



Enhancing Teachers' AI Literacy

SUMMER SCHOOL 1

AI in Education: From Awareness to Practice

PARTICIPANT HANDBOOK

30 August – 4 September 2026

Rzeszów, Poland



University of Rzeszów



IX Liceum Ogólnokształcące



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Section 1: Welcome & Introduction

Welcome Letter

Dear Participant,

On behalf of the University of Rzeszów and IX Liceum Ogólnokształcące (9th High School) in Rzeszów, we extend our warmest welcome to the first AI-TEACH Summer School: AI in Education: From Awareness to Practice.

We are genuinely delighted to have you with us in Rzeszów — a vibrant, historically rich city in south-eastern Poland that has become one of the most dynamic university towns in the country. Whether you are joining us from Austria, Belgium, the Netherlands, Norway, Turkey or Poland itself, you are among peers who share a common purpose: to understand, critically engage with, and confidently apply artificial intelligence in educational contexts.

This Summer School represents the result of months of collaborative planning across seventeen partner institutions united by the belief that teachers are the most important agents in shaping how the next generation encounters AI. You are not here simply to learn about technology. You are here to become more confident, more reflective, and more empowered educators — educators who can guide their students through one of the most significant transformations of our lifetime.

Over the course of six days, you will engage in workshops, school visits, collaborative projects, cultural experiences, and open dialogue with colleagues from across Europe. We hope that the knowledge you gain here, and the friendships you form, will last well beyond September.

Rzeszów is ready to welcome you. We cannot wait to meet you.

With warm regards,

The Organising Team



Marta Dick-Bursztyn
UR Rzeszow



Aneta Radaczyńska
UR Rzeszow



Arkadiusz Pietluch
UR Rzeszow



Monika Kujatowicz
IX Liceum Ogólnokształcące, Rzeszów



Co-funded by
the European Union

University of Rzeszów

The University of Rzeszów is one of the leading public universities in southeastern Poland, known for its dynamic development and strong academic profile. It offers a wide range of study programs across disciplines such as humanities, social sciences, natural sciences, and medicine. The university actively engages in international cooperation, research projects, and student exchange initiatives. With modern facilities and a growing campus, it plays an important role in the educational, scientific, and cultural life of the region.



University of Rzeszow
UR, Poland

IX Liceum Ogólnokształcące (9th Secondary School)

The 9th Secondary School in Rzeszów is a well-established public high school known for its strong academic profile and commitment to innovation in education. The school combines tradition with a forward-looking approach, actively engaging in international projects and modern teaching methods. Currently undergoing redevelopment, it is evolving into a flagship learning environment designed to better support students, teachers, and the wider community.



 where it started

 where we are

 where we're going

Reimagining the Flagship School

where it started · where we are · where we're going



About the project

AI-TEACH (Enhancing Teachers' AI Literacy) is an Erasmus+ funded project that brings together seventeen partner institutions from six European countries — Austria, Belgium, the Netherlands, Norway, Poland and Turkey. Coordinated by VIVES University of Applied Sciences (Belgium), the consortium includes universities, teacher education institutions, secondary schools, and educational networks, among them KU Leuven, HVL (Norway), Radboud University, HAN University of Applied Sciences, Mersin University, Pädagogische Hochschule (Austria), d-teach, and EDEN Digital Learning Europe, alongside a network of Flagship partner schools: Austria, Belgium, Norway, Poland, The Netherlands, Turkey.

The central mission of AI-TEACH is to develop and pilot a comprehensive AI literacy curriculum for pre-service teachers and teacher educators — one that is grounded in evidence, sensitive to ethics, and immediately applicable in real classrooms. The project operates across four interlocking learning phases:

- [Learn About AI](#)
- [Learn With AI](#)
- [Use AI to Learn About Learning](#)

About This Summer School

Summer School 1 is the first of the AI-TEACH project's international mobility events (WP5). It is designed as an intensive, hands-on, collaborative learning experience for pre-service teachers and teacher educators.

Purpose:

This Summer School introduces participants to AI literacy for education in a structured, progressive way — moving from conceptual awareness through to practical application and reflective evaluation.






Target Group:






32 participants — 24 pre-service teachers and 8 teacher educators — from Austria, Belgium, the Netherlands, Norway, Poland and Turkey.

Expected Outcomes — participants will have:

1. Developed a nuanced, critical understanding of AI in educational settings
2. Gained hands-on experience with a range of AI tools
3. Designed and presented an original AI-integrated lesson plan
4. Reflected on the ethical, social, and pedagogical dimensions of AI in education
5. Built a network of European peers with shared professional interests

Teacher Educators

 <p>Jacqueline Nijenhuis-Voogt Radboud University</p>	<p>Jacqueline Nijenhuis-Voogt <i>Radboud University, the Netherlands</i></p> <p>Jacqueline Nijenhuis-Voogt is a teacher educator at Radboud University and holds a PhD in the didactics of algorithm education. Drawing on substantial experience as a former secondary school computer science teacher, she effectively bridges academic research with classroom practice. Her current research and teaching address computing science didactics, as well as digital literacy and AI literacy for students and teachers.</p>
 <p>Marieke Decock KU Leuven</p>	<p>Marieke Decock <i>KU Leuven / imec</i></p> <p>Marieke is a researcher in instructional design and technology, focusing on enhancing teachers' AI literacy and investigating the potential of AI in (secondary and higher) education. Before she worked for Itec, Marieke was a teacher in secondary education. She taught Dutch and English for 25 years.</p>
 <p>Merlyn Schoors VIVES</p>	<p>Merlyn Schoors <i>VIVES University of Applied Sciences, Belgium</i></p> <p>Merlyn Schoors is a teacher educator in secondary teacher education. She teaches educational sciences with a focus on innovation, including artificial intelligence, inclusive education, differentiation, and assessment. Her work centres on the purposeful integration of AI to support student learning processes.</p>
 <p>Carl Boel VIVES</p>	<p>Carl Boel <i>VIVES University of Applied Sciences, Belgium</i></p> <p>Carl started as a secondary education teacher. From the start he explored how educational technology could foster his students' learning process. 15 years later he moved to teachers' training and educational research. With over 10 years of experience in immersive learning, Carl blends research with field expertise. He works at Vives University of Applied Sciences as a senior researcher on educational technology, focusing on fostering AI and XR literacy of students and teachers. Carl is also a lecturer on educational technology at Ghent University, where he obtained his PhD on VR in education in 2023.</p>
 <p>Katharina Maitz Graz</p>	<p>Katharina Maitz <i>Private University College of Teacher Education Augustinum, Austria</i></p> <p>Katharina Maitz is a university college professor for inclusive and digital education at PPH Augustinum. She holds a masters in sociology and a PhD in inclusive education. Her main research areas include inclusive education and digitalisation in schools; diversity, intersectionality and educational inequality in the context of digital transformation; and AI literacy and AI usage behavior of pre-service teachers.</p>

 <p>Jon Hoem Western Norway University of Applied Sciences</p>	<p>Jon Hoem <i>Western Norway University of Applied Sciences</i></p> <p>Jon Hoem is professor at the Department of Art, Western Norway University of Applied Sciences. He holds a PhD in ICT and Learning. Hoem teaches art and design, and his research interests are within new media, artistic research and the relationships between digital media and physical installations.</p>
 <p>Marta Dick-Bursztyn UR Rzeszow</p>	<p>Marta Dick-Bursztyn <i>University of Rzeszów, Poland</i></p> <p>Marta Dick-Bursztyn holds a PhD in Linguistics and an MA in Applied Linguistics. She is an Associate Professor at the University of Rzeszów, where she teaches ESL didactics and supervises teacher training. Her research focuses on teacher education and second language acquisition.</p>
 <p>Arkadiusz Pietluch UR Rzeszow</p>	<p>Arkadiusz Pietluch <i>University of Rzeszów, Poland</i></p> <p>Arkadiusz Pietluch holds a PhD in Linguistics and an MA in English. He is an Associate Professor at the University of Rzeszów, where he teaches didactics and ELT methodology. His research focuses on AI in teacher education, language learning and well-being in education.</p>
 <p>Erman Uzun Mersin University , Turkiye</p>	<p>Erman Uzun <i>Mersin University, Turkiye</i></p> <p>Erman Uzun is a teacher educator and researcher whose work focuses on artificial intelligence in education, digital literacy, and educational robotics. He also develops online and face-to-face instructional content and contributes to national and international projects.</p>
 <p>Jochem Hiddink HAN University of Applied Sciences</p>	<p>Jochem Hiddink <i>HAN University of Applied Sciences</i></p> <p>Jochem Hiddink is a lecturer and trainer within teacher education at the HAN University of Applied Sciences, specializing in the use of generative AI in education, as well as digital literacy and AI literacy. Designs and delivers workshops and lessons in which (future) teachers learn how to use IT and AI in a meaningful and responsible way in their educational practice.</p>

About Rzeszów

Rzeszów (pronounced "zheh-SHOOV") is the capital of the Subcarpathian Voivodeship in south-eastern Poland, home to nearly 200,000 residents and a substantial student population. The city has a history stretching back to the thirteenth century, and its Old Town — with its elegant Market Square, striking Town Hall, and cobblestone pedestrian streets — retains a charm that belies its status as one of Poland's fastest-growing cities.



Beyond its historic core, Rzeszów is known for its aviation and technology industries, its lively café culture, and the River Wisłok, which winds through green parkland and pleasant walking routes. The city is also an excellent base for exploring the wider Subcarpathian region, including the magnificent Łańcut Castle, just 17 kilometres to the east.



You will find Rzeszów welcoming to international visitors. English is increasingly spoken, particularly in the city centre, and the local people are known for their hospitality and pride in their region.







Section 2: Programme Overview



	<p>Sunday Afternoon Welcome Meeting UR Team/English Society Students</p> <hr/> <p>Welcome, agenda review, team building and practical info. Icebreaker group activities, prompts sharing prior knowledge and expectations.</p>	
	<p>Monday Morning Session Workshop Contributors: Katharina Maitz, Jacqueline Nijenhuis-Voogt, Jon Hoem</p> <hr/> <p>In this interactive workshop we will explore the foundations of AI (with a strong focus on generative AI), talk about basic concepts that help us understand how AI works, and reflect on our own associations and experiences with AI.</p> <p>Using practical examples and exercises, we will also explore which (cultural) biases can manifest in AI output, how they arise, and what considerations we need to take into account to counteract the reproduction of stereotypes through AI use – especially in the context of education.</p>	
	<p>Monday Afternoon Session Workshop Contributors: Marieke Decock (with support of Carl Boel)</p> <hr/> <p>In this session on 'Learning with AI' we will introduce and explore how AI is shaping learning, teaching, and educational systems. We are focusing on three interconnected perspectives of AI in education to address this change: (1) student-facing AI (learning with AI), (2) teacher-facing AI (teaching with AI), and (3) system-facing AI (learning within AI-driven systems).</p> <p>In the workshop, we will approach AI as a pedagogical, professional, and societal phenomenon. Through hands-on tasks, discussions and reflective activities, participants will explore and critically assess AI-generated content, AI-supported learning environments, and how AI influences knowledge, assessment practices, and educational decision-making.</p>	
	<p>Tuesday Morning/Afternoon Sessions Workshop Contributors: Jon Hoem, Katharina Maitz, Jacqueline Nijenhuis-Voogt</p> <hr/> <p>This workshop begins with an introduction to generative AI mechanics, establishing the foundational need for human oversight and critical evaluation of model outputs.</p> <p>Participants will engage in a co-creation process, applying advanced prompting techniques to develop a collective booklet of illustrated poems based on personal educational experiences.</p> <p>A dedicated session examines the ethical dimensions of AI, focusing on tool selection criteria, environmental impact, and the identification of bias and stereotypes in AI results. Small groups will translate these insights into cross-curricular lesson designs that require secondary students to experiment with prompting and evaluate AI-generated content. The event concludes with an "AI Marketplace" to present these lesson plans and a final reflection on the teacher's evolving role as a guide in an AI-driven society.</p>	



 <ul style="list-style-type: none"> • • • 	Wednesday	
	Morning/Afternoon Sessions Workshop Contributors: Marieke Decock (with support of Carl Boel) <i>“Learning with AI”: follow-up session</i>	
<p>In this teacher-facing AI workshop, we will introduce a typology of AI tools and show the importance of choosing the right tool for the right job. Further, the workshop will focus on building prompt literacy using checklists. The tips should help to create classroom-ready materials and a responsible professional workflow with AI as an assistant. Finally, we will also explore the roles that an AI assistant can play for the teacher during the various stages of teaching. The aim is to show how different AI tools can be partners for educators in achieving the learning goals.</p>		

 <ul style="list-style-type: none"> • • • 	Wednesday	
	Follow-up Session Workshop Contributors: Merlyn Schoors, Carl Boel <i>“Learning with AI”: workshop on vibe coding</i>	
<p>In this workshop, you will learn how to make your own educational app with vibe coding. Vibe coding is a software development method where users generate apps by prompting AI in natural language, focusing on intent rather than syntax.</p> <p>First, we will demonstrate some practical examples of apps developed with vibe coding.</p> <p>Then, some guidelines on how to vibe code will be presented and the characteristics of different tools such as Google AI Studio and Loveable will be discussed.</p> <p>Finally, small groups will develop their own educational app and show it to the other groups.</p>		

 <ul style="list-style-type: none"> • • • 	Thursday	
	Morning Session	
<p>A visit to the flagship school – IX LO (Microteaching)</p>		

 <ul style="list-style-type: none"> • • • 	Thursday	
	Afternoon Session Workshop Contributor: Jacqueline Nijenhuis-Voogt Evaluation	
<p>During this workshop, you will put your learning into practice through scenario-based assignments inspired by real situations in schools where AI affects teaching, learning, assessment, or professional decisions. Working in small groups, you will explore each scenario, apply your AI knowledge, and discuss questions such as: What would you do as a teacher, why, and what are the possible benefits, risks, and ethical issues? This session is a learning experience—not a test—aimed at helping you practice AI literacy by making informed choices, reflecting on values, and understanding AI’s role in education. You will also complete a questionnaire and self-assessment to reflect on what you’ve learned and how you’ve grown as a (future) teacher.</p>		

 <ul style="list-style-type: none"> · · · 	Friday	
	<p>Morning Session</p> <p>Workshop Contributors: Erman Uzun, Jochem Hiddink</p> <p><i>Introduction to “Learning with Ai about learning” (Learning analytics).</i></p> <hr/> <p>What do your digital traces actually say about the way you learn? And what might they miss? In this interactive two-hour workshop, we will dive into the world of learning analytics, AI feedback, and digital learning data. Together, we will explore how dashboards, adaptive platforms, and automated feedback tools try to make learning visible and how to look at that information with a critical eye.</p> <p>You will work with practical examples, such as reading a learning analytics dashboard, spotting patterns in student data, and deciding how you might respond as a teacher. We will also ask deeper questions: When is data helpful, when can it be misleading, and what remains invisible behind the numbers? This workshop is all about exploring, questioning, and making sense of data in a way that keeps the learner, not just the system at the centre.</p>	

 <ul style="list-style-type: none"> · · · 	Friday	
	<p>Afternoon Session</p> <p>Workshop Contributors: Arkadiusz Pietluch & Marta Dick-Bursztyn</p> <p><i>Who Judges the learning? AI vs Human insight in assessment</i></p> <hr/> <p>How does AI judge teaching and learning, and how does that compare to human feedback? What can algorithms actually see, and what do they miss? In this interactive two-hour workshop, we will explore how AI is increasingly used to evaluate both teachers and students, and what that means in practice. We will begin by looking at how AI assesses teaching performance and compare this with feedback from teacher trainers. Where does AI offer useful insights, and where does it fall short? What aspects of teaching remain invisible to AI tools? We will then turn to student assessment, using examples such as AI feedback on writing. By comparing AI generated responses with teacher-led evaluation, we will explore differences in depth, fairness, and usefulness. Throughout this workshop, we will work with practical cases and reflect on bigger questions about trust, responsibility, and what should and should not be left to AI.</p>	

Section 3: Learning Outcomes

The learning outcomes of this Summer School are framed using the Holmes AI Literacy Framework, which organises AI competences across individual, pedagogical, and institutional dimensions. By the end of the Summer School, participants will be able to:

1. Explain fundamental concepts related to artificial intelligence and generative AI in accessible language, including how AI tools generate outputs and how such tools may be used in educational contexts.
2. Identify and critically discuss ethical and social issues associated with the use of AI in education, including bias, stereotypes, fairness, privacy, student data, environmental considerations, trust and teacher responsibility.
3. Critically evaluate selected AI tools and AI-generated outputs for educational use, considering their pedagogical value, limitations, reliability, potential risks and suitability for particular learning objectives and learner groups.
4. Use selected AI tools and techniques purposefully in pedagogical tasks, including prompting, teaching-material development, lesson planning, educational app prototyping and the interpretation of AI-supported feedback or learning data.
5. Design and present an original AI-integrated lesson plan or pedagogical resource that uses AI meaningfully to support learning and demonstrates critical awareness of the continuing importance of human professional judgement.
6. Analyse examples of AI-supported teaching, learning and assessment, including AI-assisted classroom activities, learning analytics, automated feedback and the development of digital educational resources.
7. Compare AI-generated evaluation or feedback with human professional judgement, particularly in relation to assessment quality, fairness, trust, responsibility and educational decision-making.
8. Apply AI literacy in collaborative and practice-oriented educational activities, including group-based lesson design, resource development, educational app prototyping, scenario-based evaluation and school-related or microteaching experiences.
9. Reflect critically on their developing professional understanding of AI in education, identifying opportunities, limitations, ethical concerns and principles for responsible classroom use.
10. Collaborate with peers and teacher educators from partner institutions to exchange perspectives, co-develop pedagogical resources and strengthen professional networks around the responsible use of AI in education.

Section 4: Practical Information

Accommodation

For your convenience, we have selected several well-rated hotels located close to the University of Rzeszów. The selected properties offer a high standard of accommodation as well as convenient transport connections. We encourage you to book directly with the hotel of your choice using the contact details provided below.



QUALITY ACCOMMODATION



Recommended Hotels Near the University of Rzeszów

🛏️ TOP 5 RECOMMENDED HOTELS

	<p>01 HILTON GARDEN INN RZESZÓW ★★★★★ Modern 4★ hotel next to Millenium Hall and University area</p>	<p>85–130 EUR / night Google Maps link hilton.com/en/hotels/rzezogi-hilton-garden-inn-rzeszow/</p>
	<p>02 HOTEL PREZYDENCKI ★★★★★ Comfortable rooms, conference facilities, convenient location</p>	<p>70–120 EUR / night Google Maps link hotelprezydencki.pl</p>
	<p>03 HOTEL FRYDERYK ★★★★★ Boutique hotel, quiet surroundings, city centre access</p>	<p>65–110 EUR / night Google Maps link hotelfryderyk.pl</p>
	<p>04 GREIN HOTEL ★★★★★ Popular business hotel near University campus</p>	<p>70–115 EUR / night Google Maps link hotelgrein.pl</p>
	<p>05 HOTEL RZESZÓW ★★★★★ Premium 4★ hotel, modern facilities, central location</p>	<p>90–150 EUR / night Google Maps link hotelrzeszow.com.pl</p>

USEFUL INFORMATION

- Breakfast usually available
- Taxi to university: 5–10 min
- English-speaking reception
- Most hotels offer Wi-Fi
- Major credit cards accepted

WHY CHOOSE THESE HOTELS?

- Close to University of Rzeszów
- High guest ratings
- Business & conference facilities
- Easy access from Rzeszów Airport
- Comfort, quality & professional service

TYPICAL ROOM RATES

- Standard room
60–100 EUR / night
- Premium room
100–150 EUR / night

* Prices are per room per night

LOCATION ADVANTAGE: Most of these hotels are within 5–15 minutes from the University of Rzeszów by taxi or public transport.





[Hilton Garden Inn Rzeszów](#)

[Hotel Prezydencki](#)

[Hotel Fryderyk](#)

[Hotel Grein](#)

[Hotel Rzeszów](#)



BUDGET ACCOMMODATION

SELF-BOOKING – STUDENT FRIENDLY OPTIONS IN RZESZÓW



TOP 5 BUDGET OPTIONS



01 HOSTEL VA BANK
Central Old Town location,
simple and convenient

 18–25 EUR / night



02 ETNA HOSTEL RZESZÓW
Affordable rooms, basic
facilities, good value

 25–40 EUR / night



03 PTSM YOUTH HOSTEL "ALKO"
Classic student hostel,
very budget-friendly

 15–30 EUR / night



04 HOSTEL PROMENADA
Popular among students,
shared facilities

 20–35 EUR / night



05 POKOJE LWOWSKA
Simple private rooms,
good ratings

 25–45 EUR / night



GOOD TO KNOW



Prices are indicative
and may vary



Book early – cheapest
options fill up quickly



Check if linen & towels
are included



Some places may require
cash payment



WHY STUDENTS CHOOSE THESE?



Low cost
(10–50 EUR range)



Central locations



Access to
shared kitchens



Social, international
atmosphere



TYPICAL STUDENT BUDGET



Dorm bed
~10–20 EUR / night



Private budget room
~25–50 EUR / night

* Prices are per room/bed per night



TIP: Most of these places are within 10–20 minutes from the university by public transport.

[Hostel Va Bank](#)
[Etna Hostel](#)
[PTSM Youth Hostel 'Alko'](#)
[Hostel Promenada](#)
[Pokoje Lwowska](#)

Meals

- Lunches: Included on all programme days (Days 2–5), served at or near the workshop venue.
- Welcome Reception Dinner (Day 1): Included — buffet-style welcome dinner.
- Polish Cultural Evening Dinner (Day 3): Included — full dinner at a local restaurant.
- Closing Gala Dinner (Day 5): Included — sit-down closing dinner.
- Other dinners (Days 2 and 4) and departure day meals: at participants' own expense.

Dress Code

- Workshops and academic sessions: Smart casual — appropriate to a professional learning environment.
- School visit: Smart casual — participants will be guests in an active secondary school.
- Polish Cultural Evening and Closing Gala Dinner: Smart casual to smart — feel free to dress up.
- Excursions and outdoor activities: Comfortable, practical clothing and walking shoes. Late August/early September: typically, 18–25°C during the day, cooler evenings. Bring a light layer.

Travel Information

Rzeszów is accessible via several major international airports in Poland, including Kraków and Warsaw. Below you will find the most convenient travel options.

Kraków Airport → Rzeszów

Option 1: Train (recommended)

- Duration: approx. **2h 20 min** ([Rome2Rio](#))
- Route: Airport train → Kraków Główny → Rzeszów Główny
- Frequent connections throughout the Day [Train connections](#)

Option 2: Direct bus

- Duration: approx. **3h 30–4h** ([Rome2Rio](#))
- Direct connections from the airport to Rzeszów [Bus connections](#)

Option 3: Taxi / transfer

- Duration: approx. **1h 30 min** ([Rome2Rio](#))
- Recommended for groups

Warsaw Chopin Airport → Rzeszów

Option 1: Domestic flight

- Duration: approx. **55 minutes** ([Omio](#))
- Direct flights to Rzeszów-Jasionka Airport

Option 2: Train

- Duration: approx. **3h 45 min** ([Omio](#))
- Route: Airport → Warszawa Centralna → Rzeszów [Train planner](#)

Option 3: Bus

- Duration: approx. **4–4.5 hours** ([Omio](#))
- Frequent daily departures

Bus connections: [Flixbus](#)

Rzeszów–Jasionka Airport → City Centre

Option 1: Train (best option)

- Duration: approx. **18 minutes** ([rzeszowairport.pl](#))
- Direct connection to **Rzeszów Główny** [Timetable](#)

Option 2: Bus

- Duration: approx. **12–15 minutes** ([Rome2Rio](#))
- Lines: **224, 225** to main bus station

Option 3: [Public transport](#)

Taxi / Ride-hailing

- Duration: approx. **10–15 minutes** ([Rome2Rio](#))
- Available directly outside the terminal

Getting around Rzeszów

Rzeszów is a compact and easy-to-navigate city. Most locations are accessible by public transport, taxi, or on foot. Below are the main options for moving around during the Summer School.

Public Transport

Rzeszów has an efficient network of city buses connecting all districts, including the university and city centre. Public transport is reliable and widely used by students

Mobile App (Essential for Participants) [Jakdojade App](#)

- Plan routes (bus, train, walking)
- Check live departures
- Buy tickets [Download \(Android\)](#) [Download \(iOS\)](#)

Taxis & Ride-hailing

Taxi services are widely available in Rzeszów.

- Apps: Bolt, Uber
- Pick-up available across the city
- Fast and affordable for short distances

Bike Rental

Rzeszów supports eco-friendly transport, including bicycles. [More information](#)

- Available in different parts of the city
- Ideal for short distances and leisure
- Popular among students

Electric Scooters

Electric scooters are available in the city and are a convenient option for short trips. Rzeszów supports multiple mobility options including buses, taxis, and shared mobility services ([Visit Rzeszów](#))

- Available via mobile apps (e.g. Bolt scooters)
- Pay-per-minute system
- Widely used in the city centre

Walking

Rzeszów city centre is compact and pedestrian-friendly. Most key locations within **15–20 minutes walking distance**, safe and well-lit areas. Ideal for evening activities and social programme.



Rzeszów

A city of learning, innovation and inspiration

Section 5: Entertainment & Social Programme

The social event programme will be announced shortly before the Summer School begins. Detailed information regarding organised activities, meeting points and schedules will be shared with all participants in advance.

We encourage you to take advantage of our recommendations listed below and explore Rzeszów and the surrounding region on your own. The city offers a variety of cultural attractions, historical landmarks, museums, cafés, restaurants and green spaces worth discovering during your stay.

Independent Evening Options

On free evenings, Rzeszów offers:

Dining:

Traditional Polish restaurants around the Old Market Square for hearty regional cuisine
International cuisine along Ulica 3 Maja — Italian, Asian, Mediterranean
A thriving café culture with excellent coffee and cakes throughout the day and evening

Nightlife:

A lively student nightlife scene around the Old Town and university district — bars, jazz clubs, and live music venues most evenings

Nature & Walking:

River Wisłok Promenade — well-lit riverside paths popular with locals for jogging, cycling, and evening strolls (15-minute walk from the city centre)

Aleja Pod Kasztanami — a stately tree-lined boulevard with baroque-style mansions; a peaceful spot for an evening walk.

Highlights of Rzeszów:

- [Visit Rzeszów – Official Tourism Portal](#)
- [Market Square in Rzeszów](#)
- [Rzeszów Cellars \(Underground Tourist Route\)](#)
- [Lubomirski Castle \(Rzeszów Castle\)](#)
- [Multimedia Fountain in Rzeszów](#)
- [Aleja pod Kasztanami](#)
- [3 Maja Street \(historic promenade\)](#)
- [Museum of Bedtime Cartoons](#)
- [Bernardine Gardens](#)
- [Lisia Góra Nature Reserve](#)


Multimedia Fountain

One of the most popular attractions in Rzeszów, featuring spectacular evening shows combining water, lights, music, lasers, and multimedia projections. Located near the Old Town and Lubomirski Castle, it is especially worth visiting during summer evenings. [Multimedia Fountain in Rzeszów](#)



Feel the Taste of Rzeszów


Before joining the Summer School, take a walk through Rzeszów by watching this award-winning short film created by a student of the flagship school [Secondary School No. 9 in Rzeszów](#). The video, which won a local competition, offers a unique student perspective on the city, its atmosphere, landmarks and everyday life.



RZESZÓW
FEEL THE TASTE


AWARD-WINNING STUDENT FILM
Winner of a local video competition

EXPERIENCE RZESZÓW THROUGH THE EYES OF A STUDENT



Before joining the Summer School, we invite you to explore Rzeszów through this award-winning short film created by one of our students. The video captures the spirit, energy and charm of the city that will host your stay.

WATCH THE VIDEO
Click the thumbnail to watch on YouTube





Section 6: Code Of Conduct & GDPR

Participation Guidelines

The AI-TEACH Summer School is a professional learning community. All participants — pre-service teachers, teacher educators, facilitators, and organisers — are expected to contribute to an atmosphere of mutual respect, intellectual openness, and inclusive collaboration.

Respect and Inclusion:

We welcome participants from diverse national, cultural, linguistic, and professional backgrounds. All voices are valued. Engage with different perspectives with curiosity and respect.

Active Participation:

Please arrive at sessions on time and contribute actively. This is a participatory programme — your engagement enriches the experience for everyone. If unable to attend a session, please inform the organising team.

Intellectual Honesty:

We hold ourselves to a high standard of intellectual honesty regarding AI use. If you use AI tools during workshop activities, do so transparently and reflect critically on the outputs.

Confidentiality:

Treat what is shared in small-group settings with discretion and respect the confidentiality of your peers.

Conflict Resolution:

If any concern arises regarding the conduct of another participant, please raise it discreetly with a designated organiser. All concerns will be handled with sensitivity.

Social Events:

Participants are expected to exercise personal responsibility. Disruptive behaviour will be addressed by the organising team.

Photography and RODO Consent

During the Summer School, photographs and videos may be taken for AI-TEACH project documentation, Erasmus+ reporting, and partner communications. At the start of the Summer School you will sign a RODO consent form. Your consent is voluntary and may be withdrawn at any time. Please also obtain verbal consent from other participants before sharing their images on personal social media.



GDPR Compliance

AI-TEACH operates in full compliance with the General Data Protection Regulation (GDPR, EU Regulation 2016/679).

Data collected:

Name, institutional affiliation, contact email, country of origin, and dietary requirements — used solely for organising the Summer School, fulfilling Erasmus+ reporting requirements, and programme communications.

Your rights:

Under GDPR, you have the right to access, correct, or request deletion of your personal data. Contact the AI-TEACH data protection contact at the University of Rzeszów (details in Section 8). You may also lodge a complaint with a national supervisory authority.

Retention:

Personal data will be retained for the duration required by Erasmus+ regulations, then securely deleted or anonymised.





Section 7: Contact & Key Information

Websites

[Project Website](#)

[Summer School Website](#)

Local Organising Team

University of Rzeszów (Uniwersytet Rzeszowski)

Al. Rejtana 16C, 35-959 Rzeszów, Poland

Summer School Local Coordinator

Aneta Radaczyńska aradaczynska@ur.edu.pl

Arkadiusz Pietluch apietluch@ur.edu.pl

Marta Dick-Bursztyn mdick@ur.edu.pl

IX Liceum Ogólnokształcące w Rzeszowie (9th High School, Rzeszów)

The school is temporarily located at the provided address due to renovation work.

School contact

Monika Kujalowicz monkuj.449@edu.erzeszow.pl

AI- Teach Project Leader

Carl Boel carl.boel@vives.be

VIVES University of Applied Sciences

Doorniksesteenweg 145, 8500 Kortrijk, Belgium

24-Hour Emergency Contact During the Summer School

On-site Emergency Contact — name and mobile to be inserted (available 24 hours during the event).

Polish Emergency Services: 112



Useful Polish Phrases

Any attempt at Polish will be warmly received. Here are some essentials:

English	Polish	Pronunciation
Hello / Hi	Cześć	cheshch
Good morning	Dzień dobry	jen dob-ree
Good evening	Dobry wieczór	dob-ree vseh-choor
Please	Proszę	proh-sheh
Thank you	Dziękuję	jen-koo-yeh
You're welcome	Nie ma za co	nyeh ma za tso
Yes / No	Tak / Nie	tak / nyeh
Excuse me / Sorry	Przepraszam	pshe-pra-sham
Do you speak English?	Czy mówi Pan/Pani po angielsku?	chee moo-vee pan/pa-nee po an-gyel-skoo?
Where is...?	Gdzie jest...?	g-jeh yest?
How much?	Ile to kosztuje?	ee-leh to kosh-too-yeh?
A coffee, please	Kawę, proszę	kah-veh, proh-sheh
Cheers!	Na zdrowie!	na zdro-vyeh
Goodbye	Do widzenia	do vee-dze-nya

Key Practical Summary

Dates	30 August – 4 September 2026
Location	Rzeszów, Poland
Venue	University of Rzeszów campus
Language	English (all sessions)
Currency	Polish Złoty (PLN / zł)
Emergency number	112 (General European Emergency)
Wi-Fi	Provided at all venues; login credentials in welcome pack
Meals included	Lunches; Welcome dinner <i>Sunday</i> ; Cultural evening; dinner on <i>Monday</i> ; dinner on <i>Thursday</i>
Dress code	Smart casual (workshops), comfortable (excursions)
Laptop	Bring your own laptops, tablets — essential devices for all workshop sessions
Plug type	Type C/E European standard (220–240V)

Section 8: Partners' Logos



PARTNERS



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