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NEOLAiA

Language Assistant Exchange Program

Guidelines manual

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UNIVERSITÄT BIELEFELD · Universidad de Jaén · UNIVERSITY of NICOSIA · ÖREBRO UNIVERSITET · OSTRAVSKÁ UNIVERZITA

UNIVERSITÀ DEGLI STUDI DI SALERNO · USV Universitatea Ştefan cel Mare Suceava · université de TOURS · ŠIAULIŲ VALSTYBINĖ KOLEGIJA

NEOLAiA

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1. Welcome to NEOLAiA's Language Assistant Exchange Program (LAEP)

NEOLAiA (https://neolaiacampus.eu) is an Alliance of young, dynamic European universities recognized by the European Commission. It aims to foster connections among students, faculty, and administrative staff from nine different countries, focusing on digital transformation, inclusion, and diversity within the framework of enhanced mobility.

The Language Assistant Exchange Program (LAEP) is a unique opportunity provided by the institutions within the Alliance. Through it, two postgraduate students (Master's or PhD) from each NEOLAiA institution will have the opportunity to participate in a mobility period and become language assistants to support the appropriate development of the courses taught in English at the host universities.



2. Description of the program

2.1 Objectives

The objectives of the program are as follows:

- To provide postgraduate students with the opportunity to collaborate with lecturers from other NEOLAiA universities.
- To promote EMI practices within NEOLAiA universities.
- To offer support to EMI lecturers within the Alliance universities.
- To set up an academic structure that guarantees the continuity of this program.

2.2 Funding

The university responsible for sending the language assistant will ensure the provision of financial support from the Erasmus+ funds allocated to each institution. Selected participants will be asked to sign a document confirming their commitment to completing the course in terms of duration and objectives. Failure to do so will entail partial or total loss of the funding endowed.

2.3 Duration

The length of the stay will be one semester. It will be tailored to meet the specific needs of the host institution and the provisions of Erasmus+ funding. Before their stay, participants will have to attend a 20-hour online preparatory seminar. The mobility period will take place during the academic year 2025-2026.

2.4 Application

Applicants must be postgraduate students (Master's or PhD) at one of the universities within the NEOLAiA Alliance. Applications from candidates with a background in teaching and linguistics are welcome, as these skills and experience will be greatly appreciated. Besides this, the following aspects will be taken into account during the selection process:

- English proficiency
- Academic background
- Intercultural interest
- Digital skills
- Teamwork and collaboration
- Professional competence and Personal attributes
- Motivation



> The application process comprises three different stages.

Stage 1 Submission of applications

Candidates are required to contact their institution via email to submit their application:

Bielefeld University: neolaia@uni-bielefeld.de
University of Jaén: neolaia@ujaen.es
University of Nicosia: neolaia.unic@unic.ac.cy
Örebro University: neolaia@oru.se
University of Ostrava: neolaia@osu.cz
University of Salerno: neolaia@unisa.it
‘Ştefan Cel Mare’ University of Suceava: neolaia@usm.ro
Šiauliai State University of Applied Sciences: neolaia@svako.lt
University of Tours: neolaia@univ-tours.fr

The application should include the candidate’s full name, contact information (phone number and email address), a motivation letter, and a curriculum vitae. The CV must include at least the candidate’s academic background, a certificate of English proficiency, a certificate of digital skills, work experience, and any international experience as a student, researcher, or employee.

Each host university will receive the CVs of the applicants and motivation letters from those who successfully advanced from the first phase in order to begin the second phase of the selection process.

Stage 2 Selection process

The host universities will contact candidates who successfully pass the initial stage to set up an online interview.

Stage 3 Candidate selection

The host universities will contact the selected candidates to inform them of their selection as Language Assistants and to facilitate the completion of the necessary paperwork and guidance.

3. How everything is articulated

> The chosen assistants must take into consideration different aspects.

Before mobility

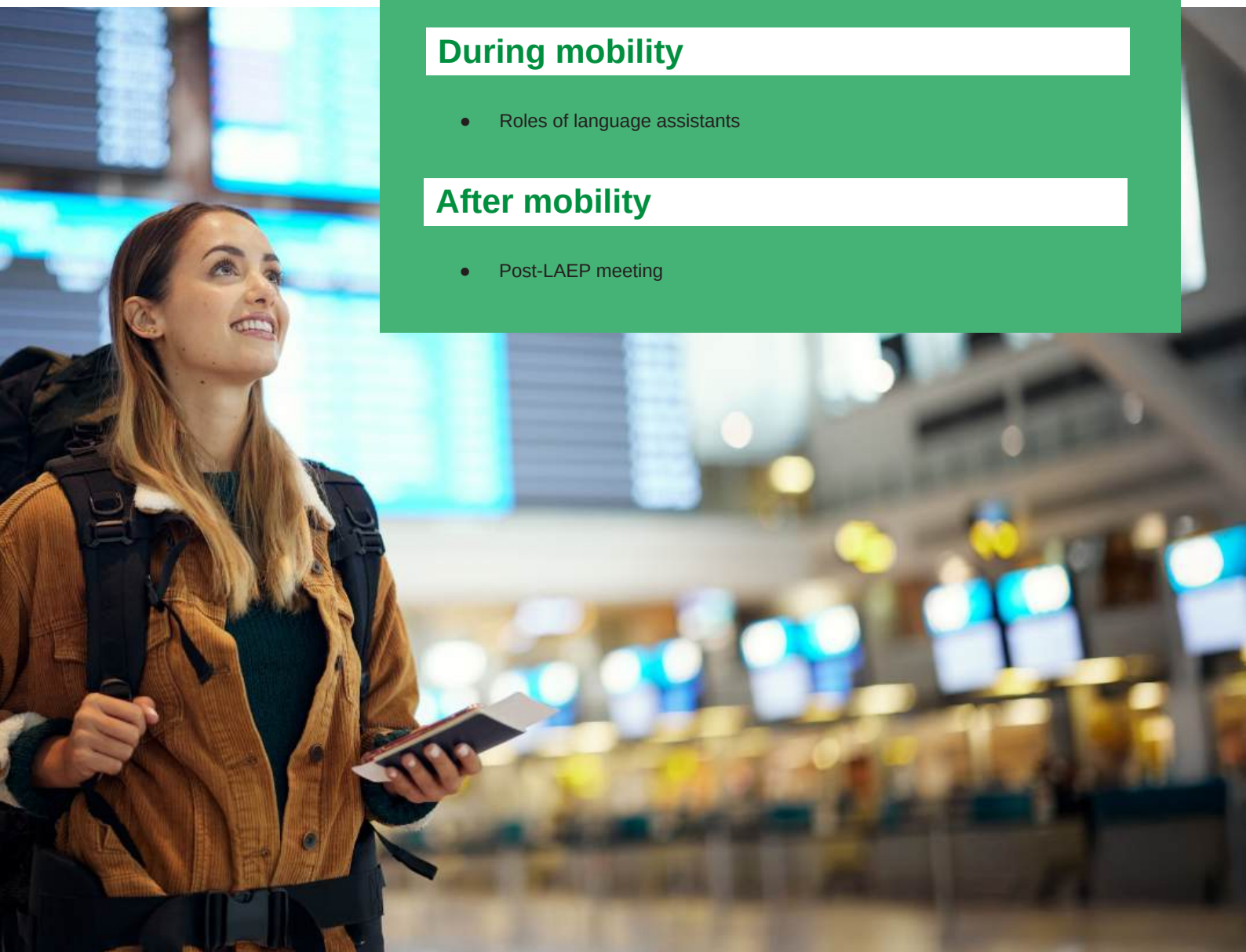
- Paperwork
- Traveling and accommodation
- LAEP preparation online seminar (20 hours)
- Online platform

During mobility

- Roles of language assistants

After mobility

- Post-LAEP meeting



3.1 Before mobility

Paperwork

After successfully completing the selection process and being chosen as a Language Assistant, your host university will contact you to facilitate the signing of the necessary documentation. At this stage, you will have to ask for any necessary extra documents (invitation letter, visa, etc.).

Traveling and accommodation

Language Assistants are ultimately responsible for traveling to the host university and finding accommodation themselves. Your host institution can advise on the most suitable areas to live in, transport links, and approximate rental prices. Sometimes, they will know of a room available locally or have on-site accommodation, but this is not guaranteed.

We recommend that Language Assistants book their accommodation before their arrival or plan their arrival in the host town so that they have time to find suitable accommodation. It may be easier to move into temporary accommodation in the short term. Language Assistants can also consider the following options:

- Check the availability of university dorms[1].
- Look online at websites like *Gumtree*, *SpareRoom* (previous Language Assistants recommend posting your own ad), *Roomgo*, *Rightmove*, *Zoopla*, *Airbnb*, and *Homestay*.
- Contact local estate agencies directly.

Language Assistants should make sure they arrange accommodation within a reasonable distance as travel could be expensive; host institutions and local authorities will not pay for transport costs between accommodation and your workplace.

Where local public transport is limited, it may be possible for colleagues to consider offering lifts/car pooling to or from work if you live nearby, but you should not depend on this arrangement.

LAEP preparation online seminar

The objective of this seminar is to train Assistants in four areas of knowledge that will be of particular relevance during their stay. Some of these areas may be familiar, while others may be entirely new.

The seminar will be held online and led by different experts with whom participants will be able to interact. It will also serve as a hub for getting to know all the other Assistants and teachers who have joined the program. Check the structure of this online seminar on page 6.

Online platform

The online course described in the previous section will be articulated through an online platform (PLATEA, the University of Jaén's Moodle platform). In the latter, Assistants will have the opportunity to meet each other and interact with the experts who will develop the different content blocks of the course. They will also have the chance to meet the lecturers that they will be assisting.

Before the beginning of the online course, the University of Jaén will send the selected assistants their credentials to access the online platform, which will have five main sections:

- General information about the different institutions
- Course contents
- Materials and resource sharing
- Forum (Online Café)
- FAQs

[1] See also the section for *Additional information about NEOLAiA universities* at the end of this document.

> Prior to their stay abroad, language assistants will have to attend a 20-hour online preparation seminar with 4 content modules.

Module 1

EMI (English as a medium of instruction): Overview and methodology

- Overview of EMI: Definitions, terminology, goals, and global trends.
- EMI practices in the countries of NEOLAiA members.
- Challenges and benefits of EMI for students and institutions.
- The language assistant's role in EMI settings.
- Student-centered methodologies for the EMI classrooms (e.g., CL, TBLT, PBL, flipped learning).
- Applications of AI in EMI contexts.

Module 2

Linguistic aspects

- Understanding students' language proficiency levels (CEFR framework).
- Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).
- Techniques for clarifying concepts and checking for understanding.
- Supporting students' academic language development: Vocabulary, pronunciation, discourse, and academic writing.
- Enhancing presentation and public speaking skills for non-native speakers.
- Providing feedback.

Module 3

Materials design

- Types of materials (e.g., presentations, posters, worksheets, audiovisual resources, interactive quizzes, papers, etc.).
- Digital tools for creating materials (e.g., PowerPoint, Canva, Kahoot, Padlet, Moodle, ChatGPT).
- Adapting and integrating different types of materials (e.g., adapting and signaling vocabulary, consistent design).
- Creation of tasks, scenarios, and projects.

Module 4

Cultural awareness

- Addressing cultural challenges in communication and learning.
- Fostering an inclusive classroom environment.
- Providing an overview of the teaching system, curriculum, and society of the host university.
- The importance of the CEFR in a plurilingual Europe.

3.2 During mobility

Roles of language assistants

Even before their application, candidates need to consider the intended outcomes of their stay as language assistants. The Language Assistants involved in the program are expected to:

- Facilitate the design of materials design and contribute to their revision:
  - Developing new content, such as activities and exercises, to improve existing materials or achieve specific learning objectives.
  - Adapting materials to meet the changing needs of learners.
  - Incorporating digital tools and technologies to enhance learning experiences.

- Be a source of updated BICS and correct pronunciation:
  - Engaging students in regular, informal conversations to practice using the language in real-world situations.
  - Providing constructive feedback on students' language use, focusing on accuracy and fluency.

- Act as a bridge between home and host countries:
  - Promoting intercultural dialogue and understanding among students.
  - Offering one-on-one or small group tutoring sessions in their native language.

3.3 After mobility

Post-LAEP meeting

Once the mobility period is completed, there will be a post-LAEP meeting to conclude the program. This will consist of a virtual meeting in which all the Language Assistants will have the opportunity to share their comments and feedback regarding the program in general and their individual experiences.



4. An EMI methodological toolkit

As a Language Assistant supporting EMI, you play an essential role in crafting an engaging learning experience for students. Through your skills and dedication, you can significantly contribute to their success. In the following pages, you can find some practical tips designed to help you perform your language assistant duties with confidence while making your work engaging and impactful. These tips are divided into sections which tie in with the four modules of the *LAEP preparation online seminar* (see p. 6) and contain some additional tips. The structure of this methodological toolkit is the following:

Tips for module 1: English as a medium of instruction

Tips for module 2: Linguistic aspects

Tips for module 3: Materials design

Tips for module 4: Cultural awareness



Tips for module 1

English as a medium of instruction

Language assistants support the professor by highlighting the importance of using a variety of educational strategies in the EMI classroom. Help the professor by incorporating the methods below into the lesson planning. Notice that some of these techniques contain hyperlinks to videos and other resources. Feel free to use them:

- Flipped classroom
- Task-based learning
- Collaborative learning
- Activate prior Knowledge
- Differentiated instruction

Flipped classroom activity sample

Here you have the steps to implement one flipped classroom activity:

Preparation before class

1. Select a topic:
Ensure that it aligns with your course objectives. Ensure it is complex enough to benefit from deeper exploration.

2. Create pre-class materials:

- You can prepare your own video or choose one from public repositories such as YouTube or Khan Academy.
- You can also choose a text that explains the core concepts.
- You should not forget to prepare a pre-task to check students' understanding of the topic.

3. Distribute materials:
Share the pre-class materials with students at least one week before the class. Use your e-learning platform or email to ensure all students have access.

4. Set expectations:
Clearly communicate the importance of completing the pre-class materials. Explain how this will prepare them for the in-class activities and discussions.

In-class activity

1. Warm-up discussion:
Start the class with a brief discussion to gauge students' understanding of the pre-class materials. Ask open-ended questions to encourage participation.

2. Group work:
Divide students into small groups (3-5 members). Assign a specific problem or case study related to the topic. Encourage them to apply the concepts learned from the pre-class materials.

3. Facilitate collaboration:
Picture yourself as a facilitator moving among the groups to offer guidance, answer questions, and encourage critical thinking, creating an environment where students feel comfortable sharing ideas and debating concepts.

4. Wrap-up and reflection:
Conclude the class with a summary of key takeaways. Ask students to reflect on what they learned and how they can apply it. Consider using an exit ticket for students to share their thoughts.

Follow-up

1. Provide additional resources:
Share extra materials or resources for students who wish to explore the topic further.

2. Assess understanding:
Consider giving a quiz or assignment based on the in-class activity to evaluate students' understanding of the content.

3. Gather feedback:
Ask students for feedback regarding their experience with the flipped classroom.
Use this input to improve future implementations of the activity.

Tips for success

- Encourage active participation and ensure that every student has a chance to collaborate in the group activity.
- Monitor the groups during their discussions to provide support and answer any questions they may have.
- Remember, the flipped classroom model relies on your active participation and preparation.
- The more effort you put into the pre-class activities, the more you will benefit from in-class discussions.

Task-based activity sample

Topic

Designing an Instagram advertisement

Steps to implement the task-based activity

1. Warm-up activity:
Begin the lesson with a warm-up session that revisits essential digital marketing and branding concepts covered in previous classes. Involve students in a discussion to develop ideas and promote participation.

2. Language practice:
Help students practice the language needed to describe an Instagram post. Create an example description together, provide sentence frames, and highlight relevant vocabulary that will be useful for their advertisements.

3. Introduce the task:
Present the main task to the students. Provide a clear prompt outlining the assignment to design an Instagram advertisement for a fictional product and brand. Include detailed instructions on what is expected.

4. Clarify tools and group work:
Specify the tools students can use to create their advertisements (e.g., graphic design software, online templates) and the number of students allowed in each group.

5. Timeline:
Inform students of the project timeline. Specify the number of days they will have to plan and create their work advertisements.

6. Provide a rubric:
Provide students with a rubric detailing how their work will be assessed to clarify the key aspects evaluated.

7. Group presentations:
Once the projects are completed, ask each group to present their advertisement to the class. Encourage them to explain their design choices and marketing strategy.

8. Peer assessment:
After the presentations, organize a peer assessment session in which students use the rubric to evaluate each other's work. This will promote critical thinking and constructive feedback.

9. Class discussion:
Facilitate a discussion on which advertisement was the most effective and why. Encourage students to share their thoughts and insights on the different approaches taken by each group.

10. Reflection summary:
Ask students to summarize their project contributions and identify areas for improvement to enhance their learning and critical thinking.

Tips for success

- Make sure to establish clear and achievable learning objectives for the task.
- Choose tasks that are meaningful and relevant to the students' lives or interests.
- Encourage collaboration among students to improve their communication skills and make tasks more dynamic and engaging.

Collaborative activity sample: Jigsaw

Topic

Debunking myths about bilingual education

Steps to implement the jigsaw activity

1. Divide the class:
Split the class into small groups based on the number of myths you want to cover. For example, if you have eight myths, create eight groups.

2. Assign myths:
Assign each group one specific myth about bilingual education. Provide them with an article or resource that explains their assigned myth.

3. Group work:
Give each group 30 minutes to read their article and discuss the content. They should work together to answer the guiding questions you provided. Encourage them to reach a consensus on their answers.

4. Reorganize into new groups:
After the discussion, form new groups. Each new group should consist of one member from each of the original groups. This way, each new group will have one expert on each myth.

5. Peer teaching:
In the new groups, each member will have 5 minutes to explain their assigned myth to the rest of the group. They should ensure that their peers understand the key information and be ready to answer any questions.

6. Class quiz:
After the peer teaching session, conduct a pop quiz covering all eight myths. The quiz will assess the students' understanding of the material discussed.

7. Grading:
To promote group accountability and shared responsibility for learning, each student's grade will be the average of their team's performance on the quiz.

Tips for success

- Encourage active participation and ensure that every student has a chance to speak during the peer teaching phase.
- Monitor the groups during their discussions to provide support and answer any questions they may have.
- To set clear expectations, consider giving the students a brief overview of the jigsaw method before starting the activity.

Activating prior knowledge sample[2]

The activation of prior knowledge enhances learning by helping students establish connections between the new class content and their pre-existing knowledge.

- When introducing a new topic, ask students to complete a pre-quiz on the subject matter and summarize the results before the first session.
- At the beginning of the lesson, instruct students to identify three to five things they learned in previous sessions and ask them to compare their responses with a partner.

Topic

Technology in agricultural engineering

Steps to implement an activity to activate prior knowledge

1. Set up a digital tool:
You can use Mentimeter to create an interactive word wall that will display students' responses in real time.

2. Warm-up activity:
Begin the class with a five-minute warm-up. Ask students to consider various forms of agricultural technology and submit their responses using their computers or mobile devices.

3. Display responses:
When students submit their answers, display the word wall on the screen. This will show the different types of agricultural technology and highlight the most common options.

4. Encourage discussion:
Invite students to expand on their answers. Ask them to explain how a specific piece of equipment has improved agriculture.

5. Provide guidance:
Offer example sentences or prompts to help students who may require support with sentence structure.

6. Motivate learning:
Use this short activity to engage students and prepare them to receive new information about the topic.

Tips for success

- Use visual aids since images, videos, or graphics can help students remember relevant information from prior lessons.
- Ask open-ended questions that require students to think critically about what they already know, activating their prior knowledge and pushing them to discuss with peers.

[2] Adapted from Lang, J. M. (2021). *Small teaching: Everyday lessons from the science of learning*. John Wiley & Sons.

Differentiated instruction sample

In an EMI setting, it is essential to adapt activities to meet the needs of students with varying language abilities. As a language assistant, you can inform the professor about how students with both low and high English proficiency benefit from differentiated methods.

Topic

Industries impacted by AI

Steps to implement an activity using differentiated instruction

1. Group formation:
Group students based on their English proficiency levels. Combine those with lower proficiency and separate those with higher proficiency into different groups.

2. Provide language support:
Develop a language support sheet for the lower proficiency group, including key vocabulary and phrases to help them with the content.

3. Develop guiding questions:
Create a series of guiding questions to encourage discussion. For instance:

- *How is AI influencing the industry?*
- *What challenges do industries face when integrating AI?*
- *How could businesses in the agriculture sector use AI?*
- *How is AI changing the landscape of education?*
- *How might lecturers incorporate AI in education?*

4. Use sentence frames:
Provide sentence frames to assist students in responding to the guiding questions. This will help them focus on the content rather than struggling with grammar.

5. Incorporate visual aids:
To help students with vocabulary acquisition, incorporate labeled illustrations of various industries impacted by AI, such as healthcare and agriculture.

6. Facilitate group discussions:
Allow both groups to discuss their topics, ensuring that each student has the opportunity to participate and share their ideas.

7. Monitor and support:
As the activity progresses, move among the groups to provide help and guidance as needed.

8. Challenge advanced students:
For the advanced proficiency group, create prompts that require higher-level language skills. Encourage them to engage in more profound debates about AI, such as predicting its future impact in the workplace.

9. Reflect and assess:
After the activity, encourage students to reflect on what they learned and assess their understanding of the topic.

Tips for success

- Implement diverse grouping strategies to promote collaboration and peer learning. For some activities, combine students with varied abilities and backgrounds while also working with homogeneous groups when concentrating on specific skills.
- Use a great variety of teaching materials and resources, including videos, articles, and interactive activities, to cater to different learning preferences. Providing options helps students to know what works best for them, making the learning experience more engaging and effective.



Tips for module 2

Linguistic aspects

Facilitate the professor's understanding of the following language learning strategies to enhance their teaching approach and improve students' communicative abilities.

- Basic Interpersonal Communication Skills (BICS).
- Practice pronunciation using tools like Youglish, Forvo, as well as techniques such as shadowing. Use these digital skills anytime you want to check the pronunciation of a specific word or when you need to know how to pronounce it.
- Teach techniques to help students develop productive skills in paraphrasing and summarizing.
- ICQs and CCQs.
- Language scaffolding.

BICS sample

BICS refers to the language used in social situations and everyday life, making it an important part of EMI. Language assistants can enhance lesson plans by incorporating opportunities for casual speaking practice and integrating them within an activity development. There are various ways to do it, but here is an example of how to integrate BICS into a sports physiology class.

Topic

Athletic competitions and activities injuries

Steps to implement an activity on BICS

1. Introduction:
Start by introducing the new unit on sports injuries to the class, creating enthusiasm and context for the upcoming lesson discussions.

2. Present a sample story:
Share a short personal story about a sports injury to illustrate the kinds of experiences that students will be discussing.

3. Provide functional phrases:
Providing a list of useful phrases related to sports injuries can be a good way to introduce expressions and vocabulary related to the topic. For instance:

- *I have sprained my ankle.*
- *I need to ice my knee to reduce the swelling.*
- *Can you help me wrap this bandage around my wrist?*
- *I felt a sharp pain in my shoulder during the game.*
- *You should see a doctor to get this checked out.*
- *I'm experiencing some muscle soreness after the race*

- *I need to do some rehabilitation exercises for my back.*
- *Make sure to warm up properly to prevent injuries.*
- *I'll take a break from training until I feel better.*

While preparing this, make sure you tailor the complexity of the phrases to match the students' English proficiency levels.

4. Organize small groups:
Divide the class into small groups of about three students each. This size encourages participation and allows everyone to share their experiences comfortably.

5. Set a time limit:
Give the groups approximately 5 minutes to discuss their personal experiences with sports injuries. Encourage them to use and adapt the functional phrases provided.

6. Facilitate sharing:
After the small group discussions, invite volunteers to share their stories with the entire class.

7. Wrap up the activity:
Conclude the activity by reflecting on the discussions and connecting them to the upcoming unit content.

Tips for success:

- Encourage students to use everyday language to explain complex concepts to their peers.
- Facilitate informal interactions among students by organizing icebreaker activities or team-building exercises to improve their communication skills.



Digital tools and techniques

YouGlish is an internet tool that offers real-life video demonstrations of words and phrases in context.
Just type in any word or phrase in the search bar, and you'll quickly find a delightful selection of YouTube videos showcasing that word or phrase in action!
YouGlish offers you a helpful phonetic breakdown of words, making it even easier to understand their pronunciation.

Forvo is a fantastic resource that offers the most extensive pronunciation guide in the world. Discover millions of words and phrases spoken in their original form. Simply type in the word, choose your preferred accent, and you'll hear the pronunciation. It aims to gather native-speaker pronunciations of every word globally, including names.

Shadowing

Shadowing. This technique involves closely observing and mimicking a native speaker while they talk.
It is a method used to improve pronunciation, intonation, and overall fluency in the language.
You can use this YouTube channel to practice: Shadowing English With Movies Drama

Mentimeter

Mentimeter is a useful digital tool for presentations, offering educators features like quizzes, polls, and word clouds.
With Mentimeter, you can create interactive presentations using a user-friendly online editor straight from your browser.

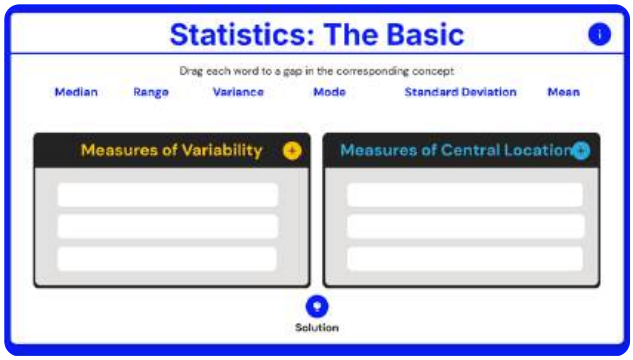
padlet

Padlet is an interactive bulletin board that offers numerous benefits, including user-friendly navigation, support for various media types, and the option for the professor to be added as a collaborator to monitor student progress.

Quizlet

Quizlet is a web-based platform that facilitates the creation of educational resources, including interactive flashcards, assessments, and study games. This tool is designed to enhance the learning experience by providing users with various effective study aids.

genially



Use Genially to create engaging and captivating presentations and activities. This is an example of a game-based activity specifically designed to help students learn fundamental concepts of statistics effectively. Click here to access a visualization of the activity.

Paraphrasing and summarizing sample

Paraphrasing and summarizing are crucial skills used widely in EMI contexts since they help students practice academic language and demonstrate comprehension. However, learning complex concepts through a foreign language may be challenging. When collaborating with the professor to create an activity involving summarizing or paraphrasing, consider adding an exercise to reinforce these competences.

Steps to implement an activity for summarizing a text

Before the class

Choose a scientific text that is suitable for the students' level and relevant to the course material.
Prepare a model summary of the same text that highlights the main ideas and essential points.

In-class activity

1. Introduction:
Begin the class by briefly discussing the importance of summarizing and paraphrasing in academic writing. Remind students of the key aspects of a good summary: highlighting main ideas, maintaining an academic tone, and avoiding personal opinions or minor details.

2 Reading and initial summary:
Divide students into pairs and provide them with the selected scientific text.
Ask them to read the text together and summarize the main idea in only one sentence.

3. Sharing and feedback:
Ask for a few volunteers to share their one-sentence summaries with the class.
Provide feedback to ensure that students have achieved the main idea of the text.

4. Expanding the summary:
Once everyone is aligned with the main idea, ask students to elaborate on their summaries in a complete paragraph. Encourage them to include key points from the text and the conclusion while avoiding unnecessary details.

5. Comparison with model summary:
Once students have completed their paragraphs, show them the model summary prepared in advance. Allow students to compare their summaries with the model to check that they have included all essential points and have not added irrelevant content.

6. Wrap-up:
Conclude the activity by outlining the main ideas of the text and highlighting the importance of summarizing and paraphrasing.

Tip for success

Encourage collaboration by creating an environment where students feel comfortable sharing ideas and working together.

Instruction-checking questions (ICQ)

An instruction-checking question verifies if students comprehend and can execute the tasks given by the teacher.

- Task clarification: verifying understanding of instructions.
- Reinforcing and reviewing important concepts and their expression in the foreign language.
- Activity structure and development.

Examples:

> *When is the deadline, and how should you submit the assignment?*
> *Should you only include text in your PowerPoint slides?*
> *In your presentation, is it better to read straight from the slides or to rephrase the content?*

Concept-checking questions (CCQ)

A concept-checking question is used to assess students' comprehension of a particular concept or subject.

- Meaning clarification of key concepts.
- Checking comprehension of vocabulary.
- Assessing reading comprehension.

Examples:

> *What were the causes of the outbreak of the war?*
> *Do all groups share the same causes for war, or are they different?*
> *Why did they reach that agreement in the end?*

Language scaffolding sample

- Pre-teach challenging vocabulary related to the content to increase confidence and comprehension.
- Identify a small number of context-specific words or phrases with which students may be struggling.
- Prepare a variety of vocabulary teaching techniques, such as visual aids, real-world contextual examples, and practice exercises to ensure understanding.

Tips for module 3

Materials design

Assist the professor in developing motivating and relevant resources to engage students in their learning process. These helpful tips may support you in this task:

- Plan and create materials focusing on classroom objectives and anticipated challenges.
- Help the teacher connect classroom content to the real world using authentic materials such as videos, blogs, news articles, pamphlets, and TV show clips. These materials provide real-life context and relevance to the students, making the learning experience more engaging and meaningful.
- Help find sources that are appealing to students, such as podcasts, video shorts, reels, and TED talks.
- Use online platforms to craft engaging activities: Canva, Genially, Mentimeter (see p. 19).
- Use platforms to create collaborative activities: Padlet (see p. 19), Google Docs, Google Slides. In these cooperative activities, your role as a Language Assistant could be to facilitate and guide the lectures on how to create collaborative activities, ensuring that the language is appropriate and correct.
- Employ resources to assess student learning and progress: Kahoot, Google Forms, Quizlet.
- Help evaluate the materials to ensure students will have an active learning role in the lesson.
- Join teacher and language assistant online communities to share materials and ideas.

Authentic materials sample

Authentic materials are beneficial because they demonstrate a real-world application of language and often offer highly engaging content for students. Most authentic materials cover current topics in news or culture or assist students in acquiring information that is useful in their daily lives. Examples include TV show clips, news articles, pamphlets, and blogs. Look for authentic materials when designing activities to help the professor connect the class content to the real world.

Steps to implement an activity using a podcast as authentic material

Before the class

Prior to selecting the material, help the teacher in answering these questions:

- What is the language proficiency level of my students?
- What support will they need in order to access the content of the materials?

Then, assist in selecting the authentic material. For this occasion, consider the WHO's "Science in 5" podcast episode titled "How do vaccines work?" as an example and the primary resource for the activity.

Formulate three guided listening inquiries that will assist students in concentrating on essential concepts throughout the podcast. For instance, one possible question could be: "What is the ultimate objective of a vaccine?".

In-class activity

1. Distribute the questions
Before playing the podcast, give the students the guided listening questions so they know what to listen for.

2. Play the podcast:
Use a platform like YouTube or Spotify to play the 5-minute podcast episode.

3. Allow reflection time:
After the podcast ends, give students a few minutes to write down their answers to the guided listening questions.

4. Partner discussion:
Have students pair up to compare their answers and discuss any differences in their understanding.

5. Conduct a quiz:
To wrap up the activity, do a short quiz that assesses the students' comprehension of the main ideas discussed in the podcast.

6. Review and feedback:
After the quiz, review the answers as a class and provide feedback to reinforce learning and clarify any misunderstandings.

7. Encourage further exploration:
Suggest additional resources or topics related to vaccines for students who may want to learn more.

Tips for success

- Define what you want to achieve with the activity since having clear objectives will guide your planning and execution.
- Prepare all necessary materials and resources in advance; a well-organized setup can make a big difference in the dynamics of the activity.

Active learning strategies				
Just-in-Time Teaching	Peer-Reviewed Research Assignments	Group Projects/Mini-conference	Concept Mapping	Learning Cycle Instructional Models (5E)
Fish Bowl	Problem-Based Learning/Case Studies	Think/Pair/ Share	Collaborative Learning Groups (CLGs)	Student Presentations of the Literature

Tips for module 4

Cultural awareness

Incorporating cultural aspects can greatly enrich relationships and enhance the learning process. It is important to recognize this and to actively work towards minimizing any potential cultural clashes.
These tips may help you in this task:

- Share personal experiences, stories, and cultural insights to foster cultural awareness.
- Facilitate intercultural dialogue and understanding among students.
- Promote cultural respect/understanding by welcoming intercultural conversations and raising a spirit of global citizenship.
- Demonstrate curiosity to learn about your host country's customs and traditions.
- Implement collaborative learning techniques to encourage peer-to-peer communication and experience sharing.
- Model respectful behavior and language towards people of diverse backgrounds.
- Choose classroom resources that demonstrate a diverse representation of English dialects and accents.
- Highlight your cultural identity.

Additional tips

Make the most of your experience

These last tips are designed to make your time as a Language Assistant even more enjoyable.

- Patience is essential.
- Embrace the work norms and customs of your host country with an open heart.
- Keep in touch with your professors—don't hesitate to seek their feedback on your performance, share your ideas, and ask for clarification whenever you need it.
- Remember to respect the rules of your host university and immerse yourself in exciting academic activities.
- And most importantly, have fun! Enjoy every moment of your new adventures abroad while making a positive impact in the classroom.

5. Additional information about NEOLAiA universities

Universitaet Bielefeld

University of Bielefeld, Germany



As a university internationally regarded for its top-level research and innovative teaching concepts, Bielefeld University makes a significant contribution to a progressive and participatory knowledge society. It is an attractive, family-friendly place to work and study and is characterized by an open communication culture, interdisciplinarity, diversity, and freedom for personal development.

Bielefeld University was founded in 1969 with an explicit research assignment and a mission to provide high-quality research-oriented teaching. With around 24,500 students, the University currently encompasses 14 faculties. As a ‘Volluniversität’ (full university), it offers a differentiated range of disciplines in the humanities, natural sciences, technology, and medicine.

Regarding **traveling**, the closest airports to Bielefeld are Paderborn (PAD), Dortmund (DTN), and Hannover (HAJ), which are only one hour away by train or bus. You can also fly to the well-connected international airports of Düsseldorf (DUS) or Cologne-Bonn (CGN) and then take a train to Bielefeld.

There are a variety of **accommodations** available in Bielefeld. From small, cozy guesthouses to large, modern hotels, some close to the city center and some in more quiet areas, Bielefeld has a variety of accommodations to offer. Some options close to the city center include aappartel boarding house, Alstadt Hotel Bielefeld, and Stayery Bielefeld, all of which are close to metro stops on Line 4, which takes you directly to the university campus in less than 10 minutes.

There are also many **tourist attractions** in Bielefeld, a hidden gem in Germany's North Rhine-Westphalia region. Nestled amidst the Teutoburg Forest, Bielefeld offers a delightful blend of history, nature, and culture, from the Sparrenburg Castle, a medieval fortress with panoramic views of the city or the Old Town, where the Altstädter Nicolaikirche and the Old Market Square reveal the city's rich heritage. For art enthusiasts, the Kunsthalle Bielefeld showcases contemporary masterpieces. Beyond Bielefeld and Ostwestfalen, Nordrhein-Westfalen boasts a variety of captivating destinations. In Cologne, marvel at the stunning Cologne Cathedral, a UNESCO World Heritage Site, and enjoy the vibrant atmosphere along the Rhine River. The city of Düsseldorf entices with its elegant Königsallee shopping boulevard and the modern architecture of the MedienHafen. Whether you are drawn to cultural landmarks, bustling cities, or tranquil natural settings, Bielefeld and Nordrhein-Westfalen present a diverse array of experiences that cater to every traveler's interests.

Universidad de Jaén

University of Jaén, Spain



The University of Jaén is a young, dynamic university situated in the South of Spain that offers 45 degrees (including 10 double degrees) to +12K students. Our researchers are among the top cited in the world, and our university is placed in the 801-900 slot of the prestigious Shanghai Ranking of World Universities and in the Times Higher Education World University Ranking. The University of Jaén is part of the European Higher Education Area and welcomes more than 1,000 international students every year.

As regards **traveling**, the closest airport to Jaén is the airport of Granada (GRX), which is only one hour away by bus. You can also fly to Seville (SVQ) or Málaga (AGP) and then take a bus or a train to Jaén. The international airport of Madrid (MAD) is also a good option since it is well-communicated by train.

Regarding **accommodation**, there are several hotels in Jaén that will provide you with accommodation. Hotel Infanta Cristina is within a 15-minute walk from the main campus. If you want to be downtown, you can choose Hotel Xauen, Hotel Europa or Hotel Condestable Iranzo. There is also the possibility of choosing the university dorm of the Universidad de Jaén: the Colegio Mayor Domingo Savio.

In the city and the province, there are also different **tourist attractions**. In the capital, you can visit the Cathedral or the local Castle of Santa Catalina. We also recommend you visit the Museum of Iberian Art, the only museum of its kind in the world, or Úbeda and Baeza, two UNESCO World Heritage cities nearby. If you like nature, you can also visit the Parque Natural de Cazorla, Segura y Las villas. If there is something that stands out in Jaén, it is gastronomy. We are the top producers in the world of extra virgin olive oil, and we are also known for our tradition of “tapas”. If you want something more sophisticated, you can always book a table in one of our Michelin-starred restaurants, some of which are within the top 5 restaurants in the world according to OAD.

Πανεπιστήμιο Λευκωσίας

University of Nicosia, Cyprus



The University of Nicosia (UNIC) is the largest university in Cyprus, and the largest university in Southern Europe that teaches primarily in English, with over 12,500 students from 100 countries across the globe coming together in an innovative and transformative learning space. UNIC is a comprehensive university with over 100 conventional on-campus and online programs of study. The University’s global outlook and internationalization efforts have recently been recognized by the Times Higher Education (THE) World University Rankings 2025, which ranked UNIC among the Top 600 universities in the world. Correspondingly, UNIC is joint #2 in Cyprus and Greece and among the top 150 universities in the European Union.

Higher education in Cyprus is provided at the university and non-university levels, in public and private institutions of higher education. At the moment, there are three public and nine private universities on the island. The programs of public and private universities go through the same accreditation procedures and they have the same recognition. Public universities offer almost all their academic programs in Greek, whereas private universities offer most of their programs in English (undergraduate, postgraduate, PhD programs).

Regarding **traveling**, Cyprus is served by two main international airports: Larnaca International Airport, located approximately 50 minutes away from Nicosia, and Paphos International Airport, with a distance of approximately 140 km. These modern hubs connect the island to destinations across Europe, the Middle East, and beyond. You can get to Nicosia from the airports by taxi or by the Kapnos Airport Shuttle. The ticket for the shuttle bus from/to Larnaca International Airport would cost about €9, and for the taxi, you would pay about €50. In Cyprus, there are no trains and no trams. You can use the buses to get around in the city.

The University of Nicosia does not offer short-term **accommodation**. Consequently, students may need to consider off-campus options, which can range from hotels and rooms in shared houses to privately owned apartment blocks. The students can explore off-campus accommodation options through our off-campus housing portal or select one of the attached options below:

- Platform 357
- Tasoula Kozakou
- Elysum Capital: +357 22454624, info@elysiumcr.com
- Mina Plaza
- Uni Places
- Uni Places Residences
- Hotels

Additionally, for short-term contracts, you could visit the following options:

- Airbnb
- Bazaraki
- Spitogatos
- Look for House
- Nicosia Rent Flat

There are many **tourist attractions** in Nicosia. The Cyprus Museum is the main archaeological museum of Cyprus and traces the long history of civilization on the island from prehistoric times to the early Christian period. Open-air markets belong also to the important elements of the culture of the island. Don't miss the chance to visit one of them. The Archbishop's Palace may be visited from outside. In the old center of the city, within walking distance from the Archbishop's Palace, you may see the historical Pancyprian Gymnasium, and you may visit the museum of the school, which is open to the public. Just a few steps further down, you can visit the National Struggle Museum, the Ethnographic Museum of Cyprus, and the Byzantine Museum. If you are interested in the arts, don't miss to visit the Leventis Gallery, the State Gallery of Contemporary Art.

Cyprus is a small island. From Nicosia, you may reach the seaside within just 40 minutes and the mountains within one hour. So, you may visit attractions also in other cities and get back to Nicosia on the same day.

Örebro Universitet

Örebro University, Sweeden



Örebro University is a prominent broad-based university offering strong professional degree programs and conducting research that spans no less than 36 subjects across all disciplines. As a state-funded comprehensive Swedish university, Örebro University aims to be “a university leading towards a knowledge-driven society” by integrating education, research, and collaboration. The knowledge fostered at Örebro University is disseminated and benefits society. In the same way, ideas and needs from the world around us inform the university’s activities and development. Örebro University has 17,000 students (excluding summer courses) and 1,600 staff, including 125 full professors. The university offers 80 degree programs, 1,080 single courses, and has 490 doctoral students. It is composed of 3 faculties and 8 schools. Established in 1999, Örebro University has its roots in higher education institutions that date back to the 1960s. The university is located in Örebro, Sweden, and has several campuses, including the main and specialized medical and engineering campuses. The university has been granted degree-awarding powers in medicine and engineering.

The Swedish higher education system is known for its high quality and innovation. It consists of universities that can award doctoral degrees and university colleges that typically cannot. The degree structure follows the Bologna Process, offering Bachelor's (3 years), Master's (1 or 2 years), and Doctorate (4 years) programs. Tuition is free for EU/EEA and Switzerland students, while those from other countries may face fees with available scholarships. The Swedish Higher Education Authority (UKÄ) ensures quality through regular evaluations and strongly focuses on research and innovation. Many programs are offered in English, promoting internationalization, and extensive student support services are available, including academic advising and mental health resources. Overall, these characteristics make Sweden an attractive option for students globally.

It is possible to **travel** to Örebro University in several ways. By air, you usually fly to Arlanda Airport, close to Stockholm. After arriving at Arlanda, you can conveniently take the train or a coach to Örebro. Travel time is approximately 2 hours by train and 3 hours by coach. Tickets may be purchased in advance on homepages, directly at the airport, via ticket machines, information desks, or apps. *Note: payment is by credit card, and train tickets must be bought in advance*. Although there are other possible airports in Sweden, we strongly recommend Stockholm Arlanda Airport as it is convenient to travel from the airport to Örebro.

Several companies are operating the railway network in Sweden. The main train operator is SJ. Most trains can be booked via SJ's webpage. *Note: Train tickets must be bought in advance*.

Although coaches travel from many European cities to Sweden, none go directly to Örebro. After arriving in Sweden, you must change to another coach or travel by train to continue to Örebro. Here you have further info on how to get to Örebro University.

If you are looking for **accommodation** in Örebro, here are some options: Clarion Collection Hotel Borgen offers a 4-star experience in the city center, ensuring comfortable rooms and amenities. Another excellent choice is Clarion Hotel Örebro, located in the city center and providing modern facilities with easy access to the university. For those on a budget, Örebro City Hostel is a great option, offering single and twin rooms. Additionally, the cozy Vandrarhem Hagastrand 10 is a choice for affordable accommodation. For more hotel options, consider Hotell Hjalmar, a historic building just a 3-minute walk from the Central Station, or Elite Stora Hotellet Örebro, which offers beautiful views of Örebro Castle. Morris Hotel and Best Western Eurostop Örebro are also great choices, providing comfortable stays with modern amenities.

Örebro is a charming city in Sweden, rich in **attractions** that showcase its history, culture, and nature. Start your visit at Örebro Castle, a historic fortress in the city center, where guided tours and exhibitions reveal its fascinating past. Don't miss the Svampen Water Tower, a unique mushroom-shaped structure with a viewing platform and a restaurant offering light meals and stunning city views. The Wadköping Open-Air Museum allows you to step back in time to the 18th and 19th centuries, featuring restored buildings, artisan shops, and seasonal events that highlight traditional Swedish life. For a serene escape, Stadsparken offers beautiful gardens and pathways perfect for leisurely strolls or picnics. Finally, explore the Rynningeviken Nature Reserve, ideal for hiking, birdwatching, and enjoying the area's natural beauty. Together, these attractions make Örebro a captivating destination worth exploring.

Ostravská Univerzita

University of Ostrava, Czech Republic



A university with a mission, open to the world, working for the region.

The University of Ostrava (UO) is a public research university educating around 9,500 students in six faculties. As a dynamic and intellectually challenging modern institution, the University of Ostrava provides an international environment in which one can study, work, and thrive. Our campus is spread primarily throughout the old city center providing a stimulating environment to contemplate the living arts and sciences. Teaching at the UO is research-driven, and its programs are taught by active researchers.

The **higher education system in Czechia** has a rich history, with its oldest university – Charles University in Prague – dating back to 1348. It consists of public, state, and private institutions, with a total of 26 public, 2 state, and 34 private higher education institutions. Czechia follows the standard Bologna three-cycle structure: Bachelor's, Master's, and Doctoral, and uses the European Credit Transfer System (ECTS) system. HE as a whole is overseen by the Ministry of Education, Youth and Sports. The number of international students has been rising steadily over the years. In 2023, 18% of students in Czech Higher Education were international.

Considering its position and size, **Ostrava is very well connected**, both by land and air. You can fly to any of the four airports: Prague, Katowice, Vienna or Krakow. Getting to Ostrava from any of these airports takes from 2 to 4 hours at most via train or bus.

Ostrava offers a wide range of temporary **accommodation** options in all price ranges, from our university-operated dorms, hostels, and guesthouses to 4-star hotels and private apartments. Offers can be found on booking.com or Airbnb.

Ostrava, the third largest city in Czechia, offers a very unique blend of industrial heritage with modern **attractions** as well as many surrounding mountain ranges. Visitors can enjoy a beautiful, modern zoo, a cultural night in one of the many theatres or museums, walks in forests and around ponds close to the city residential areas, can spend the weekend hiking in the mountains, or travel to other places of interest in Czechia as well as central Europe thanks to really good train connections. More info can be found on the website visitostrava.eu.

Università degli Studi di Salerno

University of Salerno, Italy



The University of Salerno (UNISA) is a prominent public institution located in Southern Italy, renowned for its strong academic tradition, which dates back to the historic Scuola Medica Salernitana, one of Europe's oldest medical schools. Today, UNISA is an innovative and comprehensive university offering a wide range of programs in fields such as Medicine, Engineering, Economics, and Humanities. Organized into 17 departments, the university is centered around a modern campus which fosters academic and research opportunities.

The **Italian higher education system** consists of universities, specialized institutions for arts, music, and dance, and higher technological institutes. Universities offer Bachelor's, Master's, and PhD degrees as per Law 240/2010, combining teaching and research. This system follows the Bologna Process, ensuring compatibility between European institutions. Specialized institutions focus on arts and performing arts, while technological institutes provide professional training in technology and industry, as established by Law 99/2022.

UNISA is **located in Fisciano**, approximately 15 km from Salerno city. The nearest airports are Naples Capodichino (NAP), about 45-60 minutes away by train, and the newer Salerno Costa d'Amalfi Airport (QSR), located about 20 minutes by car from Salerno city center. Salerno is also easily accessible from Rome by train or bus, with good local bus connections to the university campuses.

UNISA offers on-campus **housing** with furnished rooms and communal facilities for students and visiting scholars. For off-campus options, Hotel Bruman and Hotel Montestella provide convenient access to the university and local attractions. Students can also find private apartments or shared housing in Salerno.

Salerno is a city rich in history and natural beauty. Major **attractions** include the Cathedral of Salerno, Castello di Arechi, and the nearby Amalfi Coast. The ancient ruins of Paestum and Pompeii are also easily accessible. Nature enthusiasts can explore Cilento National Park for hiking and outdoor activities. The city is known for its delicious cuisine, offering fresh seafood and local specialities such as *mozzarella di bufala* and *pasta alla cilentana*.

Universitatea Ștefan cel Mare din Suceava

Stefan cel Mare University of Suceava, Romania



Located in Bukovina, a region in North-Eastern Romania, USV is an innovative and comprehensive public higher education institution that organizes undergraduate, graduate, doctoral, and postdoctoral programs and conducts scientific research in the fields of Arts and Humanities, Engineering and IT, Social and Economic Sciences, Life and Natural Sciences, Sports and Health.

The first university in Romania in terms of number of patents and inventions over the last decade and ranked by international university ranking organizations in the top 10 Romanian public universities, USV plays a key role in the development and dissemination of scientific knowledge. Since its foundation in 1963, our university has constituted a powerful presence in a city with a millennial history, decisively contributing to building a modern identity for the local community in the geopolitical context of regional development and cross-border relations between Romania, Ukraine, and the Republic of Moldova.

All 11 faculties of our University provide 3-4-year undergraduate (around 55 academic fields) and 2-year graduate programs (around 40 academic fields), as well as PhD training in 14 doctoral fields.

The **Romanian higher education system** follows the Bologna Process, offering three main levels: Bachelor's, Master's, and PhD. Universities can be public or private and admission is usually based on the Baccalaureate exam and university entrance exams. The system emphasizes research, academic autonomy, and European integration, with many programs available in Romanian, English, French, and German. The Ministry of Education oversees accreditation and quality assurance through ARACIS (Romanian Agency for Quality Assurance in Higher Education). The Romanian higher education system places a growing emphasis on research and innovation, particularly within universities and research institutes. Many universities operate research centers, often collaborating with industry and international institutions. Funding for research comes from national grants, EU programs (such as Horizon Europe), and private sector partnerships.

USV is **located at the heart of Suceava**, approximately 12 km (20 minutes by car) from the international airport – Stefan cel Mare Airport (Salcea). Suceava is also easily accessible by train or by bus (3 hours ride), with good airport connections to other European cities.

Stefan cel Mare University of Suceava offers on-campus **accommodation**, based on availability. The rooms are fully furnished and have their own bathroom, TV, refrigerator, and free full internet access. The price is approximately 120 EUR/month/person in a double room.

Suceava, the former medieval capital of Moldavia, is a historic city in northeastern Romania, known for its rich cultural heritage and well-preserved medieval landmarks, such as the Suceava Princely Fortress and St. George's Church (a UNESCO-listed site). Suceava County is home to the famous UNESCO-painted monasteries of Bucovina, including Voroneț, Putna, Moldovița, and Sucevița, renowned for their vibrant frescoes. The region also boasts scenic mountain resorts like Vatra Dornei, perfect for skiing and outdoor activities. Traditional Bucovinian cuisine features specialties like mămăligă (cornmeal porridge), tochitură (pork stew), smoked trout, and papanași (fried or boiled doughnuts with sour cream and jam), offering a taste of authentic Romanian flavors.

Université de Tours

University of Tours, France



As an acknowledged leader in its economic, social, and cultural environment, the University of Tours (UT) is a cutting-edge, innovative institution promoting humanistic values, which are deeply rooted in a region overflowing with history and cultural heritage.

Founded in 1970, the UT encompasses nine faculties, an engineering school, two institutes of technology, a university center of French as a foreign language (CUEFEE), 36 research laboratories, and many academic support offices, thus gathering more than 1,200 academic staff and 1,300 administrative and technical staff.

French higher education involves 2.5 million students, 12% of whom are from abroad. All of them benefit from highly diversified training, and they are enrolled in every field at every level.

There are more than 3,500 public and private institutes of higher education in France: 72 universities, 25 multi-institute campuses, 271 Doctoral schools, 227 engineering schools authorized to award the title of engineer, 220 business and management schools, 45 post-secondary public schools of art, 22 schools of architecture and 3,000 private schools and institutes.

Some of France's 3,000 high schools provide courses in preparation for entry to the Grandes Écoles, the classes préparatoires (CPGE); others have two-year technical programs, called sections de techniciens supérieurs (STS), or classes in preparation for the national Brevet de technicien supérieur (BTS). Universities offer Bachelor's, Master's, and PhD degrees, combining teaching and research. This system follows the Bologna Process, ensuring compatibility between European institutions.

Tours is located 1 hour South of Paris, **in the Region Center Val de Loire**. It can be reached by train; there are two train stations in the city, one in the city center and one on the outskirts for high-speed trains (Saint-Pierre-des-Corps). There is also an airport in Tours but with only a few connections.

The university is divided into several campuses around the city, which can be accessed by bus or tramway. Thanks to a partnership with the CROUS, Tours offers on-campus housing with furnished rooms and communal facilities for students and visiting scholars. There are also private apartments or shared housing in the city, which can be found on several websites (leboncoin.fr, for example).

The Studium, which is a regional agency acting for the capacity building and visibility of research in the Center-Val de Loire region, hosts internationally renowned researchers across all scientific disciplines.

Tours is a city on a human scale. With 300,000 inhabitants, the Touraine region is unique in that 40% of its population is under 30 years old. The presence of the 28,000 students of the University of Tours is no stranger to this young population, which likes to meet in the heart of the old town of Tours, Place Plumereau. A city of “good living”, its assets are numerous: the gentle banks of the Loire, its many parks and public gardens, its sports clubs, its cultural and associative structures, and its historical heritage.

Touraine is also:

- The countryside of the Loire castles: Amboise, Azay-le-Rideau, Chenonceau, Villandry and its gardens, le Clos Lucé, Chinon, Langeais, Loches, Ussé.
- Names associated with the history of France, with its kings, from the Middle Ages to the Renaissance (Louis XI, Charles VIII, François I), but also Saint Martin, Leonardo da Vinci, Diane de Poitiers, Catherine de Médicis, Ronsard, Rabelais, Descartes, Balzac, Bergson.
- Around fifty buildings form the cornerstone of tourism in the Loire Valley, which can also be discovered thanks to the Loire by bike routes.

The region, also known as the Garden of France, also has a renowned vineyard with cellars and restaurants whose cuisine is in line with the “Gastronomic Meal of the French,” officially registered in 2010 on the UNESCO List of Intangible Cultural Heritage. Back in 2000, UNESCO decided to make the Val de Loire a major World Heritage Site by including 250 kilometers of it as a cultural landscape alongside the world’s greatest sites.

The attractiveness of Touraine is also due to the dynamism of international tourism and a new and old property market that is still doing well. The industrial partnerships set up with the university also strengthen its research centers.

Šiaulių Valstybinė Kolegija

Šiauliai State Higher Education Institution, Lithuania



Šiaulių valstybinė kolegija (Šiauliai State Higher Education Institution) is the state higher educational institution in Šiauliai county, located in Northern Lithuania, that provides higher education. Šiauliai State Higher Education Institution offers 20 study programs in such fields as Engineering, Informational technologies, Management, Communication, Healthcare, etc. It is organized into two faculties - the Faculty of Business and Technology and the Faculty of Health Care. Šiauliai State Higher Education Institution follows the concept of lifelong learning – the age of our graduates ranges from 21 to 60 years. Šiauliai State Higher Education Institution has more than 300 social partnership agreements and actively cooperates with strategic social partners: Šiauliai Chamber of Commerce, Industry and Crafts, Šiauliai Industrialists Association, Lithuanian Engineering Industry Association, Baltic Furniture Cluster, and Lithuanian Plastics Cluster. Teachers of Šiauliai State Higher Education Institution carry out a wide range of scientific and educational activities.

Lithuania has a **long-standing tradition of higher education** and offers a warm environment for foreigners. A wide variety of Lithuanian universities offer more than 500 study programs taught in English, from which foreign students can choose. Students can choose to study full-time or part-time. Several universities offer spring intake. Higher education degrees are offered in three cycles: Bachelor's, Master's, and PhD. Each study program in Lithuania is evaluated according to the European Credit Transfer System (ECTS), with each year of study being awarded 60 ECTS credits.

Šiauliai is **located in Northern Lithuania**, about 216 km from the capital of Lithuania, Vilnius, 145 km from the second biggest city of Lithuania Kaunas and about 137 km from the capital of Latvia Ryga. Vilnius Airport (VNO) is 216 km from Šiauliai. You can reach Šiauliai by bus or train. However, to reach the Vilnius bus station or Vilnius train station from Vilnius airport, you will have to use taxi services.

Kaunas Airport (KUN) is 145 km from Šiauliai. You can reach Šiauliai by bus or train. However, to reach Kaunas Bus station or Kaunas Train station from Kaunas Airport, you will have to use taxi services or public transport.

Riga Airport (RIX) is 137 km. from Šiauliai. You can reach Šiauliai with Ollex buses. The Ollex buses will take you directly from the Riga Airport to Šiauliai bus station.

Šiauliai State Higher Education Institution has **two dormitories** on M. K. Čiurlionio str. 18 and M. K. Čiurlionio str. 20. Kitchens and showers are on each floor. Rooms are double and triple and have refrigerators and microwaves. There is a free laundry room; all students can exercise in the gym and play table tennis and billiards. Outside the dormitories, there is a spacious parking lot. Students can also find private apartments or shared housing in Šiauliai.

Šiauliai, the **fourth-largest city in Lithuania**, has a rich history dating back to the 11th century. Named after the famous Sun Battle, it is often fondly referred to as the City of Sun. As you explore the city, you will find a wide range of interesting experiences. A must-see is the Hill of Crosses, a UNESCO heritage site adorned with over 200,000 crosses. Šiauliai's tourism scene is vibrant, offering the chance to visit St. George's Church, Sts. Peter and Paul's Church of the Orthodox Parish, and the Old City Cemetery, all steeped in history.