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The Impact of Social Innovation Education in Ireland on Student and Teacher Wellbeing

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A Thesis Submitted to

the School of Education, University College Dublin

In Partial Fulfilment of the Requirements

For the Degree of Doctor of Children and Youth Studies

Research Supervisor: Associate Professor Jennifer Symonds

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Dedication

I would like to dedicate my PhD to all of those who work in schools, as teachers, supporters, counsellors, and administrators. You are the ones shaping the lives of future generations, you are the ones who are the first responders to so many of the struggles that children and adolescents face. I hope this research gives you hope that the work that you do can make a difference.

Overarching Abstract

This PhD research explored the impact of social innovation education (SIE) on the wellbeing of students and teachers. SIE teaches students the skills needed to be social innovators through a self-directed social action project, using pedagogy grounded in critical learning, transformational learning, and epistemological development. SIE projects are supported by teachers who act as guides to help students develop their ideas. In Ireland, social innovation education is delivered by the non-profit organisation Young Social Innovators (YSI). The YSI SIE programmes are operating in secondary schools across Ireland, for students aged 12 to 19-years. The current study is a multiple methods examination of how teachers and students experienced wellbeing in relation to the YSI SIE programmes in Irish secondary schools across 2020 - 2022. The research is jointly funded by the Irish Research Council and Young Social Innovators (YSI), through an Employment Based Postgraduate Scholarship.

The PhD research was guided by four research questions (RQ). RQ1 asked *what evaluated programmes meet the characteristics of social innovation education, what are their characteristics, and how are they evaluated?* This question was answered using a scoping review of evaluated SIE programmes, programme characteristics, and evaluation outcomes. A total of 2,192 studies were identified using database searching. Of these, 18 met inclusion criteria and were synthesised in the scoping review. RQ2 asked *in what ways do students experience wellbeing through SIE?* This question was answered using an inductive thematic analysis of interviews with 22 participants (students, alumni, teachers, principals, and parents) from two best practice schools participating in SIE. RQ2 asked *what are the reciprocal relations between SIE and student wellbeing?* This question was answered using a statistical path analysis of pre- and post-assessments completed by 94 post-primary students participating in the YSI programme. Finally, RQ4 asked *how is teacher engagement related to a student-focused SIE programme?* This question was arrived at after the first three studies pointed to the importance of classroom engagement and teacher engagement relating to SIE. RQ4 was answered using a mixed methods analysis of semi-structured interviews and survey data with 63 teachers. The culmination of all four studies provides a multi-informant in depth understanding of how SIE impacts wellbeing, along with implications for both policy and practice.

Keywords

Adolescence, pedagogy, secondary school, social innovation education, teachers, wellbeing, engagement

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Chapter 1: Introduction to the Research

Academic Problem

The promotion of student wellbeing has moved to the forefront of modern educational policy design in Ireland (Department of Education and Skills [DES], 2019). This is in part due to growing awareness around wellbeing, which is based on empirical evidence that suggests student wellbeing is positively related to academic achievement, classroom engagement, and life-long success (National Council for Curriculum and Assessment [NCCA], 2017; Gray & Hackling, 2009; Smyth, 2015). Recognizing the importance of wellbeing, Ireland's Department of Education and Skills (DES, 2015) has established policies and frameworks to promote wellbeing development in schools. For example, the Junior Cycle Framework requires schools to teach 400 hours of wellbeing across the first three years of post-primary school (ages 12 – 15-years). Along with this, Ireland's DES has made it a goal that by 2023 all schools within Ireland have a dynamic whole-school Wellbeing Promotion Process that is documented and monitored according to a series of DES standards (DES; 2019).

Guidelines such as these require schools to promote wellbeing throughout all aspect of the school, yet teachers are not necessarily trained in pedagogical methods to achieve this. This leaves a gap in the knowledge base, and a challenge for schools and practitioners who are under continued pressure to meet changing educational policy demands. To help alleviate some of this stress, schools turn to pre-packaged curriculum programmes to support student social and emotional development. While some programmes are designed with wellbeing as the focus, there are a variety of other programmes that might benefit wellbeing as a secondary outcome, however little research exists to explain if and how such programmes are effective. This research sets out to address this issue by exploring how Social Innovation Education (SIE), a programme designed to teach students and teachers how to be changemakers, impacts student and teacher wellbeing.

Introduction to Young Social Innovators

This research is conducted in collaboration with Young Social Innovators (YSI). YSI is a not-for-profit organization in Ireland that was founded in 2001, by Rachel Collier and Sr Stanislaus Kennedy. YSI has the goal of empowering young people to find creative solutions to problems within their school, community, and beyond: an educational process that was coined 'Social Innovation Education' (SIE). YSI offers SIE programming to post-primary schools throughout Ireland through a variety of lesson plans, workshops and supports. The SIE programme is designed to be a journey for both the student and the educator, which provides students the opportunity to develop unique social justice projects, and educators the opportunity to guide their students through the process of making real change.

YSI initiatives are guided by the vision, that Ireland's young people feel inspired, empowered, and equipped to change the world for good, and their mission, which is to provide social innovation education that empowers young people to take action on social issues. As an organisation, YSI believes that, through social innovation education, young people are enabled to explore and understand their role as active local and global citizens working together to achieve the Sustainable Development Goals and the creation of a fairer more sustainable world for us all.' This mission and vision have led to the development of a SIE programme and framework, which has been impacting thousands of students, educators, schools, and communities each year, for over twenty years.

The SIE programme is guided by the YSI social innovation learning framework, which will be discussed in more detail in Chapter 3. This framework is used to guide the projects through a variety of ready-made lesson plans focused on topics such as exploring values, learning about social injustices, community mapping, and conducting research. Though guided by the teacher, the project-based work is student driven, with the students working in groups to select issues important to them and design projects, while the teacher provides support along

the way. The SIE lesson plans are complimented with a variety of events and supports put on by YSI, including regional "Speak Out" events, where students take turns presenting their projects to other schools, a national YSI week, awards events, and additional supports along the way. Every year, YSI works with around 15,000 young people throughout Ireland, and has branched out to several other countries including Canada, Switzerland, and Zambia (Young Social Innovators, n.d.).

In 2020 YSI initiated a national roll-out to increase SIE access with a goal of reaching 50% of the 729 post-primary schools in Ireland during a three-year period. Across the 2020 – 2022 school years, YSI aimed to implement their programmes in 250 new schools. The estimated population of young people experiencing the programme each year during this time was estimated to be about 5,000. However, this initiative was hampered by the Covid-19 pandemic, which began right at the start of their roll-out in late winter 2020. The pandemic led to closures across all areas of society, and in Ireland there were strict stay at home and work from home orders. This put additional pressures on all infostructures, including the education system. Schools were forced to adapt remote learning procedures, and YSI had to work to both maintain school connections and find innovative ways to continue their programming. While their overall progress to expanding into new schools was slowed, they continued to help support meaningful social change projects in the nearly 200 schools which they already had relationships with.

The Start of my Journey with YSI and SIE

Given the connection between the SIE programming and my professional interest in student and teacher wellbeing, which led me to be a school counsellor for several years before starting my PhD, I approached YSI in January 2020 asking if they would be interested in a research partnership opportunity. I wanted to explore the wellbeing-related impact of programmes such as SIE, which were not designed to explicitly benefit wellbeing, and how the

delivery of such a programme also benefited teachers. YSI was also interested in the focus of my research and agreed to partner with me and my supervisor to begin exploring the impact of their SIE programme on student and teacher wellbeing.

Together we applied for the Irish Research Council (IRC) employment-based scholarship, with a project design that would explore how SIE might benefit students and teachers. In the Spring of 2020, the application was deemed successful (EBPPG/2020/258). Three years of funding was granted, initiating in September 2020. As part of the employment-based scheme, the IRC supplemented part of my salary for working on the research, covered partial tuition fees, and provided funds for additional research costs. This complemented the remainder of my salary and tuition fees, which were contributed by YSI. IRC protocol was followed, which included constructing a contract reviewing possible outcomes of the research and warding against bias due to my relationship to YSI as an employee. As part of this contract, it was important that all parties involved understand that this research might not produce the exact outcomes they expected but would still provide valuable information about how to make the programme more effective in future years. Along with this, anonymized and de-identified data would be given to YSI, as well as archived for future research, at the conclusion of the PhD.

Research Questions

Framed by the psychology of wellbeing, the main research questions (RQ) guiding this thesis are:

> RQ1: *What evaluated programmes meet the characteristics of social innovation education, what are their characteristics, and how are they evaluated?*
>
> RQ2*: In what ways do students experience wellbeing through SIE?*

RQ3: *What are the reciprocal relations between SIE and student wellbeing?*

RQ4: *how is teacher engagement related to a student-focused SIE programme?*

To answer these questions, a mix of qualitative and quantitative methods were used, which is explained in more detail in Chapter 5 of this thesis. This PhD is written in an alternative format which, according to University College Dublin, requires the production of a minimum of three first-authored manuscripts written for publication. While the manuscripts do not necessarily need to be published, the goal is to have them written following journal publication guidelines. Following and extending on this guidance, each of the four research questions that make up this PhD resulted in their own manuscript, two of which have been submitted to journals and are under review. The amalgamation of all four manuscripts creates a better understanding how SIE supports student wellbeing, teachers' wellbeing, how schools and communities can support student wellbeing and vice-versa. It is our hope that through a robust investigation of the impacts social innovation has, that practitioners and policy makers will recognize the advantage and importance of programmes such as SIE, which impact not only their primary targets, but also wellbeing.

Challenges to Conducting Research During a Pandemic

While the research proposal was submitted before the Covid-19 pandemic, most of the research, including all stages of data collection, took place during the midst of a global pandemic. To adapt to the changing regulations, the research team had to work carefully to create procedures that allowed for the safety of all involved, while also maintaining ethical and GDPR directives. For example, as the researchers were not allowed to go into schools for almost two years, surveys and interviews were moved online. Along with this, all meetings involved in planning the research were conducted online.

Along with the complications that arose while conducting the research, there were also several implications of the pandemic for schools and participants. Schooling was moved to remote or hybrid models, and teachers were put under pressure to make up time lost while students were away. In line with these issues, sample size goals and attrition goals were modified. Teachers were provided with extra time to administer the surveys, and additional help was offered if needed. Teachers were also granted the role of gate keepers for the participants, where they were provided with consent and assent forms, and then asked to give them to the students involved in SIE. While a control group was part of the original research proposal, and a small control group was recruited at the start of the data collection, most of this sample ended up dropping out because of other pressures, such as lack of time or school absenteeism. Additional adaptations needed to be made to the original research plan, which is discussed in more detail in Chapter 5.

Given these unpredicted challenges, I was able to carry out three separate studies, along with a scoping review to help inform the research. As a result of adapting my plans, a case study was conducted, two surveys were developed, piloted, and administered, and, in the end, adequate data were collected to answer each of the research questions.

Challenges in Researching Wellbeing

To understand the process of promoting wellbeing, it is first necessary to understand wellbeing's philosophical underpinnings, conceptualizations, and constructs. This is not an easy task, as wellbeing is often seen as an ambiguous multi-dimensional concept that lacks a universally accepted definition (Diener, 2009; Stiglitz, Sen, & Fitoussi 2009). Attempts to create a universal definition are often heavily criticized or are overshadowed by opposing interpretations (Conceição & Bandura, 2008; Pollard & Lee, 2003). Some argue that persistent difficulties in defining wellbeing may be due to different disciplinary claims upon the concept (Camfield et al., 2009; Gillett-Swan, 2014), while others believe this difficulty stems from

researchers who focus their time on create their own dimensional understanding of wellbeing, rather than agreeing on a single definition or a single set of dimensions (Dodge et al., 2012).

With the recent growth in positive psychology research and advances in empirical methods, the number of theories on wellbeing has increased, providing a variation of conceptual frameworks that incorporates differing constructs/dimensions of wellbeing, each with practical analysis, developmental schemes, and measurable outcomes. As a researcher focused on the field of wellbeing, it is important to understand the varying philosophies and models of wellbeing, as modern theories tend to build on our pervious understandings, and these modern theories are what should be guiding policy formation. As a researcher it is also important to bridge theory and practicability, and to explore how theories exist in the context of real-life social situations. Bridging this understanding is a task that the chapters of the thesis seek to accomplish.

Overview of Irish Primary & Secondary School System

In Ireland, the school system is divided into two stages. The first stage is primary school education, which begins at age four and lasts for eight years, while the second stage is secondary school education, which starts at age twelve and continues for six years. Secondary school is further divided into three cycles, or stages. The first stage is Junior Cycle, which lasts for three years. During this time student take a range of compulsory courses, including maths, English, sciences, and Irish. During this time, students are also learning how to prepare for the Leaving Certificate Exam, which they take at the end of secondary school, by taking the Junior Certificate Exams at the conclusion of the three years.

The last stage of secondary school is the Senior Cycle, which lasts for two years. Senior Cycle offers students a variety of traditional educational subjects, including as maths, English, and science. For most subjects offered, students have the option to take an advanced version of the course if they are capable. Courses offered during Senior Cycle follow strict curricula

because at the end of the two years, all students sit a series of Leaving Certificate exams in each of the subjects that they take. The Leaving Certificate exams are high-stakes exams, as the subject selection, individual subject scores, and cumulative score determine which universities and programmes/majors a student can apply to once they graduate.

While the culmination of the Irish education system is highly exams based, unique to the Irish education system is the second stage of secondary school, Transition Year (TY). TY is a one-year programme that provides students with the opportunity to take a break from traditional academic subjects and exam-based learning and gives students the chance to take a range of alternative learning activities. While the curriculum for Transition Year includes some core educational subjects, it also incorporates activities such as community service, work experience, travel, job shadowing, and outdoor education. The aim of this assortment of course offerings is to promote personal development, social awareness, leadership skills, and to allow students to explore their interests and hobbies before they embark on their last stage of secondary school. While TY historically was optional, with some schools opting to not offer it and other schools providing students the option to take it if they would like, in recent years it has become a mandatory offering in all secondary schools throughout Ireland. The flexibility that comes with TY allows schools and educators to deliver a wide range of programmes, such as those that promote social innovation education, that the school believes will provide students with experiences and learning opportunities that they would not typically get in the traditional classroom setting.

Overview of Thesis Structure

This thesis consists of nine chapters (including this chapter), designed to explore wellbeing, SIE, and the impact of SIE on students and educators. The thesis begins with a literature review which consists of two chapters exploring the main themes of the research: Chapter 2 explores theories on psychological wellbeing and Chapter 3 provides an overview

of social innovation education and the YSI programming. Chapter 4 then provides an overview of the methodologies used to answer each research question, including an exploration of my own epistemological and ontological stance. The next four chapters address each of the research questions. First, Chapter 5 answers RQ1 through a scoping review of previously conducted research on SIE programmes. Chapter 6 answers RQ2 through a qualitative analysis of students' experiences of the SIE programme. Chapter 7 answers RQ3 through a longitudinal analysis of pre- post-programme surveys completed by students in the SIE programme. Last, Chapter 8 explores the impact of SIE on educators using a mixture of methods, and answers RQ4 by analysing both surveys and interviews completed by educators of SIE. The thesis concludes with Chapter 9, which provides a synthesis of the results, including interpretations, limitations, and implications for policy and curriculum. Following Chapter 9, readers will find the references and the appendices, which consists of additional information on YSI, information regarding ethics, additional scoping review materials, the measurements designed for this research, the questions used for the interviews and focus groups, and an example of coding process used for the qualitative data. Together, the chapters of this thesis present a multifaceted description of how SIE impacts the wellbeing of teachers and students in Irish schools.

Chapter 2: Theories of Psychological Wellbeing

Introduction

The concept wellbeing has evolving for more than 2,000 years, with its origins in philosophy around what leads to the good life and what is true human potential (Stoll, 2014). Building on these philosophical roots, research on wellbeing has undergone numerous transformations regarding how wellbeing is conceptualized, measured, and applied. Since the early 20th century, when psychologists turned their focus from a deficit model of human understanding to one focused on human growth and flourishing, research into wellbeing has gained momentum (Reeve, 2015). Research in the past decades has suggested that wellbeing is positively related to several dimensions of life-long success, including personal success, work performance, and healthy functioning (e.g., Howell et al., 2007; del Pilar Díaz-López et al., 2017). Such findings highlight the importance of continued research into wellbeing. To inform the empirical research, this chapter aims to explore how wellbeing research has developed across time. This is a daunting task due to the complex yet ambiguous nature of wellbeing, which currently lacks a universally accepted definition (Diener, 2009; Stiglitz et al., 2009). However, to fully recognize the implications of researching wellbeing, it is important to understand its historical foundations and the evolution of the field.

Foundational Philosophies that Cultivated Wellbeing Research

In this section, I outline the Greek philosophies which helped to cultivate wellbeing research and theories. Some claim that the fields of wellbeing research and philosophy originated synonymously, as both aimed to answer similar questions about existence, values, and reasoning (Stoll, 2014), such as What *is the good life? How can one reach their fullest potential?* And *What is the ultimate goal in life?* Therefore, our exploration of wellbeing must begin with the philosophy of these fundamental questions about the human condition.

The philosophical roots that led to the cultivation of wellbeing were believed to have formed around the fourth century BCE. It was at this time that two philosophical traditions of hedonism and eudaimonism (Huta & Waterman, 2013) emerged, simultaneously yet independently exploring questions about what happiness was. Philosophers in those traditions differed in their views on the importance of positive emotion and positive functioning. As we will see, these differing views would lead to a long-standing division in wellbeing research as the two traditions provide contrasting explanations on what leads to human happiness. The following is an overview of each tradition, highlighting the strengths and weakness of both separately, as well as combined.

Hedonic Tradition

When one thinks of what wellbeing is, they may think of experiencing positive feelings such as happiness and enjoyment. This focus on positive emotions falls under the hedonic tradition, broadly labelled hedonism or hedonia (Kahneman et al., 1999; Huta & Waterman, 2013). Hedonism is "the state and/or pursuits associated with pleasure and enjoyment, and the absence of pain and discomfort" (Huta, 2013, p. 201). The concept of hedonism stems from the work of Greek philosopher Aristippus, who taught that happiness could be measured by the totality of one's moments of pleasure, or hedonic moments, and that the goal in life is to maximize pleasure and minimize pain. (Ryan & Deci, 2001; Huta, 2013). Hedonism emphasises individual preference, maximizing mental and physical pleasures, and diminishing discomfort (Huta, 2016; Kubovy, 1999; Kahneman et al., 1999). As a result, hedonism is not interested in what you are doing with your life specifically, rather that you are experiencing pleasure and have an absence of pain.

Modern hedonic constructs used in research on wellbeing include happiness, high positive affect, low negative affect, and satisfaction with life (e.g., Bradburn, 1969; Diener et al., 1999). Hedonic theorists believe that the essence of wellbeing lies in the experience of

maximum pleasure, or the achievement of maximum positive emotion, which is subjective and therefore attained through different means from person to person. Therefore, in hedonic based research, wellbeing can be measured using assessments of subjective wellbeing (SWB; Diener et al., 1999), generally taking one of three forms: (1) life satisfaction, (2) presence of positive affect, and (3) absence of negative affect.

Eudaimonic Tradition

Others might think of wellbeing as more than just experiencing positive affect. They might connect their own wellbeing to feelings of connectedness, purpose, and continued growth. It is through exploration of such thoughts that the eudaimonic tradition, also known as eudaimonism or eudaimonia, emerged (Huta & Waterman, 2013). Eudaimonia is the "state and/or pursuits associated with using and developing the best in oneself, in accordance with one's true self and one's deeper principles" (Huta, 2013, p. 201). The Greek philosopher Aristotle taught that true happiness, or eudaimonia, could be found in the expression of virtue and that not all things that bring pleasure bring true happiness (Fromm, 1981). Eudaimonic philosophers believe that SWB, or the experience of positive emotions, does not fully equate to wellbeing because not everything that brings the experience of momentary pleasure parallels directly with life-long happiness (Huta, 2013; 2016). Eating a chocolate bar or a fresh order of chips might bring momentary happiness, but does that equate to life-long happiness or life satisfaction? Theorists in this field believe that it is more important to achieve a high level of positive function within the greater society.

Modern researchers aligning with the eudaimonic tradition concentrate on researching constructs that highlight positive psychological functioning, which included maximizing human growth and development, creating authenticity, and reaching the self-realization of one's true potential (e.g., Rogers, 1961; Ryff, 1989a; 1989b; Waterman, 1993). The elements that make up eudaimonia are centred around striving to do what is objectively good and right

and meaningful, even if they are difficult (Huta, 2016). Research on eudaimonia has helped to shape several psychological fields, included humanistic psychology and positive psychology, and has led to the evolution of several modern theories of wellbeing.

Combining the Hedonic and Eudaimonic Traditions

This dichotic system of thought, oscillating between positive emotion and positive functioning, has led to a deeper understanding of each notion independently, but has also resulted in gaps about which is most important. As research into the two traditions expanded, the distinction between the two philosophies that cultivated wellbeing began to blur (Ryan & Deci, 2001), and it became more difficult for researchers and theorists to side with one tradition or the other. Should wellbeing not consist of a mixture both hedonic and eudaimonic constructs: feeling satisfaction with life, pleasure, the absence of pain, as well as feeling authentic, striving for growth, while working for the greater good? Could a theory that interwove both allow for a more comprehensive understanding of wellbeing? As questions such as these arose, and the division between the traditions became obscured, several researchers, such as Huta (2016) and Seligman (2002, 2011), sought to explore wellbeing as a construct comprising aspects of both hedonia and eudaimonia.

Theories combining both hedonic and eudaimonic traditions are complex in nature, taking components of each to create multidimensional understandings of wellbeing. These theories add to the complexity of researching wellbeing as they vary in the dimensions, they deem most important as well as the terminology used; however, they all tend to come to the same conclusion, that wellbeing is a combination of pleasure and purpose. Several theories that bridge these two philosophical thoughts will be discussed in greater detail later in this chapter, including PERMA (Seligman 2002, 2011), self-determination theory (SDT; Ryan & Deci, 2000), Huppert and So's (2013) model of flourishing, McLellan and Steward's (2015) model

of adolescent wellbeing, and Symonds and colleagues (2022) social evolutionary model of wellbeing.

Summary of Foundational Philosophies

It is evident that historically there has been a division in how philosophers and researchers have conceptualised psychological wellbeing. Past research has been split between eudemonic and hedonic constructs, focusing on either positive feeling or positive functioning. As investigation into these fields has expanded, researchers began drawing connections between hedonic and eudaimonic traditions, creating more multidimensional understandings of wellbeing and adding to the confusing and sometimes contradictory views that exist (Dodge et al.,2012). Although several theories of wellbeing have been proposed, there is yet to be a universally adopted understanding of wellbeing. For this reason, it is important to understand the variety of theories that exist to best guide research and expand our current understandings. The remainder of this chapter will look more closely at contemporary theories of wellbeing that emerged throughout the 20th and 21st centuries. This exploration of the maturation of wellbeing theories establishes essential groundwork for this research.

Early to Mid-20th Century Theories of Wellbeing

For much of the 1800s, research into human emotion and functioning focused more on resolving abnormalities rather than proactively understanding how to promote human achievement (Seligman, 2010), hindering the progression of research into what lead to wellbeing. In the early 1900s, recognized these disparities, humanistic psychology emerged seeking to move away from psychoanalytic thought to one more interested in what it means to be fully human (Moss, 2015). Interested in how one may be motived to achieve wholeness, humanistic psychologists, such as Carl Rogers (1951) and Abraham Maslow (1943), sought to investigate how and why one was motivated or driven to reach their fullest potential. Humanistic psychologists did not necessarily divide wellbeing into positive feelings or positive

functioning. Instead, they focused on how both experiences were fundamental human needs, required to reach wholeness, and that through a variation of motivational processes this could be achieved. Two humanistic theories which focus on these processes include growth motivation (Maslow, 1943) and self-actualization (Rogers, 1951). The following is a discussion of each.

Maslow's Hierarchy of Needs and Growth Motivation

Maslow (1943, 1971) theorized that humans have five basic biological and psychological needs, which are hard-wired into the human species and drive our motivation to reach our fullest potential. He organised these needs into clusters and arranged them in a hierarchical pyramid based on their potency, developmental timeline, and sequential nature (Maslow, 1943). The first four needs, categorized as deficiency needs, are the needs required before one could reach the fifth need. These first four needs include (listed from the bottom of the pyramid, up): physiological needs, safety and security needs, love and belongingness needs, and esteem needs. According to Maslow (1943), if lower-level needs are not satisfied, the other higher needs are disregarded. It is only once the four deficiency needs are appeased, that a person can move into the fifth need, which is categorized as a growth need, and is called self-actualizing. Self-actualizing needs are what motivate one to fulfil their deepest potential. Self-actualization can be reached when a person is self-aware, content with social judgements or societal imperfections, focused on personal growth, and strives to reach their fullest potential as a human being.

Although Maslow's hierarchy of needs is still widely taught, and some concepts are used as a theoretical keystone for research regarding educational systems, places of employment and human development, there is very little empirical evidence showing validity for the complete hierarchical structure (Wahba & Bridwell, 1976). Some researchers believe that Maslow's work needed an additional set of needs such as meta-needs, or intrinsic value

needs, which were situated above self-actualization (Maslow, 1971). Others proposed variations in the hierarchical structure (Wahba & Bridwell, 1976), such as a dual-level hierarchy, where the only division of needs is between deficiency needs and growth needs (Sheldon et al., 2003).

Maslow's work helped expand our understanding of motivation and growth needs, concepts that have been maintained in more modern theories of wellbeing (Reeve, 2015). This work also bridged the importance of needs related to pleasure and needs related to function, creating a unification between hedonia and eudaimonia and helping to shape more modern discussions on how motivation, engagement and wellbeing are interlinked. However, this theory does pose a question about whether the fulfilment of all five needs is necessary for wellbeing.

Rogers' Actualizing Tendency

Around the same time that Maslow was exploring motivation in relation to a hierarchy of needs, another theorist's work was emerging that also utilised the term self-actualization. Carl Rogers (1951), a person-centred therapist interested in personality research, began to make connections between human valuing processes, motivation, and actualizing tendencies. Rogers believed that actualizing tendencies were not individual senses of self, like Maslow saw it, but instead were an ongoing process of maintaining and enhancing oneself toward genetically determined possibilities (Rogers, 1951; Reeve, 2015). Rogers proposed that while the actualization process is occurring, so too is the process of organismic valuing. Organismic valuing involves self-reflection and self-judgement on experiences; when one decides whether those experiences lead to growth and whether they are positively or negatively valued and worth working towards (Rogers, 1963). The goal of this process is to promote change and growth through the evaluation of experiences. While the actualization process provides motivation to undertake new challenges, such as setting a goal to run a marathon, the

organismic valuing process provides feedback on whether undertaking said challenge is worth it. In this example, one would have to see running a marathon as important to them in life, and then make judgements on whether the training required was also worth it.

Rogers' theory of actualization follows a developmental framework, where one develops a series of skills and awareness as they age and mature. Through daily experiences, one develops an awareness of their own being, experiencing, and functioning (Rogers, 1959). This increased awareness of self brings with it the need for positive regard, approval, acceptance and love from others, as well as the tendency to evaluate oneself in relation to others. During this development, self-actualizing tendencies emerge, which involve comparing one's current state of being to their ideal state of being, or their actualized self. When the self-actualizing (the real self) and the actualized self (the ideal self) are unified a person experiences wellbeing because they are experiencing happiness, growth, and purpose. When the two are separated, meaning the person they are does not match the person they see themselves being, a person enters a state of internal confusion and conflict about where their life is going, and maladaptive behaviours emerge (Ford, 1991).

Through conceptualising the self-actualizing process, Rogers continued the tradition of creating connections between eudaimonia and hedonia. The experience of valuing your actions and working toward an actualized self leads to positive emotion as well as positive functioning. The self-actualizing tendency theory highlights the subjectivity of wellbeing because it is the individual who decides what is worth achieving or not. Rogers also recognized that we all have biologically pre-determined levels of fully functioning, so although wellbeing is being promoted through the same underlying process, it might look different for everyone. When one does become fully functioning, they are confident in their valuing process and can trust that their inner self will point them in the right direction (Reeve, 2015), and it is through this process that one that can foster wellbeing.

Summary of Early to Mid-20th Century Theories of Wellbeing

Early to mid-20th century psychologists sought to understand the process of holistic human development, and as a result developed a foundation for understanding human motivation, growth, and wellbeing (Reeve, 2015). Building on theoretical concepts of Aristotle and Aristippus, and focusing on how to reach our fullest potential, Maslow (1943, 1971) and Rogers (1951) bridged the division between function and pleasure, since reaching one's highest level of achievement involves both. These theories, however, are more conjectural than concrete, and as a result lack modern empirical evidence. Nevertheless, they have helped shape the way we understand human motivation and growth, and as we will see, concepts of both continue to exist in theories today.

Late-20th Century Theories of Wellbeing: Humanistic Psychology

The increased global importance of psychology during the mid to late-20th century brought advancement in, and increased importance of, empirical research methods. Theoretical understandings of how humans grow or how human potential was conceptualised were not enough. Researchers wanted to know why changes occurred, how growth could be promoted, and how it could be measured. Along with this, there were great advancements in statical methods, such as technology and techniques to explore mediating and moderating variables (i.e., Baron & Kenny, 1986), that increased the types of research that was possible. As we will see in the following discussion, this advanced theories that now could not only be speculated, but also tested. Empirical progress also added an additional level of complexity around researching wellbeing, because as the theories continued to expand, so too did the dimensions that were deemed important to wellbeing.

Ryff's Model of Psychological Wellbeing

Several theorists, believing that wellbeing is a much more nuanced concept, have looked to interweave theories from several fields to create one unified understanding of

wellbeing. One such theorist, Carol Ryff (1989), expanded the conceptual foundations of wellbeing by combining concepts from existential and utilitarian philosophy as well as clinical, developmental, and humanistic psychology, to create a multi-dimensional approach to deepen our understanding of positive human functioning, or wellbeing (Ryff & Singer, 2008). As a life-span developmental psychologist, Ryff believed that Aristotle's concept of eudaimonia left out one important idea, "the idea of striving toward excellence based on one's unique potential" (Ryff & Singer, 2008, pg. 14), which can also be seen in Roger's self-actualizing theory. In response, Ryff developed the Psychological Wellbeing Model (PWB; Ryff, 1989) which is sometimes referred to as the six-factor model of psychological wellbeing.

Through a process of progressive analysis, Ryff (1989) identified recurrent points of convergence throughout a variety of formulations on positive functioning. Ryff's multidimensional theory on wellbeing was developed through the combination of the following theories: basic life tendencies (Buhler, 1935), the psychological stages/personal development (Erikson, 1959), executive processes of personality (Neugarten, 1968; 1973), the theory of maturity (Allport, 1961), concepts of self-actualization (Maslow, 1968), individualism (Jung, 1933), and Roger's (1961) theory on what makes a fully functioning person. Out of the analysis of each theory, six key themes emerged that promote psychological wellbeing and tap into the process of human self-realization. These six themes are: (1) autonomy, (2) personal growth, (3) self-acceptance, (4) life purpose, (5) environmental mastery, and (6) positive relatedness (Ryff, 1989; Ryff & Singer, 2008). Once these six dimensions were formed, using a construct-oriented approach to personality assessment (Wiggins, 1980; Ryff,1989), a 42-item PWB self-report scale to measure each dimension was established.

Creating a multidimensional assessment of wellbeing increased the progression of research around the field. One could now apply theoretical concepts to a variety of settings, both in the empirical and practical worlds, and could measure if interventions and policies were

effective. Several studies have since shown factorial validity of the PWB model and its respective scale (Cheng & Chan, 2005; Ryff & Keyes, 1995) and many researchers have set out to map associations between the dimensions of PWB and a variety of psychological, sociological, and biological constructs such as coping strategies and sleep habits. The extensive range of contexts that the PWB model could be used in has increased our understanding of how we can use interventions to target and improve isolated dimensions of wellbeing that may be lacking, and how we can increase flourishing over time (Ryff & Singer, 2008).

Ryan & Deci's Self Determination Theory

Building on the work done by Maslow (1943, 1981), Ryan and Deci (2000, 2002) spent the latter half of the 20th century creating a deeper understanding of human motivation. Self Determination Theory (SDT; Ryan & Deci, 2000; 2002), is a dynamic theory of motivation that focuses on how social and contextual factors impact our motivation to flourish and reach new levels of functioning (Ryan & Deci, 2017; Ryan et al., 2013). According to SDT, there are three basic psychological needs, and the satisfaction of these needs is essential for wellbeing (Ryan & Deci, 2000a; 2002). These are: (1) competency, which is one's appraisal of their control and mastery, (2) autonomy, which is volition and agency to make decisions regarding the direction of one's life, and (3) relatedness, which is the experience of relating to, interacting with, and feeling connected to others.

Ryan and Deci (2000b) believed that motivation is a multi-factorial construct, and they distinguish between types of motivation based on the reasons to act (Ryan & Deci, 2000a). SDT postulates that motivation can be either intrinsic, where one does something for an inherent reason such as enjoyment and interest, or it can be extrinsic, where one does something to attain some separable outcome such as getting a passing grade or avoiding punishment (Ryan & Deci, 2000a; 2000b). Motivation also exists on a continuum, where on one side lies amotivation, or a complete lack of motivation, and on the other side lies intrinsic motivation,

where one internally regulates their behaviours (Ryan & Deci. 2000b). In the middle of this continuum lies extrinsic motivation, which is divided into several regulatory style subcategories based on the perceived level of autonomy of the individual (Ryan & Deci, 2000b). The less autonomy that the individual perceives the more their behaviour is externally regulated, and the more autonomy they perceive the more their behaviour is internally regulated. For example, when a student does their work solely to comply to a set of rules, they are extrinsically motivated, and the behaviour is extrinsically regulated. However, if they are doing the homework because they find interest in the materials and want to pursue a career within the subject, they may be extrinsically motivated, but their regulation style is more introjected or intrinsic.

Using empirical methods such as subjective reporting, behavioural observations, and physiological indicators, SDT aims to understand and map the conscious and unconscious motives for the occurrence of behaviour, and how to maintain or enhance this motivation and to continue to grow as a human (Ryan & Deci, 2017). If one is intrinsically motived, they should then be connected to what they are doing to the point that it should bring a level of pleasure and purpose to their lives, promoting their wellbeing. SDT has been tested across a variety of age ranges and setting, including in business and corporation management styles, parenting styles, in sports settings, and in schools and classrooms (Ryan & Deci, 2000a). Research has also focused on ways in which the environment, both social and contextual, creates barriers or supports the fulfilment of our psychological needs (Ryan & Deci, 2002). In schools, for example, Ryan and Connell (1989) looked at work completion (a.k.a. achievement behaviours), motivation and regulatory systems among elementary school children. They found that the level of motivation impacted student achievement, how they valued the work, and the amount of effort used. Intrinsically motivated students showed the highest levels of enjoyment, competence, positive coping, and interest in their work. Motivation has been associated with a

variety of positive school outcomes, including a higher quality of learning (Grolnick & Ryan, 1987) and greater psychological wellbeing (Sheldon & Kaiser, 1995).

Summary of Late-20th Century Theories of Wellbeing

The combination of ancient Greek philosophies, early 20th century theories, and late 20th century empirical advancements has helped shape a multi-dimensional perspective of wellbeing. Ryff (1989) was able to synthesise several previous theories to form a theory of psychological wellbeing, while Ryan and Deci (2000a; 2000b) were able to take aspects from Maslow (1943) and Rogers (1951) to create a more concrete and deeper understanding of how our motivation to act is linked to wellbeing. These theories both provide ways for one to conceptualise wellbeing, how to promote it, and how to measure it. These theories also shift away from discussing wellbeing in terms of reaching our fullest potential or achieving levels of actualization, and instead focus on how to achieve positive flourishing. These transitions allow for a much more pragmatic understanding of what wellbeing might look like across contexts.

21st Century Theories of Wellbeing: Positive Psychology and Empiricism

Although theoretically, wellbeing was gaining varying levels of complexity, many researchers during the mid- to late- 20th century were still using single dimensions or single questions to measure one's wellbeing. 21st Century theorists such as Seligman (2010) and Huppert and So (2013), argued that a single measure of wellbeing, or the singular question of '*are you satisfied with life'*, was insufficient and obscured the complex nature of human wellbeing. Along with this, continued advancements in empirical methodology allowed for greater analysis of multidimensional measures, boosting the ability to carry out large scale studies and increasing the importance of evidence informed practices across all sectors of society. Theories emerging from this era continued to build on previously discussed notions of motivation, human needs, and self-realization and how they related more specifically to

wellbeing. Theorists began using the term wellbeing more explicitly to explain what they were researching, as well as the use of the term flourishing, which can be used synonymously with modern theories of wellbeing, as it is a combination of feeling good (hedonia) and functioning effectively (eudaimonia) (i.e., Seligman, 2010; Huppert & So, 2013; Ryan et al., 2013). The following is a discussion on several theories that emerged during the start of the 21st century, including Seligman's (2002, 2011) PERMA theory, Huppert and So's (2013) notion of flourishing, McLellan and Stewards' (2015) theory on adolescent wellbeing, and Symonds and colleagues (2022) socio-evolutionary model of adolescent wellbeing. These perspectives are relevant for current research into wellbeing as they are built on centuries of philosophy and research, have been applied in numerous settings, and are subjected to high levels of academic rigor and scrutiny.

Seligman's Flourishing and the PERMA Model

Having been a president of the American Psychology Association (APA) and an advocate for positive psychology, Seligman holds a pivotal role in the field of psychology and the development of research and interventions focused on wellbeing (Seligman, 2010). Throughout his early research, Seligman focused on several "misery"-driven topics such as learned helplessness, and through these experiences realized that psychology was more concerned with the miseries of life, rather than with what made life worth living (Seligman, 2010). This recognition inspired him to focus his work going forward on better understanding how one can live a life of eudaimonia, or a life of meaning, where one looks to serve the greater good through their actions. In his book entitled *Flourish* (2011), Seligman argues that the concept of human flourishing provides the standard for measuring wellbeing, and the goal of positive psychology is to figure out how to promote human flourishing. He hypothesized that the greatest wellbeing is found from living the full life, or a life of flourishing.

Flourishing, which is a combination of feeling good and functioning effectively, is a term synonymous with optimal functioning (Seligman, 2011; Gable & Haidt, 2005). Seligman focused his research on wellbeing around authentic happiness and the dimensions that lead to a happy life, or a life of flourishing. In is original work, Seligman (2002) proposed that wellbeing consisted of three essential elements: (1) pleasure, (2) engagement, and (3) meaning. He later added two more elements: (4) relationships, and (5) accomplishments (Seligman, 2011). Seligman's model of wellbeing is known as the acronym PERMA.

Seligman's (2002, 2011) PERMA model has been faced with both opposition and support. Researchers such as Goodman and colleagues (2018), who took a hedonic stance, propose that wellbeing simply amounts to happiness, and therefore can be measured through a single construct. Such opponents believe that PERMA does not yield a new type of wellbeing and does not offer any insight beyond that which research into SWB provides (Goodman et al., 2018). Seligman (2018) argues, however, that his concept of PERMA is not meant to create a new type of wellbeing, but instead is meant to help us better understand the elements that lead to a life filled with happiness, fulfilment, and meaning. He believes that by understanding the common dimensions that lead to happiness, interventions can be created to boost one's pleasure and measurements can be created to investigate the specifics components of wellbeing that might be lacking in certain contexts. In support of this claim, interventions focused on aspects of PERMA have been applied at the individual, school, and organizational level, with several studies showing support that the levels in the PERMA dimensions are linked to depression and anxiety (Seligman et al., 2009), and physically healthier and more productive lives (Seligman, 2011). Supporters of PERMA believe that by assessing subjective well-being across the multiple domains conceptualized through PERMA, schools and other organizations can more systematically understand ways to promote wellbeing (Seligman et al., 2009). However,

Seligman (2018) highlights that the elements of SWB are in its infancy and the work set out through PERMA provides a good start to help understand the dimensions of wellbeing.

Recognizing the implications of PERMA for adolescent populations, Kern and colleagues (2016) explored how the PERMA model could be modified to suit the adolescent age group. They identified five characteristics of adolescent wellbeing, which are hypothesized to nurture positive wellbeing outcomes in adulthood, and include: engagement, perseverance, optimism, connectedness, and happiness (EPOCH). To design the EPOCH measure, 60-items were selected from several hundred existing questionnaires and measures. The measure was then analysed with ten independent samples from Australia and the United States. The assessment was refined to a 20-items, and factor loadings, reliability, and validity were analysed and confirmed (Kern et al, 2016). Two strengths of this model are the relatively short length and the positively phrased items used, both of which work well with adolescent attention spans. All items focus on individual strength rather than weaknesses, while also tapping into the positive components that are linked to flourishing. Research into the use and implications of the EPOCH perspective are promising yet are still in their infancy.

Huppert and So's Model of Flourishing

Acknowledge that wellbeing is a multi-dimensional construct, and not fully accepting the processes used to construct previous multi-dimensional measures of wellbeing, Huppert and So (2013) wanted to construct an operational definition of flourishing, along with a measurement framework that would allow organizations to accurately identify and measure the presence of wellbeing. Following Diener and Seligman's (2004) recommendations of utilizing systematic approaches to creating new measures, Huppert and So set out to systematically create a new comprehensive measure of wellbeing that incorporated a variety of previous research perspectives, several of which have already been discussed in this chapter, and

included both hedonic and eudaimonic constructs as well as personal and social aspects of wellbeing (Huppert & So, 2013; Huppert et al., 2008)

Huppert and So achieved this goal by utilizing the same model commonly used to coalesce characteristics of mental disorders, a method that, at the time, had yet to be used to understand wellbeing. To create a list of criteria that indicated positive functioning or flourishing, they first examined internationally agreed criteria for depression and anxiety (using both DSM and ICD classifications), and then identifying the opposite of each symptom. Leaving out somatic symptoms, Huppert and So (2013) identified ten features of positive wellbeing. These features included competence, emotional stability, engagement, meaning, optimism, positive emotion, positive relationships, resilience, self-esteem, and vitality. Through further analysis, two higher-order factors emerged from this set of features: a positive characteristics factor (which included emotional stability, vitality, optimism, resilience, and self-esteem) and a positive functioning factor (which included engagement, competence, meaning and positive relationships), along with one standalone hedonic measure of positive emotion.

Huppert and So (2013) tested their new model of wellbeing by using previous data collected from the third round of the European Social Survey (ESS; Jowell and The Central Co-ordinating Team, 2003; Huppert et al., 2008). They choose the ESS dataset because it contained items that captured both interpersonal and personal wellbeing as well as items that aligned with each of the ten features listed above. Using ESS data from 22 countries, Huppert and So (2013) were able to establish cut points for each of the ten features of flourishing, which in mental health are used to help determine at which point an individual is no longer able to function in their everyday lives. Factor analysis was then used to determine cut points and to create an operational definition of flourishing, which is where “a person had to show the

presence of positive emotion together with all but one of the positive characteristics and all but one aspect of positive functioning" (Huppert and So, 2013, pp. 852).

This model of flourishing aligns with several previous perception of wellbeing (e.g., Keyes, 2002; Diener et al., 2010) and represents all five factors in the PERMA model (Seligman, 2002, 2001). Huppert and So's research expands on previous wellbeing models by creating cut-off points for the presence and absence of each wellbeing-related factor. These cut-off points can then be used to identify if flourishing, or wellbeing, exists in a population even if one or more dimensions receives a low score. This model also differentiates itself by not containing any constructs regarding personal growth or self-acceptance, which are central to perspectives on wellbeing from Ryff (1989), Ryan and Deci (2000); Maslow (1943) and Rogers (1951).

Huppert and So's (2013) work was motivated by that hope that governments and organizations would be able to utilize their multidimensional approach to better understand which aspects of wellbeing may be lacking in each given population. Although this measure does hold promise, it does have limitations. First, it may only apply to countries and cultures that align with DSM and ICD mental health classifications. Although an operational definition was created that highlights how much of each aspect of wellbeing is required, Huppert and So (2013) utilized a measure that was not specifically created for this purpose. If an assessment is selected that includes all dimensions included in this model, such as the ESS, the addition of cut-off points is a strength as it allows for an analysis of whether wellbeing exists, as well as the differentiation of each dimension's importance around the achievement wellbeing. This additional factor sets it apart from other measures or theories, which tend to weight each dimension equally. However, if wellbeing is subjective in nature, since we all have different values and may have different coping skills to deal with the absences of certain wellbeing

dimensions, can such a prescriptive approach be applicable to all contexts? Though this approach may provide great insight into the nature of wellbeing, more research is required.

McLellan and Steward's Focus on Adolescent Wellbeing

During the 21st century, researchers began focusing on the development of adolescent-specific understanding of wellbeing. This can be seen in the work or McLellan and Steward (2015), who sought to adapt the work of Huppert and So (2013) to a younger population. Through an extensive exploration of previous wellbeing literature, McLellan and Steward (2015) were drawn to the work of Huppert and So's (2013) for two main reasons. First, they saw strength in the idea that wellbeing was comprised of both personal and social dimensions and wanted to apply these concepts to an adolescent population. According to McLellan and Steward (2015), personal wellbeing consists of two hedonic constructs, emotional wellbeing (the presence of positive feelings and an absence of negative feelings) and satisfaction with life, along with several eudaimonic constructs, including vitality, resilience and self-esteem, autonomy, competence, engagement, meaning and purpose. Social wellbeing, on the other hand, consists of supportive relationships, trust and belonging (McLellan & Steward, 2015).

Second, they saw a strength in the fact that Huppert and colleagues' framework was embedded in the European Social Survey (ESS; European Social Survey, 2005), and they believed that with some adaptations, the ESS measurement framework could be a good fit to achieving their goal of creating a measure of adolescent wellbeing (McLellan & Steward, 2015). As a result, they adapted the framework by including a measure of adolescent entitlement, which was based on England's 2003 Every Child Matters reform agenda (ECM; Department for Education and Skills, 2003). This reform agenda specified five entitlements, or rights of young people, which include being healthy, staying safe, enjoying, achieving, making a positive contribution, and economic wellbeing. Drawing on the ESS, England's 2003 Every Child Matters agenda, Huppert and So's (2013) work, as well as other theories that included

both hedonic and eudaimonic approaches, McLellan and Steward (2015) developed the "How I Feel About Myself and School" questionnaire, which set out to explore how young people perceive their wellbeing. They focused on creating a measure that was relatively short, had simplified item language, added a common stem, "I feel…", and consisted of two versions, one for primary school students and one for secondary school students.

McLellan and Steward (2015) carried out an initial large-scale study of this new measure, with a focus of looking at the wellbeing-for-all, rather than looking at one marginalized group, which they noted was often being the case in educational research on adolescent wellbeing. Factor analysis of the large-scale survey data demonstrated a robust instrument and suggested that this new instrument was suitable for students ranging from lower primary school through the end of secondary school, however test-retest reliability and validity is still recommended (McLellan & Steward, 2015). The results highlighted age and gender differences in wellbeing, some of which were concerning, and suggested several areas where school and government policies can be improved to promote adolescent wellbeing. Although this research has progressed our understanding of wellbeing, additional research into both adult and adolescent wellbeing, and the connection between the two is needed.

Symonds' and Colleagues' Social Evolutionary Model of Adolescent Wellbeing

As seen with McLellan and Steward (2013), and Kern et al. (2016), there has been a growing emphasis on the development of adolescent-specific models of wellbeing since the turn of the century. Through the incorporation of hedonic and eudaimonic concepts of wellbeing, needs fulfilment theories such as SDT (Ryan and Deci, 2000; 2002), and grounded in the importance of social contextual factors that shape individual and human development, Symonds et al. (2022) developed an adolescent-specific social evolutionary model of wellbeing. In this perspective, Symonds and colleagues anticipate that psychological wellbeing emerges through the process of needs fulfilment that has evolved through the deep history of

human hyper-cooperative societies. In the social evolutionary perspective, wellbeing is created when people can autonomously learn the skills needed to be competent actors in society, where they live in a safe environment yet are able to be resilient to challenges, and where they are included and cared for within a society that they are able to contribute to. This perspective emphasises eight aspects of individual wellbeing, four eudaimonic indicators (autonomy, competence, resilience, and helping) and four hedonic indicators (care, acceptance, safety, and happiness). Applied to children and adolescents, the social evolutionary model of wellbeing supports the importance of including young people in decision making and equipping them with the necessary competencies to be helpful individuals in society.

Inspired by this perspective, Symonds and colleagues developed a measure of personal and social wellbeing through a study involving children and adolescents in rural Sierra Leone, West Africa. After longitudinal pilot testing and development, factorial validity was established with a sample of approximately 3,000 children measured at two different time points (Symonds et al., 2022). While the social evolutionary perspective on wellbeing is relatively new, the use of the measure has extended to Ireland and India with further large-scale samples (Symonds, personal communication). Furthermore, the theoretical foundations of the perspective in relation to wellbeing have been heavily explored, as seen throughout this chapter, indicating potential utility of the perspective in the modern-day context and in current research on adolescent wellbeing.

Summary of 21st Century Theories of Wellbeing

With advancements in empirical methods and increased ability to conduct large scale studies, research on wellbeing has rapidly advanced. Researchers moved from just speculating what wellbeing may look like, to better understanding dimensions of wellbeing, and developing ways to measure and analyse wellbeing in real-world scenarios. Wellbeing is no longer thought of as just being positive functioning or positive emotion, it is instead conceptualised as a

combination of hedonia and eudaimonia and is postulated to have developed in personal and social contexts throughout human history. This transition allowed for a deeper understanding of how individuals have a role in their own wellbeing as well as how the environment can help promote individual growth. With the onset of research specifically focusing on adolescent wellbeing, researchers have also started looking at how wellbeing can be nurtured at a younger age, and how that may impact flourishing later in life. This is a new phenomenon to explore, one which has not been around long enough for extensive longitudinal research, and as a result there is much left to uncover.

Chapter 2 Conclusion

Across the past two centuries there has been an explosion of research on wellbeing, starting with humanistic psychology and moving into empirical positive psychology. Clearly there is keen interest in how to live our fullest and happiest lives, and how to help others do the same. Although very helpful to advancing our understanding of wellbeing, modern theories also make this difficult to achieve due to the differences between each theory. Even though they all have common goals to improve the lives of others, and they all consist of a combination of hedonic and eudaimonic experiences, they all have differing disciplinary claims (Camfield et al., 2009), they each focus on different dimensions and constructs, they each use different methodologies, and they each have varying emphasis on the foundational philosophies of wellbeing (Dodge et al., 2012). Through a mapping of wellbeing theories, spanning from Greek philosophies and ending with current theories, one can see how older theories have been deconstructed, and recombined, and through modern empirical methods have been adapted, tested, and analysed.

21st Century theories of wellbeing provide not only an understanding of the concepts that make up wellbeing, but also ways in which one can regulate their own wellbeing. It is from these 21st Century theories that the perspectives used in this research have emerged. The

modern theorists highlight the importance of positive emotion, positive function, individual agency, and ecological influences. Using modern conceptualization will allow for each of these dimensions to be explored. It is through perspectives of wellbeing as a multifaceted construct, like the facets described in PERMA, EPOCH, and SDT that we can better understand how wellbeing can be promoted in various contexts and for all of those involved.

Chapter 3: Social Innovation Education in Ireland

Introduction

To understand how social innovation education (SIE) might impact wellbeing, it is important to describe what SIE is, pedagogical theories underlying SIE, and how it is delivered, particularly in the context of Ireland. SIE is a relatively new concept, with limited research into the field (Kalemaki et al., 2019). Therefore, this chapter aims to provide an overview of SIE, global examples of how SIE is delivered, and detail how SIE is delivered in Ireland. This chapter will include an overview of programmes provided by Young Social Innovators, as well as their SIE logic model and theory of change used to support their programming. By the end of this chapter, the reader will hopefully have a better understanding of the mechanisms used to help fire student's passion to create change.

Social Innovation

Social innovation is a term that has gained popularity across sectors over the past two decades. In its simplest form, social innovation can be defined as the collaboration of ideas or use of creativity with the goal of making society better (Milley et al., 2018). However, due to its transdisciplinary and cross-sectoral nature, there is variation among what the collaboration of ideas might look like, what aspects of society to focus on, as well as how improvement in that area of focus might look. Each sector has different interpretations of how it targets or measures what improvement looks like, and what may constitute as a social issue. Table 1 provides several examples of how one might define social innovation. At its core, the goal of social innovation is to find ways to create positive social change.

Table 1

Definitions of Social Innovation

Definition	Reference
'The design and implementation of new solutions that imply conceptual, process, product, or organisational change, which ultimately aim to improve the welfare and wellbeing of individuals and communities.'	OECE (*n.d.)*
'The invention, incubation, evaluation and scaling-up of solutions to meet identified but unmet social needs and problems, or to achieve systemic change, whilst increasing the societal capacity to act.'	Eaves (2015)
'Social practices focused on ameliorating the lives of the poor and the most disadvantaged.'	Ates, Ateş, & Yülek (2019)
'A novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals. A social innovation can be a product, a production process, or technology, but it can also be a principle, an idea, a piece of legislation, a social movement, an intervention, or some combination of them.'	Phills, Deiglmeier & Miller (2008)
'It is a process of deliberately changing of existing social practices. It encompasses new ways of actions that are introduced in a certain social area. Social innovations include an intent, a plan, and effect or expected impact on the targeted social setting.'	Ramachandran, Chelliah, & Soundarabai (2021)

Social innovation approaches tend to tie to the context in which the actors are innovating. For example, in the environmental science sector, a social innovation initiative might be focused be on how to increase fresh water supply, while in an information technology sector, a social innovation initiative might be focused on how to create more efficient cleaning devices to free up the consumers time so that they can spend time with their families. The goals of the innovation can vary, however the focus should somehow be around improving society, although that improvement focus might not always be obvious to outsiders. For example, a new innovative virtual calendar might not appear to have a positive impact to someone who does not use electronic calendars, but to someone who does, that new calendar could be transformative. Or the innovative discovery of how to grow meat in a petri dish might appear

be positively impactful in the eyes of climate activists but might not appear so in the eyes of farmers. These examples highlight reasons for the current lack of a universal understanding of what social innovation is.

In modern workplaces, social innovation initiatives take place through a variety of means. While some workplaces might source their innovative ideas internally, and might have research and innovation departments and teams, other workplaces might turn externally to look for support. For example, a social innovation initiative could involve crowdfunding investment prospects that draw others in to help support an idea financially (Eaves, 2015). Crowdfunding examples include equity-based opportunities, such as investment opportunities, donation-based opportunities, such as online donation websites, donation-reward based opportunities, which include a reward with the donation, such as a t-shirt and prototype opportunities, and debt-based opportunities such as peer-to-peer lending (Johnson, 2023). Others might utilise crowdsourcing opportunities that draw people from the public in to help support or develop an idea (Ruiz, 2020). Examples of crowdsourcing can be seen in hack-a-thons, in apps that allow drivers to self-report roadway hazards, or in websites that allow the public to contribute to novels and movie scripts. Another social innovation initiative in the workplace involves the use of a hackspace, which is a shared space where people can gather to share ideas and knowledge, as well as to collaborate (Barker, 2019). Examples of hackspaces include makerspaces, labs, and other creative spaces, all of which often include several resources such as 3D printers, tablets and computers, tools, and other innovative items such as the raspberry pi, that people can use to work together in person to help develop ideas. While the goal of each of these initiatives is to help support the development of innovative ideas into reality, the process of achieving this goal varies.

Defining Social Innovation Education (SIE)

Current Definitions of SIE

With the increased emphasis on being innovative in the workplace, more recently researchers and practitioners have begun exploring ways to educate others on how to 'do' social innovation. As we will see, several organisations or educational institutions have begun developing processes to guide individuals through a process of working with others to create a solution for issues facing humanity. The term social innovation education (SIE; Collier, n.d.), established by Rachel Collier from Young Social Innovators, is used to describe the process of teaching, and learning about how to be socially innovative.

Owing to the multidisciplinary nature of social innovation, and its relatively recent transformation into the pre-university education sector, there is no common definition of the process of educating others on how to develop the skills and knowledge needed to 'do' social innovation. Most descriptions relating to SIE catering for generalised public or advertisement purposes, making them insufficient for research intentions (Kalemaki et al., 2019). For example, practice-oriented programmes such as Young Social Innovators (YSI; Young Social Innovators, n.d.), define SIE as, 'the practice of using creativity to develop solutions which improve the wellbeing of people and society'. While this definition works well for the general sector, and for commercial purposes, it lacks procedural information, which one would see if they took part in the YSI programme, such as its focus on student-leadership and the implementation of s social change project. Such ambiguous definitions, though they serve a good purpose for organisational needs, create challenges when conducting empirical research.

Recognizing the need for more depth, Alden Rivers and colleagues' (2015, pp. 388) developed the first empirically documented definition of SIE:

> The complex process of developing graduates who aspire to change the world for the better, regardless of career path. These individuals are knowledgeable,

> socially, and ethically responsible, as well as emotionally intelligent innovators, leaders, and communicators.

The definition was developed in response to a university-level initiative at the University of Northampton in the United Kingdom, which made a commitment to create positive social change by putting social innovation to the centre of all university related activities. Alden Rivers and colleagues (2015) highlight several of the challenges of defining social innovation education, due to the complexity of terms that are used to describe similar processes (e.g., social change and social entrepreneurship), the lack of literature in the field, and the lack of a theoretical framework directing the educational processes. In the paper, they do not prescribe what SIE must looks like in the classroom, but rather they touch on several of the underpinning theories and attributes to being a changemaker, which allows for flexibility in delivering SIE. While this research did highlight several of the complexities of SIE, as well as some foundational understanding of what SIE is, as we will discuss later in this chapter, the definition by Alden Rivers and colleagues (2015) was not an ideal fit for the current research as it was specifically designed for university level students, rather than younger populations.

Another definition of SIE comes from a European Union Horizon 2020 research grant, the NEMESIS project (Novel Educational Model Enabling Social Innovation Skills). The aim of NEMESIS was to bring together social innovation and education, and to create an educational model used to teach primary and secondary school students how to be social innovators. NEMESIS chose to take a more systematic approach to defining SIE by combining SIE literature with interviews with educators on conceptions of SIE (Kalemaki et al., 2019). Their literature review was limited however, as they only found one study that explicitly looked at SIE, the research conducted by Alden Rivers and colleagues (2015), as discussed above. Interviews with educators explored how educators understood and conceptualised SIE, even if

they did not have had first-hand experience in delivering an SIE intervention. Through the combination of these two reviews, NEMESIS defined SIE as:

> A collaborative and collective learning process for the empowerment and socio/political activation of students to drive social change no matter what their professional pathways. It builds their competences to identify opportunities for social value creation, to form collaborations and build social relationships and take innovative action for a more democratic and sustainable society. (Kalemaki et al., 2019, pp. 7).

The NEMESIS framework, as I discuss later in this chapter, regards students taking ownership of their own learning as they take part in active-learning opportunities to develop social change projects. The NEMEISS project, and the resulting research the project piloted around SIE, has since ended with the conclusion of its funding. Insights from NEMESIS and the concluding research published by Kalemaki, and colleagues (2019) provides great insight into what SIE looks like for pre-university aged students, as well as suggestions on how SIE can be used in the classroom.

Expanding on Current Definitions of SIE

Through this examination of these three established definitions, three main criteria emerge that should be included in a definition of SIE, which are:

(1) it is a student-directed collaborative educational process,

(2) that aims to lead to personal development, and

(3) and aims to lead to the creation and implementation of solutions to better society

Definitions of the first criteria, *SIE as a student-directed collaborative educational process*, can be ambiguous, however action around the criteria tends to be consistent once in the programme implementation phase. University of North Hampton simply states it is a ‘complex process’, while the YSI (n.d.) website adds that it is a process of learning that uses

creativity and is student-directed. Kalemaki and colleague (2019) state that it is a 'collaborate and collective' process and highlights YSI's point by stating, "to empower students, SIE focuses on engaging them as active learners and co-creators of their learning pathways and future lives" (pp 12).

Alden Rivers and colleagues (2015) and Kalemaki and colleagues (2019) both touch on the second criteria, *SIE as a method of personal development*, by mentioning a variety of competencies that are developed through SIE. Even though competencies do not appear in the YSI definition, YSI does explain similar outcomes on their website. The last criteria, *SIE as a method to create solutions to better society*, is a notion that emerges in all three definitions and is consistent with current descriptions of social innovation (e.g., Mulgan et al, 2007). It is important that a future definition highlights that SIE is a process that is complex, creative, collaborative, and student led.

To help solidify a definition in this newly forming field, it was also important to investigate pedagogical terms that have similar goals., as mentioned by Alden Rivers and colleagues (2015). The concept of teaching others how to create social change is not a new concept, and therefore it was important to look at which other terms might be used to provide similar educational experiences. Terms such as changemaker, civic education, citizenship education, and social entrepreneurship appeared within the above-mentioned programmes and readings like SIE. Definitions of these terms are explored in Table 2 in relation to their connection to each of the three SIE criteria discussed.

Table 2

Application Of Educational Terms to SIE Criteria

Term	Definition	Criteria 1*	Criteria 2**	Criteria 3***
Changemaker / Global Changemaker	'Anyone who identifies a social problem, develops a creative solution to address it, mobilises others, and creates opportunities for the good of all' (ASHOKA, 2020).	Unclear	Yes	Yes
Civic and Citizenship / Global Citizenship Education	Educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live (World Wise Global Schools, n.d.).	Unclear	Possibly	Possibly
Social Entrepreneurship / Entrepreneurial Education	"Preparing people to be responsible and enterprising individuals. It helps people develop the skills, knowledge, and attributes necessary to achieve the goals they set out for themselves" (European Commission, n.d.)	Unclear	Yes	Possibly

Note. *A student-directed collaborative educational process. **Leads to personal development. ***Leads to the creation and implementation of solutions to better society.

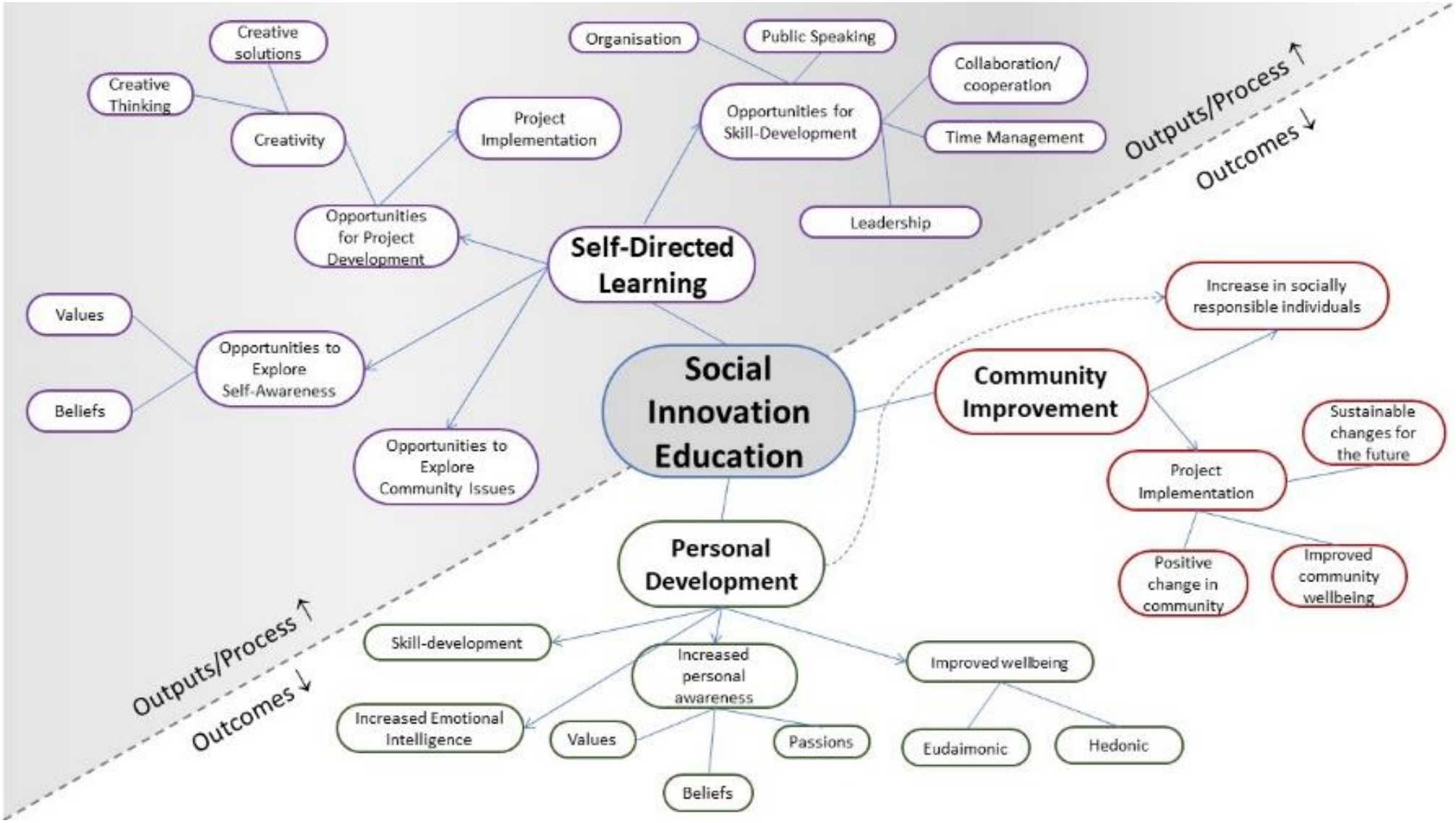
While all three educational processes aim to lead to personal development, the two of criteria that set SIE apart from other educational processes, are criteria one, the focus of the learning being student-led, and criteria three, the creation and implementation of real-world solutions to social issues. Though other terms might align closely with the conceptualisation of SIE, they are not synonymous with SIE unless the education programmes meet all three SIE criteria. Accordingly, SIE can be defined as:

> *An educational practice that engages young people in a self-directed collaborative approach toward creating and initiating unique solutions to challenges within the community, in return developing the skills required to become contributing members of society while simultaneously bettering the wellbeing of the adolescents and the community.*

This definition, which will be used for the purpose of this research, highlights the multiplicity of inputs and outcomes associated with SIE. As a supplemental overview, Figure 1 provides a mind-map of the outputs / process and outcomes associated with SIE.

Figure 1

The Outputs, Processes and Outcomes of SIE



Global Examples of SIE

Though limited research exists on the field, there are several programmes globally that offer opportunities for SIE. Programmes promoting SIE have been developed throughout several levels of society, from primary school through to organisational management levels. These organisations span globally, reaching all corners of society, each with the focus on teaching others how to be create social change through social innovation. Some organisations, like SIX (Social Innovation Exchange Ltd, 2022) and Social Innovation Japan (Social Innovation Japan, 2021), target corporations and government, and aim provide the supports and resources needed to take a social issue and create change. On the education front, organisations, such as CQUniversity (CQUniversity, 2022), work to incorporate aspects of SIE into undergraduate curriculum, while other organisations, such as Young Social Innovators (Young Social Innovators, 2022) and NEMESIS (NEMESIS, 2022), seek to provide younger populations with the chance to become changemakers who make an impact in their community through innovative social projects. Information on these programmes, their location, their target populations, motto, and stages can be found in Table 2.

The breadth and focus of these programmes demonstrate the potential application of SIE to all levels of society and highlight the possible value in teaching the process of how to be social innovation to younger populations. Given the gap in research into this field, the reach of these programmes also highlights the importance of providing a basis for future research, which this paper seeks to provide.

Table 3

Examples of Social Innovation Education Programmes

Title	Location	Population	Aim / Mission	Framework / Stages
SIX	Europe	Governments, businesses, academics, funders, practitioners, and intermediaries	"To work globally to facilitate purposeful cross-sector conversations, that challenge and inspire people to use innovation to increase social impact."	1. Storytellers and translators 2. Enablers 3. Designers 4. Facilitators 5. Extractors
CQ University	Australia	University students	"All graduates from CQUniversity have a social innovation mindset with the confidence and passion to use their disciplinary and non-disciplinary capabilities to address social issues and contribute to our collective human wellbeing."	1. Curriculum underpinned by the UN's SDGs 2. Embedding SI capabilities into courses 3. Introducing SI and vocational educational training awareness 4. SIE through leadership 5. Offering innovation courses
Social Innovation Japan	Japan	Global brands, governments, and social changemakers	"We already have the resources to create a fairer, more sustainable world; we just need to make it happen."	N/A
Young Social Innovators	Ireland	Secondary school students	"To provide social innovation education that empowers young people to take action on social issues."	1. Values of social innovation 2. Experience of innovators 3. Pathway of change 4. Reflection on practice
NEMESIS	Europe	Primary and secondary school students	"Foster entrepreneurial mindsets and creative thinking among primary and secondary students, allowing them to become the social innovators of tomorrow."	1. Understand social innovation 2. Investigate sustainability challenges 3. Analyse and empathize 4. Co-develop ideas and solutions 5. Co-create social innovation projects

Theoretical Underpinnings and Pedagogies of SIE

SIE is unique from other forms of society-focused pedagogies, such as civic education or social entrepreneurial education, in that SIE empowers students to make self-directed tangible social change, rather than just reflecting about social change. There is an absence of literature into SIE (Kalemaki et al., 2019), and therefore our understanding of what SIE is, the pedagogical underpinnings, and the affect such a programme can have, are in their infancy. The current section will review the two publications on the theoretical underpinnings and pedagogies of SIE that currently exist[1].

In SIE, students are provided with a chance to learn about the world and themselves while they create change in their communities. According to Alden Rivers and colleagues (2015), the process of creating tangible social change in SIE is founded upon three theoretical pedagogies: critical learning theory, transformational learning theory, and epistemological development, each with their own pedagogical methods which are discussed in the paper. While Kalemaki and colleagues (2019) only emphasize critical learning as a foundational theory, they highlight several pedagogical strategies that are used in the SIE setting. An overview of each learning theory and pedagogy, which can be found in Table 4, will be discussed.

[1] Identified through the systematic searching process covered in Chapter 5.

Table 4

Theories and Pedagogical Strategies Underpinning SIE

Alden Rivers and colleagues (2015)	Kalemaki and colleagues (2019)
Theories	**Theories**
Critical Learning Theory	Critical Learning Theory
Transformational Learning Theory	
Epistemological Development	
	Pedagogical Strategies
	Experiential learning
	Social constructivism
	Active learning
	Problem-Based learning
	Project-Based learning
	Discovery-Based learning
	Collaborative learning
	Service learning
	Design thinking
	Entrepreneurship education
	Social reconstructionism
	Expanded education

Critical learning theory aims to create a more democratic society by focusing on helping individuals question their assumptions of the world, consider the ways that society has constructed roles and identities, develop a deeper awareness of oneself and others, and gain a deeper understanding of one's agency in society (Freire, 1970; Giroux, 2011; Rautins & Ibrahim, 2011). Critical learning theory teaches one to look critically at history and the development of society, and through this aims to create a more socially equal world (Kincheloe, 2004). Pedagogical strategies that share common foundational goals of critical learning theory include experiential learning, authentic problem-based learning as well as place-based learning (Kalemake et al., 2019; Alden Rivers et al., 2015). In the SIE classroom critical learning is being used as students take a close-up action-oriented approach to explore their community and values, the social inequalities and injustices that they see, their exploration of why these

issues exist, and what they can do to make a change. Throughout the process of critical learning, students are developing critical knowledge, critical literacy, and democratic action. Research on critical learning has found that such experiences help to develop empathy, civic responsibility, along with a variety of other competencies (Rautins & Ibrahim, 2011; Scorza, Mirra, & Morell, 2013).

According to Alden Rivers and colleagues (2015) transformational learning is taking place when the individual turns their focus internally as they recognise social injustices and their roles in creating equality. Mezirow's (2003) defined transformational learning as 'learning that transforms problematic frames of reference—sets of fixed assumptions and expectations (habits of mind, meaning perspectives, mindsets)—to make them more inclusive, discriminating, open, reflective, and emotionally able to change' (pp. 58-59). During this internal reflection, individuals are challenged to questions their beliefs, attitudes, and behaviours through a critical lens (Mezirow, 1998; Dirkx, 2006). In SIE students during this stage are 'learning to perceive social, political, and economic contradictions, and to take action against the oppressive elements of reality' (Freire, 1970, pp.35). As this is occurring, the student is experiencing a level of critical self-reflection, as they reflect on the social issue, how society (including themselves) is created and is being impacted by the issue, and how they can help such matters. Pedagogical strategies that share common foundational goals of TL include the emphasis on individual experiences, the use of critical reflection, creating enhanced dialogue both internally and externally, developing a holistic orientation as well a deeper awareness of socio-cultural contexts, and creating authentic relationships that support openness (Taylor, 2009).

While the individual is going through these critical and transformational changes, epistemological development is also occurring as the student begins to explore different ways of experiencing and understanding the world (Alden Rivers et al., 2015). Epistemology is the

study of beliefs about the origin and acquisition of knowledge (Schommer, 1994), and epistemological development is focused on developing different ways of knowing. According to Perry (1968), epistemological development occurs as the individual realises that knowledge is relativistic and complex and results from experiential learning and reasoning, rather than just being handed down from teacher to student. In SIE epistemological development occurs as the student goes through critical reflection, which is characterised by questioning assumptions, turning from an internal lens to an external lens, focusing on the hierarchy of power, and the focus on liberation (Reynolds, 1998).

Kalemaki and colleagues (2019) highlighted several of the pedagogical strategies that are used in SIE programmes. Their list was extensive, drawing on many different innovative approaches and examples of SIE programmes in society. While many of the strategies overlap, they each provide a unique lens to view the work that students are doing in SIE. These pedagogies, as outlined in Table 5, include experiential learning, social constructivism, active learning, problem-based learning, project-based learning, discovery-based learning, collaborative learning, service learning, design thinking, entrepreneurship education, social reconstructionism, and expanded education.

Table 5

A Description of Various SIE Pedagogical Strategies

Pedagogical Strategies	Description
Experiential Learning	Learning that takes place through action-based real-life tasks and challenges, with a teacher acting as a guide or facilitator, rather than a dominate figure. (Dewey, 1916, 1933)
Social Constructivism	Learning approach that focuses on social interactions. This pedagogy also utilizes aspects of Vygotsky's zone of proximal development as well as scaffolding (Vygotsky, 1978).
Active Learning	A learning approach that is a holistic, student-centred, experiential approach that places students in a position to actively engage with the knowledge (Dewey 1938; Barr & Tagg, 1995).
Problem-Based Learning	An active learning approach that takes place as students work through and reflect on structured contextual problems (Maudsley, 1999).
Project-Based Learning	An active learning approach that focuses a specific learning output, which is a realistic project, event, or presentation (Barron & Hammond, 2008)
Discovery-Based Learning	A learning approach that aims to teach students how to become "autonomous and self-propelled thinker", who has a love and capacity for learning after formal schooling (Bruner, 1961, pp. 2).
Collaborative Learning	An instructional approach that promotes group work and team work to solve a problem or to complete a task (Dillenbourg et al., 1996).
Service Learning	A learning approach that combines learning goals with community involvement and service. (Eyler, 2000).
Design Thinking	A human-centred learning approach that tasks the learner to create products and services that involves inspiration, ideation, and implementation (Brown & Wyatt, 2010).
Entrepreneurship Education	An active-learning approach that foster entrepreneurial skills and culture through hands-on projects and experiences (Lackéus, 2015)
Social Reconstructionism	A learning philosophy that views schools, and those in schools, as a mechanism for solving social problems (Sadker & Zittleman, 2006).
Expanded Education	A learning concept that believes that learning can happen anywhere and at any time (Diaz et al., *n.d.*).

As highlighted by this extensive list, although the SIE programme may be implemented through a variety of pedagogical strategies, many of which overlap, the end result involves students making real-world change to social injustices important to them. As students work through their projects, they are learning how to apply critical thinking skills as they reflect both

internal and externally on the world around them to create meaningful and purposeful change. While the individual is going through these critical and transformational changes as they participate in activities that might involve experiential learning, problem-based learning, project-based learning, etc., epistemological development is also occurring as they begin to explore different ways of experiencing and understanding the world (Alden Rivers et al., 2015). During this stage, individuals' views of how the society is shaped, or their roles in the world, begin to change. These theoretical and pedagogical underpinnings suggest that as students implement their SIE social action projects, they are developing a variety of aptitudes including critical consciousness, purpose, self-regulation, awareness, and connection, all of which support the promotion of wellbeing (Diemer et al., 2016; Diemer et al., 2021). These processes have also been found to develop competencies in self-awareness, agency, and social responsibility (Alden Rivers et al., 2015).

Young Social Innovators and SIE

Young Social Innovators (YSI) is a not-for-profit organization in Ireland that was founded in 2001 by Rachel Collier and Sr Stanislaus Kennedy. Since its founding, YSI has been providing SIE programmes to teachers and students in Irish secondary (post-primary) schools since 2001. The foundational goal of YSI, and the vision behind all their actions, is to empower young people to find creative and collaborative solutions to problems within their school, community, and beyond. YSI believes in the transformative power of SIE and, by providing opportunities for youth-led, team-based real-life work and learning, seeks to support and encourage young people to become caring, compassionate, creative, and connected individuals who feel capable and empowered to create social change.

Over the past 20 plus years, YSI has developed several SIE programmes for students from age 10 and up. The two most popular programmes are the Junior Action Programme for 12 - 15-year-olds and the Senior Action Programme for 15 - 18-year-olds. More recently the

Design for Change Programme was initiated, which provides SIE to primary school students. This programme is currently being piloted. Along with this, the Elevate Programme was established which provides support for students who have already completed the Senior Action Programme, and a student council workshop series was developed to provide student leaders within schools the skills needed to create their own social change, and a digital SIE platform was created to provide SIE to students who do not have YSI in their school.

YSI Social Innovation Learning Framework

To help guide and explain the process of SIE, YSI has developed a social innovation learning framework, which has been imbedded throughout their two action programmes. This learning framework, as seen in Figure 2, is the result of 20+ years of experience of not only being social innovators, but also guiding others to be so as well. The framework is actioned by four dimensions: values of social innovation, experiences of social innovators, pathway of change, and reflection on practice.

The first dimension of the YSI learning framework is the values social innovation, which include social justice, fairness, inclusion, equality, and sustainability. These values are highlighted at the start of any young person' journey through SIE and are continually touched upon throughout the process. More recently, students can take part in various United Nations sustainable development goals workshops throughout their journey.

The second dimension is the experience of the innovators, which YSI believes is a unique experience for both the young people and the educators. Through the learning experience, the young people learn to lead, work together, tell a story, and take action. On the other hand, the educator learns to facilitate, empower, recognise, and encourage the young people to create change.

The third dimension is the pathway of change, which outlines the process the young people go through when creating their change projects. These stages include: (1) explore and

create, (2) test and adapt, and (3) act and reflect. Students explore and learn about the social issues in their community, create a plan of action around a social issue of their choosing, test and make adaptations to that plan, act by implementing the plan, and reflect on the impact they had.

Figure 2

YSI Social Innovation Learning Framework



Note: Figure supplied by YSI for use in this thesis

The third dimension is offered in two different ways, based on the age of the student. The first is the Senior Action Programme. The Senior Action Programme, YSI's longest running programme, is designed for senior cycle students (aged 15-18). The Senior Action Programme is fractioned into five parts or stages, including the three stages from the pathway of change from the learning framework. These are:

1. **Introducing social innovation-** Student explore what social innovation is, learn about examples of social innovation, and they identify their own values, beliefs, and abilities.

2. **Explore and create-** In small groups, students identify social issues that are important to them and then select one to act on. Through research, exploration, and collaboration students create a plan to make their vision a reality.
3. **Test and adapt-** Highlighting the importance of human-centred design, students further develop and adapt their ideas.
4. **Act and reflect-** Student work within their teams and with others in their community to implement their project.
5. **Recognize and celebrate-** Students evaluate their project through an online portfolio. They receive feedback, certification, and the chance for regional, national, and sometimes even international recognition.

The second way that the third dimension of the learning framework is offered is through the Junior Action Programme. The Junior Action Programme was established during the 2016-2017 school year and is designed for students in the Junior Cycle (a three-year period of education at school), aged 12 – 15. The development of this programme was in response to educational policy changes, which added an additional requirement of 300 hours of wellbeing instruction. Built off the same foundations as the Senior Action Programme, the Junior Action Programme follows similar stages, but is designed for a young population. Instead of the 5 stages in the Senior Action Programme, the Junior Action Programme has four:

1. **Introducing social innovation.** Students explore what social innovation is, learn about examples of social innovation, and they identify their own values, beliefs, and abilities.
2. **Design for change.** In small groups students think about human-centred design and explore values such as equality, sustainability, and human rights.
3. **Exploring our community.** Students examine social issues which affect their own community through the process of mapping.

4. **Ready, steady, innovate.** Using what they've learned, teams carry out an action project and reflect on the positive impact they've made.

The last dimension has to do with reflection on the practice. This reflection is focused on care, cooperation, communication, and change. It is through this reflection that young people and educators get to reflect on and see the change that they have made, as well as the changes that have occurred in themselves. YSI helps aid in this reflection by providing various events throughout the year to highlight the students' change projects, to give them a chance to learn about others' projects, and the celebrate the work that they have accomplished.

As the students work through these stages, they are gaining valuable skills through participation, including teamwork and collaboration; critical, creative, and design thinking; communicating and presenting ideas; project management and leadership; research and value-based enquiry; empathy and initiative; and innovation and entrepreneurship. Along with this, students have the chance to present their ideas to the DEN, an opportunity provided by YSI to have their projects evaluated by others in the community in areas such as project planning, implementation, and feasibility. During the DEN, students pitch their project idea to a panel of professional representatives from the community, which normally consists of local business owners, politicians, and community representatives. The purposes of the student pitches are to share their ideas and to receive feedback and support in the form of money, means and / or mentoring. who judge them based on areas such as project planning, implementation, feasibility, etc. Mid way through the year, regional Speak Out events are held, were students from regional schools come together and give short presentations on their project. The year concludes with an annual awards event, were projects that are shortlisted compete for a series of award categories**.** In 2018/2019 there were 185 project applications from across Ireland.

The YSI Elevate Network provides additional supports for high-quality projected, that students choose to continue after their YSI year is complete. At the Elevate events, students are provided tailored supports and learn to deliver powerful pitches.

Schools that elect to offer YSI, usually do so at the start of each school year, typically as a time-tabled course for students in their 4th year of secondary school (14 to 15 years old). While some schools have the resources to offer YSI to all their 4th year students, others will randomly select students to YSI, or allow students to sign up. Schools that do not have to space to offer YSI in their timetable may elect to offer it as an after-school club. More recently, community and youth outreach organisations have begun providing YSI if it is not offered in the school. All of those who sign up for YSI are provided with over 40 scalable hours of lesson plans to guide the project progress. Students and teachers are also offered the opportunity to attend trainings, workshops, showcase events throughout the year.

The lesson plans provided to teachers are structured around the YSI SIE model of learning, with flexibility around who activities the guide wants to do for each stage. While it may take a while for students to agree on a social change topic, there are several activities a teacher can use to help aid this process, while others might not need them at all. Student projects focus on a range of social issues including, but not limited to, mental health, climate change, human trafficking, LGBTQ+ rights, and gender equality.

YSI Logic Model & Theory of Change

With support from Dr Robert Illback from Reach Evaluation, in 2020 YSI developed a logic model and theory of change, to help aid in mapping the inputs, outputs, and outcomes that students, educators, educational institutions and communities have from SIE. These documents, found in Appendix A and made available for use in this thesis by YSI, provide an overview of how extensive and far reaching YSI has become in Ireland. The logic model and theory of change also helped provide direction to new measures of the outcomes associated

with SIE, which were developed and piloted as part of this PhD research and will result in additional publications once the PhD is completed.

The Scope of YSI

YSI has worked with over 140,000 young people throughout Ireland, growing to about 7,000+ young people a year, and has branched out to several other countries including Canada and Zambia, and most recently in 2021, Sweden. In 2020 YSI initiated a national roll-out to increase SIE access with a goal of reaching 50% of the 729 post-primary schools in Ireland during a three-year period. Their aim was to implement the SIE programming in 250 new schools, adding to the existing 212 schools that were currently involved. They hired additional staff throughout Ireland to connect with new schools and to provide additional supports to schools in their regions.

Promising Research on Service and Civic-Based Behaviours

While research on the influence of SIE is in its infancy, and research on the relationship between SIE and wellbeing is non-existent, there is a breadth of research exploring the positive correlations between service-based and civic-based behaviours and wellbeing, with several theories of wellbeing specifically including aspects of engagement and community involvement in their conceptualisations (as discussed in Chapter 2). Research exploring the relationship between community service or volunteering on wellbeing has been conducted throughout various levels of society. For example, Gil-Lacruz and colleagues (2019) explored the impact of volunteering on older populations in Chile, Mexico, and Spain. They found that volunteering activities were positively related to life satisfaction and health wellbeing, but not to happiness, and that different types of volunteering had different levels of impact on each wellbeing indicator explored. Similarly, MacIlvaine and colleagues (2014) explored the correlation between community service and wellbeing in a population of adult churchgoers. Using a sample of 309 participants, they found that those who participated in community

service had higher wellbeing scores than those who did not, and that more hours spent in community service was positively associated with higher global wellbeing scores. Turning to a younger population, Hooli and colleagues (2023) explored the relationship between service learning and wellbeing in foreign language university students. They found that the involvement in service learning was positively related to academic, professional, and physical wellbeing, as well as promoted student engagement.

Similar findings have been found when exploring the relationship between civic engagement and wellbeing. Civic engagement describes many behaviours including volunteer work, charitable giving, pro-environmental behaviours, organisational and association memberships, and political participation. For example, Li (2020) explored how civic engagement was related to wellbeing among women who had immigrated to Canada. In their research, Li found that increased levels of civic engagement behaviours, were positively associated with wellbeing, including life satisfaction and mental health. Immigrating to a new country can be isolating, and these findings highlight how being involved in the community can promote wellbeing. Similarly, Vega-Tinoco and colleagues (2021) utilised data from the European Social Survey (ESS; 2022 – 2016) to explore how civic participation was connected to wellbeing in aging individuals throughout Europe and found a positive relationship between civic participation and wellbeing. Wray-Lake and colleagues (2017) also explored this relationship in university aged students. Using a longitudinal analysis of daily diary posts, they studied the relationship between various types of civic engagement and wellbeing, and how basic needs might act as a mediator in these relationships. Results indicated that civic engagement was positively associated with wellbeing, and that needs satisfaction mediated this relationship. When looking at civic behaviour types, results indicated that helping and pro-environmental behaviours were more strongly related to wellbeing compared to volunteering and charitable giving.

It is evident that that act of being involved and helping others has a positive relationship with wellbeing, yet the research exploring the process of physically learning how to be involved and doings hands-on socially innovative projects has not. SIE promotes student community involvement, service, and engagement while simultaneously providing a unique platform for educators to promote wellbeing through non-traditional methods, yet research into this area is lacking.

Chapter 3 Conclusion

The experiences of the SIE pathway of change are unique to the students, who get the chance to take the lead and work together, and the educator, who acts as a guide or facilitator, working to encourage, empower and celebrate student achievements. The projects that students and educators create on this journey do not just exist within the classroom, allowing the programme to be connected with several layers of a school's ecological structure. Projects can focus on issues within the school, within the community, or even at a global level. As a result, educators and principals report a change in the school community as the years progress. Along with this, as students reflect on their practice, they get the chance to discover what they care about, experience what it is like cooperating and working together, and recognising that they can create change.

Through that critical, transformational, and epistemological development that is occurring through SIE, students are provided with opportunities to develop their thinking, awareness, and abilities for action and change which, from a wellbeing perspective, enhances students' feelings of competence, experience autonomy, and increase their meaning and purpose in life. Accordingly, there is a need for research on the potential relationship between SIE programme experiences and adolescent wellbeing.

Chapter 4: Methodology

This chapter describes the research methodology and design used for the overarching PhD research, and the four studies cultivated from this research. The chapter includes an exploration of the underlying research philosophy, a discussion of the research practice partnership used to support and guide this research, as well as an overview of the methodology used in each study.

Research Questions

To frame the exploration of the links among social innovation education (SIE) and wellbeing, I draw on modern constructs of wellbeing discussed in Chapter 2 in combination with YSI logic models for young people and educators (Appendix A). The YSI SIE action programme is a school-based education programme that teaches young people how to create innovate solutions to complex social problems in their communities (such as poverty, waste, and pollution). The logic models provide a comprehensive overview of the inputs, outputs, outcomes associated with all those who participate in the programme, including young people, educators, educational organisations, and the community. While the primary goal of SIE is not focused on wellbeing, of specific interest to this research is how the experiences of SIE might influence the psychological wellbeing of the young people and educators as they participate in the programme.

The PhD research is actioned by four discrete objectives. The first objective was designed to explore previous research on programmes like SIE, that teach students how to conduct their own social change project. This objective was designed to create a foundation for future research, to highlight possible benefits of SIE, and to encourage future research in this field. The three other objectives were designed to explore the outcomes of students and educators by targeting the various dynamic social structures that are involved are targeted through the SIE programme. These include the social structures of current and previous young people in the SIE programme, educators delivering the SIE programme, and the broader school

system, which comprises of teacher helpers, principals, and parents who witness what is happening in the SIE programme.

To address these objectives, four studies were designed to explore the literature and each of these dynamic structures. Research questions (RQs) were developed to guide each study, and included:

RQ1: *What evaluated programmes meet the characteristics of social innovation education, what are their characteristics, and how are they evaluated?*

RQ2*: In what ways do students experience wellbeing through SIE?*

RQ3: *What are the reciprocal relations between SIE and student wellbeing?*

RQ4: *How is teacher engagement related to a student-focused SIE programme?*

A mix of qualitative and quantitative methods was used to answer these research questions, with each question resulting in a study prepared for publication. RQ1 was explored through a scoping review, which can be found in Chapter 5. RQ2 was explored through a qualitative analysis of interviews with students, alumni, teachers, and principals and parents, which can be found in Chapter 6. RQ3 was explored through a longitudinal pre- post- analysis of surveys completed by students taking the SIE programme, which can be found in Chapter 7. RQ4 was explored through a mixture of methods, including interviews and survey analysis with educators delivering the SIE programme, which can be found in Chapter 8. Additional information regarding the methodology of each study will be discussed in this chapter.

Research Philosophy: Critical Realism

The assumptions that researchers make within social sciences are rooted in ontology, how one explores and interprets realities or being, and epistemology, how one understandings knowledge (Crotty, 1998). It is through these assumptions that one develops a meta-theory, or a stance on how to understand and explain the social world (Crotty, 1998). It is therefore important to explain the philosophy used to guide the current research.

Ontology, defined as the study of being (Crotty, 1998), is a framework of beliefs on whether reality exists independently from the researcher, and is usually classified as either being realist or relativist (Yasir et al., 2019). The belief that reality exists independent of an observer's perceptions and can be explained through cause-and-effect relationships would be considered as a realist belief, whilst the belief that reality does not follow natural law and is socially constructed would be considered as a relativist belief (Guba & Lincoln, 2005). These two contrasting beliefs, or positions, have influenced a diversity of definitions and uses of ontology across the social sciences.

Epistemology, defined as the science of knowledge, is a framework of beliefs on the nature of knowledge, the origin of knowledge, and the construction of knowledge (Crotty, 1998; Morehouse & Maykut, 2002). Researchers can take different epistemological stances, of which two main types are subjective and objective. A subjective epistemological stance is that all knowledge is created from individual interpretations, whereas an objective epistemological stance regards knowledge emerging out of observations of the laws of nature and engagement with the world (Crotty, 1998; Yasir et al., 2019). These different stances have given rise to research paradigms (e.g., qualitative, and quantitative research) that focus on and can even prioritise a certain type of knowledge over another (Creswell & Miller, 2000).

In this research, I take a critical realist position on ontology and epistemology (Bhasker, 2010). Guided by a realist ontology, and a subjective epistemology, critical realism is a meta-theory that distinguishes between the 'real' world and 'observable' world to explain how all situations are complex, unique, and dependent on individual experiences (Bhasker, 2010). Critical realists take the position that our experiences impact what one knows and how one views the world, highlighting the biases that occur within research and the importance of using multiple methods of data collection. They acknowledge the importance of considering the different meanings individuals attach to their own reality, emphasizing the importance of

qualitative data (Fade, 2004). Researchers guided by this philosophy are interested in questions concerned with *how* and *why* changes occur within both and environmental and individualistic context. To answer this, researchers look to explore four planes in which reality exists: material transactions with nature, social interactions, social structure, and the individual as a person (Bhaskar, 2010). By exploring the world through the lens of critical realism, one can identify *how* we can form a world that promotes human flourishing (Bhaskar, 2010), as seen in the current research focus.

In the PhD research, critical realism underpins all three studies to explain how and why certain outcomes occur in a natural setting (Sturgiss & Clark, 2020). The complexity within a multi-dimensional intervention, such as the YSI SIE programme, is created through several parts, and critical realism emphasises the importance of exploring these parts individually and, to understand how certain outcomes occurred (Clark 2013; Sturgiss & Clark, 2020). In keeping with critical realism, a phenomenological approach (Husserl, 1970) was taken when designing the interview questions used in RQ2 and RQ4, as phenomenology emphasises exploring the individual's lived experiences, the importance of subjective awareness, the benefit of non-directive conversation, and it sets in places practices to balance the implications of investigator predisposition. Thematic analysis (Clarke & Braun, 2017) was then used to explore the large scope of data collected from the exploratory natural of the interviews, to create meaning through the analysis of patterns in the data. The quantitative methods used in RQ3 and RQ4 were selected to explore the wellbeing-related outcomes associated with participation, while the addition of qualitative data for RQ4 provides a subjective exploration of how and why changes may have occurred. A critical realist approach that utilizes several methodologies will help unpack the attributes that lead to intervention effectiveness.

Research Practice Partnership with Young Social Innovators: The Measurement & Metrics Committee

This PhD research was conducted in collaboration with Young Social Innovators (YSI) with funding from the Irish Research Council (IRC) through an employment-based fellowship. In 2020 YSI initiated a national roll-out of their programmes with the goal of expanding their reach across Ireland and agreed to this research partnership to support their development of the programmes wide scale. The IRC funding was granted to identify the impact of SIE on wellbeing, which although is not the primary intended outcome of SIE was an area of interest to YSI.

To help build a more comprehensive evaluation process, in 2020 YSI also partnered with REACH Evaluation, a USA-based organization comprised of a multidisciplinary team of professionals who help complex organisations develop theoretical-based evaluation methods. During this partnership, REACH evaluation helped YSI develop a theory of change, a logic model, and a series of measurements and data collection procedures, as a means to help YSI map and measure the inputs, outputs, and outcomes of YSI's SIE programmes.

The partnership between REACH Evaluation and YSI dovetailed nicely with my PhD research. To facilitate stronger connections between my research and the work being conducted by REACH Evaluation, a research practice partnership (RPP) was established, which resulted in the formation of a Measurement and Metrics (M&M) committee. The M&M committee consisted of YSI Chief Executive Officer (CEO) Rachel Collier, three YSI staff members who represented a range of roles in the organisation, REACH Evaluation CEO Dr Bob Illback, (and previous Deputy CEO of Jigsaw Ireland), along with myself and my supervisor (Dr Jennifer Symonds) from University College Dublin. The purpose of this committee was to draw on the diverse expertise and experiences to the committee members to create a more robust evaluation protocol for YSI, to design measures of student and educator

outcomes associated with YSI, and to provide another level of support and guidance for my PhD research.

The M&M committee met every two to three weeks during the 2020 – 2021 school year, to design and pilot the surveys. This process involved exploring the YSI logic model and theories of change, as well as past experiences and data collected from students and teachers of the YSI programme, to map participant outcomes. Once a set of outcome dimensions were decided upon, research was conducted on already validated measures associated with those outcomes (e.g., values, self-efficacy, perceived instructional effectiveness). A large database of previously validated measures was developed and was reviewed by the M&M team who selected a series of questions that fit each outcome. The survey tool was then developed using SoGoSurvey, and both a small-scale cognitive pilot and larger-scale pilot for exploratory factor analysis was conducted. During the 2021 – 2022 school year, the M&M committee met about twice a semester to monitor data collection.

Although I did not focus my PhD on the survey development process, given that this was occurring as part of a broader research remit organised by YSI and REACH Evaluation, the survey development was very important for helping me build my research competencies. Along with this, feedback from the M&M committee throughout this process was incorporated throughout my PhD research design. This feedback included support around piloting, sampling, sample size, interview schedules, and measures related to wellbeing and programme engagement. Along with this, members from REACH evaluation, including Dr Illback, provided additional support for my PhD research including helping to review my proposed interview schedules and procedures, and being there to consult on my qualitative and quantitative analysis. Although my PhD supervisor was central to my research journey, the additional support from the M&M committee and REACH Evaluation gave me the opportunity

to be supported by a constellation of mentors which undoubtedly improved the rigor and utility of my research plans.

The multi-disciplinary nature of the M&M committee provided a rich source of specialist knowledge about the YSI programmes, experiences of students and teachers on the YSI programmes, programme design, and programme evaluation, which were all used to strengthen the PhD research. As the PhD research progressed, insights obtained from the literature review and the three studies also helped to inform the evaluation work being carried out by Dr Illback and REACH Evaluation, strengthening the research-practice partnership of the M&M committee.

To clarify how the PhD research was influenced by the research-practice partnership, Table 1 provides an overview of each study, the methodology used, and who took the lead in making decisions about the research design, data collection, and analysis methods.

Table 1

Overview of Research

Study	Research Question	Study Development
Study 1 / RQ 1	What is the evidence base on evaluated SIE programmes?	This was a desk-based scoping review conducted by myself, my UCD supervisor, and an additional UCD staff member.
Study 2 / RQ 2	In what ways do students experience wellbeing through SIE?	Interview schedules were developed by me and my supervisor. Members of the M&M committee provided consultation and support with school recruitment and reviewed the interview questions before data collection commenced.
Study 3 / RQ 3	What are the reciprocal relations between SIE and student wellbeing?	Items for pre- and post- assessments of SIE skills were selected by REACH Evaluation. Items focusing on wellbeing were provided by my supervisor and me. REACH Evaluation led the survey pilot where I recruited the sample, input the questionnaires, and monitored the fieldwork.
Study 4 / RQ 4	How is teacher engagement impacted by a student-focused SIE programme?	Items for pre- and post- assessments were selected by my supervisor and me. Members of the M&M committee provided consultation before piloting, which I lead. M&M team aided in the distribution of assessments.

Ethical Approval

This PhD research was funded by the Irish Research Council (IRC) through an employment-based funding opportunity in partnership with Young Social Innovators (YSI). Before the IRC employment-based funding could be received, and the research could commence, ethical approval needed to be granted from University College Dublin (UCD). The three empirical studies were included in the one ethics application. This included the approval of the use of pre- and post- assessments with adult and adolescent populations, interviewing both adult and adolescent populations, consent and assent documentation, data collection methods, adherence to data protection policies, and the archival of all anonymized and non-identifiable data. As this research involved working with adolescents, I also needed to undergo Garda vetting (a police check) to ensure that I had no criminal record. This was confirmed on 09 July 2020 (Appendix B). Ethical approval for this research was received approval on 16 July 2020 for the duration of the project (Appendix B), with amendments being granted on 28 August 2020, and 12 August 2021 (Appendix B).

Timeline

The four studies that make up this PhD were conducted sequentially according to the ongoing design work of the M&M committee. For this reason, RQ1 (scoping review) and RQ2 (case study) were conducted first. This process was chosen for two reasons. First, the literature read during the scoping review would supplement the research being conducted as part of this PhD, and second this gave us time to design and pilot the surveys and survey tool used for RQ3 (student quantitative study), and RQ4 (teacher mixed methods study). Since the case studies were not meant to inform the SIE survey design, which were instead based off the YSI logic model, survey development and piloting could occur while the case studies were being designed and conducted. The timeline for this PhD research is outlines in Table 2.

Table 2

Timeline of Current PhD Research

Period	Outcome
Summer 2020	Funding was granted for this three-year project.
Autumn 2020	M&M team was developed. RQ1 (scoping review)- planning worksheet began. RQ2 (case study)- School sampling and recruitment was conducted. SIE student measure development process began. SIE teacher measure development process began.
Winter 2020	RQ1- Searchers were conducted. RQ2 & RQ4 (teacher mixed methods study)- Consent and assent forms were collected. SIE student Measure went through cognitive pilot with a YSI school. SIE teacher Measure development continued, and cognitive pilot was conducted.
Spring 2021	RQ1- Additional staff was recruited, search string was finalised, search was conducted, and abstracts were screened. RQ2 & RQ4- Interviews were conducted with two YSI schools. Piloting for the purpose of exploratory factor analysis for both the student and teacher measure was conducted. Research was conducted on a user-generated anonymous coding method.
Summer 2021	RQ1- Scoped articles were analysed. RQ2- Interviews were transcribed and analysis was conducted. RQ3 (student quantitative study)- Sampling and recruitment was conducted.
Autumn 2021	RQ1- Analysis continued. RQ2- Interview data analysis continued, and results were written for publication. RQ3- Consent and assent forms were collected. Time 1 survey was administered, which included a trial for a user generated anonymous coding method. RQ4- Consent forms were collected. Time 1 survey was administered.
Winter 2021	RQ1- Results were written up for publication. RQ2- Submitted for publication. RQ3 & RQ4- Data were cleaned.
Spring 2022	RQ1- Submitted for publication. RQ2- Review was received, edits were made, and paper was re-submitted for second round of reviews. RQ3 & RQ4- Time 2 survey was administered.
Summer 2022	RQ3 & RQ4- Data were cleaned, matched, and analysed.
Autumn 2022	RQ1- Review was received, edits were made, and paper was re-submitted for second round of reviews. RQ2- Review was received, edits were made, and paper was re-submitted for third round of reviews. RQ3- Data were analysed. Random coding trial was analysed, and changes were made for 2022-2023 YSI survey. RQ4- Interview data were analysed. Survey data were analysed.
Winter 2022	RQ3- Results were written for publication. RQ4- Results were written for publication. PhD was completed.

Each study was unique, consisted of different participants, and explored a different level of the school's ecological system. As a result, the methodologies used in each study varied. The following is an overview of the methodologies used in each study to answer the research questions.

RQ1: SIE Scoping Review: Methodology

The question used to guide the first part of this PhD research, which aimed to provide a synthesis of current research around SIE was, *what is the evidence base on evaluated SIE programmes?* To best inform the development of future research into SIE, it was important to separate SIE from other educational processes, and then to scope the research that exists on SIE. This research was carried out through desk-based work, which consisted of a scoping review of research evaluating programmes that met the three SIE criteria.

This process involved thematically analysing current definitions of SIE. This process generated three themes, which could be used to determine if a programme was SIE or not. An SIE programme must: (1) be a student-directed collaborative educational process, (2) lead to personal development, and (3) lead to the creation and implementation of solutions to better society. This information was compared against other terminology used in programmes designed to help students learn how to make social change, such as civic education and changemaker education. While it was deemed that some programmes using various terms besides SIE might align with SIE, others would not, and therefore such terms cannot be used as a blanket term for SIE. For example, some programmes that call themselves 'civic education' might include the students discussing and brainstorming how to solve a social problem, and possibly even creating a hypothetical programme, but not necessarily creating a tangible project to solve the chosen social issue. Some programmes that might call themselves 'changemaker education' might involve the students creating a project, but the teacher tells them what the project must be on, rather than the students selecting the issue themselves.'

However, these terms can also be used to describe a programme that do met all three SIE criteria, indicating that such programme do sometimes fall under the category of an SIE programme.

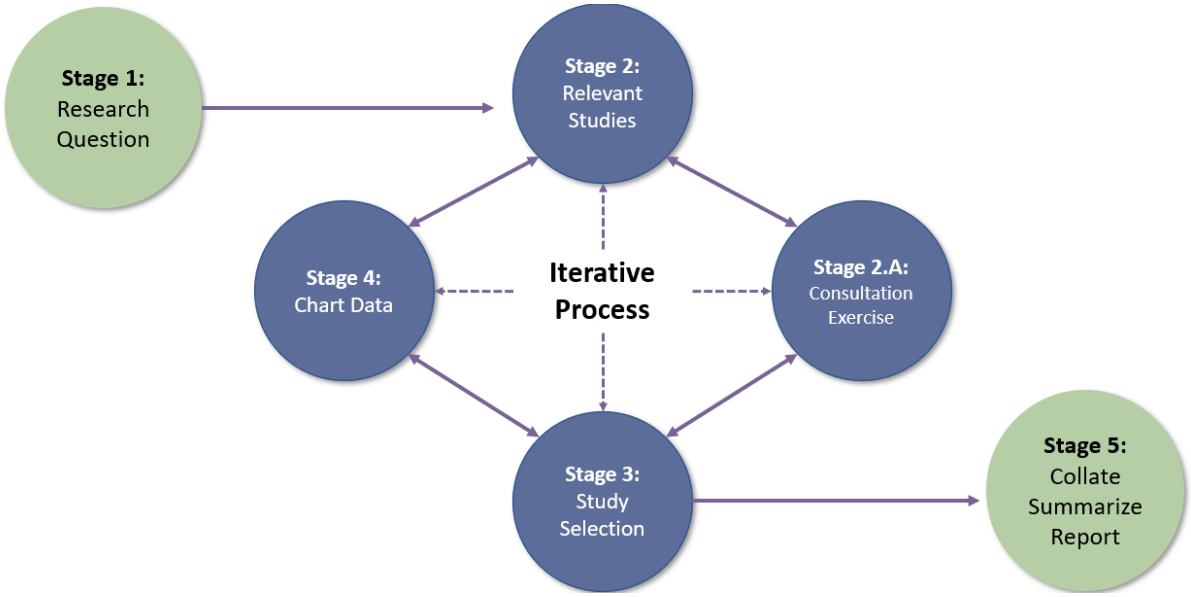
By first distinguishing the qualities that separate SIE from other similar educational processes, and then scoping the research specific to SIE, this research aimed to create clarity among terminology issues, provide a foundation of evidence for future SIE research, and to create a better understand of the delivery and outcomes related to previously researched programmes that met the criteria for SIE.

Scoping Review Methodological Framework

The protocol used for the scoping review followed the Arksey and O'Malley (2005) framework. This framework emphasises the importance of utilising methodological rigor and well-documented transparent stages when conducting a scoping review in order to allow for future replication. The framework utilizes five iterative stages: (1) identify the research question, (2) identify relevant studies (3) study selection, (4) chart the data, and (5) collate, summarize, and report the results. This process is depictured in Figure 1. The team, which included all myself, my supervisor, and on other UCD staff member, met to work through these iterative stages. Along with this, the preferred reporting items for systematic reviews and meta-analyses extension for Scoping Reviews (PRISMA-ScR; Tricco et al., 2018) checklist (Appendix C) was also used to guide this report.

Figure 1

Arksey and O'Malley (2005) Framework for a Scoping Review



Conducting the Search

Through an iterative process of deciding on terms based on reading key documents (e.g., YSI materials and the few publications already found on SIE) conducting searches, exploring results, and modifying terms, the search terms were confirmed (Table 3). The searches were then run in the following databases: Academic Search Complete (EBSCO), Social Science Premium Collection (ProQuest), PsycINFO (ProQuest), SAGE Journals-Education, SCOPUS. Grey literature was scanned using Dissertations and Theses A&I (ProQuest), OpenDissertations (EBSCO), and E-theses Online Service (EThOS). This was to ensure the inclusion criteria of being a peer-reviewed article was met.

The inclusion criteria were decided as a team, and included: (1) peer reviewed, (2) published in English, the programme of focus must (3) use an adolescent population (age 10 – 19), (4) meet the defined criteria of SIE, and (5) involve an evaluation of participant outcomes. Exclusion criteria included studies that used a larger age range that did not delineate age

categories in the analysis of results, and studies that had no method of evaluating programme effectiveness on adolescents. To solidify these criteria, the team met several times to apply the criteria to randomly selected article and to modify criteria definitions as needed.

Table 3

Scoping Review Search Terms

Construct		Terms
SIE		"Civic Engagement" OR "Social Innovation" OR "Global Citizenship" OR Changemaker OR "Entrepreneurial Education" OR "Service Learning" OR "Global Citizen" OR "Citizenship Education"
Intervention	AND	Evaluation OR Intervention
Evaluation	AND	Student OR Youth OR "Young Person" OR "Young People" OR Adolescent* OR Adolescence OR School
School Students	NOT	Undergraduate OR College OR University OR "Third Level" OR Polytechnic OR "Technical College" OR "Primary School" OR "Elementary School" OR Postgraduate

All initial search results were input into Microsoft excel for screening purposed. A red light, yellow light, green light rating method was designed to rate if each criterion was met during the initial screening of abstracts and titles. This rating scale is outlined in Table 4.

Table 4

Rating Scale for Scoping Review Screening Process

Rating Scale	Description
Green Light	If the field was included and it matched our criteria
Yellow Light	No mention of the criteria field at all
Red Light	If the field was included and it did not match our criteria

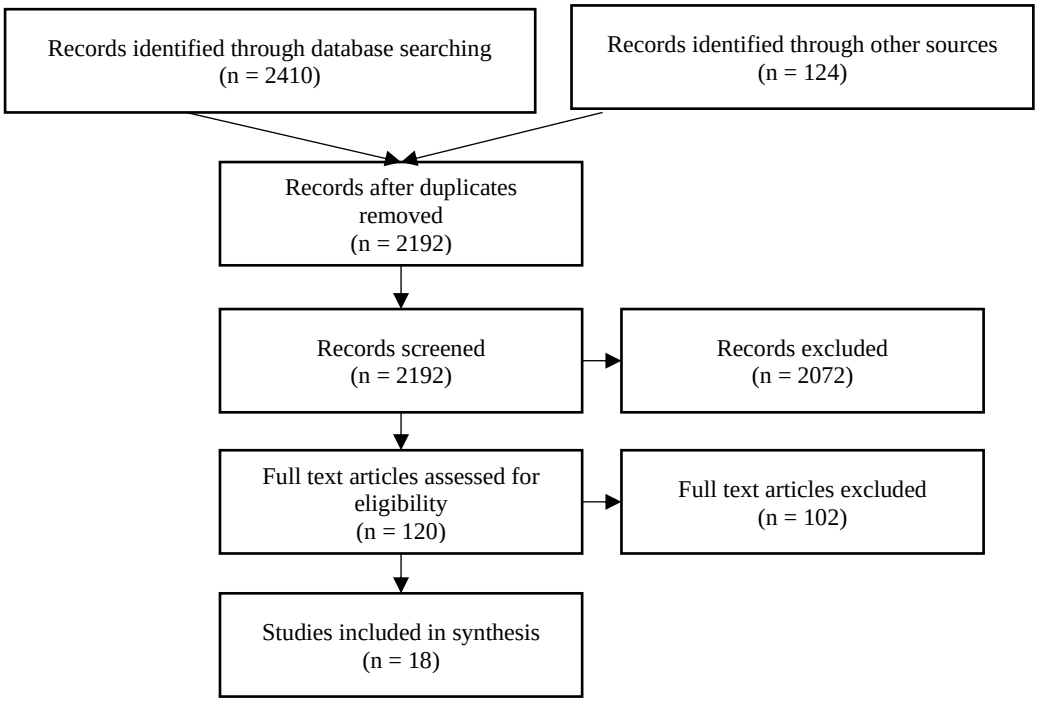
Any record that had either green or yellow lights, or a mix of the two, were sent on to the next stage of full-text screening. This inclusion of moving any yellow light ratings was to

ensure that articles which left important details out of the abstract related to the criteria were not overlooked. Any record that had a red light on a criterion did not move on. Before screening began, the authors met several times to validate the screening process. Screening was done by me and the other UCD staff member, and to confirm consensus around the screening protocols, two rounds of testing with a selection of randomly selected records was conducted. Inter-rater reliability during the test screening was high (κ = .86). Once all records were scanned, and before any were removed, the I randomly selected 30 articles reviewed by the other reviewer to independently re-check to further confirm criteria were followed and inter-rater reliability was strong.

Through this process, 227 records were identified that met (green light), or maybe met (yellow light) the criteria. It was noted that several abstracts (N = 115) left participant age information out, so at this time I went through full texts to screen for age. This results in 120 records being shortlisted for full text screening. I retrieved all available publications and reached out to publishers and authors via email when publications were not fully available. If there was no response within a few weeks, I emailed a second time, and then the attempt was ceased. I was able to retrieve 116 articles, which went through a full text screening using the same red light, yellow light, green light rating method. Any queries on the relevance of full texts were managed by the team through discussion. The full text screening identified 18 studies that progressed to the data extraction stage. This process is outlined in Figure 2.

Figure 2

PRISMA Diagram of Search Strategy and Results



Data Extraction

Data on the SIE programmes included terminology used to describe the programme, programme location, length, number of lessons, facilitator, and if there were any programme stages or phases outlined. Data the methods that the programmes were evaluated included participant information, study design, methods for data collection, and outcome dimensions explored. For quantitative studies, data were extracted on assessments used, assessment references, assessment domains, control variables, assessment completion, etc. For qualitative studies, data were extracted on types of qualitative data collected, who completed them, example questions, and what the aim of the data was. When a study was mixed methods, both types of data were extracted. There was no review of the study methodological quality, as it was not relevant for the scoping review to comment on the quality of studies for the purpose of evaluating the quality of synthesised results (Grant & Booth, 2009). Data were also

extracted on the study characteristics, such as the year of study, funding source, and method of publication.

A data extraction framework (Appendix C) was created and piloted by the team. Once agreement was reached on the utility of the data extraction framework, a data extraction spreadsheet was created in Microsoft Excel (Appendix C). I completed the data extraction was completed with support from my supervisor. To ensure accuracy, I confirmed extracted data were correct by double checking all extracted data before the analysis.

Data Analysis

In order the answer the research questions, *what evaluated programmes meet the characteristics of social innovation education, what are their characteristics, and how are they evaluated*, data extracted included both qualitative and quantitative data. Quantitative data, which included information on study and programme characteristics, and evaluation characteristics were analysed through frequency tables. Qualitative data, which included information such as outcome dimensions explored and examples of students' projects, were organised thematically based on similarities within descriptive terms and outcome dimensions. In some instances, both quantitative and qualitative analysis were combined, as seen in data collected on programme stages, which included quantitative information on the number of stages, and qualitative information on the name of the staged. Combined data were analysed through a mixture of thematic analysis and frequency tables. At this point it was determined that the analysis was ready to be reported.

RQ2: Case Study of SIE and Wellbeing: Methodology

The question used to guide the second part of our research, which explored the impact social innovation education on students through an examination of the school community was, *in what ways do students experience wellbeing through SIE*? The rationale for this study was to explore how young people might experience wellbeing while they are taking part in SIE, a

programme which does not have a primary goal of promoting wellbeing. This phase of research was carried out through a qualitative analysis that took a multi-informant perspective on the reciprocal relations between the classroom and community, the engagement of young people in social innovation, and on how the experiences of SIE might impact young people's wellbeing. The research question was deliberately broad, allowing for a rich exploratory analysis of attitudes, opinions, and experiences by the students, alumni, teachers, principals, and parents involved in SIE.

Case Study Methodological Framework

For the purpose of this study, I used interpretive phenomenological analysis (IPA, Husserl, 1970) to help guide the design of the survey schedules, and inductive thematic analysis (TA) to analyse the data. TA is a descriptive method of clustering qualitative data based on patterns and similarities within the data, with the goal of reporting meanings that exist within those patterns (Castleberry & Nolen, 2018; Clarke & Braun, 2017). One strength of TA is its flexibility in its research design, data collection, and interpretation, and its ability to identify patterns both within and across participants (Clarke & Braun, 2017). However, TA does not provide a structured procedure for interview schedules, as some might choose a more structured scheduling procedure, and others might choose a less structured design based on their research question.

Since my goal was to explore the experiences of participants working through social change projects as exploratory and inductive as possible, I used IPA to guide my interview schedules. Philosophically rooted in critical realism, IPA is a method of qualitative analysis that generates an in-depth understanding of human experiences (Fade, 2004). IPA is guided by phenomenology, which is concerned with the human lived experiences, by hermeneutics, which is concerned with the process of interpretation, and by ideography, which is concerned with the experience of individuals (Smith & Shinebourne, 2012). In designing my survey

schedules, I was interested in the phenomenological basis of IPA (Smith & Shinebourne, 2012). The goal of IPA explores individual participants' perspectives and experiences through interviews that are guided by broad open-ended questions, so as not to assume or direct the answers, and additional prompts to delve deeper into the individual's lived experiences (Smith & Shinebourne, 2012). By using broad interview questions, which were guided by IPA to openly explore participant's involvement in the programme, this ensured that interviews would explore a range of experiences. This process is explored in more detail in the interview schedule section of this chapter.

Other aspects influencing the methodology that were drawn from IPA included the importance of recognizing researcher experiences and biases, which can impact the direction of questions and interpretation of results. For this reason, it is important for IPA researchers to engage in the double hermeneutic (Tuffour, 2017). Double hermeneutic is the 'mutual interpretative interplay between social science and those whose activities compose its subject matter' (Giddens 1984, p. xxxii). This is an inherent part of IPA, as the researcher is interpreting the interview data through the lens of other people's interpretations of the world. McKemmish and colleagues (2011) recommend using a double hermeneutics spiral, which is the continuous process of reflection, analysis, and negotiation throughout all stages of research to account for the changing needs, values, and expectations of all those involved. As part of this reflection and analysis process some researchers recommend 'bracketing out' or making notes on preconceptions of the results though reflexive techniques throughout the entire research process (Colaizzi, 1978). To recap, IPA was used to create exploratory interview schedules and to thwart investigator biases, as a deep qualitative method of approaching what participants know and would like to convey.

IPA sample sizes are generally small, can even be a single case study, and are selected purposively based on their relation to the phenomena being studied. To explore a multi-

informant perspective on the programme experiences and outcomes, the sample size in this research was far greater than typical in an IPA study, which supports my rational for choosing TA (Smith & Shinebourne, 2012) for the main analysis method. Using TA would allow for the true breadth of data collected to create a multi-dimensional and multi-informant understanding of the experiences of SIE.

TA is a descriptive method of collating qualitative data with the aim of reporting patterns of meanings and themes that exist within the data (Castleberry & Nolen, 2018; Clarke & Braun, 2017). TA five steps: compiling, disassembling, reassembling, interpreting, and concluding (Castleberry & Nolen, 2018), typically produce insightful, valid, and reliably patterns within the data. For this research, all interviews were coded and analysed using these steps. This process was first conducted within each transcript individually and then between transcripts. One strength of TA is its flexibility in its research design, data collection, and interpretation, and its ability to identify patterns both within and across participants (Clarke & Braun, 2017).

In summary, while initial coding within cases, and memoing for document reflexivity were guided by an IPA approach, the collation of codes between cases and the themes produced across our sample followed a thematic analysis approach. This process allowed me to maximise the openness of my query about SIE and wellbeing, whilst enabling me to make sense of the volume of data that comes with a larger sample than is typical for an IPA.

Interview Schedule

Interview schedules went through a meticulous planning process with the M&M committee. This created a team with diverse presuppositions about wellbeing and SIE education. Areas of questioning were developed in line with the broad dimensions of hedonic and eudaimonic wellbeing. A series of draft questions were reviewed by all members of the M&M committee to ensure that the questions fit the research goals, were open-ended, and

provided minimal direction. This process consolidated the focus on capturing broad dimensions of hedonic or eudaimonic experiences, rather than specific dimensions of wellbeing, without directing the conversation toward any specific contextual issue (e.g., lesson planning).

Five interview schedules were created, one for each of the participant roles (current students, past students, teachers, principals, and parents (Appendix D). Within each participant role, the interview schedules were the same for individual and small group interviews. Each interview schedule had between eight and eleven open-ended questions, designed to elicit participants' experiences of wellbeing in relation to SIE. Questions were followed by a series of open-ended prompts (e.g., *why do you say that?)* to encourage the participant to explain their answers further. Interview schedules can be found in Appendix A. Questions elicited participants' lived experiences of the programme, to provide a robust first-person account of the phenomenon (Smith & Shinebourne, 2012). Questions were also designed to tap into participants' experiences of virtual SIE during the school closures.

Participants

A purposeful sampling method was utilised to identify schools that were exemplars of good practice in SIE for this study. The rationale for this objective was to provide data on how, under ideal circumstances, wellbeing could be supported by SIE. The choice of best-practice schools was not intended to create bias in the results but instead followed the ideals of positive psychology: if other schools could achieve the level of best-practice implemented in these schools, what wellbeing outcomes might they expect for their students? Through conversation with YSI, it was determined that schools that stood out as best practice were those who had been involved in YSI for a minimum of 10 years, and who had successfully completed their projects throughout those years. To account for variation in experiences based on school location, we wanted to ensure we interviewed participants from both rural and urban locations. A list of best practice schools based on these criteria was provided by YSI, and from this list

two rural schools and two urban schools were randomly selected. These four schools were approached, in Autumn 2020, and one rural and one urban school agreed to participate.

Participants from the two schools consisted of twenty-two individuals, fifteen of whom were students. Ten students were in 4th year and were currently taking YSI (aged 14 – 15), and the other five were in 6th year and had previously taken YSI (aged 17 – 18). The other seven participants were teachers, principals or parents who had witnessed or been involved in YSI. Two of the parents were also teachers within the schools and were asked to talk about their experiences of parenting before those of teaching. One of the principals was also a parent, and they were asked to talk about their experiences of being principal before being a parent. Participant names were replaced with pseudonyms. The sample consisted of four males and eighteen females, nineteen of whom were Irish. The other three participants had immigrated to Ireland from various countries. By taking a multi-informant perspective, a multifaceted view of the impact of SIE on student wellbeing was facilitated.

Table 5

Demographic Characteristics of Case Study Participants

	Pseudonym	Role	Interview Type	Year	Sex	Nationality	School
1	Ms Aisling	YSI Teacher	Individual		F	Irish	1
2	Ms Sarah	YSI Teacher	Individual		F	Irish	2
3	Ms Sophie	YSI Teacher	Group		F	Irish	1
4	Ms Ashley	Parent/Teacher	Group		F	Irish	1
5	Ms Oonagh	Parent/Teacher	Individual		F	Irish	2
6	Ms Amanda	Principal/Parent	Individual		F	Irish	2
7	Mr Finn	Principal	Individual		M	Irish	1
8	Jessica	Alumni	Individual	6th	F	Other	2
9	Callum	Alumni	Group	6th	M	Irish	2
10	Olivia	Alumni	Group	6th	F	Irish	2
11	Grainne	Alumni	Group	6th	F	Irish	2
12	Aoife	Alumni	Group	6th	F	Irish	2
13	Sean	Student	Individual	4th	M	Irish	1
14	Rebecca	Student	Group	4th	F	Irish	2
15	Samantha	Student	Group	4th	F	Other	2
16	Carla	Student	Group	4th	F	Irish	2
17	Sascha	Student	Group	4th	F	Other	2
18	Emily	Student	Group	4th	F	Irish	2
19	Roisin	Student	Group	4th	F	Irish	1
20	Michael	Student	Group	4th	M	Irish	1
21	Jen	Student	Group	4th	F	Irish	2
22	Niamh	Student	Group	4th	F	Irish	2

Procedure and Data Collection

In November of 2020, the four schools that were randomly selected they were approached regarding participation in the research. Of these four schools, two agreed the participate. Once they agreed, both the principal and the SIE teachers within the school were approached for their consent to be interviewed. The SIE teachers also acted as gatekeepers to the participants recruitment. Participants were eligible to be interviewed depending on their involvement with YSI. Eligible participants could include students currently in a YSI programme, students who had been in a YSI programme in previous years, YSI teachers, other

teachers in the school who have witnessed student involvement in YSI programmes, school principals, and community members or parents who have witnessed student involvement in a YSI programme. Participants did not have to be born in Ireland, but they did have to be comfortable speaking English. The SIE teachers were instructed to approach eligible individuals about this research opportunity and to provide more information about the research to anyone who showed interest, which included the information sheets, parental consent forms and student assent forms (Appendix B). Of the 18 students that showed interest, 16 agreed to participate, with one additional student dropping out before interviews were conducted. All participants aged 18-years or more provided consent, and those younger than 18-years-old provided parental consent and participant assent. Two experiences guides agreed to participate, along with principals from both schools, two parents who were also teachers or teacher helpers, and one teacher-helper who was also in you first few years being a guide. Once consent and assent were received, participants were assigned to either individual or small group interviews based on their preferences and were given the interview questions to alleviate any stress they may have.

Individual and small group interviews were conducted during the Spring of 2021. A total of thirteen interviews were carried out for this research. Seven were individual interviews, which included the interviews with two guides, two principals, one alumni student, one current YSI, and one parent. The other six were small group interviews (2-4 participants). One small group consisted of a parent and a teacher, three consisted of current YSI students, and two consisted of alumni students. We did not go through a second round of recruitment, as previous research has found that 90% of possible themes would emerge within three to six interviews (Guest, Name & McKenna, 2017).

Interviews were conducted during a COVID-19 pandemic, when school campuses were closed to visitors and teaching and learning was taking place with a mixture of at-home and in-

person delivery. Due to the COVID-19 protocol, all interviews were conducted through Zoom, by the first author. Individual and small group interviews lasted between forty to seventy minutes. Those in small groups had equal opportunity to answer every question. All interviews were audio recorded and transcribed verbatim by the first author. To keep all participants' identities confidential, identifying information was removed from the transcripts and participants' names were replaced with pseudonyms.

Data Analysis

All interviews were transcribed and uploaded into NVivo 12 for analysis. Interviews were analysed using the five TA steps, which results in the clustering of qualitative data based on similarities to explore patterns within the data (Clarke & Braun, 2017). The analysis process began by first becoming familiar with the transcripts. This was done by listening to, transcribing, and reading through each transcript several times. During this time, I was also journaling my reactions to the interviews. Once I felt familiar with the transcripts, a verbatim line-by-line coding was followed to prevent investigator bias. This complex process involved coding each line, main point, or sentence using the exact wording from the script. For example, if a participant said that they spent a lot of time planning an event, the text segment was coded as 'participant spent a lot of time planning an event'. Each transcript went through this initial coding in seclusion of the others. Due to use of an initial verbatim coding method, only one round of initial coding was used.

After the first few interviews went through initial coding, I met with my supervisor to discuss any issues that arose and to ensure that the coding was following the verbatim protocol. Codes were checked for accuracy, and the rest of the transcripts were coded. Once each transcript went through initial coding, commonalities and differences within the codes were arranged into emerging themes within each transcript. This process was also checked by my supervisor to ensure accuracy in the clustering process. This clustering process repeated

throughout all thirteen transcripts, with each interview being coded in isolation from the others. Once the line-by-line codes were clustered into themes within each transcript, they were then clustered between transcripts and superordinate themes began to emerge. An example of this process is depicted in Table 6. During the clustering processed, I used more subjective methods of grouping the data, in line with critical realism assumptions that meaning is generated both by participants and the researcher.

During this final analysis process, I met several times with my supervisor to discuss the superordinate themes that were emerging, and to ensure the subthemes were accurately complementing each other within each subtheme. This iterative process of clustering, reviewing, and revising as needed, concluded with the extraction of subthemes and major/superordinate themes between transcripts. Once the subordinate and superordinate themes were rechecked and confirmed, they were applied to the various wellbeing dimensions previously discussed. At this point it was determined that the analysis was ready to be reported on.

Table 6

Example of the Thematic Analysis Process for One Major Theme

Excerpts from transcripts	Participant	Line-by- Line Code	Subtheme	Superordinate Theme
"No one was like, 'No, we're not doing that,' or anything. Everyone's idea was all out."	Student (Sean)	Everyone's ideas were out there when making decisions	Students learn to make sure everyone's voice is listened too	Student voice is promoted
"Having all our opinions put together, we can make such a big project, and that allowed us to progress, and we achieved so much from putting all of our opinions together."	Alumni (Grainne)	Students put everyone's opinions together to create a big project		
"Students are doing a lot of the talking in the class, rather than me."	YSI Teacher (Ms Aisling)	Students are doing the talking	Students learn to express their voice	
"But it's great because I found out that if you do speak up, that your voice is heard, and you can make a difference."	Alumni (Grainne)	Student learned if you speak up and let your voice be heard you can make a difference		
"So, they're not going to be told, well that's a stupid question or that's a horrible idea, you know."	YSI Teacher (Ms Sophie)	Students aren't told their ideas are stupid or horrible	Student voices are listened too without being judged	
"Everyone was very understanding if you had an opinion, and they'd just listen, and they wouldn't judge you for it."	Student (Niamh)	Everyone was understanding of others' opinions		

RQ3: SIE and Young People's Wellbeing Across Schools: Methodology

The third study in my PhD focused on the exploration of the impact of SIE on young people, and asked two questions: (1) *How does prior wellbeing impact programme engagement?* and (2) *How does programme engagement impact wellbeing outcomes?* The rational for this research was to explore the reciprocal relations between student wellbeing and the SIE programme, with student engagement as a moderator of the relations. Quantitative methods, which consisted of a pre- and post- assessment, were used to analyse this impact of the YSI

programmes. The following is an in-depth discussion of the methodology followed for the third study.

Participants

In order to determine which schools to approach regarding participation in the programme, schools were selected from the pool of participating schools during the 2021 – 2022 school year using random stratified sampling based on their socio-economic status. In Ireland, schools that are deemed to be socio-economically disadvantaged by the Irish Department of Education are classified as DEIS (Delivering Equality of Opportunity in Schools). Using this classification, twenty DEIS schools and twenty non-DEIS schools were randomly selected and approached via email and phone regarding participation in the research, fourteen schools agreed to participate. To try to get a high participation rate, an additional five schools from each category were randomly selected, and approached, with an additional two schools agreeing to participate, bringing the total sample to sixteen schools (six DEIS and ten non-DEIS).

Once schools agreed to participate, the SIE teachers were provided with a consent form to send to the parents and guardians of their SIE students. All students in the schools who were taking SIE were eligible to participate. In this way, the SIE teachers acted as gatekeepers to the participants, creating a safeguard so that student information was not collected until parental consent had been received. During the consent process, I would communicate with the SIE teachers on a weekly or bi-weekly basis, to let them know who I had received consent forms from, so that they could remind students and parents about the consent process. Once the teachers confirmed that I had received as many consent forms as I would be receiving, the survey links, survey protocols were sent to each teacher for survey administration.

In total, 184 students from the sixteen schools completed the beginning of the year survey. Towards the end of the year, the sixteen schools were approached again regarding the

end of the year survey. Due to the additional struggles related to the Covid-19 pandemic, and the fact that most schools pushed all their field trips and work experience opportunities to the end of the school year, five schools were unable to complete the second survey. In total, 107 students from the eleven remaining schools (four DEIS, seven Non-DEIS) completed the end of the year survey. Due to the focus on conducting a pre- and post- analysis, only data from those who completed both surveys was used for this research (N = 94). While attrition rate was quite low, similar rates have been reported in another research being conducted during the Covid-19 global pandemic (e.g., Yu et al., 2022).

From this total sample of 94 participants who completed both surveys, 29% were male, 68% were female and 3% preferred not to say. All participants were in fourth year (14 – 15 years old). A control group was initially recruited, yet due to complications surrounding the Covid-19 pandemic school closures and staffing difficulties these schools did not complete and dropped out in the initial stages of data collection.

Procedure

Surveys and survey administration tools went through two rounds of piloting during the 2020 – 2021 school year, one with a small sample (N = 12) of students who were 14 - 15 years old. This initial piloting was to ensure cognitive understanding of the survey questions, and the make sure the survey tool was easy to read and navigate. The second pilot was with a with a larger sample (N = 381) of students who were 14 - 15 years old. This second pilot was conducted exploratory factor analysis and again to explore changes made to the survey tool to ensure useability. The final survey was administered during the 2021 – 2022 school year, with the Time 1 survey being administered in Autumn 2021, at the start of the programme, and the Time 2 survey being administered in Spring 2022, at the end of the programme.

YSI teachers from each of the randomly selected schools were approached at the start of the school year via email and phone call regarding participation in the research. Once

teachers consented to involving their classes, they were given information to provide to their students about participating in the study. Teachers sent home parental information sheets and consent forms via email or post to all their YSI students.

Due to Covid-19 school safety procedures, visitors were not allowed in schools, and therefore I was not able to be present during survey administration. For this reason, teachers were provided with detailed survey administration instructions at both Time 1 and Time 2, and a list of students who had received parental consent. The teachers were offered additional assistance if needed. Surveys were administered online using SoGoSurvey, which could be completed using computers, laptops, tablets, or phones. Surveys could be accessed on these devices by either a URL link or QR code. Teachers were provided the option to have paper surveys, yet no teacher took up this offer. The survey used for this research began with the information sheet and assent forms. If students agreed to participate, they could then proceed with the rest of the survey. If a student did not agree to participate, the survey ended, and not information was extracted from the survey. This process protected the identity of participants until those students and their parents agreed to participate. Consent forms, assent forms, and information sheets can be found in Appendix B.

Measures

Demographic Characteristics (Time 1 and 2)

Participants indicated their gender (e.g., male, female, prefer not to say, or other), year of education, date of birth, school, town, and native language. Participants were also asked about their main ethnic background, using the response scale used from the Irish Census, which included: White Irish, White Irish Traveler, any other White background, Black or Black Irish, Asian or Asian Irish – Chinese, Asian or Asian Irish – Any other Asian background, Other-including mixed background, or I choose not to answer. To protect participant identity, any identifiable information was removed and replaced with an anonymous code to allow for pre-

and post- comparisons. Anonymous coding suggestions outlined by Audette et al., (2019), were utilized and adapted to allow for higher rates of success pre- and post- matching success. This was included to see if this would be an effective method for YSI to use in future years.

Wellbeing (Time 1 and 2)

Adolescent wellbeing was measured using the EPOCH Measure of Adolescent Wellbeing (Kern, et al., 2016). This 20-item measure was adapted from Seligman's (2002, 2011) PERMA model, and consists of five dimensions of adolescent wellbeing: engagement, perseverance, optimism, connectedness, and happiness. Before any analysis was conducted, all dimensions were evaluated for internal validity using factor analysis and scale reliability analysis. Any items that factored onto two different variables were removed due to multicollinearity. As a result, the dimensions of engagement, perseverance, connectedness, and happiness were modified so that each contained three items, while the optimism scale retained its original four items. All items are ranked using a 5-point Likert scale, ranging from 1 (almost never / not at all like me) to 5 (almost always / very much like me). Example questions include *I keep at my schoolwork until I am done with it* (perseverance), and *I think good things are going to happen to me* (optimism). Scale reliability, which is outlined for each dimension in Table 1, was confirmed using Cronbach's alpha for each dimension at both time points ($\alpha = .73 - .88$).

Programme Engagement (Time 2)

Five items were included in the post-test to measure student engagement SIE programme. These items, which were adapted from qualitative research (Maynard & Symonds, *under review),* aligned with themes that emerged through interviews with students, educators, and alumni of the SIE programme. In the measure, students were asked how much they participated in certain activities in their SIE class. All items are ranked using a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The stem for the questions was,

'*In this class did you…*', and the questions included: 'have a voice in what happened in the project', 'listen to each other's ideas and opinions, 'take responsibility for helping to complete the YSI project', 'help each other learn', and 'feel like you were able to disagree with each other'. These items tapped into the students' engagement by exploring how engaged and invested they were in the SIE class, which as the students highlighted in their interviews, including both engagement with the class as a whole and engagement with the project. Internal validity was confirmed using Cronbach's alpha ($\alpha = .83$).

Data Linking Trial

A user-generated anonymous coding method was trialled to attempt to create matched pre- and post-test anonymous ID codes, using recommendations from Audette et al., (2019). However, due to inaccuracies that arose in the pre- and post- comparisons, this trial was judged as useful for providing suggestions for future research, rather than for making reliable anonymous participant IDs for this study. For example, while Audette et al.'s question 'what is the first letter of the town you were born in?' might work in some countries, it did not appear to hold cultural adaptability in Ireland. One explanation for this is that in Ireland there are only a few birthing hospitals in the country, creating confusion in the response. For example, in some instances the response might relate to the town or county where the hospital is, and in some instances the response might relate to the town that their childhood house was in. Due to this reason, there was a 24.4% inaccuracy between pre- and post- responses. In the context of smaller countries, with fewer birthing options, there might be greater accuracy asking for the first letter of something else related to one's childhood such as the first letter of the last primary school they attended.

Data Analysis

Time 1 and Time 2 data were imported into IBM statistical Package for Social Sciences (SPSS) version 27.0 to be cleaned and matched. Once the pre- post- data were matched, the data was anonymised. There were no missing data points in the scales explored.

Descriptive statistics were run and scale reliability for each dimension was confirmed using Cronbach's Alpha ($\alpha = .7$ or greater; Cronbach, 1951) before data were imported into Muthen & Muthen Mplus 8.8 for further analysis. Path analysis in Mplus was then used to investigate the reciprocal relations between prior student wellbeing and the wellbeing outcomes, moderated by programme engagement. The analysis followed the two-step approach to path analysis suggested by McDonald (1996). This approach suggests constructing latent variables through the combination of composite variables. For example, the latent variable of Time 1 engagement was constructed through the combination of three observed variables. Due to sample size limitations, each wellbeing dimension was explored independently, with each Time 1 wellbeing dimension as a predictor latent variable, engagement with the SIE pedagogy as the mediator latent variable, and the corresponding Time 2 wellbeing dimension as the outcome latent variable. As a result, five path models were generated. Gender was controlled for in all models.

Overall model fit was then assessed for each of the path models using goodness-of-fit indices. These included non-significant ($p > .05$) chi-square values, comparative fit indices (FCI) > .9, Tucker-Lewis's indices (TLI) > .9, and root-mean-squares of approximation (RMSEA) < .08 indicated acceptable model fit (Hu & Bentler, 1999; Bentler & Bonnett, 1980; Browne & Cudeck, 1993).

Bias-correct bootstrapping with 5,000 bootstrapped samples was estimated to produce confidence intervals and explore mediation. In order to conclude if programme engagement has a significant mediating effect in the model, the 95% BC confidence intervals must not

include zero (Hayes, 2017). Missing data were handled using full information maximum likelihood (FIML) estimation, which produces estimated using all accountable data.

The results were reported and discussed in the third manuscript for publication.

RQ4: Impact of SIE on Teachers: Methodology

The question used to guide study two, which explored the relationship between SIE and educators was: *how is teacher engagement related to a student-focused SIE programme?* The rational for this research was to explore how the unique roles and responsibilities take on while delivering SIE might encourage several agents of teacher work-related engagement, which is theoretically linked to wellbeing. The impact of student-focused programmes and interventions on teachers is under-explored (Gouda et al., 2016), and this research aimed to rectify this in the context of SIE. This research question was answered using quantitative pre- and post-programme assessments and semi-structured post-programme interviews with a sample of educators.

The research plan for this study was the one most heavily impacted by the Covid-19 pandemic. During the pandemic, teachers in Ireland, and throughout the world, experienced increased stress, and time constraints, inhibiting them from taking on additional responsibilities such as participation in research. This included the completion of self-reflective surveys. Our original research plan was to collect surveys during the 2021 – 2022 school year. We administered the educator survey in the autumn of 2021; however, the response rate was concerningly low (> 30), even after several reminders via email and phone. For this reason, I met with my UCD research studies panel (Dr Seaneen Sloan from the UCD School of Education and Dr Amanda Fitzgerald from the UCD School of Psychology) to ask for advice on what to do, if the end of the year response rate was also low. From talking with the teachers, I knew this was a possibility, as they were concerned with making up for all the lost-time and student deficits that arose during the pandemic. My research studies panel suggested falling

back on the teacher survey data that I had collected during the 2020 – 2021 school year, which was collected as the M&M team's pilot of measures for use with teachers of SIE in programme evaluations. The teacher survey pilot had also allowed me to trial the measure of engagement that I wanted to use for my own research. Along with this, the research studies panel recommended using the teacher surveys which were collected as part of RQ2, as given the large scope of data that was collected during this time and the fact that the focus of that RQ was on student outcomes and not teacher outcomes, the teacher interviews ended up not being the focus of that paper, and the data on teacher outcomes from the interviews was not being used. Given that both the teacher survey and the teacher interviews were being conducted at the same time point (Spring 2021), these data could be triangulated for the purpose of analysis. When the end of the year survey in Spring 2022 came back with even fewer responses than the beginning of the year survey, the recommendations from the RPDP team were deemed most appropriate. Table 7 shows the breakdown of teacher data that was collected and the sample size each time.

Table 7

SIE Teacher Data Collection

Date	Data Collected	Sample Size
Spring 2021	SIE teacher post-test	63
	SIE teacher interview	5
Autumn 2022	SIE teacher pre-test (T1)	25
Spring 2022	SIE teacher post-test (T2)	10

Participants

Survey Participants

Survey participants in the teacher questionnaire pilot that was used for the final study included 63 post-primary school teachers from schools across Ireland. In order to get a full representation of the outcomes associated with the programme, teachers at schools with YSI

were asked to complete the survey, regardless of their experience with the SIE programme. As a result, 57 participants had experience as a SIE teacher, and 6 had no experience of being a guide yet. Of those who had experience being an SIE teacher, 17 had one year of experience, 12 had 2 – 3 years of experience, and 28 had more than 4 years of experience. Of the total sample, 13 were male and 50 were female. According to the Irish Department of Education and Skills, 85% of teachers are female, indicating this sample, though more female, is representative of the population. Number of years of teaching experience ranged from 1 year to 32 years, with an average of 11.92 years (SD = 9.07), while their teaching qualifications included teaching certificate / diploma (n = 4), bachelor's degree (n = 16), and post-graduate / master's degree (n = 43).

Interview Participants

A purposeful sampling method was utilised for the interviews in order to identify schools that were exemplars of good practice in SIE for this study. The rationale for this objective was to provide data on how, under ideal circumstances, outcomes could be supported by SIE. It was determined that this could be explored by interviewing participants from schools that had several years of YSI experience. Four schools were then randomly selected from a list of best practice school, using stratified random sampling based on the school location as being urban or rural. Of the four schools that were approached, two agreed to participate, one that was rural, and one that was urban. Participants from the two schools included three teachers who were SIE teachers, and two teachers-helpers who worked in the YSI classroom. These participants made up 100% of the YSI teachers and YSI support staff in the two schools. Demographic characteristics of interview participants can be found in Table 8.

Table 8

Demographic Characteristics of Teacher Interview Participants

#	Pseudonym	Role	Interview Type	Sex	School
1	Ms Aisling	SIE Teacher	Individual	F	1
2	Ms Sarah	SIE Teacher	Individual	F	2
3	Ms Sophie	Newer SIE Teacher	Group	F	1
4	Ms Ashley	SIE Teacher Helper	Group	F	1
5	Ms Oonagh	SIE Teacher Helper	Individual	F	2

Measures

Engagement

Engagement was measured using the 9-item version of the Utrecht Work Engagement Scale (UWES-9; Schaufeli et al., 2003). The UWES-9 is often used to represent work-related wellbeing (e.g., Guys et al., 2019; Rothmann; 2008). Using a 7-point scale (0 = never, 6 = always/every day), participants were asked to rate how often they had specific feelings about their jobs. Examples include, ‘at my work, I feel bursting with energy’ and, ‘I am enthusiastic about my job’. This measure can be used to measure one overall dimension of work engagement or three sub-dimensions: vigor, dedication, and absorption, with each sub-dimension being measured by three items. While the 17-item UWES loads well onto three dimensions, it has been suggested that the UWES-9 is best interpreted as a total score (de Bruin et al., 2013), an option which is also suggested in the UWES manual. The unification of the three dimensions has been confirmed to still emphasize several areas of work-related wellbeing (e.g., Merina-Soto et al., 2022). Scale reliability for the current sample was acceptable (α = .82).

Interview Schedules

Interview schedules were designed to elicit first-person accounts of teachers’ experiences of the programme, rather than specific dimensions of wellbeing. This was to allow for a wide range of experiences to be discussed, and to not assume what wellbeing would look

like. Interview schedules went through a meticulous planning process involving the authors, other research professionals, and YSI representatives working. A series of draft questions were reviewed by all members of the RPP to ensure that the questions fit the research goals, were open-ended, and provided minimal direction. The interview schedule had ten open-ended questions, followed by a series of open-ended prompts (e.g., *why do you say that?)* to encourage the participants to explain their answers further.

Surveys were administered in the Spring 2021. A survey link was sent to all YSI teachers via email, with a reminder email sent every few weeks until the end of the school year. School principals were also emailed asking to remind their YSI teachers to complete the survey and to send out the survey to teachers in the same year that did not participate in YSI for the purpose of a control group. Surveys were completed online at participants' own convenience and were provided contact information for any queries.

Schools were selected for the interview using a purposeful sampling method that aimed to identify one rule and one urban school that were exemplars of good practice in SIE for this study. The rationale for this objective was to provide data on how, under ideal circumstances, teachers experienced delivering SIE. Schools were approached in November 2020 regarding their participation in the research. After principals agreed for their school to be recruited, all teachers of SIE were approached for their consent to be interviewed. SIE teachers acted as gatekeepers to other participants and were asked to invite teacher helpers to participate in the interviews. Interviews were conducted during the Spring of 2021 and followed interview schedules that aimed to openly explore the first-person accounts of lived experiences of the programme (Larkin, Eatough, & Osborn, 2011). A total of four interviews were carried out for this research. Three were individual interviews, which included the interviews with two guides, and one teacher helper. There was also one small group interview that consisted of one newer guide and one teacher helper. We did not go through a second round of recruitment, as previous

research exploring theme formation among interviews regarding health-seeking behaviours found that 80% of all themes were discovered within two to three focus group interviews, and 90% of possible themes would emerge within three to six interviews (Guest et al., 2017).

Interviews were conducted during the COVID-19 pandemic, when school campuses were closed to visitors and teaching and learning was taking place with a mixture of at-home and in-person delivery. Due to the COVID-19 protocol, I carried out all interviews through Zoom. Individual and small group interviews lasted between forty to seventy minutes. Those in that small group had an equal opportunity to answer every question. All interviews were audio recorded, transcribed, anonymised, and then uploaded to NVivo 12 for analysis.

Analysis

Between Group Analysis of Variables

First, means and standard deviations were computed for the work engagement variable as a factor of levels of experience of teaching SIE. Next, a between-groups ANOVA was conducted to explore the statistical significance between levels of experience of teaching SIE. Bonferroni post hoc tests were then conducted to identify the specific differences between levels of experience. Given that the sample size was small, and that the SIE experience variable was positively skewed, we did not perform a correlational analysis using SIE experience as an ordinal variable. If the sample size had been larger, we could have modelled engagement as the dependent variable, SIE experience as the independent variable, and teacher demographic characteristics e.g., gender and years of experience teaching, as covariates in a multiple linear regression. Instead, we chose to present simple univariate statistics as a high-level indication of differences in teacher engagement according to their experience of teaching SIE.

Interview Analysis

Interview transcripts were analysed using a mixture of deductive and inductive thematic analysis (TA). Deductive TA is a top-down, theory-driven approach that involves a process of

using a highly defined method of clustering qualitative data based on theory-based concepts, ideas or topics used to interpret the data (Clarke & Braun, 2017; Braun & Clark, 2012). The approach was chosen based on a priori theory identified in the literature, specifically the factors that measure engagement according to the UWES, which are dedication, absorption, and vigor. Using similar deductive procedures as previous research (e.g., Blum et al., 2020; Sinclair-Maragh & Simpson, 2021) the interview text was coded into the three dimensions in the UWES, and any text regarding active that could not be matched under the UWES dimensions was set aside for a separate inductive analysis. Superordinate themes were created for each dimension based on the UWES scale items. For absorption, this included difficulty detaching / being immersed in work and getting carried away. For dedication these included enthusiasm, being inspired, challenges, feeling proud, and feeling that work was meaningful or purposeful. For vigor, this included finding willingness to invest in doing the work, experiencing resiliency or perseverance, and feelings of high energy, strength, or vigor. I conducted all the coding with training and guidance from my supervisor. Once the transcripts were coded, I met again with my supervisor to check and confirm accuracy in the coding before synthesis of the results began. This theory driven method goes beyond merely counting words and phrases that align with engagement, but instead creates an opportunity for analysis that can infer latent meaning and relationships among themes (Braun & Clarke, 2006), while also acknowledging that in a real-life social context, there might be occurrences that are not applicable to a theme.

Safeguarding Against Investigator Biases

Throughout this research I have continuously employed reflexivity methods to safeguard against the influence of researcher biases on the design, analysis, and outcomes of the studies. Reflexivity is a critical ethos that involves the ongoing self-awareness and introspection of the researcher regarding their personal values, beliefs, and potential biases that could impact the research process (May & Perry, 2017). By consistently engaging in

introspective reflection, I have actively sought to recognize and understand how my own perspectives and experiences might shape the design, interpretation, and analysis of data.

In conjunction with reflexivity and a critical realism philosophy (Sturgiss & Clarck, 2020), a phenomenological approach (Husserl, 1970) was utilised that included additional safeguards against biases. These included memoing and the use of a verbatim coding methods. Memoing is an IPA (Smith & Shinebourne, 2012) method that allows for a nuanced exploration of individual experiences, while also emphasizing the researcher's role in shaping interpretations. By documenting my own experiences and interpretations throughout all stages of the research, I have ensured that the process was informed by the participants' perspectives rather than being obscured by my own biases. To further safeguard against researcher biases, a verbatim line-by-line coding method was used during the initial stages of qualitative data analysis. This process involved coding the participants responses using their own words. This process ensures that the researcher was not prematurely interpreting the responses or creating meanings based on the researcher’s response to the transcripts.

By engaging with data in a reflexive and phenomenological manner, I have strived to maintain fidelity to participant viewpoints in the qualitative data, while maintaining an inquisitive and open mindset in the quantitative data. Together, these safeguards have played an integral role in ensuring that my personal biases have not unduly impacted the outcomes of this research, while also ensuring opportunity to uncover underlying themes and patterns that might otherwise go unnoticed.

Chapter 4 Conclusion

To summarise, the present chapter outlined the research methodologies that were employed across the four studies in this PhD. The chapter included an overview of the research questions and a discussion on the philosophical underpinnings of the research. This was followed by a detailed description of the stages of each study and the main methodological

approaches, which include pre- and post- assessment analysis, IPA, and TA, as well as any issues that arose during the research process. Participants, data collection methods, and analysis processes were also outlined. Furthermore, decisions about data collection and analysis that were made as a result of the Covid-19 pandemic were outlined and explored. Although some of this chapter covers the same material as the methods sections of the four studies, the chapter is provided to give a fuller description of the methods used and how they informed each other across the PhD, which is not possible to gauge just by reading each study alone.

Chapter 5: Adolescent Social Innovation Education: A Scoping Review

Abstract

Social innovation education (SIE) is a student-led collaborative process of creating and initiating unique solutions to social issues. Though established from evidence around service and civic education, limited research looks specifically at SIE and the impacts of creating student-led tangible social change project in adolescence. Using the Arksey and O'Malley framework, the current study aimed to scope the evaluated programmes that met the qualities of SIE, to investigate the characteristics of these SIE programmes, and to explore evaluation methods and dimensions employed. This scoping review explored the results of all available peer-reviewed articles published in English in six databases related to education and social sciences (search date 13.01.2021). The search yielded 2,192 records after duplicates were removed. Titles and abstracts were each screened by two screeners (K = .857). Of the 120 studies that were full text screened, 24 studies met the criteria for data extractions, with 6 being removed for lack of information or lack of public access. The final dataset contained 18 studies, which evaluated 17 different programmes A total of 3,601 adolescent participants were included in the evaluations, with 2264 receiving the programme and 1337 as control groups. Programme delivery methods were flexible across length, setting, age, facilitator, and techniques, with 13 programmes utilising stages to map the process. The most frequent programme outcomes researched were skill development, civic engagement and commitment, and social and civic responsibility. Further programme characteristics and outcomes are discussed.

Keywords

Adolescence, educational programming, social innovation education, scoping review, wellbeing

Introduction

The development of purpose in adolescence is important for the promotion of meaning and the consolidation of identities through adulthood (Damon et al., 2003). Having a purpose, or the desire and capacity to make meaningful contributions, is an important indicator of thriving, or wellbeing (Lerner et al., 2022). One way to influence purpose develop is through the presence of structured opportunities to take on valued roles in the community (Benson, et al, 1998; Malin, et al., 2013). Social innovation education, a modern pedagogical educational process that provides students with the chance to create solutions to issues they find important, may provide just that opportunity.

Social innovation, a term that has gained popularity across sectors over the past two decades, in its simplest form is the collaboration of ideas or use of creativity with the goal of making society better (Milley, et al., 2018). Researchers, governments, and educational institutions have begun exploring ways to educate others on how to 'do' social innovation and as a result *social innovation education* (SIE; Collier, n.d.) has been created to describe this process. The process of SIE involves learning how to be socially innovative while also carrying out tangible projects to make society better, rather than just the discussion or brainstorming of solutions. While other modes of civic-based pedagogies might discuss issues within the world, they do not always focus on social issues, and they do not always require a social change project.

The field of SIE is relatively new, with limited research exploring its impact. While SIE at the university levels has become a topic of recent researcher interests (e.g., Alden Rivers et al., 2015; Hazenberg et al., 2019), the empirical research underpinning the benefits of SIE in adolescent populations is absent (Kalemaki et al., 2019). Several programmes exist that provide SIE opportunities to adolescents (e.g., Young Social Innovators, NEMESIS), with each programme providing their own anecdotal evidence on websites and marketing materials, such

as participant experiences and stories of participant journeys or project success, that indicate a variety of outcomes including those associated with wellbeing, however the empirical research underpinning the benefits of SIE in adolescent populations is lacking (Kalemaki et al., 2019). SIE is assumed to help young people develop the skills needed to be contributing members of society, while the act of helping others, which is seen through the SIE projects, is linked to wellbeing (Lerner et al., 2022).

SIE may appear to be a new concept, but the educational process of providing opportunities to make meaningful contributions to the community is not. SIE has emerged from a large evidence base on service learning, civic education, entrepreneurial education, and changemaker education (e.g., Rukhsana, 2020; Bauml et al., 2021). Currently there is a terminology issue, where the research underpinning SIE is confounded by this hybrid of terms, making it hard to distinguish research on programmes that fall under SIE, and those that investigate similar, yet different, educational processes. For example, there is evidence supporting the benefits of experiential and transformational learning (e.g., Năstasă et al., 2021; Sermboonsang et al., 2020), which are two learning processes occurring during SIE, however studies looking at such learning are not necessarily exploring SIE specifically, as there are a variety of pedagogies that utilise these foundational learning methods. For this reason, while there is support for possible benefits of SIE, the evidence-base underpinning SIE has yet to be explored systematically. Clearly there are positive outcomes related to SIE for students, and it would be valuable to perform a meta-analysis of these relationships. However, without knowing what the evidence-base looks like, we do not know what type of methods or outcomes have been studied. In order aid in future meta-analyses, a scoping review will help provide a basis for research within this field.

To inform the development and future research into the field of SIE, it is important to first distinguish qualities that separate SIE from other educational processes, and then to scope

the research that exists on research surrounding SIE that uses different terminology. This research aims to resolve these issues by scoping the previous research that evaluates the effectiveness of SIE programmes delivered to adolescent populations. By exploring the research around these programmes, we will better understand the research and outcomes supporting the development of SIE as an educational opportunity for adolescents.

Defining Social Innovation Education

Social innovation is a transdisciplinary and cross-sectoral term, that in its simplest forms, can be defined as '*innovative activities and services that are motivated by the goal of meeting a social need'* (Muligan, Tucker, Ali, & Sanders, 2007, pp.8). As a result of the multidisciplinary nature of social innovation, there is no common definition describing the process of *educating* others on how to enact social innovation, a process that has been named s*ocial innovation education* (SIE; Collier, n.d.). Relatively few institutions have set out to establish definitions of SIE. For example, practice-oriented programs such as Young Social Innovators (YSI; Young Social Innovators, n.d.), define SIE as, 'the practice of using creativity to develop solutions which improve the wellbeing of people and society'. The first empirically documented definition from Alden Rivers and colleagues' (2015) defined SIE as:

> 'The complex process of developing graduates who aspire to change the world for the better, regardless of career path. These individuals are knowledgeable, socially, and ethically responsible, as well as emotionally intelligent innovators, leaders, and communicators (p. 388).'

Building on this research, Kalemaki and colleagues (2019) utilized a more systematic approach by conducting a literature review, which was limited to the one publication specifically on SIE, in combination with educators' concepts of SIE, and defined SIE as:

> 'A collaborative and collective learning process for the empowerment and socio/political activation of students to drive social change no matter what their

> professional pathways. It builds their competences to identify opportunities for social value creation, to form collaborations and build social relationships and take innovative action for a more democratic and sustainable society (pp. 17).'

Through this examination, three main criteria emerge that should be included in a definition of SIE, which are:

(1) it is a student-directed collaborative educational process,

(2) that aims to lead to personal development, and

(3) aims to lead to the creation and implementation of solutions to better society

Limited research exists around SIE, partially due to the novelty of this field, and partially due to the perplexity of terms that exist describing programmes with similar goals. To help solidify a definition in this newly forming field, it was also important to investigate other civic-based educational terms that have been used in programmes and interventions that have similar goals to SIE, a step which was left out of previously mentioned analyses. Civic-based pedagogical terms such as changemaker, civic education, citizenship education, and social entrepreneurship appeared within programmes and readings similar to SIE, and therefore were examined to help solidify our understanding of SIE. Definitions of these terms are explored in Table 1 in relation to their connection to each of the SIE criterion. This analysis also helped inform the search terms used in the scoping search.

When comparing the three SIE criteria discussed above, to various civic-based educational terms (Table 1), two of the SIE criteria separated SIE from these other civic-based educational processes. These were criterion one, the requirement that the learning being student-led, and criterion three, the output of an actual solution to real-world to social issues. Based on current SIE programmes, as discussed below, the projects are student-directed throughout. This means students get to pick the social issue they want to focus on, they decide on how they will research the issue, and then they develop their own project and network of

supports to help carry out their plan. The teacher might be guiding them through the process, but it is the students who decide on how they will progress. Though other terms might align closely with the conceptualisation of SIE, they will not completely be SIE unless these themes are met. Based in this, SIE can be defined as:

> *An educational practice that engages young people in a self-directed collaborative approach toward creating and initiating unique solutions to challenges within the community, in return developing the skills required to become contributing members of society while simultaneously bettering the wellbeing of the adolescents and the community.*

Table 1

Application Of Educational Terms to SIE Criteria

Term	Definition	Criteria 1*	Criteria 2**	Criteria 3***
Changemaker / Global Changemaker	'Anyone who identifies a social problem, develops a creative solution to address it, mobilises others, and creates opportunities for the good of all' (ASHOKA, 2020).	Unclear	Yes	Yes
Civic and Citizenship / Global Citizenship Education	Educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live (World Wise Global Schools, n.d.).	Unclear	Possibly	Possibly
Social Entrepreneurship / Entrepreneurial Education	"Preparing people to be responsible and enterprising individuals. It helps people develop the skills, knowledge, and attributes necessary to achieve the goals they set out for themselves" (European Commission, n.d.)	Unclear	Yes	Possibly

Note. *A student-directed collaborative educational process. **Leads to personal development. ***Leads to the creation and implementation of solutions to better society.

Examples of SIE Programmes

Though limited research exists on the field, there are several programmes globally that offer opportunities for SIE. Programmes promoting SIE have been developed throughout levels of society, from primary school through to organisational management levels. These organisations span globally, reaching all corners of society, each with the focus of teaching others how to be create social change through social innovation. Some organisations, like SIX (Social Innovation Exchange Ltd, 2022) and Social Innovation Japan (Social Innovation Japan, 2021), target corporations and government, and aim provide the supports and resources needed to take a social issue and create change. On the education front, organisations, such as CQUniversity (CQUniversity, 2022), work to incorporate aspects of SIE into undergraduate curriculum, while other organisations, such as Young Social Innovators (Young Social Innovators, 2022) and NEMESIS (NEMESIS, 2022), seek to provide younger populations with the chance to become changemakers who make a meaningful contribution to their community through innovative social projects. Information on these programmes, their location, their target populations, motto, and stages can be found in Table 2. These programmes demonstrate the importance of SIE throughout all levels of society, while also highlighting the possible value in teaching SIE through all levels of society, including younger populations. Given the gap in research into this field, the reach of these programmes also highlights the importance of providing a basis for future research, which this paper seeks to provide.

Table 2

Examples of Social Innovation Education Programmes

Title	Citation	Location	Population	Aim / Mission	Framework
SIX	Social Innovation Exchange Ltd., 2022	Europe	Governments, businesses, academics, funders, practitioners, and intermediaries	"To work globally to facilitate purposeful cross-sector conversations, that challenge and inspire people to use innovation to increase social impact."	The SIX approaches to facilitate purposeful cross-sector change involves the following levels support: 1. Storytellers and translators 2. Enablers 3. Designers 4. Facilitators and 5. Extractors
CQ University	CQ University, 2022	Australia	University students	"All graduates from CQUniversity have a social innovation mindset with the confidence and passion to use their disciplinary and non-disciplinary capabilities to address social issues and contribute to our collective human wellbeing."	SIE strategy has 5 focus areas: 1. Curriculum underpinned by UN's Sustainable development goals, 2. Embedding SI capabilities into courses, 3. Introducing SI and vocational educational training awareness, 4. SIE through leadership, and 5. Offering innovation courses
Social Innovation Japan	Social Innovation Japan, 2021	Japan	Global Brands, governments, and social changemakers	"We already have the resources to create a fairer, more sustainable world; we just need to make it happen."	N/A
Young Social Innovators	Young Social Innovators, 2022	Ireland	Secondary school students	"To provide social innovation education that empowers young people to take action on social issues."	Social innovation learning framework: 1. Values of social innovation 2. Experience of innovators 3. Pathway of Change a. Explore & Create b. Test & Adapt c. Act & Reflect d. Recognize & Celebrate 4. Reflection on Practice
NEMESIS *("Novel Educational Model Enabling Social Innovation Skills")*	NEMESIS, 2022	Europe	Primary and secondary school students	"Foster entrepreneurial mindsets and creative thinking among primary and secondary students, allowing them to become the social innovators of tomorrow."	Key stages of the Nemesis Model: 1. Understand social innovation 2. Investigate sustainability challenges 3. Analyse and Empathize 4. Co-Develop ideas and solutions 5. Co-create social innovation projects

Note. These five examples were chosen to demonstrate how SIE has been incorporated both globally and in various levels of society.

The Current Study

Scoping reviews are highly transparent preliminary evaluations of the potential size and scale of available research and literature on a specific topic or field of research, particularly those that have not yet been extensively reviewed (Grant & Booth, 2009). By focusing on broader topics, and by avoiding overly refined parameters, scoping reviews provide constructive information to determine the value, cost, and possible structures that would be required for a more rigorous and systematic review approach (Arksey & O'Malley, 2005; Pham et al., 2014). SIE is a relatively new field, yet there exist several terms to describe the act of educating others on how to be socially innovative, such as civic education and changemaker education. Consequently, the lack of clarity between SIE and these other terms, as discussed above, creates incoherence within existing research. As a result, it is challenging to know if research is exploring SIE or another similar, yet different, civic-based educational process. A scoping review will provide an initial attempt to synthesize current research with an open and extensive scope of research on programmes like SIE. To do so, this scoping review is guided by the questions, *what evaluated programmes meet the characteristics of social innovation education, what are their characteristics, and how are they evaluated*?

Methods

Scoping Review Framework

The protocol used for this scoping review followed the Arksey and O'Malley (2005) framework. This framework emphasises the importance of methodological rigor and transparent stages, which are well documented to allow for future replication. This framework utilizes five iterative stages: (1) identify the research question, (2) identify relevant studies (3) study selection, (4) chart the data, and (5) collate, summarize, and report the results. The preferred reporting items for systematic reviews and meta-analyses extension for Scoping Reviews (PRISMA-ScR; Tricco et al., 2018) checklist (Appendix C) was also used to guide

this report. The team, which included all three authors, met to work through these stages. The following is a documentation of the process.

Search Strategy

The following databases were selected based on their relevance to the fields of education and social sciences: Academic Search Complete (EBSCO), Social Science Premium Collection (ProQuest), PsycINFO (ProQuest), SAGE Journals- Education, SCOPUS. To extend the search into grey literature while maintaining the criterion of being peer-reviewed, Dissertations and Theses A&I (ProQuest), OpenDissertations (EBSCO), and E-theses Online Service (EThOS), were searched to.

The inclusion criteria used in the scoping review were: (1) articles needed to be peer-reviewed and (2) published in English. Furthermore, (3) population studied needed to be adolescents (age 10-19), the programme needed (4) to meet the defined criteria of SIE, and (5) include an evaluation of participant outcomes. Studies that had no method of evaluating programme effectiveness on adolescents were excluded from analysis. These inclusion and exclusion criteria were used to focus the review on evaluated adolescent-focused SIE programmes.

To determine the search terms used to identify relevant studies, a repetitive process of selecting, testing, consulting on, and refining search terms was conducted. The search terms are displayed in Table 3.

Table 3

Search Terms

Construct		Terms
SIE		"Civic Engagement" OR "Social Innovation" OR "Global Citizenship" OR Changemaker OR "Entrepreneurial Education" OR "Service Learning" OR "Global Citizen" OR "Citizenship Education"
Intervention Evaluation	AND	Evaluation OR Intervention
School Students	AND	Student OR Youth OR "Young Person" OR "Young People" OR Adolescent* OR Adolescence OR School
	NOT	Undergraduate OR College OR University OR "Third Level" OR Polytechnic OR "Technical College" OR "Primary School" OR "Elementary School" OR Postgraduate

Screening

Records identified in the databases were imported into Microsoft Excel. The lists of records were combined, and duplicates were removed, resulting in 2,192 records for title and abstract screening. Articles identified were published between 1933 through 2021, and included a mixture of peer reviewed journal articles, theses/dissertations, books and book chapters, and conference papers. Once duplicates were moved, we went through several steps to create a rigorous screening protocol. First, to solidify and achieve consensus on the inclusion / exclusion criteria used for the screening, a test screen was carried out by all three authors on five records that were randomly selected. During this stage we created working definitions of each inclusion and exclusion criteria and discussed several ways that the criteria might appear in the abstract and title. We also discussed the rating process that would be used for the screening.

A red light, yellow light, green light rating method was followed to rate if each criterion was met during the initial screening of abstracts and titles. If the field was included in the abstract or title and it matched our criteria (e.g., correct age range, mention of evaluation such as interviews, project reports, or surveys, etc.), then we gave that criterion a green light. If the field was included and it did not match our criteria (e.g., mention of different age group,

mention of projects focusing on another topic such as English or history, etc.), then it was given a red light. If there was no mention of the criterion at all in the abstract or title, then it was given a yellow light. Any record that had either green or yellow lights, or a mix of the two, were sent on to the next stage of full-text screening. Any record that had a red light on a criterion did not move on. Before records were removed, the first author randomly selected 30 articles reviewed by the third author to independently re-check to further confirm criteria were followed and inter-rater reliability was strong. This process was to ensure that articles which left important details out of the abstract related to the criteria were not overlooked.

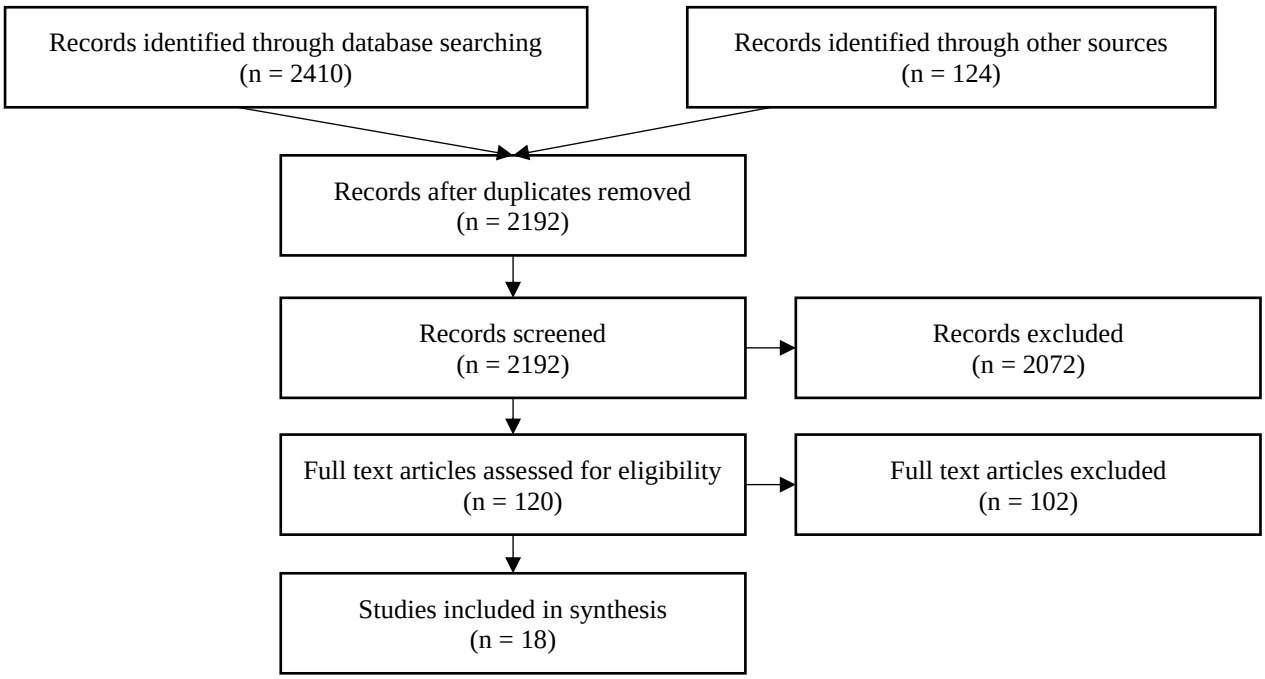
As part of the process, we went through several training sessions to ensure that we were following a rigorous protocol. To confirm that consensus was held during independent screening, a second round of test screening was conducted by the first and third authors on a randomly selected set of 25 records. Inter-rater reliability during the test screening was high (κ = .86). Our third stage of screening involved the first and third authors screening all records using this rating system.

The title and abstract screen resulted in 227 records identified that met (green light), or maybe met (yellow light) the criteria. It was noted that several abstracts (N = 115) left participant age information out, so at this time the first author went through full texts to screen for age. 120 records were shortlisted for full text screening.

The first author retrieved all available publications and reached out to publishers and authors via email when publications were not fully available. If there was no response within a few weeks, authors and publishers were emailed a second time, because the attempt was ceased. Of the 120 articles identified, 116 were retrieved and went through full text screening using the same red light, yellow light, green light rating method. Any queries on the relevance of full texts were managed by the three authors through discussion. The screening process, depicted in Figure 1, identified 18 studies that progressed to the data extraction stage.

Figure 1

PRISMA Diagram of Search Strategy and Results



Data Extraction

Data were extracted from the 18 studies to answer the research questions regarding SIE programme characteristics and SIE programme evaluations. Data on SIE programmes included SIE terminology, programme location, programme length, number of lessons, programme facilitator, and programme stages. Data on SIE programme evaluations included participant information (e.g., age range, gender), study design (e.g., quasi-experimental, pre-experimental, mixed methods, etc.), data collected (e.g., surveys, journals, interviews), and outcome dimensions (e.g., skills, competencies, knowledge growth). Further data were extracted on the study characteristics (e.g., year of study conducted, funding source, dissertation, or journal article). The studies used a variety of evaluation methods. For quantitative studies, data were extracted on assessments used, assessment references, assessment domains, control variables, assessment completion, etc. For qualitative studies, data were extracted on types of qualitative data collected, who completed them, example questions, and what the aim of the data were. When a study was mixed methods, both types of data were extracted. There was no review of

the study methodological quality, as it was not relevant for the scoping review to comment on the quality of studies for the purpose of evaluating the quality of synthesised results (Grant & Booth, 2009).

A data extraction framework (Appendix C) was created by the first author and was independently piloted by the first and second authors. Once agreement was reached on the utility of the data extraction framework, a data extraction spreadsheet was created in Microsoft Excel (Appendix C). Data extraction was completed by the first author in collaboration with the second author. To ensure accuracy, the first author confirmed extracted data were correct by double checking all extracted data before the analysis.

Data Analysis

In order the answer the research questions, w*hat evaluated programmes meet the characteristics of social innovation education, what are their characteristics, and how are they evaluated,* both qualitative and quantitative data were analysed. Quantitative data included information on study characteristics (e.g., year of publication, location, publication method, etc.), programme characteristics (e.g., length of programme, number of lessons, facilitator, use of phases, etc.) and evaluation characteristics (e.g., methods of data collection, measures used, dimensions analysed, etc). Quantitative data were analysed through frequency tables.

Qualitative data included information on programme stages, students' projects, and the outcome dimensions of the qualitative data collected. Qualitative data were organised thematically based on similarities within descriptive terms and outcome dimensions. Qualitative data generated on the qualitative studies were generated as summaries of the qualitative themes or questions topics in the absence of themes. The qualitative themes were entered as named by the researchers, and the question topics were summarised according to their main foci. This generated a set of qualitative data about the areas studied in the qualitative examinations. Those data were then organised thematically according to major topic, i.e.,

'youth activism' and 'experiences of the programme'. The major topics were refined iteratively as the quantitative and qualitative data on programme outcomes were extracted and sorted across the dataset.

In some instances, both quantitative and qualitative analysis were combined. For example, when looking at the programmes' uses of stages, quantitative data included the number of programmes that outlined stages as well as the number of steps outlines by each programme which is more descriptive in nature, while qualitative data involved the title of each step, and how those might be similar or different from the other programmes. To answer the last part of the research question regarding programme evaluating, both the measure dimensions (quantitative data) and goals of qualitative data (qualitative data) were combined in frequency tables. Once data were extracted, the first author re-checked all data to ensure accuracy in extraction and to ensure nothing was overlooked.

Results

Study Characteristics

A list studies scoped, and the study characteristics can be found in Table 4. Studies have been numbered in Table 4 for ease of reference in the results and discussion. Of the 18 studies that met inclusion criteria, all but one study (9) was conducted after 2000, with 10 studies being conducted since 2010 (1, 3, 5, 6, 7, 8, 13, 14, 17 & 18). Two studies were published as dissertations (12 & 15), while the other 16 were published in academic journals. Thirteen studies were conducted in the USA (1, 2, 3, 4, 6, 7, 8, 9, 10, 12, 13, 15, 18), while one study was conducted in each of the following countries: Turkey (5), Serbia (11), Morocco (14), China (16), and Italy (17). Thirteen studies declared research funding (1, 2, 4, 5, 6, 7, 8, 11, 13, 14, 15, 17 & 18).

SIE Programme Characteristics

Information extracted on each of the programmes explored can be found in Tables 5, 6 and 7. The studies were on 17 unique SIE programmes, with one programme (Generation Citizen) studied twice by two independent research teams (6 & 7). Three programmes did not provide specific programme titles (10, 11, 12), but instead used a set phrase to describe the programme being investigated. These included ‘community action service-learning project’ (10), ‘service-learning project’ (11), and ‘youth community service programme’ (12). The other 13 studies explored more established programmes, some of which had their own official websites and organisations. Many terms were used by authors to refer to the programmes in their studies (Table 5), which helps to map the field of research on SIE, and the language programmes might use to describe SIE. Of the terms used to describe the programmes, the most common term was ‘service learning’, which was used in twelve studies (1, 2, 3, 4, 10, 11, 12, 13, 15, 16, 17 & 18), followed by ‘civic engagement’, which was used in eight studies (2, 3, 4, 6, 7, 15, 16 & 17). Active citizenship (1, 2, 5, 8 & 17) and civic education (6, 7, 8, 9 & 14) were each used in five studies, followed by ‘action civics / civic action’ (7, 8, 9 & 10), which was used in four studies. ‘Citizenship education’ (5, 9 & 14) and ‘civic participation’ (2, 8 & 17) were used in three studies each.

Table 5

Terminology Used

Term(s)		Study Coverage
Service learning		12
Civic engagement		8
Active citizenship	Civic education	5
Action civics		4
Citizenship education	Civic participation	3
Change agents / change makers Youth empowerment Positive youth development	Service projects / service program Youth participatory action research Experiential learning	2
Activism Civic action learning projects Civic agency Political engagement Civic development Civic efficacy Civic literacy programme Community action service learning Community engagement Community service program Community-based participatory Action research principles	Democratic education Intercultural education Participatory learning Positive peer group intervention Project based learning Sense of community Social capital Social emotional learning Social justice Transformative education Youth action research-based projects Community-based service learning	1

Most programmes were delivered during the school term (n = 14; 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 17 & 18). The other programmes were either a summer programme (n = 2; 4 & 8), a summer programme that becomes a non-school related club (n = 1; 1), and a school-based after school club (n = 1; 16). Programmes were delivered by a range of people, including in-service teachers with support of a programme facilitator (n = 9; 4, 5, 6, 7, 11, 14, 15, 16 & 17), just in-service teachers (n = 4; 2, 8, 9 & 18), just programme facilitators (n = 4; 1, 3, 10, 13), or a researcher (n = 1; 12). Four of the studies mentioned that the programme facilitators were university students from universities in the local area (3, 6, 7 & 10). Four studies mentioned that their programme was delivered as part of an already established school subject, including business administration (11), social studies (5 & 14), US government (2), and Islamic education (14).

There was limited information regarding the number of lessons that make up the programme. Of information provided in the studies, lessons ranged from 6 to 30. Two of the studies (15 & 18) mentioned having additional time or additional workshops for the students complete their projects. The length of the programmes was described using varying terminology, from days, to weeks, to months, to semesters and years. For this reason, the length of the programmes was estimated, with the assumption that one semester equals 15 weeks and one-year equals 30 weeks. The shortest was a summer programme, which lasted 5 days (8). Two programmes lasted 13 weeks (4 & 17), six lasted 15 weeks (2, 3, 6, 7, 11 & 18), one was 25 weeks (13), one was 30 weeks (15), and one was 50 weeks (1). One study (10) had a range in lengths, from 21 weeks to three years. No information was provided on if it was the same students the entire three years, or if the groups changed annually. Five studies (5, 9, 12, 14 & 16) did not provide information on the length of the programme. Information on the programmes, including examples of student project topic, can be found in Table 6.

Of the 17 individual programmes scoped, 13 programmes (3, 4, 5, 6 & 7, 8, 10, 11, 12, 13, 14, 15, 16 & 18) mapped the process of the programme onto stages or phases. These stages charted what students should be doing at different parts of the programme, such as examining community issues, conducting research, creating a plan, and taking action. The number of stages ranged from three to six, with five programmes (3, 12, 13, 16, & 18) having three stages, one having four stages (4), four having five stages (6, 7, 10 & 14), and four having six stages (5, 8, 11, 15). Four studies used stages from previous research (4, 8 10 & 11), while three studies (6, 7, 14) did not provide information on programme stages, however this information was found online on the programmes' official websites. All studies that did not have stages provided went through this additional investigation. Table 7 provides information on how each study mapped out the stages of the programme of focus.

Programme Evaluation Characteristics

Most studies evaluated their programme through pre-experimental methods (n = 9; 1, 4, 5, 8, 9, 10, 11, 14 & 16), where a control group was not used. The second most prominent evaluation method was quasi-experimental (n = 8; 2, 3, 6, 7, 13, 15, 17 & 18), where a control group was used but random assignment was not. There was one study that used true experimental methods (12), where a control group was used along with random assignment as to who received the programme. The one study that used a 'true' experimental design (12; Lakin & Mahoney, 2006), randomly assigned classrooms to either receive the programme or not. Although this does not fully allow participants to have an equal chance at receiving or not receiving the control, it does demonstrate the highest level of design rigour across all studies scoped.

A total of 3,601 adolescent participants were included in the evaluations. Of these participants, 2264 received the programme and 1337 did not (they were in a control group). Participants receiving the programme per study ranged from 4 participants to 656 participants. Four of these studies did not report gender distribution (1, 4, 9 &17). Of those that did, 514 were males and 593 were females, accounting for 48.9% of the programme population. Of the nine studies that had a control, one study did not report the control size (13), with the other eight studies ranged from 14 participants to 482 participants. Two of these studies did not report gender distribution (2 & 17), and of the six that did (3, 6, 7, 12, 15 & 18), 594 were males and 571 were females, accounting for 87% of the control group population.

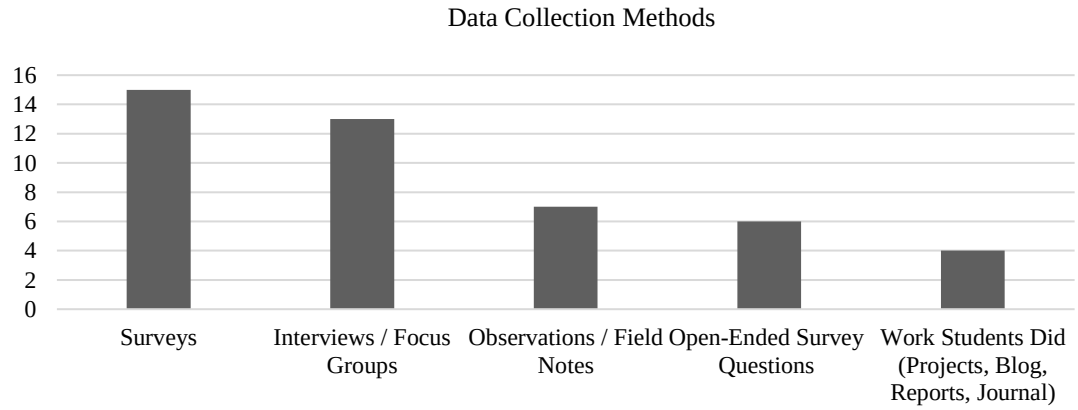
Only two studies (3 & 15) provided average age of the population, while three provided estimated age ranged (5, 10 & 12). Due to the lack of age-related information, this was left out of the analysis, and instead grade range of the school setting was explored. School setting was described as either middle school level, high school level, or both. Middle school, or lower secondary school, ranges from grades 5 - 8 (estimate– 10 - 14 years old), while high school, or higher secondary school, ranges from grades 9 - 12 (estimate– 14 - 19 years old). Seven studies

(3, 9, 10, 12, 17 & 18) focused on middle school aged participants, five studies (2, 4, 11, 13 & 15) focused solely on high school aged participants, while the remaining six studies (1, 6, 7, 8, 14 & 16) focused on a range of middle school and high school aged participants. One study (16) also included a small group of university aged students, but had distinguished between age groups, so these participants were left out of the analysis.

Thirteen of the studies followed a mixed methods design (1, 2, 4, 6, 7, 8, 9, 12, 14, 15, 16, 17 & 18), which utilised a mixture of qualitative and quantitative data collection methods, two studies (3 & 13) used just quantitative methods, and three of the studies used just qualitative methods (5, 10 & 11). Quantitative methods included a range of survey tools, both already validated tools as well as ones designed specifically for the programme or study. Qualitative methods included interviews, focus groups, open-ended survey questions, observations, field notes, project reports, evaluation forms, and student journals and blogs. An overview of the data extracted regarding the study and participant information can be found in Table 4. A breakdown of data collection usage can be found in Bar Chart 1.

Bar Chart 1

Data Collection Method



The programme outcomes (quantitative) and topics (qualitative) investigated in the evaluations were studied using qualitative and quantitative methods. Table 8 provides an overview of outcome explored, both qualitatively and quantitatively.

Table 8

Topics and Outcome Dimensions Explored via Qualitative and Quantitative Methods

Topics / Outcomes Explored	Qualitative Study Coverage	Quantitative Study Coverage	Total
Civic engagement / future civic engagement / commitment to community impact	9	10	19
Skills (e.g., presentation skills, leadership skills, problem solving skills, time management)	8	8	16
Social responsibility / responsible citizenship / civic responsibility	5	10	15
Knowledge (social issues & how to solve them)	6	7	13
Efficacy (perceived impact and accomplishments)	4	8	12
Experiences of programme / programme improvement	9	2	11
Empathy / perspective taking	4	3	7
Community & school bonding / connectedness	3	4	7
Knowledge (social support & community networks)	5	1	6
Life satisfaction and improvement, & future benefits	4	2	6
Youth activism & creation	2	3	5
Empowerment / motivation to make change	2	2	4
Coping strategies / self-discipline		2	2
Attitudes & values	2		2
Resiliency		1	1
Confidence	1		1
Respect	1		1

Qualitatively, the most common topics explored were experiences of the programme (n = 9; 4, 5, 6, 9, 10, 13, 15, 16 & 18), civic engagement / commitment to engagement (n = 9; 2, 4, 8, 9, 10, 11, 14, 15 & 17), 21st century skills (n = 8; 3, 4, 5, 7, 8, 9, 10 & 18), and knowledge of social issues and how to solve them (n = 6; 2, 3, 5, 8, 15 & 17). Quantitatively, the most common topics explored were social and civic responsibility (n = 10; 1, 2, 4, 5, 8, 12, 13, 16, 16 & 18), civic engagement / commitment to engagement (n = 10; 1, 2, 5, 6, 7, 8, 9, 12, 14 & 16), efficacy and perceived impact (n = 8; 1, 6, 7, 8, 12, 15, 16 & 17), and skills development (n = 8; 3, 7, 8, 9, 13, 14, 16 & 18). When combined, the tope explored outcomes were civic engagement / commitment to engagement (n = 19), skills (n = 16), and social and civic responsibility (n = 15). Other outcomes explored include behavioural, cognitive, and social competencies, empowerment, and empathy.

Table 4

Study Information

								Programme Sample			Control Sample			Other Sample	
	Author(s)	**Year**	**Programme Title**	**Location**	**Study Design**	**Data Collection**	**School Setting***	**Size**	**M**	**F**	**Size**	**M**	**F**	**Type**	**Size**
1	McKay-Jackson	2014	Chicago Freedom School (CFS) Freedom Fellowship	USA	Pre-experimental	Mixed methods	Middle school - high school	30	14	16					
2	Kahne at al.	2006	CityWorks	USA	Quasi-experimental	Mixed methods	High school	154			77			Teachers	6
3	Richards et al.	2015	Civic Engagement Curriculum (CEC)	USA	Quasi-experimental	Quantitative	Middle school	52	17	35	30	16	14		
4	Lee et al.	2008	Civic Leadership Institute (CLI)	USA	Pre-experimental	Mixed methods	High school	230							
5	Akin-Sabuncu at al.	2017	From School to Community (FS2C)	Turkey	Pre-experimental	Qualitative	Middle school	82	45	37				Teachers	3
6	Ballard at al.	2016	Generation Citizen (GC)	USA	Quasi-experimental	Mixed methods	Middle school - high school	136	49	87	481	245	236		
7	Cohen et al.	2018	Generation Citizen (GC)	USA	Quasi-experimental	Mixed methods	Middle school -high school	350	127	171	482	229	225		
8	Blevins at al.	2016	iEngage Summer Civics Institute	USA	Pre-experimental	Mixed methods	Middle school-high school	116	58	58					
9	Kim at al.,	1996	Metropolitan Issues Programme	USA	Pre-experimental	Mixed methods	Middle school	656						Teachers	22

								Programme Sample			Control Sample			Other Sample	
	Author(s)	**Year**	**Programme Title**	**Location**	**Study Design**	**Data Collection**	**School Setting***	**Size**	**M**	**F**	**Size**	**M**	**F**	**Type**	**Size**
10	Terry	2000	N/A (Community Action Service-Learning Project)	USA	Pre-experimental	Qualitative	Middle school	4	1	3					
11	Dull	2009	N/A (Service-Learning Project)	Serbia	Pre-experimental	Qualitative	High school	21	5	16				Teachers	1
12	Lakin & Mahoney	2006	N/A (Youth Community Service Program)	USA	True experiment	Mixed methods	Middle school	29	8	21	14	7	7		
13	McLoughlin	2010	Positive Peer Group Program	USA	Quasi-experimental	Quantitative	High school	26	18	8	?	?	?		
14	Bentahar & O'Brien	2019	Project Citizen (PC)	Morocco	Pre-experimental	Mixed methods	Middle school - high school	71	36	35				Teachers Programme directors	4 2
15	Miller	2009	Project Impact	USA	Quasi-experimental	Mixed methods	High school	156	97	59	63	34	29		
16	Johnson at al.	2007	Roots & Shoots	China	Pre-experimental	Mixed methods	Middle school - high school*	23	9	14				Teachers	14
17	Dallago et al.	2010	The Adolescents, Life Contact, & School (AC&S) Project	Italy	Quasi-experimental	Mixed methods	Middle school	65			67				
18	Belansky et al.	2020	The Working Together Project (WTP)	USA	Quasi-experimental	Mixed methods	Middle school	63	30	33	123	63	60	Teachers Principal	4 3
								2264	**514**	**593**	**1337**	**594**	**571**		**59**

Note. * Middle school can range from grades 5 - 8 (estimate– 10 - 14 years old), high school can range from grades 9 - 12 (estimated 14 – 19 years old).

Table 6

Programme Information

	Programme Title	Reference	Programme Calendar	Facilitator	Subject	# Lessons	Estimated Length *	Student Project Focus Examples
1	Chicago Freedom School (CFS) Freedom Fellowship	(McKay-Jackson, 2014)	Summer programme & non-school related club	Programme facilitators			50 weeks	Tolerance and acceptance of others
2	CityWorks	(Kahne et al., 2006)	School term	In-service teachers	US Government		15 weeks	Foliage around school, peer drug and pregnancy prevention
3	Civic Engagement Curriculum (CEC)	(Richards et al., 2015)	School term	Programme facilitators (university students)		15	15 weeks	Community violence
4	Civic Leadership Institute (CLI)	(Lee et al., 2008)	Summer programme	In-service teachers, teacher assistants, and resident assistants			13 weeks	Homelessness, poverty, justice
5	From School to Community (FS2C)	(Akin-Sabuncu et al., 2017)	School term	In-service teachers & programme facilitators	Social Studies			Homelessness, animals' rights, environmental pollution, violence against women
6	Generation Citizen (GC)	(Cohen et al., 2018)	School term	In-service teachers and programme facilitators (university students)		30	15 weeks	School bullying, safety
7	Generation Citizen (GC)	(Ballard et al., 2016)	School term	In-service teachers and programme facilitators (university students)		30	15 weeks	Car safety, school food, bullying, mental health services
8	iEngage Summer Civics Institute	(Blevins et al., 2016)	Summer programme	In-service teachers			5 days	Animal treatment and care, environmental impact of development
9	Metropolitan Issues Programme	(Kim et al., 1996)	School term	In-service teachers				Youth violence, reading skills

	Programme Title	Reference	Programme Calendar	Facilitator	Subject	# Lessons	Estimated Length *	Student Project Focus Examples
10	N/A (Community Action Service-Learning Project)	(Terry, 2000)	School term	Programme facilitators (university students)			21 weeks - 3 years	Building restoration, community clean up, waste management
11	N/A (Service-Learning Project)	(Dull, 2009)	School term	In-service teachers & programme facilitators	Business Administration	9	15 weeks	School garden, public kitchen
12	N/A (Youth Community Service Program)	(Lakin & Mahoney, 2006)	School term	Researcher		21		Animal abuse and neglect, child abuse
13	Positive Peer Group Program	(McLoughlin, 2010)	School term	Programme facilitators			25 weeks	Healthy eating, school appearance
14	Project Citizen (PC)	(Bentahar & O'Brien, 2019)	School term	In-service teachers & programme facilitators	Social Studies, Islamic education			High dropout rates
15	Project Impact	(Miller, 2009)	School term	In-service teachers & programme facilitators		6 + time to complete project	30 weeks	Accessible parking spots and ramps
16	Roots & Shoots	(Johnson et al.,2007)	School based after school club	In-service teachers & programme facilitators				Waste management, animal welfare
17	The Adolescents, Life Contact, & School (AC&S) Project	(Dallago et al.., 2010).	School term	In-service teachers & programme facilitators			13 weeks	Green spaces, school appearance, school playfields
18	The Working Together Project	(Belansky et al., 2020)	School term	In-service teachers		30 + 28 optional workshops	15 weeks	Mental health, bullying, high risk sexual behaviour, physical inactivity

Note. The estimated length is based on the assumption that 1 semester is 15 weeks, 1 year is 30 weeks.

Table 7

Programme Stage Information

	Stages*						
	1	**2**	**3**	**4**	**5**	**6**	**Source(s)**
Civic Engagement Curriculum (3)	Introduction	Getting informed	Getting involved				(Richards et al., 2015)
Civic Leadership Institute (4)	Thoughtful preparation	Hands-on action	Critical reflection	Thorough evaluation			University of Maryland (1999)
From School to Community (5)	Identify a real problem / issue	Find out more on the problem / issue	Discus an action plan	Prepare to carry out action plan	Implement action plan	Evaluate experience	(Akin-Sabuncu et al., 2017)
Generation Citizen (6 & 7)	Create a democratic classroom	Choose focus issue	Take action & build relationships	Research & create a plan	Share results`		Generation Citizen (2023)
iEngage Summer Civics Institute (8)	Examine your community	Choose issues	Research an issue and goal	Analyse power	Develop strategies	Take action to affect policy	Levinson (2014)
–N/A - Community Action Service-Learning Project (10)	Identify problems and challenges	Recognize and state the problem	Produce alternative solutions	Evaluate alternative solutions	Plan to put solutions into use		Osborn (1963), Parnes (1967)
N/A- Service-Learning Project (11)	Choose an issue	Research issue	Decide on an action	Take action	Reflect on action	Celebrate the work	Wade (1997)
N/A- Youth Community Service Program (12)	Skill building	Planning	Action				(Lakin & Mahoney, 2006)
Positive Peer Group Program (13)	School needs-analysis	Plan a project	Evaluate the impact of project				(McLoughlin, 2010)
Project Citizen (14)	Identify the problem	Identify solutions	Policy Statement	Action Plan	Project Presentation		Found on Project Citizen website
Project Impact (15)	Get acquainted with programme coordinators	Introduction to AmeriCorps	Intro to service opportunities and the concept of a lifetime of service	Explore community needs	Prioritize community needs	Select, design, and implement project	(Miller, 2009)
Roots & Shoots (16)	Knowledge	Compassion	Action				(Johnson et al., 2007)
Working Together Project (18)	Assess	Identify	Make it happen				(Belansky et al., 2020)

Note. * Programmes were mapped on up to six stages based on study description or, were possible, the programme website

Discussion & Recommendations

SIE, a term used to describe the process of learning how to be socially innovative through the creation of a socially innovative project, has recently gained researchers' attention at the university level (e.g., Alden Rivers et al., 2015; Hazenberg et al., 2019), however, such exploration at the adolescent level is lacking (Kalemaki et al., 2019). This process of teaching young people how to create social change is not a new pedagogy, as there are several other terms such as changemaker, civic education and social entrepreneurship used to describe similar, yet sometimes different educational processes. What distinguished SIE from other pedagogies is its focus on student-directed collaborative decisions, which lead to personal development as well as the creation and implementation of solutions to better society. The focus on adolescent populations has a developmental importance, as the opportunity to work in groups and think creatively to solve social issues is particularly influential as this developmental stage is often marked by increased concerns over social evaluation (Westenberg et al., 2004) and increased self-consciousness (Somerville et al., 2013). Along with this, the act of helping others, finding a purpose, and identifying values becomes a vital indicator of wellbeing for this age group (Bundick et al., 2010, Lerner et al., 2022; Yeager et al., 2010). It was therefore important to explore the breadth of research that exists on SIE that might use different terminology to describe the process, to understand the extent of research available and to create a foundation for future research in this field.

Using a scoping review, the current study provides a comprehensive summary of empirically evaluated programmes that met the criteria of SIE. Main findings encompass patterns and themes that emerged both within the programme characteristics and evaluation methods. These main findings cover themes around location and target populations, programme implementation, programme stages, methodologies used, and evaluation dimensions. We discuss each major finding in turn.

Main findings around location and target populations highlight the inclusiveness of the SIE model. Through this study, SIE emerged as a global educational process, with the research scoped being conducted in six different countries, representing a range of low-to-high income populations, including one developing country. Within this diverse range of country statuses, over 2,200 students in grades 5 - 12 received the SIE programmes, indicating that this educational process is one that is applicable throughout adolescence and is not constrained by language, educational, of economic environments. This cross-country outcome, which is on that gets missed through case studies and location-specific research, is a strength of using scoping reviews to investigate the depth and scope of research in a newly forming field. The field of SIE does not yet have a connected body of research, and as a result, this research is being conducted independently across the globe, as seen in the analysis, hindering out true understanding of how inclusive and transformational the SIE learning pedagogy could be. This scope highlights that SIE can successfully be delivered across countries with varying educational goals and varying levels of economic stability and development, providing support for future research to further delve into what makes SIE so inclusive.

This global inclusiveness can also be applied at the school level and within individual classrooms. While there was minimal information provided on how schools might incorporate SIE into their core curriculum, the format provides opportunities for all students to be able to participate, as the pedagogical process focuses on internal reflection, increased self and global awareness, teamwork, and using creativity to create change. While teachers can incorporate aspects of the SIE learning into other subjects such as maths (e.g., project budgeting), arts (e.g., project posters and advertisements), business and communications (e.g., marketing ideas, community outreach), history (e.g., learning about social issue causes), and science (e.g., research methods), the flexibility within the programme allows for inclusivity at the classroom level. While the programme is student directed in areas such as social issue selection and

project design, teachers can adapt their levels of support, the amount of guidance needed, and possible connection to additional subjects based on student needs and capabilities.

The variations that emerged within programme implementation varied in length, number of lessons, facilitator training, subject curriculum, highlight the flexibility of delivering a SIE curriculum. Some programmes were more established, having official websites, staff members, and additional supports and structures. Though the use of a programme through an establishment might provide unique trainings, resources, and more structure, there were also programmes independent of such institutions (e.g., The Service-Learning Project; Dull, 2009), indicating that the delivery of SIE programmes is not confined to having access to such supports. While most evaluated programmes were delivered in schools, SIE can also be delivered outside the school setting such as in summer camps or as part of a club or youth organisation.

The last main finding around programme characteristics regards the use of process stages to guide student action within the programme. Of the 17 unique programmes explored, 13 mapped out the programme process in a series of stages, ranging from three stages to six steps. Through the comparative mapping of these phases, it became evident that SIE involves a process where the students look at and select a social issue, conduct research on the issue, create a plan to improve the issue, and put that plan to action. Some programmes included a celebration or reflection stage as well, which is often seen as an important component to transition cognition to action (Sykes, & Dean, 2013). While stages were not a necessary part of the programme's delivery, and were not included in four programmes, they do provide structure for the students' work and for the teachers' support.

The main findings around programme characteristics highlight that the delivery of an SIE programme is not confined by borders, economic status, adolescent stage, available supports, classroom curriculum, or established resources. Schools and youth organisations vary

in the amount of supports and resources they have available, but this should not deter them from providing such services to students. Students of all backgrounds, when given the opportunity, can create social change projects and can benefit from SIE.

A key finding that emerged around methodologies used highlights the diverse range of analyses researchers took when evaluating their programmes. The scope included both pre-experimental to true-experimental evaluations, with over half of the studies utilizing a control sample and a mixed-methods design. Although a scoping review does not involve an analysis of quality, utilizing control samples and mixed methods allows more rigorous analysis of data as this allows for the exploration of difference between groups identified in the quantitative data (Creamer, 2018). While the quantitative data collected included a wide range of surveys, both new and previously validated, qualitative data included interviews, focus groups, observations, student work, and open-ended survey questions. These data were extensive, and the progression of this field could benefit from a more meticulous analysis of the data.

From the analysis of evaluation dimensions in the scoped studies, civic engagement, and commitment, along with social and civic responsibility were among the top outcomes explored. It is evident that the researchers believe that SIE may be positively related to participants' levels of civic and social engagement, commitment, and responsibility, with the assumption that programme involvement may increase these outcomes in young people. While having active and engaged young people is a positive outcome, this also highlights an area for future research. Considering the social issues student may focus on can be quite grim or appear unsolvable at times, such as poverty and global warming, it begs to question at what point may we be putting too much responsibility on students? At what point may students become overwhelmed if they cannot create the change they hope to see? This increased responsibility on adolescents to be the future solvers of our world's issues is not isolated to SIE, however while other civic-related pedagogies do not necessarily include action, action is a condition of

SIE. Through action students take on valued roles, and these roles can have a positive correlation with their development of purpose (Benson, et al, 1998; Malin, et al., 2013), which is further benefited as they realise that they can making meaningful contributions to society (Lerner et al., 2022). These experiences provide an opportunity for future research to explore how outcomes associated to students' efficacies around their ability to create social change may develop through action, and possibly alleviate the remorse of having too much responsibility around global issues. If students believe that they can make a difference, this may create a protective barrier around the increased responsibilities they might be experiencing to solve our world's issues.

Last, given the broad range of research spanning a range of global and local variations, this scoping review highlights the importance of connecting researchers within the field and bridging the research that is currently being done in isolation. Due to ambiguity within terminology, there is a lack of community within the field of researchers exploring the outcomes associated with social innovation projects within the adolescent population. There are also methodological implications emerging from this scoping review, including the utility of mixed methods to evaluate programmes, and the lack of true experiments currently in the field. Furthermore, implications for practice include the combination of education around how to make change in collaboration with a feasible social change project can impact adolescents' longer-term development. To gain the most from this information, there is a need for researchers to come together and utilise their own expertise with each other to better explore and understand how we can prepare young people to face the global social challenges that lie ahead in their adult lives.

Limitations

This review has limitations that should be considered when interpreting the results. First, this study looked specifically at research with adolescent populations. When scoping

titles and abstracts, it appeared that there was a large base of SIE-like programmes at university levels and higher. Beneficial information on programme characteristics and benefits could be extracted by looking at a larger population. Second, although extensive knowledge was extracted from each article, as with any scoping review, there is no quality assessment of scoped studies (Arksey & O'Malley, 2005). Third, this research was limited by language as well as peer-reviewed published research, which could lead to the omission of research beneficial to the research questions. Nevertheless, scoping reviews are used to provide a preliminary evaluation of the potential size and scale of available research on specific topics or fields of research, particularly those that have not yet been extensively reviewed (Grant & Booth, 2009), which is the case with SIE. This scoping review allowed us to highlight research that can help the progression of SIE as an educational process.

Chapter 5 Conclusion

SIE is a promising field that is currently hindered by a lack of empirical research. Through this scoping review, the field of SIE research on adolescent populations has now been clarified through the combination of studies from a range of disciplines (e.g., civic education, action civics). The 18 scoped studies provide a foundation for the developing field of SIE, while also highlighting the need create a more comprehensive understanding of SIE by unifying a field that is currently composed of independent disciplines. Each of the scoped programmes provided students with an opportunity to direct and create unique solutions to social issues in their community. This process in return provided a range of positive developmental outcomes related to skill and knowledge acquisition, purpose development and psychological flourishing. This review sets the stage for more rigorous research to help develop the SIE field and better understand the benefits of SIE for adolescent development.

Chapter 6: Social Innovation Education Pedagogy and Adolescent Wellbeing: The Power of Student Voice

Abstract

Social innovation education (SIE) is a student-led collaborative process of creating unique solutions to challenges within the community. Founded on critical, transformational, and epistemological learning, SIE provides students the opportunity to learn about the world and themselves while they create meaningful change. The study explored the relationship between SIE pedagogies and student wellbeing through an inductive thematic analysis of interviews from 22 students, alumni, educators, and parents from two secondary schools in Ireland that were participating in a SIE programme before and during the COVID-19 pandemic. Key findings were that students experienced personal growth and wellbeing as they learned how to create change. Through a functional analysis of experiences, it became evident that the pedagogies promoted participant wellbeing through the catalyst of student voice. Participants experienced their voices being accentuated as they learned to believe in their ideas and express themselves in the absence of fear of judgment from peers. These experiences allowed students to view themselves and others through a new lens, while also developing greater feelings of confidence and purpose. This research highlights the importance of revisiting theoretical frameworks in real world social contexts and offers insight into how to promote student wellbeing through interventions such as SIE.

Keywords

Covid-19 remote learning, social innovation education, student voice, wellbeing

Introduction

Traditionally, schools have an important role to play in students' cognitive and academic development. In response to rising mental health issues throughout adolescence (i.e., depression rates; Hankin, 2015), these traditional roles are shifting. As a result, wellbeing and mental health has moved to the forefront of adolescent educational planning, and now schools have the additional responsibilities to promote student social and emotional development. School leaders are tasked with attempting to promote student wellbeing in line with policy and curriculum development (Department of Education and Skills, 2019), with various curriculum options available, but little research to help guide their decisions.

Social innovation education (SIE) which is the process of learning how to be socially innovative, and the pedagogies used to support such learning, are potential solutions for this issue. SIE, though a relatively new term, is not a new concept, as there are several forms of civic-based educations such as civic education, that help students see inequalities in the world. In SIE however, learning takes places both within and outside the classroom, as students are challenged to physically create, evaluate, and reflect on a social change project that they produce within their communities.

This process, which can be applied to targeted groups or universally, aims to promote social and emotional skills, while simultaneously benefitting the wellbeing of all people involved. The opportunity to work in groups and think creatively to solve social issues is particularly influential during adolescent years, as this developmental stage is often marked by increased concerns over social evaluation (Westenberg et al., 2004) and increased self-consciousness (Somerville et al., 2013). Along with this, finding a purpose and identifying values becomes a vital indicator of thriving for this age group (Bundick et al., 2010).

In response to growing demands to understand how to foster wellbeing in schools, a case study analysis of an intervention that promotes SIE was conducted. The current study

sought to provide an in-depth exploration of how adolescent wellbeing is associated through the pedagogies employed in SIE. This research aims to expand our understanding of how adolescent wellbeing may be benefited in the classroom, informing future policy and practice decisions.

Social Innovation Education Pedagogy

Social innovation is a transdisciplinary and cross-sectoral term that in its simplest form can be defined as the collaboration of ideas or use of creativity with the goal of making society better (Milley et al., 2018). More recently researchers and practitioners have begun exploring ways to educate others on how to 'do' social innovation and have developed a learning pathway to guide individuals through a process of working with others to create social change. The term social innovation education (SIE; Collier, n.d.) was established to describe this process learning about how to be socially innovative. Informed by a scoping review of research on social innovation interventions, and an analysis of terms closely matching SIE (i.e., changemaker), we have defined SIE in the adolescent context as:

> *An educational practice that engages people in a self-directed collaborative approach toward creating and initiating unique solutions to challenges within their community, in return developing the skills required to become contributing members of society while simultaneously bettering the wellbeing of all those involved.*

This definition will be used for the purpose of this research, as it highlights the multiplicity of inputs and outcomes associated with SIE.

The pedagogical framework for SIE is grounded in critical learning, transformational learning, and epistemological development (Alden Rivers et al., 2015).

Critical learning pedagogy is focused on helping individuals think about social issues through the lens of others through the combination of knowledge, critical literacy, and democratic action, in return developing empathy, civic responsibility, along with a variety of other

competencies (Rautins & Ibrahim, 2011; Scorza, Mirra, & Morell, 2013). Transformational learning takes place when the individual turns their focus internally and goes through a process of critical self-reflection, in this case in relation to social issues, in return developing competencies in self-awareness, agency, and social responsibility (Alden Rivers et al., 2015). While the individual is going through these critical and transformational changes, epistemological development is also occurring as they begin to explore different ways of experiencing and understanding the world (Alden Rivers et al., 2015). These pedagogies suggest that as students implement their SIE social action projects, they are developing a variety of aptitudes including critical consciousness, purpose, self-regulation, awareness, and connection, all of which support the promotion of wellbeing (Diemer et al., 2016; Diemer et al., 2021).

Young Social Innovators and SIE

Young Social Innovators (YSI) is an Irish organization that has been providing SIE programmes to Irish secondary (post-primary) schools since 2001. YSI believes that by providing opportunities for youth-led, team-based real-life work and learning, they can support and encourage young people to become caring, compassionate, creative, and connected individuals who feel capable and empowered to create social change. Schools elect to offer the SIE programmes provided by YSI at the start of each school year, typically to students in their 4th year of secondary school (14 to 15 years old). While some school resources offer SIE to all their 4th year students, others will randomly allocate students to do SIE, or allow students to sign up. SIE is typically a timetabled course and schools that offer SIE are provided with over 40 hours of lesson plans to guide the project progress. Students and teachers are also offered the opportunity to attend trainings, workshops, showcase events throughout the year.

The lesson plans provided to teachers are structured around the YSI SIE model of learning, which outlines the stages of social change project development. This model begins

with students exploring the values of social innovation (i.e., inclusion, social justice, sustainable development, and equality) and issues they find meaningful in their communities. Students then work through the SIE pathway of change, which includes (1) explore and create, (2) test and adapt, and (3) act and reflect. Students explore and learn about social issues in their community, create an action plan around a social issue of their choosing, test and adapt their plan, act by implementing the plan, and reflect on the change they created. Throughout this process, YSI supports and recognises students' projects and hard work, and concludes each year by celebrating the humanitarian contributions that the young people have made. Student projects focus on a range of social issues including, but not limited to, mental health, climate change, human trafficking, LGBTQ+ rights, and gender equality.

Through the critical, transformational, and epistemological development that occurs in the SIE classroom, students are provided with opportunities to connect with others both inside and outside the classroom, think about themselves and others through a new lens, internally reflect on what is important to them, develop new ways to understand the world, and create change. From a wellbeing perspective, these experiences might lead to increased competence, autonomy, awareness, and purpose. This provides us with a rationale for why it could be relevant to research the potential relationship between SIE pedagogies and adolescent wellbeing.

Perspective on Wellbeing

Wellbeing is a psychological phenomenon that comprises hedonic aspects of experiencing positive feelings, and eudaimonic aspects of connectedness and purpose in life (Huta & Waterman, 2014). Modern theories of wellbeing combine both pleasure (i.e., hedonia) and positive function (i.e., eudaimonia), and throughout the twentieth and twenty-first centuries, theorists began conceptualizations of wellbeing as multidimensional phenomenon. The theories that emerged during these times were very diverse, each with unique ways of

conceptualising how one experiences wellbeing, giving rise to new ways to think about what wellbeing is, how it could be conceptualised, and how it could be measured and promoted. Examples of such theories can be seen in the work of Ryff (1989), Kern et al. (2015), Ryan and Deci (2000), and Symonds et al. (2022). While each theorist had the goal of mapping what wellbeing was, as we will discuss below, each took different theoretical and methodological focuses to formulate their understandings.

One method that has been used to conceptualise wellbeing is through the mapping of the characteristics what it means to flourish into dimensions. For example, Ryff's work in connecting theories of wellbeing and functioning lead to the development of six factors of wellbeing (Ryff, 1989), while Seligman's attempt to understand what lead to a 'full life' produced five dimensions of wellbeing (Seligman 2010). While these theories were formulated for adult populations, Kern and colleagues (2015) adapted Seligman's model onto younger populations and developed an additional five dimensions to understand adolescent wellbeing. The dimensions that emerged from these processes vary, and include autonomy, environmental mastery, engagement, happiness, optimism, perseverance, personal growth, purpose, relatedness / connectedness, and self-acceptance (Ryff, 1989; Kern et al, 2015).

While the method of using dimensions provides researchers and practitioners with ways to measure wellbeing and develop targeted interventions, other theorists sought to explore wellbeing through a needs-based understanding. For example, Ryan and Deci's (2000) work, which was built on Maslow's notion of basic needs (1971), focused on how social and contextual factors are related to our motivation to flourish and reach new levels of functioning. This was achieved through the fulfilment of three basic human needs (Ryan & Deci, 2000). According to such theories, by fulfilling basic needs, such as competency, autonomy, and relatedness (Ryan & Deci, 2000), we can experience our full potential.

More recently, Symonds and colleagues (2022) have sought to explain psychological wellbeing for all humans using a deep history approach. Symonds and colleagues (2022) propose that hedonic and eudaimonic dimensions of wellbeing emerge out of our drive to fulfil basic needs that are essential for the flourishing of hyper-cooperative societies. This social-evolutionary perspective on wellbeing prioritises the fulfilment of several basic needs adapted from the wellbeing literature: autonomy, competence, helping, and problem solving (eudaimonia), and feeling cared for, accepted, safe, and happy (hedonia).

The current study takes an inductive approach to understanding how SIE is related to wellbeing, and as a result we chose not to prioritise any single wellbeing theory. Instead, we took all the wellbeing theories described above to create a set of indicators or dimensions that could be apparent in students' experiences of SIE. Accordingly, we included the dimensions of engagement, perseverance / resilience, optimism, connectedness / relatedness, happiness, competency / environmental mastery, autonomy, care, acceptance from others and self, safety, helping others, purpose, and personal growth, as thinking tools to inform the data analysis. Although some researchers may prefer to be informed by a single perspective on wellbeing, our qualitative, exploratory research design could not pre-empt what type of wellbeing would emerge from the data.

Covid-19 Pandemic

Unique to this study's evaluation of SIE, is the opportunity to explore the relationship of SIE and wellbeing during the Covid-19 pandemic, which was marked by closures within all levels of society, including the closures schools and places for adolescent socialisation. During this time in Ireland, people were confined to their homes, and were instructed to avoid contact with others. Schools bounced between both remote and in-person learning, with schools choosing a variety of approaches used to facilitate remote learning (Symonds et al., 2020). Although the longitudinal impacts of these large-scale closures are still unfolding, researchers

have begun exploring the adverse effects of school closures on adolescent mental health and feelings of loneliness (Houghton et al., 2022). Adolescence is a time for socialisation, identity development, and an opportunity to develop a sense of purpose. Though SIE programmes would typically be delivered in-person and involve hands-on work in school, during school-closures and hybrid learning, students had to think outside the box about how to work on and implement their SIE projects.

Current Study

The unique developmental needs and milestones of adolescents provide a platform for programmes that promote critical, transformational, and epistemological development, such as SIE, to positively influence adolescent wellbeing. During adolescence, individuals deepen their developing sense of purpose, social identity, sense of belonging (Sweeting et al., 2011; Westenberg et al., 2004), and self-consciousness (Somerville et al., 2013). The pedagogies underpinning SIE have been shown to foster positive development in adolescents, including in adolescents from marginalized backgrounds (Diemer et al., 2021), yet there is limited research on these pedagogies when used through the SIE process (Kalemaki et al., 2019). Using Interpretative Phenomenological Analysis (IPA; Smith, 1996) to design an exploratory survey schedule and inductive thematic analysis to analyse the data, the current study aims to explore the lived experiences of those participating in SIE to better understand the relationship between SIE pedagogical experiences and student wellbeing. An overarching research question guided the study: *In what ways do students experience wellbeing through SIE*? This research question is deliberately broad, allowing a rich set of attitudes, opinions, and experiences to be recalled and recounted by the students, alumni, teachers, principals, and parents involved in SIE, about the wellbeing of students in SIE programmes.

Methods

Inductive Analysis Approach

In this study we used an inductive thematic analysis (TA) approach to analyse data that was collected through survey schedules designed with guidance from interpretive phenomenological analysis (IPA). Thematic analysis (TA) is a descriptive method of clustering qualitative data based on similarities, with the goal of reporting patterns of meanings that exist within the data (Castleberry & Nolen, 2018; Clarke & Braun, 2017). TA typically produces insightful, valid, and reliably work by following five steps: compiling, disassembling, reassembling, interpreting, and concluding (Castleberry & Nolen, 2018). One strength of TA is its flexibility in its research design, data collection, and interpretation, and its ability to identify patterns both within and across participants (Clarke & Braun, 2017). This flexibility can also pose a challenge, as TA does not provide a structured procedure for interview schedules. Since our goal was to explore the experiences of participants working through social change projects as inductively as possible, we used IPA to guide our interview schedules.

Philosophically rooted in critical realism, IPA is a method of qualitative analysis that generates an in-depth understanding of human experiences (Fade, 2004). In designing our survey schedules, we were interested in the phenomenological basis of IPA, which is concerned with human's lived experiences (Smith & Shinebourne, 2012). The goal of IPA is to describe individual participants' perspectives, and experiences of the lived realities, which is accomplished through interviews that are guided by broad open-ended questions, so as not to assume or direct the answers, and additional prompts to elicit the individual's lived experiences (Smith & Shinebourne, 2012). Through broad interview questions, which were guided by IPA to openly explore participant's involvement in the programme, we ensured that interviews would explore a range of experiences. Transcribed interviews were then coded and analysed

using TA, first within transcripts and then between transcripts. This process is explained in more detail in the analyses section of this paper.

Participants

A purposeful sampling method was utilised to identify schools that were exemplars of good practice in SIE for this study. The rationale for selecting good practice schools was to provide data on how, under ideal circumstances, wellbeing could be supported by SIE. The choice of best-practice schools was not intended to create bias in the results but instead followed the ideals of positive psychology: if other schools could achieve the level of best-practice implemented in these schools, what wellbeing outcomes might they expect for their students? Through conversation with YSI, it was determined that schools that stood out as best practice schools were those who had been involved in YSI for a minimum of 10 years, and who had successfully completed their projects throughout. To account for possible variation in experiences based on school location, we wanted to ensure we interviewed participants from both rural and urban locations. A list of best practice schools based on these criteria was provided by YSI, and from this list two rural schools and two urban schools were randomly selected. These four schools were approached, and one rural and one urban school agreed to participate.

Participants from the two schools consisted of twenty-two individuals, fifteen of whom were students. Ten students were in 4th year and were currently taking YSI (aged 14 – 15), and the other five were in 6th year and had previously taken YSI (aged 17 – 18). The other seven participants were teachers, principals or parents who had witnessed or been involved in YSI. Two of the parents were also teachers within the schools and were asked to talk about their experiences of parenting before those of teaching. One of the principals was also a parent, and they were asked to talk about their experiences of being principal before being a parent. Participant names were replaced with pseudonyms. The sample consisted of four males and

eighteen females, nineteen of whom were Irish. The other three participants had immigrated to Ireland from various countries. By taking a multi-informant perspective, a multifaceted view of the relationship between SIE and adolescent wellbeing was facilitated. Additional demographic information about participants and pseudonyms is presented in Table 1.

Table 1

Demographic Characteristics of Participants and Pseudonyms

#	Pseudonym	Role	Interview Type	Year	Sex	Nationality	School
1	Ms Aisling	YSI Teacher	Individual		F	Irish	1
2	Ms Sarah	YSI Teacher	Individual		F	Irish	2
3	Ms Sophie	YSI Teacher	Group		F	Irish	1
4	Ms Ashley	Parent/Teacher	Group		F	Irish	1
5	Ms Oonagh	Parent/Teacher	Individual		F	Irish	2
6	Ms Amanda	Principal/Parent	Individual		F	Irish	2
7	Mr Finn	Principal	Individual		M	Irish	1
8	Jessica	Alumni	Individual	6th	F	Other	2
9	Callum	Alumni	Group	6th	M	Irish	2
10	Olivia	Alumni	Group	6th	F	Irish	2
11	Grainne	Alumni	Group	6th	F	Irish	2
12	Aoife	Alumni	Group	6th	F	Irish	2
13	Sean	Student	Individual	4th	M	Irish	1
14	Rebecca	Student	Group	4th	F	Irish	2
15	Samantha	Student	Group	4th	F	Other	2
16	Carla	Student	Group	4th	F	Irish	2
17	Sascha	Student	Group	4th	F	Other	2
18	Emily	Student	Group	4th	F	Irish	2
19	Roisin	Student	Group	4th	F	Irish	1
20	Michael	Student	Group	4th	M	Irish	1
21	Jen	Student	Group	4th	F	Irish	2
22	Niamh	Student	Group	4th	F	Irish	2

Procedure

The research was approved by the university's ethics committee. Once ethics approval was received, the schools recruited in in November 2020. After principals agreed for their school to participate, all teachers of SIE were approached for their consent to be interviewed. SIE teachers acted as gatekeepers to the participants and were asked to approach their current and previous SIE students regarding research participation. Students who were interested in

participating were given more information about the research. Of the 18 students that showed interest, 16 agreed to participate, with one additional student dropping out before interviews were conducted. All participants aged 18-years or more provided consent, and those younger than 18-years-old provided parental consent and participant assent. Once consent and assent were received, participants were assigned to either individual or small group interviews based on their preferences and were given the interview questions beforehand to help alleviate any stress they might have about the interview.

Individual and small group interviews were conducted during the Spring of 2021 and followed interview schedules that aimed to explore students' lived experiences of the programme (Larkin et al., 2011). More information about the interview schedules is discussed below. A total of 13 interviews were carried out for this research. Seven were individual interviews, which included the interviews with two guides, two principals, one alumni student, one current YSI, and one parent. The other six were small group interviews (2-4 participants). One small group consisted of a parent and a teacher, three consisted of current YSI students, and two consisted of alumni students. We did not go through a second round of recruitment, as previous research has found that 90% of possible themes would emerge within three to six interviews (Guest et al., 2017).

Interviews were conducted during the Covid-19 pandemic, when school campuses were closed to visitors and teaching and learning was taking place with a mixture of at-home and in-person delivery. In line with Covid-19 restrictions, all interviews were conducted through Zoom by the first author. Individual and small group interviews lasted between forty to seventy minutes. Those in small groups had equal opportunity to answer every question. All interviews were audio recorded and transcribed verbatim by the first author. To keep all participants' identities confidential, identifying information was removed from the transcripts and participants' names were replaced with pseudonyms.

Interview Schedule

Interview schedules went through a meticulous planning process involving the authors, other research professionals, and YSI representatives working together in a research practice partnership (RPP). This created a team with diverse presuppositions about wellbeing and SIE education. It was therefore crucial to consider ways to prevent investigator biases, which were critically examined in conversation and through written exchanges during the interview schedule planning.

Areas of questioning were developed in line with the broad dimensions of hedonic and eudaimonic wellbeing. A series of draft questions were reviewed by all members of the RPP to ensure that the questions fit the research goals, were open-ended, and provided minimal direction. This process consolidated the focus on capturing broad dimensions of hedonic or eudaimonic experiences, without directing the conversation toward any specific contextual issue (e.g., lesson planning).

Table 2

Examples of Dimensions and Questions for Participant Groups

Dimension	Student Example	Principal Example	Teacher Example
Experiences of the programme	Tell me about what it is like to do your project?	Tell me about your experiences of, or involvement in SIE?	Tell me about the types of experiences you have had when guiding SIE projects?
Eudaimonia	Do you feel in any way connected with the social issue your project focused on? Can you explain?	Have student SIE projects affected the local community? How?	Did you feel in any way connected with the social issues your students' projects have focused on?
Hedonia	What types of feelings do you have while working on your project?	What feelings do you have while watching SIE in your school?	What types of feelings do you have while guiding students through their projects?

Five interview schedules were created (an example is given in Table 2), one for each of the participant groups (current students, past students, teachers, principals, and parents). Within each participant group, the interview schedules were the same for individual and small group

interviews. Each interview schedule had between eight and eleven open-ended questions, designed to elicit participants' experiences of wellbeing in relation to SIE. Questions were followed by a series of open-ended prompts (e.g., *why do you say that?)* to encourage the participant to explain their answers further. Interview schedules can be found in Appendix A. Questions elicited participants' lived experiences of the programme, to provide a robust first-person account of the phenomenon (Smith & Shinebourne, 2012). Questions were also designed to tap into participants' experiences of virtual SIE during the school closures.

Analysis

Data analysis was conducted in NVivo 12. Interview transcripts were analysed using thematic analysis (TA). TA involves a process of clustering qualitative data based on similarities to explore patterns within the data (Clarke & Braun, 2017). The first author conducted the coding, with training and guidance from the second author.

This analysis process began with the first author familiarising themselves with the transcripts by listening to and reading each transcript several times. Once the first author was familiar with the transcripts, the authors met to discuss the coding process. It was determined that verbatim line-by-line coding would be followed to prevent investigator bias. This meticulous process involved coding each line, main point, or sentence using snippets of the exact wording from the script. For example, if a participant said that they enjoyed working with others in the community, that was coded as 'enjoyed working with others in the community'. Each transcript went through this initial coding in seclusion of the others. Due to the objectivity of this coding method, and that the codes produced were exact phrases used by the participant, only one round of initial coding was used.

After the first few interviews went through initial coding, the authors met again to discuss any issues that arose and to ensure that the coding was following the verbatim protocol. Once each transcript went through initial coding, commonalities and differences within the

codes were arranged into emerging themes within each transcript by the first author. During this process, the two authors met again to discuss this clustering process and to ensure clusters were related. This was repeated throughout all thirteen transcripts, with each interview being coded in isolation from the others. Once the line-by-line codes were clustered into themes within each transcript, they were then clustered between transcripts and overarching themes began to emerge, as seen in Table 3. During this final analysis process, the authors met several times to discuss the overarching themes that were emerging, and to ensure the subthemes were accurately complementing each other within each subtheme. This iterative process of clustering, reviewing, and revising as needed, concluded with the extraction of subthemes and overarching themes between transcripts. Once the subthemes and overarching themes were rechecked and confirmed, they were discussed in relation to the set of wellbeing dimensions outlined in the literature review.

Results

The research question *in what ways do students experience wellbeing through SIE* sought to explore how participants made sense of how the critical, transformational, and epistemological learning that takes place in SIE applied to student wellbeing. Although the interview schedules were informed by notions of hedonia and eudaimonia, the interview questions were designed to avoid presuming more fine-grained wellbeing dimensions (e.g., autonomy, purpose). For this reason, the interview transcripts covered a range of experiences. Throughout the inductive data extraction and analysis, over five thousand line-by-line codes were clustered into subthemes themes. These themes were compared across transcripts to create fourteen overarching themes. The overarching themes were further simplified into broad dimensions. A full list of themes and dimensions are provided in Table 4. In the results section, we first describe the dimensions uncovered through this process, then we apply these results to established wellbeing frameworks to better understand how student wellbeing may be experienced through SIE.

Table 3

Example of the Analysis Process for One Overarching Theme

Excerpts from transcripts	Participant	Line-by- Line Code	Subtheme	Overarching Theme
"No one was like, 'No, we're not doing that,' or anything. Everyone's idea was all out."	Student (Sean)	Everyone's ideas were out there when making decisions	Students learn to make sure everyone's voice is listened too	**Student voice is promoted**
"Having all our opinions put together, we can make such a big project, and that allowed us to progress, and we achieved so much from putting all of our opinions together."	Alumni (Grainne)	Students put everyone's opinions together to create a big project		
"Students are doing a lot of the talking in the class, rather than me."	YSI Teacher (Ms Aisling)	Students are doing the talking	Students learn to express their voice	
"But it's great because I found out that if you do speak up, that your voice is heard, and you can make a difference."	Alumni (Grainne)	Student learned if you speak up and let your voice be heard you can make a difference		
"So, they're not going to be told, well that's a stupid question or that's a horrible idea, you know."	Teacher (Ms *stupid question*)	Students aren't told their ideas are stupid or horrible	Student voices are listened too without being judged	
"Everyone was very understanding if you had an opinion, and they'd just listen, and they wouldn't judge you for it."	Student (Niamh)	Everyone was understanding of others' opinions		

Table 4

Full list of Subthemes, Overarching Themes and Dimensions

Subthemes	Overarching theme	Dimension
Students get to do new things Students get to be creative Students go through a journey	Students get to try and experience new things	Characteristics of the Programme
All students can do YSI, no matter their abilities Students are changed and turned around Students can shine in YSI	Students of all abilities can do & shine in SIE	
Students learn to express their voice Student voices are listened too without being judged Students learn to make sure everyone's voice is listened too Students learn to listen and be patient	Student voice is promoted	Student Voice
Decisions are made as a group The decision-making process was a good experience Students felt comfortable sharing their ideas without being judged	Students learn to be inclusive in decision-making process	
Students have increased responsibilities Students learn to take ownership Students work hard and do a lot for their projects	Students experienced increased responsibilities	Student Skill-Related Personal Growth
Students' motivation grows Students learn to plan and organize a project Students learn to work through conflicts, frustrations, and setbacks Students develop time management skills Students develop teamwork skills Students develop communication and public speaking skills Students develop research skills	Students developed a variety of skills	
Student empathy grows, leaning to be kind and care students become more open minded Students learn to be tolerant and accepting	Students become more empathetic, openminded, tolerant, and accepting	Student Emotion-Related Personal Growth
Students feel YSI is amazing a rewarding experience Students feel YSI is challenging at times Students have positive emotions doing YSI	Students experience a range of emotions doing their projects	
Students gained confidence Students gained confidence to share their voice and express themselves Students gained confidence to speak in front of others	Students gained confidence	
Students become more connected to the community Students get more involved in the community Students see others supporting them and getting involved Students met people and developed new relationships	Students get to interact with others in the school & community	Student Relationship Changes
The principal supports the student projects The alumni help with student projects	Students are supported by the school	
Students and teachers support each other Students and teachers become closer Students and teachers get to see a different side of each other	Student-teacher relationships are strengthened	
Students learn how to look at their community and pick a social issue Students learn about social issues by doing research & talking to others Students learn they cannot turn a blind eye to those in need Students become more connected to the social issue	Students' awareness of and connection to social issues grows	Student Optimism
Students see the impact they are making Students educate themselves and others on how to make a difference Students are having an impact on the hearts and minds of others Students want to and choose to do YSI	Students realise that they want to and can make a difference	

Characteristics of the SIE Programme

This synthesis of results begins with the characteristics of the SIE programme. SIE was described by the participants as an opportunity to try new things and one that allowed for all students to shine. When talking about their experiences, and what happens in SIE, Ms Aisling (YSI teacher) stated, “We’ve had crafts, creativity, doing dances, coming up with ideas. The kids are really remarkable. They are so creative; you see kids coming up with ideas that you have not had.”

Ms Amanda (principal), tapped into aspects of the critical, transformational, and epistemological learning that took place by stating, “They’re thinking about social issues that normally they perhaps don’t think about.” Throughout the SIE programme students were described as increasing their self-awareness and understanding of the world and social issues by designing and administering a social innovation project that often involved interviewing others, hosting events, and working with others in the community; all activities that students might not normally get to experience. Several students touched on these novelties, like when Callum (alumni student) mentioned, “It’s something very new. Before you go into 4th year, you’re not really thinking about these different issues”. Aoife (alumni student) complimented Callum’s perspective when she said, “It was a really new experience for me, I really did enjoy it”.

Teachers and principals brought up the notion of students they had worked with ‘shining’ in the SIE activities. Ms Aisling (YSI teacher) talking about students with autism getting involved and “being happy doing the activities” while another student with muscular dystrophy got involved and “it was brilliant” for the teacher and student to experience. It was evident from teachers, that all students can do SIE and can experience success from it, as demonstrated by Ms Sarah (SIE teacher), who said, “I’ve seen this repeatedly, it lets kids that might otherwise have been overlooked, or who just shrink way into the background normally,

come to the fore and blossom." Mr Finn (principal) added to this by saying, "Five or six kids spring to mind, who would never have shined academically, who would never have valued themselves academically, but valued their contribution to the programme and the team and what they could bring to it."

Through these experiences, it was evident that participants viewed SIE as an inclusive educational practice. They also differentiated SIE from other courses, as the critical, transformational, and epistemological learning that they experienced as they worked through their projects was not something they had necessarily experienced in other courses before.

Student Voice

The inclusiveness of the SIE pedagogy, which is founded in critical theory and encourages one to view the world through the lens of others, endorsed students' potential to share their opinions and ideas right from the start. This was apparent across all interview groups. In their classrooms, the students were consistently encouraged to share their voice through their opinions and ideas when selecting social issues, creating a plan of action, and implementing their projects. It was evident that students felt comfortable sharing their voice, as stated by Emily (student):

> "Confidence is definitely the biggest thing that I've learned, having the confidence to voice your opinion, and your ideas and knowing that you're not going to be put down for them or be made fun of for them."

It is evident in such comments the transformational learning that was taking place as students became more aware of their voice and opinions. Niamh (student) and Rebecca (student) both corroborated this when they stated, "Everyone was very understanding if you had an opinion, and they'd just listen, and they wouldn't judge you for it" and, "We did work really well as a group, and everyone listened to each other which was always good."

When talking about social issues and beliefs, students had to manage a level of self-disclosure, which could be difficult, but Samantha (student) explained how a level of comfort was created to help with this process:

> "Anything that was said in the room stayed in the room. If anyone shared their experience, everybody took it and they kept it to themselves, they talked about it and that was it. It was kept to our group, but then it was very open as well."

Regarding SIE in general, Mr Finn (principal) mentioned, "It was all inclusive, and that's what I really liked about it," but it was through the inclusive and critical decision-making process that student voice was promoted. When it came to students making decisions, the epistemological learning was evident, as mentioned by Olivia (alumni student), "We were all very open to the different ideas. Nobody said when somebody said an idea, 'no we can't do that'. We all thought about it, we spoke about it, and we'd write down the idea." Olivia expanded on this experience by stating:

> "It was great because you never want to be in a group where nobody will listen to you, and you feel invalidated because maybe your idea wasn't as good as all the rest. I think that's what made it so comfortable being in the group and working together- nobody ever made you feel as though your idea wasn't as good as anybody else's."

All the students mentioned feeling comfortable sharing their ideas with their SIE classmates, and it became apparent that this process was also about listening, which is necessary when learning how to view the world through the lens of others. Learning to listen was mentioned by several students, such as Sean (student) who stated, "when making the decisions for everyone, everyone was listening" and Niamh (student), who mentioned the importance of hearing other's opinions, "And we are good at listening to each other's opinions, decisions, ideas, and putting them to use and using everyone's opinions and ideas."

The experiences and the discussions that arose when students felt comfortable to share their ideas underpinned the critical, transformational, and epistemological learning that was taking place, as well as other wellbeing experiences as we elucidate further in this analysis. Right from the start, there was a level of comfort created that allowed students to share, work in groups, and develop.

Student Skill-Related Personal Growth

Throughout the interviews, it became noticeable that during the project, students were developing their autonomy by taking on more responsibilities. As Ms Aisling (YSI teacher) put it, "It's their project, it's their ownership." Ms Sarah (YSI teacher) expanded on this, by adding "You don't have to micro-manage everything, you don't have to do everything. It's their project… The YSI classroom is kind of like a reversal in lots of way to the normal classroom because it's the kids that are leading." These experiences also resonated with students. As Carla (student) stated:

> "You feel very determined doing it, because you're filling your time with all the ideas that everyone has. And when you're working on one project you're coming up with more. It keeps you busy. You get to make the phone calls, have meetings, record videos and everything. It just kind of felt good to have that responsibility in school."

With these added responsibilities, came the development of several other skills. An extensive set was documented in the initial coding: spanning from broad skills such as time management and leadership, to more specialized skills, such as IT and app development. Grainne (alumni student) mentioned that she had "learned so much, like being able to present projects", while Callum (alumni student) mentioned SIE was an "experience of teamworking, and making decisions together, and listening to each other". Several students, such as Emily (student) learned a variety of research skills. She stated that "I didn't think that it [*the social* issue] happened as much as it really does in our area" but by interviewing others she realised

that “just because you don’t hear about it doesn’t mean it doesn’t happen”. Like Emily, Niamh (student) also learned by “talking to people and seeing their experiences, and experiencing [*the issue*], and seeing what they think.” It is evident that critical, transformational, and epistemological learning was occurring while the students developed a variety of research skills, such as survey skills, interview skills, and database search skills.

Student’s reflections of their experiences of transformational development, included thoughts of how important these experiences were for their future. Callum (alumni student) mentioned, “I definitely wouldn’t be who I am today had I not taken that leap and signed up.” Grainne (alumni student) added:

> “It developed me in so many ways and provided me with skills necessary for the future and for my career, like the communication, organization, preparation, time management, even teamwork. There’s so many. They all developed me as a person.”

As a principal, Ms Amanda corroborated this through her own experiences of watching the students develop, “I was very proud in the manner that they spoke, the presentation skills, the communication skills. The presentation skills were just fantastic. And I would’ve seen that as a great addition to their own skill sets.”

Student Emotion-Related Personal Growth

While students were developing skills, they were also experiencing transformational learning and increased awareness as they went through immense emotional growth. Students reported experiencing a variety of emotions throughout the intervention. Positive emotions included feelings of happiness, excitement, fun, and gratefulness. While reflecting on her involvement in the community, Sascha (student) stated, “It felt great because you have others supporting you.” Jessica (alumni student) also reflected on the emotions connected to support, saying “I just feel that there’s a lot of people helping us, that just makes me feel powerful.”

Roisin (student) also experienced an increase in power, this time related to outcomes, as she stated, “It’s empowering in a way to know that you’ve done that, and that your message can be shared through the programme. I think that’s really nice.” When talking about the whole process of the project, Aoife (alumni student) mentioned feeling proud, “I think maybe proudness would be the main emotion I was feeling the whole way through, not just for me but for everybody, because we really had put so much time into doing the project.”

As students were learning to understand the world through different lenses, they were also feeling several negative emotions. Students reported feeling sad about what they were hearing from people whom they spoke to during their projects, were challenged while trying to come to agreement on how to do their project and were anxious about standing up in front of others to discuss their project. However, when students talked about these negative emotions, they described these in a more growth-oriented way as they were learning to work through such emotions throughout their project. This is highlight when Aoife (alumni student) mentioned:

> “Sometimes you can get a little bit frustrated, you’re never going to have it absolutely perfect. There could’ve been times when we were frustrated, that maybe things aren’t going as quick we had planned, or it wasn’t going to actually happen on that day.”

Students learned to work through these experiences to keep their projects progressing, which could be attributed to the critical awareness they were developing.

It was evident throughout the descriptions that the improved confidence students were feeling was a huge emotional boost to them. Emily (student) mentioned confidence as “the biggest thing” she learned, which was verified by several other students including Jessica (alumni student) who said, “after meeting a lot of new people, it made me a lot more confident,” Sascha (student) who said, “I learned confidence and standing up for what you believe in,” and Sean (student) who said, “I became more confident around speaking out and talking to people who I’d normally be shy around.”

While working on their projects, and learning about other people's experiences, students were also becoming more empathetic, openminded, tolerant, and accepting. The epistemological, transformational, and critical learning embedded in SIE was evident when Grainne (alumni student) put it, "We wanted to try and create open minds, and be more welcoming to different religions, beliefs, different cultures, traditions, like everything." Aoife (alumni student) saw this growth in herself when she stated:

> "YSI has helped me with other people's opinions. Everybody has a valid opinion, and there's always some way it can be changed or tweaked, it's never just, 'That's the way it has to be.' There are always multiple ways to figuring something out or fix something. I think that will also give me a more open mind towards things."

Ms Aisling (SIE teacher) attributed this emotional and critical growth to the experiences students were having: "They grow in empathy because they can actually walk in other's shoes", and, as Rebecca (student) put it, "It helps us to see a different kind of view."

Student Relationship Growth

Throughout the SIE programme, as students were learning to look at the world and their communities through other people's perspectives, their relationships were changing and developing in a variety of ways, both within and outside of school. Within the school, students got to see a different side to their teachers, and they also got to experience support from others in the school. Students such as Jen saw the teachers as "always such a big help to us. Like if we had an idea, she would always do her best to help us include all our ideas." From a teacher's perspective, Ms Aisling (SIE teacher) experienced students "pull[ing] you along and you pull[ing] them along… you just get to know kids at a different level." Ms Sarah (SIE teacher) added to this when she reflected that, "You get a completely different side to them. I suppose they see a different side to you as well because it's more relaxed."

The principals were also seen as providing support to students and teachers, but this support was typically administrative. Ms Amanda (principal) would attend student events but also "would resource it financially and in terms of time." Mr Flinn (principal) would support SIE by, 'first giving it space in the timetable, second, giving it cohorts of students". Younger students and older students were also helping with the projects by getting involved in fundraising activities or contributing where they could.

Relationships were also being built in the community. Grainne's (alumni student) experience of SIE was one that, "allowed you to get involved in your school community and in your wider community." Michael (student) also got to interact with community members and said, "it was interesting interacting with other companies and other people. It was really nice that everyone was so willing to work with us… we were expecting them to just not reply, but they were willing to work with us." Sascha (student) added to this by stating, "you can see people are actually getting involved and you're not on your own… People are actually believing in you and they're talking about the actual issue. They're not against you."

Students reported feeling supported by the school and the community, and as a result, relationships changed and developed throughout the SIE projects. This change further promoted the learning that was taking place, along with several of the other outcomes associated with the programme.

Student Awareness and Optimism

Through critical and epistemological learning, students' awareness of social issues grew throughout the intervention and were "brought to life," as mentioned by Samantha (student). When Carla (student) reflected on her experiences she said, "there is so much that happens behind the scenes that we don't realize, and it exists a lot more than we think." Niamh (student) touched on the epistemological learning that was occurring when she stated, "It really changes your opinion on things because you don't really realise it [the *social* issue] because

we aren't really experiencing it as much as others. It's a learning experience." From a principal's experience, Mr Finn summed up students' increasing awareness by stating, "It's opened up their eyes, and their tunnel vision has become lateral vision. That's what it's done."

As mentioned earlier, as students were viewing the work through the lens of others, and developing diverse ways to understand the world, they were also describing it as hard, sad, and sometimes overwhelming learning about the social issues in the world. However, when paired with the experiences of physically doing something and seeing a tangible change, students were going through an internal transformational process as they developed a level of awareness of social issues as well and awareness and optimism towards their capabilities of creating change. Jen (student) saw that they were making a difference in the world when she said, "We've been able to teach people the wrong way and the right way in life. And we mightn't be able to stop it, but it's stopping it a bit." Grainne's (alumni student) reflection highlighted the first-hand change she witnessed, "We went to work with the direct provision centre and saw the children. We did fun activities and a Christmas event. It was lovely just to be able to see their faces, they were happy, and they felt included."

Seeing the struggles in the world, looking at issues through the lens of others, and learning different ways to understand the world was hard for students, but doing something about it through their social innovation projects enabled, as experienced by Callum (alumni student), "a creative outlet as well as a vessel for social change, it's [the SIE] people's ability to shine at what they're good at."

The Impact of SIE during the Covid-19 Pandemic

This study also allowed us to explore the relationship between SIE and wellbeing in the context of the COVID-19 pandemic. Evidence on the impact of the pandemic on adolescent wellbeing is growing, but unique to this study is how students still experienced wellbeing through SIE, even in midst of global isolation policies. Although all participant groups

preferred in-person learning over online learning, they still found SIE engaging. Students reported that SIE was still enjoyable, even online, and several students mentioned that they found themselves talking and engaging more in virtually SIE, compared to other virtual classes. Emily (student) reported that there was a level of comfort in sharing their opinions that existed in SIE, even virtually, which was not present in academic classes. Though students mentioned online learning wasn't the ideal situation, they still talk about gaining skills, engaging with each other, and working together to find ways to overcome the challenges they were facing to make a difference in the social issues they had selected.

Overarching Themes and Wellbeing Theories

The next step in the analysis was to explore how the overarching themes constructed from the thematic analysis mapped onto existing wellbeing frameworks reviewed in the introduction (Table 5). The rationale for this analysis was to understand the themes in relation to common notions of wellbeing as well as to identify the fit between the results and existing wellbeing frameworks. Themes were applied to the wellbeing frameworks discussed in the introduction section, including EPOCH (Kern et al., 2015), self-determination theory (Ryan & Deci, 2000), the social-evolutionary model of wellbeing (Symonds et al., 2021), and psychological wellbeing (Ryff, 1989). Through this process we found that every dimension in each of the four wellbeing frameworks was represented in students' experiences of SIE.

The most prominent wellbeing dimension that the superordinate themes matched with was personal growth, which was promoted by all but two of the superordinate themes. This is evident in the transcripts, such as when Callum (alumni student) said he "Wouldn't be who [he is] today had [he] not taken that leap and signed up for something [YSI]." Grainne (alumni student) added, "There's so many [experiences] and they all developed [her] as a person." Throughout the intervention, students were developing as a person as they learned how to make a difference in society.

Engagement, autonomy, and connectedness / relatedness were also predominant dimensions, each represented by ten to eleven overarching themes. These dimensions are embedded in the intervention design, as Ms Aisling (YSI teacher) put it, “It’s their project, it’s their ownership.” Autonomy could be seen in the students voicing their opinions, making decisions as a group, taking ownership, and creating their own project. Connectedness could be seen as the students make new friends, getting involved in the community, and witness others supporting them. Engagement was crucial for the whole process, as the students were doing the project themselves, and learned to keep it progressing, for as Carla (student) stated, “It keeps you busy”.

Table 5

Overarching Themes Applied to Various Theories of Wellbeing

	Wellbeing Dimensions from Existing Frameworks													
	Engagement	Perseverance / Resilience	Optimism	Connectedness / Relatedness / Relationships	Happiness	Competency / Environ. Mastery	Autonomy	Care	Acceptance	Safety	Helping Others	Self-Acceptance	Purpose in Life	Personal Growth
Overarching Themes	**1**	**1, 3**	**1**	**1, 2, 4**	**1, 3**	**2, 3, 4**	**2, 3, 4**	**3**	**3**	**3**	**3**	**4**	**4**	**4**
Students get to try new things and experience new things	■	■	■		■	■	■				■		■	■
Students' awareness of & connection to social issues grows	■			■		■	■				■		■	■
Students of all abilities can do & shine in YSI	■	■			■	■	■					■	■	■
Students experience increased responsibilities	■	■				■	■				■		■	■
Students gained confidence in YSI	■	■		■		■	■		■			■		■
Student voice is promoted in YSI	■			■		■	■	■	■	■	■	■		■
Students developed a variety of skills	■	■	■	■		■	■		■		■	■	■	■
Students become more empathetic, openminded, tolerant, and accepting				■					■		■	■	■	■
Students realise that they want to and can make a difference	■		■	■	■	■	■			■	■		■	■
Students experience a range of emotions doing their projects		■	■	■			■				■		■	■
Students learn to be inclusive in decision-making process	■			■			■	■	■	■		■		■
Students get to interact with others in the school & community	■			■		■	■	■	■		■		■	■
Students are supported by the school				■				■	■					
Student-teacher relationships are strengthened				■				■	■					

Notes. Numbers under each wellbeing dimension denote the wellbeing frameworks that include the dimension. 1 = EPOCH (Kern et al., 2015), 2 = SDT (Deci & Ryan, 2008), 3 = social evolutionary model of wellbeing (Symonds et al., 2021), 4 = psychological wellbeing (Ryff, 1989)

The least represented dimension of the wellbeing frameworks was safety, with only two of the superordinate themes being relevant to this dimension. This could be because safety is more of an environmental factor, that is more out of the students' control. Where safety was evident was in the students' comfort to share their voice. Students felt that they were in a safe environment, like when Olivia (alumni student) stated, "Nobody ever made you feel as though your idea wasn't as good as anybody else's. They accepted all ideas."

Discussion

The current study explored how teacher and student experiences of SIE were related to wellbeing. By conducting an analysis of first-hand experiences, and then applying those experiences to existing wellbeing dimensions, the current research was able to explore how student wellbeing was related to the SIE's pedagogical foundations of critical, transformational, and epistemological learning theory, while also illuminating ways to boost the functionality of wellbeing frameworks. These findings have several implications, both empirically and practically.

Four wellbeing frameworks were chosen for the purpose of this research, each selected based on their varied emphasis on wellbeing dimensions and functionality. These frameworks included: EPOCH (Kern et al., 2015), SDT (Ryan & Deci, 2000), the social evolutionary model of wellbeing (Symonds et al., 2021), and psychological wellbeing (Ryff, 1989). Every dimension in these four wellbeing frameworks was also present in the participants' experiences which is especially interesting given that the wellbeing frameworks varied in their dimensions. Because of the wide coverage of wellbeing dimensions in the interview responses, it can be assumed that students experienced wellbeing through their SIE projects.

While all wellbeing dimensions were met through the participant experiences, there were several times when negative emotions were discussed, like when the students

interviewing those going through the social issue felt sadness as they heard about the struggles of others in their community. This is congruent with current research that highlights increased critical consciousness, which involves critical motivation, critical action and critical reflection, may cause short-term decreases in wellbeing (Maker Castro et al., 2022). Through a scoping review, Maker Castro and colleagues (2022) highlighted the complex relationship that exists among critical activism and wellbeing, and that such relationships may vary based on age, socio-economic status, race, level of critical action (e.g., motivation, vs. reflection, vs, action), etc. For example, Tyler and colleagues (2019) found that critical reflection among middle to low class white youth might promote feelings of guilt. Similarly, in the current study students expressed that at times, listening and learning about the struggles of others was 'sad' or 'hard', and sometimes even 'overwhelming'. However, when paired with the experiences of physically doing something and seeing a tangible change, rather than just reflecting on such issues, students discussed feeling good about being able to do something. In these examples, students were taking those negative experiences and both growing and learning from them. As they were going through this internal transformational process, developing a level of critical awareness, and taking steps towards critical action they were learning how to take these social issues, which made them feel negatively, and do something positive in turn. Additional research around the complexities of critical consciousness and wellbeing is suggested.

This research also highlights the importance of revisiting theoretical frameworks in real world social contexts. Through the analysis of the interview transcripts, it became apparent that voice was an enabler of student wellbeing across their experience of the SIE programme. While voice is a component of other fields of research on adolescence, such as positive youth development (e.g., Lerner, 2004), voice does not appear to be a component of wellbeing frameworks. Our findings highlight the importance of understanding the catalysts for wellbeing, in addition to understanding the dimensions of wellbeing mapped out in the

frameworks. The wellbeing frameworks were focused on individual psychological and relational functioning, rather than on shared experiences of social contexts. Voice is created as an interaction between people, and student voice is enabled when the values, norms, and actions of youth-centred organizations allow for students' ideas to be integrated into the decision-making process (Mockler & Groundwater-Smith, 2015). This appears to be a condition for wellbeing that was brought about by students' experiences of SIE, supporting prior research findings that wellbeing was linked to perceptions of student voice (Donnah, & Graham, 2015). Using these high-level inferences about the role of voice, researchers could begin exploring the mechanisms of individual wellbeing in social contexts, such as student voice promoting student wellbeing in the social contexts of SIE classrooms and projects. Furthermore, practitioners could focus on how to promote student voice in environments that are comfortable, safe, and non-judgmental.

During SIE, students started their projects by learning about concepts of social innovation and community mapping social issues within their community. During these initial staged, students worked in groups, making important decisions on what social issue(s) to focus on, and creating plans on how to meet the needs of that social issue. The atmosphere of the group during these initial phases of the project set the stage for improved wellbeing. This atmosphere, as described by all participants, was one where every young person's voice, opinions, and ideas were listened to. Students talked about how everyone's ideas were written on the board and then voted on democratically. No one's ideas were ignored or put down, and students worked to creatively incorporate aspects of everyone's ideas into the project design. This sometimes meant that projects had several components or focused on more than one social issue, but no one was told they could not do something. Students felt they could share their beliefs, ideas, and opinions without being judged, and as they realised that everyone's ideas are important, they learned how to view the world through the lens of others, they gained

increased awareness of themselves and others, and they gained confidence in their own voices, allowing subsequent experiences of wellbeing to occur.

These findings were evident in the students and teachers who participated in YSI before and during the Covid-19 pandemic. Participants who were involved in the programme during the pandemic experienced the programme through a hybrid delivery, with the school year bouncing between in-person classes and virtual classes. Participants who experience SIE online discussed being more engaged in the YSI class than in other courses, felt they could share their ideas and opinions without the stress of being wrong, and were still able to create a project and make a change. These students may have even developed higher levels of resilience, as they were faced with more challenges as they tried to deliver their project. However, by providing students with a chance to partake in a critical, transformational, and epistemological learning process, they were able to experience types of wellbeing that they might have been lacking otherwise due to the isolated learning experience.

While additional research is required around voice, as discussed above, this research also shed light on the importance of the pedagogies used to support SIE. It will be important for future practitioners, policy makers, and researchers to apply these findings to a variety of setting, both in the education and beyond. For example, with practitioners, the critical, transformational, and epistemological learning that took place through SIE may be applicable to more common subjects found in schools, such as English, maths and sciences. Teachers may be able to implement similar social justice projects during the school year, with the goal of teaching subject specific targets as the students work through their projects. Examples include budgeting (math), the understanding of historical injustices in relation to the project focus (social studies), the creation of prototypes (e.g., science, technology), or the creation of posters (e.g., art, computer class). Policy makers could look to further incorporate the promotion of these learning pedagogies as an example or suggestion when creating requirements for schools

to promote certain developmental areas such as wellbeing. Last, it would be of benefit for researchers to explore how such learning pedagogies can be applied to both younger and older populations, both in the educational, workplace, and community settings, as well as the long-term effect that these pedagogies may have on wellbeing.

Limitations

Although qualitative research allows one to conduct in-depth analysis of participants' first-hand experiences of a specific phenomenon (Smith & Shinebourne, 2012), the small sample size and purposeful sampling methods can provide homogenised and limited findings, which must be interpreted with caution. The selection of two schools with SIE embedded within the school was meant to provide data on how, under ideal circumstances, student wellbeing could be supported by SIE. The rationale for choosing best-practice schools was to explore what wellbeing outcomes could be expected to occur for other schools if they achieved a similar level of effective practice. A rural and urban school were selected to diversify the sample slightly, however future research would benefit from exploring the influence of SIE in more diverse communities, including those from outside of Ireland, and in schools where SIE is being implemented in less-than-ideal ways. All students taking YSI were approached about participating in this research opportunity, and for this reason there is a disproportionate number of females in the student sample. Possibly, more compliant students and students with higher wellbeing may have been more likely to participate in the research, creating a sampling bias.

There is also a limitation around the cultural adaptability of the SIE programme. While YSI has been delivering SIE for over 20 years, they have had time to develop and adapt the programme and supports to the Irish context. While we did have some non-Irish participants, they were still receiving their education in the Irish school setting. This points to the possibility that SIE pedagogies can be delivered across cultures, but the means of delivery would need to

go through careful modifications based on cultural education practices, such as timetabling, curriculum appropriateness, community access and safety.

Chapter 6 Conclusion

The importance of wellbeing promotion within schools has moved to the forefront educational planning, which is evident in the number of policies being created globally that focus on wellbeing. The current study provided an in-depth analysis of student, teacher, parent, and principal experiences of student wellbeing in relation to an intervention aimed at helping students make a positive social change through critical, transformational, and epistemological learning. Key findings were that students' experiences were positive, and that students experienced personal growth and wellbeing as they progressed through the SIE intervention. These findings were evident with participants who experienced SIE both before and during the Covid-19 pandemic. During SIE, students went through critical learning as they learned to view social issues through the lens of others, transformational learning as they developed increased self-awareness, and epistemological learning as they learned new ways to view the world. This experience was one that was new and unique, allowed all students to shine, promoted voice, fostered both skill and emotional growth, created new and evolving relationships, and encouraged optimism even when students had their eyes opened to the harsh realities of the social challenges they were attempting to solve. Each of these outcomes were congruent with frameworks of wellbeing used with adolescent populations, and furthermore, we found that the promotion of student voice was a trigger for many of the wellbeing experiences that developed during the intervention. These findings offer researchers and practitioners insight into how to promote student wellbeing through interventions such as the YSI SIE programme, which can encourage student voice in a unique, creative, and community focused way.

Chapter 7: Engaging in Social Innovation Education: Reciprocal Relations Between Student Wellbeing and Programme Wellbeing Outcomes

Abstract

Social innovation education (SIE) is a student-led collaborative process of creating unique solutions to challenges within the community. Through an analysis of longitudinal pre- post-surveys completed by 94 post-primary school students in Ireland, the current study looked at how prior wellbeing (measured using the EPOCH model) was related to change in wellbeing through engagement with the SIE programme. While the models produced indicated that all five dimensions of the EPOCH model (engagement, perseverance, optimism, connectedness, and happiness) were related to programme engagement, the results also indicated that students with higher prior wellbeing were more likely to have higher levels of engagement, and as a result gained greater wellbeing related outcomes. These findings highlight the importance of considering the current wellbeing of each student to determine if additional motivation or supports might be needed to encourage students to engage in social innovation education programmes. Additional findings and implications for policy and practice are discussed.

Keywords

Adolescent wellbeing, engagement, intervention, social innovation education

Introduction

In response to greater emphasis around adolescent mental health awareness and importance (e.g., O'Connor, Fitzgerald & O'Reilly, 2019), schools have become a frontline service for interventions aimed at student mental health and wellbeing. Globally, growing concerns about student mental health have resulted in the development of policies, curriculum, school-wide programmes, and reporting measures to ensure the wellbeing of all students is being promoted. School-based strategies to promote student psychological wellbeing range from those focused on the individual to those focused on the whole school. However, no one programme will be equally effective with all students. Researchers often consider the role of individual differences, such as gender, special educational needs, and ethnicity, when evaluating programme effectiveness. However, the role of general psychological characteristics such as mental health and wellbeing, in predicting whether programmes will be effective, is less studied. While there is some evidence to suggest a positive relationship between personality characteristics and engagement with wellbeing programmes (Buckley & Doyle, 2017), the role of student's prior wellbeing in predicting whether programmes are effective is understudied. In this study, we propose that students who come into a programme with lower wellbeing (e.g., feeling less happy or confident) may be less likely to engage in the programme. In turn, lower engagement might inhibit their access to aspects of the programme that can enhance their wellbeing.

In this perspective, engagement works as a competence and as a channel (Symonds et al., 2022) to promote student's wellbeing outcomes. Student's ability to engage may be influenced by their prior wellbeing (e.g., feeling confident can encourage students to try new things). At the same time, engaging in the programme can channel benefits of the programme to students. Therefore, students' programme engagement should be related to prior wellbeing, which together should work to promote wellbeing outcomes.

In sum, better understanding the reciprocal relations between student wellbeing and wellbeing outcomes, and the role of programme engagement in this process, should help practitioners identify who might need additional supports, and in what areas. Those supports could be targeted towards assisting students with lower prior wellbeing to engage in wellbeing programmes, to widen the channel by which intervention targets hit their mark for those students. This study aims to explore this issue by investigating how a programme aimed at promoting social innovation (social innovation education) is related to student wellbeing, and the role of prior student wellbeing and programme engagement in this process.

Student Wellbeing

Wellbeing is comprised of a hedonic facet of experiencing positive feelings, and a eudaimonic facet of experiencing connectedness and purpose in life (Huta & Waterman, 2014). A holistic understanding of wellbeing is created through the combination of both facets to understand how one might achieve a 'full life', or a life of flourishing (Seligman, 2011).

One widely used conceptualisation of wellbeing is the PERMA model by Seligman (2002, 2011), which proposes that wellbeing consists of five essential elements: (1) positive emotions, (2) engagement, (3) meaning, (4) relationships and (5) accomplishment (PERMA). Seligman suggested that to reach our fullest potential, these five elements must be experienced. PERMA is a well-established conceptualisation that has been validated across many countries, helping to shed light onto dimensional differences within and between countries while also suggesting its universal implications (e.g., Iasiello et al., 2017). Wanting to better understand the wellbeing of younger populations, Kern and colleagues (2016) identified five characteristics of adolescent wellbeing that are hypothesized to nurture positive wellbeing outcomes related to PERMA in adulthood. Kern and colleagues propose that adolescent wellbeing includes: (1) engagement, (2) perseverance, (3) optimism, (4) connectedness, and

(5) happiness (EPOCH). The EPOCH framework provides insight into areas where programmes can target adolescent wellbeing.

Engagement in Wellbeing Programmes

Engagement is a central component in several theories of wellbeing (e.g., Seligman, 2002; Huppert and So, 2013; Kern et al., 2019). This is in part because engagement can act as a channel for both psychological and social resources that support wellbeing (Symonds et al., 2022). When an individual engages with a wellbeing programme, it can be assumed that the individual will channel the benefits of the programme through their engagement. This perspective is evident in the research of Smyth and colleagues (2022), who found that those who engaged more in group nature-based programme experienced increased wellbeing, and in the work of Murphy and colleagues (2022), who found that girls who participated more in a game-based wellbeing programme experienced increased wellbeing. Though these examples highlight the benefit of engaging in wellbeing programmes, the research could be further expanded on by exploring more subjective measures of engagement, as well as looking at how prior wellbeing correlates with programme engagement.

Engagement can also be conceptualised as a competence, built over time using self-regulatory skills for managing emotion and behaviour, harnessing social and physical resources, and directing interest and cognitive focus towards the object of engagement (Symonds et al., 2022). By taking this perspective, it is possible that prior levels of wellbeing experienced before students enter wellbeing programmes influence the extent to which students can engage in the programmes, and therefore access their benefits. Regarding these reciprocal and mutual influences, McKeering and colleagues (2021) explored the relationship between wellbeing, engagement and resilience in early-adolescent students and found that there was a positive relationship between wellbeing, engagement, and resilience. Similarly, through an analysis of longitudinal survey data with undergraduate students, Boulton and colleagues

(2019) found that those who were more engaged had higher levels of happiness (hedonic wellbeing). The concept of looking at prior wellbeing and engagement has also been applied to the Covid-19 pandemic, with research indicating that prior family and individual wellbeing has a positive relationship with student engagement during Covid-19 online learning methods (Zhu et al., 2022). These examples highlight the importance of considering prior wellbeing when exploring the process of engagement with wellbeing programmes and wellbeing outcomes.

Social Innovation Education

Social innovation education (SIE), is an educational programme that teaches students how to have a meaningful contribution to society through a student-led social change project, conducted mainly in the classrooms but also in the community. SIE engages students in a self-directed collaborative approach toward creating and initiating unique solutions to social challenges within the community, in return bettering students' feelings of meaning and purpose (eudaimonia) and creating opportunities for positive emotions such as accomplishment and relatedness (hedonia). SIE programmes provide students with the experiential opportunity to direct their own learning, to create tangible change, and to witness the meaning contribution they created. This can be unique from other forms of civic based education methods, such as changemaker education and civic entrepreneurships, which do not always result in tangible projects in the community and might not be carried outside the classroom.

At its core, the SIE learning framework is grounded in critical learning theory, transformational learning, and epistemological development (Alden Rivers et al., 2015). Together, these three learning frameworks help students learn to look at social issues through a variety of lenses while they discover their own values and beliefs and begin to process different ways of experiencing and understanding the world. SIE also promotes pro-social behaviours, such as sharing, empathising, caring, or donating (Padilla-Walker & Carlo, 2014),

by providing students with the opportunity to work together, creating supports and resources both within and outside of the school, and by teaching students how to create positive change for others.

Adolescence is marked by social evaluation and self-consciousness (Westenberg et al., 2004; Somerville et al., 2013), providing a platform for a programme such as SIE to have a powerful relationship with adolescent wellbeing. While critical learning pedagogies have been found to strengthen several competencies and skills that support one's overall feelings of wellbeing including empathy, civic responsibility (Scorza, Mirra, & Morell, 2013), agency, self-regulation, social skills (Diemer et al., 2021), self-awareness, and competence to make change (Diemer, et al., 2016), minimal research has considered if and how SIE programmes might be related to wellbeing. Aligning with the EPOCH framework, qualitative research identifies that the SIE pedagogy promotes student engagement in their learning as they get to choose the social issue and how they are going to create change, which enhances personal investment in learning (Maynard & Symonds, *under review).* SIE also teaches students how to persevere through challenges, promotes a level of optimism around students' own capabilities and their abilities to change, increases feelings of connectedness as students work with their peers and others in the community, and leads to opportunities for students to experience positive emotions including happiness. However, accessing these benefits is likely determined by the extent to which students engage with the programme.

Young Social Innovators

Young Social Innovators (YSI) is an Irish organization that has been providing SIE programmes to secondary (post-primary) school students in Ireland since 2001. Schools typically offer the YSI SIE programme during the 4th year of secondary school, which is considered a 'transition year' in the Irish school setting. Schools that offer YSI are provided

with over 40 hours of lesson plans along with trainings, workshops, and events to guide students through team-based social innovation projects.

Guided by the YSI theory of change and learning framework, the YSI SIE programme teaches students to explore the values of social innovation (i.e., inclusion, social justice, sustainable development, and equality) and the issues they find meaningful in their communities. As a group, students then work through the SIE pathway of change, or the stages of the programme. In the first stage, 'explore and create', students explore and learn about the social issues in their community and then create a plan of action around a social issue or issues that they select as a group. Student projects focus on a range of social issues including, that align with one or many of the United Nations Sustainable Development Goals (SDGs). Students then enter the second stage, 'test and adapt', where they critically evaluate their plan, connect with resources both in the school and community, collaborate with experts in their field of focus, and make adaptions where needed. Last, students enter the 'act and reflect' stage, where they implement their plan within their school, community or beyond and then reflect on the meaningful contribution they had. Throughout this process, YSI supports students by helping them brainstorm ideas, connecting with local resources, and providing educator and student trainings and workshops. Each year concludes with a celebration of the philanthropic contributions that the young people make through national speak out events and awards celebrations. Each year, YSI supports approximately 15,000 secondary school students throughout Ireland in the process of SIE, with recent expansions to schools in Canada, Switzerland, Zambia, and Australia. To date, there has been no quantitative examination of the relationship between SIE and adolescent wellbeing, nor of the roles that prior wellbeing and programme engagement play in promoting wellbeing outcomes through the SIE programme.

Current Study

The current study aims to explore the reciprocal relations between student wellbeing and the SIE programme, and to study the role that student engagement plays within these relations. To achieve this, the current research uses a longitudinal pre-and post-test design, to explore two research questions:

1. *How does students' prior wellbeing impact programme engagement?*
2. *How does students' programme engagement impact students' wellbeing outcomes, controlling for students' prior wellbeing?*

Methods

Participants

Schools involved in the YSI SIE programme were selected using stratified random sampling, according to whether they received a low-income schooling classification through the Ireland's Department of Education's Delivering Equality of Opportunities in Schools (DEIS) programme. Twenty-five DEIS (low-income) schools and twenty-five non-DEIS schools were randomly selected from over 200 schools participating in YSI during the 2021 – 2022 school year. The schools were approached via email and phone about participating in the research. Of the fifty schools randomly approached, sixteen of the schools agreed to participate in the research (six DEIS, ten non-DEIS) at the start of the school year. When the same schools were approached at the end of the school year about the end of the year survey, eleven schools responded (four DEIS, seven Non-DEIS) and took part in the end of year survey. All students in the schools who were taking SIE were eligible to participate.

In total, 184 students from the 16 schools (M = 11.5, SD = 10.55) completed the beginning of the year survey, and 107 from the 11 remaining schools (M = 9.73, SD = 6.21) took the end of the year survey. The sample for this study comprises the 94 students from 10 schools who took both surveys (M = 9.4, SD = 4.83). Of these students, 29% were male, 68%

were female and 3% did not disclose a gender identity. The attrition rate was similar to other research being conducted during the Covid-19 global pandemic (e.g., Yu et al., 2022). All participants were in fourth year (14 – 15 years old). A control group was initially recruited, yet due to complications surrounding the Covid-19 pandemic school closures and staffing difficulties these schools did not complete and dropped out in the initial stages of data collection.

Procedure

Surveys and survey administration tools went through two rounds of piloting during the 2020 – 2021 school year, one with a small sample of 12 to 14- and 15-year-old students to ensure cognitive understanding, and the second with a sample of 381 of 14- and 15-year-old students to ensure survey reliability and survey tool useability. The final survey was administered during the 2021 – 2022 school year, with the time 1 data being collected in Autumn 2021, at the start of the programme, and the time 2 being collected in Spring 2022, at the end of the programme. Time 1 and 2 cases were matched using an anonymous ID generation procedure following recommendations from Audette et al., (2019). This process included using a series of letters and numbers generated from the participants responses to various demographic questions (e.g., ‘what is the first letter of your last name). Once time 1 and time 2 ID codes were confirmed, all identifiable data was removed.

Guardian consent and student assent were collected before the survey was administered. Due to Covid-19 school safety procedures, the researchers were not able to be present during survey administration. For this reason, teachers were provided with detailed survey administration instructions. The teachers were offered additional assistance if needed. Surveys were administered online using SoGoSurvey. Surveys could be completed using computers, laptops, tablets, or phones, and could be accessed by a URL link or QR code. Teachers were provided the option to use paper surveys, yet no teacher took up this offer. While the current

study only analysed two measures from the surveys, additional measures were collected on student values, school connectedness, as well as additional outcomes associated with SIE. On average, surveys took about 15-20 minutes to complete. Ethical approval was obtained from the university ethics committee.

Measures

Wellbeing (Time 1 and 2)

Adolescent wellbeing was measured using the EPOCH Measure of Adolescent Wellbeing (Kern, et al., 2016). This 20-item measure was adapted from Seligman's (2002, 2011) PERMA model, and consists of five dimensions of adolescent wellbeing: engagement, perseverance, optimism, connectedness, and happiness. For this research, the dimensions of engagement, perseverance, connectedness, and happiness were modified to three items, while optimism was measured with four items. All items are ranked using a 5-point Likert scale, ranging from 1 (almost never / not at all like me) to 5 (almost always / very much like me). Example questions include *I keep at my schoolwork until I am done with it* (perseverance), and *I think good things are going to happen to me* (optimism). Scale reliability, which is outlined for each dimension in Table 1, was confirmed using Cronbach's alpha for each dimension at both time points ($\alpha = .73$ - $.88$).

Programme Engagement (Time 2)

To explore how wellbeing might be associated with the SIE programme, five items were included in the post-test to measure student engagement in the SIE programme. While the EPOCH measure explored engagement as a general dimension of wellbeing, the programme engagement measure was designed to explore students' engagement attitudes and behaviours specifically concerning the SIE programme. These items, were informed by qualitative research (Maynard & Symonds, *under review)*, aligning with themes that emerged through interviews with students, educators, and alumni of the SIE programme. In the measure, students were asked

how much they participated in certain activities in their SIE class. All items were ranked using a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The stem for the questions was, '*In this class did you…*', and the questions included: 'have a voice in what happened in the project?', 'listen to each other's ideas and opinions?', 'take responsibility for helping to complete the YSI project?', 'help each other learn?', and 'feel like you were able to disagree with each other?' These items tapped into students' engagement by exploring how engaged and invested they were in the SIE class, which as the students highlighted in their interviews, included both engagement with the class as a whole and engagement with the project. Internal validity of the scale was confirmed using Cronbach's alpha ($\alpha = .83$).

Analysis

Time 1 and Time 2 data were imported into IBM statistical Package for Social Sciences (SPSS) version 27.0 for matching and cleaning. The matching process involved combining the data from students who completed both the Time 1 and Time 2 surveys, so that the pre- and post- data could be linked and analysed. Any data from students who only completed one of the surveys, either the Time 1 survey or the Time 2 survey, were removed. Once the pre- post- data were matched, the data were anonymised. There were no missing data points in the scales explored. Descriptive statistics were run and scale reliability for each dimension was confirmed using Cronbach's Alpha ($\alpha = .7$ or greater; Cronbach, 1951) before data were imported into Mplus 8.8 for further analysis.

Path analysis was used to investigate the reciprocal relations between prior student wellbeing and the wellbeing outcomes, moderated by programme engagement. The analysis followed the two-step approach to path analysis suggested by McDonald (1996). This approach suggests constructing latent variables through the combination of composite variables. For example, the latent variable of Time 1 engagement was constructed through the combination of three observed variables. Due to sample size limitations, each wellbeing dimension was

explored independently, with each Time 1 wellbeing dimension as a predictor latent variable, programme engagement as a mediator latent variable, and the corresponding Time 2 wellbeing dimension as the outcome latent variable. As a result, five path models were generated. Gender was controlled for in all models.

Overall model fit was assessed for each of the path models using goodness-of-fit indices. These included non-significant ($p > .05$) chi-square values, comparative fit indices (FCI) > .9, Tucker-Lewis indices (TLI) > .9, and root-mean-squares of approximation (RMSEA) < .08 indicated acceptable model fit (Hu & Bentler, 1999; Bentler & Bonnett, 1980; Browne & Cudeck, 1993).

Bias-correct bootstrapping with 5,000 bootstrapped samples was estimated to produce confidence intervals and explore mediation. To conclude if programme engagement has a significant mediating effect in the model, the 95% BC confidence intervals must not include zero (Hayes, 2017). There was no missing data to account for in either dataset.

Results

Descriptive Statistics and Preliminary Analysis

Descriptive statistics and subscale reliabilities are also shown in Table 1. All subscales met the target value of $\alpha >= .7$. Descriptive statistics of all variables reported by gender, including a gender difference test, are shown in Table 2. Significant between group differences in gender was only found for programme engagement, T1: $F(2,91) = 3.33$, $p = .04$.; T2: $F(2,91) = 3.14$, $p = .048$. Pearson's correlations between all variables are shown in Table 3.

Table 1

Descriptive Statistics

	Cronbach's Alpha (α)	Total N	%	*M*	*SD*
Females		27	29		
Males		64	68		
Other/Prefer not to say		3	3		
Engagement T1	0.80			3.34	0.87
Engagement T2	0.82			3.43	0.93
Perseverance T1	0.73			3.70	0.81
Perseverance T2	0.79			3.60	1.00
Optimism T1	0.77			3.20	0.94
Optimism T2	0.86			3.23	1.03
Connectedness T1	0.73			4.20	0.68
Connectedness T2	0.79			4.31	0.62
Happiness T1	0.86			3.57	1.01
Happiness T2	0.88			3.53	1.05
Programme Engagement	0.83			4.16	0.62

Table 2

Analysis of Variance (ANOVA) Between Genders

	Male (n = 27)		Female (n = 64)		Other (n = 3)		Gender Difference Test		
	M	*SD*	*M*	*SD*	*M*	*SD*	*df*	*F*	*p.*
Engagement T1	3.55	0.88	3.21	0.85	4.25	0.43	2, 91	3.32	.04
Engagement T2	3.78	0.90	3.27	0.90	3.75	0.89	2, 91	3.14	.04
Perseverance T1	3.80	0.80	3.64	0.79	4.11	0.96	2, 91	.76	.47
Perseverance T2	3.70	1.05	3.57	0.94	3.55	1.98	2, 91	.20	.81
Optimism T1	3.54	1.14	3.26	0.78	2.67	1.15	2, 91	2.52	.09
Optimism T2	3.61	1.27	3.21	0.92	2.78	0.69	2, 91	1.66	.20
Connectedness T1	4.25	0.68	4.19	0.68	3.69	0.62	2, 91	.54	.58
Connectedness T2	4.31	0.69	4.11	0.81	4.17	0.24	2, 91	1.33	.27
Happiness T1	3.80	1.07	3.47	0.97	3.55	1.01	2, 91	1.07	.36
Happiness T2	3.84	1.16	4.41	0.99	3.11	1.39	2, 91	1.81	.17

Table 3

Correlation Matrix

		1	2	3	4	5	6	7	8	9	10	11
1	Engagement 1	1										
2	Engagement 2	.51**	1									
3	Perseverance 1	.37**	.37**	1								
4	Perseverance 2	.27**	.54**	.51**	1							
5	Optimism 1	.52**	.33**	.38**	.32**	1						
6	Optimism 2	.36**	.61**	.25*	.65**	.55**	1					
7	Connectedness 1	.40**	.23*	.42**	.33**	.37**	.21*	1				
8	Connectedness 2	.23*	.37**	.21*	.52**	.41**	.50**	.48**	1			
9	Happiness 1	.45**	.31**	.48**	.43**	.67**	.45**	.53**	.44**	1		
10	Happiness 2	.34**	.56**	.18	.64**	.54**	.79**	.35**	.62**	.62**	1	
11	Programme Engagement	.30**	.30**	.27**	.36**	.29**	.33**	.30**	.47**	.33**	.40**	1

Note. * = p < .05; ** = p < .01

Model Fit

Table 4 presents the results for the fitted final models, included standardised path coefficients. The standardized beta coefficients (*b**) provide the path coefficients for each model. Stand errors, *t*-ratios and p-values are also reported for totality. Goodness-of-fit indices for all five models are shown in Table 5. Confidence intervals are shown in Table 6, and the path models for each wellbeing dimension are shown in Figures 1 – 5. Three models met all three criteria for goodness-of-fit (Hu & Bentler, 1999; Bentler & Bonnett, 1980; Browne & Cudeck, 1993). These were engagement (χ^2 = 51.459, p = .378; CFI = .995, TLI = .992, RMSEA = .023), perseverance (χ^2 = 62.828, p = .089; CFI = .965, TLI = .952, RMSEA = .055) and happiness (χ^2 = 51.839, p = .327; CFI = .992, TLI = .99, RMSEA = .029). While the other two models had adequate CFI, TLI and RMSEA, they did not have a non-significant chi-square value: optimism (χ^2 = 107.85, p = .003; CFI = .926, TLI = .952, RMSEA = .074) and connectedness (χ^2 = 74.26, p = .011; CFI = .942, TLI = .922 RMSEA = .074). While chi-square statistics are a commonly used measure, with smaller sample sizes (less than 200) it can lead over rejection of otherwise well-fit models (McNeish, 2018), and it is therefore important to

use in combination with other methods to measure fit, including relative fit indices, such as the CFI and TLI, and absolute fit indices, such as RMSEA, to explore goodness of fit.

Table 4

Model 1 – 5: The Relationship between SIE and Adolescent Wellbeing

	Engagement				**Perseverance**				**Optimism**			
	b	***SE***	***t***	***p***	***b***	***SE***	***t***	***p***	***b***	***SE***	***t***	***p***
Programme Engagement on Time 1 WB Variable	.43	.10	4.13	.00	.49	.12	4.19	.00	.34	.12	2.93	.00
Time 2 WB Variable on Programme Engagement	.24	.11	2.21	.03	.32	.13	2.48	.01	.24	.11	2.27	.02
	Connectedness				**Happiness**							
	b	***SE***	***t***	***p***	***b***	***SE***	***t***	***p***				
Programme Engagement on Time 1 WB Variable	.45	.10	4.42	.00	.47	.09	5.03	.00				
Time 2 WB Variable on Programme Engagement	.42	.10	4.09	.00	.24	.10	2.39	.02				

Table 5

Goodness-of-fit Indices

				Absolute Fit Statistics		
Path Model	**χ2**	**df**	**p**	**CFI**	**TLI**	**RMSEA**
Engagement	51.46	61	.378	.99	.99	.02
Perseverance	57.89	41	.042	.96	.94	.06
Optimism	59.925	40	.222	.95	.94	.07
Connectedness	75.94	61	.094	.97	.96	.05
Happiness	67.315	41	.006	.95	.94	.08

Table 6

Bootstrapped Confidence Intervals

Confidence Intervals	Lower 2.5%	Lower 5%	Estimate	Upper 5%	Lower 2.5%
Engagement	.005	.020	.101	.241	.273
Perseverance	.032	.058	.156	.353	.394
Optimism	.004	.013	.082	.222	.254
Connectedness	.076	.095	.191	.363	.389
Happiness	.005	.028	.111	.237	.257

Model Estimates

The following section reports on the relationships between the variables estimated using standardised regression coefficients (*b*). As discussed, the five dimensions of wellbeing were assessed using a modified version of the EPOCH measure of wellbeing. First, we look at the relationships between prior wellbeing and programme engagement. Each model indicated a positive relationship between prior wellbeing and programme engagement, meaning that the higher one's wellbeing was at the start of the programme the more likely they were to engagement in the programme. This can be seen in engagement (Model 1), $b* = .43$; perseverance (Model 2), $b* = .49$; optimism (Model 3), $b* = .43$; connectedness (Model 4), $b* = .45$; and happiness (Model 5), $b* = .47$. Next, we looked at how programme engagement was related to the wellbeing outcomes. Similarly, each model indicated a positive relationship between programme engagement, meaning that the more one engaged in the programme, the greater their wellbeing outcomes were, even after controlling for their prior levels of wellbeing. This can be seen for the outcomes of engagement (Model 1) $b* = .24$, perseverance (Model 2) $b* = .32$, optimism (Model 3) $b* = .24$, connectedness (Model 4) $b* = .38$, and happiness (Model 5) $b* = .24$.

Figure 1

Engagement Path Diagram

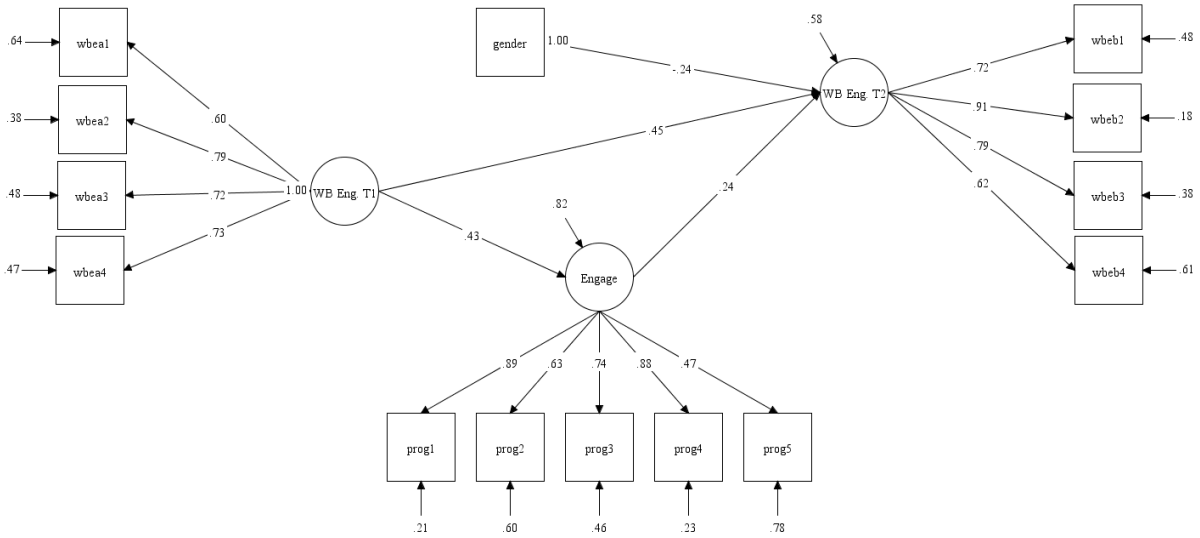


Figure 2

Perseverance Path Diagram

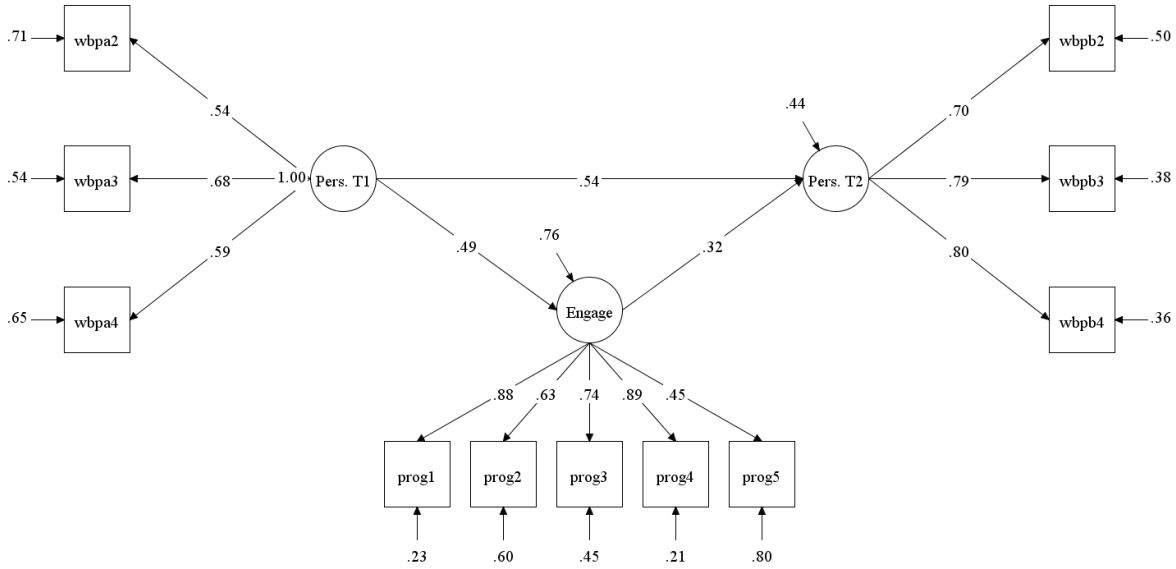


Figure 3

Optimism Path Diagram

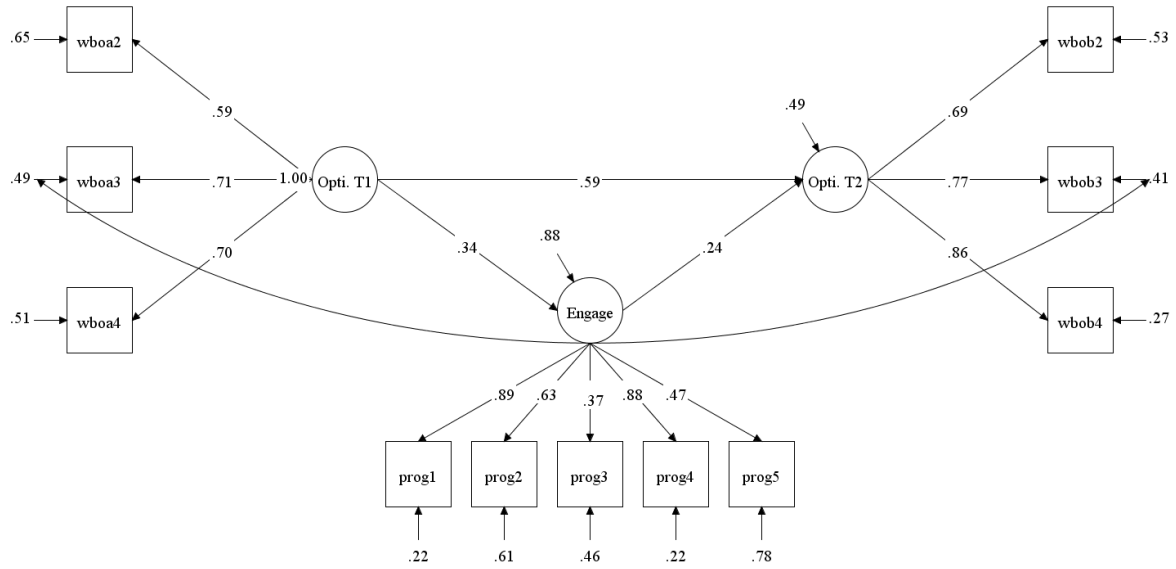


Figure 4

Connectedness Path Diagram

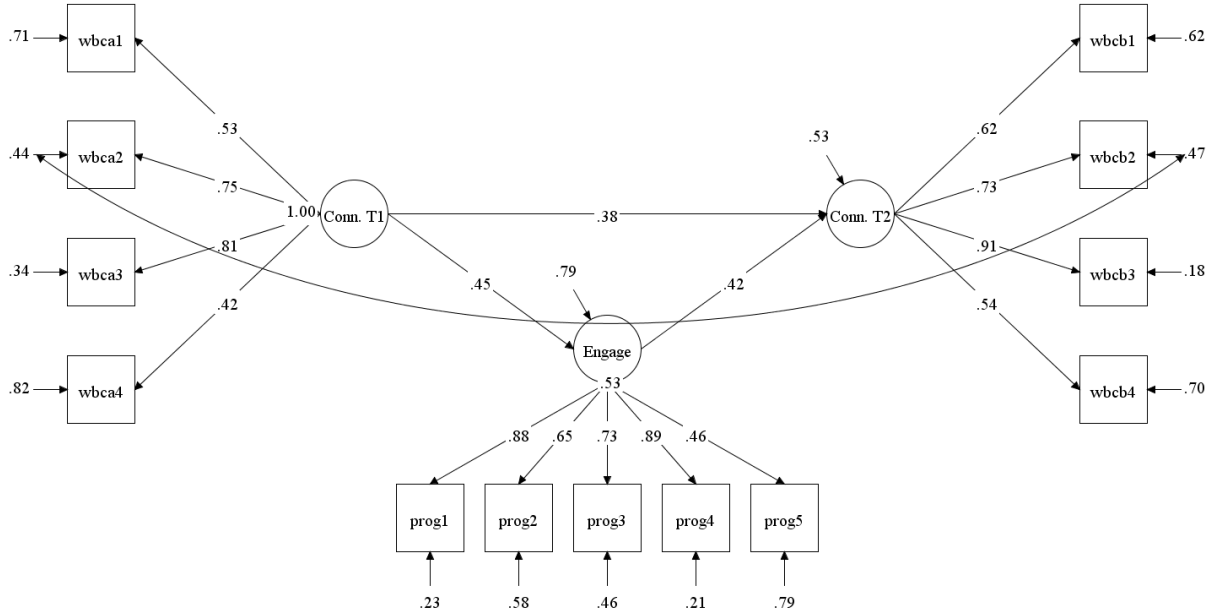
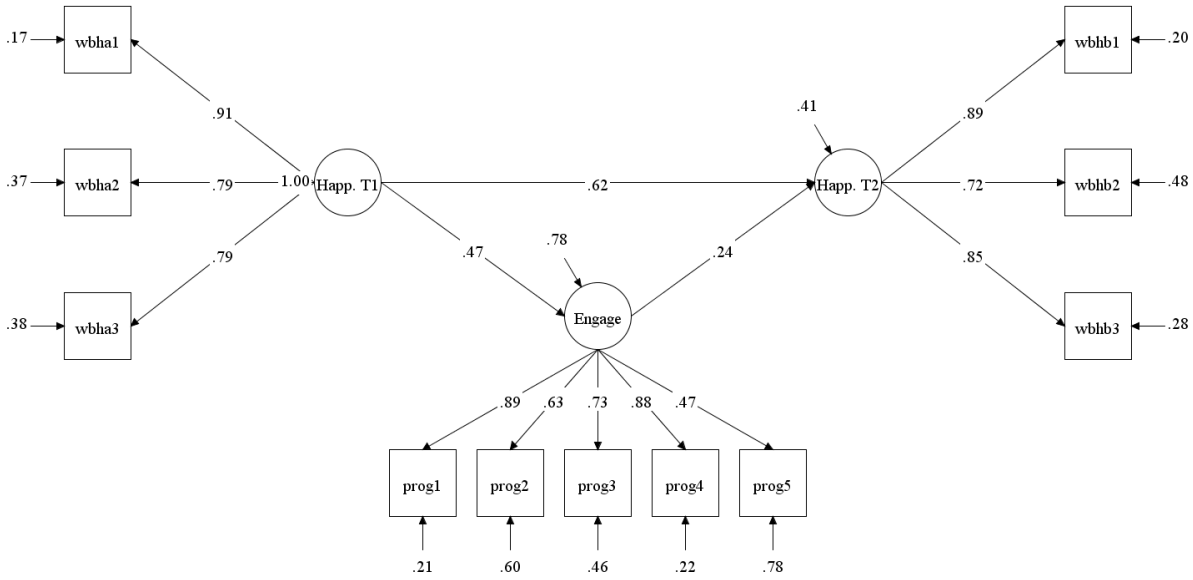


Figure 5

Happiness Path Diagram



These relationships indicate that students' prior perseverance and happiness had the strongest relationships with programme engagement, while students' connectedness and perseverance were mostly strongly connected to programme engagement. In addition, through the analysis of the 95% bootstrapped confidence intervals, were none of the confidence intervals included zero, we can demonstrate that the direct effect of the time 1 wellbeing variable on the time 2 wellbeing variable was intensified by the indirect effect of the participants engagement in the SIE programme.

Discussion

The aim of this study was to examine the effectiveness of a SIE programme on student wellbeing, with a focus on how prior levels of student wellbeing was related to wellbeing outcomes and considering the role of programme engagement in this process. SIE is a school-based programme designed to teach students how to create their own student-led social change

project. Although wellbeing promotion is not the main goal of the SIE programme, it is one of its secondary goals. The results of the current study demonstrated that students who were more engaged in the SIE programme saw overall improvements in all dimensions of the EPOCH model of wellbeing, with higher prior levels of wellbeing encouraging engagement in the programme, and subsequently promoting programme wellbeing outcomes. These findings add to the emerging body of evidence looking at how wellbeing is related to engagement with activities aimed at promoting wellbeing (Buckley & Doyle, 2017; Xiao, Yi & Zhou, 2020; Zhu, Chu & Lam, 2022). These findings have implications for practice in terms of targeting the wellbeing and engagement of programme participants who are most vulnerable.

SIE is a student-led educational pedagogy, with minimal research looking at its effectiveness, particularly with adolescent populations (Kalemaki et al., 2019). Its pedagogical foundations, which are founded around critical, transformational, and epistemological learning (Alden Rivers et al., 2015), have been found to promote several competencies and skills related to wellbeing (Scorza, Mirra, & Morell, 2013; Diemer et al., 2021; Diemer et al., 2016). However, little research has examined if and how SIE programmes might correlate with wellbeing. While the current authors have found evidence of the positive relationship between SIE and student wellbeing using qualitative inquiry, the current study is the first of its kind to use a longitudinal pre- and post- test design to quantitatively explore the relationship between SIE and adolescent wellbeing. These findings are promising and show that SIE has a positive relationship with the wellbeing of students' who engaged in the programme, even though wellbeing promotion might be seen as a secondary goal of the programme. In addition, student's level of programme engagement was related to wellbeing outcomes, suggesting that engagement acts to channel the benefits of the programme to individual students (e.g., Symonds et al., 2022).

This study also highlighted that students with lower prior wellbeing were less engaged in the programme, and therefore might not have experienced as much growth related to wellbeing. This emphasises the importance of looking at specific aspects of programmes, especially programme features that might be connected to wellbeing, and the importance of increased awareness around students who might need more motivation to participate or additional supports beyond the programme. Students with higher wellbeing are more likely to engage, and engagement itself, acts as a channel for both psychological and social resources that support wellbeing (Symonds et al., 2022), therefore students with lower wellbeing might be less likely to engage in wellbeing programmes and seek or have access to some of those resources and supports. For a programme such as SIE, student engagement is critical, as it is the students project, it is their idea, and they get to direct the focus. While having autonomy to select the project topic promotes student investment, others might be anxious about by this level of freedom as well as increased responsibility. For some, they may need a more scaffolded version of the programme, while for others, this level of independence might still be too far out of their comfort zone to truly engage. It is therefore important for teachers and supports to identify students who might fall into these two categories and respond accordingly.

Limitations

While this study is the first of its kind to quantitatively explore the relationship between SIE and wellbeing, and to study the relationship between prior wellbeing and engagement with SIE programmes, there are several limitations which highlight the importance of interpreting these findings with caution. First, the sample size is small, which is why each wellbeing dimension was modelled separately, rather than together. While the goal was to have a larger sample size, this posed a challenge as data were collected during the Covid-19 pandemic, when school was alternating between in-person and online. The pandemic also created challenges around maintaining a control group, which was part of the original plan. Due to the lack of a

control group, we were unable to test the programme using an experimental design. There is also a limitation around the cultural adaptability of the programme. YSI has been delivering SIE programming for over 20 years, and they have had time to develop and adapt the programme and supports to the Irish context. SIE is a global concept, and YSI has begun expanding outside of Ireland, hinting to the possibility that SIE can be delivered across cultures, but the means of delivery would need to go through careful modifications based on cultural education practices, such as timetabling, curriculum appropriateness, community access and safety.

Chapter 7 Conclusion

Adolescent wellbeing promotion has moved to the forefront of educational planning, creating a need to better understand how programmes that promote student wellbeing are working. To best understand who might gain the most out of an intervention, and who could benefit from additional supports, it is important understand the reciprocal relationship that exists between adolescent baseline characteristics and programme outcomes, and the role of programme engagement in this process. The current study achieved this by looking the relationship between prior wellbeing and engagement in an SIE programme, as well as the relationship between engagement with the programme and post wellbeing. The findings were promising, indicating that prior engagement was a determining factor, and those who were more engaged reaped more benefits related to wellbeing. These findings highlight the importance of looking at the current wellbeing of each student to determine how programmes might be effective and if additional motivation or supports might be needed to encourage students to engage in these programmes.

Chapter 8: Teacher Engagement in a Student-Focused Social Innovation Education Intervention

Abstract

Although teachers are increasingly asked to deliver student wellbeing related programmes to their students, there is currently a lack of evidence on how those programmes are related to teachers' wellbeing. This study addresses this issue by exploring the relationship between the delivery of a student social innovation education (SIE) programme and teacher work engagement. Engagement was measured using the Utrecht work engagement scale (UWES) with 63 teachers. We found that teachers with four or more years of experience in teaching SIE had significantly higher job engagement than those with no SIE experience. Semi-structured interviews with five guides and helpers were then analysed using deductive thematic analysis and the UWES dimensions of dedication, absorption, and vigor. These interviews identified the beneficial experiences of teacher engagement in SIE, while also highlighting the importance of community support and acknowledgement, which falls outside of the UWES dimensions. Through this mixed methods study of teacher engagement, several theoretical connections were highlighted, including the relationship between work engagement and work-related wellbeing. Additional findings and implications for policy and practice are discussed.

Keywords

Post primary school teachers, social innovation education, teacher engagement, teacher wellbeing, work engagement

Introduction

There is currently a gap in the research focused on how student-focused school-based interventions might also have teacher-related outcomes (Gouda et al., 2016). Teachers are asked to fill numerous shoes in the school setting, and with rising awareness of the importance of mental health and of mental health promotion in schools (Chodkiewicz & Boyle 2017), teachers have been tasked to not just focus on academics, but also on social and emotional development of their students. In a responsive nature, governments, politicians, and educational institutions have developed policies, interventions and curriculum that aim to promote student wellbeing and social emotional development (e.g., Department of Education and Skills [Ireland], 2019). These changes have led to new programmes, pedagogies, uncertainty, and stress, with little to no additional training or guidance involved for teachers. While teachers are heavily impacted by these changes, research exploring the effectiveness of such responses often looks at the experiences and outcomes for students, with minimal focus is on the outcomes and experiences of educators and those delivering the programmes.

Recognizing this, researchers have attempted to explore teacher experiences and outcomes related to student-focused interventions. For example, Green and colleagues (2013) found that a student-focused curriculum on vocabulary could also serve as a professional development opportunity, as teachers delivering the programme expressed increased awareness of vocabulary development and instructional delivery during the process. Turning towards research on student wellbeing, Gouda and colleagues (2016) looked at the benefits of a mindfulness-based stress reduction intervention on students and teachers. Compared to a control group, teachers who experienced the intervention showed significantly higher levels of mindfulness and reduced interpersonal problems, as well as a medium effect on anxiety and emotional regulation, indicating that some aspect of the intervention was also positively affecting teachers.

The current study seeks to further our understanding of teacher experiences and outcomes associated with an intervention that promotes adolescent wellbeing (*Chapter 6 & 7)* through social innovation education (SIE). Guided by critical, transformation and epistemological learning, students going through an SIE programme get the chance to look at their community and make real and meaningful changes to social issues important to them (Alden Rivers et al., 2015). SIE interventions require teachers to adjust their own teaching practices, to allow students to take charge, and help students look at the world through a new lens. Research into SIE is in its infancy (Kalemaki et al., 2019), with no research currently focused on outcomes experienced by teachers. Using a mixture of methods, the current study seeks to explore the experiences of educators engaging in a student-focused social innovation education programme in post-primary schools in Ireland, and their benefits related to that engagement.

Social Innovation Education: The Roles of Students and Teachers

Social innovation education (SIE, Chapter 5) describes the educational process of teaching students how to be socially innovative through firsthand real-world projects. The SIE framework, which is grounded in critical learning, transformational learning, and epistemological development (Alden Rivers et al., 2015), engages students in a self-directed collaborative approach toward creating and initiating unique solutions to social challenges within the community. It is proposed that SIE benefits student wellbeing, as the SIE process leads to the development of a variety wellbeing-related outcomes such as critical consciousne5ss, self-regulation, awareness, and connectedness (Diemer et al., 2016; Diemer et al., 2021), while this process can also be seen to better students feelings of meaning and purpose (eudaimonia), while also creating opportunities for positive emotions such as happiness (hedonia) (Chapter 5 & 6).

From the student's perspective, the process of SIE involves working as a group to reflect on their community and issues important to them, selecting a social issue to focus on, distributing roles and responsibilities among students, learning to research and connect with others in the community connected to the issue, creating a plan of action, carrying out that plan, and then reflecting on the changes made. Students work together in groups to make decisions inclusively, and to work through conflict to generate their projects.

From the teacher's perspective, the process of SIE involves learning about what students' values and social issue interests, helping students take on responsibilities unique to other subjects, providing guidance where needed, participating in the projects with the students, and witnessing students working together to create meaning change within their communities. Teachers may experience stress when managing SIE in classrooms, as deadlines approach and as students experience challenges with their projects. Overall, the teachers' role is to provide support and guidance to ensure students are making progress. This pedagogy, which is student led and directed, is one proposed to also benefit teacher wellbeing, as the SIE process allows teachers to also view the world through a new lens, to learn more about their students and to become more connected to them, and to witness first-hand how their educational contributions can positively shape the minds and hearts of future generations. However, the outcomes experienced by teachers using SIE pedagogy with students has yet to be explored.

Young Social Innovators and SIE

Young Social Innovators (YSI) is an Irish organization that has been providing SIE programmes to Irish secondary (post-primary) schools since 2001. YSI believes that SIE can support and encourage young people to become caring, compassionate, creative, and connected individuals who feel capable and empowered to create social change. Schools elect to offer YSI at the start of each school year, typically for students in their 4th year of secondary school (14 to 15 years old). YSI is typically a timetabled course and schools that offer YSI are provided

with over 40 hours of lesson plans to guide student projects. Students and teachers are also offered the opportunity to attend trainings, workshops, showcase events throughout the year.

The lesson plans provided to teachers are structured around the YSI SIE model of learning, which outlines the stages of social change project development. The students begin their SIE journey but first learning about social innovation and then exploring issues they find meaningful in their communities through a community mapping exercise. Students then work through the SIE pathway of change. This first includes (1) explore and create, where students learn about social issues in their community, select an issue, learn about, and research the issue, and then create a plan of action. Student projects focus on a range of social issues including, but not limited to, mental health, climate change, human trafficking, LGBTQ+ rights, and gender equality. Students then enter the (2) test and adapt stage, where they begin to test the feasibility of their plan, make connections in the community to help with their project, fundraise money if needed, and make changes where needed. From there the students (3) act and reflect, where they carry out the project and then reflect on the meaningful contribution they had. Throughout this process, YSI supports and recognises schools by providing guidance, workshops, additional supports, events, and celebrations.

According to YSI, the experiences of the SIE pathway of change are unique to the students, who get the chance to take the lead and work together, and the educator, who acts as a guide or facilitator, working to encourage, empower and celebrate student achievements. As students reflect on their practice, they get the chance to discover what they care about, experience what it is like cooperating and working together, and recognising that they can create change. Similarly, teachers are getting the chance to develop their own areas of compassion, while also developing new teaching techniques around group-learning, inclusive decision making, promoting student voice, small-group work, and community involvement.

Accordingly, there is a need for research on the experiences and potential outcomes of the SIE programmes on teachers.

Teacher Engagement

Work engagement is as a "positive, fulfilling state of mind, that is characterized by vigor, dedication, and absorption" (Schaufeli, et al.,2 002, pp. 465). Work engagement can be viewed as part of triangulated reciprocal relationship between engagement, personal resources, and job-related resources (Xanthopouloi et al., 2009). Job-related resources include various attributes such as appreciation, supervisor support, innovativeness, and environmental climate (Bakker et al., 2007), while personal resources may include psychological constructs such as resilience, sense of control, autonomy, along with other positive self-evaluations (Hobfoll et al., 2003). Together these resources in combination contribute to one's level of engagement, which supports one to succeed when faced with high job demands (Bakker et al., 2007).

Teacher engagement and disengagement has been a topic of interest after research indicated that, even after going through several years of paid training, up to 50 per cent of teachers leave their job within five years (House of Commons, 2004). Research exploring ways to prevent teacher attrition largely focuses on negative job aspects that lead to burnout, such as occupational stressors, administrative workloads, and struggles with classroom management (Roffey, 2012; Spilt et al., 2011; Borg & Riding, 1991), rather than on the things teachers enjoy about their jobs. Turning from this deficit-focused lens of understanding attrition to a more positive lens, researchers in Australia interviewed teachers in five schools to explore teachers' positive experiences (Roffey, 2012). The researchers found that teachers' positive experiences were promoted through optimistic feelings about being a part of the school, having a sense of belonging, feeling proud of the school, feeling included, values and respected, having positive collegial relationships, resilience, and having good quality teacher-student relationships. Hargreaves' (2000) interviews with 60 teachers expanded on this understanding of what

promoted teacher motivation and found that teacher-student relationships were the most important source of motivation and enjoyment for teachers.

In the context of SIE, teachers are being asked to take on a new role, and a new method of teaching, which allows the students to take charge. The experiences of leading such a programme touch on several sources that could lead to teacher stress and negative emotions around their job, including maintaining discipling, increased workload, time pressures, coping with change, role conflict and ambiguity, and being evaluated by others (Kyriacou, 2001). However, research being conducted by the current authors (*Chapter 6),* indicate that teachers experience positive growth in their relationships with students, immense feelings of pride, resilience, and feeling like their educational contribution is purposeful- all aspects highlighted by Roffey (2012) and Hargreaves' (2000) to promote teacher engagement. It is therefore important to explore if there is a relationship between teacher's involvement in a novel, and possibly stress-inducing, student-focused SIE programme and teachers' work engagement, which is a key component of their overarching wellbeing.

Current Study

Teachers are asked to fill a variety of roles, many of which they were not trained for, or were not expected to do when they first began in their profession. Schools and policy makers require teachers to provide a variety of educational programmes that benefit students, yet minimal research exists that looks at how teachers experience and benefit from these programmes (Gouda et al., 2016). SIE provides a unique platform for teachers that would appear to encourage several agents of teacher work-related engagement and wellbeing. Through a mixture of methods, including the analysis of surveys and interviews, the current study seeks to ask, *how is teacher engagement related to a student-focused SIE programme?*

Methods

Participants

Survey Participants

All post-primary schools who offered SIE through YSI during the 2020 – 2021 school year were approached regarding participating in the survey. This included schools throughout all areas of Ireland, including rural and urban schools, private and public schools, and religious and non-religious schools. To get a full representation of the outcomes associated with the programme, and to allow for a comparison between SIE and non-SIE teachers, schools were asked to share the survey with their SIE teachers, as well as other non-SIE teachers who teach the same year that SIE is offered. As a result, a total of 63 teachers completed the survey from 56 schools. Fifty-seven participants had experience of being a SIE teacher (17 having one year of experience, 12 having 2 – 3 years of experience, and 28 having more than 4 years of experience) and 6 participants had no experience of being a SIE teacher. Of the total sample, 13 were male and 50 were female. According to the Irish Department of Education and Skills, 85% of teachers are female, indicating this sample, though more female, is representative of the population. Number of years of teaching experience ranged from 1 year to 32 years, with an average of 11.92 years (SD = 9.07), while their teaching qualifications included teaching certificate / diploma (n = 4), bachelor's degree (n = 16), and post-graduate / master's degree (n = 43).

Interview Participants

In contrast to the sampling method used for the national survey, a purposeful sampling method was utilised for the interviews to identify schools that were exemplars of good practice in SIE for this study. The rationale for this objective was to provide data on how, under ideal circumstances, teacher wellbeing could be supported by SIE. It was determined that this could be explored by interviewing participants from schools that had several years of YSI experience. One rural and one urban school were then randomly selected from the list of best practice

schools. Four teachers participated, two in each school. Demographic characteristics of interview participants can be found in Table 1.

Table 1

Demographic characteristics of interview participants and pseudonyms

#	Pseudonym	Role	Interview Type	Sex	School
1	Ms Aisling	YSI Teacher	Individual	F	1
2	Ms Sarah	YSI Teacher	Individual	F	2
3	Ms Sophie	Newer YSI Teacher	Group	F	1
4	Ms Ashley	YSI Teacher Helper	Group	F	1
5	Ms Oonagh	YSI Teacher Helper	Individual	F	2

Measures

Engagement

Engagement was measured using two using the 9-item version of the Utrecht Work Engagement Scale (UWES-9; Schaufeli, Salanova & Bakker, 2003). The UWES-9 is common measure for work-related wellbeing (e.g., Guys et al., 2019; Rothmann; 2008). Using a 7-point scale (0 = never, 6 = always/every day), participants were asked to rate how often they felt certain ways about their jobs. Examples include, ‘at my work, I feel bursting with energy’ and, ‘I am enthusiastic about my job’. This measure can be used to measure one overall dimension of work engagement or three dimensions: vigor, dedication, and absorption, with each dimension being measured by three items. While the 17-item WES loads well onto three dimensions, it has been suggested that the UWES-9 is best interpreted as a total score (de Bruin et al., 2013), an option which is also suggested in the UWES manual. The unification of the three dimensions has been confirmed to still emphasize several areas of work-related wellbeing (e.g., Merina-Soto et al., 2022). Scale reliability for the current sample was acceptable (α = .82).

Interview Schedules

Interview schedules were designed to elicit first-person accounts of participants’ experiences of the programme, rather than specific dimensions of wellbeing. This was to allow

for a wide range of experiences to be discussed, and to not assume what wellbeing would look like. Interview schedules went through a meticulous planning process involving the authors, other research professionals, and YSI representatives working. A series of draft questions were reviewed by all members of the RPP to ensure that the questions fit the research goals, were open-ended, and provided minimal direction. The interview schedule had nine open-ended questions. Examples of questions include, 'Tell me about the types of experiences you have had while guiding social innovation projects', 'What types of feelings did you have while you guide your students through their SIE projects?' and 'How have your students' SIE projects impacted the school and community, if at all?' Questions were followed by a series of open-ended prompts (e.g., *why do you say that?)* to encourage the participant to explain their answers further, if needed.

Procedure

Research was approved by the university's ethics committee. Surveys were administered in the Spring 2021. A survey link was sent to all SIE teachers via email, with a reminder email sent every few weeks until the end of the school year. School principals were also emailed asking to remind their SIE teachers to complete the survey and to send out the survey to teachers in the same year, that did not participate in SIE for the purpose of a control group. Surveys were completed online at participants' own convenience and were provided contact information for any queries.

Schools were selected for the interviews and were approached in November 2020 regarding participation in the research. After principals agreed for their school to be recruited, all teachers of SIE were approached for their consent to be interviewed. SIE teachers acted as gatekeepers to other participants and were asked to invite teacher helpers to participate in the interviews. Interviews were conducted during the Spring of 2021 and followed interview schedules that aimed to openly explore the first-person accounts of lived experiences of the

programme (Larkin, Eatough, & Osborn, 2011). A total of four interviews were carried out for this research. Three were individual interviews, which included the interviews with two SIE teachers, and one teacher helper. There was also one small group interview that consisted of one newer SIE teacher, and one teacher helper. We did not go through a second round of recruitment, as previous research exploring theme formation among interviews regarding health-seeking behaviours found that 80% of all themes were discovered within two to three focus group interviews, and 90% of possible themes would emerge within three to six interviews (Guest, Name & McKenna, 2017).

Interviews were conducted during the COVID-19 pandemic, when school campuses were closed to visitors and teaching and learning was taking place with a mixture of at-home and in-person delivery. Due to the COVID-19 protocol, all interviews were conducted through Zoom, by the first author. Individual and small group interviews lasted between forty to seventy minutes. Those in that small group had an equal opportunity to answer every question. All interviews were audio recorded, transcribed, pseudonymised, and then uploaded to NVivo 12 for analysis by the first author.

Analysis

Between Group Analysis of Variance

First, means and standard deviations were computed for the work engagement variable as a factor of levels of experience of teaching SIE (Table 2). Next, a between-groups ANOVA was conducted to explore the statistical significance between levels of experience of teaching SIE, as seen in Table 3. Bonferroni post hoc tests were then conducted to identify the specific differences between levels of experience, as seen in Table 4. Given that the sample size was small, and that the SIE experience variable was positively skewed, we did not perform a correlational analysis using SIE experience as an ordinal variable. If the sample size had been larger, we could have modelled engagement as the dependent variable, SIE experience as the

independent variable, and teacher demographic characteristics e.g., gender and years of experience teaching, as covariates in a multiple linear regression. Instead, we chose to present simple univariate statistics as a high-level indication of differences in teacher engagement according to their experience of teaching SIE.

Table 2

Mean Engagement Scores based on SIE Teaching Experience

	Years of Experience as a YSI teacher	*M*	*N*	*SD*
Engagement (UWES)	Never	4.78	6	0.51
	1st year	5.54	17	0.52
	2 - 3 years	5.25	12	0.78
	4 or more years	5.71	28	0.85
	Total	5.49	63	0.77

Table 3

Analysis of Variance (ANOVA) Between Levels of SIE Teaching Experiences

		Sum of Squares	*df*	Mean Square	*F*	*p*
Engagement (UWES)	Between Groups	5.080	3	1.69	3.12	0.03
	Within Groups	32.04	59	0.54		
	Total	32.04	59			

Table 4

Bonferroni Post Hoc Test

SIE Teacher Experience		Mean Difference (I-J)	SE	*p*	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Never	1st year	-0.76	0.35	0.21	-1.71	0.20
	2 - 3 years	-0.47	0.37	1.00	-1.48	0.53
	4 or more years	-0.93*	0.33	0.04	-1.83	-0.02
1st year	Never	0.76	0.35	0.21	-0.20	1.71
	2 - 3 years	0.29	0.28	1.00	-0.47	1.04
	4 or more years	-0.17	0.23	1.00	-0.79	0.45
2 - 3 years	Never	0.47	0.37	1.00	-0.53	1.48
	1st year	-0.29	0.28	1.00	-1.04	0.47
	4 or more years	-0.46	0.25	0.47	-1.15	0.24
4 or more years	Never	.93*	0.33	0.04	0.02	1.83
	1st year	0.17	0.23	1.00	-0.45	0.79
	2 - 3 years	0.46	0.25	0.47	-0.24	1.15

Note. * The mean difference is significant at the 0.05 level.

Interview Analysis

Interview transcripts were analysed using deductive thematic analysis (TA). Deductive TA is a top-down, theory-driven approach that involves a process of using a highly defined method of clustering qualitative data based on theory-based concepts, ideas or topics used to interpret the data (Clarke & Braun, 2017; Braun & Clark, 2012). The approach was chosen to give rigor to the analysis using the existing construct of work engagement and its dimensions of dedication, absorption, and vigor, as conceptualised in the UWES. However, we acknowledged in the analysis that teachers might discuss their engagement in relation to SIE outside of the three UWES dimensions. Using similar deductive procedures to previous research (e.g., Blum et al., 2020; Sinclair-Maragh & Simpson, 2021) the interviews were clustered into the three dimensions in the UWES, and any statements about engagement in SIE that could not be matched under the UWES dimensions were set aside for a separate inductive analysis.

Once the interviews were coded into the four themes of dedication, absorption, vigor, and other engagement, the material within each theme was coded inductively into sub-themes. For absorption these included difficulty detaching / being immersed in work and getting carried away. For dedication these included enthusiasm, being inspired, challenges, feeling proud, and feeling that work was meaningful or purposeful. For vigor, this included finding willingness to invest in doing the work, experiencing resiliency or perseverance, and feelings of high energy, strength, or vigor. The first author conducted the coding, with training and guidance from the second author. Once the transcripts were coded, the authors met again to check and confirm accuracy in the coding before synthesis of the results began. This theory driven method goes beyond merely counting words and phrases that align with engagement, but instead creates an opportunity for analysis that can infer latent meaning and relationships among themes (Braun

& Clarke, 2006), while also acknowledging that in a real-life social context, there might be occurrences that are not applicable to a theme.

Synthesis of Results

The research question: *how is teacher engagement related to a student-focused SIE programme?* sought to explore the experiences and engagement of teachers delivering a student-focused intervention that might promote student wellbeing. Based on the quantitative survey, a descriptive comparison of mean values of work engagement demonstrated lower values for teachers without SIE experience, compared to teachers with any SIE experience. Using analysis of variance testing, we discovered that this difference was most pronounced between teachers with no experience of SIE (M = 4.78, SD = .51) versus teachers with 4 or more years of experience of SIE (M = 5.17. SD = .85), suggesting that greater experience of SIE led to greater gains in work engagement.

While the survey analysis demonstrates that teachers with more experience of SIE reported greater work engagement, the interview data illuminates the specifics as to why that might be. As seen in Table 5, when discussing SIE, teachers made 72 references to vigor, 204 references to dedication, and 34 references to absorption. It was also evident that the UWES dimensions did not capture all aspects of teachers' work-related engagement, as 29 references were made to other aspects of active engagement in the programme that did not match with any of the three UWES dimensions. All five participants referred to each of the three UWES dimensions, as well as the non-UWES theme.

Table 5

Qualitative Analysis

Dimension	References
Teacher Vigor	**74**
Willingness to do YSI work	49
Resiliency – Perseverance	19
Strong - Vigorous - High energy	6
Teacher Dedication	**207**
Enthusiastic	28
Inspired	28
Job has challenges	33
Proud	20
Work is meaningful and purposeful	74
Teacher Absorption	**34**
Difficulty detaching/ Being immersed in work	19
Get Carried Away	15
None UWES Related	**29**

Teacher Vigor

Vigor is characterized by "high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties" (Schaufeli et al., 2017, pp 577). Quotes having to do with vigor were grouped based on the teachers' willingness to do the SIE work, their resilience and perseverance, as well as their high levels of energy while doing SIE work.

While the SIE projects were driven by students' willingness to do the work, the teachers demonstrated their own willingness to guide the students. Conversations around teacher willingness often had to do with the teachers' enjoyment in doing SIE, like when Aisling said 'I've never had any negative experience. I absolutely love teaching it, everything about it'. Sarah's experiences were also very positive, and she touched on the importance of doing the work by saying, 'It's just so worthwhile when it's done well and when you put everything into it.' Sophie indicated the importance of the students in her enjoyment around the intervention when said, 'There are so many experiences, I could probably talk for an hour about the

experiences that we've had... and none of the other experiences that I am going to talk about would have happened without the kids.' She went on to talk about how brilliant the experience was because even students with very little themselves would get involved. Aisling expanded on her enjoyment of the programme by mentioning that she felt 'awful' that other teacher friends in their school didn't get the chance to experience teaching SIE. Together these quotes highlight that enjoyment and willingness that teachers have while delivering the SIE programme.

Teaching SIE may be perceived as positive, but the role is quite different from regular teaching, involves a lot of trust in the students, and therefore requires some adapting and growth on the teachers' part. This process was evident in the 19 statements made around resilience and perseverance. Sophie touched on her own development of resilience when said, 'As it goes along, I'm feeling a little bit nervous, a little bit you know, cautious, and then when we start to get more energy, I feel happy.' She went on to say, 'for me it is the transition of feelings, where initially your curious and you're a bit nervous, like hoping that everything is going to go okay, and then the project comes to fruition, and then you feel proud at the end because you know that they're [the students] going to do an amazing job.' Sarah added to this by relating the experiences to a 'roller-coaster', and that it's a 'microcosm in some ways of the real world, and of people working together, and the negotiating that has to happen, and then when people fall out, and the frustrations of that... but if you do it right, it will just, it will just change you.'

Some participants talked about the challenges of their first year as a SIE teacher, and how much they felt they did wrong, but that they still enjoyed it and grew so much from it. Aisling reflected on her experiences and growth over the years when she realised that the SIE process showed her that she was also quite innovative, creative, and good at motivating students. It is evident that the SIE teachers were experiencing resilience and perseverance through the ups and downs of delivering the intervention, and that it was important to them to

not give in during the difficult times because the growth that they witnessed at the end was worth it.

The teachers talked less around the energy they felt while doing SIE, which could be partly due to the fact that it was the students doing the project. As Aisling put it, 'You don't have to micro-manage everything, you don't have to do everything. It's their project- just let them away at it… The SIE classroom is kind of like a reversal in lots of way of the normal classroom because it's the kids that are leading.' The teachers did touch on the energy they felt with many of the activities they did, and the major events they would put on, as well as the excitement they felt. However, much of this was captured in their descriptions of the excitement and energy they perceived the students were feeling, rather than what they felt themselves.

It is evident that there is something drawing the teachers to continue to want to be a part of these SIE projects year on year, even though they might be faced with job demands that are not their typical teaching demands. It appears that while students' progress through their SIE projects, the teachers are experiencing the energy of the students, and witnessing the changes that the projects can make, which is contributing to their own energy, perseverance, and willingness to deliver such a unique opportunity for students, even despite the challenges that teachers might experience.

Teacher Dedication

Dedication, the second sub-scale of the UWES, is described as "feelings of a sense of significance, enthusiasm, inspiration, pride, and challenge" (Schaufeli et al., 2017, pp 577). There was a total of 207 statements about to teacher dedication, with references being made to guide enthusiasm, inspiration, challenges, feelings of pride, and the meaningfulness of the work.

The most heavily expressed subtheme within dedication, with 74 references, has to do with the teachers' perception of how meaningful and purposeful the work was. Two main categories arose in this subtheme, (1) the impact on the world / community; and (2) the impact on the students. The teachers all touched on how impactful the projects were to the community and world when they reflected on the topics of the projects they had experienced over the years. For example, Aisling and Ashley both talked about the projects on homelessness and the contributions they made through the project, while Sarah talked about projects focused on the marriage referendum and refugee acceptance, and how the projects might have promoted acceptance in the community. The teachers reflected on how many people were touched by these projects, the number of community members who came out to the events, and the changes that they were seeing in their communities because of the projects. The section category, which explored the impact of the programme on students arose when the teachers talked about the growth that students experienced throughout the process, such as the increase in confidence and their ability to work in a team. Teachers talked about how all students could benefit from SIE, and how they would try to get students who were experiencing troubles in school to get involved because they had seen the benefits of becoming involved. Oonagh touched on both categories when she mentioned that the projects were 'opening the hearts and minds' of the students doing the projects, and the community both inside and outside of the school, both of which were benefitting from the projects.

With any job comes challenges, a topic that arose 33 times in the interviews. As mentioned in the resilience analysis, challenges often had to do with the 'roller-coaster' of emotions the SIE teachers felt during the process. Teachers felt nervous and anxious at times, not knowing what the students were going to pick as their social issue, if they were going to be prepared for speaking in public, and if the events, some of which were quite extensive, would come together. Challenges discussed also revolved around trying to get the students to try new

things, such as public speaking, asking for help, and working through disagreements in the group. Teachers also talked about how it was challenging figuring out who could be a part of the projects and who couldn't, as the intervention is delivered as a course, and they cannot allow everyone in, even though they may want to.

While the teachers experienced various challenges throughout their experiences of SIE, this did not seem to hinder their enthusiasm, inspiration, and pride, which were three dimensions heavily expressed and intertwined in the interviews. This can be seen when Aisling mentioned, 'As a [SIE] teacher, you put on so many hats every different day. But for this, when you see the kids just so passionate, you're like, I can't not help them… I can't not push them and guide them.' This quote highlights the reciprocal relationship of the student passion inspiring and building enthusiasm and pride in their teacher. Sarah talked about the enthusiasm she felt as the projects grew momentum, particularly when one of the project's videos went viral and the excitement that created. Several participants talked about how inspired they were seeing students who didn't have much themselves, giving everything, they had to their projects. All teachers mentioned how proud they were of their students creating such amazing projects, getting up in front of others, and sometimes even winning awards. There was also evidence around the inspiration and pride all participants felt as those outside of the school got involved in the projects and attended the events.

It is apparent that, while there are challenges involved with guiding students through the process of SIE, these challenges do not deter the teachers from their enthusiasm around the importance of the project. The benefits of SIE projects in the community, the inspirational acts of students, and the pride the teachers felt seeing what students can do, seem to be positively related to their dedication to continuing to create such opportunities through SIE.

Teacher Absorption

Absorption, the third dimension of the UWES, describes a state of "being fully concentrated and deeply engrossed in one's work, whereby time passes quickly, and one has difficulties with detaching oneself" (Schaufeli et al., 2017, pp 577). Absorption was the least referenced dimension of the UWES, which could be due in part to the students being the ones who were absorbed in doing the projects, rather than the teachers themselves. However, there were some examples where absorption transferred to teachers as well. For example, Oonagh talked about one project she was a part of, how busy everything was, how it seemed that everything else in their lives was just 'parked' while they worked on the project, and how involved everyone was, including herself. Sarah also touched on how all-absorbing the projects can become when she mentioned, 'By the end of it, by May it just totally had consumed everybody's wake, every wake and thought. It was only afterwards, when [event in history] had passed, that we came out the other end and realized that it had taken over.' Sarah had similar experiences with another project on mental health as well as one on domestic violence. Sarah attributed the absorption on the part of the teacher to the students' selection of social issues that mattered to them on a personal level. This indicates that there may exist a hierarchical relationship between how connected and absorbed the students were, and how connected and absorbed the teachers became.

Non-UWES Engagement

In the dataset, there were 29 statements that were made about work-related engagement that did not fall into the three UWES dimensions of vigor, dedication, and absorption. These statements mostly had to do with the engagement with supports and resources that teachers were experiencing, such as school and community supports. For example, Aisling and Sarah both talked about the importance of having support from their principals, and how both of their principals were accepting of the students' project ideas and would stand up to others in the

school around social issues that might be more controversial or ‘taboo’ to talk about (e.g., marriage equality, LGBTQ+ rights, topics related to sexual relationships, etc.). Teachers also talked about the supports that they experienced from other students in the school, particularly older students who would help with the projects or even help the students brainstorm ideas if they were stuck. Teachers also mentioned the ‘buzz’ that the students create around SIE and getting involved in SIE projects.

The support also extended out to the community, and the number of businesses, politicians, and community members who would contribute to the projects each year. Aisling mentioned how their community gave an award to one of the students SIE projects, while Sarah mentioned how a community organisation approached the SIE students asking them to host a community event for them, in which loads of people came out to enjoy. These two examples highlight how the community was extending support, while also acknowledging the students’ contributions, two components of work-related wellbeing. It is evident that these additional supports and acknowledgement, both within and outside the school, were positive related to the teacher’s positive emotions around their engagement in SIE.

Discussion

Teachers ‘wear several hats,’ as described by Aisling, and those hats are forever expanding as new and innovative teaching practices and policies emerge. Teachers are now tasked with more responsibilities related to students’ mental health and wellbeing and are now asked to deliver a variety of student focused interventions, yet the research exploring the outcomes associated with these interventions on teachers is lacking (Gouda et al., 2016). Along with this, these changing roles and additional responsibilities lead to increased stress, higher chances of burnout, and possible dis-engagement (Roffey, 2012; Spilt et al., 2011; Borg & Riding, 1991; & Kyriacou, 2001). The current study sought to rectify this in the context of a student-focused intervention by exploring how teachers both experienced and benefited from

an SIE intervention. As Aisling put it, ‘the SIE classroom is kind of like a reversal in lots of way of the normal classroom because it’s the kids that are leading,’ and as Sophie said, ‘it’s an organic kind of environment where they can express themselves and they can create their project, and it’s based on their own ownership, and their own skills and qualities.’ SIE is a unique experience for both students and teachers, and therefore it is important to better understand how teachers can also grow from teaching SIE.

While it is possible that the role of a SIE teacher might include several aspects related to work stress and burnout (Kyriacou, 2001), the survey and the results of the interviews indicated that this was not necessarily the case. According to the survey results, those with more experience of teaching SIE had significantly higher UWES engagement scores than those no experience, while the interviews signalled as to why this linear relationship between SIE and work engagement might exist. Work-related engagement can be viewed as part of triangulated reciprocal relationship between engagement (vigor, dedication, and absorption), personal resources, such as resilience and efficacy, and job-related resources, such as support and acknowledgement (Xanthopouloi et al., 2009; Hobfoll et al., 2003). When the balance between these resources matches the perceived demands of the job, the employee will view the demands as achievable rather than diminishing (Bakker et al., 2007). It is evident in the transcripts that while the SIE intervention is unique with its own demands separate from traditional teaching demands, the teachers did not perceive these demands as impeding. While part of this was could be a result of the vigor, dedication, and absorption that they were experiencing in the SIE intervention, the support and acknowledgment they felt from the community was also contributing.

Based on the interviews, there were several reasons that could explain why teachers with more SIE experience reported greater work engagement. First, the teachers talked numerous times about the meaningfulness that came with teaching SIE. Teachers talked about

the meaningful contributions they were making in their communities, the changes they were seeing in the schools, and the number of people the students' projects had touched. The teachers also talked about the relationships that they had with students, and how much they learned about their students along the way. They also talked about how though it was different from their previous teaching roles, and that they did make mistakes and experience challenges, those challenges did not out way the positive experiences they were having as well as the pride they were feeling helping their students accomplish so much. These experience touch on both hedonic and eudaimonic aspects of wellbeing, which could possibly be promoted in the SIE classroom, and could help motivate teachers to be more engaged in their work, even though that work might include stress-inducing attributes.

While engagement has been linked to wellbeing, the UWES-9 has been empirically connected to several dimensions of work-related wellbeing including work resources, personal psychological resources, and the perception of job demands (Schaufeli et al., 2017). Similarly, Merino-Soto and colleagues (2022), found that the ultra-short version of the Utrecht work engagement scale (UWES-3), when combine as one dimension, was a significant predictor of several components of wellbeing, including job satisfaction, stress overload and perceived efficacy. These findings can further be corroborated by the experiences of the SIE teachers aligning with aspects of hedonic and eudaimonic wellbeing, as discussed above.

These results have several implications for policy and practice. First, they highlight the importance of looking at how a student-focused intervention might contain teacher outcomes. Just as Green and colleagues (2013) found that a student-focused curriculum could function as a professional development opportunity, and Gouda and colleagues (2016) found that a student-focused intervention benefited teacher mindfulness, this study adds to our understanding of how a student-focused intervention can benefit teacher engagement and work-related wellbeing. Teachers are learning as well as they deliver materials to students, and it is important

to be aware of this and to further explore the positive teacher growth that can occur, any negative experiences they might have, as well as any additional supports that might be necessary in order for a teacher to feel that their personal and work-related resources meet the demands of the intervention.

These results also highlight the importance of community support and how community acknowledgement can have a positive effect on teacher work-related wellbeing. As Aisling put it, 'At school you are in a bubble, people kind of have to listen, or when you go into a class, they have to listen to you. But when the community is actually listening, and when you see real life issues, and you see people who are not connected to the school at all commenting on the school Twitter page, that was amazing, you know.' Schools are their own isolated community, and teachers can sometimes feel that the community does not acknowledge their hard work and dedication. So, when the community does step in to provide support, or acknowledges the hard work, or attend student-held events, this can make a teacher's job feel even more meaningful, and creates a deeper sense of pride in their students for the work they have done and for making these opportunities possible.

The perceived benefits that arise from SIE, such as improving the school and local community, or witnessing student growth and skill development, created an opportunity for SIE teachers to also benefit. It will be important to see if these results can be replicated in various other forms of community-improvement focused interventions such as global citizenship education, changemaker education, or interventions around peace. The teachers that were interviewed felt that their job was meaningful and purposeful, and that SIE created a level of enthusiasm, inspiration, energy, absorption, and pride that was greater than the challenges that arose from the process. The teachers got to be a part of the change that their students are making, because they were providing the students with an opportunity which they would not have had otherwise. Programmes like SIE can lead to a new generation of students who want

to and know how to make positive change, a goal that needs to be further emphasized in schools, because as this study highlights, this process benefits students, teachers, and community members alike.

Limitations

Qualitative research allows an in-depth analysis of participants' first-hand experiences; however, the use of small sample size and purposeful sampling methods create limitations to the findings. The goal of selecting two best-practice schools was the explore how, under ideal circumstances, where the school has several years of experience delivering SIE, the programme is experienced. While the teachers reflected on their first years of teaching SIE, any challenges they faced those first few years may have been overshadowed by the positive experiences they had later. It would be beneficial to do a more in-depth analysis of teachers in their first years initiating such interventions. There are also limitations around the quantitative data, as sample sizes were small, and was cross-sectional in nature. A more in-depth study with pre- and post-intervention analysis, a larger control group, paired with in depth interviews could provide more understanding of the experiences and benefits that arise from SIE.

Chapter 8 Conclusion

The number of interventions around student wellbeing are growing, yet there is little research on how these interventions are related to teacher outcomes, including their wellbeing and engagement. This study sought to rectify this by exploring how one intervention, social innovation education, was related to teachers' work-related engagement, as an indicator of their wellbeing. The study found that teachers with more experience of teaching SIE had greater work-related engagement than teachers with less experience of SIE, and that teachers working in best practice schools who taught SIE experienced vigor, absorption, dedication, and community support and acknowledgment through delivering the SIE intervention to students. These findings offer research and practitioners insight into the extended benefit that student-

focused interventions can have on teachers, the importance of considering the experiences of teachers when designing and implementing interventions, and the influence that community support and acknowledgement can have on teacher work-related engagement.

Chapter 9: Discussion

Wellbeing has been defined as a combination of hedonic experiences related to positive affect and pleasure, and eudaimonic experiences related to having a purpose and achieving one's truest potential (Huta & Waterman, 2014). While the synchronization of these variables is at the core of modern theories of wellbeing, the technicalities of how hedonic and eudaimonic aspects are conceptualised vary between theories. With increased awareness around wellbeing and mental health, (e.g., O'Connor et al., 2019; Chodkiewicz & Boyle 2017), the significance of exploring what wellbeing actually is in real-life social contexts as well as how programmes might be related to wellbeing, has become an interest to researchers, practitioners, and policy makers. While schools are delivering programmes specifically designed to promote wellbeing, they are also delivering several programmes that have goals outside the scope of wellbeing yet could still be possible agents of such. This research sought to explore this proposition more extensively, through a robust multi-method, multi-informant, and multi-level analysis of Social Innovation Education (SIE), a programme designed to teach students how to become change makers, while also teaching teachers how to guide student through this process and be catalyst for student-directed social change. Though SIE does not directly focus on wellbeing, the experiences derived from going through the SIE process of creating social change appears to be a catalyst for both hedonic and eudaimonic aspects related to flourishing. This chapter aims to synthesize the main findings related to each research question (RQ), a summary of which can be found in Table 1. Through the amalgamation of results, this chapter provides practical implications for practice, research, and policy.

Table 1

Summary of the Main Findings from each Empirical Chapter of this Thesis

Chapter	Findings
Chapter 5: Scoping Review	- There were seventeen programmes that met the criteria of SIE but used a different term to describe the process. - The SIE model of learning, which occurs through the development of a social justice project is adaptable across countries, socio-economic statuses, and school subjects. - SIE is inclusive and provides an opportunity for all students to participate. - There is flexibility within the ways in which SIE can be delivered in terms of length, number of lessons, training, subject, and additional support. - The majority of programmes used a series of stages to outline the process. - Civic engagement and commitment along with social and civic responsibility were the most explored outcomes in the scoped articles. - There is a need to bridge the research currently happening in this field.
Chapter 6: Case Study	- The experiences of the participants met the dimensions of four unique frameworks of adolescent wellbeing. - Student voice appeared to be a catalyst for wellbeing experiences. In the SIE classroom students felt comfortable sharing their voice and opinions, and listening to others' opinions, without fear of judgment. These experiences occurred right from the start, which resulted in further experiences of wellbeing as the programme progressed. - Although students felt negative emotions as they learned about the social issues in their community, when combined with a tangible social change project, they developed optimism as they learned that they could make change. - Students also developed a variety of skills, experienced emotion-related personal growth, and developed relationships with peers, teachers, and others.
Chapter 7: Student Surveys	- Those with higher prior wellbeing were more likely to have higher levels of engagement with the SIE programme. - Those who engaged more had higher wellbeing related outcomes in all the EPOCH dimensions (engagement, perseverance, optimism, connectedness, and happiness). - Those with higher prior wellbeing were more likely to engage, and more likely to reap more benefits from the programme. - There is a need to increase awareness around students who might need more motivation or support to engage in programmes that could benefit their wellbeing.
Chapter 8: Teacher Surveys and Interviews	- Teachers can also benefit from delivering a student-focused programme, such as SIE. - Teachers who had experience delivering SIE had higher work engagement than those without experience delivering SIE. - Teachers did not experience the added demands of delivering SIE as impeding to their jobs. - Teachers' experiences of engaging in SIE aligned with the three dimensions of the UWES, which are absorption, dedication, and vigor. - Teachers talked mostly about their experiences of SIE in terms of dedication, which included how meaningful their role was as an SIE teacher, and how much pride they felt as a result of the programme. - Teachers' engagement can also be linked to the community support and community acknowledgment they experienced as a result of SIE. - The teachers' experiences of engaging with SIE align with hedonic and eudaimonic wellbeing, indicated additional possible benefits, as well as a need for further research.

Summary of Implications of the PhD Research

The first stage of this PhD research focused on establishing a foundation of studies focused on SIE, a field that currently lacks empirical exploration, particularly at the adolescent level (Kalemaki et al., 2019). This goal was achieved through the scope of current research that met the criteria of SIE yet used a different terminology. Guided by RQ1 (*what evaluated programmes meet the characteristics of social innovation education, what are their characteristics, and how are they evaluate?),* eighteen empirical studies and seventeen unique SIE-like programmes were explored. The scoped articles highlighted the variability that exists within various aspects of the SIE programme including participant populations, programme delivery methods, use of stages to map the process, methodologies used, as well as the evaluated outcome dimensions deemed valuable to explore by the researchers. While this variability within SIE-like programmes emphasises how diverse and flexible this method of educating young people how to create tangible and meaningful change in their communities is, this research also highlights the importance of connecting researchers within the field.

Although scoping reviews have several limitations, including a lack of quality assessment (Arksey & O'Malley, 2005), and lack of generalisability outside of the research parameters, they do provide a preliminary evaluation of the potential size and scale of available research on specific topics or fields, particularly those that have not yet been extensively reviewed (Grant & Booth, 2009), which is the case with SIE. For example, several of the key outcome dimensions highlighted by the scoped studies, including helping others, finding a purpose and identifying values, have been linked to several vital indicator of wellbeing for this age group (Bundick et al., 2010, Lerner et al., 2022; Yeager et al., 2010), highlighting possible areas for future research. Through SIE, students take on valued roles, where they get to see themselves making a positive contribution in their society, valued roles that can have a positive

impact on their wellbeing and development (Benson, et al, 1998; Malin, et al., 2013; Lerner et al., 2022), a relationship which was been explored in the ensuing research questions.

The opportunity to work in groups and think creatively to solve social issues, as seen in SIE, is particularly influential during adolescent years, as finding a purpose and identifying values becomes a vital indicator of flourishing and thriving for this age group (Bundick et al., 2010). Flourishing, another word for wellbeing (Seligman, 2010), is a psychological phenomenon that comprises hedonic aspects of experiencing positive feelings, and eudaimonic aspects of connectedness and purpose in life (Huta & Waterman, 2014). The second stage of this PhD research aimed to explore the connection between how the pedagogical underpinnings of SIE, which include critical, transformational, and epistemological development (Alden Rivers et al., 2015), are related to wellbeing experiences during the SIE process.

Guided by RQ2 (*In what ways do students experience wellbeing through SIE*?), an inductive thematic analysis of interviews from twenty-two students, alumni, educators, and parents from two secondary schools in Ireland was conducted to explore participant experiences in relation to the SIE pedagogies and four wellbeing theories: EPOCH (Kern et al., 2015), SDT (Ryan & Deci, 2000), the social evolutionary model of wellbeing (Symonds et al., 2021), and psychological wellbeing (Ryff, 1989). Even though each theory was selected based on their unique view on how to define and measure wellbeing, all dimensions of wellbeing were met by the experiences of the participants. Previous research highlights that learning about social injustices through critical consciousness initiatives can create opportunities for temporarily decreased wellbeing (e.g., Maker Castro et al., 2022; Tyler et al., 2019), which was seen in the student reports in the current study as they researched social issues important to them. However, the inclusion of a tangible social change project appeared to alleviate those negative emotions while also demonstrating to the students that they were capable of making change. Along with this, by applying theory to real-world social contexts, the student

experiences highlighted methods to promote wellbeing in the classroom, which included promoting comfort to express student voice and opinions, where they feel like they can share their ideas without fear of judgement, which was the case in the SIE classroom.

While this study was limited by its exploratory and qualitative nature, its focus on best-practice schools, the cultural adaptability of the SIE programme, and its lack of generalizability outside of Ireland, it was still the first of its kind to empirically explore the relationship between SIE and wellbeing. The findings of this study demonstrate the positive relationship between SIE experiences and wellbeing, while also indicating areas where future research can explore. For example, future research could investigation of the various types of critical consciousness (e.g., motivation, reflection, and action), and how they might be connected to wellbeing within diverse populations, ages, and focuses, and if the critical action might alleviate the temporary negative impacts sometimes seen with critical motivation or critical consciousness (e.g., Maker Castro et al., 2022). These findings offer researchers and practitioners insight into how to promote student wellbeing through interventions such as the YSI SIE programme, which can encourage purpose, comfort in sharing one's voice in a unique, as well as an opportunity to create social change in creative and group focused way.

The next step was to further explore the relationship between SIE and wellbeing, as seen in RQ2, but through quantitative methods that took into consideration student wellbeing at the start of the programme, and how that prior wellbeing impacted their level of engagement and wellbeing-related outcomes. With the rise in adolescent mental health awareness (e.g., O'Connor, Fitzgerald & O'Reilly, 2019), there has been a subsequent increase in wellbeing initiatives within schools. In order to best understand the effectiveness of these initiatives it is important to understand how and who is most impacted by these initiatives, with some evidence suggesting personality characteristics, such as confidence and openness, impacts one's willingness to engagement with wellbeing-focused programmes (Buckley & Doyle, 2017). The

third stage of this PhD research sought to explore these relationships in the context of SIE. To achieve this, a longitudinal analysis of pre- post- surveys completed by 94 post-primary school students in Ireland was conducted. Guided by RQ3 (which explored two questions: *(1) How does students' prior wellbeing impact programme engagement? and (2) How does students' programme engagement impact students' wellbeing outcomes, controlling for students' prior wellbeing?),* this research sought to explore the relationship between wellbeing (using the EPOCH Measure of Adolescent Wellbeing; Kern, et al., 2016) and programme engagement.

The quantitative analysis found that students who were more engaged with the programme saw greater increases in wellbeing across all five EPOCH dimensions (engagement, perseverance, optimism, connectedness, happiness), with those who had higher levels of wellbeing at the start having higher level of engagement, and subsequently greater wellbeing related outcomes. While these findings add to the emerging body of evidence looking at how wellbeing is related to engagement with activities aimed at promoting wellbeing (Buckley & Doyle, 2017; Xiao, Yi & Zhou, 2020; Zhu, Chu & Lam, 2022), it also demonstrates the importance of tailoring supports based on student needs. While wellbeing was positively related to programme engagement, those outcomes were seen more in those who had higher wellbeing at the start, and therefore might already be more willing to engage or feel connected. Therefore, it is important that teachers recognise that some students might need more encouragement or support to engage, an area of research that could benefit from future exploration. While this study is limited by its lack of a control group, cultural adaptability, and generalisability outside of Ireland, it still was the first of its kind to quantitatively explore the relationship between SIE and wellbeing, and to highlight the importance of looking outside of traditional wellbeing programmes, and instead at how other school-based activities might be positively related to student wellbeing.

The last stage of research turned its focus to teachers, who are increasingly asked to support student wellbeing, even though they might lack training or competence in this area. These changing roles and additional responsibilities that teachers are faced with have been found to lead to increased stress, higher chances of burnout, and possible job dis-engagement (Roffey, 2012; Spilt et al., 2011; Borg & Riding, 1991; & Kyriacou, 2001). While research often explores the student-related outcomes associated with school-based programmes, the research around how such programmes impact those who are delivering them is lacking. While teacher benefits have been found when delivering a vocabulary intervention (Green at al., 2013) as well as a mindfulness programmes (Gouda et al., 2016), the fourth stage of this research sought to further this understanding by exploring the relationship between SIE and teacher work engagement. Guided by RQ4 (*how is teacher engagement related to a student-focused SIE programme?*) this current study used a mixed method approach, which involved analysing surveys completed by 63 post-primary school teachers in Ireland, as well interview data from five SIE teachers.

While it is possible that the role of a SIE teacher might include several aspects related to work stress and burnout (Kyriacou, 2001), the survey and the results of the interviews indicated that this was not necessarily the case. According to the survey analysis, those with more experience of teaching SIE had significantly higher work engagement scores (UWES-9; Schaufeli et al., 2017) than those with no SIE experience. The interviews were then used to indicate why this linear relationship between SIE and work engagement might exist. The interviews highlighted that teachers felt that their role in SIE was meaningful, that they were experiencing increased acknowledgement from the larger community through the SIE projects, and that they felt several positive emotions around the work the students were doing in their SIE projects. While these findings are limited by their lack of a control group and generalizability outside of Ireland, they still shed light on methods to improving teacher work

engagement and future areas for research. For example, community acknowledgment, which is not a direct fragment of the UWES (Schaufeli et al., 2017), was associated with higher work engagement in this sample, and therefore could benefit from future research. Together, these findings offer insight into the extended benefit that student-focused interventions can have on teachers, the importance of considering the experiences of teachers when designing and implementing interventions, and the influence that community support and acknowledgement can have on teacher work-related engagement.

Implications for Practice

The objective of school curriculum is shifting from one that was traditionally focused on academic success, to one that is focused on academic, social, and emotional flourishing. As a result, schools are tasked to provide numerous opportunities for students' social and emotional development, without always knowing what the best choice is, what options currently exist, and as this research highlights, how schools might already be promoting these wellbeing related goals. The current research is positioned to address these issues by exploring how an intervention that targets students' autonomous involvement in social innovation projects is related to student wellbeing. According to Boustani et al., (2015), programmes designed specifically towards social emotional learning will often have lessons focused on helping students learn a variety of skills including problem solving, assertiveness, communication, cognitive coping, and emotional awareness. SIE, on the other hand, teaches students how to look at social issues, conduct research, create a plan of action on a social issue of choice, and deliver a tangible social change project. While the primary goals of SIE are not focused on wellbeing, the findings of the current research highlight that SIE does have a secondary outcome related to wellbeing.

As highlighted by the interviews used to address RQ2, the experiences of SIE were linked to several frameworks associated with wellbeing, including the EPOCH model (Kern et

al., 2015), self-determination theory, (Deci & Ryan, 2008), a social evolutionary model of wellbeing (Symonds et al., 2021), and psychological wellbeing (Ryff, 1989), four models that were chosen based on their diverse methods of conceptualizing wellbeing. Themes that emerged around student wellbeing were positive, and linked to student voice, skills development, emotional development, relational development, and optimism. Along with this, the pre-post survey analysis conducted to answer RQ3 highlighted the relationship between the programme and all five dimensions of the EPOCH model of wellbeing (engagement, perseverance, optimism, connectedness, and happiness; Kern et al., 2015).

While these two studies highlighted the benefit of SIE on student wellbeing, there were several contextual implications around how schools can promote wellbeing that arose from the findings of all four RQs. The first contextual implication has to do with the recognition of who might be most benefited by programmes such as SIE, which have wellbeing as a secondary outcome, and how to ensure that all students benefit. Findings from RQ3 highlighted the importance of recognizing the need to support student engagement in wellbeing programmes and of the role of students' prior wellbeing in programme engagement. In this research, those with prior wellbeing were more likely to engage, and therefore were more likely to reap greater benefits from the programme. While it is impossible to know if the same is true for programmes designed more specifically towards wellbeing, these findings highlight that for students in SIE, those who have lower levels of wellbeing at the start of the programme might require additional support or motivation from their teachers in order to obtain the same benefits as those who have already higher levels of wellbeing. It is therefore important for schools to be aware of the outcome deviations that can occur, and to recognize that some students may need more support than others.

Another contextual implication regards how wellbeing was prompted by the students' experiences. The emphasis on student voice, as seen in the findings for RQ2, highlights ways

that the current findings can be applied outside of the context of SIE. While voice is a component in other fields related positive functioning, such as positive youth development (e.g., Lerner, 2004), it does not appear to be a component of wellbeing frameworks, yet based on the students' recollections of the programme, it was the comfort that they had sharing their voice that motivated them to continue their SIE journey. Students described the SIE classroom as one where everyone's opinions were important. For example, when a student had an idea, no matter how good or bad it might be, it was put on the board and considered as a possibility. Students felt like they could share their ideas without being put down by others, which increased their positive feelings, helped building their confidence, and motivated them to continue to engage, and as result have subsequent experiences of wellbeing. There is a lot of schools can learn from this, including the importance of allowing students to share their opinions, as well as the benefit of creating a safe space in classrooms, where students do not feel judged.

While RQ1 highlighted the contextual flexibility around delivering SIE, it also provided a foundation of ideas to help schools decide if an SIE programme is right for them. The findings of the scoping review created a database of various empirically support programmes that currently exist while also highlighting various options schools can make when delivering such a programme. The findings highlighted the flexibility in SIE, the cultural adaptability of the programme, and the variability that can exist regarding length, training, facilitators, subject connectivity, process, and lesson length. These findings highlight that schools can adapt the SIE programme to fit their curriculum needs and provides a variety of methods and means for schools to seek out SIE programming if they see fit.

This research also highlighted the benefits teachers experienced while delivering the SIE programme, as seen in the results of RQ4. Because of rising occupational stressors, administrative workloads and struggles with classroom management (Roffey, 2012; Spilt et al.,

2011; Borg & Riding, 1991), teacher burnout has become a huge issue within schools, with up to 50 per cent of teachers leaving their job within five years (House of Commons, 2004). Research looking into ways to reduce teacher attrition explore what promotes teacher motivation and positive experiences, with such research highlighting the importance of teachers experiencing positive feelings about being a part of the school, having a sense of belonging, feeling proud of the school, feeling included, valued, and respected, having positive collegial relationships, feeling resilient, and having quality teacher-student relationships (Roffey, 2012; Hargreaves, 2000). The teachers' experiences of SIE, which were explored in RQ 4, were linked to several of these positive qualities, including the feelings of pride when delivering the programme, feeling valued by the community, experiencing support from the school and community, developing resilience in themselves, and feeling like a part of the students' projects. Along with this, the meaningfulness that the teachers attributed to their roles as SIE teachers highlighted the purpose that they experience in their jobs because of teaching SIE. These experiences of meaning and purpose in work can help enhance teacher engagement, motivation, and wellbeing, and could possibly be a moderator of teacher burnout, highlighting a possible area for future research.

Implications for Research

The current research findings highlight several areas for continued research and development. First, as seen in RQ 1, there is currently a need for researchers in the field of SIE, and other civic related pedagogies, to come together to create a more unified community. The overall findings of this current research indicate several positive outcomes related to the delivery and engagement with SIE, yet the disconnect within the field creates incongruence within the research base and prevents robust research from being fully amalgamated. If the field of SIE is to grow, and if researchers want to develop a full picture of the benefits of SIE, there will need to be unification first.

As seen in RQ2, there is also a need to further explore the complex relationships that exist between critical consciousness and wellbeing. Critical consciousness occurs in various stages, including critical motivation, critical reflection, and critical action, with each stage requiring differing levels of participation. Previous research highlights that the complex relationship between critical consciousness and wellbeing vary based on several factors including stage of critical consciousness, age, race, socio-economic status, and area of critical focus, with some combinations linked to short-term decreases in wellbeing (e.g., Maker Castro et al., 2022; Tyler et al., 2019). The current study found that although students did report feeling negative emotions while learning about the challenges others go through, these decreases were in fact short term, and once the students started seeing the impact they could have through their projects, their emotions became more optimistic. It would be beneficial for future research to explore the relationships between wellbeing and the critical, transformational, and epistemological changes that occur as students go through all stages of critical consciousness, rather than just one stage, as they conduct their social change projects. Due to the complex nature of these relationships future research should extend into diverse groups, from various socio-economic, cultural, and racial backgrounds.

This research also highlights the importance of revisiting theoretical frameworks in real world social contexts, which can be seen in RQ2 and RQ4. In both studies, theory was applied to real-life experiences in both inductive and deductive ways (Clarke & Braun, 2017), and in both examples the theories were not all-encompassing of the themes that emerged. As seen in RQ2, when the inductively produced codes were applied to four models of wellbeing (EPOCH; Kern et al., 2015; SDT; Deci & Ryan, 2008; a social evolutionary model of wellbeing; Symonds et al., 2022; & psychological wellbeing, Ryff, 1989), the importance of voice in the students' experiences and its lack of significance in the theories themselves became evident. Similarly, in RQ4, when the teacher themes were deductively applied to the dimensions of the

UWES (Schaufeli, Salanova & Bakker, 2003), it became apparent that the UWES model lacked a category around the importance of social environment on work engagement. Based on the teacher experiences, this category included support and acknowledgment from the community.

These findings point to the importance of understanding what components might be a catalyst to wellbeing and engagement, as understood by such frameworks. The theoretical frameworks that were used for this research focused on individual psychological and relational functioning, rather than on shared experiences of social contexts. As seen in RQ2, voice can be created through an interaction between people, and student voice is enabled when the values, norms, and actions of youth-centred organizations allow for students' ideas to be integrated into the decision-making process (Mockler & Groundwater-Smith, 2015). This appears to be a condition for wellbeing that was brought about by students' experiences of SIE, supporting prior research findings that wellbeing was linked to perceptions of student voice (Donnah, & Graham, 2015), although not necessarily covered in theory. In response to the second example in RQ3, work engagement is created through an interaction between engagement, personal resources, and job-related resources (Xanthopouloi et al., 2009; Hobfoll et al., 2003). A model of engagement, as seen in the UWES, which is geared more towards the internal components of engagement, such as personal resources and psychological experiences, appears to overlook measuring job related resources, as seen in the example. Both examples highlight the importance of applying theory to social contexts to shed light on the practicality of these frames of reference, and to shed light on various ways to promote positive experiences that might be overshadowed by the theory.

Implications for Policy

There is a growing volume of empirical evidence that suggests student wellbeing is positively related to academic achievement, classroom engagement, and life-long success (National Council for Curriculum and Assessment [NCCA], 2017; Gray & Hackling, 2009;

Smyth, 2015), and as a result the promotion of student wellbeing has moved to the forefront of modern educational policy design in Ireland (e.g., DES, 2019; DES 2015). The DES has made it a goal that by 2023 all schools within Ireland have a dynamic whole-school Wellbeing Promotion Process that is documented and monitored according to a series of DES standards (DES; 2019). Schools are already offering a number of programmes designed to support the overall development of students, yet research into the outcomes of such programmes in association with wellbeing specifically is not always present. This research highlights the importance of policy makers considering the application of programmes such as SIE in a school's portfolio of wellbeing-related supports.

Throughout all aspects of this current research, SIE can be seen as beneficial to a variety of aspects related to student development. As seen in the outcomes highlighted by the studies scoped in RQ1, it is believed that SIE programmes promote student civic and social engagement and responsibility, indicating that researchers believe that students learn a variety of skills related to being contributing members of society as they go through the SIE programme. RQ2 and RQ3 highlighted several wellbeing-specific outcomes, which included the promotion of engagement, perseverance, optimism, connectedness, and happiness. These findings also highlight the importance of student voice on wellbeing, providing support for schools who excel in student voice promotion, both inside and outside of the classroom. Along with this, RQ4 highlight the benefit that SIE has on teachers, an extremely beneficial implication to policy, considering it is the added stress and responsibilities from new policy which add to the occupational distress teachers feel that can influence burnout. Teachers who delivered SIE experienced a variety of positive emotions and felt the added demands of SIE were outweighed by the benefits, which included increased feelings of pride and meaning in their jobs.

Guidelines around student wellbeing require schools to promote wellbeing throughout all aspect of the school, yet teachers are not necessarily trained in pedagogical methods to achieve this. Teachers are not always competent, nor feel comfortable delivering programmes focused on topics such as student emotion, emotional regulation, and healthy relationships, making the additional task of delivering such programmes appear challenging. Through the delivery of programmes, such as SIE, which do not have wellbeing as the primary focus, teachers can still support the wellbeing of their students in a way that is engaging and beneficial for students, teachers, and the community, yet does not require the competencies or training needed to deliver wellbeing-specific programmes.

Chapter 9 Conclusion

This PhD research sought to investigate, through a multi-level, multi-informant, and multi-method exploration, the relationships between social innovation education and the wellbeing of students and teachers. Through the exploration of four research questions, each with their own distinct focus of the SIE process, this research provides a foundation that can be used for future research. Together, these findings create a deeper understanding of how student wellbeing can be promoted through classroom-based programmes, and a realisation of how the power of programmes aimed at promoting social change projects make contributions that go beyond the student. SIE is a unique type of educational process, where students learn to consider others while they create projects around social issues important to them. Through this process, it is not only students who benefit, but also their teachers, schools, and greater community. It is through programmes like SIE that students learn the skills needed to become changemakers, while creating social change that permeates outside the walls of the classroom. It is by developing these skills along with the realisation of the impact that one can have beyond the classroom, that students can develop the confidence needed to continue to make a positive impact in the world they live in for generations to come.

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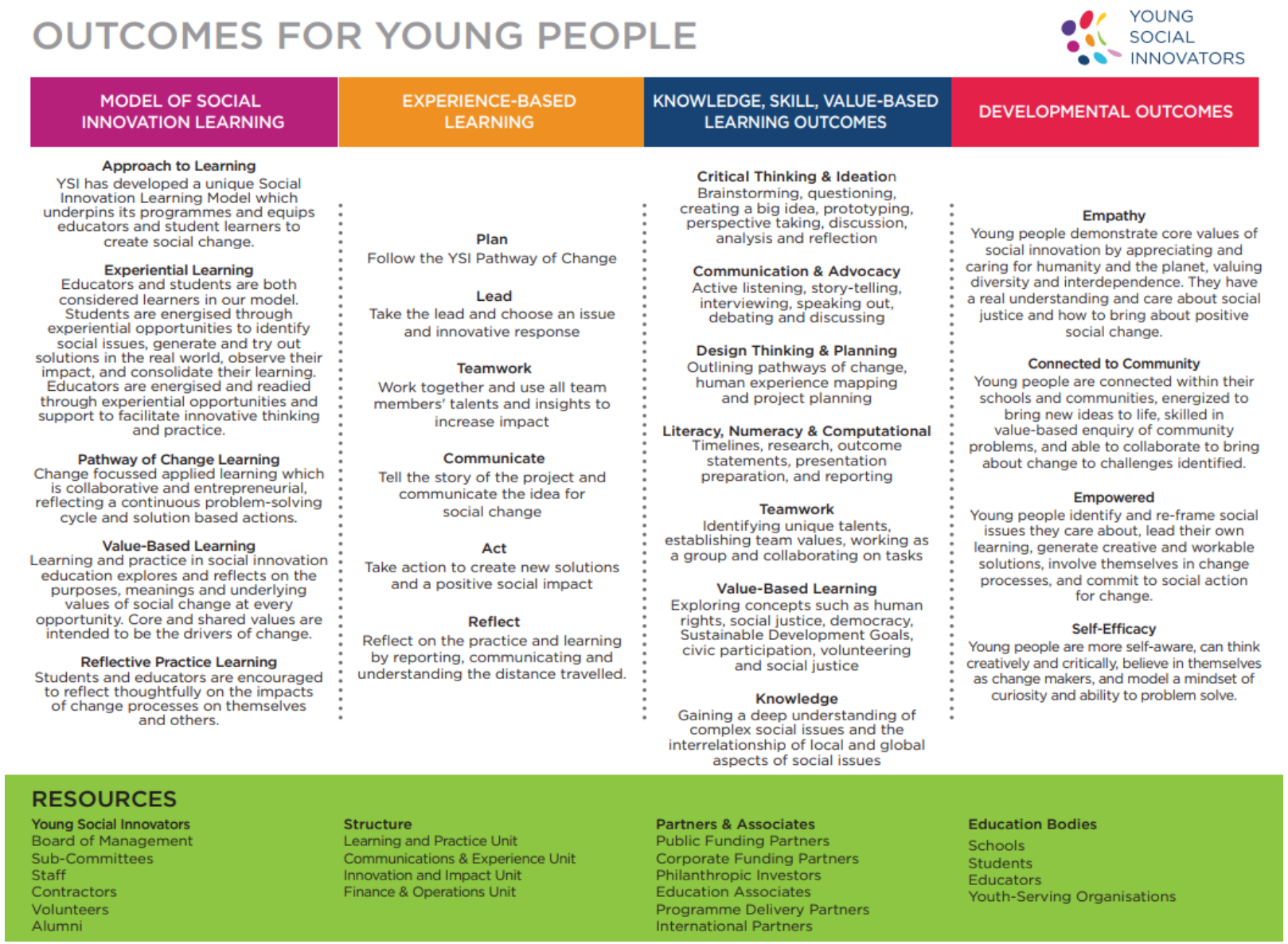
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Appendix A: YSI Related Documents

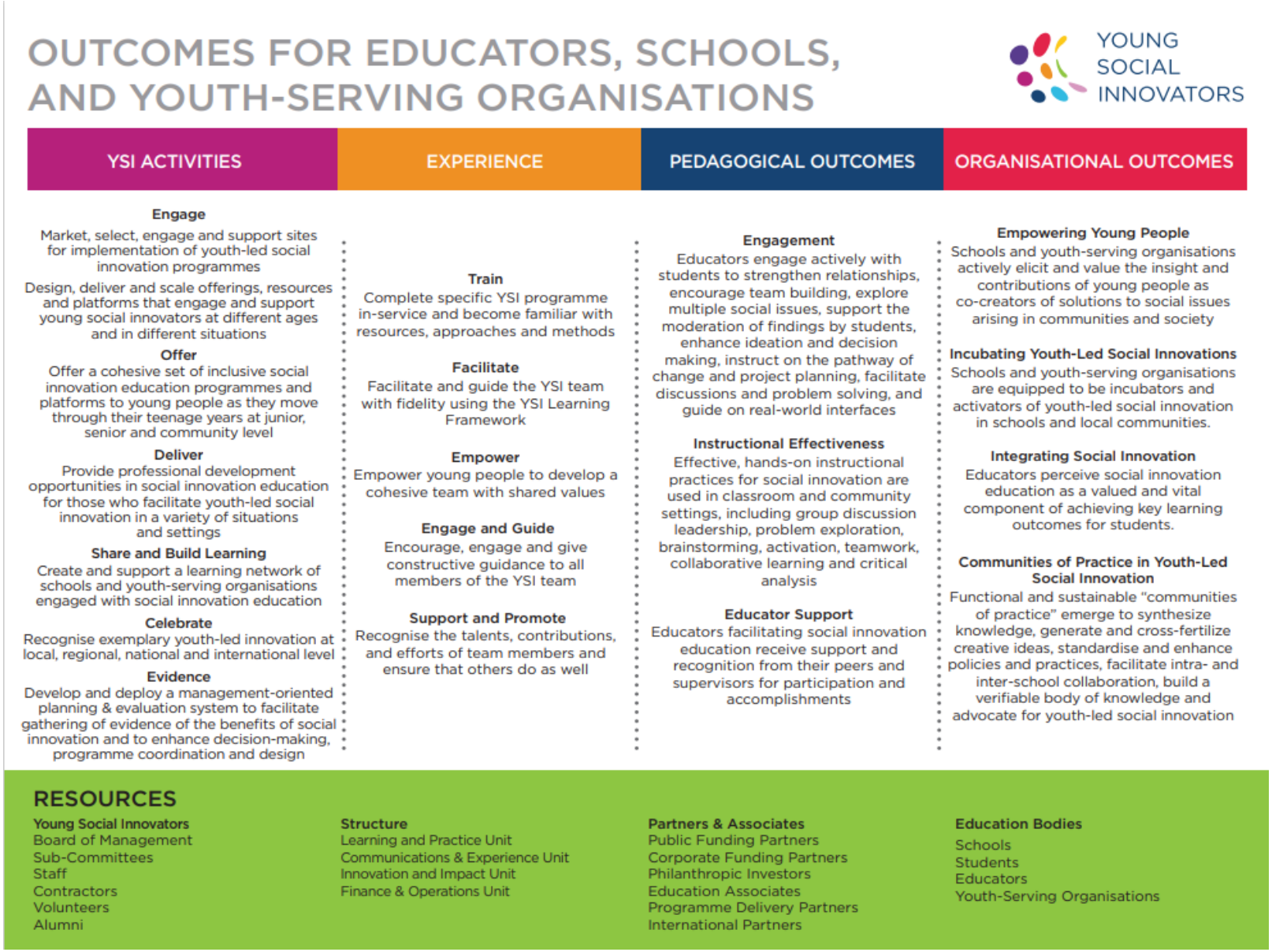
YSI Theory of Change



YSI Logic Model for Young People



YSI Logic Model for Educators, Schools & Youth-Service Organisations



YSI Logic Model for Communities & Society



YSI Senior Programme Leaflet



YOUNG SOCIAL INNOVATORS

education that changes the world

SENIOR ACTION PROGRAMME

BUILDING A FORCE FOR GOOD THROUGH YOUTH-LED SOCIAL INNOVATION

Young Social Innovators has been promoting social innovation education in Ireland since its establishment in 2001. Our purpose is to fire young people's passion to change the world for good and to empower them to take creative and collaborative action on social issues facing them, their communities and wider society.

Our unique social innovation framework puts young people in the driving seat. It asks them to examine the world through a new lens and to reimagine the type of society they would like to live in - one that is more caring, equal and fair.

But more than that, it challenges them to put their ideas into action and to bring their vision to reality. In this way, young people realise their own capacity to effect change in the world around them.

Social innovation education provides a powerful experience for both teachers and learners. It allows young people to recognise and develop their own unique skills and talents and to use these for the benefit of others.

Our programme at Senior Cycle engages thousands of students every year equipping them with knowledge, skills and experience unique to this type of learning and practice.

Social innovation education prepares young people for a rapidly changing world and gives them a sense of control over how that future is shaped.

What can your young people do to build a force for good in your community?

"Every society can be strengthened by providing young people with real and authentic opportunities to engage, volunteer and be heard."

- Rachel Collier, Co-founder and CEO, Young Social Innovators

SOCIAL INNOVATION ACTION PROGRAMME: SENIOR CYCLE

The Social Innovation Action programme at Senior Cycle enables students (aged 15-18) to work in teams to explore social issues that concern them and to develop and implement creative responses to those they feel passionately about.

Learning is youth-led and action-based, infused with an understanding of human rights, social justice, citizenship and sustainability.

Supported by teacher training and world class resources, the programme promotes youth participation and youth voice as well as developing critical and creative skills required for life and work in the 21st century.

Events and platforms to amplify the issues and voice of young people and to recognise their participation are offered as part of this in-depth programme.

PART 1 — **INTRODUCING SOCIAL INNOVATION**
Students explore what social innovation means, discover global examples of innovation for social good and identify their own abilities to be social innovators.

PART 2 — **EXPLORE & CREATE**
Students identify social issues, explore them and select one to take action on. They work together to create a vision for change and a big idea to bring that vision to reality.

PART 3 — **TEST & ADAPT**
Students use human-centred design and design for sustainable development to test and adapt their ideas.

PART 4 — **ACT & REFLECT**
Students work with others in their community to roll out their ideas and present their project at a regional Speak Out event and during #YSIweek

PART 5 — **RECOGNISE & CELEBRATE**
Students evaluate and report on their work submittng an online portfolio on which feedback and certification is provided.

HOW IT WORKS

Schools sign up to the YSI Innovation Action Programme (Senior)

Teachers invited to regional YSI in-service and networking events

Teachers access online programme resources and active learning methodologies

Students form a team, select an issue they care about and create and develop a social innovation project around it bringing their ideas to action

All teams invited to present their projects at regional events as part of the YSI Speak Out Tour

Teams submit an online portfolio and receive feedback and certification

Teams celebrate by hosting a community based event as part of #YSIweek

Shortlisted teams invited to compete at the Young Social Innovators of the Year Ireland Awards*

Sample breakdown for Senior Programme	
TITLE OF UNIT Social Innovation Action Programme (Senior)	**ALIGNMENT** TY, LCA, LCVP, 5th year, Politics & Society
SUITABLE FOR All Senior Cycle Students	**DURATION** 40 hours (scalable)

** Entry into the Young Social Innovators of the Year Ireland Awards is optional*

PLATFORMS AND EVENTS



FEBUARY

YSI Den
Teams have the option of applying for further support to increase the impact of their innovation through the YSI Den. Money, means or mentoring can be requested through the Den from YSI's Social Innovation Fund.

MARCH

Speak Out Tour
Teams present their project to a YSI Panel and audience of their peers using creative communications highlighting the need for and impact of their social innovation.



APRIL



#YSIweek
Teams host a community event to showcase their project locally. Shared on social media, YSI amplifies their work through its digital platforms.

MAY

Young Social Innovators of the Year Awards
Teams can enter into the annual Young Social Innovators of the Year Ireland Awards at the end of the academic year. Selected finalists attend and compete for our Title and Challenge Awards.



PROGRAMME BENEFITS

FOR SCHOOLS

- Ready-made resources and learning materials
- Timetable planning and links to Senior Cycle curriculum/key skills
- Tailored support from the Young Social Innovators team
- Facilitate active engagement of young people in the local community

FOR TEACHERS

- Teacher training and Continuous Professional Development
- Student learning across and beyond the curriculum
- Foster holistic and healthy learning environment
- Build and maintain relationships with students and the wider community
- Certification as YSI Guides

FOR STUDENTS

- Develop key skills for life and work
- Ownership of project and self-directed learning experience
- Create and implement action-based projects
- Engage with and volunteer in their wider community
- Understand the world and their capacity to effect change
- Certification as Young Social Innovators

THE PROGRAMME IN ACTION



LET'S TALK ABOUT CONSENT
Bush Post Primary School
Dundalk, Co. Louth

Aimed at helping young people to understand the meaning of consent in an accessible way, students produced an animated video and podcast and engaged with national media to communicate about the issue.



WE ARE ALL HUMAN
Largy College
Clones, Co. Monaghan

Focused on promoting inclusion for asylum seekers and refugees, the team raised awareness in their local community in creative ways. Working with Monaghan County Council, they created and developed an app to provide information in various languages for newcomers to their area.



GREENER GLOBE
Tullamore College
Tullamore, Co. Offaly

Motivated to reduce water wastage, the team developed an innovative shower head that encourages users to conserve water by taking shorter showers.



MISSING PERSONS
Davis College
Mallow, Co. Cork

Moved by the plight of families of missing people in Ireland, the team lobbied the Government to introduce a national day of remembrance. The high impact campaign resulted in the establishment of a National Missing Persons Day in Ireland which takes place each December.



"Through Young Social Innovators, the students learn valuable 21st Century Skills and the programme gives them the initiative to think outside of the box."

- Lorraine Crowley, YSI Guide
Killarney Community College
Co. Kerry

SUSTAINABLE DEVELOPMENT GOALS

Make social innovation part of your school's ethos and commitment to wellbeing, Global Citizenship, the Sustainable Development Goals and Social Justice.

OUR PARTNERS

Rialtas na hÉireann
Government of Ireland

Tomar Trust

ciste na gcuntas diomhaoin
the dormant accounts fund

Comhairle Cathrach Bhaile Átha Cliath
Dublin City Council

Cork City Council
Comhairle Cathrach Chorcaí

HOW YOU CAN SUPPORT YOUNG PEOPLE TO BE A FORCE FOR GOOD?

Invite us to come and talk to you about what Young Social Innovators can offer your school.

youngsocialinnovators.ie/signup
educate@youngsocialinnovators.ie
01 645 8030

@YSInow

YOUNG SOCIAL INNOVATORS

YSI Senior Programme Leaflet

YOUNG SOCIAL INNOVATORS

because young people can change the world

SOCIAL INNOVATION ACTION PROGRAMME



JUNIOR CYCLE

www.youngsocialinnovators.ie

STRENGTHENING COMMUNITIES THROUGH YOUTH-LED SOCIAL INNOVATION

Young Social Innovators has been promoting social innovation education in Ireland since 2001. Our purpose is to fire young people's passion to change the world for good and to empower them to take creative and collaborative action on issues facing them, their communities and wider society.

We believe that young people can be a powerful force for good and that their participation is vital to the creation of healthy, resilient and creative communities that have the capacity to respond to existing and emerging challenges.

This programme seeks to strengthen youth participation and youth voice within communities and to enable schools and teachers to collaborate to support youth-led social innovation.

Talk to us about Local Community Network availability in your region

Schools in targeted regions can now benefit from increased opportunities, engagement and support from Young Social Innovators as they come together as part of Local Community Networks, sharing ideas, resources, learning and experience.

Each year, new regions will be supported by YSI Local Leaders who will enable school and inter-school collaboration by facilitating Teach Meets, student workshops, network events and local recognition for young people.

Will you support your students to be a force for good in your community?



"Every community can be strengthened by providing young people with real and authentic opportunities to engage, volunteer and be heard.

- Rachel Collier, Co-founder and CEO, Young Social Innovators

SOCIAL INNOVATION ACTION PROGRAMME: JUNIOR CYCLE

The Four Part Social Innovation Action programme enables students (aged 12-15) to explore social issues and to understand social innovation as a way of addressing challenges we face today.

The Programme promotes youth voice, participation and fosters holistic development through the design and implementation of an action-based project on an issue that students choose and feel passionate about.

Issues affecting communities across Ireland are addressed creatively and collaboratively – tackling themes such as the environment, mental and physical wellbeing, climate change, diversity and inclusion, equality, and access to services and facilities.

Aligned with the curriculum and statements of learning, the Programme is suitable for different year groups in Junior Cycle and across a range of subjects. The programme also supports Global Citizenship Learning and covers themes across all of the Sustainable Development Goals (SDGs).

PART 1 – INTRODUCING SOCIAL INNOVATION
Students encounter the social innovators taking on the challenges facing our world today in creative ways.

PART 2 – DESIGNING FOR CHANGE
Students think about human-centred design and explore values such as equality, sustainability and human rights.

PART 3 – EXPLORING OUR COMMUNITY
Students examine social issues which affect their own community through the process of mapping.

PART 4 – READY, STEADY, INNOVATE!
Using what they've learned, teams carry out an Action Project and reflect on the positive impact they've made.

HOW IT WORKS



Schools sign up to the YSI Social Innovation Action Programme: Junior Cycle



Teachers access training and a full suite of online resources



Students form a team and select an issue they care about



Working together, students carry out an action project developing and implementing an innovative idea to address their chosen issue



Teams take part in an activity to celebrate during #YSIWeek



Students submit an online team portfolio telling the story of their project



Students receive certification!

Find out if your school can avail of localised YSI support by taking part in this programme as part of a Local Community Network.

**Available in targeted regions only*

Sample breakdown for a short unit of learning	
TITLE OF UNIT Junior Social Innovation Action Programme	**ALIGNMENT** Junior Wellbeing, CSPE, SPHE, RE, Career Guidance
SUITABLE FOR 1st, 2nd, 3rd year	**DURATION** 20 hours (scalable)

** See www.youngsocialinnovators.ie for information on where local supports are currently available*
** Download curriculum links and programme alignment with Statements of Learning for Junior Wellbeing at www.youngsocialinnovators.ie*

WHAT ARE THE BENEFITS OF TAKING PART IN THE PROGRAMME?

FOR SCHOOLS

- Ready-made resources and learning materials
- Timetable planning and curriculum links for Junior Cycle Wellbeing
- Tailored support from Young Social Innovators team
- Opportunity for professional collaboration
- Facilitate active engagement of young people in the local community

FOR STUDENTS

- Develop key skills and attitudes for lifelong learning
- Self-directed learning and ownership of project and learning experience
- Create and implement action-based projects
- Engage and connect with their wider community
- Understand the world and their capacity to effect change
- Certification as young innovators

FOR TEACHERS

- Training and Continuous Professional Development
- Networking and TeachMeets
- Student learning across and beyond the curriculum
- Foster holistic and healthy learning environment
- Build and maintain relationships with students, other schools and community



THE PROGRAMME IN ACTION



PLAYGROUND PLEDGE
Terence MacSwiney Community College
Co. Cork

Concerned at the lack of playground facilities for young people in their community, this team of first year students created a rap video calling for a new play park. Posted online as part of their campaign, the video was a success. Plans are now in place for a new local area playground.



HOMELESSNESS IN IRELAND
St. Tiernan's Community School
Co. Dublin

After seeing conditions of homelessness first hand in Dublin City Centre, the team decided to raise awareness for homelessness in Ireland. By speaking at assemblies, creating posters and booklets, and conducting workshops, the group gained positive feedback from students, staff, and the community.



RECYCLING PLASTIC BOTTLES
St. Vincent's Secondary School
Co. Cork

This team worked to introduce reusable water bottles to the school. They developed a campaign putting up posters in each classroom to remind students to recycle their plastic bottles. Due to these changes, there are hundreds less bottles coming into the school each week.



My YSI Students inspire me to continue believing that young people can catalyse positive change

- Ms Cumiskey, YSI Guide
Largy College, Clones, Co. Monaghan



At the heart of Young Social Innovators is the development of active, creative citizens. And it is active, creative citizens who will lead the transformation of Ireland.

- Michael D. Higgins, YSI Patron
President of Ireland

SUSTAINABLE DEVELOPMENT GOALS

Make social innovation part of your school's ethos and commitment to wellbeing, Global Citizenship, the Sustainable Development Goals and Social Justice.

OUR PARTNERS

Rialtas na hÉireann
Government of Ireland

Tomar Trust

ciste na gcuntas díomhaoin
the dormant accounts fund

FIND OUT MORE

Discover what local supports and events are available in your region. Invite us to come and talk to you and your staff about what Young Social Innovators can offer your school community.

youngsocialinnovators.ie/signup
educate@youngsocialinnovators.ie
01 645 8030

@YSInow

YOUNG SOCIAL INNOVATORS

Appendix B: Ethics Materials

RQ2 Information Sheet & Consent- Principal

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Roebuck Building
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Belfield, Dublin 4, Ireland

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Áras Roebuck
An Coláiste
OllscoileBaileÁthaCliath,
Belfield, BAC 4, Eire

education@ucd.ie
www.ucd.ie/education

Dear Principal,

A new research project is being carried out at the University College Dublin (UCD) School of Education in collaboration with Young Social Innovators (YSI). The project aims to explore how the YSI Action Programme impacts student wellbeing and the subsequent school system. Due to your school's repeated involvement in the YSI programming, you (and one other school) have been selected to be a part of a case study that will explore the multi-level effects of the YSI Action Programme. More information about the project is given below.



Study Title: A Study of the Impact of Social Innovation Education in Ireland on Student, Teacher & Community Wellbeing
Research Team: Ms. Andrea Maynard (PhD in Children and Youth Studies candidate), Associate Professor Jennifer Symonds (Research Supervisor), and Young Social Innovators (YSI) staff and support teams.

Questions You Might Have Regarding the Research

1. ***What is this research about?***
   This research will explore how the YSI Action Programme impacts student wellbeing and the subsequent school system. This will be accomplished by investigating different levels of the school system including: (1) student wellbeing, (2) teacher competencies/daily practices in supporting wellbeing, and (3) changes in school climate.

2. ***Why are you doing this research?***
   The results will provide a deeper understanding of how social innovation education can benefit all levels of the school system. This study will also be used as part of Ms Maynard's PhD qualification.

3. ***Why has my school been invited to take part?***
   Your school has been invited to take part in this research because you have taken part in the YSI Action Program for multiple years.

4. ***What will happen if I decide to let my school take part in this research study?***
   If you decide to let your school community, take part in the research, several of those involved in the YSI programme will be asked to take part in either an individual interview or a group interview with 2-3 other participants. These interviews will be administered by Andrea Maynard (lead researcher) or YSI staff, will be at YSI events during the year, and will last about 30 minutes. The interviews will be recorded and will ask questions about participants experiences in the YSI Action programme. From your school we aim to

interview about: 15 students, 2-3 teachers, 5 community members (i.e., parents or others involved in the student's social innovation project), and possibly yourself (if we can ensure your identity will remain private).

5. ***How will the results be used?***
   - Interviews will be transcribed, de-identified, and analysed to explore experiences of the programme.
   - The results will be published in Ms Maynard's' PhD thesis, in academic journals, will be presented on at academic conferences, and will help YSI make improvements in the Action Programme so that it can better serve schools.

6. ***How will everyone's privacy be protected?***
   - We will protect everyone's privacy to ensure that no individual or school will be identifiable.
   - All data will be stored in compliance with General Data Protection Regulations (GDPR).
   - All interview transcripts will be de-identified (names of people, schools, and places will be removed).
   - Any personal information will be stored separately, will only be accessible by the research team, and will be permanently deleted at the conclusion of this research. Once the study has concluded, all interview data will be anonymised and stored by Andrea Maynard for potential use in future research.

7. ***What are the benefits of taking part in this research study?***
   The information shared during these interviews will generate insight into how adolescent wellbeing can be supported through school-based interventions focused on student-led social innovation projects.

8. ***What are the risks of taking part in this research study?***
   - **The research is very low risk.** Interview questions will ask about knowledge acquisition and experiences of YSI. We will not ask anyone to disclose information about themselves, or anyone else.
   - **Your privacy will be protected.** All data files will be stored in compliance with GDPR regulations, in password-protected encrypted files on password protected-encrypted devices. All names of people and places will be removed from the interview transcripts. If it is of benefit for the publication to include quotations from the interviews, pseudonyms will be provided to prevent identification.

9. ***Can participants change their mind at any stage and withdraw from the study?***
   - Yes, anyone can withdraw. If someone chooses not to participate, this will not have any negative implications on their relationship with the UCD researchers, UCD, YSI, or your school.
   - The right to withdraw is time-limited, as it will not be possible to remove data once the results have been submitted for publication.

10. ***How will I find out what happens with this project?***
    Please contact the lead researcher, Andrea Maynard (contact information below).

***Next steps:**

Please complete the consent form and give to your YSI regional representative, or to Andrea Maynard by post, email or in person. All participants will be required to fill out a similar consent form before they can take part in this research. If you do not want your school to be used as a case study, the school will still be able to take part in the YSI Programme. You should retain this information letter for your records.

Contact Details for Further Information: Andrea Maynard: Andrea.Maynard@ucdconnect.ie

Le meas,

Ms. Andrea Maynard (contact person) andrea.maynard@ucdconnect.ie

Dr. Jennifer Symonds jennifer.symonds@ucd.ie

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www.ucd.ie/education

A Study of the Impact of Social Innovation Education in Ireland on Student, Teacher & Community Wellbeing

Principal Consent Form

I voluntarily agree to allow you to reach out to members of my school and school community to conduct a case study exploring the multi-level effects of the YSI Action Programme. By signing this form, I agree with the following statements. **Please check each box, indicating that you have read each statement:**

- ☐ I understand the purpose of this research and my rights to withdraw from this study.
- ☐ I understand this research will involve recorded interviews.
- ☐ I understand that my identity will remain anonymous in any report or presentations on the results of this research.
- ☐ I understand that anonymised quotations from interviews might be used in manuscripts and presentations.
- ☐ I understand that if a participant discloses sensitive information regarding risk or harm of a student or self, appropriate school, and safety personal will be notified (i.e., Principal, Tulsa).
- ☐ I understand that all data collected will be stored in compliance with GDPR Regulations, all identifiable data deleted at the conclusion of Andrea Maynard's PhD examination, and the remaining data will be anonymised, archived, and shared with YSI.
- ☐ I understand that I am entitled to access the information I have provided at any time while it is in storage.
- ☐ If I have questions, I can email the lead researcher, Andrea, at Andrea.Maynard@ucdconnect.ie.

Signature of Principal:

Principal's Name (Printed): _____

Signature: _____

School Name: _____

Date: _____

RQ2 Information Sheet & Consent- Teacher

UCD School of Education
Roebuck Building
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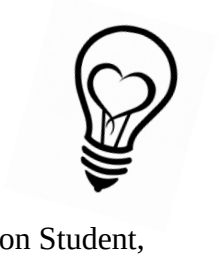
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Dear Teacher,

A new research project is being carried out at the University College Dublin (UCD) School of Education in collaboration with Young Social Innovators (YSI). The project aims to explore how the YSI Action Programme impacts student wellbeing and the school system. As a participant in the YSI Action Programme in your school, we would like your input for the purpose of this research. More information about the project is given below.



Study Title: A Study of the Impact of Social Innovation Education in Ireland on Student, Teacher & Community Wellbeing
Research Team: Ms. Andrea Maynard (PhD in Children and Youth Studies candidate), Associate Professor Jennifer Symonds (research supervisor), and Young Social Innovators

Questions You Might Have Regarding the Research

1. ***What is this research about?***
   This research will explore how the YSI Action Programme impacts student wellbeing and the subsequent school system. This will be accomplished by investigating the multi-level effects of the YSI Action Programme.

2. ***Why are you doing this research?***
   The results will provide a deeper understanding of how social innovation education can benefit all levels of the school system. This study will also be used as part of Ms Maynard's PhD qualification.

3. ***Why have I been invited to take part?***
   You have been invited because of your involvement in the YSI Action Programme at your school.

4. ***What will happen if I decide to take part in this research study?***
   You will be asked to take part in either an individual interview or an interview with 2-3 others. These interviews will be administered by Ms Maynard, ideally at YSI events during the year or by telephone / virtual conferencing, will be audio recorded, will take about 30 minutes, and will ask questions about your experiences in the YSI programme.

5. ***How will the results be used?***
   - Surveys will be used to evaluate knowledge acquisition and behavioural changes because of the programme.

- Interviews will be transcribed, de-identified, and analysed using thematic analysis, which involves coding the transcriptions, and then generating themes within the codes.
- The results will be published in Ms Maynard's PhD thesis, in academic journals, and will be presented on at academic conferences, and will help YSI make improvements in the Action Programme so that it can better serve schools.

6. How will my privacy be protected?

- We will protect your privacy to ensure that no person or school will be identifiable.
- All data will be stored in compliance with General Data Protection Regulations (GDPR).
- All interview transcripts will be de-identified (names of people, schools, and places will be removed), and audio recordings will be deleted at the conclusion of the PhD.
- Any personal information will be stored separately, will only be accessible by the research team, and will be permanently deleted at the conclusion of this research. At that time all audio files will also be deleted. Once the study has concluded, all anonymised interview transcripts will be stored by Ms Maynard for use in future research.

7. What are the benefits of taking part in this research study?

The information shared during these interviews will generate insight into how adolescent wellbeing can be supported through school-based interventions focused on student-led social innovation projects.

8. What are the risks of taking part in this research study?

- **The research is very low risk.** Survey and interview questions will only ask you to about your experiences of YSI. We will not ask you to disclose information about yourself or others.
- **Your privacy will be protected.** All data files will be stored in compliance with GDPR regulations. All names of people and places will be removed from the interview transcripts. If quotes are used in publications, pseudonyms will be used to prevent identification.

9. Can I change my mind at any stage and withdraw from the study?

- Yes, you can withdraw from the study at any time. This will not have any negative implications for your relationship with the UCD researchers, UCD, YSI, or your school.
- withdraw is time-limited, as it will not be possible to remove data once the results have been submitted for publication.

10. How will I find out what happens with this project?

Please contact the lead researcher, Andrea Maynard (contact information below).

***Next steps:**
Please complete the consent form and return to your YSI regional rep, or to Andrea Maynard by email, post or in person. If you choose to not participate, you will still be able to take part in the YSI Programme, and any data collected will not be used for the purpose of this research. You should retain this information letter for your records.

Contact Details for Further Information: Andrea Maynard: Andrea.Maynard@ucdconnect.ie

Le meas,

Ms. Andrea Maynard (contact person)
andrea.maynard@ucdconnect.ie

Dr. Jennifer Symonds
jennifer.symonds@ucd.ie

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A Study of the Impact of Social Innovation Education in Ireland on Student, Teacher & Community Wellbeing

Teacher Consent Form

I voluntarily agree to participate an interview, which will explore the multi-level effects of the YSI Action Programme. By signing this form, I agree with the following statements (**please check each box, indicating that you have read each statement**):

- ☐ I understand the purpose of this research and my rights to withdraw from this study.
- ☐ I consent to the audio recording of my interview.
- ☐ I understand my identity will remain anonymous in any report, quotations, or presentations on this research.
- ☐ I understand that if a participant discloses sensitive information regarding risk or harm of a student or self, appropriate school, and safety personal will be notified (i.e., Principal, Tulsa).
- ☐ I understand that all data collected will be stored in compliance with GDPR Regulations, all identifiable data deleted at the conclusion of Andrea Maynard's PhD examination, and the remaining data will be anonymised, archived, and shared with YSI.
- ☐ I understand that I am entitled to access the information I have provided at any time while it is in storage.
- ☐ If I have any questions, I can email the lead researcher, Andrea, at Andrea.Maynard@ucdconnect.ie.

Signature of Research Participant:

Participant's Name (Printed): _____

Signature: _____

Participant's School: _____

Date: _____

RQ2 Information Sheet & Consent- Parents

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Dear Parent/Guardian,

University College Dublin (UCD) School of Education and Young Social Innovators (YSI) are working together to explore the benefits of YSI. As your child is doing a YSI Programme at school this year, we are requesting your consent to interview your child to learn about their experiences. Below are some questions that you may have.

Study Title: A Study of the Impact of Social Innovation Education in Ireland on Student, Teacher & Community Wellbeing
Research Team: Ms. Andrea Maynard (PhD in Children and Youth Studies candidate), Associate Professor Jennifer Symonds (research supervisor), and Young Social Innovators (YSI) staff

Questions You Might Have Regarding the Research

1. ***What is this research about?***
   This research will explore the impact of the YSI Action Programme on students and the school system. We will look at how YSI impacts: (1) student wellbeing, (2) teacher daily practices, and (3) changes in school climate.

2. ***Why are you doing this research?***
   The results will provide information about how social innovation projects can benefit students as well as all levels of the school system. This study will be used as part of Ms Maynard's PhD qualification.

3. ***Why have has my child been invited to take part?***
   Your child has been invited to take part because this year they are doing a YSI Programme at their school.

4. ***What will happen if I decide to let my child take part in this research study?***
   They will be asked to take part in either an individual interview or an interview with 2-3 other students. These interviews will be administered by Ms Maynard (lead researcher) or YSI staff, will be at YSI events during the year, and will last about 30 minutes. The interviews will be recorded and will ask questions about your child's experiences of the YSI programme.

5. ***How will the results be used?***
   Results will be used to understand the impact of the YSI Programme. They will also be published in Ms Maynard's PhD thesis, in academic journals, will be presented on, and will help YSI make improvements to their programme.

6. ***How will my child's privacy be protected?***
   - We will protect your child's privacy to ensure that **no child, teacher nor school will be identifiable.**
   - All data will be stored in compliance with General Data Protection Regulations (GDPR).
   - All interview transcripts will be de-identified (names of people, schools, and places will be removed), and audio recordings will be deleted at the conclusion of the PhD.
   - Only the research team will have access to personal information, which will be permanently deleted at the end of this research. Information that is completely anonymous will be archived and shared with YSI and other researchers, to improve public knowledge about social innovation education.

7. ***What are the benefits of taking part in this research study?***
   This research will help us understand how students may benefit from taking part in a social innovation project.

8. ***What are the risks of taking part in this research study?***
   - **The research is very low risk.** Interview questions we will asking students about their experiences of YSI.
   - **Your privacy will be protected.** All data files will be stored in compliance with GDPR regulations. All names of people and places will be removed from the interview transcripts or replaced with pseudonyms. If it is of benefit for the publication to include quotations from the interviews, pseudonyms will be provided to prevent identification.

9. ***Can I, or my child, change my mind at any stage and withdraw from the study?***
   - Yes, you or your child can withdraw from the study at any time, with no negative consequence, and they will still be able to participate in the YSI Programme.
   - The right to withdraw is time-limited, as it will not be possible to remove data once the results have been submitted for publication.

10. ***How will I find out what happens with this project?***
    Please contact the lead researcher, Andrea Maynard (contact information below).

***Next steps:**

Please complete the consent form and return to your child's school, or teacher. If you do not give permission for your child to participate in these interviews, they will still be able to take part in the YSI Programme. You should retain this information letter for your records.

Contact Details for Further Information: Andrea Maynard:
Andrea.Maynard@ucdconnect.ie

Le meas,

Ms. Andrea Maynard (contact person)
andrea.maynard@ucdconnect.ie

Dr. Jennifer Symonds
jennifer.symonds@ucd.ie

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A Study of the Impact of Social Innovation Education in Ireland on Student, Teacher & Community Wellbeing

Parent Consent Form

I provide permission for my child, _____,
(Print Child's Name)
to participate in this study, which will explore the effects of the YSI Programme. By signing this form, I agree with the following statements **(please type or draw an X/tick on each line, indicating that you have read each statement):**

_____ I understand the purpose of this research and my rights to withdraw my child from this study.

_____ I understand that this research will involve my child being interviewed on their experiences in YSI and that my child's identity will remain anonymous in any report or presentations on this research.

_____ I understand that if my child discloses information regarding risk or harm of a student or self, the research team will inform proper people at their school.

_____ I understand that all data will be stored in compliance with GDPR Regulations, all identifiable data deleted at the conclusion of Andrea's PhD examination, and the remaining data will be anonymised, archived, and shared with YSI.

_____ I understand that I can access the information my child has provided at any time while it is in storage.

If you have any questions, please contact Andrea Maynard at Andrea.Maynard@ucdconnect.ie.

Signature of Parent:

Parent/Guardian's Name (Typed/ Printed/): _____

Parent Signature: _____

Child's Name (Typed/Printed):_____

Child's School Name:_____

Today's Date:_____

RQ2 Information Sheet & Assent- Student

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Dear Student,

I hope you are excited to take part in YSI this year! The University College Dublin (UCD) and Young Social Innovators (YSI) are looking at the impact of the YSI Programme and would like to interview you on your experiences in the YSI Programme throughout the year. Below are some questions you may have.

Study Title: A Study of the Impact of Social Innovation Education in Ireland on Student, Teacher & Community Wellbeing
Research Team: Ms. Andrea Maynard, Associate Professor Jennifer Symonds, and YSI staff

Questions You Might Have

1. ***Why are you doing this research?*** To understand the benefits of the YSI Programme.

2. ***Why have I been invited to take part?*** *B*ecause this year you are doing a YSI Programme at your school.

3. ***What will happen if I decide to take part in this research study?*** You will be interviewed, either individually or in a small group with other students, on your experiences in the programme. We will give you the questions ahead of time so you will not what will be asked.

4. ***How will the results be used?*** To understand the benefits of the YSI programme and for Andrea's PhD.

5. ***How will my privacy be protected?*** We will store all information about you safely and securely.

6. ***What are the benefits of taking part?*** Your experiences will help us understand how students may benefit from social innovation projects.

7. ***What are the risks of taking part in this research study?*** The research is very low risk, and your privacy will be protected.

8. ***Can I change my mind and withdraw from study?*** Yes, you can withdraw at any time. Once Andrea has submitted her PhD publications, you will not be able to withdraw.

9. ***How will I find out what happens with this project?*** *You can* contact Andrea at Andrea.Maynard@ucdconnect.ie



***Next steps* Please complete the assent form and return to your teacher**. If you choose to not participate in this research, you will still be able to participate in the YSI programme.

Le meas,

Ms. Andrea Maynard (contact person)
andrea.maynard@ucdconnect.ie

Dr. Jennifer Symonds
jennifer.symonds@ucd.ie

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A Study of the Impact of Social Innovation Education in Ireland on Student, Teacher & Community Wellbeing

Student Assent Form



I agree to participate in this study, which will look at the benefits of the YSI Action Programme. By signing this form, I agree with the following:

I understand… (Please type or draw an X/tick on each line, indicating that you have read each statement):

_____ The purpose of this research and that I can stop taking part in it if I want.

_____ That if I agree to participate, I will be interviewed about YSI.

_____ The interviews will be audio recorded and my identity will not be shared publicly.

_____ That if I talk about risks or harm to myself or someone else, this information will need to be shared with the proper adults at school.

_____ That all information be stored safely and securely, and that I can ask to see any information collected about me while it is being stored.

If I have questions, I can email Andrea at Andrea.Maynard@ucdconnect.ie.

Signature of Student Participant:

Student's Name (Typed/Printed):_____

Student's Signature: _____

Name of Student's School:_____

Today's Date:_____

RQ2 Information Sheet & Consent- Other Participants

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Dear Participant,



A new research project is being carried out at the University College Dublin (UCD) School of Education in collaboration with Young Social Innovators (YSI). The project aims to explore how the YSI Action Programme impacts student wellbeing and the subsequent school system. Due to your school's repeated involvement in the YSI programming, and your involvement in the programme, you have been invited to be a part of a case study that will explore the multi-level effects of the YSI Action Programme.

Study Title: A Study of the Impact of Social Innovation Education in Ireland on Student, Teacher & Community Wellbeing
Research Team: Ms. Andrea Maynard (PhD in Children and Youth Studies candidate), Associate Professor Jennifer Symonds (research supervisor), and Young Social Innovators (YSI) staff

Questions You Might Have Regarding the Research

1. ***What is this research about?*** This research will explore how the YSI Action Programme impacts student wellbeing and the subsequent school system.

2. ***Why are you doing this research?*** The results will provide a deeper understanding of how social innovation education can benefit all levels of the school system. This study will also be used as part of Ms Maynard's PhD qualification.

3. ***Why have I been invited to take part?*** You have been invited because you and/or your school, community, or child has been involved with the YSI Action Programme.

4. ***What will happen if I decide to take part in this research study?*** You will be asked to take part in an individual interview. These interviews will be administered by Ms Maynard by telephone or through virtual conferencing, will be audio recorded, will take about 30 minutes, and will ask questions about your experiences of YSI programme.

5. ***How will the results be used?*** Interviews will be transcribed, de-identified, and analysed. The results will be published in Ms Maynard's PhD thesis, in academic journals, and will be presented on at academic conferences, and will help YSI make improvements in the Action Programme so that it can better serve schools.

6. ***How will my privacy be protected?***
   - We will protect your privacy to ensure that no person or school will be identifiable.

- All data will be stored in compliance with General Data Protection Regulations (GDPR).
- All interview transcripts will be de-identified (names of people, schools, and places will be removed), and audio recordings will be deleted at the conclusion of the PhD.
- Any personal information will be stored separately, will only be accessible by the research team, and will be permanently deleted at the conclusion of this research. At that time all audio files will also be deleted. Once the study has concluded, all anonymised interview transcripts will be stored by Ms Maynard for use in future research.

7. ***What are the benefits of taking part in this research study?*** The information shared during these interviews will generate insight into how adolescent wellbeing can be supported through school-based interventions focused on student-led social innovation projects.

8. ***What are the risks of taking part in this research study?***
   The research is very low risk. Interview questions will only ask you to about your experiences of YSI. We will not ask you to disclose personal information about others.
   - **Your privacy will be protected.** All data files will be stored in compliance with GDPR regulations. All names of people and places will be removed from the interview transcripts. If quotes are used in publications, pseudonyms will be used to prevent identification.

9. ***Can I change my mind at any stage and withdraw from the study?*** Yes, you can withdraw from the study at any time. This will not have any negative implications for your relationship with the UCD researchers, UCD, YSI, or your school. Withdrawal is time-limited, as it will not be possible to remove data once the results have been submitted for publication.

10. ***How will I find out what happens with this project?*** Please contact the lead researcher, Andrea Maynard (contact information below).

Next steps

Please complete the consent form. If you choose to not participate, you will still be able to take part in the YSI Programme. You should retain this information letter for your records.

Contact Details for Further Information: Andrea Maynard: Andrea.Maynard@ucdconnect.ie

Le meas,

Ms. Andrea Maynard (contact person)
andrea.maynard@ucdconnect.ie

Dr. Jennifer Symonds
jennifer.symonds@ucd.ie

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A Study of the Impact of Social Innovation Education in Ireland on Student, Teacher & Community Wellbeing

Participant Consent Form

I voluntarily agree to participate an interview, which will explore the multi-level effects of the YSI Action Programme. By signing this form, I agree with the following statements (**please check each box, indicating that you have read each statement**):

- ☐ I understand the purpose of this research and my rights to withdraw from this study.
- ☐ I consent to the audio recording of my interview.
- ☐ I understand my identity will remain anonymous in any report, quotations, or presentations on this research.
- ☐ I understand that if a participant discloses sensitive information regarding risk or harm of a student or self, appropriate school, and safety personal will be notified (i.e., Principal, Tulsa).
- ☐ I understand that all data collected will be stored in compliance with GDPR Regulations, all identifiable data deleted at the conclusion of Andrea Maynard's PhD examination, and the remaining data will be anonymised, archived, and shared with YSI.
- ☐ I understand that I am entitled to access the information I have provided at any time while it is in storage.
- ☐ If I have any questions, I can email the lead researcher, Andrea, at Andrea.Maynard@ucdconnect.ie.

Signature of Research Participant:

Participant's Name (Printed): _____

Signature: _____

Participant's School: _____

Date: _____

RQ3 Information Sheet & Consent- Parent

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Dear Parent/Guardian,

University College Dublin (UCD) School of Education and Young Social Innovators (YSI) are working together to explore the benefits of YSI. As your child is doing a YSI Programme at school, we are requesting your consent to work with your child to learn about their experiences. Below are some questions you may have.



Study Title: A Study of the Impact of Social Innovation Education in Ireland on Student, Teacher & Community Wellbeing
Research Team: Ms. Andrea Maynard (PhD in Children and Youth Studies candidate), Associate Professor Jennifer Symonds (research supervisor), and Young Social Innovators (YSI) staff and support teams.

Questions You Might Have Regarding the Research

1. ***What is this research about?***
   This research will explore the impact of the YSI Action Programme on students and the school system. We will look at how YSI impacts: (1) student wellbeing, (2) teacher daily practices, and (3) changes in school climate.
2. ***Why are you doing this research?***
   The results will provide information about how social innovation projects can benefit students as well as all levels of the school system. This study will be used as part of Andrea's PhD qualification.

3. ***Why has my child been invited to take part?***
   Your child has been invited to take part because this year they will be doing a YSI Programme at their school.

4. ***What will happen if I decide to let my child take part in this research study?***
   Your child will be asked to complete two surveys, one at the start of the year and one at the end. These surveys will be administered by YSI staff and/or your child's teacher, will be completed on computers, and will take about 20 minutes. The surveys will ask questions about your child's experiences, wellbeing, and knowledge.

5. ***How will the results be used?***
   Results will be used to understand the impact of the YSI Programme. They will also be published in Ms Maynard's PhD thesis, in academic journals, will be presented on, and will help YSI make improvements to their programme.

6. How will my privacy be protected?

- We will protect your child's privacy to ensure that no individual or school will be identifiable.
- All data will be stored in compliance with General Data Protection Regulations (GDPR).
- Only the research team will have access to personal information, and it will be permanently deleted at the end of this research. Information that does not have personal information will be archived and shared with YSI.

7. What are the benefits of taking part in this research study?

This research will help us understand how students may benefit from taking part in a social innovation project.

8. What are the risks of taking part in this research study?

- **The research is very low risk.** The surveys will only ask your child about their experiences and knowledge.
- **Your privacy will be protected**. All information will be stored in compliance with GDPR regulations.

9. Can I, or my child, change our minds at any stage and withdraw from the study?

- Yes, you or your child can withdraw from the study at any time, with no negative consequence, and they will still be able to participate in the YSI Programme.
- The right to withdraw is time-limited, as it will not be possible to remove data once the results have been submitted for publication.

10. How will I find out what happens with this project?

Please contact the lead researcher, Andrea Maynard (contact information below).

***Next steps:**

Please complete the consent form and return to your child's school, or teacher. If you do not give permission for your child to participate in this research, they will still be able to take part in the YSI Programme and will complete all the surveys, but the information collected will not be used for the purpose of this research. You should retain this information letter for your records.

Contact Details for Further Information: Andrea Maynard: Andrea.Maynard@ucdconnect.ie

Le meas,

Ms. Andrea Maynard (contact person)
andrea.maynard@ucdconnect.ie

Dr. Jennifer Symonds
jennifer.symonds@ucd.ie

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A Study of the Impact of Social Innovation Education in Ireland on Student, Teacher & Community Wellbeing

Parent Consent Form

I provide permission for my child,

_____,
(Print Child's Name)

to participate in this study, which will explore the effects of the YSI Programme. By signing this form, I agree with the following statements**. Please check each box, indicating that you have read each statement:**



- ☐ I understand the purpose of this research and my rights to withdraw my child from this study.
- ☐ I understand that this research will involve my child completing two surveys.
- ☐ I understand that my child's identity will remain unnamed in any report/presentation of this research.
- ☐ I understand that if my child discloses information about risk/harm of a student or self, the research team will inform the proper people at their school, which may include Tusla.
- ☐ I understand that all data will be stored in compliance with GDPR Regulations, all identifiable data deleted at the conclusion of Andrea's PhD examination, and the remaining data will be anonymised, archived, and shared with YSI.
- ☐ I understand that I can access the information my child has provided at any time while it is in storage.

If I have any questions, I can contact Andrea Maynard at Andrea.Maynard@ucdconnect.ie.

Signature of Research Participant:

Parent/Guardian's Name (Printed): _____

Signature: _____

Child's Name (Printed): _____

Child's School: _____

Date: _____

RQ3 Information Sheet & Assent- Student

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Dear Student,

This year you will be taking part in a YSI Programme! The University College Dublin (UCD) and Young Social Innovators (YSI) are looking at the impact of the YSI programme and would like to ask you about your experiences in the YSI Programme throughout the year. Below are some questions you may have.



Study Title: A Study of the Impact of Social Innovation Education in Ireland on Student, Teacher & Community Wellbeing
Research Team: Ms. Andrea Maynard, Associate Professor Jennifer Symonds, and YSI staff

Questions You Might Have:

1. ***Why are you doing this research?*** To understand the impact of the YSI Programme.

2. ***Why have I been invited to take part?*** *B*ecause this year you are doing a YSI Programme at your school.

3. ***What will happen if I decide to take part in this research study?*** You will be asked to complete two 20-minute surveys about your knowledge and experiences of YSI, one at the start of the year and one at the end.

4. ***How will the results be used?*** To understand the impact of the YSI programme, and for Andrea's PhD.

5. ***How will my privacy be protected?*** We will store all information about you safely and securely. At the completion of the project, we will delete all personal information, will archive some of the anonymous survey data, and will share the anonymous survey data with YSI.

6. ***What are the benefits of taking part?*** Your experiences will help us understand how students may benefit from social innovation projects.

7. ***What are the risks of taking part in this research study?*** The research is very low risk. Your privacy will be protected.

8. ***Can I change my mind and withdraw from the study?*** Yes, you can withdraw at any time. Once Andrea has written her PhD publications, you will not be able to withdraw.

9. ***How will I find out what happens with this project?*** Contact Andrea: Andrea.Maynard@ucdconnect.ie



***Next steps: Please complete the assent form** and return to your teacher. If you choose to not participate in this research, you will still be able to participate in the YSI programme.

Le meas,

Ms. Andrea Maynard (contact person)
andrea.maynard@ucdconnect.ie

Dr. Jennifer Symonds
jennifer.symonds@ucd.ie

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A Study of the Impact of Social Innovation Education in Ireland on Student, Teacher & Community Wellbeing

Student Assent Form



I agree to participate in this study, which will look at the benefits of the YSI Action Programme. By signing this form, I agree with the following:

I understand (please check each box, indicating that you have read each statement):

- ☐ The purpose of this research and that I can stop taking part in it if I want.
- ☐ That if I agree to participate, I will take 2 surveys about my knowledge and experiences of YSI.
- ☐ That my identity will not be shared publicly.
- ☐ That if I talk about risks or harm to myself or someone else, this information will need to be shared with the proper adults at school.
- ☐ That all information will be stored safely and securely.
- ☐ That I can ask to see any information collected about me at any time while it is being stored.

If I have questions, I can email Andrea at Andrea.Maynard@ucdconnect.ie.

Signature of Research Participant:

Student's Name (Printed): _____

Signature: _____

Student's School: _____

Date: _____

RQ4 Information Sheet & Consent- Teacher

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Dear Teacher,

A new research project is being carried out at the University College Dublin (UCD) School of Education in collaboration with Young Social Innovators (YSI). The project aims to explore how the YSI Action Programme impacts student wellbeing and the school system. As a participant in the YSI Action Programme in your school, we would like your input for the purpose of this research. More information about the project is given below.



Study Title: Study of the Impact of Social Innovation Education in Ireland on Student, Teacher & Community Wellbeing
Research Team: Ms. Andrea Maynard (PhD in Children and Youth Studies candidate), Associate Professor Jennifer Symonds (Research Supervisor), and Young Social Innovators (YSI) staff and support teams.

Questions You Might Have Regarding the Research

1. ***What is this research about?***
   This research will explore how the YSI Action Programme impacts student wellbeing and the subsequent school system. This will be accomplished by investigating: (1) student wellbeing, (2) teacher competencies/daily practices in supporting students' wellbeing, and (3) changes in school climate.
2. ***Why are you doing this research?***
   The results will provide a deeper understanding of how social innovation education can benefit all levels of the school system. This study will be used as part of Ms Maynard's PhD qualification.
3. ***Why have I been invited to take part?***
   You have been because you are currently involved in the YSI Action Programme at your school.
4. ***What will happen if I decide to take part in this research study?***
   This research involves several parts, and your involvement may involve the completion of an online pre- and post- surveys, and possible involvement in individual interviews or small group interviews:
   - *Surveys*- Will be administered online, will take about 20 minutes, and will ask questions about your understanding of social innovation practices, adolescent wellbeing, and daily teaching practices.
   - *Interviews*- Will take place at YSI events (or online/over the phone), will be audio recorded, will last about 30-40 minutes, and will ask questions about your experiences of the programme. Not all teachers will be selected for interview.

However, this information form is to let you know that we are seeking expressions of interest to be interviewed.

5. ***How will the results be used?***
   - Surveys will be used to evaluate knowledge acquisition and behavioural changes because of the programme.
   - Interviews will be transcribed, de-identified, and analysed to explore experiences of the programme.
   - The results will be published in Ms Maynard's PhD thesis, in academic journals, will be presented on at academic conferences, and will help YSI make improvements in the programme, so that it can better serve schools.

6. ***How will my privacy be protected?***
   - We will protect your privacy to ensure that no person or school will be identifiable.
   - All data will be stored in compliance with General Data Protection Regulations (GDPR).
   - All interview transcripts will be de-identified (names of people, schools, and places will be removed), and audio recordings will be deleted at the conclusion of the PhD.
   - Any personal information will be stored separately, will only be accessible by the research team, and will be permanently deleted at the conclusion of this research. At that time, all audio files and transcripts will also be deleted. Once the study has concluded, all other data will be anonymised and stored by Ms Maynard for use in future research. The survey data (once anonymised) will be given to YSI for use in future research.

7. ***What are the benefits of taking part in this research study?***
   The information shared during the surveys and interviews will generate insight into how adolescent wellbeing can be supported through school-based interventions focused on student-led social innovation projects.

8. ***What are the risks of taking part in this research study?***
   - **The research is very low risk.** Survey and interview questions will ask you about your knowledge acquisition and experiences of YSI. We will not ask you to disclose information about yourself or others.
   - **Your privacy will be protected.** All data files will be stored in compliance with GDPR regulations. All names of people and places will be removed from the interview transcripts. If quotes are used in publications, pseudonyms will be used to prevent identification.

9. ***Can I change my mind at any stage and withdraw from the study?***
   - Yes, you can withdraw from the study at any time. If you choose not to participate, this will not have any negative implications for your relationship with the UCD researchers, UCD, YSI, or your school.
   - The right to withdraw is time-limited, as it will not be possible to remove data once the results have been submitted for publication.

10. ***How will I find out what happens with this project?***
    Please contact the lead researcher, Andrea Maynard (contact information below).

***Next steps:**

Please complete the consent form and return to your YSI regional representative, or to Andrea Maynard by email, post or in person. If you choose to not participate, you will still be

able to take part in the YSI Programme, but any data collected will not be used for the purpose of this research. You should retain this information letter for your records.

Contact Details for Further Information: Andrea Maynard: Andrea.Maynard@ucdconnect.ie

Le meas,

Ms. Andrea Maynard (contact person) andrea.maynard@ucdconnect.ie

Dr. Jennifer Symonds jennifer.symonds@ucd.ie

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A Study of the Impact of Social Innovation Education in Ireland on Student, Teacher & Community Wellbeing

Teacher Interview Consent Form

I voluntarily agree to participate an interview, which will explore the multi-level effects of the YSI Action Programme. By signing this form, I agree with the following statements (**please check each box, indicating that you have read each statement**):

- ☐ I understand the purpose of this research and my rights to withdraw from this study.
- ☐ I consent to the audio recording of my interview.
- ☐ I understand my identity will remain anonymous in any report, quotations, or presentations on this research.
- ☐ I understand that if a participant discloses sensitive information regarding risk or harm of a student or self, appropriate school, and safety personal will be notified (i.e., Principal, Tulsa).
- ☐ I understand that all data collected will be stored in compliance with GDPR Regulations, all identifiable data deleted at the conclusion of Andrea Maynard's PhD examination, and the remaining data will be anonymised, archived, and shared with YSI.
- ☐ I understand that I am entitled to access the information I have provided at any time while it is in storage.
- ☐ If I have any questions, I can email the lead researcher, Andrea, at Andrea.Maynard@ucdconnect.ie.

Signature of Research Participant:

Participant's Name (Printed): _____

Signature: _____

Participant's School: _____

Date: _____

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University College Dublin,
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A Study of the Impact of Social Innovation Education in Ireland on Student, Teacher & Community Wellbeing

Teacher Survey Consent Form

I voluntarily agree to participate in this research, which will explore the multi-level effects of the YSI Action Programme. By signing this form, I agree with the following statements.
Please check each box, indicating that you have read each statement:

- ☐ I understand the purpose of this research and my rights to withdraw from this study.
- ☐ I understand that this research will involve completing two surveys.
- ☐ I understand my identity will remain anonymous in any report, quotations, or presentations on this research.
- ☐ I understand that if a participant discloses sensitive information regarding risk or harm of a student or self, appropriate school, and safety personal will be notified (i.e., Principal, Tulsa).
- ☐ I understand that all data collected will be stored in compliance with GDPR Regulations, all identifiable data deleted at the conclusion of Andrea Maynard's PhD examination, and the remaining data will be anonymised, archived, and shared with YSI.
- ☐ I understand that I am entitled to access the information I have provided at any time while it is in storage.
- ☐ If I have questions, I can email the lead researcher, Andrea, at Andrea.Maynard@ucdconnect.ie

Signature of Research Participant:
Participant's Name (Printed): _____

Signature: _____

Participant's School: _____

Date: _____

Ethics Approval



UCD Office of Research Ethics

Roebuck Castle
University College Dublin
Belfield, Dublin 4, Ireland

T +353 1 716 8767

An Oifig Eitic Thaighde UCD

Caisleán Roebuck
An Coláiste Ollscoile, Baile Átha Cliath
Belfield, Baile Átha Cliath 4, Éire

hrec@ucd.ie
www.ucd.ie/researchethics

July 16th, 2020

Ms Andrea Maynard
c/o Dr Jennifer Symonds, Associate Professor
UCD School of Education
Belfield
Dublin 4

Re: HS-20-32-Maynard-Symonds: *An Irish National Study of the Impact of Social Innovation Education on Student, Teacher & Community Wellbeing*

Dear Ms Maynard

Thank you for your response to the Human Research Ethics Committee – Humanities (15/07/20). The Decision of the Committee is that **approval is granted** for this application which is subject to the conditions set out below.

Please note that **public liability insurance for this study has been confirmed** in accordance with our guidelines.[i]

Please note that approval is for the work and the time period specified in the above protocol and is subject to the following:

- Please note that for any future changes to, or resumption of, face-to-face data collection you must complete a self-assessment using the Human Research Risk Assessment form from SIRC. This may be required as part of any future request to amend;
- Any amendments or requests to extend the original approved study will need to be approved by the Committee. Therefore you will need to submit by email the *Request to Amend/Extend Form* (HR4);
- Any unexpected adverse events that occur during the conduct of your research should be notified to the Committee. Therefore you will need to submit, by email, an *Unexpected Adverse Events Report* (HR5);
- You or your supervisor (if applicable) are required to submit an *End of Study Report Form* (HR6) to the Committee upon the completion of your study;
- This approval is granted on condition that you ensure that, in compliance with the Data Protection Acts 1988 and 2003, all data will be managed in accordance with your application and that you will confirm this in your *End of Study Report* (HR6);
- Please ensure that you have read the UCD Data Protection Policy: Data Protection Policy

- Please note that further **new** submissions from you may not be reviewed if you have one or more submission either pending your response to the committee, or the sign-off process has not been completed;
- You may require copies of submitted documentation relating to this approved application and therefore we advise that you retain copies for your own records;
- Please note that the granting of this ethical approval is premised on the assumption that the research will be carried out within the limits of the law;
- Please also note that approved applications and any subsequent amendments are subject to a Research Ethics Compliance Review.

The Committee wishes you well with your research and look forward to receiving your End of Study Report. All forms are available on the website www.ucd.ie/researchethics please ensure that you submit the latest version of the relevant form. If you have any queries regarding the above please contact the Office of Research Ethics and please quote your reference in all correspondence.

Yours sincerely,

[redacted]

Dr Joan Tiernan
Chair Human Research Ethics Committee - Humanities

[i] http://www.ucd.ie/researchethics/information_for_researchers/insurance/

Ethics Amendments

UCD CONNECT

Andrea Maynard <andrea.maynard@ucdconnect.ie>

HS-20-32-Maynard-Symonds Amendment Request APPROVAL

1 message

hrec@ucd.ie <hrec@ucd.ie> 27 August 2020 at 08:58
To: Andrea Maynard <andrea.maynard@ucdconnect.ie>
Cc: Jennifer Symonds <jennifer.symonds@ucd.ie>

Dear Andrea

Thank you for your request to amend (26/08/20) which has been **granted approval.** This is for the work and time period specified in your submission and is subject to the conditions below:

- The time period of the ethical approval for this study is valid until **August 31st, 2023;**
- Requests to amend and extend are limited to five requests within two years of the first approval date. The details of the approvals for **HS-20-32-Maynard-Symmonds** to date are as follows:

Approval Granted: 16/07/20

1. **Amendment Approval: 26/08/20**

- This approval is granted on condition that you ensure that, in compliance with the Data Protection Acts 1988 and 2003, all data will be managed in accordance with your application and that you will confirm this in your End of Study Report (HR6);
- You may require copies of submitted documentation relating to this approved application and therefore we advise that you retain copies for your own records;
- Please note that the granting of this ethical approval is premised on the assumption that the research will be carried out within the limits of the law;
- Please also note that approved applications and any subsequent amendments are subject to a Research Ethics Compliance Review.

If you have any queries regarding the above please contact the Office of Research Ethics and please quote your reference in all correspondence.

Regards

Jan

UCD CONNECT

Andrea Maynard <andrea.maynard@ucdconnect.ie>

HS-20-32-Maynard-Symonds Amendment Request APPROVAL

hrec@ucd.ie <hrec@ucd.ie> 11 August 2021 at 08:49
To: Andrea Maynard <andrea.maynard@ucdconnect.ie>
Cc: Jennifer Symonds <jennifer.symonds@ucd.ie>

Dear Andrea

Thank you for your request to amend (09/08/21) which has been **granted approval.** This is for the work and time period specified in your submission and is subject to the conditions below:

- The time period of the ethical approval for this study has been extended and is valid until **August 31st 2023.**
- Requests to amend and extend are limited to five requests within two years of the first approval date. The details of the approvals for **HS-20-32-Maynard-Symonds** to date are as follows:

Approval Granted: 16/07/20

1. **Amendment Approval: 12/08/21**

- This approval is granted on condition that you ensure that, in compliance with the Data Protection Acts 1988 and 2003, all data will be managed in accordance with your application and that you will confirm this in your End of Study Report (HR6);
- You may require copies of submitted documentation relating to this approved application and therefore we advise that you retain copies for your own records;
- Please note that the granting of this ethical approval is premised on the assumption that the research will be carried out within the limits of the law;
- Please also note that approved applications and any subsequent amendments are subject to a Research Ethics Compliance Review.

If you have any queries regarding the above please contact the Office of Research Ethics and please quote your reference in all correspondence.

Regards

Jan

Garda Vetting

An Garda Síochána

Biúró Náisiúnta Grinnfhiosrúcháin,
Bóthar an Ráschúrsa,
Durlas,
Contae Thiobraid Árann,
E41 RD60.

Teileafón / Tel: (0504) 27300
Facs / Fax: (0504) 27373

Bí linn/Join us

National Vetting Bureau,
Racecourse Road,
Thurles,
Co. Tipperary,
E41 RD60.

Láithreán Gréasain/Web Site: www.garda.ie

Luaig an uimhir tagarta B.N.G. a leanas le do thoil /
Please quote the following N.V.B. Ref. No: **UCD002-20200608-01013**

Nochtadh Grinnfhiosrúcháin / Vetting Disclosure

Jill O'Mahony
UCD Student

Maidir le / Re: Andrea Maynard, 29/11/1990, 104 Northbank, Castleforbes Road, Dublin 1

De bhun d'iarratais de réir fhorálacha Alt 13 de na hAchtanna um an mBiúró Náisiúnta Grinnfhiosrúcháin (Leanaí agus Daoine Soghonta), 2012 go 2016 maidir leis an té atá ainmnithe thuas, eisítear an nochtadh grinnfhiosrúcháin leis seo duit de réir fhorálacha Alt 14 de na hAchtanna um an mBiúró Náisiúnta Grinnfhiosrúcháin (Leanaí agus Daoine Soghonta), 2012 go 2016.

Pursuant to your application within the provisions of Section 13 of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 in respect of the above named, the herewith vetting disclosure is issued to you within the provisions of Section 14 of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016.

Rinneadh cuardaigh ar an / Searches were conducted on the **09/06/2020.**

Taifead Coiriúil / Criminal Record

Níl / Nil

Tabhair faoi deara: Má dhearbhaíonn an té atá ainmnithe thuas go bhfuil an taifead coiriúil seo míchruinn, ba cheart don Teagmhálaí Ainmnithe aghaidh a thabhairt ar an gceist i scríbhinn chuig an mBiúró Náisiúnta Grinnfhiosrúcháin.
Please Note: If the above-named asserts that this criminal record is inaccurate, the Liaison Person should address the matter in writing to the National Vetting Bureau.

Faisnéis Shonraithe / Specified Information

Níl / Nil

Ceannfort / Superintendent
Biúró Náisiúnta Grinnfhiosrúcháin / National Vetting Bureau

Appendix C: Scoping Review Materials

Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews (PRISMA-ScR) Checklist

SECTION	ITEM	PRISMA-ScR CHECKLIST ITEM	REPORTED ON PAGE # (Page numbers align with the journal submission)
TITLE			
Title	1	Identify the report as a scoping review.	Abstract & 1
ABSTRACT			
Structured summary	2	Provide a structured summary that includes (as applicable): background, objectives, eligibility criteria, sources of evidence, charting methods, results, and conclusions that relate to the review questions and objectives.	1
INTRODUCTION			
Rationale	3	Describe the rationale for the review in the context of what is already known. Explain why the review questions/objectives lend themselves to a scoping review approach.	5
Objectives	4	Provide an explicit statement of the questions and objectives being addressed with reference to their key elements (e.g., population or participants, concepts, and context) or other relevant key elements used to conceptualize the review questions and/or objectives.	5
METHODS			
Protocol and registration	5	Indicate whether a review protocol exists; state if and where it can be accessed (e.g., a Web address); and if available, provide registration information, including the registration number.	NA
Eligibility criteria	6	Specify characteristics of the sources of evidence used as eligibility criteria (e.g., years considered, language, and publication status), and provide a rationale.	6
Information sources*	7	Describe all information sources in the search (e.g., databases with dates of coverage and contact with authors to identify additional sources), as well as the date the most recent search was executed.	6
Search	8	Present the full electronic search strategy for at least 1 database, including any limits used, such that it could be repeated.	6 & Table 2
Selection of sources of evidence†	9	State the process for selecting sources of evidence (i.e., screening and eligibility) included in the scoping review.	7
Data charting process‡	10	Describe the methods of charting data from the included sources of evidence (e.g., calibrated forms or forms that have been tested by the team before their use, and whether data charting was done independently or in duplicate) and any processes for obtaining and confirming data from investigators.	7 & Supplemental file 3
Data items	11	List and define all variables for which data were sought and any assumptions and simplifications made.	8 & Supplemental files 2

SECTION	ITEM	PRISMA-ScR CHECKLIST ITEM	REPORTED ON PAGE # (Page numbers align with the journal submission)
Critical appraisal of individual sources of evidence§	12	If done, provide a rationale for conducting a critical appraisal of included sources of evidence; describe the methods used and how this information was used in any data synthesis (if appropriate).	N/A
Synthesis of results	13	Describe the methods of handling and summarizing the data that were charted.	8
RESULTS			
Selection of sources of evidence	14	Give numbers of sources of evidence screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally using a flow diagram.	6 & Diagram 1
Characteristics of sources of evidence	15	For each source of evidence, present characteristics for which data were charted and provide the citations.	8 - 9 & Table 3
Critical appraisal within sources of evidence	16	If done, present data on critical appraisal of included sources of evidence (see item 12).	N/A
Results of individual sources of evidence	17	For each included source of evidence, present the relevant data that were charted that relate to the review questions and objectives.	Table 3, 4, 5, 6, 7
Synthesis of results	18	Summarize and/or present the charting results as they relate to the review questions and objectives.	8 - 12
DISCUSSION			
Summary of evidence	19	Summarize the main results (including an overview of concepts, themes, and types of evidence available), link to the review questions and objectives, and consider the relevance to key groups.	12 - 15
Limitations	20	Discuss the limitations of the scoping review process.	15
Conclusions	21	Provide a general interpretation of the results with respect to the review questions and objectives, as well as potential implications and/or next steps.	15 - 17
FUNDING			
Funding	22	Describe sources of funding for the included sources of evidence, as well as sources of funding for the scoping review. Describe the role of the funders of the scoping review.	Cover Letter of submission

JBI = Joanna Briggs Institute; PRISMA-ScR = Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews.
* Where *sources of evidence* (see second footnote) are compiled from, such as bibliographic databases, social media platforms, and Web sites.
† A more inclusive/heterogeneous term used to account for the different types of evidence or data sources (e.g., quantitative and/or qualitative research, expert opinion, and policy documents) that may be eligible in a scoping review as opposed to only studies. This is not to be confused with *information sources* (see first footnote).
‡ The frameworks by Arksey and O'Malley (6) and Levac and colleagues (7) and the JBI guidance (4, 5) refer to the process of data extraction in a scoping review as data charting.
§ The process of systematically examining research evidence to assess its validity, results, and relevance before using it to inform a decision. This term is used for items 12 and 19 instead of "risk of bias" (which is more applicable to systematic reviews of interventions) to include and acknowledge the various sources of evidence that may be used in a scoping review (e.g., quantitative and/or qualitative research, expert opinion, and policy document).

From: Tricco AC, Lillie E, Zarin W, O'Brien KK, Colquhoun H, Levac D, et al. PRISMA Extension for Scoping Reviews (PRISMAScR): Checklist and Explanation. Ann Intern Med. 2018; 169:467–473. doi: 10.7326/M18-0850.



St. Michael's
Inspired Care.
Inspiring Science.

Scoping Review Coding Framework for Data Extraction

Study Information		
Variable	**Value Labels**	**Details**
Author	Write in	
Journal Title	Write in	
Abstract	Write in	
Publication Year	Write in	
Database	Write in	What database did publication come from?
Journal	Write in	
Website	Write in	
Location	Write in	
Programme Title	Write in	
Funding?	0 = No 1 = Yes	Did the author report any funding?
Is it a dissertation?	0 = No 1 = Yes	Was the publication a dissertation?
Terms Used	Write in	Write in terminology used to explain intervention (e.g., *actions civics*)
Study Design	1 = pre-experimental 2 = Quasi-experimental 3 = True experimental	
Data Collection Method	Questionnaires Qualitative Survey data Case study Interviews/Focus Groups Observations Diaries / Worksheets Other (Specify)	

Intervention Information		
Variable	**Value Labels**	**Details**
Setting	School Term After School Non-School related club Summer Programmer 0 = not provided	
How many lessons	Write in 0 = not provided	How many lessons are provides
Intervention Length	Write in 0 = not provided	How long is the intervention (months, weeks, years)
Subject	Write in 0 = not provided	Write in the subject that the intervention is incorporated into
Intervention Facilitator	In-Service Teacher Programme Facilitator Other 0 = not provided	
Facilitator Training / Orientation	0 = No 1 = Yes 2 = Unsure	Is there training for the facilitator mentioned in
Intervention stages	1 = Yes 2 = No	Is there an overview of the stages of the intervention
List Stages (if answer above is 1)	Write in	
Source of stages	Write in	
Example of student projects	Write in	

Participant Information		
Variable	**Value Labels**	**Details**
Qualitative description of participants	Write in	Summary of who the participants are
Age range	Write in	What was the age range of student participants
Average age	Write in	What was the average age of student participants
Grade range	Write in	What was the grade range of student participants
Control	0 = No 1 = Yes	Is there a control group?
Experimental sample N	Write in	
Experimental males N	Write in	
Experimental females N	Write in	
Control sample N	Write in	
Control males N	Write in	
Control females N	Write in	
Another sample?	1 = Yes 2 = No	Is there a non-student group of participants?
Other sample type	Write in	E.g., Principal, teacher, etc.
Another sample N	Write in	
Other male N	Write in	
Other female N	Write in	

Quantitative Data Information		
Variable	**Value Labels**	**Details**
Survey 1 title (1)	Write in	Name of survey
Survey 1 reference (1)	Write in	Author / year
Survey 1, dimensions 1	Write in	Write in first dimension of Measure 1
Survey 1, dimension 2	Write in	Write in second dimension of Measure 1 *(Repeat dimensions as needed)*
Survey 1 reporter	Self Teacher Parent Peer Observed	Who reported the data (e.g., student report on self, teacher report on student)
Survey 2 title	Write in	Write in Name of Measure
Survey 2 reference	Write in	Author / year
Survey 2, dimension 1	Write in	Write in first dimension of Measure 2
Survey 2, dimension 2	Write in	Write in second dimension of Measure 2 *(Repeat dimensions as needed)*
Survey 2 reporter	Self Teacher Parent Peer Observed	
Repeat surveys & dimensions as needed		
Control variable 1	Write in	
Control variable 2	Write in	*(Repeat as needed)*

Qualitative Data Information		
Variable	**Value Labels**	**Details**
Interview / focus group?	1 = Yes 2 = No	Were interviews or focus groups used for data collection?
Who was interviewed?	Students Teachers Principals Other School personal	Select all that apply
Focus on interview	Write in	What was the goal of the interview?
Interview length	Write in	
Question themes / question examples	Write in	
Observations / field notes	1 = Yes 2 = No	Were observations or field notes used for data collection?
Who completed observations	Teacher Principal Researcher Other	Select all that apply
Where were the observations completed	Write in	E.g., in school, in the community, etc.
When were the observations completed	Write in	
Aim of the observation	Write in	
Qualitative self-report questionnaire	1 = Yes 2 = No	Were self-report questionnaires used for the data collection?
Type	Write in	E.g., journals, open-ended survey questions, blog, other
Aim of self-report questionnaire	Write in	
Other qualitative data	Write in	Were other types of qualitative data used for data collection? If so, write in what they were
Aim of other data		

Scoping Review Example Chart Used for Extracting Data

Study Information

Author(s)	Journal Title	Abstract	Year	Journal	Location	Intervention Title	Funding	Dissertation	Terminology	Study Design	Data Collection Methods

Intervention Information

Setting	# Lessons	Length	Subject	Facilitator(s)	Facilitator Training	Programme Stages	List of Stages	Source of stages	Example of student projects

Population Information

			Intervention Sample			Control Sample			Other Sample			
Age Range	Average Age	Grade Range	Total	Male	Female	Total	Male	Female	Type	Total	Male	Female

Quantitative Data Collection Information

Survey 1 Title	Survey 1 Reference	Survey 1 Domain 1	Survey 1 Domains 2…	Reporter	Survey 2 Title	Survey 2 Reference	Survey 2 Domains1	Survey 2 Domains2…	Reporter	(Repeat Survey Info as needed)	Control Variables 1	Control Variables 2	(Repeat control variables as needed)

Qualitative Data Collection Information

Interview/ Focus Groups	Who was interviewed	Focus of Interviews	Interview Length	Sample Question	Observations / Field Notes	Who Completed Observation	Where	When	Aim of Observation	Participant Self-Report Questionnaire	Type	Aim	Other Qualitative Data	Aim	(Repeat variables as needed)

Extensive List of Topics Explored via Qualitative Methods

Qualitative Topics Explore			Study Coverage
21st century skills			**22**
- Positive youth leader qualities and skills	- Creativity	- Presentation skills	- Planning
- Collaboration / teamwork	- Communication	- Problem solving	- Decision-making
- Time management	- Organization	- Group discussion / Cooperation	- Self, peer, & group evaluation
	- Research skills		
Civic Engagement / Community Involvement			**12**
- Contact with decision makers	- Civic participation	- Justice oriented citizenship	- Meeting community members
- Increased youth civic participation	- Student participation in civic action	- Understanding participation on Community benefit	- Helping others
	- Desire to help		- Increased civic creation
Project/Programme Specifics			**11**
- Content / focus of project	- Program practices /activities	- Unique exciting opportunity	- Project/programme improvement
- Characteristics of the program	- Students opinions of the curriculum	- Experiences / views of programme and staff	- Service requirement
Knowledge			**9**
- Knowledge on social problems	- Critical awareness	- Knowledge about life contexts	- Increased interest in or understanding for local communities
- Of root causes	- Civic literacy	- Indicators of active and informed citizens	
- Of social networks	- Great awareness / interest in social issues		
Social Competence / Community Related			**8**
- Attitudes towards support	- Becoming socially aware of others as resources	- Social trust	- Feeling more connected to others
- Social competence	- Social connections	- Social skills	- Improved reputation
Attitudes and Values			**7**
- Respect/respecting others' ideas	- Developing an interest and motivation to social and political issues in the society	- Feelings toward the project	- Gaining awareness towards societal issues and problems
- Understanding the cruciality of several issues		- Understanding the importance of attitude	
Self-Efficacy			**7**
- Self-confidence	- Students realise they have possibilities and capacities to propose useful and real changes		- Chance to showcasing individual strengths
- Self-esteem			
- Self expression			
Cognitive Competence			**5**
- Impact on cognitive competence	- Reflective thinking		- Critical thinking
- Academic skills	- Questioning		
Becoming More Open-Minded			**4**
- Great understanding of different views	- Development of understanding/new perspectives		- Respecting and understanding of others
			- Impact on caring and compassion
Empowerment			**4**
- Student empowerment	- Chance to prove you can accomplish something to self/others		- Understanding the power of youth voice
- Sense of accomplishment			
Increased Responsibility			**4**
- Greater sense of responsibility	- Personally responsible citizenship		- Personal and social responsibility
- Developing a sense of responsibility			
Personal Growth Related			**4**
- Personal change	- Personal growth		- Students learn how to improve their own life
- Self development			
Programme Benefits			**4**
- Programme benefits	- Future benefits of programme Involvement		- Programme effectiveness
- Programme worthwhileness			
Programme Challenges			**4**
- Negative service-learning outcomes	- Socio-political attitudes and constraints		- Collaboration and communication challenges
- Academic pressure			
Commitment			**3**
- To impact the community	- To social justice		- Future service plans
Positive Emotions			**2**
- Fun / enjoyment	- Enjoying the process of learning and practicing the civic issues		

Extensive List of Outcomes Explored via Quantitative Methods

Quantitative Outcomes explored			# Times explored
Self-Efficacy			**14**
- Civic self-efficacy	- Belief that you can make a difference	- Political self-efficacy	- Community service efficacy
- Global self-efficacy		- Community Presence efficacy	- Perceived impact on social change
- Success in carrying out Projects	- Sense of purpose in life		
Civic Responsibility			**13**
- Belief they will continue conservation efforts	- Work for fairness and justice	- Civic Disposition	- Personally responsible to solve problems
- Sense of duty to work to improve the world	- Serve others in need	- Justice Oriented Citizenship	- Social responsibility
- Toward the neighbourhood	- Tolerance for diverse cultures and people	- Personally responsible citizenship	- Increased civic creation
Knowledge			**10**
- Global environment conservation	- Local environment conservation	- Civic content	- Social networks
- Local political	- Action civics	- Health problems	
21st Century Skills			**8**
- Positive youth leader qualities and skills	- General socio-political skills	- Work ethic	- Problem solving skills
	- Leadership skills	- Importance of working together	- Civic Skills
Future Civic Commitment			**6**
- Future civic commitment	- Intent to be involved	- Future civic engagement	- Commitment to social justice
Activism			**5**
- Students participation in civic action project	- Indicators of active and informed citizens	- Increased youth civic participation	- Participatory citizenship
Behavioural Competencies			**4**
- Behavioural accountability	- Anger management	- Self discipline	- Resiliency
Social Competencies			**4**
- Getting along with others	- Leading others	- Social Trust	- Perspective Taking
Cognitive Competencies			**3**
- Decision making	- School performance		- Academic engagement
Connectedness			**3**
- School connectedness	- Neighbourhood attachment		- Bonding to School
Programme Benefits			**3**
- Worthwhileness	- Effectiveness		
View of Programme			**3**
- Recommendations for improvement	- Overall field experiences		- Overall academic experiences
Coping Style			**2**
- Communal coping	- Harmony coping		
Empathy			**1**
Empowerment			**1**
Life satisfaction			**1**

Appendix D: Interview Schedules

Student Interview Questions (Students currently in YSI)

Have everyone introduce themselves:

- Name
- Grade
- Favourite colour (or other little ice breaker item).

Question
1. Tell me about your experience of creating a social innovation project.
2. Do you feel in any way connected with the social issue your project focused on? a. Can you please explain this? b. Why do you say that?
3. What types of feelings do you have while you are working on your social innovation project? a. What do you mean by x feeling? b. Why do you feel that / those ways?
4. Tell me about your experiences of making decisions when you are doing your YSI project. a. Do you feel that your opinions are heard in class when you are creating your social innovation project?
5. What do you think will be the main things that you will have learned from doing social innovation education?
6. Tell me about your experience of using a virtual classroom to do your social innovation work? a. How does it compare to other classes?
7. What do you want to do when you get older for a career, college major, or job? a. What has impacted your thoughts on this?
8. Do you think you will solve social challenges in the future? a. Why do you say that?

Student Interview Questions (Students who completed YSI in previous years)

Have everyone introduce themselves:

- Name
- Grade
- Favourite colour (or other little ice breaker item).

Question
1. Tell me about your experience of creating a social innovation project.
2. Did you feel in any way connect with the social issue your social innovation project focused on? a. Can you please explain this? b. Why do you say that?
3. What types of feelings did you have while you were working on your social innovation project? a. What do you mean by x feeling? b. Why do you feel that / those ways?
4. Tell me about your experiences of making decisions and being listened to when you were doing your social innovation project.
5. From your own experiences, what do you think are the main things that students learn from doing a social innovation project?
6. What do you want to do when you get older for a career, college major, or job? a. What has impacted your thoughts on this?
7. What advice would you give for future YSI students? a. Why do you say that?

Educator Interview Questions

Have the educator introduce themself:

- Name
- Subjects taught
- Years guiding YSI

Question
1. Tell me about the types of experiences you have had when guiding social innovation projects? You can discuss anything you like.
2. Do you feel in any way connected with the social issues your students are working towards? a. Can you please explain this to me?
3. Has beings an SIE guide changed the way you think about your role as a teacher?
4. What types of feelings do you have when you are guiding your students through their project? a. What do you mean by X feeling? b. Why do you feel that/those ways?
5. What do you think are the main things that students learn from doing their social innovation projects? a. Why do you say this?
6. Tell me about your experiences of using a virtual classroom to organise the social innovation work for your students? a. What has this been like?
7. What is it like having the students share their opinions or their thoughts in regard to designing their projects?
8. Do you think that the young people involved in YSI will solve social challenges in the future? a. Why do you say this?
9. Did I miss anything that you would like to share about your experiences of being a YSI guide?

Parent/Community Member Interview Questions

Have the parent introduce themself:

- Name
- Year their child completed OR how long has YSI been in their community

Question
1. Tell me about your experiences, involvement, or understanding of YSI?
2. How have the YSI projects impacted social issues within the community, if at all?
3. (*If participant also works in the school)* How has the school atmosphere/environment been impacted through YSI projects?
4. What difference has YSI made to your child, it at all?
5. What feelings do you get about your child doing YSI at school?
6. What does it mean to you to have your child's school develop young people's opportunities to have a voice and be listened to? Has this been impacted through YSI involvement?
7. What do you think that young people learn through their types of experiences of creating social innovation projects?
8. What was it like to have your child do their YSI project while learning remotely?
9. Why do you think it is important for students to go through these types of experiences of creating social innovation projects?

Principal Interview Questions

Have the parent introduce themself:

- Name
- Number of years the school has been involved in YSI

Question
1. Tell me about your experiences, involvement, or understanding of YSI?
2. How have the YSI projects impacted social issues within the school and community, if at all?
3. Have relationships between the school and the community been impacted by student-led social innovation projects?
4. How has the school atmosphere/environment been impacted through YSI projects?
5. What do you think are the main things that students learn from doing their social innovation projects?
6. What feelings do you get about having social innovation education in your school?
7. What does it mean to amplify youth voice through social innovation? Tell me about your experiences of this.
8. Why do you think it is important for students to go through these types of experiences of creating social innovation projects?
9. What advice would you give to the leaders of this initiative based on your experiences as a principal? Tell me more about that?

Examples of De-Identified Interview Transcripts

Example of Student Transcript & Coding for Study 2

Transcript		Code
Reporter:	Interesting. So, what was it like having your opinions heard by others throughout the process?	
YSI_S3:	It was like nice because normally I don't really speak up in class, I'm quiet. But it was nice that people actually listened to your opinions. And so like, em, yeah, it was just, it felt like you were more included in that project, you had your opinion heard.	**Student Voice** → Student voice is promoted → Students learn to express their voice
	It also gave you like… how do you say it... like their side. And like you can take their opinion into consideration. They are the two opinions, like yours and theirs.	**Student Voice** → Decisions are made as a group → Students learn to be inclusive in the decision-making process
Reporter:	Nice. That's so interesting. And [Student 2 Name], what was it like having your opinion heard?	
YSI_S2:	Em, I'd be kind of the opposite to [Student 3 Name]. Like, I'd be quite outspoken and stuff. But it was interesting to have people take your opinions into consideration, but I really enjoyed hearing other people's opinions too. So, it was nice to, kind of… I enjoyed like discussions and stuff. So, it would be good to kind of have that conversation. And it was good to hear people being involved in like social issues and stuff, and other interests. Whereas in some other classes you wouldn't usually get that, so. That was interesting.	**Student Voice** → The decision-making process was a good experience & Decisions were made as a group → Students learn to be inclusive in the decision-making process
Reporter:	Yeah, that is very interesting. And what types of feelings or emotions do you have while you're working on your project?	
YSI_S2:	I feel… I feel good that we're able to you know educate people, and em… You know, just get the message out there about consent and stuff. So, you know, its empowering in a way to know that you'd done that. And you know, your message can be shared through the programme. I think that's really nice.	**Student Emotion-Related Personal Growth** → Students experience a range of emotions doing their projects → Students have positive emotions doing YSI
	But, yeah, sometimes the teamwork and stuff are a bit difficult. When people won't, you know, cooperate and stuff. So, there is difficult elements, but the reward is far more worth it than anything else.	**Student Emotion-Related Personal Growth** → Students experience a range of emotions doing their projects → Students feel YSI is challenging at times

Reporter:	Mhm. And [Student 3 Name], what about you? What types of feelings have you had working on your project?	
YSI_S3:	It's kind of the same as [Student 2 Name]. Like you feel good because you feel like you're actually making a difference… with like the subject.	**Student Optimism** → Students realise that they can make a difference → Students see the impact they are having.
	And yeah, it's like the same is [Student 2 Name] as well, it's like annoying when some people don't really like to do the work that they are supposed to, like cooperate with the project, and they just kind of like sit around.	**Student Emotion-Related Personal Growth** → Students experience a range of emotions doing their projects → Students feel YSI is challenging at times
Reporter:	How do you work through that, like, if stuff isn't getting done, you might be getting annoyed- what do you do to work through that emotion?	
YSI_S3:	Normally I just kind of put my head down and just do my work. Because, because I know like I'll be getting like the credit for doing my work unlike them, and they won't be getting any credit.	**Student Skill-Related Growth** → Students developed a variety of skills → Students develop teamwork skills & Students learn to work through conflicts, frustrations, and setbacks
YSI_S2:	Yeah, I'd always try to prioritize like what I was doing before what they were. So, if I had everything finished and stuff, then I'd try to entice them. Try to motivate them to do it.	
[Discussion about online learning removed in example due to length]		
Reporter:	Okay, what kind of plans do you have to keep your project going?	
YSI_S2:	I think when we're in there it is going to be a lot easier to you know communicate with different classes and different years and stuff. So, we plan to hold a class on our PowerPoint, and that will, you know create a discussion about consent and stuff. We're also having a sexual awareness week. That was an idea of one of our other teachers. So, yeah, we're doing that and then there would be different workshops and discussions and stuff that week. So, yeah, we hope to do that, and we also hoped to send away, like packs, em so we're also into period poverty too. And we wanted to send packs away to, em, I'm not sure where it is because we weren't exactly sure, but it was a disadvantaged country. So, we wanted to send away packs to those, but we haven't really been able to because we haven't been in the school. We haven't been able to, you know, look for items and stuff. So currently we are in the process of like getting in contact with companies to try and get things to put into those packs. So, I think everything will run smoother when we are back into the school, and we will be able to get a lot more done. That's the plan anyway.	**Student Emotion-Related Growth** → Students gained confidence → Students gained confidence to speak in front of others **Student Skill-Related Growth** → Students developed a variety of skills → Students learn to plan and organize a project

Example of SIE Teacher Transcript & Coding for Study 4

Transcript		Code
Reporter:	Awesome, and is YSI voluntary for students at your school, or do they sign up?	
YSI_G1:	So, in our school we do it at Junior and Senior level, yeah, its voluntary. So, we would go on like, it's done at transition year for Seniors, and the students have a rotation group, so they pick three topics, so it could be, for us its YSI, I always have YSI, and it could be maybe [org], and I think green school, but YSI seems to be the one that students always want.	**Dedication**- Enthusiastic
Reporter:	Mhm, okay.	
YSI_G1:	It's always a big overload, and there's just not enough guides at the school, so I've been trying to locate guides, but people are just so busy. You know, so.	**Dedication**- Job has challenges
Reporter:	That's awesome though, that it's, it's so –	
YSI_G1:	Yeah, it's great, but I feel awful because my two friends teach the other topics, and I'm like, oh this is awful, I hear 'No, I want to do YSI'. And actually, a lot of the disadvantaged kids, because I work in a disadvantaged school, but a lot of the ones who are, you know, are tough kind of going they love doing it. Because they can do it. Now all of [it] can be accessible to kids with, kind of, cause its hands on and they show their kind of skills and stuff, you know.	**Dedication**- Job has challenges
Reporter:	Yeah, oh that's awesome. That's so great. Thank you for sharing that. [… Introduction…] So, if you wouldn't mind telling me about the types of experiences you have had when guiding social innovation education. You can talk about anything you want.	
YSI_G1:	I've had a lot of experiences. I know my first year when I taught it, like it was all new to me. I had never heard of it. And I was shocked that it was actually in the country so long and I was kind of raging that I didn't know about it in school. But the experiences I've had, and I genuinely mean it, they've all been very positive. I've never had any negative experience. I absolutely love teaching it. Everything about it, it's just so student led. You know, obviously the guide is involved in the background all the time, but what the students get out of it, it's just, kind of at the end, you go 'well that was great, like, the kids just get so much out of it'.	**Vigor**- Enjoy doing SIE work **Dedication**- Proud

	They feel listened to. I would have student that maybe, that might be kind of getting in trouble a lot in school, and they sign up for YSI and it turns them around. It genuinely turns the kids around.	**Dedication**- Enthusiastic
	This kid, we were doing like a video one time, and she was always in trouble, and she was like, 'oh my mom would love if I would get into that video', and I said right, you're getting in it, like, if it kills me. If I was there until like 7 o'clock, I was getting her in, and she got in, and she was brilliant.	**Dedication**- Proud **Vigor**- High Energy
	You know, it was just getting her skills, and getting as much as you could do. But all, like, everything I've done, like, we've had crafts, creativity, doing dances, coming up with ideas, like, the kids are really remarkable. They are so creative, you know, and when you, when you see kids coming up with ideas that you have not have, might go, I've got to note that, like the first time, and the kids are like no I have notes that I'm going to go again.	**Dedication**- Proud
	It's really brilliant, because their passionate. And sometimes when you feel like the project may not be going anywhere, they just keep boosting.	**Vigor**- Enjoy doing SIE work
Reporter:	Yeah.	
YSI_G1:	Like, you know, as a teacher and a guide, you put on so many hats every different day. But for this, like, it's just when you see the kids just so passionate, you're like, I can't not help them. Like, you know that sort of way. And I don't mean help them, I mean kind of push them and guide them. They do the work; you know that sort of way.	**Vigor**- Enjoy doing SIE work
Reporter:	Yup.	**Vigor**- Resiliency & Perseverance
YSI_G1:	But definitely, everything has been positive, and I've definitely learned things about myself and students along the way.	
Reporter:	Have you learned about yourself?	**Dedication**- Inspired **Vigor**- Resiliency & Perseverance
YSI_G1:	Myself, I suppose, I didn't realize I was actually quite innovative at times, like creative, like, you know. I suppose, like I would be very good, I knew I was good with students, but I did think I was that good at motivating kids at times.	
	Often, I would have kids who might have anxiety and they might say 'miss I'm not getting up on the stage, I'm just not doing that', and at the end they are nearly running to the stage. And it must be something that you've just kind of have said, like 'common, sure,	

	everyone else is doing it'. Or- I'd often say to them, and I genuinely mean this, when I was their age, you wouldn't get me on a stage. I don't think you'd still get me on the stage, I wouldn't do it. In front of teenagers its different, but in front of your peers its- for them it's their peers. I wouldn't do it. No way. Like, well, obviously we aren't having at the moment, but you might have awards nights- I absolutely hate getting up. And it's nothing to do with… it's just me as confidence level. I just, I don't know what it is. But, when you see students doing it, your kind of going like, God if they can do it, I have to be able to do it, you know.	**Absorption**- Get carried **away** Vigor- Enjoy doing YSI work
Reporter:	Yeah.	
YSI_G1:	But they pull you along and you pull them along, I find too, you know. It's remarkable, like. I just find [pause] your role, like, you just get to know kids at a different level, and it's really, really love, like. Because often you're saying like, common we have to go through the curriculum, and you don't sometimes find out their skills and talents and what they like, but in YSI you do.	**Vigor**- Enjoy doing YSI work
Reporter:	Nice	
YSI_G1:	And you hone into them, and you can kind of give them a little role and stuff like that, so it's great. You know.	
Reporter:	That's awesome. Is there a most memorable experience you have working with students over the past 8 year?	
YSI_G1:	I have lots of them, but I remember one time, we were trialling, I think it was the junior YSI, and we have an ASD unit, so like kids with autism. And they wouldn't all be autistic, but we would have kids in there with special needs as well. And there was one girl, and she's been gone a good few years now, and she was like, em, like her social skills weren't great, but we were in the circling doing something, and we never really came to the project end because it was just kind of trialling, and it was just doing a few bits with them. We done our own little project, but it didn't really come to much like, and not like it didn't come too much, the kids were just happy doing the activities. And we were just trialling them. And she come in, and she just burst in the circle, she's like 'no I want to do this', and she just, tipped her little fingers, and she was just delighted with herself, you know, so. I had one kid with muscular dystrophy, and she got involved, and that was brilliant.	**Dedication**- Inspired **Dedication**- Inspired **Vigor**- Enjoy doing YSI work

	But I just love that no matter what your ability, or if you have disability, it doesn't matter because you can do it, you know. Everybody has something that they can bring to the table, whether it he small or huge. And it's often the smaller things that are more important, you know.	

Appendix E: Survey Data Dictionaries

Student Survey Data Dictionary

Domain	Item	Response Scale	Reference
Demographic Information	**Please enter the following information below.** School Name	Open-ended	Research Team
	School County		
	The town where your school/organisation is located		
	First Name		
	Last Name		
	Year in school		
Anonymous coding method	Month of Birth	January - December	Research Team
	Day of Birth	1 - 31	
	What is the first letter of the city/town you were born?	A – Z	Audette, Hammond & Rochester (2019)
	What is the first letter of your middle name? (If you have two or more middle names, use the first one)	A – Z, N/A	
	What is the first letter of your mother's (or female caregiver's) first name? (Select N/A if this does not apply to you)	A – Z, N/A	
	What is the first letter of your Father's (or male caregiver's) first name? (Select N/A if this does not apply to you)	A – Z, N/A	
	How many older brothers do you have? (Include male twin, if older than you)	0 – 7 & more than 7	
	How many older sisters do you have? (Include female twin, if older than you)	0 – 7 & more than 7	
	Gender	Male, Female, Other, prefer not to say	
Wellbeing Measure (Engagement, Perseverance, Optimism, Connectedness, Happiness)	**Please answer how you feel about the following statements. Please be honest - there are no right or wrong answers!** 1. When something good happens to me, I have people who I like to share the good news with. 2. I finish whatever I begin. 3. I am optimistic about my future. 4. I feel happy. 5. When I do an activity, I enjoy it so much that I lose track of time. 6. I have a lot of fun.	For 1 – 11: 5-point scale: 1= Almost never 2= Sometimes 3= Often 4= Very often 5= Almost always For 12 – 20:	Kern, Margaret & Benson, Lizbeth & Steinberg, Elizabeth & Steinberg, Laurence. (2015). The EPOCH Measure of Adolescent Well-Being. Psychological

	7. I get completely absorbed in what I am doing. 8. I love life. 9. I keep at my schoolwork until I am done with it. 10. When I have a problem, I have someone who will be there for me. 11. I get so involved in activities that I forget about everything else. 12. When I am learning something new, I lose track of how much time has passed. 13. In uncertain times, I expect the best. 14. There are people in my life who really care about me. 15. I think good things are going to happen to me. 16. I have friends that I really care about. 17. Once I make a plan to get something done, I stick to it. 18. I believe that things will work out, no matter how difficult they seem. 19. I am a hard worker. 20. I am a cheerful person.	5-point scale: 1= Not at all like me 2= A little like me 3= Somewhat like me 4= Mostly like me 5= Very much like me	assessment. 28. 10.1037/pas0000201.
Programme Engagement (T2 Survey Only)	1. Have you attended a YSI Summit at the beginning of the school year? 2. Did you attend any of the other YSI events throughout the year (i.e., Speak Out, YSI Week)? 3. Did you get to finish your project this year?	1 = Yes 2 = No 3 = Unsure	Research Team
	Throughout the year, how often did you work on your YSI project?	1 = never 2 = Daily 3 = 1 – 2 times a week 4 = 1 – 2 times a month 5 = A few times throughout the year	Research Team
	How interested in the project were you?	1 = Not interested at all 2 = hardly interested 3 = neutral 4 = somewhat interested 5 = Very much interested	Research Team
	How involved were you in the YSI project?	1 = Not involved at all 2 = hardly involved 3 = neutral	Research Team

		4 = somewhat involved 5 = very much involved	
Programme Engament (T2 Survey Only)	**How much do you agree with each of these statements?** **In your YSI class, did you:** 1. Have a voice in what happens in the project. 2. Listen to each other's ideas and opinions. 3. Help each other learn. 4. Feel like you were able to disagree with one another. 5. Feel encouraged to give your own opinions.	5-point scale: 1 = Strongly disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree	Research Team & RQ2 Study
Additional Demographic Info & Programme Info (T2 Survey only)	Which YSI programme did you do this year?	1 = Junior Action 2 = Senior Action 3 = Unsure	YSI
	Is this your first year taking part in a YSI programme?	1 = No 2 = Yes,	YSI
	Have you attended any YSI training events?	1 = No 2 = Yes, 3 = unsure 4 = I am not doing YSI this year	YSI
	How did you hear about YSI?	Open-ended	YSI
	What is your main ethnic background?	White Irish, White Irish Traveller, Any other white background, Black/Black Irish, Asian or Asian Irish-Chinese, Asian or Asian Irish- Any other Asian Background, Other, I choose not to answer	Research Team
	What if your first language- the one you learned/spoke the most from birth?	English, Irish, Polish, French, Romanian, Spanish, German	Research Team

		, Portuguese, Chinese, Arabic, Lithuanian, Other	
Additional Information	Please add any additional comments about your experiences of YSI: (Removed from anonymous data).	Open-ended	YSI

Teacher Survey Data Dictionary

Domain	Item	Response Scale	Reference
Demographic Information	**Please enter the following information below.** School Name	Open-ended	Research Team
	School Roll Number		
	The village, town, or city where your school is located		
	Your first name		
	Your last name		
	Gender	Male, Female, Other, prefer not to say	
Intrinsic Satisfaction	**Please answer how strongly you agree or disagree with the following statements:** 1. Working with students has its costs, but it's worth it. 2. I find satisfaction watching my students' progress. 3. Teaching makes my job more rewarding. 4. It is important to me to work in a teaching practice.	5 - Point Scale: 1 = Strongly disagree 2 = Somewhat disagree 3 = Neutral 4 = Somewhat agree 5 = Strongly agree	Intrinsic Satisfaction from Teaching from Measure of Teacher Identity in Physicians (Starr et al., 2006)
Engagement	1. At my work, I feel bursting with energy. 2. At my job, I feel strong and vigorous. 3. When I get up in the morning, I feel like going to work. 4. I am enthusiastic about my job. 5. My job inspires me. 6. I am proud on the work that I do. 7. I feel happy when I am working intensely. 8. I am immersed in my work. 9. I get carried away when I'm working.	0 = Never 1 = Almost Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often 6 = Often	Schaufeli & Bakker (2003). The Utrecht Work Engagement Scale
Demographic Information	What age group of students do you teach? (Select all that apply.)	First Year Second Year Third Year Fourth Year Fifth Year Sixth Year Other	Research Team

	What subjects/areas do you teach? (Select all that apply.)	TY, LCA, LCVP, QQI, SPHE CSPE, L2LP, Key Stage 4 (NI), Year 13 (NI) Learning for Life & Work (NI) Other: _____	Research Team
	Please enter the total number of years you have worked as a teacher in total, regardless of whether this was full-time or part-time. Do not include any extended periods of leave such as maternity/paternity leave. _____	Open Ended	Research Team
	What is your highest qualification?	Teaching certificate/diploma Bachelor's degree Post-graduate certificate/diploma Master's degree Doctoral degree Other: _____	Research Team
	What is your main ethnic background?	White Irish, White Irish Traveler, Any other White background, Black or Black Irish, Asian or Asian Irish – Chinese, Asian, or Asian Irish – Any other Asian background, Other- Including mixed background, I choose not to answer	Research Team
History with YSI	How long has your school been actively involved in YSI? (If NEVER, the rest of the questions do not show.)	First Year, 2-3 years, 4-5 years, 5+ years, Never	Research Team

	How long have you been a YSI teacher / guide?		
	Will you be a YSI teacher / guide at your school? 1. If no/unsure- Have you ever been a YSI teacher / guide? Yes/No 2. If yes- Is this your first year being a YSI teacher / guide? Yes/No a. If no- How many years have you been a YSI teacher /guide?	No Unsure Yes	Research Team
	Have you completed a YSI Guide Training? If yes- What year was your most recent training?	Yes No	Research Team
Community Connectedness	On a scale of 1 to 10, how well connected is your school with the local community? On a scale of 1 to 10, how well connected are you with the local community?	1 = Extremely Unconnected, 10 = Extremely Connected	Research Team
Programme Implementation (Time 2 Survey Only)	1. Have you completed YSI teacher / guide training? 2. Did you do the training virtually or in person? 3. Going forward, how would you like trainings to be facilitated? (In person, virtually, both, no preference)	Yes (When: _____) No	Research Team
	Which YSI Action Programme are you a teacher / guide for **this school year**	Junior Cycle Senior Cycle Both Not Guiding YSI this school year	Research Team
	Which pedagogy/pedagogies did you use throughout the year to encourage active learning and promote creativity as a YSI facilitator are: Have any of these pedagogies come in useful in other subject areas that you teach?	Collaborative Learning Problem based learning Flipped classroom Service learning Other:	Research Team
	How often did you do a YSI lesson or give students time to work on their YSI Projects?	Daily 2 - 3 times a week Once a week 2 - 3 times a month Once a month 2 – 3 times a semester We did not get anytime this year	Research Team

	Throughout the school year approximately how many YSI lessons did you complete? _____	Open-Ended	Research Team
	Which lesson/activity did you find the most helpful?	Open-Ended	Research Team
	Did you follow the YSI pathway of change? What challenged did you experience following the pathways of change, if any? (Open- ended.)	Yes No Unsure	Research Team
	In your opinion, please rate how engaged the were the students in the YSI activities?	1 = Not very engaged 5 = Very engaged	Research Team
	What areas of challenges did you face while being a YSI teacher / guide? (*Select all that apply.)*	Using a Youth-led design Classroom behaviour Meeting the needs of all students Project design Project implementation Knowing when to help students Knowing how to help students Finding time None Other:	Research Team
	Has the YSI trainings helped in your professional development? If yes, how?	Yes… Leads to Open-Ended answer box No	Research Team
	Please add any additional comments about your experiences with YSI and the YSI Programme:	Open-Ended	Research Team