

## Partnerships in Learning & Teaching (PLanT) Projects

### Application Form 2021-2022

Reference Number (CQSD use only):013-2021

#### Lead student contact details

Name: (name removed)
School: Institute of Education
Degree programme: Primary School Direct
Year group: One-year ITT
Email: (details removed)

#### Lead staff member contact details

Name: Catherine Foley
School: Institute of Education
Email: <a href="mailto:c.m.foley@reading.ac.uk">c.m.foley@reading.ac.uk</a>

#### Project title

Climate Education: What now, what next? An analysis of the views, perspectives and needs of current students of the IoE, in relation to climate change understanding.
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#### Project team

Project team name: Climate Change Education Student-Staff Partnership
Other members of the team (including students and staff) BA Ed QTS (Year 2): <b>(names removed)</b>  Primary School Direct (name removed)  Secondary ITT <b>(name removed)</b> BA Ed Studies/BACDL/Foundation degree representative – tbc.
Catherine Foley PD Primary School Direct Teresa Wilson PD BACDL

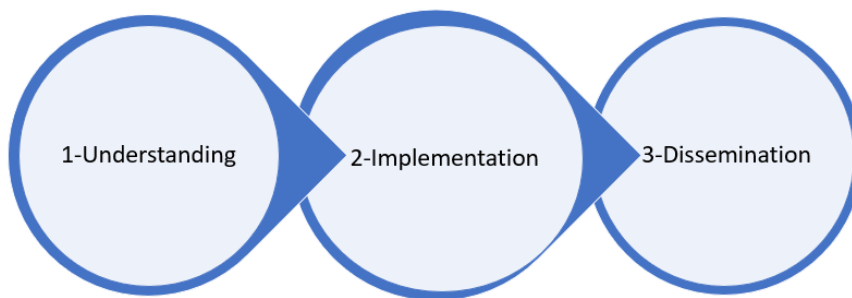
**Project description** (up to 700 words in total)

**Describe the proposed project including the following:**

**Project outline and rationale**

**What do you plan to do, why and how?**

The Climate and Sustainability Education (CASE) Group at the IoE led by Daniel James and Jo Anna Reid Thompson have put together a strategic three-year plan to embed Climate and Sustainability education throughout our programmes.



This PLanT project application is designed to allow students and staff to work together initially on phase 1, building our understanding of the current knowledge and understanding base of our students and their aims and expectations of graduating from the IoE as an educational practitioner able to lead on climate education in their own context.

**We plan to:**

- 1) Work as a student-staff partnership to design a cross-programme survey to elicit from students:
  - a) Their current knowledge, understanding, interest and awareness of key aspects of climate and sustainability education;
  - b) Their expectations of their range of programmes;
  - c) Their perceived need in relation to their programme – what they need to know about, understand and be able to do in order to confidently embed Climate and Sustainability Education within their own current/future educational role
- 2) Implement the survey
- 3) Work as a student-staff partnership to analyse data from the data and present this in a form appropriate for students and staff
- 4) Host small-scale consultation events with Student Climate Education ambassadors across all IoE programmes to present findings and strategies emerging from the survey and gain feedback from a wider range of students
- 5) Present findings to the CASE Group and wider Programme Directors (PDs) at the IoE to embed within their programme development planning.

Background to Climate Change Education: our working definition is derived from Thew et al's (2021) paper: *Mainstreaming climate change education in Higher Education institutions*:

'Climate Change Education (CCE) has multiple definitions though it is ultimately concerned with ensuring that learners across all disciplines are aware of, and able to respond to, the risk, uncertainty and rapid environmental and social changes that a changing climate brings. CCE further involves the nurturing of leaders and changemakers able to innovate and lead on this response.

How will students work as partners with staff in the design and delivery of the project?

- A small core group of 4 students (representing UG and PG, ITT and non-ITT) will lead the process of designing the initial survey, liaising with students to secure a high response and work with staff to carry out initial analysis.
- This core group will then work with staff to analyse results and feed the findings into proposals for how we can address CASE within different programmes.
- Students will then be involved in leading small consultation events with a wider range of students to gain feedback on the emerging plans.
- Students and staff will then work in partnership to summarise findings and present these to the CASE group and strategic leaders at the IoE.

How does the project support strategic priorities within your School/Department and the University's [Strategic Plan 2020-2026](#)?

The project supports all four strategic priorities of the University's Strategic Plan 2020-2026, with a particular emphasis on Principles 1 and 3 **Community** and **Sustainability**. This project is ambitious in aiming to bring together our different IoE student populations with different **cultures and identities** (for example post/undergraduate, research-based, teaching and non-teaching) in the common aim of working out how building CASE can be at the heart of all that we do. Student voice is embedded throughout and students will become experts, presenting within and beyond their own individual community. This also provides opportunity to students to develop understanding of research methods and skills in analysing, synthesizing and presenting findings to leaders – vital skills in education.

In terms of sustainability this project aims to find practical steps to take students with us on our objective of working towards a clear environmental strategy which incorporates strategies to drive environmentally sustainable education, based on the student voice.

The project feeds into and will inform points 1, 2, 3, and 8 of the UoR's National Climate Education Action Plan ([National Climate Education Action Plan \(reading.ac.uk\)](#)), taking the starting point for this work as gathering the student voice so that our approach at the IoE marries research-based practice with student starting points.

The Project also Aligns with our IoE STEAP, Priority 1 (Students as partners in learning) and Priority 2 (IoE Excellence in education for sustainable development).

### **Impact and sustainability**

What does success look like? What are the anticipated benefits of the project for students, staff, department/school, institution etc?

- **Objectives** – What exactly are you hoping to achieve?

Answers to questions such as:

- What do you understand by CC?
- What do you need to know about CC?
- What are you worried about in relation to CC?
- How might you adapt in response to CC?
- What would help you in your current or future role?

In order to develop the following four priorities:

**Understanding** – seeking answers to student views in relation to what they already know and need to know about climate change

**Partnership and inclusion** – including IoE student reps from the UG and PG community (UK and international)

**Continuity** – creating student climate ambassadors for each programme, who will expect accountability from the PDs in relation to programme adaptations to the findings

**Resources** – planning based on student survey for support and information

**Outputs/deliverables** – What will be created as a result of the project?

**A report** which will review the outcome of the surveys  
**Implementation phase plans for each programme to inform Programme-level planning in line with the overall strategic aims of the STEAP**

Analysis of the responses will lead to:

Embedding of CASE into the curriculum and assessment across IoE programmes informed by student voice and better information about student starting points. This may include, for example:

- Essay titles providing opportunity to explore climate education
- Increased use of outside speakers
- Tailored sessions on key aspects of CASE (eg managing climate education anxiety, developing sustainable environments, personal responsibility)

**When do you anticipate that you will be able to demonstrate this impact?**

- May 2022 in terms of informing programme planning for the following year.
- Academic year 2022-2023 in terms of implementation
- Academic year 2023-2024 in terms of disseminating the approach taken, reviewing impact and learning from implementation of the first year.

**Outline plans for project-related activities to continue beyond this PLaNT project and/or for project outcomes to be realised in a sustainable way.**

To inform IoE programme implementation as set out in the STEAP  
To potentially lead to UROP funding application for next stage in researching the impact of IoE Climate education initiatives within and beyond ITT  
Potential Teaching and Learning Innovation Fund application arising from PLaNT project findings.

Part of our vision is to supplement the SSPGs with Student Climate Education ambassadors, liaising with their fellow students to hold programme leaders to account for their embedding of CASE within programme curricular.

**Evaluation and dissemination**

Success will be determined by:

- completed survey outcomes across the full range of IoE programmes;
- filtering of these outcomes through consultation group to test out findings and recommendations across programmes
- presentation of these findings to CASE Group and key IoE programme leaders
- adaptation of programme improvement plans to embed recommendations on Climate Education as identified by the PLaNT project into their curriculum

We would intend to:

- Present outcomes at the PLaNT showcase events
- Feed findings into CASE Group meetings, BoSSE meetings and for consultation through SSPG meetings

- Present at the TEAN (Teacher Education Enhancement Network) annual conference and/or UCET Annual Conference (Universities Council for the Education of Teachers)

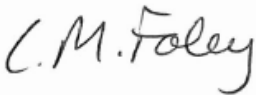
**Project start date: November 2021**

**Project end date: July 2022**

### Budget details

Brief outline of project activities	Activity start date and end date	Approximate costs associated with the activity. (Note: All claims and/or expenses need to be arranged before 30 <sup>th</sup> June 2022)
Initial planning/design of survey	January 2022	@ Student demonstrator rates (£14.83) x 2 hours x 4 students = £118.64 plus 12.07% = £132.96
Data analysis and preparation for consultation work	March 2022	@ Student demonstrator rates (£14.83) x 2 hours x 4 students = £118.64 plus 12.07% = £132.96
Consultation	April 2022	Refreshments for consultation event - University Catering  £25.50 for biscuits + £24 beverages
Drawing together findings, pulling together of report and presentation of initial findings	May 2022	@ Student demonstrator rates (£14.83) x 2 hours x 4 students = £118.64 plus 12.07% = £132.96

**Total funding applied for £448.38**

Signature of lead student	Signature of lead staff member
(signature removed)	
<b>Date 15.11.21</b>	<b>Date 15.11.2021</b>

## References

Thew, H., Graves, C., Reay, D., Smith, S., Petersen, K., Bomberg, E., Boxley, S., Causley, J., Congreve, A., Cross, I., Dunk, R., Dunlop, L., Facer, K., Gamage, K. A. A., Greenhalgh, C., Greig, A., Kiamba, L., Kinakh, V., Kioupi, V., Lee, M., Klapper, R., Kurul, E., Marshall-Cook, J., McGivern, A., Mörk, J., Nijman, V., O'Brien, J., Preist, C., Price, E., Samangooei, M., Schrod, F., Sharmina, M., Toney, J., Walsh, C., Walsh, T., Wood, R. Wood, P., and Worsfold, N.T. (2021). Mainstreaming climate education in Higher Education Institutions. COP26 Universities Network Working Paper.

**Applicants must convert the completed application into one pdf file and submit this electronically to Martin Wise ( [m.wise@reading.ac.uk](mailto:m.wise@reading.ac.uk) ) by 17:00 on the day of the submission deadline.**