

TRUTH / ONLINE STORIES / EN

ProfBridge Platform: connecting academic knowledge with business practice

How ProfBridge Platform connects universities, practitioners and researchers, and how the “Just Do It” Association supports collaboration in Poland and Europe.

TRUTH Magazine Editorial Team | 24.10.2026



Publisher disclosure: TRUTH Magazine’s publisher is a ProfBridge Commons partner.

The knowledge students need does not always sit in textbooks. It is often distributed across project teams, laboratories, businesses and civil society organisations. Experienced specialists, meanwhile, may be willing to share their expertise without knowing how to reach a classroom. ProfBridge Platform addresses this space between professional knowledge and the practical opportunity to find an educational partner.

Developed by ProfBridge Commons, the platform aims to make it easier for practitioners, academics, researchers and institutions to connect. The Support Center Association “Just Do It”, an official partner in Poland and Europe, supports the initiative’s development in Poland. For TRUTH readers, the important question goes beyond the announcement of another digital tool: how might these connections improve learning and collaboration in practice?

The challenge is not a shortage of expertise

Universities develop knowledge, research methods and the ability to make sense of complex questions. Businesses and community organisations test decisions under constraints of time, resources and responsibility. Each environment has something the other needs. The difficulty often lies in finding the right person, agreeing on a purpose and turning an expression of interest into a manageable piece of work.

A practitioner may be ready to teach but not know who coordinates a relevant degree programme. A lecturer may need a specialist to discuss a current industry problem without having time to build a network from scratch. A smaller institution may want international perspectives but lack a large partnerships office. These organisational barriers are among the problems ProfBridge seeks to reduce.

From professional experience to an educational initiative

ProfBridge Commons was founded by Dr. Ryosuke Nakajima, a consultant associated with PwC in Japan, an academic educator, researcher and Honorary Ambassador of the “Just Do It” Association. His initiative draws on both professional and academic perspectives. It starts from the proposition that practitioners can enrich teaching, while questions from researchers and students can also improve organisational practice.

ProfBridge Commons is the wider collaboration and knowledge-sharing initiative. ProfBridge Platform is its digital tool for presenting expertise, identifying needs and initiating conversations. That distinction matters. A platform can create conditions for contact; the quality of a lecture, research project or institutional relationship also depends on the people who agree to work together.

Six pathways to collaboration

The initiative describes several complementary formats. Not every introduction needs to result immediately in a long-term agreement. A focused session, a clearly defined research question or a jointly prepared case study may offer a more realistic starting point. The format should follow the educational purpose and the participants’ capacity.

1. Guest lectures: a perspective from the workplace

Guest lectures allow institutions to invite a specialist to address a particular issue without creating an entire course. A useful session might examine how an organisation makes a decision, solves a client problem or assesses a technology deployment. Its value increases when the professional experience is connected with concepts and methods students are already studying, rather than presented as an isolated success story.

2. Micro-teaching: a focused topic and a clear outcome

Micro-teaching uses shorter, concentrated learning modules. The Association's material describes sessions of 15–90 minutes. Instead of condensing an entire discipline, a speaker can select one task: interpreting evidence, evaluating an argument or preparing a recommendation. The central question is not simply how long the session lasts, but what participants should be able to do afterwards.

3. Research collaboration: matching a problem with a method

Practitioners can contribute questions arising from organisational activity, while researchers can bring methods for investigating them. A sound collaboration requires early agreement on scope, data access, responsibilities and expected outputs. An introduction does not replace methodology or research ethics. It can, however, help people find the expertise needed to design an appropriate study.

4. Institutional partnerships: continuity beyond a single event

A university's relationship with a company or community organisation can develop into a series of sessions, joint seminars, student projects or exchanges of experience. ProfBridge identifies institutional partnerships as an area of activity. Sustaining them requires named contacts, a timetable and a way to evaluate results. International reach provides an opportunity for discussion, rather than an automatic assurance of partnership quality.

5. Research-to-Solution: from findings to testing

Research-to-Solution connects research insights with business and social needs. It can be understood as a pathway from a question and evidence to a concept, prototype or pilot. Not every paper needs to become a product. A practical outcome may instead be a better procedure, an assessment tool or a decision against adopting an approach whose effectiveness has not been demonstrated.

6. Knowledge sharing: making experience useful to others

Case studies, teaching resources and conversations across professional boundaries can make knowledge available beyond one team. Particularly useful accounts explain the limitations, mistakes and conditions surrounding a decision as well as the outcome. A strong case study is more than a promotional account of success: it helps readers understand why an approach might work and when a different choice would be appropriate.

What could different participants gain?

Students may gain direct contact with people able to connect theory with a practical task. Professionals can contribute to education while continuing their careers. Universities can expand their networks and seek expertise relevant to a specific programme. Researchers can discuss questions with practitioners who understand the operational context of the issues being studied.

Businesses and civil society organisations can bring challenges that require several disciplines to work together. Collaboration may also improve their understanding of the skills students are developing. These are opportunities, not guaranteed outcomes. Joining a platform does not itself secure a job, research funding or a university agreement.

What might a first project look like?

Consider a lecturer teaching management who wants to involve someone experienced in international supply chains. Instead of arranging a broad presentation about global business, the partners agree on a focused problem: assessing the risk of a delivery delay and comparing available responses. Students receive an anonymised scenario, then discuss their recommendations and questions with the practitioner.

Afterwards, the lecturer can assess whether students justify their decisions and recognise uncertainty. The guest learns which parts of the process were hardest to understand. Only then do the partners decide whether another module would be worthwhile. This is an illustrative model, not a report of a completed ProfBridge pilot. It shows why a well-defined purpose can matter more than a long feature list.

A Polish partner with a European perspective

The Support Center Association “Just Do It” describes its role as an official ProfBridge Commons partner in Poland and Europe. Materials from both organisations confirm cooperation involving preparations for a Polish pilot and relationships with educational institutions. The Association outlines activities including promotion, presentations, university outreach, volunteer engagement and adapting communication to a local context.

Local support has practical value. An institution considering collaboration needs more than a web address: it needs a conversation about its programme, teaching language and organisational capacity. A partner operating in Poland can help clarify those needs and communicate them across an international network. Specific support, expert availability and dates should be agreed directly with the organisers.

Access means more than being able to register

Making practical education more accessible requires attention to differences between institutions and participants. Barriers may include language, time zones, access to technology or limited experience of international collaboration. Flexible formats therefore need clear participation requirements, suitable materials and opportunities to ask questions. Accessibility should be considered as part of programme design, rather than assumed from the existence of an online service.

Partners should also discuss the use of recordings and materials, data protection, confidential business information and rights to jointly produced outputs. These questions help give openness a workable structure. Participants should check the platform's current rules and separately agree on conditions for each activity, including any costs. It should not be assumed that every form of collaboration is free.

A first step: describe a need, not only an organisation

A university can start with a short description of its learners, topic, timing and intended outcome. A practitioner can propose an issue they can explain through a concrete example and specify the teaching language and format. An organisation seeking a research partner should distinguish an open research question from a conclusion it merely wants someone to endorse.

The next step is to explore ProfBridge Platform, present relevant expertise and review contact opportunities. The "Just Do It" Association is a contact point for cooperation in Poland, while questions about the platform itself can be directed to ProfBridge Commons. Preparation cannot guarantee a quick match, but it can make the discussion more substantive and reduce mismatched expectations.

From connecting people to improving collaboration

The significance of ProfBridge Platform will depend on whether introductions lead to worthwhile educational experiences and responsible projects. Useful indicators include the quality of feedback, continuing partnerships and the practical value of teaching resources, rather than profile or event counts alone. For universities, practitioners and civil society organisations, the initiative offers another route to explore cooperation with a clear purpose and a willingness to contribute.

Sources and further information

1. ProfBridge Platform

<https://profbridge-platform.com/>

2. ProfBridge Commons — launch announcement

<https://www.profbridge-commons.com/news/profbridge-commons-profbridge-platform>

3. ProfBridge Commons — collaboration with Just Do It

<https://www.profbridge-commons.com/news/profbridge-commons-and-support-center-association-just-do-it>

4. Stowarzyszenie Centrum Wsparcia „Just Do It” — ProfBridge Platform

<https://www.centrum-wsparcia.pl/post/profbridge-platform>

Online version: <https://truthmagazine.eu/publikacje/profbridge-platform/>