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European University for Smart Urban Coastal Sustainability

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Report on the implementation of the 'Open Lab Hours'

D7.2

FINAL VERSION

WP7 – Research to Education

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Executive summary/abstract:

Modern educational practices emphasize the role of undergraduate scientific research in enhancing students' understanding, fostering a passion for learning, and preparing them for advanced studies and future careers. The "Research Back into Education" Work Package (WP7) aims to integrate research into learning through modern, student-centred educational approaches, enabling students to become active researchers through direct and meaningful involvement in research. WP7's objectives include attracting students to science by actively and creatively involving them in scientific procedures, bringing together advanced methodologies, opportunities, and resources, enhancing curricula, supporting pathways to postgraduate studies, and promoting international research collaboration. The WP7 activity: Open Lab Hours (OLH), consists of 5-day joint training sessions where students have the opportunity to be trained on research topics linked to SmUCs. This report presents the implementation procedures of the Task, including documentation, delivered offers, and dissemination actions, as well as the challenges encountered and the mitigation strategies applied throughout the implementation process.

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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].

OLH combine the multi-institutional research opportunities offered by more than 400 EU-CONEXUS lecturers, in all fields of science (Medical Sciences and Agricultural Sciences, Natural Sciences and Engineering and Technology, Social Sciences and Humanities) to introduce them to scientific methodologies and modern practices currently used in research and promote their aspirations to pursue an internationally competitive scientific career.

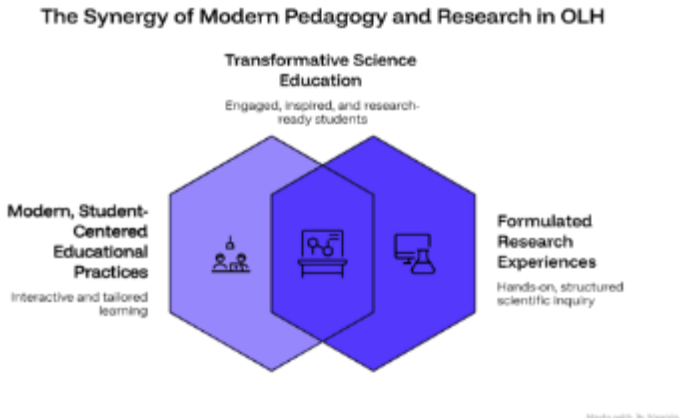


Figure 1. General description of the OLH concept

[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.

The general Objectives of WP7 that are supported by OLH are:

- 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.
- 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.

T7.1 Open Lab Hours concept

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 structured research experiences, tailored to meet the needs of students and inspire their interest in science (see in Figure 2).

Core Components

- **Format:** A 5-day program delivered by a collaborative team of mentors from EU-CONEXUS partner Universities.
- **Methodology:** Uses "student-centered" practices and formulated research experiences to inspire scientific interest.
- **Mentors:** from all partner Universities
- **Trainees:** Undergraduate and post graduate students from all partner Universities
- **Structure:** Each OLH includes a defined research area, specific learning outcomes, workload details, and assessments (tests/exercises). Provide multi-and/or interdisciplinary approach.
- **Delivery:** Offers a hybrid participation model where students can attend on-site, or virtually (online or asynchronously).

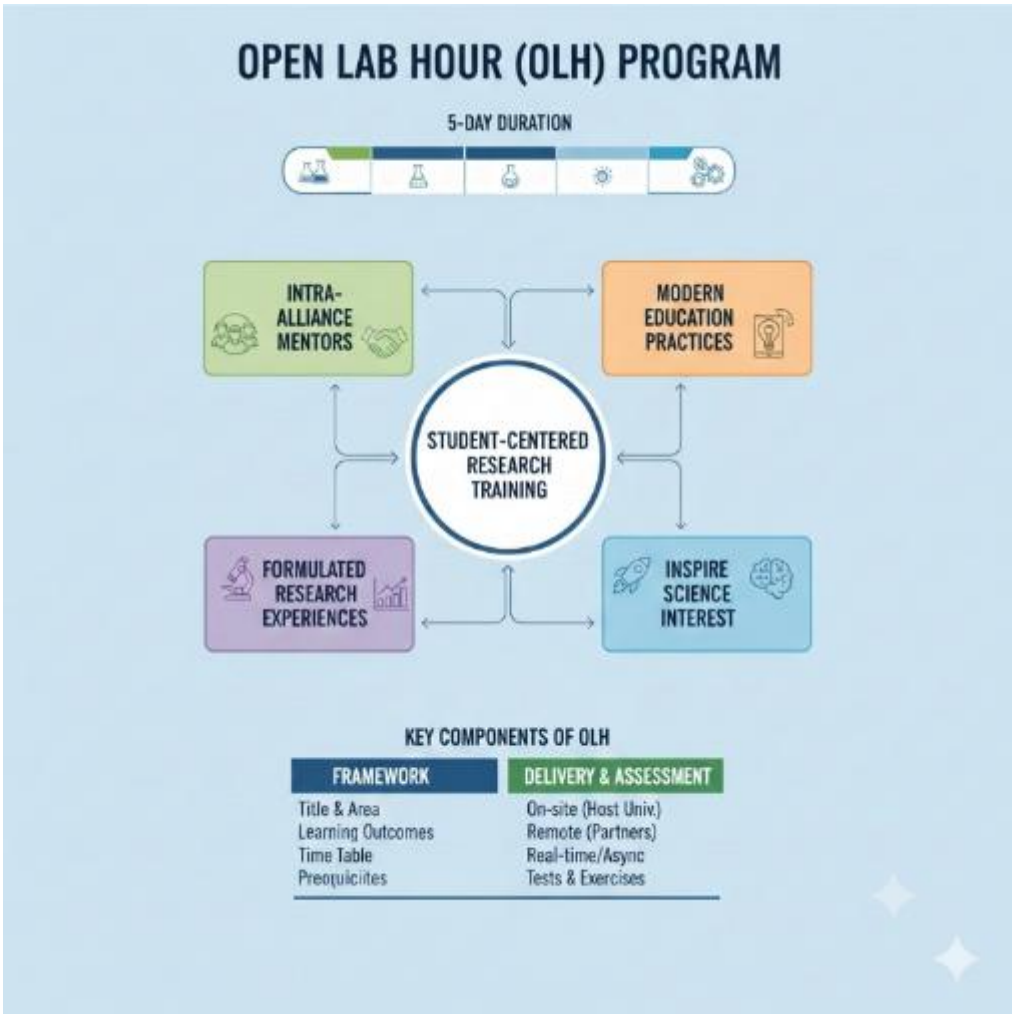


Figure 2. Open Lab Hour concept and Implementation Procedure

The initiative involves contributions from AUA, LRUniv, KU, UNIZD, SETU, UROS, FredU and EU-CONEXA. In each OLH a minimum of two different partner Universities (indicated in Table 1) offer lectures of different content based on a common thematic proposed by a Leading Mentor during the five days of duration. In particular, as Mentors Academic and/or research staff (Level R3 and R4) can contribute. The thematic areas are selected by the WP7 group and were presented at the Academic Council.

The project timetable, the benefits and expected outcomes for students are thoroughly reviewed in order 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. Learning outcomes are defined individually by the mentors of each OLH.

The training combines on-site and online components, including data collection and processing as well as additional assignments and an evaluation process for the successful completion of the course, (assessment quizzes) provided by the lecturers. All the on-line activities are performed through the Moodle platform.

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 is be updated continuously.
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
Training platform	• Moodle

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 or other resources • Blended Intensive Programmes (BIP) - Erasmus+ (BIPs), can 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"
Evaluation of students	Assessment quizzes (mandatory) or other assignments (optional)
Certification	Certificates of attendance will be given to students for attending the Student Research Hubs signed by the Governing Board President. Mentors will receive a certification for tutoring (mentoring) experience
Satisfaction rate	Measured by students' satisfaction questionnaire

OLHs are designed to be delivered through a combination of complementary formats, ensuring flexibility while maintaining high-quality learning outcomes. They were designed either to include on-site training and/or visits to infrastructure, where students engage directly with advanced instrumentation, specimen handling, or data collection activities tailored to the needs of each scientific field, or delivered as remote components to support the development of key research competencies, such as the use of advanced and specialized infrastructure software, research methodologies, research ethics, environmental awareness as literature review, and scientific writing.

An example of a typical OLH structure is illustrated in Figure 3. In practice, students physically present at the host university participate in in-person sessions, while students from partner universities join either synchronously in real time or asynchronously through recorded materials and online activities. In some cases, additional mobility opportunities allow students from partner institutions to attend on-site, further strengthening collaboration and exchange. Initially, EU-CONEXUS proposed supporting the participation of 22 students

in total (three from each of six partners and four from UNIZD), while Erasmus+ Blended Intensive Programmes (BIPs) may also be used to further facilitate and enhance mobility opportunities.

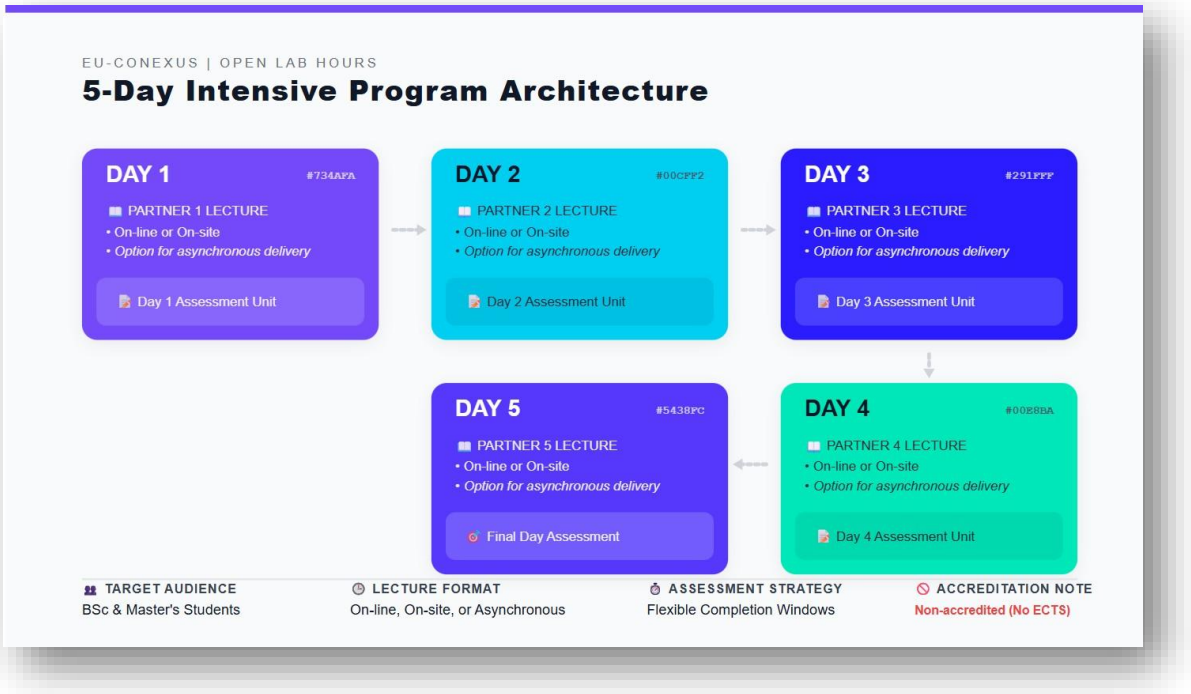


Figure 3. Example of the structure of an Open Lab Hours course.

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 of a wide range of scientific fields, including Marine and Agricultural Sciences, Biotechnology, Urban and Regional Development, Sustainability and Economic Welfare, Social Sciences and Humanities, Food Science, Pharmaceutical Science, Natural Sciences, Life Sciences, 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 will develop the skills needed for internationally competitive scientific careers, learn about EU-CONEXUS research opportunities, and be prepared for a smooth transition into the labour market.

OLH Coordination and Implementation

The implementation procedure for an OLH includes the following steps:

1. Proposal of a list of thematics
2. Call for Mentors for the selected OLH
3. Identification of Mentors form partner Universities to participate.
4. Filling in the respective application form template.
5. Organisation of the dates and the exact content.
6. Creation of the respective webpage with all the necessary information for students available at: https://www.eu-conexus.eu/en/open-lab-hours/
7. Students' via the website: https://www.eu-conexus.eu/en/open-lab-hours/
8. Creation of the dedicated workspace in Moodle, with registered applicants.
9. Delivery of courses via the embedded function in Moodle, BigBlueButton. (Courses are recorded so they can be delivered asynchronously).
10. Educational material uploaded by the Mentors and Leader (i.e. literature, exercises, pictures, videos)
11. Evaluation of students
12. Satisfaction survey

The schematic representation of the OLH implementation procedure steps is shown in Figure 4.

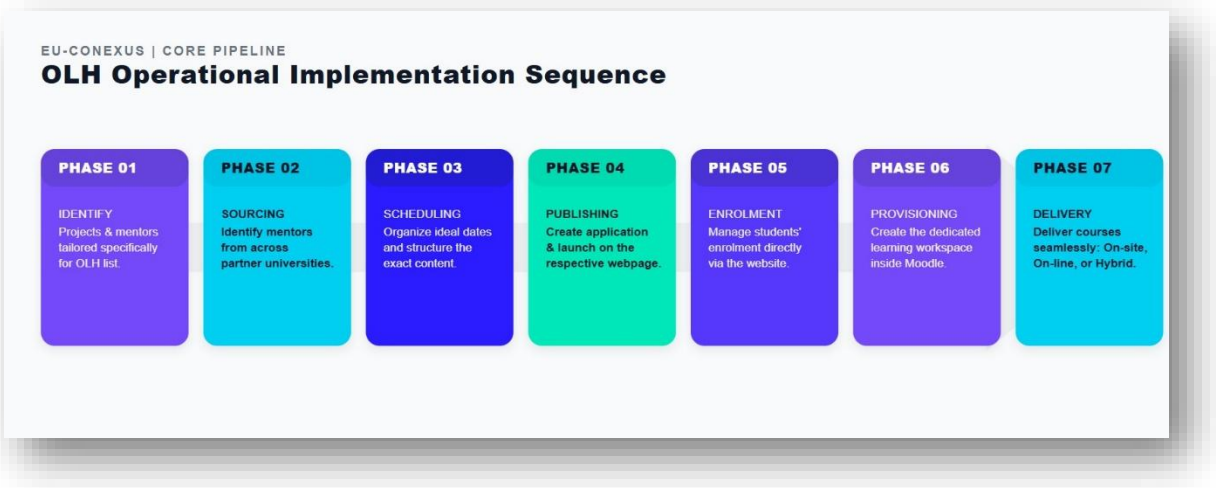


Figure 4. Schematic diagram for the implementation Procedure of Open Lab Hours

Phase I: Preparatory actions to implement the OLH offers

The preparatory phase of Open Lab Hours (OLH) implementation encompasses all activities from initial concept development and inter-institutional coordination to student enrolment and the establishment of the necessary digital infrastructure. This stage lays the foundation

for the programme, ensuring that all organisational, academic, and technical elements are in place before the commencement of the actual delivery of the OLH training sessions.

The phase also includes the organisation of Work Package (WP) group meetings, bringing together institutional partners to coordinate responsibilities, define the concept, align on objectives, and monitor progress across all preparatory activities. These meetings provide a structured team for collaborative decision-making and ensure coherence across the multi-institutional team. Complementing this, discussions on the course content are conducted among WP group coordinators and lecturers, as discussed in the next section.

A structured procedure was established for the preparation of all relevant documentation, covering the development of a comprehensive set of supporting materials that support the entire implementation process by the coordination team. This includes standardized templates (call for Mentors, applications-Appendix I), website structure and content (Appendix II), instructional frameworks, as guidelines for the implementation and reference documents that define the procedural parameters of the activity (Appendix III). Each document has been carefully compiled and subjected to a validation process to ensure accuracy, consistency, and alignment with the overall objectives of the program.

Based on these documents, partners advanced to the detailed planning of course content and scheduling. This involves structured mapping of topics, learning outcomes, and delivery formats. Simultaneously, a dedicated webpage is developed for every OLH offer and published to serve as the primary point of visibility for the program, providing prospective students with accessible information on content, objectives, procedures, and key dates. As soon as the participation of Mentors is completed, guidelines for the implementation are provided to Mentors and students, as shown in Appendix III. Complementing this, a digital learning environment for each OLH, hosted on Moodle platform is carefully configured to function as the central hub for the program, bringing together course materials, communication channels, collaborative tools, and assessment content, in a single, structured, and user-friendly space accessible to all participants throughout the duration of the program.

Identification of projects and Mentors for OLH by each institution

The identification of projects and mentors at each institution constitutes the initial and foundational step in the implementation of Open Lab Hours (OLH). At this stage, each partner university is selecting relevant research topics aligned with the project's thematic focus (e.g., Smart Urban Coastal Sustainability) launches a call for Mentors or performs internal institutional meetings to identify and assign qualified academic or research staff

(R3/R4 level) to act as Leading Mentors. These mentors formulate the application (Appendix I), that includes the description of the course and expected learning outcomes.

As a second preparatory step, WP7 members collaborate to identify and recruit Mentors from partner institutions to participate in a specific OLH. The Open Call for Mentors to participate in OLH has been meticulously designed. The template includes fields for idea descriptions, enabling mentors to submit their research proposals and themes for OLH 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 with their expertise to guide students in their research endeavours. Interested Mentors are required to prepare and submit an application outlining the proposed topic and implementation timetable, following the provided template. During this phase, the Leading Mentor defines the title and basic structure of the OLH, while the detailed content is further developed after the teaching team is finalized. It is recommended that each OLH involves at least Mentors from two different partner universities to ensure a multi-institutional approach. The training design typically foresees around 3 hours of daily contact time (approximately 40% of total duration) complemented by about 5 hours of autonomous student work per day, ensuring a balanced and structured learning experience.

In the application form, the applicant Mentor has to state whether the participating Mentors for the OLH have already been appointed or should be proposed and contacted via the WP7 representatives and provide the content of their courses. All Mentors participating in a thematic have to prepare the outline and the syllabus of the thematic (including details of each thematic, tests and exercises where necessary), define the timetable and prepare the assignments or assessment tests.

Dissemination strategy

Collaboration was established with Joint Communication Unit (JCU) in WP18, regarding the creation of dedicated webpages for the Open Lab Hours (https://www.eu-conexus.eu/en/open-lab-hours/) initiative. This webpage serves as a centralised platform where all relevant information about the OLH offer is presented in a clear and accessible manner, including the title, thematic area, learning objectives, timetable, prerequisites, and assessment methods or any other additional practical information. The information of each project is uploaded in the relevant webpage (see Appendix II), offering visibility of all details and also facilitating coordination between partners by providing a common reference point for all stakeholders involved in the implementation of OLH activities. It also functions as the main entry point for student enrolment, enabling participants from all partner universities to apply through a unified system (Figure 5). In addition, the webpage supports dissemination

by increasing the visibility of OLH activities across the EU-CONEXUS alliance and it is continuous updating with new offers.

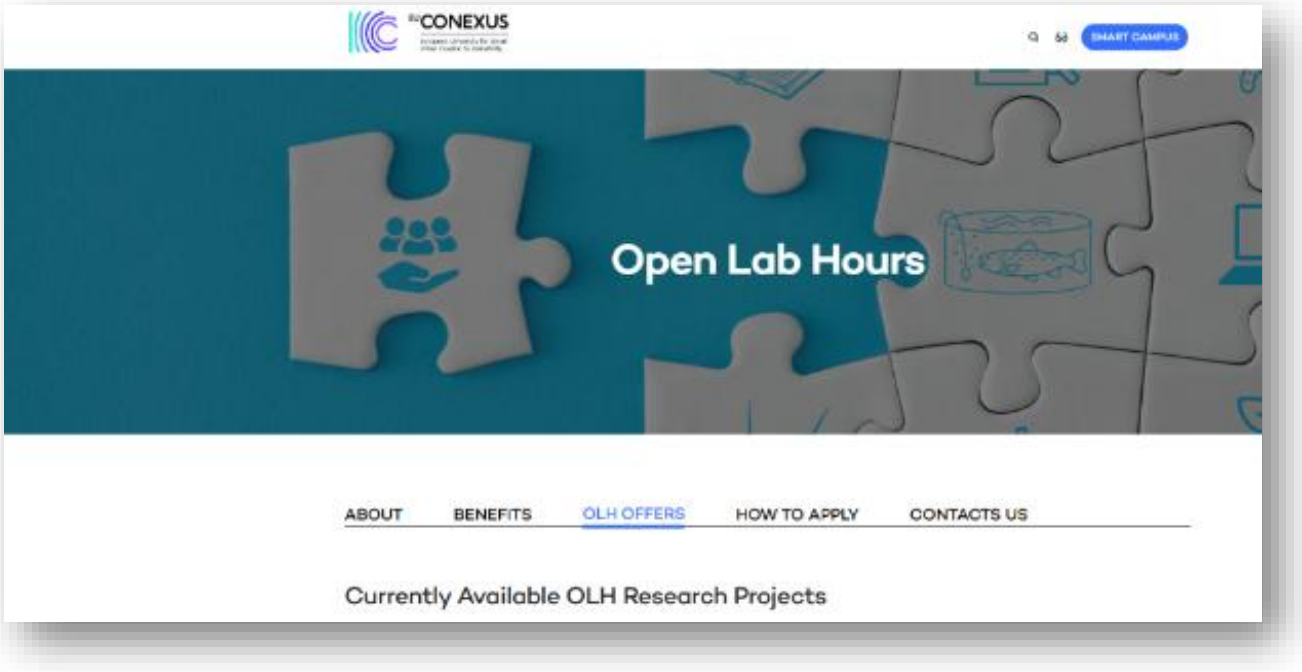


Figure 5.Structure of the OLH webpage

The dissemination of OLH activities followed a multi-channel strategy combining digital, and interpersonal communication tools to ensure wide outreach across partner universities. 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.

Institutional email campaigns served as a primary communication channel, delivering targeted information to students regarding new OLH offers, with links to the respective webpages. EU-CONEXUS, social media platforms were actively utilised to amplify the programme's reach and engage a wider academic audience. Dissemination efforts were further reinforced through the internal communication networks of WP7, which facilitated coordination while enabling direct engagement by Academics at departmental level to encourage the participation of students in these activities.

Finally, presentations took place at EU-CONEXUS events, workshops, and conferences, which helped raise awareness and encourage participation among both students and Mentors.

Phase II: Implementation

Courses in Moodle

Creating an Open Lab Hours (OLH) course in Moodle requires a structured setup that accommodates multi-institutional access, self-paced learning, and tracking of progress and assessment. The site administrator creates a new blank course within the dedicated EU-CONEXUS / WP7 Open Lab Hours category (Figure 6a.).



Figure 6. Structure of an OLH in Moodle. a. creation of the course, b. content of the course

All scheduled lectures and materials are uploaded in a structured way as shown in figure 6b by the Mentors and/or the coordination team. Sessions using BigBlueButton are created for the delivery of each lecture as well as assessment quizzes. Any additional educational material as presentations or related literature, is also uploaded.

Students' participation

The OLH has been meticulously designed to offer maximum flexibility to students, ensuring it seamlessly integrates into the diverse timetables of various universities. While specific components may require real-time or on-site participation, such as experimental procedures, infrastructure demonstration, live discussions, visits, or interactive Q&A sessions, most of the curriculum is available on-line. This hybrid structure empowers students to access course materials, recorded lectures, and assignments at their convenience. Ultimately, this

approach allows participants to learn at their own pace while successfully balancing their other academic commitments.

A. Registration

The process begins with the student registration by the organization team. Upon successful enrolment, registered applicants are given access into a dedicated Moodle workspace. This workspace acts as the primary digital ecosystem, centralizing all future communications, the delivery of the lectures, publishing all essential course details, including the curriculum content, timetable, and assessment quizzes.

B. Delivery Models and Learning Activities

The implementation phase of the OLH offers a flexible learning environment designed to accommodate diverse student needs. Participation is structured around clear delivery pathways and interactive coursework as described in the respective calls:

Delivery Pathways**:** Students can participate either on-site at the host institution on various activities, or remotely through synchronous (live) and asynchronous (recorded) sessions delivered via BigBlueButton or Microsoft Teams.

Core Activities**:** Throughout the course, students engage in a variety of educational tasks. This includes attending lectures and training sessions, completing assignments, participating in data collection and research analysis, and visiting physical infrastructure when mobility is included.

C. Completion and Certification

To successfully graduate from the OLH program, students must fulfill the specific tasks, such as assessments, tests, or coursework as specified by the mentors in each OLH. Criteria are set for key items: an assignment must receive a passing grade, or a quiz must be completed to demonstrate the student's comprehension of the course material. These quizzes serve as the primary assessment tool for measuring student achievement. Students are required to achieve a minimum score of 50% on each quiz to successfully complete their training. Upon meeting these requirements, students are formally awarded a certificate of participation, recognizing their engagement in this activity.

Phase III: Post-implementation actions

Following the completion of an OLH course delivery, the post-implementation phase focuses strictly on final student closure and quality assurance of the course provided.

Upon completion, students are required to finalize all assignments, tests, or exercises defined by the mentors in order to successfully conclude the training. Those students who meet the requirements are awarded a “Certificate of Attendance”, signed by the EU-CONEXUS Chair of the Governing Board validating their engagement and successful completion of the educational activity. Certificates are also provided to the participating Mentors for their tutoring contribution. These certificates are issued under the authority of the project governance (signed by the Governing Board President), ensuring formal validation of both student participation and mentoring involvement within the EU-CONEXUS framework. The templates for the certificates are provided in Appendix IV.

Quality and Satisfaction Survey is performed by the “Students satisfaction questionnaire” (Appendix V). This feedback collection is crucial for verifying that the delivery has met or exceeded the project's target 75% student satisfaction rate, providing valuable insights into the effectiveness and quality of the activity.

Finally, both students and mentors are encouraged to present and share their experiences and outcomes at events such as the Closing Virtual Workshop on Undergraduate Research Activities, or other conferences and events, contributing to dissemination, reflection, and the continuous improvement of OLH implementation across the consortium.

Barriers, Challenges and mitigation measures

During the four-year project, all activities were designed and implemented with the aim of fulfilling the objectives of the Task. Although the uptake of multi-institutional research offers provided through EU-CONEXUS partners and student engagement in scientific activities fell short of expectations, these activities were nevertheless greatly appreciated and positively evaluated by the participants. Several challenges had been identified since the first months of the project, which hindered the timely launch of the expected offers and prevented full alignment with the initial schedule of Task T7.1, as outlined in the Grant Agreement. To address these issues, continuous progress monitoring mechanisms were established early on, including structured coordination meetings, systematic reporting to the Academic Council, the Management Board, and the Governing Board, as well as targeted dissemination actions and the development of synergies. In response to the identified challenges, a series of mitigation measures were implemented, as presented in the following sections. These measures were informed by student feedback collected from OLH activities, as well as by the evaluators’ comments on the Mid-Term Report, which highlighted key issues related to the implementation and progress of Task T7.1.

Thematic Development

The implementation of the Open Lab Hours (OLH) encountered several persistent administrative, institutional, and operational barriers during its initial concept and thematic development phase. These challenges led to necessary adjustments to the original proposal and caused significant delays in the launch of OLH activities. To address these early issues and refine the implementation approach, a pilot OLH was launched and implemented in Autumn 2023. This pilot served as a test case, enabling the identification of structural weaknesses and operational challenges during the initial stages of implementation.

The initial call for proposals was strongly anchored in highly specialized areas of Smart Urban Coastal Sustainability (SmUCS), creating a rigid framework that limited broader academic participation. As a result, faculty members from diverse disciplines expressed interest in contributing but perceived their research areas as insufficiently aligned with the predefined scientific scope. For example, representatives from some partner Universities reported considerable difficulty in aligning their institutional expertise, departmental structures, and curricula with the narrowly defined SmUCS domains, such as aquaculture or agriculture, further constraining participation.

The insights gained from the pilot phase provided critical evidence of the limitations of the initial design and informed the adjustment of the implementation strategy. Consequently, it became evident that not all partner institutions contribute equally across all thematic areas, which led to necessary implementation changes and modifications of the initial planning approach. Over time, the approach progressively evolved towards a more interdisciplinary model, enabling the inclusion of a wider range of scientific domains and fostering more diverse and flexible OLH offerings.

Mitigation measures applied:

a. The proposed OLH offers were reorganized thematically in order to clearly identify and align mentors from each partner university according to their areas of expertise. This thematic structuring provided a coherent overview of available mentorship capacities, improved alignment across institutions, and facilitated more effective matching between mentors and programme objectives. It also supported targeted mentor engagement, particularly for researchers lacking established inter-institutional networks or initially demonstrating low motivation to participate, while strengthening the alliance's scientific collaboration networks and reinforcing the relevance of OLH activities within its strategic research priorities.
b. The consortium implemented a significant shift by broadening the thematic scope of OLH, to 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 integrate additional disciplines such as healthy lifestyle, philosophy, and Art - Science communication, Psychology, and Social Resilience in subsequent calls. This expansion enabled wider academic participation and increased the inclusiveness and interdisciplinary nature of the programme.

c. A minimum requirement of at least two partner institutions per OLH was established, further promoting inter-institutional collaboration and facilitating cooperation between departments and universities with complementary expertise.

Mentor Recruitment

The implementation of OLH faced significant challenges in the engagement and recruitment of mentors, which emerged as one of the most critical barriers during the development and organisation of multidisciplinary offerings. Identifying and mobilising suitable mentors from partner universities within a shared thematic framework proved particularly demanding. Academic and research staff often faced heavy workloads and limited availability, which restricted their capacity to participate actively in the design and delivery of OLH activities. Furthermore, the absence of well-established inter-institutional collaboration networks limited spontaneous engagement, requiring additional effort to connect experts across institutions. In several cases, such as at UROS, researchers lacked existing contacts and showed limited motivation to initiate collaboration independently. However, it was observed that when researchers were directly invited by Leading Mentors or WP7 representatives, their likelihood of participation increased significantly, highlighting the importance of targeted engagement approaches.

The EU-CONEXUS Research & Innovation Information System (RIIS) was used as an initial tool to identify relevant partners and researchers across the alliance; however, in many cases, potential contributors were unable to participate due to heavy workloads and limited availability.

Although a list of several OLH topics was initially proposed (Appendix VI) throughout the duration of the project, limited participation from mentors posed a significant challenge, as there were insufficient individuals willing or able to contribute to their implementation. In addition, the dominant thematic areas of OLH, particularly biotechnology and aquaculture, were not equally relevant or attractive to all partner institutions, even when such disciplines were part of their academic offerings. This thematic misalignment reduced motivation among potential contributors. For example, at Klaipeda University (KU), the Biology and Marine Biotechnology programme already incorporates elements similar to the OLH models, where students engage in hands-on laboratory research from the early stages of their studies under

the guidance of active researchers. As a result, the added value of participating in OLH activities was perceived as limited, further affecting engagement levels among both staff and students.

Mitigation measures applied:

To address these challenges, a combination of coordination, communication, and flexibility measures was implemented.

a. In order to overcome limitations and the lack of established inter-institutional networks, local EU-CONEXUS coordinators, together with the Management Board and the Academic Council, acted as facilitators at institutional level, supporting the identification and engagement of potential mentors.
b. A series of bilateral meetings were organised between the WP7 coordination team and partner institutions to present the OLH concept in detail, clarify procedures, and encourage participation. In addition, many OLH courses were adapted to be delivered online or in a blended format, increasing flexibility and allowing mentors to participate regardless of geographical or scheduling constraints.
c. OLH activities were actively promoted through EU-CONEXUS conferences, workshops, and academic events, raising awareness within the academic community and strengthening engagement at both institutional and consortium levels.

Inter-institutional Coordination and schedule

Institutional and administrative constraints played a key role in delaying the implementation of Open Lab Hours (OLH). Differences in internal regulations, administrative procedures, and organisational practices across partner universities required additional coordination and adaptation efforts, ultimately slowing down the launching of the activities. These delays were largely driven by variations in institutional frameworks, which necessitated continuous communication and adjustments to align OLH implementation procedures with each university's internal requirements and procedures.

A further significant barrier was related to inter-institutional coordination and thematic development. Partner universities operated under differing academic calendars, schedules, and institutional constraints, creating a heterogeneous environment that complicated the alignment of timelines, the organisation of joint activities, and the development of coherent, multidisciplinary OLH offers. In particular, scheduling and time constraints emerged as a critical challenge, as identifying suitable timeframes required balancing the availability of both mentors and students while accommodating variations in semester structures, examination periods, and holidays across institutions. A major difficulty was determining an

optimal timeframe that could ensure mentor availability and students' participation, in order to accommodate varying institutional calendars, while also aligning with the diverse academic commitments of all partners, requiring a high degree of flexibility and coordination. Students' workload load and commitments at home institutions (including labs, assignments, midterm and final exams) also posed a difficulty in finding a suitable period for implementation, as well as attracting increased number of students' participation.

Mitigation measures:

A major structural shift in course delivery was implemented as a key mitigation measure. The consortium changed the model outlined in the Grant Agreement, which mandated a schedule of delivering "3 x 6 joint courses per semester" to a highly flexible model of 18 total courses distributed dynamically across the entire lifespan of the project. As the originally planned fixed timeline proved difficult to reconcile with mentor availability and the divergent academic calendars of the partner universities, the alliance, following a formally approved amendment to the Grant Agreement, adopted a flexible scheduling model based on the actual availability and readiness of participating mentors, establishing a sustainable operational framework that significantly supported task implementation.

Student Engagement and Participation

Another major challenge in the implementation of OLH was related to student engagement and participation, primarily due to limited motivation and available time from students to complete the activities, according to their varying schedules in different partner Universities. In some Universities, the lack of mobility funding to participate in person, the intensive nature at fixed hours for 5 days on top of their curriculum as well as the fact that this wasn't ECTS bearing, made this less attractive for students to engage. From the very start of the projects students answers to questionnaires showed that only 14% of the participants we able to participate synchronously to all the courses.

With the exception of AUA, students' participation in WP7 activities was rather low. Students often faced competing academic obligations, limiting their availability to participate in OLH activities and final evaluation procedures. As a result, a drop-out percentage has been observed.

An additional factor influencing student engagement was the significant variation in the size of partner universities, ranging from institutions with only a few thousand students to those with populations exceeding ten thousand. This disparity created challenges in achieving balanced participation levels, particularly for smaller universities such as KU, where the available student pool was more limited. As a result, attracting a sufficient number of

participants for specialised or niche OLH topics proved difficult, further contributing to lower overall engagement and uneven participation across the consortium.

Although OLH were designed as short, intensive training activities to minimize time commitment, participation levels still fell below expectations as defined in the Key Performance Indicators (KPIs) of the Grant Agreement. One contributing factor might have been the absence of ECTS credit recognition, which reduced the perceived academic value of participation for students. Without formal integration into degree programmes, sustaining engagement on a voluntary basis proved challenging.

Additional constraints were identified in relation to student mobility. While student feedback highlighted that physical participation and international experience were strong motivating factors, the initial mobility scheme outlined in the Grant Agreement was insufficient to support the large number of participants involved in OLH. In some cases, limited physical capacity at host institutions' research units restricted on-site participation. Furthermore, the distributed delivery model, where different institutions contributed across multiple days, could not be effectively supported through the available mobility resources for a large number of participants.

Mitigation measures applied:

a. A key measure was the expansion of eligibility criteria, allowing not only undergraduate students but also postgraduate (Master's) and Erasmus students to participate. This broadened the potential participant pool and enabled engagement with more participating students.
b. To address scheduling conflicts arising from divergent academic calendars, the delivery of lectures was partially shifted to an asynchronous format, enabling students to access recorded materials at their own pace and reducing timetable constraints.
c. Assessment timelines were extended, providing students with sufficient time to complete assignments without additional pressure during variable peak academic periods, (i.e. exams' period).
d. To overcome mobility limitations, a more flexible approach was adopted, whereby OLH activities were either delivered online to ensure broader accessibility or when physical mobility was necessary, these were combined with Erasmus+ Blended Intensive Programmes (BIPs) to support increased on-site participation through coordinated mobility schemes. This dual approach allowed the programme to overcome capacity constraints while simultaneously improving participation rates and the overall capacity of student engagement.

Dissemination

Dissemination efforts also faced notable challenges, limiting the overall impact of the project and lowering students' access to enrolment opportunities. Feedback collected through evaluation questionnaires indicated that institutional email communication was the most effective dissemination channel, playing a key role in reaching students and generating participation. However, it was observed that differences in academic schedules across partner universities, combined with the limited ability to organise and announce activities in a timely manner, reduced students' awareness of available OLH offers and, consequently, their ability to enrol. In some cases, delays in communication and insufficient promotion further weakened visibility and hindered broader engagement across the consortium. This highlighted the necessity to enhance dissemination and communication efforts and adopt to a more structured and proactive strategy.

Mitigation measures applied:

a. Communication was reinforced across multiple channels, including the project webpage, social media platforms, brochures, and newsletters, with a stronger emphasis on clearly communicating the added value and learning benefits of participating in OLH activities.
b. The frequency and visibility of announcements for new OLH offers were increased to ensure timely information flow and improved outreach. In parallel, the inclusion of Master's (MSc) students as eligible participants, who were not initially targeted, contributed to expanding the audience and enhancing participation potential.
c. Enhanced promotion through social media, institutional communication channels (including newsletters where available), and student testimonials to strengthen the visibility and outreach of OLH activities. Social media platforms enabled broader and more dynamic dissemination beyond institutional channels, while institutional communication channels supported regular communication within the partner universities. In addition, student testimonials provided real-life perspectives on participation, helping to build trust, increase motivation, and encourage engagement through peer influence.
d. A clearer presentation of benefits, learning outcomes, and participation incentives. Communication materials were refined to explicitly highlight the skills that the students would develop, the research experience gained, and the added value of international collaboration. Greater emphasis was also placed on illustrating both academic and professional benefits, improving students' understanding of the relevance of OLH activities and enhancing their interest to participate.

Efforts and outcomes 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 but at the same time combine multidisciplinary approaches, establishing a timetable, and securing Mentor's interest and engagement.

Organization

Working Group (WG) meetings and bilateral meetings played a central role in coordinating, monitoring, and facilitating the implementation of OLH activities across the consortium. WG meetings served as the primary platform for strategic coordination, where partners jointly defined the implementation framework, aligned institutional procedures, discussed progress, and identified barriers and challenges. Through regular meetings, partners were able to harmonise different academic regulations, adjust workloads, and propose mitigation measures, ensuring a more coherent and consistent implementation of OLH across institutions. During the entire duration of the project, in total 26 WG meetings were held where OLH have been a topic of discussion. These meetings ensured closer communication with the Coordination Committee, enabling the discussion of delays, progress updates, and status of KPI achievement.

The Academic Council and Management Board played a central role in the support of OLH activities and the recruitment of Mentors. The Academic Council was responsible for the validation of the overall WP7 concept and the review of OLH thematic areas. The Concept of WP7 T7.1 had been created and was validated by the Academic Council and the Research Council in November 2023, ensuring its academic relevance and alignment with project objectives. An update on the progress of OLH has been presented at the AC during 11 meetings. In parallel, management and coordination structures such as the WPGL (15 meetings) and Management Board through approximately 80 weekly Management Board meetings, complemented by reminder e-mails, status presentations with quantitative updates on partner contributions, direct follow-up with partners experiencing delays and individual communication via e-mail and WhatsApp when needed. These meetings facilitated systematic progress monitoring, identification of challenges, and alignment of procedures across institutions. Importantly, feedback collected through these coordination mechanisms, was actively used to refine implementation procedures, adjust the thematic scope, and introduce mitigation measures, ensuring a more flexible and responsive approach to OLH delivery.

In parallel, bilateral meetings (more than 20), held between the coordinating team and individual partner universities, allowed for more targeted and context-specific support when

necessary. These meetings focused on identifying mentors or resolve institution-specific challenges, such as limitations in mentor engagement, scheduling constraints, or regulatory differences, and on developing tailored solutions to address them.

Overall, the combination of WG and bilateral meetings ensured continuous progress monitoring, enhanced collaboration among partners, and timely identification and resolution of implementation issues, thereby playing a critical role in advancing the delivery of OLH activities.

During the four-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 APPENDIXES I, II, IV.
- ✓ 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) per Academic Year, to host the educational material (educational) and on-line courses (Appendix III).
- ✓ In collaboration with the Joint Communication Unit (JCU), the webpage for OLH has been designed and launched at https://www.eu-conexus.eu/en/open-lab-hours/ and the GDPR document was prepared (Appendices II and VI). The webpage serves as central hubs for information regarding the activities and student enrolment. This webpage is regularly updated with new offers (Appendix II).
- ✓ Organisation of WP7 meetings
- ✓ Participation in AC, WPGL meetings
- ✓ 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.

Despite active engagement efforts, including targeted email campaigns and direct meetings, responses from potential mentors experienced significant delays, consequently impacting the overarching WP7 timeline. While WP7 activities officially commenced in Year 2 in accordance with the project plan, initial progress has been constrained by delayed feedback to identify potential mentors and start the implementation. To mitigate these timeline constraints, evaluate the operational workflow, and identify procedural bottlenecks, a pilot

OLH was successfully launched. This pilot served a dual purpose: demonstrating the standard implementation procedure to partners and identified systemic weaknesses in order to optimize future scheduling and workflow efficiency. Other offers followed this pilot OLH but the initially proposed implementation schedule has been modified as a mitigation measure to attract more Mentors.

The detailed catalogue for OLH offers has been created as shown in APPENDIX VI. A total of 18 OLH have been delivered throughout the duration of the project with the participation of 424 students. The majority of the students (212 until M46) have completed their assignment and were awarded a certificate.

Satisfaction questionnaire

Special attention was given not only to the quantity of OLH offers, but also to their overall quality and educational impact. To systematically evaluate this, a satisfaction questionnaire was designed and distributed to participants upon completion of each activity.

The questionnaire was structured using a scaled rating system (1-5), enabling a quantitative analysis of student satisfaction across key dimensions of the training, including the quality of teaching and mentoring, relevance of content, organisation and structure, workload distribution, and perceived academic and professional benefits. In addition, open-ended questions were included to allow participants to express their views, highlight strengths, and provide suggestions for future improvements. This combination of quantitative and qualitative feedback ensured a comprehensive assessment of the OLH activities.

The collected responses were systematically analysed and used in order to inform the continuous improvement of the programme, supporting the refinement of content, delivery formats, and overall student experience in subsequent OLH implementations.

Dissemination

The dissemination strategy for OLH was designed as a multi-channel communication framework, aiming to ensure wide visibility, effective outreach, and increased participation across all partner universities. The strategy combined centralised digital tools, institutional communication mechanisms, and targeted promotional actions to reach both students and academic staff. A central component was the EU-CONEXUS webpage (https://www.eu-conexus.eu/en/open-lab-hours/), which functioned as the main hub for publishing OLH offers, providing detailed information, and enabling student enrolment. This was complemented by institutional email campaigns, as well as social media promotion, internal

academic communication networks, and presentation of the OLH initiatives in conferences and events.

In order to address initial dissemination challenges, the strategy was progressively strengthened through earlier and more frequent announcements, diversification of communication channels, and improved clarity in messaging regarding the benefits and learning outcomes of OLH participation. Dissemination efforts were reinforced through the EU-CONEXUS website, institutional email campaigns, social media (Facebook, LinkedIn and Instagram), and presentations at conferences and institutional events, contributing to increased visibility and awareness of the initiative (Table 2). Selected social media posts were also boosted to extend their reach and increase the visibility of individual OLH calls among the target audience. The effectiveness of dissemination activities was continuously monitored through student feedback and participation data, allowing for improvements in communication approaches.

Table 2. Dissemination channels and activities

Channel/Tool	Key Actions Implemented	Number of events	Effectiveness
EU-CONEXUS Webpage	Creation of dedicated OLH pages, continuous updates	18 published OLH offers	**Calendar Year 2024:** 894 unique visitors 1935 page views **Calendar Year 2025:** 844 unique visitors 1755 page views **Calendar Year 2026 (up to 9 July 2026):** 947 unique visitors 2360 page views
WP7 Network (internal dissemination/Institutional Emails)	Standardised email announcements circulated to partner universities for local dissemination of OLH offers and registration deadlines.	18 email announcements	According to the OLH satisfaction questionnaire, 59% of respondents identified institutional emails as their primary source of information.

Social Media	Promotion of OLH offers through Facebook, LinkedIn and Instagram (posts, stories)	**Facebook**: 18 posts **LinkedIn**: 18 posts **Instagram**: 5 posts & 10 Stories	**Facebook** Average reach / post: 135 Average engagement* / post: 5 **LinkedIn** Average impressions / post: 718 Average engagement* / post: 13 **Instagram** Average reach / post: 1502 Average engagement* / post: 21 Average reach / story: 845 Average link clicks / story: 17
Student Testimonials	Participants experiences and outcomes	20	Short presentations of their experience in website, conferences, workshops and other events
Events & Conferences	Short presentations of WP7 activities	10	Short presentations of OLH concept and activities to the students, Academic and Scientific communities.
Other Visuals	Development of a consistent visual identity and promotional materials for the dissemination of OLH activities.	2 sets of promotional visuals	Used across the EU-CONEXUS webpage, institutional emails and social media channels. Representative examples are provided in **Appendix VII**.

**Engagement refers to the combined number of reactions, comments and shares per post.*

Representative examples of the dissemination activities implemented throughout the project, including social media posts published on Facebook, LinkedIn and Instagram, promotional visuals, and selected communication materials, are presented in Appendix VII.

The effectiveness of the aforementioned dissemination methods was assessed through satisfaction questionnaires that were distributed to students at the end of each OLH activity. As indicated in their satisfaction questionnaire, students declared that institutional emails were the most preferred means of communication. From 93 answers received, it was found that Institutional emails including announcements of new offers was the most successful mean of dissemination (Figure 7). It has to be noted, that although UTCB does not participate in WP7, its students are invited to participate in the OLH.

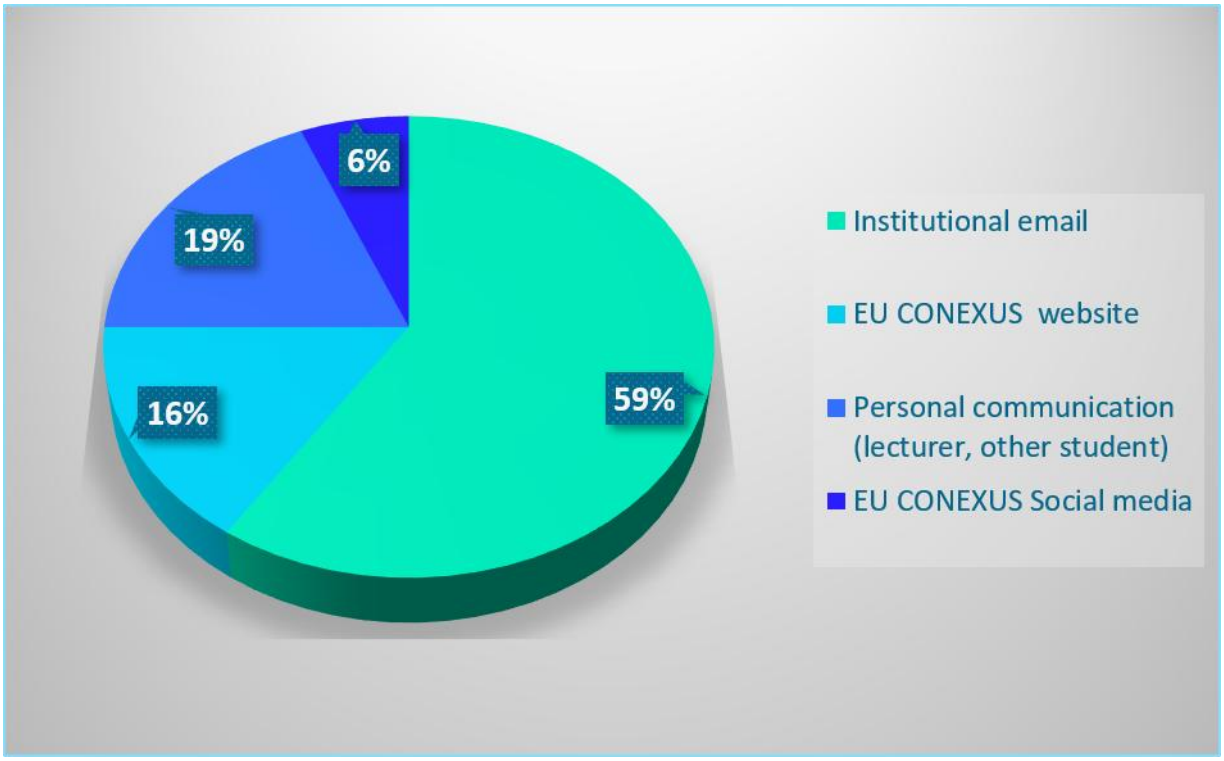


Figure 7. Percentage distribution of responses on how students were informed about the OLH activities

Additionally, the programme was promoted through presentations at academic events, local or international workshops, and conferences, providing valuable opportunities to raise awareness, stimulate interest, and foster a culture of engagement with OLH activities across the broader academic community of EU-CONEXUS. Presentations were carried out in four conferences, at the EU-CONEXUS Research Conference EU-CONEXUS Research Conference 2023-Aquatic and Coastal Ecosystems: Challenges and Opportunities towards Sustainable Development held in Rostock (November 2023) and at a dedicated workshop during the EENVIRO Conference in Bucharest-Sustainable Solutions for Energy and Environment (October 2024), the EU-CONEXUS Conference 2025-Transformative Research for Urban Coastal Sustainability in Valencia (October 2025) and the EU-CONEXUS Conference 2026: Challenges, Innovative Solutions and Collaborative Actions for Sustainable Urban Coastal Development in Athens (June 2026). Also, a dedicated section for the OLH activities was included in the three Closing virtual Workshops on Undergraduate activities held in 2024, 2025 and 2026. Also, the activities of OLH were presented in “I am student” project activities (8), in partner Universities . Contact has been established with academics and students in both conferences and workshops, to discuss and promote OLH activities. This outreach effort aimed to foster collaboration, recruit mentors in upcoming initiatives.

Partners contribution and OLH offers

The implementation of OLH relied on the active and collaborative contribution of all partner institutions within the consortium. Partners played a central role in the identification and development of OLH offers, the recruitment and participation of mentors, and the co-design of multidisciplinary training activities.

The Open Lab Hours (OLH) that were successfully delivered are presented in detail in Appendix IV, providing an overview of the implemented activities, their thematic areas, and partner involvement as well as the number of students enrolled to participate and receive training. These delivered offers demonstrate the consortium's capacity to organise and implement joint, research-oriented training activities, supported by the active contribution of all partners. Academic and research staff from partner universities contributed their expertise by acting as mentors, delivering lectures, and supervising students throughout the training sessions, while all partners were actively involved in the development of the concept for Task 7.1, as shown in Table 3. In parallel, a number of additional OLH topics were proposed but were not ultimately implemented (Appendix IV), primarily due to challenges related to mentor availability, thematic alignment across partners, and operational constraints identified during the implementation phase. Despite this, the range of proposed topics highlights the broad interest and potential for further expansion of OLH activities across diverse scientific fields, demonstrating both the progress achieved and the future development potential of the OLH initiative within the EU-CONEXUS framework.

Table 3. Number of implemented OLH courses including partners involvement

	OLH-Title	Partners involved	LRUNIV	AUA	KU	UNIZD	SETU	UROS	FREDU
1.	Quality Analyses in Aquaculture	AUA, UNIZD, LRUNIV, FREDU, KU	**1**	**2**	**1**	**0,5**			**0,5**
2.	Fish feed raw materials for sustainable Aquaculture	AUA, UNIZD, SETU, UROS,		**2**		**1**	**1**	**1**	
3.	Quality Analyses in Aquaculture 2nd call	AUA, UNIZD, LRUNIV, FREDU, KU		**2**	**1**	**1**			**1**
4.	Mediterranean Aquaculture production and Technology	AUA, UNIZD, UROS,		**3**		**1**		**1**	

5.	Effects of nutrients, foods, and dietary patterns on health indices of people in coastal areas	AUA, UROS, FREDU		**3**				**1**	**1**
6.	Biochemical Characterization and In Vitro Testing of Marine Extracts	AUA, FREDU, LRUNIV	**1**	**2**					**2**
7.	Biodiverstiy Monitoring and Analysis Challenge	AUA, FREDU, SETU, UROS		**2**			**1**	**1**	**1**
8.	Pharmacology and drugs from plants	SETU, FREDU, AUA		**1**			**3**		**1**
9.	Biochemical Characterization and In Vitro Testing of Marine Extracts_2nd call	AUA, FREDU, LRUNIV, UNIZD	**1**	**2**		**1**			**1**
10.	Sustainable Aquaculture: Principles and Practices	AUA, UNIZD,UROS,SETU,FREDU		**1**		**1**	**1**	**1**	**1**
11.	Sleep quality and Nutrition	KU, AUA, UNIZD		**2**	**2**	**1**			
12.	Waste management and climate change	UROS, SETU, LRUNIV, FREDU	**2**				**1**	**1**	**1**
13.	Effects of nutrients, foods and dietary patterns on health indices of people in coastal areas_ 2nd call	AUA, UROS, FREDU, KU		**2**	**1**			**1**	**1**
14.	Landscape in Motion: Historical Adaptation and Digital Futures	SETU, UNIZD				**2,5**	**2,5**		
15.	Pharmacology and drugs from plants-2nd call	SETU, FREDU		**1**			**3**		**1**
16.	Biodiverstiy Monitoring and Analysis Challenge-2nd call	AUA, FREDUS,SETU, UROS		**2**			**1**	**1**	**1**
17.	Landscape in Motion: Historical Adaptation and Digital Futures 2nd call	SETU, UNIZD				**2,5**	**2,5**		

18.	Waste management and climate change_2nd call	UROS, SETU, KU, FREDU			**2**		**1**	**1**	**1**
Total Mandays (Md) of engagement per partner			**5**	**27**	**7**	**12**	**17**	**9**	**13,5**

Despite variations in engagement levels and institutional constraints, the collective effort of partners contributed significantly to the progressive development and delivery of OLH activities, strengthening cooperation within the alliance and supporting the overall objectives of WP7.

At the beginning of the project, the OLHs were delivered in a hybrid format, where students from the host university attended the laboratories in person while others participated online (e.g., OLHs #2, #3, and #6). However, this approach proved to be difficult to implement effectively.

Subsequently, physical mobility was introduced for certain OLHs (#4), that were integrated as part of a Blended Intensive Programme (BIP).

Consequently, it was concluded that the mobilities initially planned under Work Package 7 (WP7) for OLHs would be more appropriately implemented within the framework of a Student Research Hub (SRH) project. This adjustment was formally proposed, adopted, and validated by both the Working Group (WG) and the Academic Council (AC).

Students' participation

In these trainings, 424 students were accepted out of 444 applications, with the distribution of applications per partner university presented in Figure 9. In particular, strong interest was observed among AUA students, which can be attributed to the thematic focus of the OLH offers (e.g., Agriculture), while also highlighting the need to further strengthen dissemination efforts across other partner universities. Although a high number of students actively participated in the courses, a smaller proportion proceeded to complete all required assignments and assessments. This was primarily due to the heavy academic workload faced by students, which in several cases discouraged them from undertaking the final evaluation tasks. As a result, while participation levels remained high, the number of students who successfully fulfilled all requirements and were awarded certificates was comparatively lower, with 212 students until M46, completing the activities and receiving certification.

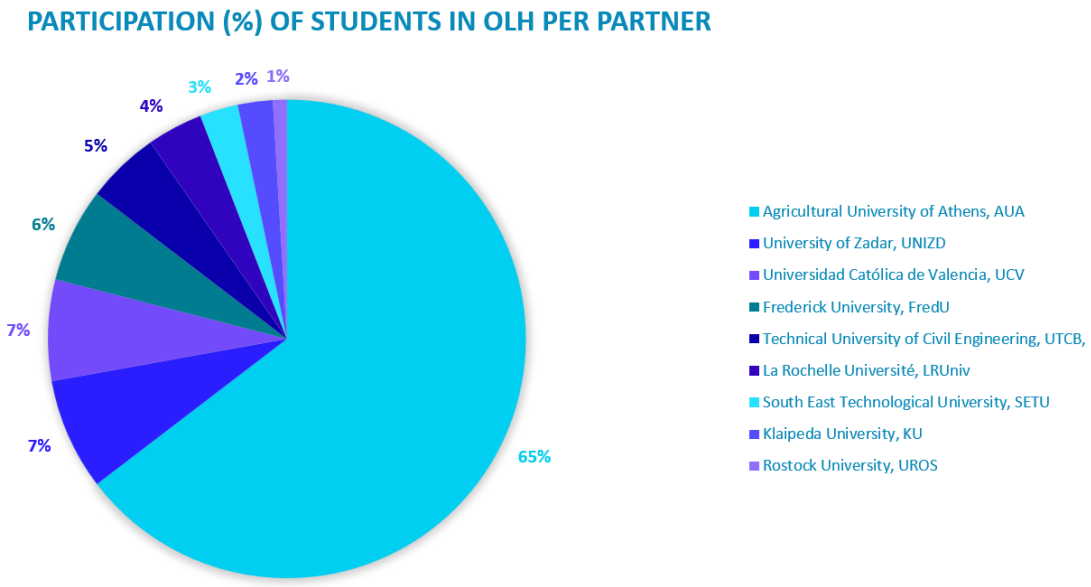


Figure 8. Students' participation for OLH per partner

Moreover, as the number of available offers for such activities increased, a decline in student participation was observed. This trend may be attributed to the growing availability of similar short-term learning opportunities, such as micro-credentials and minor programmes, which typically award ECTS credits, are therefore perceived as more academically advantageous, and have contributed to a dispersion of student interest.

Students provided their feedback on the OLH activities through satisfaction questionnaires (presented in the next section), where they also indicated their preferences and suggested potential improvements to enhance the overall experience, such as more on-site participation or more practical assessments. This feedback was instrumental in identifying areas for further development and aligning the activities more closely with students' needs and expectations.

The multi-institutional research opportunities offered through OLH have initially been primarily concentrated in the field of Marine Sciences. Today the offers expand significantly, covering a broader range of disciplines, including Biotechnology, Biodiversity, Psychology, Arts, Coastal Sustainability, Food Sciences, Social Resilience, Urban and Regional Development, Engineering and Technology, (APPENDIX IV). This diversification allows students to select activities that best match their interests and academic background, providing structured and personalized research experiences. Such opportunities not only foster students' aspirations for internationally competitive scientific careers, but also equip them with the skills and competencies required for a smooth transition into the labour 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 initial target was to provide comprehensive training to 1,470 students, as outlined in Table 4. However, the final numbers remained comparatively below this target, (424), despite continuous efforts and the implementation of multiple mitigation measures. At the end of the project the, 28,84 % of the Target value for students training is achieved due to challenges faced, as it is discussed in the relevant Chapter.

Table 4. KPIs for Task 7.1

KPI Task 7.1	Target value	Achieved value	Percentage of achievement
Number of students trained	1470	424	28,84 %

This gap can be attributed to several factors. Firstly, the target itself proved to be highly ambitious, considering the relatively short duration and intensive nature of OLH activities. Secondly, students across the EU-CONEXUS alliance already had access to a wide range of parallel educational and research opportunities, which reduced the relative uptake of OLH offers. In addition, OLH activities were specifically designed as research-oriented training experiences, which may not have appealed equally to all student profiles. Furthermore, although a significant number of students actively participated in the training sessions, many were reluctant to complete the required assignments and assessments, primarily due to heavy academic workloads, resulting in lower completion and certification rates. Finally, the absence of ECTS credit recognition for OLH participation limited their perceived academic value, making it more challenging to incentivize full engagement alongside other curriculum-integrated activities.

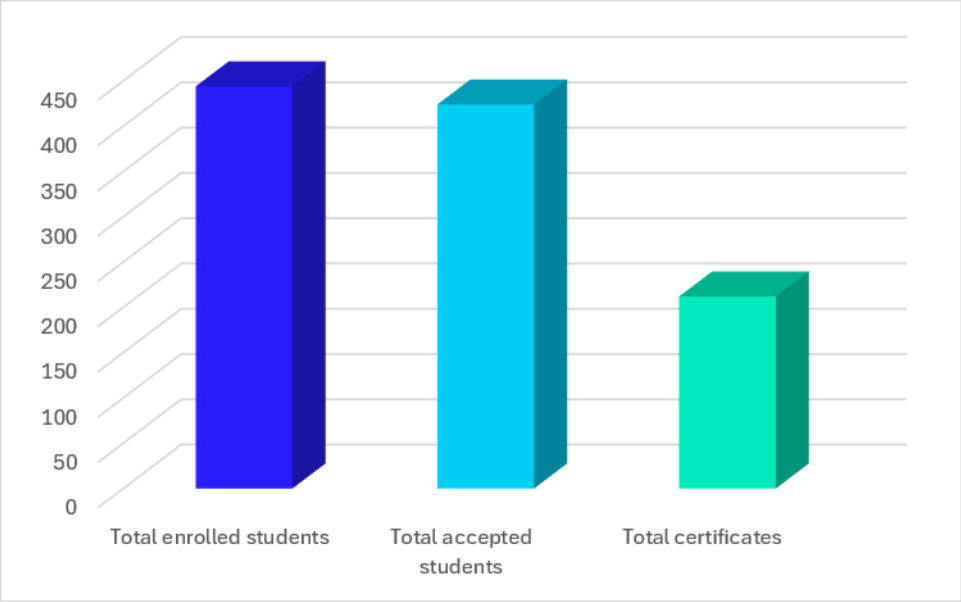


Figure 9. Number of students participation in OLH

In terms of the quality of the provided offers, satisfaction questionnaires were distributed to students upon completion of each OLH training, while an additional survey was conducted during the Closing Virtual Workshop on Undergraduate Research Activities. The feedback collected highlights a high level of interest and overall satisfaction among participants regarding their involvement in OLH activities, confirming the positive reception and educational value of the programme. Based on the responses collected, a satisfaction rate of 82% was recorded, exceeding the initial target value and further demonstrating the effectiveness and quality of the OLH training experience.

The feedback from students highlights the interest and satisfaction from their participation in an OLH is indicated in 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		15*	
Number of answers		94	

**Evaluation available for offers implemented until M46*

During the OLH, students engaged with real-world data, worked with complex software enhancing their analytical skills, and explored both traditional and innovative Research and practical solutions. They also shared educational experiences from their own countries, fostering a rich exchange of perspectives in a multinational environment. The feedback obtained by questionnaires and surveys during the Closing virtual workshops of Undergraduate activities highlights both the advantages and challenges that arise, as illustrated in Figure 10.

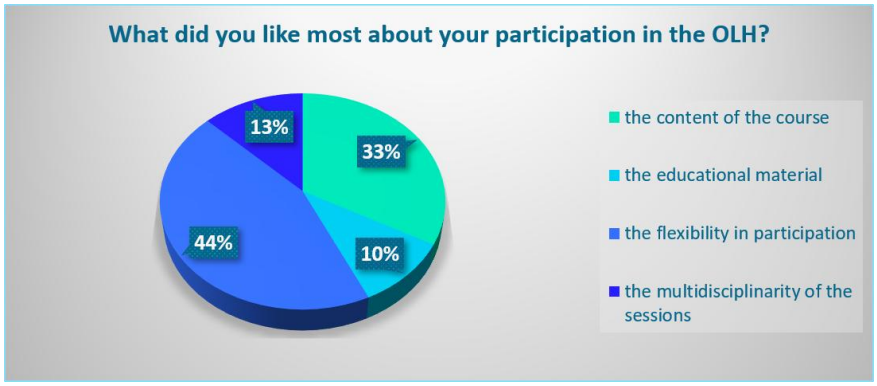




Figure 10. Students feedback from poll survey and questionnaires

About 94% of the participants answered that they would participate again in OLH courses as it is shown in Figure 11.

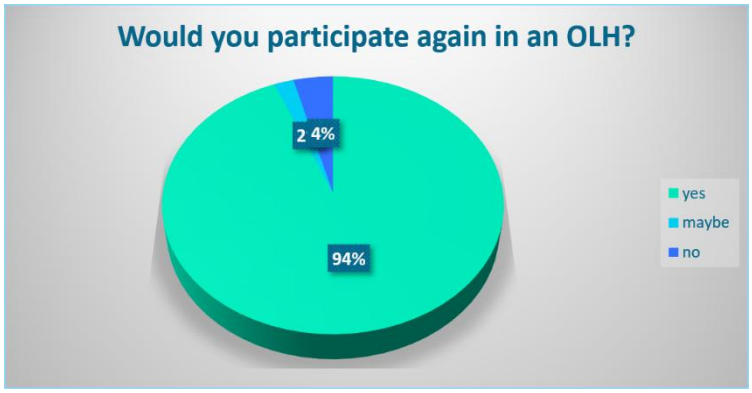


Figure 11. Students feedback from poll survey and questionnaires.

Conclusion: Outcomes and impact

The implementation of Open Lab Hours (OLH) has generated a positive educational and collaborative impact. The programme delivered the full scope of planned OLH offers across a wide range of thematic areas, demonstrating a strong, coordinated effort among all partner institutions. Despite the partial achievement (27,69%) of the student's participation targets defined in the KPIs, the quality of the learning experience was highly valued by participants, as evidenced by a satisfaction rate of 82%, exceeding the initial target value of 75%. In addition, OLH strengthened inter-institutional collaboration, enabling students to engage in interdisciplinary research and creative problem-solving within a structured research framework.

This high level of satisfaction highlights the effectiveness of OLH as a joint, multi-institutional initiative, directly contributing to the objectives of WP7. In particular, OLH activities have supported the enhancement of student curricula by providing research-based, hands-on learning experiences. Furthermore, OLH have created extended opportunities for undergraduate and postgraduate students to engage in transnational research collaborations, strengthening their exposure to diverse academic environments across EU-CONEXUS partners. Finally, OLH has significantly contributed fostering collaboration among partner institutions, enabling students to participate in interdisciplinary research activities and familiarizing with different aspects of research, within a structured, international framework.

The implementation also highlighted the importance of effective matchmaking mechanisms within the alliance. The EU-CONEXUS Research & Innovation Information System (RIIS) was actively used as an initial tool to identify potential collaborators and relevant partners across institutions. However, in many cases, researchers were unable to contribute due to heavy workloads and limited availability, indicating that structural constraints still affect collaboration potential. In addition, tools such as the EU-CONEXUS Joint Research Institutes (JRI) Collaborative Platform, although not yet fully exploited in this context, could be introduced in the future not only as a means of supporting scientific collaboration, but also as a mechanism to facilitate educational activities and research-based teaching initiatives. The integration of such platforms could significantly enhance partner matchmaking, strengthen interdisciplinary cooperation, and support the development of more diverse and inclusive OLH offers.

Overall, the impact of OLH is reflected not only in quantitative indicators, such as participation levels, but also in qualitative outcomes, including enhanced research skills, increased student motivation, and improved awareness of international scientific career pathways. Building on these results, future implementation could further strengthen impact

by integrating OLH or similar research-based activities into formal study programs. This could include the introduction of dedicated mobility or “research activity windows”, agreed across partner universities, providing structured time periods during which students can participate in alliance-wide initiatives. Such approaches would facilitate higher participation rates and improve alignment with academic schedules. Additionally, adopting models where participation in lectures and research activities contributes to credit accumulation (ECTS), could enhance student motivation by ensuring that research-based learning is formally recognized within curricula.

This collaborative and adaptive implementation model provides a strong foundation for future initiatives within EU-CONEXUS, supporting the expansion and refinement of OLH-type programs. By combining flexibility, stronger institutional integration, and enhanced recognition mechanisms, the alliance can better meet participation targets while preserving the high quality of experience that has characterized this phase, ultimately providing EU-CONEXUS students with enriched and sustainable educational opportunities.

Appendix I. Documents for OLH Implementation

Open Call for Academic and Research staff (Level R2, R3 and R4) of EU-CONEXUS to create and teach

Open Lab Hours

in the context of EU-CONEXUS PLUS: Research to education

Research to Education -Overview

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 across diverse disciplines.

Additionally, participating in research could ignite a greater passion for learning and teaching, foster interest in pursuing postgraduate studies, cultivate skills relevant to future employment, and enhance the quality of undergraduate research endeavors.

EU-CONEXUS “Research to education” (WP7) aims to transfer methodologies, scientific thinking and innovation back into education by introducing joint research-based activities (Student Research Hub and Open Lab Hours), which will actively and creatively engage mainly Undergraduate students in research activities related to SmUCS topics, in order to familiarize them to scientific procedures leading to blue-green solutions in coastal and urban development.

Students will profit from the multi-institutional research opportunities offered by more than 400 EU-CONEXUS research teams, providing them with structured experiences and by promoting their aspirations to pursue an internationally competitive scientific career.

What are Open Lab Hours?

Open Lab Hour (OLH) is a short training on research topics, given by intra-alliance team of mentors, with a duration of 5 days. Undergraduate students will have the opportunity to be trained on research topics linked to SmUCs and based on competencies of different partners.

The OLH can be offered in different formats:

on-site trainings for students of host University that is providing the course on the specific date (i.e. training on advanced instrumentation, collection of specimens or data required for each scientific field),

and/or:

remote training (a) for students that are not from host University as well as (b) for activities as literature search, advanced and specialized software, surveys, research methods, research conduct and ethics, environmental issues, scientific writing skills, preparation for participation in international competitions.

Students' mobility opportunities to another partners' University during the trainings will be available, in an effort to provide an international academic experience for students of EU-CONEXUS Alliance.

Why apply for a Mentor?

Modern educational practices have highlighted the beneficial impact of Undergraduate and early-stage post-graduate Master students research experiences that serve as a catalyst for initiating the pathway towards an advanced scientific career.

This initiative aims at participating students' multidisciplinary training on research topics linked to Smart, Urban, Coastal Sustainability (SmUCs). Its primary objective is to take a holistic approach to address the challenges specific to urban and semi-urbanized coastal regions adjacent to rivers and oceans, with the aim of promoting sustainable coastal development.

Mentors will inspire undergraduate and post-graduate Master students to pursue a scientific career and help them acquire skills and a better understanding of scientific methodology and creative thinking.

Why should you get involved?

- Each Mentor is invited to propose, organize or participate in OLH and train students in different thematic areas that will be offered throughout the Academic Year
- Participation in innovative educational practices
- Introduce alternative approaches to education
- International networking.
- Enhancement of collaborations between partner scientists of different disciplines
- Certification of Mentoring for all participating applicants

Who can apply?

Each Mentor (academic staff and post-doctoral researchers Level R2, R3 and R4) is invited to propose, organize and/or participate in OLH, in order to train students in diverge thematic areas that will be offered throughout each Academic Year.

Academic staff and/or post-doc researchers Level R2, R3 and R4, are eligible to apply as Mentors. Mentors from all thematic areas related to SmUCS are invited to participate.

The Mentor who proposes the thematic/subject for one OLH has to organize it and identify the partner Mentors from other Universities to implement it.

Participating Mentors will be contacted directly by leading Mentors or by WP7 members regarding the scientific interest, but also they could be invited to participate via the institutional representative in WP7 of EU-CONEXUS PLUS, for defining the mode of involvement, contracts and financial issues and any other related details.

Note: It is suggested that the OLH should adopt a multidisciplinary approach to the proposed thematic.

How to Implement an Open Lab Hour?

- ✓ All Mentors participating in a thematic have to:
- ✓ Prepare the outline and the syllabus of the thematic (including details of each thematic, tests and exercises where necessary)
- ✓ Define the timetable
- ✓ Send the detailed structure to WP7 representative of their host Institution

Preparatory actions: organize the groups of students regarding the demanded tasks designated in each proposed OLH.

During courses, students could be asked to solve exercises, process data, take tests, quizzes via Moodle platform options. Moreover, students supervised by the Mentors, are expected to work as a team in order to prepare reports including methodology, results and discussion (importance/troubleshooting) etc. For each topic, the assessment method will be defined by the respective Mentor.

Note: Due to different time-zones of each partner university, the trainings will be video recorded and will be available to students who are not able to synchronously attend all courses. GDPR permission from all participants to record and upload the trainings will be obtained.

At the end of each academic year, students' representatives from each thematic will present the outcomes of the training in a "Closing virtual Workshop on undergraduate research activities".

Procedure for submitting applications

Interested Mentors should submit their application specifying the topic and implementation timetable as indicated in the application form.

Note: It is recommended to foresee 3 hours per day contact (40% of total OLH time and 5 hours autonomous study hours.

During the application procedure the Leading Mentor will outline the title and basic content of the Open Lab Hour. The detailed content will be developed after the selection of the professors/lecturers. An example template will be available for interested applicants.

Note: A minimum of Mentors from 2 different partner Universities is recommended per OLH

In the application form the applicant Mentor has to state whether the participating Mentors for the OLH have already been appointed or should be proposed and contacted via the WP7 representatives listed below:

Partner	Representative	email
AUA	Evanthia Chatzoglou	echatzoglou@aua.gr
LRUniv	Léa Crestois	lea.crestois@univ-lr.fr
KU	Rima Mickeviciene	rima.mickeviciene@ku.lt
UNIZD	Anica Cuka, Zvezdan Penezic	acuka@unizd.hr; zpenezic@unizd.hr
SETU	Mike Kinsella	Mike.Kinsella@setu.ie
UROS	Yue Hu	yue.hu@uni-rostock.de
FredU	Angelos Angelodimou	a.angelodimou@frederick.ac.cy

Deadline to submit applications, for semester Spring 2025: 20 March 2025.

For more information, please contact Evanthia Chatzoglou (echatzoglou@aua.gr), or a WP7 representative in each university listed in table.

Application form to create and deliver Open Lab Hours in EU-CONEXUS on SmUCS

Information about content proposal	
Proposed title	
Thematic area	
Draft content description (up to 300 words)	*This information will be uploaded on the website*
General Learning outcomes	1.
Prerequisites for participating students	e.g. *English (level B2)* *Basic computer knowledge*
Assessment method	e.g. *Online tests*
Certification (ECTS where applicable)	Certificate of completion

Contact details of the applicant (Leading Mentor)	
Full name of the Academic and Research staff	
University	
Faculty/Department	
Email address	
Contact phone number	
Contact details of Mentor 2	
Full name of the Academic and Research staff	
University	
Faculty/Department	
Email address	
Contact phone number	
Contact details of Mentor 3	

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Full name of the Academic and Research staff	
University	
Faculty/Department	
Email address	
Contact phone number	
Contact details of Mentor 4	
Full name of the Academic and Research staff	
University	
Faculty/Department	
Email address	
Contact phone number	
Contact details of Mentor 5	
Full name of the Academic and Research staff	
University	
Faculty/Department	
Email address	
Contact phone number	

Proposed timetable	
Starting date:	
Closing date:	
Deadline for applications:	
Delivery of courses format	On-line

	Implementation schedule	Title of the lecture	Participation	Partner University	Lecturer	Learning outcomes
DAY 1	Date/Time		Online/onsite/ hybrid			
Description of the course	*(100-150 words)*					
DAY 2	Date/Time		Online/onsite/ hybrid			
Description of the course	*(100-150 words)*					
DAY 3	Date/Time		Online/onsite/ hybrid			
Description of the course	*(100-150 words)*					
DAY 4	Date/Time		Online/onsite/ hybrid			
Description of the course	*(100-150 words)*					
DAY 5	Date/Time		Online/onsite/ hybrid			
Description of the course	*(100-150 words)*					

Open Lab Hours syllabus

OPEN LAB HOURS COURSE INFORMATION

Title: “XXXXXXXXXXXXXXXXX”

Academic Year XXXXXXXXXXX

XXXXXXXX semester

Lecturer name & email		
Timetable of the synchronous classes		
First day of the course		
Last day of the course		
Date of the exam		
Assessment system	*On line tests and exercises*	
Description of the contents	*Title*	*Date*
Schedule of activities (if applicable in each institution)		*ECTS*

	IMPLEMENTATION SCHEDULE	TITLE OF THE LECTURE	PARTICIPATION	PARTNER UNIVERSITY	LECTURER	LEARNING OUTCOMES
DAY 1	Date/Time		Online/onsite/hybrid			✓
DESCRIPTION OF THE COURSE	*(100-150 words)*					
DAY 2	Date/Time		Online/onsite/hybrid			✓
DESCRIPTION OF THE COURSE	*(100-150 words)*					
DAY 3	Date/Time		Online/onsite/hybrid			✓
DESCRIPTION OF THE COURSE	*(100-150 words)*					
DAY 4	Date/Time		Online/onsite/hybrid			✓ ✓
DESCRIPTION OF THE COURSE	*(100-150 words)*					
DAY 5	Date/Time		Online/onsite/hybrid			✓
DESCRIPTION OF THE COURSE	*(100-150 words)*					

Requirements from Participant Lecturers in OLH

Dear colleagues, welcome to the Open Lab Hours activities!

To ensure the successful delivery and assessment of this course, we kindly request the following information and materials from each lecturer:

1. Course Availability

All lectures are proposed to be delivered within a single week unless otherwise scheduled according to lecturers' availability. The exact timing of each session will be arranged flexibly to accommodate individual lecturer availability and existing professional obligations.

Please confirm your availability to deliver the course, including preferred dates and times that work with your schedule.

2. Implementation

The courses will take place in Moodle platform. We will create the dedicated course space. You can find all the information for Moodle connection in the attached file

- you can **log in to activate your EU-CONEXUS Moodle account** at:

https://moodle.eu-conexus.eu/2025/

- Please use your institutional email and password.

You can find all the necessary information for Moodle connection in the relevant file.

We strongly encourage all students to attend lectures **in real-time** whenever possible.

However, we recognize that scheduling conflicts are inevitable when coordinating across multiple institutions. Given the logistical challenges of coordinating academic calendars across multiple universities, all lectures **will be recorded**. These recordings will be available for students to watch at their convenience. Therefore, students who have concurrent courses, examinations, or other academic obligations during scheduled lecture times will have full access to recorded sessions, thus allowing them to complete the course material at their own pace and review lectures as needed to reinforce understanding.

3. Assessment Questions (Mandatory)

For student evaluation purposes, each lecturer must submit 3-5 multiple-choice questions based on their presentation content.

Note: you can create your own quizzes (if you are familiar with Moodle) or please send me the questions with the correct answers so that we can add them in Moodle. In that case, ***questions should include the correct answer*** *clearly marked, so we can formulate the quizzes.*

The multiple-choice questions you provide will be compiled into evaluation quizzes that students will take to demonstrate their comprehension of the course material. These quizzes serve as the **primary assessment tool** for measuring student achievement. Students will be required to achieve **a minimum score of 50% on each quiz** to successfully complete their training.

The quizzes will be available to students after the completion of the lectures for one month.

For Moodle assistance you can contact Sofia Marka at: smarka@aua.gr

4. Supplementary Assignments (Optional)

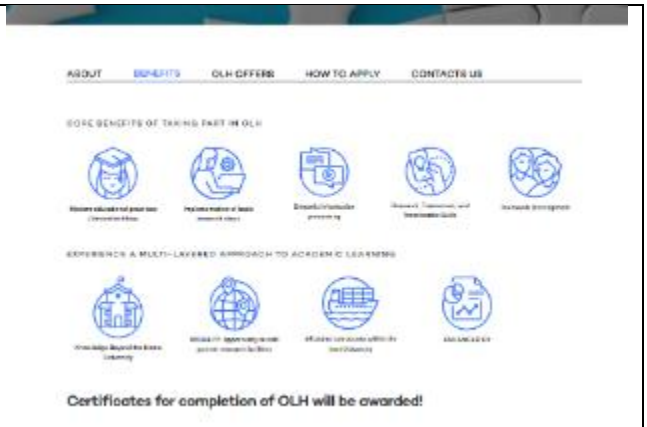
If you wish to enhance student engagement and learning, you may provide additional assignments, videos or exercises related to each lecture. While this is optional, such materials can help reinforce key concepts and provide students with practical application opportunities.

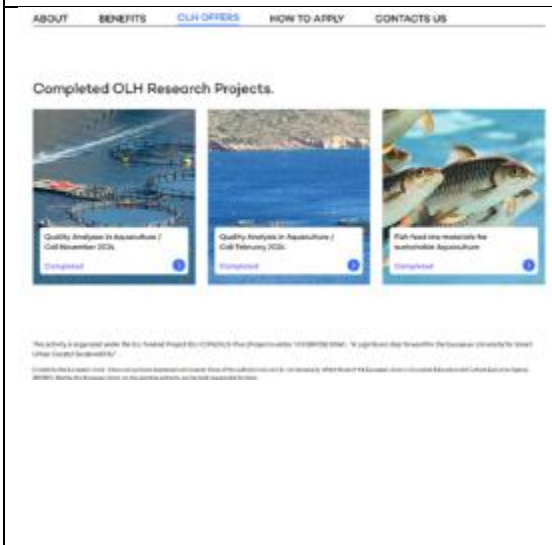
Please contact us at echatzoglou@aua.gr if you need any further assistance.

Thank you for your participation and cooperation

Appendix II. Webpages for OLH









Appendix III. Moodle Guidelines documents

Practical info for OLH Implementation:

To start the implementation of your OLH

We have already enrolled you in moodle for your course

- you can log in to activate your EU-CONEXUS moodle account at:

https://moodle.eu-conexus.eu/2025/

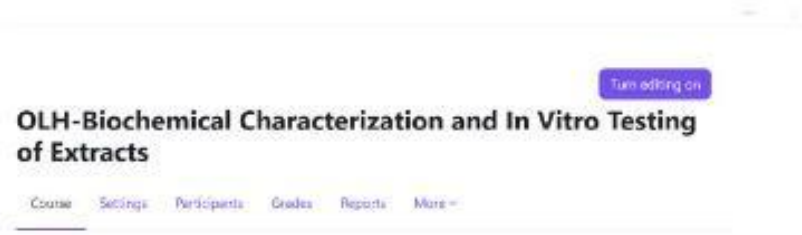
- Please use your institutional email and password.



You will find your course in the list:



- If you go to edit mode, you can add any content for your Course.



To Join a session:

- We have created the bigbluebutton video conference and are going to start automatically for each day according to the schedule. In case you have problem to access the course, please let me know, so I can delete the event and use Microsoft Teams instead.



Click on the bigbluebutton

Then you will see:



Please press Join session.

Than you will need to join with audio and video as follows:





You can share your screen by pressing this button at the bottom of your screen



- Please remember to record your courses, since the students are allowed to watch the video asynchronously



Insert your Quizes/texts and assignment in your day

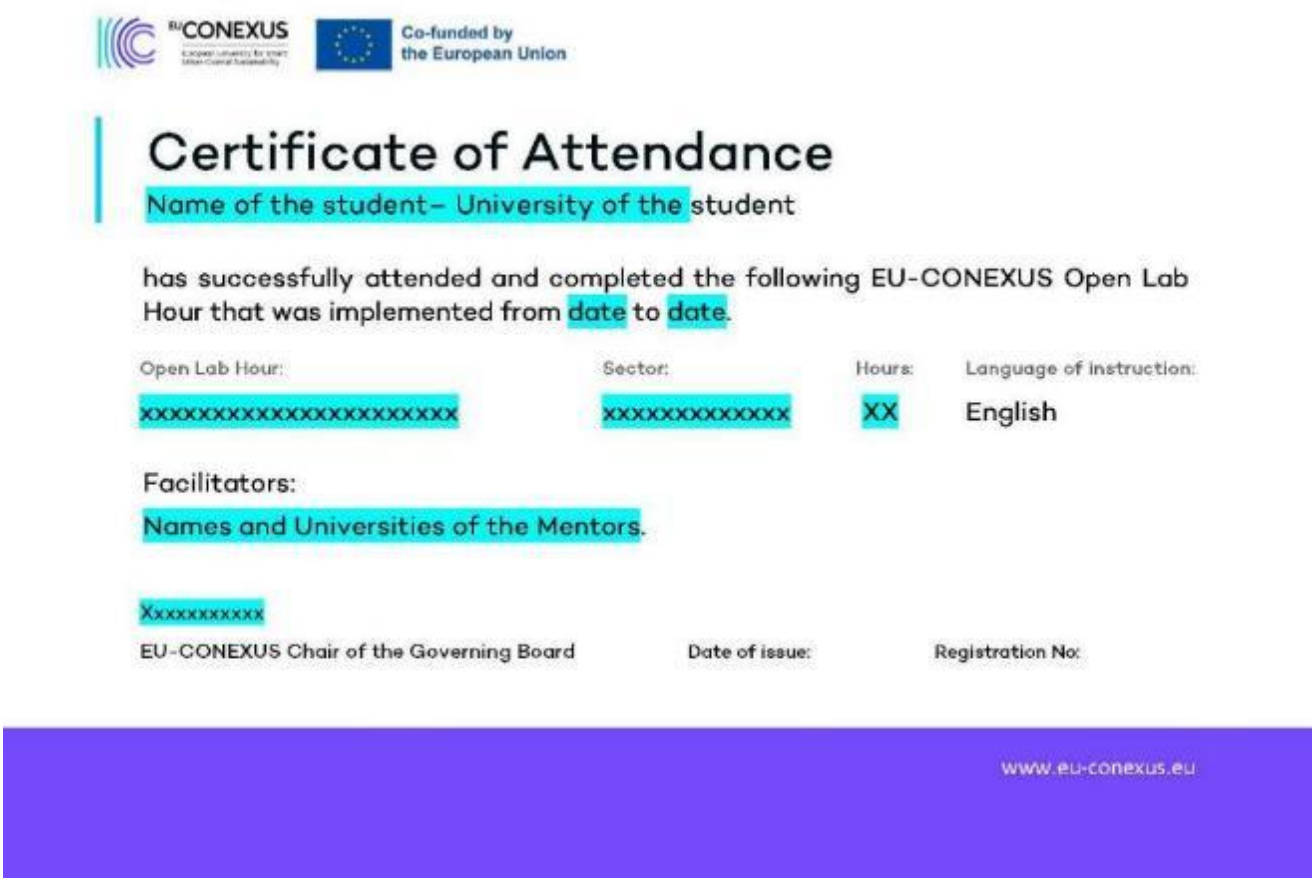
- Note: In case you have difficulties in creating the quizzes, please send me the questions with the correct answers so I can add them in Moodle.
- The assement quizzes are available to students after the completion of the lectures for one month.
- We propose that students that have participated in all quizzes and have a grade ≥50% of correct answers, have successfully completed the training and can be awarded with the certificate.

Please let me know if you need any further assistance.

Thank you for your participation and cooperation

Appendix IV-Certificates' templates

Certificate for students' attendance



EU CONEXUS

Co-funded by the European Union

Certificate of Attendance

Name of the student– University of the student

has successfully attended and completed the following EU-CONEXUS Open Lab Hour that was implemented from date to date.

Open Lab Hour:	Sector:	Hours:	Language of instruction:
xxxxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxx	XX	English

Facilitators:

Names and Universities of the Mentors.

Xxxxxxxxxx

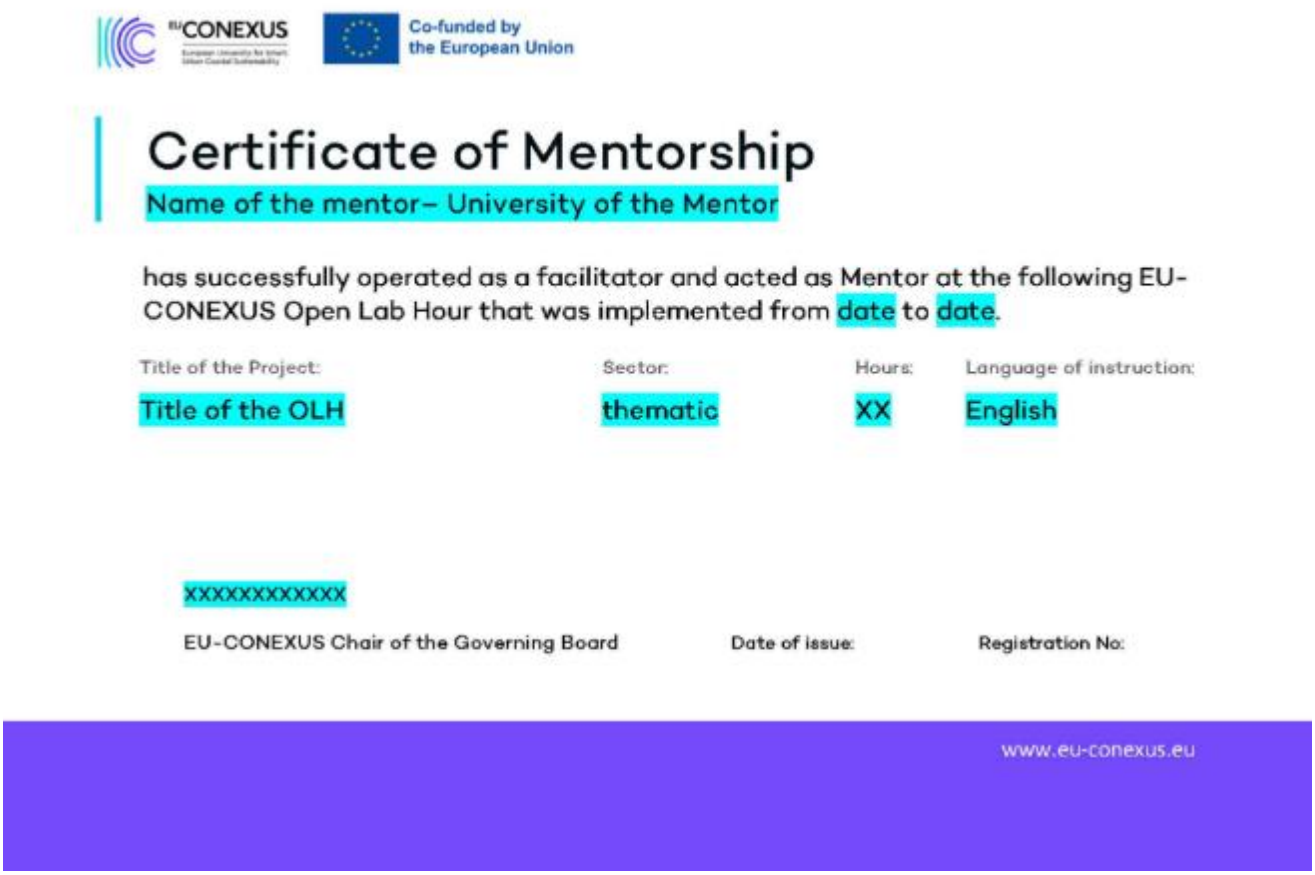
EU-CONEXUS Chair of the Governing Board

Date of issue:

Registration No:

www.eu-conexus.eu

Certificate for Mentors in OLH



EU CONEXUS

Co-funded by the European Union

Certificate of Mentorship

Name of the mentor– University of the Mentor

has successfully operated as a facilitator and acted as Mentor at the following EU-CONEXUS Open Lab Hour that was implemented from date to date.

Title of the Project:	Sector:	Hours:	Language of instruction:
Title of the OLH	thematic	XX	English

XXXXXXXXXXX

EU-CONEXUS Chair of the Governing Board

Date of issue:

Registration No:

www.eu-conexus.eu

Appendix V. OLH Students Satisfaction questionnaire

OLH Satisfaction questionnaire

Dear students,

Thank you for your participation in the Open Lab Hours.

In order to provide a valuable, reliable and transparent system to share knowledge and resources, we would like your feedback on the course provided.

Please take a moment to complete this questionnaire, in order to verify that this OLH has fulfilled your educational expectations.

We believe that your sincere comments and remarks will improve our study and training offers.

Τίτλος εικόνας



Please select the Open Lab Hour that you have participated *

1. Pharmacology and drugs from plants
2. Waste management and climate change
3. Biodiversity Monitoring and Analysis Challenges in Marine and Coastal Ecosystems
4. Biochemical Characterization and In Vitro Testing of Extracts
5. Sustainable Aquaculture: Principles and Practices
6. Sleep quality and Nutrition
7. Landscape in Motion: Historical Adaptation and Digital Futures

How would you overall rate your participation at the Open Lab Hour *

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

How would you rate overall teaching *

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

Upon completion of your training did you have a clear understanding of the subject?

- ○ Yes
- ○ No
- ○ Maybe

How would you rate the teaching approach

	1	2	3	4	5	
Insuffiicient	○	○	○	○	○	Highly sufficient

How would you rate the adequacy of the educational material?

	1	2	3	4	5	
Low	○	○	○	○	○	High

How would you rate the learning outcomes of the OLH?

	1	2	3	4	5	
Low	○	○	○	○	○	High

How often were you able to participate at the courses sychronously?

	1	2	3	4	5	
Never	○	○	○	○	○	Always

Did this project engage you in scientific procedures where advanced methodologies, opportunities, and resources were brought together?

	1	2	3	4	5	
Low	○	○	○	○	○	High

Did this project gave you a better and more unified understanding of research topics by working in an international, multi-disciplinary environment?

	1	2	3	4	5	
No	○	○	○	○	○	Completely

Do you think that your education during the courses was more efficient by: (low=1, High=5)

	1	2	3	4	5
On-site/synchr...	○	○	○	○	○
Asychronous t...	○	○	○	○	○
Educational m...	○	○	○	○	○
Assesment/pr...	○	○	○	○	○

What did you like most about your participation in the OLH ?

- ○ the content of the course
- ○ the flexibility in participation
- ○ the multidisciplinarity of the sessions
- ○ the educational material
- ○ Άλλο: .....

What do you think could be improved?
(i.e content, on-site participation, educational material, or any other suggestions)

Κείμενο σύντομης απάντησης

How were you informed about the Open Lab Hour activity?

- ○ EU-CONEXUS website
- ○ EU-CONEXUS social media
- ○ Institutional e-mail
- ○ Personal communication (lecturer, other student)

Would you participate again in another Open Lab Hour?

- ○ Yes
- ○ No

Would you recommend OLH on the same topic, to fellow sudents on the next Academic Year?

- ○ Yes
- ○ No

Link to the OLH satisfaction questionnaire:

Appendix VI-OLH offers

OLH implemented and students' registrations

	OLH-Title	Academic Year	Webpage	Number of applicants/students received training	Number of certificates
1.	Quality Analyses in Aquaculture	2023-2024	https://www.eu-conexus.eu/en/open-lab-hours/quality-analyses-in-aquaculture-1st-call/	65	38
2.	Fish feed raw materials for sustainable Aquaculture	2023-2024	https://www.eu-conexus.eu/en/open-lab-hours/fish-feed-raw-materials-for-sustainable-aquaculture/	11	10
3.	Quality Analyses in Aquaculture 2nd call	2024-2025	https://www.eu-conexus.eu/en/open-lab-hours/quality-analyses-in-aquaculture/	21	9
4.	Mediterranean Aquaculture production and Technology	2024-2025	https://www.eu-conexus.eu/en/open-lab-hours/mediterranean-aquaculture-production-and-technology/	25	20
5.	Effects of nutrients, foods, and dietary patterns on health indices of people in coastal areas	2024-2025	https://www.eu-conexus.eu/en/open-lab-hours/effects-of-nutrients-foods-and-dietary-patterns-on-health-indices-of-people-in-coastal-areas/	14	8
6.	Biochemical Characterization and In Vitro Testing of Marine Extracts	2024-2025	https://www.eu-conexus.eu/en/open-lab-hours/biochemical-characterisation-and-in-vitro-testing-of-extracts/	38	28
7.	Biodiversity Monitoring and Analysis Challenge	2025-2026	https://www.eu-conexus.eu/en/open-lab-hours/biodiversity-monitoring-and-analysis-challenges-in-marine-and-coastal-ecosystems/	19	19

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8.	Pharmacology and drugs from plants	2025-2026	https://www.eu-conexus.eu/en/open-lab-hours/pharmacology-and-drugs-from-plants/	41	29
9.	Biochemical Characterization and In Vitro Testing of Marine Extracts_2nd call	2025-2026	https://www.eu-conexus.eu/en/open-lab-hours/biochemical-characterization-and-in-vitro-testing-of-extracts/	26	12
10.	Sustainable Aquaculture: Principles and Practices	2025-2026	https://www.eu-conexus.eu/en/open-lab-hours/sustainable-aquaculture-principles-and-practices/	10	2
11.	Sleep quality and Nutrition	2025-2026	https://www.eu-conexus.eu/en/open-lab-hours/sleep-quality-and-nutrition/	31	9
12.	Waste management and climate change	2025-2026*	https://www.eu-conexus.eu/en/open-lab-hours/waste-management-and-climate-change/	18	4
13.	Effects of nutrients, foods and dietary patterns on health indices of people in coastal areas_ 2nd call	2025-2026	https://www.eu-conexus.eu/en/open-lab-hours/effects-of-nutrients-foods-and-dietary-patterns-on-health-indices-of-people-in-coastal-areas-2/	7	8
14.	Landscape in Motion: Historical Adaptation and Digital Futures	2025-2026	https://www.eu-conexus.eu/en/open-lab-hours/landscape-in-motion-historical-adaptation-and-digital-futures/	26	12
15.	Pharmacology and drugs from plants-2nd call	2025-2026	https://www.eu-conexus.eu/en/pharmacology-and-drugs-from-plants-2nd-call/	8	4
16.	Biodiversity Monitoring and Analysis Challenge 2nd call	2026-2027	https://www.eu-conexus.eu/en/biodiversity-monitoring-and-analysis-challenges-in-marine-and-coastal-ecosystems-2nd-call/	36	N/A*

17.	Landscape in Motion: Historical Adaptation and Digital Futures 2nd call	2026-2027	https://www.eu-conexus.eu/en/landscape-in-motion-historical-adaptation-and-digital-futures-2nd-call/	11	N/A*
18.	Waste management and climate change_2nd call	2026-2027	https://www.eu-conexus.eu/en/biodiversity-monitoring-and-analysis-challenges-in-marine-and-coastal-ecosystems-2nd-call-2/	N/A	N/A*

**N/A: Student evaluations are currently pending*

Proposed OLH that were not implemented

	Title	Proposed by:
1.	**Food Packaging and nutrition**	KU
2.	**Detection of pathogens in Aquaculture and their economic impact**	AUA
3.	**Recreating a Historical Climate Experiment**	SETU
4.	**Air Quality Analytics and Innovation Challenge**	SETU
5.	**Urban Soundscape and Aural Sustainability: Klaipeda Case**	KU
6.	**Physical fitness testing**	KU
7.	**Inside the frame: Understanding human behaviour through film**	UNIZD
8.	**Science-art transdisciplinarity: empowering hacking in science-art interaction**	KU
9.	**Social Resilience and Coastal Communities: Empowering the Future**	AUA
10.	**Ethical Standards and Gender Equality in Research: Principles, Practices, and Policies**	AUA
11.	**Biochemistry, Stress biology**	UNIZD
12.	**Underwater archaeology**	UNIZD

13.	**Transhumant Nomads: A Model of Ecological Production, Self-Sustainability and Food System**	UNIZD
14.	**Python, data preprocessing and machine Learning**	LRUniv
15.	**Extending maritime industry classic cyber-physical security to new layers such as cognitive security.**	KU

Appendix VII. Representative Dissemination Materials and Communication Activities



Figure VII.1. Promotional visual template – Series I

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Figure VII.2. Promotional visual template – Series II

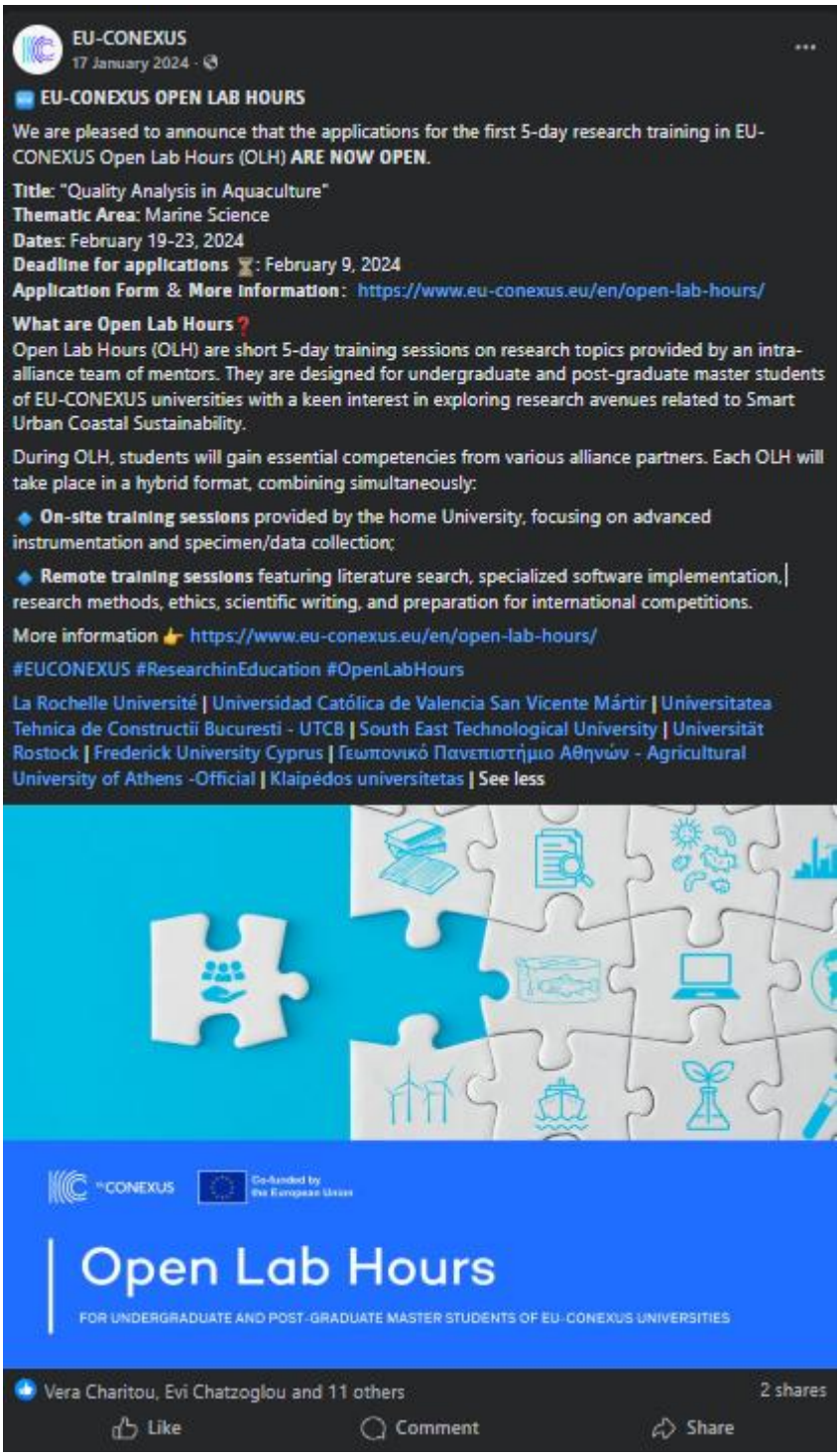


Figure VII.3. Facebook post promoting an Open Lab Hours offer

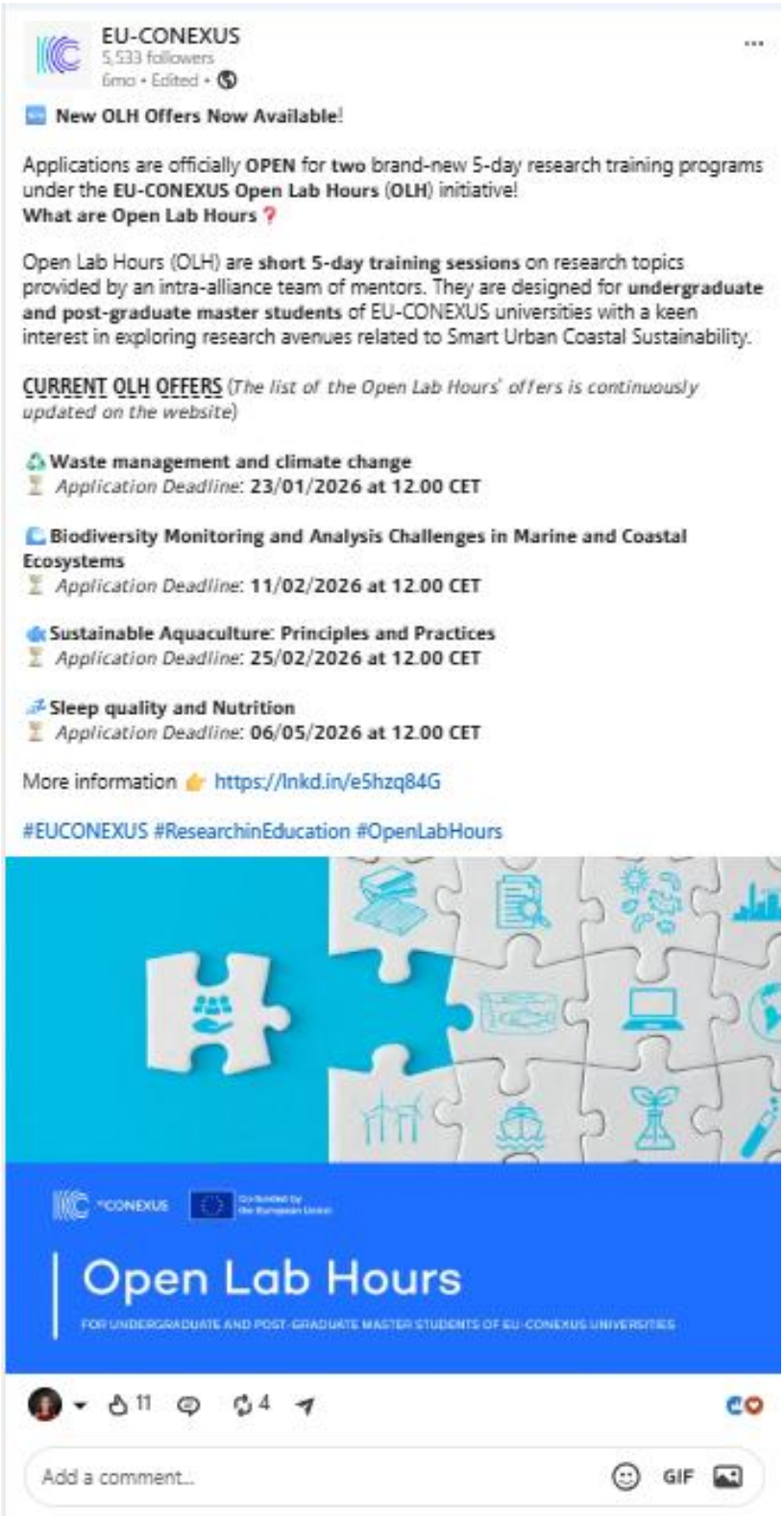


Figure VII.4. LinkedIn post promoting Open Lab Hours offers

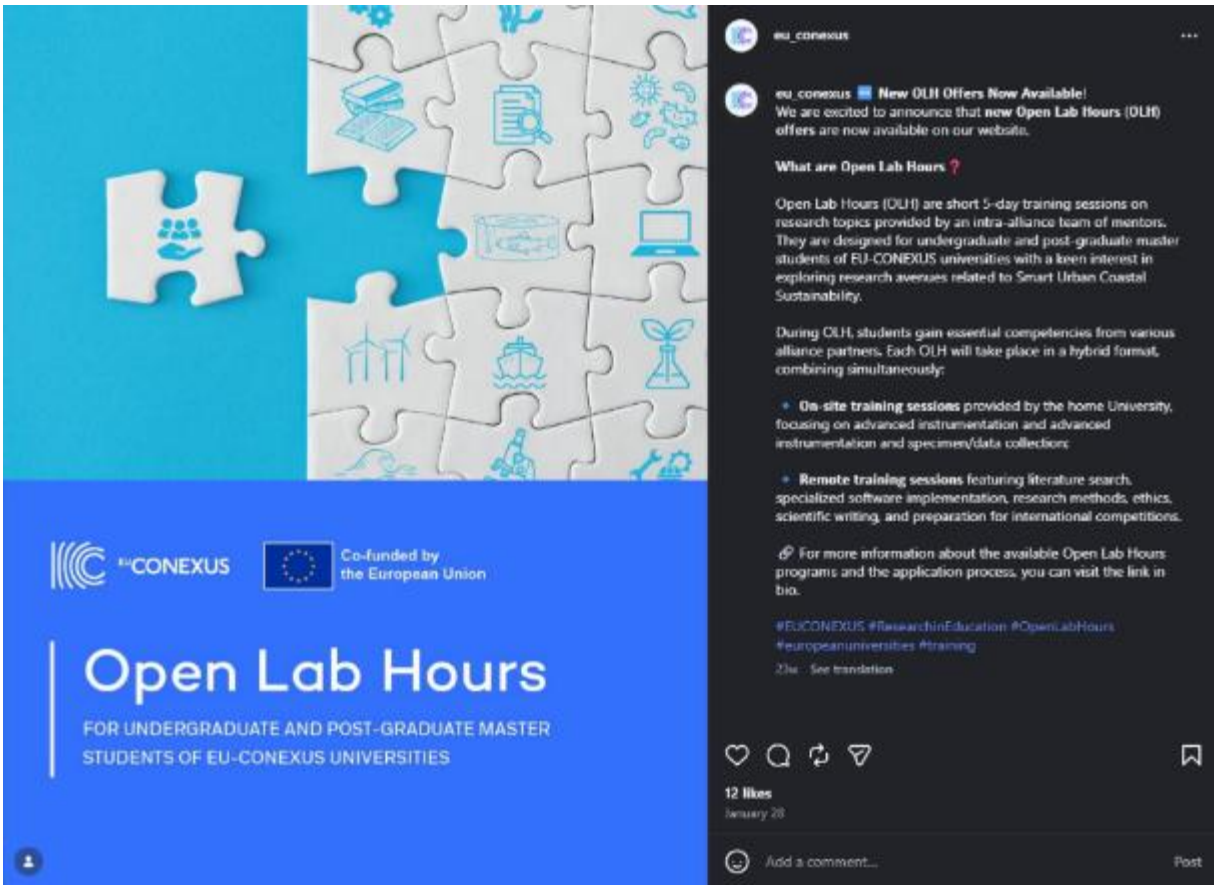


Figure VII.4. Instagram post promoting Open Lab Hours offers