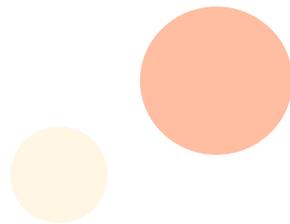




Change the story.

Creating new climate stories across Europe



Change the Story Framework



The following pages offer suggestions for teachers about the *Change the Story* pedagogical framework.

This framework exists so that:

- the project essence and goals are clearly identifiable.
- teachers can unpack their knowledges while preparing activities and programs using Change the Story resources.
- teachers can have a conversation and share their lesson planning, making sure that the essence of the Change the Story project is included: the project purpose, the journey to empowers students to create stories, the kind of learning to focus on, the type of results to be achieved and to be assessed.

The framework is meant to be used in a flexible way. We welcome teacher feedback in adapting this resource, for example through incorporating elements from this planning framework into their own planning structures.

In the following pages can be found:

- The Essence of Change the Story.
- Why a Framework for Change the Story.
- The Change the Story Framework.



The Essence of Change the Story

“The most common criticism I get is that I’m being manipulated and you shouldn’t use children in political ways, because that is abuse, and I can’t think for myself and so on. And I think that is so annoying! I’m also allowed to have a say – why shouldn’t I be able to form my own opinion and try to change people’s minds?” (Greta Thunberg)

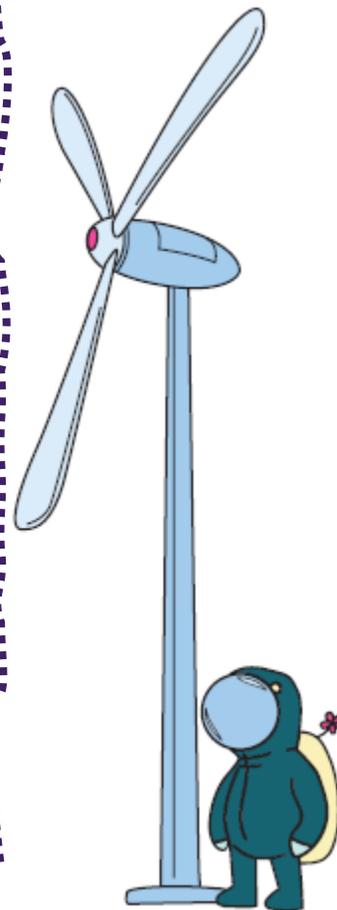
Change the Story aims ...

“to empower young people to develop compelling stories addressing climate change, using digital technologies to communicate their results and inspire others to take action.”

Change the Story empowers pupils to create the future they want: to explore how the climate crisis impacts their lives and to create meaningful stories about how the climate crisis is being tackled now, and what needs to be done in the future.

Pupils use digital technology to create stories about the climate crisis, producing new narratives to challenge the status quo, encouraging young people in their school, community and across Europe to take action.

Digital storytelling is a powerful tool for engaging teachers and pupils. Digital storytelling allows computer, tablet and smart phone users to become creative storytellers, providing them with the freedom to redefine, create and publish powerful new stories and communicate them widely. Digital storytelling also allows young people to share their experiences across cultural boundaries and national borders.



Why a Framework for Change the Story?

Why a pedagogical framework?

The pedagogical framework is an open document intended to provide an overview of Change the Story during implementation. It is formulated to support the development of learning activities that embrace the deep essence of the project.

The framework exists so that:

- The project essence and objectives are clearly identifiable.
- Teachers, educators and curriculum developers can identify the knowledge, skills, competences and tools which contribute to delivering the project essence.
- Teachers, educators and curriculum developers can unpack the complexity of the project and integrate this into their planning of learning activities to deliver with pupils.
- Teachers, educators and curriculum developers can have collaborative conversations and can share findings between colleagues in all participating countries on a common basis and with a shared starting point (Austria, Hungary, Italy, Turkey, United Kingdom).

The TPACK framework & the Change the story project

The *Change the Story* pedagogical framework is influenced by the widely-used TPACK framework (Technological, Pedagogical and Content Knowledge).

The TPACK framework was introduced by Punya Mishra and Matthew J. Koehler of Michigan State University in 2006. With it, they identified three primary forms of knowledge that teachers, educators and curriculum experts need to develop for successful edtech integration: Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK).

The key points of the TPACK framework to have in mind.

The three primary forms of knowledge are not entirely separate. In fact, the intersections of each are critical because they represent deeper levels of understanding of how to teach.

The centre of the diagram, otherwise known as TPACK, represents a full understanding of how to teach with technology, suggesting that this is not the same as having knowledge of each of the three primary concepts individually. Instead, the point of TPACK is to understand how to use technology to teach concepts in a way that enhances student learning experiences.

TPACK implies that the thoughtful pedagogical use of technology requires the development of a complex form of knowledge which cannot be the sum of content knowledge, pedagogy knowledge and of some helpful digital tools.

Effective technology integration for pedagogy around specific subject matter requires developing sensitivity to the dynamic relationship between these components of knowledge situated in unique contexts.

Individual teachers, grade-level, school-specific factors, demographics, culture, and other factors ensure that every situation is unique, and no single combination of content, technology, and pedagogy will apply for every teacher, every course, or every view of teaching

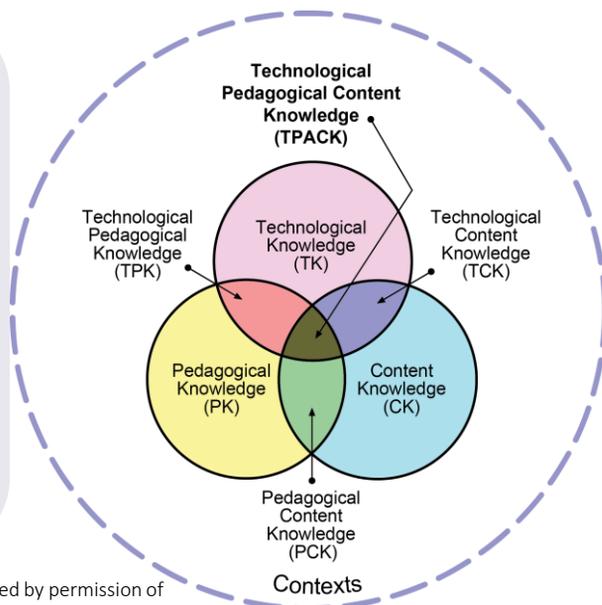


Fig 1. Reproduced by permission of the publisher, © 2012 by tpack.org

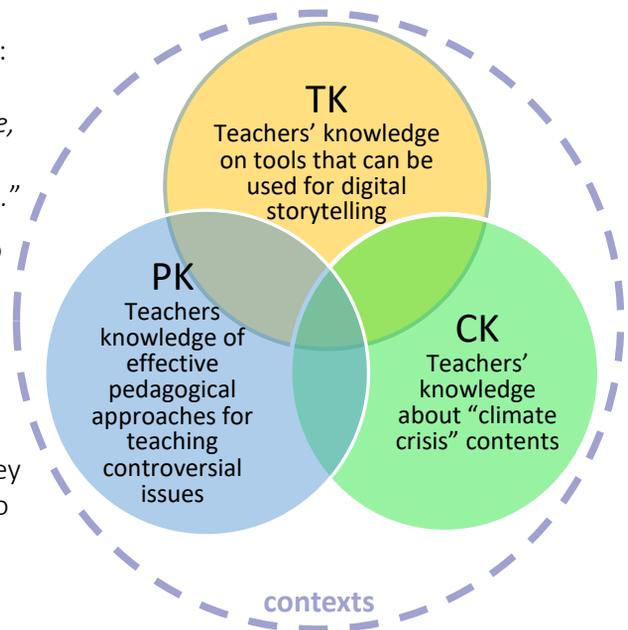
The Change the Story Framework

The TPACK model forms the basis of the Change the Story framework and supports reflection on the competences (or the TPC knowledges) required for successful edtech integration demanded in our project. Adapted into the Change the Story framework, it takes a step forward and becomes an action tool to be used to understand how to proceed during the planning of a learning unit, and to track the personal journey towards the central intersection. When planning in this such a way, teachers and educators develop new knowledges and competences.

STEP 1: The 3 Knowledges - Competences and starting contexts

In Change the Story the outcome is declared:
“to empower young people to develop compelling stories addressing climate change, using digital technologies to communicate their results and inspire others to take action.”

The Change the Story framework can help to unpack this outcome and to examine the starting situation in relation to the characteristics of this project: its content (climate crisis); the pedagogical approaches that teachers have already experience of in similar contexts: the kind of (digital) tools they are used to working with. It does this so as to help them understand better the project essence, and to establish what they wish to develop.



Some guiding questions:

- What do I know about the 3 different areas:
- Content about climate crisis?
 - Pedagogy for teaching about controversial issues?
 - Technology about digital storytelling tools?

Where do I feel more well-versed? What are the areas where I have more experience?

What are the areas where I need to deepen my knowledge?

Which elements from my teaching experience can I make use of in the areas of content, pedagogy and digital tools?

For CONTEXT:

What are the context characteristics I need to consider?

Are there any local resources to work with?

Can I work in an interdisciplinary way with colleagues?

Are there any local changes which have been influenced by the climate crisis that I can consider?

Are there any local/global stories which can be examples of mitigating the impact of the climate crisis?

What do I know about my students' thinking, fears and hopes regarding the climate crisis?

Do I know what my students know (and any misconceptions) about the climate crisis?

Do I know what my students wish to know more about in relation to the climate crisis?

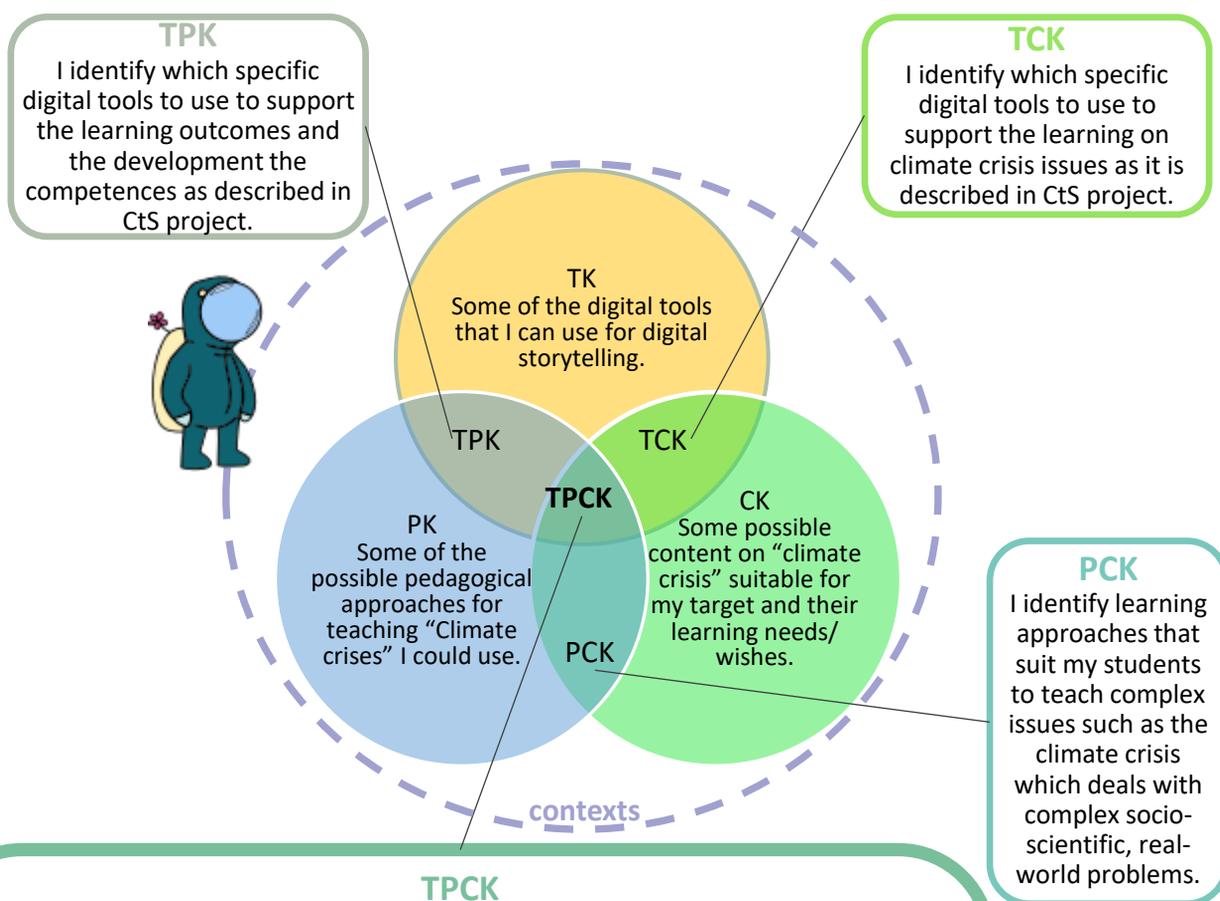
STEP 2

Planning: looking for intersections

– Developing new knowledge whilst planning

After the analysis of the resources and needs in terms of knowledge and context, teachers can move on to understand how to design a Change the Story learning unit. This means working with this framework at a different level, using it to help to identify specific content, digital tools and pedagogical approaches (for a learning unit or a single activity) that works in the intersections (see diagram below).

This framework assists the design process from any of the 3 different areas. It encourages consideration of the intersections, so as to understand how the different knowledges can support each other, while leaving behind what is unnecessary. It encourages us to look for and progress with the elements of content, pedagogy and technology in a suitable context and to make a difference together. The lens used to look at the intersections is the specifications and characteristics of the Change the Story project as described in its essence.



TPCK

I design an activity (or a cycle of activities or a learning experience) where the digital tool(s) suit the selection(s) of content on climate crisis I want to explore with my students in a way that empowers them to:

- connect learning from different subject content around the climate crisis issue;
- develop key competences (especially digital competences as described in the European Key competences indicators);
- develop specific competences declared in the Change the Story project such as to investigate and research the complex issues about the climate crisis, to communicate digital messages to people from different countries and cultures on climate crisis about their findings, so as to inspire others;
- increase skills in listening and interviewing, researching information and finding out the needs of others;
- understand responsibility each person has towards the climate crisis; and
- take action to address the climate crisis.

This publication was prepared in the frame of the Change the Story project by Daniela Conti and Luca Baglivo from CREDA onlus and by Kathrine Otrell-Cass and Michael Fasching from the University of Graz with the contributions of all the other partners of the project.

This English language version has been adapted by Wild Awake.

Change the Story is a project co-funded by the Erasmus+ Programme of the European Union

No. 2019-1-UK01-KA201-061432.



Co-funded by the
Erasmus+ Programme
of the European Union

Project Leader

Wild Awake (UK)

Project Partners

Agri Ibrahim Cecen University (Turkey)

Careful Digital Limited (UK)

CREDA onlus (Italy)

Magosfa Foundation (Hungary)

University of Graz (Austria)



AĞRI
İBRAHİM ÇEÇEN
ÜNİVERSİTESİ
2007



CREDA
ONLUS
CENTRO RICERCA, EDUCAZIONE
DOCUMENTAZIONE AMBIENTALE



This publication is available under the license Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)

You are free to share or adapt this publication as long as you give appropriate credit, provide a link to the license, and indicate if changes were made. If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.

The European Commission's support for the production of this publication 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.