



Promoting Resilience and Employability in uniVersity PREVIEW

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4.8 PREVIEW Report on Remote internship experience in Türkiye

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1	Consiglio Nazionale delle Ricerche	CNR
2	Università degli Studi di Sassari	UNISS
3	Academia de Studii Economice din Bucuresti	ASE
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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 (HOLLAND)



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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 assess 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 labor market.
- transversal competences specific to online working – e.g., self-organization, online communication, problem-solving, etc.

2.1 WP4 activities and results

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

- 4.8 PREVIEW Report on Remote Internship experience in Türkiye



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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.

The activities and outcomes described in WP4 at NEVU clearly align with and effectively fulfill the aims stated in Section 1.1 of the report. The university demonstrated exemplary implementation of inclusive, skills-oriented, and digitally enhanced remote internships, setting a strong model for replication across Europe.

2.2 PREVIEW Internships in Türkiye (NEVU)

At Nevşehir Hacı Bektaş Veli University (NEVU), the PREVIEW remote internship program was coordinated 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.

CAPPINNO is a mission-driven innovation institute in Cappadocia, embedding sustainability, inclusion, and digital transformation in everything it does—from EU-level projects and vocational education to green governance and digital skills development. With a robust European partner network and diverse expertise, it continues to lead projects that shape the future of education, employment, and social inclusion. The institute brings together a network of seasoned professionals dedicated to fostering creativity, equality, and diversity, collaborating closely with ministries, regional bodies, municipalities, NGOs, foundations, educational institutions, and socially responsible businesses.

As a hub of social innovation, CAPPINNO's vision is to cultivate inclusive, sustainable, and digitally empowered societies. By aligning with Sustainable Development Goals (SDGs), it aims to influence policy-making, vocational training, and capacity development—propelling long-term environmental, social, and educational transformation. CAPPINNO welcomes collaboration on projects, consultancy engagements, and training programs. CAPPINNO operates across several thematic clusters:

- Education & Skills Development: teacher training, digital skills, vocational excellence, and lifelong learning
- Digital Transformation: digital education platforms, remote learning methodologies, VR/AR integration
- Employment & Entrepreneurship: employability initiatives, SME growth strategies, and skills forecasting
- Social Inclusion & Migration: curriculum design for inclusion, participatory governance, and migration skills analysis
- Green Economy & Governance: greening vocational education and training (VET), sustainability policy consulting, and quality assurance frameworks

Despite its youth, CAPPINNO brings extensive experience—its team has implemented nearly 50 European-funded projects in both public and private sectors. The organization maintains a partner network exceeding 200 institutions across Europe

Their expertise spans project and budget management, curriculum design, policy analysis, progress monitoring, and VET quality assurance. Core Services of CAPPINNO

- Project Design & Management: from conceptualization to EU grant acquisition and implementation
- Curriculum & Competency Development: creating digital-ready and inclusion-oriented learning modules
- Skills & Labour Market Analysis: assessing future trends and skill mismatches for both green and digital transitions
- Digital Learning Solutions: developing e-learning platforms, distance teaching strategies, and VR/AR-based tools

- Governance & Policy Consulting: supporting qualifications systems, financing frameworks, and VET excellence

CAPPINNO collaborates with a wide spectrum of stakeholders: national ministries, regional directorates, local governments, NGOs, academic institutions, and impactful companies committed to social responsibility

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.

Among SCADYA's flagship products is UMay Feeder, a smart fish feeding system designed for aquaculture facilities. This device automates feeding processes, increases operational efficiency, and reduces feed waste. Another innovative solution, UMay Filter, monitors water quality in aquariums and aquatic systems in real-time, providing users with accurate and actionable data. The company also developed UMay Lighter, an IoT-based energy-efficient lighting solution equipped with environmental sensors. All these products are managed through the UMay Mobile Application, which offers users a simple interface to control devices and track performance remotely.

One of SCADYA's major strengths lies in its ability to locally develop both hardware and software infrastructures, ensuring full integration and high-level performance, safety, and upgradability. This self-sufficient model also enhances product reliability and allows rapid adaptation to user feedback and industry needs. The company's modular, scalable product design makes it suitable for a range of applications in smart agriculture, environmental monitoring, sustainable aquaculture, and smart cities. SCADYA targets a diverse clientele including individual users, SMEs, public institutions, and environmentally conscious organizations. The company actively collaborates with municipalities, universities, and technopark-based companies on project-based initiatives aimed at expanding the reach of sustainable and digital technologies.

SCADYA Technology positions itself as a leading developer of eco-conscious, user-driven, and fully integrated technology solutions. Through its commitment to local production, smart design, and sustainability, the company aims to contribute meaningfully to Turkey's digital transformation and green development goals.

Candidates involved:

Students: 32 active undergraduate and graduate students from departments such as international relations, economics, logistics, management, nursing and coaching education. Alumni is not participated in the program.

Student mentors: We have four student mentors (Tayyibe Işıl Doğan, Burcu Şimşek Yağlı, Selin Zengin Taşdemir, Toprak Keskin).

University mentor / project coordinator: Dr. Serkan Şahinkaya

Host companies: CAPPINNO and SCADYA, selected from among volunteer firms operating under Cappadocia Technopark, based on coordination meetings with Technopark management.

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.

2.3 Internships activities

As part of their pre-internship training, students completed five Massive Open Online Courses (MOOCs) specifically designed to enhance their personal and professional development. The courses included *Service Design Methodology*, *Personal Business Canvas*, *Digital Competences for Remote Internships*, *Soft Skills for Remote Internships*, and *Socio-Emotional Competences for Remote Internships*. Students were required to complete all five courses and respond to the assessment questions at the end of each module to reinforce their learning and ensure active engagement with the content.

Each MOOC was followed by a dedicated evaluation survey. Since the original surveys were in English, they were translated into Turkish for accessibility and shared with students using Google Forms.

To ensure ongoing support and monitoring, a two-phase online kick-off meeting was held. All 50 selected students participated. Regular follow-up meetings were conducted online to track students' development, clarify doubts, and provide motivation. In addition, a WhatsApp group was established to maintain fast and informal communication, complemented by official email updates. When needed face-to-face meetings were held at the NEVU Career Center office to address individual needs or issues requiring in-person attention.

As part of their remote internship tasks, CAPPINNO and SCADYA assigned two reflective activities to students: *Activity 1*: "Describe the digital competences necessary for your profession and explain why." *Activity 2*: "Reflect on the Personal Business Canvas course and how you plan to use it after graduation." These activities aimed to promote self-assessment and critical thinking, encouraging students to connect their internship experience with long-term career planning and personal skill development.

After the completion of the online internship, videos were recorded to allow students to share their experiences. In these videos, students discussed both the positive and negative aspects of their internship journey. While some of the videos were recorded in English, others were recorded in Turkish with English subtitles added.

4. Internship data

The internship data were collected based on five surveys conducted through our remote internship: pre-internship, MOOC evaluation, mid-internship, post-internship and self-efficacy assessment surveys.

3.1 Introduction to surveys

To monitor and evaluate the impact of remote internships at NEVU within the PREVIEW project, a structured multi-phase survey strategy was implemented. A total of five distinct surveys were administered to students at different stages of the internship process. Those are;

1. Pre-Internship Survey (n=41): Collected baseline data on students' expectations, familiarity with remote work, and perceived preparedness.
2. MOOC Evaluation Survey (n=37): Assessed the effectiveness of the PREVIEW training modules (MOOCs), especially in building digital and transversal skills before the internship.
3. Mid-Internship Survey (n=35): Evaluated the internship process in real-time, focusing on communication, task clarity, team interaction, and ongoing support.
4. Post-Internship Survey (n=32): Measured satisfaction, outcomes, skill development, and organizational integration after internship completion.
5. Self-Efficacy Assessment (n=32): 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

Questions about demographic features were added into post internship survey and here are some outputs (Table 1-6):

Table 1. Gender & age distribution of students

Gender	Number of Student
Female	19.0
Male	13.0

%59 of the interns are female and 41% are male. The age distribution of the interns is given in the following table.

Table 2. Age distribution of students

Age Group	Number of Student
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21-23	19
18-20	7
24-26	5
27 +	1

%59 of the interns are from the age group of 21-23

Table 3. Nationality of students

Nationality	Number of Student
Turkish	30
Others	2

Only two students are from other countries. The class grade distribution of the students is given in the following table.

Table 4. Class years of students

Class Year	Number of Student
3.grade	16
4.grade	7
1.grade	6
2.grade	2
Grad student	1

Half of them are 3. Grade students. Internship companies of students are CAPPINNO and SCADYA. Most of the student are enrolled to CAPPINNO company (Table 5).

Table 5. Internship companies of students

Internship Company	Number of Student
CAPPINNO	21
SCADYA	9

The distribution of the students by department is given in the following table.

Table 6. Department distribution of students

Department	Number of Student
Economics	5
Management	4
International Relations	2
Logistics	9
Nursing	10
Coaching Education	1
Environmental Engineering	1
Total	32

The surveys are completed by interns. The results are reported below. Moreover, Table 7 shows that the results comparisons of surveys.



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Pre-Internship Results (n=41):

- Preparedness for remote work: 56% had little or no prior remote work experience.
- Expectations: Most expected to improve digital and communication skills (78%).
- Confidence in managing tasks remotely: Avg. rating = 3.1/5

MOOC Evaluation (n=37):

- Clarity and usefulness of content: 84% found the modules helpful.
- Relevance to internship tasks: Avg. rating = 4.2/5
- Improved digital skills after MOOC: Avg. = 4.1/5

During Internship (n=35):

- Task clarity: 80% stated roles were clearly defined (Avg. = 4.0/5)
- Mentor support: Avg. = 4.3/5
- Team integration despite remote setting: Avg. = 4.0/5
- Use of tools (Trello, Google Drive, etc.): 75% used tools regularly

Post-Internship (n=32):

- Overall satisfaction: Avg. = 4.3/5
- Career development contribution: Avg. = 4.2/5
- Professional skills improvement: 90% reported significant gains
- Would recommend to peers: 87.5%

Self-Efficacy (n=32):

- Confidence in remote collaboration: Avg. = 4.2/5
- Time/task management: Avg. = 4.0/5
- Adaptability and problem-solving: Avg. = 4.1/5

In Table 7, the change in the main skills of the interns are given:

Table 7. Survey Results Comparisons

Skill / Indicator	Pre	During	Post	Self-Efficacy
Remote Work	3.1	4.0	4.3	4.2
Confidence				
Communication	3.3	4.2	4.4	4.2
Skills				
Task Clarity /	-	4.0	4.3	-
Goal Definition				
Team	-	4.0	4.2	4.1
Integration				
Digital Tool Use	2.9	4.0	4.1	4.0



As we see in the table, we observed an increase of the skills of interns from 3/5 to 4/5.

Our qualitative insights are students highlighted flexibility and cultural exposure, some wanted clearer task distribution early on and appreciation for international networks and real-world experience.

3.3 SWOT

The remote internship process implemented by NEVU under the PREVIEW project was evaluated in detail to identify its internal strengths and weaknesses, as well as external opportunities and threats. Based on student surveys, mentor observations, and institutional feedback, the following SWOT analysis summarizes key insights that can guide future implementations of similar digital internship models.

Strengths:

- High student engagement and satisfaction across all stages
- Effective pre-internship training (MOOCs)
- Strong coordination between students, mentors, and university staff
- Development of key professional skills (communication, autonomy, teamwork)

Weaknesses:

- Onboarding and task definition delays for some
- Limited peer interaction due to remote format
- Students were not fully prepared for remote internship formats at the beginning
- PREVIEW platform was found to be unintuitive; students struggled to reach content easily
- Mobile access to the platform was more confusing than desktop access
- Technical login issues occasionally disrupted participation
- Student mentors lacked access to progress tracking (e.g., MOOC completion status)
- Limited localization of MOOC video content reduced engagement for students with lower English

proficiency.

Opportunities:

- Scale internships to more departments
- Introduce formal mid-term reviews
- Foster lasting partnerships with host organizations
- Enhance platform usability and develop a dedicated mobile-friendly interface
- Provide more transparent tracking dashboards for mentors
- Localization of video materials into students' native language to increase motivation and comprehension in future implementations.

Threats:

- Disengagement risk without daily supervision
- Technical limitations for some students
- Company readiness variability
- Lack of hands-on/practical tasks compared to traditional internships
- Remote interns require more detailed orientation and regular motivational support

The SWOT analysis of NEVU's remote internship experience under the PREVIEW project highlights a solid foundation in student support, skill development, and project coordination. While students reported positive learning outcomes and appreciated the flexibility of the remote model, several areas for improvement emerged—particularly in platform usability, task clarity, and mentor access to student progress. These insights underscore the importance of strengthening digital infrastructure, enhancing communication systems, and introducing more hands-on, engaging tasks to maximize the impact of future remote internships.

Although the written materials in the MOOC trainings were translated into Turkish to enhance accessibility, the video lessons remained in English, with only Turkish subtitles available. While this ensured basic understanding, some students reported that having video content in their native language would have made the learning process more engaging and motivating. Providing fully localized video content could support deeper comprehension and encourage greater participation, particularly among students with lower English proficiency.

5. CONCLUSIONS (NEVU)

The implementation of the PREVIEW remote internship model at Nevşehir Hacı Bektaş Veli University (NEVÜ) has demonstrated a successful and inclusive approach to equipping students with essential 21st-century skills. With the coordination of NEVU's Career Planning Application and Research Center and the active involvement of academic mentors, student mentors, and international

host companies such as CAPPINNO and SCADYA, the university effectively managed a digital internship process that reached 32 active undergraduate and graduate students from diverse academic backgrounds. We initially selected 50 students for the internship; 41 of them began the program, and 32 actively completed the entire process.

The program structure featuring five MOOCs, bilingual survey instruments, reflective learning tasks, and consistent mentorship enabled students to strengthen both technical and transversal competencies. In particular, the integration of tools such as Google Forms, WhatsApp groups, and online platforms facilitated continuous feedback and close tracking of student development. Furthermore, the institution showed adaptability by translating survey materials, organizing multi-stage orientation sessions, and addressing individual student needs via both online and face-to-face formats.

Despite several challenges such as limited platform usability, mobile accessibility issues, and a lack of hands-on components NEVU successfully provided equitable access to remote internships, especially for students from rural or limited-resource backgrounds. The university also identified key areas for future improvement, including enhanced progress monitoring tools for mentors and more structured digital onboarding processes.

Overall, NEVU's experience under WP4 serves as a model of how remote internships can be designed to foster employability, resilience, and inclusive digital learning. The university has built



institutional capacity and valuable international partnerships that will continue to support remote-ready, skills-based training opportunities in the future.

Appendix. PREVIEW meetings at NEVU



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