

Change the Story

Trans-national Partner Meeting 1 – meeting minutes

Graz 15th to 19th January 2020

1. Welcome and Introduction

We were warmly welcomed by the University of Graz and then spent some time getting to know each other in pairs and as a group. Several of the partners have worked together before.

2. What is Change the Story?

We started by exploring what Change the Story means to each of the partners by asking each participant to describe the project in a sentence. The results were:

- Producing and delivering creative digital and community-based stories for climate change.
- A new narrative that promotes new and innovative solutions for (science-based) climate change.
- To use digital technology to teach 'climate crisis curriculum' in a way that a) enhances student learning experience and outcomes and b) develops environmental citizenship competences.
- To support young people in giving them a digital voice and share their hopes, solutions, fears in dealing with climate change.
- Create a digital platform to exchange/spread ideas of teachers and pupils about climate change and to enhance mutual learning.
- Give a tool for children to change their future in a positive way (at least about climate change).
- Helping students create their own story for climate change to increase their awareness of climate change, decrease their impacts on climate change and to increase their skills and creativity in using digital tools.
- The Change the Story project is a possibility to show the students the connection between their lifestyle and climate change.
- Co-constructing an approach for children to create and share climate stories past, present and also aspirations for the future.
- To give students hope and inspiration for a better future.

We then distilled this shared list into key points:

- Use digital tools to enhance learning and give young people a voice.
- Create new climate change stories based on hope, inspiration and informed knowledge.
- Listen carefully to young people and allow them to lead; do not make assumptions.
- Listen carefully to teachers and work with them.
- Provide opportunities for young people and teachers to be innovative and create change.

As our project moves forward, we will review this list and vision for our project.

3. Expectations

Next expectations for the project were shared. These we based on the question 'what will Change the Story look like in 3 years time if we have succeeded.' This was envisioned for pupils, teachers and project partners. The results were.

Pupils:

1. Storytelling and Tools
Create 'creative' stories. Spread stories without help...self-perpetuating. Know storytelling is effective and what works.
2. Cooperation with Community
Can enquire with different people/sources. Exchange with peers and adults (local and beyond). Become story tellers to/with others. Pupils dialogue with peers/adults. Recognise community as learning resource.
3. Teaching and Learning
Teach us (project partners). Agency to learn.
4. Understanding of Climate Change
Explore impacts of climate change. Internalised understanding of climate change.
5. Making Connections
Can connect past and present. Creative ways to explore links between topics and their lives.
6. Connecting to School Life
Play an active role in school life...become teachers. School and life co-join. From informal (Instagram, etc) to school.
7. Hope and Action
Live (and do) positive, healthy stories. Considered hopefulness.
8. Self-confidence
To have ownership of tangible outputs. Liberated to express their thinking, not repeat ours. Sense of being part of a bigger movement.

Teachers:

1. Affective Change
Be inspired – pedagogy, materials, etc. Be enthusiastic.
2. Teacher Confidence
Overcome fear of digital tools and increase confidence. Confident in appropriate use of IT. Have less fear in teaching climate change. Have agency as...teachers, learners, citizens and creative professionals. Can support pupils to develop digital competence.
3. Embedding Approaches and Content in Curriculum
Can adapt Change the Story to their school/curriculum. Expand understanding of climate change. Expand climate change beyond science. Not only knowledge, incorporate attitudes, behaviour and lifestyle. Make connections to daily life. Change the Story becomes part of the school curriculum.
4. New/Innovative Tools and Methods
New method to communicate in effective and positive ways with pupils. Get new tools and influence. Confidence in storytelling as a way of knowing.
5. Other
Exchange with other teachers. Support CPD and career. Support teacher's formal curriculum teaching. Can evaluate effectiveness. Improved school-community links.

Project partners:

1. Methods
Challenge assumptions about how to teach climate change. Credible innovator/prototyping/agile. New methods. New teacher training methods. More expertise in digital learning.
2. Influencing
New and expanded network(s). Helping teachers to find ways to adapt and mitigate climate change. Spark new projects. Can make a difference for climate change. Shift from ego-system to eco-system; from self to other. Offer a positive call to action. New stories for trainee teachers to be inspired.
3. Resources
Quality and transferable results.

4. Evidence
New research insights.
5. Other
Working at the edges. Opportunity to provide people with 'something' they do not know they need. Increase credibility of school and university voices in climate change action. Strengthened context with schools and pupils.

As our project moves forward, we will review these expectations to inform our resource development and monitoring & evaluation. The list above will become more narrowed and focused as our work with schools progresses and we are clearer about what we can realistically achieve.

4. Understanding the project

We reviewed the proposal and compared it with the expectations and 'vision' laid out above. Richard presented some key elements from the project (see presentation in OneDrive – Partner Meetings) and we reviewed expectations of partners and roles in delivering the project (see OneDrive - Management).

5. Intellectual Output 1 – Review of Digital Learning and Climate Change Education

SWOT Analysis

Guliz and Birgul lead us through the results of schools' research to date (see presentation in OneDrive – Intellectual Output 1). They then lead us in a review of the strengths, weaknesses, opportunities and threats. We added to these as listed below.

Strength	Weakness
The schools are in town (Hu) Students can strengthen each other (Hu) Enthusiastic teachers (Hu) Knowledge of Magosfa (Hu) Relationship with experts (Hu) Digital tools and technology are not a problem (It) All schools have the needed technology (It) Support from Head Teachers (UK) Multi-subject support – not only science (UK) Teachers keen and supportive (UK)	Lack of educational resources (It) How to integrate IT into teaching (It) Climate change is theoretical – it's difficult to find local situations where to experience it (It) Climate change is a complex issue (It) Not enough best practices of interception between technology and content (It) Lack of time to fit into curriculum (Hu) Lack of digital tools (Hu) Complex issue for pupils to understand (UK) Hard to see climate change impacts locally (UK) Crowded curriculum (UK) Teachers very busy (UK) Traditional EE (UK)
Opportunities	Threats
Students and elders connect with each other through other projects (Hu)	Staff changes (UK) Social collapse due to climate change (UK) Political hostility to climate change (UK)

Change at local government – may have better contacts with them (Hu) The new national curriculum (Hu) There is sensibility to the climate change issue (It) Some good resources already exist (UK) Teachers want innovation (UK) Climate change impacts are more visible (UK) Increased media reporting (UK) Emerging teacher networks around climate change education (UK)	Climate change is not an educational priority (UK) Are there easy/positive climate change stories to be told? (It) No interest in climate change from students (Hu) Schools say ‘no’ in the middle of the project (Hu) Situation for NGOs (Hu) The new national curriculum (Hu)
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Action:

- Provide missing data to AICU (Graz, CREDA).
- Continue and complete SWOT analysis (AICU).

Success Criteria

Based on our initial research, we started to develop success criteria for our work going forward. Guliz and Birgul suggested an initial list (see presentation in OneDrive – Intellectual Output 1) which we added to. Results include:

- Learning activities should encourage ecocentric views (UK)
- Learning activities should challenge misbeliefs and misconceptions about climate change (UK)
- Student’s stories should inspire others e.g. through the local media, social media, etc (UK)
- The stories of students collected by students should be subject to critical evaluation (UK)
- The sharing of stories should encourage dialogue between pupils in different countries (UK)
- Raise standards (At)
- Awareness about what they (students?) can do about climate change (At)
- Learning activities should welcome teachers from different expertise and content teaching – multidisciplinary (It)
- Learning activities has to increase learner and teacher confidence in climate change and digital technology (It)
- Stories from local to global (It)
- Stories should tell about a change; not only positive (It)
- The stakeholders understand how important is climate change ad it will be put in the curriculum – policy level (Hu)
- Teachers, pupils and partners are confident in the use of digital learning tools (Hu)
- There is a problem (scientific evidence) but they can solve it with our help (Hu)
- Enthusiastic teachers and students with positive vision (Hu)
- A method and the positive stories which can inspire other teachers (Hu)

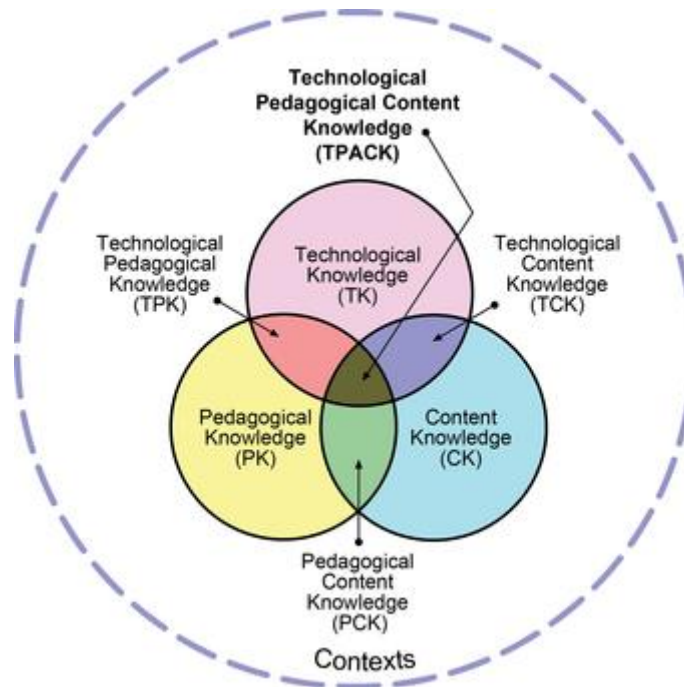
It was suggested that criteria are divided into those relating to pupils, teachers and learning resources. Other categories might be relevant. We also discussed the need to review the criteria as the project developed and decide which are critical and which are desirable.

Action:

- Complete success criteria (AICU).

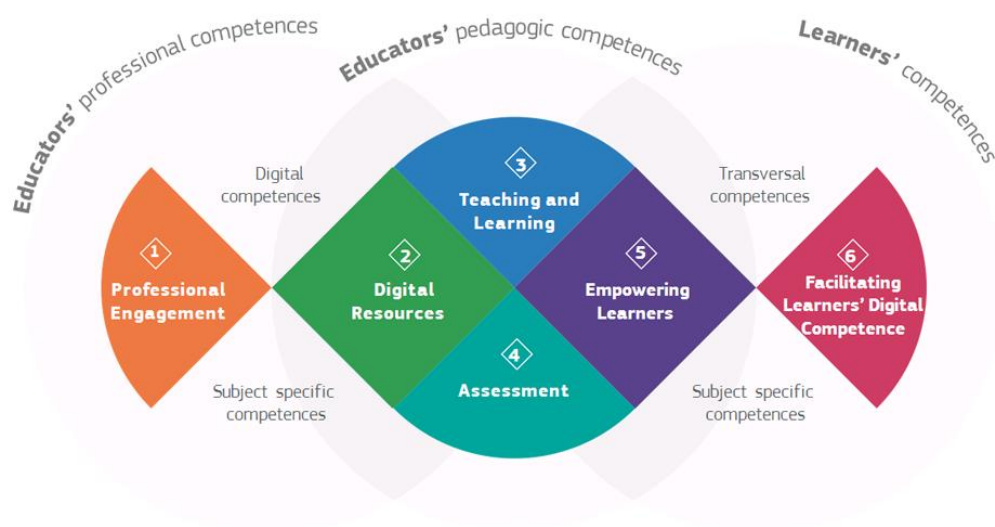
6. Intellectual Output 2 – Change the Story Learning Framework

Kathrin and Daniela introduced the TPACK model (see presentations in OneDrive – Intellectual Output 2) and diagram below.



We discussed the TPACK model as providing a useful tool for talking with teachers about the project and how to develop learning for each school. Through this discussion we suggested modifications to the model to make it more relevant for our project: recognising that attitudes, values and behaviours need to sit alongside knowledge; and being more specific about the differing contexts in which the project works (see presentations in OneDrive – Intellectual Output 2 presentation_output1_2_CREDA slide 5).

Daniela also introduced the EU Digital Competence Framework for Educators ([here](#)). The framework describes what it means for educators to be digitally competent, providing a reference framework for the development of specific competences. It details 22 competences across the six areas below.



Actions:

- Add resources to OneDrive about TPACK and EU Digital Competence Framework for Educators (Graz, CREDA).
- Refine and provide guidelines about working with each model/framework (Graz, CREDA).
- Share with partners and revise (all partners).

7. Intellectual Output 3 – Digital Learning Tools and Platform

James presented a first draft of Moodle as the best fit option for our Sharing Platform (see presentation on OneDrive – Intellectual Output 3). He led us through the basic structure of Moodle and a mocked-up Change the Story platform for teachers including courses, blogs and communication tools.

We agreed to continue with Moodle and use the Cloud version. Costing will depend on the number of users. As the Sharing Platform progresses, we will assess if the Cloud version of Moodle is sufficient or if other options need to be added (and costed).

James led us through key assumptions and questions for the **Sharing Platform**:

Logins: we agreed that teachers should be able to login as individuals and choose how they identify themselves. Teachers can add user profiles as they wish. We will explore ways of providing pupils with a generic school login; we recognise that pupils might be more competent with digital technology than teachers.

Navigation and Searching: searching can be through key words, database or tags; information can also be organised into a tree structure. It was agreed that tags represent the best way forward for now, with the tree structure also available. We will also retain the database for detailed searching. The final route will depend on how stories are presented (single or multiple files).

Sharing: we agreed that the Sharing Platform should remain a private space for partners and project schools only. We agreed to keep a clear distinction between work developed by schools and publicly shared resources. Clear terms and conditions/groundrules will be required in all partner languages; these will need to be accepted by all users.

As the project develops, a protocol for bringing private work into the public domain will be required. We will need to consider the best format for pupils to share ideas with each other and retain privacy; again an issue to be negotiated with schools. Finally, we will need to consider the relationship between the Sharing Platform, Celebration Site and social media. There is an aspiration for climate change stories to become viral, and we need to be clear about our duty of care to pupils/schools.

Editorial and Translation: the Sharing Platform will require active editing from the partners to ensure teachers use it on a regular basis; we need to take responsibility for this.

Translation is a perennial issue. Moodle provides translation of basic text but this is minimal. Partners need to be aware of translation and responsible for ensuring sufficient translation takes place for their teachers to effectively use the Sharing Platform. Partners have the option to establish language specific zones, for example to communicate country specific news and support. Courses and other content will not be mirrored in each language version, so there is flexibility in how much detail of each shared resource is translated.

Please refer to James' presentation for details on agreed actions.

Actions:

- Complete discovery phase and integrate feedback from partners (Careful Digital).
- Complete Alpha version of Sharing Site (Careful Digital).

We briefly discussed the **Celebration Site** which will be a public website. It will perform a variety of functions:

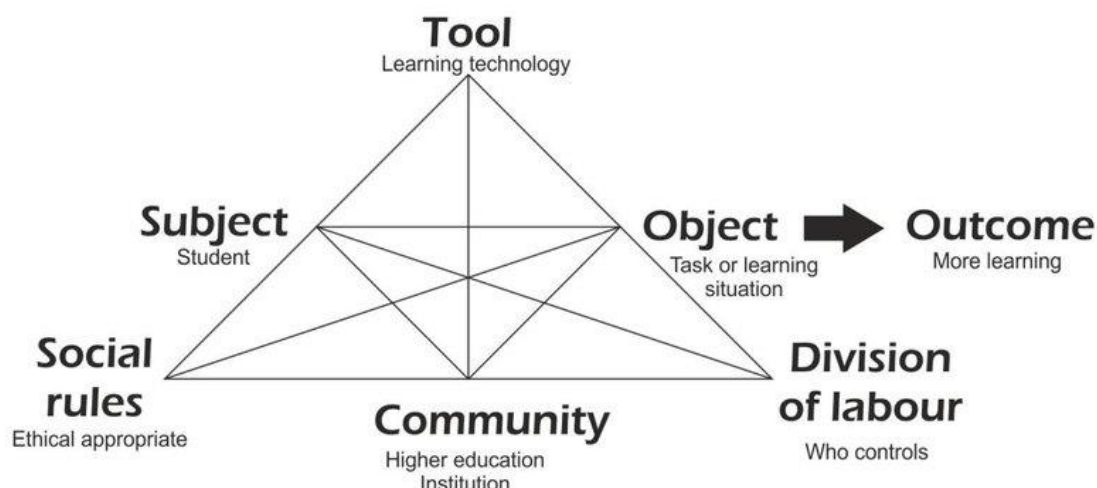
- Firstly, provide information about the project to attract interest from stakeholders.
- Secondly, be a platform to share and discuss ideas around climate change education and digital technology.
- Thirdly, share the stories created by pilot schools and all project resources.

Action:

- Create specification for Celebration Site and share with partners (Careful Digital, Wild Awake).
- Develop Alpha version of Celebration Site and share with partners (Careful Digital, Wild Awake).
- Develop Beta version of Celebration Site and share with partners (Careful Digital, Wild Awake).
- Develop live version of Celebration Site and share with partners (Careful Digital).

8. Monitoring and Evaluation

Kathrin lead us on a discussion on Activity Theory as an approach to understanding and interrogating data collected. She emphasised the continuous collection of data from all activities.



There is a clear link with Intellectual Output 5 (competency assessment) and Intellectual Output 4 (learning resources). We need to ensure these are integrated. Using curriculum planners (Schemes of Work) offers a potential way to integrate activity planning and assessment, whilst also collecting data for M&E.

Actions:

- Share background reading on Activity Theory (Graz).
- Prepare practical guidelines on using Activity Theory as part of M&E (Graz, Wild Awake).
- Create draft M&E plan (Wild Awake).

9. Reporting and Management

We very briefly reviewed partner expectations with regard to reporting.

We are required to submit three reports to the EU. In between EU reporting, internal reporting is required. Reporting forms for narrative and financial reporting are on OneDrive (Management).

	<i>Date due (submit to Wild Awake)</i>	<i>Date required by EU</i>
Internal monitoring report 1	1 st March 2020	NA
EU Interim Report 1	15 th August 2020	1 st September 2020
Internal monitoring report 2	1 st March 2021	NA
EU Interim Report 2	15 th August 2021	1 st September 2021
Internal monitoring report 3	1 st March 2022	NA
EU Final Report	30 th September 2022	1 st November 2022

Actions:

- Review Project Initiation Document and EU contract for reporting requirements; contact Wild Awake if any questions arise (all partners).
- Complete all reports on time (all partners).
- Submit reports to EU (Wild Awake).

10. Communications Strategy (dissemination)

Michael led us in an exercise to start developing a communications strategy. Firstly, we created a list of goals:

- Facilitate young people to share, debate and act for climate change.
- Encourage teachers to use our resources and exchange to other teachers.
- Other stakeholders share and act, and are active in using Change the Story.
- Wake up to climate change.

Secondly, we listed potential target groups and channels to reach them:

Target Group	Channels
Teachers – primary, secondary, heads/principals	Moodle, email, face-to-face, teacher conferences, certificate of participation, notices/posts, Twitter, Facebook, WhatsApp, school newsletter, staff meetings.
Pupils aged 9-14 – within project and external	Social media (Instagram, Tik Tok, Snapchat, YouTube, WhatsApp), neighbours, via teachers in class.
Educators – sustainability, formal and non-formal, drama, etc.	Network meetings and communications, blogs, performances by young people, participatory.
University – teacher educator and trainee teachers	Conferences, journals, university websites, face-to-face, discussions, tutorials, lectures.
NGOs – environment, EU, global	Dialogue, newsletters, meetings, online groups, press release.
Teacher networks – science, environment, IT, geography, global education, climate	Dialogue, newsletters, meetings, online groups, press release, journal articles.
Government – local, national	Reports, research, evidence, meetings.
Climate networks (especially their education sections)	(see NGOs and teacher networks)
Influencers	Reports, tagged tweets, Instagram.
Events - festival	Face-to-face, displays, presentations.
EU/Erasmus+	
Media – local, national, online, off-line	e.g. Trinity Mirror (UK)
Parents	
Scientists	LinkedIn
Local community	
Activists (and inactivists)	
Children's authors and storytellers	Personal contacts - Email, social media, face to face. Festivals.

Thirdly, we brainstormed message/hashtags which could provide consistency in all communications. Suggestions were:

- We are changing the story
- Change the story
- Climate action stories
- Climate stories
- Change climate crisis

- Wake up to climate
- Climate wake up
- Climate story wake up
- Action for climate is the new cool
- Climate rebellion
- Stories climate change crisis
- Teachers 4 future
- Teens 4 future

#changethestory is the key hashtag; others to provide differentiation in conjunction with #changethestory.

Finally, we discussed the language we use with schools. There was no definitive conclusion and we need to be careful how language might engage or prevent participation. We noted that several media organisations are changing the language they use for climate change, for example [The Guardian](#). Some interesting articles [here](#) and [here](#) and [here](#) (please add to these).

Action:

- Write draft communications guide (Graz).
- Produce communications and dissemination advice, to include recording (Magosfa).

11. Project Planning

CtS = Change the Story

Activities		Lead Partner	Deadline
General Project Management and Implementation			
Monitoring & Evaluation	Share background reading on Activity Theory	Graz	28 th Feb 2020
	Prepare practical guidelines on using Activity Theory as part of M&E	Graz and Wild Awake	30 th March 2020
	Create draft M&E plan	Wild Awake	15 th May 2020
Dissemination	Write draft communications guide	Graz with Magosfa	15 th March 2020
	Produce dissemination advice and recording system	Magosfa	15 th April 2020
Internal Monitoring Report	Write first internal monitoring report	All partners	1 st March 2020
TPM2	Taking place 17 th , 18 th and 19 th July 2020; travel day on 16 th July; meeting finishes 1pm on 19 th	All partners	16-19 July 2020
Intellectual Output 1 – review of digital learning and climate change education			
Task – research into barriers and opportunities for CtS	Complete meetings with schools and send to AICU	Graz & CREDA (limitations noted)	15 th Feb 2020
	Complete SWOT analysis report	AICU	20 th March 2020
Task – success criteria for CtS	Finalise draft success criteria and share with partners	AICU	20 th March 2020

	Final report including success criteria	AICU	15 th April 2020
Intellectual Output 2 – Change the Story learning framework			
Task – creating draft framework	Produce draft framework and guidelines incorporating TPACK and EU digital competences	Graz & CREDA	28 th Feb 2020
	Sharing with pilot schools and feedback	All partners guided by Graz & CREDA	10 th April 2020
	Final draft based on feedback	Graz & CREDA	30 th April 2020
Intellectual Output 3 – digital learning tools and platform			
Task – alpha phase sharing platform	Creation of alpha version of sharing platform	Careful Digital	28 th Feb 2020
	Sharing with pilot schools and feedback	All partners guided by Careful Digital	30 th April 2020
Task – beta phase sharing platform	Creation of beta version of sharing platform	Careful Digital	31 st May 2020
	Sharing with pilot schools and feedback	All partners guided by Careful Digital	30 th July 2020
Task – live sharing platform	Live sharing platform ready for use	Careful Digital	30 th September 2020
	Ongoing use and feedback loop between partners and schools	All partners guided by Careful Digital	Ongoing through pilot phase
Task – alpha phase of project website	Creation of alpha project website	Careful Digital with Wild Awake	28 th Feb 2020
Task – discovery phase of celebration site	Research on celebration site needs	All partners guided by Careful Digital	20 th June 2020
Task – alpha phase of celebration site	Creation of alpha celebration site	Careful Digital	20 th August 2020
	Sharing with pilot schools and feedback	All partners guided by Careful Digital	
Task – beta phase of celebration site	Creation of beta celebration site	Careful Digital	20 th Oct 2020
Intellectual Output 4 – learning resources and piloting			
Task – CtS learning resources	Draft plan of resource structure	Wild Awake (coordinate with Graz)	10 th April 2020
	Partner comments	All partners guided by Wild Awake	10 th May 2020
	Second draft	Wild Awake	30 th May 2020
	Populate structure with learning activities	All partners guided by Wild Awake	Ongoing
Task – testing and trialling with pilot schools	Piloting	All partners guided by Wild Awake	Oct 202 onwards
Intellectual Output 5 – competency assessment tools			
	Plan approach	Graz (coordinate with Wild Awake)	10 th April 2020

Task 1 – CtS assessment approaches	Partner comments	All partners guided by Graz	10 th May 2020
	Second draft	Graz	30 th May 2020
Task – testing and trialling with pilot schools	Piloting	All partners guided by Graz	Oct 202 onwards