

iCAP Partnership Meeting No. 1



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University of Gloucestershire, Cheltenham, United Kingdom.

Monday 30th – Tuesday 31st October 2017

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Introduction

Representatives from the participating schools, knowledge partners and quality control gathered at the University of Cheltenham to attend an initial meeting (see Appendix A for attendance list). The meeting began with partner presentations in which partners introduced themselves using an object as a means of telling their story to the team.

Jan Gejel (Working with Europe) gave a presentation on the background and overview of the project. He explained how it was important to keep things simple and flexible and to keep returning to the projects key ideas and questions. Some of the ones that he touched upon in this presentation were:

- Innovation – as a new way of learning and of interacting with the world outside the classroom;
- Entrepreneurship – as a form of creating and changing things that complements innovation;
- Young people – as ‘young innovation detectives’ who are interested in engaging with their local community through research, dialogue and action.
- Storytelling – as a means of documenting and sharing the experiences of supporting young people to become more innovative and entrepreneurial.

Jan also highlighted some of the challenges that the project might encounter and emphasised that it was important not to be scared of uncertainty or of failure because these were necessary characteristics of innovation.

Questions

Similarities between iYouth and iCAP

A question was raised about the similarities between iYouth and iCAP. Jan explained that the two projects built upon each other and that therefore there were some similarities.

Encouraging students to communicate

A question was also raised about how the students could be encouraged to stay in contact. It was suggested that they should communicate in two ways:

1. Through the teachers who would be able to download material from other participating schools and share it with their students.
2. Directly, possibly through a social media platform.

It was suggested that it might be possible to set up an Instagram group through which the students could exchange photos and messages. A number of concerns and questions were raised, including:

- Safeguarding – it was decided that teachers from the partner schools should be part of the group to contribute and monitor.
- The size of the group (Instagram only allows groups to have twenty members) – it was suggested that two students and a teacher from each school could be members of the group.
- What stories were shared on the group – it was suggested that teachers could set challenges and students could share aspects of their days to start getting to know their peers.

The students present were tasked with setting up the group and it was stressed that teachers need to keep encouraging students to communicate with each other. The group will be reviewed at the next Partner Meeting in March.

On the back of this it was suggested that it might be possible to organise a trip for the students during the partner meetings. This would provide them with an insight into the local community and an opportunity to bond. It was agreed that:

- The University of Gloucestershire will liaise with the teacher at the Institut de Vilafant to organise **a trip for the students** during the March Partnership Meeting.

Project evaluation/documentation

Over the two days different project platforms were discussed including BaseCamp2, BaseCamp3 and Trello. It was agreed that the project platform would need to be easily accessible and navigable by both the partner schools and the knowledge partners.

A key concern was ensuring that there was the possibility to store documentation (videos, photos, plans, reports, presentations etc.) easily. Partner schools expressed a strong interest in a platform that would allow them to create 'folders' where they could organise and upload documentation. Knowledge partners were keen on ensuring that this occurred because it would make it easier to search for documentation.

It was agreed that BaseCamp2 did not offer this. Therefore, BaseCamp3 was discussed. Partner schools were impressed by the opportunities that BaseCamp3 offered and some were already familiar with using it. However, the cost of BaseCamp3 (€300 per partner) was judged to be too much.

Trello was offered as a freely available alternative through the University of Gloucestershire. It was agreed that Trello offered the opportunity to have:

- as many folders or 'cards' as you want;
- as many separate discussion groups or folders within each project as required;
- a calendar to keep track of key dates.

In the light of this discussion it was decided that Trello would be used as the project platform and that it would be organised in the following way:

Folder or 'card'	Partner responsible
Project management	University of Gloucestershire
Partnership meetings	University of Gloucestershire
IO1 (resource centre)	University of Gloucestershire
IO2 (guidance collection)	University of Thessaly
IO3 (innovation video)	Platon M.E.P.E
IO4 (policy paper)	Working with Europe

IO5 (research)	University of Gloucestershire
Platon M.E.P.E., Katerini, Greece	Platon M.E.P.E.
Scoala Gimnaziale Gheorghe Titeica, Craiova, Romania	Scoala Gimnaziale Gheorghe Titeica
Solski Centre Kranj, Kranj, Slovenia	Solski Centre Kranj
Furness Academies Trust, Barrow-in-Furness, UK	Furness Academies Trust
Institut de Vilafant, Vilafant, Spain	Institut de Vilafant

Each partner school would be responsible for uploading documentation (videos, photos, plans, reports, presentations etc.) for each phase of the project to their school folder.

*It is important that a wide range of material is uploaded – not just the ‘best’ of ‘finished’ work. Partner schools need to consider ways in which they can document the **process** of innovation, for example consider uploading mind-maps, rough plans, sets of student questions or challenges, student or staff reflections etc.*

It is expected that material will be added throughout the project. The University of Gloucestershire will be reviewing material uploaded by schools at the end of each phase:

- Phase 1 - 07/03/2017
- Phase 2 - 09/2018
- Phase 3 - 03/2019
- Phase 4 - 06/2019

It is expected that there will be some material up by mid-February.

Intellectual Outputs

Over the course of the two days the five Intellectual Outputs (IOs) were introduced by the partner who was responsible for them and discussed. Actions resulting from them were agreed upon and added to the iCAP Workplan (see Appendix B). What follows is a brief report on some of the major points discussed and actions agreed upon with dates.

IO1 – Paul Vare (University of Gloucestershire)

Resource centre – an online space (website) where information from the project is gathered, structured and shared for a wider public. IO1 will draw heavily on the material gathered for IO2 but its scope will be wider.

IO1 Action

- Partners would upload any pre-existing **research material** that think might be useful for IO1 onto the IO1 folder on Trello over the course of the two years. This material could include: research papers, articles, reports, testimonials, useful links etc.
- The students will be tasked with designing a **logo for the project**.
 - Paul Vare will send out guidelines by 03/11/2017
 - Partner school should select the three ‘best’ logos and upload them onto their school folder on Trello by 01/12/2017

- Students within the partner schools will then be able to vote for the ‘best’ logo and a final decision will be reached by 20/12/2017
- It was suggested that there should be a way of using the remaining logos on Trello to avoid alienating students.
- The University of Gloucestershire will create a **website structure** by 20/12/2017
 - Paul Vare will send out a template for partner information by 09/11/2017
 - Partner information for the website will need to be uploaded onto their school folder on Trello by 17/11/2017

IO2 – Charalampos Samantzis (University of Thessaly)

Guidance collection – a set of guidance material designed to inspire teachers within the partner schools and wider community. IO2 is structured in two parts:

1. Initial guidance for teachers working on the project.
2. Detailed guidance for the wider community based on reflections from each stage of the project.

It was suggested that Powtoon (freely available and no copyright) could be used as a means for the University of Thessaly to create guidelines and resources. Powtoon could also be used by the students as well to tell their stories.

The question was raised as to what the teachers would like provided and it was pointed out that it was important *not* to overload teachers. Therefore, it was agreed that any pre-existing research material would be uploaded to the IO1 folder on Trello.

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IO2 Action:

- Jan Gejel would create an **initial guidance pack or set of notes** for each phase of the project by 17/11/17. This would be a short ‘synopsis’ of practical material that might draw on iYouth. The University of Thessaly would then use this as a template for further guidance.

IO3 – Evangelos Kapetis (Platon M.E.P.E.)

I am an innovator – What R U? – thirty minute video that brings together videos from the partner schools documenting their progress across the two years of the project. The video hopes to capture the impact of the project on the students and teachers.

IO3 Actions

- A special space would be dedicated to video material on Trello (IO3 folder) where partner school would upload videos.
- The students would be supported in producing the videos and the videos could be conducted in the partner’s language. Subtitles in other partner language should be provided where possible. As the official language of the project, English should feature in the videos.

It was also agreed that before the next meeting in March the following would occur:

- Platon M.E.P.E. will provide guidelines about producing videos by 10/11/2017
- The schools will upload material related to the process of **creating logos and the project teams** by 31/12/2017. This could include discussions around the following questions:

- What shall we record and how?
- How shall we communicate?
- What is iCAP about?
- What is innovation?
- Who are we?
- The schools will upload material related to the process of explore their local community and beginning to identify challenges or problems by 12/03/2017. This could include discussions around the following questions:
 - How do we conduct research?
 - How do professional design innovative projects or products?
 - What is my community like?
 - What are the challenges/problems?
 - What has been done to try and solve the challenges/problems?

IO4 – Jan Gejel (Working with Europe)

Policy Paper - *How can learning activities be organised in early education to help foster sustainable innovation interest, skills and capacity among young people?* To be discussed later in the project.

IO5 – Paul Vare (University of Gloucestershire)

Research recommendations – the theory of ‘action competence’ (Jensen and Schnack 1997) was introduced as a framework within which to conceive of the project and the manner in which it was possible to tell stories through research was discussed. One way of approaching this (IVAC) appears to be very close to the process envisaged by iCAP:

- I – Investigation (looking at what, when, how and importantly ‘why’ an issue exists)
- V – Vision (agreeing on what change you would like to see)
- A – Action (working in collaboration with others to bring about the change)
- C – Change (evaluating what actually happened as a result of your action)

At the end of the second day a brief conversation about research questions was held. Below are some of the questions that were suggested:

- What practices are successful for support innovation?
- What practices keep students engagement in innovation projects?
- How can students be supported to work in groups?
- How does participating in the project affect academic progress?
- How does participating in the student affect independence?
- How do disadvantaged students engage with the project?

Out of the questions that were raised a number of themes began to emerge:

- **Cooperation within groups and across groups and countries.**
- **Independence - proactivity, responsibility, deep thinking, ‘innovation capacity’ etc.**
- **Resilience and risk-taking - what is it like to ‘fail’ and is that ok?**

IO5 Actions

- Individual storytelling spaces would be provided for each partner school to upload any material that they thought might be useful. This could include: examples of the students' work; mind maps, questions, paintings, lesson plans, reports, presentations etc.
- The University of Gloucestershire would collaborate with colleagues at Furness Academy Trust to create a consent form that parents would be asked to sign to allow the project to use the students' work as data. Anonymity would be ensured.

Review of the event

Project partners fed back on the day. Everyone agreed that it had been a very productive day. Although there had been a lot of information to take in, it had led to a much clearer understanding of iCAP. The positive and friendly atmosphere was remarked upon and everyone agreed that they were excited about how the project would develop.

The question of the students' role during the partnership meeting was raised and this has been taken into consideration in the light of further meetings.

Appendix A

List of participants		
Monday 2nd and Tuesday 3rd October 2017		
Name	Partner Organisation	Contact
Paul Vare (PV) - Project Lead	University of Gloucestershire, Cheltenham, UK (UOG)	pvare@glos.ac.uk
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Paula Cifuentes (student)	Institut de Vilafant, Vilafant, Spain (IDV)	n/a

Appendix B

	M1	M2	M3	M4	M5	M6	M7
Project activity*	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Project Management		UK					ES
IO1 - The iCAP Resource Centre							
Provide template to Partners for partner information			9 th				
Partners complete template and return to Coordinator			17 th				
Coordinator to create website / resource centre structure				20 th			
All Partners generate resource centre materials							
All Partners upload materials/evidence/data to Trello (with translation)							7 th
IO2 - The iCAP learning: building innovation interest and capacity in secondary schools: Illustrated study and practical guidance collection							
Initial feedback/guidelines/reflections							ES
Guidelines for Practice Partners and for teachers/schools			9 th				
IO3 - I am an innovator – what R U? – 30 minute video							
Lead to send out guidelines for format of partner video material			10 th				
Practice Partners design logos				1 st			
Practice Partners create video material on logos and team					31 st		
Practice Partners create video material on community and community problems/challenges							7 th
IO4 - Supporting Europe’s young innovators – in practice! (policy paper)							
IO5 - iCAP research recommendations for the Empowering Europe’s Young Innovators Agenda							