



Promoting Resilience and Employability in uniVersity

PREVIEW

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



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:	4.6
Deliverable Name:	Report about the level of digital skill developed
Dissemination level:	PU
Type of Document:	REPORT
Contractual date of delivery:	31 August 2025
Deliverable Leader:	UNISS
WP Leader/ Task Leader:	UNISS
Keywords:	Internship experience, remote internship, toolkit
Abstract:	This report presents the PREVIEW project's achievements related to interns digital skills The Report about the level of digital skill developed offers an overview of the survey n.5, enabling to assess the Project impact about digital skills
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List of Beneficiaries		
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3	Academia de Studii Economice din Bucuresti	ASE
4	Universidad de Salamanca	USAL
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7	AlterContacts	ALTERCONTACTS
8	Nevşehir Hacı Bektaş Veli University	NEVU

List of Acronyms and Abbreviation

Acronym	Description
HEI	Higher Education Institution
C&D	Communication and Dissemination
MP	Mediterranean Pearls APS
WP	Work Package
EU	European Union
HR	Human Resources
SME	Small and Medium Enterprise
P.A.	Public Administration
KPI	Key Performance Indicator

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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
- 4.5 PREVIEW Report on Cross Cultural Internship experience
- **4.6 PREVIEW Report about the level of digital skill developed** (the survey analyzed in this report);
- 4.8 PREVIEW Report on Remote Internship experience in Türkiye

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.

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).

3.2 Introduction to Student Self-competence assessment internship survey

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.4 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):

✓ Survey about the level of digital skill developed (n. 99)

The Self-Assessment survey aims to detect how interns perceive their skills and professional performances after the internship. This survey was the last survey administered. This 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 the n.5 **Survey about the level of digital skill developed** conducted to interns. Surveys are all composed of several Likert-scale questions (1 = Completely Unimportant, 5 = Very Important) focused on internship elements deemed important by students. The survey is anonymous.

Survey questions are listed below:

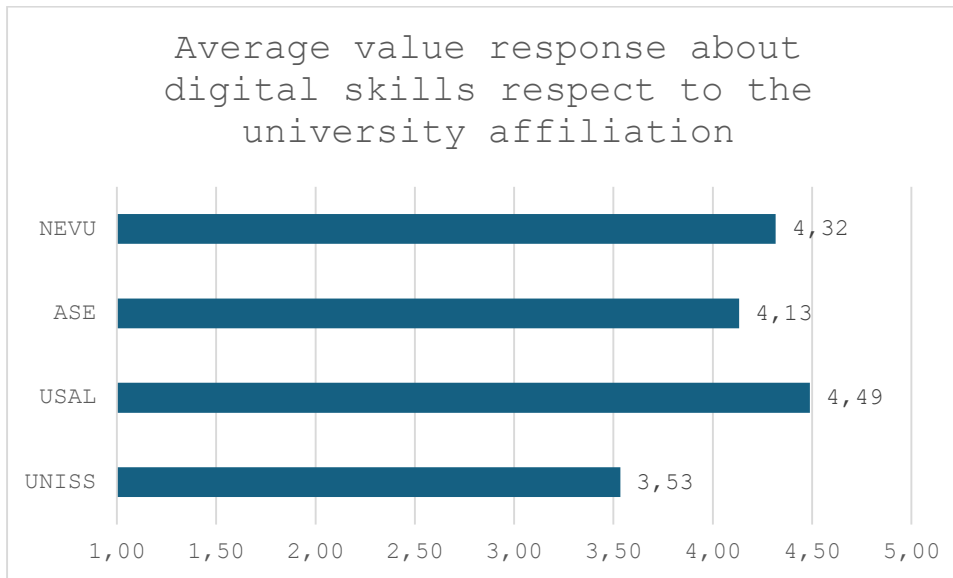
1	My ability to plan and organize project activities improved as a result of the MOOC training
2	I was able during the internship to prioritize project activities compared to before the training
3	I used tools and techniques learned during the internship in day-to-day project management
4	During the internship I was able to make more strategic decisions in project activities
5	My ability to identify and solve problems during project execution has improved
6	I can structure my verbal interventions more clearly and coherently than before the training.
7	I have improved my ability to actively listen and respond
8	I can express feedback constructively and clearly.
9	I write professional emails with greater clarity and effectiveness.
10	I have improved my ability to organize written content (reports, memos, documents) in a logical and understandable way.
11	I can set clear and prioritized goals to manage my time more effectively.
12	I use planning and time management tools learned during the MOOC to organize my work activities.
13	I plan my work with more attention to deadlines and long-term goals.
14	I spend regular time reviewing my priorities and evaluating progress.
15	I can better balance urgent and important activities in my daily work.

16	I can better manage interruptions and reduce time wasted during the workday.
17	I analyze work problems with a broader perspective, taking into account different points of view.
18	I can break down complex problems into manageable parts using methodologies learned in the course.
19	I feel more motivated to adopt an experimental and iterative approach in my work.
20	I regularly integrate brainstorming and idea generation techniques learned during the MOOC into my daily work.

3.3.1 The Survey about the level of digital skill developed

The purpose of this survey was to evaluate how MOOC experience contributed to interns self-competence in areas such as problem-solving, communication, teamwork, and personal growth. The aim of this survey is to measure and quantify the actual application of the new knowledge acquired through the five MOOCs offered by the Preview project during the internship experience. Fig.1 shows the average value in responses respect to the university affiliation of respondents. Data show from one side high value in responses of USAL interns and the lowest value for UNISS students. NEVU and ASE are in the middle. This seems to be interesting even considering some difficulties USAL faced in recruiting interns.

Figure 1 Average value response about digital skills respect to the university affiliation (in a Likert scale from 1 to 5)



UNISS intern criticism can be explained from different point of views. This criticism has been already registered in the previous surveys administered and for this reason some ideas have been formulated about. Very important, the following are mere assumptions needed to be verified with other research effort.

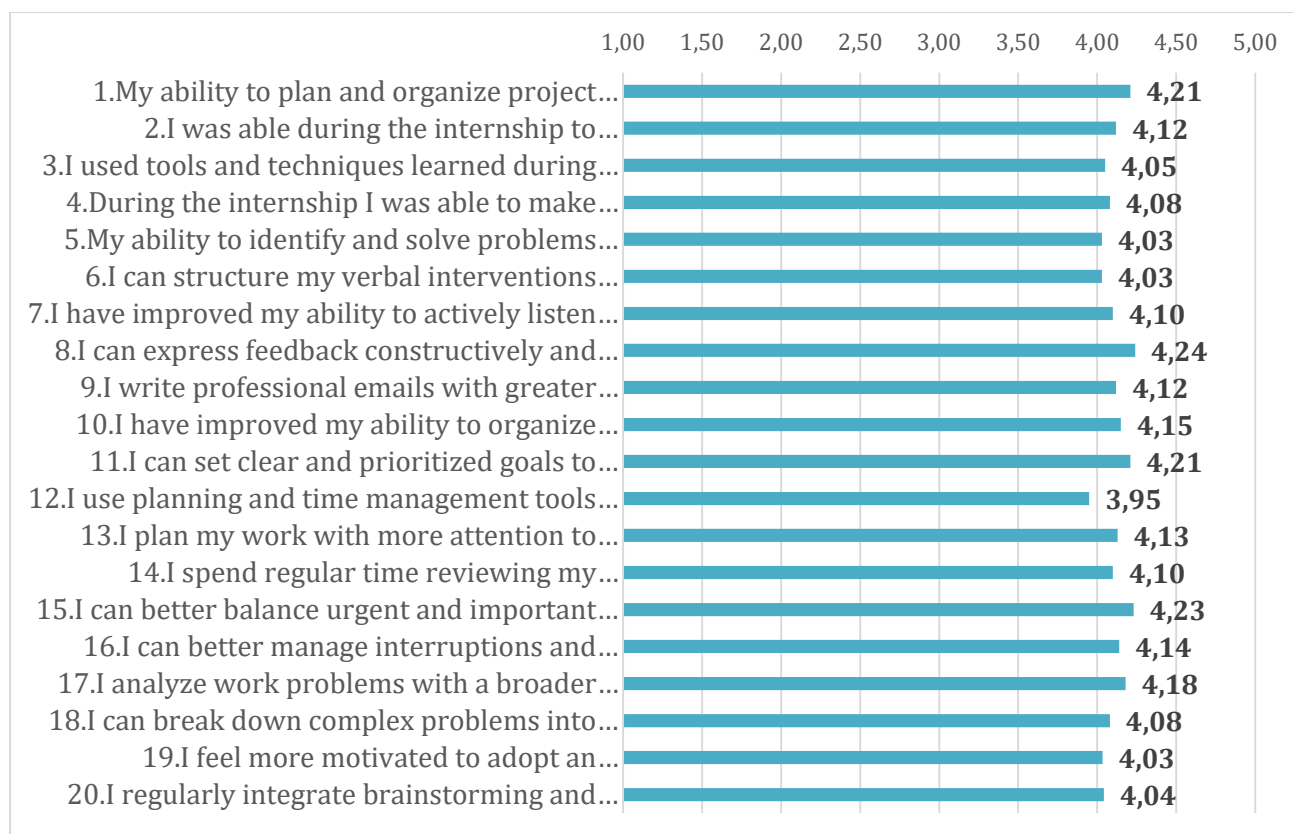
First of all, this criticism can be tied to some communication difficulty between staff and interns, even if interns shown a really good appreciation for tutor efforts; secondly, problems related to the platform could have exacerbate interns' perception of the Project, pushing them to be more sensitive about project activities. Third, Italian students are very critic in general and the broad freedom of expression and giving feedback (since low hierarchical constraints between students and university staff), can make easier to them in expressing their opinions even if not always positive about university activities in general.

Last but not least, must consider that UNISS interns represent, however, the second highest figure in requested internship, after NEVU and the third in completed internships (30 internship completed) respect 32 completed internship by NEVU, 31 by ASE and 6 by USAL (See, Deliv. 4.5).

Going deeper into the analysis, about singular questions, a general positive evaluation is expressed about improvement in digital abilities after the internship. Indeed, total average response (in a Likert scale from 1 to 5) is 4,11, representing a considerable appreciation for the Project effort in digital skills improvement.

More specifically, high value is given to the ability to express feedback clearly and constructively (See Q. n.8), balance urgent and important activities in daily work (Q.n.15), plan and organize internship activities (Q. n.1), setting clear and prioritized goals to manage time effectively (Q.n.11). Lowest values (3.95) are given to the use planning and management tools learned during MOOCs (Q.n.12), to the improvement of verbal intervention (Q.n.6), to the improvement in identifying and solving problems (Q.n.5), to the motivation in adopting experimental and iterative approaches (Q.n.19) and in the use of brainstorming and generation ideas techniques (Q. n.20) (See Fig. n.2).

Figure 2 Self-assessment survey: average value comparison among Italian, Spanish, Romanian and Turkish students (in a Likert scale from 1 to 5)

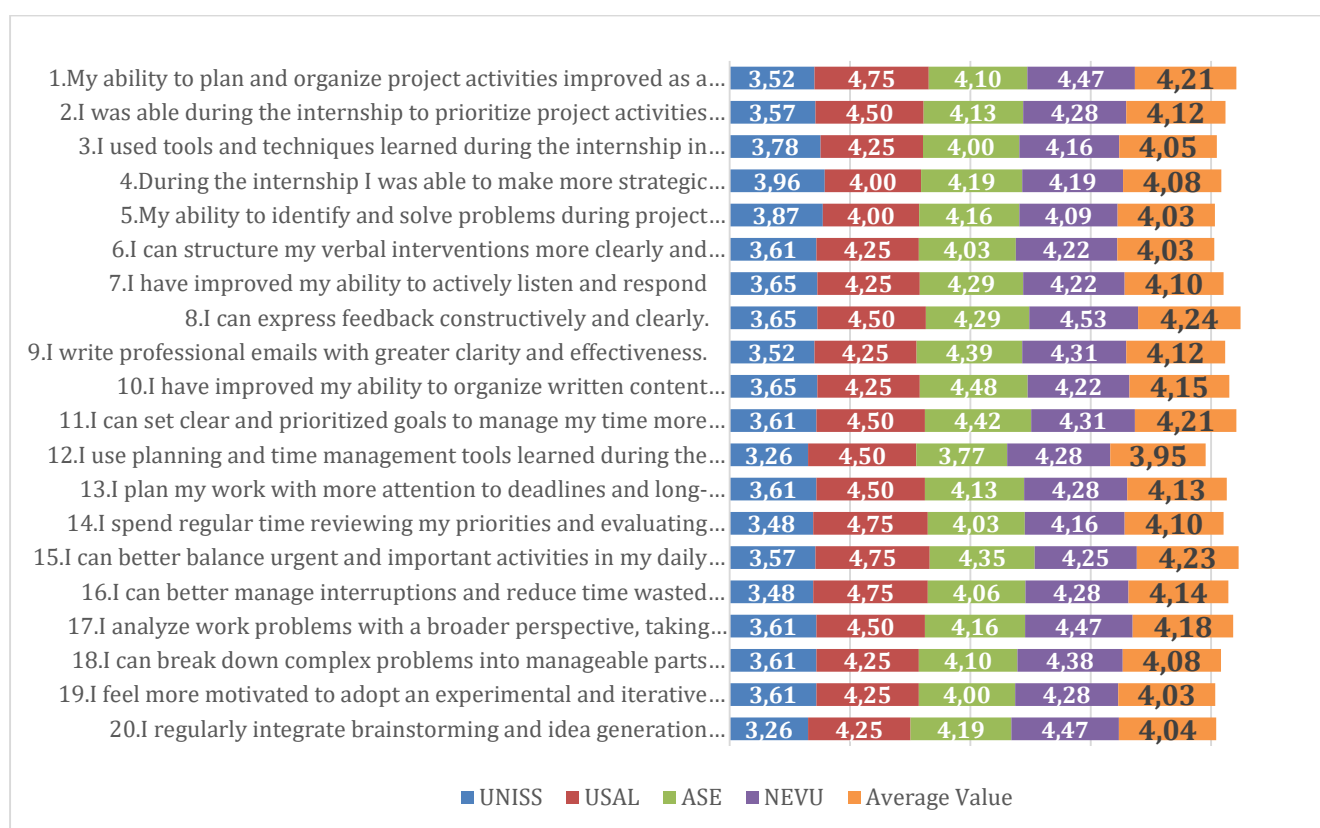


Comparing scores given for each question by university of the respondent we can see no main differences between the previous figure and that one. USAL students are most enthusiastic about improvement in digital skills after the Project while UNISS gave less importance to it being always below the average value. USAL gave values always higher than the average value with some exceptions: question n.4 and n.5 about improvement in problem solving and making project decisions. For ASE interns, questions under the average value are questions n.1, n.3, n.12, n.14, n.16, n.17, n.19.

On the opposite respect to USAL interns, for ASE respondents' questions n.4 and n.5 have higher values respect to the average value.

About NEVU, there are no replies under the average value.

Figure 3 Self-assessment survey: mean value comparison among Italian, Spanish, Romanian and Turkish students (in a Likert scale from 1 to 5) and the total average value



4 CONCLUSIONS

Preview Project has substantially improved digital competences of interns. This demonstrates that remote internships are a valuable way to guarantee both an interesting professional experience and flexibility with study and work commitments.

Although a general consensus from interns has been detected (with the particular performance of UNISS interns, generally more critical than others in evaluating MOOCs) some criticisms are generally present. Time management, problem solving and verbal intervention benefitted less than other skills and capabilities. This could be a result of the nature of the tools used, perhaps more useful in training in technical domains respect others. Nevertheless a general review of these tools, particularly about questions with lowest rate, should be considered.