project member university students (see details in the section: Financing).

Teachers:

- 2 or 3 academic teachers from each of the three universities,
- 2 experts of the socio-economic environment.

Number of teaching hours, in total:

72 hours

ECTS credits:

not applicable

General schedule:

- June 11/12 June: arrival to the training center in Goczałkowice Zdrój.

Remark: educational center is located directly at the Goczałkowice Dam Reservoir. This localisation enabled the participants to fully benefit from both theoretical and practical classes based on real aquatic environment. University of Silesia in Katowice has a research boat equipped with devices enabling direct bathymetric measurements and water quality tests. Moreover, the center was exclusively available for the participants, including accommodation, conference rooms, basic kitchen and outdoor (e.g. place for a bonfire) facilities. This conditions gave the participants the opportunity for integration. Weak point of the center: there were 20 beds, which meant that only students could be accommodated there. The accommodation for the teachers was in the vicinity of the center.

- June 12/13/14/15 classes in Goczałkowice Zdrój training center.
- June 15 – transfer of the participants to Katowice.

Remark: The Upper Silesian Anthropogenic Lakeland is a unique area. The local lakes and ponds were created as a result of mining activities, which caused severe surface distortions. A visit to such an area is very informative, especially if it is carried out with a guide - a specialist in the field of post-industrial environmental transformations. Due to the distance from the Goczałkowice Zdrój training center, it was more valuable to start the trip from Katowice (campus of the University of Silesia in Katowice). This, additionally, gave the participants the chance to look around the capital of the region and an academic city of Katowice as well as the University of Silesia in Katowice.

- June 16 – trip around the Upper Silesia Anthropogenic Lake District.

Official language of the SSA:

English

Teaching methods:

lectures, workshops, practical field classes, observations, work in groups

Remark: the group was split into 2 sub-groups, which made it possible to better use the information provided by the teachers.

Formal issues and organization tips:

- recruitment regulations: they should be identical and equal for the candidates from each participating institution and accepted by the legal offices of the universities. Also, the forms and declarations should be unified – it is time consuming and therefore should start in advance.
- the promotion and information campaign should be well planned and the means of communication should be adequate to reach the target group
- the date of the summer school should be planned so as to reconcile the needs of all the parties, especially if it refers to the organization of the academic year in the partner universities. In this case, the date for Vitautas Magnus University was at the beginning of holidays while for the University of Silesia – just before the end of academic year. Therefore, acceptance for this disturbance of the academic year was needed from adequate rector authorities of the University of Silesia.
- organization of a summer school is a multi-faceted task, therefore it requires smooth cooperation of various offices and administrative sections of the university. It is recommended to prepare a clear plan and set of deadlines and responsibilities in advance, taking into account national holidays and long weekends at each partner country.

Financial issues:

According to Stronger Together project, the following elements were covered by the financing agency:

- accommodation, travel cost and catering for the students during the whole school time
- accommodation, travel cost and catering for the teachers from the University of Trieste and Vitautas Magnus University (3 days for each)
- remuneration for academic teachers from all the partner universities (in total: 10 teaching hours for the teachers from Lithuania and Italy and 40 teaching hours for the teachers from University of Silesia in Katowice)
- remuneration for experts of the socio-economic environment (in total: 12 hours)

Remark: according to the project, the funds connected with the costs for each partner were allocated directly to the partner institutions, while they were expected to be verified by the benefactor of the grant, i.e. University of Silesia in Katowice. Therefore, one of the most important issue was to clearly indicate and agree and, if possible, standardize the method of documenting expenses, and at the same time ensure their compliance with national accounting rules as well as to accept the currency conversion rules.

Feedback and conclusions:

After the SSA, an anonymous questionnaire was distributed among the participants. According to the responses, the participants appreciated, among others:

- Training center
- Catering
- Topic which was assessed as useful for their future personal development and likely applicable in their future job
- Involvement and enthusiasm of the organizers and teachers

As a weak point some of the participants indicated the daily schedule according to which there were too long breaks between classes and activities. In consequence, they ended too late and the students had no opportunity to organize the free time by themselves, for example for sightseeing. Conclusion: if the teaching hours may be flexible, it is worth to consider leaving some free afternoons for self-organizing their time by the participants, according to their needs and expectations. It applies to summer schools addressed to adult participants.

EXAMPLE 2.:

Case study: SUMMER BUSINESS PROGRAM

Leading Organizer: University of Alicante

Co-Organizers: University of Missouri-Columbia (EEUU)

Aims:

This four-week program, taught entirely in English, is the oldest of the program, started in 2006, and is currently one of the most popular among international students. It is a unique opportunity for intercultural learning between American and European students, through classes composed of students from the University of Missouri-Columbia (USA) and students from other European Universities, including the University of Alicante. The program is divided into two modules: the first one taught by professors from the University of Missouri-Columbia and the second one taught by the University of Alicante. This course in the field of economics alternates theoretical classes with visits to different companies in the province.

At the conclusion of this course, students' trade knowledge and cultural literacy of Spain, the European Union and the United States should expand. You will have the opportunity to demonstrate proficiency of course content and concepts by completing a country analysis project report and presentation.

Topic:

Intercultural business and marketing.

Target group:

Bachelor students and professionals interested in intercultural business.

Teachers:

Faculty from the University of Alicante, University of Missouri and external lecturers.

Number of teaching hours, in total:

76 hours

ECTS credits:

7.6 ECTS

General schedule:

Classes from Monday to Thursday (Fridays off)

- Monday, Wednesday and Thursday (9:00 a.m. to 1:30 p.m.): classes
- Tuesday: visits to companies

MODULE A

Course 1: International Business – Management

This course is designed to assist students in understanding how successful managers must lead international firms in a world of increased global competition.

- explore globalization and the changing nature of the global economy look at the national differences that exist in political, economic & legal systems and culture, and the impact of these differences on guiding the development of global business strategy (vs. domestic strategy)
- gain insight in the different key business strategies that are part of doing business internationally i.e., market entry, supply chain and distribution system management, getting paid and managing finances.
- gain hands-on experience in using several global databases and information sources that can be used to gather country and industry specific information to help educate management and guide decision-making.
- analyse the global trade and investment environment, with a focus on foreign direct investment activities taking place between the U.S. and Spain.

Throughout the course, students will be provided with opportunity to review a variety of real-world cases and complete hands-on activities designed to apply their learning and validate understanding of the theory and core concepts shared in the texts and via lectures.

Course 2: Corporate Finance

Course Description: Financial decision-making in a corporate environment. Time value of money, capital budgeting, cost of capital, working capital management and financial instruments issued by the firm.

Course objectives: The course introduces the basic theoretical concepts in corporate finance and their application to corporate financing and investment decisions.

MODULE B

Course 1: Intercultural Management: Leading Across Multinational Organizations

Managers and businesspeople must deal with the complexity of cultural differences. Business customs and practices are different around the world. Knowing how people and companies behave could be the key to success. The objective of this course is to equip students with the tools to lead across a variety of cultures – effectively and confidently. The course will focus on 1) introducing how national culture influences corporate culture; 2) recognizing cultural differences and their importance in business relationships; 3) exploring intercultural communication; 4) learning both business etiquette and the way to negotiate; 5) analyzing

key elements improving business negotiations. This course provides a comprehensive view of Spanish business culture and behavior. Besides, real examples will be used to compare both corporate cultures and business behaviors around the world.

Course 2: International Marketing: International Marketing and Marketing in the European Union

This course examines International Marketing and its application to international business. For a growing number of companies, being international is no longer a luxury but a necessity for economic survival. These and other issues affecting the world economy, trade, markets, and competition will be discussed. Special emphasis will be placed on cultural and environmental aspects of international trade, and integration of culture and marketing functions. Furthermore, the course discusses EU Marketing, where a global overview of European Marketing is provided, with European marketing strategies, understanding how the consumer mind works in a global market like Europe.

Official language:

English

Teaching methods:

Lectures, workshops, practical field classes, observations, work in groups.

Formal issues and organization tips:

The enrolment is organized by the University of Alicante but the University of Missouri enroll their own students. The syllabus is agreed by both universities and the teaching staff is selected by every university and approved by the UA Centre for Continuing Education.

The course is open to all students and professionals, for this reason it has to be promoted outside of the university. This promotion is made by Cursos de Verano of the UA.

The date of the course should be planned to reconcile the needs of all the parties, especially it refers to the organization of the academic year at the American universities.

Financial issues:

Fee: 260 euros for UA students and 300 euros for professionals.

Feedback and conclusions:

After the course, an anonymous questionnaire was distributed among the participants. The most appreciated activity is visits to the companies outside the campus. Besides, the services of the UA campus are also well scored.

EXAMPLE 3.:

Case study: Summer (Spring) School of Critical Heritage 20-25 March 2023 in Kaunas

The Spring School and course of 'Critical Heritage' focuses on the difficult legacies of modernity and the Cold War. The lectures presented in-depth theoretical analysis and case studies on topics such as nationalism, colonialism, and heritage. During the 5-day course, activities included visits to heritage sites, museums, urban and architectural walks, military and industrial sites, as well as film screenings and discussions.

Leading Organizer: Vytautas Magnus University, Kaunas, Lithuania. The faculty of Arts and Transform for Europe alliance office were collaborating and coordinating the organization of the course of "Critical Heritage"

Co-Organizers: participating universities that provided suitable teachers who contributed immensely with their expertise and innovative teaching methods

Aims of the Spring School of "Critical Heritage":

- To develop a critical and transdisciplinary understanding of heritage within the context of nationalism, colonialism, and other relevant historical themes.
- To explore heritage through visits to diverse heritage sites, museums, urban and architectural locations, military and industrial sites, as well as through film screenings and discussions.
- To encourage individual and group engagement in activities that promote a deeper understanding of heritage and its various dimensions.
- To facilitate discussions on the multifaceted nature of heritage, encompassing local, national, and global perspectives, and fostering insights into the diversity of engagements with the past.

- To equip students with the necessary skills to identify and analyze heritage issues and to express personal interpretations through the development of a case study focused on a specific locality, community, or issue.
- To examine the evolving nature of heritage as a modern concept, exploring its connections to policy, cultural practices, and its intersection with political, economic, social, and environmental realities.

Topics of the Spring School of “Critical Heritage”:

- Introductory lecture on Critical Heritage
- Nuclear Industry and Waste as Cultural Heritage
- The Architecture of Collective Farms
- European Heritage of Industrial Culture – Practices, Approaches, Differences, Challenges
- Cultural Heritage and Rivaling Memory Cultures in a Contested Borderland. The Case of Upper Silesia
- Unique, yet Ordinary. Kaunas on its Way to the UNESCO WHL
- Critical Heritage and European Frontiers: Anthropological Perspectives
- Urban Ethnography: Anthropological Exploration of City Life
- Exploratory city walk
- Workshop with local community in Žemieji Šančiai Neighborhood in Kaunas
- Audio-visual City Walk The Spirit's Guide to the Old City
- Lecture “How to remember a City That No Longer Exists?”

Target group:

Students of at least 2nd year of bachelor studies and 1st or 2nd year of master studies of various study fields are invited to participate in a course-spring school. The interdisciplinary focus of the course expands the study fields that students can come from. Also various study cycle students were able to participate: bachelor, master and doctoral students. The participants were invited from universities that are partners of the Transform for Europe Alliance: Saarland University (Germany), The University of Alicante (Spain), The Estonian Academy of Arts (Estonia), The University of Silesia in Katowice (Poland), Sofia University St. Kliment

Ohridski (Bulgaria), The University of Trieste (Italy), Vytautas Magnus University (Lithuania), The University of Primorska, Catholic University of Portugal, Jean Monnet University (France).

More than 25 students participated in this course and 18 of them requested academic transcripts: students from Saarland University (Germany), The Estonian Academy of Arts (Estonia), The University of Silesia in Katowice (Poland), The University of Trieste (Italy) and Vytautas Magnus University (Lithuania). They received final grades varying from 7 to 10 for the completion of the course. Courses were recognized at their universities.

Teachers:

- 9 academic teachers from various universities: Vytautas Magnus University (Lithuania), The Estonian Academy of Arts (Estonia), The University of Silesia in Katowice (Poland), The University of Trieste (Italy).
- 3 experts of the socio-economic environment, local community, museums.

Number of teaching hours, in total:

60

ECTS credits:

6 ECTS (Academic transcript, certificate issued, recognized by the entire T4EU alliance)

General schedule:

Monday, March 20:

- Arrival and registration to the Spring School at Vytautas Magnus University
- Introductory lecture on Critical Heritage by Dr. Linara Dovydaityte (VMU)
- Nuclear Industry and Waste as Cultural Heritage by prof. Natalija Mažeikienė and dr Linara Dovydaitytė (VMU)
- Guided tour around the industrial heritage sites in Kaunas

Remark: Vytautas Magnus University is mainly located in the city center of Kaunas city and the introductory lecture and following lectures were held at one of the main buildings of the University and led comfortably to the guided tour around the industrial sites in Kaunas.

Tuesday, March 21:

- Lecture The Architecture of Collective Farms by prof. Mart Kalm (EKA)
- European Heritage of Industrial Culture - Practices, Approaches, Differences, Challenges by Dr Adam Hadjunga (University of Silesia)
- Cultural Heritage and Rivaling Memory Cultures in a Contested Borderland. The Case of Upper Silesia by prof. Jerzy Gorzelik (University of Silesia)
- Public round-table discussion on critical heritage.

Wednesday, March 22:

- Lecture Unique, yet ordinary. Kaunas on its way to the UNESCO WHL by prof. Vaidas Petrulis (Kaunas University of Technology)
- Guided tour around modernist architecture in Kaunas
- Critical Heritage and European Frontiers: Anthropological Perspectives by Giuseppe Grimaldi (University of Trieste)
- Movie night. Movie: Klostės / Folds.

Remark: The movie Folds is a Black & White non-verbal film created by the People of Kaunas Lithuania together with Artist & Film-maker Aideen Barry. The film is currently in production and will debut as a part of Kaunas 2022 The European Capital of Culture. The film takes inspiration from Kaunas interwar modernism and the hidden histories associated with the magical city.

Thursday, March 23:

- Urban ethnography: anthropological exploration of city life by Dr Kristina Jonutyte (VMU)
- Exploratory anthropological city walk by the river bank by Mykolė Lukošienė (VMU)
- Workshop in Žemieji Šančiai neighbourhood by Dr Ed Carroll & Vita Gelūnienė (Local community activists)

Friday, March 24:

- Audio-visual city walk The Spirit's Guide to the Old City and lecture How to Remember a City That No Longer Exists? by Dr Daiva Price (VMU)
- Final workshop with students

Official language of the SSA:

English

Teaching methods:

Lectures, workshops, practical field classes, observations, participant observation, work with local community, work in groups, urban and architectural walks, military and industrial sites, as well as film screenings and discussions.

Remark: the group was interdisciplinary and, in most cases, divided into interdisciplinary smaller working groups. The interdisciplinary approach allowed discussions about how policy and a cultural practice both were shaped by and shaping political, economic, social, and environmental realities.

Formal issues and organization tips:

The timing and date of the Spring School or a similar manner intensive course should be well planned to fit as many potential partnering institutions' academic calendars as possible. The intensive mobility week ensured that wide array of students from various universities were able to come for an intensive week, including various activities.

The thematic focus of the Spring School was intentionally interdisciplinary, when the heritage field was explored in a critical and transdisciplinary context, focusing on local, national, and global aspects, therefore the target groups of participants and lecturers was expanded and ensured a well build team for the school. Also it is important to note that the team, bearing in mind an interdisciplinary approach to the School, had to ensure the availability of didactic materials to students from various study fields.

The organization of a Spring School requires a lot of planning and cooperation content wise, building a comprehensive theme and interdisciplinary team of teachers and also organizational wise. It is recommended to plan the activities, duration, lecturers well before hand and including feedback or suggestions from partnering institutions.

After deliberations with the organizational committee in order to facilitate a smoother recognition process in other universities, the Spring School intensive course participants received academic certificates indicating credits (6 ECTS). Therefore various assessments were part of the course.

Financial issues:

Spring school "Critical heritage" was funded by T4EU initiative:

- accommodation, travel cost and catering for the students during the whole school time
- accommodation, travel cost and catering for the teachers.
- remuneration for academic teachers from all the partner universities.
- remuneration for experts from local community.

Feedback and conclusions:

After the Spring School "Critical heritage", an anonymous questionnaire was distributed among the participants. According to the responses, the participants appreciated, among others:

- Variety of topics and teaching methods.
- Variety of practical methods applied in the intensive course.
- Interdisciplinarity of the intensive course, including cultural heritage, sociology, social anthropology, architecture and history.
- The certification and recognition of credits at the universities involved.

In conclusion these types of spring schools prove to be very useful for increasing internationalization of studies and interdisciplinarity of study offer in participating universities.

A few final words.... *concluding remarks*

Summer school, a form of education organized at a university, is a familiar idea. Most often, it is created to supplement or compensate for differences in education, or it is treated as a promotional offer and addressed to students from outside the home university, including those recruited from abroad.

Of course, our proposal considers the abovementioned objectives but does not treat them as a baseline. In the Guide, from the methodological point of view, summer school is a form enriching the curriculum of the faculties, developing scientific interests and passions in a stimulating environment of representatives of various disciplines of science, students, professors, and stakeholders from outside the world of higher education. Its founding idea and structure are in line with the latest educational trends – UrSuS is a response to the needs of educating people who are open to unknown and difficult-to-predict conditions of professional activity, the direction of shaping attitudes and personal life, inscrutable trends in the development of social life, changes in the natural world, technological possibilities, etc. Today, we know that education for the needs of the market is not realistic and is not even necessary. Preparing for the future means shaping an attitude that co-shapes the market, although broadly defined, but always in line with human values. In the Guide, we have described the features of this education with 10 "Is" – interdisciplinarity, immersiveness, intensity, internationality, inclusiveness, innovation, interculturality, integration, inquisitiveness, and inspiration. We feel that UrSuS – which stands for the 'university cross-disciplinary form of summer school' organization – summer school must take these features into account to serve as a form of education that actually prepares for the future. Taking into account the importance of the university as a place of transmission of the essential knowledge constituting the human world and skills conducive to humanistic development, every effort should be made to ensure that what is important, significant, and necessary for the development of humanity serves the future as best as possible. Maintaining the highest quality of education at a university can be guaranteed by a form that assumes respect for classical values and knowledge with simultaneous openness to discussion, respect for different attitudes, exposure to novelty, and respect born in relation to diversity. This is where the source of our summer school proposal – UrSuS – comes from.

GLOSSARY

term	explanation	source
Academic recognition	Approval of courses, qualifications, or diplomas from one (domestic or foreign) higher education institution by another for the purpose of student admission to further studies. Academic recognition can also be sought for an academic career at a second institution and in some cases for access to other employment activities on the labor market (academic recognition for professional purposes). As regards the European Higher Education Area, three main levels of recognition can be considered, as well as the instruments attached to them (as suggested by the Lisbon Convention and the Bologna Declaration): (i) recognition of qualifications, including prior learning and professional experience, allowing entry or re-entry into higher education; (ii) recognition of short study periods in relation to student mobility, having as the main instrument the ECTS (European Credit Transfer System); (iii) recognition of full degrees, having as the main instrument the Diploma Supplement.	http://earenic-naric.net/emanual/glossary/glossary.aspx
Assessment of learning	The evaluation of the learning that has taken place against a set of achievement criteria. Assessment can take different forms, such as formative „ongoing” feedback and final exams or coursework.	https://empower.eadtu.eu/glossary
Certificate	The formal recognition that an individual has demonstrated a proficiency in, and comprehension of, a specific body of knowledge.	https://empower.eadtu.eu/glossary
Degree program	The set of educational components leading to the award of a degree to a student after successful completion of all the requirements	https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf

ECTS	ECTS is a learner-centered system for credit accumulation and transfer based on the transparency of learning outcomes and learning processes. It aims to facilitate planning, delivery, evaluation, recognition and validation of qualifications and units of learning as well as student mobility. ECTS is widely used in formal higher education and can be applied to other lifelong learning activities.	https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf
Grade	Grades describe the quality of learning achievements and rate the performance of a student at a particular level.	http://ear.enic-naric.net/emanual/glossary/glossary.aspx
Learning outcome	Statements of what a learner knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programs as a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification.	https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf
Recognition of credits	The process through which an institution certifies that learning outcomes achieved and assessed in another institution satisfy (some or all) requirements of a particular program, its component or qualification.	https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf
Workload	An estimation of the time learners typically need to complete all learning activities such as lectures, seminars, projects, practical work, work placements, individual study required to achieve the defined learning outcomes in formal learning environments. The correspondence of the fulltime workload of an academic year to 60 credits is often formalized by national legal provisions. In most cases, student workload ranges from 1,500 to 1,800 hours for an academic year, which means that one credit corresponds to 25 to 30 hours of work. It should be recognized that this represents the normal workload and that for individual learners the actual time to achieve the learning outcomes will vary.	ECTS Users' Guide https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf



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