



Promoting Resilience and Employability in uniVersity PREVIEW

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

4.2 PREVIEW Report on Remote Internship experience in Italy



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



Project Acronym	PREVIEW
Grant Agreement number	2022-1-IT02-KA220-HED-000088742
Project Full Title	Promoting Resilience and Employability in uniVersity

DELIVERABLE INFORMATION

Deliverable Number:	4.2
Deliverable Name:	Report on Remote Internship experience in Italy
Dissemination level:	PU
Type of Document:	REPORT
Contractual date of delivery:	31/08/2025
Deliverable Leader:	UNISS
WP Leader/ Task Leader:	UNISS
Keywords:	Internship experience, remote internship, toolkit
Abstract:	This report presents the PREVIEW project's achievements in WP4 activities and results. This is one of the main project results, enabling to support all the people involved in a remote internship program, particularly after the project's ending. This report tests and assesses multimedia learning resources and PREVIEW HUB resources to facilitate the implementation of effective remote internship experiences. The Report on Remote Internship experience offers an overview of the results reached in Italy, from UNISS.

Lead Author(s):	ANTONIO COCCO (UNISS) - MARCELLO ATZENI (UNISS)
Reviewers:	ANTONIO COCCO (UNISS)



Disclaimer

All information in this document is provided “as is” and no guarantee or warranty is given that the information is fit for any particular purpose.

The user there of uses the information at its sole risk and liability. For the avoidance of all doubts, the European Commission has no liability in respect of this document, which is merely representing the authors view.



4.2 Report on Remote Internship experience in Italy

Document History			
Version	Date	Contributor(s)	Description
01	10/06/2025	Antonio Cocco, Marcello Atzeni	Content elaboration
02	15/07/2025	Antonio Cocco	Content Review



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

No	Partner Name	Short name	Country
1	CONSIGLIO NAZIONALE DELLE RICERCHE	CNR	IT
2	UNIVERSITA DEGLI STUDI DI SASSARI	UNISS	IT
3	ACADEMIA DE STUDII ECONOMICE DIN BUCURESTI	ASE	RO
4	UNIVERSIDAD DE SALAMANCA	USAL	ES
5	ADI HARGHIDA	ADI HARGHIDA	RO
6	MEDITERRANEAN PEARLS APS	MED PEARLS APS	IT
7	ALTERCONTACTS	ALTERCONTACTS	NL
8	NEVSEHIR HACI BEKTAS VELI UNIVERSITY	NEVU	TR



Table of Contents

Sommario

1. DESCRIPTION OF THE PROJECT	8
1.1 PREVIEW SPECIFIC OBJECTIVES	9
2. INTRODUCTION	10
2.1 WP4 ACTIVITIES AND RESULTS	10
2.2 PREVIEW INTERNSHIPS IN ITALY (UNISS).....	11
2.2.1 The participants.....	11
2.3 INTERNSHIPS ACTIVITIES	12
3. INTERNSHIP DATA	14
3.1 INTRODUCTION TO SURVEYS	14
3.2 DATA ANALYSIS.....	14
3.3 SWOT	17
4. CONCLUSIONS	18



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, 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 (HOLLAND)



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 operators 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. Introduction

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:

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

2.1 WP4 activities and results

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

Deliverable 4.2 PREVIEW Report on Remote Internship experience in Italy

Deliverable 4.3 PREVIEW Report on Remote Internship experience in Spain

Deliverable 4.4 PREVIEW Report on Remote Internship experience in Romania

Deliverable 4.5 PREVIEW Report on Cross Cultural Internship experience

Deliverable 4.6 PREVIEW Report about the level of digital skill developed

Deliverable 4.8 PREVIEW Report on Remote Internship experience in Türkiye

WP4 has been successfully implemented as a remote internship model at UNISS, 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 30 students and n.1 non-student. Some 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.

2.2 Preview Internships in Italy (UNISS)

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.

2.2.1 The participants

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%).

UNISS Interns involved in Preview project for classes

Classes	Number of Students
Archeology	5
Cultural Heritage Sciences	18
Specialization School in Cultural Heritage	6
No student	1

About gender, majority of interns are female (53%)



UNISS Interns involved in Preview Project for gender

Gender	Number of Students
Female	16
Male	14

About age, majority of interns are 27 years or more, while people from 18 to 20 years old are zero

UNISS Interns involved in Preview Project for age class

Age Group	Number of Students
18-20	0
21-23	8
24-26	4
27+	18

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).

2.3 Internships activities

Internship activities are distinguishable in:

- **administrative activities**, in line with local University rules;
- **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.

More specifically, practical activities are listed as follows:

- ✓ Archaeological sheet stratigraphic unit digitalization;
- ✓ Data entry and cataloging governmental databases;
- ✓ Territorial maps digitalization;
- ✓ High resolution pictures/photos data entry (scanner) and cataloging



- ✓ Bibliographic research post-medieval archaeological sites;



3. Internship data

3.1 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 total of n.5 distinct surveys were administered to interns at different stages of the internship process. Surveys were **anonymous** and without any reference to socio-demographic data (like age, gender, geographical origin, etc):

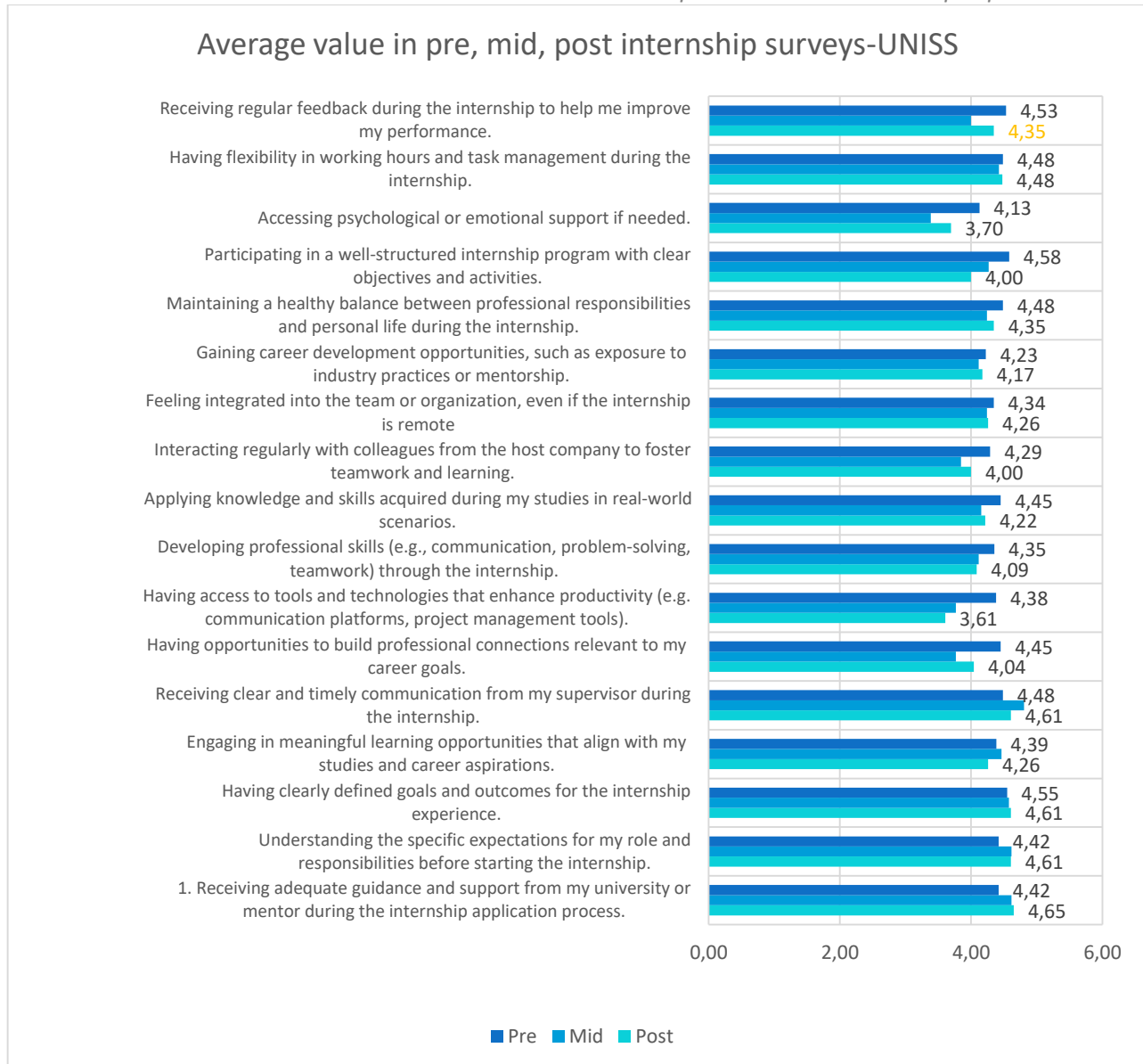
1. Pre-Internship Survey (n=33): Collected data on students' expectations, familiarity with remote work, and perceived preparedness.
2. MOOC Evaluation Survey (n=32): Assessed the effectiveness of the MOOCs training modules.
3. Mid-Internship Survey (n=28): Evaluated the internship process focusing on communication, task clarity, team interaction, and ongoing support.
4. Post-Internship Survey (n=25): Measured satisfaction, outcomes, skill development, and organizational integration after internship conclusion.
5. Self-Efficacy Assessment (n=25): Focused on personal growth and confidence gained through the internship in areas such as communication, problem-solving, and time management.

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.

3.2 Data analysis

N.5 surveys were conducted to interns. Surveys differ one from another by scheduled time (Pre; during; post), topics (MOOCs) and the entity to be evaluated (self-assessment).

About the Pre, During and Post surveys, data are shown in the figure below



There is analysed trend in the three periods of time relating to some issues (flexibility, psychological support, internship programme, teamwork skills acquisition, available technologies, career, support from supervisor and tutor).

Generally speaking average value of replies registers a decrease from pre to post internship. This appears to be true particularly in the first 12 questions.

More specifically, *Receiving adequate guidance and support from my university or mentor during the internship application process* is perceived as less important during the time, as well as the access to psychological support, internship program with clear objectives and activities. About digital platform interns' opinions are very critical, with a decrease in response from 4,38 to 3,61 of the Likert scale. On the other hand, flexibility in internship activities is perceived important in the same way both at beginning and at the end of the internship



4.2 Report on Remote Internship experience in Italy

experience. Tutor and supervisor support during the internship activities are perceived as really important and effective, with positive evaluation, growing from pre to post internship.

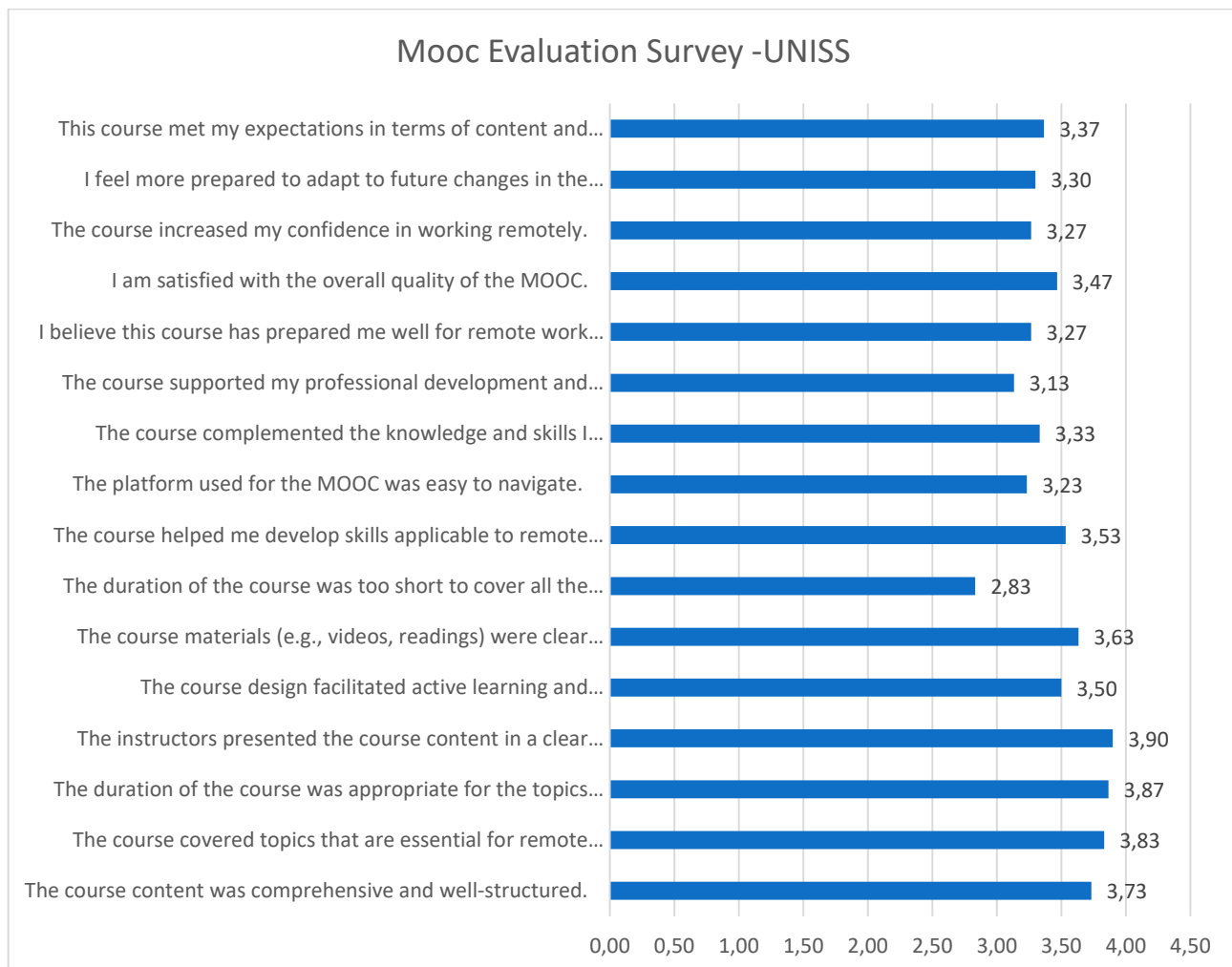
Replies to open-ended questions are reflective of the trends illustrated before.

About MOOC evaluation survey, we register low values in response (all under 4).

Higher values belong to presentation of course content by instructors (3.90), appropriate duration of the course (3.87), course topics (3.83) and course comprehensiveness and accuracy (3.73).

Lowest values is registered relating to the duration of the course, which has not been perceived as “too short to cover all the topics effectively” (2.83), the usefulness of the course for the professional development and career aspirations (3.13) and the platform used which has been judged “easy to navigate” with a score of 3.23.

All the questions and their related average value are shown in the figure below.



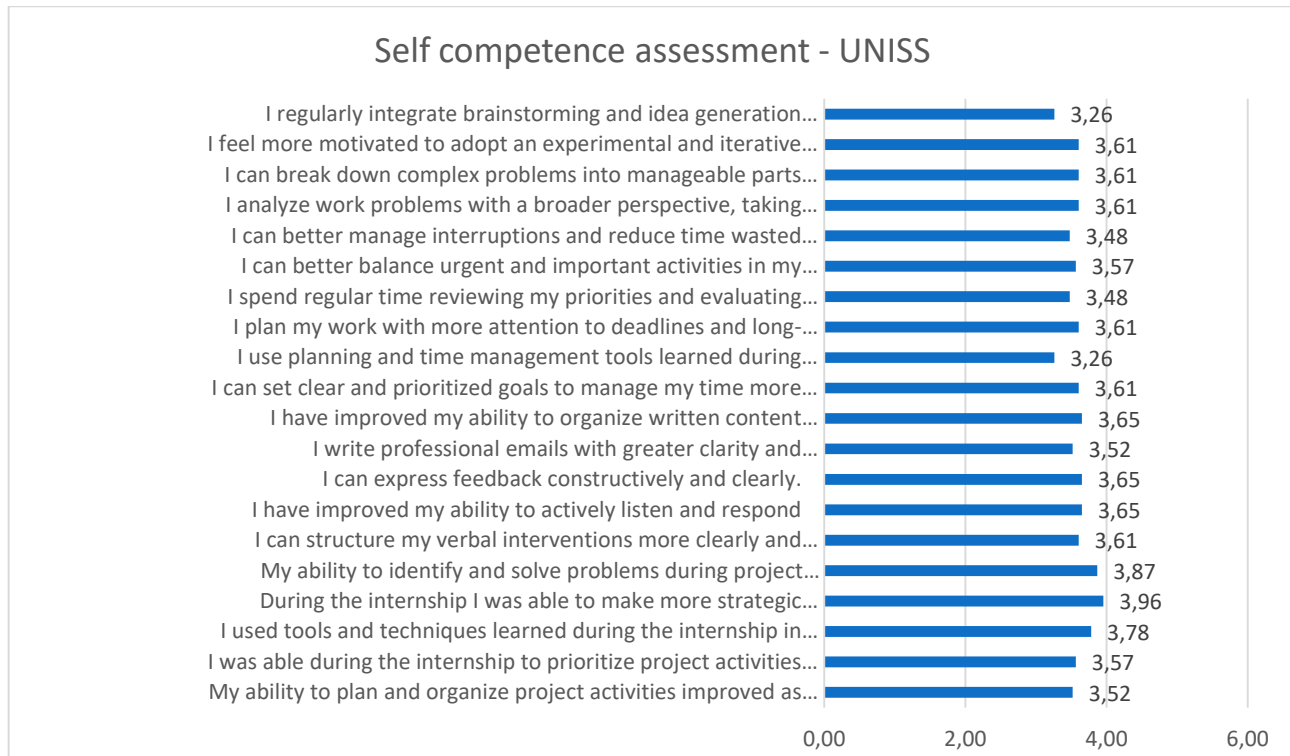
Finally, data from the last administered survey, regarding to the Self competence assessment, register low values in response (all under 4).

About highest value response has been reached about carrying out strategic decisions in project activities during the internship (3.96), the increasing ability to identify and solve problems (3.87) and the use of tools



4.2 Report on Remote Internship experience in Italy

and techniques learned during the internship about project management (3.78). Lowest values are represented by the use of brainstorming and idea generation techniques (3.26) and the use of planning and time management tools (3.26) followed by spending regular time reviewing priorities and evaluating progress (3.48) and interruption and time-wasting management (3.48)



Weaknesses



4. 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 an university career becoming faster and faster in relation to gaining cultural and technical knowledge to be used in the work world.

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.

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.

