



# Communication & Dissemination kit

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*This Project has received funding from European Union under the Grant Agreement n. 2022-1-IT02-KA220-HED-000088742*



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## PREVIEW at glance

The **PREVIEW Project**, acronym for “**Promoting Resilience and Employability in University Students through Internships for Future Work**”, has received funding from **Erasmus+**, the European Union’s program dedicated to education and training. Over the course of three years, this initiative aims to advance innovative online learning and teaching methodologies tailored to equip university students and graduates with the necessary skills to navigate the challenges brought about by the digital era.

Central to the project’s objectives is the development of a pioneering university curriculum. This curriculum will incorporate remote internships and various e-Learning activities, facilitating the acquisition of employability skills essential for thriving in remote work environments. Through e-Learning modules, students and graduates will acquire competencies crucial for overcoming the hurdles associated with distance work and effectively collaborating in virtual teams. These competencies encompass a range of skills, including proficiency with diverse technologies and adeptness in virtual collaboration.

Furthermore, participants will have the opportunity to apply these newly acquired competencies during remote internships. These internships will serve as a practical platform for individuals to assess their capability to work remotely and collaborate efficiently with colleagues located in distant locales.

**NAME OF THE PROJECT:** Promoting Resilience and Employability in uniVersity - PREVIEW

**CALL:** ERASMUS + Call 2022 Round 1 KA2 KA220-HED - Cooperation partnerships in higher education

**GRANT AGREEMENT:** 2022-1-IT02-KA220-HED-000088742

**DURATION:** 36 Months (1 Sep. 2022/ 31 Aug. 2025)

**COORDINATOR:** CNR - Consiglio Nazionale delle Ricerche (Italy) through two different institutes: the Institute for Studies on the Mediterranean (ISMED) and the Institute for Educational Technology (ITD)

**PARTNERS:** Università degli Studi di Sassari (Italy) - Academia de Studii Economice din Bucuresti (Romania) - Universidad de Salamanca (Spain) - Mediterranean Pearls APS (Italy) - Asociația de Dezvoltare Intercomunitară Harghita (Romania) - AlterContacts (Netherlands) - Nevşehir Hacı Bektaş Veli Üniversitesi (Turkey)

**Preview Project presentation:** [https://youtu.be/hK2W0pwQFio?si=kYxPGoT8T\\_NvjYKL](https://youtu.be/hK2W0pwQFio?si=kYxPGoT8T_NvjYKL)

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## Objectives

The project aims to advance the utilization of digital technologies for teaching, learning, assessment, and engagement, with a particular emphasis on promoting gender equality and addressing discrepancies in access and utilization among underrepresented groups. Additionally, it focuses on several key areas:

- 1. Development of disadvantaged rural and urban areas:** The project recognizes that remote internships can provide valuable work experiences for students from economically disadvantaged rural areas. This not only enriches their learning but also fosters increased participation in university life among disadvantaged groups. Partner universities like UNISS and ASE actively involve students from these regions.
- 2. Open and distance learning:** The project prioritizes the development of Massive Open Online Courses (MOOCs) and innovative ICT-based content and pedagogies for internship experiences. This facilitates flexible learning pathways and enables students to engage in remote internships regardless of their geographical location.
- 3. New learning and teaching methods:** The project focuses on developing, testing, and implementing flexible learning pathways and modular course designs, both online and blended. It also explores innovative assessment methods, including online assessments and collaborative learning approaches like Service Design Methodology.

The main achievements and concrete results of the PREVIEW project include:

- Designing and testing a new university curriculum that incorporates innovative remote internship experiences.
- Facilitating the transition of university partners from traditional in-person internship programs to virtual programs, particularly in the fields of tourism and cultural heritage.
- Involving a minimum of 100 students or graduates in remote internship experiences, with at least 16 coming from economically and geographically disadvantaged backgrounds.
- Providing a minimum of 50 education operators with enhanced digital skills to effectively manage blended internship experiences and learning.
- Engaging at least 80 education operators and 150 students in MOOCs focused on remote skills development.

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- Facilitating access to international work experiences for individuals facing economic, geographical, disability, or learning-related barriers.
- Enhancing knowledge about new educational methodologies, tools, and technologies to support teachers and students in developing digital and soft skills.

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## Work packages

**WP1 Project management** - Led by CNR ISMED, aims to ensure the project achieves its objectives within the designated timeframe, budget, and in compliance with the Project proposal and Erasmus+ administrative and financial rules. The management adheres to principles such as creating an integrated project structure for partner coordination and decision-making, while also emphasizing key horizontal principles across all work packages, including sustainable development, equal opportunity, gender equality, and environmental protection. Rigorous risk and quality management are applied, alongside a consistent Project Financial Management System and continuous monitoring for financial accountability and project progress tracking.

**WP2 Building the competences for remote work in the academic community of tomorrow** - The main objectives of this work package are to gather comprehensive data and information to establish a unified theoretical framework, considering the diverse internship programs and policies across University Partners. This includes variations in internship types, durations, assessment methodologies, academic credits, and national regulations. Additionally, the Consortium aims to design a evidence-based curriculum focusing on remote working skills for students and graduates. Through thorough exploration and analysis of methods, formats, and relevant topics used in higher education institutions, the Consortium will develop a pedagogical model to implement specific instructional and learning strategies utilizing the PREVIEW learning/teaching HUB.

**WP3 PREVIEW learning/teaching hub** - The main objectives of this work package encompass two key areas. Firstly, the aim is to equip all stakeholders involved in the PREVIEW model, as outlined in WP2, with a comprehensive set of ICT tools. These tools will undergo a careful selection, development, and integration process to form the PREVIEW Learning/Teaching HUB. Secondly, the focus is on the creation of an online platform within this HUB, enabling stakeholders to efficiently plan, define, and execute various activities and tasks inherent to the educational pathways. This platform will offer a user-friendly web interface, facilitating engagement with a Learning Content Management System (LCMS). Additionally, it will be enhanced with additional tools to support the pedagogical model and services identified in PR2. The overarching goal is to not only facilitate knowledge acquisition but also to foster the development of skills and competencies among students.

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**WP4 PREVIEW model for innovative curriculum with remote internship in higher education**

- The WP4 will be designed and delivered based on the outcomes of all preceding activities, as well as shaped in accordance with the PREVIEW Learning/Teaching HUB. The core activities will involve organizing an innovative educational pathway that includes remote internship training for 100 students and graduates (with at least 16 individuals facing economic and geographical disadvantages), effectively integrating digital online technology into a work-based learning experience aimed at enhancing five new remote working competencies.

**WP5 Dissemination and sustainability** - In WP5, PREVIEW will formulate and implement a strategic plan aimed at optimizing the impact of the project results. This plan will undergo continuous review, reflection, and updating throughout the entire lifecycle of the project.

## Results

Since its inception, the Preview Project has achieved the following results:

1) A project management system has been established to support the Consortium partners in working on the various tasks and achieving the project objectives. In addition to the three project meetings foreseen in the project plan, the Consortium has already met six times to officially discuss the results achieved and plan the following activities. Additionally, the management has built a project management system using templates, agile procedures, and protocols for technical (internal communication, documentation storage, Preview management structure with some governing bodies), and financial management of the project. All of this has allowed for the development of **Deliverable 1.1, the PM Handbook**.

2) The Consortium worked in a synergistic manner to establish the prerequisites and conditions for:

- the development of a university curriculum that integrates an innovative learning approach aimed at acquiring skills for remote working scenarios (such as e-learning and remote internships), and
- facilitating a smooth transition for university partners, particularly those in the fields of tourism and cultural heritage, from traditional in-person internship programs to virtual programs.

So far, based on this, the Consortium has elaborated the following:

- **Deliverable 2.1 Programme Internship Process Description.** This deliverable encompasses a comprehensive mapping of internship processes within the context of project's partner universities. The deliverable is built upon the invaluable insights shared in the annexes by the involved universities regarding the structuring of their internship programs, including adaptations made during the challenging times of the COVID-19 pandemic. Each university partner took on the task of mapping and delineating all stakeholders involved in internships and their roles/responsibilities (faculty and university tutors, students, company HR managers, etc.). As a result, the deliverable covers administrative procedures, required documentation for initiating, managing, and evaluating internships, as well as support measures provided (e.g., interviews, company training sessions, skill development workshops, etc.). Of significant note,

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the document highlights the importance of remote internship pathways and other activities supporting knowledge and skill development in this new work environment shaped by the digital era.

The annexes offer further insights and essential documents related to the internship process, serving as valuable resources for stakeholders engaged in internships. Overall, this document stands as a valuable asset for universities, students, and industrial partners, providing a robust framework and guidelines for the implementation of successful internships. It contributes to nurturing resilient, employable graduates, equipped to tackle the evolving demands of the workforce.

- **Deliverable 2.2 Going virtual: how European students and graduates imagine their future internship program?** This Deliverable reveals insights into the perspectives of European students and graduates on future internship programs. A comprehensive survey was launched to understand the needs and expectations surrounding high-quality remote internships. Drawing from existing literature on remote working, the questionnaire gathered opinions from students, academics, and companies, covering aspects such as work arrangements, mentoring, employability benefits, learning content, academic supervision, and remote internship competencies.

From spring 2023 to November 2023, the survey garnered valuable insights from a diverse pool, including undergraduate and postgraduate students, academic staff, company employees, and university professors. A total of 448 responses were received from over 20 European and extra-European countries, surpassing the initial goal of 250 students and 150 participants from universities and companies. Out of the 448 responses, 271 were from students, with 253 hailing from 26 European countries and 18 from 11 countries beyond Europe. The remaining 177 included 93 academic staff, 52 company employees, and 32 university professors, adding a rich tapestry of perspectives.

The survey outcomes are contributing to the creation of the final version of the Remote Internship Blueprint envisioned by the Preview project.

- **Deliverable 2.5 Report on Learning and Training Course about Service Design Methodology.** This deliverable summarizes the success of our Learning and Training course on Service Design Methodology. From collaborative sessions to hands-on workshops, our consortium developed innovative solutions for Remote Internships. The comprehensive report details both our online and on-site sessions held in February and March 2023. These gatherings brought together university partners, stakeholders, and participants from various

fields, fostering creativity and co-creation.

The first session was held online from February 20th to 22nd, 2023, focusing on theoretical principles and the approach to Service Design Methodology. It was open to HR managers, administrative and teaching staff of each university, and interested parties from other PREVIEW partners. The second session took place in Salamanca on February 27th to March 2nd, 2023. During these days, the approach was more practical: partners collaborated to develop a first draft of the Remote Internship Blueprint (RIB) and journey map.

- After the Service Design laboratory in Salamanca, each university partner organized a local **Focus group**. In these sessions, each university presented the Remote Internship Blueprint and journey map developed in Salamanca and discussed them with all stakeholders involved in internships (i.e., students, academic teaching and administrative staff, company representatives). Based on their feedback, comments, and suggestions, each university is refining its own Remote Internship Blueprint and journey map.
- The **Preview Remote Internship Blueprint (RIB)** outlines the entire internship delivery process, detailing all stages and activities performed by the different stakeholders involved. During the face-to-face session of the Service Design Methodology laboratory held in Salamanca, partners collaborated to develop a first draft of the Remote Internship Blueprint (RIB). Specifically, partners:
  - Identified the “steps of the student’s remote internship journey,” including: 1. Awareness; 2. Interest/decision; 3. Onboarding session (University and Company); 4. Internship/Execution/Performance; 5. Learning appraisal/Continuous feedback; 6. Evaluation form/Final Report/Meeting with tutor.
  - Identified “touchpoints,” indicating how and/or the means of exchange between the student and the remote internship service.
  - Identified “personas” supporting the remote internship design process: the innovator, the skill builder, the career starter, the explorer, and the community builder.Partners have already begun developing the Remote Internship Journey map and Service Design Blueprint for each University partner. These will integrate, along with insights from surveys and focus groups, into the design of the final RIB.”

3) Significant effort has been dedicated to promoting and communicating the project, particularly focusing on establishing the PREVIEW brand identity (logo, templates, etc.), managing social media channels (LinkedIn, Instagram, Facebook), maintaining the project website, and creating a presentation video. Our Consortium is committed to utilizing various communication channels,

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tools, and materials to ensure effective dissemination throughout the project. Our approach involves understanding target groups, tailoring key messages, and deploying a range of communication tools within a well-defined timeframe.

All of these efforts have contributed to the development of **Deliverable 5.1 Communication & Dissemination Plan**. The Communication & Dissemination Plan serves as a comprehensive strategy to communicate the results of the Preview project to stakeholders and the wider audience throughout the project's duration.

## The consortium

### ● **CNR ISMED (Italy)**

**CNR**, Italy's largest public research institution, comprises 7 departments, 88 institutes, and 3 interdepartmental centers spread across 220 sites nationwide, including 3 research bases at the Poles. Within CNR, **ISMed (Institute of Mediterranean Studies)** stands out as the sole institute focused on Mediterranean research within the Department of Human Sciences.

Situated in Naples and recently expanded to Palermo and Rome, ISMed's mission is to analyze socio-economic, historical, cultural, and political dynamics in the Mediterranean region. This includes offering training, outreach, and advice to support governance actions, given the region's complex dynamics and potential for crises and growth opportunities. ISMed's research focuses on understanding growth and development processes in Mediterranean countries, considering the strategic centrality of the region in geo-economic and political terms.

Through multidisciplinary analyses, ISMed aims to provide insights into short and long-term growth trajectories, addressing regional dualism, governance processes, environmental factors, trade flows, migration, and socio-cultural phenomena. Ultimately, the institute seeks to offer explanations of phenomena, future scenario projections, and policy guidelines to support interventions aimed at reducing imbalances and fostering growth in the Mediterranean area.

<https://www.ismed.cnr.it/en/>

### ● **CNR ITD (Italy)**

The **CNR ITD**, part of the Italian National Research Council, focuses on researching and developing innovative educational technologies. Established in 1985 and located in Genoa and Palermo, it comprises a diverse team dedicated to creating advanced technological solutions for learning, training, and scientific culture promotion. Its research encompasses designing learning environments utilizing technologies like e-learning platforms, educational games, content creation tools, mobile devices, and virtual/augmented reality.

Moreover, ITD evaluates the efficacy of these technologies across various educational settings, from schools to universities and vocational training. Collaborating with national and international institutions, universities, companies, and governmental/non-governmental organizations, ITD aims to foster innovation and advance technological solutions for education and training.

<https://www.itd.cnr.it>

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● **UNIVERSITÀ DEGLI STUDI DI SASSARI (Italy)**

The **Università degli Studi di Sassari (UNISS)**, located in Sardinia, Italy, is a public university with its main campus in Sassari, the largest city in Northern Sardinia. It operates three out-of-town campuses in Olbia, Nuoro, and Oristano. The university is committed to promoting sustainable development and knowledge transfer across Sardinia for cultural, civil, economic, and social progress.

With over 12,000 students and 700 scholars, it comprises 11 departments collaborating with academic and research centers. Offering institutional courses, post-graduate studies, and research activities including PhD courses and international exchange projects, the university's Department of History, Human Sciences, and Education will spearhead involvement in the project. As a higher education institution, the University of Sassari prioritizes scientific and technological research, international cooperation, and community development. With expertise in regional, national, and international research projects and experience in managing EU and UN initiatives, particularly in sustainable development goals, the university is well-equipped to lead the scientific coordination of the project.

<https://www.uniss.it/>

● **ACADEMIA DE STUDII ECONOMICE BUCURESTI (Romania)**

The **Bucharest University of Economic Studies (ASE)**, established in 1913, is Romania's largest university specializing in economics and business studies. With over 23,000 students, ASE is ranked among the top research-intensive universities in Romania. It offers undergraduate, graduate, and doctoral programs in economics, business, law, and interdisciplinary fields, along with post-doctoral programs.

ASE aims to improve the educational and research environment, enhance community involvement, and contribute to the European Higher Education Area's development. It focuses on knowledge economy, European citizenship, employability, and cross-border mobility. The Faculty of Business and Tourism provides modern curricula aligned with EU standards, emphasizing interdisciplinary approaches and international connections. The Department of Tourism and Geography trains specialists in tourism and geography through updated curricula and experienced faculty. ASE actively participates in international projects, including Erasmus and Horizon 2020, enhancing its educational quality and international cooperation.

<https://www.ase.ro>

● **GRIAL RESEARCH GROUP - UNIVERSITY OF SALAMANCA (Spain)**

The **University of Salamanca**, founded in 1218 and among Europe's oldest universities, is a modern institution offering a wide range of academic disciplines. It educates nearly 28,000 undergraduate and graduate students, with over 3,000 researchers across 70 departments, 26 faculties and schools, and 18 institutes. Renowned for its research excellence, it provides state-of-the-art facilities and equipment, supporting a vast scientific and technological organization serving society. The university fosters research and development through a network of research institutes, international projects office, and technology transfer office. It has extensive experience in international collaborations, with partnerships worldwide and participation in various European programs.

Recognized as a Campus of International Excellence since 2009, the University of Salamanca is engaged in the project proposal through the **Research Group on Interaction and eLearning (GRIAL)**, focusing on multidisciplinary research, training, and dissemination activities in educational technology. GRIAL's research spans technical IT studies to internationally recognized models for online learning, supported by numerous national and international research projects.  
<https://grial.usal.es/>

● **MEDITERRANEAN PEARLS APS (Italy)**

**Mediterranean Pearls APS** is an agency specializing in destination management, coordinating various elements like attractions, access, marketing, and human resources for effective destination management. It focuses on promoting sustainable tourism in the Mediterranean region, emphasizing eco-friendly practices and ecological mobility.

Inspired by Alpine Pearls, it aims to enhance the economy and service quality of experiential tourism through commercial alliances and green initiatives. The organization also serves as a research center specializing in urban regeneration and combating depopulation in internal Italian areas. Mediterranean Pearls repurposes abandoned assets, such as railways, based on circular economy principles. Its team includes professionals from various fields collaborating to raise awareness and implement modern green economy principles across Italy, preserving historical memory while promoting sustainable development.

<https://www.mediterraneanpearls.it>

● **ASOCIAȚIA DE DEZVOLTARE INTERCOMUNITARĂ HARGHITA (Romania)**

**ADI Harghita**, established in 2009 by the **Harghita County Council** and supported by 50 local administrations, aims to foster long-term cooperation among local authorities and tourism organizations. It focuses on improving tourism, preserving culture, and safeguarding the environment through national and international projects.

The organization's main task is to develop and promote tourism in Harghita County, managing the Visit Harghita app and website, offering comprehensive information in multiple languages and featuring unique audio guides. ADI Harghita contributes to the county's tourism strategy, facilitates development opportunities for tourism operators, enhances the institutional framework, and collaborates with stakeholders to attract more tourists. It organizes events, participates in fairs, and provides training for local SMEs to improve their services and attract customers. Additionally, ADI Harghita promotes thematic projects, religious, cultural, and culinary tourism, and develops tourism-related programs and initiatives.

<https://adiharghita.ro>

● **ALTERCONTACTS (The Netherlands)**

**AlterContacts** is an independent international think tank based in Amsterdam, The Netherlands, established in 2019 with a mission to contribute to achieving the United Nations Sustainable Development Goals by 2030. Through research, publications, events, and initiatives, AlterContacts raises awareness about the SDGs and helps organizations design strategies for sustainable development. Acting as a catalyst for positive change, the think tank identifies societal problems, incubates solutions, and promotes practices for sustainable development.

Comprising 70 independent experts and UN volunteers in 35 countries, AlterContacts focuses on empowering entrepreneurship, eradicating ignorance, and fostering sustainability mindsets in organizations. One of its key initiatives is the Lockdown Economy Challenge, conducted in partnership with several European universities, aiming to equip tertiary education students with skills for professional life, promote active citizenship, and address the economic crisis through sustainable and innovative solutions.

<https://www.altercontacts.org/european-union/preview>

● **NEVŞEHİR HACI BEKTAŞ VELİ UNIVERSITY (Turkey)**

**Nevşehir Hacı Bektaş Veli University (NEVU)**, located in the Central Anatolian Region of Turkey, was established in 2007 and has rapidly become a prominent state university with nearly 20,000 students and 720 academic staff. NEVU emphasizes international cooperation and is an ECHE holder Higher Education Institution with the Erasmus Charter for Higher Education.

It has agreements with universities worldwide, including those in Europe, Korea, China, Brazil, and other countries under various exchange programs. NEVU is a member of the European University Association (EUA) and manages Erasmus+ agreements with numerous universities. Through ERASMUS+ programs, NEVU aims to enhance the quality of its education, expand its network of partners, and increase internationalization. It is experienced in implementing innovative practices and joint initiatives to promote cooperation and exchange at the European level.

<https://www.nevsehir.edu.tr>





Think Tank **AlterContacts**



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## PREVIEW logo



Main logo



Social Media

Font: Marion Regular  
Character spacing: 30%  
Yellow gradient: #dfbb21 - #e3cc61  
Dark Gray: #686969  
Light Gray: # 8b8b8b

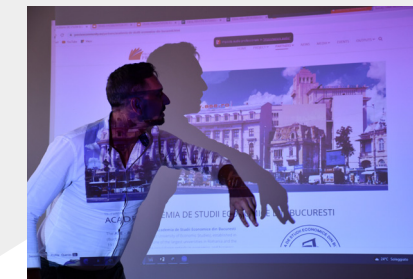
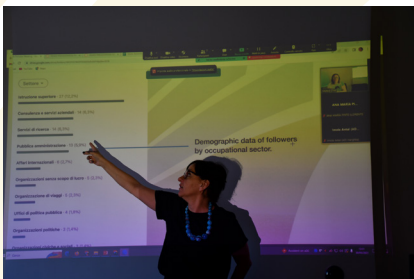
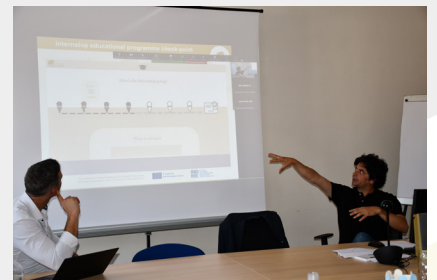
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# Photos



Service Design Methodology Laboratory - Salamanca (Spain) February 27 - March 2, 2023

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5th Meeting Preview Project - Naples (Italy) May 29-30, 2023

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## Downloads

- Logos (Preview Project, Erasmus+, INDIRE)  
<https://www.previewcommunity.eu/downloads/logos.zip>
- Photos (Service Design Methodology Laboratory)  
<https://www.previewcommunity.eu/downloads/salamanca-2023.zip>
- Photos (5th Preview Project Meeting)  
<https://www.previewcommunity.eu/downloads/naples-2023.zip>

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**Facebook:** [www.facebook.com/profile.php?id=100088020804403](http://www.facebook.com/profile.php?id=100088020804403)

**Instagram:** Preview Community

**Youtube:** [www.youtube.com/@previewcommunity](http://www.youtube.com/@previewcommunity)

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