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# Erasmus+

## Backatorpsskolan

- Erasmus+
- Swedish Council for Higher Education
- Cooperation for innovation and the exchange of good practices
- Strategic Partnerships
- Strategic Partnerships for school education
- Call 2020
- Round 1
- Grant Agreement Number 2020-1-SE01-KA201-077943
- Report Type Interim
- Date of submission 30/09/2022

Eva Gustavsson Mars  
Name of legal representative

Main content:	Report Form
Number of attachments:	1

## General Information

General information about the project

This report form generated from the Mobility Tool+ consists of the following main sections:

- General Information: General information about the project
- Context: this section resumes some general information about your project;
- Project Identification
- Summary of participating organisations
- Project Management and Implementation: this section asks for information about the state of play of the project
- Transnational Project Meetings
- Intellectual Outputs
- Multiplier Events
- Learning/Teaching/Training Activities
- Follow-up
- Budget: this section gives a detailed overview of the amount of the EU grant related to the activities encoded so far
- Annexes: additional documents that are mandatory for the completion of the report;

For your convenience, some parts of this report are prefilled with information from the Mobility Tool+

## 1. Context

this section resumes some general information about your project;

Programme	Erasmus+
Key-Action	Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships
Action Type	Strategic Partnerships for school education
Main Objective of the project	Innovation
Partnership between regions	No
Call	2020
Round	Round 1
Report Type	Interim
Language used to fill in the form	EN

## 2. Project Identification

Grant Agreement Number	2020-1-SE01-KA201-077943
Project Title	Education for resilience and sustainability
Project Acronym	
Project Start Date (dd-mm-yyyy)	31/12/2020
Project End Date (dd-mm-yyyy)	30/08/2023
Project Total Duration (months)	32
Beneficiary Organisation Full Legal Name (Latin characters)	Backatorpsskolan

**3. Summary of participating organisations**

Role of the Organisation	Organisation ID	Name of the Organisation	Country of the Organisation	Type of Organisation	Accreditation of organisation (if applicable)	Partnership Entry Date	Partnership Withdrawal Date
Beneficiary	E10235190	Backatorpsskolan	Sweden	School/Institute/Educational centre – General education (primary level)		31/12/2020	30/08/2023
Partner	E10251012	Katarinaskolan	Finland	School/Institute/Educational centre – General education (primary level)		31/12/2020	30/08/2023
Partner	E10209161	ABO AKADEMI	Finland	School/Institute/Educational centre – Adult education		31/12/2020	30/08/2023
Partner	E10154302	Karsnesskoli	Iceland	School/Institute/Educational centre – General education (primary level)		31/12/2020	10/02/2021
Partner	E10169074	HOGSKOLEN I OSTFOLD	Norway	School/Institute/Educational centre – Adult education		31/12/2020	30/08/2023
Partner	E10239750	OSNOVNA SOLA OB RINZI KOCEVJE	Slovenia	School/Institute/Educational centre – General education (pre-primary level)		31/12/2020	30/08/2023
Partner	E10209430	GOETEBORGS UNIVERSITET	Sweden	School/Institute/Educational centre – Adult education		31/12/2020	30/08/2023
Partner	E10245399	NAV lab Sweden AB	Sweden	Non-governmental organisation/association		31/12/2020	30/08/2023
Partner	E10245267	Storyline Sverige ekonomisk förening	Sweden	School/Institute/Educational centre – Adult education		31/12/2020	30/08/2023

Total number of participating organisations

9

## 4. Project Management and Implementation

this section asks for information about the state of play of the project

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?

Most of the project activities and objectives have been carried out and reached so far. Changes have been made due to Covid19, for example the research in Norway and Finland has been postponed. We have continued to put much effort into connecting the different activities clearer and stronger, in order to interconnect the learning outcomes from one activity with the development of the following activity.

An attempt to make the project's focus more distinct directed to sustainability and resilience is made, and will be continued, as is the transnational aspects. In order to strengthen the transnational aspects of education for sustainability and for researching such education, specific planning meetings for this perspective are now scheduled.

The project activities have been carried out and the communication and workflow in the group has been more established through cooperative work.. All members in the project group have taken an active role during the year by email, discussions at our team platform and at our online meetings. All partners still have an equal role and influence in decision-making. The main decisions have been taken during these several project meetings, for example agreement on budget, planning events and changes due to Covid19. We have worked in different transnational teams, which each has been 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](http://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 has proceeded this year, the website itself has been developed in a transparent way.

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 Sweden and Slovenia, has given the group a common picture of how our different project activities and objectives might lead to fulfil the project's goals.

Many discussions have also been held, in order to understand our different perspectives of sustainability and resilience. An important group discussion we had in October was about the question, " - How can Storyline facilitate the work and encourage 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"

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 before the meeting in Stockholm. We also got a lecture "Eco-Anxiety and Environmental Education" from him via link. Before the meeting with dr Pihkala, Ann-Cathrine Henriksson from Åbo Akademi presented a study about young people and eco-anxiety.

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." Ann-Cathrine Henriksson's introduction and questioning afterwards helped us all to bring the findings of Dr Pihkala together with our own work.

Margaretha Häggström from the University of Gothenburg presented the result from her research at Backatorpsskolan, in Stockholm. 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. One conclusion is that the characters ought to be used more intentionally during a storyline, and that the teacher also should use a character so that the students understand how it can be used and why. The characters are essential tools for handling emotions and express emotions, thoughts and dreams.

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 regular project meetings online, led by the coordinator.

Fifteen online meetings have been completed so far, and several meetings in different planning teams. The project group had to deal with the practical changes, due to Covid19. All organisations had to make some changes regarding the situation which then had to be discussed and decided on in the larger project group, which implies several national meetings and organisation meetings. However, NAV (Stockholm) and Åbo Akademi made a detailed plan for an on site

meeting in Turku in October, which had to be changed into a hybrid version, both in October and December. Storyline Sweden, University of Gothenburg and Backatorpsskolan made a detailed plan and invitation for an on-site Multiplier Event in Gothenburg in March, which had to be changed into a hybrid version.

Schedule changes and moved activities are briefly outlined in the following.

- Learning and teaching activities, C1 Finland, was postponed to Autumn 2021, and then changed into a hybrid version, both in October and December.
- The first transnational project meeting on site was postponed to Autumn 2021 (October). The place for the meeting then had to be changed to Stockholm.
- The second transnational project meeting on site had to be changed into a hybrid version.
- The third transnational project meeting on site in Slovenia is postponed to Autumn 2022 (October).
- Some work with the Intellectual outputs has been postponed, due to Covid 19 restrictions.

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

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

Virginia Lockhart-Pedersen has also reviewed the language on the website.

Backatorpsskolan has made and published the project plan, communication plan, dissemination plan and the plan for monitoring and evaluation on the project's team platform. All documents were elaborated on at the first physical project meeting autumn 2021 (transnational project meeting).

Eva Marsh, the coordinator, Backatorpsskolan, has presented the background and aims of the project and Erasmus and Strategic Partnership at every Event, and at different and in various contexts where interested parties from the target group have been represented.

Evaluation processes have been conducted both internally and externally in connection with the event. Internal evaluation has been ongoing throughout project lifespan. The project group has also discussed and decided how the second payment should be distributed.

Nav and Åbo Akademi, have planned and organised the hybrid - transnational project meeting and Event in Stockholm and Turku, October and December 2021.

The University of Gothenburg, Storyline Sweden and Backatorpsskolan have planned and organised the multiplier event in March 2022.

OSNOVNA SOLA OB RINZI KOCEVJE have planned and organised the meeting in Slovenia, June 2022.

Åbo Akademi and Backatorpsskolan have planned the next transnational project meeting in Turku, October 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 year. There have been both oral presentations and written reports. For example, the project participants have 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 also have an internal budget follow-up.

Ongoing assessment with mixed methods has been carried out through the whole period. Formative assessment is conducted before, during and after the Storyline projects in the schools and at all Events. Every learning and teaching event has a focus theme and the assessment is carried out according to this.

In line with the goals for the project we will assess the implications of 1.) Storyline as a teaching and learning approach in the 21st century and 2.) Storyline in relation to sustainability and resilience.

The research results have and will be reviewed in a peer review process in order to be published as scientific articles, in open access journals. During the Multiplier events the results have been presented to a large international public of researchers, teachers and teacher educators. Parallel to all this qualitative assessment, quantitative data is collected throughout the project. We follow up e.g. participants in all events (number of participants, their working position), number of students and school classes engaged, visitors on the Website educational resource bank, video-films viewed, how the different articles have been opened and/or quoted.

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



application stage?

The planning and monitoring of the project has been done in a joint process and involved all partner organisations. The project group has been seen 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:

University of Gothenburg, has facilitated meetings with a group of lecturers from the University, to plan and organise the multiplier event, in March 2022. Finally, University of Gothenburg together with Storyline Sweden and Backatorpsskolan, manage to organise the Event. Margaretha Häggström, University of Gothenburg, has led an action research group at Backatorpsskolan, including six teachers and six student teachers from the university and the principal (Eva Mars). Häggström has also coordinated the research group (Sweden, Norway, Finland). Together they have started a meta-report.

Backatorpsskolan has been managing the project, and has thus been involved in all the other organisations and their meetings. During the spring 2022 the teachers at Backatorpsskolan have, based on the national curriculum, discussed and reflected on different values, central competences and social skills, and how these are visualised and assessed in their teaching. In April 2022 Ann-Catherine Henriksson, representing the project part Åbo Akademi university, attended (online) one of the planning afternoons at the school. During this afternoon we discussed formative assessment overall and assessment of knowledge versus assessment of skills, attitudes, values, feelings. Based on the work during the spring the teachers have planned subject-integrated learning themes for grades 1 -2, 3 - 4 and 5 - 6. The main topics for the themes are "Living together" and "Democracy".

Storyline Sweden, has been involved in planning and organising the multiplier event, in March 2022. For the different events Storyline Sweden has published both invitations, programmes and evaluations.

Åbo Akademi, has taken a certain responsibility for the C1 event in Turku and Stockholm. They have been in contact with lecturers and other experts.

Katarinaskolan has collaborated with the researcher at the Åbo Akademi, in an action research project, involving several of the students.

NAV SWEDEN have been involved in the planning of the C1 event and the first transnational project meeting. The planning has involved working with project partners from Backatorpsskolan and Åbo Akademi to develop the program, to be in contact with lecturers and to develop and test technical solutions for holding hybrid events - where some participated physically and others digitally. The program has been coordinated with other project partners during continuous project meetings. NAV has also been responsible for documenting the events, to record what was going on and to edit what was recorded into films that were published on the project website.

Østfold College University has continued to put much of their 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 among all worked with development of interdisciplinary collaboration among professional staff at Østfold University College.

Osnovna šola Ob Rinži Kočevje, has taken a certain responsibility for the C3 event in Slovenia. The event included a combination of lectures and open-air workshops focusing on the innovative areas of teaching and learning needed to address the complexities of sustainable development and climate change.

As part of Osnovna šola Ob Rinži Kočevje cooperation, they discuss, monitor, and explore various areas: collaborative learning, outdoor learning, development of entrepreneurship in young people, formative monitoring, and innovative teaching approaches – Storyline. The common objective of all current and future Erasmus+ activities, is to encourage learners to use their wider abilities to think critically about global change in the world, and to develop the sense that, as individuals with a sustainable way of working, they are important and capable of major change first in the local environment and beyond in the world.

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-competitive forum for inquiry into theory and practice to promote professionalism and friendship. All

members are well 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 actually the founders of this pedagogical method. Their knowledge is invaluable to the project, and especially in relation to the multiplier event in Gothenburg, 2022, which they have supported 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. Four of the project members (from Storyline Sweden, Backatorpsskolan, Østfold College University and the University of Gothenburg), regularly meet the Golden Circle online.

Vittra Rösjörp, and the principal Lea Colner, have had some interactions with the project. For example, teachers from Backatorpsskolan and Vittra have met and exchanged experiences. Vittra also participated during the event in Gothenburg.

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.

The challenge of national interconnectedness, during these pandemic times, has been a recurrent dilemma that we have had 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 Multiplier Events and the Learning and teaching event in October/December and March had such an approach. This was a way to achieve and complete our programmes, including the possibility for invited speakers to participate, and planned workshops and panel discussions could be conducted. In spite of all the difficulties we managed to make the three video films we had planned for, and three studies could be carried out. In addition, the first action research has resulted in short autoethnographic texts, written by teachers, student teachers, school principal and the researcher.

The situation with Covid19 has delayed the completion of the project plan, which has continually been modified, both in terms of time and work forms. This has had impacts on The project's schedule and planned activities, for example: Learning and teaching activities, C1 Finland, was postponed to Autumn 2021, and then had to be changed into a hybrid version, both in October and December.

The first transnational project meeting was postponed to Autumn 2021.

The second transnational project meeting on site had to be changed into a hybrid version.

The third transnational project meeting on site in Slovenia was postponed to Autumn 2022 (October).

Some work with the Intellectual outputs has been postponed, due to Covid 19 restrictions, and days for Intellectual outputs had to be moved from one partner to another.

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 finding relevant literature to read and online lectures to watch, in order to discuss in the group and to develop our understandings of sustainability and resilience.

The project group has come to a conclusion to share different tasks during the various events, which means that all participants will cooperate and be responsible in order to ensure good quality, entanglement 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 process, and we are going through different social and learning phases, which means that we have to make adjustments during the process. However, these adjustments will not affect the budget.

## 5. Transnational Project Meetings

This table reflects the information entered in Mobility Tool+. If you would like to change it please do it in the corresponding Mobility Tool+ section. The information presented here will be automatically refreshed after that.

Meeting ID	77943-TPM-00001
Meeting Title	Transnational project meeting 1, OCTOBER 18-20 2021
Description of the meeting	<p>The coordinator has prepared the first project meeting and involved all partner organisations in the planning process. Agenda Transnational project meeting 1 13:00 Welcome and check in Host Daniel Lundqvist and Johanna Gagner Nav Sweden. Eva Marsh, coordinator of the Project. Ev practical matters such as discussion of the project's project plan. 14:00 Sustainability and resilience presentation and workshop by Pella Thiel Pella is an ecologist and activist who works with relational, systemic activism, change processes and leadership för a society in harmony with nature. She is among all, a knowledge expert in theUN Harmony with Natureinitiative and co-founder of swedish hubs of international networks likeSwedish Transition Network,End Ecocide Sweden(currently chairperson),Save the Rainforest Swedenand the swedishNetwork for Rights of Nature. 16:00- 16:45 Presentation by researcher Margaretha Häggström The action research project initiated by the University of Gothenburg (Margaretha Häggström) at Backatorpsskolan has been carried out. 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 has been conducted, which resulted in three academic articles. One is submitted to a Scientific Journal with open access, two are under proofreading. All articles have a focus on education that includes sustainability issues, and all will be linked to on the project's website, as soon as they are published. In addition, 6 student teachers' theses have been finalised in June, 2021. These theses will be linked to at the website. The whole Action research group, including the teachers, student teachers, the principal and the researcher, is now producing short autoethnographic texts, to publish on the website. The academic articles, student theses and the short autoethnographic texts will be a platform for the whole project group. Conclusions from these experiences will thus be a point of departure for following activities. Both benefits and obstacles are essential for the project group to illuminate. In addition, a pilot study has been carried out at the University of Gothenburg, in which three groups of student teachers (altogether 75 students) has been working on the subject of sustainability in a one-week long Storyline. The empirical material contains student teachers' log books. This study is now in progress, and will result in a short article. 16:45 –17:15 Reflections, Ylva Lundin How we can we in this project improve the commitment of the children through their characters, and through them understand the complexity of sustainable development -conflicts of interest, emotions, fears, etc. 19:00 Evening get together OCTOBER 19 08:30 Planning in groups - Parallel sessions Meeting for the group of researchers in the project lead by Margaretha Häggström, University of Gothenburg, Sweden. Meeting for all others. Entrepreneurial learning - possibilities and challenges. Examples from different national curriculums. Teachers' role and students' role. 21st century skills. Plan and production for the Event in December. Leder's of this meeting and moderators in Åbo: Daniel Lundqvist and Johanna Gagner Nav Sweden 10.00 Plan and production for the Event in December (all) Transformative learning – scientific background and implications for education on different levels. Teachers' role and students' role. Leder of the meeting Anna Johansson with support from the moderators in Åbo: Margareta Häggström, Göteborgs Universitet and Ann-Catherine Henriksson, Åbo Akademi 11.30 Reflections, Ylva Lundin Summary of the dialog day 1. How we can we in this project improve the commitment of the children through their characters, and through them understand the complexity of sustainable development - conflicts of interest, emotions, fears, etc. 12:30 -13:30 Lunchbreak 13:30 pm Article Eco-Anxiety and Environmental Education by Dr. Panu Pihkala Seminar led by Ann-Catherine Henriksson, Åbo Akademi. Questions to Dr. Panu Pihkala Please read before the meeting; Eco-Anxiety and Environmental Education by Panu Pihkala. <a href="https://www.mdpi.com/2071-1050/12/23/10149">https://www.mdpi.com/2071-1050/12/23/10149</a> 14:15-14:45 Practical matters, Eva Marsh Practical matters such as discussion and agreement of the project's project plan, communication plan and dissemination plan. A Monitoring &amp; Evaluation (M&amp;E) strategy will also be presented. (All document's will be sent one week before the meeting for individual preparation). 15:00 pm Short presentation by Dr. Panu Pihkala. Eco-Anxiety and Environmental Education The group has time to ask questions to Dr. Panu Pihkala after the presentation. 16:00 pm Plan and production for the Event in December (all) Time to plan for record, make production or reflections. Evaluation Anna Johansson 17:00 pm End of the Meeting</p>
Start Date	18/10/2021
End Date	19/10/2021
Receiving Organisation	NAV lab Sweden AB
Receiving Country	Sweden
Receiving City	Gustavsberg

No. of Participants	11
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Meeting ID	77943-TPM-00002
Meeting Title	Transnational project meeting 2, MARCH 28-29 2022
Description of the meeting	<p>Invitation with agenda, Erasmus + Education for sustainability and resilience Transnational project meeting 2, MARCH 25, 28-29 2022 Programme for possible visit to Backatorpsskolan MARCH 25 8.30 Welcome session and introduction Backatorpsskolan 9.30 Coffee break 10.15 Visit to classes in groups 11.45 Walk around in the schoolyard. QR-codes and outdoor classrooms 12.45 Lunch 13.15 Reflection, evaluation and coffee 14.15 End of the day Transnational project meeting 2 MARCH 26 08:00 Welcome and check in. Host Margaretha Häggström The University of Gothenburg and Anna Johansson Backatorpsskolan, coordinator of the Project. 08:30 Planning in groups - Parallel sessions Meeting for the group of researchers in the project lead by Margaretha Häggström, University of Gothenburg, Sweden. Meeting for all others with plan and production for the Event in June 12.00 Lunch 13.00 Ongoing work with our intellectual outputs (Possibility of short presentations or just time for questions or reflections). O1 Video film teaching and learning with storyline. O2 Four academic articles. Maggan O3 Website educational resource bank. O8 Interdisciplinary learning – Evaluation tool, Ann-Catherine, 16.00 End of the day 19:00 Evening get together MARCH 27 08:30 Evaluation of the Multiplier event 11.30 Reflections Summary of the dialog in the parallel sessions. Reflections about the achievement of the project with the support from monitoring &amp; evaluation (M&amp;E) strategy. 12:30 Lunch and visit around the University of Gothenburg 14:00 Practical matters with the support from the project's project plan, communication plan and dissemination plan. 15:00 End of the Meeting Practical information Adress: Göteborgs Universitet, Hus B Pedagogen, room BE015. Läroverksgatan 15, Box 300, SE 405 30 Göteborg Accomodation: Participants have to arrange their own travel and accommodation in Gothenburg Contact: Eva Marsh Participants, representing the partners in Erasmus + Strategic Partnerships for school education Finland, Åbo Akademi, 1 person Ann-Catherine Henriksson Finland, Katarinaskolan, 1 person, Krista Kaihovirta Norway, Østfold College University, 1 persons, Virginia Lockhart-Pedersen Sweden, Göteborgs universitet, 1 person, Margaretha Häggström Sweden, Storyline Sweden, 3 persons, Ylva Lundin, Håkan Källqvist and Mait Adegård Sweden, Backatorpsskolan, 2 persons, Eva Mars and Anna Johansson On site 9 persons Online 6 persons (online) Slovenia, Primary School Ob Rinži, 3 persons, Katja Ilc Virant, Janja Murn and Mateja Vidrih (online) Sweden, Nav Sweden, 2 persons, Johanna Gagner and Daniel Lundqvist The European Commission's support for the event does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.</p>
Start Date	28/03/2022
End Date	29/03/2022
Receiving Organisation	GOETEBORGS UNIVERSITET
Receiving Country	Sweden
Receiving City	GOETEBORG
No. of Participants	9

Meeting ID	77943-TPM-00003
Meeting Title	Transnational project meeting 3,
Description of the meeting	<p>The transnational project meeting 3, in Slovenia June 2022 was postponed to Turku in October 2022. Margaretha Häggström the leader the research group fell ill and could not participate in Slovenina. Agenda for the days Day 1 Assessment and the teacher's view of the student's learning Collaborative warm-up tasks Group work around some selected Storyline projects - Possibility - Challenges Review of the groups' thoughts in mixed groups New meeting in the original groups for development of the work Summary of the afternoon's work Evening meeting Day 2 Jessica Gillberg, principal at Sannäs school talks about their work at the school around multidisciplinary learning areas. She also talks about the teachers' experiences with the assessment. Assessment tool - to the web page - Assessment of what? - Which tools (scope, stages, language, didactics – practice ...)? - Who writes what?- Evaluate and look forward to the meeting in Halden Day 3 Research day (Processen room) Work with project plan, communication plan, dissemination plan and the plan for monitoring and evaluation on the project's team platform. Participants, representing the partners in Erasmus + Strategic Partnerships for school education Finland, Åbo Akademi, 1 person Ann-Catherine Henriksson Finland, Katarinaskolan, 2 persons, Krista Kaihovirta and Marika Laaksonen Norway, Østfold College University, 3 persons, Virginia Lockhart-Pedersen , Gitte Cecilie Motzfeldt and Hanne Eik Pilskog Sweden, Göteborgs universitet, 1 person, Margaretha Häggström Sweden, Storyline Sweden, 1 person, Ylva Lundin, Sweden, Backatorpsskolan, 5 persons, Eva Mars, Anna Johansson, Jenny Ekberg, Linn Boklund Frick, Nea Eliasson On site 13 persons Online 6 persons (online) Slovenia. Primary School Ob Rinži. 3 persons. Katia Ilc Virant.</p>



	Janja Murn and Mateja Vidrih (online) Sweden, Nav Sweden, 2 persons, Johanna Gagner and Daniel Lundqvist
Start Date	05/10/2021
End Date	07/10/2022
Receiving Organisation	ABO AKADEMI
Receiving Country	Finland
Receiving City	ABO
No. of Participants	0
Total Number of Participants	20

## 6. Intellectual Outputs

This table reflects the information entered in Mobility Tool+. If you would like to change it please do it in the corresponding Mobility Tool+ section. The information presented here will be automatically refreshed after that.

Output Identification	O1
Output title	Video film teaching and learning with storyline
Output Type	Learning / teaching / training material – Audiovisual material
Description of the intellectual output	<p>The goal for this intellectual output is, not only to captivate the audience, but to inform and spread the work done in the schools, by sharing students' and teachers' reflections on Storyline work that includes resilience and sustainability. The films will exemplify and explain the Storyline Approach to make the approach more accessible to teachers, teacher educators, and administrators. 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 two first films elucidate both what the classes have been working on during 5-6 weeks, and what they think of the content and the methodology. The creative work is presented and makes the actual work visible to the viewer. One main feature of the Storyline approach is key questions. In one of the films from Backatorpsskolan (Sweden) we can see how the teacher uses a key question and follow-up questions with the students, and how the students respond. In one of the other films, from Katarinaskolan (Finland) students' use of digital technology to develop the narrative is shown together with students' and the teacher's reflections on the work is presented. In the third film, two teachers are discussing the work when it is finalised. They describe the opportunities as well as the limitations and difficulties and how to overcome these. They conclude their reflections by highlighting the learning opportunities for themselves, and that the students have given them hope for the future. One film will be made at the university level with student teachers and teacher educators working with Storyline in teacher education programmes at Østfold University College. It shows the work done with student teachers that are training to work with storyline and sustainability issues. Both films have been elaborated on several times by Backatorpsskolan, Storyline Sweden and The University of Gothenburg. The content is based on the three pillars of sustainability: ecological, social, and economic. The films have been discussed during project meetings. Conclusions drawn from the two first films have formed a base from which following implementations at the schools in Finland and Slovenia have taken their points of departure. Lessons learned will thus be a critical point to discuss. In Particular, the constraints and obstacles are of importance to debate for future projects. The film from Katarinaskolan has been made in close cooperation with the teachers at Katarinaskolan, Backatorpsskolan and Storyline Sweden. The film from Østfold University College is also produced as a collaborative product with Backatorpsskolan, Storyline Sverige and Østfold University College. All films are translated into English and published at the website.</p> <p><a href="https://storyline.education/pedagogical-resourses/storyline-films">https://storyline.education/pedagogical-resourses/storyline-films</a> The films from Norway, Sweden and Finland have also been shown at the Multiplier event 2022 as a springboard for discussions around competencies students can develop through the Storyline Approach. The films from Slovenia, be shown at the Multiplier event 2023. There will be a total of 5 films. Four films produced showing the Storyline Approach at schools with students from grade 1-7, one at the university level with student teachers and teacher educators. The last film will reflect the researchers' work, findings and conclusions. At the Multiplier event 2023 there will be another film that replaces the film from Iceland. It will be a film with researchers included. Budget change: Storyline Sweden took 20 days from Backatorpsskolan and 2 days from Göteborgs Universitet. Østfold University College took over 1 day from NAV Sweden</p>
Start Date (dd-mm-yyyy)	31/12/2020
End Date (dd-mm-yyyy)	30/08/2023
Available Languages	English, Swedish
Available Medias	Video, Website
Leading Organisation	Storyline Sverige ekonomisk förening
Participating Organisations	Backatorpsskolan, Karsnesskoli, OSNOVNA SOLA OB RINZI KOCEVJE, Katarinaskolan, GOETEBORGS UNIVERSITET, HOGSKOLEN I OSTFOLD, ABO AKADEMI, NAV lab Sweden AB
Output Identification	O2
Output title	Four academic articles
Output Type	Studies / analysis – Research study / report



Description of the intellectual output	<p>Three action research studies have been carried out separately. Two of them provide knowledge from classroom work in primary schools (Sweden and Finland), one from teacher education Norway. 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. Relational Pedagogy has been employed as a theoretical background for the action research studies in Sweden, which has not been done in previous Storyline studies. The action research studies in Norway are using Case study as a method, and one project will be using a thematic text analysis. The research has hitherto published two articles (Sweden) in international journals, and one article (Sweden) is submitted, yet another article is finished and ready for submission (Finland), and 1-2 articles are in progress (Norway). The collected empirical material will also be compared and used for one common article. All articles are and will be published in journals that use open access, and the articles can then be published on the project's website, which the two first articles have been. Results from the published articles have been presented at the multiplier event in Stockholm (autumn 2021), and at the event and Storyline conference in Gothenburg (March 2022), and at the University of Dalarna and The University of Jönköping. A panel discussion was held at Gothenburg Book fair (September 2022), when results from the published articles were presented and discussed. A minor presentation will also be held at the Golden Circle event. Häggström is invited to UNDP to talk about the result and discuss young pupil's opinions on sustainable development (at Natural History Museum, September 2022). The plan is to present all results from all articles at relevant conferences, and to hold a symposium. The overall aim of the research is to examine teachers' Storyline work that includes sustainable development. The teachers explore meaningful, positive, constructive, active and sustainable ways of teaching and learning. The studies will examine in what ways the implemented Storyline work in the two schools in Sweden and Finland, and at teacher education in Norway. The studies are 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. The research group from the three countries met and worked together at the University of Gothenburg in March 2022 to plan a common text. They have met online to discuss the work and will meet in Åbo, in October 2022, to plan for further collaboration. Lockhart Pedersen and Häggström had two presentations in TAL, a conference held in Copenhagen, November 2021. Häggström and Motzfeldt have met several times, both in Gothenburg and Halden and online for a collaboration, and are working on a book chapter together. The ongoing research in Norway will be presented as a blog at the project's Website. Motzfeldt has developed a template that will be used in three anthologies about Storyline as a teaching and learning approach. New with this storyboard includes anchoring the storyline in the curriculum LK20 and the opportunities for formative assessment (assessment for learning) during and after the storyline.</p>
Start Date (dd-mm-yyyy)	31/12/2020
End Date (dd-mm-yyyy)	30/08/2023
Available Languages	English
Available Medias	Website, Publications, Text File
Leading Organisation	GOETEBORGS UNIVERSITET
Participating Organisations	HOGSKOLEN I OSTFOLD, ABO AKADEMI

Output Identification	O3
Output title	Website educational resource bank
Output Type	Open / online / digital education – E-learning course / module
	<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 the Storyline Approach for including issues of sustainability, accessible internationally and transparent 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. The resource bank will also provide 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. The content of the educational resource bank will respond to the project goals and be a place where the developed pedagogical tools for teaching and learning about sustainability will be available to teachers and researchers globally. The resource will also contain other approaches that can be combined with Storyline to meet the aims of our project. It can therefore be used in didactical discussions at all pedagogical levels and be useful in all developing future oriented curricula. It will be available to support and develop competence amongst students, student teachers, and teachers with the main goal to become agents of change</p>

Description of the intellectual output	<p>and supporting sustainability. The intention with the resource bank was to include research articles, practical articles, filmed lectures, teachers' plannings, pedagogical and informative inspirational films, evaluating 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. So far, we have published two research articles, four films, and several filmed lectures from the Storyline conference. All six key-notes were filmed and published at the website together with one filmed panel discussion with the researchers in the project and 23 filmed presentations with researchers, teachers and headmasters that have been working with Storyline and sustainability and resilience. 14 topic outlines have been published. Under the header Active working methods, we have published nine animated films explaining active working methods often used in Storyline work. They are accompanied by pdf-documents with step-by-step instructions both in Swedish and in English. Under the header Events we have published a summary of the event in Åbo together with three filmed lectures from the start-up meeting in Stockholm and three filmed sessions in Åbo. We are currently working on including practical articles, teachers' plannings and evaluating tools. 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. The website has so far become the resource-bank we hoped for. We are not just available within the project but to all teachers. The website is now known to all teachers that took part in the Multiplier Event in Gothenburg and they will be able to spread it to colleagues and friends in their own countries. The resource bank is available at <a href="http://www.storyline.education">www.storyline.education</a> Budget change: Storyline Sweden took 10 days from Nav , 10 days from The University of Gothenburg and 9 days from Åbo Akademi</p>
Start Date (dd-mm-yyyy)	31/12/2020
End Date (dd-mm-yyyy)	30/08/2023
Available Languages	English
Available Medias	Website
Leading Organisation	Storyline Sverige ekonomisk förening
Participating Organisations	Katarinaskolan, Backatorpsskolan, Karsnesskoli, ABO AKADEMI, OSNOVNA SOLA OB RINZI KOCEVJE, NAV lab Sweden AB, HOGSKOLEN I OSTFOLD, GOETEBORGS UNIVERSITET
Output Identification	O8
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. 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 feelings, 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. 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. After an initial analysis of the four different national curricula and available research in the area during the fall of 2021, we saw a clear need for - Reflection and discussion within the project group about our perceptions of the concepts formative assessment, attitudes and values with focus on resilience and sustainable development - Review and sharing of experiences, opportunities and challenges - Testing different variants of tools in concrete teaching contexts - Continued and in-depth research in the area Concrete measures until autumn 2022: The use of Concept Cartoons (CC) in science learning was developed in 1991 by Keogh and Naylor. The model is a strategy for visualising and challenging students' perceptions of scientific concepts and phenomena. With the help of the strategy, the teacher gains knowledge about the students' perceptions - a knowledge that can be used to adapt the teaching to the right level and to support the students to abandon concepts that do not correspond to the current scientific perceptions. During their work with the Storyline-project "The future village" Katarinaskolan tried out concept cartoons as a tool for formative assessment. Themes in the specific cartoons were - The children's personal visions of a sustainable future in the local area - The children's conception of their own persistence in their work with the school project As the children were young (8 years old) they got reading help with the alternative texts in the CC. The children reflected on the cartoons twice – before the storyline project and after the project. They answered individually by marking the chosen picture on the iPad screen. According to the teacher the CC fulfilled the</p>



purpose to function as a formative tool – for the pupil to reflect on his/her own thinking before and after, as a ground for further discussion and for the teacher to get a view on the pupils' thinking. The teachers at Backatorpsskolan have, based on the national curriculum, discussed and reflected on different values, central competences and social skills, and how these are visualised and assessed in their teaching. In April 2022 Ann-Catherine Henriksson, Åbo Akademi, attended one of the planning afternoons at the school. During this afternoon we discussed formative assessment overall and assessment of knowledge versus assessment of skills, attitudes, values, feelings. Based on the work during the spring the teachers have planned subject-integrated learning themes for all grades. The themes are implemented in the work in the classes in early autumn and much effort is laid on the assessment of the competencies. During the event in Slovenia the participants had the opportunity to reflect on and discuss the challenge of assessment overall and the assessment of values, attitudes and feelings in particular. The session started with the presentation "To make the immeasurable visible" and this presentation was filmed in order to be available for teachers on the project website. The participants became acquainted with the GreenComp, the European sustainability competence framework and tested some formative activities and assessment tools. An important part of the time during the session was devoted to comparing how the attitudes, values are visualised in the four different national curricula and how the assessment of these is described in the steering documents. All participants were asked to analyse one or two storyline-plans with focus on the assessment overall and the formative assessment of attitudes and values in particular. More information: <https://storyline.education/pedagogical-resourses/evaluation-tool->

Start Date (dd-mm-yyyy)	31/12/2020
End Date (dd-mm-yyyy)	30/08/2023
Available Languages	English
Available Medias	Text File, Website
Leading Organisation	ABO AKADEMI
Participating Organisations	Backatorpsskolan, Katarinaskolan, HOGSKOLEN I OSTFOLD, Karsnesskoli, OSNOVNA SOLA OB RINZI KOCEVJE

## 7. Multiplier Events

This table reflects the information entered in Mobility Tool+. If you would like to change it please do it in the corresponding Mobility Tool+ section. The information presented here will be automatically refreshed after that.

Event Identification	E1
Event Title	International Storyline Conference
Description of the multiplier event	<p>The Multiplier event in the form of a Storyline conference in Gothenburg was planned to be held in spring 2021, Due to Covid19 the event was postponed to March 2022. It was supposed to be an on-site event with participants from all over the world but because of Covid19 the planning team decided to make the event an on-line event. Since an international storyline conference is a great opportunity to make a multiplier event that gathers international participants from all over the world, we did not want to postpone it again. Since some participants had booked hotel and travel tickets that could not be refunded we made the conference a hybrid version that was both on-site and on-line. This turned out to be a huge challenge for the planning team. As we think it's important to try out new ways of meeting, we had to figure out how to continue to meet and collaborate in the future. The participants in this Multiplier Event were experienced teachers and educators from different parts of the world. We had 60 participants from 5 countries on-site and 286 participants on-line from over 25 different countries. The conference was a way for our ERASMUS+ project to reach out to teachers and teacher-trainers all over the world with the work that we are doing in the project. The Key-note speakers were chosen both to broaden our own views and perspectives as well as reaching out with our own results. Three key-notes were presented on-site and three via zoom. In addition we had five different rooms for selectable sessions with a host in each room on site. There were 31 selectable sessions of which seven were presented on-site and the rest via zoom. 12 out of 31 selectable sessions were held from presenters from within the Erasmus+ project. These were both in the form of teachers talking about how they have used Storyline as a means for teaching sustainable development and in the form of studies carried out in classrooms where Storyline has been used. The rest of the selectable presentations were chosen to broaden our views on how Storyline can be used for learning for sustainable development and resilience. The presenters were from ten different countries. All presentations were followed by a short discussion. Most of the presentations were recorded and are published on our web-site. This is done both for us within the project so we can take part in all selectable presentations since we only had time to watch six of them each during the actual conference, and for participants and other interested teachers and teacher trainers to take part afterwards even if they couldn't join the conference. The scientific findings that we have made so far was presented as a key-note speech called: Teachers Role and relational pedagogy by Margaretha Häggström, Senior lecturer at the Faculty of Education at the University of Gothenburg. There was also a joint round-table discussion with scientists from Norway, Finland and Sweden that presented the work done so far as well as a round table discussion with researchers from Norway. Within the project we have produced three films up to now and all of them were screened at the conference. The aim was to broaden the picture of how Storyline can be developed and used to be successful regarding learning for sustainable development. We presented an update of the findings from the project to get various views from the different participants in order to develop the project further. 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 formed a base for participating in the conference, and the teachers from the project presented 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 of the conference was to provide practising 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. The participants' own practice was 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. The Event is detailed documented in words and film on: <a href="https://storyline.education/events/conference-in-gothenburg-1">https://storyline.education/events/conference-in-gothenburg-1</a></p>
Country of Venue	Sweden
Start Date (dd-mm-yyyy)	25/03/2022
End Date (dd-mm-yyyy)	27/03/2022
Intellectual Outputs Covered (using Output Identification number)	O1;O3;O2
Leading Organisation	Backatorpsskolan
Participating Organisations	

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. 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 and learning and promoting a democratic empowering educational setting. 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. 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. Specifically, this event will most likely result in: Greater understanding of how to improve monitoring education that includes sustainability issues. Enhanced knowledge for implementation of sustainable development and resilience for pedagogical planning and practice Increased dialogue and communication space for pedagogical practice and research Enhanced support for rethinking education for sustainable development in schools Knowledge of how to further improve the link between the Storyline approach with issues of sustainability, and student-centred education. 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: Event report Web publications A toolkit for implementation The participants in the multiplier events will be organisations and school boards that can be interested in the findings made by the project. 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. 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. 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 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. 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. The event is postponed to 23 March 2023</p>
Country of Venue	Sweden
Start Date (dd-mm-yyyy)	23/03/2023
End Date (dd-mm-yyyy)	23/03/2023
Intellectual Outputs Covered (using Output Identification number)	O3;O8;O2;O1
Leading Organisation	NAV lab Sweden AB
Participating Organisations	
Event Identification	E3
Event Title	Multiplier Event within the Erasmus+ project Education for resilience and sustainability

Description of the multiplier event	<p>This report is about the virtual part of E1. The conference, Multiplier Event M1 was an hybrid version that was both on-site and on-line. The Multiplier event E1 in the form of a Storyline conference in Gothenburg was planned to be held in spring 2021, Due to Corona the event was postponed to March 2022. It was supposed to be an on-site event with participants from all over the world but during the winter 2022 the Corona didn't go away so the planning team decided to make the event an on-line event instead. Since an international storyline conference is a great opportunity to make a multiplier event that gathers a lot of people all over the world we did not want to postpone it further. We decided to make it digital instead. However we had already booked a hotel and conference venue and some people had booked travel tickets that could not be refunded. So we tried to be as flexible as we could and made the conference an hybrid version that was both on-site and on-line. This was of course a very big challenge for the planning team but we think it's important to try out new ways of meeting in order to figure out how we can continue to meet and collaborate in future even if we can not travel as much. The participants in this Multiplier Event were experienced teachers and educators from all over the world. We had participants from 25 different countries. The original event had 174 participants and when we 2022-02-08 changed to make it digital. Finally we had 60 participants from 5 countries on-site and 286 participants on-line from over 25 different countries.</p>
Country of Venue	Sweden
Start Date (dd-mm-yyyy)	26/03/2021
End Date (dd-mm-yyyy)	28/03/2021
Intellectual Outputs Covered (using Output Identification number)	O2;O3;O1
Leading Organisation	Backatorpsskolan
Participating Organisations	

## 8. Learning/Teaching/Training Activities

This table reflects the information entered in Mobility Tool+. If you would like to change it please do it in the corresponding Mobility Tool+ section. The information presented here will be automatically refreshed after that.

Activity No.	C1
Field	ADULT
Activity Type	SP-ADULT-SHORT
Description of the activity	<p>This learning, teaching, and training event was planned to take place at Åbo Akademi University, Centre for lifelong learning in Turku in Finland. The target group for the event was: All educational professionals and all who are interested in the learning and teaching area (researchers, university students, teachers, head teachers). With regard to restrictions following Covid 19, we had to postpone it to Autumn 2021. (Report 210910). It was planned to be three days and include a combination of lectures and workshops that focus on our different perceptions about core elements of sustainability and resilience. Due to Covid19 restrictions the event was rescheduled and became a split event starting in Stockholm the 18th of October followed by work at home by the participants and then followed by an online event in December 2021. The whole event was broadcasted online so all project participants and other interested could take part. Most of the program has been filmed and will be shared below. The goals for the C1 event, 2021 was: 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. Taking part in the different activities and associated results from the participating organisations, allowed 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. Tangible outcomes was also 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). The Event is detailed documented in words and film on: <a href="https://storyline.education/events/event-in-bo-1">https://storyline.education/events/event-in-bo-1</a> The evaluation was positive and here are some quotes: "That was a new experience for me and it was really nice." "It is working better in real life than on zoom but still I think we got some value out of it." "It is very useful to hear and discuss 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."</p>
Country of Venue	Sweden
No. of Participants	12
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Is this a long-term activity?	No
Funded Duration (days)	8
Participating Organisations	Backatorpsskolan, GOETEBORGS UNIVERSITET, ABO AKADEMI, NAV lab Sweden AB, Storyline Sverige ekonomisk förening, Katarinaskolan, OSNOVNA SOLA OB RINZI KOCEVJE, HOGSKOLEN I OSTFOLD

Activity No.	C3
Field	ADULT
Activity Type	SP-ADULT-SHORT

Description of the activity	<p>This learning, teaching, and training event took place at the Primary school OS OB RINZI in Slovenia 8 - 10 of June 2022. This school was chosen as the venue for this event because they have experience with alternative learning approaches both inside and outside of the school classroom. Outdoor pedagogy, entrepreneurial learning and active learning are used at the school, and we had the opportunity to explore how these can be effectively incorporated with the Storyline approach and used for sustainability. The school has their own vegetable garden and fruit trees, used in the school kitchen. This alternative arena for teaching and learning was 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. In Slovenia, the focus was alternative learning environments ecological food production and consumption cooperation with the local community. The event included a combination of lectures and out- and indoor workshops. They focused on how to support innovative teaching and learning and to address the complexity of sustainable development and climate change. Teachers at this school along with other members of the project group provided the content for the lectures, content that was both practical and theoretical. All school activities were presented at the international gathering to 14 representatives of the Erasmus+ partner organisations. The participants were impressed by the performance and sustainable pulse of the school. Katja Ilc Virant and Mateja Vidrih presented an alternative outdoor learning environment used by the school. The group discussed the experience with the different learning environments used in the Storyline approach, with an emphasis on self-care and cooperation with the local community. The goals for the event were visualised and processed in different sessions (follow link to the detailed program of the event) during the three days in Slovenia. Many discussions also took place during the more informal discussions e.g. during lunch breaks and outdoor visits. The participants appreciated the possibility of finally meeting face to face. "It's rewarding to collaborate with such a mixed group of people, particularly teachers that are eager to share their experience. We learn from each other in a different way when spending days together." Program: <a href="https://docs.google.com/document/d/1n7j80vPK8Wi1tOIFyoD2FHh8WWXvuez3xQ1tabVjvU/edit?usp=sharing">https://docs.google.com/document/d/1n7j80vPK8Wi1tOIFyoD2FHh8WWXvuez3xQ1tabVjvU/edit?usp=sharing</a></p> <p>Outcomes from the learning and teaching event</p> <ol style="list-style-type: none"> <li>1. Outdoor learning methods, and alternative learning environments as a co-teacher</li> <li>2. Organic food production as a way of learning about sustainability</li> <li>3. Cooperative and entrepreneurial learning as a framework for building working teams with local community members</li> <li>4. Students' capacity of action and sense of agency</li> </ol> <p>The Slovenian Event included various 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. In addition, the event culminated with discussions and reflections that will be made into an informational film. These also gave empirical material for further use in research on the Storyline approach. The group didn't manage to fulfil a plan for what tasks the participating partners will be asked to follow until the final meeting. There was not enough time to discuss outcomes and empirical material from the project and make plans for the development of the resource bank. Neither was there enough time to discuss storyline projects and cooperation with different participants in different countries. The third transnational project meeting on site in Slovenia was therefore postponed to Autumn 2022 (October). The Event is detailed documented in words and film on: <a href="https://storyline.education/events/event-in-kocevje-1">https://storyline.education/events/event-in-kocevje-1</a></p>
Country of Venue	Slovenia
No. of Participants	17
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Is this a long-term activity?	No
Funded Duration (days)	79
Participating Organisations	Katarinaskolan, ABO AKADEMI, Backatorpsskolan, HOGSKOLEN I OSTFOLD, Storyline Sverige ekonomisk förening, OSNOVNA SOLA OB RINZI KOCEVJE

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. 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. 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. 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. The goals for the event in Norway, 2022 are the following: To collaborate and discuss experiences with the element of interdisciplinary work found in the Storyline approach in order 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 teacher 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. Tangible outcomes from the Norwegian Event include the following: 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.</p>
Country of Venue	
No. of Participants	0
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Is this a long-term activity?	No
Funded Duration (days)	0
Participating Organisations	

### 8.1. Intensive Study Programmes - Invited teachers

This section doesn't apply for this project

## 9. Follow-up

### 9.1. Impact

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

Within the project, we have identified crucial aspects to develop regarding Storyline (SL) as a vehicle for including sustainable development and resilience. These aspects have emerged both in school practice by the teachers, and in the research results, analysed by the researchers. For example, the pedagogical approach could benefit much from narrative pedagogy, i.e. as a channel for organising students' understanding, learning and action. This includes a dramaturgical structure and the main elements of drama. SL therefore needs to put emphasis on the dramatic curve, to include several incidents and events to make the story alive, and in-character exercises. We have noticed that these aspects have been sacrificed in favour of adding more school subject content and a traditional view on learning and how to evaluate students' knowledge.

As a consequence we suggest that the SL planning template should be preceded by a planned dramatic curve, to ensure that the SL will actually be a story.

This spring we focused on assessment and in particular formative assessment of attitudes, values and emotions. For example, at Backatorpsskolan the teachers analysed two different SL plans, which resulted in discussions on "how are we assessing"? During this collaborative reflections led to a list of "ways of assessing", e.g. using open questions, letting the character in the SL experience dilemmas and share their feelings, opinions and argue rather than the students themselves, and by giving students time for written and oral self-reflection to draw attention to a change from a before SL to a after SL.

During the event in Slovenia the participants continued the discussion on the challenge of assessment. They tested some formative activities and assessment tools, and compared how attitudes and values are visualised in the four different national curricula and how assessment is described. Learning outcomes from these sections was a deeper understanding of critical reflection as crucial for the ability to understand an unknown future and for being able to analyse sustainability as an ethical and complex issue in the society. Through the work, as well as in the research, the participants have seen the important connection between relational pedagogy, SL and Education for Sustainable Development (ESD). Communication skills, including active listening and language competence to summarise, analyse and respond in words and actions were highlighted as central abilities. Thus, ESD should work on the skill set of empathy and acceptance, and respecting differences, together with developing students' agency and futures literacy, i.e. the ability to envision a future, identifying futures competencies, orchestrate actions and critically examine actions. The concept of alternative learning environment (ALE) was discussed and resulted in a definition:

ALE facilitates knowledge acquisition in several ways and the environments can be a change of classroom setting, digital surroundings, classroom surroundings (such as creating the setting in a Storyline), moving to somewhere in the local community or to a natural environment.

One conclusion drawn was that schools need to be better at using the school surroundings in learning processes, and as learning resources. The SL about bee hives gave us a good example of how SL can reconnect children with nature in many ways due to its episodes, activities and key questions. Moving the SL to the local community and the natural surroundings makes the SL approach a powerful tool to develop the relationships we need to work towards sustainability.

Through the event in Gothenburg the participants were able to take advantage of current research on ESD, resilience and SL. They also shared their own work and experiences of SL that includes issues of sustainability, and listened to other teachers' and scholars' presentations. This broadened the participants' knowledge and perspectives, and simultaneously let them reach out with their work and results. Prior to the conference, the teachers in all participating countries, worked with SL as a method for ESD. These experiences formed a base for participating in the conference. This meant that the teachers had to focus and reflect in a critical way on their own practice, which is a crucial learning process for this project. This has been an eye opener for many of the teachers, and the importance of adopting a holistic approach to learning when dealing with difficult and complex matters has been highlighted as a learning outcome, along with the understanding of the teacher's active role during a SL. Another aspect stressed was that what differs SL from other types of thematic work is the story and the characters. The event has also had an impact on those participating from target groups outside the project. After the event, they were asked to fill out a short evaluation. 86% said that they got new ideas of how to develop SL that includes ESD.



## 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.

Results from the project have been disseminated during the multiplier events, described above, in which people outside the project group were invited. Information and a link to join the events online were sent to teachers, teacher educators, researchers in the field of education, The Golden circle and others interested in education for sustainable development and/or Storyline. We thought these groups are the target audience, who might be interested in the project, and they are the ones we want to connect with.

### International Conferences

Eva Marsh attended the Siberian International Storyline conference, on 25 March 2021, in which she informed about the project and discussed issues, and at the same time learned how to construct a Storyline conference. This was an opportunity to inform other teachers and teacher educators about the project in general and about including sustainability in a Storyline in particular. The target group was teachers and teacher educators interested in the Storyline approach.

Margaretha Häggström (MH) participated in The International Visual Literacy Association Conference in September 2021, University of Toledo, online and presented parts from her result, and Storyline as a pedagogical approach for including sustainable development. The audience are not only teachers and teacher educators, but staff from museums and libraries and artists too. This was a way to focus on the aesthetic and multimodal aspect of a Storyline and the role of affective and emotional work when including environmental and sustainable issues in a Storyline.

Virginia Lockhart Pedersen and MH presented parts from the research at Tal! - den fællesskandinaviske konference om mundtlighed/mundtlig kommunikation i fremmedsprogsundervisningen, Copenhagen, November 2021. They talked about Storyline as a method and how to conduct a digital Storyline, in one presentation held online, and about Storyline and the role of narration and multimodal language development held on site. The target group was educators at different levels. This was a way to broaden the audience and to show how to connect Storyline with language developing, and to include a multimodal aspect of language education. <https://ncff.dk/tal>

MH was invited to speak and hold a workshop for the Greek Storyline Conference at the University of Thessaly in November 2021, online. It was about Storyline in teacher education: Real life situation, critical incidents and the role of the character, with the intention to enhance teachers competencies to teach across the curriculum and engage pupils in real-life problems.

All of the project group participated in the 8th International Storyline conference at the University of Gothenburg. Eva Mars, Ylva Lundin and MH planned and hosted the conference. MH was one of the keynote speakers, who started the conference. Virginia Lockhart Pedersen, Ann-Cathrine Henricsson and MH presented the research studies in a panel discussion. The Norwegian research group held several presentations, as did the teachers at Backatorpsskolan. Teacher educators from the University of Gothenburg participated in several poster presentations. Target groups were teachers, teacher educators, researchers.

Ann-Cathrin Henriksson presented her research at the NERA conference in Iceland, June 2022. The target group was researchers and university teachers. This participation was a way to discuss her results with other scholars, and to spread the projects' work.

### Public events

Mateja Vidrih and Katja Virant were invited to the local radio station to talk about their storyline work at school. The audience was interested local citizens. This was a way to both show their pedagogical approach and to make their students' voices be heard.

MH attended The Swedish Book Fair in September 2022 to present the Action research at Backatorpsskolan, and the book they have written. The fair reaches out to a general audience. This was a way to reach out outside the educational and academic platforms.

MH was invited to UNDP to talk about her research in september 2022. The event was broadcasted to an international audience, and the target group was politicians, policymakers, researches, scholars, students and others who have an interest in issues of sustainability. This was an opportunity to discuss education and young students' thoughts on sustainability with an audience that has interests beyond education and learning, such as how to listen to the younger population when making decisions.

Teachers and Principal at Backatorpsskolan have together with MH, published a book about their work. The target group is other teachers and student teachers. This is a way to gather the projects' learning and to have an impact on teacher education and teachers to become.



**10. Budget**

this section gives a detailed overview of the amount of the EU grant related to the activities encoded so far

**10.1. Budget Summary**

OID of the Organisation	Name of the Organisation	Country of the Organisation	Project Management and Implementation	Transnational Project Meetings	Intellectual Outputs	Multiplier Events	Learning/Teaching/Training Activities				Special Needs Support	Exceptional Costs	Exceptional Cost Guarantee	Total (Calculated)
							Travel	Individual Support	Linguistic Support	Exceptional Costs for Expensive Travel				
E10235190	Backatorpsskolan	Sweden	10,500.00	0.00	5,784.00	7,990.00	2,285.00	3,985.60	0.00	0.00	0.00	0.00	0.00	30,544.60
E10154302	Karsnesskoli	Iceland	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E10169074	HOGSKOLEN I OSTFOLD	Norway	5,250.00	575.00	15,183.00	0.00	1,005.00	1,727.80	0.00	0.00	0.00	0.00	0.00	23,740.80
E10209161	ABO AKADEMI	Finland	5,250.00	575.00	9,844.00	0.00	455.00	667.80	0.00	0.00	0.00	0.00	0.00	16,791.80
E10209430	GOETEBORGS UNIVERSITET	Sweden	5,250.00	0.00	8,917.00	0.00	180.00	137.80	0.00	0.00	0.00	0.00	0.00	14,484.80
E10239750	OSNOVNA SOLA OB RINZI KOCEVJE	Slovenia	5,250.00	0.00	0.00	0.00	0.00	985.80	0.00	0.00	0.00	0.00	0.00	6,235.80
E10245267	Storyline Sverige ekonomisk förening	Sweden	5,250.00	0.00	33,424.00	0.00	455.00	667.80	0.00	0.00	0.00	0.00	0.00	39,796.80
E10245399	NAV lab Sweden AB	Sweden	5,250.00	0.00	1,446.00	0.00	0.00	275.60	0.00	0.00	0.00	0.00	0.00	6,971.60
E10251012	Katarinaskolan	Finland	5,250.00	575.00	428.00	0.00	550.00	1,091.80	0.00	0.00	0.00	0.00	0.00	7,894.80
<b>Total</b>			<b>47,250.00</b>	<b>1,725.00</b>	<b>75,026.00</b>	<b>7,990.00</b>	<b>4,930.00</b>	<b>9,540.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>146,461.00</b>

## 10.1.1. Further Pre-financing request

Are you requesting a further pre-financing payment?

Yes

Grant awarded as stated in your Grant Agreement	298295 €
Amount of Pre-financing payments already received	150.748,9 €

Amount of pre-financing payments reported as having been spent

€

Amount of further Pre-financing payment requested by the beneficiary to the National Agency

€

## 11. Annexes

additional documents that are mandatory for the completion of the report;

Please note that all documents mentioned below need to be attached here before you submit your form online. Before submitting your report to the National Agency, please check that:

- All necessary information about your participation in the project thus far has been encoded in Mobility Tool+.
- The report form has been completed using one of the mandatory languages specified in the Grant Agreement.
- You have annexed the Declaration of Honour signed by the legal representative of the beneficiary organisation, and other supporting documents as requested in the grant agreement.
- You have saved or printed the copy of the completed form for yourself.

### List of uploaded files

- 2020-1-SE01-KA201-077943-DeclarationOfHonour.pdf DOH  
0.30 Mb  
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