

BOOKLET

Successful Stories of the TRACE Project

*Voices, fieldwork and findings from the TRACE
international workshop series – Athens,
Bucharest, Marseille.*

What a pilot phase leaves behind

Between March and May 2026, the TRACE project ran an international series of online workshops on climate change and geomorphological environments, hosted in turn by the National and Kapodistrian University of Athens, the University of Bucharest and Aix-Marseille Université. They followed three years of field campaigns on beaches, and in lagoons, deltas and mountains across Europe.

This booklet is the record of that pilot phase: the field campaigns behind the teaching material, the workshop sessions themselves, and what the people who attended them had to say — students, researchers and teachers from seven countries.

Every quotation is reproduced from a feedback form submitted by a named participant or tutor, published with their consent. Statistics are drawn from the same responses.



Tracing Climate Change — the project	04
The team	06
Into the field	08
The workshop series	15
Educational materials	21
Voices	25
Evaluation	35
Key conclusions	39

4

WORKSHOP SESSIONS

3

HOST UNIVERSITIES

22

COUNTRIES
REPRESENTED

17

TEAM MEMBERS

Long-term climate change and its effect on geomorphic environments

TRACE is an Erasmus+ KA220-HED cooperation partnership in higher education. The University of Bucharest is the project leader; the National and Kapodistrian University of Athens, Aix-Marseille Université and the Hellenic Educational Society of STEM take part as partner organisations. It studies how a changing climate leaves its imprint on landforms – coasts, deltas, lagoons and mountain systems – and tries to convey the knowledge obtained to the future researchers.

The key innovation is that the teaching grows out of active research in the field – and that everything it produced is open to anyone, anywhere, through the project's Open e-Class. Alongside it, a completed series of online workshops broadened the reach: a spectrum of activities that started with the basic effects of climate change on landscapes and progressively moved into more complex, immersive learning experiences.

Study impacts of climate change

Workshops, fieldwork and collaboration with partner organisations, to sharpen understanding of how climate change influences geomorphological environments.

Raise environmental awareness

Educational materials, workshops and conferences that give individuals and communities the means to act on what the science shows.

Promote inter-university collaboration

European universities sharing knowledge, resources and field experience, enriching courses and advancing research in geomorphology.



PROGRAMME

Erasmus+ KA220-HED

Cooperation partnerships in higher education

PROJECT ID

2023-1-RO01-KA220-HED-
000160375

DURATION

1 Nov 2023 — 31 Oct 2026

COORDINATOR

University of Bucharest

PARTNERS



Faculty of Geography — coordinator;
deltaic and mountain geomorphology,
permafrost monitoring.



Faculty of Geology and Geoenvironment —
coastal geomorphology, palaeogeographical
reconstruction.



Ocean Sciences Institute — beach
morphodynamics, coastal modelling
and simulation.



Hellenic Educational Society of STEM —
science communication, educational
design, dissemination.

Scholars and practitioners behind TRACE



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PROJECT MANAGER
University of Bucharest



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Niki Evelpidou
EXPERT
NKUA



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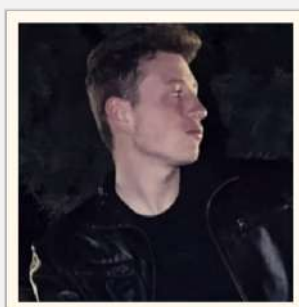
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THE TEAM — CONTINUED



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GUEST SPEAKERS

Alongside the project team, the workshop series drew on invited speakers from outside the consortium, bringing in perspectives from other institutions and from science communication.



CHAPTER ONE

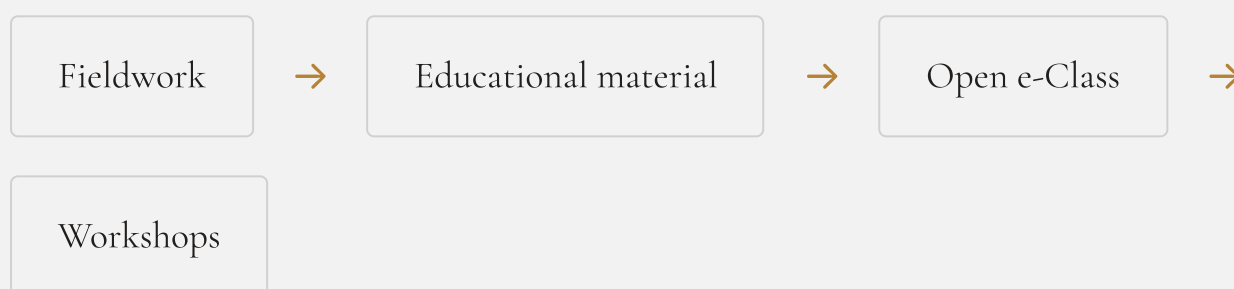
Into the field

Through workshops, fieldwork, and collaboration with partner organizations, we seek to enhance understanding of climate change effects and raise environmental awareness. The field campaigns ran in all the participating countries.



The material came out of the field first

Most of the project's effort went into the field campaigns. Each partner worked in its own country, returning with observations, measurements, mapping and audiovisual material. That material was then written up as educational material, uploaded to the open e-class platform, and taught in the workshop series.



GREECE · NKUA

Four campaigns along the Attica coast and on Aegean and Ionian islands, reading past shorelines and their palaeogeographic evolution.

ROMANIA · UB

Beach ridges and coastal lakes on the Black Sea, and permafrost sites in the Carpathians.

FRANCE · AMU

Provence and Corsica — from the Rhône delta to cliffs and small enclosed beaches.

Campaigns between May 2024 and December 2025. A selection follows.

Reading the Aegean shoreline



Coring in the Gialova–Voidokilia lagoon system, Peloponnese.

PELOPONNESE

Gialova–Voidokilia lagoon

Two sedimentary cores of about nine metres each, recovered to reconstruct the Holocene evolution of the lagoon system.

NAXOS

Naxos

Raised shorelines, coastal notches and quarried outcrops on a tectonically active island – and a week of student training.

ATTICA

Anavyssos

A first coastal survey close to Athens: shoreline indicators, beachrock and the record of recent change on an urbanised coast.

IONIAN SEA

Cephalonia and Ithaca

Karstic landforms, ponors and caves, sea-level indicators and tectonics – the campaign behind the fifty-page field guide now on the e-class platform.

A selection: further sites along the Aegean and Ionian coasts were surveyed in the same campaigns.

From the Black Sea shore to the Carpathians



Low-altitude permafrost monitoring, Parâng Mountains.

BLACK SEA COAST

2 Mai and the Black Sea shoreline

The first campaign of the project: shoreline survey and sediment sampling along the southern Romanian coast.

DOBROGEA

Callatis–Beidaud

Coastal and inland outcrops read together, linking archaeological horizons to shoreline position.

DANUBE DELTA COAST

Saele and Chituc beach ridges

Beach-ridge plains near Istria and Corbu that record how the coast built seaward – and where that building has stopped.

CONSTANȚA

Lake Tașaul, Constanța

A coastal lake cut off from the sea by a barrier: a closed archive of the shoreline that closed it.

SOUTHERN CARPATHIANS

Retezat Mountains

High-mountain geomorphology and the glacial record, revisited a year later.

CARPATHIANS & APUSENI

Parâng and Detunata

Low-altitude permafrost pockets monitored with thermistor strings, ERT and ground-penetrating radar.

Four coasts



Beach profiling at St-Croix pocket beach, Provence.

PROVENCE

St-Croix pocket beach

Beach profiles measured with the Emery method, bubble levels, total station and GNSS – classical and modern survey side by side, as a student training day.

CAMARGUE

The Rhône delta

A delta whose sediment supply has been cut by damming: where it still advances, and where the sea has begun to take it back.

CORSICA

North Corsica

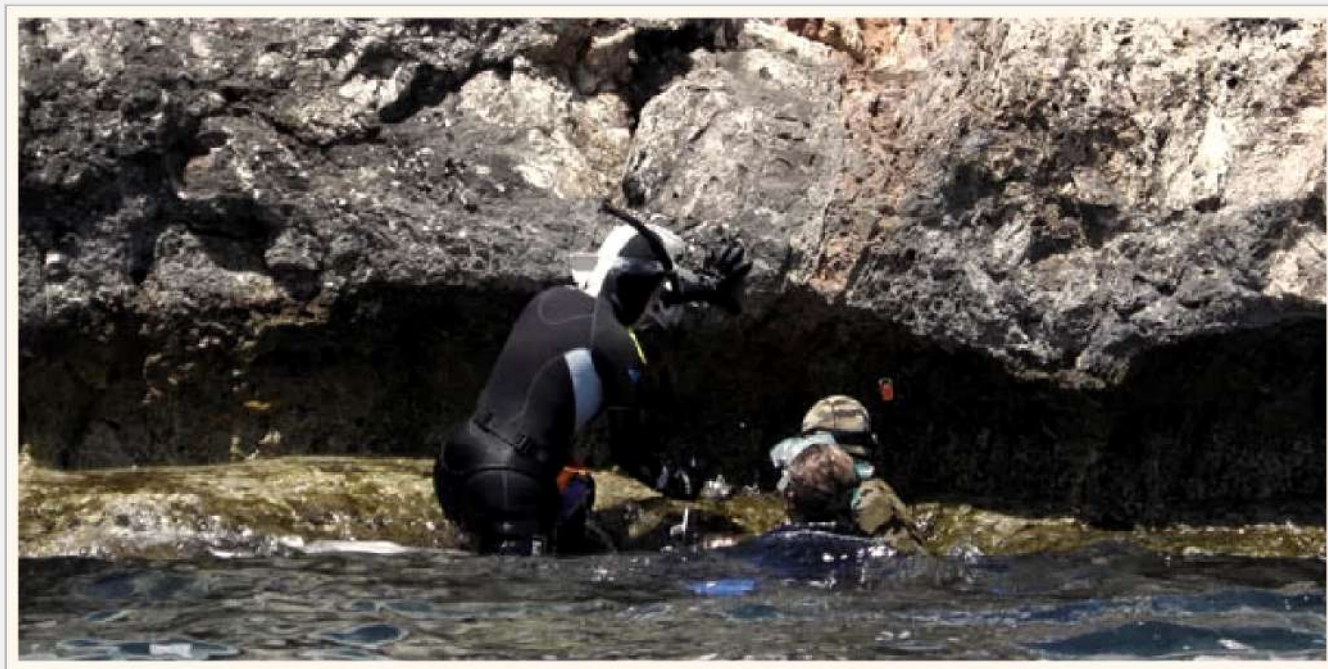
Rocky coast and small embayments, where the shoreline is set by the geology as much as by the sea.

PROVENCE

La Ciotat

Cliffed coast and enclosed beaches at the eastern end of the bay of Marseille.

Tracing past landscapes in Gialova, Peloponnese



Field activities begun in autumn 2024 in the Gialova–Voidokilia lagoon system, in the Pylos region, resumed in October 2025 — an important step in reconstructing the Holocene evolution of this complex coastal environment.

Two further sedimentary cores of roughly nine metres each were recovered, one from the Gialova Lagoon and one from its margin. Read

against the earlier record, they let the team date the closing of the lagoon and follow the shoreline as it moved.

The coring methodology demonstrated here returned in the workshops as the third session's central case — theory taught from a core the tutors had lifted themselves.

TEAMS

UB & NKUA

PERIOD

Oct 2024 & Oct 2025

Training that ran alongside the campaigns



CIVIS BIP 2025, Cephallenia

CIVIS and TRACE contributed in co-operation to the application for this Blended Intensive Programme, *Interplay of Landscape, Tectonics and Climate Change in the Mediterranean*, co-organised by NKUA, the University of Bucharest, Stockholm University, Aix-Marseille Université and Paris Lodron University Salzburg. Its material is included in the educational material published on the Open e-Class platform.



Student field training

Several campaigns doubled as teaching: students from partner universities joined the survey days on Naxos and at St-Croix, learning the instruments on the same ground the lessons would later describe.

The variability of coastline — and how protection is not a simple act.

GARIN MARTIAL · M1 COAST, AMU · FRANCE



CHAPTER TWO

The workshop series

*Four sessions, three host universities, one line of argument:
from understanding a changing climate, to reading the past,
to the instruments, to telling people about it.*

02

An international online series, hosted in turn

The series invited students and scholars in Earth Sciences to examine the impacts of climate change on diverse geomorphological environments. Each host addressed distinct environments and methodological approaches, encouraging interdisciplinary dialogue and international participation.

March 2026

National and Kapodistrian
University of Athens



Athens · opening the series

April 2026

University of Bucharest



Mountain systems, session one

May 2026

Aix-Marseille Université



Coastal lagoons, Bucharest



Deltas at risk, Bucharest



Coring methodology, Marseille



Simulations, Marseille

FORMAT

Online, open registration

SESSIONS

4 thematic sessions

AUDIENCE

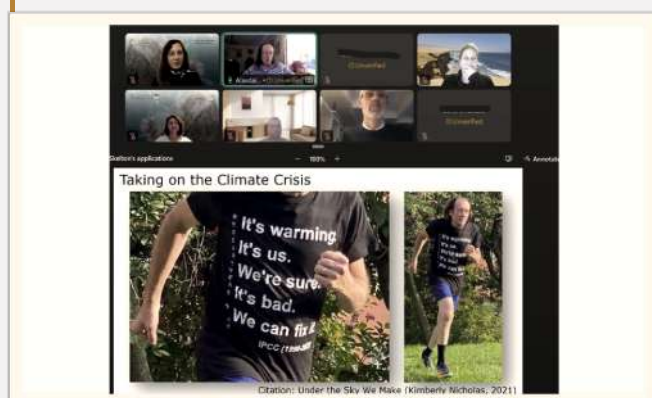
Students, researchers, teachers

TRACE: decoding landscape change in an era of climate uncertainty

MIN	TOPIC	SPEAKER
10'	Welcome	Niki Evelpidou
15'	What is Tracing Climate Change (TRACE)	Mihaela Verga
20'	<i>Understanding climate change</i>	Alasdair Skelton
20'	<i>Dynamic landscapes – coastal, deltaic</i>	François Sabatier
40'	<i>Dynamic landscapes – mountain systems</i>	Răzvan Popescu
15'	Discussion	—

Prof. Alasdair Skelton, who was incredibly incredible in everything he said.

BOUAZA BAYA · UNIVERSITÉ PANTHÉON-SORBONNE · FRANCE



Watch the sessions

The recordings of the sessions, together with further educational material and short films from the field, are on the TRACE YouTube channel — youtube.com/@TRACEclimateChange

Reading the past: reconstructing ancient landscapes to predict the future

MIN	TOPIC	SPEAKER
10'	Quick recap	Niki Evelpidou
30'	Coastal-lagoonal environments: Gialova and its palaeogeographical evolution	Alfred Vespremeanu-Stroe
30'	Deltas at risk: the example of the Danube Delta	Florin Tătui
30'	Naxos on the move: how tectonics and climate reshape a coast	Eleana Karkani
15'	Discussion	—

Feedback form question: “What is one key thing you learned at our workshops that stood out to you?”

What stood out for me were the things that put deltas at risk — I learned more about the human-induced stressors.

ALEXANDRA PARASCAN · UNIVERSITY OF BUCHAREST

Tectonics and climate reshape a coast — that session was very helpful for my own teaching.

MUHAMMAD KASHIF · GOVERNMENT OF SINDH, PAKISTAN



Watch the sessions

The recordings of the sessions, together with further educational material and short films from the field, are on the TRACE YouTube channel — youtube.com/@TRACEclimateChange

Geotech in action: tools that reveal a changing Earth

MIN	TOPIC	SPEAKER
35'	GIS & drones — mapping shifts from the sky	Alexandros Liaskos
35'	Coring methodology and sedimentological analysis	Alfred Vespremeanu-Stroe
35'	Simulations	François Sabatier
15'	Discussion	—

The talk about the usage of drones for scientific purposes.

ALEXANDRA PARASCAN · UNIVERSITY OF BUCHAREST

Yes, I definitely plan to use the QGIS methodologies and the remote sensing techniques for coastal mapping in my future research projects and academic assignments.

VASILIKI KONSTANTINIDOU · AMU / NKUA



Watch the sessions

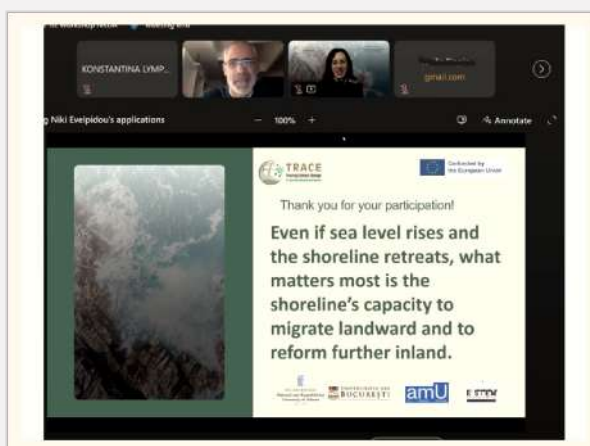
The recordings of the sessions, together with further educational material and short films from the field, are on the TRACE YouTube channel — youtube.com/@TRACEclimateChange

Science communication: engaging minds and influencing decisions

MIN	TOPIC	SPEAKER
30'	Science in action: connecting with learners	Eleni Achmakidou & Konstantina Lymperopoulou
30'	Inspiring action: engaging the public with science	Sarantos Psycharis
30'	Bridging science and policy: effective communication	Andrada Fiscutean
15'	Discussion	Everyone

The most interesting part was the connection between scientific knowledge and practical educational activities.

ARISTIDIS PALIOURAS · E3STEM · GREECE



Watch the sessions

The recordings of the sessions, together with further educational material and short films from the field, are on the TRACE YouTube channel — youtube.com/@TRACEclimateChange

CHAPTER THREE

Educational materials

Everything taught in the series, written up as lessons and kept open to anyone — free, in English, and available after the project ends.

03

The educational material

The project has produced a body of teaching material that sits alongside the workshop series rather than mirroring it session by session: written lessons, presentations, videos, quizzes, story maps, web maps and a field guide. It is edited material – readable on its own, usable in a classroom, and free.

01 An Era of Climate Uncertainty

Sea Level Changes – Giannis Saitis, Evangelos Spyrou, Niki Evelpidou & Anna Karkani. Understanding Vulnerability of Coastal Environments to Climate Change-Related Hazards and Risks – Mihaela Verga, with presentation.

02 Decoding Landscape Change

Coasts on the Move: Introduction to Coastal Landscapes – François Sabatier. Life of a Delta: How River Meets Sea – Deltas in the Anthropocene, Alfred Vespremeanu-Stroe. Mountain Systems and Low-Altitude Permafrost – Răzvan Popescu.

03 Geotech in Action

Assessing Coastline Dynamics Using Remote Sensing Methods – Florin Tătui, with presentation and worked example.

04 Science Communication

Connecting with learners, engaging the public, and bridging science and policy.

05 Science Communication through Trips

A Field Trip Guide to Cephallenia – Niki Evelpidou, Evangelos Spyrou, Elena Zoumpoulia & Michalis Xanthakis. Five days, fifteen stops, produced with the Geopark of Cephallenia and Ithaca.



Everything is hosted on the project's Open e-Class course, *OCGU246*, and stays available after the project ends. No enrolment fee, no institutional affiliation required.

Four excerpts from the educational material

“Worldwide, millions of people are crowded along coastal areas attracted by the rich and fertile land, the transportation means, the ports, coastal and offshore fishing and recreational opportunities. The rise in global sea levels is a consequence of climate change.”

SEA LEVEL CHANGES · SAITIS, SPYROU, EVELPIDOU & KARKANI

“Risk = Hazard × Exposure × Vulnerability.” Globally, 33 % of the population lives within 100 km of a coast; in the EU, 41 % within 50 km.

UNDERSTANDING COASTAL VULNERABILITY · MIHAELA VERGA

“Mountains cover approximately 35.8 million km², accounting for 24.3 % of the Earth’s total land area” – and provide essential services supporting nearly 50 % of the human population.

MOUNTAIN SYSTEMS AND LOW-ALTITUDE PERMAFROST · RĂZVAN POPESCU

“The physical activities aim to train students on geomorphology, natural processes shaping the relief and climate change effects on Mediterranean tectonically active landscapes.”

A FIELD TRIP GUIDE TO CEPHALLENIA · EVELPIDOU, SPYROU, ZOUMPOULIA & XANTHAKIS

Find the rest in the educational material on Open e-Class —
course OCGU246.



Where to find everything

The educational material – slides, recordings, reading and the case studies drawn from the field campaigns – was developed for anyone wishing to learn about the fields of the project, and is published on the project's Open e-Class platform, free to students, teachers and the general public. Scan a code to open it.



Open e-Class

The full TRACE course, OCGU246 – all of the project's educational material.



Project website

News, results, field-campaign reports and the full team.



YouTube

Recorded sessions and short films from the field.



Instagram

Campaign photography and workshop announcements.

eclass.gunet.gr/courses/OCGU246 · trace.unibuc.ro · [@traceclimatechange](https://www.instagram.com/traceclimatechange)

CHAPTER FOUR

Voices

Tutors and participants, side by side, on what the pilot phase actually changed — in what they know, how they think, and what they will do next.



What the participants learned

Feedback form question: “What is one key thing you learned at our workshops that stood out to you?”

A key thing was how the practical case studies demonstrated the extreme vulnerability of coastal zones — seeing global theoretical concepts translate into visible local impact and concrete adaptation measures.

ZLATE MARIA DENISA · UNIVERSITY OF BUCHAREST · ROMANIA

The most significant thing I learned was how to use satellite data to monitor shoreline retreat, and understand the complex interaction between sediment transport and sea-level rise.

VASILIKI KONSTANTINIDOU · AMU / NKUA · GREECE

The integration of modern data-viewing tools and models for real-time monitoring stood out most. Learning how to translate complex climate data into actionable adaptation plans was highly valuable.

SHAHRIAR JOY · EUROPEAN UNIVERSITY OF BANGLADESH

I understood better how education, citizen science and digital tools can help raise awareness and support environmental action.

ARISTIDIS PALIOURAS · E3STEM · GREECE



SESSION ONE · OVERVIEW OF PROXIES · 118 ATTENDING

What held the room

Feedback form question: “What was the most interesting or engaging part of the workshop?”

The most interesting and interactive part was the international collaboration and the exchange of ideas with students and professors from the other universities in the network.

ZLATE MARIA DENISA · ROMANIA

Mostly the time spent answering the attendees’ questions.

GARIN MARTIAL · FRANCE

Coastal debates — the systems to determine environmental change using archaeology and geology.

ANTOINE RIGGI · FRANCE

Reconnection with the academic environment.

ADRIAN MARIUS ȘOVA · ROMANIA

I liked all presentations — and the questions from the students.

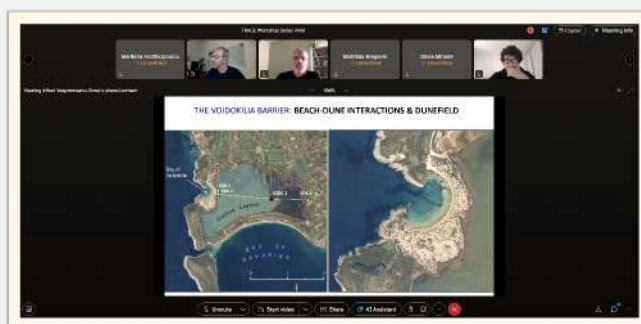
RĂZVAN POPESCU · TUTOR · UNIVERSITY OF BUCHAREST

When speakers illustrated their work in numerous ways to make it understandable for everyone, even those who haven’t yet started their master’s.

THEA BLAKELEY · AJAS · FRANCE



UNIVERSITY OF BUCHAREST · CORING METHODOLOGY



AIX-MARSEILLE · THE VOIDOKILIA BARRIER

From distant concept to present process

Feedback form question: “How did the workshops influence the way you think about climate change and coastal environments?”

The workshops changed my perspective by showing me that climate change is not a distant theoretical concept, but a reality with direct and immediate impact on coastal communities.

ZLATE MARIA DENISA · UNIVERSITY OF BUCHAREST

It shifted my perspective from seeing ‘global’ problems to identifying ‘local’ solutions through science.

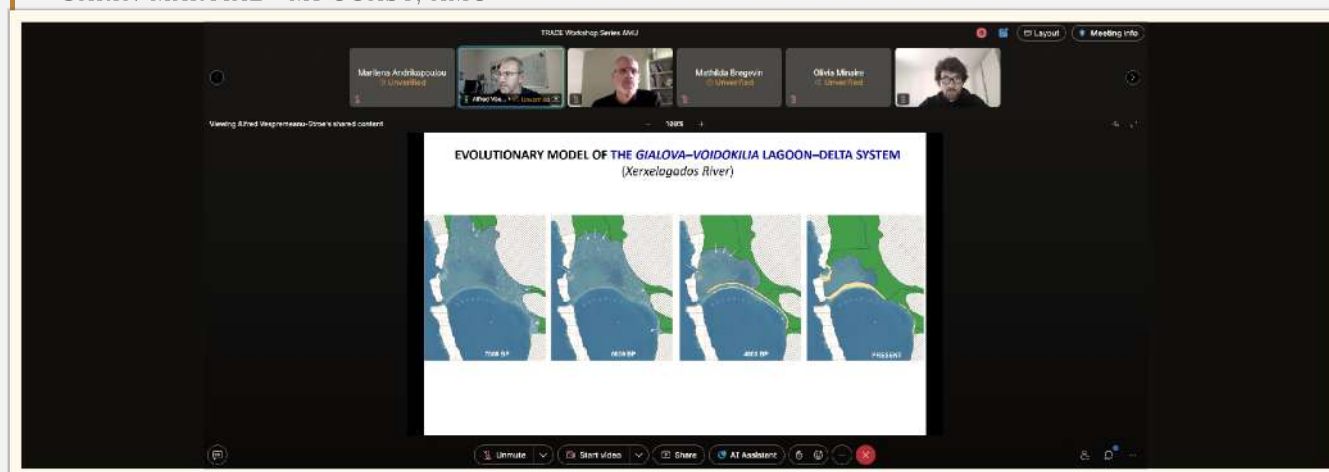
VASILIKI KONSTANTINIDOU · AMU / NKUA

They helped me see coastal environments not only as natural areas, but as vulnerable systems that need continuous monitoring and responsible human behaviour — and made me think about how students can become active participants in climate action.

ARISTIDIS PALIOURAS · E3STEM

The workshop is quite grave in its views, but remains hopeful.

GARIN MARTIAL · M1 COAST, AMU



EVOLUTION OF A LAGOON-DELTA SYSTEM, 7000 BP TO PRESENT

What travels back into studies and work

Feedback form question: "Is there anything you learn from our workshops and you plan to use in your studies or work?"

I intend to use the case studies for my university projects and my bachelor's research. The integrated approach to managing areas affected by climate change will be extremely useful.

ZLATE MARIA DENISA · ROMANIA

Nature-based solutions for erosion protection.

BOUAZA BAYA · UNIVERSITÉ PANTHÉON-SORBONNE

As a civil engineer focused on sustainable infrastructure, I plan to apply these data-driven insights to climate-resilient water resource management projects.

SHAHRIAR JOY · BANGLADESH

I plan to use the part with AI and how to create scientific figures.

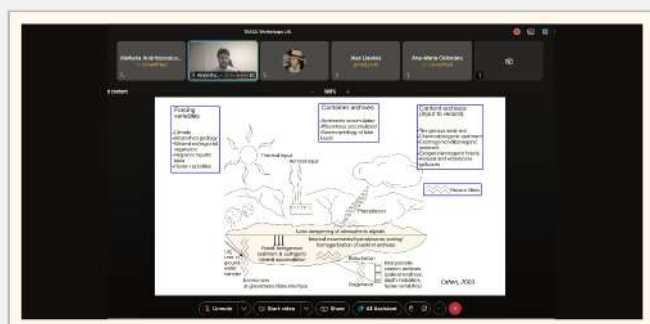
LÉA MAIRAVILLE · UNIVERSITÉ DE ROUEN NORMANDIE

I found out about consensus.app and I am planning to use it at work in the near future.

ALEXANDRA PARASCAN · UNIVERSITY OF BUCHAREST

Notably how to educate people, and upgrading my GIS spatial-analysis skills.

ANTOINE RIGGI · FRANCE



HOW A LAKE RECORDS A CLIMATE SIGNAL



THE POWER OF SEDIMENT ARCHIVES

Educators on carrying it into a classroom

Feedback form question: “Have you already used in our workshops, or do you plan to use, something you learned?”

I plan to incorporate environmental and sustainability topics into my teaching activities, and encourage students to adopt responsible attitudes toward climate change and environmental protection.

MONICA PURDESCU · LICEUL MĂTĂSARI · ROMANIA

Activities related to climate change, coastal protection, environmental monitoring — and the use of mobile devices for collecting data from the field.

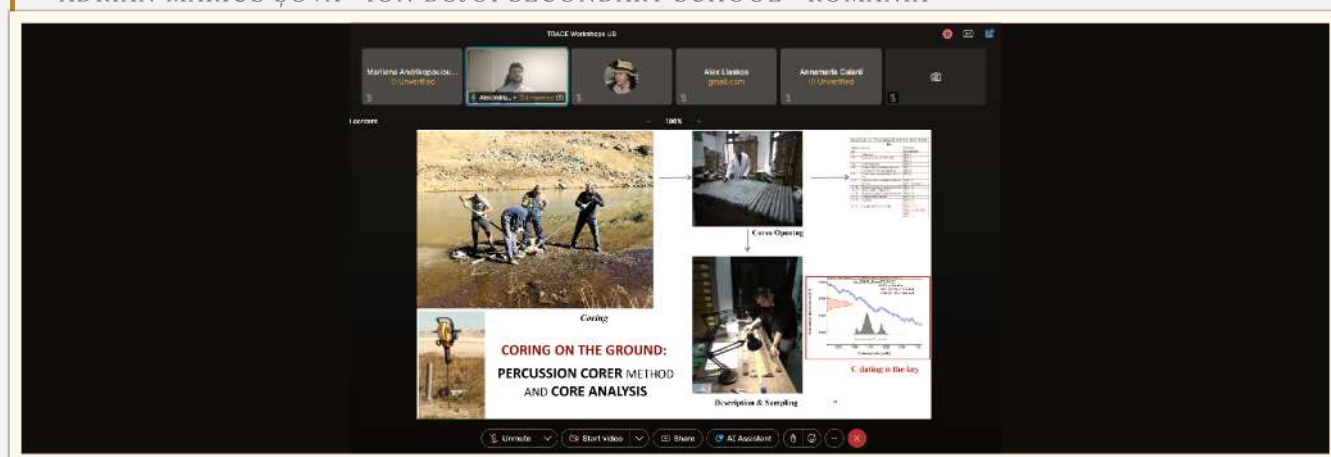
ARISTIDIS PALIOURAS · E3STEM · GREECE

Before the workshop I mainly used my book notes on coastal environments, focused on the Indus Delta region. Now I use the workshop knowledge and methodologies during my lectures.

MUHAMMAD KASHIF · COLLEGE EDUCATION DEPARTMENT, SINDH · PAKISTAN

I will present some case studies to high-school students. I’m more interested in interdisciplinary approaches now.

ADRIAN MARIUS ȘOVA · ION BOJOI SECONDARY SCHOOL · ROMANIA



CORING ON THE GROUND · PERCUSSION CORER AND CORE ANALYSIS

From the other side of the screen



Răzvan Popescu

UNIVERSITY OF BUCHAREST · ROMANIA

Session: TRACE — Decoding Landscape Change in an Era of Climate Uncertainty

OBJECTIVE

To understand how climate change imprints landforms in different environments.

IN THEIR WORDS

The quality of the presentations and of the speakers is what makes this series impactful. I used my own research results — field movies and photos, with practical and concrete examples.



Sarantos Psycharis

HELLENIC EDUCATIONAL SOCIETY OF STEM · GREECE

Session: Science Communication — Inspiring action, engaging the public with science

OBJECTIVE

To show how scientific findings become something a wider public can act on, through inquiry-based and computational thinking approaches.

IN THEIR WORDS

An audience of this range — students, researchers and teachers together — is rare, and it makes you explain your work better. That is worth as much to the speaker as to the room.



Konstantinos Kalovrektis

HELLENIC EDUCATIONAL SOCIETY OF STEM · GREECE

Educational design and instrumentation across the TRACE series

OBJECTIVE

To connect sensing technology and hands-on activity with the environmental questions the project studies.

IN THEIR WORDS

How willingly people from very different fields engage once the science is put in front of them with real instruments and real data.

From the TRACE tutor mini-interviews, collected after the series and published with the speakers' consent.



Andrada Fiscutean

UNIVERSITY OF BUCHAREST · ROMANIA

Session: Bridging Science and Policy: Effective Communication

OBJECTIVE

“show the audience strategies for making science interesting and accessible”

IN THEIR WORDS

“I saw that everyone was warm and welcoming, some of the speakers shared personal photos and stories”



Alexandros Liaskos

NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS · GREECE

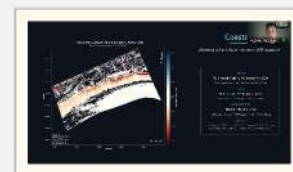
Session: GIS & Drones: Mapping shifts from the sky

OBJECTIVE

“UAV aerial data collection, photogrammetric mapping of terrain changes, and GIS analysis to detect and quantify landscape shifts over time.”

IN THEIR WORDS

“Multiple Earth Science subjects and research topics that inspire students and enlighten researches into the interdisciplinary reality of our world and its study.”



Eleni Achmakidou

NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS · GREECE

Session: Science in action: Connection with learners

OBJECTIVE

“to show how scientific research can move from the lab into real-world applications and learning experiences”

IN THEIR WORDS

“I really enjoyed exchanging ideas with other young Master's students from different European countries, hearing their perspectives, and seeing how the topic connected with their own experiences and interests.”



Mihaela Verga

UNIVERSITY OF BUCHAREST · ROMANIA

Session: What is Tracing Climate Change (TRACE) – the overview of the project

OBJECTIVE

“The main objective of the presentation was to provide participants with a comprehensive understanding of the TRACE project, including its rationale, objectives, activities, and partnership structure.”

IN THEIR WORDS

“The strong interest shown by participants in attending the workshops, combined with their positive feedback and active engagement, underscored the value and relevance of the project.”



Eleana Karkani

NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS · GREECE

Session: Reading the Past: Reconstructing Ancient Landscapes to Predict the Future

OBJECTIVE

“To connect the past with the future, by understanding how past landscapes and processes help us understand what is happening today and in the future”

IN THEIR WORDS

“It was very inspiring to have so many participants from different countries and it was great to be able to attend presentations from different tutors from different expertise.”



What inspired you to participate in the TRACE workshops as a speaker?

"I was particularly motivated by the programme's focus on tracing and understanding climate change, as this closely relates to my interest in communicating environmental change in an accessible and meaningful way."

ELENI ACHMAKIDOU

"The TRACE project offers an innovative geomorphological approach to understanding and tracing climate change impacts, which aligns closely with my academic and professional activities."

MIHAELA VERGA

"the topic and the fact that it aims to popularize science, among other things"

ANDRADA FISCUTEAN

"the topics of the workshops, the quality of the project, the other speakers"

ELEANA KARKANI

In your opinion, what makes the TRACE series of workshops impactful?

"I think what makes the TRACE series of workshops particularly impactful is the way they bring together people from different professional and academic backgrounds, creating space for inspiring talks and exchange of ideas. At the same time, the workshops are adapted to the specific context of each country, which makes the discussions more relevant and closely connected to local realities and challenges."

ELENI ACHMAKIDOU

*"the
community"*

ANDRADA FISCUTEAN

What tools, teaching methods, and approaches do you use in both field trips and classroom settings to engage your students or participants?

Răzvan Popescu

"In the field I used geophysical methods (ERT, GPR, Seismic refraction), thermal methods (thermistor instalation for ground surface temperature monitoring), topographical methods (total station and DGPS). In presentations I used field movies and photos with practical and concrete examples."

Mihaela Verga

"In both field and classroom settings, I employ a blend of interactive teaching methods, hands-on activities, and digital technologies to foster active engagement and critical thinking. During field trips involving students, I focus on experiential learning by encouraging direct observation, data collection, field measurements, and the collaborative interpretation of environmental processes and landforms. In the classroom, I complement these practical experiences with the use of digital resources, including GIS applications, online mapping platforms, multimedia content, and educational tools, which help enhance understanding, promote participation, and connect theoretical concepts with real-world environmental challenges."

Eleni Achmakidou

"I tried to combine examples and storytelling with interactive and visual tools. I used screen recordings such as StoryMaps, 360 videos and game-based material to make the topic more engaging and easier to understand."

Andrada Fiscutean

"I try to make the presentation interactive, to use humor and tell personal stories people can connect with"

Alexandros Liaskos

"WebGIS and visuals instead of text."

Eleana Karkani

"powerpoints, videos, trying to raise discussion by asking questions, engage them actively when possible to the activity"

Participants were asked for
three words. These are theirs.

Interesting *Innovative* Engaging Accurate

Transformative *Collaborative* Dynamic

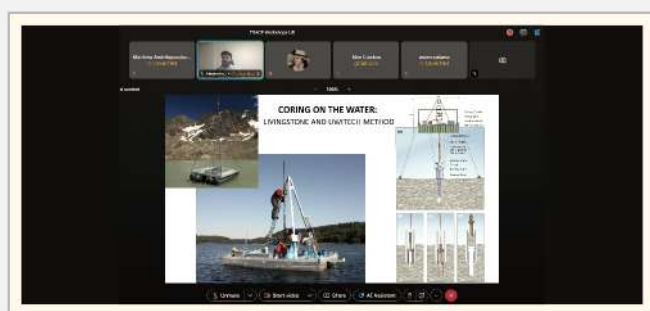
Eye-opening Well-organised *Hopeful*

Practical Inspiring Interdisciplinary *Insightful*

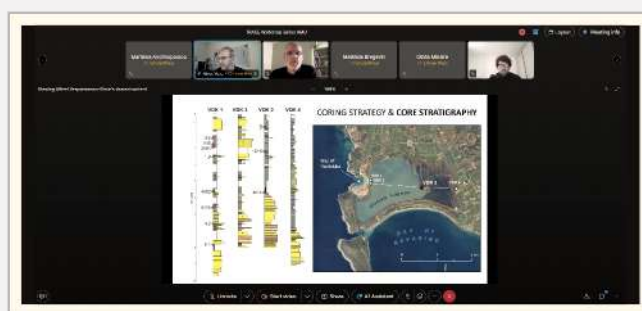
Educational *Fascinating* Useful Astounding

Excellent Rich in information *Brilliant* *Impressive*

Knowledgeable



CORING ON THE WATER · LIVINGSTONE AND
UWITEC



CORING STRATEGY · GIALOVA CORE
STRATIGRAPHY

Drawn from the 'three words' question of the participant feedback form.

CHAPTER FIVE

Evaluation

Who came, and what the pilot phase changed for them.

05

Twelve sessions, and a room that stayed full

I, 200+

SEATS FILLED
ACROSS THE SERIES

I 2

SESSIONS
DELIVERED

22

COUNTRIES
REPRESENTED

I 30'

AVERAGE SESSION
LENGTH

AVERAGE ATTENDANCE PER SESSION

Each host ran the same four thematic sessions; the figures are the average attendance across the three series.

1 · Climate uncertainty		~115 avg
2 · Reading the past		~110 avg
3 · Geotech in action		~93 avg
4 · Science that talks		~88 avg

Across all three series, every session drew between seventy and a hundred and forty people — an unusually flat curve for a four-part online programme.

HOW MANY SESSIONS EACH PERSON ATTENDED

Of everyone who registered, the share who came to one, two, three or all four of the sessions.

Attended all four		18 %
Attended three		16 %
Attended two		11 %
Attended one		16 %

A third of all registrants attended three or four sessions — the group the follow-up material was written for.

Attendance recorded from the meeting platform of each host series, March–May 2026; retention figures from the fullest of the three records.

A room far wider than one faculty

The figures below come from the feedback forms returned after the series — a sample of those who attended, not the full room.

RESPONDENTS BY COUNTRY

Romania		32 %
Greece		27 %
France		18 %
Egypt		9 %
Italy		5 %
Pakistan		5 %
Bangladesh		5 %

RESPONDENTS BY ROLE

Postgraduate students		36 %
Researchers		27 %
Teachers / educators		27 %
Graduates & others		9 %

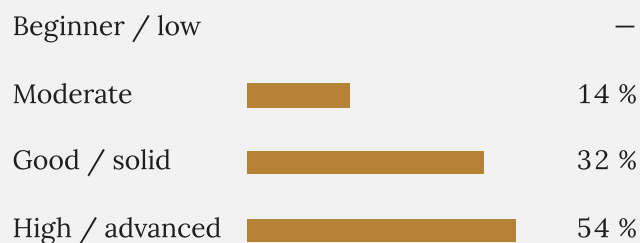
Backgrounds ranged from geography, geology and oceanography to civil engineering, applied biochemistry, informatics and literature — the interdisciplinary reach the project set out to achieve.

Knowledge gained across the series

BEFORE THE WORKSHOPS



AFTER THE WORKSHOPS



Share of respondents at each self-reported level, coded from the free-text answers of the feedback form. No respondent reported a lower level after the series than before it.

What the workshop series showed

What the pilot phase demonstrated, above everything else, is that the fieldwork is what made the teaching credible. Every session participants singled out was built on a campaign the speaker had run — cores lifted from a lagoon, shorelines measured on an island, permafrost monitored on a mountain, profiles surveyed on a pocket beach. The material came from the ground first, and the room could tell.

The audience that gathered around it was wider than the one the project set out to reach. People joined from far beyond the three universities and beyond Europe, and from

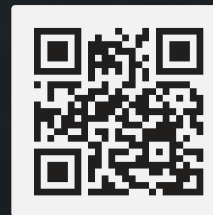
disciplines well outside Earth sciences — engineering, biochemistry, informatics, education — and they remained engaged throughout: a third of all registrants attended three or four of the four sessions. Knowledge rose for every respondent who told us, but the more telling result is what they said they would do with it: theses, lectures, mapping workflows, school activities. Six of them teach, and what they carried away reaches classrooms well beyond the countries that hosted the series.

The clearest request in the feedback was for more time with the instruments themselves — the best thing a first edition can hear.





E-CLASS



WEBSITE

Tracing Climate Change

Erasmus+ KA220-HED – Cooperation partnerships in higher education.

Project ID 2023-1-RO01-KA220-HED-000160375. Start 1 November 2023, end 31 October 2026.

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