EU CONEXUS
European University for Smart Urban Coastal Sustainability

Co-funded by the European Union

Mid-Term Report on Progress of Open Lab Hours and Student Research Hub

D9/D7.1

FINAL VERSION

WP7 – Research to Education

Contractual due date (from GA): 30th April 2025

Final delivery date: 16th April 2025

WP leader: Agricultural University of Athens

Contributors: LRUniv, KU, UNIZD, SETU, UROS, FredU, UCV, EU-CONEXA

Dissemination level: public

DISCLAIMER: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

Executive summary/abstract:

Modern educational practices emphasize the role of undergraduate scientific research in enhancing students' understanding, fostering passion for learning, and preparing them for advanced studies and careers. "Research back into education" seventh work package (WP7) aims to integrate research into learning, enabling students to become active researchers with hands-on experience. WP7's objectives include attracting students to science through modern educational methods, improving curricula, supporting pathways to postgraduate studies, and encouraging international research collaboration. The objectives are expedited by providing access to advanced equipment, enhancing digital, and green skills while promoting teamwork, critical thinking, and innovation, while PhD students gain leadership and mentoring experience. WP7 employs two key activities: Open Lab Hours, consisting of 5-day joint training sessions on research topics, and the EU-CONEXUS Student Research Hub, where students collaborate with PhD students and Mentors in two months projects. The Mid-Term Report details Tasks' implementation procedures, challenges, and mitigation strategies, as well as a continuously updated catalogue tracks of completed activities and new opportunities planned reflecting ongoing WP7 project progress.

Table of Contents

Executive summary/abstract: *2*

INTRODUCTION **4**

GENERAL WP7 OBJECTIVES 5

T7.1 Open Lab Hours concept and implementation *6*

T7.2 Student Research Hub Concept and Implementation *11*

EFFORTS, BARRIERS AND CHALLENGES **18**

Dissemination *19*

Efforts for T7.1 ..... *23*

KPIs for T7.1 ..... *26*

Barriers and Challenges for T7.1 ..... *29*

Deviations for T7.1 ..... *30*

Mitigation measures for T7.1 ..... *30*

Efforts for T7.2 ..... *31*

EU-CONEXUS Plus Closing Virtual Workshop on Undergraduate Research Activities *37*

KPIs for T7.2 ..... *38*

Barriers and Challenges for T7.2 ..... *41*

Deviations for T7.2 ..... *46*

Mitigation measures for T7.2 ..... *46*

CONCLUSION: FUTURE IMPLEMENTATION PLAN AND ENGAGEMENT **51**

APPENDIX I: OPEN LAB HOUR OFFERS SCHEDULE (UPDATE: MARCH 2025) 54

APPENDIX II: STUDENT RESEARCH HUB PROJECTS' OFFERS SCHEDULE (UPDATE: MARCH 2025) 57

Introduction

International studies outline the role and importance of undergraduate scientific research, across the natural sciences, social sciences and humanities, demonstrating that students perceive academic involvement in research as a catalyst for enriching their comprehension, igniting a greater passion for learning and teaching, fostering interest in pursuing postgraduate studies, cultivating skills relevant to future employment, and elevating the quality of undergraduate research endeavours [1]. Literature studies also highlight that all higher education institutions should experience learning through an inquiry-driven model fostered within a collaborative partnership between a mentee and mentor[2].

Given the advantages and obstacles tied to early research involvement, the most effective methods of implementation, encompass apprenticeship models or integrating research into coursework. Irrespective of the chosen approach, modern educational practices have highlighted the beneficial impact of undergraduate research experiences that serve as a catalyst for initiating the pathway towards an advanced degree scientific career[3].

“Research back into education” (WP7) aims to transfer research results and innovation back into education. Joint research-based activities (Student Research Hub and Open Lab Hours), will introduce and familiarise undergraduate students (and post-graduate master students after GA amendment) with research on Smart Urban Costal Sustainability (SmUCS) topics, by actively and creatively engaging them to scientific procedures related to blue-green solutions in coastal and urban development. They will be trained on how to conduct interdisciplinary research as part of their curriculum,

[1] Buffalari D, Fernandes JJ, Chase L, Lom B, McMurray MS, Morrison ME, Stavnezer AJ. Integrating Research into the Undergraduate Curriculum: 1. Early Research Experiences and Training. J Undergrad Neurosci Educ. 2020 Dec 31;19(1):A52-A63. PMID: 33880092; PMCID: PMC8040836.

[2] Hayes SM. Engaging Early-Career Students in Research Using a Tiered Mentoring Model. ACS Symp Ser Am Chem Soc. 2018;1275:273-289. doi: 10.1021/bk-2018-1275.ch016. Epub 2018 May 2. PMID: 31534283; PMCID: PMC6750028.

[3] Adebisi YA. Undergraduate students' involvement in research: Values, benefits, barriers and recommendations. Ann Med Surg (Lond). 2022 Aug 17;81:104384. doi: 10.1016/j.amsu.2022.104384. PMID: 36042923; PMCID: PMC9420469.

explore career directions and be educated on research ethics, social awareness and sustainability[4].

Students will participate in SmUCS research projects, use EU-CONEXUS advanced infrastructure, improve critical thinking and scientific reasoning, develop innovative ideas, digital, creative and transversal skills. In these activities, PhD students will play a key role by guiding undergraduate students as co-learners or explorers, gaining tutorial and leadership experience; in summary: they will apply what they have learned in theory. Ultimately, undergraduate research prepares students for success in both academic and professional careers.

It is important to note that the multi-institutional research opportunities offered by more than 400 EU-CONEXUS research teams, in all fields of science (Medical Sciences and Agricultural Sciences, Natural Sciences and Engineering and Technology, Social Sciences and Humanities) meet the needs of students by offering them structured experiences and promote their aspirations to pursue an internationally competitive scientific career.

General WP7 objectives

The general Objectives of WP7 are:

- To deliver Research results and innovation back into education: students to become scientists by learning to do research.
- To attract students to science by modern educational practices and hands-on activities, with formulated research experience that meets the needs of students.
- To enhance student curricula and support pathways into advanced degrees and international scientific careers.
- To provide extended opportunities for undergraduate and post-graduate students, through transnational research collaborations offered by EU-CONEXUS partners.

[4] Healey M. Developing Students as Researchers Navigating Between Teaching, Learning and Inquiry: Developing Students as Researchers. 2011;

- To foster collaboration among EU-CONEXUS partners in order to engage undergraduate and post-graduate students in active scientific research and creative problem-solving approaches.
- To offer students access to advanced equipment, infrastructure, and research opportunities, focusing on specific research, digital, and blue-green skills.
- To encourage teamwork among students to develop research, critical thinking, innovative ideas, and transferable skills.
- To assign PhD students (and early-career researchers (R1/R2) after GA amendment) as group leaders, in order to gain leadership, tutoring, time management, and organizational skills.

These objectives are being pursued through the implementation of two distinct types of activities: (a) the Open Lab Hours (OLH) that consist of short, 5-day joint training sessions, where students have the opportunity to be trained on research topics linked to SmUCs leveraging the expertise of all partners and (b) the EU-CONEXUS Student Research Hub (SRH) projects which have longer duration (appr. 2 months) where BSc and PhD students act synergistically under the guidance of a Mentor to solve a scientific problem or conduct research that could help explain a social problem and propose solutions to solve it.

T7.1 Open Lab Hours concept and implementation

An Open Lab Hour (OLH) is a short training on research topics, given by an intra-alliance team of mentors, with a duration of 5 days. The activities incorporate modern, student-centered educational practices that integrate formulated research experiences, tailored to meet the needs of students and inspire their interest in science.

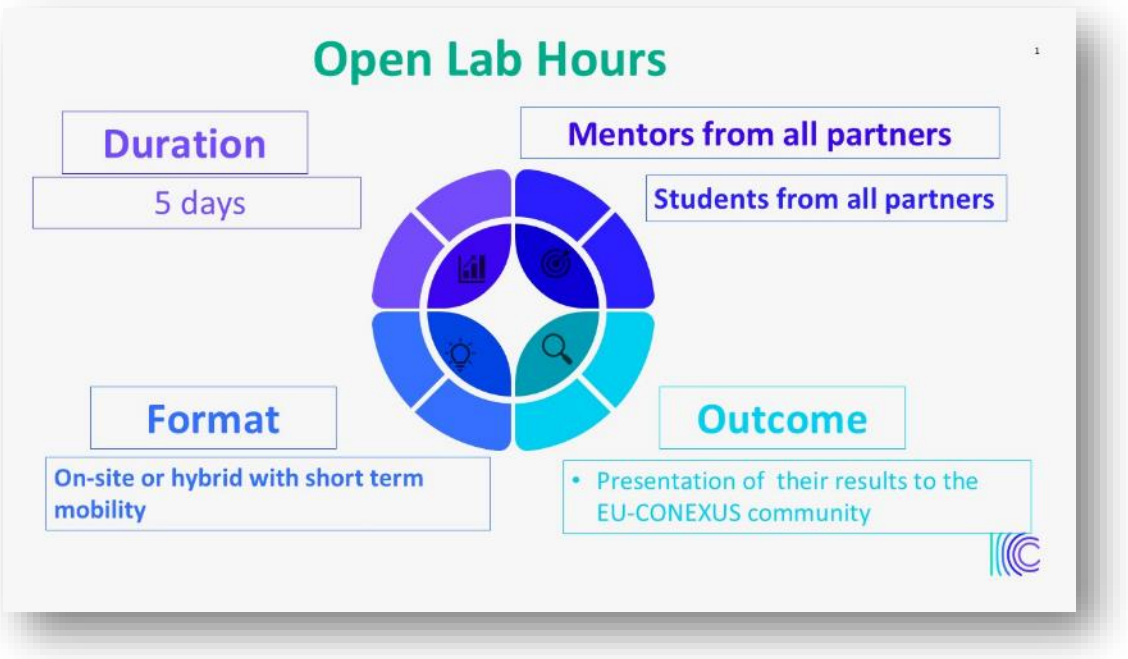


Figure 1. General description of Open Lab Hours

The project timetable, the benefits and expected outcomes for students are thoroughly reviewed to ensure a comprehensive and well-structured approach for the successful implementation of WP7 activities. The delivered OLH have a clear title and research area definition, specific learning outcomes, workload, timetable, prerequisites for participants, assessment methods as tests and exercises. Students participate on-site in courses offered by their host university, while students from other partner universities join the sessions remotely in real time or asynchronously. The guidelines for the Open Lab Hours offer are shown in Table 1.

Table 1. Detailed characteristics of the Open Lab Hours

Aspect	Details
Contributors	AUA, LRUniv, KU, UNIZD, SETU, UROS, FredU, EU-CONEXA
Duration	5 days
Format	Face to face or online or blended

Target	Undergraduate (and post-graduate master students after GA amendment) of EU-CONEXUS universities.
Mentors	Academic and/or research staff (Level R3 and R4)
Topics	From all scientific fields on SMUCS.
Thematic Selection	The list of the selected thematic will be presented at the Academic Council (twice a year) The catalogue of OLH will be updated every year.
Team Recruitment	• OLH is proposed and created by academic and/or research staff (leading Mentor) • A minimum of 2 different partners involvement is recommended per OLH
Training & Output	• Hybrid training (on-site & on-line) • Data collection and processing • Other assignments
Learning outcomes	• Learning outcomes are defined by the Mentors of each OLH
Mobility	• Students' mobility to another University during the trainings will be supported via EU-CONEXUS: 22 students in total (3 from 6 partners and 4 from UNIZD). • Blended Intensive Programmes (BIP) - Erasmus+ (BIPs), could be used to support students' mobility when applicable.
End-of-Year Presentation	Students and Mentors share their experience at the "Closing virtual workshop on undergraduate research activities"
Certification	Certificates of attendance will be given to students for attending the Student Research Hubs signed by the Governing Board President.

	Mentors and Leaders will receive a certification for tutoring (mentoring) experience

OLH are designed to be offered in different formats: on-site trainings of students on advanced instrumentation, specimen or data collection as required for each scientific field, together with remote training including literature search, advanced and specialized software, research methods, research conduct and ethics, environmental issues, and scientific writing. An example of an OLH structure is shown in Figure 2.

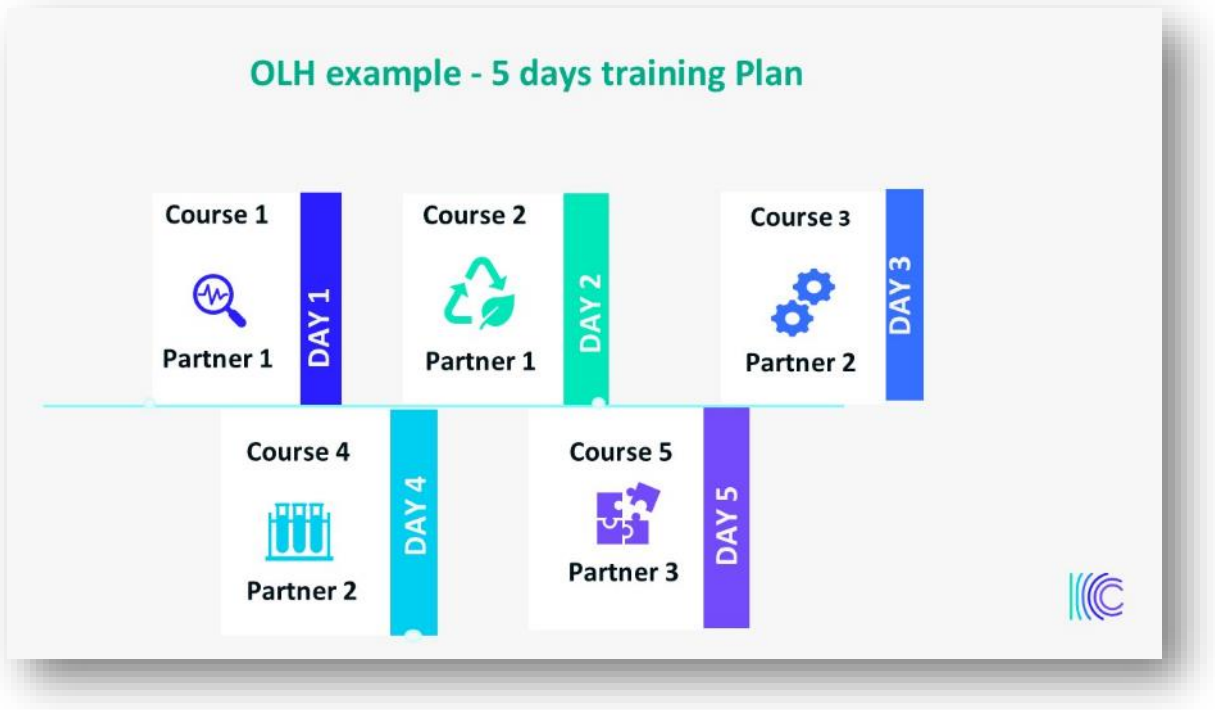


Figure 2. Example of the structure of an Open Lab Hours course.

The multi-institutional research opportunities offered by EU-CONEXUS partners provide students with extensive transnational access, fostering a deeper understanding of diverse disciplines and enhancing intercultural competencies. These opportunities span a wide range of scientific fields, including Marine and Agricultural Sciences, Biotechnology, Urban and Regional Development, Sustainability and Economic Welfare, Green Marketing, Social Sciences and Humanities, Food Science,

Pharmaceutical Science, Natural Sciences, Psychology, Life Sciences, Education, Sports, Engineering and Technology, and Sustainability in the Built Environment.

By allowing students to choose from a diverse array of thematic areas, these structured experiences are tailored to meet individual interests and career aspirations. Students are not limited only to cultivate the skills necessary for internationally competitive scientific careers, but also facilitate a smooth transition into the labour market.

The implementation procedure for an OLH includes the following steps:

1. Identification of projects and Mentors for OLH by each institution
2. Identification of Mentors form partner Universities to participate.
3. Filling in the respective application form template.
4. Organisation of the dates and the exact content.
5. Creation of the respective webpage with all the necessary information for students available at: https://www.eu-conexus.eu/en/open-lab-hours/
6. Students' enrolment via the website: https://www.eu-conexus.eu/en/open-lab-hours/
7. Creation of the dedicated workspace in Moodle, with registered applicants.
8. Delivery of courses via the embedded function in Moodle, denoted BigBlueButton. (Courses are recorded so they can be delivered asynchronously).
9. Educational material has to be uploaded by the Mentors and Leader (i.e. literature, exercises, pictures, videos)
10. Students are considered to have successfully completed their participation upon the completion of all required assignments and/or tests.

The schematic representation of the OLH implementation procedure steps is shown in Figure 3.

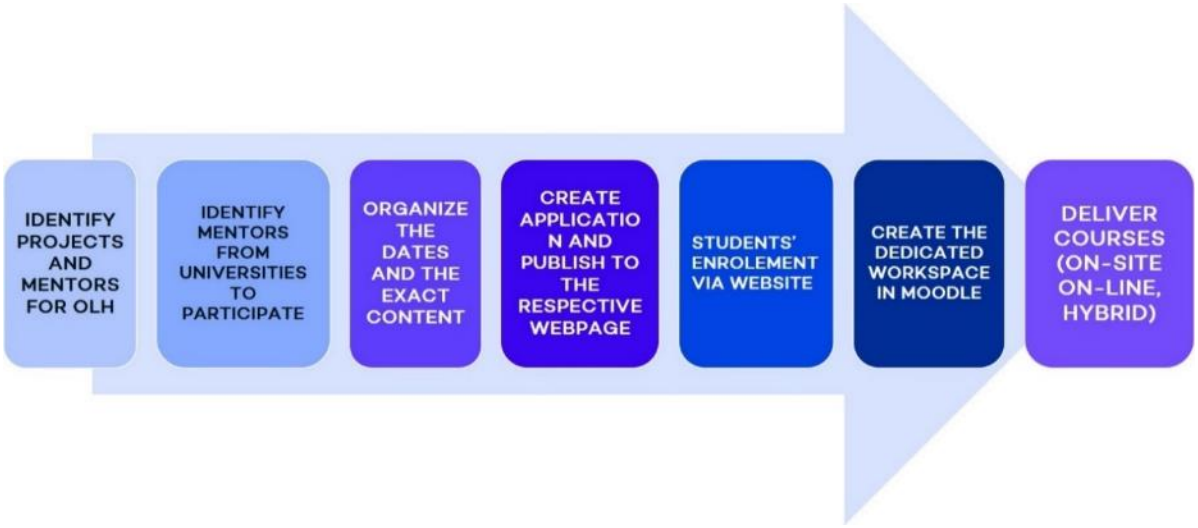


Figure 3. Schematic diagram for the implementation Proceedure of Open Lab Hours

The OLH have been meticulously designed to offer maximum flexibility to students, ensuring they seamlessly integrate into the diverse timetables of various universities. While some components may require real-time participation (e.g., experimental procedures, live Q&A sessions or discussions), most of the content is available asynchronously, providing students with the option to engage when it best suits them. Students can access course material, recorded lectures, and assignments at their convenience, allowing them to learn at their own pace while balancing other academic or personal commitments.

T7.2 Student Research Hub Concept and Implementation

Student Research Hub (SRH), refers to trainings of 2 months duration, performed in EU-CONEXUS Research Unit (RU), where Undergraduate (and post-graduate Master students-after GA amendment) and a PhD student (or Researcher level R1 and R2-after GA amendment), who acts as a Leader, work synergistically, under the supervision of a Mentor, in order to solve a scientific problem or conduct research that could help explain a social problem, and propose solutions to solve it. The elements and structure of a SRH project are shown in Figure 4.

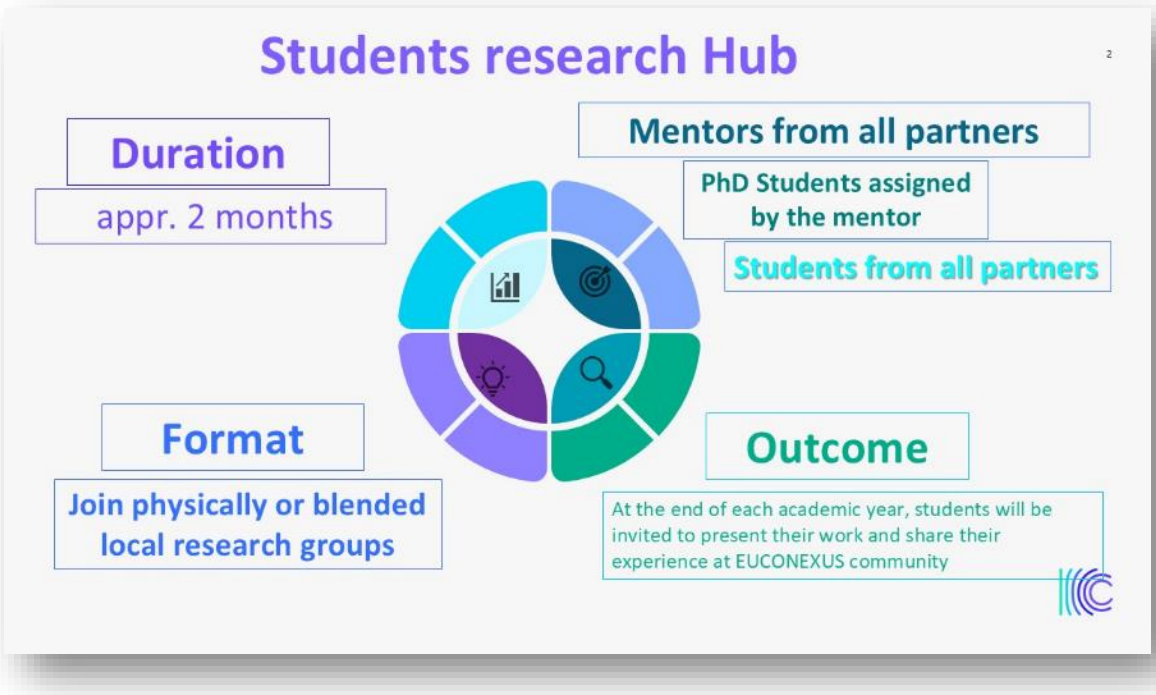


Figure 4. General description of a Student Research Hub project

The initiatives in WP7 aim to create a beneficial impact by enhancing curricula, paving the way for advanced degrees and international scientific careers. The detailed learning outcomes for each project are clearly outlined and described in each offering. Students are actively engaged in research by analyzing and evaluating their results, taking responsibility of their work, developing innovative ideas as junior researchers and hone problem-solving skills. They are trained on how to conduct interdisciplinary research as part of their curriculum. Students in SRH projects are asked to write a report of their findings, and to give oral presentation of their research outcomes.

Table 2. Detailed characteristics of the Student Research Hub project

Aspect	Details
Contributors	AUA (co-ordinator) LRUniv, KU, UNIZD, SETU, UCV, UROS, FredU, EU-CONEXA
Target	Undergraduate and post-graduate master students of EU-CONEXUS universities.

Mentors	Academic and/or research staff (Level R3 and R4)
Leaders	PhD students and Researchers (Level R1 and R2 after GA amendment)
Topics	Derived from all scientific fields at SmUCS
Expenses	Covered by Research Units (RU)
Thematic Selection	Selected topics presented at Academic Council (twice a year)
Students Participation	It is recommended to foresee a minimum of 30 contact and 70 hours of autonomous hours during the duration of the SRH.
Project List for SRH	Provided by Mentors at the start of the academic year Uploaded to SRH webpage on EU-CONEXUS website Includes necessary info & timetable for recruitment
Team Recruitment	• After student enrolment, Leader recruits the team • Tasks assigned to on-site & remote students
Student Participation	• Assist in experimental procedures • Perform data collection • Conduct literature search • Analyze & evaluate results • Take responsibilities in project implementation
Training & Output	Students trained to prepare conference presentation, reports or manuscripts
Learning Outcomes	• General learning outcomes of SRH • Specific project learning outcomes (defined by the Mentors of the SRH)
Mobility	Students' mobility to another University during the trainings is not supported by EU-CONEXUS PLUS

End-of-Year Presentation	SRH outcomes presented in “Closing virtual workshop on undergraduate research activities”
Evaluation & Awards	Jury selected by Mentors evaluates work Best student team awarded (1 per partner/year) Award includes EU-CONEXUS-funded mobility & conference/workshop registration
Certification	• Certificates of attendance will be given to students for attending the Student Research Hubs signed by the Governing Board President. • Mentors and Leaders will receive a certification for tutoring (mentoring) experience

During the two-month duration of the SRH, the research projects are either integrated into existing research initiatives or focused on developing new research ideas. A question-driven methodological approach is adopted, providing students with an opportunity to gain extended familiarity with the advanced equipment and infrastructure of EU-CONEXUS research teams and/or engage deeply with sophisticated methodologies for data collection and evaluation. Training of students can also include practising on advanced software, literature search, the use of scientific nomenclature in English. An example of the structure of a SRH project is shown in Figure 5.

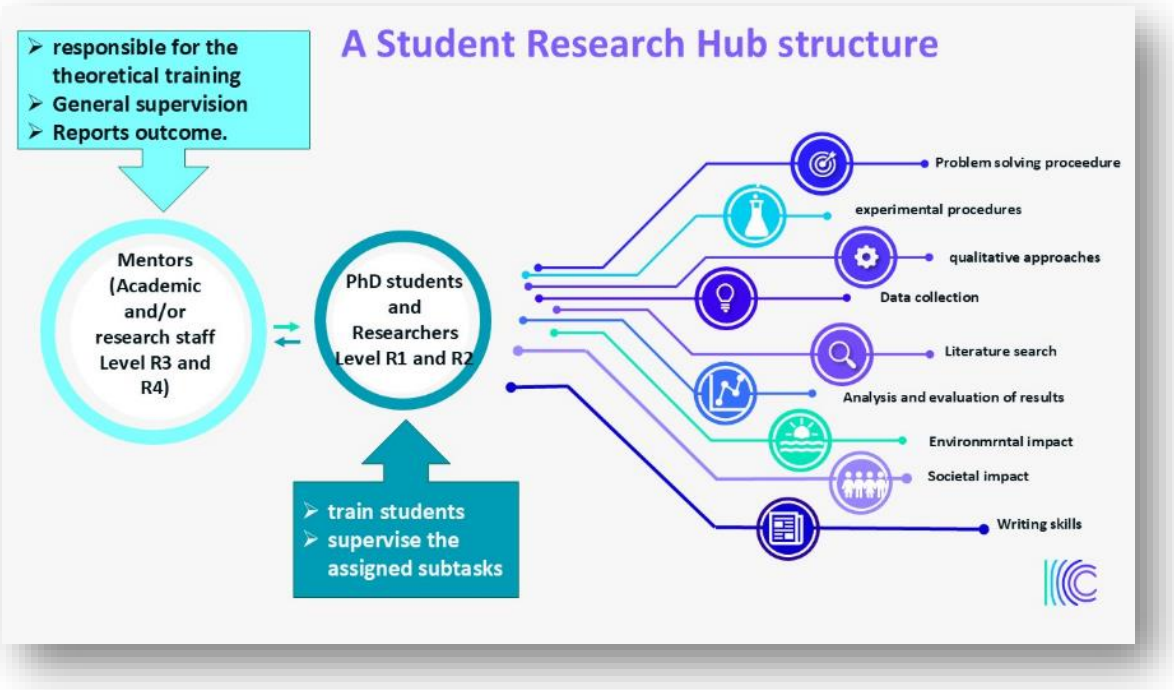


Figure 5. Example of the structure of a Student Research project

By participating in SRH undergraduate students (and Post-graduate Master students after GA amendment) are benefited by:

- Being informed and consulted about the research on SmUCs thematic areas
- Projects in EU-CONEXUS Research Units that might not be directly related to their degree studies
- Training on advanced instrumentation
- Developing innovative ideas and problem-solving skills
- Enhanced CV
- English proficiency
- Team work
- Autonomy and responsibility
- Participation in conference announcements and/or publications
- Successful transition in the labour market and higher employability

General Learning Outcomes of SRH for undergraduate students

- Research attitude with responsibility of their work as junior Researchers
- Analysis and result evaluation skills
- Writing and oral skills with discipline-specific language and rules
- Ability to work with advanced instrumentation (depending on the thematic)
- Problem solving skills
- Team work skills
- Interpretation of multiple information sources.

PhD students as group leaders to gain experience on instructing assignments to a team of students, tutoring, leadership, time management and organizational skills. By participating in SRH, PhD students (and Researchers Level R1 and R2-after GA agreement) will profit from experience on assignments with high numbers of students, therefore they gain:

- Tutoring experience
- Leadership experience
- Time management skills
- Feedback for their research

General Learning outcomes for PhD students

- Respond to questions or tasks that directly emerge from students
- Tutoring and instruction skills
- Organizational skills
- Writing skills

PhD students are also encouraged to participate and attend training programs regarding teaching offered by EU-CONEXUS or partner Universities (WP4, WP5).

The implementation procedure for an SRH includes the following steps:

1. To identify projects for SRH at each institution (i.e Leader and Mentor)
2. Fill the application form template

3. Send the application accompanied with a picture by email to the coordinator team
4. The coordinator informs the JCU to create the respective webpage at https://www.eu-conexus.eu/en/student-research-hub/
5. Student will enrol via the website at https://www.eu-conexus.eu/en/student-research-hub/
6. The coordinator, in collaboration with the IT department, creates the dedicated workspace in Moodle, where applicants are registered
7. Educational material has to be uploaded by the Mentors and Leader (i.e. literature, exercises, pictures, videos) in Moodle.
8. Depending on the capacity of each project (defined by the Mentor and Leader of each project), if more students are enrolled than the project can support, there is a selection procedure, defined by each Mentor.
9. Each team leader recruits the team members and organises the exact timetable of activities depending on Mentors, leaders and students' availability according to the proposed project application.
10. If online courses are delivered, they are recorded by BigBlueButton in Moodle platform.
11. At the end of each Academic year students from all SRH need to present their work (10 min presentation) at the Closing virtual Workshop on undergraduate research activities)
12. The best team per university is awarded by the Evaluation Committee a mobility Grant to a conference.

The process of SRH implementation is shown in Figure 6.

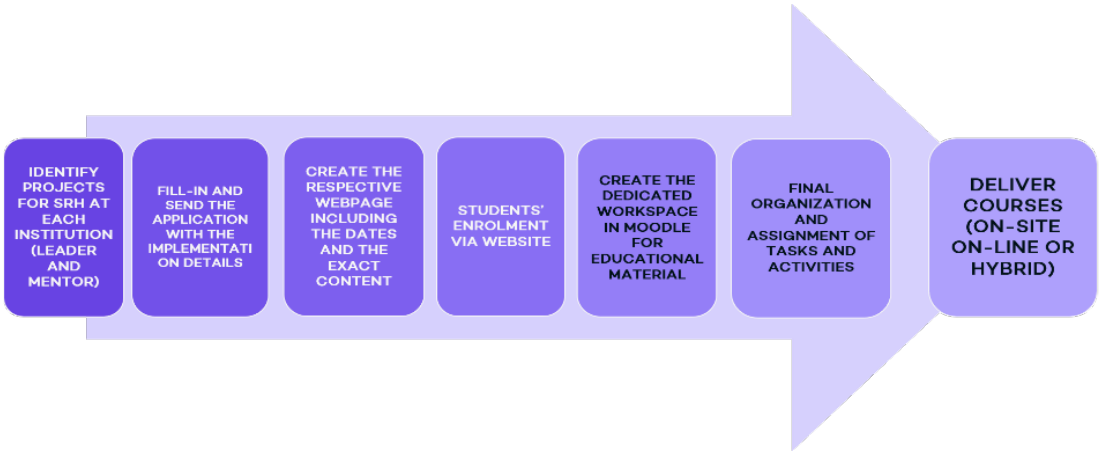


Figure 6. Schematic representaion of SRH projects implementation.

In the SRH, students work either individually or in teams on project assignments, enabling them to develop valuable time management skills. It is required to write a detailed report simulating a scientific publication, enhancing their scientific writing abilities. An oral presentation, showcasing their capacity to articulate and develop ideas related to the project's research questions is also required. At the end of each academic year, students will be invited to present their work and share their experience at EU-CONEXUS community (Closing virtual Workshop on undergraduate research activities). At the end of each Academic year, a jury evaluates the work done and award the best student teams (1 per participating partner/year) for their exceptional work by funding through EU-CONEXA budget mobility and registration to a conference/workshop. By this initiative, students enhance their oral and communication skills.

The SRH are designed to foster collaboration, teamwork. Effective communication is integral to their experience, providing them with essential skills for both academic and professional growth. By participating in SRH, PhD students and Researchers are benefited from experience on assignments with high numbers of students, as co-learners or explorers, therefore they develop cognitive skills as memory and attention, language, and critical thinking, as well as non-cognitive skills like leadership, time management, adaptability and teamwork experience.

Efforts, Barriers and Challenges

During the 1st year of the project, the WP7 coordination team has taken the necessary organizational steps to achieve the implementation of T7.1 and T7.2. Overall, the organization of WP7 tasks is continuous.

A working group (WG) comprising members from all participating partners has been established, and discussed the concept of T7.1 and T7.2, as well as implementation procedures. Fourteen (14) WP7 group meetings were organized to discuss key subjects, align different institutional regulations and adjust specific activities and workload. Additionally, there was a strong emphasis on defining the learning outcomes specifically focusing on the benefits for students and the implementation of both on-site and remote training sessions, with the integration of on-site and remote participation being a critical topic, aiming to ensure flexibility and accessibility for all participants.

The Concept of WP7 Tasks has been created and was validated by the Academic Council and the Research Council in November 2023.

WP7 concept and progress is presented regularly, at the WPGL group for education, aiming to keep the consortium updated on the activities of WP7 and explore potential synergies, as well as Mentors' and Leaders participation. These sessions provide a detailed update on WP7's progress, facilitate discussions on shared goals, and identify possible joint activities between work packages. During these presentations, feedback from the WPGL groups has been instrumental in refining the procedures for implementing WP7 tasks. Moving forward, WP7 will continue to align its activities with the insights and recommendations provided by the WPGL groups, in order to ensure seamless collaboration and optimize outcomes.

A meeting with the Co-ordination Committee was organised, provided update about the current progress, as well as problems and delays that have occurred during the implementation of WP7 by the Partners. Issues as the degree of partners involvement and the reach of KPIs were presented and discussed.

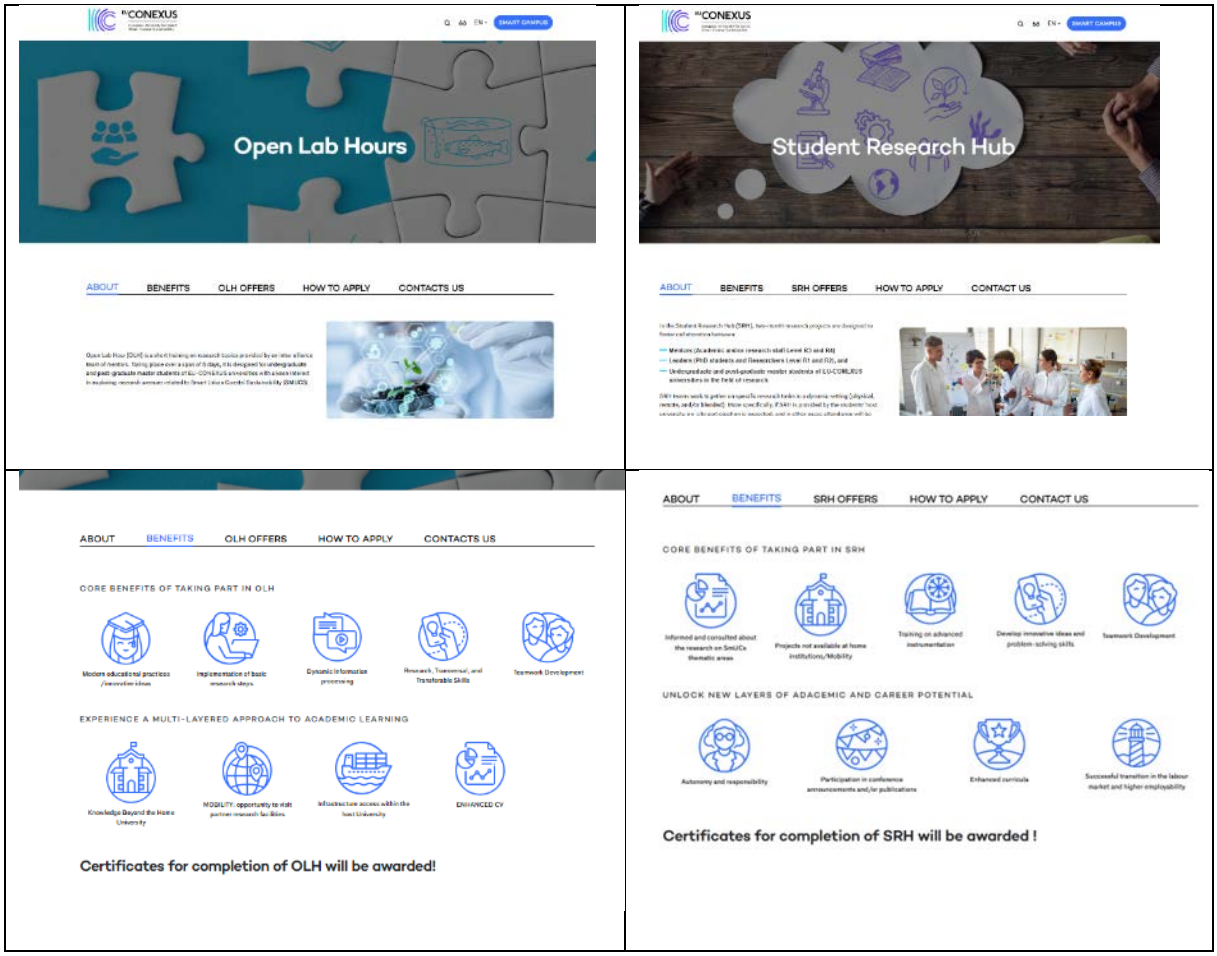
In addition to the WG7 meetings, a series of bilateral meetings were organized between the coordinator (AUA) and all partners to identify the challenges and barriers faced by each institution that hindered the implementation of the Tasks. These meetings aimed to finalize the list of proposed offerings for Open Lab Hours and Student Research Hub projects for the next academic year, map the specific challenges each partner encountered in implementing WP7, and discuss both the implementation plan and the goals set by each partner. Additionally, the discussions covered mobility opportunities through Erasmus+, the degree of task completion by each partner, potential solutions to overcome existing difficulties, and the expected timeline for task completion by the end of the project.

Dissemination

Collaboration was established with Joint Communication Unit (JCU) in WP10, regarding the creation of dedicated webpages for the Open Lab Hours (https://www.eu-conexus.eu/en/open-lab-hours/) and Student Research Hub (https://www.eu-conexus.eu/en/student-research-hub/) initiatives. These webpages serve as central points for information, announcements, and student enrolment, ensuring streamlined communication and accessibility (Figure 7). The information of each project is

uploaded in the relevant webpage (see APPENDICES I & II). This simplifies the process for reviewing and selecting projects by students.

The webpages are continuously being updated with the new offers.



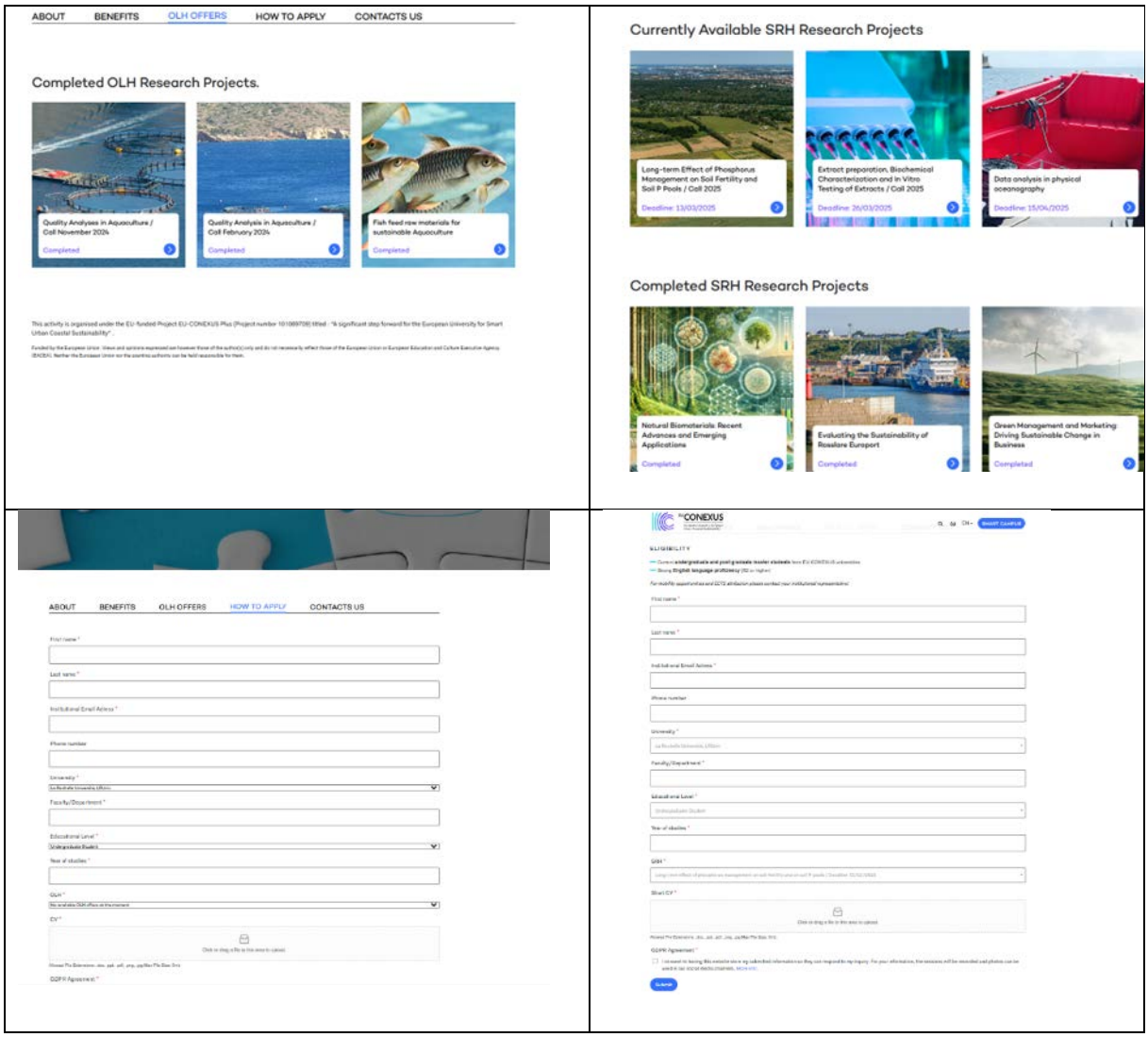


Figure 7. Indicative screenshots from OLH and SRH webpages

Open Calls for Mentors to participate in OLH and SRH have been meticulously designed. The templates include fields for idea submissions, enabling mentors to submit their research proposals and themes for OLH and SRH in a structured and standardized format. The calls are being regularly disseminated through the WP7 representatives, internal emails and personalized communications with academic staff. These calls encourage experienced faculty and researchers to contribute their expertise to guide students in their research endeavours. It has to be noted, that although UTCB does not participate in WP7, its students are invited to participate in the OLH and SRH activities.

A comprehensive brochure for the Student Research Hub (SRH) has been prepared (Figure 8). This brochure outlines the program's objectives, benefits, and participation guidelines. It has been distributed to WP7 representatives, PhD students, and institutional stakeholders to generate interest and encourage engagement.

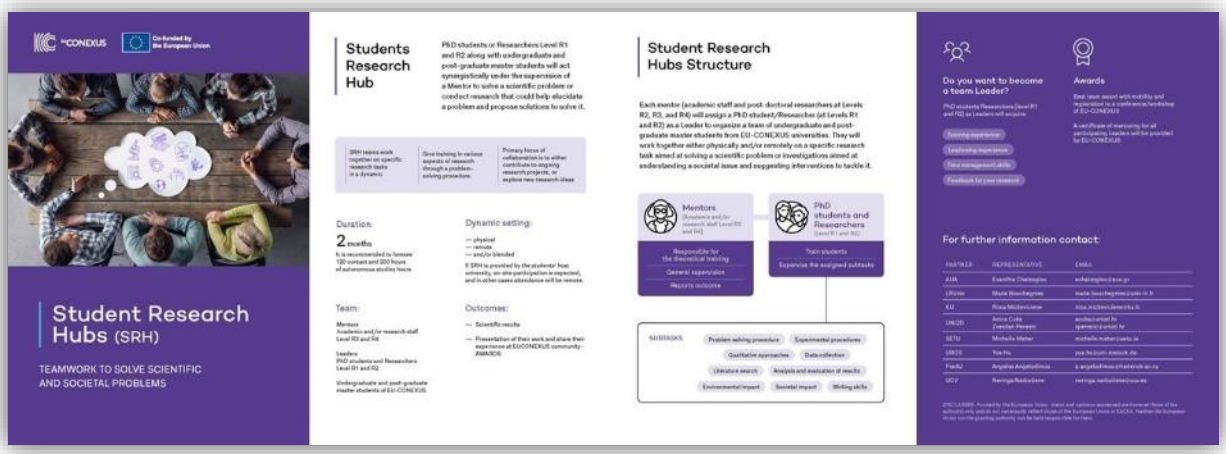


Figure 8. Dissemination brochure for PhD students regarding SRH activity

Presentation of WP7 Tasks and promotion were showcased during the PhD Week in December 2023. This presentation provided an in-depth overview of the opportunities and roles available to students, mentors, and academic staff within the WP7 framework, further raising awareness and encouraging participation.

Various communication channels were used for students' invitation to participate in WP7 activities as EU-Conexus website and social media, institutional e-mails and personal communication by lecturers or other students. The effectiveness of the aforementioned dissemination methods was assessed through satisfaction questionnaires that were distributed to students at the end of each activity (OLH and SRH projects). From 74 answers received, it was found that Institutional emails including announcements of new offers was the most successful mean of dissemination (Figure 9).

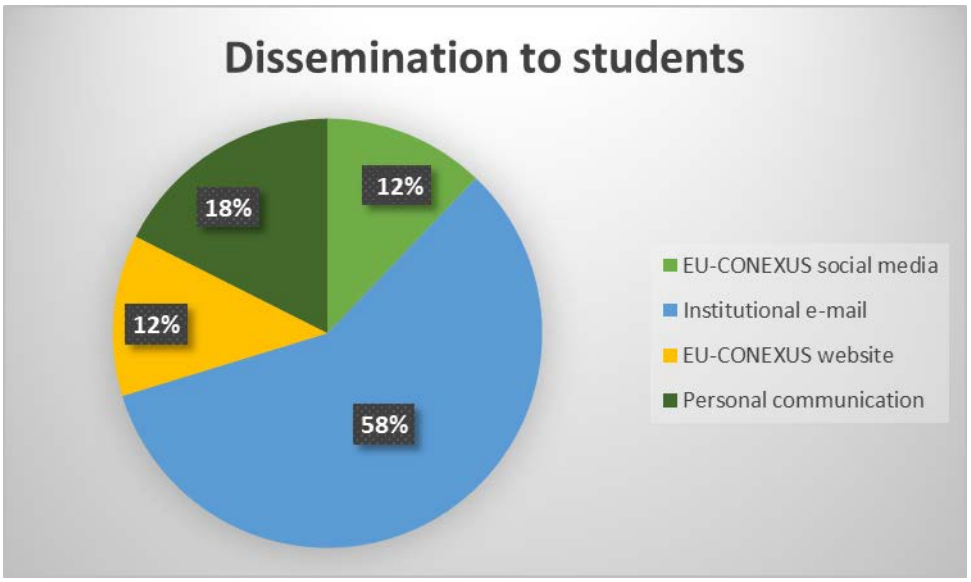


Figure 9. Percentage distribution of responses on how students were informed about the OLH and SRH activities.

The outreach of WP7 activities to EU-CONEXUS community was carried out in two conferences, at Rostock Convention (November 2023) and at a dedicated workshop during the EENVIRO Conference in Bucharest (October 2024). Contact has been established with academics and PhD students in both conferences, to discuss and promote OLH and SRH activities. This outreach effort aimed to foster collaboration, recruit mentors, and engage PhD students as leaders in upcoming initiatives.

Efforts for T7.1

OLH were strategically designed to ensure a comprehensive and dynamic learning experience. Key elements of the planning process included: identifying common

thematic areas and multidisciplinary approaches, establishing a timetable, and securing mentor interest and engagement.

During the two-year period of the project, the following activities related to the organization of T7.1 have taken place:

- ✓ Preparation of the required document templates for the implementation of Task 7.1: (application forms for the OLH offers, syllabus for OLH, list of participants, Students' satisfaction questionnaire for OLH, Certificate for OLH Students, Certificate for OLH Mentors presented in APPENDIX I).
- ✓ Launch of an Open Call for Mentors to organise and participate in OLH.
- ✓ Creation of dedicated space within Moodle for each Open Lab Hours (OLH) to host the educational material (educational) and on-line courses.
- ✓ In collaboration with the Joint Communication Unit (JCU), the webpage for OLH has been launched at https://www.eu-conexus.eu/en/open-lab-hours/ and the GDPR document was prepared. The webpage serves as central hubs for information, announcements, and student enrolment. This webpage is regularly updated with new offers.
- ✓ Dissemination activities via EU-CONEXUS website, social media, institutional e-mails and meetings, personal communication and WP7 members.
- ✓ Certificates attribution for participating students and Mentors.

Partners have joined forces in WG7 meetings, bilateral meetings and institutional meetings to create the list of OLH offers, and identify the Mentors to participate and form a cohesive and multidisciplinary approach of each proposed title.

However, despite efforts through personal communication via emails and meetings, responses from potential mentors have been significantly delayed, which has negatively impacted the overall WP7 timeline. Activities implementation of the Tasks has started at the 2nd year of the project as it was foreseen, but have not achieved the initially proposed implementation schedule and progress.

The current situation of activities' implementation (update March 2025) is: three OLH have already been implemented: (one Pilot-autumn 2023, one in Spring 2024 and one OLH semester Autumn 2024) all led by AUA; in the upcoming semester 2 OLH have been scheduled and 2 more are under development.

The detailed catalogue for OLH offers has been created as shown in APPENDIX I. Three (3) OLH have been completed, four (4 are organised to be implemented in semester spring 2025. Seventeen (17) additional Open Lab Hours (OLH) have been proposed for implementation in the upcoming semesters, and are currently being developed as suitable mentors are being identified.

Until 31/3/2025, the Open Lab Hours (OLH) task has been partially completed, achieving overall progress at 60%, and is expected to be completed at 100% by the end of the project.

All partners contributed to the development of the concept for Task 7.1; the planned involvement of each partner by the end of the project is shown in Table 3. Regarding the contribution of partners in Task 7.1, so far 3 OLH have been implemented during the Academic years 2023-2024 and 2024-2025, with the participation of 3 Mentors form AUA, 2 from UNIZD, 1 from FredU, 1 from SETU and 1 from UROS.

Table 3. Number of implemented and Planned OLH courses including partners involvement (Update March 2025)

Number of courses per partner							
	Autumn 2023	**Spring 2024**	**Autumn 2024**	**Spring 2025**	**Autumn 2025**	**Spring 2026**	**Autumn 2026**
LRUNIV	**1**	**0**	**1**	**1**			
AUA	**2**	**2**	**2**	**4**	**2**	**3**	**2**
KU	**1**	**0**	**1**		**1**		**1**
UNIZD	**0,5**	**1**	**1**	**1**			
SETU	**0**	**1**	**0**	**5**	**2**	**6**	**2**
UROS		**1**		**1**			
FredU	**0,5**		**1**	**2**	**3**	**3**	**1**

In these trainings, 96 students were accepted to be trained out of 100 applications with the distribution of applications per partner University as shown in Figure 10. A strong interest has been shown for these activities by AUA students that could be attributed to the thematic of OLH provided (Agriculture), but also indicating the need of better dissemination of offers in student communities of all partner Universities.

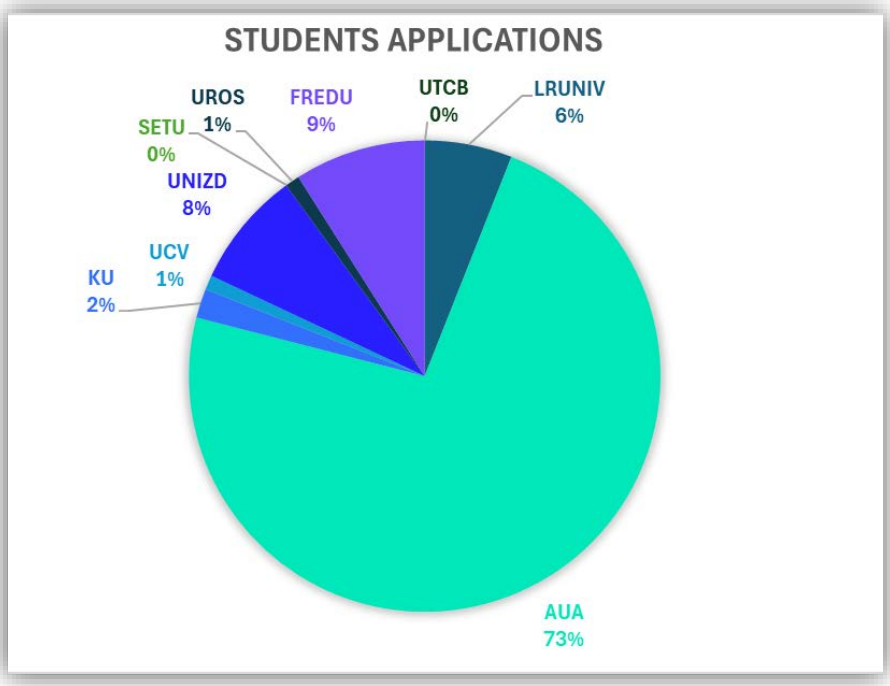


Figure 10. Students' applications for OLH per partner (as of end March)

To date, the multi-institutional research opportunities offered by OLH were restricted only to the field of Marine Sciences, however the new offers are expected to cover fields as Biotechnology, Sports, Psychology, Arts, Underwater Archaeology, Biochemistry, Food Sciences, Social Resilience, Urban and Regional Development, Engineering and Technology, Sustainability and the Built Environment (APPENDIX I). These opportunities enable students to select their preferred activities from a diverse range of thematic areas, providing structured experiences tailored to their individual needs. Such experiences aim not only to foster their aspirations for internationally competitive scientific careers, but also to equip them for a seamless transition into the labor market.

KPIs for T7.1

KPIs for Task 7.1 include the number of students trained and their satisfaction regarding the activity they participated. These numbers were estimated by the student registration lists in OLH, and the satisfaction survey based on questionnaires and polls.

The goal is to provide comprehensive training to 1,470 students, as outlined in Table 4. While the current enrollment numbers remain below this target, continuous efforts are being made to reach this ambitious target. Progress will accelerate as more OLH opportunities become available, bringing the objective closer to completion.

Table 4. KPIs for Task 7.1

KPI Task 7.1	Target value	Achieved value	Percentage of achievement
Number of students trained	1470	96	6,5%

Until March 2025, the following participation of students has been recorded for Task 7.1, in the three implemented OLH (Figure 10). To date, 6,5% of the Target value for students training is achieved due to challenges faced, as it is discussed in the relevant Chapter.

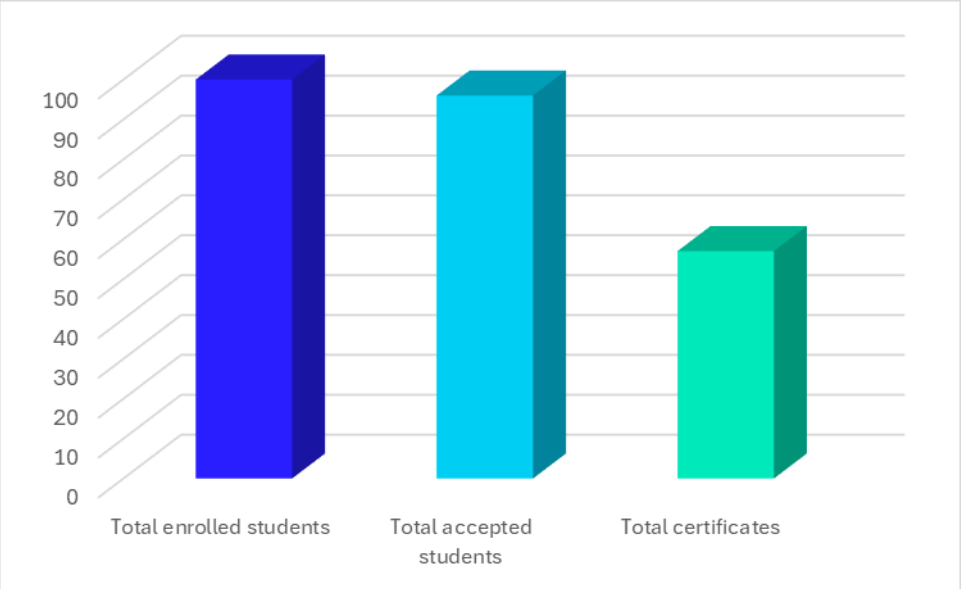


Figure 11. Number of students participation in OLH (as of end of March 2025)

Progress is expected in the upcoming semesters, as several new OLH from a variety of thematic areas are planned, and will become available (APPENDIX I).

Satisfaction questionnaires were distributed to the students at the end of their training, and a poll for survey was conducted during the Closing virtual workshop for Undergraduate activities.

The feedback from students highlights the interest and satisfaction from their participation in an OLH (Table 5).

Table 5. KPIs for Task 7.1 in the GA

KPI Task 7.1	Target value	Achieved value	Percentage of achievement
Satisfaction survey	75%	82 %	100%
Number of OLH		3	
Number of answers		53	

During the OLH, students engaged with real-world data, worked with complex software enhancing their analytical skills, and explored both traditional and innovative solutions. They also shared educational experiences from their own countries, fostering a rich exchange of perspectives in a multinational environment. The feedback obtained highlights both the advantages and challenges that arise, as illustrated in Figure 12. About 98% of the participants answered that they would participate again in OLH courses.



Figure 12. Students feedback from poll survey and questionnaires.

Although the proposed target values for students' participation have not been achieved up to date, the implemented offers were highly rated by the students. Steady progress is being made, with expectations of reaching the KPIs by the project's completion.

Barriers and Challenges for T7.1

During the two-year project, all activities were designed and implemented with the aim to fulfil the described objectives of the Tasks. The goal to provide multi-institutional research offers by EU-CONEXUS partners and engage students to the Science although it has been partially achieved, it was highly rated by the students. Several challenges impeded the launch of the expected offers by M30, according to the initial planning, in order to align with the proposed schedule of T7.1 as described in the Grant Agreement.

The key challenges for the OLH included actively engaging mentors in the development and organization of multidisciplinary offerings, as well as identifying suitable mentors from partner universities within a shared thematic framework. For example, FredU representatives identified that the broad area for urban coastal sustainability can be covered by a limited number of FredU departments, and FredU Mentors' specialisations could rarely match the topics of OLH, especially in fields including aquaculture, animal farming and welfare, agriculture, sea and ocean sciences. Another example is that many researchers, (as for example in UROS), lack established contacts and are not motivated to initiate such communication independently. However, when directly invited by a leading mentor or WP7 representatives to participate as supporting mentors, they are more likely to engage

Coordinating activities across different partners has proven to be complex, because of their varying schedules, start dates, availability and lack of established contacts. This resulted in having difficulties to engage Mentors from different institutions. Moreover, low number of OLH offers from all SmUCS thematic areas has been observed.

A significant hurdle was determining an optimal timeframe that not only ensured mentor availability but also aligned with the diverse academic schedules across multiple universities, requiring flexibility and coordination, in order to accommodate varying institutional calendars and commitments.

To adjust the implementation procedure, a pilot OLH has been launched and executed in autumn 2023 as a model for this activity, in order to identify weaknesses and challenges during implementation. These delays were caused mainly by the variations identified in internal regulations across partner institutions, which necessitated additional communication and adjustments to align implementation procedures with universities internal procedures.

Another challenge faced was the lack of motivation and available time from students to complete the activities, due to different their varying schedules in different partner Universities. With the exception of AUA, students' participation in WP7 activities was rather low. Additionally, a drop-out percentage has been observed.

Dissemination efforts also faced challenges, limiting the project's broader impact and restricting student access to enrolment opportunities. The feedback from the questionnaires revealed that the most efficient dissemination tool were the institutional emails. It was observed that not only the diverse degree schedules, but also the limited ability to organize activities and deliver timely offers, reduced student access to enrolment opportunities.

Deviations for T7.1

There was a delay in the launch of the first training, and the initial plan to offer three joint OLH trainings per semester—beginning in Autumn 2023 and organized the prior semester (18 trainings in total)—was not implemented as scheduled. Key challenges for the OLH included engaging mentors to create multidisciplinary offerings and aligning activity timeframes with the differing academic schedules of partner universities, due to different semester, holidays and exams dates. This resulted in having difficulties to engage Mentors from different institutions. Moreover, low number of OLH offers from all SmUCS thematic areas has been observed. As a result, of the limited ability to organize activities and deliver timely offers, the number of students enrolled was lower than initially planned.

Mitigation measures for T7.1

To address these setbacks, the following measures were proposed:

Modify the implementation plan for OLH: for instead of 3x6 offers/ semester to be replaced by 18 offers throughout the duration of the project, establishing a clear plan

for OLH offerings by the project's conclusion (an amendment may be required). By this modification, Mentors' engagement will be facilitated according to their availability.

To expand the opportunities to include postgraduate Master's students of EU-CONEXUS, rather than limiting them to BSc students as originally proposed in the GA. (an amendment may be required). Also to attract Erasmus Students from partner Universities to participate in OLH during their physical mobility in a host EU-CONEXUS university. The familiarization of more students with research activities in diverse EU-CONEXUS Research Units can give them the opportunity to choose for a future scientific career.

Proposed fields and thematic areas for the OLH, in order to engage Mentors from the respective scientific fields and be closely aligned with the Joint Research Initiatives (JRIs) of the EU-CONEXUS alliance. Based on partners feedback to identify the specific fields, it has been noticed that students are more interested in interdisciplinary research, thus the offers of OLH topics could be related to healthy lifestyle, philosophy, and art - science communication.

Combine OLH with BIP to enhance on-site participation and profit from the available budget for students' mobility provided. Except for the restricted number of mobility grants available in WP7, a broader combination of Open Lab hours with BIP mobilities can give the opportunity to numerous students to visit physically the EU-CONEXUS infrastructures, and participate on-site in research procedures.

Develop a comprehensive communication strategy for WP7, with the collaboration of the Management Board and the JCU, focusing on the timely publication and dissemination of OLH opportunities and activities via the EU-CONEXUS website, social media platforms, and partner universities. This strategy will be enriched with students' testimonials, OLH reels and brochure.

These actions aim to recover from delays, and ensure the implementation of all 18 OLH trainings within the remaining semesters of the project.

Efforts for T7.2

For the SRH projects, WG7 discussions encompassed a wide range of topics, including: mentor and PhD student availability and engagement, workload definition, integration of on-site and remote training sessions to ensure flexibility and accessibility

for all participants, student enrolment, thematic focus areas within SmUCS, student benefits, workload for Mentors, Leaders and students, as well as learning outcomes and certification processes.

During the two-year period of the project the following activities and preparation of the required documents related to the organization of T7.2 have taken place:

- ✓ Call for Mentors for the SRH
- ✓ Application forms for the SRH offers
- ✓ List of participants
- ✓ Reports/Presentations
- ✓ Students' satisfaction questionnaire
- ✓ SRH evaluation by Mentors and Leaders,
- ✓ Student Research Hub evaluation documents by the Committee Certificates for SRH Students,
- ✓ Certificate for SRH Mentors,
- ✓ Certificate for SRH Leaders,
- ✓ Launch of an Open Call for Mentors to organize a SRH project
- ✓ A dedicated space within Moodle has been created for each Student Research Hub (SRH) offering. All the communication, presentations and other educational material (were uploaded to the Moodle platform)
- ✓ In collaboration with the Joint Communication Unit (JCU), the webpage for SRH has been launched at https://www.eu-conexus.eu/en/student-research-hub/ , where all the detailed information about each SRH project is presented as well as the application for students enrolment. The webpage is regularly being updated with new opportunities.
- ✓ All calls have been disseminated through EU-CONEXUS social media, institutional e-mail, personal communication and WP7 members
- ✓ A satisfaction questionnaire and an on-line survey have been distributed
- ✓ Furthermore, a three-member jury, entitled "Student Research Hub Evaluation Committee" was established, and will be renewed every academic year. Additionally, the guidelines for the Student Research Hub Evaluation were thoroughly reviewed and relative documents were prepared.
- ✓ Organization of the 1st EU-CONEXUS PLUS Closing Virtual Workshop on Undergraduate Research Activities in July 2024. This event showcased the collective achievements of students engaged in the «Open Lab Hours» and

«Student Research Hubs» offered by EU-CONEXUS partners during the Academic year 2023-2024

AUA has held a series of internal meetings with all participating staff involved in the EU-CONEXUS PLUS project, including members from the Departments of Biotechnology, Food Science, Animal Science, and Crop Science. During these meetings, participants were thoroughly briefed on the goals and activities T7.2. Faculty members, researchers, and PhD students were encouraged to actively contribute by proposing projects or thematic areas for SRH. These discussions successfully led to the engagement of several academics, researchers, and PhD students, who have now committed to developing and overseeing specific projects as part of WP7. AUA has already implemented 8 SRH projects and has completed the planning of offers until the end of the project.

FredU's representatives always attend meetings, and provide constructive comments and suggestions for the implementation of WP7 activities, as well as contributed in the evaluation of OLH and SRH. FredU representatives maintained regular contact with Academic members and researchers to engage potential Mentors and Leaders for SRH activities. Their close collaboration ensured a strategic approach to mentor recruitment and participation. Also, their pursued personal communication to approach and inform at least five researchers and faculty members at FredU about opportunities to contribute in SRH. Although FredU has not yet delivered any SRH projects, they are committed to complete T7.2 by the end of the project.

KU representative faced challenges in participating in WP7 meetings in the beginning of the project, due to heavy workload. Despite these difficulties, KU representative has diligently provided a comprehensive and detailed update on KU's activities, along with a plan and suggestions for future implementation. Her commitment ensured that KU remains aligned with WP7 objectives, and continues to contribute effectively to the project. KU has launched their first SRH project in Autumn 2024, and more offers are expected for the upcoming semesters.

LRUniv representative has not consistently attended WP7 meetings due to a heavy workload, but she has submitted a valuable update on the barriers faced by LRUniv and key decisions for the future implementation plan, clarifying the project's direction. LRUniv had an internal steering committee, and they have identified critical challenges and several obstacles to implement SRH activity, therefore they expressed their intention to withdraw from T7.2.

SETU’s representative has been actively engaged in all WP meetings serving as the primary liaison between WP7 and SETU academics. Although there were challenges faced in Mentors and PhD students’ involvement, continuous internal discussions regarding T7.2, facilitated seamless communication and collaboration, making a significant progress on the project's overall success. Furthermore, SETU has contributed a comprehensive proposal aimed at enhancing the SRH offering, as outlined in the mitigation measures section. SETU has launched 3 SRH projects in Spring 2025 and they have submitted a plan of 7 more SRH projects to be launched in the upcoming semesters.

UCV representative has served as the primary contact point for addressing challenges related to the project’s implementation, identifying specific obstacles faced by UCV and facilitating communication between WG and Academics to find effective solutions. The representative has actively engaged in discussions to clarify issues, gather feedback, and ensure that concerns are addressed promptly. In May-June 2024 an adaptive concept for SRH was presented to the WG high lightening the need to focus on physical attendance by students and formalizing it as curriculum or extracurricular internship. Research scholarship concept was introduced at UCV 2 years ago, and synergies with SRH are being explored. UCV representative engaged with researchers to discuss the concept of SRH in internal meetings to formulate the workload according to institutional rules. As a result, they have approved one internal model to pilot SRH and are delivering the first project in Spring 2025. An additional project is expected for the same semester and more than 10 for the next year.

UNIZD representatives have consistently participated in Work Package (WP) meetings, playing a vital role in facilitating collaboration and communication. Acting as the primary liaison between WP7 and UNIZD Academics, shared updates and insights by fostering an open dialogue. This involvement significantly enhanced streamlining processes, and ultimately contributed to the implementation of the project. The objective is to engage teachers and students early, providing them with ample time and support to ensure full participation in the planned activities. UNIZD anticipates that once they have a larger number of R2 researchers in SmUCS, then the completion of all activities will become much easier. This increase in research capacity will be a key factor in ensuring that they achieve their project goals by the end of the project period. UNIZD plans to complete a large portion of the activities this academic year, with the remaining tasks planned for the following year, by offering 8 SRH projects for the upcoming semesters, starting from Spring 2025.

UROS representatives have attended all WP7 meetings, actively engaging in drafting calls, discussing task progress, and providing feedback to the WP leader. This involvement has been crucial in fostering collaboration and communication. The representatives shared updates and promoted open dialogue, facilitating communication to identify effective solutions. They actively participated in discussions to clarify issues, gather feedback, and address concerns promptly. UROS has started the implementation of the Task with one SRH project in 2024 and one in Spring semester 2025, but more offers are expected for the upcoming semesters.

The original plan for SRH was to establish three research teams per participating partner each semester, starting in autumn 2023. However, due to the extended duration of the SRH activity and the lack of a suitable timeframe for a pilot phase, its implementation was postponed and commenced directly in the spring semester of 2024.

The catalogue for SRH offers has been created, reflecting the current situation of activities: ten (10) SRH have been completed, six (6) are currently being implemented, seven (7) to date and (36) have been proposed and scheduled to be implemented during the next semesters (Appendix II)

Regarding the implementation of Task 7.2, Until March 2025, 10 SRH projects have been offered to EU-CONEXUS students: 8 from AUA, 1 from UROS, and 1 from KU have been completed. In these SRH a total of 10 PhD students form the respective Universities have been involved. Six SRH projects are launched to be implemented in Semester Spring 2025 (1 from AUA, 3 from SETU and 1 from UROS).

Table 6. Proposed offers/semester/partner (last update: March 2025)

		Autumn 2023	spring 2024	autumn 2024	spring 2025	autumn 2025	spring 2026	autumn 2026*	Total planned
AUA	21	0	4	4	3	4	3	3	21
KU	21	0	0	1	0	1	1		3
UCV	21	0	0	0	4		1		5
UNIZD	21	0	0	0	2	3	1	2	8
SETU	21	0	0	0	4		6		10
UROS	21	0	1	0	1	1			3
FredU	21	0	0	0	0	1	0	0	1

*To start implementation in semester Autumn 2026 and be completed after the end of the project.

All partners contributed to the development of the concept for Task 7.2; however, their involvement did not fully align with the level of participation initially planned for the task's implementation. EU-CONEXA has contributed to the Task as expected for the implemented activities by 1 mobility award for AUA SRH for the Academic Year 2023-2024.

During the implementation of these initiatives, 180 students were selected from 258 applicants (update March 2025). The disparity between the number of applicants and the number of accepted students is attributed to the limitation that when physical presence in a laboratory is required, only a specific number of students could be accommodated (usually 10) per SRH. The numbers that reflect students' participation in SRH up to date are shown in Figure 13.

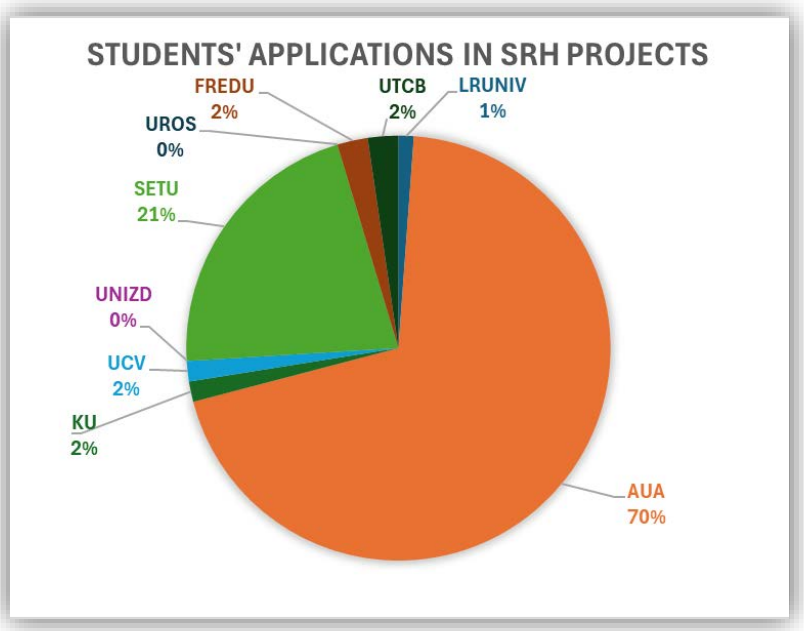


Figure 13. Students' applications distribution in SRH projects per partner University

Students from AUA and SETU, showed strong interest in these initiatives (Figure 13). At AUA, a strong interest in these initiatives was observed among students from various departments, with many opting for projects outside their primary field of study. Studies have shown that projects requiring on-site participation are primarily chosen by local students, as in the case of SRH projects from AUA and SETU. This is due to the fact that in some cases physical presence is required, and online participation is not feasible, although it is enriched with various tasks. On the other hand, it was

observed that SRH projects—whether delivered online (when applicable) or in a blended format—tended to attract students from multiple universities.

Although the number of SRH project offers has not yet met the expected goals, student interest in this activity has been steadily increasing since the beginning of the implementation of the SRH. This is reflected by the number of applications received, showing increasing trend every semester (Figure 14), and is expected to rise further as more offers will be available for a wide range of topics by all partners during the forthcoming semesters.

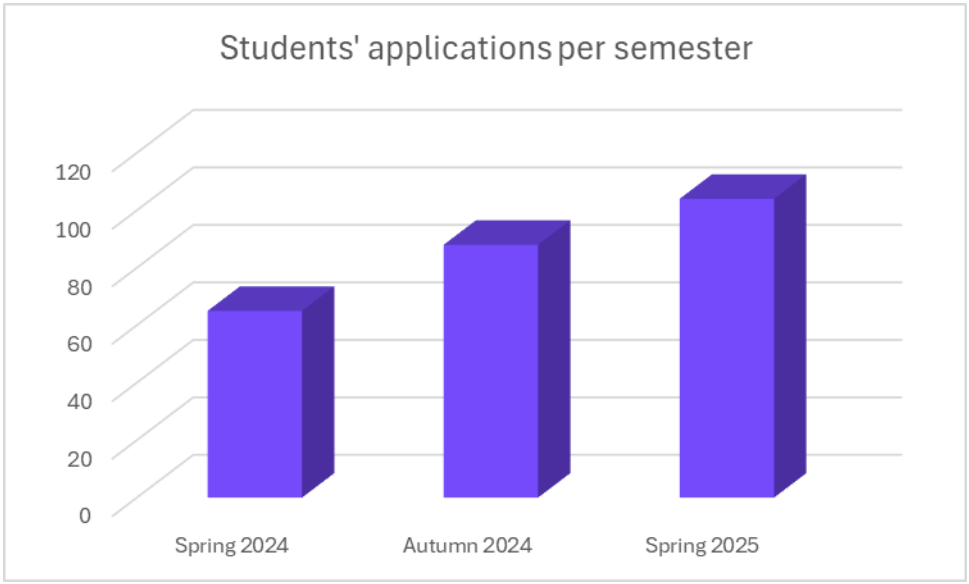


Figure 14. Students' applications in SRH projects per semester

Interestingly, PhD students from institutions beyond the host universities have shown interest in participating in SRH projects, seeing them as an opportunity to learn and acquire methodologies applicable to their own research. This initiative could pave the way for the development of parallel and coordinated projects, further strengthening collaboration between partners.

EU-CONEXUS Plus Closing Virtual Workshop on Undergraduate Research Activities

At the end of the Academic year 2023-2024 AUA hosted the 1st EU-CONEXUS Plus Closing Virtual Workshop on Undergraduate Research Activities. This event, a cornerstone of the "Research to Education" initiative, showcased the achievements of students from the OLH and SRH offered by EU-CONEXUS partners during 2023-2024.

The students from the implemented SRH research projects presented their scientific accomplishments.

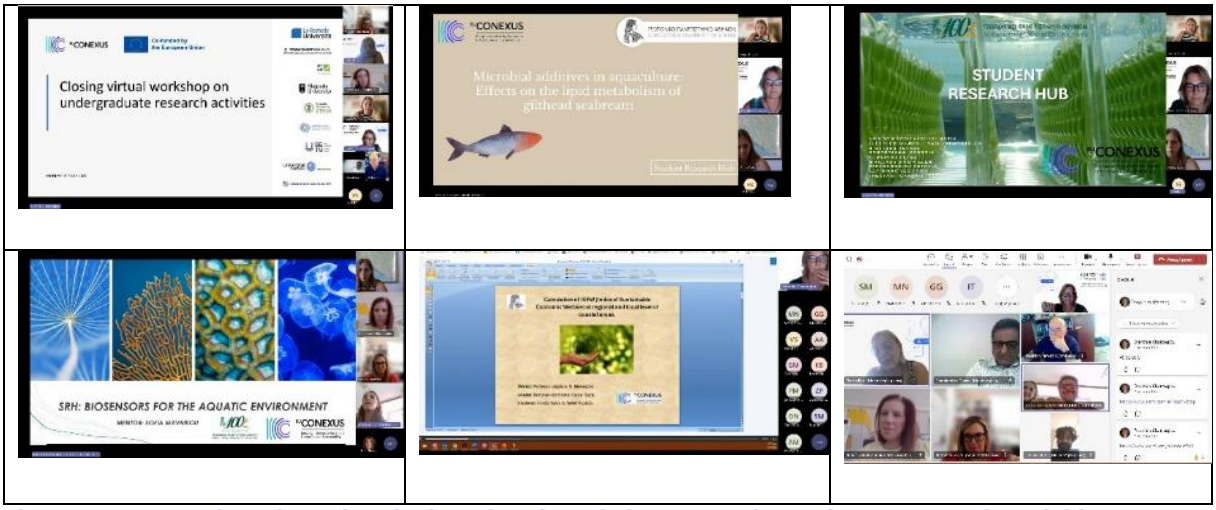


Figure 15. Screenshots from the Closing Virtual Workshop on Undergraduate Research Activities.

A three-member Jury (Student Research Hub evaluation Committee) has rated the results of the SRH presented. The best graded team from AUA was awarded with a mobility Grand by EU-CONEXA for the participation at the EU-CONEXUS EENVIRO Research Conference. A PhD and an undergraduate student presented their work in the conference.

KPIs for T7.2

KPIs for Task 7.2 include the number of students trained, the number of PhD students involved and their satisfaction regarding the activity they participated. These numbers were estimated by the student registration lists in SRH, the numbers of SRH projects provided and the satisfaction survey based on questionnaires and polls.

The student training target is challenging, aiming to provide comprehensive training to 1,670 students, as shown in Table 7. Although current enrollment numbers are still below this goal, continuous efforts are underway to achieve it. Progress is expected to accelerate as more SRH opportunities become available, steadily advancing toward the target's fulfillment..

Table 7. KPIs for T7.2 as indicated in the GA

KPI Task 7.2	Target value	Achieved value	Percentage of achievement
Number of students trained	1670	180	10,77%
Number of PhD students involved	167	16	9,5%

Three number of indicators regarding students' participation are provided: a) number of applications, b) number of accepted and trained students and c) number of students receiving a certificate after completing successfully all assignments (Figure 16). The ~~gap~~ difference between the number of applicants and the number of students accepted into SRH projects is primarily due to logistical constraints, i.e when physical presence in a laboratory is required, then the capacity is limited. The difference between the number of students accepted and those who received a certificate reflects the fact that some participants, despite starting the training, either dropped out of the project or were unable to complete all required assignments.

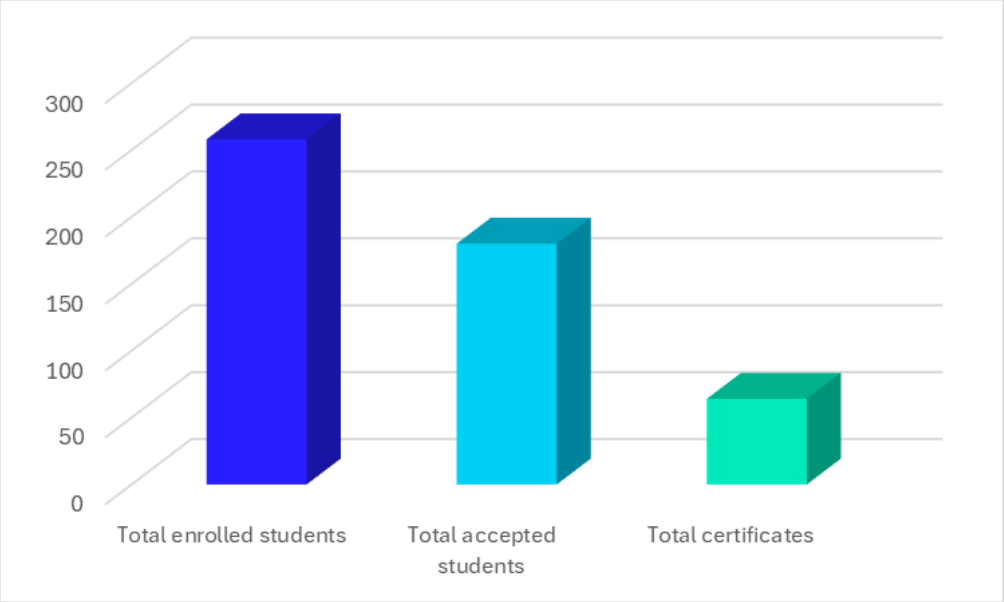


Figure 16. Number of enrolled in SRH projects, accepted and receiving certificate students.

Satisfaction questionnaires are collected at the end of each SRH project, and an online survey is being conducted as part of the closing virtual workshop. Collected results to

date indicate that students overall rated highly their participation at the SRH projects, as shown in Figure 17.

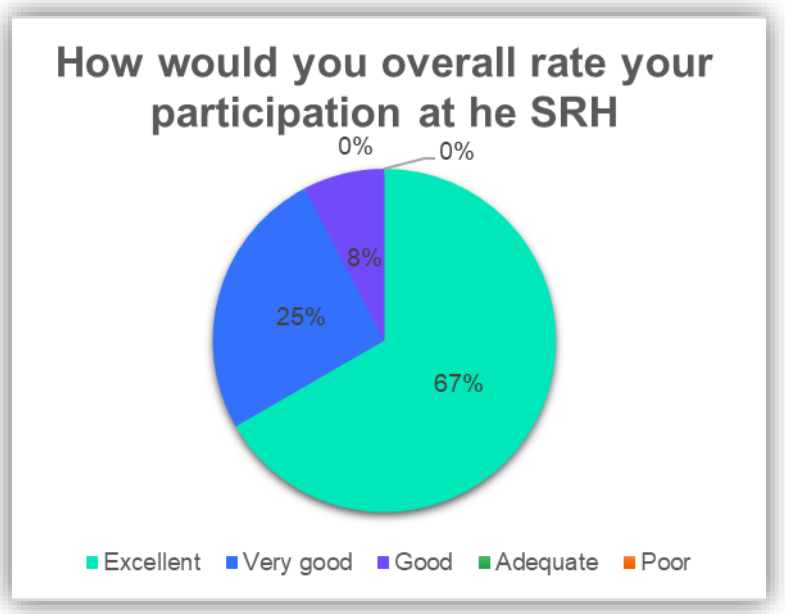


Figure 17. Students' feedback from their participation in SRH projects (update March 2025)

Over the two-month training period of the SRH projects, students had the opportunity to participate either on-site or remotely, were either integrated into existing research initiatives or focused on developing new research ideas actively engaging in scientific procedures. A question-driven methodological approach was adopted, providing students with an opportunity to gain extended familiarity with the advanced equipment and infrastructure, receive training in advanced methodologies, and collect and interpret data while collaborate on the specific research tasks outlined in each project. In their feedback, students rated their training highly (8.5/10) as shown in Table 8 and indicated that the projects offered them formulated research experience (8/10), significantly advanced their personal scientific knowledge. About 88% of the participants answered that they would participate again in SRH projects.

Table 8. Total rating of students' participation in SRH projects (update: March 2025)

Total rating	**85%**
Number of SRH	10

Number of answers from questionnaires	30
Number of answers from survey	12

The feedback obtained on T7.2 highlights students' experiences, the challenges they faced, their needs, and their suggestions for improving the activity, as illustrated in Figure 18.

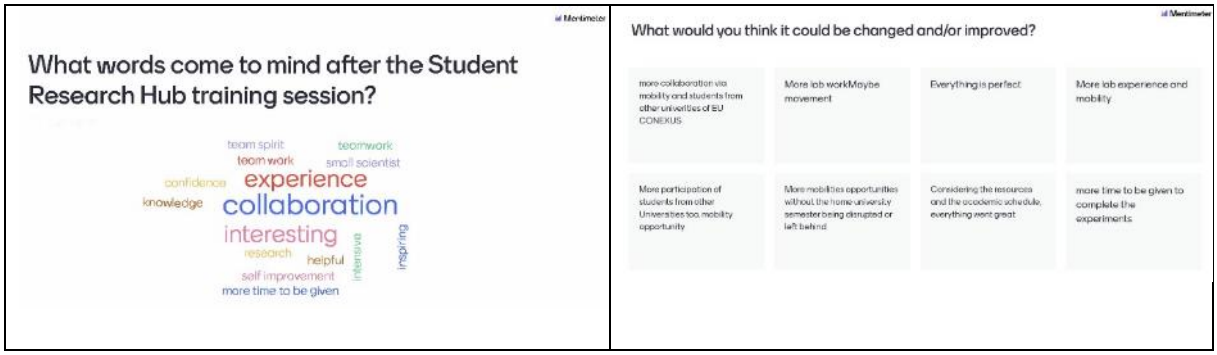


Figure 18. Students' experience from SRH projects (update: March 2025)

Although the proposed target values for students' participation have not been achieved up to date, the implemented offers were highly rated by the students. Steady progress is being made, with expectations of reaching the KPIs by the project's completion.

Barriers and Challenges for T7.2

During the two-year project, several challenges emerged that hindered its smooth execution. Partners faced difficulties in recruiting mentors and PhD students, citing heavy workloads as a primary obstacle.

Furthermore, several partner institutions encountered challenges related to the clarity and specificity of the project's implementation procedures. These ambiguities required additional communication and clarification to ensure consistent and effective implementation across all participating partners. These uncertainties led to delays in executing project tasks. To date, the situation is being clarified, and there are available uploaded at the website templates for SRH proposal writing, and successfully completed examples of SRH.

The new activities proposed by the project faced challenges in aligning with the diverse internal regulations and procedures of the participating universities. Each institution had its own specific guidelines for PhD students' engagement, students' internships and student's workload. These varying requirements necessitate adaptations and modifications to the project's original concept, to ensure a unified implementation across all partners.

The dissemination of project outcomes also proved challenging, hindering its broader impact and reach. The limited ability to organize activities and deliver timely offers to students reduced students' access to the enrolment. With the lack of offers, time demanding procedures organizing and scheduling student mobility through the Erasmus program, were minored. Additionally, not all participating institutions were linked with bilateral Erasmus agreements, limiting their ability to engage in cross-border collaborations.

The main challenges encountered by many partners were: a) the engagement of Mentors, b) the engagement of students, c) the engagement of Phd students and d) the suitable timeframe of the implementation of the activities.

Specifically:

Engagement of Mentors

Academics are often engaged in numerous activities beyond their core responsibilities, leading to significant tight schedule. In addition to teaching and research, mentoring, and involvement in various committees create further work overload. In some universities, these additional contributions are not financially compensated.

Engagement of Students

Another challenge faced was the lack of motivation and available time from students to embed these activities in their Academic Schedule, and align timetables in different Universities. In many partner Universities, students involved in the hub perceive the workload as excessive, feeling overwhelmed by their existing commitments. While they are already busy, the current structure is not feasible. Additionally, a wide range of interests among students form different Universities and fields of studies, may lead to varying levels of engagement, potentially reducing their willingness to take part in the activities. This diversity can result in some individuals feeling less motivated if the activities do not align with their personal preferences and/or expectations. For

example, in SETU students believe the activities should be more advanced, focusing on research challenges that align better with the demands of the current workforce. UCV students' interests might differ from those other universities, further complicating alignment. For KU students, if Minors and microcredentials (MCs) can already be recognized and counted as study subjects towards a diploma, participation in initiatives like OLH and SRH is seen as an extra burden rather than an integrated part of their academic journey.

Engagement of PhD students

The availability and interest of PhD students posed a significant challenge for T7.2. For example, PhD students in UCV have different priorities, as they pay for their degrees and are less inclined to participate in activities that do not directly benefit their academic progress. Past failures with minors and microcredentials have led to concerns that this work package may also face challenges. In LRUniv, PhD students are unlikely to participate as their involvement won't count towards their formal training. Although it could enhance their CV by offering experience in supervising and managing a group, and there is little interest from the students. For UROS, the participation in the SRH presents a significant extra workload, as PhD students already manage demanding daily tasks, including tutoring undergraduates, and the perceived value of SRH involvement is low. It has been observed that, in some cases, while academics and researchers are eager to organize a SRH project, the shortage of available PhD students can pose a significant challenge to its implementation. As a result, a definitive plan often cannot be finalized until the project's conclusion, leading to delays in timely offers and overall execution.

Suitable timeframe for the activities

Coordinating activities across different partners is complex because of their varying schedules, start dates, and availability. Each partner operates on their own timeline, with distinct holidays, exam periods, and other commitments that differ from one another. Due to the longer duration of the SRH projects, these discrepancies make it difficult to synchronize efforts, and ensure that all partners and students are available for joint activities at the same period. The lack of uniformity in schedules creates logistical challenges, requiring careful planning and flexibility to accommodate everyone's timelines, without compromising the overall progress or objectives of the partnership.

Other Barriers and challenges in each partner University

In FredU a great effort for relevant topics for Mentor and Leader engagement for SRH is in progress with emphasis on the candidate relevant thematic areas. A great challenge in attracting students in both OLH and SRH was the diverse thematic areas not directly related with a majority of FredU students, though this could encompass advantage for students in learning new areas and new research skills. Another challenge that was spotted by the representatives of FredU was the timing for students' participation, because of their commitments and load with their studies, including mid-term exams and assignments period, and the overlap of these commitments with the delivery of SRH. However, great efforts were employed centrally via e-mail circulation of offers, and in the classes in order to adequately inform students about the SRH and OLH offers.

KU students are invited to join commissioned research and research conducted by PhD students. Unfortunately, neither researchers nor doctoral students are willing to fill out applications. Applications will be filled out by the project's institutional coordinator in the fall semester. Due to the lack of labour force in Lithuania, many KU students work, so they do not have time to take up additional activities. More often, it is possible to persuade foreign students to participate who are not so busy or work only part of the day. It should also be added that the KU Future Fund, managed by business partners, announces competitions to finance the best student projects, i.e. competes somewhat with EU-CONEXUS activities. In addition, KU students in STEM programs have lab work in most subjects, and some lab work is done with the same research equipment. It becomes difficult to motivate participation. KU is a small university so it is more difficult to gather the required number of participants. On KU top management level, it is discussed what measures to encourage students and researchers should be taken in order to achieve the set KPIs. KU international students are informed about the EU-CONEXUS offers for students at the time of admission. According to the resolution of the KU Senate, participation in EU-CONEXUS activities is a priority for awarding nominal scholarships. If Minors and MCs can already be recognized and counted as KU study subjects towards a diploma, then participation in OLH and SRH is considered as an additional activity. A lot of attention is paid to individual conversations with students and colleagues at KU work in that direction for now.

In LRUniv, the involvement of PhD students won't be validated as part of their training; it could be valued in the CV as an experience in supervising and managing a group, but we don't have budget for this and there is a lack of interest for them; For more

than 300 hours, in France a bonus should be provided for internships, and it is not included in the budget; The supervision of an internship by a teacher is only for one student and not a group of student; An overview of bachelor/master curriculas in order to see how we could integrate the SRH into them has taken place and there is only one field that could fit with the format (120h contact hours + 200h of autonomous work wich corresponds to 11 ects) and this only track it is not related to SmUCS area; Extra-curricular activities are too dense to be able to be integrated into our education offers.

A set of proposed adjustments has been outlined to ensure that all activities and processes are adapted to meet LRUniv's internal regulations. These changes are designed to facilitate smoother implementation of the project while maintaining compliance with the university's established procedures and policies:

- transforming the format with only "physical" internships,
- make the duration flexible by reducing to LRUniv formats (6 to 8 weeks) to fit with LRUniv education curricula's
- reducing the supervision to one student.

But on the top of that, there are budget issues for valuing the PhD students, granting the internships and funding the mobilities. Besides, the KPI of implementation of 21 projects, won't be achievable from their side. As a result, LRUniv has decided to withdraw from the Task.

UCV will collect internship offers to be possible SRH by UCV, whereas they have identified that 10 students on-site cannot be supported; the exact number will be specified. There is a lack of interest or compatibility with the studies from UCV students in participating in SRH activities: virtual internship is not recognized at UCV yet, while the initially confirmed workload of SRH is not compatible with the student's workload on campus.

UNIZD has identified several challenges related to the implementation of WP7, particularly with regard to the lack of motivation and time to complete the activities. To address these issues, UNIZD will introduce activities, assessments and reward systems at institutional level to increase participation and engagement. By creating incentives and recognizing contributions, UNIZD aims to encourage a more active environment and address the reported issues with time management.

Despite efforts, several challenges hindered the full implementation of WP7 tasks at UROS. Participation in the SRH poses a significant additional workload for PhD students, who already have substantial daily responsibilities, including tutorial duties for undergraduate students. The perceived added value of participating in the SRH is relatively low for these students. Both researchers and PhD students show a preference for on-site events. In the case of SRH, which spans more than a month, PhD students find in-person support more convenient and beneficial for effective communication.

Deviations for T7.2

There has been a delay in the launch of the SRH projects, and the initial plan to offer three research teams per participating partner each semester (starting the implementation in autumn 2023), available for student enrolment in the previous semester was not implemented as scheduled. Several partner institutions encountered challenges related to the clarity and specificity of the project's implementation procedures. The new activities proposed by the project faced challenges in aligning with the diverse internal regulations and procedures of the participating universities. Due to longer duration of this activity, there was not time-frame suitable for pilot activity. Moreover, engaging mentors and PhD students has proven challenging due to their heavy workloads. As a result, the initial planning of 3 SRH project/per partner/per semester has not been achieved to date.

The dissemination of project outcomes also proved challenging, hindering its broader impact and reach. The limited ability to organize activities and deliver timely offers to students reduced students’ access to the enrolment or arrangement of physical mobility. As a result, the expected number of trained students is lower than expected.

Mitigation measures for T7.2

To ensure scalability and consistency across the alliance, improvements offering a flexible framework that can be tailored to different universities, enhancing the program's overall impact and effectiveness were discussed among partners. To address these challenges, the following measures are proposed.

Flexibility in the Implementation procedure:

Modify the implementation plan for SRH: 3x6 offers/ semester/per partner to be replaced by total offers throughout the duration of the project, establishing a clear plan for SRH offerings by the project's conclusion adjusted to Mentors and Leaders availability during each Academic Year (an amendment may be required).

Adjustment of the timeframe, workload and schedule flexibility will be provided for Mentors to adjust the schedule as needed, with all changes clearly outlined in the detailed timetable within the application form. This approach allows for better accommodation of participants' varying schedules, while maintaining the program's structure and objectives.

Exclude LRUniv form T7.2 and adjust the expected SRH to be offered at 147 (126+21 in semester Autumn 2026). (an amendment is required)

Commitment of partners to enhance implementation efforts and complete the Task at 100% The catalogue including all SRH offers is continuously updated and expected to include all activities as scheduled by the end of the project.

Increase students' and Leaders' participation.

The role of Leader to be expanded to include early post-doctoral researchers at Levels R1 and R2 within EU-CONEXUS, rather than being limited to PhD students as originally proposed in the GA (an amendment may be required). This extension could streamline the implementation of activities across each semester, ensuring a more structured and efficient process. Additionally, it would help overcome institutional barriers that often hinder PhD involvement, fostering a more inclusive and collaborative academic environment. Furthermore, it presents a valuable opportunity for R2 young researchers to benefit from the skills and expertise acquired through this initiative, enhancing their professional development and research capabilities. By bridging these gaps, the expansion would contribute to a more dynamic and enriching academic experience for all stakeholders involved.

The opportunities for student participation will be expanded to include postgraduate Master's students of EU-CONEXUS, rather than being limited to BSc students as originally proposed in the GA (an amendment may be required). Students enrolled in the Mundus Master program can benefit from the mobility provided, and actively participate in various projects, contributing both physically and intellectually to research initiatives. By the participation of students from all educational levels, a more complete research team can be recruited, with the exchange of experience between students. By involving students from all educational levels, a well-rounded and diverse research team can be formed, fostering a dynamic exchange of knowledge and experience among participants. This interdisciplinary collaboration not only enhances research outcomes, but also provides a platform for mentorship and skill development. Master's students will have the opportunity to acquire additional technical and analytical skills, while gaining firsthand exposure to the diverse research opportunities offered by EU-CONEXUS research teams. Engaging in these projects allows them to build professional networks, refine their research competencies, and deepen their understanding of cutting-edge scientific inquiries in diverse scientific fields. This initiative serves as a stepping stone for students aspiring to pursue a scientific career, equipping them with the necessary expertise and connections, in order to advance toward a PhD within EU-CONEXUS teams. By fostering early engagement in research, this program enhances career prospects and strengthens the continuity of academic excellence within the EU-CONEXUS research community.

Provide a scalable framework for effective implementation across the alliance while maintaining the original proposal's objectives.

- Establish joint SRH projects between two EU-CONEXUS partner universities. The SRH could involve two PhD students from different institutions working together on joint or parallel research projects.
- Structured PhD Research Plans: Set clear, structured research plans for the two PhD students, ensuring the projects complement each other. This could include shared publications, joint conference participation, and/or co-authored papers.
- Collaborative Online Hubs: Enhance collaboration and resource sharing among students from different universities, through organized online meetups and problem-solving opportunities.

- Exchange Programs: Set up a mobility budget specifically to enable PhD students to travel between the two universities and work collaboratively on their SRH research.
- Adopt a Living Lab structure to ground OLH and SRH in real-world sustainability challenges aligned with EU-CONEXUS themes. University Living Labs facilitate experiential learning by engaging students with environmental and social challenges that complement their traditional coursework. Through real-world experimentation and collaboration with practitioners and decision-makers, students gain practical experience, develop relevant skills, and prepare for future employment and civic participation. This approach could not only enhance student learning, but could also strengthen the university's brand by attracting students interested in applying their studies to real-world problems.
- Provide students with predefined thesis topics in advance—especially those tied to pressing global issues—that could spark their curiosity in research methods and experimentation. Topics such as healthy nutrition, pollution and emission reduction, climate change, cybersecurity, microplastics, renewable energy, and geopolitics resonate with a sense of citizenship-driven responsibility. Research in these areas, which directly connects to societal well-being and future sustainability, may engage students by offering both purpose and real-world impacts.
- Introduce core modules (e.g. Design Thinking, Research Methods) followed by challenge-based hubs students can opt into.
- Align with curriculum where possible (minors, internships, electives), in order to support students' engagement and workload

Improve student mobility and practical experience:

- Exploit WP7 mobility budget and make it available to students for short mobility, not only for the OLH but also for the SRH projects (after GA amendment).
- To effectively combine Erasmus+ study programs or internships with the SRH, in order to improve students' mobility and practical experience. By systematically aligning Erasmus+ mobility opportunities with SRH and EU-CONEXUS internship offers, this approach can significantly enhance student mobility, research output, and practical experience across partner institutions.
- Utilize Erasmus+ Funds for Research Mobility: Apply for Erasmus+ KA107 grants (International Credit Mobility) specifically targeting SRH participants.

These grants allow students to engage in mobility, while conducting research abroad.

- Apply for Additional EU Funding: Seek additional funding from EU programs
- Crowdfunding and Private Sponsors: Explore partnerships with private companies or non-profits to fund student mobility for research purposes. Promote these partnerships on the EU-CONEXUS website, and offer students competitive scholarships to incentivize participation.
- Offer Joint Mobility Programs: Design joint mobility programs that allow students to engage in both coursework (via Erasmus+) and internships (via SRH and EU-CONEXUS).
- Use BIPs and COILs to enhance student mobility, and support collaboration across institutions without adding complexity.
- Leverage Erasmus+ Grants: Encourage students to use their Erasmus+ mobility grants for practical internships or research at EU-CONEXUS institutions. This can help students gain international experience and participate in SRH activities.
- Integrate SRH into Erasmus+ Programs: Collaborate with Erasmus+ coordinators to include SRH-related activities in their mobility programs. For example, students could spend part of their Erasmus+ mobility period working on joint research projects hosted by SRH.
- Create a Centralized Database: Establish a dedicated webpage or portal on the EU-CONEXUS website that lists all available internships and research opportunities offered by EU-CONEXUS institutions. This would allow students to easily find internships that match their interests and academic background.
- Collaboration with Industry Partners: Partner with companies and research institutes in EU-CONEXUS countries to offer internships that are closely aligned with SRH research themes. This would provide students with practical, hands-on experience while supporting research initiatives.

Improve Dissemination:

Create a Communications Strategy for WP7 (Dissemination): Focus on publicizing the outcomes of WP7 (Dissemination) activities across the EU-CONEXUS website, social media, and partner universities. This can include sharing successful student stories, ongoing research, and internship opportunities.

- Promote SRH and OLH Calls on EU-CONEXUS Website: Increase visibility for new calls related to SRH and OLH (Open Learning Hub) on the EU-CONEXUS website. Make announcements more frequent and visible, targeting both internal and external students.
- Launch a Campaign for Erasmus+ Students: Advertise SRH and OLH opportunities specifically to Erasmus+ students by highlighting the academic

and professional benefits of combining mobility with participation in research hubs.

- Regular Newsletters: Send out monthly or quarterly emails to students and staff at all EU-CONEXUS partner institutions, advertising SRH activities, new internship opportunities, and upcoming mobility calls.
- Use social media platforms like LinkedIn, Twitter, and Facebook to promote research and internship opportunities in real-time (Reels). Highlight success stories and testimonials from previous participants to attract more interest.
- Intensify Institutional meetings and Personal Communication with Academics and researchers.

Conclusion: Future Implementation Plan and Engagement

Although a range of structural, logistical, and institutional challenges have limited the scale and speed of delivery for both Open Lab Hours (OLH) and Student Research Hub (SRH) activities, the proposed mitigation measures aim to increase the number of SRH and OLH implemented during the following semesters by:

- Expanding opportunities for students and leaders' participation.
- Integrating SRH activities more seamlessly with existing coursework, in order to manage workload and reduce the burden on students.
- Creating a detailed plan to ensure the achievement of designated goals by the conclusion of the project.
- Defining a clear schedule and roles for in-person and online participation, ensuring a coherent and consistent student experience.
- Intensifying the Communication Strategy for WP7, focusing on publicizing outcomes and activities through the EU-CONEXUS communication channels.

Partners remain fully committed to a collective effort that will ensure that the tasks are completed with fidelity that will ensure quality that was reached within the implemented activities of WP7.

The proposed plan for OLH until the end of the project is shown in Figure 19. The catalogue including all OLH offers is continuously being updated, and it is expected to be completed by September 2026.

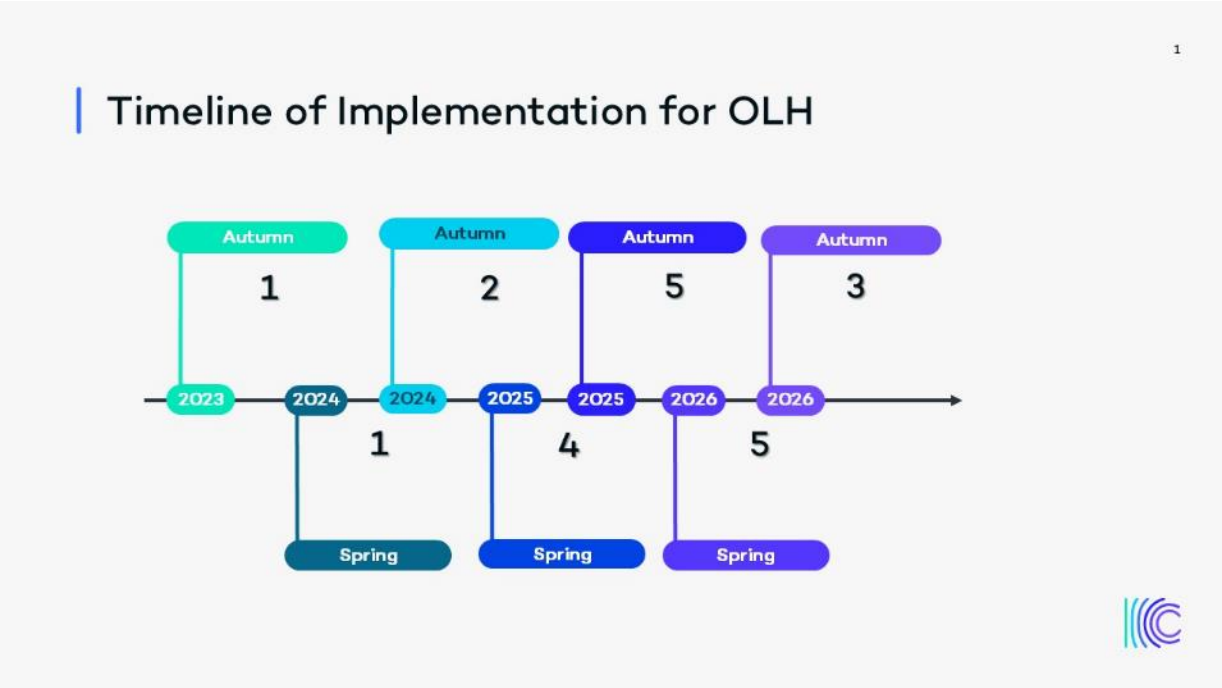


Figure 19. Timeline of proposed implementation of OLH (update: March 2025)

Since the implementation of SRH projects is a dynamic process, depending on the availability of PhD students, research projects and mentors' availability, the timeline for SRH projects is regularly updated, and is expected to be finalized by September 2026. The expected Implementation plan for T7.2 by all partners is described in Figure 20.

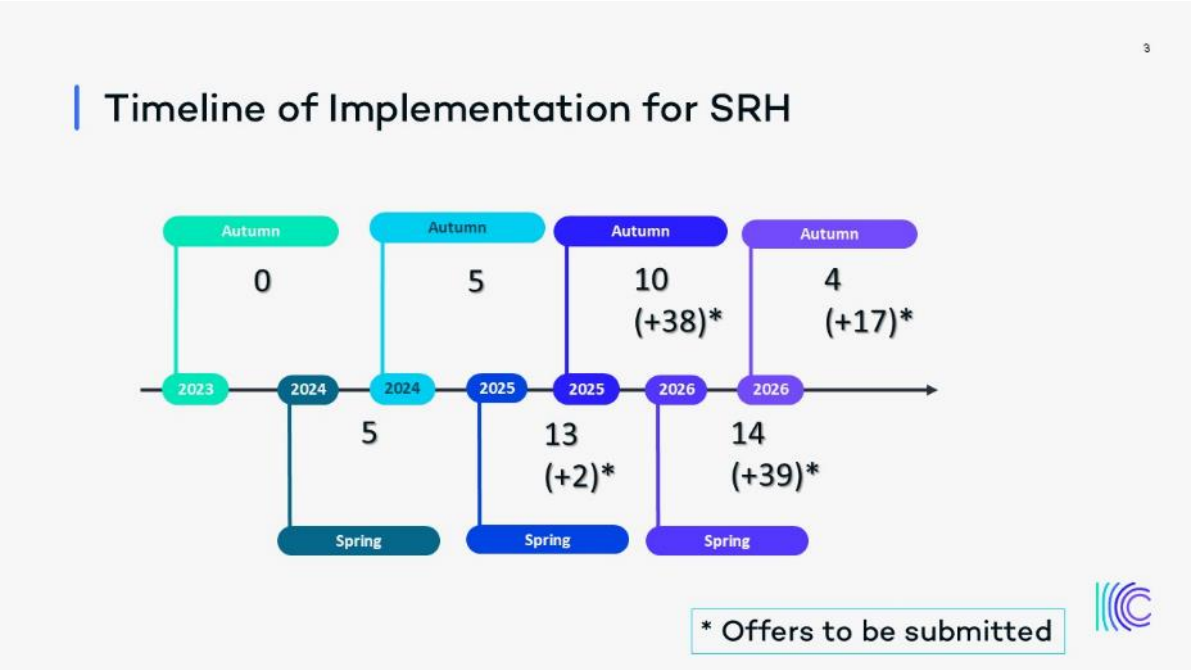


Figure 20. Timeline of proposed implementation for SRH (update: March 2025)

Partners' contribution and commitment in these Taks, not only strengthens the overall impact of the project, but also builds a foundation for future cooperation, innovative activities and enhanced collaboration within the alliance.

EU CONEXUS
European University for Smart Urban Coastal Sustainability

Co-funded by the European Union

APPENDIX I: Open Lab hour offers schedule (update: March 2025)

The available Open Lab Hours courses as well as the proposed timetable until the end of the project

	OLH-Title	Partners involved	Semester of Implementation	Wepage
1	Quality Analyses in Aquaculture	AUA, UNIZD, Lruniv, FredU,KU	Autumn 2023	https://www.eu-conexus.eu/en/open-lab-hours/quality-analyses-in-aquaculture-1st-call/
2	Fish feed raw materials for sustainable Aquaculture	AUA, UNIZD, SETU, UROS,	Spring 2024	https://www.eu-conexus.eu/en/open-lab-hours/fish-feed-raw-materials-for-sustainable-aquaculture/
3	Quality Analyses in Aquaculture 2024	AUA, UNIZD, FredU, KU	Autumn 2024	https://www.eu-conexus.eu/en/open-lab-hours/quality-analyses-in-aquaculture/
4	Mediterranean Aquaculture production and Technology	AUA, UNIZD, UROS	Spring 2025	
5	Food Science and nutrition-title to be announced	AUA, SETU, FredU	Spring 2025	
6	Food Science and nutrition-title to be announced	SETU, AUA	Spring 2025	
7	Food Packaging and nutrition-title to be announced	application is under development	Autumn 2025	
8	Detection of pathogens in Aquaculture and their economic impact	AUA	Spring 2025	

DISCLAIMER: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

9	Biochemical Characterization and In Vitro Testing of Marine Extracts	AUA, FredU, LRUniv	Spring 2025	
10	Recreating a Historical Climate Experiment			
11	Inside the frame: Understanding human behavior through film	application is under development		
12	Biodiverstiy Monitering and Analysis Challenge	SETU, AUA and UROS may also contribute	Spring 2025	
13	Marine fisheries ecology	AUA and UNIZD	Autumn 2025	
14	Air Quality Analysis and Innovation Challenge	To be confirmed	Spring 2025	
15	Urban Soundscape and Aural Sustainability: Klaipėda Case	KU, SETU	Spring 2025	
16	Physical fitness testing	KU, SETU, UROS (to be confirmed)	Spring 2025	
17	Science-art transdisciplinarity: empovering hacking in science-art interaction	KU, SETU, maybe UNIZD	Spring 2025	

18	Detection of pathogens in Aquaculture and their economic impact	AUA is looking for partners who have interest in Food Safety & Technology, health approach	Spring 2025	
19	suggestion from FredU-title to be conformed (with BIP)	application is under development	Spring 2026	
20	Biochemistry, Stress biology	*application is under development*		
21	Underwater archaeology	*application is under development*		
22	Transhumant Nomads: A Model of Ecological Production, Self-Sustainability and Food System	*application is under development*		
23	Ethical Standards and Gender Equality in Research: Principles, Practices, and Policies	application is under development	Autumn 2026	
24	Quality Analyses in Aquaculture	AUA, UNIZD, FredU, KU	Autumn 2026	

APPENDIX II: Student Research Hub projects' offers schedule (update: March 2025)

	SRH-Title	Thematic area	Institution	Semester of Implementation	Webpage
1.	Calculation of ISEW (Index of Sustainable Economic Welfare) at regional and local levels of coastal areas.	Sustainability and economic welfare	AUA	**Spring 2024**	https://www.eu-conexus.eu/en/student-research-hub/student-research-hub-1-calculation-of-isew-index-of-sustainable-economic-welfare-at-regional-and-local-levels-of-coastal-areas/
2.	Biosensors for the aquatic environment	Coastal Biotechnology	AUA	**Spring 2024**	https://www.eu-conexus.eu/en/student-research-hub/student-research-hub-2-biosensors-for-the-aquatic-environment/
3.	Microbial Additives in Aquaculture: Effects on the Lipid Metabolism of Gilthead Seabream	Aquaculture	AUA	**Spring 2024**	https://www.eu-conexus.eu/en/student-research-hub/student-research-hub-4-microbial-additives-in-aquaculture-effects-on-the-lipid-metabolism-of-gilthead-seabream/
4.	Extract preparation, Biochemical Characterization, and In Vitro Testing of Extracts	Biotechnology	AUA	**Spring 2024**	https://www.eu-conexus.eu/en/student-research-hub/student-research-hub-3-extract-preparation-biochemical-characterization-and-in-vitro-testing-of-extracts/
5.	Diagnosis of fish diseases in aquaculture and identification of pathogens	Aquaculture and fish diseases	AUA	**Autumn 2024**	https://www.eu-conexus.eu/en/student-research-hub/student-research-hub-6-diagnosis-of-fish-

					diseases-in-aquaculture-and-identification-of-pathogens/
6.	Identification of fish gene polymorphisms	Fisheries and Aquaculture	AUA	**Autumn 2024**	https://www.eu-conexus.eu/en/student-research-hub/student-research-hub-8-identification-of-fish-gene-polymorphisms/
7.	The contribution of coastal small and medium-sized cities to Urban and Regional Development	Urban and Regional Development	AUA	**Autumn 2024**	https://www.eu-conexus.eu/en/student-research-hub-9-the-contribution-of-coastal-small-and-medium-sized-cities-to-urban-and-regional-development/
8.	Biosensors for the Environmental Monitoring of Aquatic Systems	Coastal Biotechnology	AUA	**Autumn 2024**	https://www.eu-conexus.eu/en/student-research-hub/student-research-hub-7-biosensors-for-the-aquatic-environment/
9.	Extract preparation, Biochemical Characterization, and In Vitro Testing of Extracts	Biotechnology	AUA	**Spring 2025**	https://www.eu-conexus.eu/en/student-research-hub/extract-preparation-biochemical-characterization-and-in-vitro-testing-of-extracts/
10.	Natural biomaterials: recent advances, and emerging applications	Biotechnology	AUA	**Spring 2025**	https://www.eu-conexus.eu/en/student-research-hub/natural-biomaterials-recent-advances-and-emerging-applications/
11.	Molecular identification of fish pathogens	Aquaculture and fish diseases	AUA	**Autumn 2025**	
12.	Department of food Science and Human nutrition -Title to be announced	Food Science	AUA	**Autumn 2025**	

13.	Department of Agribusiness & Supply Chain Management	Social Scinces and Humanities	AUA	**Autumn 2025**	
14.	Biosensors in Aquatic Systems (title to be confirmed)	Coastal Biotechnology	AUA	**Autumn 2025**	
15.	Department of Animal Science- Monitiring Marine biodiversity (Title to be confirmed)	Fisheries	AUA	**Spring 2026**	
16.	Department of food Science and Human nutrition -Title to be announced	Food Science	AUA	**Spring 2026**	
17.	Department of Biotechnology-Title to be announced	Biotechnology	AUA	**Spring 2026**	
18.	Department of food Science and Human nutrition -Title to be announced	Food Science	AUA	**Spring 2026**	
19.	Fish forensics -title to be confirmed	Fisheries and Aquaculture	AUA	**Autumn 2026**	
20.	Molecular identification of fish pathogens	Aquaculture and fish diseases	AUA	**Autumn 2026**	
21.	Biosensors for the Environmental Monitoring of Aquatic Systems (title to be confirmed	Biotechnology	AUA	**Autumn 2026**	

22.	Title to be confirmed		FredU	**Autumn 2025**	
23.	The Impact of Green Marketing on Consumer Brand Attitudes: A Comparative Study Across EU-CONEXUS Universities	Green marketing and management	KU	**Autumn 2024**	https://www.eu-conexus.eu/en/student-research-hub/green-management-and-marketing-driving-sustainable-change-in-business/
24.	The Impact of Green Marketing on Consumer Brand Attitudes: Title to be confirmed	Green marketing and management	KU	**Autumn 2025**	
25.	The Impact of Green Marketing on Consumer Brand Attitudes: Title to be confirmed	Green marketing and management	KU	**Spring 2026**	
26.	Evaluating the Sustainability of Rosslare Europort: Strategies for Green Innovation and Resilience-Poject 1: Smart & Sustainable Infrastructure	Sustainability, Renewable Energy, Smart Port Technologies	SETU	**Spring 2025**	https://www.eu-conexus.eu/en/student-research-hub/evaluating-the-sustainability-of-rosslare-europort-strategies-for-green-innovation-and-resilience/
27.	Evaluating the Sustainability of Rosslare Europort: Strategies for Green Innovation and Resilience-Project 2: ESG & Sustainability Reporting	Sustainability, Renewable Energy, Smart Port Technologies	SETU	**Spring 2025**	https://www.eu-conexus.eu/en/student-research-hub/evaluating-the-sustainability-of-rosslare-europort-strategies-for-green-innovation-and-resilience/

28.	Evaluating the Sustainability of Rosslare Europort: Strategies for Green Innovation and Resilience-Project 3: Green Innovation & Climate Resilience	Sustainability, Renewable Energy, Smart Port Technologies	SETU	**Spring 2025**	https://www.eu-conexus.eu/en/student-research-hub/evaluating-the-sustainability-of-rosslare-europort-strategies-for-green-innovation-and-resilience/
29.	Molecular Biology with Biopharmaceutical Science	Molecular Biology with Biopharmaceutical Science	SETU	**Spring 2025**	
30.	Pharmaceutical Science	Pharmaceutical Science	SETU	**Spring 2026**	
31.	Food Science	Food Science	SETU	**Spring 2026**	
32.	Sustainability and the Built Environment: Environmental Impact	Sustainability, Renewable Energy, Smart Port Technologies	SETU	**Spring 2026**	
33.	Sustainability and the Built Environment: Social Impact	Sustainability, Renewable Energy, Smart Port Technologies	SETU	**Spring 2026**	

34.	Sustainability and the Built Environment: Governance Impact	Sustainability, Renewable Energy, Smart Port Technologies	SETU	**Spring 2026**	
35.	Title to be confirmed		SETU	**Spring 2026**	
36.	Data analysis in physical oceanography	Methods in physical oceanography	UCV	**Spring 2025**	https://www.eu-conexus.eu/en/student-research-hub/data-analysis-in-physical-oceanography/
37.	Development and Evaluation of animal behavior assessment tools for social testing	Psychology/IT	UCV	**Spring 2025**	
38.	Enhance of 2 stages production strategy in microalgal cultures in NMPs production	Marine Biotechnology	UCV	**Spring 2025**	
39.	Setting up a DNA extraction protocol for artificial reefs	Molecular Biology	UCV	**Spring 2025**	
40.	Marine species protection (Title to be confimed)	Marine Biodiversity	UCV	**Semester to be confirmed**	
41.	EvoThink Lab: An EU-CONEXUS research forum for students on evolutionary psychology	Psychology	UNIZD	**Spring 2025**	

42.	Impact of Process Oriented Guided Inquiry Learning (POGIL) on student academic achievment	Interdisciplinary	UNIZD	**Autumn 2026**	
43.	Problem based learning: A path to sustainable education	Interdisciplinary	UNIZD	**Autumn 2025**	
44.	"Blue Wellness: Sea, Stress and Health – The Psychological Benefits of Coastal Environments" or "Environmental Anxiety and Coping: How Do Youth in Coastal Regions Cope with Climate Change?"	Health Psychology	UNIZD	**Spring 2026**	
45.	Translating EU documents on sustainability: a comparative analysis of the main issues and challenges	Philology	UNIZD	**Autumn 2025**	
46.	Tourism promotional discourse(s) on the background of EU sustainability policies	Philology	UNIZD	**Autumn 2025**	
47.	Historical and Spatial Analysis of Natural Resource Use	Ecology; Anthropology; Sustainable Production; Environmental Sciences; Culinary Arts	UNIZD	**Spring 2026**	

48.	Suitability evaluation of olive cultivars for sustainable urban gardens	Agronomy	UNIZD	**Spring 2025**	
49.	Long-term effect of phosphorus management on soil fertility and soil P pools	Agronomy and Crop Science	UROS	**Spring 2024**	https://www.eu-conexus.eu/en/student-research-hub/long-term-effect-of-phosphorus-management-on-soil-fertility-and-soil-p-pools/
50.	Project and title to be confirmed	Agronomy and Crop Science	UROS	**Autumn 2025**	
51.	Long-term effect of phosphorus management on soil fertility and soil P pools / Call 2025	Agronomy and Crop Science	UROS	**Spring 2025**	https://www.eu-conexus.eu/en/student-research-hub/2nd-call-long-term-effect-of-phosphorus-management-on-soil-fertility-and-on-soil-p-pools/