

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 Pohwiri - 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 airfaire 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, Wiatangi 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**



California State
Univer

INSTRUCTIONALLY RELATED ACTIVITIES

C H A N N E L
A N D S

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
Units (3)
Early Childhood Education/School of Education
Spring 2020

Professor: Dr. Annie White

Telephone: (805) 437-2053

Email: annie.white@csuci.edu

Class Meeting Time: TBD

Class Meeting Location: TDB

Office Location: Madera Hall 1616

Office Hours: Tuesdays 12:00-2:00 PM, Wednesday 1:00-3:00 PM or by appointment (Note: during these office hours, I am available face-to-face and via Zoom); or by individual appointment.

Course Website: <https://myci.csuci.edu>

MISSION STATEMENT

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches; emphasizes experiential and service learning; and graduates students with multicultural and international perspectives.

COURSE DESCRIPTION

This course is a comprehensive study of Aotearoa New Zealand history, national bicultural and bilingual curriculum *Te Whāriki*, history of the Treaty of Waitangi, indigenous Maori and bicultural society, Learning Stories early child assessment approach, and current context which includes travel to New Zealand to observe early education and care programs studied in the course, to interact with New Zealand in various settings, and to observe and critically examine early childhood education curriculum and assessment practices in order to understand concepts discussed during CSUCI main campus face-to face class sessions.

This course explores the history of *Te Whāriki* four broad principles: Empowerment, Holistic Development, Family and Community, and Relationships and the intersection of five strands/goals: Well-being, Belonging, Contribution, Communication, and Exploration. The course will explore *Te Whāriki* bicultural/bilingual curriculum and the Maori document and pedagogy.

This course will explore how New Zealand moved from standardized assessment practices to adopting a formative assessment approach, Learning Stories. The course will examine the Learning Stories method use of narrative documentation to support teacher development, family engagement, and children's identity development. Learning Stories will be examined as an observational tool that identifies competencies, children's learning, curiosities and questions to provoke deeper thinking and reflection.

LEARNING OBJECTIVES

Student Learning Objectives:

- 1--to acquire historical knowledge about New Zealand
- 2--to explain New Zealand's early childhood education and care system
- 3--to analyze *Te Whāriki* curriculum
- 4--to understand and compare Learning Stories assessment to current USA standardized assessment practices
- 5--to understand how a society can mobilize and move from standardized child assessment practice to formative assessment approach
- 6--to identify the strengths and challenges facing New Zealand society, trends and impacts on early childhood development and care.

Additional outcomes to which the travel contributes:

- 7--to evaluate various sources of information (course readings compared to educational speakers in New Zealand) about New Zealand's national bicultural/bilingual curriculum
- 8--to assess early childhood programs environments and pedagogy
- 9--to acquire a deeper understanding of the Learning Stories approach
- 10—to analyze and compare Learning Stories documentation to USA assessments
- 11--to understand New Zealand approach to family engagement
- 12—to observe and reflect upon a integrated bicultural society, the Treaty of Waitangi and Maori culture

REQUIRED TEXTS

1. All readings posted on Canvas

CLASS FORMAT

The content delivery portion of the class will be structured in a “problem-posing” format reflective of Critical Theory. The format encourages participation by students and professors, the acknowledgement of multiple histories and sources of knowledge, and transformative action connecting class learning and practice. The Listening, Dialogue, and Action class activities include large group activities, small group activities, individual work, readings, and lecture as learning methods. During this portion of the class meetings, the activities will be structured to facilitate the connections among course content, the readings and lecture information to New Zealand study abroad trip.

ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Association for the Education of Young Children (NAEYC).

The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) believe that *early learning standards can be a valuable part of a comprehensive, high-quality system of services for young children* if they:

- emphasize significant, developmentally appropriate content and outcomes;
- are developed and reviewed through informed, inclusive processes;
- are implemented and assessed in ways that support all young children’s development; and
- are accompanied by strong supports for early childhood programs, professionals, and families.

In addition, the course will address The Desired Results for Children and Families (The California Department of Education (CDE), Early Educators Support Division (EESD).

Commitment To Infusion Of Competencies To Address The Needs Of All Children

The Teacher Education Program Faculty is committed to infusing language, culture, special education/exceptionality, gender and technology competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs.

POLICIES:

1. Academic Honesty

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The university reserves the right to take disciplinary action, up to and

including dismissal, against any student who is found guilty of academic dishonesty. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and for the course. (Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or outside of the university; and nondisclosure or misrepresentation in filling out applications or other university records.) Please refer to the CSUCI Catalog for more detailed information regarding standards for student conduct.

2. Plagiarism Policy

All work that students submit as their own work must, in fact, be their work. For example, if a paper presents language taken from other sources – books, journals, web sites, people, etc. – must be cited. In accordance with the CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course. Individual course assignments with plagiarized ideas or language will be graded “F”. Students are encouraged to consult with the professor on when and how to document sources.

3. Attendance Policy

Attendance and promptness are required. If you miss a class session, please contact a classmate to get notes, get caught up on new assignments, and have your classmate explain the ideas/content/connections discussed during the class you missed. UNIV 392 attendance and promptness are mandatory in order to pass this course, unless there are extenuating circumstances and the quality of work are strong enough to warrant an Incomplete. Students must attend study abroad in order to earn a passing grade. Students who do not attend the study abroad trip will not be refunded student fee.

4. Submission of Written Work

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced, with standard 1” margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is required.

5. Submission of Late Work

You may make arrangements with me to turn in assignments *up to one week* past their due dates (except Journals). Assignments may be submitted late for 10% penalty. No late assignments will be accepted one week past the due date.

Readings for the assigned date (see schedule below) are to be completed BEFORE the class period for which they are assigned.

Our class sessions will involve interaction among students and activities that require you to apply the information in the readings. Thus, completing the reading assignments prior to class is essential.

6. Fees and Other Travel Requirements

The course fee must be paid in full to attend class. Please remember that through all student fees (IRA funds) you are able to go on the trip for one-third of the cost. Please note that this is a privilege that you should use to its full potential by completing all the reading and other assignments for the course with 100% commitment.

There are a number of forms you must sign in order to participate in the travel; we will do that early in the semester. Also, bring two copies of your passport.

Finally, for students who have concerns with flying and jetlag, please consult the Student Health Clinic or your physician. Also, note that public health assistance in terms of travel is available at the Ventura County Health Care Agency

WRITING REQUIREMENT

Effective written and oral communication at advanced levels is important for full participation and success in this course. THIS COURSE MEETS THE REQUIREMENT OF UPPER DIVISION INTENSIVE WRITING.

STUDENTS WITH DISABILITIES

California State University Channel Islands prohibits discrimination or harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. The University also prohibits discrimination against anyone due to a relationship or association with an individual with a known disability.

The University practices equal opportunity in admission to, access to, and operation of instruction, programs, services, and activities. Also, the University provides equally effective communication.

The University considers reasonable accommodation for these purposes: (a) completion of the admission and enrollment processes; (b) participation in instruction, programs, services and activities; and equally effective communication, upon request by persons with legally protected disabilities.

Questions, concerns, complaints, and requests for reasonable accommodation or additional information may be forwarded to Disability Accommodations and Support Services (DASS) at 805-437-3331.

CLASS ASSUMPTIONS

- The process of learning is an on-going process for all involved in this class and requires constant critique, reflection and action.

- Learning is seen to be a collective process, where participants share and analyze experiences together in order to address concerns, and relying on each other's strengths and resources rather than either addressing problems individually or relying totally on outside experts to solve them.
- Content in this process is emergent. Students have to be involved not only in determining content, as well as explicitly reflecting on what counts as knowledge, how learning takes place, and their own roles in the process. The "bank" from which content is drawn is the social reality of students' lives and experiences in conjunction with expert opinion, research and practice. It may range from the very immediate context of the classroom itself, of family and community context, and/or to broader political issues.
- Progress is seen to be cumulative and cyclical rather than occurring in discrete, linear steps.

Students must attend class, complete assigned readings before class, and participate in class discussions and activities. Assignments also include answers to discussion questions, a reflection paper for the fiction readings, a journal to be turned in after the trip, and a term paper for which students will research a New Zealand early childhood education topic under investigation. Finally, students will create and conduct a session for the campus community about the course/trip during the end of the spring semester (late April).

Assignments	Possible Points	Points Earned
Class Participation	15	
Lead Chapter Discussions	10	
Journal Reflections	15	
Travel Journal	20	
Study Abroad Reflection Essay	15	
Learning Story Assessments (3)	15	
Campus Presentation	10	
Total points possible= 100		

Grading Scale

Grade	Total Points/Percentages
A	95 – 100
A-	90 – 94
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 - 79
C	73 - 76
C-	70 – 72
D+	67 - 69
D	63 - 66
D-	60 - 62
F	59 – or lower

1. In-Class Participation and Weekly Assignments: (15 points)

Students will be working extensively with learning materials, conducting investigations, and engaging in discussions about New Zealand early education and care system. Thus, weekly in-class assignments and participations is essential. These assignments include academic readings and responses, writing activities, small and large group work, and analysis and reflection through journals, and other in-class activities and assignments.

2. Lead Chapter Discussion/Activity: (10 points)

Students will lead class discussions and activities based on their own learning from the assigned course readings. Each student will contribute their ideas of main points, concepts highlighted, and their overall notes from the assigned reading that week. Students will lead a discussion & activity that highlights critical information from the assigned reading and course content.

3. Journal Reflections (15 points)

Students are required to keep a reflective journal throughout the semester. Writing about experiences and observations is an important part of professional learning and development. The reflective journal is a way to think about the integration of early care and education, and other content learning in everyday life. Assignments will be informed by information in the Journal Reflections. Journals will also be used for weekly reading reflections and in class assignments. Please bring your journals to every class. Journals will be collected at the end of the semester.

4. The Travel Journal (20 points)

Students will keep a journal during the New Zealand study abroad trip. The journal may take any (neat, legible) form that you choose (it will be returned to you). Students are encouraged to be creative, but the following are mandatory:

- Summarize briefly the activities for each day (this can be very brief).
- Reflect on the connections between the activities that day to course readings/other experiences from the face-to-face classes and other ECS courses
- Share reactions about the day: were the activities worthwhile, in terms of increasing your knowledge, understanding, and experience of New Zealand?

The latter two areas are the most significant. Students will turn in the journals when we return to the Los Angeles Airport. This provides time on the flights home to wrap up your reflections.

5. Study Abroad Reflection Essay (15 points)

Study Abroad Reflection Essay will be a written reflection of your culminating experience from the NZ study abroad trip, relating to course readings, class discussions and activities. Study Abroad Reflection Essay will be directly related to the NZ study abroad trip experience and critical analysis relating to course content.

6. Learning Story Assessments: (15 points)

Students will be writing three (3) learning stories. Students will complete one (1) Learning Story prior to the NZ study abroad trip; one (1) Learning Story of the NZ study abroad trip; and one (1) culminating Learning Story, a formative assessment of the UNIV 392 course.

7. Campus Presentation (10 points)

Students will present for the CI community the outcome of their NZ study abroad trip. Students will showcase highlights and learning outcomes to CI student, staff and faculty.

UNIV 392 COURSE SCHEDULE

WK	DATE	TOPIC / ASSIGNMENT INTRODUCED	READINGS DUE	ASSIGNMENTS DUE
1.	Jan 21	Topic: Welcome/ Introductions/ Overview of NZ study abroad trip & Orientation		
2.	Jan 28	Topic: NZ historical overview & Early Childhood Education system introduction	Reading Due: <i>Learning from New Zealand</i>	Due: Journal Reflection #1
3.	Feb 4	Topic: Te Whariki- Overview	Reading Due: <i>Understanding the Te Whariki approach</i>	Due: Journal Reflection #2
4.	Feb 11	Topic: Te Whariki- Principles & Strands	Reading Due: <i>Provocations of Te Whariki</i>	Due: Journal Reflection #3
5.	Feb 18	NZ Bicultural/lingual system	Reading Due: <i>Stories from Aotearoa/New Zealand</i>	Due: Journal Reflection #4
6.	Feb 25	Treaty of Waitangi Part 1	Reading Due: <i>Study Tours Reveal a New World of Ideas & Maori Pedagogy</i>	Due: Journal Reflection #5
7.	Mar 3	Treaty of Waitangi Part 2	Reading Due: <i>Bicultural challenges for educational professionals in Aotearoa</i>	Due: Journal Reflection #6
8.	Mar 10	Topic: Intro to Learning Stories and Formative Assessments	Reading Due: <i>So What is Different about Learning Stories & ACES</i> chpt 6	Due: Journal Reflection #7
9.	Mar 17	Topic: Learning Stories- Notice, Recognize & Respond	Reading Due: <i>Using 'Learning Stories' to Strengthen Teachers' Relationships with Children & Nurturing Innovation Beyond Compliance</i>	Due: Learning Story #1
10.	Mar 24	Spring Break- NZ Study Abroad trip (March 19-30)		
11.	Mar 31	Topic: NZ bi cultural/lingual system contrast and analysis to USA context	<i>Reading Due: Adolescents' Intergenerational Narratives Across Cultures</i>	Due: Travel Journal
12.	Apr 7	Topic: Learning Stories- formative assessment	Reading Due: <i>Growing Ourselves as Leaders & Growing Leaders from Infancy Up</i>	Due: Learning Story #2
13.	Apr 14	Topic: Diverse Perspectives- Maori World View	Reading Due: <i>Maori Writing Speaking with Two Mouths</i>	Due: Study Abroad Essay
14.	Apr 21	Topic: Reflection: A Tool for Teacher Professional Development	<i>Reading Due: Culture and Crisis Response in New Zealand</i>	Due: Journal Reflection #8
15.	Apr 28	Topic: Narrative Stories, Inquiry & Reflection	Reading Due: <i>Learning Stories: Tracking learning progress, making a difference in children's learning lives</i>	Due: Journal Reflection #9 Due: Campus Presentation

16.	May 5	Topic: Making teaching and learning visible: Current, past and future	Reading Due: <i>Shared Voices: A Pathway to Strengthen Relationships with Homeless Young Children and Families & Settler Colonial History Commemoration and White Backlash-Remembering the NZ Wars</i>	Due: Journal Reflection #10
18.	May 12	Topic: Theory into Practice-Final Presentations		Due: Learning Story #3 (Final Learning Story)
This schedule is subject to change. Variations from above dates and topics will be announced in class. Students are responsible for staying abreast of such changes. Assignments are considered late if submitted past due date.				







