

4. Project Management and Implementation

Please provide an overall state of play of your project: what are the achievements of the project at this stage? Are the initial project activities and objectives being carried out and reached so far?

The project plan has been revised according to withdrawal of Iceland and hence a lower budget and financial changes. Changes have also been done due to Covid19, and in relation to the comments and critique of the project description received from the external experts in the application. For one thing, we have put much effort into connecting the different activities more clearly and strongly, to interconnect the learning outcomes from one activity with the development of the following activity. An example of such interrelation is the inclusion of the result of the first research study in Sweden into the next research study in Finland. This result will also be included in the first event in the autumn 2021. An attempt is made to make the project's focus more distinctly directed to sustainability and resilience, and will be continued, as will the transnational aspects. To strengthen the transnational aspects of education for sustainability and for researching such education, specific planning meetings for this perspective are now scheduled. Comparative studies will be conducted to find opportunities to discuss constraints and obstacles, and thus to find new ways of teaching and learning about and through sustainability.

The initial project activities have been conducted and the communication and workflow in the group has been established. All members in the project group have taken an active role during the project's first month by email, discussions at our team platform and at our online meetings. All partners have an equal role and influence in decision-making. The main decisions have been taken during these several project meetings, for example agreement on sharing workload and responsibilities by contract, activity plan and time-schedule. We have created different transnational teams, which are responsible for planning the various events and activities together during group meetings. The project is proceeding through these parallel group meetings, in which events are planned in detail, guest lecturers are invited, and so on. The outcome of each meeting is then presented in the project meetings in which all members participate.

Through the project's website, www.storyline.education we have adjusted information, material and communication to the needs of our target groups, and link this to the project's goals. We believe our target groups (educators) should easily find, be able to take part in, and feel that they benefit from, what the project produces. As the project proceeds, the website itself will be developed and hopefully in a transparent way. For example, we can add discussions on teaching and learning in relation to sustainability issues.

Project achievements so far.

It is essential for the group to discuss, continually, how to achieve the project's goals. Dialogue about the intellectual outputs, the aims and programme for the events in Finland and Sweden, has given the group a common picture of how our different project activities and objectives might lead to project's goals.

Many discussions have also been held, to understand our different perspectives of sustainability and resilience. An important group discussion we had in March was about the question, "What does a person need to do to become more resilient?" We define resilience as a system's possibility to deal with crisis and sudden events without going into a worse state. We will continue the work with identifying which factors we can influence that affect results, and the perception of quality of the process. In between project meetings, all participants have continued to develop their own organisations' experiences about education regarding sustainability and resilience. Continuous development has been formed according to the needs of the organisation.

Relevant and interesting texts and lectures have been shared in the project group to promote joint learning. As an example, everyone has read *Eco-Anxiety and Environmental Education* by Panu Pihkala.

The challenge of national interconnectedness, during these pandemic times, has been a recurrent dilemma that we have to face and find solutions for. One solution is to have hybrid events, which include physical attendance, as well as online presence. The project's upcoming event this semester has such an approach. Although these have not been conducted yet, an achievement is the completed programmes, including invited speakers, planned workshops and panel discussions. Another achievement is that the first action research project has been conducted, and three studies been completed, which have resulted in three academic articles. In addition, six student theses were finalised within this action research. This action research will also result in short autoethnographic texts, written by teachers, student teachers, school principal and the researcher.

Please describe further in details the project activities supported by the grant for Project Management and Implementation that have been carried out until now.

The project has introduced regular project meetings online, led by the coordinator. Eight meetings have been completed so far. Initially, the project group had to deal with the lower budget, financial- and practical changes, due to the withdrawal of Iceland in December, which was one of the partners involved in the application. Consequently, we had to revise the payment plan draft and review the agreements and arrangements, including "ANNEX III - FINANCIAL and CONTRACTUAL RULES". All organisations had to make some changes regarding the changed budget plan, which then had to be discussed and decided on in the larger project group, which implies several national meetings and organisation meetings. These meetings resulted in a changed project plan. However, NAV (Stockholm) and Åbo Academy made a detailed plan for an on-site meeting in Åbo in October, which had to be changed into a hybrid version. We have also discussed and decided how the first payment should be distributed. The coordinator had budget meetings with the Grants and Innovation Office at the University of Gothenburg to sort out financial details.

With regard to Iceland's departure and restriction following Covid 19, we had to change the schedule and move planned activities, which is briefly outlined in the following bullet list.

- Learning and teaching activities, C1 Finland, is postponed to Autumn 2021 (December).
- The first transnational project meeting on site is postponed to Autumn 2021 (October).
- Some work with the Intellectual outputs has been postponed, due to Covid 19 restrictions.

In addition to the online project meetings, actual meetings on site will be held in Sweden (Stockholm) October 2021, in Sweden (Gothenburg) March 2022, in Slovenia June 2022, in Norway October 2022, in Sweden (Stockholm) March 2023, and finally in Sweden May 2023.

Virginia Lockhart-Pedersen at Østfold University College in Norway, has created a common team platform, where all project participants have shared materials, protocols and held discussions about the project's activities.

Backatorpsskolan has made a first version of the project's project plan, communication plan and dissemination plan. These will be further elaborated on at the first physical project meeting this autumn (transnational project meeting). A Monitoring & Evaluation (M&E) strategy will also be presented at this meeting. Eva Marsh at Backatorpsskolan arranged for a whole day meeting for all teachers and student teachers, and the research leader for the action research, to work together.

The University of Gothenburg has made a plan for the multiplier event in March 2022, including booking halls and lecture rooms, reading applications from 54 participations. Storyline Sweden has been involved in the booking of accommodations and catering and so on. Backatorpsskolan had planned for receiving visitors during this multiplier event.

OSNOVNA SOLA OB RINZI KOCEVJE (the school in Slovenia) have had planning meetings to organise the meeting in Slovenia, June 2022.

With the support of the grant requested for management and implementation, all partner organisations have assured that the agreed deadlines for reports are met, that they keep a good record of their financial flow and attend the online meetings.

How is the monitoring of the project being carried out so far and by whom?

The monitoring of the project has followed the description in the application.

As coordinator for the project, Eva Marsh at Backatorpsskolan has received reports from the project participants' work continuously during the spring. There have been both oral presentations and written reports. The project participants have, for example, reported on their work with intellectual outputs at the project's monthly online meetings. Reports have also been made in smaller groups, as different project participants have met separately for planning and follow-up of the project's various activities. Eva has been a participant in most of these meetings.

The partners who have worked with intellectual outputs have submitted time reports for the work as well as a written report of what they have done. Regarding project management, all partners have submitted a report on what they have achieved during the project's first eight months.

All partners have also an internal budget follow-up.

Together with University of Gothenburg, Sweden, Backatorpsskolan has set up a Partnership Agreement that will be used between the coordinator and all partners.

How did the project partners contribute to the project so far? Has the distribution of tasks been adjusted since the application stage?

The planning of the implementation has been done in a joint process and involved all partner organisations. The project group has met regularly for exchanges of experience around the project partners' various processes, we have had contact with potential lecturers and have planned upcoming events and strengthened the technology platform. All partners are involved in planning and carrying out the learning, teaching and training activities. We have created different transnational teams which are responsible for planning the various events and activities together during group meetings. The project is proceeding through these parallel group meetings, in which events are planned in detail, guest lecturers are invited and so on. The outcome of each meeting is then presented in the project meetings in which all members participate, and the plans are adjusted and developed further. It has been a fruitful way to develop each event.

Report per organisation:

Eva Marsh at Backatorpsskolan has been managing the project and has thus been involved in all the other organisations and their meetings. In addition, Backatorpsskolan has also, together with University of Gothenburg and Storyline Sweden, planned for the multiplier event in Gothenburg 2022. Furthermore, Backatorpsskolan has also collaborated with the researcher at the University of Gothenburg, in an action research project, involving several of the school's teachers and six student teachers.

Margaretha Häggström at the University of Gothenburg has facilitated 3 meetings with a group of 5 lecturers from the University, to plan the multiplier event, in March 2022. Arjen Wals, professor of Transformative Learning for Socio-Ecological Sustainability at Wageningen University has been invited as one of the event's keynote speakers. Margaretha Häggström has led and carried out the Action research at Backatorpsskolan and has contacted the researchers in Norway and Finland for cooperation.

Ylva Lundin, from Storyline Sweden, has been involved in planning the multiplier event, in March 2022. She has taken part in meetings with the international group of Storyline educators, the Golden Circle, and she is the projects contact-person with this international group. Three of the members in the Golden Circle are the project's associated partners, not formally participating in the project. They are significant for the project, as they serve as external monitoring. The focus has been on how to include issues of sustainability and resilience in Storyline work.

Ylva Lundin has invited Pella Thiel, Jeff Creswell, Sallie Harkness, and Carol Omand as keynote speakers for the first multiplier event. All are featured on the project's website.

Ann-Catherine Henriksson, at Åbo Akademi, has taken a certain responsibility for the C1 event in Turku. She has been in contact with lecturers and other experts. She has managed reserved locations and handled information documents about the C1 occasion. Together with NAV SWEDEN, and Backatorpsskolan, Ann-Catherine Henriksson has planned for the C1 event in Turku. She is also working with Krista Kaihoviirta at Katarinaskolan, to plan a Storyline work that includes issues of sustainability and resilience. They are planning an action research together.

Johanna Gagner and Daniel Lundqvist from NAV SWEDEN have developed their collaborations with national and international research networks, educational institutions, and partners in public activities, such as municipalities and authorities. Through that work, they have concretely developed their ability to work with learning processes in the wake of the pandemic and established a pedagogical hybrid practice that combines physical interaction with online methodology, including technical workflows, working methods, methods and infrastructure. The content has revolved around sustainable and resilient societies and workplaces.

Virginia Lockhart-Pedersen and Kristine Høeg Karlsen at Østfold College University, have put much of their initial project management work to develop a framework for collaborating on the intellectual outputs, as a common understanding of what each output requires has been important for continuing work. They have had four meetings to discuss the hours involved together with the university administration, two meetings to plan the research, and the information for the website. They will be meeting early in the autumn to discuss attending and presenting at the first teaching and learning event in Finland.

Katja Iis Virant, Osnovna šola Ob Rinži Kočevje, has implemented sustainable perspectives and Storyline work with her class, with the theme Life in a beehive. Pupils are researching bees' needs, life, and the beehive as a

sustainable and resilient community. Together with the pupils, she organised two big events for the grand opening. They included local TV and radio, and the pupils presented the project. They have also been interviewed for the local newspaper.

If your project involves other organisations, not formally participating in the project, please briefly describe their involvement.

The international group of Storyline educators, The Golden Circle, is involved as a scaffolding partner. The Golden Circle is a non-profit forum for enquiry into theory and practice to promote professionalism and friendship. All members are very familiar with the Storyline approach and all of them have developed the approach within the education system on various levels, and some of them are, indeed, the founders of this pedagogical method. Their knowledge is invaluable to the project, and especially in relation to the multiplier event in Gothenburg, 2022. They have supported similar events for decades. Three of the members in the Golden Circle are the project's associated partners, not formally participating in the project, namely Jeff Creswell, Sallie Harkness, and Carol Omand.

If relevant, please describe any difficulties you have encountered until now in managing the implementation of the project and how you and your partners handle them.

As for most organisations, the situation with Covid19 has delayed the completion of the project plan, which thus has continually changed. The project has had to change the schedule and move planned activities, for example:

- Learning and teaching activities, C1 Finland, is postponed to Autumn 2021
- The first transnational project meeting is postponed to Autumn 2021.
- Some work with the Intellectual outputs has been postponed.

For the project group, it has not caused any serious problems, but we have been compelled to find new solutions, such as a hybrid meeting form, which was technologically challenging and time consuming. One solution has been to meet online more frequently than might have been the case if we have had onsite meetings. A consequence is also that we have been able to spend more time to find relevant literature to read, online lectures to watch to discuss in the group and to develop our understandings of sustainability and resilience.

Minor adjustments regarding the distribution of tasks have been made since the application stage. The late start of the project, in December, was a reason for the Icelandic school not to attend the project. The Icelandic school was scheduled to host a learning and teaching activity and be a part in filmmaking. Some of the planned content in the meeting in Iceland has been moved to the meeting in Norway. The film from Iceland will not be produced. Instead, the project will make another film with researchers included.

The project group has concluded to share different tasks during the various events, which means that all participants will cooperate and be responsible to ensuring good quality, dovetailing between the participants' abilities, and to link the events together. This was not clear from the beginning. As the project is proceeding, adjustments are made to improve the outcome, and to develop the project as such. This is natural in any processes, and we are going through different social and learning phases, which means that we must make adjustments during the process. However, these adjustments will not affect the budget.

6. Intellectual Outputs

Video film teaching and learning with storyline	
Output Type	Learning / teaching / training material – Audiovisual material
Description of the intellectual output	<p>O1 Video film teaching and learning with storyline, Leading Organisation Storyline Sverige ekonomisk förening (E10245267, SE) The goal for this intellectual output is to captivate the audience by sharing reflections on the creative and innovative opportunities the Storyline Approach offers for working with resilience and sustainability. The main purpose of the project is to enhance qualitative learning opportunities regarding sustainable development. The films in this output will illustrate the different qualities found in the Storyline cross-curricular teaching approach. The films will highlight the potential the Storyline Approach has to scaffold learning of the competencies highlighted UN Sustainable Development goals and UNESCOs life-long learning (UNESCO, 1996: 85). The competencies that are developed through the Storyline Approach include communication and collaboration skills, creativity and innovation along with higher order critical thinking skills. We know that stories can convey the complexity of human actions and assist in understanding difficult concepts. In this manner, stories have been a medium for sharing complex human experiences and making and telling stories have always been an essential activity for human life, cultures and traditions. The Storyline Approach builds on this storytelling tradition, and along with structured, effective, open-ended questioning, the Storyline framework supports learners in developing competencies necessary to understand the complex issues surrounding sustainable development. As the students participate in their roles within the story, the Storyline Approach assists students in becoming active participants in their learning both inside and outside of the classroom. The films from this output will exemplify and explain the Storyline Approach to help make the approach more accessible to teachers, teacher educators, and administrators. There will be a total of 5 films. Four films produced showing the Storyline Approach at schools with students from grade 1-7. One film will be made at the university level with student teachers, teacher educators, and placement teachers. The films will also highlight researchers from three different universities, researching, educators working with the Storyline Approach. The films will provide for the opportunity for the researchers to discuss their findings with students, teachers and amongst themselves, producing new knowledge of the educational processes during work with the Storyline Approach. The films from Norway and Sweden will be shown at the Multiplier event 2022 as a springboard for discussions around competencies students can develop through the Storyline Approach. It is the same with the films from Slovenia and Finland, but they will be shown at the Multiplier event 2023. To the Multiplier event 2023 there will be another film that replace the film from Iceland. It will be a film with researchers included. The films will highlight developing student competencies such as critical thinking, problem solving, creativity and innovation, communication and collaboration, all crucial skills reflected in local and national school documents along with skills outlined in OECD Learning Compass 2030. The outputs of the films provide for wider use and benefit from the Storyline Approach, supporting the testing of innovative practices impacting learners and staff. For example, student teachers, placement teachers and teacher educators at Østfold University Colleges will be filmed and interviewed during the process of implementing an eight-day long Storyline where Sustainability is the topic. This work will be registered at the Norwegian Centre for Research Data (NSD), and will be covered by the Norwegian Personal Data Act (Section 31). Ethical issues will be carefully considered throughout the work, in accordance with Kvale and Brinkman (2015, p. 97). Report 210910 Backatorpsskolan has produced two films. One sheds light on the classroom work, and how young pupils resonate about sustainability issues. One is based on two teachers' experiences of working with sustainability through a Storyline, which lasted for 6 weeks. Both films has been elaborated on several times by the principal (Eva Marsh), the teachers, Storyline Sweden (Håkan Källqvist, Ylva Lundin, The University of Gothenburg (Margaretha Häggström). The content is based on the three pillars of sustainability: ecological, social, and economic. The films are discussed during project meetings. Conclusions drawn from the films will form a base from which following implementations at the schools in Finland and Slovenia take their points of departure. Lessons learned will thus be a critical point to discuss. Especially, the constraints and obstacles are of importance to debate for future projects.</p>

Output Identification	O2
Output title	Four academic articles
Output Type	Studies / analysis – Research study / report
Description of the intellectual output	<p>Three research studies will be conducted within the project. Together, the research studies provide knowledge from classroom work in primary schools as well as from teacher education. This knowledge will play a crucial role for further development regarding education and issues of sustainability, both directly at a school level, and indirectly at teacher education. These two directions will enrich the two sectors and build a strong foundation for future work on education that includes sustainability. The research part of the project will produce at least three academic articles in peer reviewed journals, relevant for improving education for the future. Relevant journals are for example Teaching and Teacher Education, Journal of Education for Sustainable Development and Environmental Education Research. The articles will be presented at conferences; apart from the Storyline conference in Gothenburg 2022, we may present the results at Nordic Educational Research Association (NERA), Nordisk fagdidaktisk konferens (NOFA) and European Conference on Educational Research (ECER). The articles will also be presented in popular academic journals.</p> <p>Aim and research questions. The overall aim of the research is to explore a meaningful, positive, constructive, active and sustainable way of teaching and learning, and to examine in what ways the implemented Storyline work in the three schools in the three countries addresses perspectives on sustainability. The study will be guided by the questions of what, how, why so, who will do what, for whom are the activities planned, which are the underlying ideas/pedagogical theories, what are the driving forces and what are the anticipated outcomes. The intention is to elucidate these didactic principles.</p> <p>Research questions:</p> <ul style="list-style-type: none"> • How are the actual lessons planned? (What are they based on theoretically, practically and from what kind of best practice?). • What kinds of activities are made possible through the teaching and learning activities? • In what way are issues of sustainability integrated in the Storyline? • How do the students experience the planned activities? • How is students' emancipation encouraged through the Storyline-work? <p>One way of promoting reflective practice and provide a concatenated pedagogical approach, including a creative student-centred pedagogy, is to implement Storyline in educational settings, both in primary school and at teacher education programmes.</p> <p>Report 210910 The research group has begun work on the various intellectual outputs according to the schedule. The three action research studies are led by Kristine Høeg Karlsen and Virginia Lockhart-Pedersen at Østfold College University, Norway, Ann-Catherine Henriksson at Åbo Academy, Finland, and Margaretha Häggström at the University of Gothenburg, Sweden. Each action research will be conducted separately, although the collected empirical material will be compared and used for at least one common article.</p> <p>Action research 1, led by Margaretha Häggström has been conducted during spring 2021, in a school, where all teachers and classes already work with The Storyline Approach. It has resulted in three academic articles; one is submitted to an academic journal, two will be proofread first. A review of these articles is in progress and will be published at the project's website in the end of the autumn, 2021.</p> <p>Action research 2, led by Virginia Lockhart-Pedersen and Kristine Høeg Karlsen is now in progress. Østfold College University had to adjust their research due to the restrictions of Covid. They have conducted a Storyline with student teachers, and have initiated three interviews with students and the teacher educators involved. In addition, they have video-taped the planning meetings before, during, and after implementation, as a base for an article that investigates teachers' planning for Storyline. Two outside schools have been contacted for initial opportunities for teacher observation and participation in a Storyline at the University and observation and implementation of a Storyline at the public schools.</p> <p>Action research 3, led by Ann-Catherine Henriksson, is in progress. Teachers in a primary school are planning to start a new project "Pupils as agents for sustainability" in autumn 2021. The research group will meet in Stockholm, in October 2021, to plan for collaboration of various kinds.</p>

Output title	Website educational resource bank
Output Type	Open / online / digital education – E-learning course / module
Description of the intellectual output	<p>One outcome of the project is an open educational resource bank that will distribute the qualitative learning opportunities regarding sustainability using the student-active Storyline Approach. The main purpose of the resource bank is to make using the Storyline Approach for issues of sustainability accessible internationally and transparently for teachers, students and others interested in these issues. The educational resource bank will make it easier to find material, develop the material for use locally, and deepen the understanding of Storyline as an approach.</p> <p>The resource bank will also provide for inspiration on how to improve and deepen teachers' work with their students/pupils. The format of a website allows for revision and updating to address the reality that teaching and learning is always in progress and is part of an inter-relational process. We want to be able to update and present the processes experienced and learned from in this project. We also want to reach out to those who cannot attend the workshops and conferences. This website resource bank will aid in dissemination.</p> <p>The resource bank will highlight the specific qualities in the Storyline Approach that aid in teaching and learning about sustainability and agency. The content of the educational resource bank will in that way respond to the project goals and be the place where the developed pedagogical tools for teaching and learning about sustainability will be available to teachers and researchers globally.</p> <p>The resource may also contain other approaches that can be combined with Storyline to meet the aims of our project. The content of the educational resource bank can be therefore used in didactical discussions at all pedagogical levels and be useful in all developing future oriented curricula. The resource will be available to support and develop competence amongst students, student teachers, and teachers with the main goal of becoming agents of change and supporting sustainability.</p> <p>In the long term, innovative practices could have a positive impact on human behavioural changes for individual preferences, consumption habits, and lifestyles, the basis of much of life on Earth.</p> <p>A part of the resource bank will contain research articles, practical articles, filmed lectures, teachers' planners, inspirational films, assessment tools, and net-based learning paths to guide the teachers through creating, implementing, and assessing the use of the Storyline Approach when addressing issues of sustainability.</p> <p>In the final year of the project, one of the participating organisations or several of the organisations will assume responsibility and further develop the resource bank. A long-term effect of this will be to strengthen organisations' collaboration and networks both locally and internationally.</p> <p>20210907</p> <p>The work of constructing the website has started and is already available at www.storyline.education Content production will continuously proceed during the project, and hopefully beyond, and will be published continuously. All project partners have been given time for collecting and creating relevant material. The task is to browse the net with the purpose of finding relevant content on other international websites, and make guidelines, internet links or incorporate the general content found on the internet into a Storyline that will support learning about issues of sustainability. After creating this content, the participating partners will try out the material in their organisations and then share their experiences using the Storyline Approach for enhancing sustainability at either the teaching, learning and training events, or one of the multiplier events.</p> <p>All partners have also started the work to produce smaller products in the form of teaching and training materials, methods, and dissemination materials, as well as research results will be published.</p>

Output title	Interdisciplinary learning – Evaluation tool
Output Type	Methodologies / guidelines – Evaluation method and tool
Description of the intellectual output	<p>Real world problems are rarely confined by disciplinary boundaries. Typical of different sustainability issues is that they touch on several different areas of science. To get answers to the questions that issues of sustainability pose, a certain amount of knowledge and skills must be drawn from the different disciplines. These are often quite good to measure with traditional measuring tools.</p> <p>In addition to traditional instruments measuring knowledge and skills, teaching and learning about climate change /sustainability/ sustainable development, also requires a change in values, opinions, and feeling, changes which are much more difficult to measure in students and adults. These aspects cannot be measured by traditional quantitative test methods. All national curricula within the project describe various forms of interdisciplinary learning under terms such as phenomenon-based learning, subject-integrated learning and project learning. Teachers in the participating countries are looking for concrete tools for how objectives that affect values and different competences can be followed up, communicated and measured.</p> <p>The challenges are great, especially for subject teachers who are accustomed to being able to focus on one field of science. Within the project, we will strive to develop and pilot a measurement tool with which one could demonstrate changed action readiness, social skills and changed values. Since the project includes several different subject-related themes in the form of different Storyline projects, we have several opportunities to test, evaluate and gradually develop the measuring tool so that it can be adapted and applied in accordance with different curricula, for students and students of different ages and at term is also used in teacher education and training.</p> <p>Report 210930 Work on the preparation of the measuring tool has already begun. The draft has been postponed and will be commented on and developed by members of the project team so that a first version of the tool will be available no later than January 2022. The digital measuring tool will be tested in the spring of 2022 within two different Storyline projects. The results of the evaluation will be analysed within the project group and the tool will be developed on the basis of the results. During the project period, the test tool undergoes at least two similar development steps. The final version will be available to teachers in different countries through our electronic material portal.</p>

7. Multiplier Events

Event Identification	E1
Event Title	International Storyline Conference
Description of the multiplier event	<p>The participants in this Multiplier Event are experienced teachers and educators from all over the world. They will be chosen to broaden the picture of how Storyline can be developed and used to be successful regarding learning for sustainable development. We will present an update of the findings from the project and get various views from the different participants to develop the project further.</p> <p>Prior to the conference, the teachers in all participating countries included in the project, have worked with Storyline as a method for working with sustainable development and resilience. These experiences form a base for participating in the conference, and the teachers from the project will present their work at the conference. Through the opportunity of presenting their own practice, the teachers have to focus and reflect in a critical way on their own practice, which we consider as a crucial learning process for this project. The goal with the conference is to provide practicing teachers and scholars an opportunity to discuss their own teaching practice together with teachers and scholars from around the globe, in terms of both proven and best practice experiences, and current research.</p> <p>The participants' own practice will be discussed and analysed during the conference discussions. Based on these experiences, we will continue the project and analyse how to move forward in our respective countries to achieve the overall objectives of the project. Since the project include researchers from three different universities to study the outcome from Storyline work in schools, our intention is to spread and discuss the result of the studies with students, teachers and in the field of education research, as a way to produce new knowledge of teaching and learning processes.</p> <p>The findings will also be discussed with experts on the Storyline method, and be published through video films, topic outlines and be shared on a website. One essential event to develop, discuss and spread the process, findings and results of the project is the Storyline conference in Gothenburg. Therefore, we plan to gather interested participants from different countries, for a special conference event: Roundtable discussions and group interviews. Through this event we may challenge the common way of planning and conducting Storyline work in schools, to develop the Storyline approach as such, for example how to create Storyline outlines.</p> <p>We also want to emphasise the sustainability perspective here, and how to combine different views on education for sustainable development in schools. This event may itself lead to new outputs, such as conference proceedings, both as texts and video recordings to share. The conference is Friday 25, Saturday 26 and Sunday 27 March 2022. We also plan for school visits on Friday 25th.</p> <p>All keynote speakers and conference presentations will link to the theme for the conference, which is sustainability and resilience.</p> <p>Intellectual Outputs Covered</p> <p>The project will contribute to the Storyline community in various ways. We plan for reaching both the practitioners at schools and scholars at universities, and to build links between these two fields.</p> <p>In short, the outputs will be:</p> <ul style="list-style-type: none"> - Research articles, presenting the findings from the research studies. - Academic presentations at the Storyline conference. - Video films, showing several teaching and learning approaches based on the Storyline approach, from schools included in the project.

Event Identification	E2
Event Title	A dissemination conference
Description of the multiplier event	<p>This project is based on a holistic approach to issues related to sustainability. The project integrates environmental, social and economic issues into teaching, involving children and young people in the learning process, and preparing them for the future.</p> <p>Our point of departure – a holistic view on education, includes a critical place-based pedagogy that uses the community and their resources as a foundation, emphasising interdisciplinary teaching, learning, and promoting a democratic empowering educational setting.</p> <p>The aim with such a setting is to provide students with a sense of agency, and to recognise them as producers of their own knowledge. The overall aim with this event is increased dissemination of knowledge on how to teach and learn about sustainability. The event and associated deliberations aim at improving the understanding of the array of activities within the project as a whole, and the range of strategies that underpin these educational activities, in relation to the Storyline approach as well as to issues of sustainability.</p> <p>The event will also stimulate and facilitate long-lasting communication and collaboration between teachers, teacher educators, researchers, and other organisations, in our effort to support further work with developing education for sustainability.</p> <p>Specifically, this event will most likely result in:</p> <p>Greater understanding of how to improve monitoring education that includes sustainability issues.</p> <p>Enhanced knowledge for implementation of sustainable development and resilience for pedagogical planning and practice</p> <p>Increased dialogue and communication space for pedagogical practice and research</p> <p>Enhanced support for rethinking education for sustainable development in schools</p> <p>Knowledge of how to further improve the link between the Storyline approach with issues of sustainability, and student-centred education.</p> <p>To analyse the main opportunities and challenges for the different means of implementation to advance the Storyline approach in relation to sustainable development Key information and follow-up products that will be produced and disseminated during and after the event will comprise the following:</p> <p>Event report Web publications A toolkit for implementation</p> <p>The participants in the multiplier events will be organisations and school boards that can be interested in the findings made by the project.</p> <p>The intention is to spread the results, such as guiding templates, mentoring booklets, instructive video films, and research results in the form of academic articles, from the project. That is to share our resource bank, created during the project. The resource bank will contain research articles, research podcasts, filmed lectures, teachers' planning and Storyline templates, inspirational films etc.</p> <p>In the final year of the project we will employ an organisation that can curate and further develop the resource bank. A long-term effect will be to strengthen organisations' collaboration and networks both locally and internationally. This dissemination conference will be organised as a one-day conference. We will combine lectures, seminars, and workshops. The aim is to find new ways of developing Storyline as a method to reach learning for sustainable development. The project includes researchers from three different universities and countries to study classes of pupils working with the new Storyline templates, to examine the activities and the teaching and learning outcomes, which will give the researchers the opportunity to discuss their findings with students, teachers and amongst themselves. This is a way to produce new knowledge of educational processes.</p> <p>The findings will be presented and thus shared with experts on the Storyline method, and then shared on a website. The process, findings and results will be presented and shared during the dissemination conference in Stockholm, through workshops and seminars. The result from the internship-related research can be used in pedagogical discussions within teacher education, teacher in-service education and school development and be useful in all developing future oriented curricula.</p> <p>In the long term, innovative practices could have a positive impact on human behavioural changes for individual preferences, consumption habits, and lifestyles, the basis of much of life on Earth.</p>

8. Learning/Teaching/Training Activities

Activity No.	C1
Field	ADULT
Activity Type	SP-ADULT-SHORT
Description of the activity	<p>This learning, teaching, and training event takes place at Åbo Akademi University, Centre for lifelong learning in Turku in Finland. Being the first open event in this project, the days in Finland will set the stage for the staff of the organisation with their participants, enable interested participants outside the project to attend the event and spread the information in Finland about the ongoing project.</p> <p>The event will last three days and will include a combination of lectures and workshops that focus on our different perceptions about core elements of sustainability and resilience. The staff within the Centre for lifelong learning has a long tradition of working for sustainability on different levels, e.g. within national and international university networks, by open university courses and through teacher in-service education.</p> <p>Researchers, an invited lecturer and the project group members from both Nav Sweden and Åbo Akademi University will provide the content for the sessions, content that will be both practical and theoretical.</p> <p>The goals for the event in Finland, 2021 are the following:</p> <ul style="list-style-type: none"> 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 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. <p>Taking part in the different activities and associated results from the participating organisations, allows for bringing new innovative ideas together, renewing the Storyline activities and for further international discussions on how to include issues of sustainability in Storyline activities, that are relevant to the future generations.</p> <p>Tangible outcomes from the Finland Event includes collected knowledge about challenges of sustainability and the development of a resilient society, educational shift regarding issues of sustainability, entrepreneurship and how to see the student as an active partner in the learning processes.</p> <p>Tangible outcomes will also include empirical material for further use and five short (1-3 min) films. The films will cover the essence of the meeting from different viewpoints (teacher, researcher, stakeholder, student/pupil etc).</p> <p>Report 210910</p> <p>With regard to restriction following Covid 19, we had to change the schedule and move planned activities. Learning and teaching activities, C1 Finland, is postponed to Autumn 2021.</p>

Activity No.	C3
Field	ADULT
Activity Type	SP-ADULT-SHORT
Description of the activity	<p>This learning, teaching, and training event takes place at the Primary school OS OB RINZI in Slovenia. The school has their own vegetable garden and fruit trees, used in the school kitchen. This alternative arena for teaching and learning will be highlighted at this three-day event. The main goal of each teaching and learning event for this project is to highlight what is unique in the Storyline approach, and how this uniqueness will support teaching and learning about issues of sustainability.</p> <p>In Slovenia, the focus is alternative learning environments, ecological food production and consumption, and cooperation with the local community. The event will include a combination of lectures and out- and indoor workshops that focus on these items that support the innovative teaching and learning arenas needed to address the complexity of sustainable development and climate change. Primary school OS OB RINZI has been chosen as the venue for this event because they have experience with alternative learning approaches both inside and outside of the school classroom.</p> <p>Outdoor pedagogy, entrepreneurial learning, active learning, are used at Primary school OS OB RINZI, and we will at this Event explore how these can be effectively incorporated with the Storyline approach and used for sustainability. Teachers at this school along with other members of the project group will provide the content for the lectures; content that will be both practical and theoretical.</p> <p>The goals for the event in Slovenia, 2022 are the following:</p> <ul style="list-style-type: none"> To summarise and reflect on the outcomes from the Multiplier event earlier in 2022 in order to explore how the Storyline approach may facilitate learning and acting on issues of sustainability that engage the learners in various ways. To experience an alternative outdoor learning area that is used at school. To collaborate and discuss experiences with different learning environments used in the Storyline approach, focusing on food production and cooperation with the local community. To identify and further develop alternative teaching and learning environments used in the approach to meet the demands of teaching resilience and agency for sustainability. To understand the reflection on the elements of cooperative learning as a framework for building working teams with local community members and as a framework for working internationally with the different participating partners. To engage the participants in in-depth discussions about the role of the teachers in facilitating learning processes that encourage and empower students to use their capacity of action, to provide them with a sense of agency, and to recognise them as producers of their own knowledge allowing them to participate in democratic processes through Storyline projects. To discuss outcomes and empirical material from the project and make plans for the development of the resource bank, Storyline projects and cooperation with different participants in different countries. <p>Tangible outcomes from the Slovenian Event include practical information for schools who wish to work more with the local society, for schools interested in using their outdoor areas as a learning environment, and for teachers needing guidance in using cooperative learning in the Storyline approach.</p> <p>In addition, the event will culminate with discussion and reflections that will be made into an informational film. The discussions will also be empirical material for further use in the research of the Storyline approach. Finally, a plan for tasks the participating partners will be asked to follow until the final meeting.</p>
Country of Venue	Slovenia

Activity No.	C4
Field	ADULT
Activity Type	SP-ADULT-SHORT
Description of the activity	<p>This learning, teaching, and training event will take place at Østfold University College in the teacher education department. The event will be three days and will include a combination of lectures and workshops that focus on the important element of the Storyline approach, interdisciplinary teaching and learning.</p> <p>This element of the Storyline approach is not unique to Storyline but having competency in interdisciplinary teaching and learning is vital for using the approach to support the complexity of teaching and learning resilience and agency.</p> <p>The department of teacher education at Østfold University College has been working interdisciplinarily through the Storyline approach for over five years, and thus provides for a solid venue of experience for interdisciplinary teaching and learning from the perspectives of researchers, teachers, student teachers, and teacher educators.</p> <p>Researchers and placement teachers at this university will provide the content for the lectures; content that will be both practical and theoretical. The Placement teachers at the university have also been involved in the Storyline approach with student teachers and grade- school students.</p> <p>The goals for the event in Norway, 2022 are the following:</p> <ul style="list-style-type: none"> To collaborate and discuss experiences with the element of interdisciplinary work found in the Storyline approach to further develop the approach to meet the demands teaching resilience and agency for sustainability. To identify and develop specific knowledge and skills necessary to be competent while working interdisciplinarily, skills that include intercultural communication, empathy, and critical thinking. To identify and reflect on the challenges of interdisciplinary teaching and learning. To create resources for teachers and teacher educators that will enhance the competencies for interdisciplinary teaching and learning. To create resources for teachers to address assessment issues while working interdisciplinarily. To engage the participants in in-depth discussions about the role of the teachers in facilitating learning processes that encourage and empower students to use their capacity of action, to provide them with a sense of agency, and to recognise them as producers of their own knowledge allowing them to participate in democratic processes through interdisciplinary projects. <p>Tangible outcomes from the Norwegian Event include the following:</p> <ol style="list-style-type: none"> 1. development of resources for interdisciplinary work to be published in the resource bank on the project's website 2. a film highlighting the discussion among the participants on the interdisciplinary element found in the Storyline approach and the crucial role interdisciplinary teaching and learning play in helping students become resilient and agents of change 3. empirical research material in the form of dialogues, interviews, and surveys 4. a plan for future tasks that can document competency development.
Country of Venue	Norway

9. Follow-up

What has been the project's impact so far on the participants, participating organisations, target groups and other relevant stakeholders?

The project meetings have enhanced the participants' awareness of the various organisations' work, and how the work proceeds. Our discussions have also enhanced the participants' understanding of the importance of engaging pedagogy and the differences within the project's national curricula, and hence different possibilities to work with issues of sustainability and resilience in primary schools and to integrate these concepts in teacher education programmes.

The action research at Backatorpsskolan has had a major impact on the teachers' awareness of ecological, social and economic sustainability, and has changed their ways of teaching issues of sustainability. It has also led to new knowledge about how young pupils resonate about these issues and about existential questions. In addition it has shed light on the Storyline approach, the teachers' role for facilitating the Storyline, advantages and disadvantages and how education, based on relational pedagogy through a Storyline enables pupils' sense of agency. The research illuminates the specific Storyline work and its impact on the pupils' developed understandings and knowledge about sustainability and resilience.

The project has also had an impact on teacher education at the University of Gothenburg, which now has implemented sustainability as a central content, in a Storyline about multimodal literacy education for primary school learners.

Following quotes from the evaluations from the project's participants show more examples of the project's impact so far:

Osnovna sola Ob Rinzi Kocevje, Slovenia

"We hear about sustainability and resilience every day, but how to compose these two very important aspects in our daily lives at school is a whole new concept. As a school that is located in the suburbs of a small town, our possibilities are vast. We have lots of property around our school, and this is one of the biggest advantages for developing sustainability and resilience. "

"Working these first months on the Erasmus+ project with Covid-19 limitations was not easy. We had to change and adapt lots of activities. All these limitations and finding new ways of teaching is a great example of resilience. We have found new ways of adapting our lives and teaching in completely new and unknown situations. Finding solutions and doing our best to execute the plans has been a real challenge but also a great experience."

The quotes show that the project has had an impact on both what and how the teachers create teaching and learning situations, and thereby what content their pupils are able to learn, and in what way they are involved in sustainability.

Katarinaskolan, Finland

"Since our project in my school starts practically in the class in October 2021, the work so far has been at a theoretical level with online planning meetings. It's the first time I'm involved in an Erasmus project, and it has been interesting to see the cooperation between the professionals with different points of view in our project. It is also the first time I'm working with a Storyline, and with my 15 years of experience in teaching, I can clearly see all the benefits of this working method".

"In association with Ann-Catherine Henriksson, we are currently planning a Storyline project for my second graders at Katarinaskolan. It is dealing with children's change in attitudes concerning environmental awareness. Can we achieve or observe a shift to greater environmental awareness through Storyline method alluding to personal feelings and empathy towards the surrounding environment? The learning objectives for the Storyline are taken from the national curriculum, and the working methods include structures of positive pedagogy, cooperative learning and student participation".

"In June, I took part in an interesting Virtual Conference on Education, Culture and Youth as Drivers for Sustainable Development organised by the Nordic Council of Ministers. I participated in a workshop with the title Climate change and the role of arts education in empowering actions and building hopeful scenarios for the

future. Especially inspiring was the lecture with Panu Pihkala who talked about emotions and climate change. This theme touches on our project.”

These quotes illustrate how the project evokes new pedagogical perspectives concerning young learners and sustainability. It shows how this project broadens and deepens the participants' comprehension regarding sustainability and resilience in relation to pupils' growth and how teachers design educational settings.

9.2. Dissemination and Use of Projects' Results

In case already applicable, to whom did you disseminate the project results inside and outside your partnership so far? Please define in particular your targeted audience(s) at local/regional/national/EU level/international and explain your choices.

The results of the project have not yet been disseminated outside the project group. Results from primary school education in Slovenia and in Sweden has been shared within the project group, as has the result from the action research in Sweden. Not only to share the results, but to build a platform from which the subsequent work can take its points of departure. However, all partners have provided information about the project's purpose and goals within their own organisations as well as to external partners in planning the project's upcoming events. For example, Eva Marsh attended the Siberian International Storyline conference, on 25 March 2021, in which she told about the project and discussed issues. This was also a way to learn how to construct a Storyline conference, and to learn about such a conference's target group.