



**INSTITUTO POLITÉCNICO DE BRAGANÇA** Escola Superior de Comunicação,  
Administração e Turismo

## **Relatório de Estágio efetuado em Kauno Kolegija da University of Applied Sciences**

**Nuno Filipe Moreira Lage**

*Relatório de estágio apresentado à Escola Superior de Comunicação,  
Administração e Turismo para obtenção do Grau de Mestre em Marketing  
Turístico.*

Trabalho efetuado sob a orientação do:

**Professor Doutor Carlos Rompante Cunha**

e supervisão do:

**Professor Doutor Wilfred Tchasse**

**Esta dissertação não inclui as críticas e sugestões feitas pelo Júri.**

**Mirandela, outubro de 2017.**





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## Resumo

Este documento pretende expor de forma direta e em síntese, todo o trabalho elaborado pelo autor durante o período de estágio, sendo que um dos objetivos do estágio é expandir os conhecimentos adquiridos em sala de aula, conseguindo atingir competências na área profissional de ensino e investigação.

Durante o estágio foi feita a promoção de Portugal e Lituânia, mais especificamente Kauno Kolegija, através de um Blogue a promover a experiência de mobilidade Erasmus. Foram efetuados todos os passos para que o autor fosse professor de uma cadeira de ensino, mais especificamente “Tourism services and infrastructures”, dando um total de 4 horas semanais da cadeira em questão.

Durante o mesmo período foram feitos estudos entre os alunos para apresentação à coordenação da escola e aos professores, de forma a instruir sobre problemas ou opiniões dos alunos de intercâmbio. Também foram dadas aulas a alunos de outras cadeiras como professor convidado.

Foi elaborado um artigo científico sobre os fatores motivacionais que levam os estudantes a escolher Kauno Kolegija e a Lituânia para os seus estudos. Todos estes objetivos foram delineados previamente para a aprovação do estágio.

**Palavras-chave:** Erasmus; Estudantes; Lituânia; Motivação; Lecionar.

## **Abstract**

This document pretends to expose in a direct and simple way, all the elaborated work by the author during his internship, being that one of the objectives of the internship is to expand the knowledge acquired during classes and being able to practise in a professional environment teaching methodologies and investigation.

During the internship there was a promotion made about Portugal and Lithuania, through a blog, promoting the Erasmus experience. All steps were taken so that the author was a full time teacher of "Tourism services and infrastructures" class, giving a total of 4 hours a week of lecture.

During the same period there was studies made among the students, for a presentation to the coordination of the school and all teachers, so that the targeted audience would be aware of problems found and opinions that these exchange students had. There were also classes given as a guest teacher to other students.

A scientific article was elaborated about the motivational factors that motivate students to choose Kauno Kolegija and Lithuania as their destination of studies. These objectives were previously defined before for the approval of the internship.

**Key-words:** Erasmus; Students; Lithuania; Motivation; Lecture.

# Index

<b>Resumo .....</b>	<b>ii</b>
<b>Abstract.....</b>	<b>iii</b>
<b>Index .....</b>	<b>0</b>
<b>Image index.....</b>	<b>1</b>
<b>Table index.....</b>	<b>2</b>
<b>1. Introduction .....</b>	<b>3</b>
<b>2. Delimitation of objectives .....</b>	<b>4</b>
<b>2.1. Promote Lithuania, more specifically Kauno Kolegija as an Erasmus destination – Tourism Life Blog .....</b>	<b>5</b>
<b>2.2. Give lectures about tourism related subjects and correction of homework’s – Tourism services and infrastructures subject .....</b>	<b>10</b>
<b>2.3. Do a research - Intercultural issues with international studies: from teachers and students’ perspectives.....</b>	<b>18</b>
<b>2.4. Give open lectures to students .....</b>	<b>19</b>
<b>2.5. Write a scientific article - Motivational Factors: Why Students Choose Kauno Kolegija as a Mobility Destination.....</b>	<b>20</b>
<b>Conclusions.....</b>	<b>33</b>
<b>Reference List.....</b>	<b>34</b>
<b>Annex .....</b>	<b>36</b>

# Image index

**Image 1:** Portugal menu from Tourism Life blog

**Image 2:** Lithuania menu from Tourism Life blog

**Image 3:** Gastronomy menu from Tourism Life blog

**Image 4:** Statistics of all time viewers from Tourism Life blog

**Image 5:** Work office

**Image 6:** Classroom

**Image 7:** Students of tourism services and infrastructures subject with the author and coordinator Wilfred Tchasse

**Image 8:** Plan for article

**Image 9:** Participant's gender

**Image 10:** Motivational factors

**Image 11:** Participant's age

**Image 12:** Participant's faculty of studies/practise

**Image 13:** Duration of studies/practice at Kauno Kolegija

**Image 14:** Participant's countries of origin

**Image 15:** Motivational factors to participate in a student exchange programme

**Image 16:** Motivational factors to choose studies at Kauno Kolegija/University of Applied Sciences

**Image 17:** Activities performed during the period of studies/practice at Kauno Kolegija

**Image 18:** Level of participant's satisfaction with the studies at Kauno Kolegija/UAS

**Image 19:** Comments made about the experience

## **Table index**

**Table 1:** Work plan for the internship

**Table 2:** Subject programme for tourism services and infrastructures class

**Table 3:** Evaluation for internship



# 1. Introduction

The following internship work was selected in order to contribute to Kauno Kolegija with research information using skills learned during classes and to provide assistance as a teacher, improving own skills and learning new, such as creation of presentations, performing researches, be the spokesman at public speech, council guidance to students, elaboration and correction of home-works and exams.

The contribution was done by selecting five objectives to perform during the internship. In the following work, all five objectives will be explained, starting from the promotion of Lithuania and Kauno Kolegija by creating a blog that would be available with information about monuments or food and also self-experiences. The second objective was to teach a tourism class, more specifically "Tourism services and infrastructures". Next objective of the internship is to research about tourism, using qualitative methods, interviews were taken in order to gather information for a presentation to teachers and school coordinators and the fourth objective was to aid in classes of other teachers. Finally, the fifth objective was to research and write an article about motivational factors that guide students from other countries to select Lithuania and Kauno Kolegija for their studies.

## **Objectives of the internship:**

- Promote Lithuania, specifically Kauno Kolegija, as Erasmus destination;
- Give lectures about tourism related subjects and correction of homework's;
- Do a research;
- Give open lectures to the students;
- Write a scientific article that will study the motivational factors why students choose Lithuania and Kauno Kolegija for their studies.

## 2. Delimitation of objectives

Upon arrival to Kaunas city, it was time to settle in Taikos pr. 121, more specifically dormitory 1 for the first night. Well rested and ready to work, the author headed to Kauno Kolegija to introduce himself to his coordinator Wilfred Tchasse, who would guide and advice in all journey ahead. The meeting was to schedule classes, locate the workspace, talk about the work objectives and what the outcomes would be and in the final moments the author was asked to bring for the next meeting his first class ready to present for his new subject “Tourism Services and Infrastructures” that he would now start to teach as part of an initial objective.

During the internship a plan was made in order to perform all activities planned without being struggling to achieve each objective. In this plan, dates and tasks to perform each day was made. It was of great importance to keep organized during the internship so that the tasks of preparing a class or writing the blog would not be in the way of each other. So after the plan was made the work started to create more blog information to share, getting the lesson plans in order to prepare the presentations for each class.

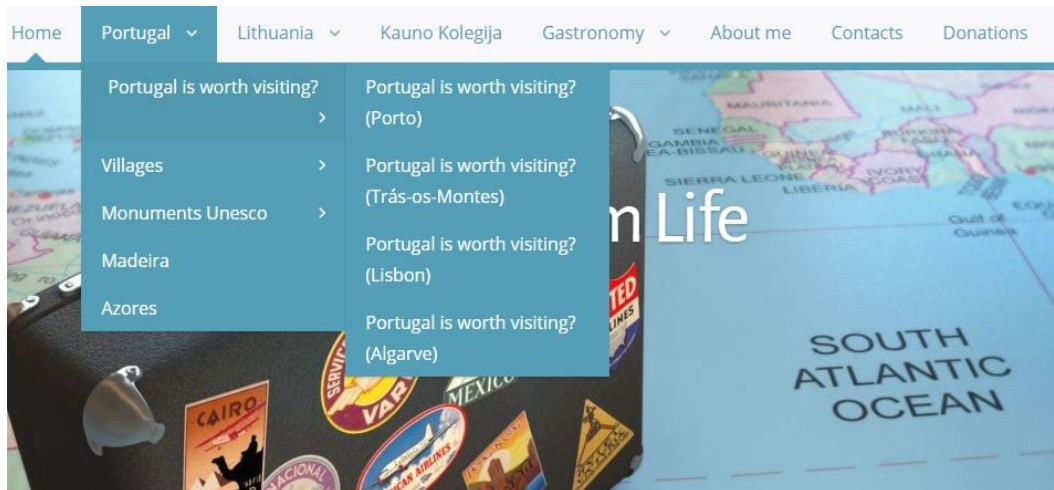
<b>Monday</b>	Preparing for Tourism services and infrastructures lesson
<b>Tuesday</b>	Review of lesson with coordinator & Giving lecture
<b>Wednesday</b>	Preparing for Tourism services and infrastructures lesson
<b>Thursday</b>	Review of lesson with coordinator & Giving lecture
<b>Friday</b>	Work on the scientific article Motivational Factors: Why students Choose Kauno Kolegija as a Mobility Destination
<b>Saturday</b>	Writing in the blog (sporadic)
<b>Sunday</b>	Free

**Table 1.** Work plan for the internship.

## **2.1. Promote Lithuania, more specifically Kauno Kolegija as an Erasmus destination – Tourism Life Blog**

During the internship there was an opportunity to promote Portugal and Lithuania, as well as an Erasmus experience with Kauno Kolegija as the destination by creating a blog with personal experiences where the author shows and reports his most memorable events. A blog was chosen due to the fact of being a tool to reach users online in a friendly way and very accessible. According to some studies “The application of new technologies to tourism higher education is essential for improving open and flexible teaching–learning processes involving the use of virtual tools and technological processes”, (Buhalis, 2008), which shows how important the technologies are and that we should make use of them, and blogging is an acceptable way of pursuing teaching about a theme, which in this case is a personal experience in Erasmus program to Kauno Kolegija. “In relation to travel blogs, the Internet is becoming an important and convenient electronic media for travelers to share their experience with the rest of the world”, (O. Niininen, 2007). The main focus is to reach as many people as the author can and with the ever growing media technologies being accessible to more and more people every day, it is of obvious choice to use these technologies. “The usefulness of blogs for research purposes has been acknowledged due to their nature of being free from external censorship, implying that bloggers are portraying real stories of travels in their blog entries”, (McNeill, 2003). To write with honesty, free of other people’s opinion, to write passionately and not only as an objective but also as something personal. “As scholars note, bloggers are driven by intrinsic motivations to report their travel experiences therefore they are completely unplanned, authentic and relatively researcher-uncontaminated descriptions of travelers’ true tourist experiences”, (Nardi, 2004). To write a blog that can truly find its purpose to reach people that want to travel to Lithuania or Portugal and find what they read about, to read comments of their experiences taken or their desires to try something or go somewhere, it’s magical how the blog can accomplish these things virtually.

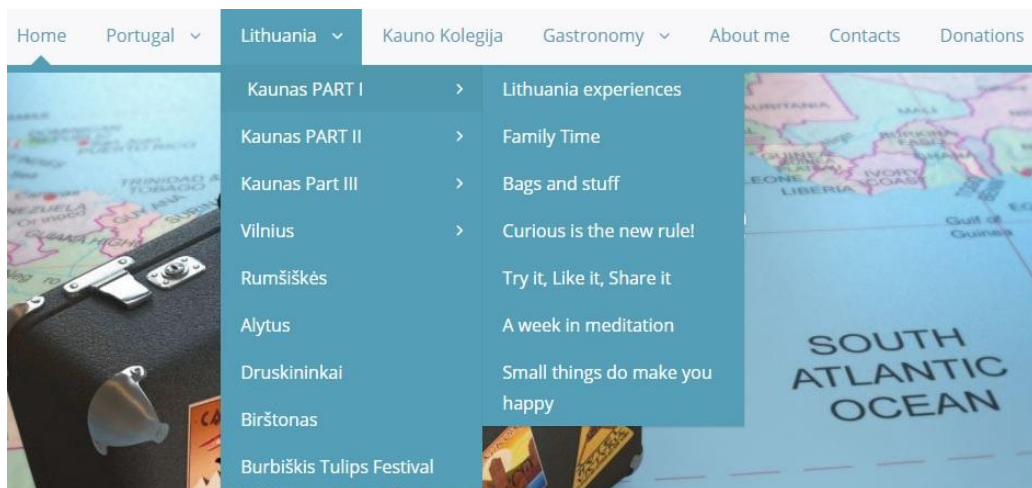
The blog has a total of 36 comments, 38 blog posts and 23 pages, its main focus was on Portugal, Lithuania, Kauno Kolegija and gastronomy, the idea was to share information to other students of Erasmus on what to expect coming to Lithuania or what to visit in each country. The blog was written using a very personal note, almost like a journal or diary, so that it would transmit confidence and trust to the reader.



**Picture 1.** Portugal menu from Tourism Life blog.

Source: <https://tourismlife.wordpress.com/> (2016, 2017).

Home menu was just a small welcoming to the blog, a short introduction before the “main dish”, the menu next to it, Portugal, was filled with regions of Portugal, what they have to offer, including pictures of landscapes, food, wines, gardens...etc. The villages section was filled with important landmarks of Portugal, like Montalegre, Piódão, Rio Maior, Mirandela and Belmonte, just a few of all the cultural history spread around our country. Also a section with UNESCO monuments in Portugal and our paradisiacal islands of Madeira and Azores also got a few words from the author. Sometimes including videos of each place, recorded by a tourist who visited the location mentioned.



**Picture 2.** Lithuania menu from Tourism Life blog.

Source: <https://tourismlife.wordpress.com/> (2016, 2017).

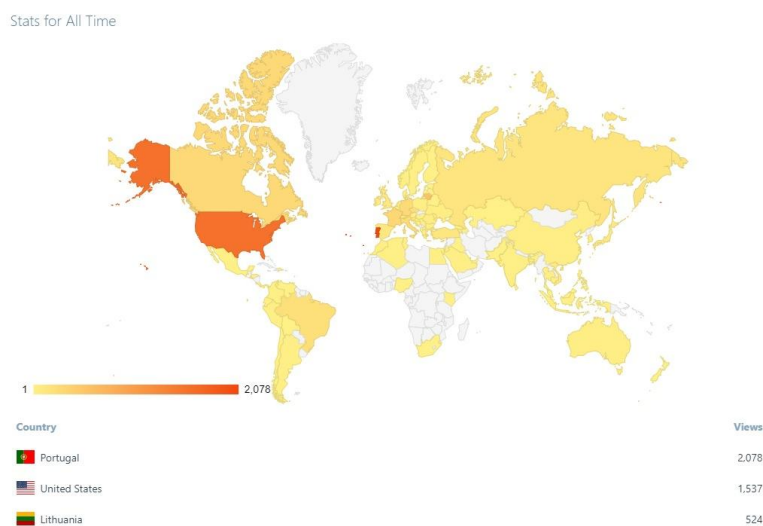
In Lithuania menu of the blog there can be found a lot of information, because of the Erasmus experience taken in this country and city of Kaunas, there was a lot of feelings and experiences to share, from loneliness to sorrow and happiness. The Kaunas experience is divided into 3 parts, each of them to prevent the menu from being too big, but all with the same kind of information, a report of activities that marked a moment in the life of the author. There is some text about the capital city Vilnius and or cities and events, like the museum village of Rumsiskes where several houses of traditional living of Lithuania can be visited, Alytus, a southern city near Poland, Druskininkai, the touristic city of Lithuania with an all-year ski building, Burbiskis, the tulip festival with hundreds of different tulip kinds to admire and Birstonas, the relaxations city with several Spa/Hotel to recover from any kind of problem. Kauno Kolegija menu was used to talk about facts and history of the institution, because of the several mentions to it in the Kaunas menu from the author experiences. The gastronomy menu was set to be about the two countries, Portugal and Lithuania and would talk about some dishes that can be found in each country.



**Picture 3.** Gastronomy menu from Tourism Life blog.

Source: <https://tourismlife.wordpress.com/> (2016, 2017).

It is mostly visited by Wordpress users, researches done in Google about a topic written and lastly shared in groups of social media. During the 2016 year, there were 5,603 views on the blog and 3,294 visitors, while during the year 2017 there were 1,237 views and 190 visitors so far. There was a reach in almost all the world, with a great impact to Portugal, the United States and also Lithuania.



**Picture 4.** Statistics of all time viewers from Tourism Life blog.

Source: <https://tourismlife.wordpress.com/> (2016, 2017).

“Very nice post. I just stumbled upon your blog and wanted to say that I’ve truly enjoyed browsing your blog posts. After all I will be subscribing to your feed and I hope you write again very soon!” – Username Preschool

“Hi! This post couldn’t be written any better! Reading this post reminds me of my good old roommate! He always kept chatting about this. I will forward this article to him. Fairly certain he will have a good read. Thanks for sharing!” – Username grilled eggplant oven

In its care layout the blog was a very pleasing work to do, because of all the support coming from the comments made to it and all the visitors, it is my belief that this is a project that should continue even after the final evaluation of the work because it became also personal. The research made about the Lithuanian country was absolutely incredible. Finding that in such a small country there is so many similarities to Portugal and so much cultural history to find. Lithuania is a country you can easily fall in love with, not just because of its people but also because of its gastronomy, history and landscapes.

This work was done while having some free time from lecturing classes at Kauno Kolegija, trying to put to words what the author has seen and experienced in most of its pages and posts written, it has become a true insight of an Erasmus experience. Erasmus is not only to study but to explore and meet new surroundings, to make new friends and that was what was used to create this blog, those adventures in search of the unknown.

Some of the comments made to the blog show that the objective to reach people and make them understand or feel the words from each experience taken was achieved. Leaving the author to believe that the work was a success and did let other people know about, Portugal and Lithuania, specially Kaunas and Kauno Kolegija from his own personal view and experience. Hopefully it will inspire other people to take part in a journey to Lithuania or Portugal, increasing its tourists or students from foreign countries.

## **2.2. Give lectures about tourism related subjects and correction of homework's – Tourism services and infrastructures subject**

For the second objective, there was a short but very welcoming proposal to be working as a tourism teacher assistant giving 180 minutes of class every week about Tourism services and infrastructures, in a total of 21 classes, 3 exams and some group works. In this objective the first obvious goal was to make sure the lessons were well designed and ready to present to students on time and in a way so that they can understand the objective of the lesson. Given the diversity of the subject's lectures it is important to use Basic English and short sentences and try to be very precise while writing focusing only on the topic demanded. The students were a group of about 20 students, being international, Erasmus, Erasmus+ and full time students, including Lithuanian students.



**Picture 5.** Work office.

Source: Self-taken (2016, 2017).



**Picture 6.** Classroom.

Source: Self-taken (2016, 2017).

Tourism services and infrastructures had a detailed work to follow, therefore during classes the author had to talk about previous selected topics. There was a subject programme delivered by the coordinator, written by the subject coordinator of the school Audronė Luksaitienė. In this programme it is mentioned that the subject aim is: to perceive tourism system, its elements and their interrelationship, activities of tourism service providers, to develop ability to analyse and assess tourism services and infrastructure, to use tourism business terminology.

The class subject studies are: to analyse the concept of tourism system and its composition, tourism services and infrastructure, tourism service standards and classification systems, tourist accommodation services, types and peculiarities in Lithuania and foreign countries, terminology and booking procedures of accommodation services, catering services and types, tourism



information services, tour organization and its connection and transport as tourism approaches, transport services and modes: air, sea, land modes. Tourist attractions: their classification and connection with other tourism services. Conceptions and principles of sustainable development, possibilities of employment in tourism business.

The subject volume of credits was 5 ECTS credits for full-time and part-time students, with a total of 133 hours of study that include lectures, practical training, tutorials and self-study. The study methodology for this class is lecture, discussions, literature analysis, concept mapping, self-study, practical work, case study and group work. The method of assessing the students achievements are the observation, essay, presentation, case study, practical work report, written examination, oral examination and presentation.

The learning outcomes of the classes are: to identify and define the conceptions and principles of sustainable development, to define the application possibilities of sustainable development principles in tourism business, to identify tourism system, elements and their interrelationship. Identify criteria and assess tourism services and infrastructure, analyse elements of tourism systems, define tourism services standards, classification peculiarities and employment possibilities, define tourism services and their peculiarities using terminology of tourism business and identify the activities and their organization of tourism companies. The study plan for this subject was composed of 17 chapters, and it includes a bibliography to follow in order to help preparing the necessary information for class.

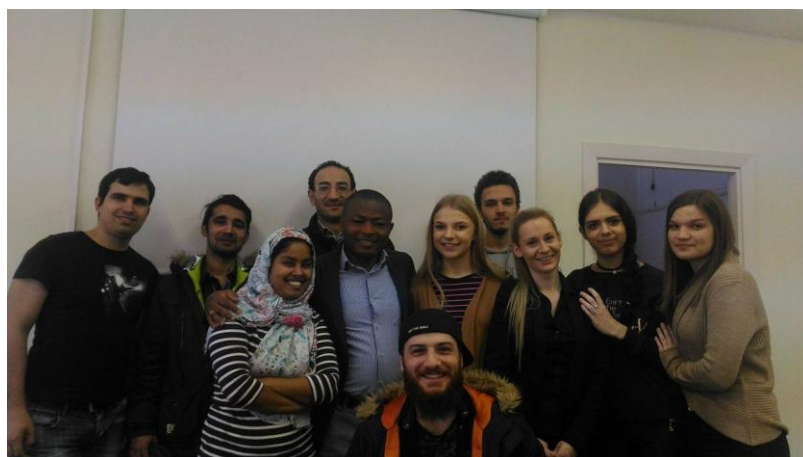
<b>Subject Programme</b>	
<b>1</b>	Introduction. Tourism system and its elements. Concept of tourism infrastructure and its composition
<b>2</b>	Types of tourism services and their positions in tourism scheme
<b>3</b>	Tourism services standards and classification systems
<b>4</b>	Hospitality. Tourist accommodation services and types
<b>5</b>	Hotel accommodation services
<b>6</b>	Types of hotel rooms, beds, catering
<b>7</b>	Self-Study work n <sup>o</sup> 1
<b>8</b>	Types of hotel guests and their requirements. Hotel services assessment
<b>9</b>	Hotel room rates. Accommodation booking service
<b>10</b>	Intermediate assessment
<b>11</b>	Tourism information services. Tourism information system
<b>12</b>	Self-study work n <sup>o</sup> 2
<b>13</b>	Tour organization, its activities and connection with other tourism services
<b>14</b>	Transport services and modes, their position in tourism system. Air, sea and land mode
<b>15</b>	Tourist attractions, their classification and connection with others tourism services
<b>16</b>	Conceptions and principles of sustainable development, possibilities of employment in tourism business
<b>17</b>	Examination

**Table 2.** Subject programme for tourism services and infrastructures class.

Source: Kauno Kolegija.

During each class it is important to perform interactions with students and perform some kind of activity individually or in groups, as to aid the author in class, there was a PowerPoint presentation for every class. The author also wrote a mid-term exam and end-exam, (annex XXXIII and XXXIV), supervised the exam and correction, giving in the end the final grade, (XXXIX), to all students of this class. Only small details were made to improve the performance in the internship in this topic, to improve potential, but mostly the author was trusted, motivated and convinced of being performing a good job at the point that he would perform the job without any kind of presence of his coordinator in class.

At the end of the semester the author had to correct, gather and publish into an Excel paper 3 more classes for delivery to his coordinator, while also being invited to teach two classes, one from Tourism Marketing and another from Basics of Marketing, filling the lesson plan for these classes, (annex XXIX, XXX), where it is supposed to expose the main goals and objectives of the class. For tourism services and infrastructures, there were 2 exams designed to have 50 multiple choice questions and a 0,25 point reduction for every incorrect answer in a total of 1 point for every correct one that should in the end provide a grade in a scale from 1 to 10, being 1 that the student didn't not understand the objectives and concepts of the class, and 10 that the student fully understood the objectives and concepts of the class.



**Picture 7.** Students of tourism services and infrastructures subject with the author and coordinator Wilfred Tchasse.

Source: Kauno Kolegija (2017).

Lesson one: Introduction to tourism. There was an introduction of the author to the students by the coordinator. The coordinator has previously given the lesson plan for the lecture to be prepared and this was the day after arriving to Kaunas and the class was 3 days later, with the coordinator assisting the lecture to evaluate how the class was going and if the information was understood by his students. So the subject of the first class was an introduction to tourism and the class of tourism services and infrastructure, by presenting to the students 13 pages in a PowerPoint presentation where the author explains what is a tourist, what is tourism, what motivates people to go on a trip, what is the tourism system and lastly a small task to interact with the students in order to better know and work together. The method of teaching was a presentation and discussion of the subject in study and it was understood by the students as in the end the coordinator asks everyone if there was any doubts and questions left.

Lesson two: Types of tourism services. The process of decision making was approached using a Kotler scheme, talking about push factors versus motivational factors and pull factors versus attraction factors. Next were brand association, what a tourism service is and the types of heritage, built, natural and artefacts. The typology of tourism services introduced the students to different services like food and beverage, passenger transport, accommodation, travel agencies, recreation and cultural services. Again the approach to the students was by the use of a presentation with PowerPoint, and the close observation of the coordinator to make sure the class would follow the lesson plan established previously and reviewed.

Lesson three: Tourism service quality. The plan was to talk about service quality, so the class started by approaching the tourism service description, what is a tourism service and what are tourism services. It was mentioned the differences between physical goods and services showing for the rest of the class and talking about different services and showing examples. To end the class it was briefly mentioned the 4 P's (product, price, place and promotion) and what we should learn from the class by displaying a set of objectives that the class should have answered to the students.

Lesson four: Tourism accommodation services and types of hospitality. The author started representing in each class what were the objectives for the class so it would be easier for the students to relate to the lesson and be able to study in a more accessible way. This lesson was about product service mix, types of accommodation and the front office of hospitality. Here the coordinator started to gain confidence in the work done and started to leave earlier or arrive late to the class after this. Without mentioning any mistakes to how the lessons were being presented or any way of improvement, it was assumed at this point that the work was of positive observation from his part.

Lesson five: Hotel accommodation services. Before the class starts the author introduces the objectives of the class, so the students can focus more on the different subjects mentioned

during the class and what is related to each subject taught. For this lesson, the focus was on design, and for that a process of design thinking was used to better illustrate what it was all about. After, it was time to talk about bedroom design, pricing, and hotel design, by trying to differentiate what is or not better to use in bedrooms when decorating, focusing on what the costumers needs and not on what the owner wants. The types of rooms were explained in detail for hotel design, finishing with a small activity to interact with the students so they could put to practice what they learned in the class. It was used group discussions as a methodology of study for this lecture and a combination of demonstration.

Lesson six: Types of hotel room, bed's and catering. The students started to be introduced to catering services, the residential, non-residential and non-commercial residential, what this involves is the explanation of the types of catering and the classification of hotels by star rating and finally the kinds of accommodation types. This class involved mostly a PowerPoint presentation to better display the information about the subject in study with a self-study work in the end for the students to search and utilize the information learned in class.

Lesson seven: Types of guests. The students learned that there are wants, needs and expectations when talking about a customer, that there are factors that influence this needs and expectations, by using the Maslow's hierarchy of needs they learned the basic needs and this way they would better understand what a quality of service is and how to provide it to the customers. Quality of service can be good and bad which is represented by complains or the return of the guest, this guest was differentiated from young, family and elderly and in this groups it was also included the special needs customers. So when talking about service quality it has to be mentioned the five dimensions of service quality and the types of service encounters. The class was finished with some quiz questions to see if the students were paying attention and understood the lesson. The methodology used for the class was demonstration, presentation and discussion of the subject.

Lesson eight: The room rates and booking services. At lesson eight it was time to talk about room rates, so it started with the designation of a room rate, then what are rack rates, corporate rates, government rates, seasonal rates and weekday/weekend rates. After, there was an introduction to "CRS" - Computer Reservation System and its functions. With evolution the travel agents emerged and "GDS"- Global Distribution System was implemented. So the lesson ended with types of booking services, online and offline. This subject was introduced to the students by a PowerPoint demonstration.

Lesson nine: Information systems. The main objective of the lesson was to explain to the students the definition of tourism information system, the types like desktop applications, smartphone applications, website, etc. What these applications share to the customer and technologies that embrace these applications to better use. Finishing the lesson with some importance's on adopting an "ERP" – Enterprise Resource Planning and its system, as well as their limitations. To better explain, in the end there was a debate with the students about the class to know their insight about the lesson. The class started with a PowerPoint demonstration and then there was a discussion to better assess the knowledge of the students from the lesson through observation.

Lesson ten: Tour organization. The lesson was given with the aid of a PowerPoint demonstration, it was all about how to organize a tour, the tour industry and tour services, how it is connected to suppliers and agents and consumer, what is the role of a travel agent, specially distinguishing the different between a tour operator and a travel agent, showing a detailed table of content that compares both, ending with the types of tours and role of the tour operator.

Lesson eleven: Tourism travel. Half of the semester in, the lesson topic was about tourism transportation, the focus here was on introducing the students to the history of transportation and how it evolved because of tourism itself, because people wanted to travel and meet new places. Here it was relevant to mention the factors that control transportation, like environment and government. Here the students were evaluated by observation until now, but it was time for mid-term exam soon, so there were discussions in the end of the class with reviews from previous lessons in order to prepare the students for the upcoming exam, which is mentioned below in more detail at the end of the lessons description.

Lesson twelve: Tourist destination. The PowerPoint demonstration for this class answered questions like, what makes a destination appealing, what is a destination and the access to it, what type of destination is it. Classification the attractions and how a visitor can influence the success in the attraction. After this lesson there was no more presence of the coordinator during the lecture, but there was a constant review of the lessons before the class to make sure everything was according to the subject programme.

Lesson thirteen: Sustainable tourism development. Tourism is nowadays referred as sustainable, but this needs an explanation, what is sustainability and how to develop something sustainable. How good is it to the environment and how it relates to tourism, sustainability and the stages of its development like discovery, development, success, stagnation and rejuvenation or decline of a destination. Who plays a role in the development of a destination and how the community can contribute to the destination and the safety of the visitors. This comes as shown in the end of the class, with benefits.

Lesson fourteen: The tourism hospitality career pathway and entrepreneurship. Available careers, different positions available and skills necessary for them. Qualities people seek in employees, and examples of hospitality in tourism industry. To finalize it was mentioned the responsibilities that come with the work. Lastly the class had a group work where students would look for information about what a destination offers and what services they provide the costumers to ensure the best experience. A group discussion was performed at the end to hear everyone about their work.

Lesson fifteen: Tourism global issues. The presentation to the students used a PowerPoint and this class was about the explanation of how tourism activities can lead to economic, social and environmental impacts and helping students to identify and explain the roles of various stakeholders of tourism. This includes the what, who and role of the stakeholders.

Lesson sixteen: Service design tourism. At service design class everything was made simple, an example was used from Portugal to relate to what is a service design, the concept of how a visitor will act taking part of a trip, the search, the information enquiry, booking, pre-stay, stay and post-stay. Every single one shown with this case of study of "Casa do Valle" in Portugal that successfully applies the service design into their bed and breakfast accommodation.

Lesson seventeen: Tourism service design thinking. This class was aiming towards letting the students know how service is designed towards the customer and how each feedback received from the experience taken from previous customers can change the service in order to make it a better experience for future ones. It was explained each step of a costumers to in taking a trip to a destination and taking part of attractions and taking positive or negative feedback from the experience showing how customer satisfaction can be expectations versus experiences. The final moments of the class were to discuss about the tourism eco-system and how everything is connected and everything influences an experience.

Lesson eighteen: Tourism policy. The subject in study is governance, where 6 stages are interconnected by stakeholders, politics, public authority / policy making, public policy and tourism destination. In this part it was discussed the legislation and regulation, facilitations of tourism development, how to promote and area, the finance and training.

Lesson nineteen: Implications for tourism management. Issues supporting sustainable tourism, to identify the major economic, political, social, environmental and technological forces driving global change, explore the implications for managers in the private and public sectors to develop tourism in a sustainable way. The technological change effects and challenges, and to finalize a top ten tourist destination based on amount of visitors.

Lesson twenty: Tourism infrastructures. The students learned about the different types of infrastructures, including commercial, public and mixed type, the typical touristic infrastructure and Para-tourist infrastructure. This class included a case of study of Portugal beach improvement.

Lesson twenty-one: Tourism infrastructure development. This class was about what a tourist looks for, the types of recreation that exist to provide the tourist a good experience and its classification. The activities a tourist can perform and the location, the levels of tourism planning and the how to tackle ecological imbalance.

Mid-term and final exam: The class had a mid-term and final exam of 50 multiple choice questions, created by the author, delivered in class, supervised, corrected and finally launching the grades to the students, with the review of the coordinator.

The objective of teaching students about tourism services and infrastructures was a very hard and a very pleasant task as well. The results of the mid-term exam were consistent with an average of 7, being the best grade 9 and worst 3, for the end final exam, the lowest grade was 6 and highest was 7. The final results of the students proved that the lessons were taught successfully and understood in a positive and understandable way. From 15 students that took part in this subject the average grade was 6, the highest grade was 7 and the lowest was 5. All 15 students finished the class with positive grade.

Lastly the coordinator evaluated the author for his work, (annex XLIV - internship evaluation grades), in a 0 to 10 grade system, where 0 is none and 10 is very satisfactory.

10 - Knowledge to perform the planned activities
10 - Cooperation: Availability to attend solicitations
9 - Quality of the work developed
10 - Initiative to solve problems without the supervisor
10 - Motivation to learn
9 - Assiduity and punctuality
10 - Sense of responsibility and zeal
10 - Sociability
9 – Global evaluation

**Table 3.** Evaluation for internship.  
Source: Kauno Kolegija.

Overall, the feedback receive, the trust in not being present after a point to the classes, the grades received, it is perceived that the objective was positive and all objectives were achieved.

### **2.3. Do a research - Intercultural issues with international studies: from teachers and students' perspectives**

An invitation to perform a research which is one of the objectives, was made to the coordinator of the author, which reached up to the author and decided that the research should be done by both, because the results were to be presented to a group containing president of the school, vice-president and all teachers including coordinator, it was a great honour.

This presentation was elaborated by performing a qualitative research to about 25 students of mobility in a focus group interview so it would be accurate and reliable. The research took the form of a group survey where all students would come together to discuss the subject of the study, with the author being an observer and participant of the group. The question was just "what issues did you encounter in Kauno Kolegija", and from that there was a filtering of information to what was useful or according to the needs of the author for his presentation, which were more focused into the viewpoint of the students while his coordinator focused on the viewpoint of the teachers. These results were recorded and then presented via PowerPoint presentation, (annex XXVII - Erasmus presentation students view and XXVI - Erasmus presentation students view second semester), putting together the viewpoints of teachers and students, from both coordinator and author in a descriptive analyses and treatment of all the variables.

The presentation started by stating the top 10 issues that all students in mobility face, which were the most common answers in the group like: Leaving the family, realizing where you are, asking for directions, first conversations, the first week, cooking by yourself, new weather, second week, saying goodbye and finally wanting to return. The second part of the study was about the less common and also the most important gathered. The problems in study were behaviour, is it possible or not to interrupt the teacher; communication, teachers and students not always understand each other; class organization, students enjoy field study and work experiences; learning and teaching methodologies, guidance during activities; elaborated work, are students allowed to deliver works after a scheduled date. There was mention of the issues but also the gratifications that students had in their experience during studies in Kauno Kolegija. In the end the presentation was a success and both author and coordinator were invited by the president of Kauno Kolegija to perform the same presentation in the end of the semester to all Kauno Kolegija staff and guest teachers including a teacher from France, Portugal (Viseu), China and more countries. The objective of this research was for awareness only.



## 2.4. Give open lectures to students

Lessons as substitute teacher: There was an invitation to lecture two other classes, Basics of Marketing and Tourism Marketing for 120 minutes each, where the subjects of the classes were marketing research and tourism marketing research. (annex XXIX - Lesson Plan - Basics of marketing, XXX - Lesson Plan - Tourism marketing, I - Basics of marketing class invitation, III - Tourism marketing extra class invitation), this two classes were to substitute the coordinator, because of a trip he took to Finland on work. Before the coordinator went, the author had to prepare the two classes and make a lesson plan, all in annex, to then show for review before the class itself. The students were almost all the same as for the "Tourism services and infrastructures" class that the author already was lecturing.

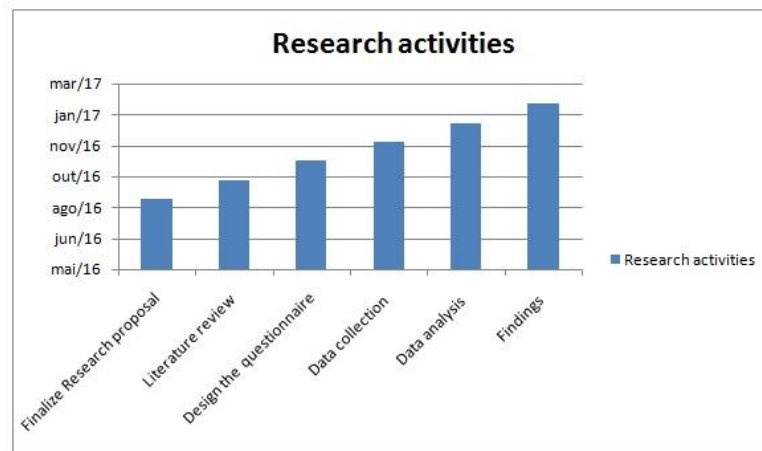
The author was also invited to present two seminaries during the semester of about one hour and thirty minutes to about 30-40 students of tourism from the second year degree, where the subject of discussion was service design and the second one was tour operator and travel agency services, using Portugal as a point of view for the case of study, to show the kind of experience they could have in Portugal for Erasmus. In the end of each, questions were made to the author to better understand the information exposed and compliments were received from several students about the seminar performance. The objective of the seminars was to display a new viewpoint of the subjects of study, different from in class given previously, in order to complement each other.

Seminar one: Service Design. The seminar lasted for about one hour and was presented using a PowerPoint with 120 pages. The objective was to talk about the several steps that service design has, (annex V-Palestra aula-Service design), and what it is. Trying to explain that service design is a process to innovate or improve a service making it more useful. Talk about how service design is influenced by the positive and negative feedback that social media can give and explain the customer satisfaction where the author tackled the expectations versus experiences of costumers. Lastly it was presented the tourism eco-system and the basic principles of service design with a small explanation using a Portuguese bed and breakfast service design as a case of study. Showing that only by receiving feedback and experiences taken by costumers, the service can be improved to become satisfactory.

Seminar two: Tour operator and travel agency services. The second invitational seminar was in the same parameters, (II-Palestra aula-Tour operator and travel agency services), took one hour and it was for about 30-40 students as well but this time the subject was different, using the same method of PowerPoint presentation and with a total of 48 pages. The presentation started with various destination subjects like what makes a destination appealing, the access, the attractions, classification of attraction, etc. The next information in the presentation was about tour operator and the kinds of tours and the characteristics of a tour operator.

## 2.5. Write a scientific article - Motivational Factors: Why Students Choose Kauno Kolegija as a Mobility Destination

As a final objective and probably the most important of all the internship, a research was conducted. This research was from the start meant to be a scientific article, which for best results used a quantitative method approaching the subject of “Motivational Factors: Why Students Choose Kauno Kolegija as a Mobility Destination” by performing a descriptive study.



**Picture 8.** Plan for article.  
Source: own elaboration (2016, 2017).

The initial discussion with the coordinator of Kauno Kolegija demanded a plan of work to be applied in the research. This plan illustrated in picture 8 is a raw format to show what was initially intended to work on each task. For the first interaction of work, a research proposal was developed (annex XXXI – Research Proposal), this document studies the background of which the study will take place, which was from the beginning to be about Kauno Kolegija and after a research background where the author tackled the problems that this research would try to answer. Referring to the purpose of the study and significance of the research as to be a way to help Kauno Kolegija better understand and act towards mobility students, being the data collected then shared with the school board for evaluation of the work done. The methodology proposed was a quantitative research using an online survey for collection of data, with the instrument of work being a questionnaire. The research covered questions to students that were in a mobility program and performed exchange between countries, but chose Kauno Kolegija as their destination for mobility. The main objective of this research is to find motivational reasons why they chose Lithuania and Kauno Kolegija for their experience. The motivation factors were identified during the research as being intrinsic and extrinsic, trying to

find as a conclusion what they value more, their personal motivations or motivations that are external like money. This survey was meant to help Kauno Kolegija improve their information about incoming student in a way to provide more help or to be able to acquire more incoming students over time.

The intrinsic and extrinsic motivations were selected for being tangible and intangible reasons that influence students in their choice of study destination. The best choice for this survey was a quantitative due to the fact that most students are hard to find or to contact and some have already left.

The literature review for this article includes the Kauno Kolegija and Multiculturalism interconnection, the marketing and tourism relationship, the concept of motivation in motivational factors, the types of motivational factors and the intrinsic and extrinsic motivational factors study. The survey used a "Likert scale" from 1 to 5 in its multiple choice answers. 53 students participated in the survey and questionnaire took the form of an online survey, using a graphical analyses program.

"Kauno Kolegija / University of Applied Sciences was established on 1 September 2000 after the binary higher education system consisting of two types of higher education provided by colleges and universities was introduced in Lithuania", (Kolegija, 2000), this school is located in Kaunas, which is about 80km away from the capital city Vilnius. "Intercultural describes communities in which there is a deep understanding and respect for all cultures. Intercultural communication focuses on the mutual exchange of ideas and cultural norms and the development of deep relationships. In an intercultural society, no one is left unchanged because everyone learns from one another and grows together", (Schriefer). As part of the multiculturalism, mobility programs are an internationalization of higher education, a kind of process that integrates intercultural into teaching. This is only possible due to the mobility opportunities around the world that allow young students and teachers to grow awareness of the world and an interest in preparing themselves for living in an interdependent world.

"Bringing students to Europe, bringing Europe to all students"(Neack, 2002). The most famous mobility program is known as Erasmus program and is described as one of the symbols of construction of the European identity and one of the most successful examples in promoting European integration. "It is of extreme importance that the company realizes the need and significance of continuity in a customer relationship", (Ravald & Grönroos, 1996). Mobility exchangeability is increasing due to its own success, influencing thousands of students every year to take part in this adventure.

This mobility programs can be seen as a touristic product, a long term travel experience for young students. The marketing that the student does in a "word of mouth" method and the touristic actions he takes during his mobility can be seen as a kind of tourism, which in addition

makes Kauno Kolegija the destination and Lithuania the country to explore. "Considering the widespread economic impact of this particular sector, as well as its spatial extent, tourism should be given special attention in economic geography", (Brouder, Clavé, Gill, & Ioannides, 2017). A student that chooses a mobility program often considers its cultural value and its traditions, "near 1,7 million students have taken part of the study program under Erasmus" (CE, 2008).

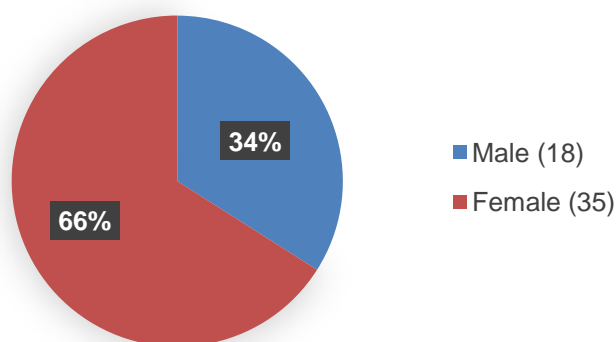
"Understanding why we do the things we do has long been a goal of psychologists. From early on, the field focused on two primary types of explanations for behavior: basic biological needs or drives connected to survival and procreation (e.g. hunger, thirst) and extrinsic rewards or punishments. Both types of explanations suggest that behavior is motivated by the need or desire to achieve particular outcomes (e.g. restoring a tissue deficit to equilibrium, acquiring a reward, or avoiding punishment). Motivation thus energizes and guides behavior toward reaching a particular goal." (Carol Sansone). The concept of motivation is a term that is derived from the word "motive", therefore motives are forces which induce people to act in a way, so as to ensure fulfilment of a particular human need at a time. Behind every human action there is a motive and this motivation can be explained in two types, the intrinsic and extrinsic. "Several specific motivational factors have come to light in recent educational research from the social cognitive approach including: intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs and self-efficacy for learning and performance." (Howey, 2008).

"Having an intrinsic goal orientation towards an academic task indicates that the students' participation in the task is an end all to itself rather than participation being a means to an end. Also included here is the degree to which students perceive themselves to be participating in a task for reasons such as challenge, curiosity, and mastery." (Garcia, 1991). The intrinsic factors can be seen as personal reasons, derived from intangible factors. Student's personal motives to pick a destination can be to know more from a culture, to challenge themselves, curiosity and mastery for academic and professional growth.

"Extrinsic goal orientation concerns the degree to which students perceive themselves to be participating in a task for reasons such as grades, rewards, performance evaluation of others and competition. Students with high extrinsic motivations engage in learning tasks as the means to an end. The main concern here is that the students with high extrinsic motivational factors relate to issues rather than those directly related to participating in the task itself." (Garcia, 1991). As for the extrinsic factors, it is the opposite of intrinsic motivation, which originates inside of the individual referring to behaviour that is driven by external rewards like money, grade and praise. This orientation is how a student perceives himself doing a task for reasons that come with rewards from external sources. These students engage in tasks only as a mean to an end.

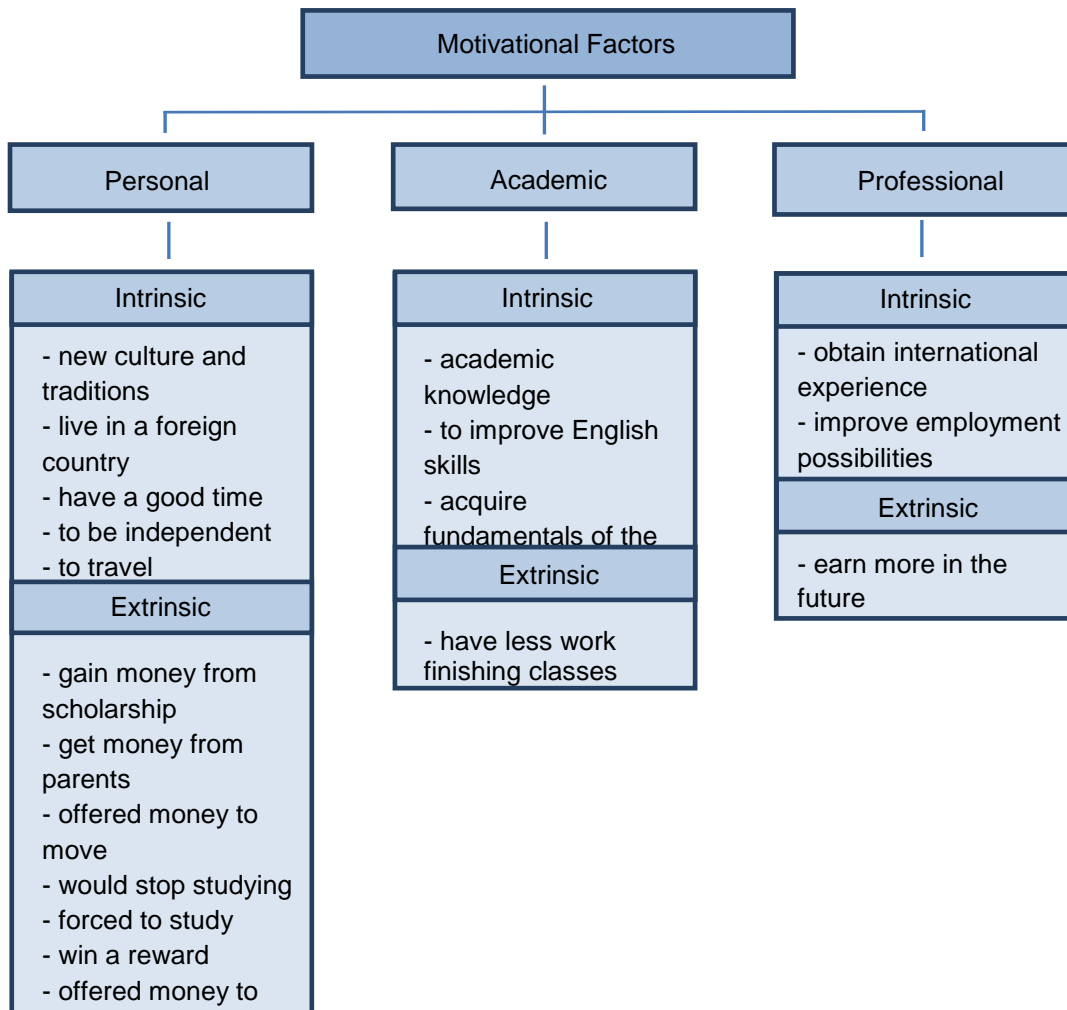
The research methodology as previously referred was a survey done online in the format of a questionnaire. It was filled by mobility students contacted by emails provided by the Kauno Kolegija mobility administration. The design of the research had multiple choice answers, in order to be cohesive and of direct approach, getting the best results possible with a minimum required time, because if the survey is too long the students might give up or not even reply at all. Built in Google survey page, it was by far the best choice for this study because of the difficulties of meeting with any of these students to gather information in any other possible way.

The survey included topics like social demographic and variables related to the adaptation and satisfaction of the students approached, such as age, gender, degree, country of origin, knowledge of the language, but most importantly the motivational factors why they chose Kauno Kolegija. Using a scale of "Likert" from 1 to 5 being 1 "minor contribution or low satisfaction" and 5 being "significant contribution or very satisfied", along with the multiple choices mentioned before. The mobility students interviewed were assured anonymity and confidentiality of their answers. With a questionnaire composed of mostly "closed" questions. The analyses done to the results were done by the use of Google analysis program that displays graphically percentages of answers from each student interviewed. The program is included in the Google survey itself and display a 0 to 100 percentage graphic.

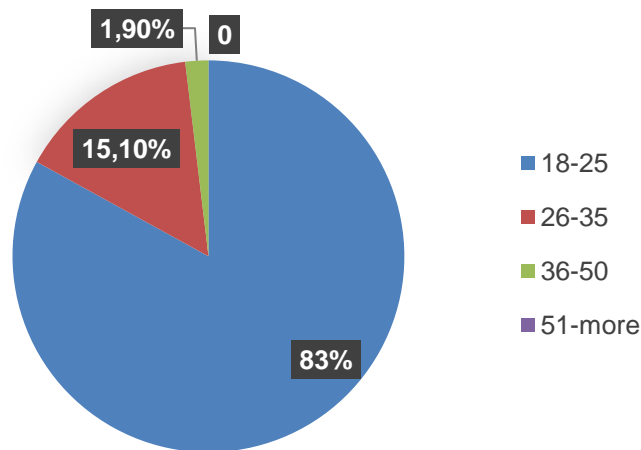


**Picture 9.** Participant's gender.  
Source: own elaboration (2016, 2017).

A total of 53 students of mobility replied to the survey online, from these students as shown in picture 9, 66% were female and only 34% were male gender. The following sample provides information that female students are more predisposed to study abroad. Three thematic categories were identified, figure 10, personal, academic and professional motivations, including in each of them intrinsic and extrinsic motivational factors, in order to develop the questions for the survey that goes in line with one of the main objectives from the article. It is of great importance to know how the students get motivated but also to know their motivation to go on a mobility program.

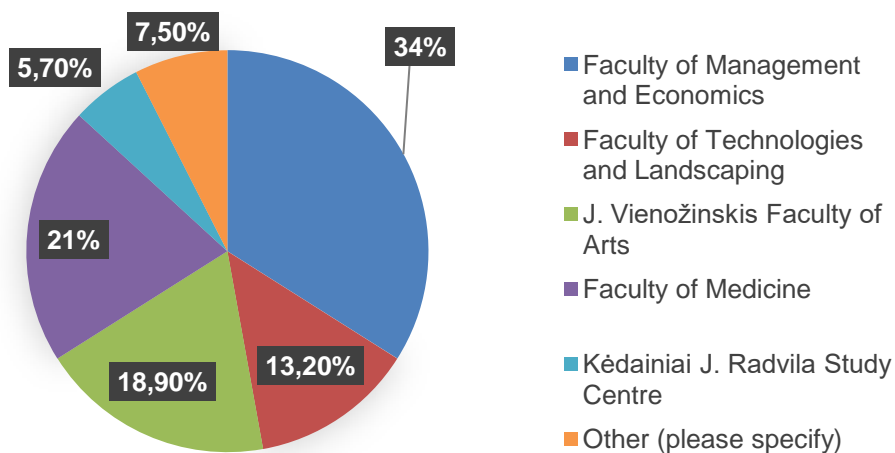


**Picture 10.** Motivational factors.  
Source: own elaboration (2016, 2017).

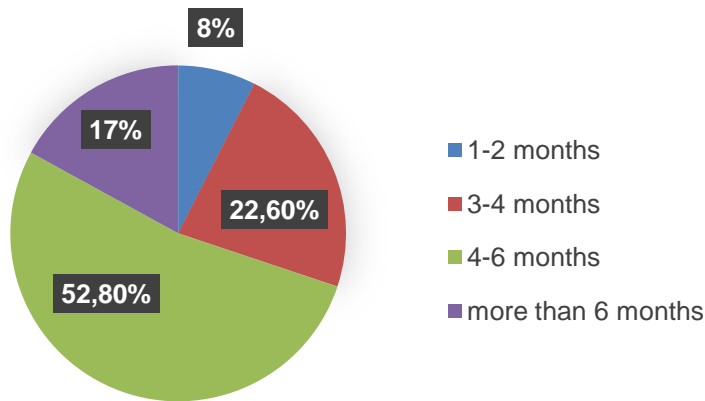


**Picture 11.** Participant's age.  
Source: own elaboration (2016, 2017).

The element in picture 11, shows the mobility student's age. The interval with the biggest frequency of answers of 83% is from 18 to 25 years old. This age represents a group of students that in their majority use mobility studies during their bachelor degree. Even though Kauno Kolegija is mentioned many times as being the selected school for this survey, Kauno Kolegija is divided into 5 faculties that welcome mobility students, noticing that the majority of these incoming students study in the Faculty of Management and Economics, Faculty of Medicine and the Faculty of Arts, these three faculties intake 74% of all incoming students.

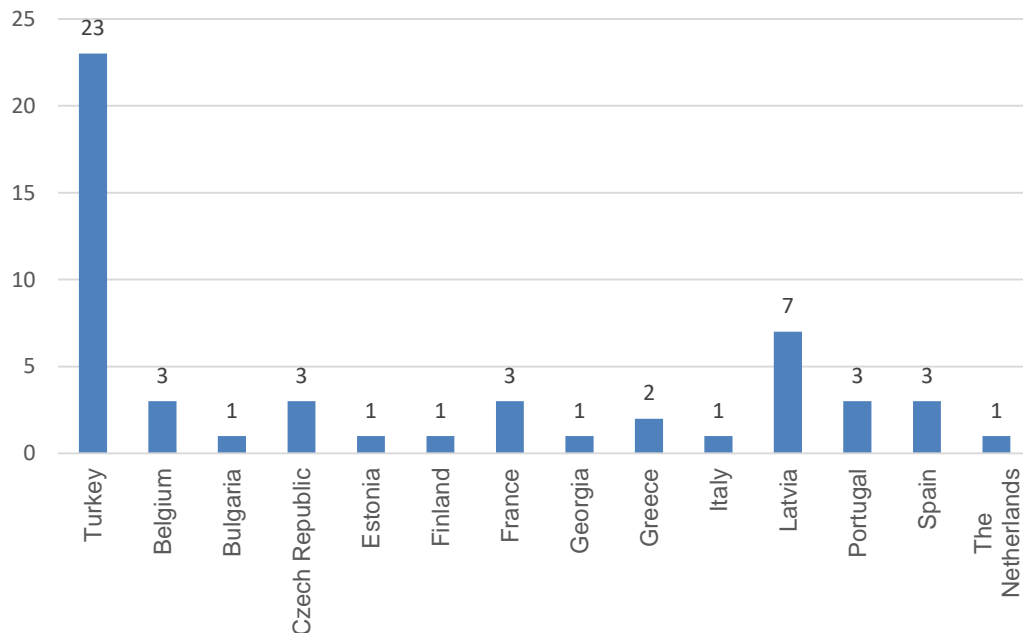


**Picture 12.** Participant's faculty of studies/practise.  
Source: own elaboration (2016, 2017).



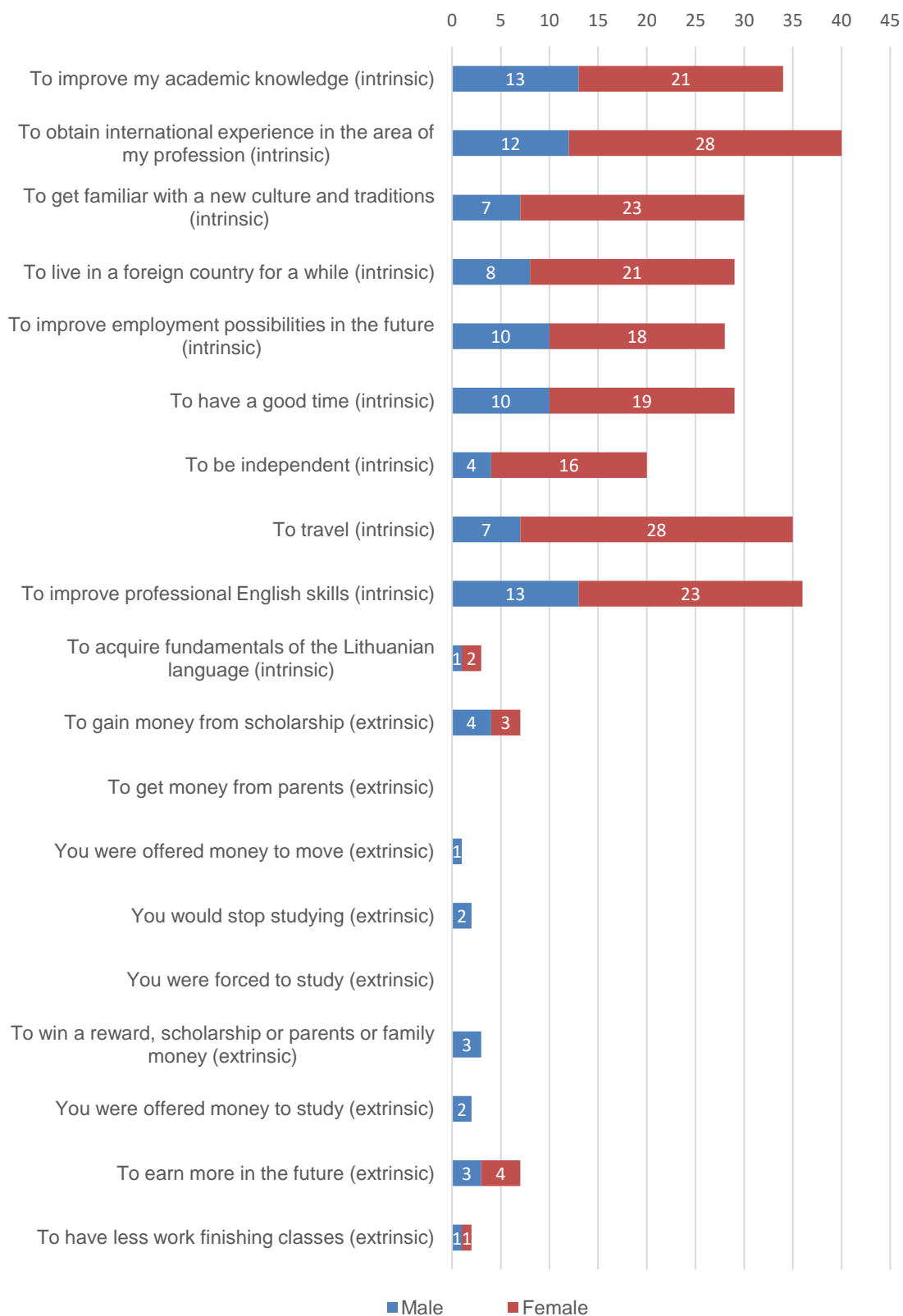
**Picture 13.** Duration of studies/practice at Kauno Kolegija.  
Source: own elaboration (2016, 2017).

In Figure 13 it is shown that 83% of incoming mobility students only stay for one semester, meaning that they either go back to their home country or choose a new Erasmus destination for their second semester. The survey (picture 14) showed that the majority of incoming students are from Turkey and Latvia. The fact that there are few students from the neighborhood countries implies that either they are not interested in doing their mobility in Kaunas or they lack the information about Lithuania or Kauno Kolegija as a mobility destination.



**Picture 14.** Participant's countries of origin.  
Source: own elaboration (2016, 2017).





**Picture 15.** Motivational factors to participate in a student exchange programme.  
Source: own elaboration (2016, 2017).

The survey's objective was to find out if mobility students were motivated by intrinsic or extrinsic factors to perform a mobility program, these factors were previously picked and selected by 3 main groups - academic, professional and personal - which as the following analysis (Figure 15) clearly captures the eye to the fact that almost all students replied to the survey selecting intrinsic motivational factors for the decision to undertake a mobility program. Being that these intrinsic factors also show that they seek to answer to all 3 groups, they look motivation for their personal life, for the academic growth and also for their future professional life.

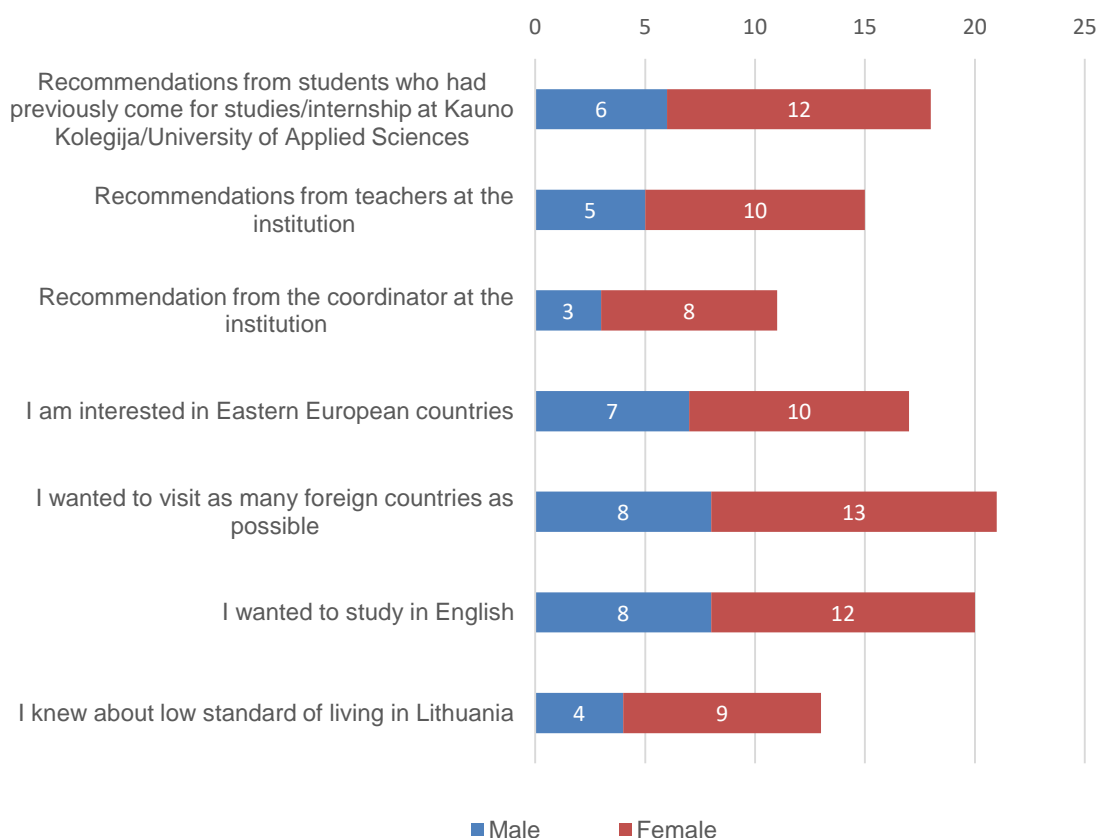
The question in study showed that the majority of the interviewed students (40 out of 53) selected, "To obtain international experience in the area of my profession" as well as "To travel" (35), "Improve academic knowledge" (34) or "to improve professional English skills" which shows that all of the motivational factors – personal, professional and academic - are represented. This can be understood as a very positive way of describing mobility student's needs.

Observing the following question, the academic and professional intrinsic motivations "versus" personal motivations, it is recognizable that the personal factor plays a very important role for the motivational factor when choosing to do a mobility study. This includes choices like, "to travel" (35 answers), "to have a good time" (29), "to live in a foreign country for a while" (29), "to be independent" (20) and "to get familiar with a new culture and traditions" (30), which states that these young students seek new adventures while increasing their personal experience and knowledge about the world. Choosing Lithuania and Kauno Kolegija might be a strategy for the students to be able to travel to more countries by spending less money in their mobility destination of choice. Meanwhile the academic and professional motivations are more valued by the students than their personal motivations, since more students selected these in a higher number, for the academic and professional motivations, 40 out of 53 surveyed students selected that the most important is "to obtain international experience in the area of their profession", 34 chose "to improve my academic knowledge" and 36 selected "to improve professional English skills". These results provide an understanding that students value their future and knowledge over the personal joy, which therefore is seen as maturity and responsibility towards their main objective which is to finish their degree.

Considering that most of the interviewed students were female (35) and 16 replied that personally they seek to be independent as a motivation for their mobility decision, while only 4 male students out of 18 selected the same answer. This represents a need of the female students to reach maturity which is also linked to the desire of "getting out of their comfort zone", and the need "to get by on their own", because they are living far from their families and they desire to expand their view of the world. The previous statement is followed by a motivation that is also personal and intrinsic, "to travel", which was selected by 28 female students out of 35 and 7 male out of 18, in contrast to the previous observation it is understandable that female student seek "new experiences and horizons".

Meanwhile even though extrinsic factors were not selected in a big scale, being the major ones with 7 people in total, “to earn more in the future” and “to gain money from scholarship”, it still provides information that money is a big extrinsic factor for some students to pursue their objectives, these motivations are personal and professional, which in this case shows that some students are in need of money or want to have more money in the future.

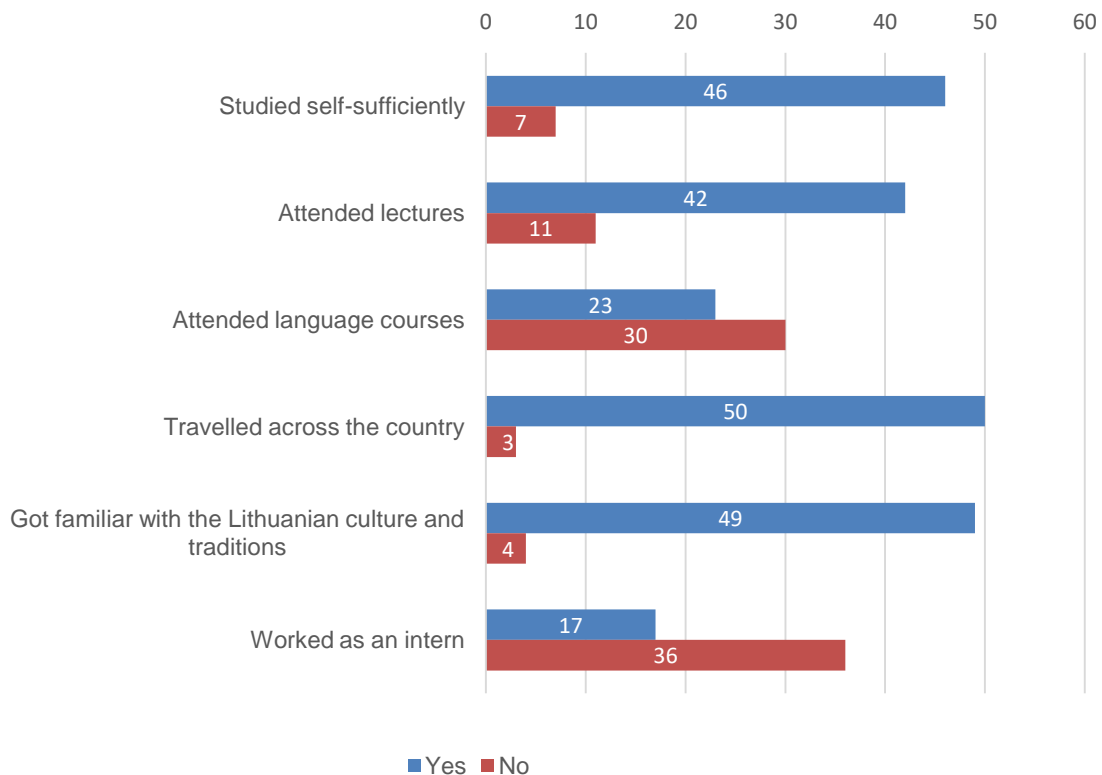
It is important to state that the elements varied among the different people surveyed. These references seem to be related to social, demographic, cultural and stage of formation characteristics of the respondents.



**Picture 16.** Motivational factors to choose studies at Kauno Kolegija/University of Applied Sciences.  
Source: own elaboration (2016, 2017).

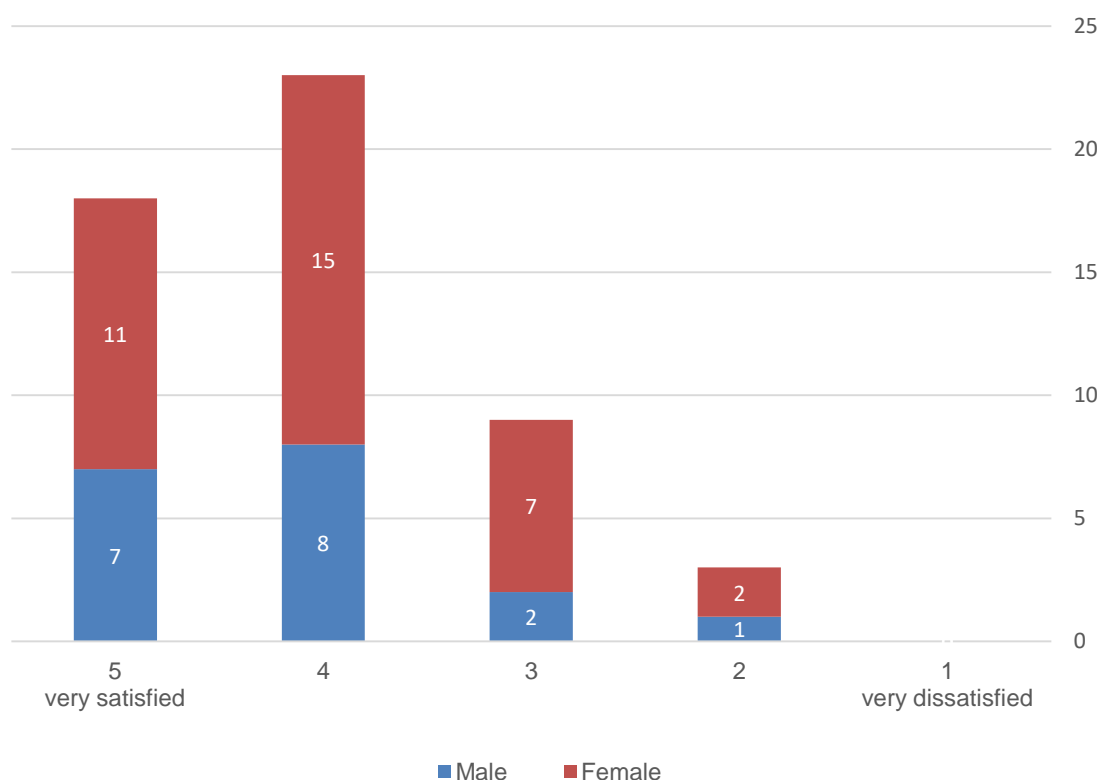
The motivations previously mentioned are now studied in a more profound way in picture 16, this because the main study of the article is exactly why these mobility students chose to study in Kauno Kolegija, from all the choices provided and given in the survey, they chose mainly that they were interested in travelling to a foreign country in order to visit as many countries as possible, while 17 out of 53 also say they are interested in Eastern European countries. The Language being a decisive matter when picking a destination, students look for a school that provides classes in English, in this we have 20 out of 53 students. After this main reason of choice to pick Kauno Kolegija, students look for advice in a common “word of mouth” around their friends in school and their teachers or coordinators, being most of the influential decision from students that had previously come for studies or internship at Kauno Kolegija, and coordinators have almost no influence in their decision with 11 students selecting out of 53.

From these motivations, one that was also influential was the standard of living or cost of living in Lithuania, this doesn't play an important role in selecting their destination, but it is still something that students worry about when choosing their mobility program.



**Picture 17.** Activities performed during the period of studies/practice at Kauno Kolegija.  
Source: own elaboration (2016, 2017).

Analysis of the following survey was to figure out how students spent their time during their studies or practice at Kauno Kolegija, the results showed that these students came to attend classes and not to perform internships, as well as not showing interest in learning the country of destination, in this case Lithuanian language but still finding motivation to learn about the country's culture and traditions. These students also have a big desire to travel around the country and explore while keeping up with their responsibilities of attending lectures, which were self-sufficiently studied by the majority of the students.



**Picture 18.** Level of participant's satisfaction with the studies at Kauno Kolegija/UAS.

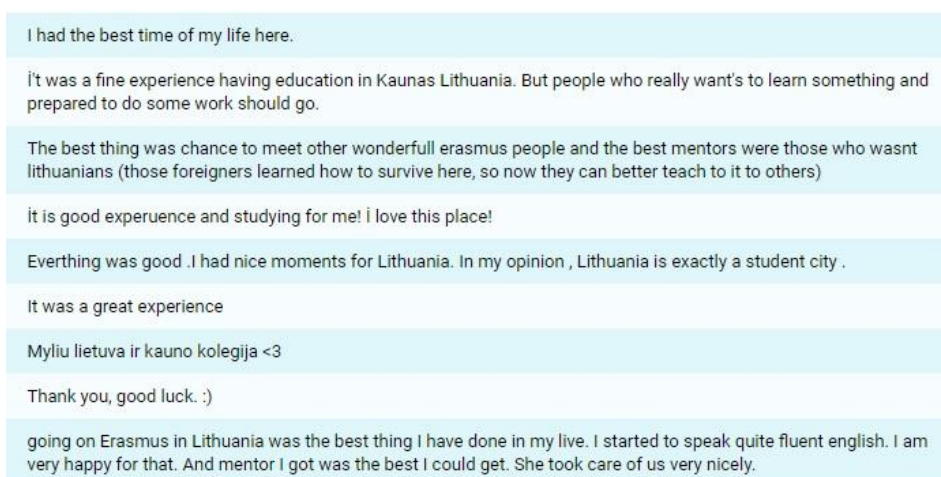
Source: own elaboration (2016, 2017).

The experience of being in Kauno Kolegija for their mobility program was overall very positive, with a very satisfied and satisfied rate of 41 students out of 53, while only 9 think the experience wasn't very pleasant or very satisfying, and only 3 showing some kind of disappointment.

The motivations previously mentioned are linked to the satisfaction of their experience, because their objectives when coming to their destination for mobility program were probably fulfilled, therefore the students show a very positive review of their experience.

The results obtained show us that most of the students who took mobility programs to Kauno Kolegija are coming from Turkey and that the second major income of students is from their close neighbouring country Latvia. The results are of course influenced by family, personal, cultural and social backgrounds as well as their language skills and other factors but from the information gathered in this survey, it shows that when these mobility students choose a mobility program, it is their personal, academic and professional motivations behind their decisions. The students who take part of this program are in the beginning of their bachelor year and are therefore very young around 18 to 20 years old. The interest of these students is in most part due to personal motivations, they are the ones that stand out, such as learning from a new culture and improving a language. From intrinsic and extrinsic factors studied, it was shown that the majority of the students are motivated by intrinsic factors, their main motivation is to experience a different country for professional reasons while also improving their academic and cultural knowledge.

It is of least importance to students to earn more money in the future when coming for a mobility program, to win a scholarship, to be away from home or to have less work in classes. They seek motivation in their own personal gain and not external. They also come because of recommendations from friends or colleagues by “word of mouth” method. To conclude, this research should help Kauno Kolegija to responsibility and adventure and provide students a unique mobility experience. The article was reviewed by both coordinators and submitted for publishing, which is at the moment awaiting feedback from the 30th IBIMA conference in Madrid, (annex XLIX - IBIMA\_Spain\_2017\_authors\_page, LX - IBIMA\_Spain\_2017\_Paper, LXI - Article submission for publishing).



**Picture 19.** Comments made about the experience.

Source: own elaboration (2016, 2017).

## Conclusions

The internship was of outstandingly positive work. It has encouraged and motivated the author to follow a professional path in teaching and investigation. The reason for this is that the work put together to finish this internship report and all its objectives is going to be used in the future for other works, like next year classes for Tourism services and infrastructures, presentations that will approach the same topic as the ones in this internship, they can now be consulted by new incoming students for comparison. Also the scientific article is meant to be published to show the results internationally.

This internship also provided a lot of experience in public speech and presentation preparations. It is of great importance to be able to talk to students in a way that they understand the objective of a class and also the experience gained by working along teachers and listening to their views about the work done for presentations.

The initial objective of the internship has been reached by the conclusion of all objectives proposed to achieve during the period of work. It is of great importance for the author to provide Kauno Kolegija the works done and to provide a great contribute to the community of students that have been a part of this internship, noticing that the most important work is the scientific article that is meant to better guide Kauno Kolegija to reach incoming students and try to find a way to reach future ones, because international students are helping the development of the school and the growing information shared to others about their experience.

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# Annex

**All following annex files can be found inside the CD delivered along with the report**

- I - Basics of marketing class invitation
- II - Palestra aula - Tour operator and travel agency services
- III - Tourism marketing extra class invitation
- IV - Palestra aula - Students view problems
- V - Palestra aula - Service design
- VI - Class 1 - Introduction to tourism
- VI - Class 2 Types of tourism services
- VII - Class 3 -Tourism service quality
- VIII - Class 4 Tourism accommodation services and types – Hospitality
- IX - Class 5 Hotel accommodation services
- X - Class 6 Types of hotel room, beds and catering
- XI - Class 7 Types of guests
- XII - Class 8 Room rates and booking services
- XIII - Class 9 Information systems
- XIV - Class 10 - Tour organization
- XV - Class 11 Tourism travel
- XVI - Class 12 Tourist destinations
- XVII - Class 13 Sustainable tourism developments
- XVIII - Class 14 Tourism and hospitality career pathway
- XIX - Class 15 Tourism global issues
- XX - Class 16 - Service design tourism
- XXI - Class 17 - Tourism service design thinking
- XXII - Class 18 - Tourism policy 17.11.2016
- XXIII - Class 19 - Implications for Tourism Management - 18.11.2016
- XXIV - Class 20 -Tourism infrastructures 01\_12\_2016
- XXV - Class 21 - Tourism infrastructure development\_25\_11\_2016

XXVI - Erasmus presentation students view second semester

XXVII - Erasmus presentation students view

XXVIII – Learning Agreement Traineeship Nuno Lage

XXIX - Lesson Plan - Basics of marketing

XXX - Lesson Plan - Tourism marketing

XXXI – Research Proposal

XXXII - Tourism services and infrastructures exam answers

XXXIII - Tourism services and infrastructures exam Erasmus 8\_12\_2016

XXXIV - Tourism services and infrastructures exam

XXXV - Survey Google thesis answers

XXXVI - 2016\_17 Basics of Marketing THM5+Erasmus Middle Exam

XXXVII - 2016\_17 Intercultural Communication Erasmus Only Middle Exam

XXXVIII - 2016\_17 Management THM5 Middle Exam

XXXIX - Tourism services grades

XL - Survey Google thesis

XLI – Tourism Life blog

XLII – Scientific article

XLIII – Internship evaluation full page

XLIV - internship evaluation grades

XLV - Subject program part\_1

XLVI - Subject program part\_2

XLVII - Subject program part\_3

XLVIII - Subject program part\_4

XLIX - IBIMA\_Spain\_2017\_authors\_page

LX - IBIMA\_Spain\_2017\_Paper

LXI - Article submission for publishing