



EMERGENCY GRANT APPLICATION

COVID-19 Emergency Process

GRANT NAME	A window of change: transformations of playful learning environments in kindergartens and primary schools in Denmark during and after COVID-19
NAME AND ADDRESS OF GRANTEE:	Ane Qvortrup Department for the Study of Culture/Education Sciences, University of Southern Denmark, Campusvej 55, DK-5230 Odense M
PARTNER CONTACT E-MAIL:	Ane Qvortrup anq@sdu.dk
DATE OF FINAL BOARD APPROVAL:	Enter a date

I. GRANT INFORMATION

Start of Grant	Geography of Grant Activity
Enter Start Date August 1 st 2020	Denmark
End of Grant	
Enter end date February 28 th 2021	Indicate Reach #: Research project
TOTAL Grant DKK	Action Stream
2.718.600	Stream 5a - Distant Learning (High Income School System)
Total Grant DKK	LF Initiative (if relevant)
2.718.600	Research Centre - Other

A high-level budget summary must be attached to this grant application.

GRANT DESCRIPTION

This application covers the second phase of a research study (first phase was approved June 10th) on playful learning and children's social-emotional conditions in schools and kindergartens in Denmark during reopening in the months April-June 2020 after closure due to COVID-19 and the forthcoming period of 6 months. The assumption behind the second phase research is that experiences of teachers and children during closure and reopening will lead to new processes of rethinking the playful learning environments.

The purpose of this project is to follow the complex processes of rethinking the playful learning environments in kindergartens and schools in order to learn from the COVID-19 experiences based on the idea of 'building back better'.

The research question is:

- *What are the conditions and opportunities for playful learning in kindergartens and primary schools in Denmark after the global outbreak of COVID-19?*

This research question is divided into three sub-questions:

- 1) *What characterizes the learning environments and pedagogical approaches in kindergarten and primary school, and how are they redefined over time as a respond to the two-phase disruption during COVID-19?*
- 2) *How are these environments and pedagogical approaches affecting children's socio-emotional conditions, positively or negatively?*
- 3) *Which early experiences from COVID-19 guide iterations and re-definitions of playful learning environments at later stages, and which resources and strategies are used to negotiate and establish both learning environments and pedagogical approaches?*

The basic term of the project is playful learning environments. A playful learning environment is an environment where children experience learning to be joyful, meaningful, actively engaging, iterative, and socially interactive (Parker & Thomsen 2019). In its investigation of the conditions for playful learning in kindergarten and primary school, the project maps environments and approaches as they appear and evolve over time. Concomitantly with the mapping of environments and approaches as they appear and evolve over time, the project pays special attention to the use of digital media and outdoor teaching.

When examining how the different environments affect the social-emotional conditions of children, the project has a special focus on variations between different groups of children. The project understands social emotional experiences as related to a) on the one hand wellbeing or mental health, and b) on the other hand the children's mindset and attitudes (in the form of joy, meaning, engagement) towards their learning environments, perceived coping and self-efficacy (related to having agency, a voice etc.). Regarding experiences guiding the negotiations of playful learning environments, the project takes a holistic perspective and looks at the experiences of children, parents and teachers. Regarding strategies and resources used during the negotiations of the environments, the project is interested in both teacher competences and collegial, institutional and emotional support during the planning of activities, and in materials, media and strategies used in schools and kindergarten to support the learning environments.

Methodically, the project will be based on a mixed method study with

- Interviews with children, parents, teachers and teachers (approximately 200 interviews in total)
- Observations in kindergartens and schools (approximately 25x2)
- Surveys to children, parents and teachers in five or six municipalities: Jammerbugt, Tønder, Odense, Vordingborg, Gladsaxe. (Billund Municipality if they would be interested). In total distributed to approximately 5500 students, 8000 parents and 200 teachers.

The project is aligned with ongoing activities in the LEGO Foundation Danish Initiative and LEGO Foundation COVID-19 related projects. The partner pledges to endorse synergies with existing LEGO Foundation COVID-19 activities and partners, e.g. the CFU program, the collaboration with Mandag Morgen and COVID-19 related activities at PEDAL, Cambridge.

EXPECTED RESULTS

The partner will produce the following deliverables:

At least 5 result briefs for various audiences (one-pages) (together with the LEGO Foundation) on:

- 1) The situation in kindergarten after the summer break
- 2) The situation in schools after the summer break
- 3) The learning environments and pedagogical approaches in kindergarten and school
- 4) The socio-emotional conditions of kindergarten and school children
- 5) Experiences, resources and strategies used to negotiate and establish both learning environments and pedagogical approaches

4 communication items (together with the Lego Foundation) on:

- 1) Top 10 recommendations regarding focus points when following reopening processes in kindergartens based on the Danish experiences
- 2) Top 10 recommendations regarding focus points when following reopening processes in schools based on the Danish experiences
- 3) Top 10 recommendations regarding playful learning environments in Kindergarten
- 4) Top 10 recommendations regarding playful learning environments in School

At least 6 academic journal articles (all in English, peer reviewed journals):

- 1) Methods for investigating playful learning environments in kindergartens and schools
- 2) Outdoor teaching in Danish Kindergarten and School after COVID-19
- 3) The use of digital technologies in Danish Kindergarten and School after COVID-19
- 4) The learning environments and pedagogical approaches in kindergarten and how they affect children's socio-emotional conditions
- 5) The learning environments and pedagogical approaches in school and how they affect children's socio-emotional conditions

An initial quantitative (raw) data report, a few days after completing data collection

Participate in relevant conferences and meetings with the LEGO Foundation and LEGO Foundation partners to leverage synergies across projects.

II. VETTING OF PARTNER

The University of Southern Denmark is a public University established in 1998 as the Odense University, the Southern Denmark School of Business and Engineering and the South Jutland University Centre were merged. The University ranks 372 on the QS Quacquarelli Symonds [World University Rankings](#) and has been recognized for having a very high research output.

The Department for the Study of Culture/Education Sciences and specifically professor [Ane Qvortrup](#) seems like a good fit to deliver the proposed project based on the collaboration in phase 1 and her recent [publications](#) including [The high school of historic Corona time - a student perspective](#) and [Emergency teaching during the corona crisis - a student and parent perspective](#).

Approved

Approved with Comments

III. BANKING/WIRE INFORMATION

Name of bank:	Danske Bank
---------------	-------------

Address bank:	Albani Torv 2-3, 5000 Odense
Name of account holder:	Syddansk Universitet
Account number:	4366 3574428645
IBAN Code (Europe only):	
BIC Code (SWIFT):	
FW/ABA/Routing number (US only):	

IV. PAYMENT SCHEDULE

100% Pre-financed

COMMENTS

High-level budget

Activity 1 - Project administration and LF cross collaboration	100.000
Activity 2 - Interviews	588.000
Activity 3 - Surveys	500.000
Activity 4 - Observations	1.003.800
Activity 5 - Dissemination	279.500
Overhead (10%)	247.300
Total	2.718.600

V. Intellectual Property & Logo

Partner can use the LEGO Foundation logo and name for project materials and communications during execution of the project (no marketing references or purposes)? Yes No

Partner’s Intellectual Property Rights:

Partner holds Intellectual Property and LEGO Foundation receives license to use Project Materials

Compliant to LEGO Foundation Charter & Work Stream.

Approved by Grants & Admin/Legal:

John Goodwin
CEO, LEGO FOUNDATION

Amy Jo Dowd
LT ANCHOR, LEGO FOUNDATION