



Promoting Resilience and Employability in uniVersity

PREVIEW

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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 even on lessons already learnt in the context of the COVID-19 crisis aims at meeting to this new scenario for the education system by developing innovative and more inclusive pedagogical and apprentice model in designing and managing internship and other university activities to support the ecosystem actors (students, university tutors and company tutors) in developing and upskilling knowledge and skills according to the 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. Therefore, the project aims to focus also on skills development for remote working, to provide students with further employability skills to increase their professional success in a labor market shaped by digital transformation. As piloting action, PREVIEW focuses on the tourism field and aims at providing outputs easily transferable to all fields.

The Project supports the use of digital technologies for teaching, learning, assessment and engagement. Particular attention on 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 and with economic limitation to live, a work experience in interesting and stimulating context as well as could contribute to increased participation in university life disadvantaged groups, regardless of their socio-economic background. To this regards UNISS and ASE are Universities that involve student from these areas;
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.

The partnership consists of universities, research centers, and developmental agencies:

- CNR (ITALY)
- UNIVERSITA DEGLI STUDI DI SASSARI (ITALY)
- ACADEMIA DE STUDII ECONOMICE DIN BUCURESTI (ROMANIA)
- UNIVERSIDAD DE SALAMANCA (SPAIN)
- NEVSEHIR HACI BEKTAS VELI UNIVERSITY (TURKEY)
- MEDITERRANEAN PEARLS APS (ITALY)
- ASOCIATIA DE DEZVOLTARE INTERCOMUNITARA HARGHITA (ROMANIA)
- ALTERCONTACTS (NETHERLANDS)

1.1 Preview specific objectives

The Preview Project aims to:

- Design and test a new University curriculum by including innovative Remote Internship.
- 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.
- 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.
- 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.
- Involving at least 80 education operator in the Learning activities involving at least 150 students in the MOOC on remote skills.
- Facilitating access to international work experiences despite economic and geographical limitations, disabilities, learning difficulties and disadvantages.

- Establish a strong partnership among University and Tourism and Cultural Heritage business associations in order to exchange expertise in different fields and to improve the quality of remote internships.
- Support enterprises involved in the project in transition to remote working.
- 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.
- Stimulating virtual forms of collaboration and communication among students, university teachers and company representatives.

2. WP4 activities and results

The WP4 activities test and assesses multimedia learning resources and PREVIEW HUB resources to facilitate the implementation of effective remote internship experiences.

Effectiveness of internship PREVIEW outcomes is verified and measured by defining training resources on procedures and tools, mainly addressed to admin staff, university tutors and tutors at the hosting organization.

Learning resources for interns and trainees have been created with the aim of strengthening their:

- digital competences – to face the digital transformation of the labour market;
- transversal competences specific to online working – e.g., self-organisation, online communication, problem-solving, etc.;

According to the Project, WP4 foresees the definition of the following Deliverables:

- 4.2 PREVIEW Report on Remote Internship experience in Italy
- 4.3 PREVIEW Report on Remote Internship experience in Spain
- 4.4 PREVIEW Report on Remote Internship experience in Romania
- 4.8 PREVIEW Report on Remote Internship experience in Türkiye
- **4.5 PREVIEW Report on Cross Cultural Internship experience**

In **Italy**, Preview has been successfully implemented at UNISS Department of History, human sciences and education (Dissuf), whose team coordinated and carried out research activities and Preview platform monitoring.

Internships were hosted by the Museo Biddas - Museo dei Villaggi Abbandonati della Sardegna, Sorso (SS), the first museum in Italy dedicated to the theme of depopulation and abandonment of inhabited centers. This phenomenon is common to the history of Sardinia and many other Mediterranean regions, today as in the Middle Ages and Post-Middle Ages.

These internships supported the professional engagement of students in sectors aligned with history, cultural heritage and archeology.

UNISS interns included 29 students and n.1 non-student. Most of the UNISS interns came from rural or limited-resource backgrounds. All internships were conducted remotely, eliminating barriers related to travel costs or geographical isolation. The program clearly met this goal by offering high-quality virtual placements, and personalized support for students from underrepresented groups.

In **Spain**, at the University of Salamanca (USAL), particularly within the Tourism Degree at the Ávila campus, the PREVIEW Internship program aimed at facilitating remote internships, with hybrid internships (combining remote and on-site experiences) becoming the preferred option by both students and participating companies. The program was actively promoted among students and companies, with substantial efforts made by the USAL team to raise awareness and foster interest.

In **Romania**, PREVIEW Erasmus+ internship initiative was implemented through a structured partnership between the Bucharest University of Economic Studies (ASE), the Academic Association for Research in Tourism and Services (CACTUS), and the Intercommunity Development Association Harghita (ADI Harghita). The main objective was to provide university students with access to practical, fully remote internships tailored to modern labor market needs and aligned with their academic fields. The program emphasized digital tools, research, communication, and professional development in a virtual environment.

A total of 31 students from ASE's Faculty of Business and Tourism participated in the internship phase. Of these, 21 students were integrated into research and consultancy teams under CACTUS, while 10 students conducted practical work in small and medium-sized enterprises (SMEs)

affiliated with ADI Harghita. ASE academic staff were deeply involved in the coordination process. Four university tutors were responsible for the academic monitoring of the students, maintaining communication with mentors, providing feedback, and assessing final deliverables.

In **Turkey**, WP4 successfully implemented a remote internship model at NEVU. This structured pathway, including training, mentorship, and reflective tasks, represents a practical implementation of a modernized, remote-ready university internship model.

The transition was effectively achieved through internships in internationally operating companies such as CAPPINNO and SCADYA, active in education, consultancy, and digital services. These internships supported the professional engagement of students in sectors aligned with international relations, economics, logistics, management, nursing and coaching education. The contribution of NEVU included 32 students, with many coming from rural or limited-resource backgrounds. The digital format provided equitable access to work experience. All internships were conducted remotely, eliminating barriers related to travel costs or geographical isolation. The program clearly met this goal by offering high-quality virtual placements, and personalized support for students from underrepresented groups.

WP4 supported academic and company mentors through training on communication tools and digital supervision. The consistent involvement of NEVU's Career Planning Center and regular follow-ups indicate institutional capacity-building in managing remote internships. The collaboration with companies like CAPPINNO and SCADYA illustrates successful partnerships. These firms provided relevant tasks, mentorship, and evaluation opportunities, showing strong alignment with industry and academia.

The use of MOOCs, project-based learning (e.g., Personal Business Canvas reflection), and structured surveys ensured that students actively developed both hard and soft skills, including communication, self-organization, and adaptability. Moreover, the remote internship format involved continuous digital interaction through tools like Google Drive and online meeting platforms (Zoom, Teams etc.), combined with regular mentorship and feedback loops. This enabled strong triadic communication and collaboration among all stakeholders.

2.1 Overview of Preview Internships

2.1.1. Universities and host organizations involved in the Project

In **Italy**, UNISS Department of History, human sciences and education (DiSSUF) offers students the opportunity related to humanistic teaching and research to choose the educational path that best suits their personal abilities and professional goals, responding to the needs of the territory, with a strong focus on Sardinia history, culture and heritage, in terms of the humanistic field, education, and cultural heritage. Internship program involved 31 interns interested in enhancing both practical and theoretical aspects, related to the management of an archeological site or museum. Almost all interns are students in archeology and cultural heritage. Since that, internships were well focused on acquiring experience and technical knowledge on cultural professionalizing activities. The host company, the **Biddas (Villages, in Sardinian) – Museum of Abandoned Villages of Sardinia- Sorso (SS)** has a long partnership experience with DiSSUF, in archeological and research activities, EU projects and scientific counselling.

In **Spain** the University of Salamanca (USAL), particularly the Tourism Degree at the Ávila campus, involved initially, 34 students showed interest in participating in hybrid internships involving 25 potential institutions. However, despite the initial high level of interest, actual participation was notably limited due to multiple factors. One significant issue was the declining number of enrolled students in the Tourism degree at the Ávila campus, which amounted to only 90 students in total for the academic year 2023-2024. Additionally, scheduling difficulties emerged when management issues prevented the internships from beginning in January 2025 as initially planned, shifting the pilot period to February–April 2025, a less convenient timeframe for many students. Host organizations in Spain were n.4, listed as follows:

1. **Grupo GRIAL (University of Salamanca).** The Research Group on Interaction and eLearning (GRIAL) is a Recognized Research Group of the University of Salamanca. It is a multidisciplinary research group that arises around the creation and application of educational technology; therefore, its composition fundamentally integrates computer engineers and educators, but it also includes humanists, librarians, philosophers, or philologists among other profiles.
2. **Diputación Provincial de Ávila (Comunidad Autonoma de Castilla y Leon)**

3. **Museo de Historia de la Automoción de Salamanca.** The Salamanca Motor Museum is an exhibition, research and reference centre that includes every aspect of automobile history. It was the first public-access automobile museum located in Spain.
4. **Instituto de las Identidades de Salamanca (IDES).** The Institute of Identities of the Diputación de Salamanca contributes to the recovery, conservation, study, and dissemination of the identity markers of the province of Salamanca.

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ADI Harghita is a regional development agency dedicated to fostering economic and social growth within Harghita County. With a strong focus on tourism, local enterprise development, and educational partnerships, ADI Harghita acts as a connector between public institutions, SMEs, and training providers. During the PREVIEW internship phase, ADI Harghita mobilized 10 host organizations across the country including tourism businesses, event planning firms, and digital marketing consultancies.

In **Turkey**, the PREVIEW remote internship program was coordinated at Nevşehir Hacı Bektaş Veli University (NEVU) by the Career Planning Application and Research Center (NÜKMER).

NÜKMER aims to support students and graduates in planning, developing, and implementing their career goals. The center provides services such as internships, job placement, guidance, and

personal development activities. It strives to enhance students' self-awareness and readiness for the future by helping them clarify their career objectives and make informed decisions.

The program involved students, university staff (including academic advisors and administrative coordinators), and host companies, primarily CAPPINNO and SCADYA, both of which are engaged in digital innovation and education consultancy in Technopark.

Cappadocia Innovation Institute (CAPPINNO), established in 2022 at Cappadocia (Nevşehir, Turkey), acts as a dynamic lab for innovative ideas with a mission to support sustainable solutions across multiple domains including education, employment, entrepreneurship, migration, digital learning, social inclusion, curriculum development, and greening policies.

SCADYA Technology is an innovative R&D company located in the Cappadocia Technopark, Turkey. The company is committed to developing environmentally friendly, human-centered, and sustainable technological solutions. Guided by a mission to protect nature and improve quality of life, SCADYA specializes in electronic hardware design, embedded systems, Internet of Things (IoT), data analytics, wireless communication technologies, and mobile software development. Its integrated approach to technology enables the company to offer complete, locally produced solutions tailored to both individual users and institutional needs.

2.1.2 The participants

In **Italy**, UNISS interns are mostly students at the Department of History, human sciences and education (Dissuf). About university courses they are enrolled in Cultural Heritage Sciences (60%), Specialization School in Cultural Heritage (20%) and Archeology (16,67%). Preview Project pays strong attention to students from rural and disadvantaged areas. According to OECD "rural predominant areas" are areas where more than 50% of the population resides in rural municipalities. Rural areas are those with a population density of less than 150 inhabitants per km². Rural areas are classified as predominantly rural if more than 50% of its population lives in rural communities. According to these criteria, three out of four Sardinian provinces are classified as predominantly rural: Sassari, Oristano and Nuoro. Since only one of the students is registered as residing outside the Sardinia region, we can affirm that 28 out of 30 interns belong to rural areas (OECD, 2009)¹.

¹ OECD RURAL POLICY REVIEWS: ITALY – ISBN 978-92-64-05622-0, Page 34

In **Turkey**, at NEVU, 32 active undergraduate and graduate students from departments such as international relations, economics, logistics, management, nursing and coaching education. Alumni did not participate in the program. Students were reached via open calls published on NEVU's digital platforms and Career Center channels. Applications are collected via email. A two-phase orientation meeting was held for the selected students. All 50 students identified within the scope of the project attended the sessions without exception. During these meetings, the objectives, scope, expected outcomes of the project, and the potential benefits for students were thoroughly explained. Additionally, the PREVIEW platform was introduced, and students were guided through the registration process. Following the orientation sessions, the students were successfully matched with the host companies CAPPINNO and SCADYA. Companies were engaged through formal coordination meetings to align internship expectations and define activity-based tasks.

2.2. Internships activities

Internship activities are distinguishable in:

- **administrative activities**, in line with local University rules and host organizations.
- **theoretical activities**, the same for each internship carried out in the Project (MOOCs);
- **practical activities**, which can be seen as the core of internship activities and one of the most important reasons interns apply for.

3. Internship data

3.1 Internship data from the Preview Learning Hub

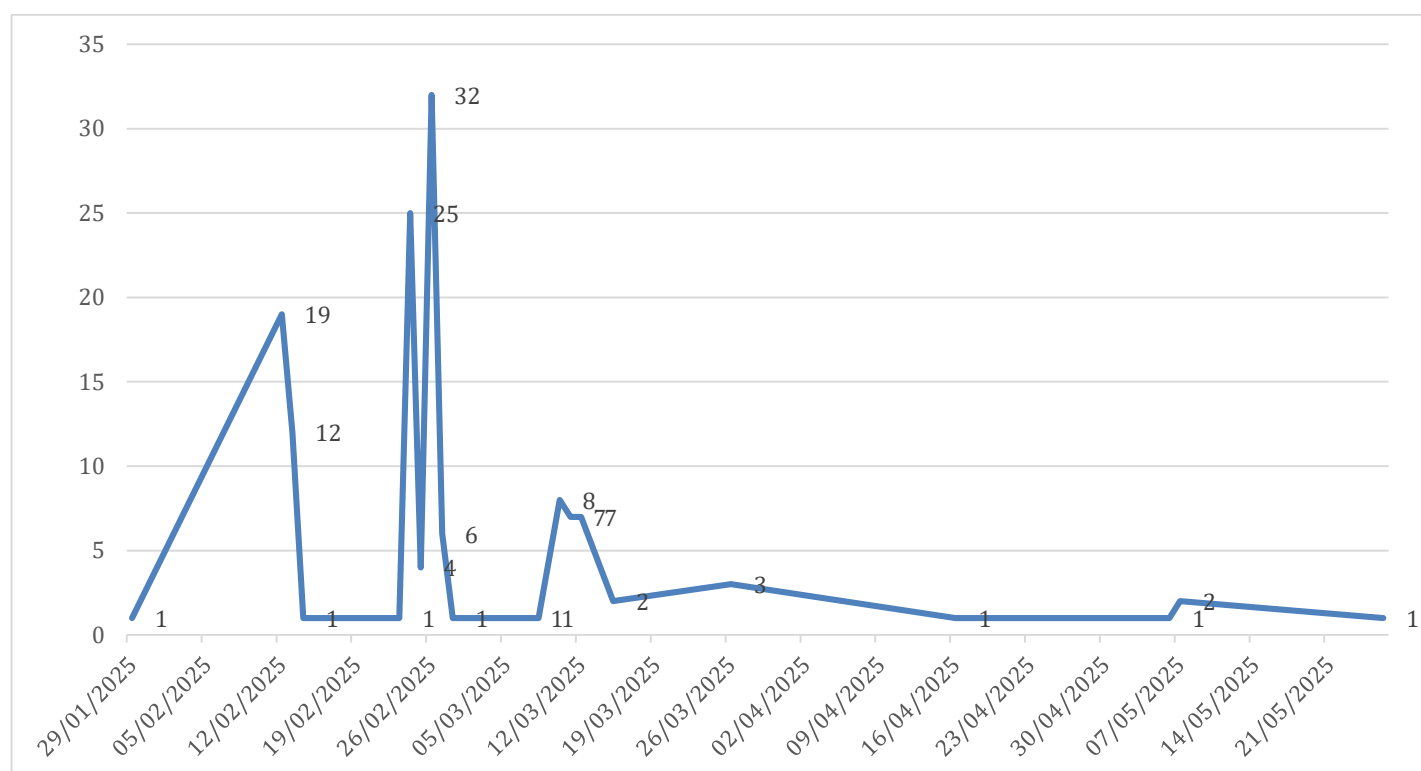
According to data from the Preview Learning Hub (<https://preview.itd.cnr.it/>), during the Project, from January to May 2025, n.136 internships have been totally requested to UNISS, USAL, ASE and NEVU. Completed internships have been totally n.99 (at 01.07.2025).

About time, February has reached the highest request value, with 101 internships requested, followed by March with n.29 (see Fig.1). Composition by university partner is shown in the Figure 2.

UNISS, ASE and NEVU reached about 30 completed internships. USAL from Spain, mentioned several difficulties in getting interns, due to the declining number of enrolled students in the Tourism degree at the Ávila campus and scheduling difficulties related to delay in starting internships from January to February, as a period less convenient for students to start that activity (see 4.3 Preview Report from USAL).

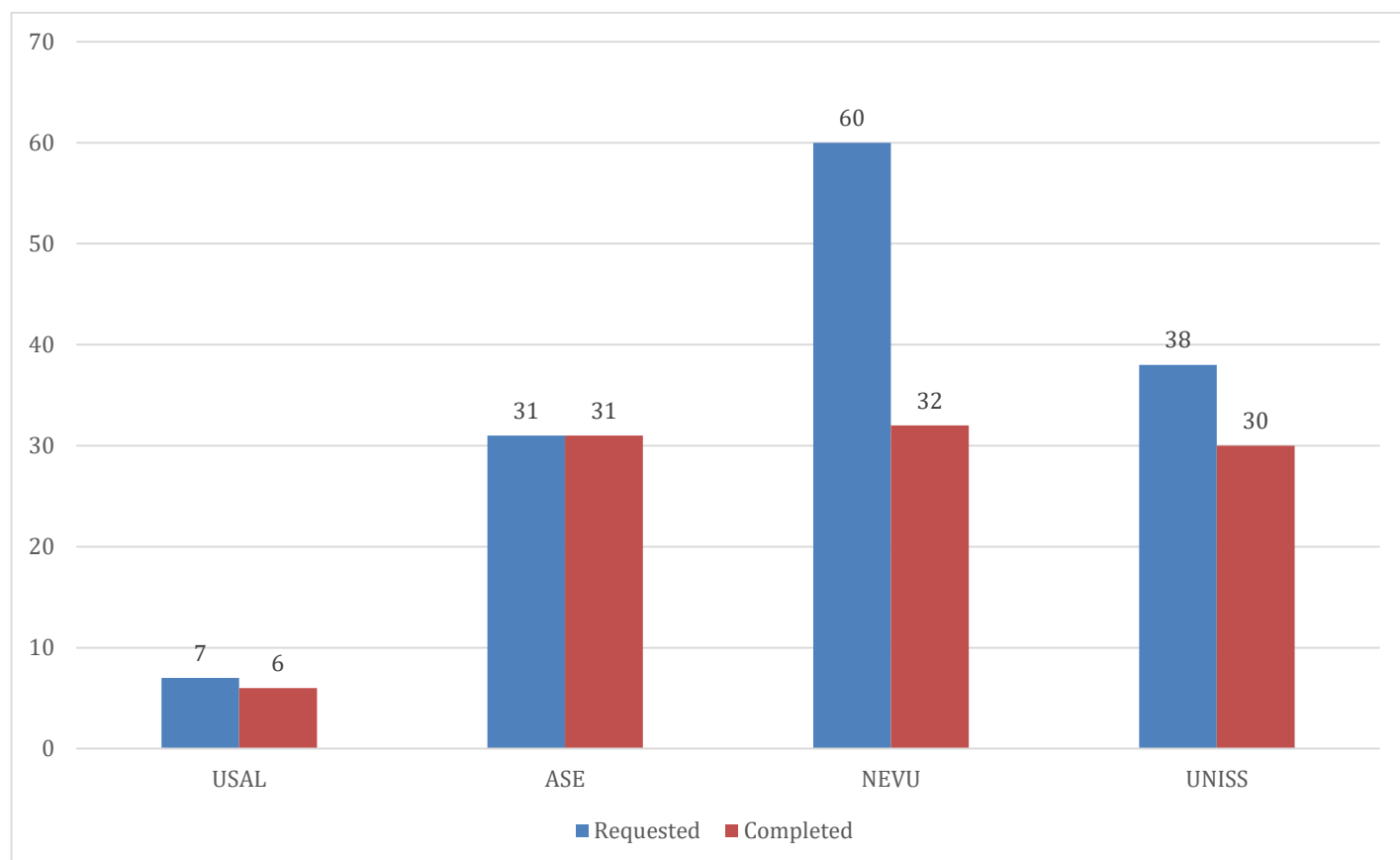
Differences between requested and completed internships, for other partners (UNISS and NEVU), have been caused by missed deadlines in sending mandatory documents for administrative purpose by perspective interns.

Figure 1 Total requested internships by date (at 01.07.25)



Source: author's elaboration based on data from Preview Learning Hub platform

Figure 2 Requested and completed internship by partner at 01.07.2025



Source: author's elaboration based on data from Preview Learning Hub platform

3.2 Introduction to surveys

To monitor and evaluate the impact of remote internships at UNISS within the PREVIEW Project, a structured multi-phase survey strategy was implemented, defined by UNISS research team for all partners. A n.4 distinct surveys were administered to interns at different stages of the internship process (Survey n.5, *Student Self-competence assessment internship survey*, has been analyzed in deliverable 4.6 Report about the level of digital skill developed). Surveys were **anonymous** and without any reference to socio-demographic data (like age, gender, geographical origin, etc):

- ✓ **Pre-Internship Survey** (n=114): Collected data on students' expectations, familiarity with remote work, and perceived preparedness.

- ✓ **MOOC Evaluation Survey** (n=107): Assessed the effectiveness of the MOOCs training modules.
- ✓ **Mid-Internship Survey** (n=102): Evaluated the internship process focusing on communication, task clarity, team interaction, and ongoing support.
- ✓ **Post-Internship Survey** (n=25): Measured satisfaction, outcomes, skill development, and organizational integration after internship conclusion.

Each survey used a combination of Likert scale questions (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree) and open-ended responses to ensure both quantitative measurement and qualitative insights. Surveys have been conducted using Google Drive forms.

3.3 Surveys data analysis

This report presents the results of n.4 surveys conducted to interns. Surveys differ one from another by scheduled time (Pre; during; post), topics (MOOCs) and the entity to be evaluated (self-assessment). Surveys are all composed by several Likert-scale questions (1 = Completely Unimportant, 5 = Very Important) focused on internship elements deemed important by students. In some case, open-ended questions are present at the end of the survey for qualitative data.

3.3.1 The Pre-Internship Survey

The first survey conducted was the Pre-Internship Survey. This survey, composed by 17 Likert-scale questions (1 = Completely Unimportant, 5 = Very Important) and 2 open-ended questions, aimed to understand prospective intern expectations about their remote internship, related activities, support from tutors and mentors, team working, and their perceptions about remote internship value for their career (Fig.3).

Generally, aggregated data show high motivation levels among all perspective interns (see Question n.4, 6, 8, 12, 14) and strong expectations to develop transversal skills such as teamwork, digital competencies, and communication abilities. The highest rate in response is related to

having a clear and good communication with supervisor (see Question n.5) followed by getting adequate support from the university and the mentor (see Q. n.1), understanding the expectations and responsibilities before starting the internship (see Q. n.2) and participating in a well structured program with clear objectives and activities (Q. n.14). Lowest importance is undoubtedly given to psychological and emotional support (Q. n.15).

Figure 3: **Pre-internship survey**: mean value comparison among Italian, Rumanians, Spanish and Turkish interns (in a Likert scale from 1 to 5)



Source: author's elaboration based on conducted surveys according to University partners data

About answers the two open-ed questions some of the most significative are listed below

A. Are there any other factors that you consider essential for a successful internship experience that were not covered in this survey?

**In brackets, the country where respondent lives and studies*

Close monitoring is very important. (TUR)

Make sure that the platform is easily accessible. (IT)

A relaxing environment from which it emerges that there is no pressure on the practitioner, thus reducing the worry of failure and emphasizing the incentives provided to enhance the practitioner's interest from their own initiative. . (ROM)

Documentation about the company where I will practice and its specific requirements. (ROM)

B. What are your expectations for this internship experience? What specific outcomes or personal goals are you hoping to achieve by the end of the internship?

In brackets, the country where respondent lives and studies

From this internship, I expect the opportunity to apply my theoretical knowledge in practice, learn from experienced professionals in the field, and develop my professional skills. By the end of the internship, I hope to have increased my self-confidence, strengthened my communication and teamwork skills, and taken another step closer to my career goals. (TUR)

At the end of this internship, being able to learn about the industry, understanding what my professional responsibilities are and what I need to do, and gaining valuable knowledge from those who can enhance my productivity and focus my career. (TUR)

Increasing opportunities for environmental growth, introducing companies, and finding job opportunities.(TUR)

To create a good network as a result of the internship. (TUR)

An internship organized with the perspective of Learning by Doing, as I understand it, along with excavation and laboratory activities, I believe it can be fundamental for acquiring specific skills, training, professional growth, and integration into the job market. But I also think it is a great opportunity to learn to work together, collaborate, and share different viewpoints, and also a great opportunity for social and emotional growth. (IT)

Improved my knowledge and learned news and information that will be useful for me in the future, both for study and for work. (IT)

From this internship, I hope to learn how to work organized within a company and I hope to improve my knowledge so that I can be better prepared for adult life. (RO)

3.3.2 The MOOC survey

The second conducted survey, about MOOCs, show that the MOOC evaluation from interns is overall positive. The course was well structured, covered essential topics and clear presented.

Figure 4: **MOOC survey**: mean value comparison among Italian, Spanish, Rumanians and Turkish interns (in a Likert scale from 1 to 5)



Source: author's elaboration based on conducted surveys according to University partners data

Some critical aspects were cited in the open-ed questions, related, in particular, to technical problems with the external platform used and with the language (too technical) [See below].

A. Please share any additional feedback or suggestions to improve the MOOC

In brackets, the country where respondent lives and studies

The platform I'm using is a bit complex; we can make it simpler and more user-friendly. (TUR)

I would like the MOOCs to be explained in every language because sometimes the subtitles are delayed and sometimes they go by too fast. This causes my attention to be distracted. (TUR)

I am having trouble connecting by phone. (TUR)

To improve the loading of quiz answers by avoiding external platforms. (IT)

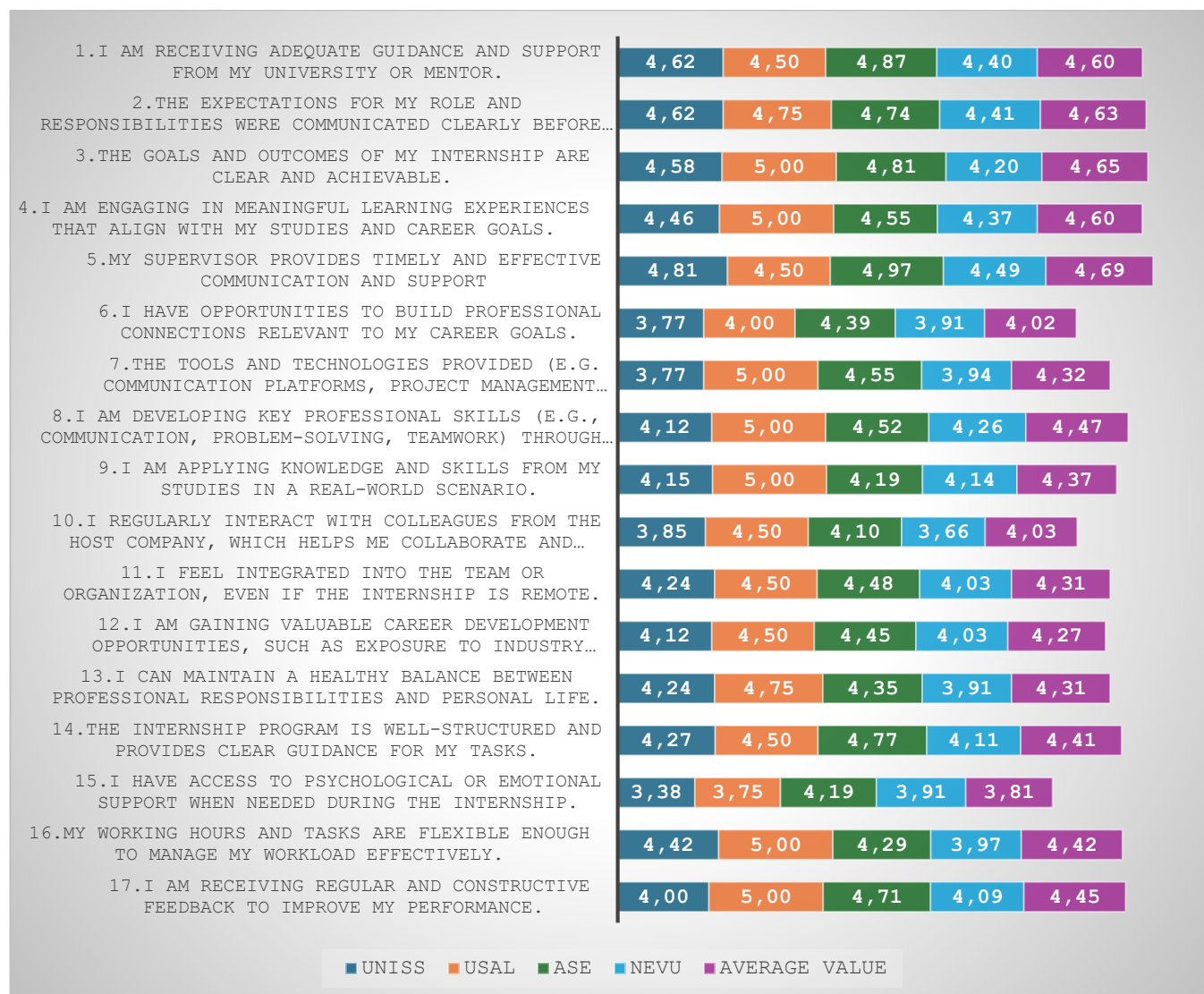
I liked these courses, especially the way they were structured into chapters and subsections, which made learning easier and more organized. I would appreciate it if the video materials were available in both Romanian and English to facilitate understanding and accessibility of the content for all students. (ROM)

The videos were engaging and helpful, but there were moments when I found it difficult to understand certain technical terms and had to stop and look up the translation for each one. Aside from this aspect, I did not encounter any difficulties, as the courses were structured in a logical, easy-to-understand manner. (ROM)

3.3.3 The Mid-internship survey

The Mid-internship survey illustrates a good satisfaction level by interns. In particular very well appreciated are the support from the supervisor (Q. n.5) and tutor (Q. n.1), the clarity of the internship programme (Q. n.3). Psychological support still has a little importance, in line with results from the Pre-internship survey. Furthermore, results show a significantly appreciation of internship program flexibility and a good perception about the importance of the internship programme for the intern's future carrier.

Figure 5 **Mid-internship survey**: mean value comparison among Italian, Rumanians, Spanish and Turkish interns (in a Likert scale from 1 to 5)



Source: author's elaboration based on conducted surveys according to University partners data

About open-ended questions, below some of the most significative:

A. What challenges, if any, have you faced during the internship so far?

** In brackets, the country where respondent lives and studies*

Fixing the issues in the system (TUR)

Make the site more understandable and easier to access (TUR)

To start from a technical language and arrive at one that is accessible to a broad audience. (IT)

*One of the main challenges I faced during the internship was completing the assignment related to the activity. The assignment was **extensive**, with a large volume of work, which required a lot*

of time, attention, and focus. Additionally, the research part that involved analyzing scientific articles was

challenging, as it became, at times, **repetitive**, which made the process more difficult in terms of **maintaining motivation and interest**. (ROM)

B. Are there any aspects of the internship that could be improved to enhance your learning experience?

** In brackets, the country where respondent lives and studies*

The internship process has been a valuable learning experience for me, but increasing opportunities for **collaboration** with other **interns** or team members could be beneficial. Group projects or joint problem-solving activities could help develop communication and teamwork skills, making the remote internship experience more dynamic and interactive. (TUR)
It can be done over a **longer period**. (TUR)

Surely part 1 was complicated, due to the language used, English, and the **technical language** that required prior knowledge, which I did not have and had to study in depth. (IT)

I would have liked to receive **feedback** or evaluation of the assignments along the way. (ROM)

I believe that the learning experience could be improved by diversifying homework assignments. Instead of a large volume of repetitive exercises, it would be more useful to receive varied tasks that develop different skills and keep us engaged and motivated throughout the learning process. (ROM)

3.3.4 The Post-Internship survey

Results from the Post-Internship survey show a slight but constant decrease in the average value or responses. Indeed, the mean value goes from 4,56 of the Pre-Internship survey, to 4.37 of the Mid-internship survey, up to 4,39 of the Post-Internship survey.

The general evaluation from interns underlines that the internship has been a positive experience, overall. In particular, supervisors and mentors' activity have a very strong evaluation from respondents, with the highest values (see Q. n.5 and n.1). Furthermore, interns express a general appreciation about clarity of internship goals and outcomes, clarity of intern role and responsibilities and the continue feedback from mentors, tutors and supervisors.

Lowest value is given to the interaction with colleagues of host companies, underlying a gap in collaboration with other peers. Respondents also suffer from a lack in opportunities to build professional network (see Q. n.6).

Figure 6 **Post-internship survey: mean value comparison among Italian, Rumanians, Spanish and Turkish interns (in a Likert scale from 1 to 5)**



Source: author's elaboration based on conducted surveys according to University partners data

About open-ended questions, some of the most relevant are listed as follows.

A. Are there any areas where the internship experience could have been improved?

** In brackets, the country where respondent lives and studies*

The application needs to be **corrected**, communication and surveys should be strengthened, and meetings should be held. (TUR)

Maintaining more **communication** with the company where the internship is being done can make the internship more effective in practice (TUR)

*I was very happy with my **mentor**, it was a productive training for me, I gained experience in the online internship, thank you. (TUR)*

The site needs to be reviewed regarding notifications and uploads (IT)

*The internship experience at Preview was valuable, but I believe it could have been improved through greater involvement of interns in **practical projects** and by providing more constant **feedback**. These aspects would have helped in more applied learning and a better understanding of how the company operates. (ROM)*

B. Would you recommend this internship program to other students? Why or why not?

** In brackets, the country where respondent lives and studies*

*It changed my perspective. I am **happy** (TUR)*

*I think it will contribute to my **career**. (TUR)*

My expectation from this internship was to reinforce my theoretical knowledge with practical applications, to get to know the professional work environment, and to gain experiences that would guide my career. By the end of the internship, both my professional skills improved and I got a clearer idea of which areas I want to specialize in. Additionally, I made significant gains in responsibility, time management, and communication within a team. (TUR)

Absolutely yes, because it allows you to do the internship concurrently with another job.. (IT)

Because it is achievable without time anxieties. (IT)

Yes, I would recommend this internship program to other students, especially those who are a bit limited in 'time' and cannot fit into other 'physical' programs for practice. It is a good experience that can help you in the future, especially in professional, social, digital areas, etc. The hours of the sessions are well organized, the content of the activities is interesting and beneficial for the future, and the supervising teachers are very involved, responsible, and understanding. (ROM)

Source: author's elaboration based on conducted surveys according to University partners data

4.SWOT

SWOT analysis (below) is defined using data from surveys, university reports and data from qualitative inquiries from interns from Italy, Romania and Turkey. No qualitative data from USAL has been available.

STRENGTHS

GOOD INTERNS ENGAGEMENT
HIGH STRUCTURAL CLARITY AND ORGANIZATION
OF INTERNSHIP PROGRAMME AND TASKS
FLEXIBILITY;
ADAPTABILITY
GOOD COORDINATION AMONG INTERNS, TUTORS
AND MENTORS
DEVELOPMENT OF HIGH PROFESSIONAL SKILLS
ADAPTABILITY AND RESILIENCE IN REMOTE
FORMAT FOR INTERNS AND TUTORS/MENTORS

WEAKNESS

THE PLATFORM USED, SUBJECTED TO FAILURES
LOW ENGAGEMENT IN TIME MANAGEMENT AND
PROBLEM SOLVING TOOLS
LIMITED TEAMWORK ENGAGEMENT AND PEER
COLLABORATION DUE TO REMOTE FORMAT
USE OF TECHNICAL LANGUAGE WHICH MADE A
BARRIER TO INTERNS INVOLVEMENT
DISENGAGEMENT RISK WITHOUT DAILY
SUPERVISION
LACK OF PRACTICAL TASKS COMPARED TO
TRADITIONAL INTERNSHIPS

OPPORTUNITIES

POSSIBILITY TO SCALE TO OTHER DEPARTMENTS AND
ACADEMIC PROGRAMMES

INVOLVEMENT OF MORE INTERNS THANKS TO TIME
FLEXIBILITY

THREATS

TECHNOLOGY BARRIERS CAN MAKE PARTICIPATION
MORE DIFFICULT FOR PEOPLE LIVING IN SOCIO-
CULTURAL DISADVANTAGED CONTEXTS.
LOCAL UNIVERSITIES RULES COULD MAKE MORE
DIFFICULT TO ORGANIZE REMOTE INTERNSHIPS OR
INCREASE ITS ADMINISTRATIVE BURDEN

5. CONCLUSIONS

Remote internships are a valuable way to guarantee both professional experience and flexibility with study and work commitments. This is even much truer in a university career becoming faster in relation to gaining cultural and technical knowledge to be used in the world of work.

Since that the Preview Project ensured a structured and high value experience which importance is easy to scale in other university departments, respect those involved at this stage. Flexibility, clearness, a very good time management approach, excellent support from mentors, tutors and supervisors are all qualities interns recognize to the Preview Project.

On the other hand, some problems should be faced and solved: the use of more technical language, the limited interactions with peers and the strengthening of Preview platform are all inputs survey results shown very clear. Indeed, first the platform should include MOOCs and surveys avoiding external domains, be mobile friendly. Furthermore, the platform should make easier for interns to collaborate among them, supporting teamwork and peer interaction. Technical language should be avoided or better explained and, since the possibilities some interns can face difficulties in English language, MOOCs should be created both in English and in local languages.

Finally, the Preview Project seems to have more impact for people living in socio-economic disadvantaged context, particularly rural areas, allowing people living far from big cities (where opportunities to find a proper internship are more available for sure) and people which spend part of its daily time in moving from their residence to the university to have the possibility to be involved in remote internships since their flexibility and adaptability to daily commitments.