



CLUVEX best VE practices



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This document is the final version (22 June 2026) of the CLUVEX best VE practices/ deliverable 4.3. It summarises the best practices of VE combined with e-learning in a field of climate action.

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1. Joint Summary and Analysis of the Five CLUVEX Virtual Exchange Weeks

1.1. Summary

Across five Virtual Exchange Weeks between October 2024 and April 2026, CLUVEX developed a repeatable, international, online learning format focused on climate change, sustainability, climate data interpretation, socio-economic futures and collaborative reflection. Each VE Week used a five-day online structure, typically three hours per day, combining plenary lectures, moderated small-group interaction, guided use of web-based climate tools, and the production of individual and collaborative Climate Horizon outputs. The core digital infrastructure remained stable throughout: DigiCampus for learning management, Zoom for synchronous communication, and Miro for group collaboration [Summary Reports 1-5].

The initiative showed both continuity and adaptation. The first VE Week functioned as a large-scale launch, with 429 registered students and 247 active participants completing the week's programme. Later VE Weeks varied in scale, with more than 600 registrations in the 2nd VE Week, more than 500 pre-registrations in the 3rd, about 430 in the 4th, and more than 630 in the final 5th VE Week. The 5th VE Week therefore represented the highest reported registration level and the largest opening-day attendance, while the 4th VE Week had a smaller daily active cohort but a notably diversified geographical composition, including a substantial group from Jordan [Summary Reports 1-5].

Overall, the CLUVEX VE initiative evolved from a pilot-like implementation into a consolidated educational model. Its main reported achievements include the establishment of a scalable virtual exchange format, integration of scientific and socio-economic climate tools into student learning, development of cross-border peer learning practices, creation of group-based Climate Horizon outputs, and linkage of VE participation to ECTS-credit-bearing reporting and further Climate University learning pathways [Summary Reports 1-5].

1.2. Evidence Base and Event Overview

Table 1.1 summarises the five VE Weeks using only implementation and participation information relevant to the requested analysis. Pool/poll-related information is excluded.

Table 1.1. Summary overview of the five CLUVEX Virtual Exchange Weeks.

VE Week	Dates	Participation and registration, as reported	Main delivery features reported
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1st VE Week	14-18 October 2024	429 students registered on DigiCampus; 247 students actively participated in the whole week; participants from Armenia, Ukraine, Finland and Denmark represented 84%, with 16% from other countries.	Launch of the five-day online model with climate lectures, small groups, climate-data tools, individual and collaborative Climate Horizon exercises, and ECTS-linked reports [Summary Report 1].
2nd VE Week	12-16 May 2025	More than 600 students registered; about 150-200 students participated daily; about 200 attended the opening day; the majority of participating students were from Ukraine.	Expanded demographic reporting, 39 small groups, clearer explanation of Climate Horizon approaches, and continued use of DigiCampus, Zoom and Miro [Summary Report 2].
3rd VE Week	6-10 October 2025	More than 500 pre-registered; more than 320 fully completed registration; around 200 students participated daily; more than 230 attended the opening day.	Consolidated structure with about 41 small groups, wider international reach beyond partner countries, and a stable combination of lectures, tools and group outputs [Summary Report 3].
4th VE Week	23-27 February 2026	About 430 pre-registered; about 230 fully completed registration; more than 100 students participated daily; about 180 attended the opening day.	Smaller daily cohort, about 24 groups with one to two moderators, and a broadened non-partner country profile, including a significant share from Jordan [Summary Report 4].
5th VE Week	20-24 April 2026	More than 630 pre-registered; about 430 fully completed registration; about 200 students participated daily; about 280 attended the opening day.	Final VE Week, 28 moderated groups, large Ukrainian participation, and continuation of the established educational model and final collaborative presentations [Summary Report 5].

Across the five reports, the registration/pre-registration figures amount to approximately at least 2,600 student registration instances. This should not be interpreted as a count of unique individuals, because the reports do not state whether students participated in more than one VE Week. The combined evidence instead demonstrates repeated large-scale demand for the CLUVEX VE format across successive offerings.

1.3. Overall Objectives Across the Five VE Weeks

Climate and Sustainability Learning

The overarching objective was to provide international online training on climate change and sustainability. Across the reports, the VE Weeks repeatedly combined lectures on climate change, disasters, carbon neutrality, UN Sustainable Development Goals, water resources, climate impacts, mitigation and adaptation, planetary boundaries, natural hazards, and the intersection of art, science and society [Summary Reports 1-5].

The programme was not limited to knowledge transfer. It aimed to help students interpret climate-related information, reflect on future pathways, and connect scientific understanding with personal, social and ethical perspectives. This is visible in the recurring Climate Horizon exercise, which asked students to develop a hopeful future-oriented perspective informed by lectures, tools and group discussion [Summary Reports 1-5].

Digital Climate Data and Scenario Literacy

A second objective was to build practical capacity in climate-data visualisation, analysis and interpretation. The same core set of tools recurred across the VE Weeks: ERA-5 Past Climate Explorer for historical climate statistics, Shared Socioeconomic Pathways for socio-economic scenario thinking, and the IPCC Interactive Atlas for observed and projected climate information [Summary Reports 1-5].

This tool-based learning positioned students not only as recipients of climate knowledge but also as users of climate information systems. The repeated emphasis on selecting locations, parameters, climate indicators and future scenarios indicates a learning design oriented towards applied data literacy and place-based climate reflection [Summary Reports 1-5].

International Virtual Exchange and Collaborative Learning

The VE Weeks aimed to create cross-border learning communities. Participants came primarily from CLUVEX partner countries - Armenia, Ukraine, Finland and Denmark - but the reports also show participation from a wider set of countries outside the consortium. Small-group work was central: students were placed in Zoom breakout rooms with moderators, introduced themselves, discussed pre-tasks and lectures, worked on individual Climate Horizons, and jointly prepared collaborative Climate Horizon outputs in Miro [Summary Reports 1-5].

1.4. Main Activities Implemented

Plenary Lectures

All five VE Weeks included short climate-related lectures delivered by experts from CLUVEX partner institutions and associated organisations. The recurring themes included sustainable futures and utopian pedagogy, planetary boundaries, climate change and disasters, carbon neutrality, SDGs, water resources, future climate impacts, natural hazards and floods, mitigation and adaptation, and artistic or critical approaches to climate-related thinking [Summary Reports 1-5].

The lecture programme appears to have become more standardised over time. From the 2nd VE Week onwards, the reports provide a more detailed daily sequencing of lectures and tool demonstrations, while the 3rd-5th VE Weeks show a particularly stable thematic package delivered over the first three days [Summary Reports 2-5].

Tool Demonstrations and Practice

The VE Weeks consistently used three web-based climate and scenario tools. ERA-5 Past Climate Explorer was used to visualise historical climate statistics for locations around the globe; the SSP framework introduced socio-economic trajectories relevant to climate futures; and the IPCC Interactive Atlas supported exploration of observed and projected climate change information. [Summary Reports 1-5]

After each tool demonstration, students returned to their small groups to practise, discuss, and apply the tools to their individual and collaborative Climate Horizon work. This repeated daily cycle - plenary input, tool introduction, small-group practice and reflection - was one of the defining instructional formats of the initiative [Summary Reports 1-5].

Small-Group Moderated Exchange

Small groups were used throughout the five VE Weeks. In the 1st VE Week, the reports describe groups with one moderator and up to ten students. The 2nd VE Week reported 39 small groups, the 3rd about 41 groups, the 4th about 24 groups with one to two moderators, and the 5th 28 groups [Summary Reports 1-5].

The small-group format supported introductions, sharing of pre-task results, discussion of lecture content, peer learning, technical practice with climate tools, development of individual Climate Horizons, and production of collaborative group outputs. The recurrence of this format indicates that moderated peer exchange was not an ancillary activity but a core design principle of CLUVEX VE [Summary Reports 1-5].

Individual and Collaborative Climate Horizon Exercises

The Climate Horizon exercise was the central learning output. Students developed individual Climate Horizons, then contributed to group-level collaborative Climate Horizons using Miro. From the 2nd VE Week onwards, the reports describe three implementation approaches: use of climate-data tools, reflective writing, and visual reflection such as image-based or collage work [Summary Reports 2-5].

On the final day of each VE Week, students finalised their work, presented individual Climate Horizons within groups, and prepared collaborative Climate Horizons for presentation or demonstration to all participants. This gave the VE Weeks a clear production-oriented structure, moving from input and practice to synthesis and presentation [Summary Reports 1-5].

Assessment, ECTS and Follow-up Learning

The VE Weeks were linked to ECTS-credit-bearing work. Students seeking credits were required to prepare short individual reports and submit them through DigiCampus for evaluation. Moderators also had reporting requirements, with the 1st VE Week noting that moderators could obtain additional ECTS credits after prior CLUVEX moderator trainings [Summary Reports 1-5].

The reports also repeatedly directed participants to continue learning through Climate University open online courses, including courses in climate and sustainability sciences. This suggests that the VE Weeks functioned both as standalone events and as gateways to longer learning pathways [Summary Reports 1-5].

1.5. Outcomes and Achievements

Establishment of a Scalable Virtual Exchange Model

The most important achievement was the establishment of a repeatable online learning model. Across five implementations, CLUVEX maintained the same overall architecture: recruitment and

learning management via DigiCampus, synchronous sessions via Zoom, collaborative production via Miro, expert-led plenary inputs, moderated small groups, and final group outputs [Summary Reports 1-5].

The model operated at substantial scale. The five events repeatedly involved hundreds of registered or pre-registered students, with daily active participation generally around or above 100-200 students depending on the VE Week. The 5th VE Week, with more than 630 pre-registered students, about 430 fully registered students and about 200 daily active participants, demonstrates that the format remained capable of supporting large cohorts through the final implementation [Summary Report 5].

Cross-Border and Interdisciplinary Participation

The VE Weeks brought together students from the four core consortium countries and from numerous additional countries. The reports show recurring participation from Ukraine, Armenia, Finland and Denmark, while later events included students from wider international locations across Europe, Asia, Africa and the Americas [Summary Reports 1-5].

The participant profiles were interdisciplinary. From the 2nd VE Week onwards, the reports include disciplinary background data, showing participation from natural sciences, social and humanities fields, economics, arts, and a wide range of other fields such as environmental sciences, geology, law, engineering, architecture, public administration and international relations [Summary Reports 2-5].

Development of Climate Futures Competence

The Climate Horizon exercise connected climate science, socio-economic futures, personal reflection and collaborative synthesis. This design likely contributed to climate futures competence by requiring students to combine scientific evidence, scenario thinking and values-based reflection. This is an analytical inference based on the repeated structure of the exercises and the three documented approaches: data-tool use, reflective writing and visual reflection [Summary Reports 2-5].

Moderator Capacity and Online Facilitation

The reports indicate that moderators were essential to the learning model. Each group was assigned moderator support, and CLUVEX team members moved between breakout rooms to assist with web-based tools, Miro, communication and other practical issues. The initiative also encouraged some participants to serve as new moderators in later VE Weeks, suggesting an emerging capacity-building pathway within the project [Summary Reports 1-5].

1.6. Common Themes, Recurring Formats and Key Similarities

Stable Five-Day Online Structure

All VE Weeks were organised as five-day online events, with the work described as three hours per day. This stable structure provided a compact but intensive learning format suitable for international participation across institutions and countries [Summary Reports 1-5].

Consistent Digital Infrastructure

DigiCampus, Zoom and Miro were used throughout the initiative. DigiCampus supported registration, materials, assignments and reports; Zoom enabled plenary and small-group synchronous interaction; and Miro supported collaborative Climate Horizon outputs [Summary Reports 1-5].

Repeated Pedagogical Cycle

The recurring learning cycle was: plenary lecture, tool demonstration, moderated group discussion, individual work, collaborative synthesis and final presentation. This cycle gave the VE Weeks coherence and allowed students to move from knowledge acquisition to applied interpretation and group output [Summary Reports 1-5].

Climate Horizon as the Core Integrative Assignment

The Climate Horizon exercise was the main integrative assignment in all five VE Weeks. It linked climate science, future scenarios, personal reflection and collaborative work. From the 2nd VE Week onwards, the exercise became more explicitly structured around three approaches: data-based, reflective-text-based and visual-reflection-based [Summary Reports 2-5].

Strong Emphasis on Interaction

The reports repeatedly state that organisers emphasised interaction in CLUVEX online learning environments and were actively developing and studying this aspect. Small groups, round-table introductions, group discussions, Miro collaboration and final presentations were all used to maintain interaction in a fully online format [Summary Reports 1-5].

1.7. Notable Differences and Developments Across the VE Weeks

Changes in Scale and Participation

The initiative did not follow a simple linear growth pattern. The 1st VE Week had 429 registrations and 247 active full-week participants. The 2nd VE Week expanded to more than 600 registrations, while the 3rd reported more than 500 pre-registrations and around 200 daily active participants. The 4th VE Week was smaller, with about 430 pre-registrations and more than 100 daily active students. The 5th VE Week then increased again, with more than 630 pre-registrations, about 430 fully completed registrations and about 200 daily active participants [Summary Reports 1-5]. This pattern suggests that CLUVEX achieved repeated large-scale recruitment but that active participation varied by event. Differences may reflect scheduling, recruitment geography, academic calendars, participant availability or other contextual factors not fully explained in the reports.

Evolving Geographic Composition

The 1st VE Week was dominated by the four main CLUVEX consortium countries, which accounted for 84% of participants. In the 2nd and 3rd VE Weeks, Ukraine represented the majority of participating students, at more than 60% and 60% respectively. The 4th VE Week was more geographically redistributed, with Ukraine at 41%, the other partner countries together at

34%, Jordan at 19%, and other countries at about 7%. The 5th VE Week again had a strong Ukrainian majority, at 76%, with partner countries other than Ukraine accounting for a smaller share and wider international participants accounting for about 16% [Summary Reports 1-5]. This indicates that CLUVEX combined a strong partner-country base with variable outreach beyond the consortium. The 3rd-5th VE Weeks particularly demonstrate widening global visibility, although the balance between partner-country and non-partner-country participation changed substantially between events.

Development of Participant Profile Reporting

The 1st report provides country-level participation information but limited demographic detail. From the 2nd VE Week onwards, the reports include degree level and disciplinary background. Bachelor-level students were the largest group in all reported demographic breakdowns: 63% in the 2nd VE Week, 53% in the 3rd, 49% in the 4th and 69% in the 5th [Summary Reports 2-5]. The disciplinary composition also changed. Natural sciences remained a major group, but the share varied from 38% in the 2nd VE Week to 34% in the 3rd, 45% in the 4th and 31% in the 5th. Social and humanities backgrounds remained consistently substantial, while economics, arts and 'other' fields also contributed to the interdisciplinary character of the VE Weeks [Summary Reports 2-5].

Refinement of Educational Design

The 1st VE Week introduced the core format: lectures, tools, small groups and Climate Horizon work. The 2nd VE Week provided a more explicit description of the pedagogical design, including the three approaches to the Climate Horizon exercise: climate-tool-based analysis, reflective writing and visual reflection. This structure was then retained in the 3rd, 4th and 5th VE Weeks [Summary Reports 1-5].

This development is significant. It shows a shift from implementation of a promising format towards a more clearly articulated educational model with defined outputs, alternative modes of student expression, and stronger guidance on how to connect climate information, reflection and collaboration.

Changes in Group Organisation

Group organisation reflected event size and participation levels. The 2nd VE Week used 39 small groups, the 3rd about 41 groups, the 4th about 24 groups with one to two moderators, and the 5th 28 groups [Summary Reports 2-5].

The variation in group numbers indicates that the organisational model was adaptable. CLUVEX could scale group-based facilitation up or down depending on the number of active students and available moderator capacity.

Rotating Institutional Hosting

Institutional hosting became more visibly distributed after the 1st VE Week. The 2nd VE Week opened with hosts from Mechnikov Odessa National University and the University of Copenhagen; the 3rd with hosts from the University of Copenhagen and Taras Shevchenko National University of Kyiv; the 4th with hosts from Mechnikov Odessa National University and

Yerevan State University; and the 5th with hosts from Taras Shevchenko National University of Kyiv and Yerevan State University [Summary Reports 2-5].

This rotating hosting pattern strengthened the consortium character of the initiative and distributed visibility across partner institutions.

1.8. Evolution of the CLUVEX Virtual Exchange Initiative

Phase 1: Launch and Proof of Concept

The 1st VE Week established that a fully online, large-cohort, international climate education format could be delivered over one week. It combined lectures, tool demonstrations, small-group work and final collaborative outputs, while also linking participation to ECTS reporting [Summary Report 1].

Phase 2: Expansion and Pedagogical Clarification

The 2nd VE Week expanded registration beyond 600 students and introduced clearer documentation of participant profiles, group numbers and Climate Horizon implementation approaches. It also explicitly connected the VE Week to Climate University courses and described the event as part of an innovative, interactive online learning model focused on climate and sustainability [Summary Report 2].

Phase 3: Consolidation and Internationalisation

The 3rd VE Week consolidated the format at around 200 daily active students and broadened international participation beyond the partner countries. It also maintained the three-approach Climate Horizon structure and reinforced the role of interaction, moderation and group collaboration [Summary Report 3].

Phase 4: Adaptation to a Smaller Cohort

The 4th VE Week demonstrated that the model could operate with a smaller active cohort while still maintaining the same learning architecture. It used fewer groups and reported more than 30 moderators and more than 100 students. The geographic composition also shifted, with a lower Ukrainian share and a notable participant group from Jordan [Summary Report 4].

Phase 5: Final Large-Scale Implementation

The 5th VE Week was reported as the final CLUVEX VE Week and showed renewed scale, with more than 630 pre-registered students and about 280 participants on the opening day. It retained the established structure, including lectures, tools, moderated small groups, Climate Horizon outputs, ECTS-linked reporting and Climate University follow-up [Summary Report 5].

1.9. Overall Impact Assessment

The five VE Weeks collectively demonstrate that CLUVEX created a functioning international virtual exchange model for climate and sustainability education. Its impact can be assessed in four main areas.

First, CLUVEX expanded access to climate education by reaching large online cohorts across multiple countries and disciplinary backgrounds. The repeated registration figures and daily participation levels show sustained demand for short, structured, international online climate learning opportunities [Summary Reports 1-5].

Second, the initiative strengthened applied climate-data learning. By repeatedly using ERA-5 Past Climate Explorer, SSP resources and the IPCC Interactive Atlas, the VE Weeks gave students opportunities to work with historical climate data, socio-economic pathways and projected climate information rather than only receiving lecture-based content [Summary Reports 1-5].

Third, CLUVEX advanced intercultural and interdisciplinary learning. Students worked in moderated groups, discussed pre-tasks and lectures, exchanged perspectives and co-produced Climate Horizon outputs. The participant backgrounds reported from the 2nd VE Week onwards show that the format reached natural sciences, social sciences, humanities, economics, arts and other professional fields [Summary Reports 2-5].

Fourth, the initiative produced reusable educational practice. By the 5th VE Week, CLUVEX had a clearly repeatable model: five-day online schedule, shared platforms, expert lectures, guided tool practice, structured small-group facilitation, individual and collaborative outputs, ECTS-linked reporting and follow-up through Climate University [Summary Reports 1-5].

A limitation of the available evidence is that the reports mainly describe implementation, participation and activities. They do not provide longitudinal learning-outcome measurement, post-course impact tracking or systematic comparison of student performance across VE Weeks. Therefore, the demonstrated impact is strongest at the level of reach, educational design, participation, collaboration and reported outputs, rather than long-term behavioural or institutional change.

1.10. Concluding Synthesis

The five CLUVEX Virtual Exchange Weeks developed from an initial implementation in October 2024 into a mature and repeatable online education format by April 2026. The initiative successfully combined climate science, sustainability education, scenario thinking, digital climate tools, reflective practice and international collaboration. Its most distinctive feature was the integration of the Climate Horizon exercise, which required students to translate scientific and socio-economic climate learning into individual reflection and collaborative future-oriented outputs.

The reports show a high degree of continuity: the same core platforms, learning cycle, climate tools, group format and output structure were maintained across all five VE Weeks. At the same time, the initiative adapted to changing cohort sizes, shifting geographical profiles, rotating institutional hosts and increasingly explicit pedagogical guidance. The later VE Weeks demonstrate consolidation rather than major redesign, suggesting that the CLUVEX team had established an effective operational model by the 2nd or 3rd implementation.

In EU deliverable terms, the CLUVEX VE initiative can be summarised as a scalable, digitally enabled, transnational climate education activity that achieved broad student reach, supported interdisciplinary and intercultural exchange, promoted applied climate-data literacy, and generated concrete individual and collaborative learning outputs. Its evolution over five events demonstrates both operational capacity and pedagogical maturation, while also indicating the value of continued monitoring of learning outcomes and longer-term participant impact in future virtual exchange initiatives.

1.11. References

The following five reports were used as the source base for the synthesis:

Summary Report 1: SumUp About 1st CLUVEX Virtual Exchange Week. Published 24 October 2024. <https://peexhq.home.blog/2024/10/24/sumup-about-1st-cluvex-virtual-exchange-week/>

Summary Report 2: SumUp About 2nd CLUVEX Virtual Exchange Week. Published 20 May 2025. <https://peexhq.home.blog/2025/05/20/sumup-about-2nd-cluvex-virtual-exchange-week/>

Summary Report 3: SumUp About 3rd CLUVEX Virtual Exchange Week. Published 10 October 2025. <https://peexhq.home.blog/2025/10/10/sumup-about-3rd-cluvex-virtual-exchange-week/>

Summary Report 4: SumUp About 4th CLUVEX Virtual Exchange Week. Published 2 March 2026. <https://peexhq.home.blog/2026/03/02/sumup-about-4th-cluvex-virtual-exchange-week/>

Summary Report 5: SumUp of the 5th CLUVEX VE Week. Published 27 April 2026. <https://peexhq.home.blog/2026/04/27/sumup-of-the-5th-cluvex-ve-week/>

2. VE Weeks programs for students

The VE Week Programme comprised lectures, demonstrations, and hands-on sessions focused on data visualisation tools, conducted through joint breakout rooms in Zoom. The programme also included collaborative discussions and group work activities centred on the “Climate Horizon” exercise.

Following completion of the VE Week activities, participating students were offered the opportunity to further develop their knowledge and competences through additional online courses on climate change provided free of charge by Climate University (<https://www.climateuniversity.fi>).

Programme of the 1st Virtual Exchange Week for students All times are given in EET (i.e., in Finnish time)

- ❖ 1st Day 14 October 2024 (10:00 – 13:00, 3h online)
10:00 – Welcome words (Laura Riuttanen & Maria Dominguez, UH)



- L1: Navigating Planetary Boundaries: Blueprint for a Sustainable Future (Inna Khomenko, OSENU)
- L2: Climate Change, Disasters, Carbon Neutrality and UN SDGs (Alexander Baklanov, UCPH)
- L3: Climate Change Impact on Water Resources (Sergiy Snizhko & Olga Shevchenko, TSNUK)
- L4: Nature hazards – Floods (Valeriya Ovcharuk, OSENU)
- L5: Impacts of Climate Change and Future Outlook (Hasmik Movsesyan, YSU)
- L6: Climate Change: Mitigation and Adaptation Strategies (Hasmik Movsesyan, YSU)
- L7: Artistic Research and Critical Thinking at the Intersection of Art, Science and Society (Yvonne Billimore, BioArt Society)

12:00 – Breaking 500 students into 50 small groups (1 moderator + 10 students in each group)

Introduction round in groups & pre-task sharing (1 hour)

13:00 – End of the day

❖ 2nd Day 15 October 2024 (10:00 – 13:00, 3h online)

10:00 – Tool for Environment and Data Visualization | Past & Present | (Alexander Mahura, UH)

10:30 – Breaking into same small groups (1 moderator + 10 students in each group)

Working on Group Exercise “Climate Horizon” – Mapping Past & Present

13:00 – End of the day

❖ 3rd Day 16 October 2024 (10:00 – 13:00, 3h online)

10:00 – Tool for Socio-Economic Drivers of Climate Change | Past & Future | (Stefan Fronzek, SYKE)

10:30 – Breaking into same small groups (1 moderator + 10 students in each group)

Working on Group Exercise “Climate Horizon” – Mapping Past & Drafting Future

13:00 – End of the day

❖ 4th Day 17 October 2024 (10:00 – 13:00, 3h online)

10:00 – Tool for Climate Scenarios | Future | (Risto Makkonen, FMI/UH)

10:30 – Breaking into same small groups (1 moderator + 10 students in each group)

Working on Group Exercise “Climate Horizon” – Mapping Future

13:00 – End of the day

❖ 5th Day 18 October 2024 (10:00 – 13:00, 3h online)

10:00 – Breaking into same small groups (1 moderator + 10 students in each group)

Finalizing work on Group Exercise “Climate Horizon”

Discussions on common Climate Horizon

Questionnaire with feedback about VE Week

12:00 – Wrap up & Closing the VE Week (Hanna K. Lappalainen, UH)

13:00 – End of the virtual exchange week for students

Programme of the 2nd Virtual Exchange Week for students
All times are given in EET (i.e., in Finnish time)

- ❖ 1st Day 12 May 2025 (14:00 – 17:00, 3h online)
 - 14:00 – Welcoming words
 - L1: Climate Change, Disasters, Carbon Neutrality and UN SDGs (Alexander Baklanov, UCPH)
 - 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)
 - L5: Climate Change: Mitigation and Adaptation Strategies (Hasmik Movsesyan, YSU)
 - L6: Artistic Research and Critical Thinking at the Intersection of Art, Science and Society (Yvonne Billimore, BioArt Society)
 - L7: Utopian pedagogy (Antti Rajala, Univers. of Neuchâtel)
 - 16:00 – Breaking the students into small groups
Introduction round in groups & pre-task sharing (1 hour)

- ❖ 2nd Day 13 May 2025 (14:00 – 17:00, 3h online)
 - 14:00 – Tool for Environment and Data Visualization | Past & Present | (Alexander Mahura, UH)
 - 14:30 – Breaking into same small groups (1 moderator + 10 students in each group)
Working on Group Exercise “Climate Horizon”
 - 17:00 – End of the day

- ❖ 3rd Day 14 May 2025 (14:00 – 17:00, 3h online)
 - 14:00 – Tool for Socio-Economic Drivers of Climate Change | Past & Future | (Stefan Fronzek, SYKE)
 - 14:30 – Breaking into same small groups (1 moderator + 10 students in each group)
Working on Group Exercise “Climate Horizon” – Mapping Past & Drafting Future
 - 17:00 – End of the day

- ❖ 4th Day 15 May 2025 (14:00 – 17:00, 3h online)
 - 14:00 – Tool for Climate Scenarios | Future | (Risto Makkonen, FMI/UH)
 - 14:30 – Breaking into same small groups (1 moderator + 10 students in each group)
Working on Group Exercise “Climate Horizon”
 - 17:00 – End of the day

- ❖ 5th Day 16 May 2025 (14:00 – 17:00, 3h online)
 - 14:00 – Breaking into same small groups (1 moderator + 10 students in each group)
Finalizing work on Group Exercise “Climate Horizon”
Discussions on common Climate Horizon

Questionnaire with feedback about VE Week
16:00 – Wrap up & Closing the VE Week
17:00 – End of the virtual exchange week for students

Programme of the 3rd Virtual Exchange Week for students
All times are given in EET (i.e., in Finnish time)

❖ 1st Day: 6 October 2025 (14:00 – 17:00, 3h online)

14:00 – Welcoming words from the Hosts

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

L7: 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)

L6: 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+ hour)

17:00 – End of the day

❖ 2nd Day: 7 October 2025 (14:00 – 17:00, 3h online)

14:00 – Lectures

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 hour)

17:00 – End of the day

❖ 3rd Day: 8 October 2025 (14:00 – 17:00, 3h online)

14:00 – Tool 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 and individual Climate Horizon (2.5 hour)
17:00 – End of the day

❖ 4th Day: 9 October 2025 (14:00 – 17:00, 3h online)

14:00 – Tool for Climate Scenarios | Future | (Risto Makkonen, FMI/UH)
Detailed Introduction into CHGE (Julia Karhumaa, Laura Riuttanen, UH)
14:30 – Breaking into same groups & working with tool and individual Climate Horizon & discussing and drafting collaborative Climate Horizon (2.5 hour)
17:00 – End of the day

❖ 5th Day: 10 October 2025 (14:00 – 17:00, 3h online)

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

Programme of the 4th Virtual Exchange Week for students
All times are given in EET (i.e., in Finnish time)

❖ 1st Day: 23 February 2026 (14:00 – 17:00, 3h online)

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)
L5: Impacts of Climate Change and Future Outlook (Hasmik Movsesyan, YSU)
L2: Climate Change, Disasters, Carbon Neutrality and UN SDGs (Alexander Baklanov, UCPH)
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+ hour)
17:00 – End of the day

❖ 2nd Day: 24 February 2026 (14:00 – 17:00, 3h online)

14:00 – Lectures
L1: Navigating Planetary Boundaries: Blueprint for Sustainable Future (Inna Khomenko, ONU)
L3: Climate Change Impact on Water Resources (Sergiy Snizhko & Olga Shevchenko, TSNUK)

- L4: Nature Hazards – Floods (Valeriya Ovcharuk, ONU)
 - 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 hour)
 - 17:00 – End of the day
- ❖ 3rd Day: 25 February 2026 (14:00 – 17:00, 3h online)
 - 14:00 – Lectures
 - L6: Climate Change: Mitigation and Adaptation Strategies (Hasmik Movsesyan, YSU)
 - Tool 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 and individual Climate Horizon (2.5 hour)
 - 17:00 – End of the day
- ❖ 4th Day: 26 February 2026 (14:00 – 17:00, 3h online)
 - 14:00 – Tool for Climate Scenarios | Future | (Risto Makkonen, FMI/UH)
 - Detailed Introduction into Climate Horizon exercise (Julia Karhumaa, Laura Riuttanen, UH)
 - 14:30 – Breaking into same groups & working with tool and individual Climate Horizon & discussing and drafting collaborative Climate Horizon (2.5 hour)
 - 17:00 – End of the day
- ❖ 5th Day: 27 February 2026 (14:00 – 17:00, 3h online)
 - 14:00 – Breaking into same small groups & working/ finalizing collaborative Climate Horizon (2 hour)
 - 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

Programme of the 5th Virtual Exchange Week for students
All times are given in EET (i.e., in Finnish time)

- ❖ 1st Day: 20 April 2026 (14:00 – 17:00, 3h online)
 - 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)

- L5: Impacts of Climate Change and Future Outlook (Hasmik Movsesyan, YSU)
- L2: Climate Change, Disasters, Carbon Neutrality and UN SDGs (Alexander Baklanov, UCPH)
- 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+ hour)
- 17:00 – End of the day
- ❖ 2nd Day: 21 April 2026 (14:00 – 17:00, 3h online)
 - 14:00 – Lectures
 - L1: Navigating Planetary Boundaries: Blueprint for Sustainable Future (Inna Khomenko, ONU)
 - L3: Climate Change Impact on Water Resources (Sergiy Snizhko & Olga Shevchenko, TSNUK)
 - L4: Nature Hazards – Floods (Valeriya Ovcharuk, ONU)
 - 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 hour)
 - 17:00 – End of the day
- ❖ 3rd Day: 22 April 2026 (14:00 – 17:00, 3h online)
 - 14:00 – Lectures
 - L6: Climate Change: Mitigation and Adaptation Strategies (Hasmik Movsesyan, YSU)
 - Tool 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 and individual Climate Horizon (2.5 hour)
 - 17:00 – End of the day
- ❖ 4th Day: 23 April 2026 (14:00 – 17:00, 3h online)
 - 14:00 – Tool for Climate Scenarios | Future | (Risto Makkonen, FMI/UH)
 - Detailed Introduction into Climate Horizon exercise (Julia Karhumaa, Laura Riuttanen, UH)
 - 14:30 – Breaking into same groups & working with tool and individual Climate Horizon & discussing and drafting collaborative Climate Horizon (2.5 hour)
 - 17:00 – End of the day
- ❖ 5th Day: 24 April 2026 (14:00 – 17:00, 3h online)
 - 14:00 – Breaking into same small groups & working/ finalizing collaborative Climate Horizon (2 hour)

- 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

3. Comparative analysis of the 5 VE Weeks

3.1. Participation

Students participation and completion outputs

The student monitoring indicators show an overall increase in scale by the end of the observed period, combined with a temporary reduction in completion indicators during VEW4 (see Table 3.1). Pre-registrations move from 429 in VEW1 to 598 in VEW5, with VEW3 also showing a high intake of 506 (Figure 3.1). VEW4 records 427 pre-registrations, but the lower downstream figures - 269 students on DigiCampus, 102 certificates and 70 submitted reports - indicate weaker progression through the participation funnel during that week.

VEW5 represents a recovery in both absolute outputs and relative completion. The week records 443 students on DigiCampus, 257 certificates and 161 submitted reports. This result suggests that the format can operate at larger scale when recruitment, platform access and completion support are effectively aligned. At the same time, the ECTS indicator for VEW5 should not be interpreted as final, because the source workbook states that not all credits had been issued at the time of reporting.

Important note; The participation capacity for each virtual exchange week was based on pre-registration numbers (students + moderators) and the number of team members (2 - 5 persons per partner; 10 – 25 persons per VE Week)), which were in the order of 500, which is the Zoom's participant capacity. The cumulative number of moderators at the Moderators' DigiCampus was 197, which means that we had an average capacity of $(197/5=) 39$ moderators per VE week.

Table 3.1: Student aggregate participation and completion indicators.

VEW	Pre-reg.	On DigiCampus	Certificates	Reports	ECTS	Cert./pre-reg.	Report/pre-reg.
VEW1	429	429	247	114	166	57.6%	26.6%
VEW2	393	373	145	96	71	36.9%	24.4%
VEW3	506	332	171	140	100	33.8%	27.7%
VEW4	427	269	102	70	58	23.9%	16.4%
VEW5	598	443	257	161	48*	43.0%	26.9%

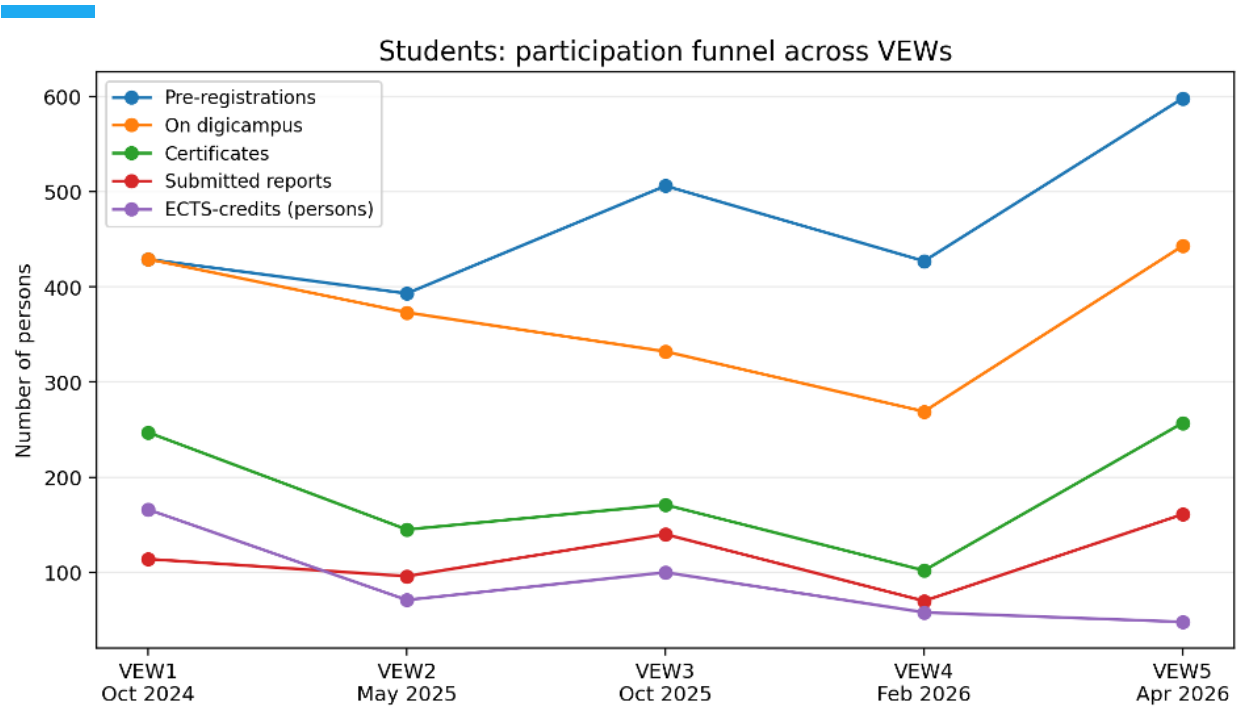


Figure 3.1: Student participation funnel counts by VEW.

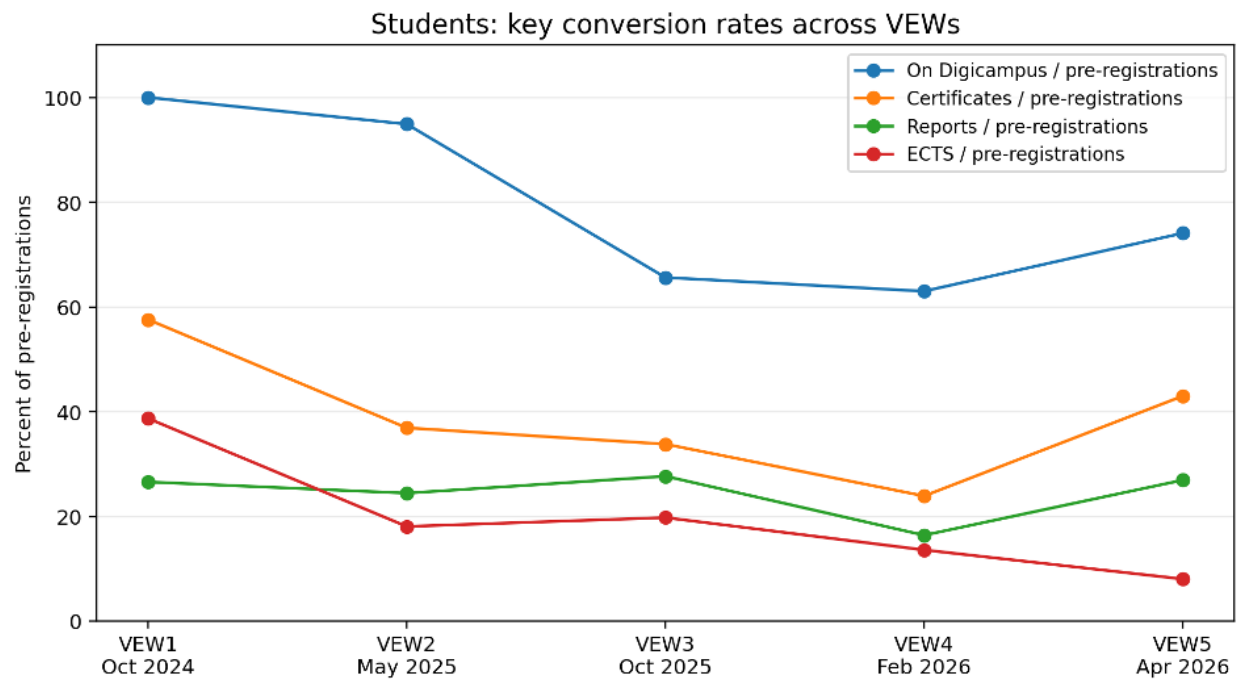


Figure 3.2: Student conversion rates relative to pre-registrations.

The highest overall level of student outputs was recorded during VEW5 (Figure 3.2). While this outcome was not driven by the highest conversion rates across all participation stages, it reflects the substantially larger number of pre-registered participants and the recovery of the Digicampus and certificate completion pathway following the decline observed during VEW4.

The proportion of students obtaining certificates decreased progressively from 57.6% of pre-registered participants in VEW1 to 23.9% in VEW4. However, a notable improvement was observed in VEW5, where the certificate conversion rate increased to 43.0%. This recovery is evident both in the total number of certificates awarded and in the corresponding conversion rate.

The conversion of pre-registered participants into submitted reports remained relatively stable across VEW1, VEW2, VEW3, and VEW5, with approximately one quarter of registered students completing and submitting reports. VEW4 represented a clear deviation from this pattern, with the conversion rate declining to 16.4%.

The conversion of participants into ECTS credit recipients was highest during VEW1. From VEW2 onwards, considerably lower conversion rates were observed, indicating a sustained reduction in the proportion of participants choosing or successfully completing the requirements for ECTS credit recognition.

Students stage of studies

Across all weeks, the student group is bachelor-dominant (Figure 3.3). VEW1 is the most balanced between Bachelor and Master students, while VEW2 and VEW5 are the most strongly bachelor-heavy. VEW3 stands out by having a larger “Other” category and a relatively substantial Master component.

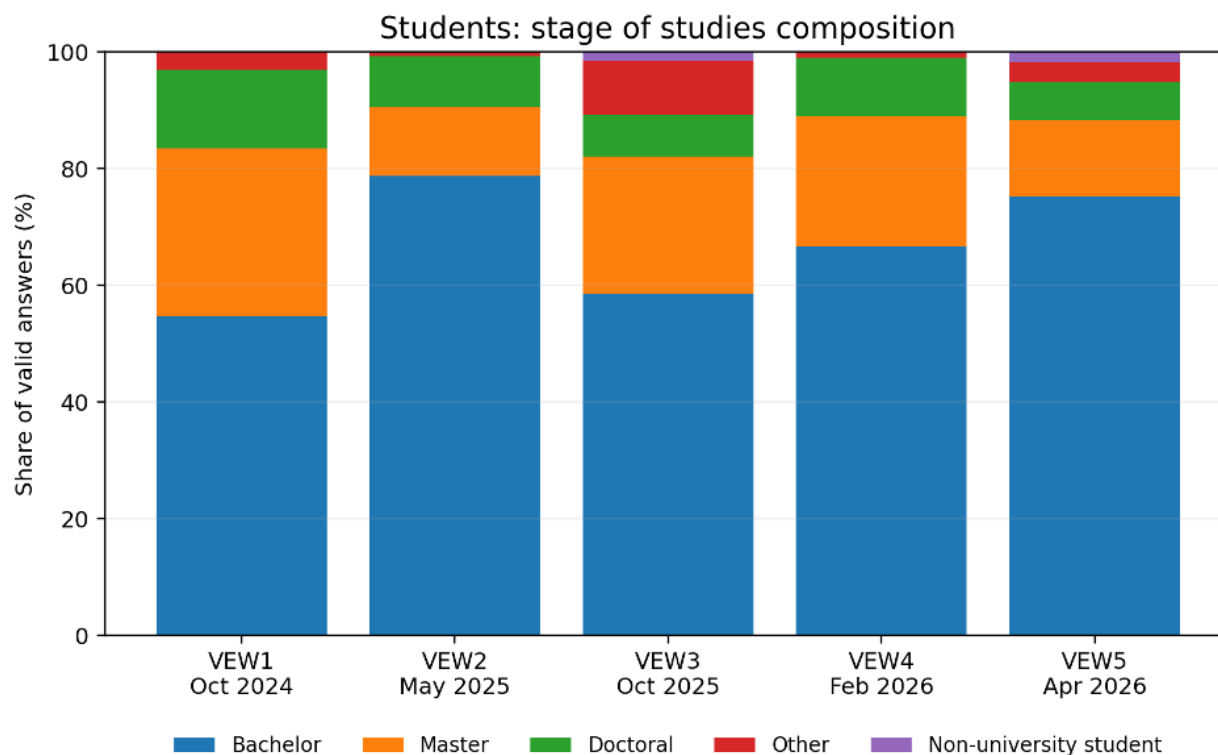


Figure 3.3: Student stage-of-study composition.

Students English proficiency

Intermediate English is the most common category in most weeks (Figure 3.4). VEW1 and VEW4 have the highest Proficient shares, while VEW5 shows a marked increase in Basic English share. This suggests that later large-scale recruitment broadened the proficiency range and may require more scaffolding or language-support design.

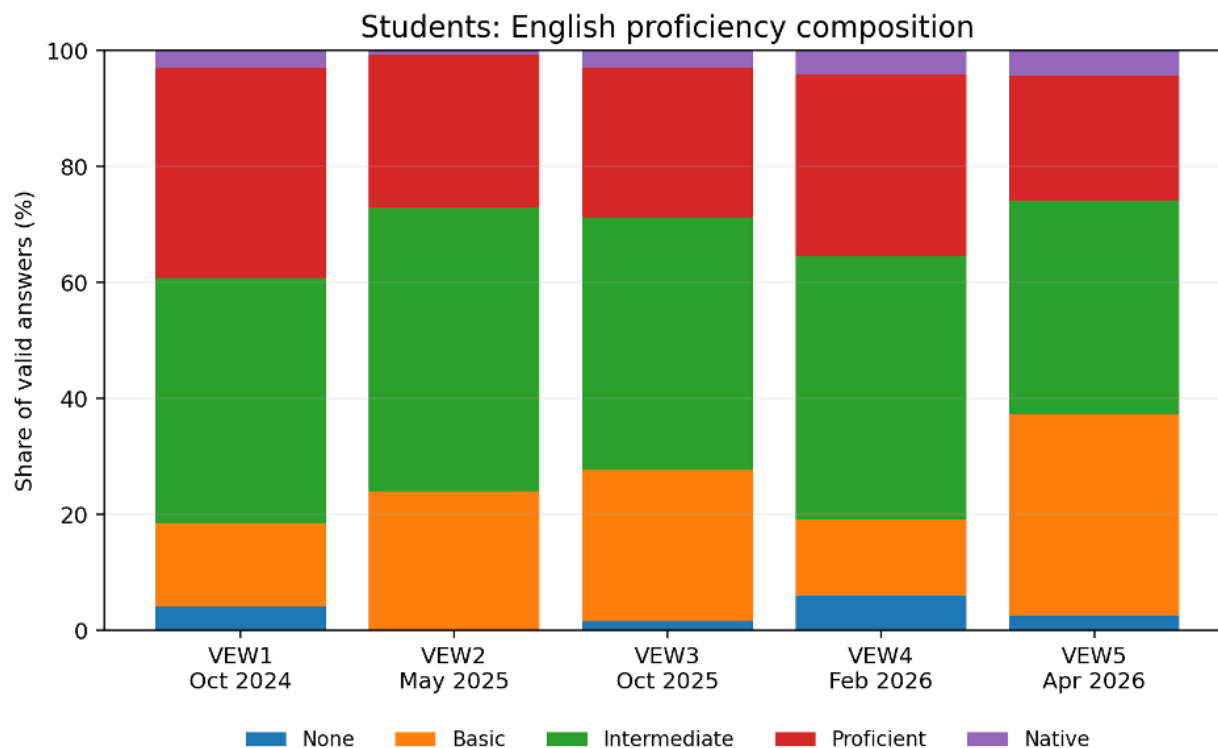
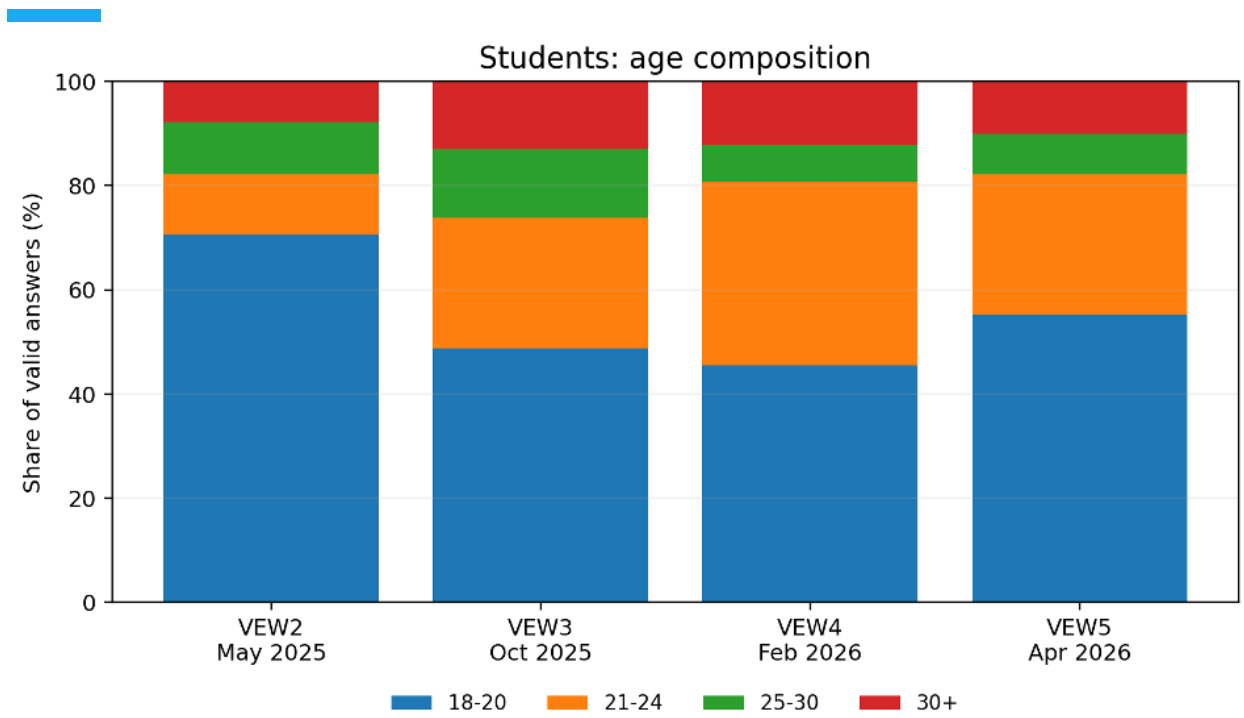


Figure 3.4: Student English-proficiency composition.

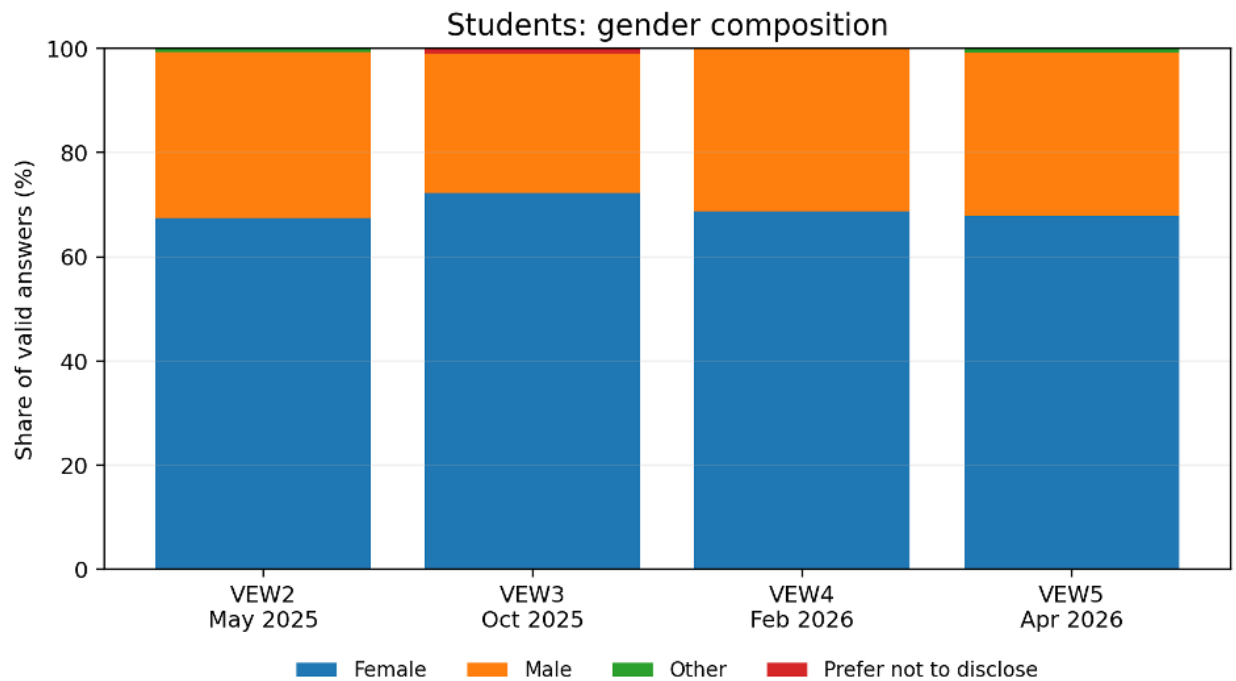
Students age and gender

Age data are available from VEW2 onward (Figure 3.5). The 18–20 group remains the largest student age group, but VEW3 and VEW4 contain a comparatively larger 25+ share. Gender data from VEW2 onward show a stable female majority of roughly two thirds to just above 70% (Figure 3.6).



VEW1 did not include age in the available PowerPoint demographics.

Figure 3.5: Student age composition.

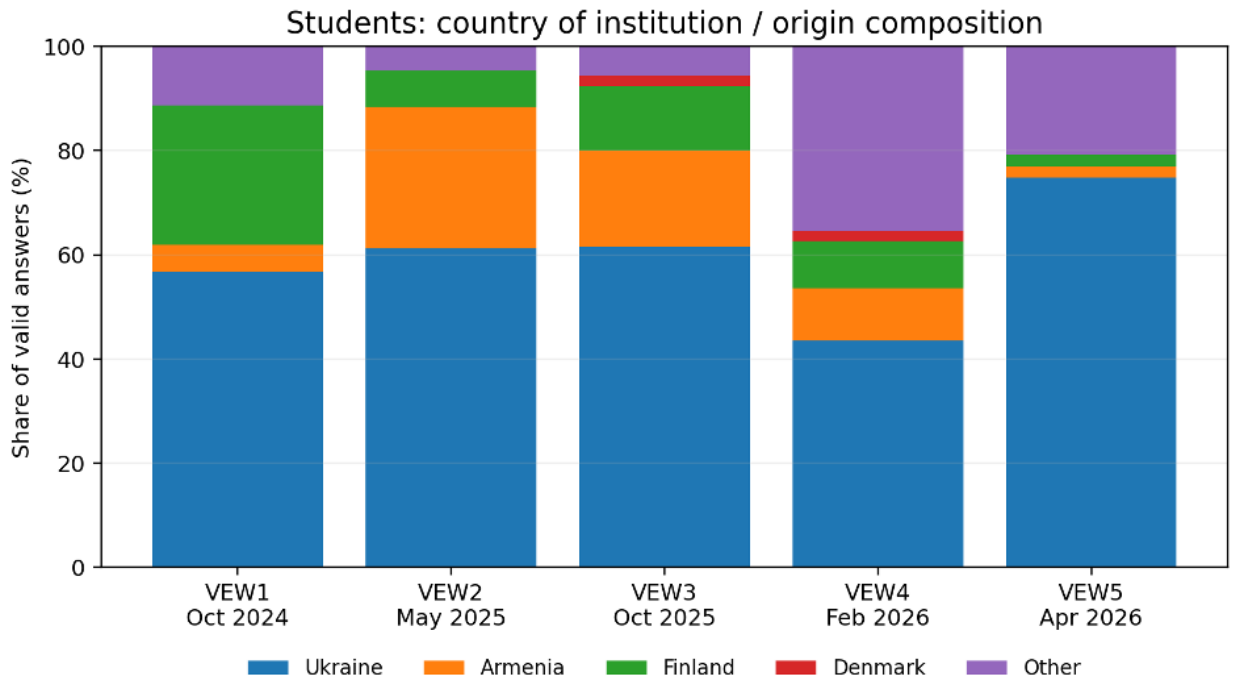


VEW1 did not include gender in the available PowerPoint demographics.

Figure 3.6: Student gender composition.

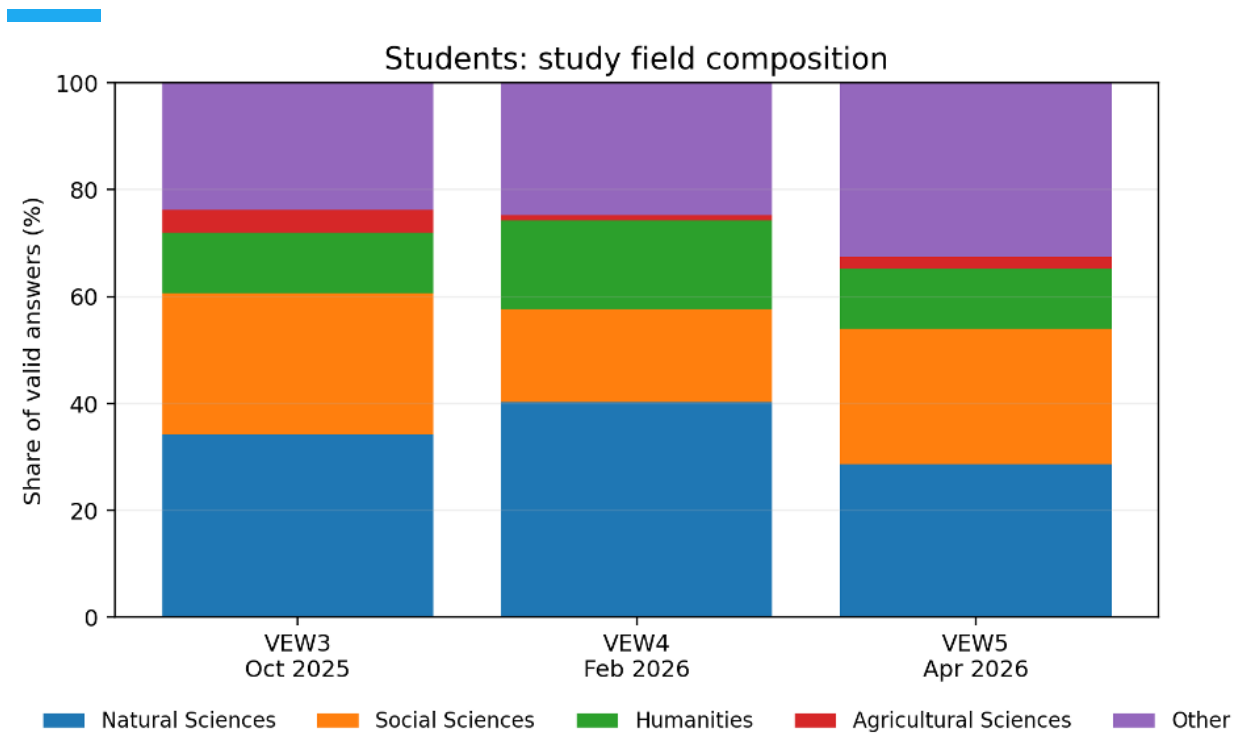
Students geography and study fields

Ukraine is consistently the largest reported country group, though the share fluctuates (Figure 3.7). VEW4 has the broadest visible country mix, with “Other” almost as large as Ukraine. VEW5 has a large Ukrainian majority but also explicit “Other” participation from Kenya, Ecuador, Italy and India in the source deck. Study-field data begin at VEW3 and show Natural Sciences as a persistent core, with VEW5 having the largest “Other” study-field share (Figure 3.8).



VEW1 is labelled country of origin; VEW2-5 use country of institution/home institution terminology.

Figure 3.7: Student country-of-institution/origin composition.



Study-field charts are available from VEW3 onward.

Figure 3.8: Student study-field composition.

Moderators participation and completion outputs

Moderator aggregate indicators are available for all five VEWs (Table 3.2). In contrast to the student series, the moderator data do not show a straightforward scale-up pattern. Instead, the central tendency is variability in the relationship between pre-registration and downstream completion.

VEW3 has the highest moderator pre-registration count (95), but this initial volume results in only 31 certificates and 24 submitted reports. VEW2, by contrast, has a smaller pre-registration base (33) but records 33 certificates and 32 reports. This makes VEW2 the strongest week in terms of moderator conversion and indicates a closer match between recruitment and confirmed engagement.

Table 3.2: Moderator aggregate participation and completion indicators.

VEW	Pre-reg.	Certificates	Reports	ECTS	Cert./pre-reg.	Report/pre-reg.
VEW1	43	37	37	26	86.0%	86.0%
VEW2	33	33	32	32	100.0%	97.0%
VEW3	95	31	24	15	32.6%	25.3%
VEW4	37	30	19	15	81.1%	51.4%
VEW5	30	23	20	13*	76.7%	66.7%

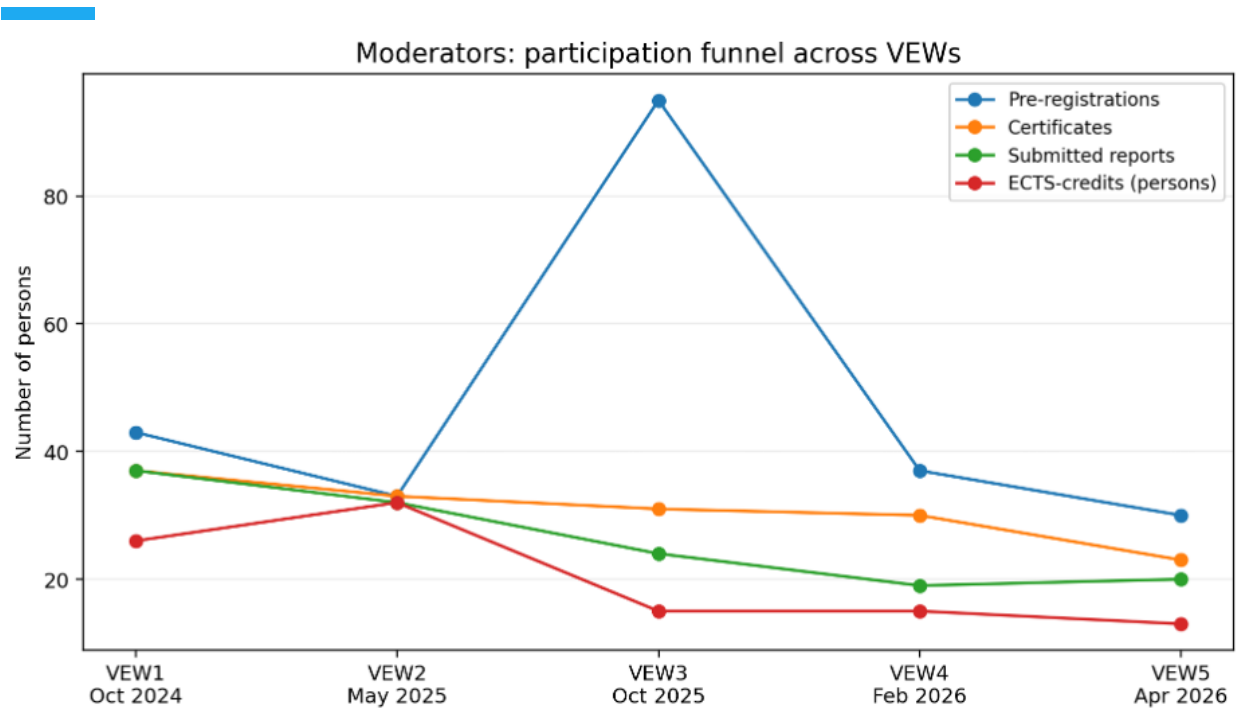


Figure 3.9: Moderator participation funnel counts by VEW.

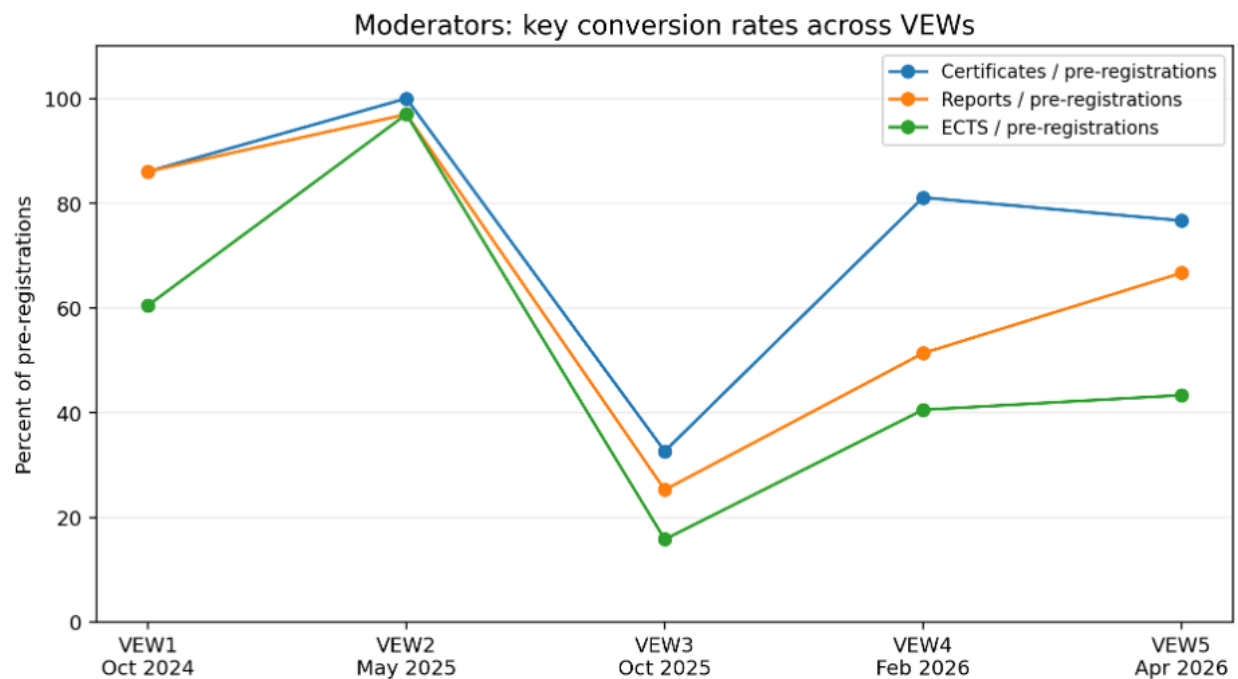


Figure 3.10: Moderator conversion rates relative to pre-registrations.

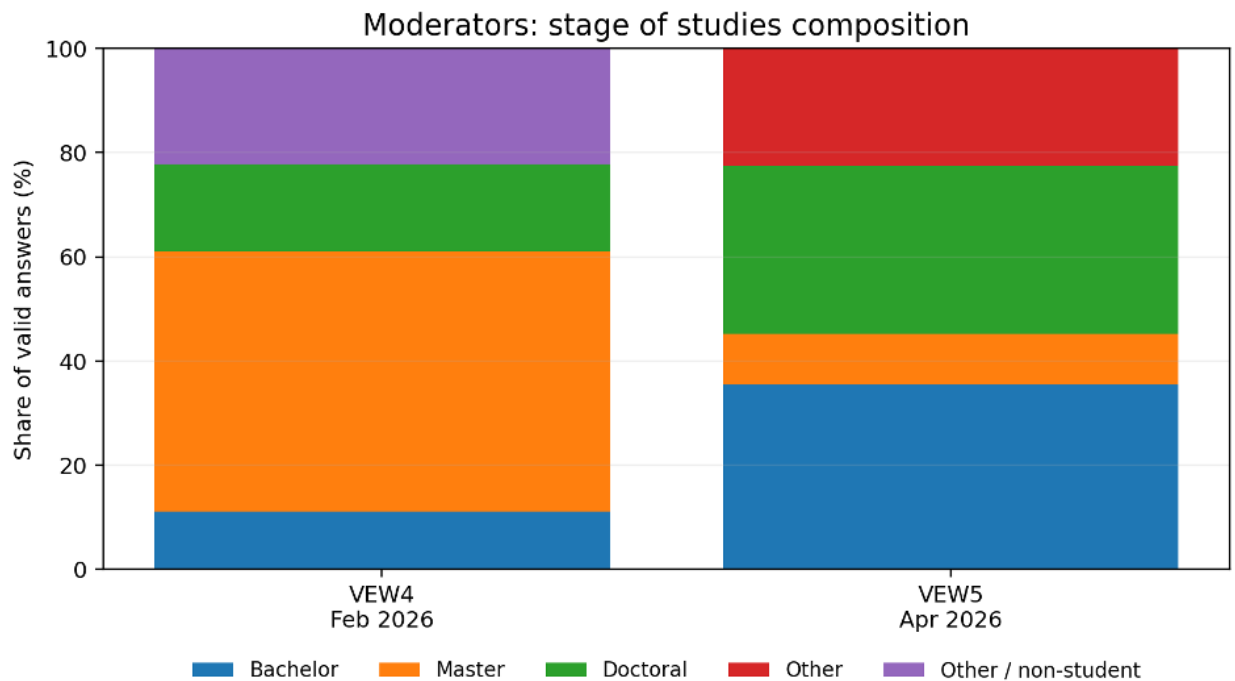
The substantial increase in moderator pre-registrations observed during VEW3 was not accompanied by a corresponding increase in certificates awarded or reports submitted (Figure 3.9, 3.10). This indicates that the higher initial level of interest did not fully translate into active participation and completion of programme requirements. The results may point to a gap between recruitment and sustained engagement, or alternatively reflect a broader interpretation of pre-registration during this implementation cycle.

Based on the available monitoring data, VEW2 demonstrated the highest level of moderator participation efficiency. The number of certificates awarded was equivalent to the number of pre-registered moderators, while the number of submitted reports was only marginally lower. This suggests a particularly high level of commitment and successful completion among moderators participating in VEW2.

VEW5 recorded the lowest number of moderator pre-registrations across all Virtual Exchange Weeks. Nevertheless, the proportion of moderators submitting reports was slightly higher than that observed in VEW4, indicating a modest improvement in engagement among registered participants. It should also be noted that the ECTS-related data for VEW5 were identified as incomplete in the source dataset and should therefore be interpreted with caution.

Moderators stage, age and gender

The moderator demographic comparison is limited to VEW4 and VEW5 (Figure 3.11). The stage profile changes substantially: VEW4 is Master-dominant, whereas VEW5 is split mainly between Bachelor and Doctoral moderators. Age-wise, both cohorts are weighted toward 25+ and 30+, with VEW5 showing the largest 30+ share (Figure 3.12). Gender remains female-majority, rising from about three fifths in VEW4 to about two thirds in VEW5 (Figure 3.13).



Moderator demographic charts are available for VEW4 and VEW5 only.

Figure 3.11: Moderator stage-of-study composition.

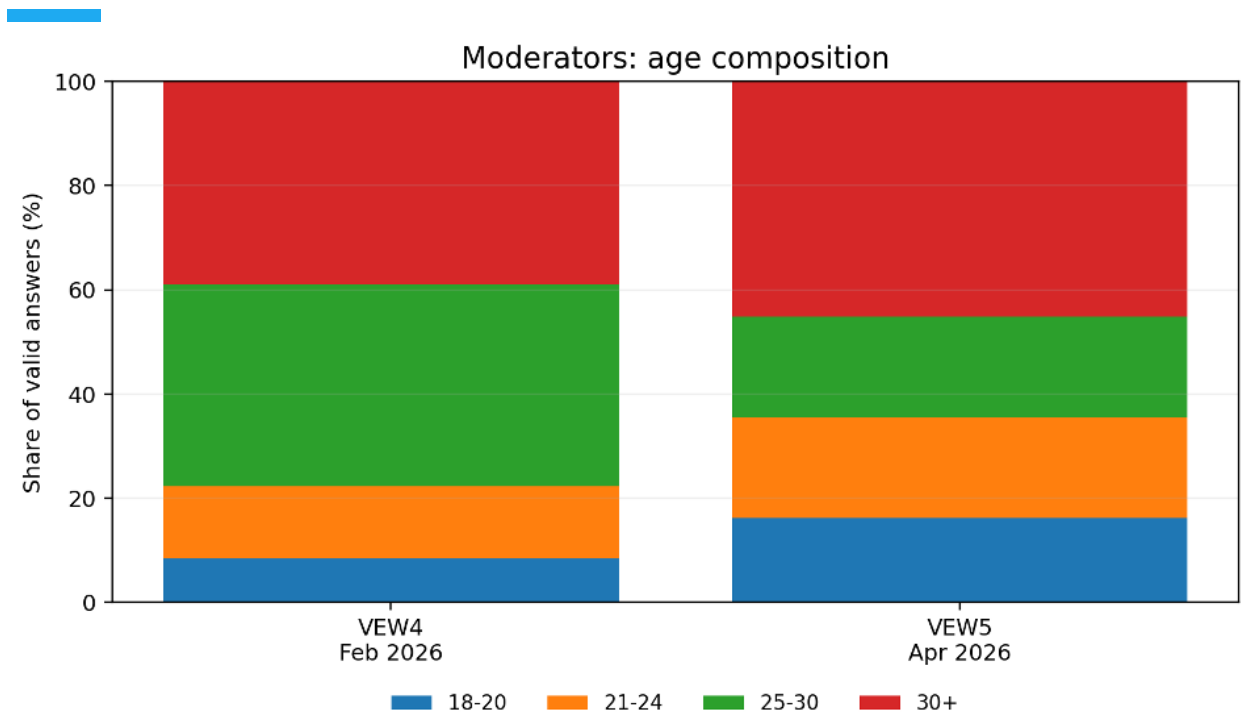


Figure 3.12: Moderator age composition.

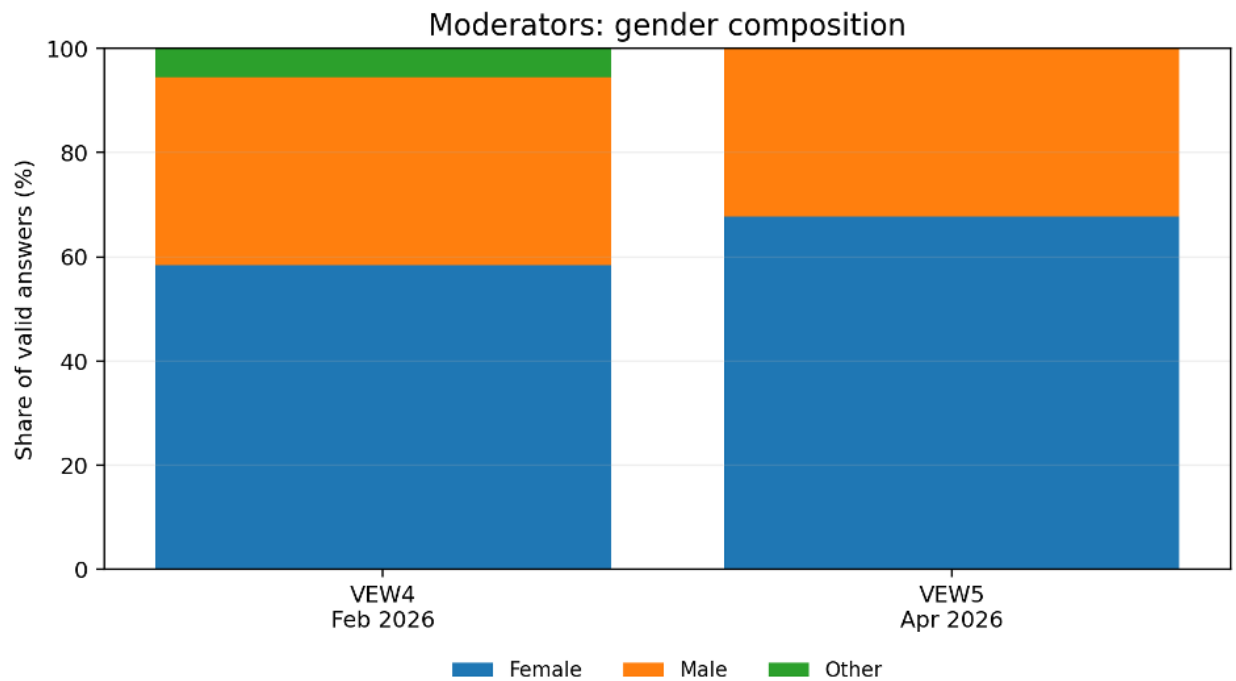
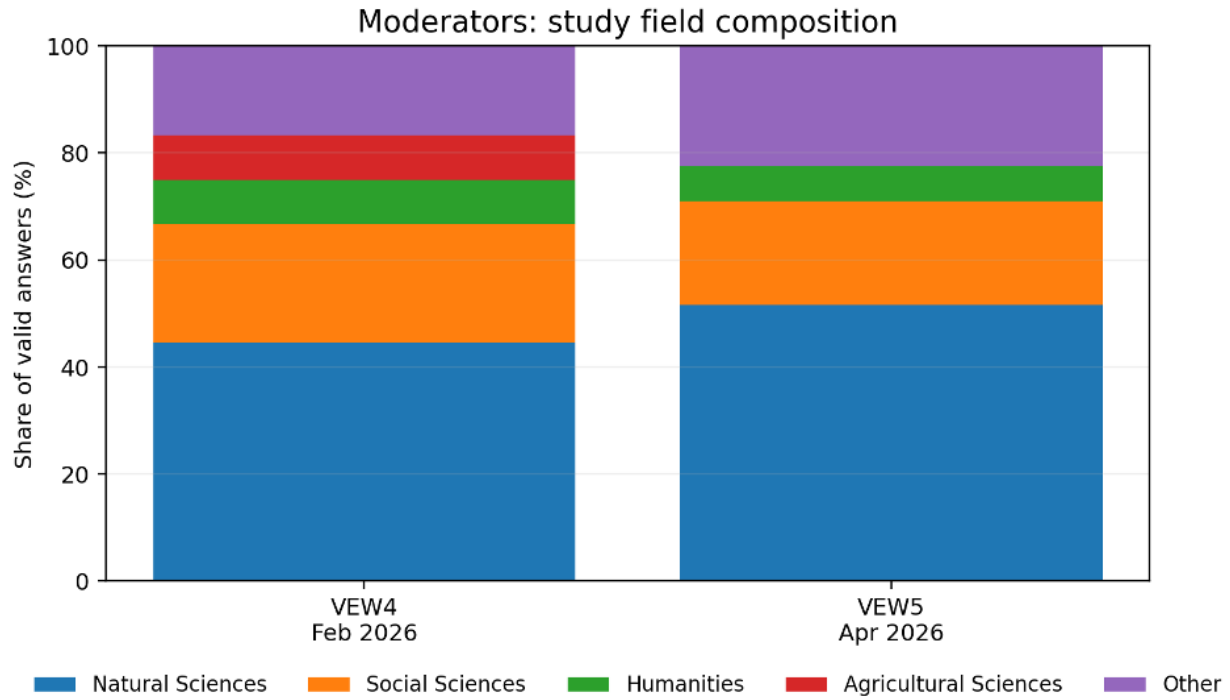


Figure 3.13: Moderator gender composition.

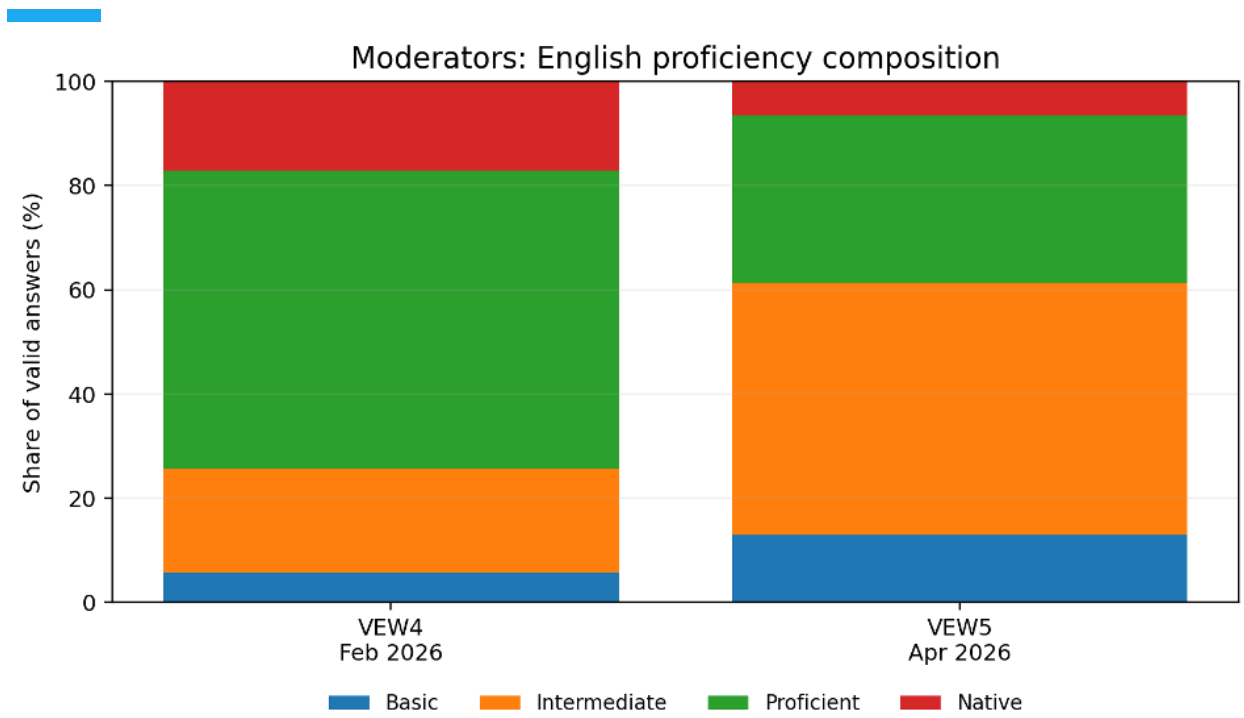
Moderators study fields, English and native language

Natural Sciences is the largest moderator study-field group in both VEW4 and VEW5 (Figure 3.14). English proficiency shifts from Proficient-dominant in VEW4 to Intermediate-dominant in VEW5, suggesting a broader moderator proficiency range (Figure 3.15). Native-language data are concentrated in Ukrainian and Other categories, with VEW5 showing a larger Finnish share than VEW4 (Figure 3.16).



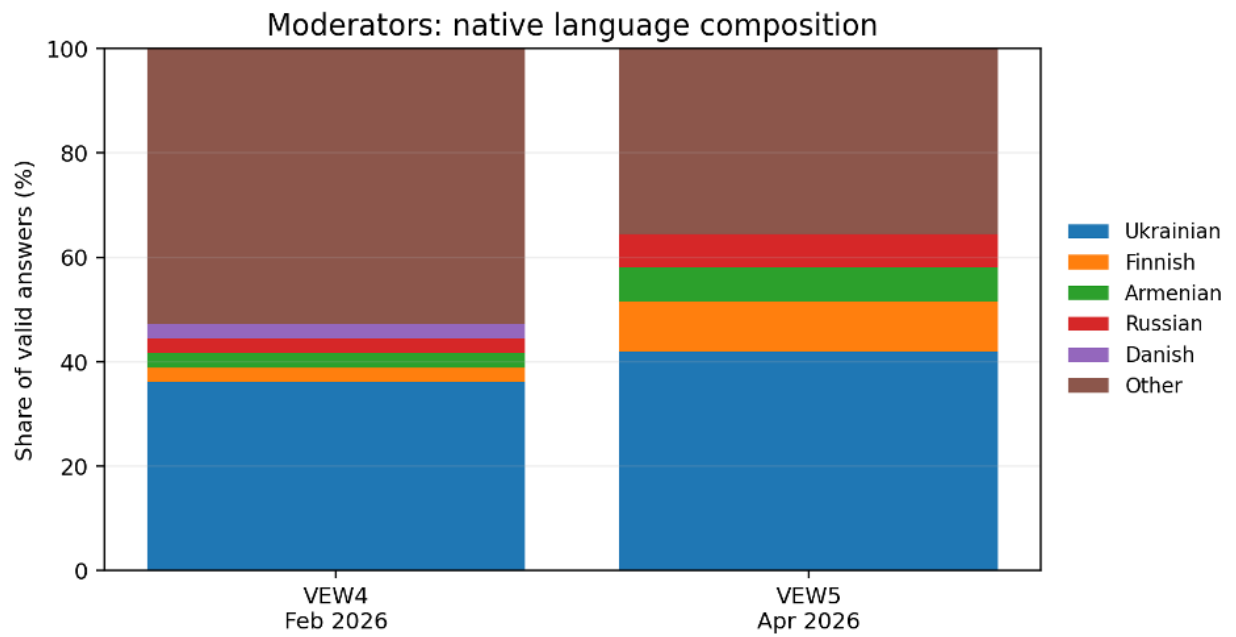
Moderator demographic charts are available for VEW4 and VEW5 only.

Figure 3.14: Moderator study-field composition.



Moderator demographic charts are available for VEW4 and VEW5 only.

Figure 3.15: Moderator English-proficiency composition.



Category label "Ukrainian" in the PowerPoints was normalized to "Ukrainian".

Figure 3.16: Moderator native-language composition.

Cross-group commonalities and differences

A number of common patterns can be observed across both student and moderator cohorts. In the Virtual Exchange Weeks for which gender-related data are available, participation was characterised by a predominance of female participants. While this trend is clearly visible among students throughout the project period, moderator gender data are available only for VEW4 and VEW5 and should therefore be interpreted with appropriate caution. Both groups also demonstrate a strong representation of participants from the Natural Sciences. At the same time, student participation became increasingly diverse over the course of the project, with a notable expansion of participation from disciplines classified as “Other” by VEW5.

Despite these similarities, important differences emerged between the two participant groups. Student participation exhibited a clear pattern of expansion and recovery, culminating in the highest levels of engagement during VEW5. In contrast, moderator participation was strongly influenced by the exceptional increase in pre-registrations observed during VEW3 and did not follow the same sustained growth trajectory. Differences were also evident in the educational level. Student participation remained consistently dominated by Bachelor-level students throughout the project period, whereas the educational profile of moderators varied between implementation cycles. VEW4 was characterised by a predominance of Master-level moderators, while VEW5 showed a more balanced representation of Bachelor and Doctoral participants.

From an operational perspective, the results indicate that VEW5 successfully achieved a substantial increase in student recruitment and participation. However, the observed patterns related to English-language proficiency and ECTS credit completion suggest that additional support mechanisms and follow-up procedures may become increasingly important as participation expands and the participant profile becomes more diverse. For moderators, the findings highlight the importance of monitoring not only pre-registration figures but also indicators of continued engagement and programme completion. The experience of VEW3 demonstrates that high levels of initial interest do not necessarily translate into equivalent levels of active participation and effective moderation capacity.

3.2. Poll of the day

The poll results show both stable tendencies and some clear week-to-week shifts. Across the five VE weeks, participants consistently valued climate-change learning, international experience, and the role of politicians and scientists. However, the interpretation of the “biggest challenge” behind climate change changed noticeably between weeks, and the perceived most rewarding part of the VE week shifted from tools and international experience toward social interaction and new perspectives in later weeks.

A methodological note is important: some polls were single-choice, while others were multiple-choice. Therefore, percentages in the responsibility and expectations polls should be read as levels of endorsement, not as competing shares summing to 100%. Also, no sample sizes are given, so the changes should be interpreted descriptively rather than as statistically tested differences.

Expectations for the VE week: climate learning and international experience dominate

The expectations poll was available for Weeks 2-5 only. The strongest and most stable expectations were to learn more about climate change and to gain international experience (Figure 3.17).

“Learning more on climate change” was the top expectation in Weeks 2, 3, and 5, with values of 70%, 81%, and 76%, respectively. It dropped sharply in Week 4 to 60%, but then recovered in Week 5. This suggests that climate-change learning remained a core motivation, although Week 4 participants may have had a somewhat stronger orientation toward the international-experience aspect.

“Getting international experience” was very stable: 64%, 69%, 71%, and 69% from Weeks 2–5. In Week 4, it became the top expectation at 71%, overtaking climate-change learning. This indicates that the VE format itself - international collaboration, cross-cultural contact, and working across institutions - was a major and consistent attraction.

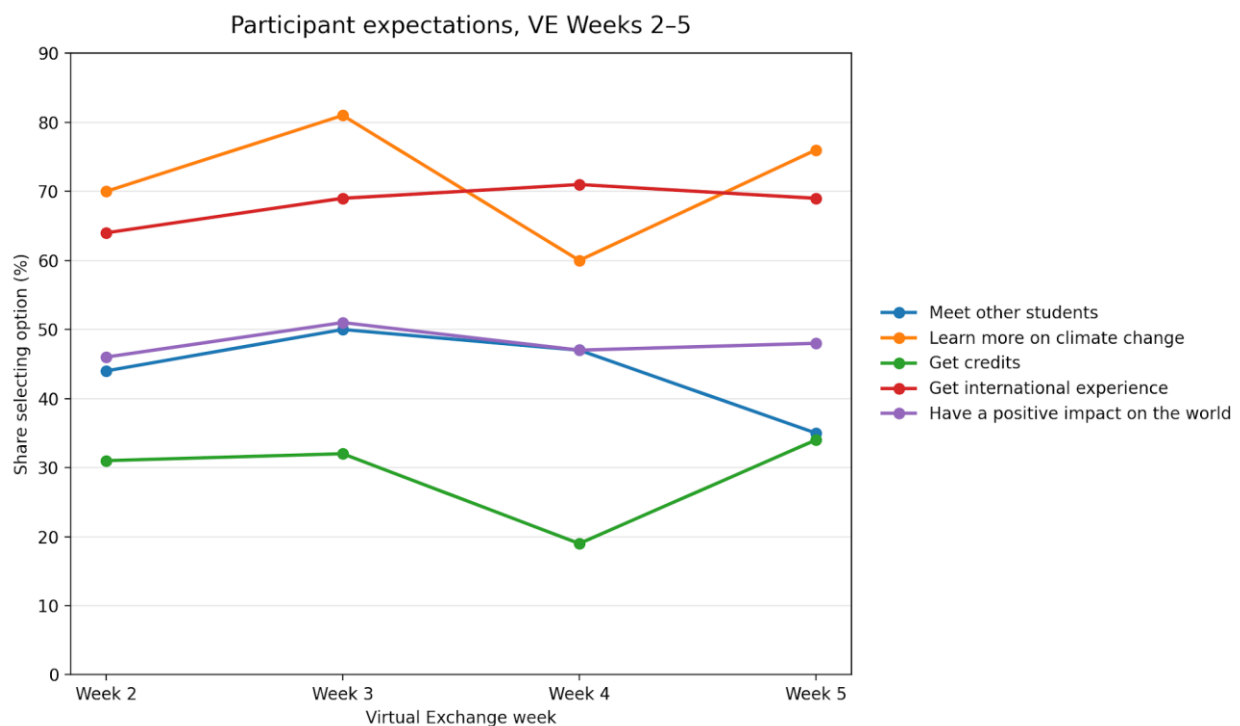


Figure 3.17: Participants expectations; Weeks 2-5.

“Having a positive impact on the world” stayed almost unchanged, between 46% and 51%. This is a stable but secondary motivation: important, but not as dominant as learning and international exposure.

“Meeting other students” varied more: 44%, 50%, 47%, then down to 35% in Week 5. This decline in Week 5 is interesting because, as shown later, “meeting other students” was also less often selected as the most rewarding part in Week 5 than in Week 4. This may indicate that the Week 5 cohort was less socially oriented, or that the social-interaction component was less central to their experience.

“Getting credits” remained the lowest or second-lowest expectation in most weeks, ranging from 19% to 34%. It dropped strongly in Week 4 but rose again in Week 5. Overall, credits were not the main driver of participation compared with learning and international experience.

Biggest challenges behind climate change: shift from moral causes to industrial/systemic causes

The “biggest challenge behind climate change” poll shows the largest changes across the five VE weeks (Figure 3.18).

In Week 1, the leading answer was “greed and selfishness” at 26%, followed by “political system” at 22% and “dirty industries” at 18%. This gives Week 1 a more moral or behavioural framing of climate change: participants saw the problem primarily as rooted in human selfishness, greed, and political structures.

From Week 2 onward, “dirty industries” became much more prominent. It increased from 18% in Week 1 to 32% in Week 2, stayed high at 30% in Weeks 3 and 4, and reached 33% in Week 5. This suggests a stronger later tendency to interpret climate change through an industrial or structural lens.

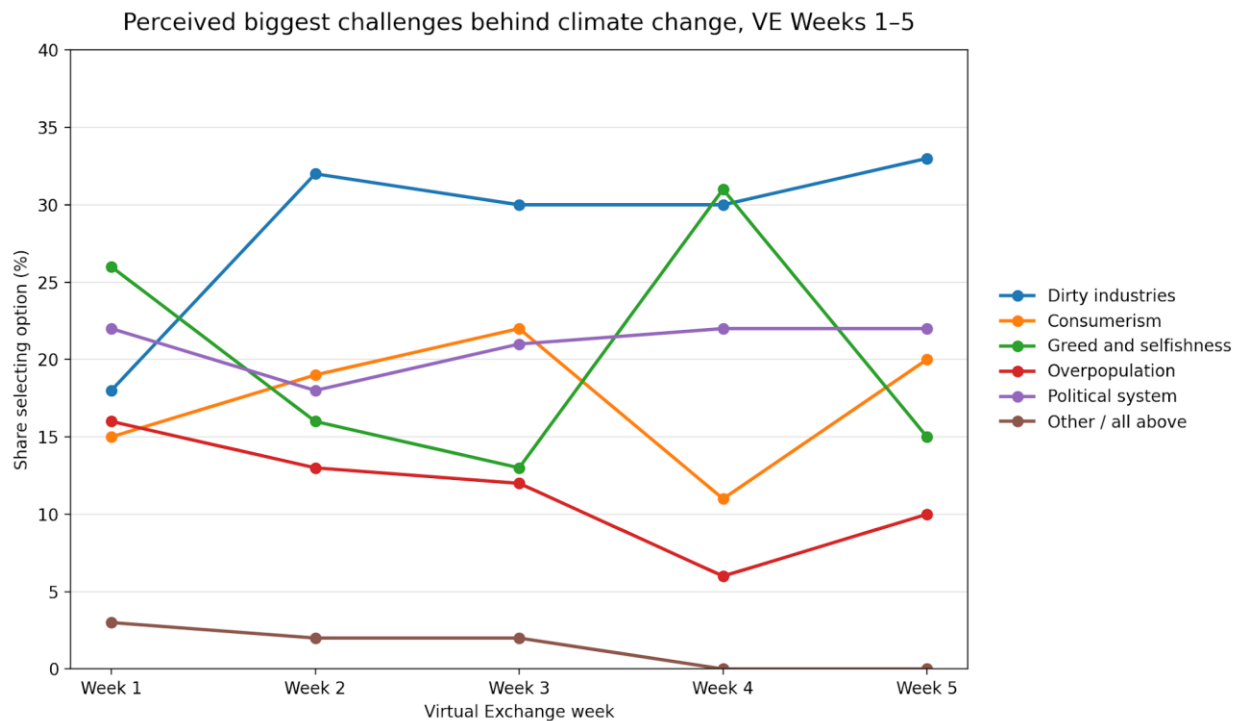


Figure 3.18: Biggest climate-change challenges; Weeks 1-5.

“Greed and selfishness” declined from 26% in Week 1 to 16% in Week 2 and 13% in Week 3, then jumped to 31% in Week 4 before falling again to 15% in Week 5. Week 4 is therefore a clear outlier: participants that week gave much more weight to moral or behavioural explanations than Weeks 2, 3, and 5.

The “political system” option was the most stable of all main challenge categories: 22%, 18%, 21%, 22%, and 22%. This consistency suggests a broad and persistent view that political systems are part of the climate-change problem, but not usually the single dominant factor.

“Overpopulation” declined from 16% in Week 1 to 13%, 12%, 6%, and then 10%. It became less salient over time, especially in Week 4. Compared with dirty industries, politics, consumerism, and greed/selfishness, overpopulation was generally a weaker explanation.

“Consumerism” fluctuated: 15%, 19%, 22%, 11%, and 20%. It was relatively important in Week 3 and Week 5, but much less so in Week 4. This again shows Week 4 as distinctive: compared with other weeks, participants there emphasized greed/selfishness much more and consumerism/overpopulation much less.

Overall tendency: the perceived causes shifted from a Week 1 emphasis on greed/selfishness toward a stronger emphasis on dirty industries in Weeks 2, 3, and 5. Week 4 partly reversed this tendency, with greed/selfishness becoming almost equal to dirty industries.

Who should solve climate change: strong and stable trust in politicians and scientists

The responsibility poll was very consistent across all five weeks. Participants most often selected politicians and scientists as the actors who should solve climate change (Figure 3.19).

Politicians were selected by 77%, 73%, 80%, 88%, and 76%. Scientists were selected by 68%, 75%, 76%, 82%, and 74%. These two groups clearly dominated the poll every week. The result suggests that participants see climate change as requiring both political decision-making and scientific expertise.

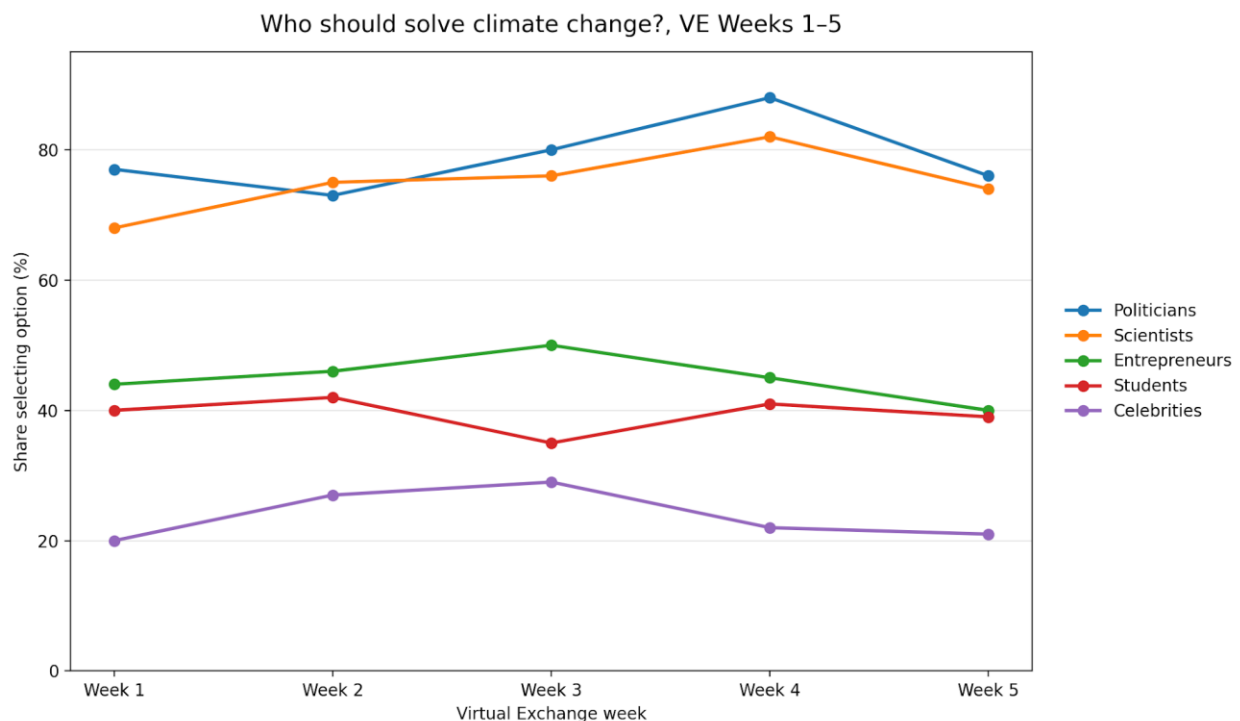


Figure 3.19: Who should solve climate change?; Weeks 1-5

Week 4 again stands out because it had the strongest endorsement of institutional actors: politicians reached 88% and scientists 82%. This may connect with the Week 4 “biggest challenge” poll, where participants strongly emphasized greed/selfishness and political systems.

If climate change is seen as a problem of human behaviour and governance, then politicians and scientists may naturally be seen as central problem-solvers.

Entrepreneurs were consistently in the middle range: 44%, 46%, 50%, 45%, and 40%. They were recognized as relevant, but clearly below politicians and scientists.

Students were also stable but somewhat lower: 40%, 42%, 35%, 41%, and 39%. This indicates that participants saw students as part of the solution, but not as the main responsible actors.

Celebrities were consistently the least endorsed group: 20%, 27%, 29%, 22%, and 21%. The temporary rise in Weeks 2–3 suggests some recognition of public influence or communication power, but celebrities never became central in participants' views.

Overall tendency: responsibility remained strongly institutional and expert-oriented. Across all weeks, participants placed most responsibility on politicians and scientists, with entrepreneurs and students in secondary roles and celebrities far behind.

Most rewarding parts of the VE week: from tools/international experience toward interaction and ideas

The “most rewarding part” poll shows a noticeable evolution in what participants valued after the VE week (Figure 3.20).

In Weeks 1-3, “getting international experience” was the leading answer: 30%, 28%, and 32%. This closely matches the expectations poll, where international experience was also one of the strongest motivations. In the first three weeks, the VE’s international dimension seems to have met or exceeded expectations.

However, in Week 4, “meeting other students” became the top rewarding aspect at 28%, while “getting international experience” dropped to 23%. This suggests that the interpersonal component of the VE week was especially successful or salient in Week 4.

In Week 5, the leading answers were “new ideas and perspectives” and “getting international experience,” both at 26%. This indicates a shift toward intellectual exchange: participants valued not only the international format, but also the perspectives and ideas gained through collaboration.

“Working with different tools” declined strongly over time: 28% in Week 1, then 22%, 16%, 14%, and 15%. This is one of the clearest downward trends in the dataset. In Week 1, tools were almost as rewarding as international experience, but by Weeks 4–5 they had become a secondary benefit. This could mean that the novelty of tools was strongest in the first implementation, or that later cohorts experienced the VE more through social, conceptual, or collaborative dimensions than through technical tools.

“Learning about climate change” stayed modest and stable as a rewarding outcome: 12%, 17%, 13%, 13%, and 16%. This is interesting because learning about climate change was a very strong expectation before the VE week. The interpretation may be that participants expected climate learning, but during/after the week they described the most rewarding element more often in terms of international experience, interaction, tools, or perspectives.

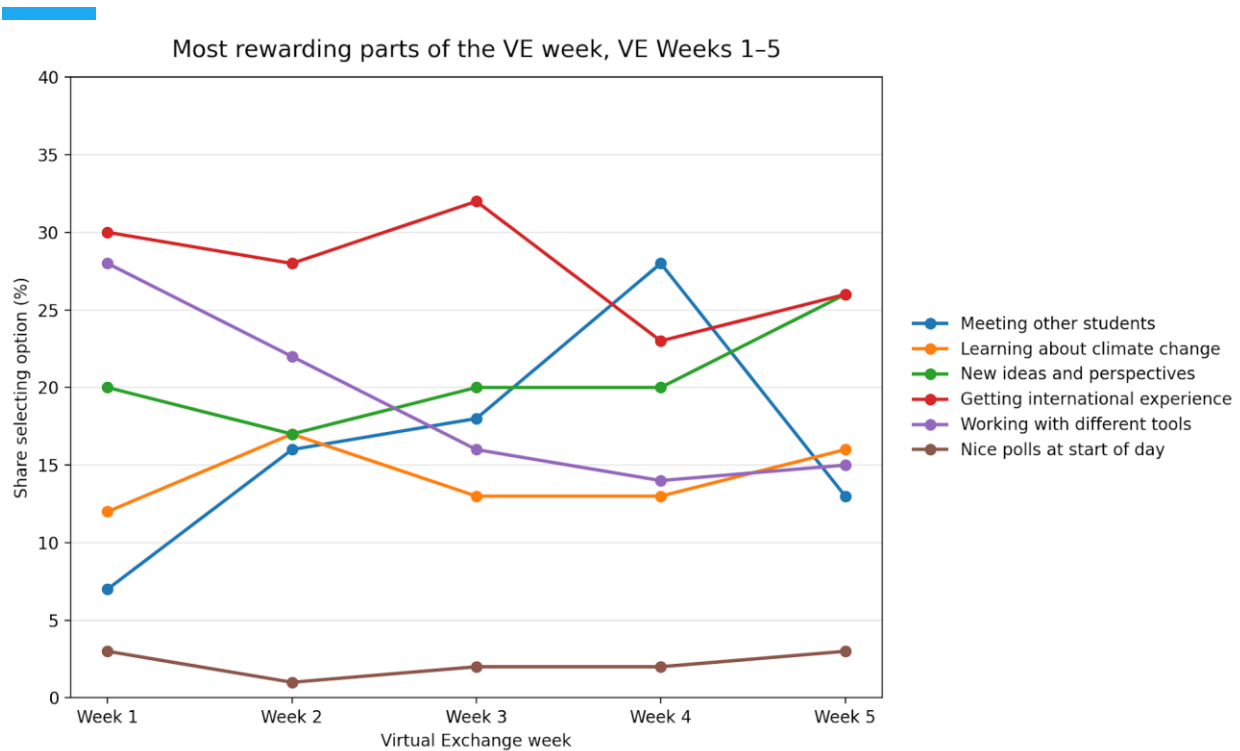


Figure 3.20: Most rewarding parts of the VE week; Weeks 1-5

“Nice polls at the start of each day” stayed very low, between 1% and 3%. The polls may have been useful for engagement, but they were not a main source of perceived reward.

Overall tendency: early weeks emphasized international experience and tools; later weeks placed more emphasis on meeting peers and gaining new ideas or perspectives.

Main cross-week tendencies

The strongest stable tendency is that the VE format was valued for international experience. This appears both as an expectation and as a rewarding outcome. Even when it was not the single top answer, it remained among the highest categories.

A second stable tendency is the central role of politicians and scientists in climate-change responsibility. Across all five weeks, participants consistently saw climate change as a problem requiring institutional action and scientific expertise.

The largest change is in how participants diagnosed the causes of climate change. Week 1 emphasized greed and selfishness, while Weeks 2, 3, and 5 emphasized dirty industries. Week 4 was distinctive because greed/selfishness rose sharply again.

Another clear shift appears in the perceived reward of the VE week. “Working with different tools” declined from 28% in Week 1 to 15% in Week 5, while “new ideas and perspectives” increased to 26% by Week 5. This suggests that over time, the VE experience may have become less tool-centred and more exchange-centred.

Week 4 is the most distinctive week overall. It had the highest endorsement of politicians and scientists as problem-solvers, a strong emphasis on greed/selfishness as a climate challenge, and the highest value placed on meeting other students. This combination suggests a cohort that was particularly focused on human, social, and institutional dimensions.

Week 5, by contrast, looks more idea-oriented. Participants strongly expected climate-change learning, selected dirty industries as the leading challenge, and identified new ideas and perspectives as one of the two most rewarding outcomes. This suggests a more conceptual or reflective experience.

Conclusion

Across the five VE weeks, the overall pattern remained consistent: participants valued climate-change learning and international experience, and they saw politicians and scientists as the main actors responsible for solving climate change. However, the emphasis shifted over time. Early results were more focused on tools and international exposure; later results gave more weight to interaction, ideas, and perspectives. The explanation of climate-change challenges also changed: Week 1 and Week 4 leaned more toward moral or behavioural causes such as greed and selfishness, while Weeks 2, 3, and 5 emphasized dirty industries more strongly.

4. Students' feedback

4.1. All-week tendency

The all-week student comparison is possible for two items: overall rating and intellectual challenge (Table 4.1). The response base increased substantially over time (Figure 4.1), from 97 in VE1 to 230 in VE5, with VE3 also having a large response base (195). Overall satisfaction followed a clear upward tendency from VE1 through VE5, interrupted only by a small dip in VE4. VE5 is the strongest overall student result: 70.0% gave the maximum rating of 5 and 97.4% gave 4 or 5 (Figure 4.2).

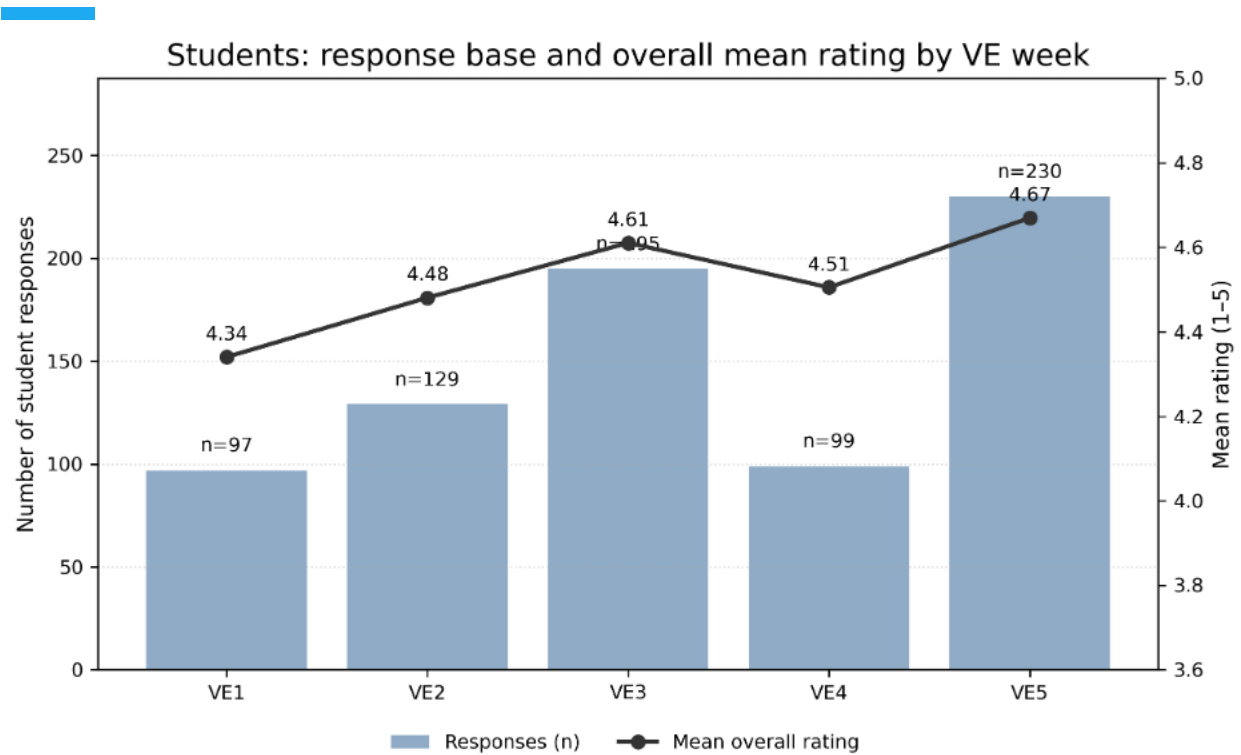


Figure 4.1: Student response base and mean overall rating by VE week. Mean scores are weighted averages.

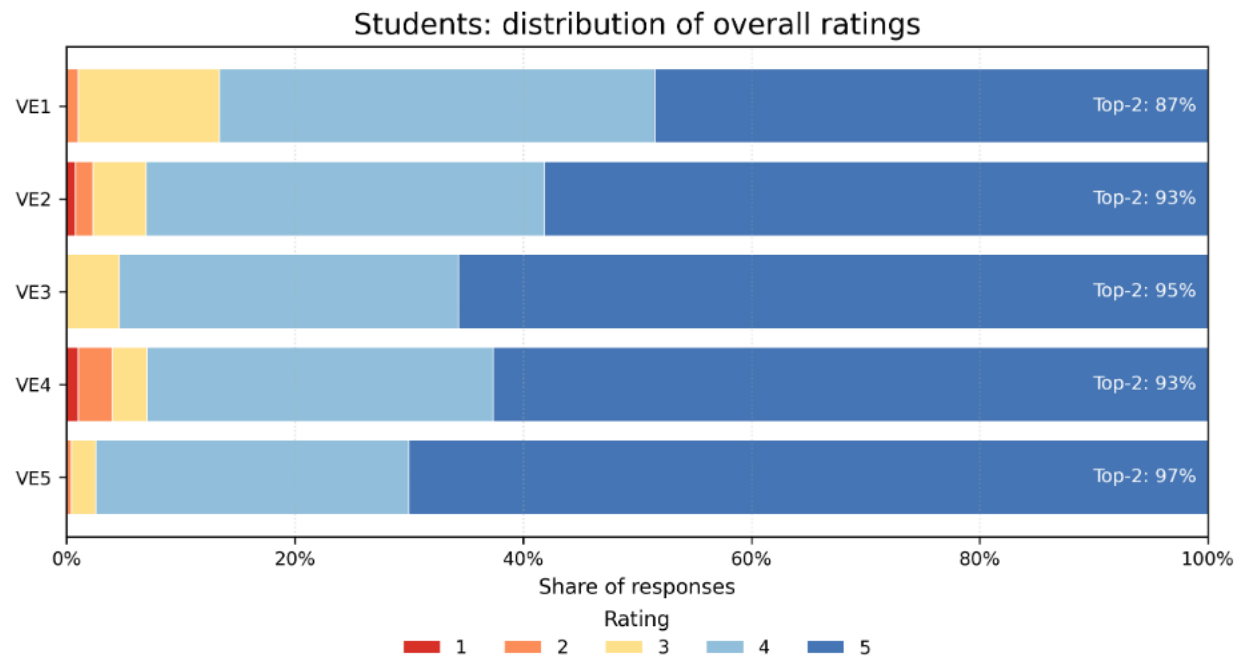


Figure 4.2: Student overall-rating distribution by VE week. Top-2 means ratings 4 or 5.

Table 4.1: Summary of two student items that are comparable across all five VE weeks.

Item	VE week	n	Mean	Top-2 (4 or 5)	Top-box (5)	Low (1 or 2)
Overall rating	VE1	97	4.34	86.6%	48.5%	1.0%
Overall rating	VE2	129	4.48	93.0%	58.1%	2.3%
Overall rating	VE3	195	4.61	95.4%	65.6%	0.0%
Overall rating	VE4	99	4.51	92.9%	62.6%	4.0%
Overall rating	VE5	230	4.67	97.4%	70.0%	0.4%
Intellectually challenging	VE1	97	3.82	69.1%	26.8%	11.3%
Intellectually challenging	VE2	129	4.05	73.6%	39.5%	7.0%
Intellectually challenging	VE3	195	4.10	81.0%	36.9%	5.6%
Intellectually challenging	VE4	99	4.03	73.7%	39.4%	7.1%
Intellectually challenging	VE5	230	4.07	75.7%	41.3%	7.8%

4.2. Intellectual challenge: positive but lower than overall satisfaction

The intellectual challenge item is the most stable “common denominator” diagnostic. It improved from VE1 (mean 3.82; 69.1% Top-2) to VE3 (mean 4.10; 81.0% Top-2), then remained close to 4.0 in VE4 and VE5 (Figure 4.3). The key pattern is a gap between overall satisfaction and perceived challenge: students liked the exchange more than they rated it as intellectually demanding. This is not negative, but it indicates room to calibrate academic challenge without losing the supportive exchange atmosphere.

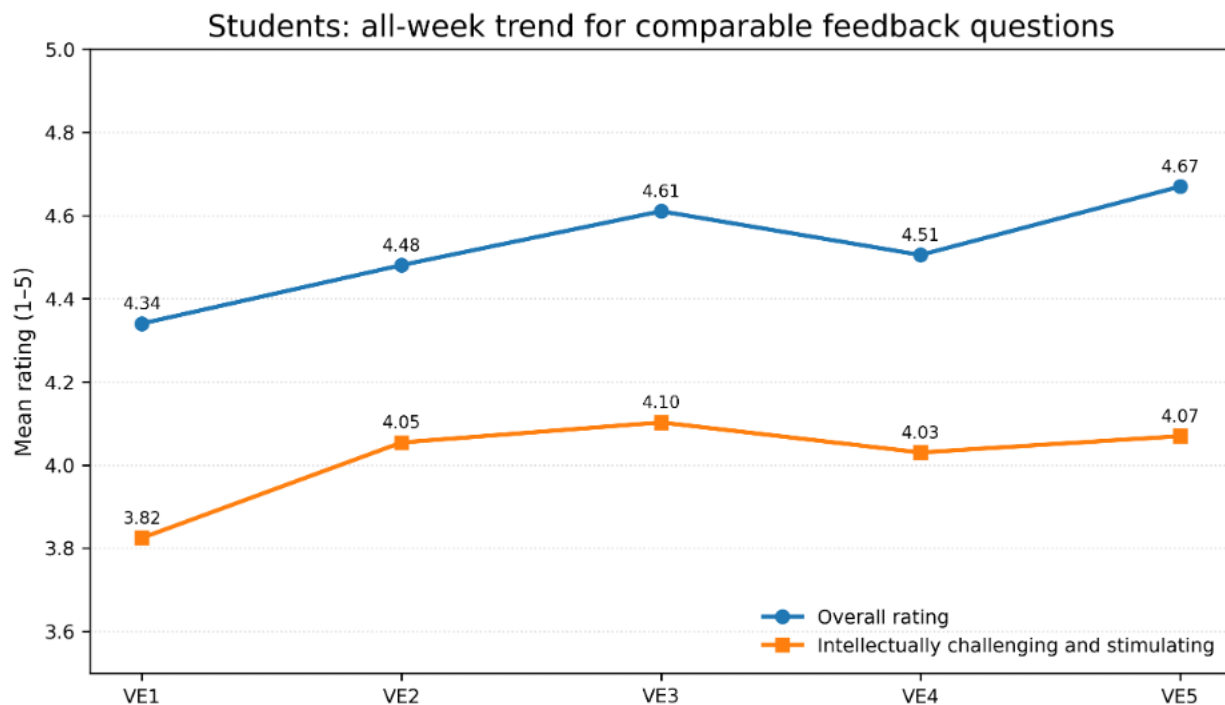


Figure 4.3: Student all-week trend for the two directly comparable feedback items.

4.3. Richer thematic comparison in VE1–VE3

The richer VE1–VE3 student instrument shows the structure behind the high overall ratings. The highest and most consistent area is moderation: safe sharing, moderator commitment and inclusion score around the upper end of the scale (Figure 4.4). Materials and organization are also robust, with materials preparation improving from 4.34 in VE1 to 4.54 in VE3. Interest in the different learning activities is consistently high; small-group discussions and the Climate Horizon exercise stand out as especially strong interactive components.

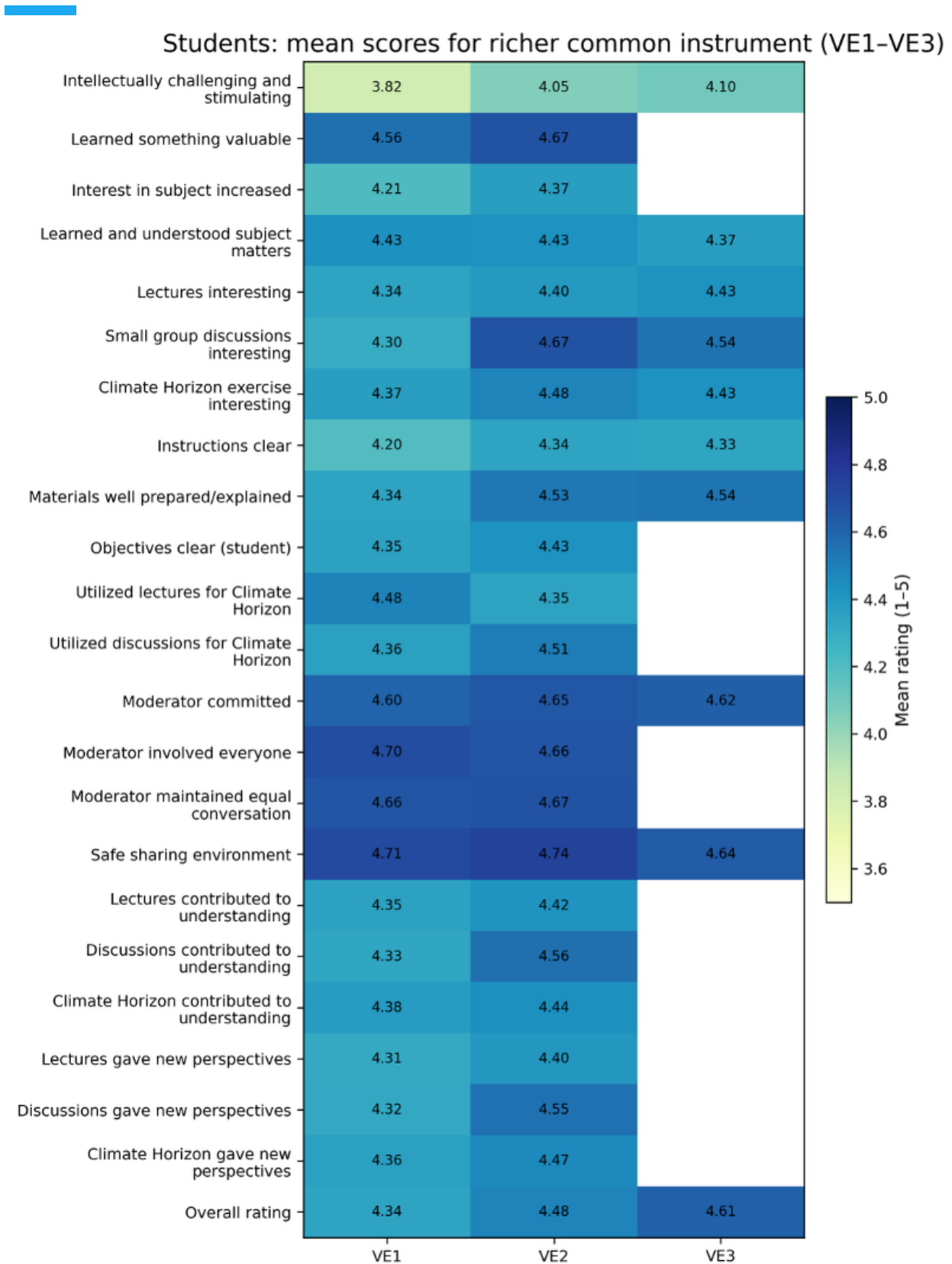


Figure 4.4: Student mean scores for the richer common instrument in VE1-VE3. Blank cells indicate items not asked in that VE week.

Activity-level pattern. The Top-2 shares for lectures, small-group discussions and the Climate Horizon exercise are high in all comparable weeks (Figure 4.5). VE2 is particularly strong for small-group discussions, while the Climate Horizon exercise remains consistently close to or above lectures. This supports the interpretation that students value the interactive and applied parts of the exchange, not only the lecture content.

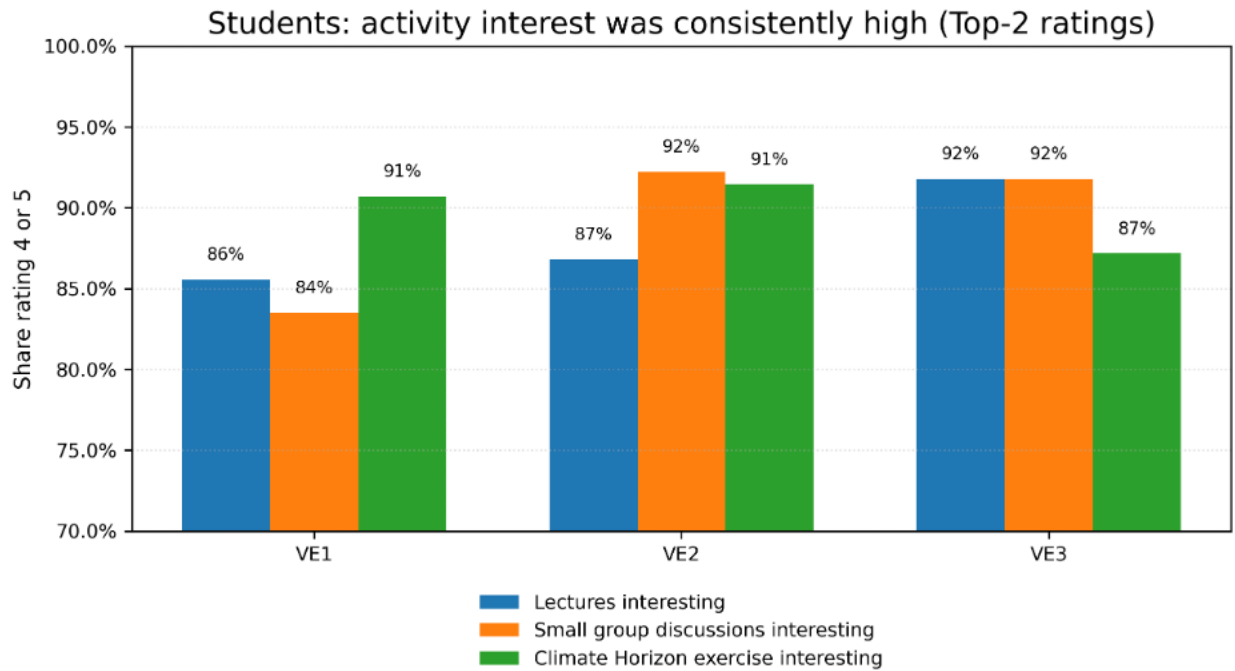


Figure 4.5: Student Top-2 ratings for interest in lectures, small-group discussions and the Climate Horizon exercise.

Moderation and safety. Student ratings of moderation are consistently among the highest in the whole dataset (Figure 4.6). Top-2 ratings for moderation items are typically above 93%, indicating that group facilitation and psychological safety are a central strength of the VE model.

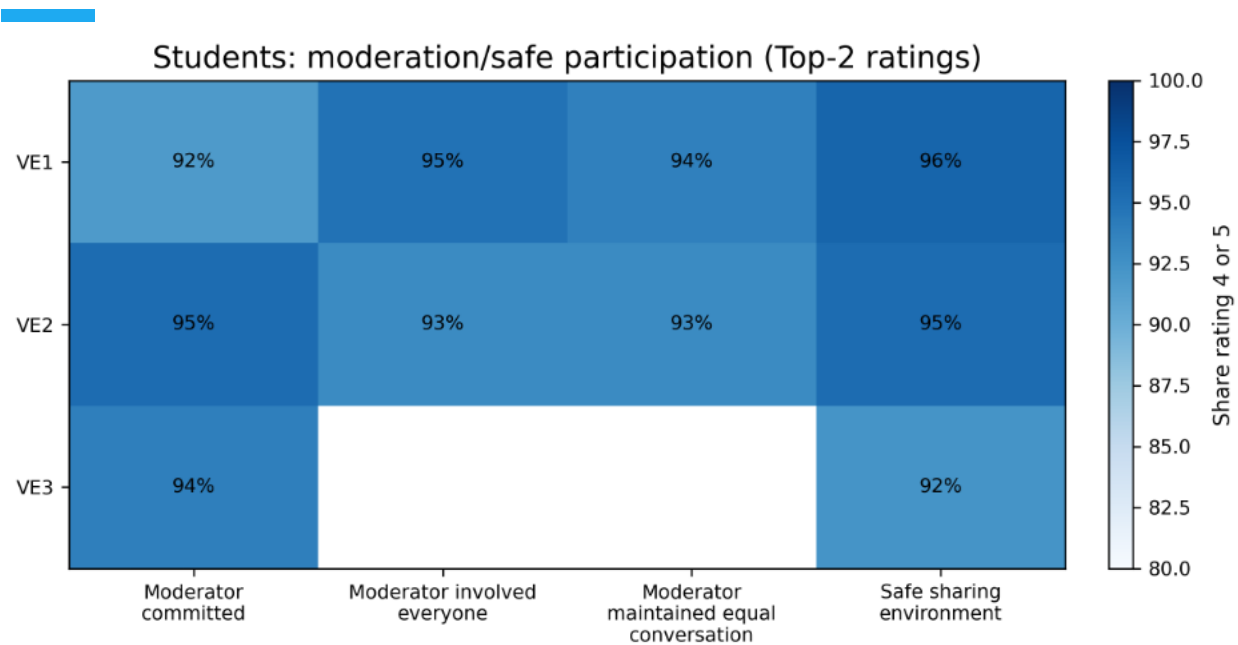


Figure 4.6: Student Top-2 ratings for moderation and safe participation.

Additional VE2-only insight. VE2 included reflection and social-presence items that were not available across all weeks. The social-presence items were strong on average (about 89.5% Top-2 across four items), while transformative-reflection items were more varied (about 69.9% Top-2 across eight items). That difference is expected: becoming aware of others’ perspectives is easier to endorse than changing one’s own habitual views or behavior.

4.4. General Comments

Counts in Table 4.2 show theme mentions in excerpted comments. Percentages show the share of excerpted comments for that role/week that mention the theme. Because comments are multi-coded, percentages within a column do not sum to 100%.

Table 4.2 Student coded theme counts and percentages

Theme	VE1 n	VE1 %	VE2 n	VE2 %	VE3 n	VE3 %
Outreach & awareness	4	40.0%	0	0.0%	0	0.0%
Course structure & instructions	3	30.0%	2	15.4%	0	0.0%
Lecture load & content focus	1	10.0%	4	30.8%	1	16.7%
Data/tools & scientific content	0	0.0%	2	15.4%	3	50.0%
Interaction & collaboration	2	20.0%	4	30.8%	5	83.3%
Group size/composition & inclusion	2	20.0%	1	7.7%	1	16.7%
English/language support	1	10.0%	3	23.1%	1	16.7%
International/cultural value	1	10.0%	3	23.1%	3	50.0%
Onboarding/platform/access	2	20.0%	3	23.1%	1	16.7%
Positive learning outcomes	1	10.0%	5	38.5%	0	0.0%

The students' comments show a gradual evolution in priorities across the three VE weeks (Figure 4.7, 4.8). VE1 comments focus on reaching participants and making the format easier to navigate. VE2 comments focus on lecture load, onboarding, English and the platform experience. VE3 comments focus most strongly on interaction, applied group work, cultural activities and local/real-life climate examples.

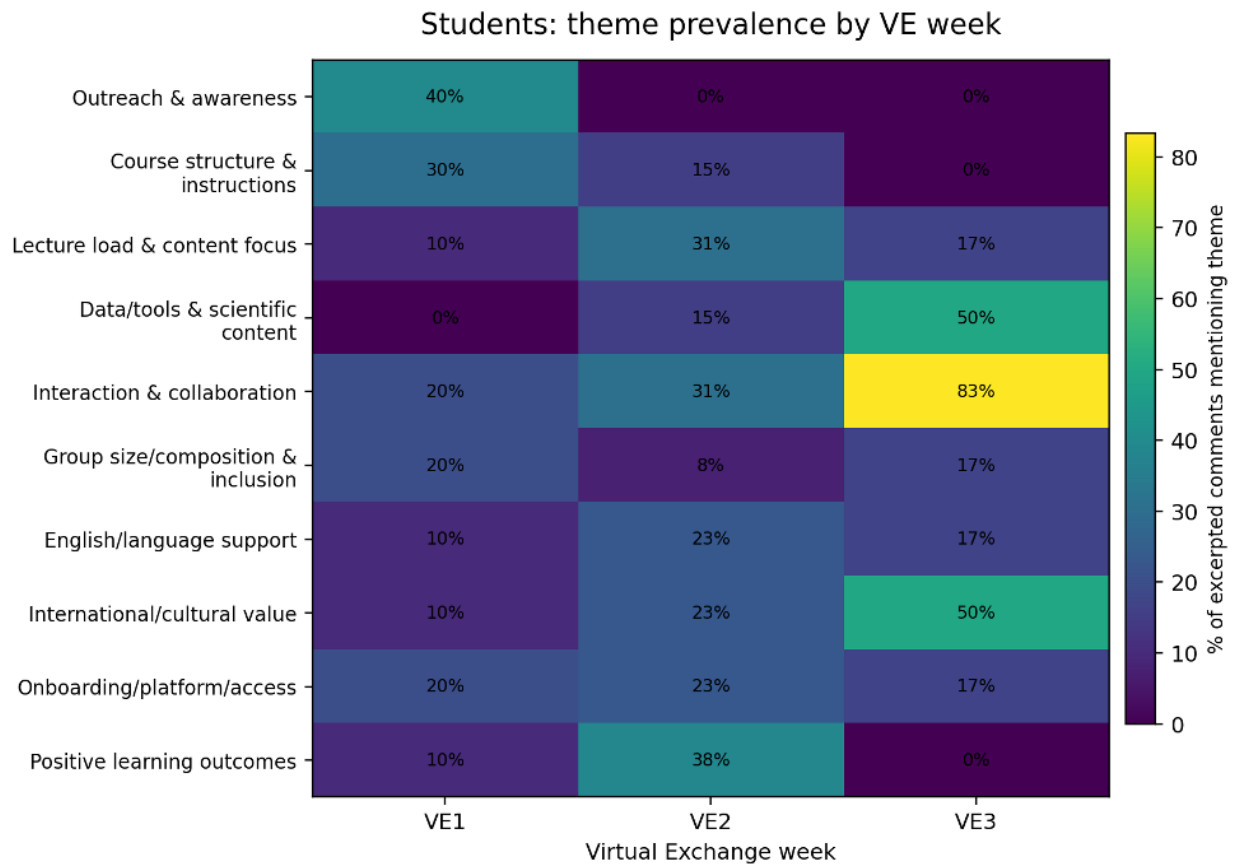


Figure 4.7: Student themes by VE week, normalized as a percentage of excerpted comments within each week.

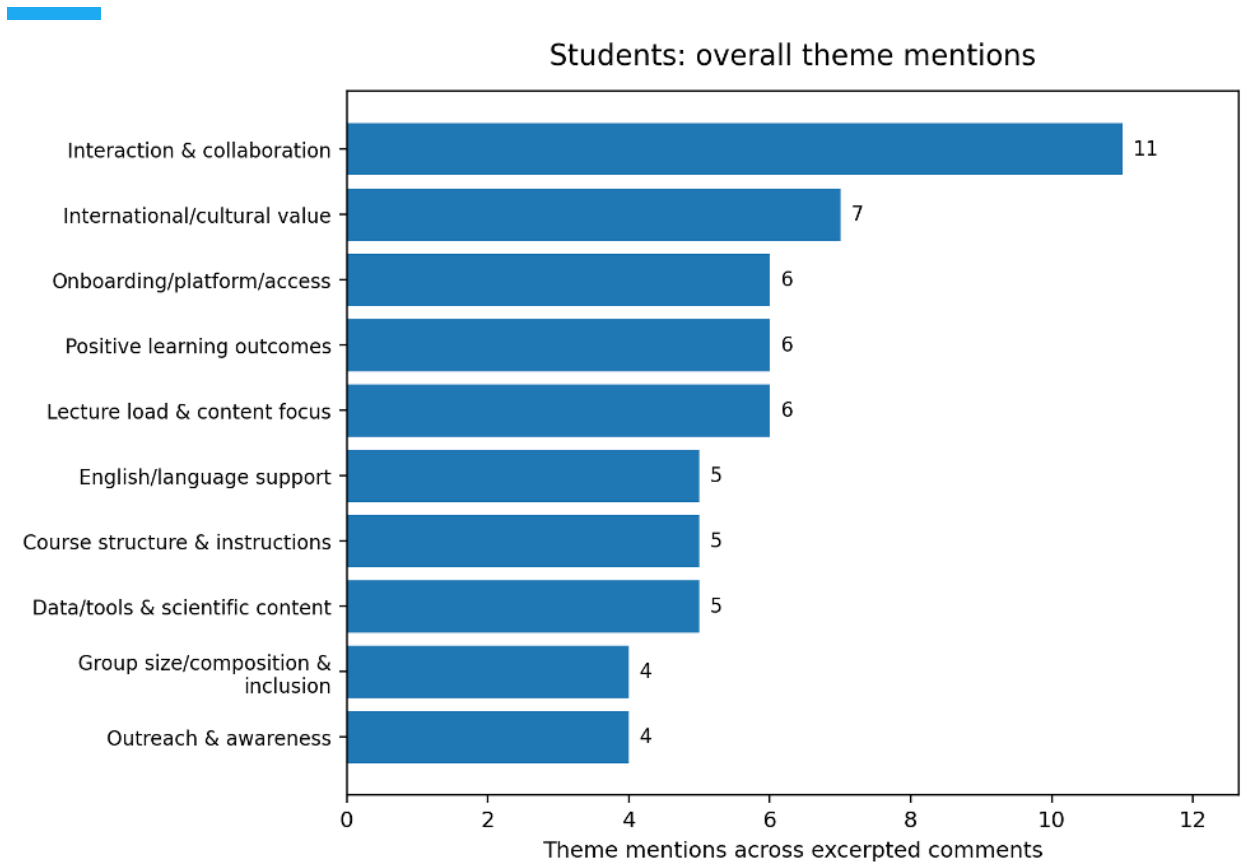


Figure 4.8: Overall student theme mentions across all excerpted comments.

Main tendencies among students

The analysis of student feedback across the Virtual Exchange Weeks reveals a gradual shift in priorities and expectations as the initiative evolved, while also highlighting several recurring themes that remained important throughout all implementation cycles.

During VEW1, student feedback was primarily focused on outreach and organisational aspects of the programme. Participants emphasised the importance of strengthening awareness and recruitment through social media campaigns, email reminders, promotional materials, student organisations, influencers and broader campus-level communication activities. Alongside these outreach-related suggestions, students identified a number of practical organisational challenges, including the need for clearer breakout-room structures, more explicit guidance regarding daily activities, improved scheduling of breaks and more effective group composition (Figure 4.9).

In VEW2, feedback increasingly concentrated on participant onboarding, information management and language-related aspects of the learning experience. Students frequently described the first day of activities as information-intensive and suggested that lectures and presentations should be more carefully curated, streamlined or provided in shorter and, where appropriate, pre-recorded formats. English-language proficiency emerged as both a challenge and a valuable learning opportunity. In addition, participants highlighted the importance of structured onboarding measures, including introductory videos, practical guidance materials and welcome activities designed to facilitate engagement from the outset.

By VEW3, student feedback demonstrated a stronger focus on collaboration, interaction and the practical application of climate-related knowledge. Participants expressed a clear preference for interactive group projects, live discussions, workshops, cultural exchange activities and learning experiences based on real-world case studies. Students also indicated a desire for greater integration of scientific data, local perspectives, expert interviews and comparative analyses in order to strengthen the relevance and impact of the Climate Horizon activities.

Across all Virtual Exchange Weeks, the quality of group interaction emerged as a consistently important factor influencing participant satisfaction and learning outcomes. Students repeatedly referred to issues related to group size, diversity, inclusiveness, comfort in communication and the overall quality of discussions. This suggests that the perceived value of the learning experience is closely linked to the extent to which groups are sufficiently populated, well-balanced and able to foster active and meaningful interaction among participants.

Students: selected theme trends

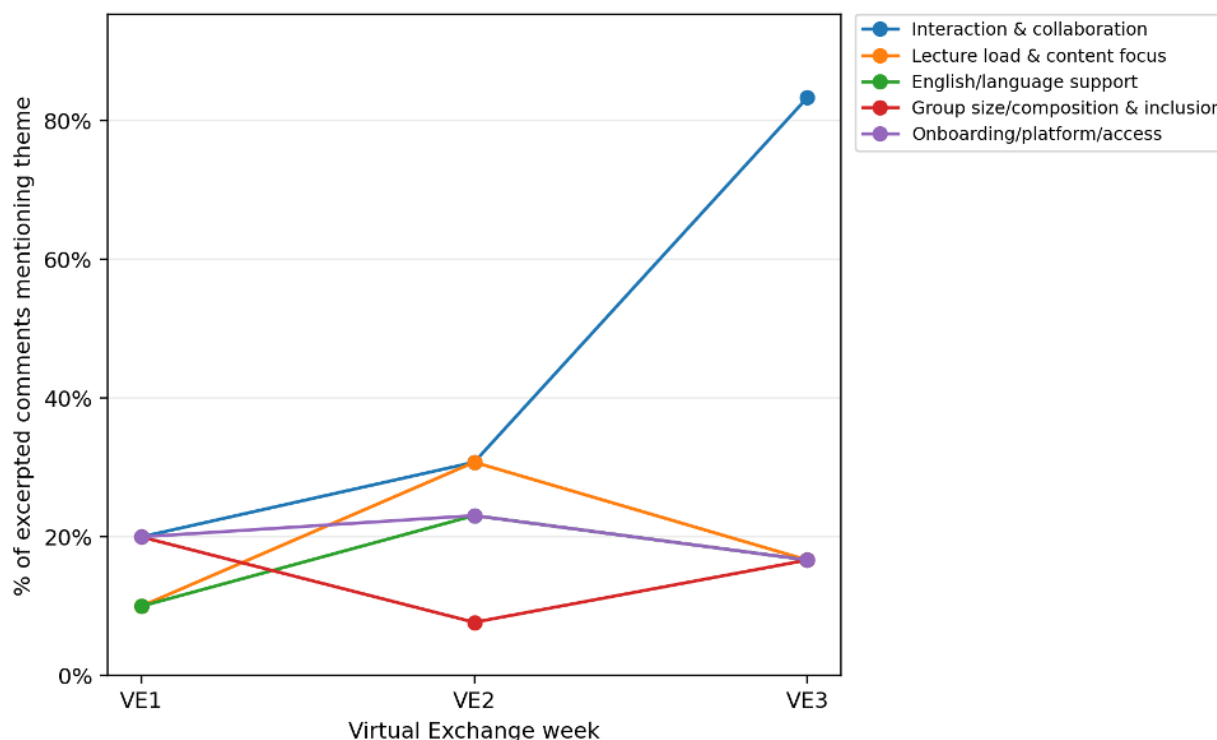


Figure 4.9: Selected student theme trends across VE1-VE3.

Conclusion

Overall student ratings improved from VE1 to VE5: the mean overall rating rose from 4.34 to 4.67, and the Top-2 share (means the share of responses rated 4 or 5) increased from 86.6% to 97.4%. The common “intellectually challenging and stimulating” item was positive but consistently lower than overall satisfaction, ranging from 3.82 to 4.10. This suggests that students were highly satisfied while perceiving the academic challenge as moderate-to-high rather than uniformly intense.

Because VE4 and VE5 used a shorter questionnaire, all-week comparisons use only identical or directly comparable questions; the richer thematic comparison (VE1-VE3 instrument) is restricted mainly to VE1-VE3. Across the richer VE1-VE3 instrument, the strongest recurring student theme is moderation and safe participation. Items on moderator commitment, equal participation and safe sharing were among the highest-scoring areas. Activity-related items were also strong: lectures, small-group discussions and the Climate Horizon exercise were consistently rated as interesting, with small-group and Climate Horizon items often at or above lecture-related ratings.

5. Moderators' feedback

5.1. All-week tendency

Moderator overall ratings are high in every VE week, but they do not show the same upward trend as student ratings. The mean stays between 4.35 and 4.59 (Figure 5.1). VE4 is the strongest moderator week by both mean rating and Top-2 share. VE5 is lower than VE4, but still highly positive, with 88.5% Top-2 overall rating (Figure 5.2). The feedback response base for moderator feedback questions is smaller than for students, so one or two responses can visibly move the mean (Table 5.1).

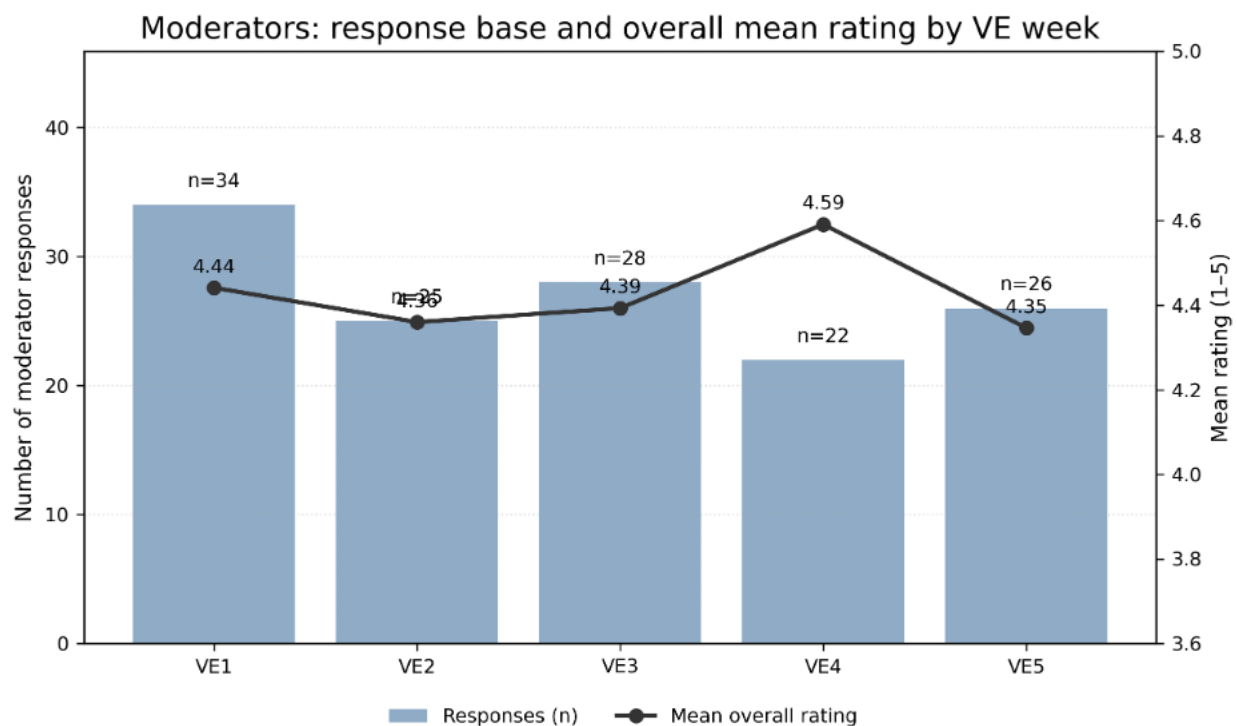


Figure 5.1: Moderator response base and mean overall rating by VE week. Mean scores are weighted averages.

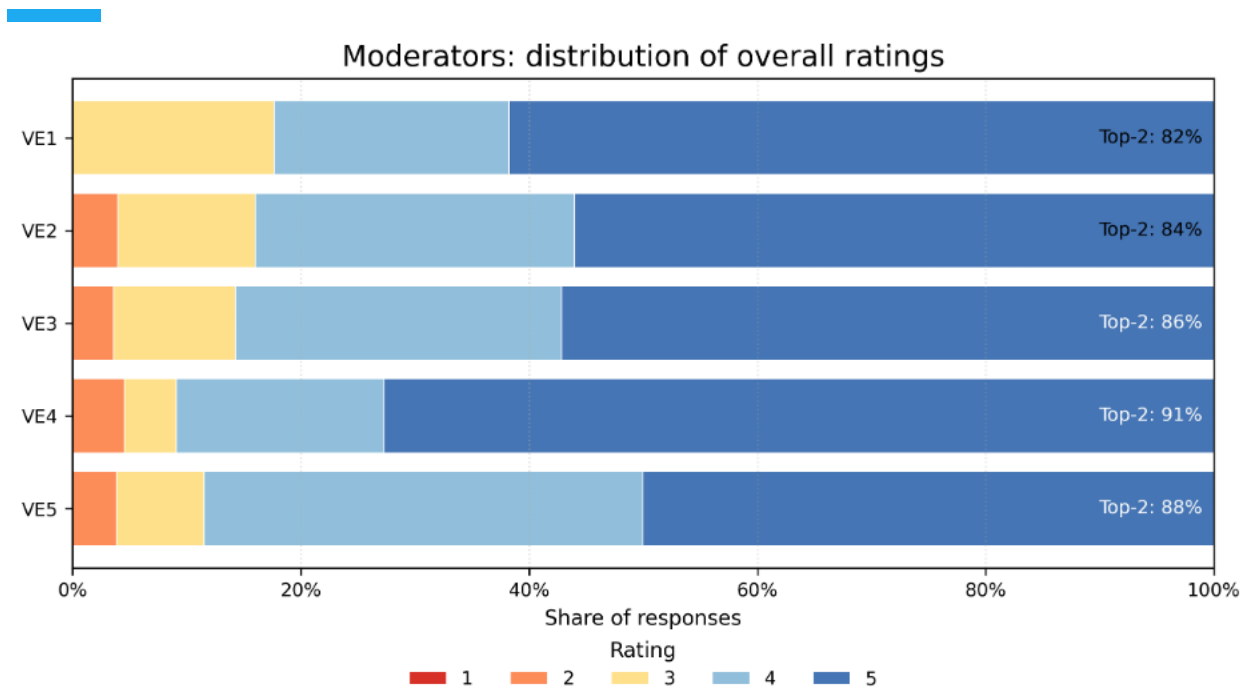


Figure 5.2: Moderator overall-rating distribution by VE week.

Table 5.1: Summarizes the two moderator items that are comparable across all five VE weeks.

Item	VE week	n	Mean	Top-2 (4 or 5)	Top-box (5)	Low (1 or 2)
Overall rating	VE1	34	4.44	82.4%	61.8%	0.0%
Overall rating	VE2	25	4.36	84.0%	56.0%	4.0%
Overall rating	VE3	28	4.39	85.7%	57.1%	3.6%
Overall rating	VE4	22	4.59	90.9%	72.7%	4.5%
Overall rating	VE5	26	4.35	88.5%	50.0%	3.8%
Students learned from lectures	VE1	34	4.47	97.1%	50.0%	0.0%
Students learned from lectures	VE2	25	4.52	92.0%	60.0%	0.0%
Students learned from lectures	VE3	28	4.57	92.9%	64.3%	0.0%
Students learned from lectures	VE4	22	4.64	95.5%	68.2%	0.0%
Students learned from lectures	VE5	26	4.19	88.5%	53.8%	11.5%

5.2. Student learning from lectures

Moderators consistently judged that students learned from lectures. The mean increased from 4.47 in VE1 to 4.64 in VE4 (Figure 5.3). VE5 is the only clear break in this pattern: the mean falls to 4.19 because three of 26 responses gave a rating of 1. Since the Top-2 share remains 88.5%, the VE5 issue is not broad dissatisfaction but a minority of strongly negative judgements. This may be worth checking qualitatively against moderator comments, lecture topics, attendance, or technical/organizational issues in VE5.

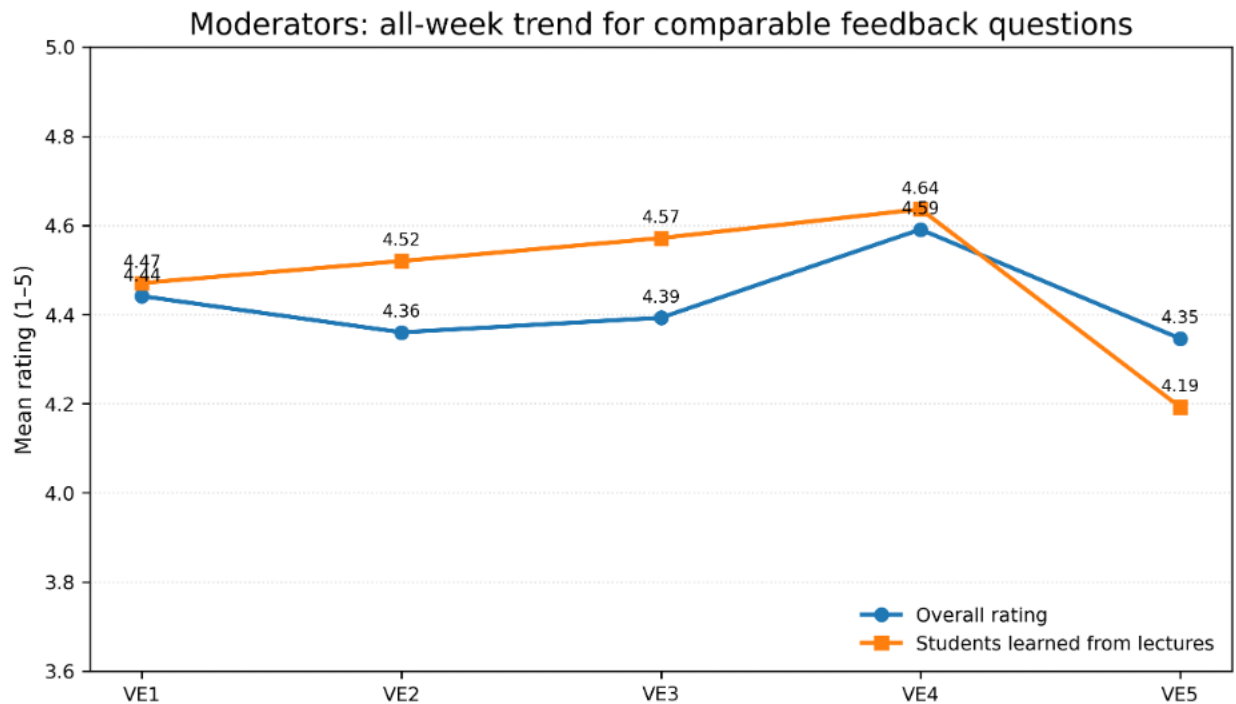


Figure 5.3: Moderator all-week trend for overall rating and perceived student learning from lectures.

5.3. Richer thematic comparison in VE1–VE3

In the richer VE1–VE3 moderator instrument, three patterns are visible. First, perceived student learning is consistently high, especially for lectures and the Climate Horizon exercise (Figure 5.4). Second, materials are a durable strength, staying around 4.5 in every comparable week. Third, social presence is the most mixed area: online interaction and the online medium as a social space score below the learning and materials items.

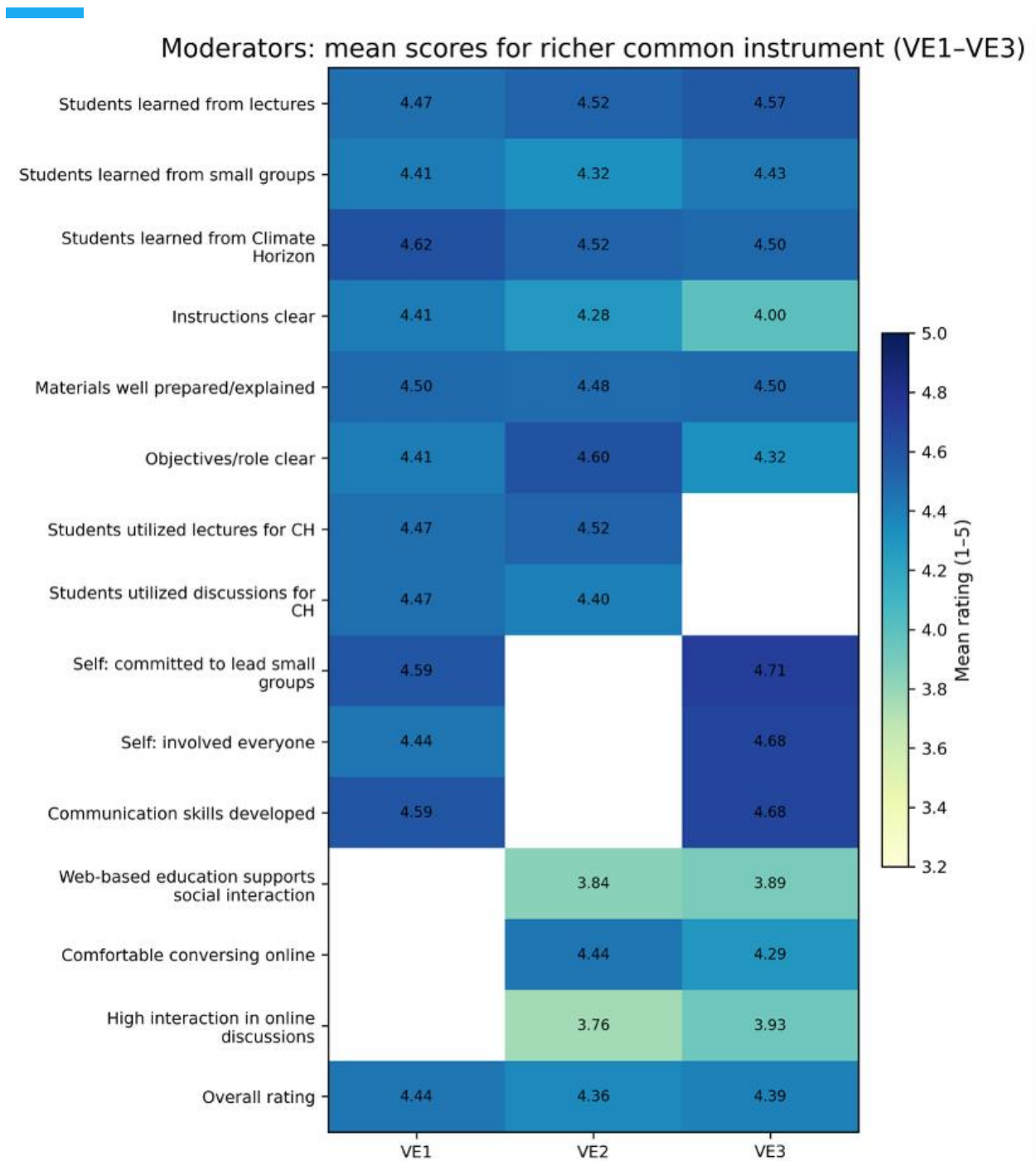


Figure 5.4: Moderator mean scores for the richer common instrument in VE1–VE3. Blank cells indicate items not asked in that VE week.

Learning-by-activity pattern. Moderators rated learning from lectures, small groups and the Climate Horizon exercise positively. The Climate Horizon item has very high mean scores, but its Top-2 share falls in VE3 because more moderators used the middle rating 3, not because low ratings increased (Figure 5.5).

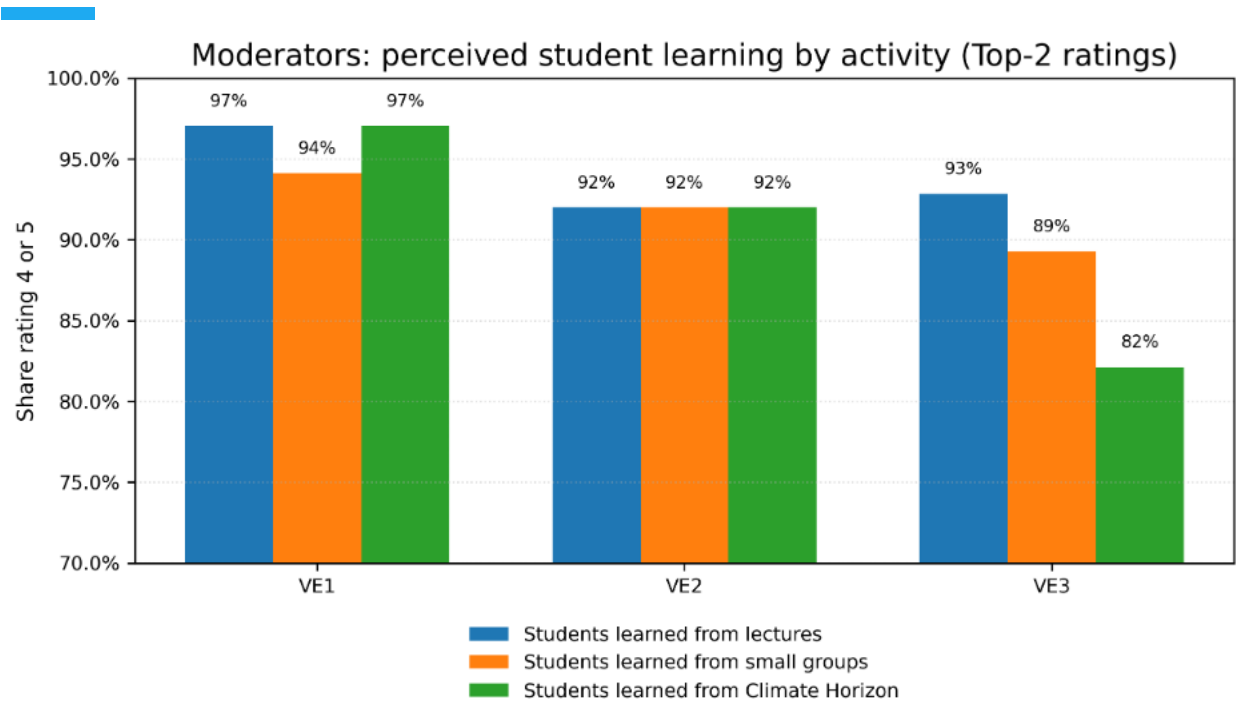


Figure 5.5: Moderator Top-2 ratings for perceived student learning by activity.

Social presence as a watch point. Moderator social-presence ratings are more cautious than student ratings. In VE2 and VE3, comfort with online conversation remains relatively high, but the broader claims that web-based education is an excellent medium for social interaction and that online discussions had a great deal of interaction receive lower Top-2 shares (Figure 5.6). This suggests that the exchange design works well pedagogically, while the online social environment may need more explicit facilitation and interaction design.

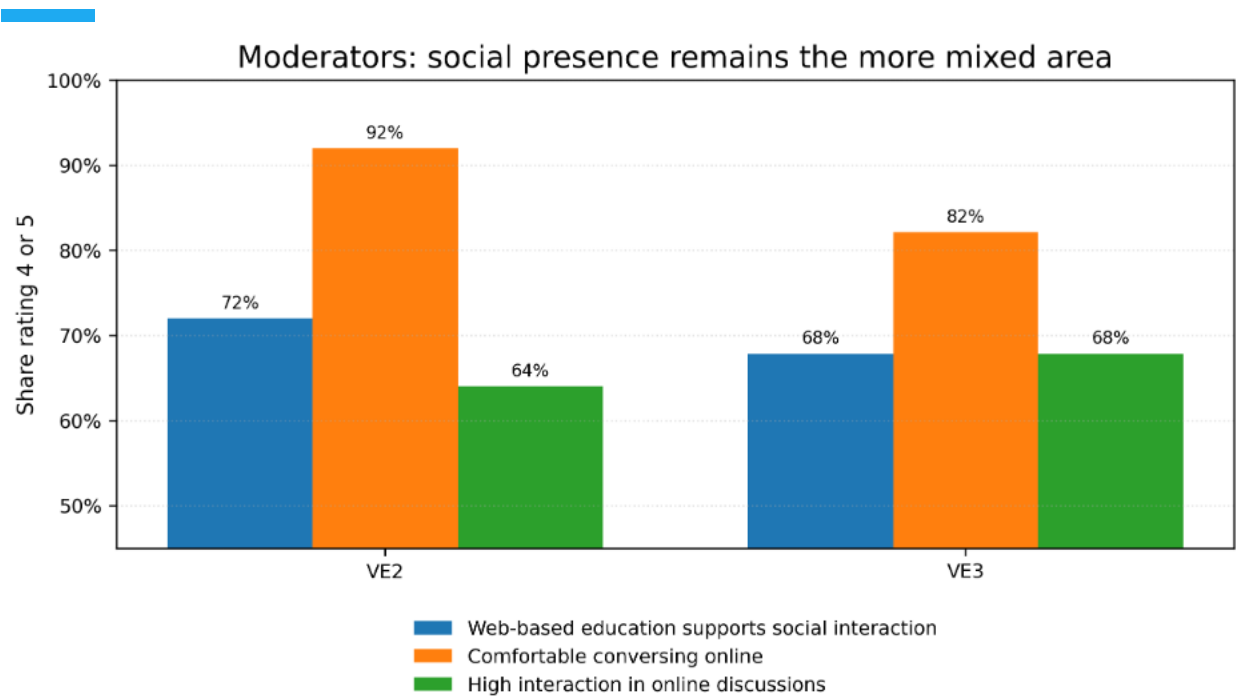


Figure 5.6: Moderator Top-2 ratings for selected social-presence items in VE2–VE3.

5.2. General Comments

Counts in the Table 5.2 show theme mentions in excerpted comments. Percentages show the share of excerpted comments for that role/week that mention the theme. Because comments are multi-coded, percentages within a column do not sum to 100%.

Table 5.2: Moderator coded theme counts and percentages

Theme	VE1 n	VE1 %	VE2 n	VE2 %	VE3 n	VE3 %
Moderator training & readiness	6	60.0%	4	14.8%	6	54.5%
Tools/data/Climate Horizon prep	4	40.0%	8	29.6%	3	27.3%
Instructions/material clarity	0	0.0%	6	22.2%	2	18.2%
Interaction/engagement facilitation	4	40.0%	4	14.8%	6	54.5%
Group size/attendance/dropout	1	10.0%	5	18.5%	3	27.3%
English/language support	2	20.0%	6	22.2%	1	9.1%
Lecture/content pacing & alignment	2	20.0%	3	11.1%	2	18.2%
Recruitment/institutional channels	0	0.0%	7	25.9%	0	0.0%
International/interdisciplinary value	0	0.0%	1	3.7%	0	0.0%
Positive/professional value	2	20.0%	6	22.2%	0	0.0%

Moderator feedback is more operational and facilitation-focused than student feedback. Moderators repeatedly connect student experience to the quality of preparation: familiarity with tools, understanding of the Climate Horizon exercise, clarity of responsibilities, ability to manage discussion, and protocols for small or silent groups (Figure 5.7, 5.8).

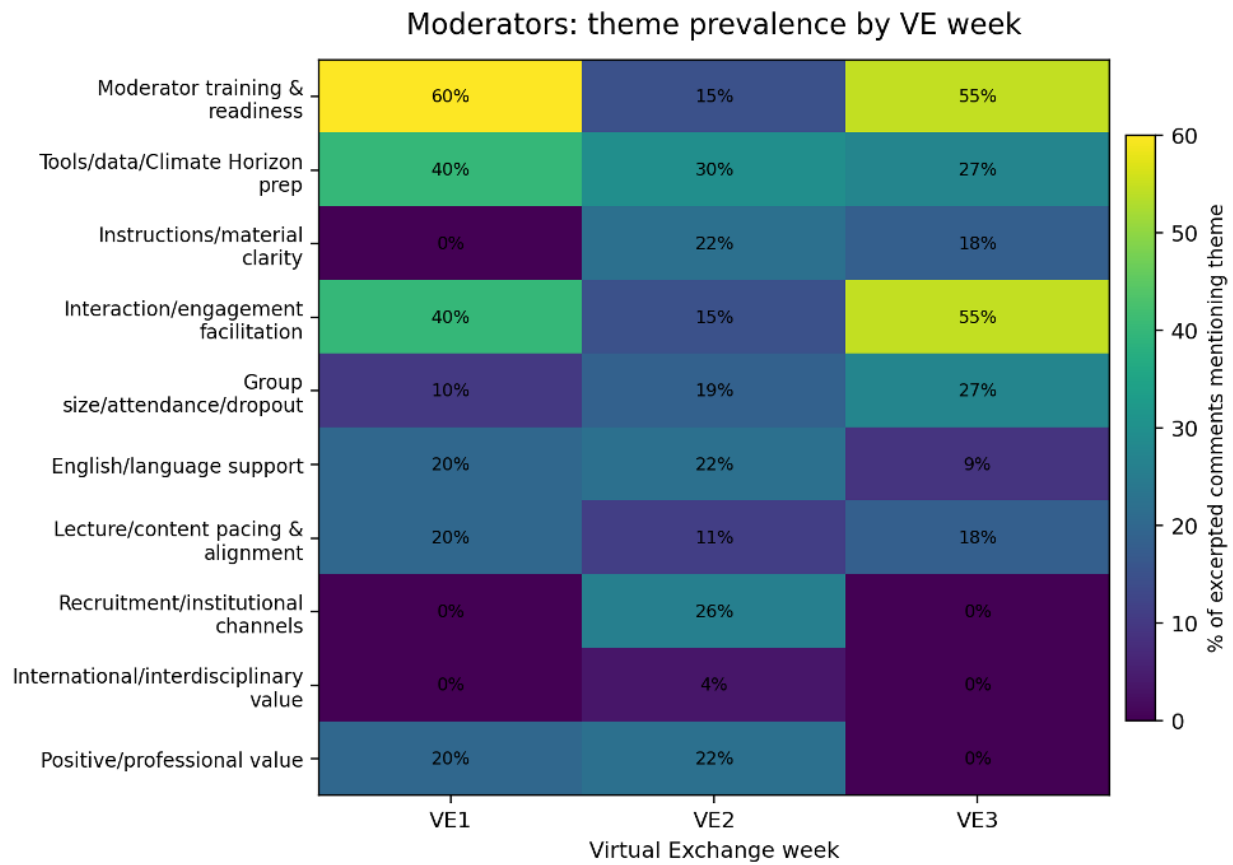


Figure 5.7: Moderator themes by VE week, normalized as a percentage of excerpted comments within each week.

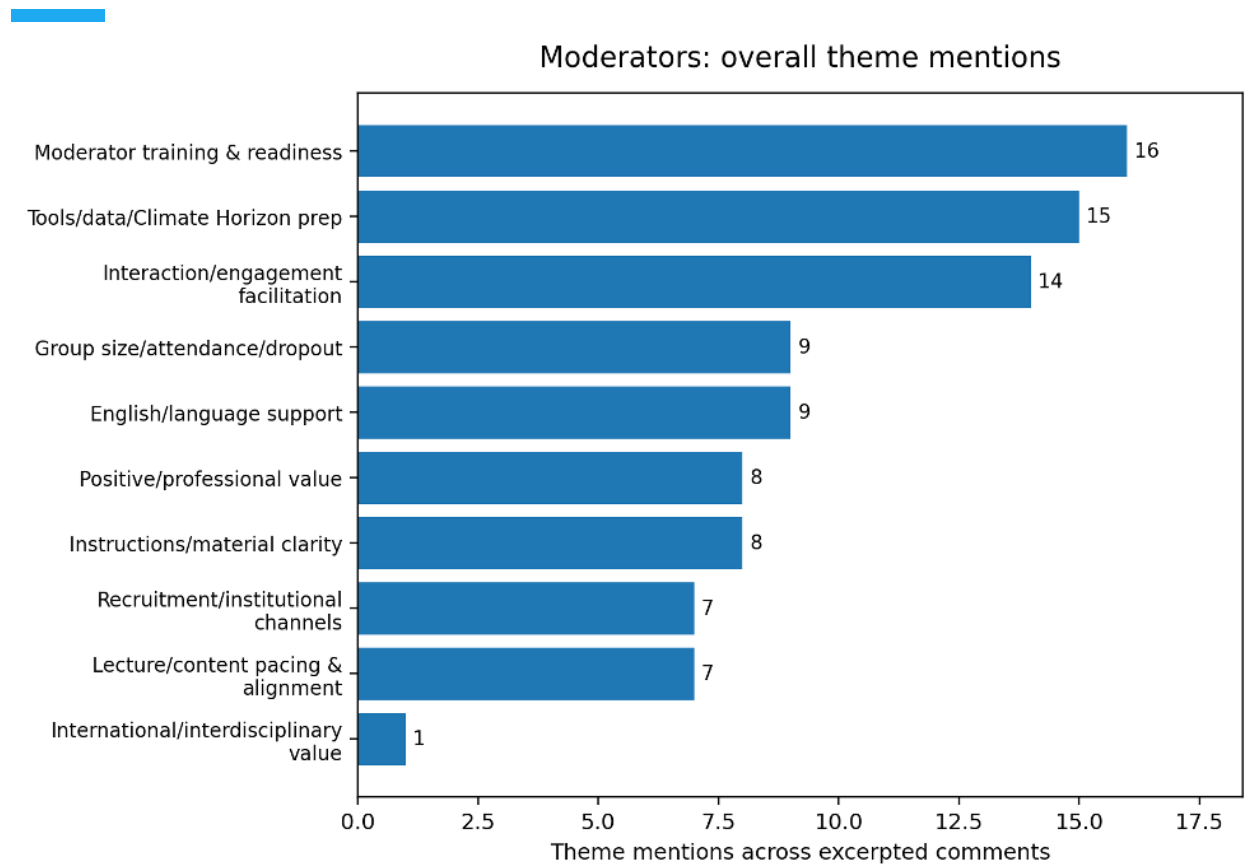


Figure 5.8: Overall moderator theme mentions across all excerpted comments.

Main tendencies among moderators

The analysis of moderator feedback across the Virtual Exchange Weeks reveals a consistent emphasis on preparation, facilitation capacity and participant engagement, while also highlighting evolving needs related to tools, instructional design and moderator support.

During VEW1, moderator feedback focused primarily on practical preparation for their facilitation role (Figure 5.9). Participants expressed a need for more hands-on training with the digital tools used during the programme, greater familiarity with lecture content and additional opportunities to practice using collaborative platforms such as Miro. Moderators also highlighted the importance of developing social facilitation skills in order to manage discussions effectively and encourage participation. Reflections collected after the Virtual Exchange Week further identified challenges related to language barriers, limited student participation and the presence of silent or less engaged participants during group activities.

In VEW2, moderator feedback shifted towards issues of operational clarity, tools and programme design. Moderators requested a more precise definition of their roles and responsibilities, additional preparation related to data analysis tools and clearer explanations of the objectives and expected outcomes of the Climate Horizon exercise. Suggestions also included improvements to supporting materials, the use of simpler and more accessible English-language instructions and more effective group allocation procedures. In addition, VEW2 generated a notable volume of feedback related to moderator recruitment and the processes used to attract and prepare facilitators.

During VEW3, moderator feedback once again emphasised preparedness and participant engagement as key priorities. Moderators recommended the introduction of short assessments or quizzes following preparation sessions to reinforce learning and confirm readiness. They also called for more detailed demonstrations of digital tools, mock facilitation sessions and clearer, more concise instructions. Particular attention was given to strengthening the alignment between lectures, digital tools, group discussions and the Climate Horizon exercise in order to create a more coherent learning experience. Moderators additionally identified the need for more effective strategies to maintain participant motivation and engagement throughout the programme.

Across all Virtual Exchange Weeks, moderator feedback consistently indicates that participant engagement should be understood as a product of programme design rather than solely as an individual responsibility of students. The comments suggest that participation levels are strongly influenced by factors such as language confidence, group size and composition, clarity of tasks and instructions, moderator preparedness and the availability of appropriate facilitation methods and digital tools. These findings underline the importance of providing moderators with comprehensive training and support structures that enable them to create inclusive, interactive and engaging learning environments.

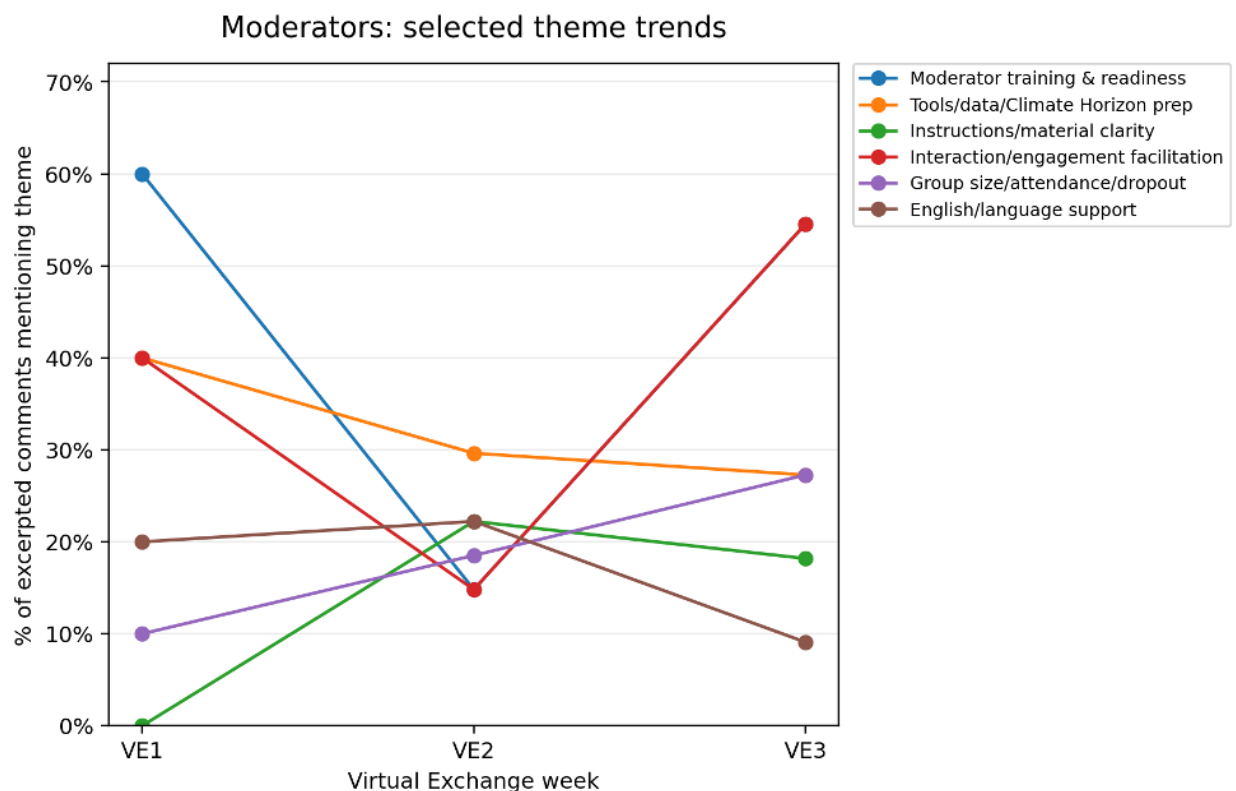


Figure 5.9: Selected moderator theme trends across VE1-VE3.

Conclusion

Moderator overall ratings were high and fairly stable, with means from 4.35 to 4.59 and Top-2 ratings (means the share of responses rated 4 or 5) from 82.4% to 90.9%. Moderators consistently

judged that students learned from lectures, but VE5 shows a visible split: while 88.5% still rated this item 4 or 5, three responses rated it 1, lowering the mean to 4.19.

Moderators rated student learning, materials and their own facilitation very positively. The more mixed area is social presence: online interaction, community and the online medium as a social environment scored below learning and organization items in VE2–VE3. Instructions and role clarity also deserve attention, especially because moderator ratings for instruction clarity fell to 4.00 in VE3.

5.3. Comparative analysis of moderators' interviews after Virtual Exchange weeks

Method and reading guide

The interview summary was analysed as qualitative evaluation evidence. Responses were compared across moderators and questions, then coded into recurring themes (Table 5.3). The figures use interpretive qualitative coding, not survey statistics: 0 = absent, 1 = mentioned or implied, and 2 = central, repeated, or strongly emphasized by the moderator.

The coding deliberately separates positive assessments of the existing training from needs for refinement. This matters because several moderators described the training as sufficient while also naming specific additions that would make moderation smoother and less stressful.

Table 5.3: Codebook used for the figures

Code	Meaning
Training adequate / baseline works	Moderator perceived the training package as broadly sufficient, accessible, and useful for starting the VE week.
Additional self-learning or review	Moderator reported needing extra study, review, note-taking, platform navigation, or learning during the VE week.
Tool / task guidance needed	Moderator identified need for clearer explanation or hands-on practice with tools or data-related tasks.
Climate Horizon / assignment guidance	Moderator emphasized the Climate Horizon task, assignment logic, or guidance on how to support students in it.
Moderation & group facilitation	Moderator emphasized schedule keeping, inclusion, friendly atmosphere, prepared questions, leadership, or managing group dynamics.
Material organization / checklist / support	Moderator asked for better organized materials, checklist use, Q&A, support procedures, or easier retrieval of examples.
International / interdisciplinary value	Moderator valued mixed-country, mixed-background, or non-natural-science interaction and learning from diversity.
Future professional benefit / confidence	Moderator recognized transferable future value: teaching, cooperation, tools, leadership, communication, or self-confidence.

Figure 5.10: shows that the strongest common threads are moderation/facilitation and future professional value, while the main variation is in how much support moderators needed for tools, assignments, and material organization.

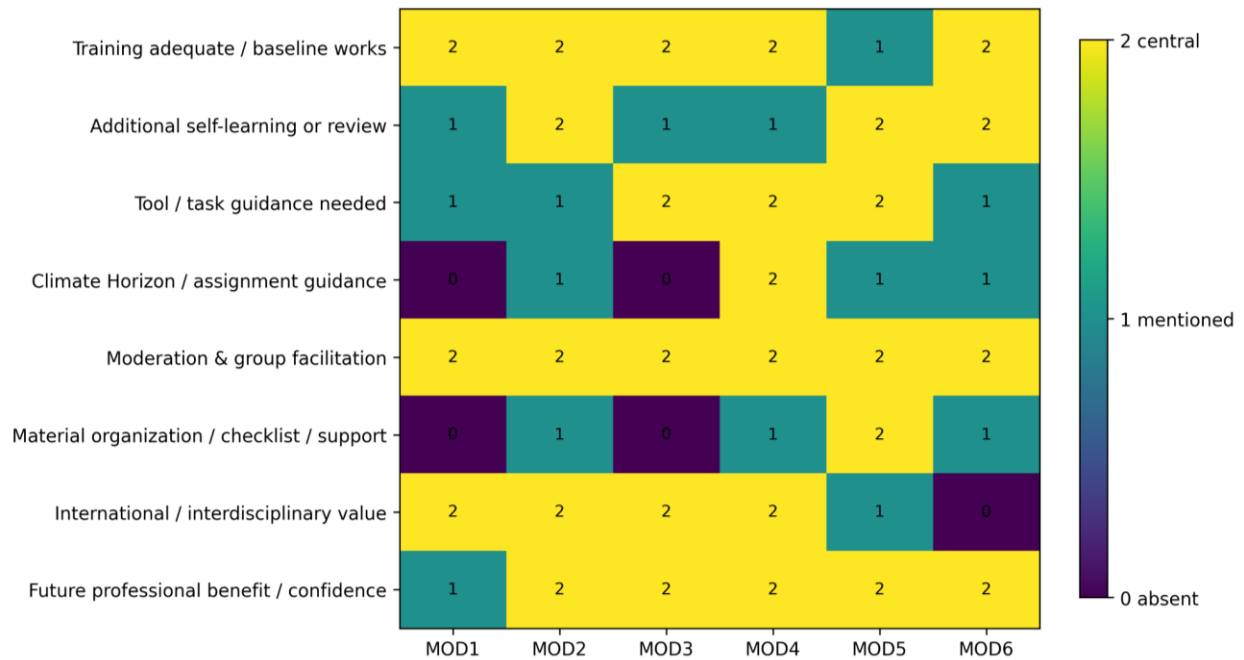


Figure 5.10: Coded intensity of recurring themes by moderator.

Figure 5.11: summarizes cross-moderator commonalities. Several themes appear across almost all interviews, confirming that the interviews point to systemic tendencies rather than isolated individual concerns.

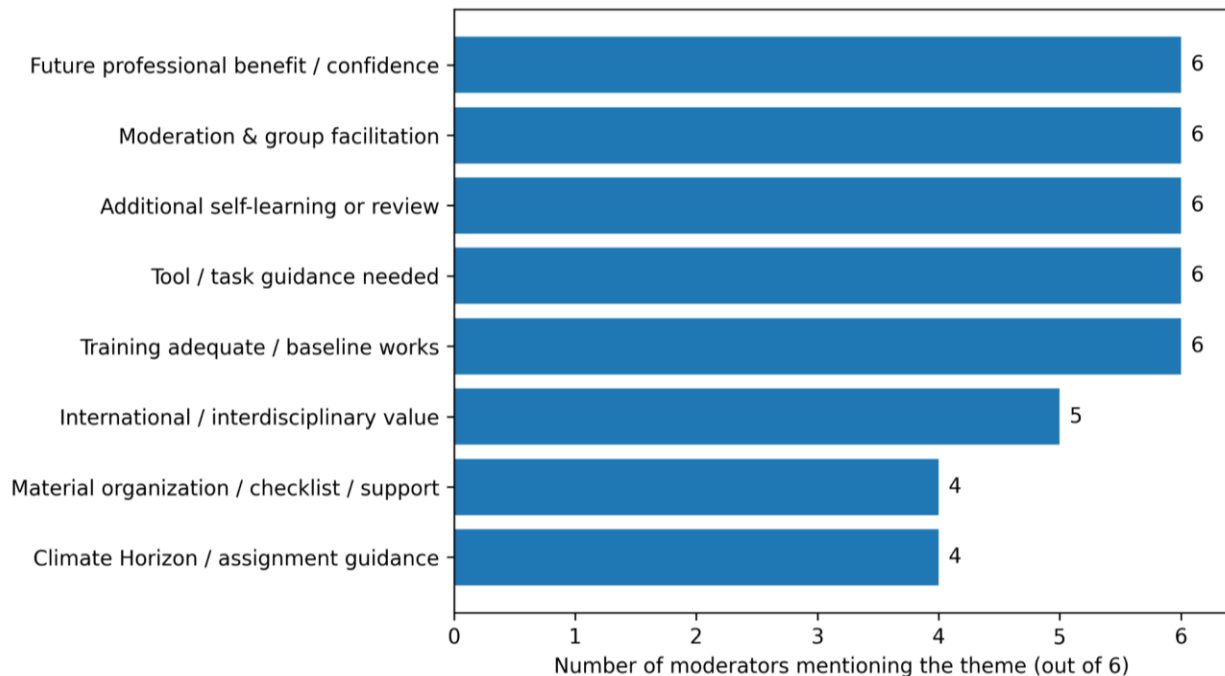


Figure 5.11: Commonalities across moderators interview.

Figure 5.12: converts the interviews into priority improvement areas. The highest-priority refinements are practical rather than conceptual: hands-on tool rehearsal, clearer task guidance, role practice, and better material navigation.

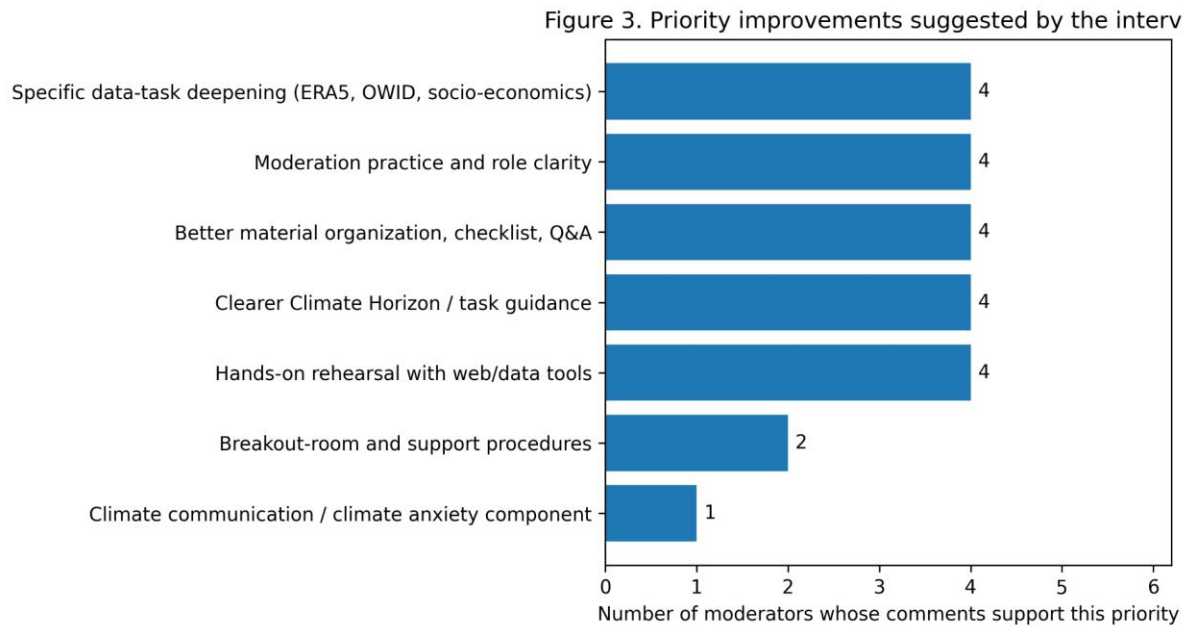


Figure 5.12: Priority improvements suggested by the interviews.

Figure 5.13: shows that different moderators pointed to different concrete gaps, so the training design should include both general modules and optional tool-/role-specific support.

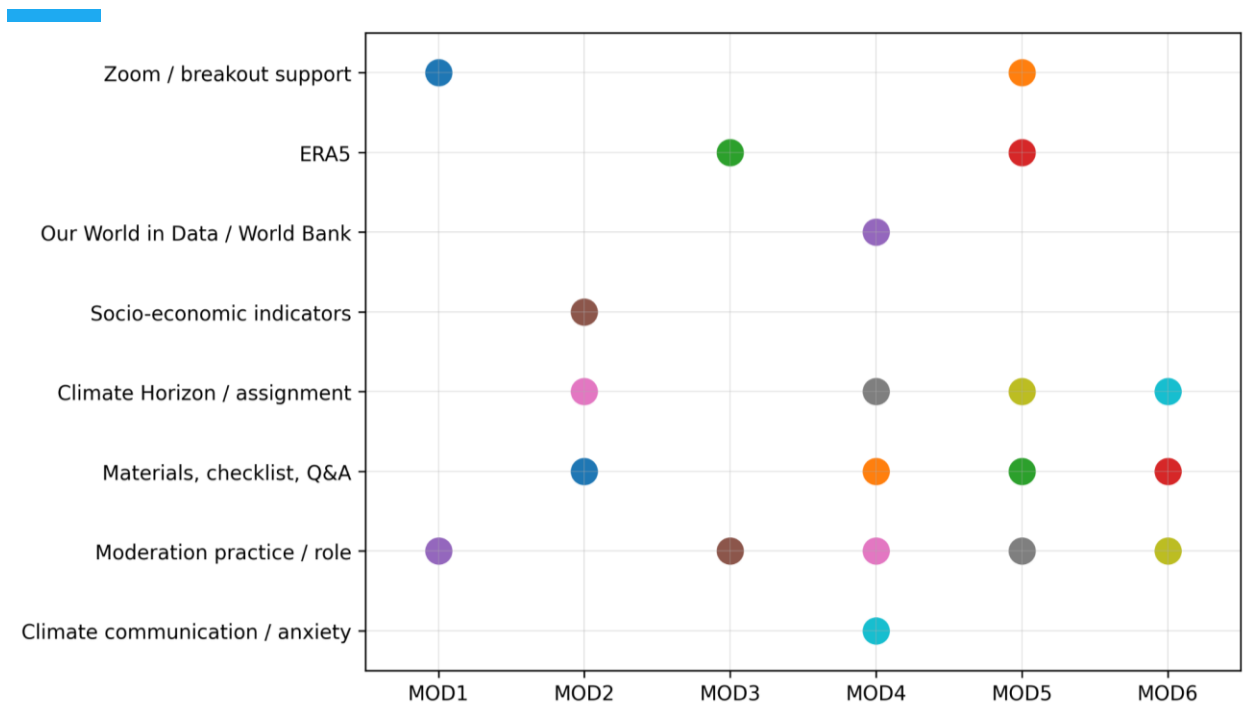


Figure 5.13: Which moderators pointed to which improvement areas.

Figure 5.14: shows that moderators saw the VE experience as professional development, not only as a content-delivery exercise.

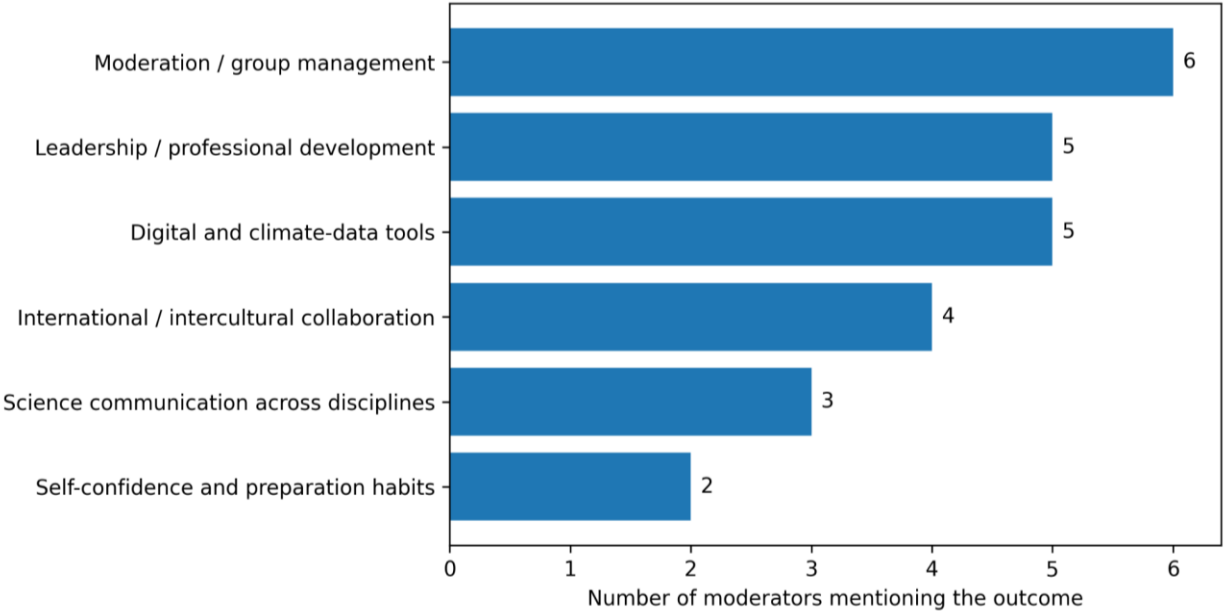


Figure 5.14: Most valuable outcomes recognized by moderators.

Comparative findings

1. Training preparedness: broadly adequate, but not equally enabling for everyone

Most moderators described the training and materials as accessible, understandable, or enough for the VE week. MOD1 relied mainly on videos and portal materials because they joined after

the live trainings; nevertheless, they felt the information was usable. MOD2, MOD3, and MOD4 were generally positive, partly because they already had relevant professional, meteorological, tool, or climate-change background. MOD5 was the least confident: the training did not stay in memory and much learning happened during the VE week. MOD6 read the materials and felt reasonably prepared, but still reported stress and uncertainty connected to first-time moderation. The trend is therefore positive but conditional: training gives orientation, while confidence depends on practice, prior expertise, and role clarity.

2. Self-learning: normal and useful, but should be supported by easier navigation

All moderators mentioned some form of self-learning, review, preparation, or learning during implementation. For repeat moderators, the need for review decreased after the first VE week. However, self-learning was not only about learning more climate content; it was often about quickly finding the right slide, example, checklist item, platform function, or task instruction at the moment of need. The recurring design implication is to treat self-learning as part of the model and make it faster through a concise moderator quick guide and better organized DigiCampus sections.

3. Tools and data tasks: no single universal problem, but clear need for hands-on rehearsal

Moderators did not identify one tool as universally problematic. ERA5 was mentioned by MOD3 and MOD5; Our World in Data and World Bank Data by MOD4; socio-economic indicators by MOD2; and Zoom breakout/support procedures by MOD1 and MOD5. MOD6 said tools became clear after the training and student lessons, but reading alone was not enough. This suggests that future trainings should not only explain what each tool is; they should also require moderators to complete a short task with the tool as if they were students.

4. Climate Horizon and assignment guidance: moderators need to know how far to guide students

The Climate Horizon exercise appears as a central task and a recurring point of uncertainty. Moderators valued it, but several wanted clearer examples, more explanation, or guidance on how to help students without over-directing them. The problem is not only technical; it is pedagogical. Moderators need prompts, boundary examples, and advice for transforming student ideas into a group output.

5. Moderation skills: the strongest commonality across the interviews

Every moderator emphasized practical moderation in some form: keeping schedule, preparing questions, including quieter students, maintaining a friendly atmosphere, managing silence, guiding group work, handling different backgrounds, and redirecting off-task or politically charged discussion. This is the most consistent cross-moderator theme. It shows that moderator preparation should include role-play scenarios, not only presentations of content and tools.

6. Materials, checklists, and support procedures: small improvements with high impact

The most concrete operational weakness was material navigation. MOD5 strongly emphasized the checklist, the difficulty of finding examples among many slides, and uncertainty about how to ask for help from breakout rooms. MOD2 suggested a Q&A session, and MOD6 also described needing to ask trainers about details. These comments point to a need for a compact daily checklist, a one-page “what to do if...” support sheet, and a clearly indexed repository of examples.

7. International and interdisciplinary work: the core added value and also a facilitation challenge

Moderators repeatedly valued work with students from different countries and fields. This diversity made the VE weeks meaningful, but it also increased facilitation complexity because students differed in language confidence, disciplinary background, expectations, and willingness to speak. MOD4 highlighted non-natural-science students and suggested adding climate communication or climate anxiety content. The trend is that diversity should remain central, while moderators should be trained to make diversity productive.

8. Learning outcomes and future use: VE moderation as professional development

Moderators recognized future value in teaching, international cooperation, tool use, group management, science communication, leadership, and self-confidence. MOD2 connected the experience to teaching and international cooperation. MOD3 and MOD4 emphasized team management and tools/communication. MOD5 recognized leadership and being in charge of a group. MOD6 emphasized confidence and preparation. The VE week therefore functioned as both a learning environment for students and a professional-development environment for moderators.

Table 5.4: Comparative moderator profiles

Moderator	Comparative profile
MOD1	Self-paced preparation through videos/portal; strong focus on schedule, soft steering, and intercultural group dynamics; asks mainly for clearer Zoom/breakout familiarity.
MOD2	Content- and tool-oriented; sees training as sufficient but values independent study; stresses friendly atmosphere, web tools, Climate Horizon, teaching value, and international cooperation.
MOD3	Relatively experienced with tools/content; positive about training but repeatedly asks for more hands-on tool practice, especially ERA5; values group management and student participation.
MOD4	Climate-change background makes content easier; identifies need for clearer Climate Horizon, OWID/World Bank explanations, moderation rehearsals, and climate communication/anxiety perspectives.
MOD5	Most dependent on checklist and learning during the VE week; highlights material organization, support procedures, ERA5 clarity, student inclusion, and leadership development.
MOD6	Prepared by reading and asking questions; sees training plus lessons as necessary; emphasizes practical moderation, prepared questions, confidence, and preparation habits.

Conclusion

Overall, the CLUVEX moderator training model provided a functional and appropriate baseline for supporting the implementation of the Virtual Exchange Weeks. Most moderators considered the available preparation resources, including the training sessions, portal videos, DigiCampus materials, and the CLUVEX website, to be sufficient or readily accessible for beginning their moderation work.

At the same time, the findings indicate that the perceived sufficiency of the training was conditional on moderators' prior experience and professional background. Moderators with stronger knowledge of climate, meteorology, digital tools, or teaching practices generally reported greater confidence at the start of the VE week. By contrast, moderators with less facilitation or subject-specific experience depended more strongly on checklists, independent preparation, peer support, and learning through practice during the VE week itself.

The main area for further improvement concerns practical readiness. The feedback does not point to the need for a completely different training model, but rather to targeted enhancements that would make the existing model more operational. These include more hands-on rehearsal with digital tools, clearer task instructions, better structured and more easily navigable materials, and explicit procedures for support during the VE week.

The results also confirm that moderation in the CLUVEX Virtual Exchange setting is a hybrid role. Moderators were required not only to understand the scientific content and technical tools, but also to facilitate group interaction, manage silence, encourage participation, keep discussions focused, maintain a friendly and inclusive atmosphere, and support collaboration in international and interdisciplinary groups.

Finally, the VE weeks generated important transferable value for the moderators themselves. Participants reported gains in digital tool use, facilitation, group management, leadership, science communication, intercultural cooperation, and personal confidence. These outcomes demonstrate that the moderator role contributed not only to the successful delivery of the VE weeks, but also to capacity building among the moderators, thereby strengthening the broader educational and collaborative impact of the CLUVEX project.

Limitations

The analysis is based on six qualitative interviews summarized in one document. Counts in the figures indicate how many moderators mentioned a theme; they should not be read as statistical prevalence estimates. The results are strongest as formative evaluation evidence for improving moderator preparation and support.

6. Integration of the VE Weeks program into Climate University

The CLUVEX Virtual Exchange (VE) Week for students is implemented as a **credit-bearing course within the Climate University framework**. It is not a standalone event, but an integrated educational unit aligned with Climate University standards for digital, interdisciplinary, and international climate education.

The course is delivered fully online and combines expert-led plenary sessions, moderated international group work, applied use of web-based climate tools, and reflective learning tasks. Learning activities, assignments, and assessment are administered through **DigiCampus**,

ensuring academic quality assurance and formal recognition of learning outcomes. Cluvex participants (not moderators) were awarded 1 ECTS credit from University of Helsinki.

Requirements:

- Participation
- Final report

Course: ATM398

Climate University for Virtual Exchanges (CLUVEX), 1 ECTS

Master's Programme in Atmospheric Sciences, Faculty of Science

Assessment: pass/fail

Study credit recognition between partner institutions

- **Odesa I.I. Mechnikov National University:** recognition of Cluvex VE credits in accordance with the University's academic regulations and procedures as well as a rector's order (18.6.2025). Credits are recorded under a diploma supplement "Information on academic excellence and honours".
- **Yerevan State University:** according to university regulation, credits are recognized under a diploma supplement and academic portfolio. Furthermore, the CLUVEX Virtual Exchange model is well aligned with the current higher education reforms in Armenia aimed at promoting learner-centred, flexible, and internationally recognised learning opportunities.
- **University of Copenhagen:** PhD student credits are fully recognized in accordance with the amount of study hours (1 week = appr. 2,5 ECTS). MS and BS student credit recognition is applied from and approved by study administration.
- **Taras Shevchenko National University of Kyiv:** credits are recognized under diploma supplement upon the student's request and submission of relevant supporting documents.



Welcome to the fourth edition of the [Climate University \(CU\)](#) newsletter in 2025. In this edition, you will find information on past and upcoming events, and updates on projects relevant to the Climate University network.

6.1 Added Value within Climate University

Embedding the CLUVEX VE Week within Climate University ensures **academic legitimacy, ECTS recognition, and long-term sustainability** beyond the project lifetime. The course aligns with European standards for virtual and blended learning and is fully compatible with the Climate University ecosystem of online courses.

As such, the CLUVEX VE Week serves as a **scalable and replicable model of a short, intensive Climate University course**, strengthening international collaboration, interdisciplinary climate education, and continuity of learning across Climate University programmes.

7. Gaps analysis, best practice and recommendations for further VE and Climate University (and WMO GC) trainings

The analysis of the Virtual Exchange (VE) Weeks confirms that the format has a strong foundation and remains highly relevant for international, digitally enabled climate education. Student and moderator feedback indicates high overall satisfaction, with particularly positive assessments of safe participation, small-group moderation, applied learning, the Climate Horizon exercise, and

the availability of learning materials. These strengths should be retained and further consolidated as core design features of future VE Weeks.

At the same time, the feedback points to a set of recurring gaps that affect participation, learning effectiveness, operational coordination, accessibility, and scalability. These gaps are not isolated implementation issues. They reflect the structural complexity of a growing multi-country online training model that combines lectures, data tools, collaborative group work, interdisciplinary climate analysis, and intercultural exchange within a short implementation window. The following sections summarize the existing gaps and integrate the additional evidence from students, moderators, and moderator interviews into a coherent improvement agenda for future VE Weeks, Climate University activities, and related WMO Global Campus training formats.

7.1. Participation and Engagement Gaps

A prominent issue across VE cycles is the substantial drop-out rate between initial registration and active participation. This discrepancy shows that early interest does not automatically translate into sustained commitment. Likely contributing factors include unclear expectations, competing academic priorities, limited awareness of the workload, insufficient pre-week contact, and the absence of a sufficiently structured onboarding process. Future VE Weeks should therefore introduce a pre-start confirmation form, a short technical check, automated reminders through email and DigiCampus, and a concise onboarding package that clearly explains expected time investment, daily tasks, final outputs, and learning benefits.

Participation also remains geographically imbalanced, with a strong concentration of students from Ukraine and comparatively lower participation from some other partner countries. While this confirms the relevance of the VE model for Ukrainian institutions, it weakens the intercultural dimension of the exchange when other countries are underrepresented. Recruitment should be widened through targeted campaigns outside the most active partner institutions, promotional materials in additional languages, former participant testimonials, partner-university recommendations, student services, institutional intranets, sustainability and science communities, and a country ambassador approach. Group formation should preserve national and disciplinary diversity wherever possible so that the VE Week retains its value as an international learning experience.

Engagement within small groups is another critical determinant of VE quality. Students and moderators both identify interaction and collaboration as central to perceived value, but online interaction remains uneven. Small groups with very few active participants, silent participants, language hesitancy, or high absenteeism reduce the quality of discussion and weaken the Climate Horizon process. Moderators need explicit activation techniques, including prepared discussion starters, short icebreakers, turn-taking roles, micro-tasks for each participant, collaborative mini-projects, and prompts that require interdependence rather than parallel individual work.

Language support should be treated as inclusion infrastructure rather than as a secondary add-on. English functions both as an opportunity for international exchange and as a barrier for students who are not ready to speak immediately in live sessions. Future VE Weeks should provide simple-English summaries, key vocabulary, captions or transcripts where available, optional language-support materials, and alternatives such as chat-based participation, camera-

off contributions, or audio-only attendance. These measures are particularly important for students in conflict-affected or low-resource environments.

7.2. Scheduling and Organisational Gaps

Scheduling continues to conflict with academic calendars, especially examination periods, intensive teaching weeks, and holidays. These conflicts directly reduce participation, increase absenteeism in small groups, and contribute to student fatigue. Future planning should map partner-university calendars before dates are fixed and should prioritise lower-pressure academic windows, such as April or November where feasible. Once dates are confirmed, partner institutions should communicate them early enough to allow students and moderators to reserve time and manage workload expectations.

Organisation during the VE Week also requires clearer sequencing. Students report difficulties understanding daily expectations, task progression, and the connection between plenary inputs, tool use, group work, and final outputs. This is especially visible on the first day, when cognitive load is high and participants must simultaneously understand the course purpose, digital platforms, group dynamics, data tools, and the Climate Horizon assignment. A day-by-day roadmap should therefore be introduced, separating essential and supplementary information and identifying the required output for each day.

A standard breakout-room template should be used across all groups. Each group session should have a visible activity aim, guiding questions, expected output, timing, roles, and a note on what participants need to prepare for the next day. A compact daily instruction sheet in simple English should be made available to both students and moderators, clearly distinguishing personal tasks, group tasks, deadlines, final deliverables, and escalation routes. To avoid fragmentation, students should not normally be assigned to new groups after Day 2, except for operationally justified cases.

Material navigation requires further improvement. Although the learning materials are generally viewed positively, participants and moderators need faster access to the materials that matter during live implementation. DigiCampus and associated repositories should be organised by VE day and task, with mandatory materials clearly separated from optional resources. Key examples, templates, recordings, and tool links should be easy to locate during live moderation without requiring moderators to search through multiple folders or message threads.

7.3. Moderation and Facilitation Gaps

Moderation is one of the strongest perceived components of the VE Weeks, and student feedback repeatedly links good moderation with safe participation, productive small-group exchange, and successful completion of the Climate Horizon exercise. However, moderation quality remains variable across groups. Some moderators are confident, proactive, and able to manage diverse learners, while others have limited experience with facilitation, digital tools, climate data, or group dynamics. This variability creates unequal learning conditions and affects the reliability of outputs across groups.

Future VE Weeks should retain the current moderator training structure but add a mandatory practical rehearsal. Each moderator should complete a short simulation before the VE Week, including entering the platform, using Miro, managing Zoom breakout-room support, facilitating discussion prompts, handling silent-student scenarios, and supporting a group presentation. Where relevant, the rehearsal should also include a short task using ERA5, Our World in Data, World Bank or other socio-economic indicators, and the drafting of a mini Climate Horizon. This would ensure that moderators experience the student-facing workflow before they are asked to facilitate it.

A moderator playbook should define responsibilities, daily tasks, expected student outputs, timing, escalation paths, and help procedures. The playbook should include scripted interventions for common facilitation challenges, such as silence, unequal participation, language barriers, off-topic political discussions, students who work quietly on shared boards without speaking, and groups with mixed disciplinary knowledge. A dedicated engagement toolkit should include icebreakers, polling approaches, Mentimeter-style prompts, turn-taking methods, and ways to invite participation through chat when students are reluctant to speak.

Moderator preparation should be tiered. Experienced climate, data-tool, or teaching moderators may only need a refresh and updates on the current VE design, whereas new moderators require more basic content, examples, confidence-building practice, and closer mentoring. Co-moderation pairs should mix experienced and new moderators where feasible. Moderator fatigue should be addressed through workload caps, a structured schedule, a backup moderator list, digital badges, certificates, and, where project rules allow, compensation or other forms of recognition. Former participants should be prioritised as a recruitment pool because they already understand the VE experience from the student perspective.

7.4. Technical and Platform Gaps

The VE Weeks rely on accessible digital platforms, but students still encounter difficulties with Zoom, Miro, DigiCampus, PCE, SSPs, the IPCC Web Atlas, ERA5, Our World in Data, World Bank indicators, and other socio-economic datasets. Technical issues range from platform failures and breakout-room problems to more fundamental challenges in understanding why and how each tool supports the learning process. These challenges disproportionately affect students with limited digital literacy, unstable internet connections, or constrained access to devices.

A broader issue is the cognitive load generated by introducing several complex tools within a compressed timeframe. Without preparation and scaffolding, students can become overwhelmed and may focus on tool navigation rather than climate interpretation, group discussion, or final output quality. Future VE Weeks should provide a pre-week tools starter kit with short videos, screenshots, step-by-step exercises, and quick-start guides. Tool introduction should be phased by day, with beginner and advanced pathways so that students with different backgrounds can participate at an appropriate level.

Technical support should be strengthened during live implementation. A real-time help desk team should be available during key sessions, supported by platform stress tests, backup meeting links, and a clear escalation procedure for moderators. For students in conflict-affected regions or with low bandwidth, materials should be downloadable, asynchronous tool practice should be

allowed, and audio-only participation should be accepted when necessary. These measures will improve resilience and ensure that technical barriers do not become learning barriers.

7.5. Curriculum and Pedagogy Gaps

The pedagogical design of the VE Weeks combines lectures, climate data tools, group discussion, and the Climate Horizon exercise. Feedback confirms that applied and interactive learning components are central to the perceived value of the VE format. Small-group work and the Climate Horizon exercise should therefore not be treated as secondary activities. They are the main mechanisms through which students transform climate information into interpretation, communication, and collaborative learning.

At the same time, the current structure places substantial emphasis on lectures, and first-day information density can be high. Although plenary sessions provide important scientific and contextual input, long lecture blocks reduce time for inquiry-based learning and can increase fatigue. Future VE Weeks should shorten lecture slots to approximately 10-12 minutes where feasible, use optional prerecorded content, distinguish essential from supplementary information, and increase time allocated to structured active learning. The connection between lectures, tools, group tasks, and final outputs should be made explicit each day.

Challenge calibration requires further attention. Student ratings suggest that the intellectual challenge of the VE Week may be lower than the overall satisfaction level. A supportive tone should be maintained, but future activities should include clearer expectations, optional extension tasks, more demanding prompts, and advanced pathways for students who are ready to go further. This would help preserve accessibility while also improving learning depth for participants with stronger prior knowledge.

The Climate Horizon exercise is conceptually strong but not equally accessible to all participants. Students from social sciences, economics, arts, law, and other non-natural-science backgrounds may struggle to understand how climate data tools relate to their disciplinary perspectives or professional skillsets. Future iterations should provide a complete Climate Horizon template pack, including text examples, collage or visual examples, tool-use examples, good and weak examples, and a day-by-day roadmap. Discipline-specific guidance should demonstrate how different academic backgrounds can contribute to climate interpretation, adaptation narratives, risk communication, stakeholder analysis, and policy relevance.

An interdisciplinary closing component would further strengthen the curriculum. A short module on climate communication, climate emotions and anxiety, social dimensions of climate risk, or policy translation would help students connect technical climate information to societal action. Local climate examples and peer exchange moments should be embedded to make the international dimension visible and to ensure that the virtual exchange feels genuinely global rather than simply online.

7.6. Evaluation and Reporting Gaps

The variability in student reports indicates that expectations for final outputs are not yet sufficiently clear. Participants need stronger guidance on report structure, analytical depth, use

of evidence, visual outputs, and the relationship between group process and final deliverable. Future VE Weeks should provide ready-to-use templates in Word and PDF formats, a short example report, a self-assessment checklist, and a 30-minute reporting orientation on Day 5. The orientation should explain minimum requirements, quality criteria, and how the Climate Horizon output should be linked to the data and discussion conducted during the week.

Moderator reporting is also inconsistent. Incomplete or delayed moderator reports limit the project team's capacity to monitor group dynamics, identify problems during implementation, and compare experiences across VE cycles. A mandatory structured online reporting form should be introduced, supported by daily reminders and a concise set of indicators covering attendance, engagement, tool difficulties, language issues, group progress, and escalation needs. This would allow the coordination team to intervene earlier and build a more consistent evidence base for improvement.

The evaluation instruments themselves should remain comparable across future VE cycles. The reduced questionnaire in later cycles limits longitudinal analysis and makes it more difficult to interpret change over time. Future evaluations should maintain a short stable core of questions for students and moderators, while allowing additional rotating modules for specific topics such as lectures, tools, Climate Horizon support, language inclusion, or moderator preparation. The very low moderator ratings reported for student learning from lectures in VE5 should be investigated through comments, debrief notes, or targeted follow-up, as this may indicate a specific issue with lecture design, alignment, timing, or expectations.

7.7. Strategic and Sustainability Gaps

As the VE Weeks expand in scale and attract wider participation, support structures need to grow accordingly. The current model depends heavily on central coordination, moderator commitment, and rapid problem-solving during a short implementation period. Without additional technical, pedagogical, and administrative capacity, expansion may reduce quality and increase workload for the coordination team. A VE Coordination Hub should therefore be established or formalised, with clear responsibility for planning, calendar alignment, recruitment coordination, moderator preparation, tool support, help desk functions, data collection, and post-cycle evaluation.

Support Fellows could strengthen scalability. Trained student assistants or former participants could help with onboarding, technical checks, DigiCampus navigation, attendance monitoring, breakout-room logistics, and first-line support for tools. This would reduce pressure on moderators and central staff while also creating a development pathway for students who wish to remain involved across VE cycles. The same model could support Climate University activities and WMO Global Campus training formats by providing a reusable pool of trained digital learning facilitators.

Inter-university contribution to content remains uneven. The collaborative potential of the VE model would be better realised through discipline-specific mini-modules, co-teaching across institutions, shared case studies, and partner-led examples linked to local climate impacts. Incentives for co-teaching and content contribution should be clarified, particularly where institutions contribute staff time, disciplinary expertise, or specialised datasets. Such collaboration would improve innovation, cross-cultural integration, and institutional ownership.

Finally, momentum between VE cycles should be maintained. Quarterly micro-events, short webinars, alumni exchanges, publication of selected Climate Horizon outputs, and social-media dissemination can keep the community active between full VE Weeks. These activities would support recruitment, strengthen the visibility of student work, and reinforce the VE Week as part of a broader European and international climate education ecosystem.

Table 7.1: Consolidated risks and mitigation measures for future VE Weeks and related trainings
Likelihood and impact ratings are indicative and should be reviewed after each VE cycle using student feedback, moderator reports, attendance data and implementation debriefs.

Risk category	Specific risk / gap	Likelihood	Impact	Recommended mitigation and operational actions
Participation and engagement	High drop-out between registration and active participation	High	High	Pre-start confirmation form; technical check; automated email and DigiCampus reminders; onboarding that clarifies workload, outputs and benefits.
Participation and engagement	Geographical imbalance and reduced intercultural exchange	Medium	Medium	Targeted recruitment outside core countries; multilingual promotional materials; former participant testimonials; country ambassadors; nationally diverse group allocation.
Participation and engagement	Low social presence or uneven engagement in small groups	Medium	Medium	Structured icebreakers; daily micro-tasks; turn-taking roles; collaborative group projects; live cross-country discussion prompts; early group merging when activity is too low.
Participation and engagement	Language barriers and limited accessibility for some participants	Medium	Medium	Simple-English instructions; key vocabulary; captions or transcripts where available; optional language-support materials; chat, camera-off and audio-only participation alternatives.
Scheduling and organisation	Overlap with exams, intensive teaching weeks or holidays	High	High	Map partner-university calendars before dates are fixed; prioritise lower-pressure windows such as April or November where feasible; communicate dates early.
Scheduling and organisation	Late joining and unclear daily task progression	Medium	Medium	Mandatory onboarding session; day-by-day roadmap; standard breakout-room template; compact daily instruction sheet; no routine group assignment after Day 2.
Moderation and facilitation	Uneven quality of moderation across groups	High	High	Moderator certification; mandatory mock breakout session; role-play for common facilitation challenges; co-moderation pairs combining experienced and new moderators.
Moderation and facilitation	Moderator fatigue, unclear workload or insufficient recognition	Medium	High	Structured moderator schedule; workload caps; moderator playbook; escalation paths; digital badges and certificates; compensation or other recognition where eligible.

Moderation and facilitation	Insufficient moderators or groups with too few active participants	Low-Medium	High	Earlier moderator recruitment; backup moderator list; minimum active-participant threshold; merge small groups after Day 1 where appropriate; target group size around eight active students.
Technical infrastructure and tools	Students struggle with PCE, SSPs, IPCC Atlas, Miro, ERA5 or socio-economic datasets	High	Medium	Pre-week tools starter kit; short demo videos and screenshots; phased tool introduction; beginner and advanced pathways; practical tool checklists.
Technical infrastructure and tools	Zoom breakout-room or platform failures during live sessions	Medium	High	Real-time help desk team; pre-event platform stress test; backup meeting links; clear escalation procedure for moderators.
Technical infrastructure and tools	Internet instability or constrained access in conflict-affected or low-resource contexts	Medium	High	Downloadable materials; asynchronous tool practice; audio-only participation; low-bandwidth guidance; flexible submission procedures where justified.
Pedagogical design	Overload from lectures, tools and first-day information density	High	Medium	Shorten lecture slots to 10-12 minutes; use optional prerecorded content; distinguish essential and supplementary information; increase active learning time.
Pedagogical design	Climate Horizon instructions unclear or not accessible across disciplines	Medium	High	Complete template pack; good and weak examples; day-by-day output roadmap; discipline-specific guidance; facilitation prompts connecting data, narrative and policy relevance.
Pedagogical design	Insufficient intellectual challenge for advanced participants	Medium	Medium	Optional extension tasks; more demanding prompts; advanced pathways; clearer expectations while retaining inclusive support for beginners.
Evaluation and reporting	Incomplete or inconsistent student reports	Medium	Medium	Ready-to-use report templates; example report; self-assessment checklist; 30-minute Day 5 orientation on evidence standards and final outputs.
Evaluation and reporting	Inconsistent moderator reporting and limited monitoring of group dynamics	Medium	Medium	Mandatory structured online moderator form; daily deadline reminders; indicators for attendance, engagement, tools, language issues, progress and escalation needs.
Evaluation and reporting	Reduced questionnaire comparability across VE cycles	Medium	Medium	Maintain a stable core of student and moderator questions; add rotating modules for specific topics; investigate anomalous ratings through debrief notes and comments.
Strategic and sustainability	Rapid expansion without scaled support structures	Medium	High	Establish a VE Coordination Hub; assign help desk functions; train Support Fellows; standardise onboarding, moderation, reporting and post-cycle evaluation.
Strategic and sustainability	Limited inter-university contribution to content	Medium	Medium	Encourage discipline-specific mini-modules; incentivise co-teaching; collect partner-led local climate cases; share datasets and examples across institutions.

Strategic sustainability	and	Loss of momentum between VE cycles	Low-Medium	Medium	Quarterly micro-events; short webinars; alumni exchanges; publication and dissemination of selected Climate Horizon outputs; former participants as moderators or ambassadors.
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Annex 1: VE Weeks Participants for VE Weeks 1, 2, 3, 4, 5

1 VE Week:

https://peexhq.home.blog/wp-content/uploads/2024/10/cluvex_veweek1_attendies-in-zoom_day1.pdf

2 VE Week:

https://peexhq.home.blog/wp-content/uploads/2025/06/cluvex_veweek2_attendies-in-zoom_day1.pdf

3 VE Week:

https://peexhq.home.blog/wp-content/uploads/2025/10/cluvex_veweek3_attendies-in-zoom_day1.pdf

4 VE Week:

https://peexhq.home.blog/wp-content/uploads/2026/03/cluvex_veweek4_attendies-in-zoom_day1.pdf

5 VE Week:

https://peexhq.home.blog/wp-content/uploads/2026/04/cluvex_veweek5_attendies-in-zoom_day1.pdf

Annex 2: Collaborative Climate Horizon exercises by groups for VE Weeks 1, 2, 3, 4, 5

1 VE Week:

https://peexhq.home.blog/wp-content/uploads/2024/10/cluvex_veweek1_collaborative_climate_horizons.pdf

2 VE Week:

https://peexhq.home.blog/wp-content/uploads/2025/06/cluvex_veweek2_collaborative_climate_horizons.pdf

3 VE Week:

https://peexhq.home.blog/wp-content/uploads/2025/10/cluvex_veweek3_collaborative_climate_horizons.pdf

4 VE Week:

https://peexhq.home.blog/wp-content/uploads/2026/03/cluvex_veweek4_collaborative_climate_horizons.pdf

5 VE Week:

https://peexhq.home.blog/wp-content/uploads/2026/05/5th_vew_climatehorizonsexercises_vf2.pdf