



Promoting Resilience and Employability in uniVersity PREVIEW

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**Deliverable 2.2 Going virtual: how European students and graduates
imagine their future internship program (M8) led by ASE**



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	statements reflecting attitudes towards ideal distance internships.
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List of acronyms and abbreviations

ACRONYM	Description
AP	Action Point
CA	Consortium Agreement
EC	European Commission
GA	General Assembly
KoM	Kick-off Meeting
PM	Project Manager
TL	Team Leader
ToC	Table of Contents
WP	Work Package
WPL	Work Package Leader

List of beneficiaries

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Executive Summary

The Preview project explores the evolving landscape of remote internships, emphasizing their significance in the digital work environment, particularly in response to recent global shifts towards remote work. Remote internships are increasingly recognized for providing flexible, inclusive, and accessible professional development opportunities. However, discrepancies in execution highlight the need for a structured approach that aligns more closely with the nuanced needs of students and industries. A comprehensive survey targets students, academic staff, and companies to gather feedback on various aspects of ideal remote internships, such as work arrangements, mentoring practices, and employability benefits. The study employs a quantitative approach to analyze responses, aiming to derive insights that will help improve the design and implementation of remote internship programs. Ultimately, this research contributes to the discourse on virtual internships, suggesting ways to make them more effective and engaging, thus enhancing the overall educational experience and employability of participants.

1. DESCRIPTION OF THE PROJECT

Students graduating today with business degrees will be working in careers yet to be created, and many already in the workforce will transition from collocated to remote work. How do educators, and individuals, prepare them for what lies ahead?

The Project PREVIEW, based also on lessons already learnt in the context of the COVID-19 crisis, aims at overcoming these emerging challenges in the working scenario by developing innovative and inclusive pedagogical and apprentice models to be included in the education system. Specifically, through designing a student-centered remote internship journey along with other university and company activities, the Project PREVIEW aims at supporting the ecosystem actors (students, university tutors and company mentors) in developing and upskilling knowledge and skills according to the new working scenario and organization model occurred by the digital age.

PREVIEW has as its main objective to increase the capacity and readiness of Partners involved, as well as students and universities, and industries staff to manage an effective shift towards digital education required by the organizational changes as consequence of remote working explosion.

The Consortium has identified the tourism and cultural heritage sector as a pilot area. Specifically, the project aims to focus on skills development for remote working to provide students with further employability skills to increase their professional success in a labour market shaped by digital transformation. Despite PREVIEW focuses on the tourism field as piloting action, the project outputs are likely to be easily transferable to other relevant fields.

The Project will support the use of digital technologies for teaching, learning, assessment, and engagement. Particular attention will be given to promoting gender equality and addressing differences in relation to the access and use by underrepresented groups. Furthermore, it addresses the:

1. Development of disadvantaged rural and urban areas, since remote internship could help students from rural areas with economic limitations to live a working experience in interesting and stimulating contexts. To this regards UNISS and ASE are Universities that involve student from these areas. It also could contribute to increase the participation of disadvantaged groups, e.g. students with disabilities;
2. Open and distance learning priority since the project envisages MOOC and innovative ICT-based content, services, pedagogies and practice for internship experiences.
3. New learning and teaching methods and approaches, since the project focuses the development, testing and implementation of flexible learning pathways and modular course design (online and blended) and appropriate forms of assessment, including the development of online assessment and innovative pedagogies model such as collaborative online learning or the use of co-creation approach such Service Design Methodology to design.

1.1. PREVIEW Specific objectives

PREVIEW project main achievement and concrete results are:

1. Design and test a new University curriculum by including innovative Remote Internship.

2. Promoting a smooth shift in the University Partners from the in-person internship program to a virtual program in the fields of tourism and cultural heritage.
3. Involving at least 100 students or graduates (at least 16 of them with economic and geographical limitations) participating in remote internship experiences in the field of tourism and cultural heritage.
4. Providing at least 50 education operators (teachers, trainers, university, and company tutors, etc) with a much higher level of digital skills to usefully manage blended internship experiences as well as blended learning.
5. Involving at least 80 education operators in the Learning activities involving at least 150 students in the MOOC on remote skills
6. Facilitating access to international work experiences despite economic and geographical limitations, disabilities, learning difficulties and disadvantages.
7. Establish a strong partnership among University and Tourism and Cultural Heritage business associations to exchange expertise in different fields and to improve the quality of remote internships.
8. Support enterprises involved in the project in transition to remote working.
9. Improvement of knowledge about new methodologies, tools, and technologies as educational means for supporting teachers and students to develop digital and soft skills and competences.
10. Stimulating virtual forms of collaboration and communication among students, university teachers and company representatives.

2. INTRODUCTION

In an era marked by rapid technological evolution and shifting workplace paradigms, remote internships have emerged as a crucial educational and professional development tool. These programs offer the dual benefits of maintaining educational continuity during disruptions and preparing participants for a digitally integrated work environment. The relevance of remote internships has been amplified in recent years, driven by a global pivot towards remote work and digital communication platforms. This shift, while hastened by the COVID-19 pandemic, reflects deeper changes in how work is conceptualized and executed across industries. Jeske (2022) highlights the historical development and increasing acceptance of remote internships within the academic and business communities, noting their potential to offer flexible, inclusive, and accessible professional development opportunities.

Despite their growing integration into educational systems, remote internships often lack a consistent approach that fully aligns with the nuanced needs of students and industries. Smith et al. (2021) and Brahma et al. (2020) underscore the challenges and discrepancies in remote internship execution, pointing out that many programs do not fully exploit the potential of digital tools to simulate or enhance real-world experiences. These articles call for a structured and evaluative framework that can better integrate educational objectives with practical skills development, ensuring that remote internships serve as a legitimate stepping stone to professional employment.

The Preview project intends to address these gaps by proposing a framework that enhances the design, implementation, and evaluation of ideal remote internships. The aim of this study is to comprehensively assess and understand the opinions and attitudes of students, academic staff, and companies towards ideal remote internships. The study seeks to gather detailed feedback on multiple aspects of remote internships, including work arrangements, mentoring practices, employability benefits, learning content, and academic supervision. More, it aims to evaluate the development of various competencies essential for remote work and gauge general attitudes towards the concept of ideal distance internships. The insights derived from this survey will be instrumental in identifying strengths and areas for improvement in current remote internship practices, thereby enhancing their design and implementation to better meet the needs of all stakeholders involved. Utilizing a quantitative approach, the study centered around a detailed survey that captured data across multiple dimensions of the remote internship experience. This design facilitated a comprehensive statistical analysis of participant responses, enabling the identification of key trends and common perceptions.

Through rigorous analysis and targeted recommendations, this research will contribute to shaping more effective and engaging virtual internships, thereby enhancing the overall educational experience and employability of participants. This introduction sets the stage for a detailed exploration of the mechanisms, benefits, and future potential of virtual internships within the broader context of professional development and higher education.

3. LITERATURE REVIEW

Remote internships present unique challenges and opportunities compared to traditional in-person experiences. Effective remote internship programs hinge on clear communication, with tasks and schedules well-articulated at the onset to set clear expectations and responsibilities for interns. This is complemented by a structured organization of activities that strategically avoids periods of idleness or overwhelming workloads, ensuring a balanced and manageable workflow (Metzger, 2022; Hruska et al., 2022). Additionally, comprehensive onboarding and organizational introductions are essential, as they help integrate interns into the corporate culture and team dynamics effectively. The provision of necessary infrastructure, such as reliable internet and appropriate technology, is critical, as it empowers interns to perform their tasks efficiently. Moreover, ensuring that interns' contributions are meaningful and appreciated not only enhances their work satisfaction but also reinforces their professional development. Regular feedback and equal treatment by other employees further facilitate the professional growth and integration of interns into the team, promoting a more inclusive and supportive work environment (Bay et al., 2021).

Remote internships have emerged as a pivotal educational and professional development tool, offering unique opportunities for mentorship and skill acquisition that are crucial for employability. Studies (Jeske & Linehan, 2020; Metzger, 2022) highlight the importance of effective mentorship in these settings, where the quality of relationships between interns and their mentors significantly impacts the learning outcomes and satisfaction from the internship experience. Particularly, remote internships are shown to facilitate the development of essential soft skills, such as teamwork, communication, and time management, which are invaluable in any future career path. These skills are not only nurtured through structured tasks and projects but also through the ongoing support provided by mentors, crucial for the successful completion of intern-related reports and assignments. As such, the mentor's role extends beyond supervision to actively fostering an environment where interns can apply academic knowledge in real-world contexts, thereby enhancing their job readiness and professional acumen.

Several studies have investigated the alignment of academic knowledge with tasks performed in remote internships, focusing on how effectively educational theories are applied in professional settings. For instance, Brooks et al. (1995) explored the relationship between career-related work or internship experiences and various career development indices, finding that internships related to higher levels of self-concept crystallization, albeit not directly influencing other factors like occupational information or self-efficacy. They noted that specific characteristics of internships, such as task variety and opportunities for dealing with people, significantly impacted career-related development (Brooks, Cornelius, Greenfield, & Joseph, 1995). Another study by Wasonga and Murphy (2006) on tacit knowledge in internships highlighted the spontaneous and contextual nature of learning during internships, emphasizing how interns applied theoretical knowledge to practical problems, often leading to the externalization of tacit knowledge (Wasonga & Murphy, 2006). These studies suggest that while internships can be a fertile ground for applying university-learned knowledge, the quality and structure of the internship, along with the nature of supervision, play critical roles in determining the extent and efficacy of this knowledge transfer.

Research into the academic supervision of remote internships highlights various aspects of effective management and evaluation practices. For instance, Petit, Babin, and Desrochers (2023) discuss the

use of digital technology to increase social presence in the remote supervision of teacher trainees. They emphasize that despite the challenges, effective remote supervision can alleviate the isolation felt by trainees and enhance their educational experience by integrating video interactions and feedback mechanisms. Furthermore, Gerken et al. (2012) critically review the academic internship experience in business education, arguing for the benefits of Computer-Supported Collaborative Learning (CSCL) in supervising internships. They suggest that effective communication and collaboration among all stakeholders—students, companies, and educational institutions—can significantly enhance the learning and supervision experience during internships. These studies underline the importance of adapting supervision methods to the remote format to maintain the quality and relevance of academic supervision and evaluation in remote internships. They point to the necessity of robust and consistent processes, leveraging technology to ensure effective communication and support, thereby enriching the internship experience for students.

Research on the impact of remote internships on communication skills highlights several aspects of how online interactions can foster skill development in oral and written communication as well as in leadership and teamwork. For example, Metzger (2022) discusses how remote internships can be structured to enhance communication through the use of various digital platforms like Slack, Zoom, and Microsoft Teams. These tools facilitate not only daily communications but also collaborative projects and meetings, thereby improving interns' oral and written communication skills (Metzger, 2022). Furthermore, other authors indicate that e-internships provide significant mentoring opportunities that enhance communication skills, particularly in fostering strategic thinking about problems and improving interaction capabilities within teams. Their research suggests that mentoring during e-internships can lead to significant skill development in communication and teamwork (Jeske & Linehan, 2020). These studies demonstrate that while remote internships pose challenges in replicating face-to-face interaction, they also offer unique opportunities for developing vital professional skills through structured and technology-supported approaches. The adaptability of interns and organizations to these digital platforms often leads to enhanced communication capabilities that are essential in the modern workplace.

Research indicates that remote internships significantly enhance job prospects for students by providing them with essential skills and experiences valued by employers. Studies such as those by Gault, Leach, and Duey (2010) emphasize that internships increase the likelihood of receiving full-time job offers, particularly for interns who perform well during their internships. Employers often perceive completed internships as a valuable component of a graduate's profile, potentially leading to better job opportunities and higher initial salaries. Additionally, research by Kras and Keenan (2023) discusses the evolving role of remote internships in human services, noting that they are increasingly recognized as an effective means of gaining practical experience and enhancing employability in a flexible and inclusive manner. These findings suggest that remote internships not only provide a viable pathway to employment but also help students develop a professional network and gain insights into their career fields, thereby increasing their confidence and readiness for the job market.

Studies exploring the enhancement of e-skills, such as time management and organizational competencies, through remote internships provide valuable insights into how remote work environments foster essential professional skills. For instance, a study by Bowen and Pennaforte (2017) delves into the role of digital communication technologies in work-integrated learning (WIL) programs, illustrating how these technologies assist participants in developing work readiness skills, including effective time management and organizational capabilities. The use of digital tools in remote internships offers interns a platform to practice and enhance these skills, which are crucial

in navigating the complexities of modern work environments. Additionally, Jeske and Linehan (2020) highlight the importance of mentoring in e-internships, where mentored interns reportedly develop better communication and strategic thinking skills, which are integral to effective time management and organizational effectiveness in remote settings. Their findings suggest that structured mentorship in remote internships can significantly contribute to the development of these e-skills. These studies underscore the potential of remote internships to not only adapt to the challenges of remote work but also to leverage these conditions to enhance interns' e-skills, preparing them for future career demands.

Research exploring the development of trust-building skills in remote internships provides comprehensive insights into how remote environments foster trust among interns. A significant framework introduced by Soomar (2020) discusses various elements essential for building and maintaining trust in remote teams, emphasizing that trust is more challenging to establish remotely but can be achieved through strategic organizational and individual practices. This framework categorizes trust-building components into foundational, organizational, and individual categories, highlighting the need for consistent interactions and transparency. Moreover, research by Abrams et al. (2003) outlines specific behaviors and practices that can enhance interpersonal trust within knowledge-sharing networks, which are directly applicable to remote internships. These practices include maintaining discretion, consistency in actions, collaboration, building a shared vision, and ensuring transparent decision-making processes. These actions help interns feel more connected and confident in their remote work settings, contributing to a high-trust environment that supports task completion and adherence to organizational rules without supervision. These studies underscore the critical role of trust in remote internships and the specific practices that can be implemented to foster a trusting environment, thereby enabling interns to manage their responsibilities effectively even with minimal supervision.

Research on self-care skills in remote internships highlights the importance of self-awareness and proactive management in maintaining well-being while navigating remote work. For instance, a study by Turner et al. (2005) explores the effectiveness of various self-care strategies used by interns, such as social support, active problem-solving, and humor. The study reveals that these strategies not only help interns manage their stress but also enhance their ability to self-regulate and maintain productivity during high workload periods. Additionally, Carey and Martin (2018) discuss a self-care workshop for remote health professionals, emphasizing the importance of recognizing and activating existing self-care skills rather than solely acquiring new ones. This approach helps professionals manage the stress associated with remote work environments effectively, supporting their mental and emotional well-being. These studies demonstrate that remote internships can serve as a critical setting for developing self-care competencies, enabling interns to manage their tasks effectively even amidst the unique challenges posed by remote work conditions.

Studies on remote internships and social skills development indicate the significance of using digital tools for social and relational competencies. Petit, Babin, and Desrochers (2023) discuss how digital technologies, specifically in the context of remote supervision, enhance the social presence, which is crucial for building rapport and support networks. They emphasize the use of emotional expression, open communication, and group cohesion to overcome the challenges of distance. Additionally, Jeske and Linehan (2020) highlight that remote internships provide a platform for interns to develop and refine their communication skills and strategic thinking abilities through mentoring. The mentoring process helps e-interns utilize various digital tools to effectively communicate and build networks across diverse groups, thus maximizing their relational skills. These studies demonstrate that remote internships can significantly enhance interns' social and

relational competencies by leveraging digital communication and social networking tools to foster connections and build effective work relationships, even across geographic and cultural boundaries.

Research on emotional competency in remote internships highlights the importance of managing emotional challenges that arise from the unique conditions of remote work. Studies emphasize the need for emotional intelligence and strategies to cope with the potential stressors of remote settings. For example, Maynard (2003) explored how emotional intelligence relates to perceived employability, noting that interns who scored higher on emotional intelligence were more likely to manage workplace stresses effectively and be seen as suitable for employment. More, Kerr and Gore (2021) discuss the development of social emotional learning competencies in remote internships, emphasizing how these settings offer unique opportunities to build emotional awareness and management skills. These competencies help interns navigate the emotional challenges of working remotely, such as managing anxieties related to work notifications outside of business hours or concerns about being perceived as not working (Kerr & Gore, 2021). These studies suggest that remote internships can serve as a productive context for developing emotional competencies, provided there is adequate support and training to help interns manage the unique emotional demands of remote work environments.

Research on remote training within remote internships has shown significant impacts on the development of new skills and the clarification of career ambitions for students. The study by Yarberry and Sims (2021) emphasizes that remote environments, supported by proper mentoring and social learning strategies, can enhance self-efficacy and belongingness, which are crucial for career development in remote settings. This environment enables interns to better define their career goals and ambitions through practical application and continuous feedback (Yarberry & Sims, 2021). Furthermore, Jeske and Linehan (2020) discuss how mentoring in remote internships fosters significant skill development, particularly in communication and strategic problem-solving, which are essential for professional growth. The nurturing of these skills in a remote format allows interns to adapt to the professional demands of remote working, thus making their training valuable and directly applicable to their career trajectories (Jeske & Linehan, 2020). These studies indicate that remote training in remote internships not only equips students with essential new skills but also helps in crystallizing their career aspirations by providing relevant, real-world applications in a supported and structured remote environment.

Research on the intention to participate in remote internships underscores the positive attitudes and potential advocacy for such programs among participants. Metzger (2022) explores the nuanced benefits and challenges of remote internships from the intern's perspective, noting that while certain aspects like professional networking are more challenging remotely, the flexibility and accessibility offered by remote internships enhance the overall experience. This can lead to a higher likelihood of interns wanting to participate in such programs in the future and recommending them to others. More, Bay, Fillenwarth, and Masters-Wheeler (2021) discuss the infrastructural support necessary for successful remote internships, suggesting that well-structured programs can significantly influence participants' willingness to endorse and promote these opportunities to peers, further demonstrating the role of structured support in enhancing internship experiences. These studies indicate that positive experiences in well-supported remote internships can lead participants to not only seek further such experiences but also to act as advocates for remote internships among their networks.

The attitudes toward remote internships encompass a range of perceptions that highlight both the significant opportunities and notable challenges associated with these programs. Extensive research

suggests that remote internships offer valuable learning experiences, particularly appreciated for their flexibility and accessibility, which are critical for students who might not otherwise have the opportunity to engage in traditional onsite internships. Metzger (2022) emphasizes that remote internships allow students to explore their career paths effectively, integrating academic theories with practical applications, despite the physical distance from the workplace. However, alongside the perceived benefits, there are significant concerns regarding the depth and quality of the learning experience compared to traditional internships. Bay et al. (2021) argue that while remote internships can replicate some aspects of onsite experiences, they often lack the rich, spontaneous interpersonal interactions that characterize physical workplace settings, potentially limiting professional networking and mentorship opportunities. Furthermore, Kras and Keenan (2023) highlight that despite the growth in acceptance of remote internships, particularly in fields like human services, there is still considerable uncertainty among educators and employers about their long-term role and effectiveness. Additionally, perceptions of employability benefits tied to remote internships are mixed. Some studies indicate that these internships can enhance employability by developing crucial digital skills and self-directed learning capabilities, which are increasingly important in the modern digital economy (Jeske & Linehan, 2020). Yet, there remains a skepticism about whether remote internships can fully replace the immersive experience and the organic, dynamic learning environment offered by onsite internships.

In conclusion, while remote internships are recognized for their potential to democratize access to professional experiences, their ability to fully substitute for onsite internships remains under scrutiny. The ongoing evolution in the perception and implementation of remote internships suggests a need for more structured approaches and enhanced technological integration to mitigate their limitations and maximize their advantages.

4. METHODOLOGY

The aim of this study is to comprehensively assess and understand the opinions and attitudes of students, academic staff, and companies towards ideal remote internships. The study seeks to gather detailed feedback on multiple aspects of remote internships, including work arrangements, mentoring practices, employability benefits, learning content, and academic supervision. Additionally, it aims to evaluate the development of various competencies essential for remote work and gauge general attitudes towards the concept of ideal distance internships. The insights derived from this survey will be instrumental in identifying strengths and areas for improvement in current remote internship practices, thereby enhancing their design and implementation to better meet the needs of all stakeholders involved. Utilizing a quantitative approach, the study centered around a detailed survey that captured data across multiple dimensions of the remote internship experience. This design facilitated a comprehensive statistical analysis of participant responses, enabling the identification of key trends and common perceptions.

To gain a comprehensive understanding of the remote internship experience, the survey instrument for the research was expanded to include detailed constructs designed to capture a wide array of insights: job arrangements, expected remote mentorship and employability benefits, expected learning content of an ideal remote internship, expected academic supervision of an ideal remote internship, expected communication skills, improved job prospects after an ideal remote internship, e-skills (Knowledge and Personal efficiency competencies), building skills (Trust competency), self-care skills (Self Care competency), remote social skills (Social & Relational Competency), remote emotional skills (Emotional Competency), new skills of an ideal remote internship, attitudes towards remote internships, intention to participate in an ideal remote internship. The items of the constructs in the questionnaire, detailed in the subsequent sections, were partially derived from similar studies on internships (AlGhamdi, 2022; Irwin et al., 2021; Marinas et al., 2018).

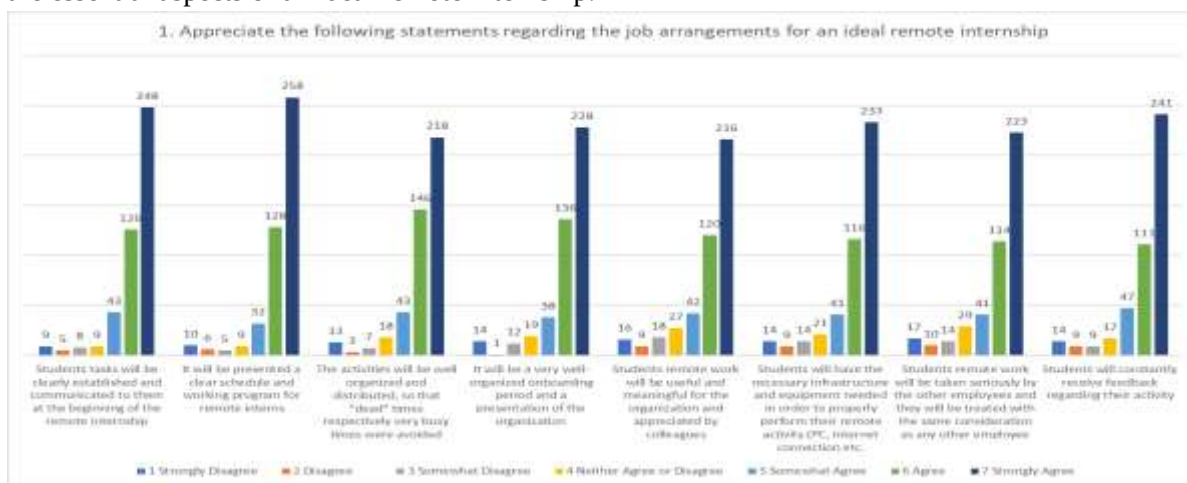
The survey targeted a diverse demographic, including undergraduate and graduate students, academic staff, company employees, and university professors who are directly involved in or have oversight of remote internships. The sampling was designed to encompass a wide range of experiences and viewpoints from various educational and professional contexts. A total of 448 responses were collected, providing valuable insights into the preferences and expectations of participants, which included undergraduate and postgraduate students, academic staff, company employees, and university professors. The survey aimed to collect at least 250 responses from undergraduate and postgraduate students and 150 responses from academic staff, company employees, and university professors, originating from at least 20 countries in Europe. Out of the 448 total responses, 271 came from undergraduate and postgraduate students. Of these, 253 respondents were from 26 countries within Europe, and 18 respondents came from 11 countries outside Europe. The remaining 177 responses included 93 academic staff, 52 company employees, and 32 university professors. From this group, 174 respondents were based in European countries, and 3 respondents came from countries outside Europe. Out of 448 respondents, 219 were females and 229 were males.

The survey was disseminated online and remained open, with reminders sent weekly to encourage participation. This method ensured a broad reach, capturing insights from a geographically diverse participant base. Descriptive and inferential statistics were applied to analyze the survey data. This analysis helped to delineate common perceptions among different demographic groups and identify significant correlations between various aspects of the remote internship experience. We are utilizing SPSS (Statistical Package for the Social Sciences) for the data analysis in our study.

Results and discussions

Participants' responses regarding the job arrangements for an ideal remote internship were diverse, reflecting varied expectations and perceptions (see Fig. 1). In terms of clarity and communication of tasks, a substantial

majority (83.92%) indicated agreement (Somewhat Agree to Strongly Agree), with 55.36% strongly agreeing that students' tasks would be clearly established and communicated at the beginning of the remote internship. Similarly, 86.16% of participants agreed that there would be a clear schedule and working program, with 57.59% strongly agreeing. These findings suggest a generally positive anticipation of well-defined expectations and schedules for remote interns. Concerning the organization and distribution of activities, 81.25% of participants expressed agreement, emphasizing the importance of avoiding both idle and overly busy times. Notably, 48.66% strongly agreed, indicating a collective preference for well-organized and evenly distributed tasks during the remote internship. The onboarding period and organizational presentation were anticipated positively by participants, with 79.25% expressing agreement. A substantial proportion (50.89%) strongly agreed that there would be a very well-organized onboarding period, emphasizing the significance of a smooth introduction to the organization. Expectations regarding the meaningfulness of students' remote work were prominent, with 74.58% expressing agreement. Almost half (48.21%) strongly agreed that students' remote work would be useful and meaningful for the organization, highlighting the perceived value of students' contributions. Concerning infrastructure and equipment, 75.23% of participants agreed that students would have the necessary resources for remote work, with 49.78% strongly agreeing. This underscores the expectation that students will be adequately equipped with tools like PCs and internet connections. Participants held positive expectations regarding the seriousness with which remote work would be treated by other employees, with 75.23% expressing agreement. A considerable portion (49.78%) strongly agreed that students would be treated with the same consideration as any other employee, reinforcing the expectation of a supportive and inclusive work environment. Feedback mechanisms were highly anticipated, as 78.57% of participants expressed agreement. More than half (53.79%) strongly agreed that students would constantly receive feedback regarding their activity, emphasizing the importance of regular communication and performance evaluation. In summary, participants demonstrated positive expectations regarding job arrangements for an ideal remote internship, anticipating clear communication, well-organized tasks, effective onboarding, meaningful contributions, adequate resources, inclusive treatment, and regular feedback. These findings provide valuable insights into participants' perceptions and expectations regarding the essential aspects of an ideal remote internship.



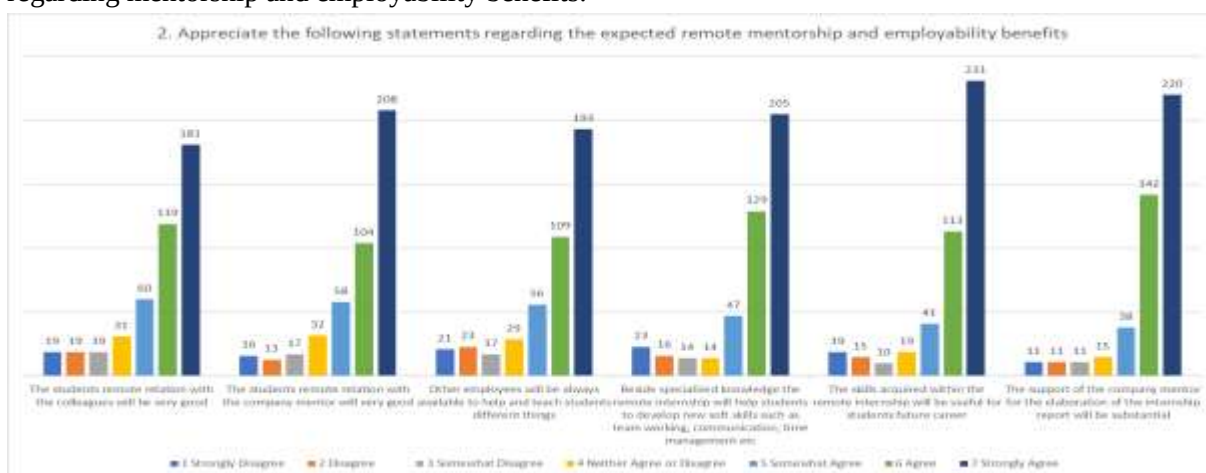
The survey results unveil nuanced perspectives on vital components of an ideal remote internship, offering an in-depth comprehension of participants' sentiments (see Tab.1). Remarkably, the item assessing the clarity and communication of students' tasks at the commencement of the remote internship garnered substantial affirmation, exemplified by the high average (6218), median (7), mode (7), and frequency (7), alongside a low standard deviation (1.235) and standard error (0.058). These metrics underscore a cohesive consensus

among respondents regarding the anticipated transparency in task delineation. Similarly, the item evaluating the presentation of a clear schedule and working program for remote interns yielded analogous outcomes, affirming a prevalent positive sentiment with an average of 6.265, median of 7, mode of 7, and frequency of 7, accompanied by a low standard deviation of 1.238 and standard error of 0.058. Nevertheless, items scrutinizing the organization of activities to mitigate downtime and extreme busyness exhibited a slightly lower average (6.091), indicative of a more diverse range of perspectives within the sample. The constructs related to the meaningfulness of students' work (average: 5.888) and the perception of being taken seriously by other employees (average: 5.904) manifested subtly diminished average scores, signifying a nuanced landscape of opinions on these aspects. Despite this, items concerning the provision of necessary infrastructure and equipment (average: 6.004), well-organized onboarding (average: 6.093), and consistent feedback (average: 6.060) displayed commendable consensus, albeit with discernible standard deviations and standard errors, indicating moderate variability in responses. In essence, while the majority of participants express favorable outlooks on various dimensions of an ideal remote internship, the survey illuminates intricacies and subtle variations in their perspectives, enriching our comprehension of the multifaceted nature of these expectations.

Tab.1. Appreciate the following statements regarding the job arrangements for an ideal remote internship, using the scale 1 (1) – 7 (7):	N Valid	Mean	Median	Mode	Frequency	Std. Dev.	Std. error
Students tasks will be clearly established and communicated to them at the beginning of the remote internship	448	6.218	7	7	7	1.235	0.058
It will be presented a clear schedule and working program for remote interns	448	6.265	7	7	7	1.238	0.058
The activities will be well organized and distributed, so that “dead” times respectively very busy times were avoided	448	6.091	6	7	7	1.308	0.061
It will be a very well-organized onboarding period and a presentation of the organization	448	6.093	7	7	7	1.374	0.063
Students remote work will be useful and meaningful for the organization and appreciated by colleagues	448	5.888	6	7	7	1.544	0.072
Students will have the necessary infrastructure and equipment needed in order to properly perform their remote activity (PC, internet connection etc.)	448	6.004	7	7	7	1.479	0.069
Students remote work will be taken seriously by the other employees and they will be treated with the same consideration as any other employee	448	5.904	6	7	7	1.559	0.073
Students will constantly receive feedback regarding their activity	448	6.060	7	7	7	1.441	0,068

Participants' expectations regarding the anticipated remote mentorship and employability benefits were overwhelmingly positive, reflecting a high level of agreement across various aspects (see Fig. 2). A substantial majority of participants expressed positive sentiments about the students' remote relations, with 80.35% (agreement) and 40.40% (strongly agreed) stating that their relations with colleagues would be very good. Additionally, 82.58% (agreement) and 43.08% (strongly agreed) expressed positive expectations concerning very good relations with the company mentor. These findings indicate a prevailing optimism about the quality of interpersonal connections during the remote internship, suggesting an expectation of effective collaboration and mentorship. Furthermore, participants demonstrated positive expectations regarding the availability of support from other employees, with 79.91% (agreement) and 43.08% (strongly)

agreed) expressing their belief in the accessibility of assistance and guidance from colleagues, contributing to a supportive learning environment for students. Anticipations regarding the development of soft skills during the remote internship were notably positive, as 85.04% (agreement) and 45.75% (strongly agreed) of participants believed that students would acquire skills such as teamwork, communication, and time management. This suggests a recognition of the broader skill set that students are expected to cultivate, extending beyond specialized knowledge. Participants strongly believed in the utility of skills acquired during the remote internship for students' future careers, with 80.93% (agreement) and 51.56% (strongly agreed) expressing positive expectations. Notably, this underscores the perceived significance of remote internship experiences in enhancing employability and career prospects. Finally, participants held highly positive expectations about the support provided by company mentors for the elaboration of internship reports, with 89.28% (agreement) and 49.10% (strongly agreed) expressing their belief in the substantial contribution of company mentors to the students' report-writing process. In summary, participants conveyed a high level of optimism and positive expectations regarding remote mentorship and employability benefits, emphasizing strong relations with colleagues and mentors, accessible support from other employees, the development of essential soft skills, the utility of acquired skills for future careers, and substantial mentor support for report elaboration. These findings highlight the perceived value and positive outcomes associated with the remote internship experience, providing valuable insights into participants' expectations and beliefs regarding mentorship and employability benefits.

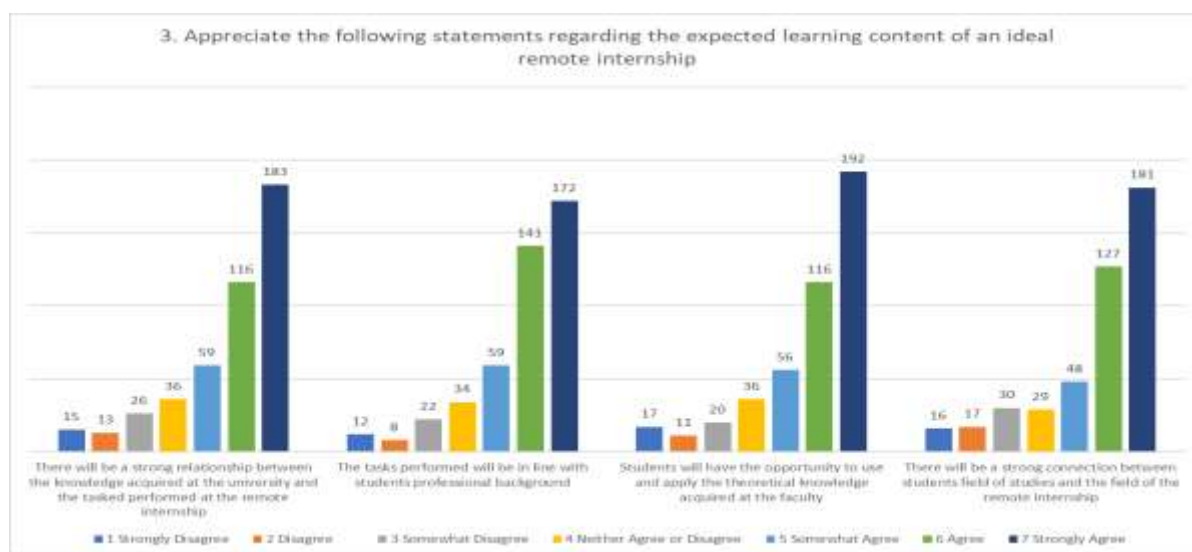


The evaluation of participants' responses on anticipated remote mentorship and employability benefits reveals nuanced perspectives (see Tab.2). Notably, the projected rapport with remote colleagues demonstrates a moderately positive outlook, as evidenced by an average score of 5.622, a median of 6, a mode of 7, and a frequency of 7. However, a notable standard deviation (1.673) and standard error (0.079) suggest a diverse range of expectations within the sample. Similarly, the anticipated relationship with the company mentor reflects a relatively consistent expectation (average: 5.783, median: 6, mode: 7, frequency: 7), yet with discernible variability denoted by a standard deviation of 1.592 and a standard error of 0.075. Participants envisioning other employees' availability for guidance (average: 5.622, median: 6, mode: 7, frequency: 7) express notable heterogeneity, as indicated by a higher standard deviation (1.736) and standard error (0.082). Forecasts concerning soft skills development within the remote internship garner a moderately positive perspective (average: 5.796, median: 6, mode: 7, frequency: 7), accompanied by a standard deviation of 1.669 and a standard error of 0.078, denoting variability in responses. The perception of skills acquired contributing to future career prospects registers a moderately positive consensus (average: 5.926, median: 7, mode: 7, frequency: 7), with a standard deviation of 1.604 and a standard error of 0.075, suggesting some

diversity in expectations. Lastly, the expectation of substantial mentor support for internship report elaboration garners a relatively consistent positive outlook (average: 5.926, median: 7, mode: 7, frequency: 7), with a standard deviation of 1.604 and a standard error of 0.075. In summary, while participants generally exhibit positive expectations, the observed variability in responses underscores the multifaceted nature of anticipated outcomes in the realm of remote internships.

Tab.2. Appreciate the following statements regarding the expected remote mentorship and employability benefits, using the scale 1 (1) – 7 (7):	N Valid	Mean	Median	Mode	Frequency	Std. Dev.	Std. error
The students remote relation with the colleagues will be very good	448	5.622	6	7	7	1.673	0.079
The students remote relation with the company mentor will very good	448	5.783	6	7	7	1.592	0.075
Other employees will be always available to help and teach students different things	448	5.622	6	7	7	1.736	0.082
Beside specialized knowledge the remote internship will help students to develop new soft skills such as team working, communication, time management etc.	448	5.796	6	7	7	1.699	0.078
The skills acquired within the remote internship will be useful for students future career	448	5.926	7	7	7	1.604	0.075
The support of the company mentor for the elaboration of the internship report will be substantial	448	6.044	6	7	7	1.392	0,065

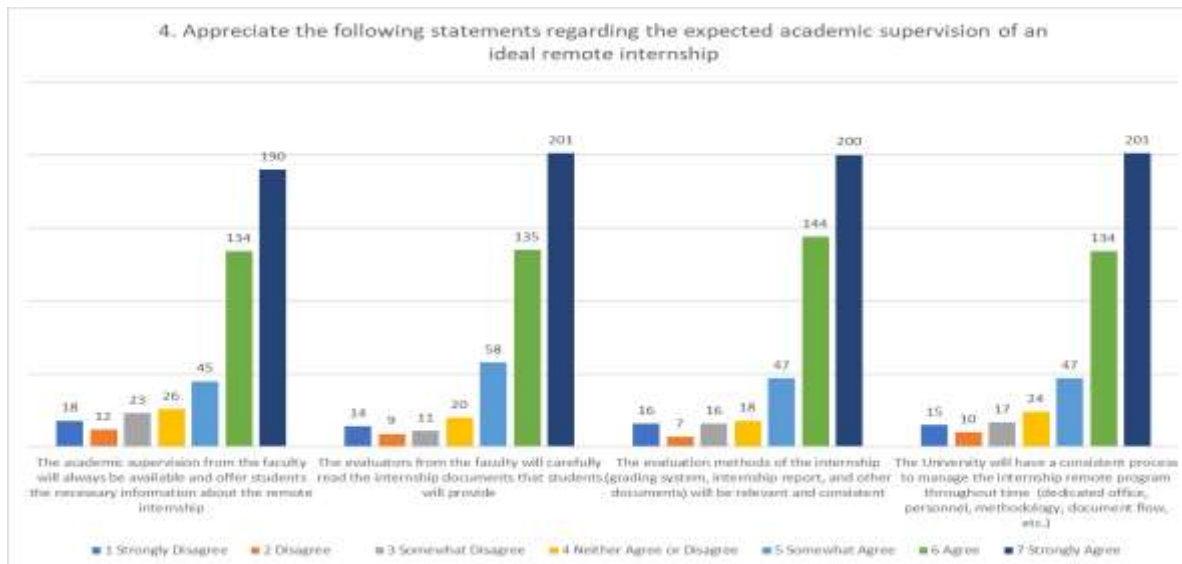
Participants exhibited positive expectations regarding the anticipated learning content of an ideal remote internship, with strong agreement across various dimensions (see Fig. 3). A substantial 79.91% of participants agreed, and 40.84% strongly agreed that there would be a strong relationship between the knowledge acquired at the university and the tasks performed during the remote internship. This finding suggests an expectation that the internship experience will align closely with academic learning, providing a meaningful connection between theoretical knowledge and practical application. Furthermore, participants expressed high levels of agreement concerning the alignment of tasks with students' professional backgrounds, with 83.03% agreement and 38.39% strong agreement. This indicates a prevailing belief that the tasks assigned during the remote internship will be relevant and applicable to students' professional expertise, contributing to a cohesive and enriching learning experience. Expectations regarding the application of theoretical knowledge acquired at the faculty were also positive, as 81.25% of participants agreed, and 42.85% strongly agreed that students would have opportunities to use and apply their theoretical knowledge. This reflects an anticipation of a dynamic learning environment where theoretical concepts are put into practice, fostering a deeper understanding and practical skill development. Moreover, participants expected a strong connection between students' fields of study and the remote internship field, with 79.46% agreement and 40.40% strong agreement. This underscores the belief that the remote internship experience will be tailored to students' specific fields of study, promoting a focused and relevant learning experience aligned with their academic pursuits. In summary, participants demonstrated optimistic expectations regarding the learning content of an ideal remote internship, emphasizing the integration of university-acquired knowledge with internship tasks, alignment with professional backgrounds, practical application of theoretical knowledge, and a strong connection between the field of study and the remote internship. These positive expectations suggest a belief in the educational value and relevance of remote internship experiences, contributing to a comprehensive and enriching learning environment for participating students.



Respondents' expectations regarding the anticipated learning content of an ideal remote internship reveal nuanced perspectives across various dimensions (see Tab.3). Foreseeing a strong relationship between university-acquired knowledge and remote internship tasks, participants express a moderately positive outlook with an average score of 5.658, a median of 6, a mode of 7, and a frequency of 7. However, the relatively higher standard deviation (1.604) and standard error (0.075) indicate varied expectations within the sample, emphasizing the diversity of anticipated alignment between academic knowledge and remote tasks. Similarly, participants anticipate that tasks performed will align with their professional background, yielding an average score of 5.747, a median of 6, a mode of 7, and a frequency of 7. While demonstrating a more consistent expectation, the standard deviation of 1.468 and standard error of 0.069 underscore some variability in participants' perspectives. The expectation of students having the opportunity to use and apply theoretical knowledge acquired at the faculty is moderately positive, with an average of 5.720, a median of 6, a mode of 7, and a frequency of 7. The standard deviation (1.595) and standard error (0.075) suggest diverse expectations regarding the practical application of theoretical knowledge within the remote internship context. Additionally, participants foresee a strong connection between their field of study and the remote internship field, as reflected in an average score of 5.636, a median of 6, a mode of 7, and a frequency of 7. The higher standard deviation (1.657) and standard error (0.078) highlight variability in participants' views on the alignment between academic specialization and the remote internship field. In summary, while participants generally anticipate positive learning outcomes, the variability in responses underscores the diverse nature of expectations within the context of remote internships.

Tab.3. Appreciate the following statements regarding the expected learning content of an ideal remote internship, using the scale 1 (1) – 7 (7):	N Valid	Mean	Median	Mode	Frequency	Std. Dev.	Std. error
There will be a strong relationship between the knowledge acquired at the university and the tasks performed at the remote internship	448	5.658	6	7	7	1.604	0.075
The tasks performed will be in line with students' professional background	448	5.747	6	7	7	1.468	0.069
Students will have the opportunity to use and apply the theoretical knowledge acquired at the faculty	448	5.720	6	7	7	1.595	0.075
There will be a strong connection between students' field of studies and the field of the remote internship	448	5.636	6	7	7	1.657	0.078

Participants demonstrated strong positive expectations regarding the anticipated academic supervision of an ideal remote internship (see Fig. 4). A significant 82.36% of participants agreed, with 42.41% strongly agreeing, that academic supervision from the faculty would always be available, offering students the necessary information about the remote internship. This suggests a high level of confidence in the accessibility and support provided by academic supervisors, contributing to a favorable perception of the overall academic guidance during the remote internship. Additionally, participants expressed robust agreement, with 87.94% agreement and 44.86% strong agreement, that evaluators from the faculty would carefully read the internship documents provided by students. This indicates an expectation of thorough and attentive evaluation, highlighting the importance placed on the assessment process as a key element of academic supervision. Expectations remained positive regarding the relevance and consistency of evaluation methods, as 87.27% of participants agreed, and 44.64% strongly agreed. This finding underscores the belief that the evaluation framework, encompassing grading systems, internship reports, and other documents, will be well-structured, ensuring fairness and consistency in assessing students' remote internship experiences. Moreover, participants anticipated a consistent and well-managed internship remote program from the university, with 85.26% agreement and 44.86% strong agreement. This reflects a positive outlook on the organizational aspects of the program, including dedicated office support, personnel, methodology, and document flow. The strong agreement suggests confidence in the university's ability to maintain a reliable and effective system for managing remote internships over time. In summary, participants held optimistic expectations regarding the academic supervision of an ideal remote internship. This optimism was reflected in their beliefs about the availability of faculty support, thorough evaluation processes, the relevance and consistency of evaluation methods, and the overall consistency and management of the remote internship program by the university. These positive expectations contribute to a favorable perception of the academic aspects associated with remote internship experiences, emphasizing the importance of robust academic support and well-organized evaluation processes.



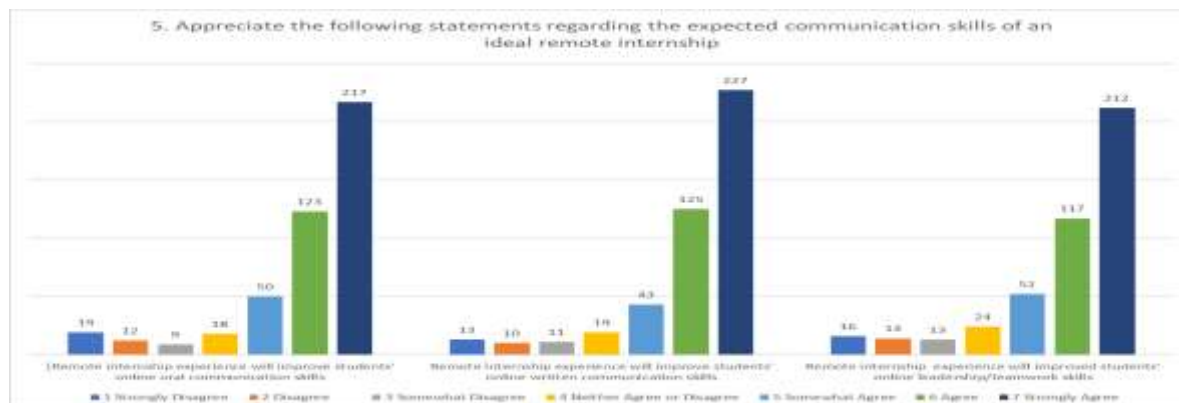
Participants' expectations concerning the anticipated academic supervision of an ideal remote internship convey nuanced perspectives across several dimensions (see Tab.4). Envisioning academic supervision from the faculty, participants express a moderately positive outlook, with an average score of 5.745, a median of 6, a mode of 7, and a frequency of 7. However, the presence of a relatively higher standard deviation (1.610) and standard error (0.076) implies diverse expectations within the sample, indicating variability in participants' anticipated availability and provision of necessary information by academic supervisors. Similarly, participants foresee that evaluators from the faculty will carefully read the internship documents, with an average score of 5.919, a median of 6, a mode of 7, and a frequency of 7. The standard deviation

(1.441) and standard error (0.068) suggest a more consistent expectation compared to the first item, but some variability in participants' perspectives is still evident. Anticipations regarding the relevance and consistency of the evaluation methods of the internship, including grading systems, reports, and other documents, register a moderately positive consensus with an average of 5.912, a median of 6, a mode of 7, and a frequency of 7. The standard deviation (1.474) and standard error (0.069) indicate a degree of variability in participants' expectations, highlighting diverse views on the evaluation process. Furthermore, participants anticipate that the university will have a consistent process to manage the remote internship program over time, with an average score of 5.866, a median of 6, a mode of 7, and a frequency of 7. The higher standard deviation (1.513) and standard error (0.071) emphasize variability in participants' expectations regarding the university's infrastructure and methodology for managing remote internship programs. In summary, while participants generally hold positive expectations concerning academic supervision of remote internships, the observed variability in responses, particularly highlighted by standard deviations and standard errors, underscores the diverse range of perspectives within the sample. This nuanced interpretation enriches our understanding of the multifaceted nature of anticipated academic supervision outcomes in the context of remote internships.

Tab.4. Appreciate the following statements regarding the expected academic supervision of an ideal remote internship, using the scale 1 (1) – 7 (7):	N Valid	Mean	Median	Mode	Frequency	Std. Dev.	Std. error
The academic supervision from the faculty will always be available and offer students the necessary information about the remote internship	448	5.745	6	7	7	1.610	0.076
The evaluators from the faculty will carefully read the internship documents that students will provide	448	5.919	6	7	7	1.441	0.068
The evaluation methods of the internship (grading system, internship report, and other documents) will be relevant and consistent	448	5.912	6	7	7	1.474	0.069
The University will have a consistent process to manage the internship remote program throughout time (dedicated office, personnel, methodology, document flow, etc.)	448	5.866	6	7	7	1.513	0.071

Participants expressed strong positive expectations regarding the anticipated impact of an ideal remote internship on communication skills (see Fig. 5). A notable 87.05% of participants agreed, with 48.42% strongly agreeing, that the remote internship experience would enhance students' online oral communication skills. This indicates a high level of anticipation for improvement in verbal communication abilities in the online environment, emphasizing the perceived value of remote internships in fostering effective spoken communication. Similarly, participants demonstrated robust agreement concerning the enhancement of online written communication skills through remote internship experience. Specifically, 88.16% of participants agreed, with 50.66% strongly agreeing, highlighting the widespread belief that remote internships will contribute significantly to the development of written communication proficiency in the digital context. This underscores the perceived positive impact of remote internships on written communication, an essential skill in today's digital work environment. Furthermore, participants expressed positive expectations regarding the improvement of online leadership and teamwork skills as a result of remote internship experience. A substantial 85.04% of participants agreed, with 47.32% strongly agreeing, indicating a shared belief in the potential of remote internships to enhance leadership and teamwork competencies in remote settings. This finding suggests a recognition of the collaborative and leadership aspects inherent in remote work, aligning with the evolving nature of professional interactions in the digital age. In summary, participants exhibited optimistic expectations concerning the communication skills fostered by an ideal remote internship. Anticipated improvements encompassed online oral and written communication skills, as well as leadership and teamwork abilities in the remote realm. These positive

expectations underline the perceived value of remote internships as effective platforms for developing a range of communication competencies crucial for success in contemporary professional landscapes.

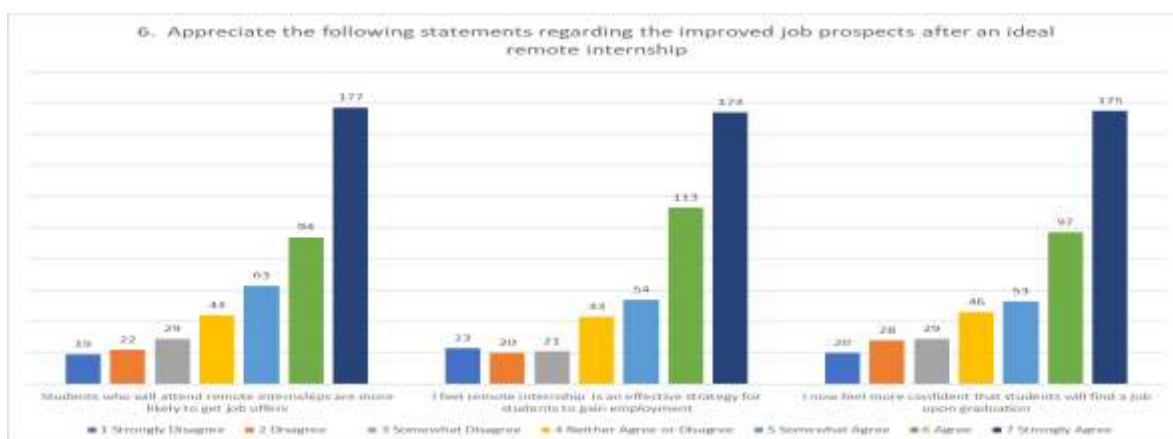


Respondents' expectations regarding the anticipated communication skills in an ideal remote internship convey nuanced perspectives across various facets (see Tab.5). Envisaging that the remote internship experience will enhance students' online oral communication skills, participants express a moderately positive outlook with an average score of 5.912, a median of 6, a mode of 7, and a frequency of 7. However, the presence of a relatively higher standard deviation (1.556) and standard error (0.073) implies diverse expectations within the sample, suggesting variability in participants' anticipated improvement in online oral communication skills. Similarly, participants foresee that the remote internship experience will enhance students' online written communication skills, with an average score of 6.017, a median of 7, a mode of 7, and a frequency of 7. The standard deviation (1.442) and standard error (0.068) suggest a more consistent expectation compared to the first item, yet some variability in participants' perspectives is still noticeable. Anticipations concerning the improvement of students' online leadership and teamwork skills during the remote internship experience register a moderately positive consensus with an average of 5.859, a median of 6, a mode of 7, and a frequency of 7. The standard deviation (1.563) and standard error (0.073) indicate a degree of variability in participants' expectations, highlighting diverse views on the development of leadership and teamwork skills in an online setting. In summary, while participants generally hold positive expectations regarding communication skills in an ideal remote internship, the observed variability in responses, particularly highlighted by standard deviations and standard errors, underscores the diverse range of perspectives within the sample.

Tab.5. Appreciate the following statements regarding the expected communication skills of an ideal remote internship, using the scale 1 (1) – 7 (7):	N Valid	Mean	Median	Mode	Frequency	Std. Dev.	Std. error
Remote internship experience will improve students' online oral communication skills	448	5.912	6	7	7	1.556	0.073
Remote internship experience will improve students' online written communication skills	448	6.017	7	7	7	1.442	0.068
Remote internship experience will improved students' online leadership/teamwork skills	448	5.859	6	7	7	1.563	0.073

Participants demonstrated a generally positive outlook on the perceived impact of an ideal remote internship on job prospects (see Fig. 6). Specifically, a significant 74.55% of participants expressed agreement, with 39.50% strongly agreeing, that students engaging in remote internships are more likely to receive job offers. This shared belief suggests a prevalent expectation among participants that remote internships contribute positively to the employability of students, potentially enhancing their attractiveness to prospective employers. Furthermore, participants expressed a favorable

perception of remote internships as an effective strategy for students to gain employment, with 76.11% in agreement and 38.83% strongly agreeing. This indicates a widespread belief in the efficacy of remote internships in equipping students with valuable skills and experiences relevant to the contemporary job market. The recognition of remote internships as an effective pathway to employment aligns with the evolving nature of work, emphasizing digital competencies and adaptability. Moreover, participants demonstrated increased confidence in students' job prospects upon graduation due to remote internships. A notable 72.54% expressed agreement, with 39.06% strongly agreeing, that remote internships contribute to enhanced post-graduation employment prospects. This suggests a shared belief that the skills and experiences gained through remote internships positively impact students' overall employability, fostering confidence in their ability to secure meaningful employment opportunities in the future. In summary, participants exhibited positive expectations regarding the impact of an ideal remote internship on students' job prospects. Anticipated outcomes include increased likelihood of job offers, confidence in employability upon graduation, and the perception of remote internships as effective strategies for students to gain employment. These findings underscore the perceived value of remote internships in preparing students for success in the contemporary job market.

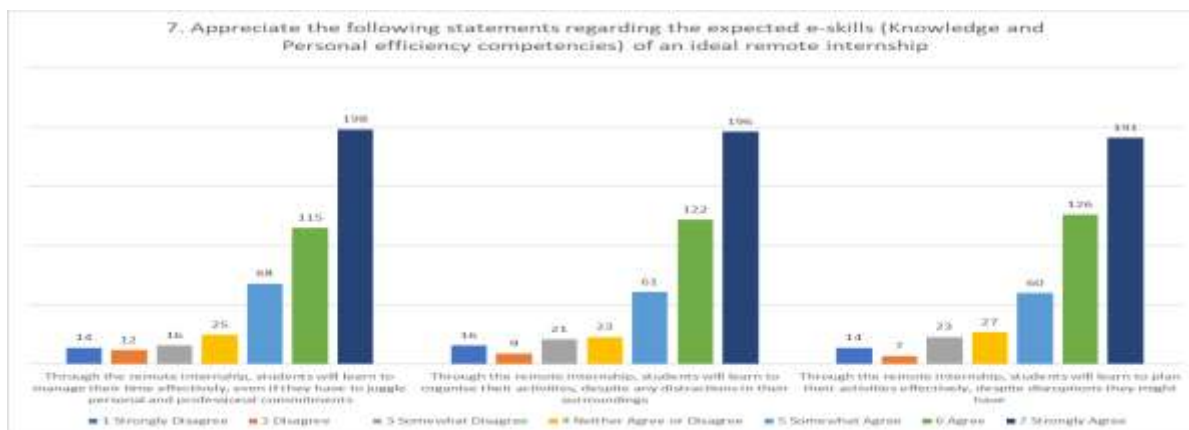


Participants' expectations regarding improved job prospects after an ideal remote internship reflect nuanced perspectives across distinct dimensions (see Tab.6). Envisioning that students who partake in remote internships are more likely to receive job offers, participants express a moderately positive outlook with an average score of 5.455, a median of 6, a mode of 7, and a frequency of 7. However, the presence of a relatively higher standard deviation (1.751) and standard error (0.082) implies diverse expectations within the sample, suggesting variability in participants' beliefs about the employment advantages conferred by remote internships. Similarly, participants express the sentiment that remote internships serve as an effective strategy for students to secure employment, yielding an average score of 5.5, a median of 6, a mode of 7, and a frequency of 7. The standard deviation (1.751) and standard error (0.082) indicate some variability in participants' perspectives, emphasizing differing views on the efficacy of remote internships as a job attainment strategy. Furthermore, participants indicate that they now feel more confident that students will find a job upon graduation as a result of remote internships, registering an average score of 5.339, a median of 6, a mode of 7, and a frequency of 7. The higher standard deviation (1.806) and standard error (0.085) underscore a notable variability in participants' confidence levels, revealing diverse expectations regarding the impact of remote internships on students' post-graduation employability. In summary, while participants generally harbor positive expectations regarding improved job prospects after an ideal remote internship, the observed variability in responses, particularly highlighted by standard deviations and standard errors, underscores the diverse range of perspectives within the sample.

Tab.6. Appreciate the following statements regarding the improved job prospects after an ideal remote internship, using the scale 1 (1) – 7 (7):	N Valid	Mean	Median	Mode	Frequ ency	Std. Dev.	Std. error
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Students who will attend remote internships are more likely to get job offers	448	5.455	6	7	7	1.751	0.082
I feel remote internship is an effective strategy for students to gain employment	448	5.5	6	7	7	1.751	0.082
I now feel more confident that students will find a job upon graduation	448	5.399	6	7	7	1.806	0.085

The responses indicate a widespread belief among participants in the anticipated enhancement of e-skills, particularly knowledge and personal efficiency competencies, through an ideal remote internship (see Fig. 7). A substantial 85.04% of participants expressed agreement, with 44.19% strongly agreeing, that students will acquire the ability to manage their time effectively during a remote internship, even when balancing personal and professional commitments. This consensus reflects an expectation that the remote internship experience will cultivate effective time management skills, a crucial competency in the digital landscape where flexibility and adaptability are paramount. Additionally, a notable 84.59% of participants agreed, with 43.75% strongly agreeing, that remote internships will enable students to organize their activities proficiently despite potential distractions in their surroundings. This shared perspective suggests an overarching belief that remote internships will contribute to honing organizational skills, allowing students to maintain productivity in diverse work environments. Moreover, a significant 84.15% of participants expressed agreement, with 42.63% strongly agreeing, that students will develop the capability to plan their activities effectively even in the face of potential disruptions during a remote internship. This finding underscores the belief that remote internship experiences will foster strategic planning skills, equipping students to navigate unforeseen challenges and disruptions in a digital work setting. In summary, participants foresee the development of essential e-skills related to knowledge and personal efficiency competencies during an ideal remote internship. The anticipated outcomes include improved time management, organizational proficiency, and effective planning, aligning with the demands of the digital work environment and contributing to students' overall digital literacy and adaptability.

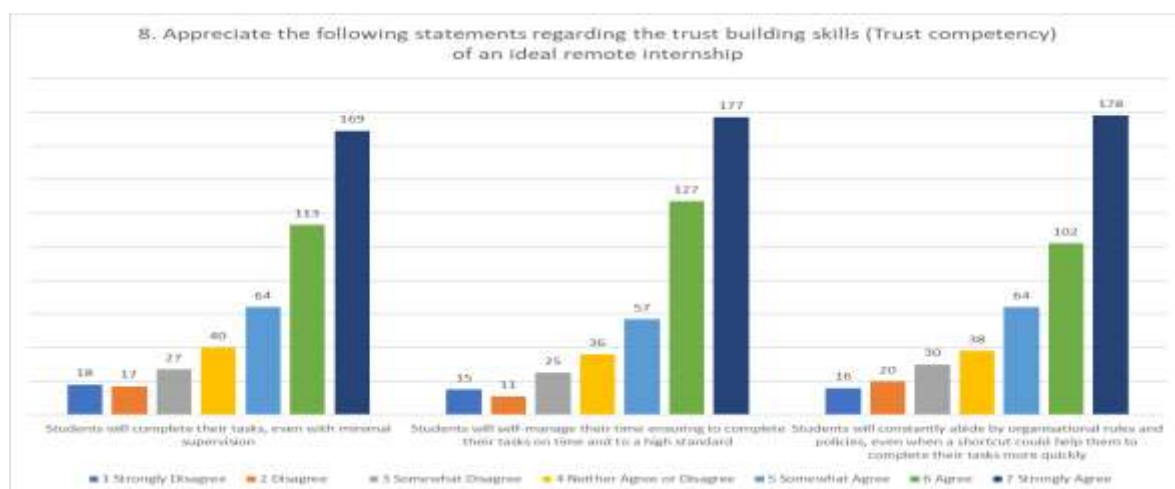


Respondents' expectations regarding the anticipated e-skills, encompassing Knowledge and Personal Efficiency Competencies, in an ideal remote internship reveal nuanced perspectives across various aspects (see Tab.7). Envisioning that, through the remote internship, students will acquire effective time management skills even while navigating personal and professional commitments, participants express a moderately positive outlook with an average score of 5.808, a median of 6, a mode of 7, and a frequency of 7. However, the relatively higher standard deviation (1.522) and standard error (0.071) imply diverse expectations within the sample, indicating variability in participants' beliefs about the proficiency gained in time management during remote internships. Similarly, participants anticipate that through the remote internship, students will develop the ability to organize their activities despite distractions in their surroundings, yielding an average score of 5.799, a median of 6, a mode of 7, and a frequency of 7. The standard deviation (1.542) and standard

error (0.072) indicate some variability in participants' perspectives, emphasizing differing views on the effectiveness of organizational skills acquired during remote internships. Anticipations regarding students learning to plan their activities effectively despite disruptions during the remote internship register a moderately positive consensus with an average of 5.799, a median of 6, a mode of 7, and a frequency of 7. The standard deviation (1.503) and standard error (0.071) suggest a degree of variability in participants' expectations, highlighting diverse views on the efficacy of planning skills acquired during remote internships. In summary, while participants generally hold positive expectations regarding e-skills development in an ideal remote internship, the observed variability in responses, particularly highlighted by standard deviations and standard errors, underscores the diverse range of perspectives within the sample.

Tab.7. Appreciate the following statements regarding the expected e-skills (Knowledge and Personal efficiency competencies) of an ideal remote internship, using the scale 1 (1) – 7 (7):	N Valid	Mean	Median	Mode	Frequency	Std. Dev.	Std. error
Through the remote internship, students will learn to manage their time effectively, even if they have to juggle personal and professional commitments	448	5.808	6	7	7	1.522	0.071
Through the remote internship, students will learn to organise their activities, despite any distractions in their surroundings	448	5.799	6	7	7	1.542	0.072
Through the remote internship, students will learn to plan their activities effectively, despite disruptions they might have	448	5.799	6	7	7	1.503	0.071

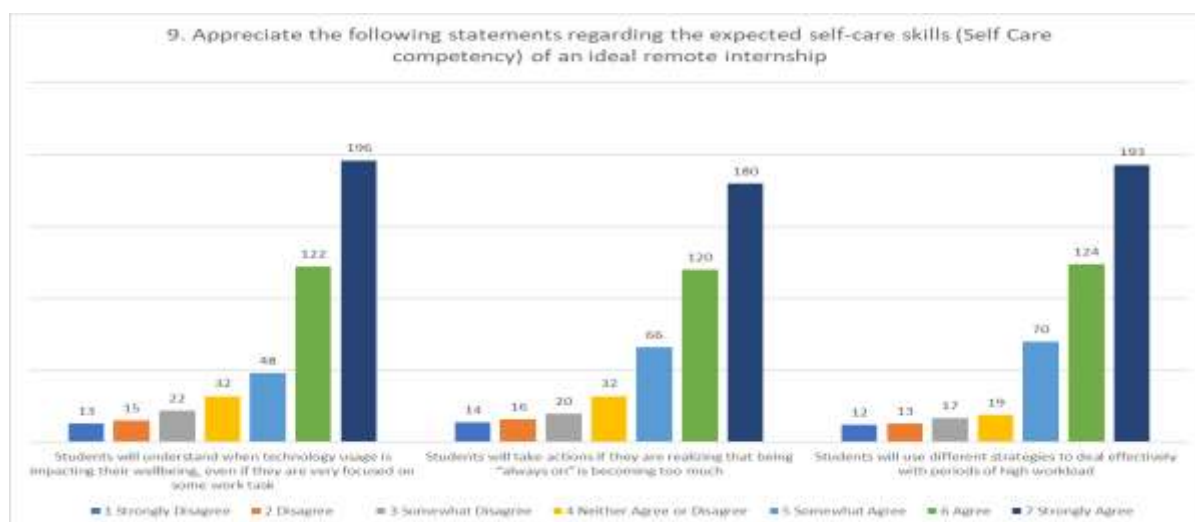
The findings reflect a significant consensus among participants regarding the trust-building skills associated with an ideal remote internship, specifically within the trust competency construct (see Fig. 8). A notable 77.23% of participants expressed agreement, with 37.72% strongly agreeing, that students in a remote internship context will effectively complete tasks even with minimal supervision. This shared perspective suggests a general expectation that remote interns possess the responsibility and autonomy to perform tasks independently, contributing to the development of trust between students and organizational stakeholders. Moreover, a substantial 80.58% of participants agreed, with 39.50% strongly agreeing, that students engaged in remote internships will exhibit effective self-management of their time, ensuring timely completion of tasks to a high standard. This consensus underscores the belief that remote interns will demonstrate strong time management skills, accountability, and a commitment to maintaining work quality, all of which contribute to building trust in their ability to meet organizational expectations. Likewise, a noteworthy 76.78% of participants expressed agreement, with 39.73% strongly agreeing, that students in remote internships will consistently adhere to organizational rules and policies, even when tempted to take shortcuts for faster task completion. This shared perspective emphasizes the anticipation that trust will be built through students' demonstrated commitment to ethical and procedural adherence, reinforcing their reliability and integrity. In summary, the participants' responses suggest a collective expectation that an ideal remote internship will foster trust-building skills, particularly in the areas of responsibility, time management, and adherence to organizational standards. These competencies are seen as crucial elements in establishing trust between students and the organizational context during remote work experiences.



Participants' expectations regarding the trust-building skills, specifically Trust Competency, in an ideal remote internship unveil nuanced perspectives across various dimensions (see Tab.8). Envisioning that students will complete their tasks even with minimal supervision, participants express a moderately positive outlook with an average score of 5.522, a median of 6, a mode of 7, and a frequency of 7. However, the relatively higher standard deviation (1.676) and standard error (0.079) imply diverse expectations within the sample, suggesting variability in participants' beliefs about the extent to which students can demonstrate task completion without close supervision during remote internships. Similarly, participants anticipate that students will self-manage their time, ensuring the timely and high-quality completion of tasks, yielding an average score of 5.674, a median of 6, a mode of 7, and a frequency of 7. The standard deviation (1.573) and standard error (0.074) indicate some variability in participants' perspectives, emphasizing differing views on the efficacy of students' time management skills in a remote internship context. Anticipations concerning students consistently abiding by organizational rules and policies, even when shortcuts could expedite task completion, register a moderately positive consensus with an average of 5.526, a median of 6, a mode of 7, and a frequency of 7. The standard deviation (1.694) and standard error (0.080) suggest a degree of variability in participants' expectations, highlighting diverse views on the adherence to organizational guidelines during remote internships. In summary, while participants generally hold positive expectations regarding trust-building skills in an ideal remote internship, the observed variability in responses, particularly highlighted by standard deviations and standard errors, underscores the diverse range of perspectives within the sample.

Tab.8. Appreciate the following statements regarding the trust building skills (Trust competency) of an ideal remote internship, using the scale 1 (1) – 7 (7):	N Valid	Mean	Median	Mode	Frequ ency	Std. Dev.	Std. error
Students will complete their tasks, even with minimal supervision	448	5.522	6	7	7	1.676	0.079
Students will self-manage their time ensuring to complete their tasks on time and to a high standard	448	5.674	6	7	7	1.573	0.074
Students will constantly abide by organisational rules and policies, even when a shortcut could help them to complete their tasks more quickly	448	5.526	6	7	7	1.694	0.080

The responses collected on the self-care competency items within the ideal remote internship construct reflect a high level of consensus among participants (see Fig. 9). An impressive 81.69% of participants expressed agreement, with 43.75% strongly agreeing, that students engaged in remote internships will possess the awareness to recognize when technology usage impacts their well-being, even when intensely focused on work tasks. This shared perspective highlights a perceived competency among students to maintain a vigilant awareness of the potential impact of technology on their overall well-being during remote work, reflecting a proactive approach to self-care. Additionally, a substantial 81.69% of participants agreed, with 40.17% strongly agreeing, that students will take corrective actions if they realize that being "always on" is becoming too burdensome. This consensus suggests an expectation that students in remote internships possess the self-awareness and agency to mitigate the challenges of continuous connectivity, emphasizing a commitment to setting boundaries and prioritizing their well-being. Furthermore, a noteworthy 86.38% of participants expressed agreement, with 43.08% strongly agreeing, that students will utilize various strategies effectively to cope with periods of high workload. This consensus reflects an anticipated competency among students to employ adaptive strategies for managing stress and workload demands during the course of a remote internship, contributing to their overall well-being. In summary, the participants' responses indicate a shared belief in the importance of self-care competencies within the context of an ideal remote internship. The high levels of agreement across these items suggest an expectation that students will actively engage in practices that promote their well-being, effectively navigate technology-related challenges, and manage workload-induced stress during their remote internship experiences.

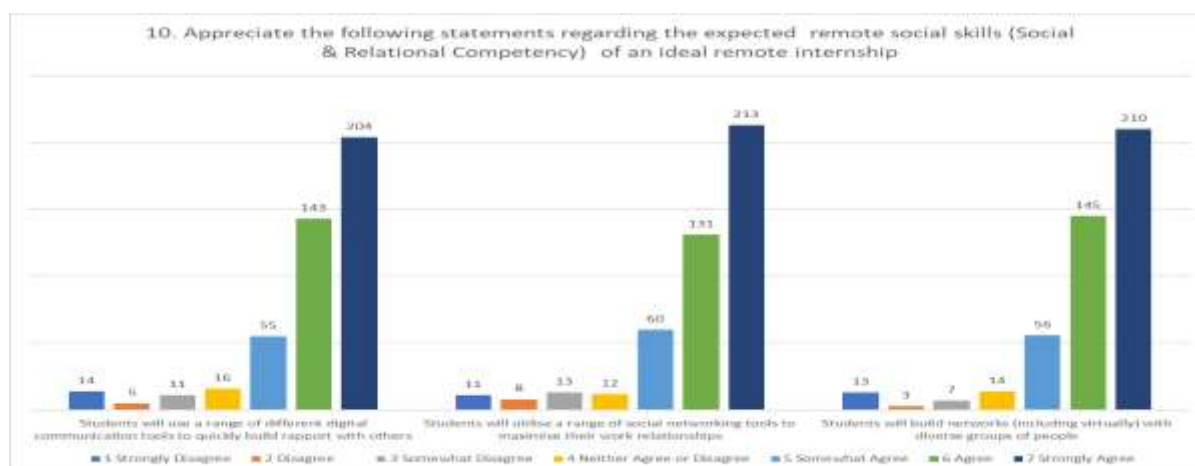


Respondents' expectations regarding the self-care skills, specifically Self Care Competency, in an ideal remote internship reveal nuanced perspectives across distinct dimensions (see Tab.9). Envisioning that students will understand when technology usage is impacting their wellbeing, even when intensely focused on work tasks, participants express a moderately positive outlook with an average score of 5.761, a median of 6, a mode of 7, and a frequency of 7. However, the presence of a relatively higher standard deviation (1.575) and standard error (0.074) implies diverse expectations within the sample, suggesting variability in participants' beliefs about the awareness students can develop regarding the impact of technology usage on their well-being during remote internships. Similarly, participants anticipate that students will take actions if they realize that being "always

on" is becoming overwhelming, yielding an average score of 5.678, a median of 6, a mode of 7, and a frequency of 7. The standard deviation (1.578) and standard error (0.074) indicate some variability in participants' perspectives, emphasizing differing views on the effectiveness of students in recognizing and responding to the challenges of constant connectivity during remote internships. Anticipations regarding students using various strategies to effectively deal with periods of high workload register a moderately positive consensus with an average of 5.825, a median of 6, a mode of 7, and a frequency of 7. The standard deviation (1.485) and standard error (0.070) suggest a degree of variability in participants' expectations, highlighting diverse views on the efficacy of students in managing high workload periods through different strategies during remote internships. In summary, while participants generally hold positive expectations regarding self-care skills in an ideal remote internship, the observed variability in responses, particularly highlighted by standard deviations and standard errors, underscores the diverse range of perspectives within the sample.

Tab.9. Appreciate the following statements regarding the expected self-care skills (Self Care competency) of an ideal remote internship, using the scale 1 (1) – 7 (7):	N Valid	Mean	Median	Mode	Frequency	Std. Dev.	Std. error
Students will understand when technology usage is impacting their wellbeing, even if they are very focused on some work task	448	5.761	6	7	7	1.575	0.074
Students will take actions if they are realizing that being "always on" is becoming too much	448	5.678	6	7	7	1.578	0.074
Students will use different strategies to deal effectively with periods of high workload	448	5.825	6	7	7	1.485	0.070

The collective responses on the items related to social and relational competency within the ideal remote internship construct reveal a striking consensus among participants (see Fig. 10). An overwhelming 89.73% of participants expressed agreement, with 45.53% strongly agreeing, that students will adeptly employ various digital communication tools to rapidly establish rapport with others in the remote work environment. This consensus underscores a shared belief in the students' capacity to navigate and effectively utilize diverse communication platforms, demonstrating a high level of competency in building professional relationships remotely. Furthermore, an impressive 90.17% of participants agreed, with 47.54% strongly agreeing, that students will make effective use of social networking tools to optimize their work relationships. This shared perspective reflects an expectation that students will leverage digital platforms to enhance and maximize their professional connections, showcasing a perceived competence in utilizing technology for networking purposes in the remote work setting. Moreover, an outstanding 91.74% of participants expressed agreement, with 46.87% strongly agreeing, that students will successfully build networks, including remote connections, with diverse groups of people. This high level of agreement suggests a collective belief in the students' capability to establish meaningful connections with a wide range of individuals in remote spaces, emphasizing their social and relational competency in remote work environments. In summary, the participants' responses indicate a robust consensus regarding the significance of social and relational competencies in the context of an ideal remote internship. The high levels of agreement across these items highlight an expectation that students will effectively navigate digital communication tools, optimize social networking platforms, and establish diverse networks, showcasing a perceived strength in their ability to foster meaningful professional relationships in remote work settings.

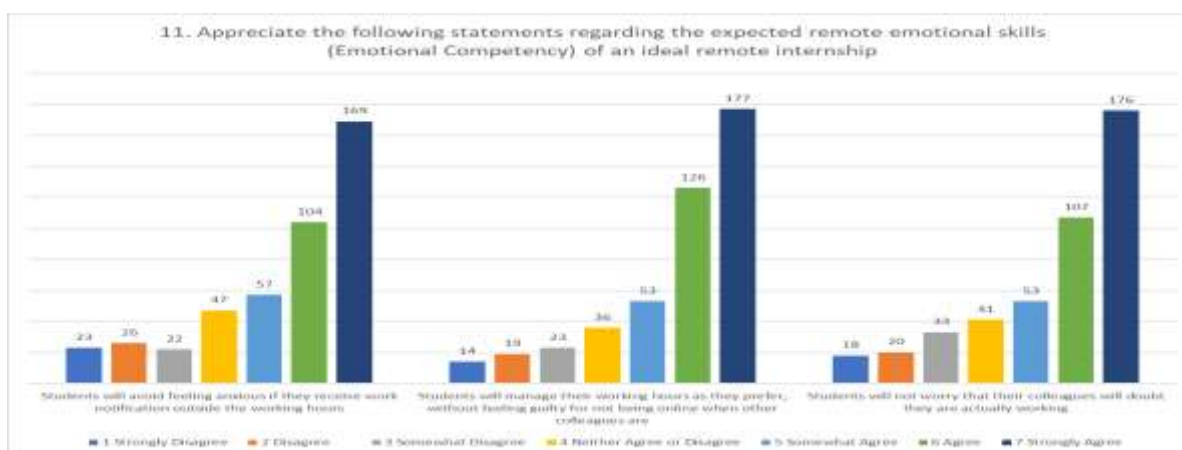


Participants' outlook on the expected remote social skills, specifically within the realm of Social & Relational Competency in an ideal remote internship, demonstrates nuanced perspectives across various dimensions (see Tab.10). Envisaging that students will adeptly use diverse digital communication tools to swiftly build rapport with others, participants express a positive outlook with an average score of 5.986, a median of 6, a mode of 7, and a frequency of 7. The relatively lower standard deviation (1.380) and standard error (0.065) suggest a more uniform expectation within the sample, indicating a shared belief in students' capacity to leverage digital tools for effective communication and relationship building during remote internships. Similarly, participants anticipate that students will employ a variety of social networking tools to optimize their work relationships, yielding an average score of 6.006, a median of 6, a mode of 7, and a frequency of 7. The standard deviation (1.371) and standard error (0.064) indicate a degree of variability in participants' perspectives, emphasizing differing views on the effectiveness of students in utilizing social networking tools to enhance work relationships during remote internships. Anticipations regarding students building networks, including remote connections, with diverse groups of people register a positive consensus with an average of 6.062, a median of 6, a mode of 7, and a frequency of 7. The lower standard deviation (1.300) and standard error (0.061) suggest a more consistent expectation within the sample, indicating a shared belief in students' capability to establish diverse networks, including remote connections, during remote internships. In summary, while participants generally hold positive expectations regarding remote social skills in an ideal remote internship, the observed variability in responses, particularly highlighted by standard deviations and standard errors, underscores the diverse range of perspectives within the sample.

Tab.10. Appreciate the following statements regarding the expected remote social skills (Social & Relational Competency) of an ideal remote internship, using the scale 1 (1) – 7 (7):	N Valid	Mean	Median	Mode	Frequ ency	Std. Dev.	Std. error
Students will use a range of different digital communication tools to quickly build rapport with others	448	5.986	6	7	7	1.380	0.065
Students will utilise a range of social networking tools to maximise their work relationships	448	6.006	6	7	7	1.371	0.064
Students will build networks (including remotely) with diverse groups of people	448	6.062	6	7	7	1.300	0.061

The analysis of responses related to emotional competency within the construct of an ideal remote internship indicates a noteworthy consensus among participants (see Fig. 11). A substantial 73.66%

of participants expressed agreement, with 37.72% strongly agreeing, that students will adeptly avoid feeling anxious if they receive work notifications outside regular working hours. This collective perspective suggests a shared belief in the emotional resilience of students, highlighting their capacity to manage work-related notifications beyond standard working hours without experiencing undue anxiety. Furthermore, an impressive 79.64% of participants agreed, with 39.50% strongly agreeing, that students will effectively manage their working hours as they prefer, without succumbing to guilt when not online simultaneously with their colleagues. This consensus underscores an expectation that students will demonstrate emotional competency by setting and adhering to personalized working hours, mitigating feelings of guilt associated with asynchronous online presence. Moreover, a significant 75% of participants expressed agreement, with 39.28% strongly agreeing, that students will not worry about their colleagues doubting their actual work engagement. This shared perspective reflects an expectation that students will exhibit emotional resilience in remote work settings, confidently navigating potential concerns about their perceived productivity and engagement. In summary, the participants' responses reveal a robust consensus regarding the anticipated emotional competencies of students in an ideal remote internship. The high levels of agreement across these items suggest a shared belief in students' emotional resilience, their ability to manage work-related anxieties, set personalized working hours, and navigate concerns about perceived engagement in a remote work environment.

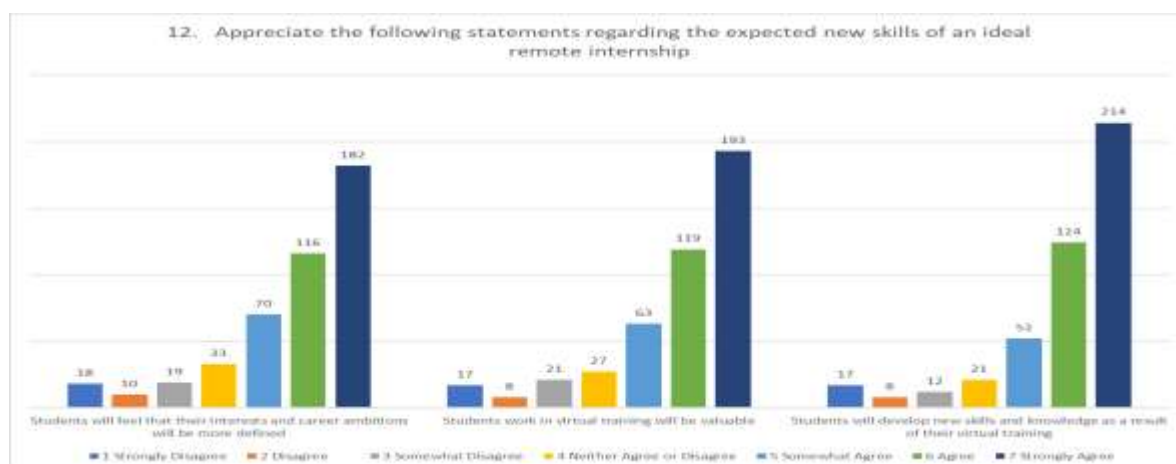


Respondents' expectations regarding the expected remote emotional skills, specifically Emotional Competency, in an ideal remote internship reveal nuanced perspectives across different aspects (see Tab.11). Envisioning that students will avoid feeling anxious if they receive work notifications outside working hours, participants express a moderately positive outlook with an average score of 5.404, a median of 6, a mode of 7, and a frequency of 7. However, the relatively higher standard deviation (1.797) and standard error (0.084) imply diverse expectations within the sample, suggesting variability in participants' beliefs about the effectiveness of students in managing anxiety related to off-hours work notifications during remote internships. Similarly, participants anticipate that students will manage their working hours as they prefer, without feeling guilty for not being online when other colleagues are, yielding an average score of 5.636, a median of 6, a mode of 7, and a frequency of 7. The standard deviation (1.621) and standard error (0.076) indicate some variability in participants' perspectives, emphasizing differing views on the effectiveness of students in managing their working hours and guilt associated with online presence during remote internships. Anticipations regarding students not worrying that their colleagues will doubt they are actually working register a moderately positive consensus with an average of 5.491, a median of 6, a mode of 7, and a frequency of 7. The higher standard deviation (1.733) and standard error (0.081)

suggest a degree of variability in participants' expectations, highlighting diverse views on the efficacy of students in alleviating concerns about their perceived productivity during remote internships. In summary, while participants generally hold positive expectations regarding remote emotional skills in an ideal remote internship, the observed variability in responses, particularly highlighted by standard deviations and standard errors, underscores the diverse range of perspectives within the sample.

Tab.11. Appreciate the following statements regarding the expected remote emotional skills (Emotional Competency) of an ideal remote internship, using the scale 1 (1) – 7 (7):	N Valid	Mean	Median	Mode	Frequency	Std. Dev.	Std. error
Students will avoid feeling anxious if they receive work notification outside the working hours	448	5.404	6	7	7	1.797	0.084
Students will manage their working hours as they prefer, without feeling guilty for not being online when other colleagues are	448	5.636	6	7	7	1.621	0.076
Students will not worry that their colleagues will doubt they are actually working	448	5.491	6	7	7	1.733	0.081

The examination of responses pertaining to the expected acquisition of new skills within the construct of an ideal remote internship reveals a compelling consensus among participants (see Fig. 12). A substantial 82.14% of participants expressed agreement, with 40.62% strongly agreeing, that students will perceive a distinct enhancement in the definition of their interests and career ambitions. This collective viewpoint suggests an anticipation that the remote internship experience will contribute significantly to students' self-discovery and clarification of their professional goals. Furthermore, an impressive 83.70% of participants agreed, with 43.08% strongly agreeing, that students' work in remote training will be deemed valuable. This consensus underscores the expectation that the skills acquired through remote training will hold substantial practical and strategic significance, aligning with the participants' perception of the remote internship as a valuable learning experience. Moreover, a noteworthy 87.05% of participants expressed agreement, with 47.76% strongly agreeing, that students will develop new skills and knowledge as a direct result of their remote training. This consensus emphasizes a collective belief in the efficacy of remote internship programs as potent platforms for skill and knowledge acquisition. In summary, the participants' responses reflect a robust consensus regarding the expected outcomes related to the acquisition of new skills in an ideal remote internship. The high levels of agreement across these items suggest shared expectations that students will experience a heightened definition of interests and career ambitions, perceive the value in their remote training, and actively develop new skills and knowledge throughout the remote internship experience.

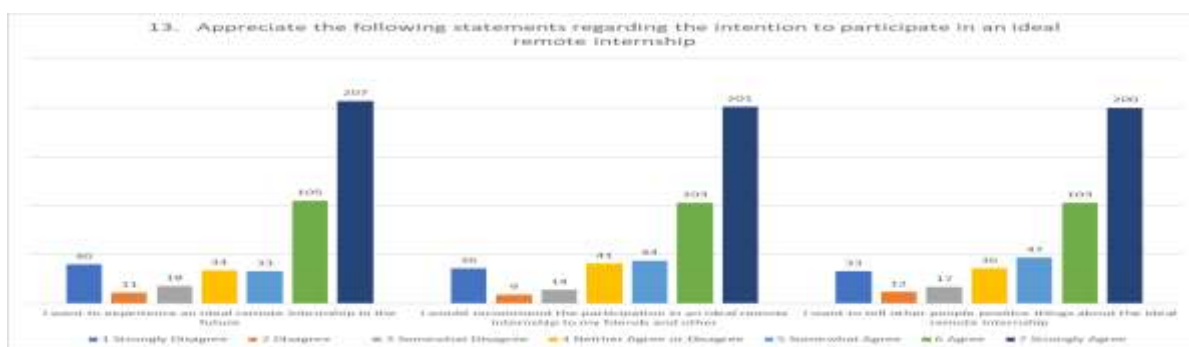


Participants' expectations regarding the anticipated new skills acquired in an ideal remote internship, as gauged by Construct 12, exhibit nuanced perspectives across diverse facets (see Tab.12). Envisaging that students will feel that their interests and career ambitions will be more defined, participants express a moderately positive outlook with an average score of 5.685, a median of 6, a mode of 7, and a frequency of 7. However, the relatively higher standard deviation (1.583) and standard error (0.074) imply diverse expectations within the sample, suggesting variability in participants' beliefs about the extent to which interests and career ambitions will be clarified through remote internships. Similarly, participants anticipate that students' work in remote training will be valuable, yielding an average score of 5.767, a median of 6, a mode of 7, and a frequency of 7. The standard deviation (1.555) and standard error (0.073) indicate some variability in participants' perspectives, emphasizing differing views on the perceived value of students' work in remote training during remote internships. Anticipations regarding students developing new skills and knowledge as a result of their remote training register a positive consensus with an average of 5.926, a median of 6, a mode of 7, and a frequency of 7. The standard deviation (1.502) and standard error (0.070) suggest a degree of variability in participants' expectations, highlighting diverse views on the efficacy of remote training in fostering the acquisition of new skills and knowledge during remote internships. In summary, while participants generally hold positive expectations regarding new skill development in an ideal remote internship, the observed variability in responses, particularly highlighted by standard deviations and standard errors, underscores the diverse range of perspectives within the sample.

Tab.12. Appreciate the following statements regarding the expected new skills of an ideal remote internship, using the scale 1 (1) – 7 (7)	N Valid	Mean	Median	Mode	Frequ ency	Std. Dev.	Std. error
Students will feel that their interests and career ambitions will be more defined	448	5.685	6	7	7	1.583	0.074
Students work in remote training will be valuable	448	5.767	6	7	7	1.555	0.073
Students will develop new skills and knowledge as a result of their remote training	448	5.926	6	7	7	1.502	0.070

The examination of participant responses pertaining to the intention to participate in an ideal remote internship reveals a consistent and positive inclination towards engaging in such experiences (see Fig. 13). Firstly, a notable 77% of participants expressed agreement, with 42.20% strongly agreeing, that they want to experience an ideal remote internship in the future. This collective sentiment

indicates a substantial level of personal interest and openness among participants towards actively seeking and participating in remote internship opportunities. Secondly, a significant 77.67% of participants expressed agreement, with 44.86% strongly agreeing, that they would recommend participation in an ideal remote internship to their friends and others. This shared viewpoint underscores a willingness not only to personally engage in remote internships but also to advocate for the positive aspects of such experiences to peers and broader networks. Additionally, a substantial 78.12% of participants expressed agreement, with 44.64% strongly agreeing, that they want to tell other people positive things about the ideal remote internship. This suggests a desire among participants to share favorable impressions and experiences related to remote internships, contributing to a positive narrative around these opportunities. In summary, the participants' responses collectively demonstrate a strong positive inclination towards engaging in ideal remote internship experiences. The expressed intentions to personally participate, recommend these opportunities to others, and share positive feedback indicate a high level of enthusiasm and endorsement for the potential benefits of remote internship programs.



Respondents' responses regarding the intention to participate in an ideal remote internship, as assessed by Construct 13, unveil nuanced perspectives across distinct dimensions (see Tab.13). Participants express a moderate positive inclination towards experiencing an ideal remote internship in the future, with an average score of 5.571, a median of 6, a mode of 7, and a frequency of 7. However, the relatively higher standard deviation (1.910) and standard error (0.090) imply diverse intentions within the sample, suggesting variability in participants' individual motivations and considerations for engaging in remote internships. Similarly, participants express a similar inclination in recommending the participation in an ideal remote internship to friends and others, yielding an average score of 5.591, a median of 6, a mode of 7, and a frequency of 7. The standard deviation (1.834) and standard error (0.086) indicate some variability in participants' perspectives, emphasizing differing views on the advisability of recommending remote internships to their social circles. Anticipations regarding participants wanting to share positive aspects of the ideal remote internship with others register a moderate consensus with an average of 5.591, a median of 6, a mode of 7, and a frequency of 7. The standard deviation (1.823) and standard error (0.086) suggest a degree of variability in participants' intentions, highlighting diverse views on the eagerness to convey positive experiences related to remote internships to others. In summary, while participants generally exhibit a positive inclination towards participating in an ideal remote internship and sharing positive experiences, the observed variability in responses, particularly highlighted by standard deviations and standard errors, underscores the diverse range of perspectives within the sample.

Tab.13. Appreciate the following statements regarding the intention to participate in an ideal remote internship, using the scale 1 (1) – 7 (7)	N Valid	Mean	Median	Mode	Frequ ency	Std. Dev.	Std. error
I want to experience an ideal remote internship in the future	448	5.571	6	7	7	1.910	0.090
I would recommend the participation in an ideal remote internship to my friends and other	448	5.591	6	7	7	1.834	0.086
I want to tell other people positive things about the ideal remote internship	448	5.591	6	7	7	1.823	0.086

Examining participant attitudes towards remote internships through a scientific lens reveals nuanced perspectives on various aspects of this emerging work model (see Fig. 14). Opportunity for Career Insight: A substantial 80.80% of participants agree, with 39.50% strongly agreeing, that a remote internship provides valuable insights into their chosen career field. This positive perception suggests that participants view remote internships as opportunities for practical learning and career exploration. Preference for Academic Courses: Only 29.01% of participants agree, with 8.25% strongly agreeing, that students are better off completing additional academic courses rather than engaging in remote internships. This implies a recognition of the unique benefits that remote internships offer beyond traditional coursework. Equivalence to Onsite Internships: While 65.84% of participants agree that a remote internship provides an equivalent experience to a traditional onsite internship, the distribution shows a moderate agreement. This suggests that while many acknowledge the value of remote internships, some still perceive distinctions between the two models. Uniform Qualifications for Onsite and Remote Internships: A significant 76.78% of participants agree, with 37.05% strongly agreeing, that intern qualifications should be the same for both onsite and remote internships. This underscores a consensus on the importance of standardized expectations regardless of the work environment. Perceived Workload and Structure: There is a notable division in opinions regarding the perceived workload and structure of remote internships. A relatively low percentage agrees that remote internships entail more work (31.47%), lack structure (27.45%), or are more challenging for students (31.91%). A smaller percentage strongly agrees, indicating a range of perspectives on these aspects. Enhancement of Employability: A majority of participants, 69.19%, agree that remote internships enhance students' employability, with 25.66% strongly agreeing. This suggests a prevalent belief in the positive impact of remote internship experiences on future career prospects. Impact on Task Performance and Motivation: While a minority agrees that remote internships adversely impact task performance (27.67%) and lead to struggles in motivation (39.73%), the percentages are not negligible. This indicates a segment of participants expressing concerns about these potential challenges in remote work environments. Comparison with Traditional Onsite Internships: Participants express diverse views on various aspects of remote internships compared to traditional onsite internships, including the importance of time management skills, professional networking opportunities, and communication challenges. Supportive Role of Online Courses: The majority agrees that completing online university courses (72.99%) or employability/placement courses (74.77%) would help students navigate remote internships. This reflects a recognition of the complementary role of online education in preparing students for remote work scenarios. Resource Commitments from Employers: A noteworthy 35.04% agree that online internships require more time and resource commitments from employers, with 8.25% strongly agreeing. This indicates a recognition of potential challenges and resource implications for organizations offering remote internship opportunities. In summary, participant attitudes toward remote internships are diverse, reflecting a spectrum of perspectives on various

dimensions, from the perceived benefits and equivalence to traditional internships to concerns about workload, structure, and employer commitments. This nuanced understanding provides valuable insights for shaping and optimizing remote internship programs.



Participants' attitudes towards remote internships, as measured by the provided scale (1 to 7), reveal diverse perspectives across multiple dimensions (see Tab.14). The perceived opportunity for students to learn about their career area through remote internships received a generally positive response, with an average score of 5.609, a median of 6, and a mode of 7. However, the relatively higher standard deviation (1.680) indicates variability in participants' opinions, suggesting differing expectations regarding the efficacy of remote internships in providing career insights. Conversely, the preference for additional academic courses over remote internships garnered a lower average score of 3.457, indicating a less favorable attitude among participants. The mode of 1 and a frequency of 1 suggest a predominant inclination towards favoring academic courses over remote internships within the sample, with a higher standard deviation (1.932) reflecting varied opinions. Participants viewed the equivalence of remote and onsite internships less favorably, as reflected in

the average score of 4.986, suggesting a nuanced perception of the comparative value of these experiences. The expectation for similar qualifications and person specifications for remote and onsite internships received a moderate score of 5.459, indicating some agreement within the sample, but the higher standard deviation (1.742) suggests diverse opinions on this matter. Concerns regarding increased workload in remote internships were evident, with an average score of 3.602, a median of 3, and a mode of 2. The low mode and frequency of 1 suggest a divergence in participant opinions on the perceived workload in remote internships, with a higher standard deviation (1.870) reflecting variability. The perceived lack of structure in remote internships received a less favorable response, with an average score of 3.263, a median of 3, and a mode of 1. The low mode and frequency of 1 suggest a prevalent sentiment within the sample regarding concerns about the structure in remote internships. The perceived difficulty for students to work in a remote environment garnered a relatively low average score of 3.375, indicating reservations within the sample, with a higher standard deviation (1.559) suggesting diverse opinions. The belief that a remote internship enhances a student's employability received a moderately positive response, with an average score of 5.100, a median of 6, and a mode of 6. However, the mode and frequency indicate some variability in participant opinions, reflected in the higher standard deviation (1.790). Concerns about the adverse impact of remote internships on student task performance received a less favorable average score of 3.241, suggesting reservations within the sample. The preference for traditional onsite internships over remote internships received a mixed response, with an average score of 4.013, a median of 4, and a mode of 7. The mode and frequency suggest diverse participant preferences, with a higher standard deviation (2.072) indicating varied opinions. The belief that completing online university courses would aid in navigating remote internships received a generally positive response, with an average score of 5.354. Participants also indicated that completing a university employability or placement course would be beneficial, with an average score of 5.446. Both items suggest a favorable attitude within the sample, though the standard deviations (1.673 and 1.537) reflect some variability in opinions. Participants generally agreed on the importance of time management skills in remote internships, as reflected in the average score of 5.002, indicating a shared perspective within the sample. Concerns about the limitations of remote internships in enabling professional networking received a less favorable response, with an average score of 3.098. Participants expressed reservations about student motivation during remote internships, with an average score of 3.725 indicating concerns within the sample. The perceived challenge of communicating with line managers during online internships received a moderate average score of 4.180, suggesting varying opinions within the sample. Finally, the belief that online internships demand more time and resource commitments from employers than traditional internships received a mixed response, with an average score of 4.046. In summary, participants' attitudes towards remote internships are multifaceted, reflecting both positive and negative sentiments across various dimensions. The observed variability in responses, particularly highlighted by standard deviations, underscores the diverse range of perspectives within the sample.

Tab.14. Appreciate the following statements regarding the attitudes towards remote internships, using the scale 1 (1) – 7 (7):	N Valid	Mean	Median	Mode	Frequency	Std. Dev.	Std. error
An remote internship would give a student an opportunity to learn about what a career in their area of study entails	448	5.609	6	7	7	1.680	0.079
Students would be better off completing additional academic courses rather than completing an remote internship.	448	3.457	3	1	1	1.932	0.091

An remote internship would provide students with an equivalent experience to a traditional onsite internship	448	4.986	6	7	7	1.956	0.092
Required intern qualifications / person specifications should be the same for remote internships as for onsite internships	448	5.459	6	7	7	1.742	0.082
A remote internship will entail more work for the student than a traditional face-to-face internship	448	3.602	3	2	2	1.870	0.088
A remote internship will lack structure	448	3.263	3	1	1	1.948	0.089
Students will find it difficult to work in a remote environment	448	3.375	3	1	1	1.559	0.092
A remote internship will enhance a student's employability	448	5.100	6	6	6	1.790	0.084
Completing a remote internship will have an adverse impact on student task performance, making it more difficult for them to do well	448	3.241	3	1	1	1.979	0.093
Students prefer traditional onsite internships to remote internships	448	4.013	4	7	7	2.072	0.097
Completing an online university course would help students navigate in remote internships	448	5.354	6	7	7	1.673	0.079
Completing a university employability or placement course would help students navigate in remote internships	448	5.446	6	7	7	1.537	0.072
Time management skills are more important in remote internship compared to a traditional internship	448	5.002	5	6	6	1.610	0.076
Remote internships do not enable professional networking	448	3.098	3	1	1	1.969	0.093
Students will struggle to remain motivated during an remote internship	448	3.725	4	2	2	2.040	0.096
Communicating with the line manager is more challenging during an online compared to a traditional internship	448	4.180	5	5	5	1.880	0.088
Online internships require more time and resource commitments from employers than traditional internships	448	4.046	4	4	4	1.694	0.080

5. CONCLUSIONS AND RECOMMENDATIONS

The objective of this study was to thoroughly evaluate the perceptions and attitudes of students, academic staff, and companies regarding optimal remote internships. The research aimed to collect extensive feedback on various elements of remote internships, such as work arrangements, mentoring practices, employability benefits, learning content, and academic supervision. It also sought to assess the cultivation of key competencies needed for remote work and to measure overall attitudes toward the concept of ideal remote internships. The findings from this survey are important in pinpointing strengths and areas that needed enhancement in existing remote internship frameworks, thus improving their structure and execution to better serve the interests of all stakeholders. Employing a quantitative method, the study revolved around a detailed survey that gathered data on multiple facets of the remote internship experience. This approach enabled a detailed statistical analysis of the responses, facilitating the identification of significant trends and shared views.

One of the primary insights from the research is the critical need for the integration of robust digital tools to simulate real-world working environments effectively. Current remote internships often fail to fully utilize digital technologies, which can limit the practical skills participants gain. To address this, the research results advocates for the use of advanced digital platforms that can offer realistic job simulation experiences. This approach not only enhances the intern's ability to perform actual work-related tasks but also ensures that they are better prepared for the digital dynamics of modern workplaces (Smith et al., 2021; Brahma et al., 2020). Moreover, our findings highlight the necessity of a structured and evaluative framework that aligns educational objectives with practical skills development. The lack of consistency in current remote internship programs often leads to a gap between the skills taught and the industry requirements. A recommendation could be the elaboration of a model that emphasizes a curriculum integrated with key professional competencies, structured mentorship, and continuous evaluation to ensure that interns receive a comprehensive and applicable skill set that employers value (Jeske, 2022).

Another significant area of focus is the enhancement of remote engagement and support. Remote internships need to be designed to foster not only skill acquisition but also engagement and interaction. This involves leveraging technology to facilitate regular and meaningful interactions between interns and mentors, thereby enhancing mentorship quality and support. Providing a supportive and interactive remote environment is essential for fostering professional relationships and skills transfer, which are crucial for the professional growth of interns (AlGhamdi, 2022). Additionally, the alignment of remote internships with industry standards and educational outcomes is critical. A recommendation is to incorporate best practices from both educational and professional spheres to ensure that remote internships meet the dual goals of education and employability. This alignment involves adapting the internship content and tasks to reflect real industry demands and educational curricula, thus preparing interns more effectively for future employment opportunities (Irwin et al., 2021).

Central to the success of remote internships is the development of e-skills, encompassing knowledge and personal efficiency competencies. These skills are essential in managing digital workflows and optimizing productivity in remote settings. As recommendation, we propose the integration of specialized training modules that focus on enhancing digital literacy, including managing remote platforms and software that are industry-standard. Furthermore, personal efficiency skills such as time management, self-motivation, and the ability to prioritize tasks effectively are crucial for remote work success. Another recommendation is the developing of structured activities that

encourage self-directed learning and time management, preparing interns for the self-regulatory demands of remote work.

Trust is a foundational element in remote internships, influencing both the relationship between interns and supervisors and the interns' integration into remote teams. In this vein, we recommend the building of an environment where trust is cultivated through transparent communication and consistent feedback. Establishing regular check-ins and clear, measurable goals can help build trust. Additionally, encouraging interns to take initiative and demonstrate reliability in their tasks will strengthen trust across remote teams.

Remote internships can pose unique challenges to mental and physical well-being. It is recommended to emphasize the importance of integrating self-care strategies into the internship curriculum. This includes training interns on recognizing signs of stress and burnout and encouraging regular breaks and offline time. Workshops on ergonomic setups for remote working and mindfulness exercises can also be part of the curriculum, ensuring that interns can maintain their health and well-being while meeting their professional obligations.

The ability to maintain and foster professional relationships remotely is another critical area of focus. We recommend to utilize collaborative projects and remote networking events to enhance social and relational competencies. By creating opportunities for interns to engage in teamwork and network with industry professionals, the project aims to simulate an office environment where social interactions are a part of the professional landscape.

Emotional intelligence is increasingly recognized as mandatory in managing the personal and professional challenges of remote work. We recommend to incorporate training on emotional regulation, resilience, and empathy. This training will help interns navigate the emotional complexities of remote interactions, including handling feedback, managing conflicts, and maintaining a positive work environment despite physical distance.

As workplaces evolve, so do the skills required to thrive in them. We recommend to integrate cutting-edge skills related to emerging technologies and industry trends into the internship experience. This might include data analytics, cybersecurity measures for remote work, and project management tools, ensuring that interns leave the program with a portfolio of relevant, up-to-date skills.

Understanding and addressing the varied attitudes towards remote internships are essential for their success. We recommend to conduct regular surveys to capture interns' and stakeholders' perceptions of the internship experience. This feedback will be used to continuously adapt and improve the program, addressing any concerns and enhancing the perceived value of remote internships.

The willingness of students and professionals to engage in remote internships can significantly impact their proliferation and acceptance. We recommend to showcase the benefits and successful outcomes of remote internships through case studies and testimonials. Promotional activities and informative sessions will be designed to increase awareness and interest in remote internships, highlighting their flexibility, inclusivity, and the unique opportunities they offer for professional development.

Lastly, the importance of feedback mechanisms and iterative improvement in remote internship programs cannot be overstated. We recommend to implement a system of continuous feedback, gathering inputs from students, educators, and industry partners to regularly update and refine

internship practices. This iterative process will help in adjusting the program to better meet the evolving needs of all stakeholders and ensure that the internships remain relevant and effective.

The comprehensive data derived from this study highlight the nuanced perspectives of various stakeholders, which can guide future modifications and enhancements to remote internship programs. As remote work continues to grow in prevalence and importance, the insights gained from this research are invaluable for developing more effective and engaging remote internships. These improvements are not just beneficial in optimizing the remote internship experience but are also essential in preparing a future workforce that is adaptable, skilled, and ready to meet the challenges of a digitally connected world. By addressing the highlighted areas for improvement and leveraging the strengths identified, educational institutions and companies can enhance the efficacy and appeal of remote internships, making them a viable and robust component of professional development and education.

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