

The LEGO Foundation

Emergency COVID-19 between University of Southern Denmark and LEGO Foundation Grant Letter Agreement

09 June 2020

Dear Per Krogh Hansen,

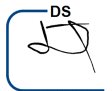
Congratulations - we are pleased to confirm that the Board of the LEGO Foundation has approved your grant application "Social-emotional conditions for children during the reopening of kindergartens and schools after the Covid-19 lockdown".

The LEGO Foundation has allocated a grant of DKK 601,700 to be released in accordance with the below:

The LEGO Foundation will pay University of Southern Denmark a one-time upfront payment in the amount of DKK 601,700 once this Grant Letter Agreement has been signed by both parties.

Funding will be transferred to the following bank account information:

Name of bank:	Danske Bank
Address bank:	Albani Torv 2-3, 5000 Odense
Name of account holder:	Syddansk Universitet
Account number:	4366 3574428645



Sincerely,

DocuSigned by:

John Goodwin

6/9/2020

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John Goodwin
CEO, LEGO Foundation



The LEGO Foundation

Terms of this Grant Letter Agreement

Upon signature of this Grant Letter Agreement University of Southern Denmark agrees to spend the funds in accordance with the Emergency Grant Application approved by the LEGO Foundation. See Appendix 1.

Furthermore, University of Southern Denmark confirms that the following has been agreed as regards to Intellectual Property Rights, Reference to the LEGO Foundation logo and name and Reporting requirements.

Intellectual Property to Project Materials

It has been agreed that the Partner holds Intellectual Property to Project Materials.

Reference to LEGO Foundation Logo & Name

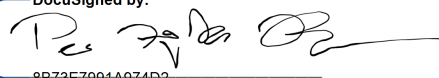
Furthermore, it has been decided that the Partner cannot use the LEGO Foundation logo for Project Materials during execution of the project. Additionally, the Partner cannot use the LEGO Foundation logo and name for marketing references or purposes.

Reporting

By the end of the project 19th August 2020, University of Southern Denmark must submit a final report by 20 September 2020 to the LEGO Foundation to the following email address:

lego.foundation.grant.calls@LEGO.com. The report must include a progress narrative and financial overview.

6/10/2020

DocuSigned by:

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Per Krogh Hansen
University of Southern Denmark

Appendix 1 – Emergency Grant Application

GRANT NAME	Social-emotional conditions of children during the reopening of kindergarten and schools after the Covid-19 lockdown
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:	25 June 2020

I. GRANT INFORMATION

Start of Grant	Geography of Grant Activity
Enter Start Date June 8 th 2020	Denmark
End of Grant	
Enter end date August 19 th 2020	Indicate Reach #: Research project
TOTAL Grant DKK	Action Stream
601.700	Stream 5a - Distant Learning (High Income School System)
Total Grant DKK	LF Initiative (if relevant)
601.700	Research Centre - Other

High-level budget for phase 1

Activity	Cost in DKK
Activity 1 Project Administration	30,000
Activity 2 Pre-interviews	93,000
Activity 3 Surveys	250,000
Activity 4 Observations	74,000
Activity 5 Dissemination	100,000
Overhead (10%)	54,700
Total	601,700

GRANT DESCRIPTION

The current risk of COVID-19 has put kindergarten and primary school teachers and children under pressure. The children were sent home, and shortly hereafter the 'Ny lov og bekendtgørelse om nøddundervisning' was enacted. In a first phase, all school activities had to be conducted online away from school premises in the setting of the children's homes. In a second phase, the kindergartens/schools had to undertake a controlled reopening in other settings than the ones before COVID-19, with physical and social restrictions due to health and hygiene restrictions that have forced teachers to be creative: e.g. outdoor learning environments; smaller groups of pupils/children; blended learning activities, combining physical presence with computer supported learning activities. This 2-phase transformation of the kindergarten/school setting has disrupted the traditional ways of organizing activities in kindergarten and school and, probably too, the roles of teachers and children and the conditions for and impact of learning through play.

The purpose of this project is to investigate the social-emotional experiences of children, as they are re-entering the learning environment during the controlled reopening (phase 2) of society, and the way different settings or conditions in the children's learning environments affect the social-emotional experiences of the children. Furthermore, the project maps the schools' and teachers' strategies and resources used during the phase of re-opening and re-inventing the children's learning environment in order to explore the importance of different strategies and resources. Data collection must be completed before the Danish summer holidays, which begin 28 June, 2020 (see detailed timeline, attached).

The research questions are:

- 1) What are the social-emotional experiences of the children, who were challenged from the experiences during the lockdown and have been socially isolated, as they are re-entering the learning environment?
- 2) What characterizes children's learning environments in light of the new conditions for organisations of playful learning, and how are these environments affecting children's experiences, positively or negatively?
- 3) Which strategies and resources have supported the teachers' reinvention of the learning environments during the controlled reopening of schools and kindergartens?

The project understands social emotional experiences as related to a) on the one hand wellbeing or mental health covering both such aspects as fear related to illness, stress from the closure and reopening and feelings of energy, courage, vigor and joy of being together with others (Wistoft & Qvortrup 2017), and b) on the other hand the children's mindset and attitudes (in the form of joy, meaning, engagement) towards their learning environments (i.e. what is 'playful learning'), perceived coping and self-efficacy (related to having agency, a voice etc.) (Qvortrup et al 2020). In this regard, we think of play as a (pedagogical) factor in developing children's ability to cope with the situation and, in turn, as an indicator of their well-being that we will pursue empirically as well.

Regarding conditions in children's learning environments, the project takes into account physical and social restrictions and different play circumstances as well as it assesses the presence and balance of different educational practices in different contexts (outdoor learning environments; smaller groups of pupils/children; blended learning activities) in relation to the extent to which they are teacher-led or child-led, actively engaging and socially interactive (cf. active learning, collaborative and cooperative learning, experiential learning, guided discovery learning, inquiry-based learning, problem-based learning, project-based learning, etc.).

Regarding strategies and resources supporting teachers, the project looks at materials, training, space and time, but also such aspects as emotional support, reduction of academic pressure, and the like.

The project contributes with solid knowledge of the relationships between conditions in children's learning environments and their social-emotional experiences. Furthermore, the project contributes with knowledge about what teachers need to better support a playful coping and playful learning environment to support the children's social-emotional needs both during the re-entry process and in general.

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

- 1) pre-interviews for survey development purposes with 2 school and 2 kindergarten leaders in 6 municipalities: Aarhus, Odense, Svendborg, Frederikshavn, Hjørring and Lemvig.
- 2) survey among school and kindergarten teachers in 6 municipalities: Aarhus, Odense, Svendborg, Frederikshavn, Hjørring and Lemvig.
- 3) survey among children from 3rd to 9th grade of schools in 6 municipalities: Aarhus, Odense, Svendborg, Frederikshavn, Hjørring and Lemvig.
- 4) observations on children in kindergarten, 1st and 2nd grade of schools, in 1 kindergarten and 1 school (two days each place) in 3 municipalities (only 3 municipalities are feasible due to limited time and personnel constraints): Odense, Svendborg and Hjørring

The municipalities have been selected because it is expected that we will be able to establish contact with them quickly for the purpose of conducting the interviews and survey before the summer holidays. Aarhus, Odense, Svendborg, Frederikshavn, Hjørring, Lemvig participated in our recent study "Nødundervisning under corona-krisen – et elev- og forældreperspektiv", and from there we already have a good dialogue with principals at the municipal administration level. Furthermore, they represent a good variety of municipalities and schools in terms of size, geography and demographics.

We envision this as a first phase of a two-phase project. The second phase (which we will submit an application for if phase one is approved) will be a follow up in the fall 2020 to investigate how experiences from both phases, cf. the use of digital technologies during the first phase and increased use of outdoor activities during the second phase, are brought forward in new constellations. The underlying assumption is that the closure and reopening have disturbed the various actors around the school that can lead to rethinking and transformation of the way schools are thought and done, including the roles of teachers and children and the conditions for and impact of learning through play. The second phase will combine surveys for children and teachers in the 6 municipalities with interviews with teachers and pupils as well as observations of learning environments in selected kindergartens and schools. The methods, scope, and budget for a potential Phase 2 are currently being discussed with LEGO Foundation staff.

EXPECTED RESULTS

The partner will produce the following deliverables after collecting data in Phase 1:

- 1) An initial quantitative (raw) data report, a few days after completing data collection
- 2) At least four short notes on:
 - a. "Children's social-emotional conditions during the reopening of kindergartens and schools after COVID 19-closures"
 - b. "What is Playful learning during the reopening of kindergartens and schools after COVID-19 closures?"
 - c. "Strategies and resources for creating playful learning environments during the reopening of kindergartens and schools after COVID 19-closures"

- d. [A fourth note based on other interesting results, TBD]
- 3) A practical advice brochure (together with the Lego Foundation), e.g. “10 Takeaways from the Danish School Reopening: How to support the social-emotional needs of students” or another topic, TBD with the Foundation
 - 4) A final report of analyzed data (both quantitative and qualitative)
 - 5) 3 academic journal articles