

Instructionally Related Activities Report Form

SPONSOR: Dr. Annie White

PROGRAM/DEPARTMENT: Early Childhood Studies

ACTIVITY TITLE: Narrative Stories in New Zealand (UNIV 392)

DATE (S) OF ACTIVITY: Jan 2-16, 2019

Please submit via email to the IRA Coordinator along with any supporting documentation at david.daniels@csuci.edu within 30 days after the activity.

Thank you for your commitment to engaging our students!

A. ADDRESS THE FOLLOWING QUESTIONS:

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY;

This activity funded a UNIV 392 study abroad trip to New Zealand (NZ). The IRA funds provided opportunity for Dr. Annie White to take 14 students to travel to NZ from Jan 2-16, 2019. The study abroad trip was interdisciplinary, drawing on the research and perspectives of Maori indigenous culture, leading early childhood education experts, teachers, collaboration with San Francisco State faculty and students, and NZ cultural exchange program leaders.

Auckland Museum:

Students visited the Auckland Museum and learned about Maori culture and history. They watched a Māori cultural performance, had a guided tour of the Maori and Pacific Island cultural displays and learned about important NZ historical events.

University of Auckland:

Students visited the University of Auckland and listened to faculty present lectures on NZ early childhood education system, historical information about NZ, including Māori language, cultural, historical and political context, traditional Maori welcome ceremony and learned Maori games. Students visited University of Auckland Cultural Media classroom. Students participated in discussion with the University faculty to further their learning on the topic of NZ's bicultural/bilingual early childhood education and Learning Stories assessment approach. Students also visited a Maori bilingual immersion program and interacted with the children and teachers.

Waitangi Treaty Grounds:

Students visited the Waitangi Treaty Grounds. The Waitangi Treaty Grounds is New Zealand's most important historic site where in 1840 New Zealand's founding document was signed: the Treaty of Waitangi. Students explored the Treaty Grounds which included visiting Te Kōngahu Museum of Waitangi, the Treaty House, the carved Meeting House and learning about the world's largest ceremonial war canoe. Students had a guided tour and watched two cultural

performances in the carved Meeting House. Also, students experienced a powhiri (traditional welcome), hongi greeting (pressing of the noses), and a Hāngi (traditional Maori meal which is cooked under the ground).

Otara Market:

Students visited the Otara Market which is the largest Polynesian market in the world. The students experienced a variety of different Polynesian cultures such as, live cultural performances and bands, Maori, Samoan, Tongan, Niue art and crafts including tapa, custom jewelry, headpieces and hats, pupu, korowai, kete, bone carving, pounamu, and lava lava. Also, students explored the Otara Farmer Market and learned about foods cooked locally from the region.

Devonport

Students visited the town of Devonport which is a seaside village, a small historic village on the north shore of Auckland. Students explored Devonport was one of the earliest settled parts of Auckland and learned about NZ historical early colonization. Students learned about how Devonport was originally a farming and shipbuilding area, subdivisions in the 1880's resulted in large wooden villas. Students visited two volcanic cones, iconic Devonport architecture, and historic sites and memorials dedicated to commemorating Devonport's unique role in New Zealand.

Russell Island:

Students visited the town of Russell Island and explored the Bay of Islands, as Russell Islands holds an important place in New Zealand's history, being the country's first sea port, its first European settlement and New Zealand's first capital in nearby Okiato. The town's streets retain their original layout and names from 1843, and students were able to visit historical buildings, along with the oldest surviving industrial building in New Zealand.

Marae Stay on Waiheke Island:

The students experienced an incredible Maori cultural exchange program which included staying on a Marae on Waiheke Island, NZ. The Marae stay experience included Māori Program activities such as:

- Traditional Maori Pohiri - official welcoming ceremony
- Whakawhanaungatanga- where student learned about history of the Marae and provided detailed explanation of carvings of the ancestral meeting house
- Wharenuī- Slept together in Marae ancestral meeting house
- Students listened to Māori speakers share about Maori early childhood education on Waiheke Island
- Students learned traditional Flax weaving and participated in learning this practice
- Students learned how to make poi, song and dance

- Students learned a Waiata - Maori song and dance
- Students experienced a native bush walk with guided Maori explanation of traditional and medicinal uses of plants
- Students participated in sightseeing and learning about the Waiheke Island
- Students participated in guided kayaking
- Students gathered seafood and learned about traditional Maori cooking
- Students experienced snorkeling with guided participation
- Students participated and experienced visiting an Olive Oil Estate

Educational Leadership Project (ELP) Lectures:

Students learned presentations by the Educational Leadership Project (ELP) who are the leading expert organization in New Zealand on early childhood education, curriculum and assessment.

The ELP presenters provided inspirational lectures that increased students' understanding of Learning Stories, narrative assessment approach, strengthened their knowledge and understanding. Students were able to compare and contrast NZ pedagogy to current assessment and curriculum practices in the United States.

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

The Narrative Stories in New Zealand study abroad related to the UNIV 392 learning objectives with the following activities:

- 1--to acquire historical knowledge about New Zealand- this accomplished through the visit to the Auckland Museum, visit to the Waitangi Treaty Grounds, trip to Davenport and Russel Islands, and the University of Auckland and ELP lectures
- 2--to explain New Zealand's early childhood education and care system- This objective was met through the University of Auckland and ELP lectures
- 3--to analyze *Te Whāriki* curriculum- this was accomplished through the ELP lectures and visit to the Maori immersion early education center visit
- 4--to understand and compare Learning Stories assessment to Desire Results Developmental Profile assessment tool- this objective was met through the cross campus exchange with SF State during the study abroad trip morning meeting.

5--to assess how a society can mobilize and move from standardized assessment to formative assessment approach- rich discussion and reflection took place throughout the NZ study abroad trip during formal and informal meetings

6--to identify the strengths and challenges facing New Zealand society- this objective was addressed during the visit to the Waitangi Treaty Grounds, University of Auckland and Marae Stay

7--to evaluate various sources of information (course readings compared to educational speakers in New Zealand) about New Zealand's national bi cultural/bilingual curriculum- students participated in rigorous preparation and studied extensively through research, analysis and class presentations

8--to assess early childhood programs environments and pedagogy- this objective was accomplished during the visit to the early child center visits and ELP lectures

9--to acquire a deeper understanding of the Learning Stories approach- ELP lectures were provided to help students gain greater understanding of this NZ assessment approach

10--to analyze and compare Learning Stories documentation- students viewed NZ sample Learning Stories documents and participated in writing three learning stories, as a way to compare and contrast

11--to understand New Zealand approach to family engagement- this objective was addressed through the ELP and University of Auckland lectures and from direct experience during the Maori stay

12--to observe and reflect upon bicultural society- students' experience on the Marae Stay allowed them to experience firsthand NZ bicultural society

Description of Assessment Process

(3)WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

The strength of the activity was the incredible opportunity for the students' to spend the fall semester learning about NZ and then traveling to NZ for the study abroad trip. Students had gained a strong foundation from learning about NZ during the semester course but, the actual trip helped them to experience what they learned by visiting, engaging, and participating in all the cultural activities.

The cross campus exchange, the center visits, lectures, visit to three islands, Waitangi Treaty Grounds, and the Marae Stay had such an incredible impact on the student learning and growth.

The NZ study abroad trip was a powerful, transformative experience for CI students. Students gained knowledge of NZ and specifically the indigenous Maori culture. Students were inspired, passionate and transformed from the NZ study abroad trip.

They had an incredible experience learning from the Maori during the Marae Stay. They felt that the Marae Stay put all the pieces together and they felt that the fall course really helped prepare them for what they experienced and learned during the study abroad trip.

The students were very engaged, reflective and open to learn from the NZ study abroad trip. They were so appreciative of this opportunity and expressed their gratitude throughout the trip, the NZ people that provided the cultural experiences.

(3) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

The study abroad trip was very successful. However, the challenge was having only one faculty facilitate the NZ study abroad trip. It was an incredible amount of work for one faculty to plan, organize, travel alone, and work with so many different NZ entities. Also, though the SF State University had their own NZ study abroad trip, the coordination with SF State and the NZ entities, took an exorbitant amount of time, effort and communication. Also, the CI students had not meet the SF State students before the trip, had different campus travel abroad policies, and SF Student limited knowledge of NZ. All of these factors made it more challenging for the CI faculty and students. However, the overall experience of cross campus exchange during the NZ study abroad trip, was a learning experience for everyone.

Another challenge was the faculty health. The faculty lead had health issues and was sick before and during the NZ study abroad. If there was a second faculty, this would have alleviated some of the stress and helped with planning and facilitation of the study abroad trip.

Another challenge was a one of the students was not able to attend the NZ study abroad trip for confidential reasons. This had a great impact on the student and faculty. However, the student was able to receive a refund on their student fees.

Lastly, the payment process at CI to pay the NZ international vendors took a lot of work and time. International payments were not on a timely basis.

(4) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

Next time, I would change the time of year for the NZ study abroad. This 2019 NZ study abroad took place during CI winter break. However, this time was during NZ holiday season which had a huge impact to the NZ partners who provided lectures, center visits and Marae Stay. Though they accommodated the NZ study abroad trip during CI winter break, they asked that in the future we do not come during their holiday season. Next time, the activity should take place during CI spring break.

(5) WHAT DID YOU LEARN FROM THE PROCESS?

I learned how much work it takes to plan, organize, teach and take students on a UNIV 392 study abroad trip to NZ! The amount of work is far beyond what was anticipated! Also, how much time it takes to get international MOU agreements completed and approved, including the international payment process at CI takes a lot of work and time. I learned that just planning a UNIV 392 study abroad without a cross campus exchange is an incredible accomplishment. This exchange with SF State increased the work load of the CI faculty because the CI faculty was the liaison for the NZ contacts and ended up helping the SF State plan their study abroad trip. In the future, I would not co plan a study abroad trip unless the other campus truly planned and facilitated their study abroad trip!

(6) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

Here are some quotes from the student evaluations:

I am extremely happy with the New Zealand study abroad trip as I not only learned about the Maori culture but I was also able to discover new pieces of myself. I gained so much new knowledge but most importantly I gained a new family. This experience is one I will forever hold close to my heart & cherish it.

Dr. White and the coursework through out the fall semester did a great job of building a foundation for our learning in New Zealand. Our class had a knowledge of the early childhood curriculum and the Maori culture which allowed us to ask deeper and more engaging questions during lectures and tours. This foundation also afforded me an understanding of the culture that resulted in a more profound impact when touring the Auckland museum, the Waitangi Treaty Grounds and hearing personal stories from our tour guides.

It was an amazing experience where we learned a lot and made a lot of memories. The planning that Dr. White spent so much time on made it a very successful trip.

The trip itself was an amazing experience and I enjoyed going to many of the historical sights of the land such as the Auckland museum, visiting the Auckland University and their childcare center, and of course the best part of the trip - the Marae stay at Waiheke island.

Though out our stay in New Zealand I was able to learn about the history and struggles facing the indigenous population. I would not have been afforded their unique perspective had I not had the opportunity to meet and participate in lectures and discussion with them. We were also accompanied by Wendy Lee for several portions of the trip. Wendy is the author of our textbook and a pioneer in her field of early childhood development in New Zealand. Having the ability to interact with her daily allowed for an intimate exchange of knowledge. There is only so much you can learn from a textbook. While in New Zealand we were able to speak with pillars in their community and field as well as visit many historical locations. There is a different level of

understanding when you are able to stand in the place hundred of chiefs gathered to sign a treaty with the British. The trip to New Zealand allowed me to put all of the coursework and material into practice.

I saw first-hand what a New Zealand early-childhood center looked like and how Learning Stories were used within that setting. I experienced a powhiri to be welcomed onto the marae, a traditional cultural performance, and hangi dinner. Also, while at the marae, I learned about whanau, and was able to experience the love, warmth, and hospitality that the Maori have for everyone.

Their culture. Yes, we had months to learn as much as possible and it tremendously helped us going to New Zealand because we knew just a taste of their culture. However, going to New Zealand, you see it first hand and it is not the same learning that through presentations, watching movies, or reading it. There are many people who are visual learners, and learning about this rich culture, you need to see it personally to take it all in. Also the food, there is a process to it and we saw it. You cannot see that here in the U.S.

Our study abroad trip in New Zealand was the most incredible experience. All the events we participated in while visiting NZ had a direct link to what we had been learning in class all semester. I am so thankful to have been able to make real life connections with this content that I wouldn't have been able to make in just a classroom setting.

7) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

Original IRA approved budget: \$41,881

****Note:** Requested additional \$3,300 funds due to increase in airfares from time of original budget proposal submission. Received email IRA committee approval on 6/1/18 verification from David Daniels.

Total approved IRA budget = \$45, 181.00

Total student fee = \$ 18,786.55

Total UNIV 392 budget = \$63, 967.55

UNIV 392 NZ Study Abroad Expenditures:

-Cultural activities (Marae Stay, Waiatangi Treaty Grounds, Auckland Museum, Bayes Bus transportation, Davenport and Russel Island & admin fee for bookings) = **31,434.77**

-ELP Lecture = \$3,000.00

-University of Auckland = **1,710.62**

-Airline tickets = **\$ \$29,482.08**

TEC = \$361.23

Total expenditures= \$65, 988.70

***Over budget =\$2,021.15

***Please note, the additional cost for the airlines tickets= \$330.63 per ticket x 16 tickets = \$5,290.00. I had requested an additional \$5,000 when I received the actual costs for the airline tickets. The additional price of the tickets was due to travel during high peak holiday season. Thankfully, the IRA committee approved additional funds of \$3,300. However, it did not sufficiently cover the additional costs for the airline tickets. Thus, the over budget of \$2,021.15.

B. ATTENDEE LIST- SUPPORTING DOCUMENT:

In addition to the report form, *in a separate document*, attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

Please see attached UNIV 392 NZ Study Abroad Participant List.

C.IMAGES FROM ACTIVITY:

Finally, attach to your email up to 6 images demonstrating student participation (under 2 MB total) with captions/titles. Please attach these photos in .JPEG format directly to email. Thank you!

See attached photos

UNIV 392- Narrative Stories in New Zealand Study Abroad trip

Attendee List

1. Michael Adachi
2. Mina Allen
3. Edalith Ambriz
4. Jessica Bailey
5. Cambria Crandall
6. Irene Flores
7. Alexa Hamel
8. Chloe Hansen
9. Aira Matias
10. Kaitlin Orsini
11. Luz Ortega
12. Brooke Shaffer
13. Andrea Stamatelaky
14. Jasmine Villatoro



UNIV
392

NARRATIVE
STORIES IN
NEW ZEALAND

Kia Ora

PLEASE JOIN DR. ANNIE WHITE AND THE
CLASS OF UNIV 392 AS THEY
PRESENT ON THEIR
STUDY ABROAD EXPERIENCE.
TEA AND BISCUITS WILL BE
PROVIDED AS WE LEARN ABOUT
THE MĀORI CULTURE, THE
TREATY OF WAITANGI, TE WHĀRIKI, AND
NEW ZEALAND'S EARLY CHILDHOOD SYSTEM.

»————«
Wednesday
February 13, 2019
»————«

6-8PM

Broome Library
Room 1360











