Euroleague

FOR LIFE SCIENCES

MANUAL

FOR THE IMPLEMENTATION OF

ELLS SUMMER SCHOOLS

Compiled and published by the ELLS IRO Support Group

2013

CONTENTS

Summer courses are perfect to try new teaching/learning methods, because you have everybody constantly, and often only relatively few students. Therefore it is easy to modify. And the whole atmosphere in summer courses is suited for untraditional teaching as it is out of semester already, and you just tell the students that this is a new, future teaching method they are offered and all feed-back is highly welcome to improve the learning outcomes.

Associate Professor Bjärne W. Strobel
Coordinator of ELLS summers schools in the ELLS Subject Area Environmental Sciences

1. Introduction

Based on the experience of previous *ELLS summer schools* this *"Manual for the Implementation of ELLS Summer Schools"*, compiled and published by the ELLS Member Universities' International Relations Officers (ELLS IRO Support Group), aims at facilitating the process of planning, promoting, implementing and evaluating *ELLS Summer Schools*.

For a quick overview of the key steps in the implementation of an *ELLS summer school* a time schedule for preparation is suggested in Chapter 1.1. The time schedule includes practical aspects, such as application for the *ELLS Funds for Incentives*, other sources of financing, student visa, accommodation issues, funding possibilities etc. A special section is dedicated to the use of e-learning and video conferencing during summer schools. The manual is more a recommended checklist, then a guideline that has to be followed strictly. The manual is meant as a support for those teachers from ELLS Universities, who may want to start their own summer school. However, it can also be useful for persons who have already organised summer courses.

Organising high quality *ELLS summer schools,* has been identified as one of the main strategic goals of ELLS for 2012-2015, in particular as additional intensive courses within the structure of the existing *ELLS Joint MSc Study Programmes*, or as separate summer programmes, connected to one of the approved *ELLS Subject Areas*.

The objective need for a comprehensive *Manual for Implementation of ELLS summer school* has been formulated by the *ELLS Board* at its meeting already in 2011. The *ELLS IRO Support Group* has therefore taken up this task in 2012 and finalised its work in 2013. **The main information resource for all potential or current ELLS summer school organisers is of course the official ELLS web page www.euroleague-study.org**

The authors hereby wish to express their warm thanks to all colleagues and professors for supplying important information included in this publication. Particularly, the authors wish to thank Associate Professor Bjarne W. Strobel, coordinator of ELLS summers schools in the ELLS Subject Area Environmental Sciences from 2004 to 2012, at the Faculty of SCIENCE of the University of Copenhagen, for supplying valuable information and practical clues for the proper implementation and success of an ELLS summerschool in his case study (see Chapter 6.). Special thanks also go to the ELLS support team for Quality Assurance for providing the questionnaires for the evaluation of summer schools and the checklist for the ELLS Quality Label (see Chapter 7).

ELLS IRO Support Group, April 2013

1.1 TIMESHEET FOR IMPLEMENTATION OF ELLS SUMMER SCHOOLS (see also suggested time-schedule for implementing a summer school on page 35)

Step	Work/Action/Issues	Countdown until start of summer school /in months	Section of Manual
1.	Selecting a title of the summer school which is relevant to a Subject Area; contacting the right people; finding an enthusiastic and qualified leader; finding a reliable and qualified partner; Identifying potential teachers & staff.	- 12	2.1; 2.2; 2.3; 2.4;
2.	1st summer school committee meeting; setting up the schedule; elaborating curricula / syllabus; setting up admission requirements (in accordance with the academic rules of lead/partner ELLS institutions); setting up an application deadline; calculating the budget; submitting an application for ELLS Funds for Incentives (generally in August of each calendar year); submitting applications for other funds e.g. ERASMUS;	- 10	2.5; 2.6; 2.7; 2.8; 2.9; 2.10; 2.11; 2.12; 2.13; 2.14. 2.15,
3.	2nd summer school organisation committee meeting; Setting up a secretariat and administration office at the lead institution; Finalising the schedule and application deadline; Promoting and advertising on relevant information platforms i.e. the ELLS web page www.euroleague-study.org ; making provisions for travel, food and accommodation for students and teachers/staff;	- 9	3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9; 3.10; 3.11;
4.	3rd summer school committee meeting; Setting up the final list of participating students; preparation of e-learning activities; sending out confirmations of acceptance to selected students; confirming teaching assignments by selected teachers and staff; finalising transport arrangements, finalising food and accommodation arrangements for students, teachers and staff; AOB	- 3	4.1; 4.2; 4.3; 4.4;
5.	Start of summer school. On campus courses; Field trips; workshops; assessments; e-learning; video conferencing etc. One week after the start of the summer school there should be a mid-term evaluation carried out by the coordinator of the summer school.	0	4.5; 4.6; 4.7; 4.8; 4.9; 4.10; 4.11; 4.12;
6.	4th and closing summer school committee meeting (face to face or video meeting); evaluations by students; delivering certificates of attendance to students; allocating ECTS to participating students; writing reports to ELLS TF and ELLS Board; planning for next summer school.	+ 1	5.1; 5.2; 5.3;5.4; 5.5; 5.6; 5.7; 5.8;

1.2. List of ELLS Member Universities (standing 2013)
  ➢ Wageningen University and Research Centre (WUR) www.wur.nl

- University of Natural Resources and Life Sciences (BOKU) www.boku.ac.at
- Faculty of Sciences, University of Copenhagen (SCIENCE) www.science.ku.dk
- Swedish University of Agricultural Sciences (SLU) www.slu.se
- University of Hohenheim, Stuttgart (UHOH) www.uni-hohenheim.de
- Czech University of Life Sciences, Prague (CULS) www.czu.cz/en
- Warsaw University of Life Sciences (WULS) www.sggw.pl/lang=en

2 How to prepare an ELLS summer school

2.1 ELLS Subject Areas – Choosing the relevant theme

The Subject Areas are the backbone of the ELLS network on the level of joint teaching programmes. Each partner institution has the responsibility for at least one thematic Subject Area and oversees the development and implementation of joint curricula or other joint teaching activities. Currently, the following Subject Areas are in process (see also http://www.euroleague-study.org/94448):

Subject Area	Coordinating University	Subject Area Coordinator	E-Mail
Agricultural Development - Tropics and Subtropics (Approval pending)	SCIENCE	Andreas de Neergard	adn@life.ku.dk
Animal Science	WUR	Egbert Canis	Egbert.Kanis@wur.nl
Economics and Management	CULS	Karel Tomsik	tomsik@pef.czu.cz
Environmental Science	SCIENCE	Bjarne Strobel	bjwe@life.ku.dk
Forestry	SLU	Dianne Staal Wästerlund	Dianne.wasterlund@slu.se
Insect Ecology	UHOH	Johannes Steidle	johannes.steidle@uni-hohenheim.de
Landscape Architecture and Spatial Planning	WUR	Adri van den Brink	adri.vandenbrink@wur.nl
Molecular Breeding and Plant Biotechnology	SLU	Erik Alexandersson	Erik.Alexandersson@slu.se
Organic Agriculture	UHOH	Sabine Zikeli	sabine.zikeli@uni-hohenheim.de
Safety in the Food Chain	BOKU	Wolfgang Kneifel	wolfgang.kneifel@boku.ac.at

The choice of a relevant theme for an ELLS summer school is to be considered carefully. Teachers and professors from the organising university must have a solid background in all aspects of the selected theme. They should consider the added value of their theme, the targeted students (BSc or MSc), and should avoid "duplication" of already existing themes. Selecting a proper theme is sometimes a challenge – even for experienced teachers. Student feedback is therefore important. The ELSA organisation can be of great help in this regard. Students from ELSA always discuss the various needs expressed by students in relation to teaching methodology, summer school contents etc. Their cooperation in choosing a relevant theme and selecting the target student group (i.e. BSc and/or MSc students) is of great value for all current and future organisers of an ELLS summer school.

2.2 ELLS IRO Contact Persons – Contacting the right people

Contacting the right people is the best way to start any project. ELLS International Relations Office (IRO) Support Group and its designated **ELLS IRO Contact Persons** will try their best to set up contacts, on behalf of the ELLS summer school organiser, with relevant specialists/teachers from their respective university. Contact data for ELLS Members IROs are available on the website http://www.euroleague-study.org/95399

2.3 The organising ELLS Institution – Finding an enthusiastic, qualified summer school coordinator and teachers

An ELLS university which is responsible for the implementation of a future and/or of currently running ELLS summer schools, is called the organising university. The organising university is usually represented by a teacher/professor, who assumes the role of the coordinator of the summer school. The coordinator must be an enthusiastic and highly motivated person. He/she must have experience in the selected theme of the summer school. He/she must also be capable of leading a team of teachers and staff in a long and often strenuous process of preparation of the summer school curricula. The success (or failure) of a projected summer school largely depends on the coordinator of the summer school. Therefore the coordinator of a planned or a running summer school is the key person in the implementation of any ELLS summer schools. As far as the conditions for implementation and legal frameworks for organising an ELLS summer school at each ELLS Members Universities, please see Table 2.3.1

Table 2.3.1

ELLS Member University	Summer school organisers – academic regulation
BOKU	Summer school organisers from BOKU have to ask the Centre for Education for a course number. This usually has to be done by May for the winter semester and by December for the summer semester. As soon as the course number exists, an official BOKU transcript of records can be issued. If the summer school has no course number, students can only get a confirmation of participation.
SLU	Summer school organisers from SLU must create a course syllabus that has to be submitted to the Faculty, who is the deciding organ in whether the course is to be accepted and given a course code at SLU. As soon as a course code exists, an official SLU transcript of records can be issued. If the summer school has no course code, students can only get a confirmation of participation.
SCIENCE	Summer school organisers from the Faculty of Science (SCIENCE) who want to offer an ECTS awarding summer school course at the faculty must apply to have the course approved first by the head of their department and then by the relevant Study Board. It is advisable to apply for approval as early as possible.
WUR	Summer schools that are part of an official study program at WUR (e.g. Animal Breeding), are part of the official curriculum. In those cases, the courses can usually be incorporated in the student's individual program at the home university. If an official transcript from WUR is needed, this has implications for the way the student should be registered. Organisers of a summer school should contact the SSC well in advance to make the necessary arrangements regarding registration and preparing adequate student information. In other cases, i.e. if the summer school is not part of the official curriculum at WUR, no credits are assigned to the course. It is not possible to obtain credits for such a summer school. If a student wants to get credit recognition by the home university, he or she should contact the exam committee of the home study programme. Organisers of a summer school from WUR can assist, e.g. by providing information about content and duration of the course.
UHOH	Summer schools become part of study programmes after application and positive

	decision of the responsible committees, i.e. the respective study board and faculty.
CULS	Summer schools which are organised by CULS or in which CULS is a partner are included in the relevant study programmes as optional courses. These courses have their codes. (this is also the case for ELLS summer schools). Preparation of programmes for the following academic year ends in November of the previous academic year. In justified cases (e.g. new summer schools) the Faculty /Department Boards in charge of accreditation of study programmes allow their inclusion in the programme at a later date.
WULS	The credits gained by the students participating in summer school organised at WULS-SGGW are allocated by the organiser of the particular school. The Certificate confirming acquired credits is issued and signed by the coordinator of the Summer School.

2.4 Partner ELLS Institutions – Finding a reliable, qualified summer school partner and teachers

As stated above (2.2), the support of ELLS IRO is of great help in finding relevant partners at ELLS universities. Of course, the future and/or current summer school coordinator may already have his/her partners at ELLS or other partner institutions. Scientific cooperation in various EU or other international projects is an excellent starting point for the organisation of summer schools. Teachers and co-organisers from partner universities must have a similar qualification as the coordinator/teachers from the organising university. An important aspect of cooperation is of course reliability of the partners. It may be better to have only one reliable partner, than several partners, who are not reliable. With the newly affiliated ELLS International Partner Universities, from the USA, Israel, New Zealand and China, finding partners for new summer schools has taken a new and exciting dimension – ELLS summer school organisers may theoretically implement a summer school virtually on every continent.

2.5 Summer school organisation committee

Once the organiser and the partner(s) have made contact, and have agreed to jointly organise an ELLS summer school with a specific title within a specific Subject Area, they should meet for the first summer school organisation meeting. This "kick off meeting" should preferably be organised in a face to face format, at any of the ELLS Member Universities. Ideally, there should be at least three summer school organisation meetings before the summer school actually starts (they can also be held in a video conference / skype meeting format).

2.6 Programme and schedule

The website http://www.euroleague-study.org/erasmus?&L=1 includes the academic calendar of each institution (see right-hand menu point "Academic calendars"). An ELLS summer school programme schedule covers anything between one week (5-7 days) and five weeks (30 days), depending on the organisers and the funding regulations (e.g. ERASMUS Intensive programs have to last for 12 days). It is important to check the academic calendar of each participating institution in order to determine the best time slot for implementation. Also, the availability of all teachers should be ensured. Some teachers go on summer holidays in July, others in August. All issues relevant to the ELLS summer school schedules should be carefully considered. Various scenarios can be discussed by the summer school organising committee. Furthermore, it is highly recommended that the summer school programme should include E-learning. The ELLS support

group "e-learning" (see list on the website http://www.euroleague-study.org/95422?&L=1) is there to help in this respect.

2.7 Summer school venue – Choosing a destination

Summer schools include lectures, field trips and workshops. The venue of the summer should be connected to the theme. Thus, summer schools related e.g. to dairy sciences should be organised near a cow farm and at an institution running a study programme in dairy sciences. The destination should be attractive for students. Also, the logistics / travel arrangement should be taken into account. It may be exciting to organise an ELLS summer school in New Zealand, in Israel, in the USA or in China. However, the travel costs may be very high. The summer school venue must be determined according to the availability of finances. Travel costs for students may be partly borne by the students' home institution, or by their parents and relatives; travel costs for teachers and staff may be partly covered by internal or external mobility grants (e.g. ERASMUS). Other sources of financing (e.g. grants from private or state donor institutions/foundation) may be considered in order to finance travel costs of teachers and students to distant destinations.

2.8 Designing a summer school – curricula/syllabus

As any other university programme, an ELLS summer school requires a curricula and a syllabus. The ELLS summer school coordinator and the organising committee should set up the course contents according to the proposed theme and the planned schedule. There should always be enough time left for adjusting the curricula. The curricula and syllabus may include:
- Lectures
- E-learning (preparatory e-learning)
- Field trips
- Workshops
- Laboratory work (in some cases)
- Student presentations /student individual assignments
- Assessments
- Evaluations

The description of an ELLS summer school should also specify (this information will also be included in the ELLS summer school co-ordinators' *Final Report*, as described in Chapter 5.):
- Prerequisites
- Preparation
- Objectives
- Methodology
- Follow up
- Day by day schedule
- Type of certification
- Allocation of ECTS

Organisers may find it useful to consult the evaluation procedures planned with the ELLS Quality Assurance support group (see: http://www.euroleague-study.org/95421?&L=1 for contact list). An example of best practice in the design and implementation of a summer school curricula/syllabus can be found in Chapter 6 (Case study).

2.9 Admission requirements

ELLS summer school organisers must clearly set admission requirements for their students. In this connection a standard student application form should be used (see Ch. 9: *Guidelines, Templates and Forms*).

Admission requirements vary according to the chosen theme, the targeted students (BSc or MSc) and the organising ELLS Member Universities (as well as ELLS International Partner Universities). The participation of students from universities other than ELLS Members should be carefully considered. Participation of students requiring a visa for the EU is sometimes a problem, so this

issue must be addressed from the very start. The maximum / minimum number of admitted students must also be set clearly.

2.10 Recognition / Validation of credits

Students generally expect that their participation in an ELLS summer school will be recognised by their home university. The modalities of each ELLS Member University for recognition of student's participation at an ELLS summer school are indicated in Table 2.10.1:

Table 2.10.1.

ELLS Member University	Conditions for recognition / Validation of credits
BOKU	If the summer school is a part of the curriculum (e.g. ENVEURO, Animal Breeding), the students have to list it in the Individual Course Plan (ICP) and get the signature from the program coordinator at BOKU. If the summer school is taken up by the student as an optional course, he/she can get it acknowledged as a free elective course, provided that there is an official transcript of records issued by the university which organised the summer school.

SLU	Each student that wishes to account for credits taken at another Higher Educational Institution must apply for credit recognition after his/her return to SLU.
	The application must include:
	   - Course syllabus
	   - Reading lists
	   - Transcript of records (including course codes)
	   - Course information at SLU can be found through the online course catalogue: http://www.slu.se/en/education/courses/. Students can order their transcript of records through the web based student portal. The transcript can also be collected at the University administration office.

SCIENCE	Outbound students from SCIENCE must always apply for preapproval of any courses they wish to take outside the institution (including summer school courses). The preapproval application must be sent to the relevant Study Board. A list of all Study Boards can be found at: http://www.science.ku.dk/fakultetet/organisation/raad-udvalg-og-naevn/studienaevn/. The application process can take a while and it is therefore recommended that students send their application as early as possible. On completion of a summer school course, students from SCIENCE must send a copy of the original transcript/certificate to the Study Board in order to have the course ECTS transferred. A scanned copy of the official transcript/certificate from the host university (signed, dated and stamped) sent by e-mail is sufficient. The ELLS summer school transcript/certificate alone is not sufficient documentation to have the course ECTS transferred.
WUR	Summer Schools that are part of an official study programme (e.g. Animal Breeding), are part of the official curriculum. In those cases, the courses can usually be incorporated in the student's individual program at the home university. If an official transcript from WUR is needed, this has implications for the way the student should be registered. Organisers of a summer school should contact the SSC well in advance to make the necessary arrangements regarding registration and preparing adequate student information.
UHOH	The exam committees for individual study programmes are responsible for recognition of summer schools and other courses completed abroad. Since the exam committees do not have their own address as bodies, students direct their applications to the relevant Examination Office of the University of Hohenheim. The transcript from abroad as well as the course descriptions or course structures, a bibliography and an overview of written papers should be added to the application for recognition.

CULS	If the summer school is organised by CULS or CULS is a partner in the summer school then its completion is recognized as an optional course and it can substitute another optional subject. Recognition of credits is to be discussed between the ELLS summer school organiser and the relevant Faculty Study Administration Office. Recognition of attendance (Certificate of Attendance) is at the discretion of the student' study supervisor or course guarantor.
WULS	In Poland the matters concerning recognition of credits are regulated by the act in Dziennik Ustaw Nr 187. Poz. 1384i 1385: (http://www.bip.nauka.gov.pl/_gAllery/15/49/1549/20061003_rozporzadzenie_przenoszenie_osiagniec.pdf). The above mentioned Act states that 1 ECTS is an equivalent to 25-30 hours of student workload. At WULS-SGGW the ECTS acquired by the student during the summer school can be recognized and included in the ECTS necessary to complete the course of study, provided it was approved, prior to departure of the student for the summer school, by the Dean for Didactics at a particular Faculty. Otherwise, the acquired ECTS are added to the number of ECTS necessary to complete the course of study and are accepted as additional achievement. In both cases, participation in a summer school is mentioned in the Diploma Supplement.

2.11 Application deadline

The deadline for application should be set early enough in order to allow students to send their application on time (and for Non-EU students, to apply for a visa), i.e. several months prior to the start of the summer school. There should be provisions for prolonging the application deadline, e.g. if the number of applicants is smaller than expected.

2.12 Budget

Setting up the budget is a crucial phase in the implementation process. ELLS summer school organisers may receive funding from the ELLS Fund for incentives (only for the first implementation of a course) or other sources (e.g. ERASMUS, National Grant Agencies, EU Scholarship Programmes etc.).

Another important aspect of the budget is student participation fees. These are paid by students (usually by bank transfer to the organising university) and cover costs for accommodation, food, insurance and also local travel costs during the entire duration of the summer school. ELLS summer school organisers can waive participation fees for students from ELLS Member Universities (e.g. when the accommodation and food costs are paid by the ELLS summer school organising institution). They can of course collect a participation fee from students from non-member universities. Ultimately, it is up to the organisers to decide if, and how much, the students should pay.

2.13 Administration and organisation

The administration and organisation of an ELLS summer school requires the services of an administrative coordinator/summer school secretariat. The secretariat should be set up at the organising university and should be managed by the ELLS summer school coordinator and an administrative coordinator/secretary. The duties of the ELLS summer school secretariat include:
- Communication with partner universities (ELLS) and own IRO
- Communication with ELLS Secretariat for promotion of the summer school
- Assisting the summer school organisation committee in the elaborating of the ELLS summer school curricula/syllabus
- Communicating with teachers
- Communicating with students (e-learning platform, e-mail, twitter, facebook)
- Sending information for publishing on the web to the ELLS webmaster
- Managing the ELLS summer school budget
- Assisting the ELLS summer school coordinator in the application for external funding

o   Ensure travel / accommodation arrangements for teachers
o   Assist students in travel /accommodation arrangements
o   Insurance for students
o   Visa for non EU citizens

In addition, the ELLS summer school secretariat can assist in the issuing of Certificates of Attendance to students, in the assessment and evaluation procedures, and in writing the final report to the ELLS Board (see Ch. 9 *Guidelines, Templates and Forms*). A smooth implementation of the summer school largely depends on a well organised summer school secretariat.

2.14 ELLS Funds for Incentives

Applications for financial support for an ELLS summer school from the ELLS Funds for Incentives are submitted to ELLS TF on a standard form (see Chapter 9, *Guidelines, Forms and Templates*). The Application must include information on the proposed budget, on the time schedule and on the coordinator/partners organising the ELLS summer school. The ELLS Funds for Incentives are awarded only for the implementation of a new course.

2.15 Other sources of financing

Until 2014 the EU programme LLP ERASMUS has been awarding grants to summer school organisers from EU universities, who have signed the ERASMUS Charter. After 2014 this may change. Future ELLS summer schools organisers must therefore consult with their ELLS IRO in the matter of applying for funds from the new EU mobility programme /scheme.

Applications for financial support from external funding agencies (e.g. Foundations, private/state grant agencies etc.) can also be submitted.

3.   How to organise an ELLS summer school

3.1   Secretariat & administration – A matter of communication and logistics

Once the planned ELLS summer school has been granted financial support, the ELLS summer school secretariat and administration can send general information about the summer school, including the official Application Forms, the schedule and the curricula/syllabus, to the ELLS webmaster for posting on the ELLS webpage. As stated in the introduction to this manual, the <u>ELLS webpage is the main platform for dissemination information to students from ELLS universities</u>. The secretariat can also start with setting up the logistics aspects of the ELLS summer school, which include:

o   Booking accommodation for teachers and students (the sooner the better)
o   Setting up a database with teachers e-mails, collecting lecture materials (syllabus) from teachers
o   Arranging field trip transportation (e.g. buses)
o   Reserving teaching rooms, lecture halls, seminar rooms etc.
o   Ensuring food and refreshments for teachers and students
o   Setting up an e-learning platform for communicating with students (think of including twitter and facebook as communication channels)
o   Collecting filled out Application Forms from students (filled out online or sent as attachment by e-mail)
o   If required, collecting tuition fees from students (setting up an ELLS summer school account)
o   Setting up a database with students e-mail addresses and mobile phones numbers
o   Arranging IT communication platforms for video conferencing and e-learning with organising and partner universities ELLS E-Learning Support Group Contact Persons (at ELLS members IT departments)

3.2   Promoting an ELLS summer school – Using the appropriate information channels

Promoting an ELLS summer school amongst students at ELLS Member Universities and ELLS International Partner Universities can be done by means of the following information channels:

- o Official ELLS web Page www.euroleague-study.org
- o Own ELLS summer school web page (developed by the organising university, with a link mentioned on the official ELLS pages)
- o Printed posters (sent by postal delivery or as PDF file to ELLS IROs)
- o Printed leaflets (sent by postal delivery or as PDF file to ELLS IROs)
- o ELLS Universities web pages (Members and International Partners)
- o Facebook
- o Twitter
- o ELLS Members Newsletters, university TVs, etc.

The design of the ELLS summer school web page, web promotion on the official ELLS web page, as well as the design of promotional posters/leaflets can be done with the support from the relevant ELLS IRO. The relevant ELLS IRO will also provide the organisers with a printable version of the official ELLS logo and ELLS standard layout for posters / leaflets. The organising university is responsible for the printing and for the mailing. Provided that the ELLS summer school is also open to students from universities which are not members of the ELLS consortium, the best way of promoting is through the relevant university IROs, by sending posters and leaflets and /or publicity on the university web page.

3.3 Sustainability – A matter of facts

The issue of sustainability is becoming increasingly relevant for all European HEI. ELLS summer school organisation committees may promote sustainability in the following aspects of their summer school:

- o Recycling (less waste, recycled waste = less CO_2)
- o Promoting sustainable use of natural resources in lectures and field trips
- o Actively promoting biodiversity protection in lectures and field trips
- o Promoting e-learning and video conferencing (less traveling = less CO_2)
- o Emphasising the use of shared travel arrangement

3.4 Application Form – Making it clear

Before sending out information about the ELLS summer school and Application Forms (online or as downloadable version), the format and content should be adapted to the quality requirements. A template of an ELLS summer school application form can be found in Chapter 9. *Guidelines, Forms and Templates.* It is important that the ELLS summer school secretariat keep contact with students, so the Application Form should include the e-mail, the mobile phone number and a contact on one of the close family members (in case of emergency).

3.5 Scholarship – Getting it or not getting it, that is the question

Some ELLS universities provide scholarships for participants of ELLS summer schools. Please address the IRO at your home university. Applications for a scholarships can also be submitted in the framework of the EU ERASMUS intensive programmes, in the framework of the CEEPUS programme (Central and Eastern Europe), and the AKTION programme (Austria, Central Europe). Scholarships are sometimes also available from Foundations and private sponsors. The ELLS summer school organising committee should investigate all possibilities, including private sponsors and alumni organisations. Information on scholarships and funding possibilities at each ELLS Member Universities is in Table 3.5.1.

Table 3.5.1

ELLS Member University	Scholarships and funding possibilities
BOKU	ERASMUS Intensive Programs:

	http://www.lebenslanges-lernen.at/home/nationalagentur_lebenslanges_lernen/erasmus_hochschule/intensivprogramme/ (information in German only) ERASMUS Teaching Staff and Staff mobility: http://www.boku.ac.at/int-staffout-ta.html ELLS Stipends for summer schools which last at least two weeks and are in connection with the MSc / Doctoral thesis of the participant are available on: http://www.boku.ac.at/int-out-kuwi.html Local funding: www.grants.at
SLU	Local funding for staff: ERASMUS Teaching staff and staff mobility, ELLS Fund of incentives.National information and funds are distributed through the national agency the Swedish Council for Higher Education (UHR), former IPK. Contact the Division of Student Affairs and Learning. See more: http://programkontoret.se/Global/internationalisering/broschyrer/IPK_ENG_120208.pdf. Local funding for students: University stipends are available and administered by the Division of Student Affairs and Learning Development.
SCIENCE	Students who wish to attend a summer school course offered by the Faculty of Science, University of Copenhagen should contact the international office at their home university for information about scholarships and other funding possibilities. Students from SCIENCE who wish to attend a summer school course should contact the Student Services office for guidance.
WUR	Wageningen University does not provide funding and does not assist in finding funding for incoming students. Students who wish to seek external funding are referred to Grantfinder or Scholarship portal. The Netherlands Student Grantfinder and the Scholarship Portal are online search engines for those who want to study in the Netherlands and are looking for financial aid. The websites contain information on a range of Dutch scholarships for foreign students: www.grantfinder.nl and www.scholarshipportal.eu.
UHOH	DAAD: Summer Academies in Germany Helmut-Aurenz-stipend Internal Funding at UHOH: Universitätsbund Hohenheim e.V. (Unibund) – no deadlines; amounts of funding between 150 and 1500 €
CULS	Provided that an ELLS summer school is organised as an **Erasmus Intensive Programme** by at least three higher education institutions from at least 3 countries participating in Erasmus programme with the condition that at least one of them is located in EU member state, Erasmus Intensive Programme funds granted for the execution of the Intensive Programme may be used to cover the following: travel and cost of living of the teaching staff and students from partner universities on condition that they come from another city or country, different from the place where the IP is organised; the costs connected with the organization of the intensive programme connected with preparation and carrying out the programme. Furthermore, CULS Faculties dispose of specific funds allocated by the Czech Ministry of Education and Youth for sponsoring their student's participation in summer schools and other intensive programmes. The Dean of the Faculty, after consultation with the Faculty Board and the Vice Rector for International Relations, decides on the amount to be allocated to each student for participating in specific international summer schools, e.g. an ELLS summer school. Generally scholarships

	cover the enrolment fee for the local student, but can also partly cover his/her travel costs and accommodation.
WULS	Detailed information can be found at: http://www.erasmus.org.pl/strefa-uczelni/kursy-intensywne

Accommodation – Proper facilities for both teachers and students

Providing proper accommodation for students and teachers during the ELLS summer school is very important. The ELLS summer school secretariat should make reservations for accommodation well ahead (at some partner universities even ½ a year ahead), latest two months before the start of the summer school. The organising university can usually provide accommodation at the university dormitories (Halls of Residence) for both students and teachers for a cheap price. University dormitories are usually half empty during the summer break (NOTE: summer accommodation is not possible at some partner universities). However, if there is no availability of dormitories, alternate accommodation must be found, e.g. student hostels, pensions etc. During field trips private accommodation or even outdoor camping may be a feasible option. The issue of proper accommodation can be addressed by the ELLS summer school organisation committee during its regular meetings. The accommodation facilities for ELLS summer school participants at ELLS Member Universities are specified in Table 3.6.1.

Table 3.6.1

ELLS Member University	Accommodation facilities
BOKU	A) Best recommendation: The Student dormitory of the BOKU Students called **BOKU-Heim** http://homepage.boku.ac.at/studheim/ situated just 10 minutes walk to the Main building of BOKU. They have single rooms and two bedded rooms (or three-bedded rooms) – either with their own bath and Toilet or two or three rooms share bath and toilet. Guests have to bring their own towels! A kitchen is available on each floor. They offer breakfast for groups. For current price pls. see homepage – go to the button "English00"! Reservation via e-mail: booking@bokuheim.at or office@bokuheim.at B) The **WOMBATS** http://www.wombats-hostels.com/vienna/vienna/ The base and The Lounge - location is perfect for any summer school next to the Main building of BOKU (Tuerkenschanze – about ½ hour drive with public transport). The Naschmarkt location is perfect for summer schools held at the buildings in Muthgasse. (about ½ hour to Muthgasse with public transport) They offer single rooms for the guiding professors and more bedded rooms (up to 8 beds) with their own bath and toilet in each room. Guests have to bring their own towels! Breakfast is available, but costs extra – usually they offer a package for groups! They offer special prices for groups but need prepayment. For reservation: office@wombats-vienna.at c) For summer schools that want to have a location in the country-side, BOKU's research forest (Rosalia) can also be recommended: http://www.wabo.boku.ac.at/lehrforstgebaeude.html The building offers an auditorium for 50 persons and a seminar room for 14 persons, as well as 11 four-bedded rooms and several double / single rooms.

SLU	Accommodation for students at SLU is different according to the selected campus. A course organiser should contact the responsible person (see below) as soon as dates are set for a course to enquire about available housing. Following is a brief description of the availability and situation of the student accommodation situation at the three largest campuses: **Alnarp**: SLU administrates housing for incoming exchange students on the Alnarp campus, including summer course students, through the faculty administration office at the Faculty of Landscape Planning, Horticulture and Agricultural Science. • **Ultuna**: SLU annually rents approximately 120 dormitory rooms through three student housing companies on the Ultuna campus and in the city of Uppsala. In general there is a scarcity of housing in the Uppsala area. • **Umeå**: SLU facilitates the contact between the public housing company *Bostaden* and the individual exchange student. In general no scarcity of student dormitory rooms. Should a large sum of incoming summer course students come, ensure availability of rooms in advance as no pre-set number of rooms is rented permanently by SLU. Check list for an organiser: ✓ Housing availability during summer course. ✓ Contract period for housing, full calendar months only, except for June/August (end/beginning of semester). ✓ Logistics, creating of housing information, communication with housing company requires availability of housing coordinator (currently the International Students Office, Division of Student Affairs and Learning Development, SLU). ✓ Rules of student accommodation.
SCIENCE	For summer school courses held in July, the Housing Department at SCIENCE is usually able to help students find accommodation (on or off campus). Unfortunately, this is not usually the case for summer school courses held in June or August. This is because full semester exchange students occupy the housing options during this period. Summer school coordinators should contact the Housing Department when planning courses in June and August for advice. Contact e-mail: housing@life.ku.dk. Summer school coordinators are also welcome to contact Bjarne Strobel (Coordinator, EnvEuro - bjwe@life.ku.dk) or Christian Bugge Henriksen (EnvEuro – cbh@life.ku.dk) for advice and inspiration.
WUR	Depending on the period in which the Summer School is scheduled, the Student Housing department of the Student Service Centre can help in finding accommodation for incoming students. Summer school coordinators should contact Student Housing well in advance to make necessary arrangements. Please note that degree seeking students, as well as full semester exchange students have first right to the available accommodation. More information about accommodation, and contact details of Student Housing, can be found on: http://www.wageningenur.nl/en/Education-Programmes/Student-Service-Centre/Housing.htm.
UHOH	The housing department of UHOH rents rooms in the student residences for a minimum period of 6 months. Some students sublet their rooms during the summer holidays, but it is difficult to find enough rooms for the participants of a summer school on this basis.

	Other options: • Student residence of the University of Stuttgart in Stuttgart-Möhringen (10 min by tram); • International Student Hotel of the University of Stuttgart (Stuttgart City Center, 30 min by tram); • Night and Day: http://www.nd-bed-breakfast.de rental of furnished apartments (rental on a daily, weekly or monthly basis).
CULS	CULS Halls of Residence provide accommodation for summer schools participants on a regular basis. Reservations should be made at least 2 months ahead. The Halls of Residence reception offices are opened 24 hours. Rooms with two, three or four beds– either with their own bath or two rooms share bath and toilet – are available in July and August. Single rooms for teachers are also available. Another option is to take advantage of private accommodation offers, which are ample in summer (e.g. http://www.student-room-flat.com/)and also student hostels http://www.hostels.com/prague/czech-republic?source=hostelscomother&gclid=COybqcLrkrUCFeTMtAodqQgAvw
WULS	Warsaw University of Life Sciences-SGGW has at its disposal 3900 places in 7 student houses, five of which are located in Ursynow area (3380 places altogether, with 80 in neighbouring Wilanow), one in Mokotow (290 places) and one in Forestry Experiment Station Rogow (150 places). The student houses offer single, double and triple rooms. Warsaw University of Life Sciences-SGGW offers students very good housing conditions. The places in student houses are grouped in units consisting 2,3 or 4 rooms, each unit having a separate bathroom with shower and a toilet (in Student Houses Limba, Oaza and Krokus there is also a kitchen annex at disposal). In student houses without the kitchen annex there is a big kitchen on each floor available for common use. The newest of the student houses (Limba) offers only single and double rooms, each of them with a separate bathroom, toilet and a kitchen annex. All the student houses of the higher standard (after general overhaul) as well as Oaza and Limba are equipped in Internet, telephone lines and collective aerial. The percentage of places in the particular types of rooms in student houses in Warsaw (without Forestry Experiment Station Rogow) is as follows: Single rooms - 2 %, Double rooms - 53 %, Triple rooms - 45 %. The places in single rooms are mainly destined for the disabled students (with undetermined medical commission certificate and indication for this kind of accommodation), students with children or other students in a particular situation - each case is examined individually. The general rule is that the places in double rooms are aimed for students of 3rd, 4th and 5th year of studies and the places in triple rooms for students of 1st and 2nd year.

3.6 Food – It's more than a matter of taste

Having good food and good drinks (including refreshments and coffee breaks) is not only a matter of taste, but also a health matter. The application form should therefore include information on special requirements (e.g. for vegetarians, gluten free diets etc.). Outdoor lunches and dinners, around a campfire, can be an unforgettable experience for all participants.

3.7 Travel arrangements and travel costs for students

The ELLS summer school secretariat should make provisions for assisting students to reach the summer school venue safely and at low costs. Unless sponsored through external grants or scholarships, students must cover the costs for their travel themselves. Sustainability and CO2 footprint should be taken into account, i.e. less travelling = smaller CO2 footprint.

3.8 Travel arrangements and travel costs for teachers

Particular attention should be on assisting teachers in their travel arrangements. Picking up a teacher at the airport or at the train station is a way of showing that the ELLS summer school organisation committee really cares for the welfare of its staff. Travelling to the summer school with ones' own car is of course also possible (the price for petrol can be reimbursed under certain conditions by the ELLS summer school organisers). The STT (staff training) and STA (teaching assignment) ERASMUS programmes allow staff and teachers to apply for an ERASMUS grant, which can usually cover their travel costs and per-diems. This provision is valid only until 2014. It may change after 2014. Please consult with your local ELLS IRO.

In Table 3.9.1 information is given on how to acquire an ERASMUS STT or STA grant to cover travel costs and accommodation for teachers at each ELLS Member University, as it was practiced in the framework of the LLP ERASMUS up to 2014. After 2014 organisers should consult with their local ELLS IRO support group, about eventual changes in financing mobility of teachers and staff from the EU.

Table 3.9.1 *(Note: This table is only valid until 2014. After 2014 the ERASMUS STT and STA grant policies and conditions may change. Please consult with the relevant ELLS IRO)*

ELLS Member University	STT/STA ERASMUS grants for teachers and staff
BOKU	ERASMUS Intensive Programs: http://www.lebenslanges-lernen.at/home/nationalagentur_lebenslanges_lernen/erasmus_hochschule/intensivprogramme/ (information in German only) ERASMUS Teaching Staff and Staff mobility: http://www.boku.ac.at/int-staffout-ta.html
SLU	**Erasmus Staff Mobility – Staff Teaching Assignment (STA) and Staff Training (STT)** Applications are handled centrally throughout the year without any deadline for applications but with a break on 1 May for the current academic year. Erasmus teacher exchange is a priority at SLU and every teacher that fulfills the rules is generally awarded a scholarship. Applications are sent to the Division of Student Affairs and Learning Development. **Erasmus Staff Mobility – Staff Training (STT)** Applications are handled throughout the year without any deadline for applications. The1 May is a break for applications for the current academic year.
SCIENCE	Outbound Academic staff members from SCIENCE who wish to teach on a summer course at another university can apply for Erasmus Staff Mobility if there is an Erasmus agreement with the host university. More information can be obtained from the International Office at the University of Copenhagen. Erasmus IP is another option. More information can be found on the homepage of the Danish Agency for Universities and Internationalisation: http://en.iu.dk/ and http://www.iu.dk/programmer-og-tilskud/europa/livslang-laering/erasmus/ophold-for-undervisere-og-administrativt-ansatte
WUR	Funding is available for both ERASMUS Staff Teaching Assignments and ERASMUS Staff Training Teaching staff mobility enables staff to spend a teaching period between 1 day - or at least 5

	teaching hours – and 6 weeks at a higher education institution in another participating country. Staff mobility for training enables teaching and other staff of higher education institutions to spend a period of training between 5 working days and 6 weeks in an enterprise or organisation such as a higher education institution in another participating country. For more information surf to: http://ec.europa.eu/education/erasmus/staff_en.htm To apply please contact: Bea.Jansen@wur.nl
UHOH	Erasmus staff mobility https://www.uni-hohenheim.de/92660
CULS	ERASMUS Intensive Programs http://www.naep.cz/index.php?a=view-project-folder&project_folder_id=46&information (in Czech) ERASMUS CULS Prague Teaching Staff and Staff mobility http://czu.cz/cs/?r=3925 (in Czech) http://czu.cz/cs/?r=3926 (in Czech)
WULS	ERASMUS Staff Teaching Assignments Details available at: http://www.erasmus.org.pl/strefa-pracownika-uczelni/nauczyciele-akademiccy ERASMUS Staff Training Mobility aimed at self-training for non-academic staff that can go for trainings, workshops, short visits of the job shadowing type to partner universities, institutions, organizations or companies abroad. The stay can also last from 1 to 6 weeks and before departure the Work plan signed by home university, host organization and the staff member has to be prepared. This kind of mobility requires signing the agreement between home and host organization prior to preparation of the Work plan. Details available at: http://www.erasmus.org.pl/strefa-pracownika-uczelni/pracownicy-niedydaktyczni

3.9 Visa regulations – Police and more

Although it may be expected that most students participating in an ELLS summer school are EU citizens, there are exceptions. Non EU citizens require a visa for entering EU countries. ELLS summer school organisers must be ready to assist students who require a visa. Non EU students who already have a valid visa for one of the EU countries are usually allowed to travel to EU countries, i.e. in

countries that are part of the so called Shengen Agreement (free circulation of citizens) during the period of validity of their Shengen visa. Students who have a long term residence permit in one of the EU countries (Shengen long term visa) should not have problems in attending an ELLS summer school in any country of the EU.

Non-EU students, who would like to participate in an ELLS summer school and do not have a visa, must apply for a visa in their country of residence at the relevant national embassy. There are two types of visa – less than 90 days (short term) and more than 90 days (long term).
In both cases the ELLS summer school secretariat must issue a **Letter of Acceptance** (see Ch. 9. *Guidelines, Templates and Forms*) to the visa applicant (provided he/she have been accepted as participants in the ELLS summer school), where it is stated that the applicant has been accepted as a participant in a short intensive programme/summer school for a specific period (from – to). The Letter of Acceptance should be signed by the ELLS summer school coordinator and should be stamped with the seal of the organising university. Furthermore, the applicant must have a confirmation of accommodation, a valid health insurance and a proof that he/she has the required financial means of subsistence for the entire duration of the ELLS summer school.

Short term visas are usually issued within one or two weeks by the national embassies. Long term visas take anything between 3 weeks and 6 months to be issued. For more information on the visa policies of each ELLS Member country, please consult with the relevant authorities and the ELLS member IRO. Police in the EU Shengen countries is very strict in the matters of non-EU student migration. There are many cases in which fake students try to acquire a visa through a fraudulent application for studies at a university in the EU. Therefore, ELLS summer school organisers should make provision for assisting bona fide students who need a visa for the EU as soon as possible. Comprehensive information on visa regulations in countries of ELLS Member Universities is included in Table 3.10.1.

Table 3.10.1

ELLS Member University	Visa regulations
BOKU	For Non-EU / EEA students, the visa process should be started ideally 6 months before the beginning of the summer school. For participants coming only for the summer school, a visa C should be sufficient which can take up to 2 months to obtain. For participants who stay on for a semester at BOKU, a residence permit has to be asked for. Further information on visa requirements: http://www.oead.at/index.php?id=78&L=1
SLU	A residence permit is required for all who plan to study in Sweden for a period longer than three months. Special rules apply for EU/EEA citizens. Since ELLS summer courses do not last that long, a tourist visa of 90 days is enough and valid for the duration of the summer course. For a residence permit one must apply from one's country of origin or permanent residence. In most cases an answer is given within three months after having submitted an application. The application can be submitted online. A list of documents to be enclosed with the application is available on the national agency the Swedish Migration Board (*Migrationsverket*). More information can be found on their websites: http://www.migrationsverket.se/info/studera_en.html and http://www.migrationsverket.se/info/4577_en.html.
SCIENCE	Website of the Danish Federal Immigration Service: http://www.nyidanmark.dk/en-US/

	Visa information on the University of Copenhagen's official website: http://studies.ku.dk/visa_residence_permit_insurance/visa_residence_permit/ For application processing times, please visit the Danish Federal Immigration Service's website: http://www.nyidanmark.dk/en-us/authorities/the_danish_immigration_service/service_goals/service_goals.htm
WUR	Legal residence means that non-Dutch citizens are granted permission by the government to temporarily reside in the Netherlands for a specific purpose, in this case education. The Dutch government has a number of rules for international visitors/students. Under Dutch law, universities must verify if foreign students are legally residing in the Netherlands before they can be registered as a student. A tourist visa of 90 days should be valid for the duration of the summer course. In case the student wishes to stay for more than 90 days, depending on the nationality of the students, he/she needs an entry visa. The application for an entry visa must be made by the International Office of the Student Service Centre (SSC), which will forward the application to the immigration authorities (IND). The IND will provide the University with the approval, based upon which the student can travel to the Netherlands. For more information please surf to: http://www.wageningenur.nl/en/Education-Programmes/Student-Service-Centre/To-arrange-before-arrival-Master-students/To-arrange-before-arrival-Master-non-EU-Annual-Introduction-Days/Entry-visa.htm
UHOH	Website of the German Federal Foreign Office: http://www.auswaertiges-amt.de Time required to process a visa application: As a rule, German Embassies/Consulates (i.e. Visa Departments) require between two and ten working days to decide on an application for a short stay visa. Applications for visas entitling the holder to a longer stay or for employment may take several months to process. During the peak travel season there may be a waiting period for submitting an application for a visa at the German Embassy. Persons requiring a visa to enter Germany should therefore submit their applications on time.
CULS	Students from the EU do not need a visa. All students (also from EU) must register with the foreign police in Prague after their enrolment at CULS. If students need their visas to get to the Czech Republic this is how they should proceed: When a student receives his/her Letter of Acceptance and the confirmation of Accommodation he/she applies for a student short term visa (up to 90 days) at the Czech Embassy or Czech Consulate in his/her country of origin. The visa application forms (in five main European languages) are to be filled out with the help of the embassy personnel. Applications must be submitted at the Czech Embassy or Czech Consulate in the student´s country of origin and takes only 10 days to be processed. (The long term student visa for more than 90 days is issued by the Czech Ministry of Interior and takes up to 60 days to be processed).
WULS	A citizen of a non-EU country has to obtain the visa from the consulate of Poland in his/her country of residence. A short-term visa entitles its holder to stay in Poland up to 3 months, the long-term visa - up to 1 year. The prolongation of visa in Poland

	is only possible in case of a force majeure or situation impossible to foresee while applying for the visa in the consulate. The visa can be prolonged only once. It is therefore necessary to apply for a visa in a consulate for the whole planned period of stay in Poland. Persons who have received a visa for the whole period of stay in Poland are not obliged to apply for a residence permit for their stay in Poland. Website: http://www.msz.gov.pl/Visa,requirements,2346.html

3.10 Health insurance – To be on the safe side

EU students usually have a health insurance which is valid in the entire EU (EU Health Insurance Card) and covers basic health care in case of accidents and acute disease. However, non-EU students need to buy a health insurance in their country of origin, which covers the above mentioned health issues (basic). The ISIC card also provides a basic health insurance (provided that one pays a surplus). Teachers are basically in the same situation as students. The ELLS summer school organisers should consider to what extent the students/teachers need an additional health insurance. In case that the field trips are in regions/areas at risk, it is definitely a good idea to get a corresponding insurance policy (e.g. covering repatriation etc.). Furthermore, it should be emphasised that during field trips the transportation company (bus) should also have a corresponding insurance. The health insurance policy in countries of the ELLS Member Universities is indicated in the table below:

ELLS Member University	Health insurance for incoming and outgoing students
BOKU	See: http://www.boku.ac.at/int-in-life-insurance.html?&L=1
SLU	SLU students are insured during their time of studies, in and outside of Sweden given that they have been formally accepted and admitted to a course. SLU students should read more about insurance at the Student web, https://student.slu.se/en/rules-rights/rights-and-responsibilities/insurances/. Incoming students to SLU are also insured during their time of studies given that they have been formally accepted and admitted to a course. Read more at the Swedish agency Kammarkollegiet; http://www.kammarkollegiet.se/sites/default/files/insurance_for_students_in_sweden_1102.pdf
SCIENCE	Information from University of Copenhagen's official website for incoming students: http://studies.ku.dk/visa_residence_permit_insurance/insurance/ *Danish Health Insurance* The Danish Health Security Act covers international students at the University of Copenhagen staying for more than three months. Note, however, that you are not covered until you have registered with the Civil Registration Office (Borgerservice) to get your cpr-number. It may take up to two weeks from the day you register until you receive your personal health insurance card. If you need medical treatment during this period, you may consult the doctor you are assigned when you register. International Health Insurance Denmark Tel.: (+45) 33 15 30 99 E-Mail: ihi@ihi.com
WUR	By law, all students, including Non-Dutch students, must be adequately insured for medical expenses while staying in the Netherlands. It's strongly advised to have a legal

	liablity insurance as well. The Netherlands has treaties regarding health insurance with all EU member states, Norway, Iceland, Liechtenstein, Turkey, Morocco, most of the countries of former Yugoslavia, Tunisia, Cape Verde Islands and Australia. Students who are insured under the national health insurance scheme of one of these countries, can ask their insurance company for a European Health Insurance Card or an international declaration form (E-111 or E-128). Students with insurance from outside one of these countries, and students with insurance that does not cover expenses in the Netherlands, will have to take private insurance. Please note that insurance will be checked in a visa procedure if applicable. More information about medical insurances and other insurances, can be found on: http://www.wageningenur.nl/en/show/Insurance-1.htm
UHOH	Students form EU countries which have a statutory health insurance in their home countries do not need an additional German health insurance. With the European Health Insurance Card they will receive treatment under the same conditions and at the same cost as people insured in Germany. Students from non-EU countries are responsible for an adequate health insurance for the duration of the programme.
CULS	Incoming students from the EU are entitled to the same health care as Czech citizens. They may consult www.vzp.cz for additional information. Students from non EU countries, staying in the Czech republic for less than 3 months should have a supplementary travel health insurance. They should get one before they leave their country of origin. Students from non EU countries, staying in the Czech republic for less than 3 months should have a supplementary travel health insurance. They should get one before they leave their country of origin. Students from non EU countries, staying in the Czech republic longer than 3 months (for a semester or an academic year) must contract an insurance with an insurance company in the Czech Republic or with an insurance company authorised by the Czech Embassy in their country of origin. Incoming students are recommended to consult with their study coordinator at CULS before they apply for a long term visa. Czech visa, or long term residence permit, will not be delivered if the insurance (for a semester or an academic year) is not recognised by the Czech Embassy.
WULS	The organisers have to make sure that either they arrange sufficient insurance coverage or let the students know that they are in charge of it.

4. How to run an ELLS summer school

4.1 Collecting applications and contacting selected students

Ideally, the Student Application Forms should be on-line. Application Forms can be sent to the ELLS summer school secretariat electronically and subsequently processed. Otherwise, Application Forms can be filled out on a computer, printed out and sent as a document in an attached file and/or by

postal delivery. The ELLS summer school secretariat should process the Application Forms according to the admission rules of a particular summer school. Students who do not correspond to the required profile (e.g. without sufficient background in the specific subject area, or people who pretend to be students, but are not affiliated to any university) should be notified as early as possible about the fact that they were not accepted.

Students who have the required educational background, who are currently studying in a relevant study programme at an ELLS Member University, at an ELLS International Partner University, or at a university, which offers similar study programmes as the ELLS universities, should be contacted as soon as their application is evaluated and assessed positively. The ELLS summer school secretariat should contact successful applicants by e-mail and send them a *written confirmation*. Keeping (and updating) a database of registered participants (e.g. in Excel format) is highly recommendable.

Once the registration is closed (usually one month before the ELLS summer school starts), communication with students through e-learning platforms can be implemented at a systematic level. There are many questions that students (and also teachers) send to the ELLS summer school secretariat, e.g. travel arrangements, accommodation, food etc. If possible, the ELLS summer school secretariat should be ready to answer instantly, the very same day. Not answering e-mails from students/participants and teachers is a great detriment to the quality of the summer school.

4.2 Finalising the schedule

Finalising should be done at least one month before the start of the summer school, not at the last minute. Changes in the schedule and/or in the summer school programme (fine tuning the curricula/syllabus) should be communicated to the participants on time, by e-mail, on twitter or facebook platforms.

4.3 Arrival support for students and teachers

The ELLS summer school coordinator and secretariat should make sure that there is arrival support at the summer school venue for all participants – students and teachers. This means that the ELLS summer school coordinator (if he or she is really enthusiastic!) or an appointed person meets the participants at the airport, at the rail road station, bus station etc. Arrival support implies also supplying travel information to participants by e-mail, on twitter or facebook (timetables, prices of transport etc.). There is nothing worse than starting an ELLS summer school without proper arrival support by the summer school organisers.

4.4 Ice breaking – arrival party

One could hardly expect to break ice in the middle of summer…but you never know. Arrival parties should be organised and financed by the organisers, as a matter of "breaking the ice" – getting to know each other, meeting the ELLS summer school coordinator and the teachers, getting background information about the venue and its surroundings.

4.5 On campus courses

Ensuring teaching in lecture rooms, seminar rooms (or indeed outdoors) should be planned well ahead. It is the job of the ELLS summer school secretariat to make provisions that all venues are reserved, keys are available, IT is set up, particularly for video conferencing, e-learning , WLAN access etc. If the ELLS summer school secretariat fails to ensure full access and teaching support to students and staff, this is an unnecessary source of stress for all.

4.6 Field trips

Field trips are in many ways the core element of any summer school curricula. They involve "hands on" activity in the real world. Interesting discussions can evolve from a properly planned and executed field trip, which can lead to new understanding, innovative practice, etc.

4.7 Workshops

Activities, involving smaller groups of students (with or without the participation of teachers) are very helpful from the point of view of didactics, as well as from the point of view of student communication and social involvement.

4.8 Using labs

Restricted access to university labs is common to all ELLS Member Universities. If the use of laboratories (e.g. for microbiological analysis, chemical analysis etc.) is a part of the ELLS summer school syllabus, the ELLS summer school organising committee should put labs access on top of its agenda.

4.9 Innovation

As the saying goes: innovate, don`t imitate. An ELLS summer school, particularly if organised with ELLS International Partners, could bring new insights, new understanding in the life sciences.

4.10 Assessments

The workload of students is reflected in their learning outcomes. Examinations in specific subjects, written papers, essays, workshop results, new proposals – all these must be regularly assessed, evaluated and (eventually) graded.

4.11 E-learning & video conferencing

A whole new chapter in education started with the introduction of cyber space communication. People can be "present" in sound and picture anywhere, anytime. Whole groups of people can be together, learn together, without the "hassle" of travelling, security checks, and further travelling, and further security checks. E-learning, at a global level, is indeed very advantageous – and cool. A vivid example of best practice in the use of e-learning is shown in our case study, as seen in Ch. 6. Also, In Ch. 9 there is an interesting paper which concerns E-learning (E-learning reference document)

4.12 Dealing with problems – FAQ

The ELLS summer school organisation committee should set up an emergency "hot" line (e.g. mobile phone contact) in case of accidents, weather extremes and the like. Health problems may also be an issue, so provisions should be made (particularly during field trips). Security prescriptions (e.g. in nature reserves, restricted areas etc.) should be followed by all means. Students always have frequently asked questions (FAQ). Be prepared! And have always the right answer at hand.

5. How to finalise an ELLS summer school

5.0 Mid-term evaluation:

After the first week of a summer school the organisers should perform a mid-term evaluation. The mid-term evaluation is an oral evaluation where the participants can comment on organisational as well as academic issues (see annex). It is recommended that the mid-term evaluation is done by a

person (preferentially a student) who is not involved in the organisation of the summer school. The evaluator reports to the course coordinator about the things that could be changed/improved during the remaining period of the course.

5.1. Evaluating together

At the end of a summer school the ELLS summer school co-ordinator, the teachers and the   students can have a plenary session, as an overview and as an open forum.

5.3 Certificates of Attendance

The ELLS summer school is duly terminated when the students receive a *Certificate of Attendance* from the hands of the ELLS summer school co-ordinator. A template of an ELLS Certificate of Attendance is found in Ch. 7 *Guidelines, Forms and Templates*.

5.4 ECTS Credits

According to the workload, a student attending a 5-7 days summer school is awarded with 4 ECTS, which includes additional e-learning activities before and after the courses.

The ECTS awarding policy for ELLS summer schools at each ELLS Member University is found in Table 2.8.1.

Table 2.8.1

ELLS Member University	ECTS Credits Allocation
BOKU	Provided that the summer school has received the corresponding code number from the BOKU Center for Education, the organisers can award ECTS. Summer schools which do not have a code number cannot award ECTS, but only a Certificate of Attendance.
SLU	Provided that the summer school has received the corresponding code number from the SLU Study Administration Office, the organisers can award ECTS. Summer schools which do not have a code number cannot award ECTS, but only a Certificate of Attendance.
SCIENCE	Provided that the summer school has received the corresponding code number from the UC SCIENCE Study Administration Office, the organisers can award ECTS. Summer schools which do not have a code number cannot award ECTS, but only a Certificate of Attendance.
WUR	Provided that the summer school is registered as a part of an accredited study programme by WUR Study Administration Office, the organisers can award ECTS. Summer schools which are not affiliated to a running study programme, cannot award ECTS, but only a Certificate of Attendance.
UHOH	Provided that the summer school has received the corresponding code number from UHOH Study Administration Office, the organisers can award ECTS. Summer schools which do not have a code number cannot award ECTS, but only a Certificate of Attendance.
CULS	Provided that the summer school has received the corresponding code number from the relevant CULS Faculty Study Administration Office, the organisers can award ECTS. Summer schools which do not have a code number cannot award ECTS, but only a Certificate of Attendance.
WULS	Provided that the summer school has received the corresponding code number from the WULS Study Administration Office, the organisers can award ECTS. Summer schools which do not have a code number cannot award ECTS, but only a Certificate of Attendance.

5.5. Student Evaluation Questionnaire

Getting feedback from students through a questionnaire has become since long a standard in all ELLS short-term intensive programmes. A template is found in Ch. 7

5.6. Teacher Evaluation

Each teacher can also write a short evaluation report about his/her involvement in the ELLS summer school. The report will be delivered to the ELLS summer school co-ordinator, and can be subject to further discussion (e.g. quality assurance).

5.7. Final Evaluation and Financial Report

ELLS summer school co-ordinators must write a final evaluation and a financial report at the end of the summer school. The report will be addressed to the ELLS QA member. A standard form for the final evaluation and financial report is found in Ch. 7

5.8. Writing a report to the EU

Provided that ERASMUS funds have been used for the organisation of the summer school, a standard form must be filled out and signed by the ELLS summer school director. Once again, the ELLS IRO Support Group should be of great help in dealing with these matters, as the LLP ERASMUS programme is part of the IRO agenda.

6. Case study

6.1 Motivation for organising an ELLS summer school

By Associate Professor Bjärne W. Strobel, coordinator of ELLS summers schools in the ELLS Subject Area Environmental Sciences from 2004 to 2012, SCIENCE University of Copenhagen

- **Intensive**. Summer courses are short and intensive periods with students working full time with your topic making it focused.
- **More time together**. The location might be off-campus with meals and leisure time together for all students. This adds intensity to the group and the study of the scientific topic taught are combined with the persons (e.g. teachers, guest speakers) use of their knowledge in-situ. How is this knowledge brought into actions of the skilled scientist? This value is hard to achieve in class room teaching where lessons are fragmented and breaks are short with little time for everybody to rest before next lesson commence.
- **New didactic skills**. Summer courses are perfect to try new teaching/learning methods, because you have everybody constantly and often relatively few students (e.g. 15-35) therefore it is easy to modify. And the whole atmosphere in summer courses is suited for untraditional teaching as it is out of semester already, and you just tell the students that this is a new, future teaching method they are offered and all feed-back is highly welcome to improve the learning outcome. Examples could be new e-learning activities, new group tasks combined between more groups to add up in the bigger picture, mixed practical exercises and presentation reporting, video-assignments. After a summer course theses new skills of yours can be integrated in your ordinary semester courses, and you already know that it works out fine based on your summer course experiences and feed-back. If the new tool you try in the summer course doesn't really work out satisfactory as planned, the intensive/familiar atmosphere allows adjustments with the students involved and it is often relatively easy to prepare some emergency standard teaching instead (written reports or presentations in small groups are always possible for students to fall back into. But most often summer school students like the new tools also if they are 70-80% optimal the first time.
- **Interaction among students** is a key purpose in summer courses, and topics where this is beneficial are better for summer courses than strict individual training courses.

Interaction among teachers is a possibility to test future cooperation and get to know each other quickly and intensive, and in case of missing synergy (poor cooperation) you have to survive only 1-2 weeks then it is over.

- **Cases** and visits on-site are easier to organise in full time summer course, and the preparation of summer courses should include considerations of added value for students doing the summer course. Does it offer **additional topics** to the semester course curriculum (avoid duplication of existing courses)? Does it attract international/mobility students to make up **sufficient number of students** to offer the course as beneficial for your students (too few local students to run the course, e.g. specialised or high level topics). Cases thoroughly worked for summer courses can be used afterwards in semester courses, and in case of international summer courses you get access to international cases that would have been hard to obtain without the local understanding of the details in the case or field site.

- **Mobility of students** is important to broaden the geographical comfort zone and international understanding of traditions and prioritisations in other countries for job after graduation. Summer courses are perfect for mobility and getting to know a little more about your university.

6.2. Restoration of European Ecosystems and Fresh Waters (REEF)
ELLS summer school 2011 – an example of best practice

Introduction

In 2011, Associate Professor Bjärne W. Strobel, Academic Secretary Alejandro Ceballos, and IT Learning Center redesigned the summer course; Restoration of European Ecosystems and Fresh Waters (REEF), Subject Area – Environmental Science.

The overall objective of the redesign was to explore the potentials of video and online tools to create flexible, student-centered and student-activating ways of teaching and learning. In specific, the project aimed at:

- Modernizing the teaching form and improve the quality of the summer course.
- Exploring the potential in, and develop procedures for, integrating student produced videos in university teaching, substituting the conventional written assignment.
- Developing procedures for the use video and social media in communication of academic information.
- Developing procedures for how to include experimental field exercises in distance learning courses.
- Enhancing the transmission of information from the university to the public.

The three primary drivers behind the redesign were:

1. That a picture is worth a thousand words. In a world with a massive flow of information, pictures and videos are often the most effective communication form, as they allow us to quickly produce, communicate and absorb large amounts of data. Videos are therefore very suitable for creating public awareness. Future candidates should master this communication form in order to enhance research communication, and influence the stakeholders in our society.

2. That the 21st century students are online natives which have changed the way they learn, their expectations and their preferences. University teaching should respond to these expectations and technological developments.

3. That the flexibility in distance learning has the potential to connect people globally, but very few attempts to address field based subjects are made. Integrating online students in the data collection makes it possible to develop distance learning courses within more experimental and field based topics. Locally collected data gives also the online learning community access to otherwise inaccessible information.

Course description

This course is a part of the Euro-league for Life Sciences' (ELLS) program and the organization of the course rotates between the ELLS universities.

The course comprises five weeks of full time study; three weeks with online activities guiding and facilitating the students to conduct an independent field work as preparation for 2 weeks intensive field course. The preparatory work is distributed over a period of approximately five weeks. The course is initiated by a video-conference where all students and teachers meet online. The teachers give an introduction to the course and all activities in the online part of the course will be explained. A second video conference takes place after the online part of the course, immediately before the field course. During the second video conference, the students will give a status of the completed online activities and individually conducted fieldwork.

The overall design of the online activities is guided by the pedagogical principles behind "the five stage model" described by Professor Gilly Salmon[1]. The final product of the online part of the course is a video report. Follow this link to get more information about the structure of the final video report. The Purposes and Intended Learning Outcomes of the four online modules, guiding the online part of the course are outlined in table one.

Table 1: Purpose and Intended Learning Outcome

Module	Purpose	Intended Learning Outcome
1: *Introduction*	• Get to know the other students • Meet the teachers • Become familiar with the e-learning system • Learn about your potentials as an interdisciplinary group • Plan your trip to Jutland	• Knowledge about the e-learning system • Skills in applying e-learning tools to communicate • Insight in the competences of your group • Understanding of the potentials in your group
2: *Field* *Work* *Planning* *and* *Development I*	• Learn how to develop and plan a field trip • Learn how to make a short video, presenting the fieldwork	• Overview of the EU Databases • Knowledge about ecosystem description and presentation • Skills in independent field work planning and development • Skills in video planning, shooting, editing and sharing • Knowledge in how to handle audio-visual tools
3:	• Navigate through European databases • Get in contact with local authorities	• Knowledge of the European databases

[1] http://www.atimod.com/e-tivities/5stage.shtml

Field Work Planning and Development II	• Become familiar with the management of ecosystem at local level. • Find relevant information about a specified ecosystem and present it. • Become familiar with the planning of independent fieldwork.	• Apply acquired knowledge on develop independent field work • Knowledge of ecosystems threats and solutions • Understand and reflect on the management of ecosystems
4: *Edit and Upload your video*	• Learn about how to display scientific data using social media (YouTube) • Learn how to create an European video database with your videos (Google Maps)	• Knowledge about uploading, editing and scientific data

The actual field course is taking place in a selected region of the country where a number of different environmental problems and projects can be demonstrated, investigated and used for teaching. During the excursion the students and teachers stay at a course center. The teaching activities during the excursion comprise:

- Morning lectures: providing theoretical background and overviews of selected cases;

- Excursions: Visits to different parts of the region for demonstration of environmental;

- Case Studies;

- Group work on the case studies;

- Group presentations related to case studies followed by discussion;

- Afternoon lectures and tours.

The course is taught by ELLS teachers and officers/researchers at local authorities and research institutions[2]. The students produce videos to report and document their fieldwork.

Examples of student produced videos

The students produced three types of video assignments/reports during the course: Video type one was independently produced by the students, guided by online tasks and instructions. The videos were produced individually during the preparatory online phase, and show cases from all over Europe. The videos were collected and presented in a "visual database" (Google Maps) - follow this link to see the map. Follow this link to watch an example or scan this 2D barcode with your phone or tablet.

Video type two was produced in groups during the field course, and replaced a larger written assignment. Follow this link to watch an example or scan this 2D barcode with your phone or tablet.

Video type three was produced in groups during the field course and documented an experimental field exercise. The production was guided by a "dogma concept", emphasizing that everything should be done in the field. Follow this link to watch an example or scan this 2D barcode with your phone or tablet.

Project evaluation

The project was evaluated according to the students' motivation, the academic quality of the produced material, and the students' learning process.
Most of the students explained that the use of video was fun and a motivating factor for their efforts in the course. The process of making video nurtured their creativity and most of the students saw the use of video for communication of scientific work as a powerful tool that students should master in their future careers[3].

The academic content of the video report is evaluated to be of equal quality to the written assignments. A video contains more layers of information than a written assignment. By evaluating the story boards and the video reports, the course responsible got a rich picture of the students' knowledge, and the reflections they had undertaken in order to select what they wanted to show in the videos.

Regarding the students' learning and ability to combine theory and practice, the students, and the project team, perceive that the process of producing a video is an educative and creative exercise in translating theory into practice. The students produced learning material themselves, and in groups, evaluated by each other and by the teacher team. This learning process was highly activating, collaborative and student centered.

Used technology

Activity	Technology
Video conference	Room Based Video link (alternatively Desktop Video link)
Organization of the online activities	LMS (It's learning)
Video recording	Digital cameras (with video option), video cameras
Video editing	Windows Movie Maker, YouTube video editor, iMovie (Mac)
Video storing and presenting	YouTube, Google maps, LMS

Prepared by: Michael Rytkønen Project Manager / E-learning IT Learning Center, Faculty of Science, University of Copenhagen miry@life.ku.dk +45 6165 0502

7   GUIDELINES, FORMS & TEMPLATES

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[3] The online part of the course was evaluated by the students in August 2011. 17 out of 33 possible answers were given, corresponding to approx. 55 %.

7.1. Revised Guideline for Subject reas

Revised Guideline for Subject Areas[1]

Subject Areas – Definition

ELLS joint study activities are developed and implemented by the Subject Areas that concentrate on a thematic subject. For each ELLS Subject Area a lead university is designated with the responsibility of coordinating the jointly developed activities. The leading institution appoints an academic Subject Area coordinator with the responsibility of:
- identifying relevant partners and establishing the academic contact network
- planning of Subject Area meetings
- coordination of joint activities including preparation of a joint concept with annual activity plans
- presentation of the activity plan and the achieved progress at the annual meeting of Board, Task Force and Subject Area coordinators
- internal dissemination of network related information
- involvement of colleagues in SA projects and
- keeping the ELLS Secretariat informed about the group's members, their name and contact information (the Secretariat will keep the group's information updated on the ELLS website)

Criteria for approval of Subject Areas

1 Societal relevance, European dimensions – Contribution to the ELLS ambition to spear-head the European Education and Research Area
2 Attractiveness for students/effective in stimulating students' mobility/better chances on the labour market for the graduates
3 Educational need: Important field of knowledge/innovative/interdisciplinary field
4 Participation of at least 3 ELLS universities, accepted by the involved faculties
5 Academic merit/availability of expertise
6 Added value: Complementing competence, improvement of the quality of education of the ELLS partners
7 Operational efficiency of the SUBJECT AREA: functional network, clear leadership, joint concept with clearly defined short- and long-term goals including a timeline with stipulated and achievable milestones
8 Mutual recognition of ELLS study courses by all ELLS universities, no extension of study period

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[1] As approved by the ELLS Board in May 2004: Revised according to the results of the ELLS meeting in Vienna, October 2004

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7.2. Checklist for ELLS Summer Schools (ELLS Quality Label)

From the results of the formative and summative evaluations supplemented with interviews with a number of responsible teachers and coordinators from the courses, a number of key points had been identified which should be addressed when designing or further developing a summer school. Whilst a summer school is a high risk activity because of its organisational complexity (e.g. staff come in and out, students come from all different institutions and countries, subject areas) the ELLS QA Support Group elaborated the following checklist:

Planning/pre course activities

- Is the time for the summer course in perspective of the summer holidays for students (off campus periods) and working traditions during the summer holidays considered?
- Is sufficient pre-course information provided?
- Is a good promotion of the course given? Does the promotion start early enough?
- Are the pre-course requisites well defined/made specific and communicated?

Course programme

- Is the course structure coherent, is there a red line?
- Were the objectives of the course well communicated?
- Are the teaching methods clear and well communicated? (It should be stated whether it includes a problem oriented approach, a group work or a hands on approach.)
- Is there a specific didactical concept? (When relevant for the course in question the didactical concept should focus strongly on making use of different student expertise. Are the online learning periods well integrated, is there a balance between theory and practical/field work?)
- Are the procedures for examination well described and made explicit?
- Is the recognition at home institutions assured?

Internationality and interdisciplinarity

- Is learning in an international environment a prime focus? (Cooperation of students with different cultural background.)
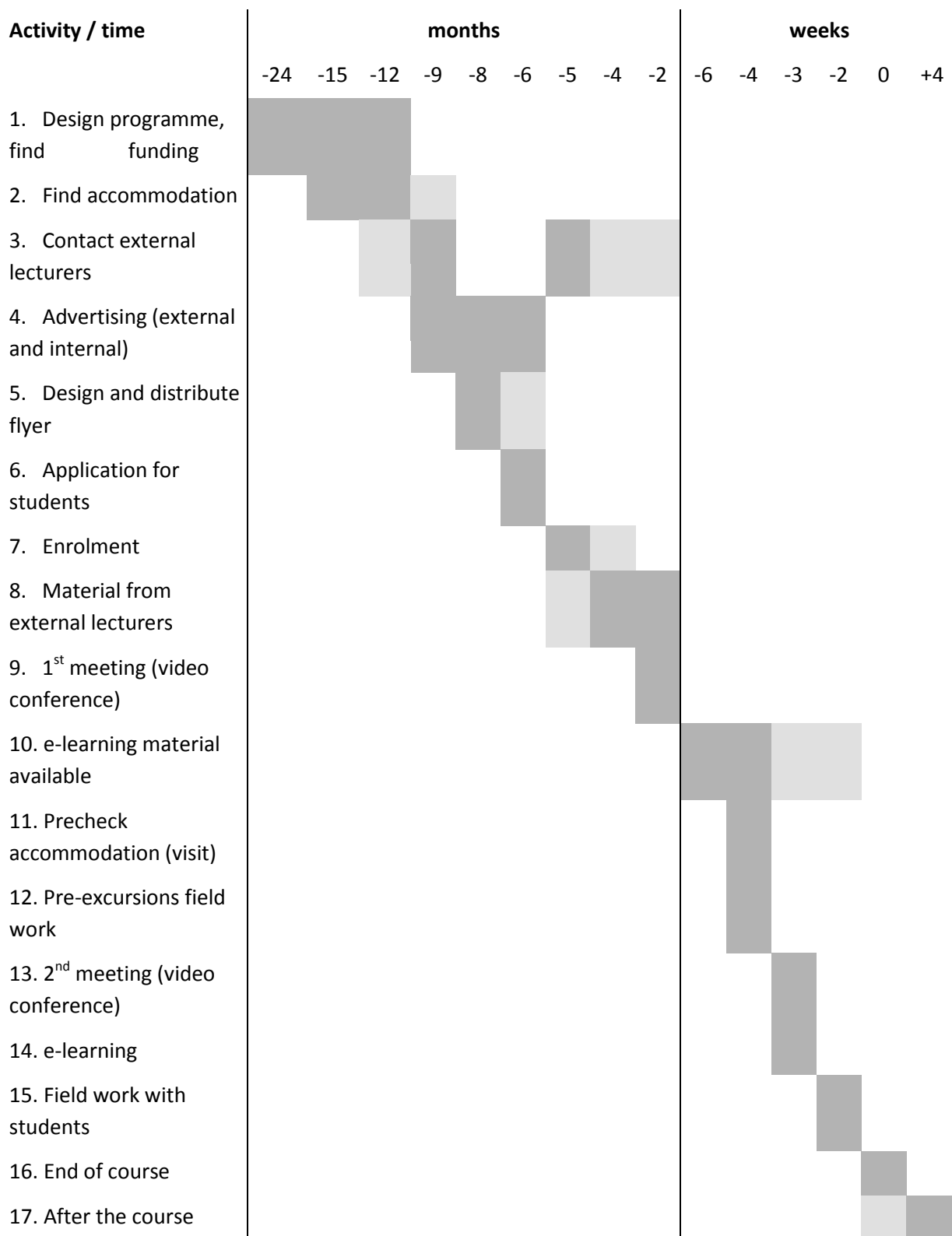- Were interdisciplinary aspects considered and reflected?

Administration and costs

- Is an adequate administration provided (location, accommodation, food, transport, social programme)?
- Funding: Are the costs for the students appropriate?
- Have all possibilities for additional funding been considered?
- Is the equality of cost to each student being considered?

Quality Assurance

- Are a mid-term evaluation and a final evaluation carried out? A combination of formative and summative aspects as well as written and oral parts (e.g. focus group discussions) in evaluation are valuable. Are the responsibilities clearly defined and distributed?
- External examiner system: Are the responsibilities clearly defined and distributed?
- Which were the measures taken after the mid-term evaluation? Were appropriate follow-up procedures to evaluations assured?

7.3 Suggested time schedule for preparation and implementation of Euro League summer schools based on experiences from EFEES 2005 (designed by Prof. Dr. Andreas Fangmeier, UHOH)

Activity / time	months									weeks					
	-24	-15	-12	-9	-8	-6	-5	-4	-2	-6	-4	-3	-2	0	+4
1. Design programme, find funding	■	■	■												
2. Find accommodation		■	■	▨											
3. Contact external lecturers			▨	■			■	▨	▨						
4. Advertising (external and internal)				■	■	■	■								
5. Design and distribute flyer					■	▨									
6. Application for students						■	■								
7. Enrolment							■	▨							
8. Material from external lecturers							▨	■	■						
9. 1st meeting (video conference)									■						
10. e-learning material available										■	▨	▨	▨		
11. Precheck accommodation (visit)											■				
12. Pre-excursions field work												■			
13. 2nd meeting (video conference)												■			
14. e-learning													■		
15. Field work with students														■	
16. End of course														■	
17. After the course														▨	■

Dark grey: intensive stage of activity

Light grey: preparation or fading of activity

Remarks:

3. External lecturers: We had some problems to find external lecturers or to replace them if there were denials. Therefore we recommend an early contact with external lecturers.
4. Advertising is still a pending issue even within our universities. The majority of the ELLS staff appears not to be informed about ELLS. How to improve that? Use the internet, make EFEES flash at the front site of your universities website, makes it easy to find in the module catalogue, announce it in your lectures and courses…
5. Make the flyer attractive and spread it widely
8. See remarks to 3. Make sure external lecturers have understood the issue of e-learning.
9. First video conference: Make sure that the learning platform is working (and that the room is unlocked…). Give the students and lecturers enough time to introduce themselves. Give general information about the location, travelling, meals, accommodation and the programme.
10. Try to have the e-learning material ready soon after the first video conference
11. Accommodation should have a lecture hall, a separate smaller conference room, internet access, option for leisure time activities …
13. Use 2nd videoconference for more detailed information on the work expected from the students. Repeat travelling information etc.
14. e-learning may mean a full-time job. Mixing the student nationalities already for the e-learning activity was a good experience.
15. Group work should also be done during the field excursions
17. Still a lot to do: Save all documents for further use. Ensure grading transferred into local systems. Write report to funding organisation. Create cost statement for funding organisation etc.

7.4. E-learning reference document

The use of e-learning in ELLS summer courses

A case description of the ELLS summer course; Restoration of European Ecosystems and Fresh Waters

What is e-learning?

The term e-learning is ambiguous. In a university context, e-learning is often used to define a specific mode to deliver course content online. In this note, the term e-learning comprises all forms of electronically supported learning and teaching[4].

Opportunities

E-learning is attractive for universities, students and teachers in many ways - some listed hereunder:

- Development and delivery of joint curriculums across universities become easier and cheaper. Collaboration can be done on virtual platforms and joint programs can be delivered to all with an internet connection. This flexibility gives a great opportunity to recruit students who cannot or do not want to attend classes on campus.

- Participation of foreign experts in local education programs is no longer restricted by geography. The flexibility makes it easy to link universities and experts with comparative advantages. Foreign experts can raise the academic level, improve the learning experience and stimulate the internationalization of the universities.

- E-learning can develop the digital literacy skills and competencies needed in the 21st century.

- It will be easier to deal with an increasing number of students as teaching is no longer restricted to campus. This will relieve the pressure on lecture halls and reduce expenditures on transportation, heating, cooling and electricity.

- The administrational tasks associated with teaching become less bureaucratic and done faster due to the quick and organised way of sharing and capturing information online.

Challenges

To ensure quality, it is important to acknowledge that quality e-learning is not achieved simply by digitizing analogue learning material. Effective e-learning requires a clearly defined didactical strategy for how to bring the online material alive, and how to activate and engage students and teachers in the online teaching. Interactivity between students and teachers is the key to efficient and personal quality e-learning.

The promising prospects outlined above build on several assumptions for the institutional context. Some general assumptions that should be considered when implementing e-learning are:

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[4] http://en.wikipedia.org/wiki/E-learning

Incentives: As a rule of thumb, the same amount of time as in face-to-face teaching is required to develop e-learning. Especially in a start-up phase, sufficient time is needed. It is important to secure this understanding at the management level, and among teachers and staff to create the right incentives for implementing e-learning. E-learning is not inherently a timesaver.

ICT infrastructure: E-learning can provide flexibility if students, staff and teachers have access to stable ICT infrastructure. When education is delivered online, it becomes highly dependent on a stable ICT infrastructure which should be assured and guaranteed by the institution.

Culture: The local teaching preferences and culture might not embrace e-learning as the only way to boost the educations. It is therefore crucial to ensure organizational anchoring and real ownership and support from the involved staff, teachers and management.

Skills: Sufficient and appropriate human resources are needed to support the development and delivery of quality e-learning. These resources are not necessarily present at the universities and might have to be built up locally or employed from outside.

7.5. Application ELLS Funds for Incentives

Form Sheet
Application for the Fund for Incentives

(NOTE: A grant from the ELLS Fund of Incentives is only awarded for the implementation of <u>a new summer school</u>, not for subsequent editions of the same summer school)

Project Title:

Coordinator:

Partners:

Background information (about ¼ page):

Main purpose of Subject Area / Support Group:

Main results achieved so far (if applicable):

Project description (about 1 page):

Motivation in relation to focus of Subject Area / Support Group / ELLS Goals:

Brief description of project content:

Envisaged outcomes:

Project timeline:

Project budget:

Budget Summary Table:

Budget item	Amount (€)	Comment
Additional personnel costs		
Other costs		
Total costs		
Requested contribution		

Brief explanation / justification of budget:

(Insert here...not more than half page)

If the project aims at developing a joint teaching programme (e.g. master course) or programme component, specify the programme scheme, expected key figures and accompanying measures (about 1 page)

Tentative scheme of programme:

Annual number of enrolled students envisaged (total per annum):

Number of years required to reach this number:

Envisaged number of teachers involved:

Estimated costs of implementation:

Estimated costs of operation:

Brief outline of Plan for Advertisement:

Brief outline of Quality Assurance measures:

Date, Signatures

………………………………………….

7.6. Summer school student application form

STUDENT APPLICATION FORM

Name of Summer School/Intensive Programme

Year of Summer School/Intensive Programme

Organising university, Faculty

Address

Please complete before print; sign and send this form to:

International Relations Office (IRO) or course responsible at your home university

(see course description)
http://www.euroleague-study.org

Application deadline: day, month, year

Personal data					
Family name:					
First name(s):		Male:		Female:	
Date of birth: (date/month/year)		Nationality:			
Name of home university: Select one: LIFE, UHOH, BOKU, SLU, CULS or WULS					
Name and address of academic contact person (course responsible) at home university:					
Current address					
Street and No.:					
Telephone No.:		E-mail:			

Postal code and city:	Country:

Academic profile

Degree presently pursued (bachelor / master / doctoral)	Major field(s) of study:
Month and year of enrolment:	*Student registration number:*

Language proficiency in English:

Indicate level: Poor Moderate Good

lternative/Parents address (in case of emergency during May – August 2012)

Name:	Relationship:
Street and No.:	
Postal code and city:	Country:
Telephone No. (incl. international prefix): private/work)	Fax No.:	E-mail:

Motivation for participation in the summer university. Relevant prior studies/ academic background, additional possible accompanying documents: English language certificate, transcript of records:

Signature of applicant

I wish to apply for: Title of Summer School/Intensive Programme , year, name and faculty of the organizing university

I hereby confirm that the above information is correct

Date:	Signature:

Signature of IRO representative at home university

I hereby confirm the nomination of the student for participation in the summer university.

Date:	Signature:

7.7. Mid Term Evaluation Form

Mid term evaluation
ELLS Summer School

MID TERM EVALUATION (ORAL)

{Title of Summer School}

201X

Comments on the following aspects of the course

1. Transportation to the course

2. Housing Food

3. Social activities

4. Expected knowledge

5. Availability of course material

6. Level of course material

7. Level of lectures, etc. (BSc, MSc)

8. How was the realisation of the course during the first period?

9. What shall/can be changed during the remaining period of the course?

Any further comments

7.8. Student Evaluation Form

STUDENT EVALUATION QUESTIONNAIRE

{Title of Summer School}

201X

Dear ELLS student,

Please fill out this questionnaire. Your feedback is very important because it helps us to further improve our courses. Thank you.

1. Personal background:

☐ **Female**   ☐ **Male**
   ☐ B.Sc. student   ☐ M.Sc. student   ☐ Other _____

   Which study programme are you attending at your home university?

2. How did you get to know about the summer school?
☐ internet   ☐ fellow student   ☐ teacher   ☐ poster   ☐ Other: _____

3. What were your main expectations to participate in the summer school?

4. Were these expectations met by the summer school?
   ☐ Yes, completely   ☐ Yes, partly   ☐ Rather not   ☐ Not at all

   If not, please tell us why:

5. Organisation: Please rate (scale 1-5, 5 as highest):

	5	4	3	2	1
Location	☐	☐	☐	☐	☐
Accommodation	☐	☐	☐	☐	☐
Food	☐	☐	☐	☐	☐
Social programme	☐	☐	☐	☐	☐
Transport to the venue	☐	☐	☐	☐	☐
Organisation in general	☐	☐	☐	☐	☐

6. Course: On a scale of 1-5 (5 as highest) please rate the following items:
Pre-course information

	5	4	3	2	1
Announcement/promotion of the course	☐	☐	☐	☐	☐

Information on objectives of the course	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
Information of pre-requisite knowledge	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
Information on preparatory work	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
Pre-course information in general	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

Preparatory weeks

Video-conference	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
E-learning platform	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

Course

Structure of the course (total period)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
Availability of course material	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
Quality of course material	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
E-learning platform (if applicable)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
Level of English spoken by teachers	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
Level of English spoken by students	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
Course in general	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

7. The length of the summer school was

☐ Just right   ☐ Too long   ☐ Too short

8. On a scale of 1-5 (5 as highest) please rate to which degree the following learning outcomes were achieved:

To gain new insights	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
To learn new tools for solving problems	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
To combine the knowledge and draw conclusions on	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
To communicate the new theory, tools and relevant conclusions to an audience	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
To improve the learning skills	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
To solve problems in a group of international students	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

9. How would you rate the use of the international aspect in the course?

☐ Outstanding   ☐ Very good   ☐ Good   ☐ Adequate   ☐ Poor

10. Please specify if and/or how the international aspect of this course improves your education:

11. How would you rate the use of the interdisciplinary aspect in the course?
☐ Outstanding ☐ Very good ☐ Good ☐ Adequate ☐ Poor

12. Please specify if and/or how the interdisciplinary approach improved the value of the course:

13. Please specify what you particularly liked or disliked about the excursions:

14. Please specify what you particularly liked or disliked about the practical courses:

15. The workload was...
☐ too high ☐ appropriate ☐ too low

16. Written exam:
Please rate on a scale of 1-5 (5 as highest) the …

Degree of difficulty ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Reference to the content of teaching
of the summer course ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

The lead time for the exam was sufficient?

☐ yes ☐ no ☐ any other comment:

17. Were the costs of the summer school appropriate?
☐ yes ☐ no ☐ appropriate would be _____

18. Did you get financial support by a scholarship to take part in the summer school?
☐ yes ☐ no

   If yes, to which extent (in percentage) _____ %

19. The contents of the summer course fit into your field of study
very well ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 barely

20. Is the summer course fully acknowledged as a part of the study programme at your home university?
☐ yes ☐ no ☐ don't know

21. What overall rating would you give the summer school?
☐ Outstanding ☐ Very good ☐ Good ☐ Adequate ☐ Poor

22. If you were designing the summer school next year, what would you change, include, leave out?
23. Any further comments:

Thank you very much for filling out the questionnaire.

7.9. Course Coordinator's Report Form

Course Coordinator´s Report

Course Title:

Course Coordinator:

University where summer school was held:

Date of the summer school:

No. of Students Registered for Course:

No. of returned questionnaires:

Response Rate: %

Give reasons if the questionnaire response rate is less than 75% AND indicate the steps to be taken to redress this for the future:

Which QA measures have been carried out?

Mid-term evaluation	☐ yes	☐ no
Final evaluation	☐ yes	☐ no
External examiner system	☐ yes	☐ no

Describe if and which measures have been taken after the mid term evaluation?

Give a brief description of the external examiner system:

Summarise students' written comments on the summer-school:

Give details of any student feedback other than via the questionnaires:

List areas of strength as perceived by students:

List areas of weakness or concern as perceived by students:

If applicable, indicate how the course will be changed as a consequence of the review:

Have all of the concerns from the last review been addressed?

☐ yes   ☐ no   ☐ not applicable

If no, give reasons:

Comments from course team:

Comments from Course coordinator:

Date of submission: Signature of Course coordinator

7.10. Certificate of Participation (template):
　　　see website http://www.euroleague-study.org/95795?&L=1

Logo of organising ELLS university

ELLS Summer University *<Year>*

"Title of Summer University"

<Programme / project number of EU funding if applicable>

Location (country)
<Month Day> - <Month Day, Year>

This is to certify that

<First Name FAMILY NAME>

has actively and successfully participated in the *<Number>* days Summer University organised by the *<Name of University (Short name)>* on behalf of the Euroleague for Life Sciences (ELLS)[*)] *<in co-operation with other EU partner institutions[**)]>*. The programme consisted of *<lectures, practical field, laboratory, greenhouse and modelling work, and seminars>*. The participants had to prove their knowledge and understanding of the topics in *<written exams, preparation of papers and in a final session by presentation of their results and subsequent discussion>*.

Grade of examination:
<grade>

The national grading system of <country> is explained on the reverse side.

By successfully participating in this IP the student has been credited *<6>* ECTS.

<Location, Month Day, Year>

<Name>
(Course Coordinator)

*) Participating ELLS Universities: *<Names of participating ELLS universities>*
**) *<Names of Universities>*

Explanation of the grading system