

Instructionally Related Activities Funds Request Fall 2018

▼ Submitter

Submitter Name

Annie White

Submitter Email

annie.white@csuci.edu

▼ 1. Basic Details

Activity Title

Narrative Stories in New Zealand (UNIV 392)

Activity/Event Date

Jan 4-16, 2019

Date Funding Needed By

September 2018

Previously Funded?

No

Yes

Additional Proposers

Academic Program(s)/Center Name(s)

Early Childhood Studies Program

Estimated total Course Fee revenue

\$18,786.55

Amount Requested from IRA

\$41,880.61

Estimated Number of Students Participating

15

▼ 2. Brief Activity Description

Describe the activity and its relationships to the educational objectives of the students' program or major

Brief Activity Description

The IRA activity will support a new UNIV 392 study abroad trip to New Zealand (NZ). The UNIV 392 course will take place fall semester 2018 with three hour weekly class sessions. During this time, students will read about, engage in lectures, small and large group discussions, and critical reflection focused on learning about NZ history, also early childhood education history, the Treaty of Waitangi, bicultural and bilingual Te Whariki curriculum, Learning Stories early education child assessment, and NZ current context.

This UNIV 392 course will extensively examine Learning Stories which is NZ early childhood education formative assessment method used with young children. The Learning Stories assessment approach was developed in NZ and is used throughout the world as a holistic assessment approach that engages children, families, teachers, and communities in child assessment practices. Learning Stories is the primary assessment method used in NZ to document child learning and development through written observations in a storytelling format. Students will learn and write learning stories throughout the course.

During winter break 2019, students enrolled in the UNIV 392 course will also participate in a NZ study abroad trip to further optimal learning and student learning outcomes. The NZ study abroad trip will include lectures by NZ leading early education experts. Students will also experience a program offered by the University of Auckland with lectures on the University campus, and visit early childhood centers. In addition, students will experience and engage in cultural exchange activities, such as, cultural and historical visits to museums, Treaty Grounds of Waitangi, historical landmarks, and a four day Maori Marae stay on Waiheke Island. The Marae stay will include lodging in a Marae ancestral meeting house. Students will experience a Whakawhanaungatanga - evening activity inside the ancestral meeting house, hear and learn from Mori speakers, learn about traditional Flax weaving, learn Waiata - Maori song and dance, experience a native bush walk with guided Maori explanation of traditional and medicinal uses of plants (Please see attached itinerary for detailed explanation of all activities).

▼ 3. Learning Outcomes and Relation of IRA to Course Offerings

All IRAs must be integrally related to the formal instructional offerings of the University and must be associated with scheduled credit courses.

1. Please list all classes that directly relate to the proposed activity.
2. For each class listed, describe in detail how exactly the IRA activity will be integrated with the class's activities, how often/ on what expected date(s), and to what extent

Learning Outcomes and Relation of IRA to Course Offerings

The Learning outcomes for UNIV 392 Narrative Stories in New Zealand course are as follows:

- 1--to acquire historical knowledge about New Zealand
- 2--to explain New Zealand's early childhood education and care system
- 3--to analyze Te Whariki curriculum
- 4--to understand and compare Learning Stories assessment to California's child assessment tool, Desired Results Developmental Profile (DRDP)
- 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 an integrated bicultural society

Here is a list of the NZ Study Abroad trip activities that directly relate to the student learning outcomes:

University of Auckland Cultural Exchange program:

The University of Auckland Cultural Exchange program directly addresses SLO #1, #2, #3, #5, #6, #7 and #12 as students will visit the University of Auckland Early Childhood Education program and hear faculty present lectures on NZ early childhood education system, historical information about NZ, including Mori language, culture, history, development, politics, and Mori performing arts. The lectures will take place in the University Cultural Media classroom. Students will participate in discussion with the University faculty to further their learning on the topic of New Zealand's bicultural/bilingual early childhood education and Learning Stories assessment approach. In addition, the University of Auckland Early Childhood Education faculty will arrange and facilitate early childhood development center visits which will also directly address SLO #5, #7, #8, #11, and #12 because students will visit and assess NZ child development center classroom environments, examine NZ family engagement practices, and bicultural curriculum and assessment.

Auckland Museum:

Students will visit the Auckland Museum which will directly address SLO# 1, #7, and #12 as they will learn about the Maori culture and history. They will experience the Moa Package which includes Museum entry, Mori cultural performance, guided tour of the Maori and Pacific Island cultural displays.

Waitangi Treaty Grounds:

Students will visit the Waitangi Treaty Grounds which is related to SLO # 1, #6 and #12. 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. The Treaty Grounds features Te Kngahu Museum of Waitangi, the Treaty House, the carved Meeting House and the world's largest ceremonial war canoe. Students will visit the Waitangi Treaty Grounds which will include entry to the Treaty Grounds and Museum of Waitangi, a guided tour and a cultural performance in the carved Meeting House. Also, they will experience a Hngi & a Maori concert performance.

Otara Market:

Students will visit the Otara Market which is the largest Polynesian market in the world. This excursion to the Otara Market will address SLO # 7, # 12, as students will experience a variety of different cultures such as, live cultural performances or bands, Maori, Samoan, Tongan, Niue art and crafts including tapa, custom jewelry, headpieces and hats, pupu, korowai, kete, bone carving, pounamu, and lava lava.

Devonport

Students will visit the town of Devonport which is a seaside village, a small historic village on the north shore of Auckland. The trip to the town on Devonport will address SLO #1, # 6, #11, and #12 as Devonport was one of the earliest settled parts of Auckland and provides historical information about NZ history. Originally Devonport was a farming and shipbuilding area, subdivisions in the 1880's resulted in large wooden villas. Students will explore the fascinating history of one of Auckland's oldest areas. Students will discover two volcanic cones, iconic Devonport architecture, and historic sites and memorials dedicated to commemorating Devonport's unique role in New Zealand.

Russell Island:

Students will visit the town of Russell Island and explore the Bay of Islands which will directly address SLO #1, #6, #11, and # 12 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 will also be able to visit historical buildings, for example, Russell Island has the oldest surviving industrial building in New Zealand.

Marae Stay on Waiheke Island:

The students will experience a cultural exchange program, located on a Marae on Waiheke Island, NZ. The Marae stay will directly address SLO #1, #3, #6, #7, #11 and #12 as students will participate in Mori Program activities offered during the Marae stay and are as follows:

Students will experience and participate in the traditional Maori Pohwiri - official welcoming ceremony
Students will learn about the history of the Marae and provided detailed explanation of carvings of the ancestral meeting house.

Lodging will take place in the Marae ancestral meeting house

Students will experience a Whakawhanaungatanga - evening activity inside the ancestral meeting house held on the first night of the Marae stay

Students will hear and learn from Mori speakers

Students will learn about traditional Flax weaving and participate in learning this practice

Students will learn a Waiata - Maori song and dance

Students will experience a native bush walk with guided Maori explanation of traditional and medicinal uses of plants

Students will participate in sightseeing and learning about the Waiheke Island

Students will participate in guided kayaking

Students will gathering seafood and learn about traditional Maori cooking

Students will experience snorkelling with guided participation

Students will participate and experience a Olive Oil Estate visit

Students will visit the Historic Stone Fields and learn about the importance to the Maori people of the island

Educational Leadership Project (ELP) Lectures:

Students will listen to presentations by the Educational Leadership Project (ELP)(Ltd) is an independent professional learning provider established in 2000. The ELP will provide lectures to the students that address SLO #2, #2, #4, #5, #6, #7, # 8, # 9, #, 10, # 11, and # 12 as, they are the leading and expert organization on New Zealand on early childhood education, curriculum and assessment. The ELP is a professional learning organization for the early childhood sector in New Zealand, specifically providing workshops, lectures and coaching on the Te Whariki bicultural/bilingual curriculum, and early childhood assessment, Learning Stories. Wendy Lee, who is the Director of ELP, has been involved in the early childhood education (ECE) field for over 45 years as a teacher, tutor, lecturer, manager, professional development facilitator and researcher. Wendy Lee will lead the ELP lectures for the students, along with key ELP facilitators.

The ELP facilitators will provide lectures that are designed to inspire students, increase their understanding of Learning Stories, narrative assessment approach, strengthen student knowledge and understanding to compare and contrast NZ pedagogy to current assessment and curriculum practices in the United States.

The goal of the multicultural requirement is, "To expose students to other cultures by addressing issues, 'ways of knowing,' and perspectives from at least two cultures. Must be linked to contemporary issues. A culture is broadly defined to include aspects of ethnicity, class, gender, ability/disability, and community"

(<http://senate.csuci.edu/comm/curriculum/ge-criteria9-27-11.pdf>).

▼ 4. Activity Assessment

Describe the assessment process and measures that the program will use to determine if it has attained its educational goals.

Please note that a report will be due at the end of the semester.

Description of Assessment Process

As part of the on campus semester-long course, students will practice writing Learning Stories formative assessments. The final course assignment is a culminating Learning Stories project; at the end of the semester students will present their Learning Stories to their peers. This will take place at the end of the NZ study abroad trip and students will present the culminating Learning Stories to the larger CI community.

▼ 5. Activity Budget

Please enclose a complete detailed budget of the entire activity. Indicate specific items that you are requesting IRA to fund.

You should use either the Regular Activity budget (for events on campus) or -- if your event involves any travel-- you **MUST** use the IRA Travel Budget Form.

You can download both of the IRA Excel Budget sheets at <http://www.csuci.edu/ira/application.htm>.

Activity Budget

[Annie White- Univ 392 Narrative Stories in New Zealand IRA Travel](#)

[Budget Form- 2018.xlsx](#)

▼ 6. International Trips

If your event is an international trip submitted through the Center for International Affairs, you must include copies of:

1. Complete Center for International Affairs/ UNIV 392 proposal
2. The program budget as submitted to the Center for International Affairs (to ensure congruency between the two budgets)
3. as well as a copy of the course syllabus

Center for International Affairs Budget

[Annie White Univ 392 budget worksheet.xlsx](#)

Copy of Center for International Affairs Proposal

[Univ 392 Proposal Document- final.docx](#)

Course Syllabus

[Univ 392 Syllabus Fall 2018- Dr. Annie White.docx](#)

Certification

I certify that students attending this trip are not previous or repeat attendees of a prior International UNIV 392 Trip

▼ 7. Sources of Activity Support

Please list the other sources of funding (including course fees), and exact expected amounts of additional support for the activity. Please indicate if there are no other sources of funding

Other Sources of Funding

N/A

▼ 8. Promoting Participation

What is your intended audience and how do you intend to market this to your students?

I will advertise as widely as I can through the Center for International Affairs site, ECS program email list, post announcements through Canvas courses, and by asking colleagues to let their students know about the trip. I will also recruit through an informational session open to campus. Two information sessions will be offered and Zoom recorded for students who are not able to attend the session in person. As required, students will submit form IA-3 with a faculty recommendation.

This Univ 392 course is open to all students to apply through an application process which includes short essay and one faculty letter of recommendation (form IA-3). Student are not required to have prior experience with Learning Stories. However, priority consideration will be given to students who have knowledge and experience with Learning Stories.

No students who have traveled on a UNIV 392 will be selected. As noted above, I will advertise the course through as many avenues as possible. Also, I have designed the course for any major so that opens opportunities for all students as well. I will evaluate the applications by weighing several aspects of the application: year (priority given to students graduating soon who have not yet been abroad, for example); GPA; response to questions on the application designed to gauge genuine interest in New Zealand, Learning Stories, and openness to cultural experience.

If this is an event that is off campus, how do you plan to bring back the benefit of this event to campus?

Upon return, the students will present their work on campus. Students will provide a presentation to the ECS program and greater CI learning community. Students will share their completed Learning Stories as part of their assessment of the Univ 392 course and NZ study abroad trip. Also, students will present the outcome of their Univ 392 NZ study abroad trip at local planning council meeting.

▼ 9. Sustainability

If appropriate, indicate how the content or delivery of the project promotes sustainability at CI.

Sustainability

N/A

▼ 10. Approval and Acknowledgement

Program Chair/Director

Quintero, Elizabeth P

Dean

Sevier, Brian

Conditions and Considerations

- Artist/Performer/Speaker Fees & Honoraria:** On the Activity Budget, please indicate whether the vendor's price was set by you/CI Representative, or is a fee that was set by the vendor.
- Large Event:** For a large event, consultation with the campus Event Coordinator's office at (805)437-8548 is required.
- Field Trip:** Sponsor must comply with all policies found at:
<http://www.csuci.edu/rm/programs/academic-field-trip-guidelines-and-forms.htm>. If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).
- Involves Human Subject Data Collection for Public Dissemination -Requires IRB Approval :** If Project Sponsor proposes to conduct research with human participants, the proposal may be subject to Institutional Review Board for the Protection of Human Subjects (IRB) review. All research that involves any type of interaction with human subjects - from simple surveys to complex biomedical procedures - must be reviewed and approved by the IRB prior to starting the research. Data for "Public Dissemination" indicates interviews/surveys that result in a journal/poster session/newsletter, etc.
- IT Requirements:** If your activity has IT requirements, coordination with and approval from IT Administration is required.
- International Travel:** Requires International Travel application be submitted to Center for International Affairs. Include copy of CIA budget and course syllabus in your IRA application. Must utilize the University's Foreign Travel Insurance Program (FTIP) and follow all International Travel Guidelines listed at: <http://www.csuci.edu/rm/insurance/foreign-travel.htm>
- Risk Management Consultation:** Events that involve or engage students directly with a performer or artist (i.e. in a workshop or other than as a passive audience member) will require consultation with Risk Management. Requires proof of correspondence with Risk Management.
- Space/Facilities Services Requirements:** Consultation and coordination with Facilities Services is required.

Acknowledgement

I acknowledge that I have reviewed and accepted the Conditions and Considerations herein. Please check off boxes as appropriate.

▼ Chair Review

Recommendation

- I recommend approval of the IRA Funds Request described on this page
 I DO NOT recommend approval of the IRA Funds Request described on this page

Comments

 Elizabeth Quintero Mar 5 2018

▼ Dean Review

Recommendation

- I recommend approval of the IRA Funds Request described on this page
 I DO NOT recommend approval of the IRA Funds Request described on this page

Comments

 Brian Sevier Mar 5 2018