



# Online Tutorial on Soft-Skills Development & Digital Didactics for VE Learning

Version 1.0

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This document is the Online Tutorial on Soft-Skills Development and Digital Didactics for Virtual Exchange (VE) Learning. The document has been written and updated by the CLUVEX teams of the University of Helsinki (UH, Finland), University of Copenhagen (UCPH, Denmark), Odessa I.I. Mechnikov National University (ONU, Ukraine), Taras Shevchenko National University of Kyiv (TSNUK, Ukraine), Yerevan State University (YSU, Armenia), and the BioArt Society, Finland.

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# 1. INTRODUCTION

This CLUVEX Deliverable 3.2/ Report on “*Online Tutorial on Soft-Skills Development and Digital Didactics for Virtual Exchange Learning*”, thereafter “Online Tutorial”, contains information on how moderators can prepare for the Virtual Exchange (VE) Weeks and how to make their assistance to students during VE Weeks as useful as possible. During the first year of the project (before the 1<sup>st</sup> VE Week for students in Oct 2024) a series of online trainings for moderators was organized and took place in Zoom in May-September 2024. You can find details about each training in the CLUVEX [Deliverable 3.1](#) “*Set of online tutorials/ recordings for the CLUVEX trainings and course modules*”, where information is provided for 5 training sessions.

Before the 2<sup>nd</sup> VE Week, a similar approach to train new moderators was selected and practiced. A difference is that only 3 online trainings called “Moderators-Get-Together” were arranged during March-April 2025. The focus of these 3 trainings was on the CLUVEX project overview and VE concept, day-by-day agenda/ programme of the VE Week for students, registration in the DigiCampus area for moderators; introduction to individual and collaborative Climate Horizon exercise, tools for visualization, analysis and interpretation of climate related data; aspects of using the Zoom, DigiCampus, Miro-board and work in breakout-zoom-rooms; answering questions from the moderators.

Moreover, moderators have an opportunity to educate themselves (through self-education/ self-learning) by exploring remaining produced materials of all 5 trainings arranged before the 1<sup>st</sup> VE Week. Simply, moderators were offered materials for familiarization in DigiCampus and on public CLUVEX project website.

The same approach, as above, with 3 trainings “Moderators-Get-Together” will be applied also before the remaining upcoming CLUVEX VE Weeks: 3<sup>rd</sup> on 6–10 Oct 2025, 4<sup>th</sup> on 23–27 Feb 2026, and 5<sup>th</sup> on 20–24 Apr 2026. During “Moderators-Get-Together” events it is important: (1) to make clear introduction to the Climate Horizon group exercise; (2) to share opportunities with courses of the Climate University; and (3) to create a sense of community.

The self-study materials (in the DigiCampus) include slides and videos of lectures, demonstrations of tools, recording of trainings for moderators, as well as guidebooks developed within the CLUVEX project specifically to improve the efficiency of moderators and students during the VE Weeks. These guidebooks are: (1) VEG – “Virtual Exchange Guidebook”, (2) CLG – “Climate Literacy Guidebook”, and (3) CMC – “Climate Messenger Code of Conduct”. The moderators will have access to the same DigiCampus area throughout the project. The advantage of this is that the moderator’s community will grow, and moderators will be e-mail communicated via DigiCampus. It is also important that after each VE Week we are recruiting moderators from students who successfully completed the VE Week.

## 2. DigiCampus Materials for Moderators

After registration, each moderator will have access to the DigiCampus platform for moderators (<https://digicampus.fi/course/view.php?id=5195>). On this platform, all moderators have access to many useful things.

Moderators' DigiCampus has the following content/ sections:

- General info
- News & Discussion
- Questionnaires
- Virtual Exchange Week Programme
- Moderator training Zoom link
- Moderator training material
- Material for the Virtual Exchange Week
- Virtual Exchange Week lectures
- Moderator participation
- Study report submission for credits at University of Helsinki

### 2.1. General info

#### GENERAL INFO: *Welcome to CLUVEX Moderator DigiCampus platform*

General information and welcome words are shared with moderators' community of the Erasmus+ CLUVEX project. CLUVEX main goal is to engage multidisciplinary and international discussions on climate challenges and actions within students from Higher Education Systems of Europe and Neighborhood East countries. The training of moderators is one of the key activities in the CLUVEX project, as seen in Figure 1 representing project stages in workflow for Virtual Exchanges.

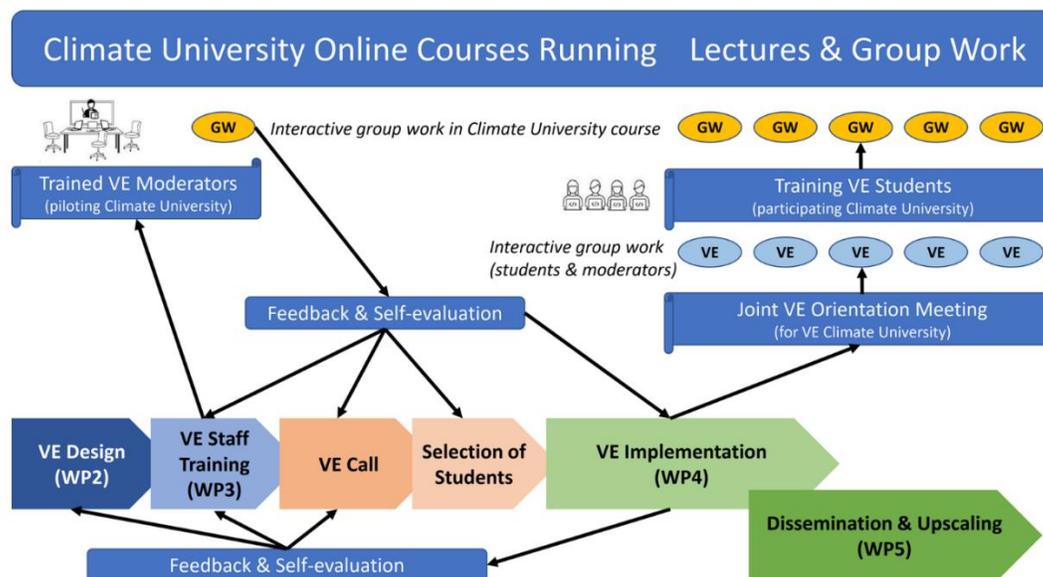


Figure 1. CLUVEX project stages in workflow for Virtual Exchanges.

Each moderator will be moderating up to 10 students from different disciplines, cultures and stages of their studies. Thus, be sure that discussions occur in a respectful and friendly environment for all participants. Moderators are expected to familiarize themselves with VEG, CLG, and CMC guidebooks before the VE Week.

In the DigiCampus platform, as moderator you will be able to interact with other moderators and the CLUVEX coordinating team in "*Moderator discussion area*". Moreover, in different sections you will find all educational materials and instructions needed to act as the moderator during the VE Week(s). All updates/modifications will be announced in advance by e-mail.

After moderating 1 or more VE Weeks, answering the feedback questionnaire and preparing/submitting a report, you will get a CLUVEX certificate. In addition, it is also possible to get awarded 3-5 ECTS credits. For that after moderating the VE Weeks(s) you need to submit your study report in "*Study report submission for credits at University of Helsinki*".

The dates of online trainings for moderators (for 5 events - before the 1<sup>st</sup> VE Week & for 3 events - starting 2<sup>nd</sup> VE Week, and for the remaining VE Weeks) are also provided as well as Zoom link for such trainings.

## **2.2 News and Discussion**

### **NEWS & DISCUSSION:**

This section has a structure as "*NEWS Forum*" and "*Moderator discussion area Forum*". These are used for posting news and for discussing issues/ topics between the moderators attending the VE Week. The moderators' discussion is also used as a helpdesk.

## **2.3 Questionnaires**

### **QUESTIONNAIRES:**

This section includes information about "*Privacy Notice for Scientific Research*", because during VE Weeks for students, the CLUVEX project studies sustainability learning in online learning environment. Purpose of the research is to develop VE concept and online sustainability education. It is planned that obtained research data will be analyzed anonymously (no participants can be identified from the published results). This basic information will be used for improving organization and carrying out the CLUVEX VE Weeks. Other sections of questionnaire are mainly for research and development purposes.

## **2.4 Virtual Exchange Week (VE Week) Programme**

### **VIRTUAL EXCHANGE WEEK PROGRAMME:**

This section includes 2 documents: (1) VE Week announcement for students, and (2) CLUVEX VE Week programme and Climate Horizon group exercise. The second document (as textbook) includes information about materials in the DigiCampus; Climate Horizon group exercise as individual/ personal Climate Horizon and as common/ collaborative Climate Horizon; aspects of implementing personal and collaborative Climate Horizons (see Figure 2) with examples of

Climate Horizons (see Figure 3); daily assignments and programme of the VE Week for students from Monday until Friday; list of guiding questions from lectures (d); and Zoom instructions to follow (sharing screen, interacting in discussions by using "reactions" options, muting/unmuting participants, etc.).

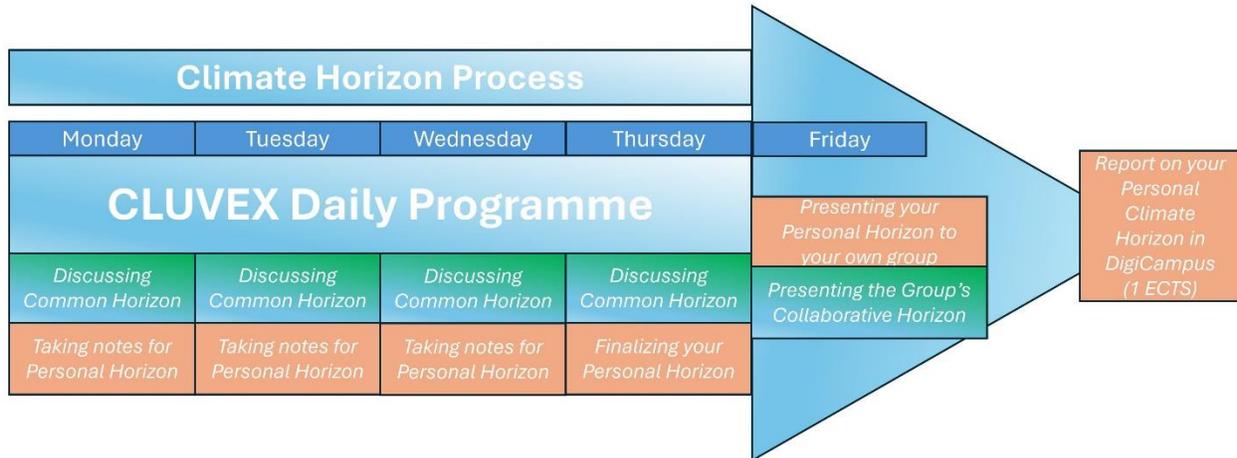


Figure 2. Climate Horizon process: implementing personal and collaborative Climate Horizons.

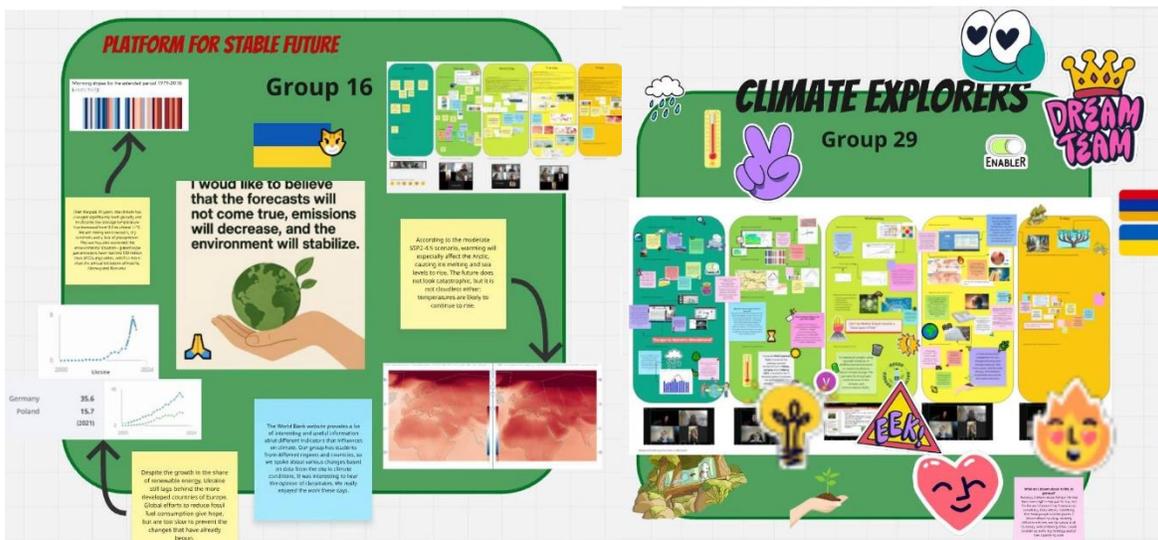


Figure 3. Examples (from 2<sup>nd</sup> VE Week, May 2025) of combined on Miro-board both the personal (work from Monday until Thursday) and the collaborative (work on Friday) Climate Horizon exercise.

The CLUVEX VE Week - what to expect? (1) latest scientific knowledge on climate change, (2) multidisciplinary insights to sustainability; (3) encounters with students from EU and EU neighborhood countries; and (4) truly sustainable, travel-free student virtual exchange experience.

## 2.5 Moderator Training Zoom Link

**MODERATOR TRAINING ZOOM LINK:**

The link provided is used for trainings “Moderators-Get-Together” before each VE Week for students.

## ***2.6 Moderator Training Material***

### **MODERATOR TRAINING MATERIAL:**

This section includes materials which need/ recommended to be self-studied by moderators before each “Moderators-Get-Together” training and before each VE Week. There are folders in DigiCampus area for moderators which named as:

- Training 1: CLUVEX concept and technical skills
- Training 2: Climate University courses
- Training 3: Soft skills
- Training 4: CLUVEX guidebooks and materials
- Training 5: Group Exercise "Climate Horizon" & Tools

Suggested study pace:

- Before the first “Moderators-Get-Together” online event: familiarize yourself with the contents and titles of the materials (moderator study independently the Training 1 and Training 2).
- Before the second “Moderators-Get-Together” online event (moderator study independently the Training 5).
- Before the third “Moderators-Get-Together” online event (moderator study independently Training 3).
- Before the VE Week (moderator study independently Training 4).

## ***2.7 Material for VE Week (Guidebooks)***

### **MATERIAL FOR THE VIRTUAL EXCHANGE WEEK**

This section includes the CLUVEX guidebooks which moderators should study and become familiar with the educational materials before the VE Week.

**Virtual Exchange Guidebook (VEG)** is an e-living document that uses as a reference for lessons learnt during planning and execution of VEs. As it is a living document, the content is modified and updated according to the experiences of experts, moderators, and students participating in CLUVEX VEs weeks. VEG contains a summary of the advantages and challenges of VE; a reference for the lessons-learnt on VEs of the CLUVEX project; the specific CLUVEX aims and indicators for achievement as a reference; key considerations for planning VE; CLUVEX implementation plan and lessons learnt. VEG also contains a potential list of learning outcomes and obtained skills for the CLUVEX VE Weeks. VEG describes tentative content of VE Week; contains educative material for VE; setting up principles, criteria and procedure of students’ selection for VE; describe how to integrate of the credits into curricula at the participating universities; contains some technical e-setups, principles of selecting approaches and technical tools to overcome language barriers; describe evaluation, assessment, studying and developing the VE concept; principles of

organization of the Call-for-Moderators/Students and education of moderators and gathering feedback from the participated moderators and students.

**Climate Literacy Guidebook (CLG)** serves as a primer on climate literacy—a critical 21st-century skill set for future employment. It is intended as a resource for students participating in CLUVEX VE Weeks. CLG introduces foundational concepts of the climate system and its components, as well as essential knowledge in climate research, communication, and the competencies and skills requisite for future careers. CLG consists of four parts and appendices. The first part of the CLG describes the VE Week program, VE Lectures on climate-relevant topics, VE Tools for climate-related data visualization and analysis, VE Group Exercise – Climate Horizons, and VE Week questionnaires. The second part contains materials from eight lectures that students will listen to during the VE Week: (1) Navigating Planetary Boundaries: Blueprint for Sustainable Future; (2) Climate Change, Disasters, Carbon-neutrality and UN SDGs; (3) Climate Change Impact on Water Resources; (4) Nature hazards – Floods; (5) Impacts of Climate Change and Future Outlook; (6) Climate Change, Mitigation, and Adaptation Strategies; (7) Artistic Research and Critical Thinking at the Intersection of Art, Science and Society; (8) Towards Sustainable Future Utopia. The third part describes the data visualization tools as: (1) tool for Past & Present, Environment and Data Visualization; (2) tool for Past & Future, Socio-Economic Drivers of Climate Change; and (3) tool for Future, Climate Scenarios. The last part of the CLG contains climate change-related concepts and terminology. Recommended reading, description of the Climate University online courses, learning outcomes, and environmental data visualization tools and database contained in the annexes of the CLG.

**Climate Messenger Code of Conduct (CMC)** is important document/ guide for all participants of the VE Weeks. It summarizes the code of conduct during the VE week and beyond CLUVEX with new acquired climate competences. CMC contains CLUVEX Climate Messenger’s educational materials and exercise, instructions for the interaction and communication during the VE Week, instructions for unexpected situations during the VE Week, Code of conduct after CLUVEX as Climate Messengers. The document is written in English but is also available in Ukrainian and Armenian languages.

## ***2.8 VE Week Lectures***

### **VIRTUAL EXCHANGE WEEK LECTURES**

This section includes video-recordings and slides/presentations for the CLUVEX lectures providing a wider context on climate change relevant topics, utopia approach, artistic research and critical thinking for effective and productive work in groups of students for realization of personal and collaborative Climate Horizon exercises.

These lectures include the following:

1. Navigating Planetary Boundaries: Our Blueprint for a Sustainable Future – by Inna Khomenko, Mechnikov Odessa National University (ONU), Ukraine

2. Climate Change, Disasters, Carbon-neutrality and UN Sustainable Development Goals – by Alexander Baklanov, Niels Bohr Institute, University of Copenhagen (UCPH), Denmark
3. Climate Change Impact on Water Resources – by Sergiy Snizhko & Olga Shevchenko, Taras Shevchenko National University of Kyiv (TSNUK), Ukraine
4. Nature Hazards - Floods – by Valeriya Ovcharuk, Mechnikov Odessa National University (ONU), Ukraine
5. Impacts of Climate Change and Future Outlook – by Hasmik Movsesyan, Yerevan State University (YSU), Armenia
6. Climate Change, Mitigation and Adaptation Strategies – Hasmik Movsesyan, Yerevan State University (YSU), Armenia
7. Artistic Research and Critical Thinking at the Intersection of Art, Science and Society – by Yvonne Billimore, Bioart Society, Finland
8. Towards Sustainable Future Utopia – Antti Rajala, University of Helsinki (UH), Finland

## 2.9 Moderator Participation

### MODERATOR PARTICIPATION:

This section as a form will allow to moderator to confirm personal participation as a moderator in the schedule CLUVEX VE Week. The exact deadline for confirmation is also provided. You should follow the link “*Participation confirmation*” to confirm. You will be re-directed to a web-based questionnaire named “*CLUVEX moderator confirmation (VE Week Season Year)*”. Once you will complete the questionnaire and confirm your participation as the moderator, you will be assigned to a group of students during the VE Week on DigiCampus platform and on Zoom.

Note that it is very important to use the **Latin alphabet** with all CLUVEX forms and registration on DigiCampus platform.

## 2.10 Study Report for Credits

### STUDY REPORT SUBMISSION FOR CREDITS AT UNIVERSITY OF HELSINKI

After VE Week ended, all moderators will be awarded an internship certificate (CLUVEX certificate for moderators) with the skills developed and activities done. In order to **receive ECTS credits** for being a moderator during VE Week, you must:

- (1) register via Open University using the links provided. The credits are registered as ATM303 Project course in atmospheric sciences (3-5 ECTS credits) course unit. Enrolment (mandatory for credits) instructions are/ to be updated for VE Weeks, when it is necessary.
- (2) register at the University of Helsinki (UH), through the course “Project course in atmospheric sciences, (ATM303)” (Masters' Programme in Atmospheric Sciences, UH). through <https://www.avoin.helsinki.fi/palvelut/esittely.aspx?id=46738>, using the same e-mail address as in DigiCampus. Note, the weight of credits depends on the number of

moderated weeks (3, 4 or 5 ECTS if moderate 2, 3 or 4+ respectively). After the ATM303 course, moderators will complete a short report (max 4 pages) about the project “Moderating Climate University Virtual Exchanges”, describing the project plan, work procedure, and results.

- (3) write and submit a brief study report (1-2 pages) about your experience as a moderator. In the report, you are asked to reflect on your learning of the work-life relevant skills. You can reflect, for example, the learning of the following skills in your report: (i) organizing and coordinating skills; (ii) negotiation skills, education and consultation skills; (iii) leadership skills, intercultural skills. The report by moderator should be completed and submitted by deadline provided.
- (4) Do not forget to upload the file in DigiCampus and click “Submit your report here for credits”.

## 3. Climate Horizon Group Exercise

The Climate Horizon exercise is a key activity for students during the VE Week. A reminder to moderators that the instructions to follow are: (1) during the VE Week, students will imagine and construct a Climate Horizon that describes a hopeful state of the future from a climate change perspective, and (2) for this task, students will need to utilize and apply what they will learn from the lectures, tool tutorials, and their small group online discussions, and they need to stay active and take notes throughout the entire week.

The goal of the group exercise is not to agree on one particular Climate Horizon, but to demonstrate the variety of ideas and perspectives there can be to Climate Horizons, including possible conflicting ideas. Ideally, students’ common/ collaborative Climate Horizon is a discussion of the multiple approaches and perspectives to climate change – in this regard, there are no wrong answers. They should consider any potential disagreements as opportunities to think deeper about the topic. For example, do they have different ideas about what is good life or about what arrangements in society can promote a good life and ecological sustainability, etc.? Or maybe they might disagree on whether different approaches to the Green Transition are viable or politically achievable. The group activities during the week facilitate your week-long process of creating a collaborative Climate Horizon.

### 3.1 Personal Climate Horizon

**Personal Climate Horizon (Monday-Thursday):** During the VE Week, students examine their own living environments, and imaginatively map their present, past, and possible future. Throughout the VE Week, students will draft their own Climate Horizon using the lectures, tools, exercises, and group discussions as their reference and inspiration.

- The purpose of the Climate Horizon exercise is to look at climate change from different perspectives, share thoughts and different perspectives with other students from different backgrounds, and collectively think of a better future vision. The individual Climate Horizon is created piece-by-piece every day during the VE Week until Friday.

- On Friday, students will present their own *personal/individual Climate Horizon* to their group members (max 5 min per presentation).
- After the VE Week ended, maximum during one week, students should prepare a short report (max size of 2 pages, as MS Word or PDF format file) to be submitted to the folder on the DigiCampus course page.

### 3.2 Collaborative Climate Horizon

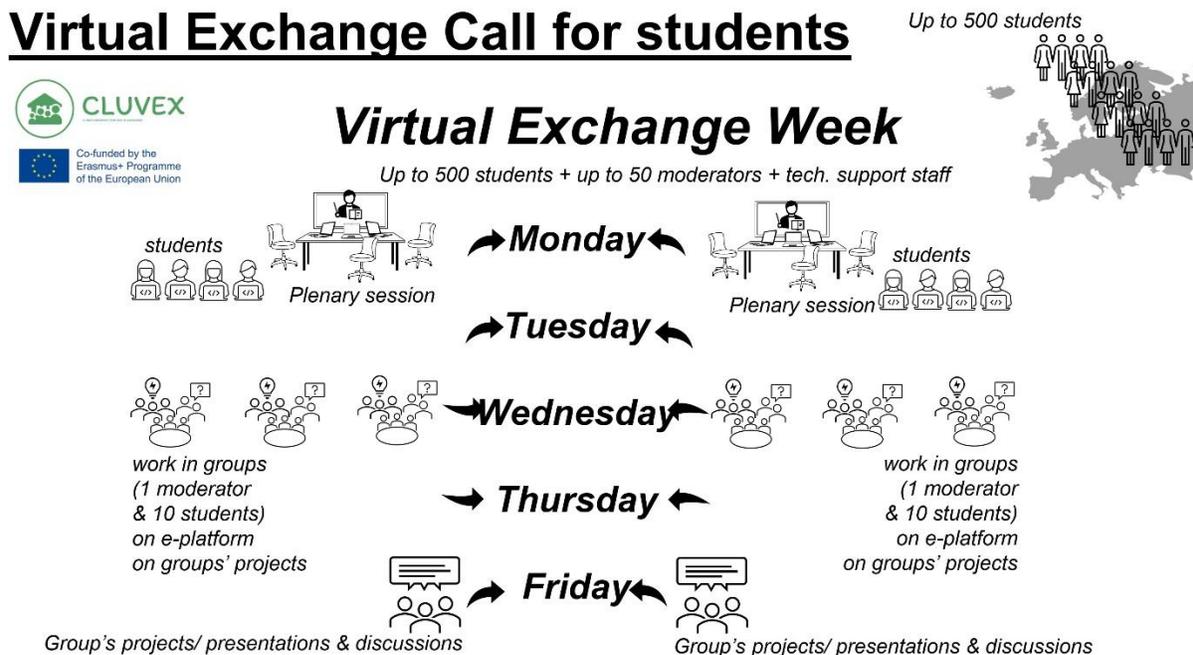
**Collaborative Climate Horizon (Friday):** students should share their Personal Climate Horizons with their group members. They should try to think about what their Climate Horizons have in common or how they differ from one another. Students can discuss, for example, these questions:

- What view of good life underlies these suggestions?
- What ideas changes in contexts/institutions etc. are needed to implement these?
- Include a summary/conclusion of their Collaborative Climate Horizon on the Miro-board.

Moderator can take the lead in finalizing the group assignment.

More information about the Climate Horizon can be found in the DigiCampus section “**VIRTUAL EXCHANGE WEEK PROGRAMME**” in document “*CLUVEX VE Week programme & Climate Horizon group exercise*”.

## 4. Programme of VE Week for students



**Figure 4.** Schematic representation of VE Week online work (from Monday until Friday) in groups of students with moderators.

**1<sup>st</sup> day (14:00 – 17:00, 3h online) Note: All times are given in EET (i.e., in Finnish time)**

14:00 – Welcoming words from the Hosts

Introduction into CLUVEX project & Virtual Exchange (Hanna K. Lappalainen, UH)

L8: Towards Sustainable Future Utopia (Antti Rajala, UH)

L1: Climate Change, Disasters, Carbon Neutrality and UN SDGs (Alexander Baklanov, UCPH)

L5: Climate Change: Mitigation and Adaptation Strategies (Hasmik Movsesyan, YSU)

L7: Artistic Res. & Critical Thinking at Intersection of Art, Science & Society (Yvonne Billimore, BioArt)

Introduction into Climate Horizon exercise (Julia Karhumaa, Laura Riuttanen, UH)

15:45 – Breaking students into groups & Introduction round in groups & pre-task sharing (1+ h)

17:00 – End of the day

**2<sup>nd</sup> day (14:00 – 17:00, 3h online)**

14:00 – L1: Navigating Planetary Boundaries: Blueprint for Sustainable Future (Inna Khomenko, ONU)

L2: Climate Change Impact on Water Resources (Sergiy Snizhko & Olga Shevchenko, TSNUK)

L3: Nature Hazards – Floods (Valeriya Ovcharuk, ONU)

L4: Impacts of Climate Change and Future Outlook (Hasmik Movsesyan, YSU)

Tool for Environment and Data Visualization | Past & Present | (Alexander Mahura, UH)

Detailed Introduction into Climate Horizon exercise (Julia Karhumaa, Laura Riuttanen, UH)

15:30 – Breaking into same groups & working with tool and individual Climate Horizon (1.5 h)

17:00 – End of the day

**3<sup>rd</sup> day (14:00 – 17:00, 3h online)**

14:00 – Tools for Socio-Economic Drivers of Climate Change | Past & Future | (Stefan Fronzek, SYKE)

Detailed Introduction into Climate Horizon exercise (*Julia Karhumaa, Laura Riuttanen, UH*)

14:30 – Breaking into same small groups & working with tool & individual Climate Horizon (2.5 h)

17:00 – End of the day

**4<sup>th</sup> day (14:00 – 17:00, 3h online)**

14:00 – Tools for Climate Scenarios | Future | (Risto Makkonen, FM/UH)

Detailed Introduction into Climate Horizon exercise (*Julia Karhumaa, Laura Riuttanen, UH*)

14:30 – Breaking into same small groups & working with tool & individual Climate Horizon (2.5 h)

17:00 – End of the day

**5<sup>th</sup> day (14:00 – 17:00, 3h online)**

14:00 – Breaking into same small groups & working/ finalizing collaborative Climate Horizon (2 h)

16:00 – Summary by Hosts, demonstration for all groups the collaborative Climate Horizon exercises

Questionnaire with feedback about VE Week

Reminders about Climate University online courses & reports in DigiCampus & ECTS credits

Wrap up & closing the VE Week

17:00 – End of the day | End of the Virtual Exchange Week for students

## 5. Host Training

Training for hosts (persons responsible for leading the VE Week as well as moderating at the same time) will be organized every time before each VE Week. It is important that the hosts have a good knowledge of the VE Week agenda/ programme, the process of Climate Horizon exercise realization by groups of students led by moderators, as well as important points related on how to host on daily basis the VE Week.

The training for hosts includes the following topics/ items: (1) role of hosts, (2) process of Climate Horizon exercise; (3) details of the CLUVEX VE Week programme, (4) tips on practical organization, (5) tips on building/ creating engaging and caring atmosphere, and (6) daily polls for participants.

- (1) **Roles of hosts:** welcome everyone, create an engaging and caring atmosphere, take care of the flow, do it in your way.
- (2) **Process of Climate Horizon exercise:**
  - (i) on Day 1 (Mon): introducing the expected schedule/ scheme (from Monday until Friday) for groups of students to work on personal and collaborative Climate Horizon exercises;
  - (ii) On Day 1 (Mon): introducing a speaker to deliver a short talk on Climate Horizon exercises;
  - (iii) On Days 2-3-4 (Tue-Wed-Thu): introducing a speaker to deliver a detailed talk on Climate Horizon exercises.
- (3) **CLUVEX VE Week programme:**
  - (i) on Day1 (Mon): welcoming, introducing themselves, introducing the speakers, keeping time, hosting questions/ answers (if there is time), introducing the Zoom breakout rooms;
  - (ii) on Day 2 (Tue): welcoming, introducing the speakers, keeping time, hosting questions/ answers (if there is time), introducing the Zoom breakout rooms;
  - (iii) on Days 3-4 (Wed-Thu): welcoming, introducing the speakers, keeping time; hosting questions/ answers (if there is time), introducing the Zoom breakout rooms;
  - (iv) on Day 5 (Fri): welcoming, introducing the Zoom breakout rooms, leading the wrap-up (presentation and discussion of the collective Climate Horizons); introducing the feedback form; saying goodbye.
- (4) **Tips on practical organization:**
  - (i) check beforehand that everyone knows their role;

- (ii) check that someone else is taking care of the technical aspect in Zoom (breakout rooms, microphones, chat, etc.), so that you as a moderator can concentrate on speaking;
  - (iii) name someone else as chat-responsible, so that you as a moderator can concentrate on speaking;
  - (iv) check beforehand that all speakers (for lectures, tools, introduction to CLUVEX and Climate horizon exercise, etc.) know their timing;
  - (v) someone else is taking care of formation the groups of students;
  - (vi) who from University of Helsinki is following the DigiCampus helpdesk room in Zoom (for questions from students and moderators);
  - (vii) use a WhatsApp Chat among the hosts in each VE Week;
  - (viii) use a google-docs with daily planned schedule of all activities & feedback from moderators on a daily basis to monitor situation with groups of students during VE Week.
- (5) **Tips on atmosphere:**
- (i) be kind and interested, humor is gold;
  - (ii) small interactions are important, for example, in the chat, or Zoom reactions, Zoom polls (on a daily basis);
  - (iii) keep your camera on; it is intense but rewarding!
- (6) **Daily polls:** to make the VE Week more interesting and to “switch-off” students between activities, hosts should organize daily polls. Hosts can prepare interesting questions about climate and climate change, the environmental problems, green technologies, expectations from the CLUVEX Virtual Exchange Week, etc.
- Poll#1. *“Getting to know”* included (with single choice): where are you (from which country), are you (bachelor, master, doctoral student, PostDoc, other), and what is your study background (natural, social and humanitarian, economy, art, other).
- Poll#2. *“What do you expect from CLUVEX?”* included (with multiple choices): to meet other students, to learn more on climate change, to get credits, to get international experience, and to have a positive impact on the world.
- Poll#3. *“What you think about the biggest challenges behind the climate change?”* included (single/ multiple choice): dirty industries, consumerism, greed and selfishness, overpopulation, political system, and other.
- Poll#4. *“Who do you think should solve the climate change?”* included (with multiple choices): politicians, entrepreneurs, scientists, students, and celebrities.
- Poll#5. *“What has been the most rewarding part?”* included (single choice): meeting with other students, learning about the climate change, new ideas and perspectives, getting international experience, working with different tools, and nice polls in the morning.

## 6. Trainings “Moderators-Get-Together”

Before the start of each Virtual Exchange Week, starting from the second, three only trainings for moderators will be held. The focus of these 3 trainings “Moderators-Get-Together” was on the CLUVEX project overview and VE concept, day-by-day agenda/ programme of the VE Week for students, registration in the DigiCampus area for moderators; introduction to individual and

collaborative Climate Horizon exercise, tools for visualization, analysis and interpretation of climate related data; aspects of using the Zoom, DigiCampus, Miro-board and work in breakout-zoom-rooms; answering questions from the moderators.

### **6.1. TR1 on CLUVEX VEs and DigiCampus**

There are 2 presentations in this training.

The first presentation includes topics related to the CLUVEX project basic info; Online Learning – Future of Education?; CLUVEX stages in workflow for VEs & Dissemination, Upscaling, Networking; Virtual Exchange (VE) Week for students – approach; Outlined programme – Days 1-5 (Mon-Fri); Preparatory materials (VEG, CLG, CMC) – pre-task; Lectures (1-8); Tools (1-3); Work in groups on “Climate Horizon” Exercise; Learning outcomes; Earned bonuses for students; Welcome to Climate University Online Courses; and What moderator will earn/ have.

The second presentation includes topics related to structure of the DigiCampus area for moderators; registration of moderators in DigiCampus with demonstration of such registration.

### **6.2. TR2 on Climate Horizon exercise and Tools**

There are several presentations, demonstrations, and practicing in this training.

The first presentation includes topics related to the process of the Climate Horizon group exercise realised during VE Week and describes available materials in the DigiCampus area for moderators; descriptions of the Climate Horizon group exercise, individual/ personal and common/ collaborative Climate Horizons; implementation of personal and collaborative Climate Horizons; examples of Climate Horizons from VE Weeks; daily assignments and programme of the VE Week for students; list of guiding questions from lectures; and Zoom instructions.

If necessary, the second presentation includes a short introduction with demonstration, and practicing with web-based tools for climate related data visualization, analysis, and interpretation. These tools – (1) ERA-5 Past Climate Explorer (PCE) tool <https://era5.lobelia.earth>, (2) Shared Socioeconomic Pathways (SSP) Database: <https://tntcat.iiasa.ac.at/SspDb> & Historic Time-Series of Socio-Economic Indicators: <https://data.worldbank.org/indicator>, and (3) IPCC Interactive Atlas: <https://interactive-atlas.ipcc.ch> – are user-friendly tools to examine climate in regions from local to global scales. Each of tools is focused on questions for: (1) environment/ climate conditions/ society/ pollution; (2) historical/ political/ social/ natural causes that lead into current situation; and (3) historical/ political/ social/ natural causes that lead into current situation. Each of tools is used to look into: (1) Environment and Data Visualization; (2) Socio-Economic Drivers of Climate Change; and (3) Climate Scenarios.

More information about the Climate Horizon and day-by-day schedule to work, practice, answer questions working with Tools can be found in the DigiCampus section “**VIRTUAL EXCHANGE WEEK PROGRAMME**” in document/ textbook “*CLUVEX VE Week programme & Climate Horizon group exercise*”.

**Miro-boards:** as moderator, when you work with Miro-board, the results of personal and collaborative Climate Horizon exercises and results of work with tool are presented on the Miro-boards. With the support of the lectures, tools, discussions and moderator, the primary focus of student’s teamwork during VE Week is to design both personal and collaborative Climate

Horizon. This involves mapping and discussing the Present (current climate change), the Past (causes of climate change), and the Future (climate scenarios) from unique perspectives, considering own (student) environment and situation. This process will be facilitated using the online Miro-board platform.

During VE Week (Monday-Thursday), students will document the most interesting and important things concerning Climate Horizon on Miro-board. On the last day (Friday) of the week, each group of students will work together to design the collaborative Climate Horizon and contribute also to the overall common Climate Horizon during the joint final session. The moderator will lead own group of students with finalization of the last day assignment (collaborative Climate Horizon) on Miro-board.

**Zoom-breakout-rooms:** as moderator, when you work in Zoom, pay attention on basic Zoom features such as: camera/microphone (as host also mute/stop for others; gestures (raise/lower hand for questions, etc.); chat; screen sharing (start/stop participant's share); moving to another room; and invest in good audio.

### **6.3. TR3 Moderators Check-Point**

The aims of this training are:

- (i) to fill in the Moderators' Expectation Pre-Questionnaire.
- (ii) to revise previous trainings (Trainings 1-5 before the 1st VE Week) for moderators, and in particular, to check/self-check on what you as a moderator need to remember about: (a) technical skills – Zoom and Miro-board; (b) Climate University; (c) soft skills; (d) CLUVEX guidebooks and materials; (e) Climate Horizon exercise and data visualization tools.
- (iii) final time/ opportunity for questions/answers and extra training (if wished for).

Note that more information about previous trainings (Trainings 1-5 before the 1st VE Week) can be found in the DigiCampus section "MODERATOR TRAINING MATERIAL".

#### **Moderators' Expectation Pre-Questionnaire:**

- (1) please, fill in the pre-questionnaire. Link is provided through the DigiCampus area for moderators & through e-mail reminder sent to all registered moderators.
- (2) based on your answers you will be assigned into group of students for the VE Week.

#### **What you need to remember about technical skills: Zoom & Miro-board?**

In addition to educational platform DigiCampus, there are also two other platforms are actively utilized during the VE Week - Zoom o Miro-board.

- (1) Zoom as the VE Week communication platform, where as a moderator: you will lead/ moderate online a group of up to 10 students; your group will work online in separate breakout room; you will be assigned to group with given group number; you will have technical administrator (Mikko Kulmala, UH, [mikko.kulmala\(at\)helsinki.fi](mailto:mikko.kulmala(at)helsinki.fi)) during the Zoom sessions just in case if you will need help with anything.
- (2) Miro-board as the VE Week collaborative platform, where as a moderator: you will have your own group's Miro-board area; you will support your group's discussions and

workshopping; you will create your group's collaborative Climate Horizon in common Miro-board area.

### **What you need to remember about Climate University (CU)?**

- (1) CU (<https://climateuniversity.fi>) is the co-organizer of the CLUVEX VE Weeks for students
- (2) After VE Week completed, the CU encourages students and moderators, participated in VE Week, to attend/ include other CU online courses (MOOCs, for instance: Climate.now 2 ECTS; Introduction to sustainability, 3 ECTS; Biodiversity.now, 2 ECTS) in their studies.
- (3) Who can take these CU MOOC courses? (a) UH students, CU network students in Finland; (b) CLUVEX students, who have successfully completed the VE Weeks; and (c) CLUVEX moderators, who have successfully completed the trainings for moderators and moderated, at least, for one VE Week for students. Note that materials are open to anyone, but you need to register to get ECTS credits.

### **What you need to remember about soft skills?**

Your most important task as a moderator is to facilitate an equal and respectful conversation atmosphere during VE Week. For that it is important:

- (1) to try to involve all students/ members of your group to participate in discussions.
- (2) to spend a time on the first day to get knowing each other in a more informal manner.
- (3) to follow provided assisting questions and other instructions for each day of VE Week in order to structure and support discussions and workshopping in your group working on Climate Horizon exercise.
- (4) to encourage using of different communication aids such as the chat feature, translators and Miro-board.
- (5) to read/ familiarize yourself with moderators' training on Soft Skills (in particular, with "Soft Skills in Online Classroom Facilitation" presentations/ video recording, as it has excellent tips).

### **What you need to remember about CLUVEX guidebooks and materials?**

As a moderator you need to familiarize yourself with 3 guidebooks elaborated in the CLUVEX project for VE Weeks for students:

- (1) Virtual Exchange Guidebook (VEG) - being clear on the concept of the CLUVEX Virtual Exchanges.
- (2) Climate Literacy Guidebook (CLG) – being clear on VE practicalities, summaries of 8 lectures delivered during plenary sessions on Monday-Tuesday, summaries of 3 tools for climate related data visualization, and climate related concepts and terminology.
- (3) Climate Messenger Code of Conduct (CMC) – being clear on instructions for the interaction and communication, for unexpected situations during the VE Week. The document is written in English/ Armenian/ Ukrainian languages.

More information about the guidebooks can be found in the DigiCampus section "**MATERIAL FOR VE WEEK**" in documents/ guidebooks VEG, CLG, and CMC.

## What you need to remember about Climate Horizon exercise and data visualization tools?

As a moderator you need to familiarize yourself with Climate Horizon group exercise and data visualization tools prepared for the CLUVEX VE Weeks for students:

- (1) Climate Horizon exercise – having a clear idea of the Climate Horizon exercise and your role as moderator in guiding students in your group during VE Week.
- (2) Your task as a moderator is to guide and instruct the students, and hence, it is highly important that you are familiar with the Climate Horizon exercise and data visualization tools.
- (3) Sumup on Climate Horizon exercise – (a) students imagine and dream what a hopeful future would look like from climate change perspective; (b) students will construct this vision using the lectures, tools and your discussions as their reference; (c) applying the VE contents requires conceptual and creative thinking, and you as moderators will guide this process.

More information about the guidebooks can be found in the DigiCampus section “**VIRTUAL EXCHANGE WEEK PROGRAMME**” in document/ textbook “*CLUVEX VE Week programme & Climate Horizon group exercise*”.

### 6.4. Tips and Suggestion for Moderators

- (1) As a moderator, the most important thing is to facilitate a friendly and conversational atmosphere with your group of up to 10 students.
- (2) A central part of the week is the Climate Horizon exercise, which is based on utopian pedagogy.
- (3) Students will use the lectures, tool tutorials, and your discussions as their reference in doing the Climate Horizon exercise.
- (4) Time management for the VE Week: (a) Mon-Tue – plenary sessions with 8 lectures in total; (b) Tue-Wd-Thu – demonstrations with tools for climate related data visualization and analysis; (c) All days of VE Week – online work in Zoom breakout rooms with groups of students following own established/agreed breaks.
- (5) For discussions related to the lectures use guiding conversation questions.
- (6) Creating the personal Climate Horizon can also be done through your discussions.
- (7) Students will need to return own written 1-2 pages reports after the VE Week completed in order to get ECTS credits. Deadlines will be provided (it is about one week after the VE Week ended).
- (8) Each group will have own Miro-board for entire VE Week to support your activities and help you activate students in your group. The moderator can share Miro-board screen during the group meetings.
- (9) Use the first two days of the VE Week, for more informal discussions, getting to know each other and discussing your hopes for the future. Doing so will lay the groundwork for the Climate Horizon workshoping.
- (10) On Tue-Wed-Thu of the VE Week, for practicing with tools you can use the first 30+ minutes online work in groups.

- (11) From Tuesday onward, use the last 30 minutes for discussion and brainstorming the Climate Horizon.
- (12) It is important that moderators are familiar with the textbook “*CLUVEX VE Week programme & Climate Horizon group exercise*” before the VE Week begins.
- (13) As moderators, you are the chairs of your group meetings. You can decide on ice breakers on the first day, Monday and tea-coffee breaks and flexibly plan the group activities with your students.
- (14) The moderators’ trainings aim is to prepare you for the role of a moderator. Note that the point is not to follow a strict structure step-by-step.

As a moderator, you can use these below to activate your group of students at the beginning of work in breakout rooms.

- **What do we have in common?** – identify aspects that all students from your group have in common: (a) visible characteristics; (b) thoughts or opinions related to climate change; (c) feelings, emotions, expectations associated with CLUVEX or climate change; and (d) values or purposes.
- **What is sound of my environment?** – ask students from your group to think of one sound that characterizes their living environment. You can share your thoughts on the Miro-board.
- **What’s on my table?** – ask students from your group to pick up an item on their desk and share with the group what it means to them.

## 7. Questionnaires

Before the start of each VE Week, moderators will be asked to complete: (1) a survey to understand their expectations from VEs, (2) a survey on a daily basis after finishing their online work with group of students in order to receive daily feedback, and (3) a final survey at the end of VE Week. Note, the links for all questionnaires for moderators will be provided.

During CLUVEX VE Week, we study sustainability learning in an online learning environment. The purpose of the research is to develop/ improve/ refine the VE concept and online sustainability education. Research data will be analyzed anonymously, and no participants can be identified from the published results. This basic information will be used for the organization and improvement of the CLUVEX VE Week.

## 8. References

DigiCampus area for moderators: <https://digicampus.fi/course/view.php?id=5195>

Virtual Exchange Guidebook ([VEG](#)) – CLUVEX Deliverable D2.1

Climate Literacy Guidebook ([CLG](#)) – CLUVEX Deliverable D2.2

Climate Messenger Code of Conduct ([CMC](#)) – CLUVEX Deliverable D2.3

[Set of online tutorials](#)/ recordings for the CLUVEX trainings and course modules – CLUVEX  
Deliverable D3.1

[Example of the Call-for-Moderators](#) for the 3<sup>rd</sup> VE Week

[Example of the Call-for-Students](#) for the 3<sup>rd</sup> VE Week

[Sumup of the 1<sup>st</sup> VE Week for students](#) (Oct 2024)

[Sumup of the 2<sup>nd</sup> VE Week for students](#) (May 2025)

## 9. Annexes

## 9.1. Example of CLUVEX Call-for-Moderators



### Join the Moderators' Training Program for CLUVEX VIRTUAL EXCHANGE (VE) WEEK

The University of Helsinki coordinates the EU Erasmus+ project "Climate University for Virtual Exchanges" (CLUVEX; 2023-2026; <https://www.atm.helsinki.fi/cluvex>), as a part of Climate University (CU; ) at the University of Helsinki. CLUVEX organizes an interactive online VE Week (with 3 h per day) on **Climate Change** and **Sustainability Science** topics for students from European and Eastern European universities mainly from Finland, Denmark, Ukraine, and Armenia.



The next **CLUVEX VE Week** is organized in online sessions (3 h per day) during **6-10 October 2025, starting at 14:00 PM (Helsinki time, UTC+3)**. During the VE Week, we will introduce and discuss the latest scientific knowledge on climate change from **multidisciplinary perspectives, from natural and social sciences and the arts**. VE Weeks are organized in Zoom with up to 500 students. The daily online meetings consist of a series of lectures, demonstrations of the tools for climate related data analysis, discussions and workshoping on individual and collaborative Climate Horizon exercises in small groups of up to 10 students and a designated moderator. The **moderator's central role is to facilitate and guide the international and interdisciplinary interactions, workshoping, and learning** online in small groups.

#### Participating in training for moderators & acting as moderators during VE Week as you will:

- get an internship certificate related to your studies;
- get 2 ECTS credits, issues by the Open University at the University of Helsinki;
- get a possibility to attend online the Climate University selected courses;
- hone your online interaction, pedagogy and language skills in international environment;
- increase your contacts with the CLUVEX network and universities.

#### Moderators' Trainings online events (all starting at 14:30 EET/Helsinki time) in Zoom:

TR1 – 8 Sep 2025 – Intro. to CLUVEX project, day-by-day programme, DigiCampus

TR2 – 15 Sep 2025 – Intro. to Climate Horizon exercise, web-based tools for climate data analysis

TR3 – 22 Sep 2025 – Orientation for the 3rd VE Week, questions/ answers

The training includes these **3 online events** & **independent study of materials in DigiCampus area for moderators**.

Join the moderators' mailing list: [https://www.atm.helsinki.fi/cluvex/?page\\_id=668](https://www.atm.helsinki.fi/cluvex/?page_id=668)

&

Register for trainings here: <https://elomake.helsinki.fi/lomakkeet/135742/lomake.html>

**Registration deadline is 1 September 2025**

After filling in the application form, you will receive email instructions on joining the VE Week/ course on the [DigiCampus](#) online learning platform. Contact person: [julia.karhumaa\(at\)helsinki.fi](mailto:julia.karhumaa(at)helsinki.fi)

**More information about Virtual Exchange:** <https://www.atm.helsinki.fi/cluvex>



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## 9.2. Example of the CLUVEX Certificate for Moderator

