REFERENCES

roseslug. (2018a). r/twinegames - importing data from Google sheets for array in twine (sugarcube 2)? [online] *Reddit*. Retrieved from https://www.reddit.com/r/twinegames/comments/auxx8c/importing_data_from_google_sheets_for_array_in/. Accessed on August 18, 2020.

roseslug. (2018b). Sugarcube 2.21 - SOLVED! Pull in array to game from Google Sheet? [online] *Twine Q&A*. Retrieved from http://twinery.org/questions/46348/sugarcube-2-21-solved-pull-in-array-to-game-from-google-sheet?show=46348#q46348. Accessed on August 18, 2020.

350.org. (2019). 7.6 million people demand action after week of climate strikes. [online] 350.org. Retrieved from https://350.org/7-million-people-demand-action-after-week-of-climate-strikes/. Accessed on March 25, 2020.

Albertalli, B. (2015). Simon vs. the Homo Sapiens Agenda. London: Penguin.

Alejo, K. (2016). The CSI effect: Fact or fiction? *Themis: Research Journal of Justice Studies and Forensic Science*, 4, Article 1, 22.

Anbar, M. (1973). The 'bridge scientist' and his role. *Research and Development*, 24(7), 30–34.

Anderson, C. (2006). The long tail: Why the future of business is selling less of more. London: Hachette.

Anon. (2013). Welsh crucible. [online] *Welsh Crucible*. Retrieved from http://www.welshcrucible.org.uk/. Accessed on September 8, 2020.

Anon. (2020). Veganuary. [online]. Retrieved from https://uk.veganuary.com/. Accessed on March 25, 2020.

Ardoin, N. M., Bowers, A. W., Roth, N. W., & Holthuis, N. (2018). Environmental education and K-12 student outcomes: A review and analysis of research. *The Journal of Environmental Education*, 49(1), 1–17.

Ashiru-Oredope, D., & Hopkins, S. (2015). Antimicrobial resistance: Moving from professional engagement to public action. *Journal of Antimicrobial Chemotherapy*, 70(11), 2927–2930.

Ashworth, M., White, P., Jongsma, H., Schofield, P., & Armstrong, D. (2016). Antibiotic prescribing and patient satisfaction in primary care in England: Cross-sectional analysis of national patient survey data and prescribing data. *British Journal of General Practice*, 66(642), e40–e46.

Bacigalupi, P. (2010). Ship breaker. London: Hachette.

Barker, R. L. (1995). *The social work dictionary*. Washington, DC: National Association of Social Workers, NASW Press.

Barnard, H. (1990). Bourdieu and ethnography: Reflexivity, politics and praxis. In R. Harker, C. Mahar, & C. Wilkes (Eds.), *An introduction to the work of Pierre Bourdieu: The practice of theory* (pp. 58–85). London: Palgrave.

Barry, A., Born, G., & Weszkalnys, G. (2008). Logics of interdisciplinarity. *Economy and Society*, 37(1), 20–49.

Bauer, H. H. (1990). Barriers against interdisciplinarity: Implications for studies of science, technology, and society (STS). *Science, Technology & Human Values*, 15(1), 105–119.

Baum, F. L. (1900). *The wonderful wizard of oz.* Chicago, IL: George M. Hill Company.

Beder, S. (2014). Lobbying, greenwash and deliberate confusion: How vested interests undermine climate change. In M.-C. T. Huang & R. R.-C. Huang (Eds.), *Green thoughts and environmental politics: Green trends and environmental politics* (pp. 18). Taipei: Asia-seok Digital Technology.

Bell, A., Ensslin, A., Ciccoricco, D., Rustad, H., Laccetti, J., & Pressman, J. (2010). A [S]creed for digital fiction. *Electronic Book Review*. [online]. Retrieved from http://www.electronicbookreview.com/thread/electropoetics/DFINative

Berners-Lee, M. (2008). How bad are bananas?: The carbon footprint of everything. London: Profile Books Ltd.

Bhattacharya, A., Hopkins, S., Sallis, A., Budd, E. L., & Ashiru-Oredope, D. (2017). A process evaluation of the UK-wide antibiotic guardian campaign: Developing engagement on antimicrobial resistance. *Journal of Public Health*, 39(2), e40–e47.

Blue Planet II. (2017). [Documentary series] Blue Planet II. UK: BBC.

Bolton, G., Field, V., & Thompson, K. (2006). Introduction. In G. Bolton, V. Field, & K. Thompson (Eds.), *Writing works: A resource handbook for therapeutic writing workshops and activities* (pp. 13–32). London: Jessica Kingsley Publishers, Ltd.

Bouman, M. (2016). Amusing ourselves to health and happiness: Entertainment media and social change.

Bourdieu, P. (1977). Outline of a theory of practice. Cambridge: Cambridge University Press.

Bourdieu, P. (1984). *Distinction: A social critique of the judgement of taste* (Reprint1984 ed. Translated by R. Nice). Cambridge, MA: Harvard University Press.

Boyd, B. (2009). On the origin of stories: Evolution, cognition, and fiction. Cambridge, MA: Harvard University Press.

Bracken (Née Bull), L. J., & Oughton, E. A. (2006). 'What do you mean?' the importance of language in developing interdisciplinary research. *Transactions of the Institute of British Geographers*, 31(3), 371–382.

Brandt, D. (1992). The cognitive as the social: An ethnomethodological approach to writing process research. *Written Communication*, 9(3), 315–355.

Brewer, G. D. (1999). The challenges of interdisciplinarity. *Policy Sciences*, 32(4), 327–337.

Brinsley, K., Sinkowitz-CochranR., CardoD., & The CDC Campaign to Prevent Antimicrobial Resistance Team. (2005). An assessment of issues surrounding implementation of the campaign to prevent antimicrobial resistance in healthcare settings. *American Journal of Infection Control*, 33(7), 402–409.

Bromme, R. (2000). Beyond one's own perspective: The psychology of cognitive interdisciplinarity. In P. Weingart & N. Stehr (Eds.), *Practicing interdisciplinarity* (pp. 115–133). Toronto: University of Toronto Press.

Brown, J. S., & Adler, R. P. (2008). Minds on fire: Open education, the long tail, and learning 2.0. *EDUCAUSE Review*, 43(1), 16–32.

Cai, Y., Lu, B., Fan, Z., Indhumathi, C., Lim, K. T., Chan, C. W., Jiang, Y., & Li, L. (2006). Bio-edutainment: Learning life science through X gaming. *Computers & Graphics*, 30(1), 3–9.

Cantell, H., Tolppanen, S., Aarnio-Linnanvuori, E., & Lehtonen, A. (2019). Bicycle model on climate change education: Presenting and evaluating a model. *Environmental Education Research*, 25(5), 717–731.

Cazden, C., Cope, B., Fairclough, N., Gee, J., Kalantzis, M., Kress, G., ... Nakata, N. M. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60.

Chaintarli, K., Ingle, S. M., Bhattacharya, A., Ashiru-Oredope, D., Oliver, I., & Gobin, M. (2016). Impact of a United Kingdom-wide campaign to tackle antimicrobial resistance on self-reported knowledge and behaviour change. *BMC Public Health*, 16(1), 393.

Chambers, A. C., & Macauley, W. R. (2015). Stories about science: Communicating science through entertainment media. [online]. *British Science Association*. Retrieved from https://www.britishscienceassociation.org/blog/stories-about-science-communicating-science-through-entertainment-media. Accessed on August 21, 2020.

Charsky, D. (2010). From edutainment to serious games: A change in the use of game characteristics. *Games and Culture*, 5(2), 177–198.

Cheng, M.-T., Chen, J.-H., Chu, S.-J., & Chen, S.-Y. (2015). The use of serious games in science education: A review of selected empirical research from 2002 to 2013. *Journal of Computers in Education*, 2(3), 353–375.

Chettiparamb, A. (2007). *Interdisciplinarity: A literature review*. Southampton: The Higher Education Academy.

Childerhose, R. K. (1936). Pneumothorax treatment of tuberculosis. *Radiology*, 27(6), 741–748.

Competente, R. J. T. (2019). Pre-service teachers' inclusion of climate change education. *International Journal of Evaluation and Research in Education*, 8(1), 119–126.

Cope, B., & Kalantzis, M. (2009). "Multiliteracies": New Literacies, new learning. *Pedagogies: An International Journal*, 4(3), 164–195.

Cox, D. (2018). Working with Google sheets in twine. *Digital Ephemera*. Retrieved from https://videlais.com/2018/05/16/working-with-google-sheets-in-twine/. Accessed on August 18, 2020.

Csikszentmihalyi, M. (2006). A systems perspective on creativity. In J. Henry (Ed.), *Creative management and development* (3rd ed., pp. 3–17). London: SAGE Publications.

Dahlstrom, M. F. (2014). Using narratives and storytelling to communicate science with nonexpert audiences. *Proceedings of the National Academy of Sciences*, 111(Supplement 4), 13614–13620.

Daniel, T. M. (2000). *Pioneers of medicine and their impact on tuberculosis*. Rochester, NY: University of Rochester Press.

Dashner, J. (2013). The maze runner. Frome: Chicken House.

Dautovic, G. (2020). Top video game industry statistics (2020). Fortunly. [online]. Retrieved from https://fortunly.com/statistics/video-game-industry-statistics/. Accessed on September 24, 2020.

Dietz, T., Gardner, G. T., Gilligan, J., Stern, P. C., & Vandenbergh, M. P. (2009). Household actions can provide a behavioral wedge to rapidly reduce US carbon emissions. *Proceedings of the National Academy of Sciences*, 106(44), 18452–18456.

Doll, B., & Doll, C. A. (1997). Bibliotherapy with young people: Librarians and mental health professionals working together. Westport, CT: Libraries Unlimited.

Donaldson, G. (2015). Successful futures: Independent review of curriculum and assessment arrangements in Wales. [online]. OGL. Retrieved from https://dera.ioe.ac.uk/22165/2/150225-successful-futures-en_Redacted.pdf

Dorn, S. (2013). Schools in society. *Educational and Psychological Studies Faculty Publications*, 14, 182.

Drewes, A., Henderson, J., & Mouza, C. (2018). Professional development design considerations in climate change education: Teacher enactment and student learning. *International Journal of Science Education*, 40(1), 67–89.

Dubos, R. J., & Dubos, J. (1987). The white plague: Tuberculosis, man, and society. New Brunswick, NJ: Rutgers University Press.

Eatley, G., Hueston, H. H., & Price, K. (2016). A meta-analysis of the CSI effect: The impact of popular media on jurors' perception of forensic evidence. *Politics, Bureaucracy & Justice*, *5*(2), 1–10.

Eisenman, A., Rusetski, V., Zohar, Z., Avital, D., & Stolero, J. (2015). Subconscious passive learning of CPR techniques through television medical drama. *Australasian Journal of Paramedicine*, [online] *3*(3), 1–5. Retrieved from https://ajp.paramedics.org/index.php/ajp/article/view/323

Ensslin, A., Skains, L., Riley, S., Haran, J., Mackiewicz, A., & Halliwell, E. (2016). Exploring digital fiction as a tool for teenage body image bibliotherapy. *Digital Creativity*, 27(3), 177–195.

ER. (1994). [TV series] ER. USA: NBC.

Ernst, H., & Colthorpe, K. (2007). The efficacy of interactive lecturing for students with diverse science backgrounds. *Advances in Physiology Education*, 31(1), 41–44.

Estyn. (2018). The annual report of her majesty's chief inspector of education and training in Wales 2017–2018. [online]. Estyn. Retrieved from https://www.estyn.gov.wales/document/annual-report-2017-2018. Accessed on March 25, 2020.

Evans, S. (2019). Analysis: UK's CO2 emissions fell for record sixth consecutive year in 2018. [online] *Carbon Brief*. Retrieved from https://www.carbonbrief.org/analysis-uks-co2-emissions-fell-for-record-sixth-consecutive-year-in-2018. Accessed on September 30, 2020.

Evensen, D. (2019). The rhetorical limitations of the #FridaysForFuture movement. *Nature Climate Change*, 9(6), 428–430.

Fedunkiw, M. (2003). Malaria films: Motion pictures as a public health tool. *American Journal of Public Health*, 93(7), 1046–1057.

Ferrara, J. (2013). Games for persuasion: Argumentation, procedurality, and the lie of gamification. *Games and Culture*, 8(4), 289–304.

Finke, R. A. (1996). Imagery, creativity, and emergent structure. *Consciousness and Cognition*, *5*(3), 381–393.

Flanagan, M. (2009). Critical play: Radical game design. Cambridge, MA: MIT Press.

Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition & Communication*, 32(4), 365–387.

Frantz, C. M., & Mayer, F. S. (2009). The emergency of climate change: Why are we failing to take action? *Analyses of Social Issues and Public Policy*, 9(1), 205–222.

de Freitas, S., & Maharg, P. (2011). *Digital games and learning* [online]. London: Bloomsbury Academic.

Garfinkel, H. (1967). Studies in ethnomethodology. Englewood Cliffs, NJ: Prentice-Hall.

Gayford, C. (2002). Controversial environmental issues: A case study for the professional development of science teachers. *International Journal of Science Education*, 24(11), 1191–1200.

Ge, X. (2015). Emerging technologies for steam education: Full steam ahead (1st ed.). New York, NY: Springer Science+Business Media.

Gee. (2007). Are video games good for learning? [online].Retrieved from http://cmslive.curriculum.edu.au/leader/default.asp? id=16866&issueID=10696. Accessed on August 28, 2015.

Gibb, N. (2015). The purpose of education. [online]. Retrieved from https://www.gov.uk/government/speeches/the-purpose-of-education. Accessed on August 20, 2020.

Glasemann, M., Kanstrup, A. M., & Ryberg, T. (2010). Making chocolate-covered broccoli: Designing a mobile learning game about food for young people with diabetes. In *Proceedings of the 8th ACM Conference on designing interactive systems*, *DIS '10* (pp. 262–271). [online] New York, NY: ACM. Retrieved from http://doi.acm.org/10.1145/1858171.1858219. Accessed on July 16, 2019.

Glaser, B. G., & Strauss, A. L. (1967). The discovery of grounded theory: Strategies for qualitative research. Chicago, IL: Aldine.

Glaser, B. G. (1978). Theoretical sensitivity: Advances in the methodology of grounded theory. Mill Valley, CA: Sociology Press.

Glik, D., Berkanovic, E., Stone, K., Ibarra, L., Jones, M.C., Rosen, B., ... Richardes, D. (1998). Health education goes hollywood: Working with primetime and daytime entertainment television for immunization promotion. *Journal of Health Communication*, 3(3), 263–282.

Goldstein, J. H. (2015). Applied entertainment: Positive uses of entertainment media. In R. Nakatsu, M. Rauterberg, & P. Ciancarini (Eds.), *Handbook of digital games and entertainment technologies* (pp. 1–23) [online]. Singapore: Springer Singapore. Retrieved from http://link.springer.com/10.1007/978-981-4560-52-8_9-1. Accessed on July 18, 2019.

Gombiner, J. (2011). Carbon footprinting the internet. *Consilience*, 5(1), 119–124.

Gordon, G. N. (1839). *Life, letters and journals of lord Byron, with notes* [by T. Moore]. London: J. Murray.

Griffin, D. P. (2017). CDP carbon majors report 2017 (pp. 16). CDP.

Haviland, S. E., & Clark, H. H. (1974). What's new? Acquiring new information as a process in comprehension. *Journal of Verbal Learning and Behavior*, 13(5), 512–521.

Hayles, N. K. (2002). Writing machines. Cambridge, MA: MIT Press.

Heede, R. (2019a). Carbon majors accounting for carbon and methane emissions 1854–2010 methods & results report. [online]. Snowmass, CO: Climate Accountability Institute. Retrieved from https://nbn-resolving.org/urn: nbn:de:101:1-2019022204221944769571. Accessed on September 30, 2020.

Heede, R. (2019b). It's time to rein in the fossil fuel giants before their greed chokes the planet. *The Guardian*. [online] October 9. Retrieved from https://www.theguardian.com/commentisfree/2019/oct/09/fossil-fuel-giants-greed-carbon-emissions. Accessed on September 30, 2020.

Heinrick, J. (2006). Everyone's an expert: The CSI effect's negative impact on juries. *The Triple Helix*, 3(1), 59–61.

HESA. (2020). Higher education student statistics: UK, 2018/19 - qualifications achieved. [online] Higher Education Statistics Agency. Retrieved from https://www.hesa.ac.uk/news/16-01-2020/sb255-higher-education-student-statistics/qualifications. Accessed on Jun 26, 2020.

Hether, H. J., Huang, G. C., Beck, V., Murphy, S. T., & Valente, T. W. (2008). Entertainment-Education in a media-saturated environment: Examining the impact of single and multiple exposures to breast cancer storylines on two popular medical dramas. *Journal of Health Communication*, 13(8), 808–823.

Hoffman, S. J., et al. (2017). Celebrities' impact on health-related knowledge, attitudes, behaviors, and status outcomes: Protocol for a systematic review, meta-analysis, and meta-regression analysis. *Systematic Reviews*, 6(1), 13.

Hollingsworth, R., & Hollingsworth, E. J. (2000). Major discoveries and biomedical research organizations: Perspectives on interdisciplinarity, nurturing leadership, and integrated structure and cultures. In P. Weingart & N. Stehr (Eds.), *Practising interdisciplinarity* (pp. 215–244). Toronto: University of Toronto Press.

Huffaker, D. A., & Calvert, S. L. (2003). The new science of learning: Active learning, metacognition, and transfer of knowledge in E-learning applications. *Journal of Educational Computing Research*, 29(3), 325–334.

Hugo, V. (1834). *The hunchback of Notre-Dame*. Carey, ID: Lea and Blanchard.

Idris, F., Hassan, Z., Ya'acob, A., Gill, S. K., & Awal, N. A. M. (2012). The role of education in shaping youth's national identity. *Procedia - Social and Behavioral Sciences*, 59, 443–450.

Inglis, B. (1965). A history of medicine. London: Weidenfeld and Nicolson.

Ingram, N. (2011). Within school and beyond the gate: The complexities of being educationally successful and working class. *Sociology*, 45(2), 287–302.

Institute of Medicine. (2015). Communicating to advance the public's health: Workshop summary. Washington, DC: The National Academies Press. doi:10.17226/21694

IPCC. (2014). Climate change 2014: Synthesis report. Contribution of working groups I, II and III to the fifth assessment report of the intergovernmental panel on climate change. [Core Writing Team, R. K. Pachauri and L. A. Meyer (Eds.)] (pp. 151). Geneva: IPCC.

Ipsos, M. O. R. I. (2020). *GP patient survey: National results and trends*. [online] NHS England. Retrieved from https://gp-patient.co.uk/surveysandreports. Accessed on August 21, 2020.

Izzo, G. M., Langford, B. E., & Vitell, S. (2006). Investigating the efficacy of interactive ethics education: A difference in pedagogical emphasis. *Journal of Marketing Theory and Practice*, 14(3), 239–248.

Jarvin, L. (2015). Edutainment, games, and the future of education in a digital world. *New Directions for Child and Adolescent Development*, 2015(147), 33–40.

Jorgenson, S. N., Stephens, J. C., & White, B. (2019). Environmental education in transition: A critical review of recent research on climate change and energy education. *The Journal of Environmental Education*, 50(3), 160–171.

Karlen, A. (1996). *Plague's progress: A social history of man and disease*. London: Indigo.

Keats, J. (1820). Ode to a nightingale. In *Lamia, Isabella, the eve of St. Agnes, and other poems* (pp. 107–112). London: Taylor and Hessey.

Kelly, J. S. (1996). Wide and narrow interdisciplinarity. *The Journal of General Education*, 45(2), 95–113.

Kesten, J. M., Bhattacharya, A., Ashiru-Oredope, D., Gobin, M., & Audrey, S. (2017). The antibiotic guardian campaign: A qualitative evaluation of an online pledge-based system focused on making better use of antibiotics. *BMC Public Health*, 18(1), 5.

Kim, B., & Neff, R. (2009). Measurement and communication of greenhouse gas emissions from U.S. food consumption via carbon calculators. *Ecological Economics*, 69(1), 186–196.

King, S. (1990). The stand. New York, NY: Doubleday.

Kirby, D. A., Chambers, A. C., & Macauley, W. R. (2015). What entertainment can do for science, and vice versa. The Science and Entertainment Laboratory. Retrieved from http://thescienceandentertainmentlab.com/what-ent-can-do-for-sci/. Accessed on August 21, 2020.

Kirby, D. A. (2011). *Lab coats in Hollywood: Science, scientists, and cinema*. Cambridge, MA: MIT Press.

Klein, J. T. (1990). *Interdisciplinarity: History, theory, and practice*. Detroit, MI: Wayne State University Press.

Klein, J. T. (2000). A conceptual vocabulary of interdisciplinary science. In P. Weingart & N. Stehr (Eds.), *Practicing interdisciplinarity* (pp. 3–24). Toronto: University of Toronto Press.

Klimas, C. (2009). Twine. [online] Retrieved from http://twinery.org

Laidley, T. (2013). Climate, class and culture: Political issues as cultural signifiers in the US. *The Sociological Review*, 61(1), 153–171.

Lester, B. T., Ma, L., Lee, O., & Lambert, J. (2006). Social activism in elementary science education: A science, technology, and society approach to teach global warming. *International Journal of Science Education*, 28(4), 315–339.

MacLeod, M. (2018). What makes interdisciplinarity difficult? Some consequences of domain specificity in interdisciplinary practice. *Synthese*, 195(2), 697–720.

Makri, S., & Blandford, A. (2012a). Coming across information serendipitously: Part 1 – A process model [open access version]. *Journal of Documentation*, 68(5), 684–705.

Makri, S., & Blandford, A. (2012b). Coming across information serendipitously: Part 2 - a classification framework [open access version]. *Journal of Documentation*, 68(5), 706–724.

Marzano, M., Carss, D. N., & Bell, S. (2006). Working to make interdisciplinarity work: Investing in communication and interpersonal relationships. *Journal of Agricultural Economics*, *57*(2), 185–197.

Mayer, R. E. (2014). Computer games for learning: An evidence-based approach [online]. Cambridge, MA: The MIT Press. Retrieved from http://

encore.bangor.ac.uk/iii/encore/record/C__Rb1921087__Sgame%20based%20learning__P0,5__Orightresult__X1?lang=eng&suite=cobalt. Accessed on September 1, 2015.

Mayo, M. J. (2009). Video games: A route to large-scale STEM education?. *Science*, 323(5910), 79–82.

McKenzie, L. (2015). Narrative, ethnography and class inequality. In J. Thatcher, N. Ingram, C. Burke, & J. Abrahams (Eds.), *Bourdieu the next generation: The development of Bourdieu's cultural heritage in contemporary UK sociology* (pp. 25–36). London: Routledge.

McNeal, P., & Petcovic, H. L. (2019). Sound practices in climate change education. *Science Scope*, 42(6), 104–107.

Mora, C., Dousset, B., Caldwell, I. R., Powell, F. E., Geronimo, R. C., Bielecki, C. R., ... Trauernicht, C. (2017). Global risk of deadly heat. *Nature Climate Change*, 7(7), 501–506.

Morens, D. M. (2002). At the deathbed of consumptive art. *Emerging Infectious Diseases*, 8(11), 1353–1358.

Moulin Rouge. (2001). Directed by B. Luhrmann. 20th Century Fox.

Mugerwa, S., & Holden, J. D. (2012). Writing therapy: A new tool for general practice? *British Journal of General Practice*, 62(605), 661–663.

NESTA. (2018). NESTA - welcome to crucible in a box. [online]. NESTA. Retrieved from http://crucibleinabox.nesta.org.uk/. Accessed on September 8, 2020.

New Amsterdam. (2018). [TV series] New Amsterdam. NBC.

Newitt, S., Anthierens, S., Coenen, S., Lo Fo Wong, D., Salvi, C., Puleston, R., & Ashiru-Oredope, D. (2018). Expansion of the 'antibiotic guardian' one health behavioural campaign across Europe to tackle antibiotic resistance: Pilot phase and analysis of AMR knowledge. *The European Journal of Public Health*, 28(3), 437–439.

Newman, C. (2020). £3.7m circular economy innovation funding to support south Wales organisations. [online]. Swansea University. Retrieved from https://www.swansea.ac.uk/press-office/news-events/news/2020/09/37m-circular-economy-innovation-funding-to-support-south-wales-organisations.php. Accessed on September 29, 2020.

Nicieza, F., & Liefeld, R. (1991). Deadpool. New York, NY: Marvel Comics.

NIH. (2011). The public health film goes to war: The films. [Digital Library Collections] National Institute of Health. Retrieved from https://www.nlm.nih.gov/hmd/digicolls/phfgtw/films.html. Accessed on July 5, 2019.

Nissani, M. (1997). Ten cheers for interdisciplinarity: The case for interdisciplinary knowledge and research. *The Social Science Journal*, 34(2), 201.

Ong, W. (1982). Orality and literacy: The technologizing of the word. New York, NY: Routledge.

Outbreak. (1995). Directed by W. Petersen. Warner brothers.

Pardeck, J. T. (2014). *Using books in clinical social work practice: A guide to Bibliotherapy*. New York, NY: Routledge.

Pennebaker, J. W., & Seagal, J. D. (1999). Forming a story: The health benefits of narrative. *Journal of Clinical Psychology*, 55(10), 1243–1254.

Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. *Psychological Science*, 8(3), 162–166.

PERC. (2014). Blended learning: Defining models and examining conditions to support implementation. Research for Action. [online] Philadelphia, PA: Philadelphia Education Research Consortium. Retrieved from http://www.researchforaction.org/wp-content/uploads/2015/11/Blended-Learning-PERC-Research-Brief-September-2014.pdf. Accessed on June 19, 2019.

PHE. (2014). Antibiotic guardian. [online] Public Health England. Retrieved from https://antibioticguardian.com. Accessed on May 11, 2020.

Polivy, J., & Herman, C. P. (2002). Causes of eating disorders. *Annual Review of Psychology*, 53(1), 187–213.

Pruneau, D., Liboiron, L., Vrain, E., Gravel, H., Bourque, W., & Langis, J. (2001). People's ideas about climate change: A source of inspiration for the creation of educational programs. *Canadian Journal of Environmental Education*, 6, 121–138.

Pruneau, D., Khattabi, A., & Demers, M. (2010). Challenges and possibilities in climate change education. *US-China Education Review*, 7(9), 15–24.

Rapeepisarn, K., Wong, K. W., Fung, C. C., & Depickere, A. (n.d.). Similarities and differences between "learn through play" and "edutainment". (p. 5).

Rayner, A. (2019). Labour to make climate change core part of school curriculum. The Labour Party. [online] Retrieved from https://labour.org.uk/

press/labour-make-climate-change-core-part-school-curriculum/. Accessed on March 10, 2020.

Reid, R. W. (1975). Microbes and men. New York, NY: Saturday Review Press.

Resnick, M. (2004). *Edutainment? No thanks. I prefer playful learning*. Associazione Civita Report on Edutainment. [online] Retrieved from https://llk.media.mit.edu/papers/edutainment.pdf. Accessed on August 25, 2018.

Ritterfeld, U., & Weber, R. (2005). Video games for entertainment and education. (p. 17).

Robinson, S. K. (2006). TED Talk: Do schools kill creativity? [online] TED. Retrieved from https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity/transcript. Accessed on August 20, 2020.

Rockstar Studios. (2018). Red Dead Redemption II.

Ross, H., Rudd, J. A., Skains, R. L., & Horry, R. (2021). How big is my carbon footprint? Understanding engagement with climate change education. *Sustainability* 13(4), 1961. Accessed February 11, 2021. doi:10.3390/su13041961

Rudd, J. A., Horry, R., & Skains, R. L. (2019). You and CO₂: A public engagement study to engage secondary school students with the issue of climate change. *Journal of Science Education and Technology*, 29, 230–241. [online]. Accessed on March 3, 2020. doi:10.1007/s10956-019-09808-5

Shelley, P. B. (1891). *Adonais*. [online]. London: Clarendon Press. Retrieved from https://www.gutenberg.org/files/10119/10119-h/10119-h.htm. Accessed on June 26, 2020.

Shelton, D. E. (2008). The 'CSI effect': Does it really exist? *National Institute of Justice Journal*, [online] 259, 1–7. Retrieved from https://papers.ssrn.com/abstract=1163231. Accessed 29 Sep 2020.

Singhal, A., Cody, M. J., Rogers, E. M., & Sabido, M. (Eds.). (2003). Entertainment-education and social change: History, research, and practice. Abingdon: Routledge.

Singhal, A. (2013). Introduction: Fairy tales to digital games: The rising tide of entertainment education. *Critical Arts*, 27(1), 1–8.

Skains, L. (2016). The futographer: A hyperstory [hyperfiction]. Retrieved from http://ifdb.tads.org/viewgame?id=3xfnvfag2bqle6ip

Skains, L. (2017). The adaptive process of multimodal composition: How developing tacit knowledge of digital tools affects creative writing. *Computers and Composition*, 43, 106–117.

Skains, R. L. (2018). Creative practice as research: Discourse on methodology. *Media Practice and Education*, 19(1), 82–97.

Skains, R. L. (2019a). Teaching digital fiction: Integrating experimental writing and current technologies. *Palgrave Communications*, *5*, 1–10. [online] Retrieved from https://www.nature.com/articles/s41599-019-0223-z

Skains, R. L. (2019b). The materiality of the intangible: Literary metaphor in multimodal texts. *Convergence: The International Journal of Research Into New Media Technologies*, 25(1), 133–147.

Sood, S., Menard, T., & Witte, K. (2003). The theory behind entertainment-education. In A. Singhal, M. J. Cody, E. M. Rogers, & M. Sabido (Eds.), *Entertainment-education and social change: History, research, and practice* (pp. 117–149). Abingdon: Routledge.

Squire, K. (2011a). Video games and learning: Teaching and participatory culture in the digital age. Kurt Squire; foreword by James Paul Gee; featuring contributions by Henry Jenkins. [online]. New York, NY: Teachers College Press. Retrieved from http://encore.bangor.ac.uk/iii/encore/record/
C_Rb1902771_Sgame%20based%20learning_P0,1_Orightresult_X3? lang=eng&suite=cobalt. Accessed on September 1, 2015.

Squire, K. (2011b). Video games and learning: Teaching and participatory culture in the digital age. Technology, education–connections (the TEC series). New York, NY: Teachers College Press.

Stewart, J. (2018). Twine game data to google sheets via javascript version 2. John Stewart. Retrieved from https://johnastewart.org/coding/twine-game-data-to-google-sheets-via-javascript-version-2/. Accessed on August 18, 2020.

Stirling, A. (2014). Disciplinary dilemma: Working across research silos is harder than it looks. *Guardian Political Science Blog*. [online]. Accessed on August 21, 2020. doi:10.13140/RG.2.1.1919.3680

Sullivan, G. (2009). Making space: The purpose and place of practice-led research. In H. Smith & R. T. Dean (Eds.), *Practice-led research*, *research-led practice in the creative arts* (pp. 41–65). Edinburgh: Edinburgh University Press.

Tagore, P. (2000). Keats in an age of consumption: The 'ode to a nightingale'. *Keats-Shelley Journal*, 49, 67–84.

Taylor, M. (2019). Teachers want climate crisis training, poll shows. *The Guardian*. [online] June 21.Retrieved from https://www.theguardian.com/environment/2019/jun/21/teachers-want-climate-crisis-training-poll-shows. Accessed on March 10, 2020.

Terry, N., Macy, A., Owens, J., & Womble, L. (2016). *Dangerous foods: The libel case of the Texas cattlemen versus oprah winfrey*. [online] London: SAGE Publications. Retrieved from http://sk.sagepub.com/cases/dangerous-foods-libel-case-of-texas-cattlemen-versus-oprah-winfrey. Accessed on August 20, 2020.

The Citadel. (1938). Directed by K. Vidor. MGM.

Thomas, H. (2020). University's rapid test could be used 'in weeks'. *BBC News*. [online]. April 20Retrieved from https://www.bbc.com/news/uk-wales-52347827. Accessed on September 16, 2020.

Tombstone. (1993). Directed by G. P. Cosmatos. Buena vista. Retrieved from https://www.imdb.com/title/tt0108358/. Accessed on June 26, 2020.

Tomlinson, S. (2011). A sociology of special education. Oxon: Routledge.

Valente, T. W., & Bharath, U. (1999). An evaluation of the use of drama to communicate HIV/AIDS information. *AIDS Education and Prevention*, 11(3), 203–211.

van der Bom, I., Skains, R. L., Bell, A., & Ensslin, A. (2021). Reading hyperlinks in hypertext fiction: An empirical approach. In A. Bell, S. Browse, A. Gibbons, & D. Peplow (Eds.), *Style and reader response: Minds, media, methods* (pp. 123–142). Amsterdam; Philadelphia, PA: John Benjamins Publishing Co.

Wang, H., & Singhal, A. (2016). East los High: Transmedia edutainment to promote the sexual and reproductive health of young Latina/o Americans. *American Journal of Public Health*, 106(6), 1002–1010.

Ward, T. B., Smith, S. M., & Finke, R. A. (1999). Creative cognition. In R. Sternberg (Ed.), *Handbook of creativity* (pp. 189–212). New York, NY: Cambridge University Press.

Webb, T. L., Sheeran, P., & Luszczynska, A. (2009). Planning to break unwanted habits: Habit strength moderates implementation intention effects on behaviour change. *British Journal of Social Psychology*, 48(3), 507–523.

Wegner, D. M., & Schaefer, D. (1978). The concentration of responsibility: An objective self-awareness analysis of group size effects in helping situations. *Journal of Personality and Social Psychology*, 36(2), 147–155.

Weiler, L. (2018). Making immersive experiences 1. Public Lecture. Manchester Metropolitan University, Manchester, UK, 8 June 2018.

Weingart, P., & Stehr, N. (Eds.). (2000). *Practising interdisciplinarity*. Toronto: University of Toronto Press.

Welsh Government. (2015). The four purposes of the curriculum for Wales. [online] gov.wales. Retrieved from https://gov.wales/sites/default/files/publications/2018-03/the-four-purposes-of-the-curriculum-for-wales.pdf. Accessed on March 25, 2020.

Whittier, D. K., Kennedy, M. G., St. Lawrence, J. S., Seeley, S., & Beck, V. (2005). Embedding health messages into entertainment television: Effect on gay men's response to a syphilis outbreak. *Journal of Health Communication*, 10(3), 251–259.

WHO. (2015). Global action plan on antimicrobial resistance. [online] World Health Organization. Retrieved from http://www.who.int/antimicrobial-resistance/publications/global-action-plan/en/. Accessed on August 20, 2018.

WHO. (2017). Antimicrobial resistance behaviour change first informal technical consultation. [online] Château de Penthes, Geneva: World Health Organization. Retrieved from http://www.who.int/antimicrobial-resistance/AMR-Behaviour-Change-Consultation-Report_6-and-7-Nov-2017.pdf. Accessed on August 20, 2018.

WHO. (2018). Drug-resistant tuberculosis. [online] World Health Organization. Retrieved from http://www.who.int/tb/areas-of-work/drug-resistant-tb/en/. Accessed on August 20, 2018.

WHO. (2019). World antibiotic awareness week. [online] World Health Organization. Retrieved from https://www.who.int/news-room/campaigns/world-antibiotic-awareness-week/world-antibiotic-awareness-week-2019/landing. Accessed on May 11, 2020.

Wiedmann, T., & Minx, J. (2007). A definition of carbon footprint. Durham: ISA-UK.

Wise, S. B. (2010). Climate change in the classroom: Patterns, motivations, and barriers to instruction among Colorado science teachers. *Journal of Geoscience Education*, 58(5), 297–309.

Wright, R. R., & Sandlin, J. A. (2009). Cult TV, hip hop, shape-shifters, and vampire slayers: A review of the literature at the intersection of adult education and popular culture. *Adult Education Quarterly*, 59(2), 118–141.