



# EMSEA CONFERENCE 2019

## BOOK OF ABSTRACTS



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# Contents

<b>ORAL PRESENTATIONS .....</b>	<b>5</b>
<b>Atlantic Seafloor Partnership for Integrated Research and Exploration (ASPIRE): A Multi-year Multi-national Campaign to Explore the Depths of the Atlantic .....</b>	<b>6</b>
<b>Mediterranean Middle School Students' Knowledge, Attitudes, and Behaviours Towards Ocean-related Topics: An EMSEA-Med Pilot Study .....</b>	<b>7</b>
<b>International Ocean Literacy Survey: Updates and New Directions.....</b>	<b>8</b>
<b>Marine Education through Visions of Research and Azorean Fishing Communities .....</b>	<b>9</b>
<b>Can Young People Really Help With Science? The Showcase Example of Operation Wallacea Project in the Adriatic Sea, Croatia.....</b>	<b>10</b>
<b>The MED Programme AMAre Project: Actions for the North East Marine Protected Area (Malta).....</b>	<b>11</b>
<b>Marine Photography to Build Ocean Optimism .....</b>	<b>12</b>
<b>Nautical Charter Sector &amp; Ocean Literacy: The MedSkippers Project .....</b>	<b>13</b>
<b>ATLAS Outreach Educational Portfolio .....</b>	<b>14</b>
<b>The European Marine Observation and Data Network (EMODnet): Vision and Role of This Gateway to European Marine Data in Education and Outreach .....</b>	<b>15</b>
<b>Educating a Blue Generation.....</b>	<b>16</b>
<b>Ocean School: Digitally Fostering Ocean Literacy and Environmental Awareness .....</b>	<b>17</b>
<b>Blue School PT - From the School's Point of View .....</b>	<b>18</b>
<b>Bringing Real-life Context to the Curriculum Through Project-based Learning .....</b>	<b>19</b>
<b>From the Sea, up the River .....</b>	<b>20</b>
<b>POSTER PRESENTATIONS.....</b>	<b>22</b>
<b>In the Search or Effective Methods of Marine Litter Education – How to Make a Real Difference .....</b>	<b>23</b>
<b>Ocean Literacy Intervention Activities: A Case Study from a European Maritime Day Event (EMD) in Mainland Greece .....</b>	<b>24</b>
<b>Introducing Blue Carbon Concept in the Marine Conservation Sector – the Case of Croatia.....</b>	<b>25</b>
<b>Using the Deep-sea Environment as a Tool for Promoting Informal STEM Learning through Ocean Literacy Activities.....</b>	<b>26</b>
<b>With Our Collective Imaginations – an Invitation to Raw Together Complex Social Knowledge .....</b>	<b>27</b>
<b>Ocean Literacy in Sail Training (OLiST).....</b>	<b>28</b>
<b>Ciguatera Fish Poisoning in the Canary Islands: a Contribution to Communication Strategies.....</b>	<b>29</b>
<b>The Deep-Water Sharks' Guide to the Azores .....</b>	<b>30</b>
<b>Hear the Baltic Sea – the Marine Educational Project Dedicated to Deaf People .....</b>	<b>31</b>

<b>An Explorers Education Programme™ Project Entitled ‘Our Ocean – Marine Legends, Fairy Tales and Folklore in Ireland’ Carried out in ten Coastal Counties Around Ireland, Supporting Primary School Education and Promoting Ocean Awareness and Action in Line with the Global Sustainability Development Goal 14 .....</b>	<b>32</b>
<b>The Challenges of Communicating Research Findings to the General Public: Money, Conflict, Politics .....</b>	<b>33</b>
<b>Tools of the Trade: Resources to Achieve Ocean Literacy .....</b>	<b>34</b>
<b>Using Ocean Literacy and Marine Spatial Planning to Investigate Sustainable Energy Solutions in Second Level Education, Collaborating to Promote Awareness and Actions for Sustainable Development Goals 7, 13 and 14 through Experiential Public Engagement .....</b>	<b>35</b>
<b>Sharks Ahoy: Changing Elementary Students’ Perception on Sharks and Rays .....</b>	<b>36</b>
<b>Assessing the Effectiveness and Impact of the “Look at the fresh fish” Project .....</b>	<b>37</b>
<b>Linking Research, Fisheries and Society: the Role of the Shark Attract Project in Raising Awareness on Sharks and Rays Endangered Species .....</b>	<b>38</b>
<b>Communicating the Sea on an Island (with 15 thousand inhabitants) - the Advantages and the Challenges!.....</b>	<b>39</b>
<b>Marine Education for Environmental Awareness on Plastic Pollution .....</b>	<b>40</b>
<b>Travel Souvenirs and Ignorance of People - How to Protect Nature .....</b>	<b>41</b>
<b>Environmental Awareness Activities (Beach Money &amp; Turtle Spot) Happened in Xiao Liuqiu .....</b>	<b>42</b>
<b>The European Atlas of the Seas, Online Interactive Catalogue of Marine Maps for a more Ocean Literate Society .....</b>	<b>43</b>
<b>Urgency &amp; Efficiency: How do we Take Ocean Conservation out of the Aquarium? .....</b>	<b>44</b>
<b>MISSÃO_MAR: How to Engage Teachers and Students in Climate Changes Issues .....</b>	<b>45</b>
<b>Futurismo Azores Adventures: Raising Awareness and Enhancing Environmental Knowledge on the Local Community .....</b>	<b>46</b>
<b>A New Approach to Improve Local Environmental Awareness .....</b>	<b>47</b>
<b>National Marine Educators Association (NMEA).....</b>	<b>48</b>
<b>Set Sail for Scientific Investigation Using Student Built Miniboats.....</b>	<b>49</b>
<b>Engaging Future Scientists through Multidisciplinary Investigations into the Biogeochemistry of our Changing Oceans.....</b>	<b>50</b>
<b>The Blue Team Project: I am a Citizen of the Ocean ... What About You? .....</b>	<b>51</b>
<b>LIFE Recreation ReMEDIES .....</b>	<b>52</b>
<b>Reducing and Mitigating Erosion and Disturbance Impacts affecting the Seabed.....</b>	<b>52</b>
<b>EMSEA EXPO ACTIVITIES.....</b>	<b>53</b>
<b>Fun with Marine Food Chains .....</b>	<b>54</b>
<b>Devoid of Dissolving Discussions: A Different Ocean Acidification Engagement Event.....</b>	<b>55</b>

<b>‘Coral Territory Wars’: Education Program on Coral Reef Ecosystems to Raise Awareness on the Importance of Conserving Them .....</b>	<b>56</b>
<b>Hands-on Ocean Literacy (OL): a Set of Practical Labs for Exploring the 7 OL Principles .....</b>	<b>57</b>
<b>How to 'Rock' a Rockpool .....</b>	<b>58</b>
<b>Mission across the Channel .....</b>	<b>59</b>
<b>Framing Knowledge in the Middle of the Atlantic Ocean .....</b>	<b>60</b>
<b>Atlantic Adventures with ATLAS .....</b>	<b>61</b>
<b>Deeply Engaged with Sea Life .....</b>	<b>62</b>
<b>Feel the Appeal of the Ocean: Experience a Virtual Whale Watching Tour with Futurismo .....</b>	<b>63</b>
<b>Sands and Gravels, My Sediments Exactly .....</b>	<b>64</b>



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## Ocean Literacy Intervention Activities: A Case Study from a European Maritime Day Event (EMD) in Mainland Greece

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A European Maritime Day (EMD) 2019 event was held at a Greek mainland middle school in which twenty-two fifteen-years-old students participated. The event included a presentation, two hands-on labs (“Floating and non-floating plastics”, “The voyage of rubber ducks”), one drama activity (“How do sea food chains work?”) as well as one drawing and hand-craft activity. The intervention lasted five teaching hours. A structured questionnaire to investigate knowledge, attitudes and behaviours regarding ocean-related topics was administered to all students before and after the EMD event. Results, using non-parametric statistics, revealed a significant increase in students’ knowledge level and behaviours ( $p \leq 0.05$ ) after the intervention, and a tendency of increase in attitudes ( $p = 0.09$ ). In particular, a positive effect regarding knowledge content in all seven OL Principles was evident. Male students appeared to be more knowledgeable than females in both pre- and post-tests but with no significant difference, which was not the case in terms of the attitudes and the behaviours. Participation in environmental education programs seems to have an important role in students’ knowledge level, while the intervention appeared to influence mainly the ones with no such participation. Special caution is needed for the interpretation of the results, as the sample size was low. Nonetheless, results of the present study show that activities like an EMD event give the opportunity to bring Ocean Literacy into classrooms and affect what students learn, feel and are willing to do about the marine environment.

\*The views and opinions in this abstract are the author’s own and do not necessarily reflect those of her institution