

INDEX

- Administrators, 80–81, 106
Adventurer researchers, 80–81,
94–95
Antimicrobial resistance (AMR), 1,
57, 86–87, 111
climate change and, 2, 113–114
Infectious Storytelling, 9, 42, 53
long-term memory, 60
World Health Organization
(WHO), 42
Arts-science interdisciplinary
projects, 6–7
Beta-testing, 67–68
Bibliotherapy, 4, 20, 58
immersiveness, 20–21
interactive digital narratives
(IDNs), 20–21, 111–112
Bicycle Model of Climate Change
Education (CCE), 19, 30, 32
Bourdieu/Bourdiesian, 26–27, 29,
99, 104–105
Bovine spongiform encephalopathy
(BSE), 4
Bridge scientists, 80
Bridging themes, 29–30, 32
Carbon footprint, 16–17, 22,
61–62
everyday activities, 22–23
interactive digital narratives
(IDNs), 111–112
You and CO₂ (YCO₂), 1, 21, 69
Casaliggi, C., 8–9, 108, 110
Climate change education (CCE),
8, 18, 20, 104, 114
‘holistic Agentic Climate-Change
Engagement’ model
(h-ACE), 36
interdisciplinary approach, 18
socio-constructivism, 19
STEAM programme, 38–39
You and CO₂ project, 37–39
Cognitive psychology, 92
Consumption, 38–39, 47–48,
68–69, 85–86, 108–109
COVID-19, 2, 114–115
lockdown, 8, 88
testing, 88
tuberculosis (TB) and, 51–52
Creative writing, 55
Crime scene investigation (CSI)
effect, 4
Critical thinking, 18
Crucible/Welsh Crucible, 41, 83,
86, 94, 113–114
Cultural values, 33, 59, 111–112
Data analysis, 46
Decision-making research skills, 18
Dialect(s), 9, 29–30, 78, 81–82, 92
Diffused responsibility, 2
Digital fiction, 20–21
Disciplinary silos, 91, 115
Disruptions, 27, 71
Dominant themes, 29–30
Educating Through Entertainment,
3–6
Edutainment, 2, 58–59
Emotional connection, 59,
112–113

- Entertainment, 3–6
 education, 58–59
- Entertainment-education, 49, 57
- Epidemic, 1, 68–69
- Expressive writing, 4, 20–21, 58, 111–112
- Fight-Denial (Dominant), 32–33
- Fight-Holistic (Dominant), 35
- Fight-Individual (Dominant), 34
- Fight reactions, 29
- Fight-State (Bridging), 35
- Flight reactions, 29
- Flight-Social (Bridging), 33
- Flight-State (Bridging), 33–34
- Folktales, 49, 59, 63
- Geneplore Model of Creativity, 61
- General Certificate of Secondary Education (GCSE), 6
- Generalist researchers, 80
- Global challenges, 2, 15, 96–97
- Global greenhouse gas emissions, 16
- Global warming, 16
- Google Sheet, 65–66
- Grounding, 80–82, 107
- Habitus, 26, 29–30
 climate change education (CCE), 34
 cultural, 33
 familial and educational, 34
 school, 35
- Hayhurst, E., 9
- Health and science communication, 53, 55–56, 115
- Health campaigns, 44, 49, 60–61
- Higher education institutions (HEIs), 6
- Holistic Agentic Climate-Change Engagement (h-ACE) model, 35–36
- Horry, R., 9–10, 101, 103
- Infectious Storytelling project, 41, 43, 46, 52–53
- Interactive digital narrative (IDNs), 1–2, 20–21, 24, 45, 60, 87, 111
 bibliotherapy, 20–21
 climate change, 1
 Fight-Individual, 34
 Flight-Social themes, 33
 informal analysis, 28–29
 quick response (QR) code, 45–46
 uniform resource locator (URL), 45–46
 YCO2 project, 4
- Interactivity, 5, 20, 53, 113
- Interdisciplinarity, 6–7, 18, 111
 approaches, 6–7
 research, 75–79
 wide interdisciplinarity, 79, 83, 89
- Intrusions of the actual, 59, 67–68, 70
- Long nineteenth century, 44, 47–48, 87, 105–106
- Long-term memory, 59–61, 71
- Message saturation, 5–6, 58–59
- Microsoft Teams, 45–46
- Migrator researchers, 80
- Monitoring, 70–71
- Multi-disciplinary, 18, 30, 75, 105
- Multi-drug resistant tuberculosis (MDR-TB), 43
- Multiliteracies pedagogy, 42
- Multimodal interactivity, 5
- Mycobacterium bovis*, 46–47
- Narrative design, 5–6, 20, 55, 70–71
- Narrow disciplinarily, 79
- National Health Service (NHS), 46–47
- New Curriculum for Wales, 1, 21, 39
- No World 4 Tomorrow (NW4T)*, 11, 21–24, 57, 64, 98

- Only Always Never (OAN)*, 11–12, 49–50, 57
- Persuasive communication, 4, 58–59
- Planning phase, 61, 64, 113
- Playful learning, 2
- Practice-based research, 7–8, 12, 53, 56–57
- Practitioner Model of Creative Cognition, 56–57, 59
- Qualitative analysis, 10–11, 26, 29
- Quick response (QR) code, 45–46
- Red Dead Redemption II*, 48
- Researcher reflections, 97–110
- Reviewing phase, 67–68
- Rhetorical situation/problem, 59–60, 70–71
- Romantic era, 1, 48, 68–69, 94–95
- Ross, H., 10–11, 103, 105
- Rudd, J. A., 8, 98, 101
- School Strike movement, 17
- SciComm, 4
- Science-process skills, 18
- Serendipity, 68
- Skains, R.L., 7–8, 105, 107
- Skype, 45–46
- Socio-cultural barriers, 32–35
- Special Educational Needs Coordinator (SENCo), 10
- Special educational needs (SEN), 10, 21, 100
- STEAM, 1, 20, 38–39, 111–112
- STEM, 15–16, 111–112
- Stomach ulcers, 51–52
- Systems thinking, 18
- Translation phase, 59–61
- Tuberculosis (TB), 1, 43, 108–109
antibiotic use, 11
antimicrobial resistance (AMR), 43
COVID-19 and, 51–52
history of, 46–47
Infectious Storytelling project, 60–61
medical history, 112
multidrug-resistant (MDR), 43
popular representations, 47–48
Romantic era, 9
stomach ulcers and, 51–52
Wales, 87
- Twine, 3, 25, 58, 65, 103–104
- Uniform resource locator (URL), 45–46
- Welsh National Memorial Association (WNMA), 44, 46–47
- Wide interdisciplinarity, 74–75, 79, 83, 89, 91
- Woodward, K., 11, 107–108
- World Health Organization (WHO), 41
- You and CO₂ (YCO₂) project, 1, 5, 15, 21, 30, 38, 56–57, 96
arts-based approaches, 20–21
climate change education (CCE), 18–20
methods, 21–26
programme delivery, 27–28
school-based climate change engagement, 16–18
- Zoom, 45–46