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Description of the Learning, teaching and training event in Åbo 2021.

The learning, teaching and training event in Abo was, due to corona, divided into two events. First we met in Stockholm in October and then we met on-line in December. This is an Dec

Stockholm the 18th of October

To the Stockholm meeting we had delegates from Norway, Sweden and Finland at the site NAV in Stockholm and by link we had participants from Finland, Scotland and Slovenia. The participants on-line were both partners in the project as well as other interested people.

The event included a combination of lectures and workshops that focus on our different perceptions about core elements of sustainability and resilience.

The event was planned by Nav Sweden and Åbo Akademi University together with the project manager Eva Marsh from Backatorpsskolan.

The goals for the event was the following: To allow the participants to engage in in-depth discussion about their perceptions of e.g. sustainable development, climate anxiety, resilience and competence to act. To exchange experience in order to develop Storyline as a pedagogical approach with a special focus on the teacher's and the student's role in the approach. To discuss the concept of entrepreneurial learning and to compare how the concept and competence is visualised in the different national curriculums. To discuss if and how transformative learning could be used within learning for sustainability. To explore the creative use of technology for educational purposes in the different workshops. To collect empirical material to use as a ground for further planning and for research within the project.

Due to travel restrictions we had to make the event a hybrid version since some participants could not travel. This was a challenge since it's much easier to have discussions and workshops if everyone is in the same room. Since we had experienced facilitators from NAV holding the event we were able to make everyone feel involved in the very difficult discussions even if we were many miles apart. We used Zoom as a tool and were able to broadcast all the lectures and also use the breakout-rooms for discussions. This is knowledge and methods that we bring with us to our next meeting when we even will try to engage everyone in an open-space event via Zoom. There is also another advantage with a hybrid event that we want to think more about and that is that to be able to work in a sustainable way we need to develop ways of meeting without travelling by air for example. We see this work as essential, challenging and important as we move on with the project.

We started off with a check-in to tell each other our state of mind and then the project manager held an introduction to tell us all about what has happened so far. Then we had a lecture by Anne-Kathrine Peters Associate Professor in technology education, with a focus on sustainability, KTH. She told us about her own development from being in a technical IT-world to more and more work with sustainability issues. She spoke about the importance of being in nature to be able to care about nature. Her lecture was appreciated and the evaluation afterwards show that participants appreciate her talk

about the importance of connecting with nature and that we do not know what the future will be like so we need to make students develop skills. One comment said " Her insights to challenges of education will help me further reflect on our position in higher education."

The next lecture was Pella Thiel who is an environmental activist working with eco-civil law. She hit us with facts and feelings and engaged us in different exercises where we had to meet our own feelings, worries and thoughts about the state of the world today. It made a big impression on the participants and left no one untouched. One participant wrote "Her exercises moved me. To stop and look at the state of the world made me dazed. To stop, feel, reflect is very important."

After that we moved on to discuss how we can use Storyline in the work with our students to deal with sustainable development. Ylva Lundin, Storyline Sverige, held a workshop where we got a character each and worked through them. One participant wrote in the evaluation " Ylva helped us to see and reflect on how we in this project can improve the commitment of the children through their characters, and through them understand the complexity of sustainable development -conflicts of interest, emotions, fears"

Next was a presentation by Margaretha Häggström from the University of Gothenburg. She has been following the Storyline work at Backatorpsskolan and done classroom observations over a period of six weeks, 40 interviews with pupils and 7 interviews with teachers have been conducted. Three different studies, based on these observations and interviews have been conducted, which resulted in three academic articles which she presented for us. Amongst her findings She stressed the importance of the characters in the storylinework and also discussed the role of the teacher. The evaluation shows that the participants were impressed by the work and felt that it is important to get a scientific view on what we are carrying on in the classrooms during the project.

Then we had a session on transformative learning where we discussed what we actually mean by the concept. The feeling amongst the group is that we need to take this further and deal with the concept again when we meet in december.

Then there was a second session with Ylva Lundin where the participants were made to take the work with the characters further to discuss feelings that the question about sustainable development arise in the characters. They got the opportunity to place their characters on the Kübler-Ross scale and also from there to move to discuss their own personal feelings. There was a deep discussion with where a lot of personal feelings were lifted in the open. To deal with the state of the world today arise a lot of difficult thoughts and feelings and together we felt so secure in the project so we could share these feelings with each other.

Then we listened to Ann-Cathrine Henriksson from the University in Finland. She presented a study about young people and eco-anxiety. Many participants in the study endorsed a range of negative emotions, with over 50% of respondents saying they had felt afraid, sad, anxious, angry, powerless, helpless, and/or guilty. The emotions least often reported were optimism and indifference. Respondents endorsed a range

of negative thoughts, with 77% saying the future was frightening. Among those who said they talked with others about climate change (81.2% of the sample), almost half (48.4%) reported that other people had ignored or dismissed them. Results for thoughts and feelings about climate change varied significantly by country but were strikingly present in all populations

One participant wrote like this in the evaluation " The homework she did with the new report on young people's concerns about climate change along with the questions she prepared for this session made the connection between our work with Storyline and Sustainability more relevant."

We had all read an article written by Dr. Panu Pihkala before the meeting but now we also got a lecture from him via link. Ann-Cathrines introduction and questioning afterwards helped us all to bring the findings of dr Pihkala together with our own work.

Apart from the above we spend time together during lunch, coffee and dinner where we got to know each other further. These times with no programme is very important for the project since we build trust and feel more connected to each other. It is a difficult subject that we have chosen for our project and during this event in Stockholm we have all been aware of that we can not leave our own personal feelings out of the work. We really need to explore our own sadness, sorrow and anxiousness to be able to work with this subject with our students.

We filmed the lectures with Anne-Kathrine Peters, Pella Thiel and Panu Pihkala and they are published on the projects website.

<https://www.storyline.education/pedagogical-resources/resilience-and-sustainability>

Åbo the first of December

Part two of the event was broadcasted on-line and most of the event was also recorded. To the Åbo meeting we had delegates by link from Sweden, Norway, Finland, Scotland and Slovenia. The participants were both partners in the project as well as other interested people. The presenters and workshop leaders participated from Sweden, Finland and Norway.

The day was opened by Catharina Groop, the deputy Director at Åbo Akademi / Centre for Lifelong Learning who told us about Åbo Akademi. Then Eva Marsh, coordinator of the Project Erasmus + Education for sustainability and resilience greeted us all and went through the program for the day.

The first session was then "Entrepreneurial learning - possibilities and challenges". We were given examples from different national curriculums from Johanna Gagner and Daniel Lundqvist. Teachers' role and students' role were discussed as well as 21st century skills. The session was very appreciated and all responses at the evaluation afterwards gave a six or a five on a six grade scale. One reflection was "Seeing entrepreneurial learning as creating value for someone else makes the concept more manageable for me. It made me realize that there is a lot we already do that is good, even

though most of it happens within the school's own walls. Wondering what is stopping us teachers from daring? Fear of chaos? Johanna gave me some food for thought when she compared the teacher to a gardener. "We sow seeds and constantly pick them up to see if it has grown instead of relying on the process, that the seed grows. Many of us teachers need to dare to let go of the need for control. How do we do that? We need to continue to set good examples and be inspired to give ourselves the courage to dare."

Session two was called Transformative learning – scientific background and implications for education on different levels. Teachers' role and students' role. This session was delivered by Margaretha Häggström and Ann-Catherine Henriksson. The evaluation shows that several participants are struggling a bit with the meaning of the concept but it was clearer to most of us after this session. Voices from the evaluation says "As a teacher it is very important to acknowledge the importance of transformative learning. This presentation was a great example of in-depth research of transformative learning and how pupils develop different feelings and connections to nature."

"I really like when researchers share their thinking. It is very important that we get what we do in school looked upon."

Session three was a practical workshops where the participants had the opportunity to try out short episodes from different Storyline topics. It was lead by Virginia Lockhart-Pedersen who has experience in leading storyline work with her students during lockdown. It is challenging to get the same engagement in a storyline if you have to rely on digital tools but Virginia showed us some tricks that has proved to be very useful at the teacher training in Norway. Evaluation voices says "For me developing a character is the most important part of Storyline. Finding out about different possibilities of characters was very useful."

"I learned a lot of new things in how to use the digital tools. I also liked the way that she had taken what we have done in the project before into her presentation . She really showed that we are taking big steps forward."

"I think her way of linking together what we all do and talk about, today and before is very useful for us as a group, it sum up what we think and learn each time. Also, I learnt to use Zoom better (The whiteboard). She also included some new features to the character and facilitated a giving discussion on this, which opened my eyes."

Session four was a workshop where we used open space for discussion and deeper understanding of UNESCO's declaration. The question was: What does teaching look like when it meets the following goals. "It is not enough to supply each child early in life with a store of knowledge to be drawn on from then on. Each individual must be equipped to seize learning opportunities throughout life, both to broaden her or his knowledge, skills and attitudes, and to adapt to a changing, complex and interdependent world" (UNESCO, 1996: 85) The workshop was lead by Ylva Lundin - Storyline Sverige and facilitated on Zoom by Johanna Gagner and Daniel Lundqvist from NAV. The method was new to many of the participants and many that had experienced open space before had never tried it digitaly. The evaluation was positive and here are what some of the participants stated:

"That was a new experience for me and it was really nice."

"It is working better in real life that on zoom but still I think we got some value out of it."

"It is very useful to hear and discuss about different perspectives."

"Open space is an effective way for a group to have many discussions at the same time. It is the group itself that addresses the topics that are important, no one from above

decides what makes most issues important. It is a good way to tie the bag together after a day. days of much input."

After the open space session Eva Marsh, coordinator of the Project Erasmus + Education for sustainability and resilience summund the day and closed the event.

The evaluation after the event also contained some broader questions that we think are important for our project. They are presented below with answers.

1. What have you learned from the discussions about sustainability , climate anxiety and resilience?

- We all are trying really hard to build awareness about sustainability and resilience. We discussed very useful aspects and I have got some new useful ideas we can work on.
- The importance of paying attention to these questions
- The theoretical background brings me more more ideas for working with students on a higher level.
- It is difficult to pinpoint anything concrete but I think that the day as a whole has been the best in the project. I think that we now moved forward concerning the issues that will make the project take further steps. With all our different experiences that we shared my understanding of the project as a whole deepened.
- I do not think that we discussed these issues explicitly today, other than it needs tranformative learning if we want pupils to take part in future society.
- I have learned the importance of naming feelings concerning these issues.
- Having had these in-depth discussions has shaken me again. I myself have opened my eyes and once again hear the discussions around me in society and follow the debate in a completely different way. I have become clearer in conversations with my family, my colleagues and friends. I have also made some conscious choices that are a consequence of the conversations we have had.

2. What are your thoughts about how we should develop Storyline as a pedagogical approach with special focus on the teacher's and student's role in the approach?

- Teachers sometimes forget about how important is really their role in Storyline. As a beginner I always focus on pupils and I think I sometimes forget how to "act" in a certain role myself.
- To bring in feelings and work harder on developing the characters. Maybe we should but less effort into the freeze or model and more into the charachters.
- The teacher should be the good motivator to your students. He has to encourage the students critical thinking to become a self-thinking individual.
- I do not, as I have said before, have a deeper understanding of the Storyline Approach – I have more worked with entrepreneurial learning which I feel very secure with. I think that the mix would be interesting. How can storyline be designed to also become entrepreneurial and value creating?
- I think we need to develop the relational pedagogy, and to expand this pedagogy to include other groups outside the school, and the more-than-human world as well. I think we should talk more about balancing the Storyline features and perhaps use

Illeris' model of learning to understand what is learned and to value all abilities and knowledge that pupils enhance.

- We should encourage teachers to work cross curricular with teaching goals from the curriculum in storyline. Students get different ways and opportunities to show their learning and knowledge in a varied way.
- Storyline itself is already a good method for tackling the concept of sustainability, at all three levels of economic, ecological and social sustainability. The method needs to be used in a way that makes the characters come alive, the key issues clear and the events relevant. It must not be a nice craft project with a focus on creating fries. We teachers need to let go of the central content of each individual subject and see interdisciplinary, let go of control over my subject. Dare to see that in a meaningful way learning for life does not learn to meet knowledge requirements
- Keep working on going deeper into the elements of the method. Discuss with each other how they are used and how they relate to teaching about sustainability. Teacher's role is of course important - but allowing time to reflect on our roles is more difficult.

3. How can transformative learning be used in learning for sustainability?

- Including feelings in learning is always important and transformative learning gives us a great opportunity to do just that.
- My thoughts are not clear on this issue yet.
- To change (or to make big changes) the way you live/thing/learn/teach and being a good role model to your students.
- I believe that Transformative learning can strongly be connected to future literacy and resilience.
- I think we all need to be exposed to and take part in transformative learning to really start to take action in a way that is sustainable and resilient for our survival.
- By letting the pupils encounter minor disorienting dilemmas and to let them go through the ten phases in Mezirow's model. Then they can encounter larger dilemmas. Go from local issues to regional, national and global.
- If you consider the change that has to occur both in our mindset and in our ways of living – transformative learning is nearly a condition to achieve that.
- "The forest is the home of the trees. Imagine if someone came and destroyed your home. We have no care for the home of the trees.
- Working towards something that gives value to a person outside of our immediate circle. Influencing a sense of urgency by developing authentic difficult dilemmas

4. What can we learn from each other's curricula in terms of entrepreneurial learning?

- I think our curriculum really needs some updates and knowing what can we change with the comparison of each other's curriculum is very useful for me.
- It's so many things that are alike from country to country so I feel that we can just listen and take the best parts from all countries/schools
- To implement the entrepreneurial learning in doing the crosscurricular or extracurricular activities.
- The concept is not included in all the participating countries. Teachers need a) information about what the concept is about. B) concrete models as examples for

children of different ages. To be able to eventually c) create entrepreneurial glasses and see possibilities to entrepreneurial learning in different strategies for learning, the different subjects and in cross curricular thematic work.

- I believe that different curriculums describe the concept in different ways. By looking into different ways of describing something we go deeper and hopefully broaden our understanding of the concept and can start using them in our teaching.
- I am not sure, need to read them.
- We could spend more time looking at the texts in each other's curriculum.

5. What are your expectations for the next step after these days?

- To discuss different options and ideas. I have learned so much from you all. Really looking forward to exchange experience and ideas.
- To hear more about how everyone have gone further from where we are now. I think we have a lot to tell to all the audience at the multiplier event in Gothenburg.
- To be active in using (or trying to use) the new knowledge.
- This day makes the expectations of the coming events go higher. I am looking forward continuing discussions and to get more examples of how scientists and teachers have chosen to tackle the problem about resilience and sustainability.
- Continue in the same spirit. As I wrote before I really think this day has been the best so far. Now it really feels like we are heading somewhere.
- It would be good to gather the participants work now - What have been done, what are we doing right now and what are we planning to do. I would like us, as a group, to cooperate in one way or another, to find something common that we all could test and work with.
- that the discussions continue with us and in our operations and that we can share good examples with each other the next time we meet
- I will be talking with colleagues. I wish to plant some beginning reflections around the topic of sustainability and emotions and Storyline... We are developing our Storyline in the months to come and I will be incorporating a portion of our work into the current Storyline.

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