



The [Summer Learning Journey](#) (SLJ) is a digital blogging programme designed to encourage sustained student blogging over the summer holiday period. It was created by a small team of researchers and teachers at The University of Auckland who were passionate about helping Year 5-8 students improve their literacy skills, namely writing and reading.

The first version of the Summer Learning Journey programme was pilot tested in three Manaiaikalani schools in January of this year (2016). The schools were Panmure Bridge, Pt England and Tamaki Primary school. See below for a brief snapshot of the results.

PARTICIPANT SNAPSHOT

- A total of 50 students registered and 23 actively participated in the three-week pilot study
- Participants were in Years 3 – 8. The programme was most popular with Year 7 students.
- 12 active participants were male, 11 were female
- Students completed 119 posts in Week 1, 84 posts in Week 2 and 58 posts in Week 3 for a total of **261 posts**
- Research team blogged back with students, replying to every single comment for a total of **261 comments**.
- Overseas bloggers (recruited to participate) engaged with students on their blogs. They produced a total of **99 comments and participated in 29 threaded conversations**.
- SLJ participants posted **43 comments** on their fellow participant's blogs

TOTAL POSTS AND COMMENTS = 693

RESULTS

The student's posts were analysed for quality (fluency and accuracy) and impact on writing achievement (e-asTTle scores). They were also evaluated for their ability to demonstrate student learning, creating and sharing (in keeping with the *Learn, Create, Share* principles inherent in Manaiaikalani cluster schools).

1. QUALITY

Fluency was measured using four indicators: Number of words, number of correct word sequences (CWS), number of punctuation marks and number of complete sentences. Correct word sequences are defined as any two adjacent words that were acceptable within the context of the sample to a native English speaker (Espin et al., 2005)

Spelling: The posts had, on average, 110 words.

Correct Word Sequences: On average, there were 112 correct word sequences in each post.

Punctuation: On average, students used 17.8 punctuation marks in each post.

Sentences: The average post had 7 complete sentences.

Accuracy was measured using four indicators: Percentage of words spelled correctly, percentage of word sequences that were correct, percentage of punctuation marks that were used correctly, and percentage of sentences that were complete and correct. In each case the percentage score was calculated as: *Number of correct examples/total number*.

Spelling: On average, 96.7% of the words in each post were spelled correctly

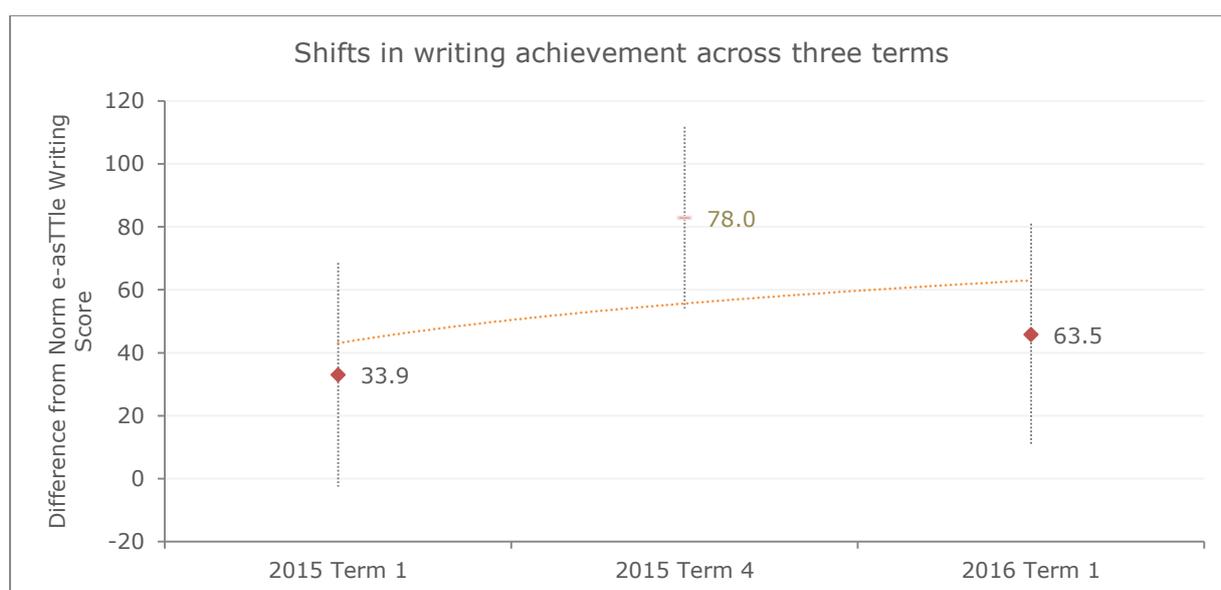
Correct Word Sequences: On average, 88.2% of word sequences in each post were correct

Punctuation: On average, 77.1 % of punctuation marks in each post were used correctly.

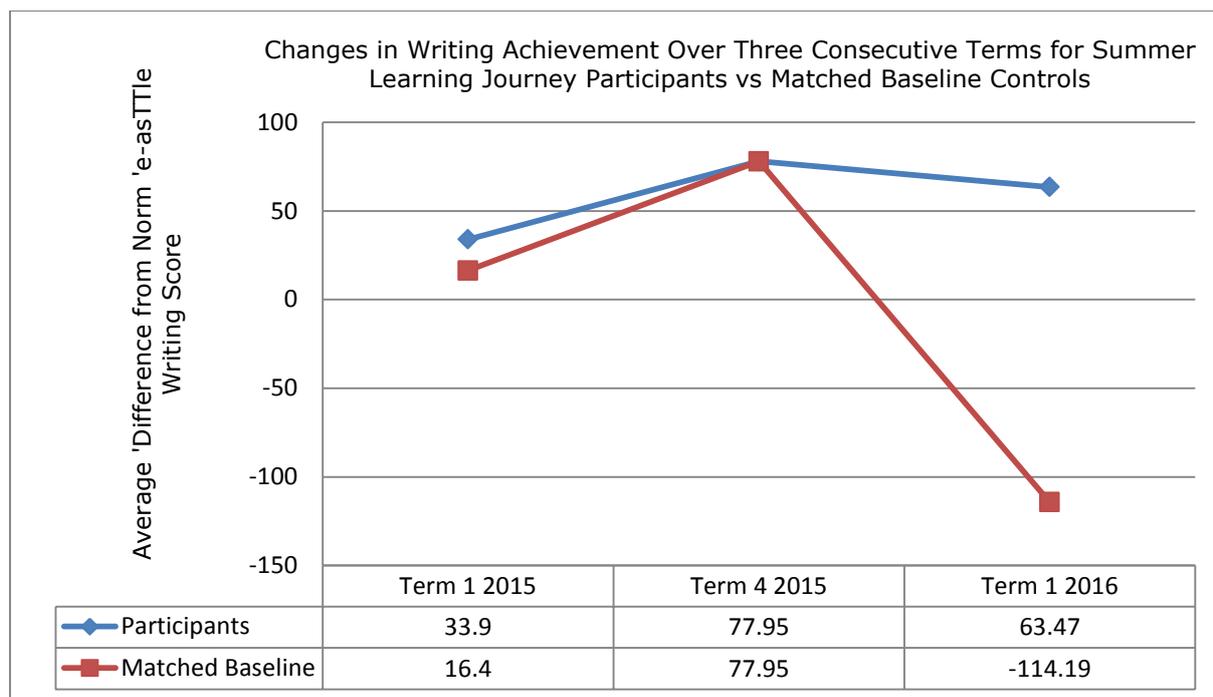
Sentences: On average, 73.6% of sentences in each post were complete and accurate.

2. IMPACT ON STUDENT LITERACY (WRITING)

The research team explored the impact of participation in the Summer Learning Journey on the writing ability of student participants. Standardised e-asTTle scores were used as proxies of writing ability. The results were promising! Not only did our students produce posts that had a high degree of fluency and accuracy (i.e. correct spelling, punctuation and grammar) but they also reported significantly higher scores on their standardised (e-asTTle) writing tests in Term I of this year, 2016 (after completing the programme) than they did in Term I of 2015 (see Graph I). They also performed significantly better on their e-asTTle writing tests in Term I of 2016 than matched control students (students of the same age, ethnicity, school and gender as our participants) who did not participate in the programme (see Graph II). Finally, participants in the Summer Learning Journey did not experience the same slide in e-asTTle writing scores over the summer holiday period that the matched control students experienced. In fact, the e-asTTle writing scores for participants dropped only slightly from the end of 2015 to the beginning of 2016 while the matched control students' scores fell significantly and dramatically over the same period (see Graph II).



Graph I. Differences in mean, standardised e-asTTle writing scores from the norm for participants in the Summer Learning Journey programme (January 2016)



Graph II. Differences in mean, standardised e-asTTle writing scores from the norm for participants and matched control students over three consecutive terms.

The results of these analyses provide clear evidence that participation in the Summer Learning Journey programme had a significant, positive effect on the writing ability of the students!

3. STUDENT LEARNING, CREATING AND SHARING

The content of the student posts was also evaluated in detail. The evaluation was organised into three main categories - *Learning, Creating, and Sharing*.

LEARN – Through participation in the Summer Learning Journey programme, students learned a great deal about the culture, language, customs and climate of people living in five destinations around the world – Canada, Chile, England (UK), Germany and Malaysia. They had the opportunity to reflect on their lived experiences as children in New Zealand and compare that to others living abroad. All student participants demonstrated the ability to think creatively, think critically, engage in bi-directional dialogic exchanges, and be socially conscious members of a 21st century digital world. They achieved these outcomes through participation in one, or more, of the 41 activities on offer through the SLJ programme.

The 41 activities ranged from writing book reviews, to creating logos, wordles and poems, to interviewing family members, writing stories, researching individuals, posting facts, taking pictures, producing posters, etc. Although each student did not complete every single activity, one or more students actively participated in each of the 41 options. The most popular activities were those that encouraged the students to be creative, to think critically and/or do simple internet-based research. The least popular were those that required the students to post pictures or videos (see **Appendix A** for a detailed breakdown of participation by activity along with a description of programme objectives).

See **Appendix B** for posts that exemplify the depth, breadth and scope of the learning that took place over the three week SLJ programme.

CREATE – Over the pilot phase of the SLJ programme, students created a number of fabulous videos, poems, pictures and stories. See **Appendix C** for examples of the ways in which the students demonstrated creativity, clear communication and the ability to use a plethora of digital devices competently.

SHARE – Once they had finished creating their original pieces of work, they posted them online so that their peers, whanau, teachers, community members, Manaiakalani team members, international bloggers and myself, as the researcher, were able to read and respond to the blogs. See **Appendix D** for examples of student posts in which they shared interesting, new, or unique information that reflected their expanding understanding, and appreciation, of the natural diversity that exists within various social contexts.

REFLECT – At the end of the holiday period the participants were asked to reflect on their experience with the [Summer Learning Journey](#). Every student who provided a comment reported that they really liked the programme!

The Summer Learning Journey was a great way to blog during the holidays!! A great way to learn about another country while also sharing with the world, and connecting with others. Year 8 student, Tamaki Primary

This has been my second week doing the Summer Learning Journey and I haven't got bored of it at all. Can't wait for the next week! Year 7 student, Panmure Bridge

Here are five things my friends like to do in summer. I love doing all of these especially with my friends! This is my 7th day doing the Summer learning journey and it has been awesome! Year 7 student, Panmure Bridge

For the Summer Learning Journey, I REALLY enjoyed it! The good thing about it is that if someone were doing the main task day by day, if there were a chance for them to do more activities, there's some bonus activities! And the bonus activities give out more points, so that's cool. It also, as I learned in the final days, can help you connect with other players from different schools! I don't think there was anything bad with the programme, I just hope more people get to join in the next holiday to get into blogging during the holidays. It's really fun! Year 8 student, Tamaki Primary

I enjoyed participating in the Summer Learning Journey. I wish I joined sooner. Year 8 student, Pt England School

The summer learning homework was fun and so easy I have learnt lots about the countries we worked on...It was so cool. I hope to do it this year as well. Year 7 student, Panmure Bridge

Teachers from other schools also became aware of the programme and have chosen to share it with their students:

Hi Iisa, I'm a teacher at Ōtaki College and we were shown your blog and others from your school at a course today. I was really impressed to see you blogging over the holidays! Your blog is a great record of your learning and I will probably show it to my Year 10 class, so go you! Awesome work and thanks for sharing it to the world! :-)

Jess Wilson, Ōtaki College (27 January 14:52 pm)

REFLECT – At the end of the evaluation process the research team also reflected on the experience and came to a number of important decisions regarding the design of programme moving forward.

NEXT STEPS

The research team is currently working on a new version of the holiday blogging programme for this coming winter (July 2016). It will be called a ‘Winter Learning Journey.’ Students from all English mainstream Manaiakalani schools in east Auckland will be invited to participate. Information about the programme will be sent out in mid to late May 2016.

Please note that the team will also launch a new version of the Summer Learning Journey at the end of the 2016 school year. It will run for 4 weeks from the end of December 2016 through January 2017.

We really hope that you and your students will join the journey this year!

CONTACT DETAILS

If you have any questions about the Summer/Winter Learning Journey programmes please get in touch! Rachel is the main contact. She can be reached via email at rachel.williamson@auckland.ac.nz or via telephone at 09-623-8899 ext. 46437

Appendix A. The Summer Learning Journey Programme - Programme Objectives

1. Read and interpret written prompts accurately
2. Prepare digital artefacts that are fluent and accurate
3. Think creatively and communicate ideas clearly using a variety of media
4. Use a plethora of digital software programmes (eg. Photoshop) and platforms (eg. Google) competently
5. Think critically
6. Engage appropriately in bi-directional dialogic exchanges (commenting)
7. Demonstrate digital citizenship (Cybersmart behaviour) and an awareness of social context/s

The Summer Learning Journey Programme Design

Activity	Objectives
WEEK 1	
Day 1, Activity 1 – Read about countries, choose one and justify	1, 2
Day 1, Bonus – Research country and post quick facts	1, 2, 7
Day 2, Activity 1 – Watch a video and extract pertinent information	1, 2, 4
Day 2, Activity 2 – Create a logo	1, 3, 4
Day 2 Bonus – Use Travellex site to compute cost of airline tickets	1, 4, 5
Day 3, Activity 1 – Generate a packing list	1, 2, 5
Day 3, Activity 2 – Top 10 items to pack	1, 2, 5
Day 3, Bonus – Create a wordle	1, 3, 4
Day 4, Activity 1 – Book report	1, 2, 5
Day 4, Activity 2 – Book review	1, 2, 5
Day 4, Bonus – Complete the story fragment	1, 2, 3
WEEK 2	
Day 5, Activity 1 – Write a poem to describe your feelings about travel	1, 2, 3
Day 5, Activity 2 – Take a selfie capturing your feelings	1, 3, 4
Day 5, Bonus – Translate five English phrases into another language	1, 2, 4, 5
Day 6, Activity 1 – Compare breakfast foods b/w countries	1, 2, 5
Day 6, Activity 2 – Post a recipe for a favourite kiwi dish	1, 2

Activity	Objectives
Day 6, Bonus – Upload a picture of family eating breakfast w/description	1, 2, 3, 4
Day 7, Activity 1- Post a picture of a favourite summer activity w/description	1, 2, 3,
Day 7, Activity 2 – Make a video blog of a fav summer activity	1, 3, 4
Day 7, Bonus – List fun family activities	1, 2, 3
Day 8, Activity 1 – Description of family composition	1, 2
Day 8, Activity 2 – Post a picture of your family	1, 4
Day 8, Bonus – Interview a family member	1, 2, 3
Day 9, Activity 1 – Compare schools days b/w countries	1, 2, 5
Day 9, Activity 2 – Write about a favourite subject	1, 2, 5
Day 9, Bonus – Create a ‘Day in the life of’ diary page	1, 2, 3, 4
WEEK 3	
Day 10, Activity 1 – Picture and caption playing favourite sport	1, 2, 3, 4
Day 10, Activity 2 – Description of sporting hero	1, 2, 5
Day 10, Bonus – Video playing favourite sport	1, 4
Day 11, Activity 1 – Rate videos of entertainers	1, 5
Day 11, Activity 2 – Review favourite video	1, 2, 5
Day 11, Bonus – Post a Youtube clip of a famous artist w/description	1, 2, 4
Day 12, Activity 1 – Create 3 rules for NZ	1, 2, 3, 5
Day 12, Activity 2 – Post 2 interesting facts about Barack Obama	1, 2, 4
Day 12, Bonus – Critical thinking piece (PM)	1, 2, 5
Day 13, Activity 1 – Describe the national day in a county	1, 2, 5
Day 13, Activity 2 – Describe personal experience on Waitangi Day	1, 2
Day 13, Bonus – Create a brand new holiday	1, 2, 3
Day 14, Activity 1 – Choose a ‘top’ landmark to visit	1, 2, 5
Day 14, Activity 2 – List five major landmarks in NZ	1, 3, 4
Day 14, Bonus – Post a picture in a famous area w/caption	1, 4

The Summer Learning Journey – Popularity of activities

1-2 participants = Very low level of interest	8 activities (Week 2, 3)
3-4 participants = Low level of interest	9 activities (Week 1, 2, 3)
5-7 participants = Moderate (middle) level of interest	11 activities (Week 1, 2, 3)
8-10 participants = High level of interest	8 activities (Week 1, 2)
11+ participants = Very high level of interest	5 activities (Week 1)

The Summer Learning Journey - Characteristics of low, moderate and high interest activities

Very low level of interest: Post a picture (3), Post a video (4), Critical thinking (1)

Low level of interest: Writing exercise - Description (5), Creative - Design (2), Post a picture (1), Research + post facts (1)

Moderate level of interest: Research task (2), Creative task (2), Post a picture (2), Generate a list (2), Critical thinking task - rate (3)

High level of interest: Creative task (2), Writing exercise (4), Critical thinking (2)

Very high level of interest: Writing task (1), Watch a video (1), Critical thinking (2), Research task (1)

Appendix B. LEARNING Exemplars

Objective 1: Read and interpret written prompts accurately

Objective 2: Prepare digital artefacts that are fluent and accurate

Learning about a new country (Canada)

Here is a DLO about Canada. This shows different facts about Canada and some photos I've have put into this google drawing. I made this because we have this summer learning journey that we had to in the summer holidays. The interesting facts that I have found about was that Canada have 2 different languages which is English and French.

Learning how to stay safe in an airplane

Summer Learning Journey Air New Zealand Safety Video:

- 1.) If you see seat belt sign, that is for to make sure that you wearing a seat belt throughout the flight. If your want to go somewhere in the plane lift the lever to release your seat belt.
- 2.) Make sure that some of your items are securely place in the locker above you or placed underneath the seat in front of you.
- 3.) If a mask comes over your head make sure to pull down and place it over your mouth and nose. Pull the straps off and breathe normally.
- 4.) When you are landing make sure that you put your hands on your hand and you elbows beside your legs. Your feet is firmly upon the floor.

Learning about the foods that are typically eaten in another country (Germany)

The country I am going to compare my breakfast with theirs is Germany. The foods that people eat in Germany are things like cheese platters, beans with toast and eggs, and mezze platters which is meat. Their food is quite different from mine because I eat cereal (Weet-bix) or toast and a cup of milo. I think that the beans with toast and eggs will be quite yum from breakfast, but the other two to me are what I might eat for dinner.

Learning how to translate phrases from English to Russian

For this activity we have to choose 5 phrases and translate the into whatever language we want with the English beside. I have chosen to translate mine into Russian.

English:	Russian
Do you speak English?	Ty govorish' po-angliyski?
I would like a Taxi	YA khotel by taksi
Is there a phone I could use?	Yest' telefon , ya mogu ispol'zovat' ?
How much does it cost?	Skol'ko eto stoit?
I'm lost, how do I get to the Hilton hotel?	YA zabludilsya , kak mne dobrat'sya do otelya Hilton?

Learning interesting facts about the president of the United States (Barack Obama)

I searched on Google some facts about President Obama, and instead found three interesting facts about him:

1. Barack Obama had a good education, and was a skilful basketball player, because of this he was given the nickname "O' Bomber" at high school. Later he attended Columbia University in New York and then Harvard
2. He has his hair cut once a week by his Chicago barber, Zariff, who charges \$21 USD
3. Barack Obama is said to have ended the War In Iraq, and had gotten rid of Osama Bin Laden

Objective 5: Think critically

Comparing the school system in two countries

Since school is **quickly coming back** so I tried to compare two countries and their schedule for school, obviously I chose the country I picked for the Summer Learning Journey. I **compared New Zealand & Germany School schedule**. Even **those** I love the schedule I have, I still think I would go and try out the German school system **because how in-depth it is**.

*I think that it's a great idea to think about school and to complete a school-based activity **given that you're heading back to PBS in a few weeks!***

*I have always found schooling to be fascinating and to find the difference quite intriguing. There are clearly some significant **differences between the New Zealand and German systems**, aren't there? For one, the school day typically finishes quite a bit earlier in Germany than it does in New Zealand.*

Would you like it if school finished at 1:00 p.m. each day instead of 2:30 or 3:00 pm? I know that I would love it! The trade-off of an early finish, however, is that the breaks during the day are shorter.

*If you had to choose a system, based solely on the length of the school day, which one would you choose? **I see that you'd prefer the German system for its depth but what about its' length?***

If you're still in school mode tomorrow feel free to complete Day 9 - Activity 2 and/or the bonus activity for Day 9. They are both related to school and they will get you in the mood for your upcoming year!

Thought critically about becoming Prime Minister of New Zealand

For this activity I had to explain why I wouldn't want to be prime minister. I wouldn't want to be prime minister one day because if you are prime minister you have to make lots of important decisions. People also might hate the prime minister for the decisions that he/she makes. **If you become prime minister you might get very stressed out.**

Comparing the school system in two countries

The name of the country that I am visiting is Malaysia. I would rather go to school in New Zealand. I find Malaysia schools rather quiet complicating and busy. New Zealand schools are much easier to understand and I'm already so used to everything here. Yes, it would be quiet interesting to go to school in Malaysia, but at the same time, I don't really want to be confused and it would take a very long time for me to adapt there. **(Language)**

Thinking critically about differences in schooling systems

Here we go. I'm visiting Germany at the moment. When I compare what I typically do in a school day, to what happens in a typical German school day, I know that even though we don't start school on the same time, we start the first school day off with the same subject: Maths. Or Math, as it says from the timetable. And that's about it, I can't think of any more comparisons. Haha.

What I can say about what is different, is that they have Science in their schooldays, they have music. Usually in my school days, we have Technology which includes Art, Music, Cooking, and Design. And definitely Religion. That's different...actually, what is different in general is the times. School starts at 8:00am, the first break time is at 9:30am and lasts for ten minutes, the second break is at 11:10am, and lasts for twenty minutes, and school ends....

At 1:00pm!!

Although, even with the differences it gives, I would've chosen to stay in New Zealand and learn from a New Zealand school, because I mean, after some hard work, you ought to have a longer break than ten minutes!

Reflecting on the experience on becoming prime minister of New Zealand

The current prime minister of Malaysia is Mr. Najib Razak. He is the 6th prime minister of the country. He became the prime minister in April 2009. He is married to his wife, Rosmah, and together they have five children.

Barack Obama Interesting Facts

1. He collects Spider-Man and Conan the Barbarian comics
2. He was known as "O'Bomber" at high school for his basketball skills.
3. His name means "one who is blessed" in Swahili
4. Some things are common to my life. For example he lived with his grandparents which I'm doing now. He looked like me when I was a baby. Also he's helped the poor which is what I would like to do if I was Prime Minister or President.

Personal reflection:

I wouldn't want to be the **Prime Minister** as my daily job as I would have too much responsibilities and work to do everyday. But I would like to experience a day in the life of a Prime Minister because I think it would be a great learning opportunity and I actually might like it.

I would like to be a **Politician** and help people in my community like Simon O'Connor who looks after the Tamaki area.

Objective 6: Engaged appropriately in bi-directional dialogic exchanges (commenting)

Learning how to use a currency conversion website to compute the costs of flights to five destinations around the world

Hi there [name removed]. Happy New Year to you and your family. I can see you've been busy making good use of the Manaiakalani learning journey site! This here is such a neat post! Really useful information around travel on plane and exchange rates. Having travelled a bit yourself you must find this very useful. Well done! Mrs Tele'a (3 January 19:45pm)

Hi [name removed], I absolutely love the business card that you created. It's so professional looking! I am amazed by your creativity and by your skills. I am also very impressed that you tackled the large bonus activity and completed the currency conversion. It is a testament to your great work ethic and dedication to learning.

Well done!!

I look forward to continuing this journey with you. The next set of activities involves learning more about Malaysia and about traveling within the country. I understand from Mrs. Tele'a's post that you have travelled yourself. Where have you gone?

Cheers, Rachel (5 January 15:06 pm)

Reply - Hi Rachel,

The countries I have traveled to are Australia, Niue, Samoa, Rarotonga and Singapore which is in Malaysia. I really wanted to explore more of Malaysia's cities but we were only there for a short time.

Thanks for commenting on my blog [name removed] (5 January 17:52 pm)

Creating a digital learning object about Canada (Slide)

Hello!

I'm a grade 8 student at the University of Toronto Schools, and as the name of my school suggests, I live in Canada. I really like how you used almost exclusively red and white in your DLO. Sums up Canada pretty well! I can also confirm the information presented, as I myself am Chinese Canadian, learn French at school, have been to the CN tower multiple times, and have played lacrosse. I'm so Canadian wow. The winter is pretty cold. In fact, it's winter right now, as of my time of writing. Which makes sense, realizing that it's summer in the southern hemisphere.

*You're always welcome to visit!
Emily (12 January 04:49 am)*

Hey [name removed]!

My name is Catherine and I'm also from University of Toronto Schools. I was born and raised in Canada and would love to have you visit!!! Right now, it is currently -10 degree's Celcius and it is EXTREMELY cold!!! You are quite lucky to live in the southern hemisphere. I loved your DLO, all the facts are true!!! I'm not sure if you've come across this yet, but in Canada, we are quite famous for our maple syrup! It's a sweet and sticky syrup that is delicious to eat and spread on your toast in the morning.

Loving the Canadian spirit!! Catherine (22 January 14:54 pm)

Learning about a new country (United Kingdom)

*Wow! You have posted three really interesting facts about the UK. I had no idea that Windsor Castle is the oldest castle in the world. That is quite an amazing feat, isn't it?
I was also surprised to read that the British Library in London is the biggest library in the world. Given that you love to read, I bet that you would really enjoy visiting the British Library. I haven't been there personally but, from what I understand, it is incredibly big. In fact, people often get lost in the library looking for specific areas!*

Thanks for posting such interesting facts, Daniel. I love learning and you are definitely teaching me things that I have never heard of before now.

Thanks :)

Rachel (21 January 16:27 pm)

*Hi Rachel,
Windsor castle was built around 1070 by William the conqueror. Even I was surprised it was that old!
[name removed] (Replied on 23 January 11:09 am)*

Creating a poem to capture her feelings about travelling to Germany with the Summer Learning Journey.

Here is a poem I have written as a part of my Summer Learning journey. **Me and Curious Kiwi** have landed at our destination, Germany.

Welcome to Germany, [name removed]! I am so glad to see that you have arrived safely.

I think that you have done a great job of capturing your emotions in the poem that you posted above. I felt all of the feelings - excitement, anxiety, and uncertainty that you listed while reading your post.

*I hope that **you and Curious Kiwi** really enjoy your experience in Germany. It is a country full of history, beautiful architecture, interesting people and gorgeous scenery. You are in for a treat!*

*Gute Reise ('Safe Travels' in German),
Rachel (22 January 16:13 pm)*

Hi [name removed],

Awesome to see that you have chosen Germany! I am living in Germany at the moment, and as Rachel said on one of your previous blog posts, it certainly has been cold here! I can relate to your poem, as I felt like that when I landed! I've enjoyed catching up with your posts... looking forward to reading more!

*Viel Spaß!(Have fun!)
Carolyn (25 January 10:06 am)*

Sharing a favourite kiwi recipe

Hi [name removed],

Whew, I did my best to read your post in a fast tone and it was a challenge! I managed it, however, and I also managed to read through the entire recipe that you posted. It looks delicious!

I am inspired to give it a try later this week. Aronui (my son) and I love to bake and cook together and I think that he'd really enjoy tackling this classic kiwi recipe with me. I tend to choose recipes that I am more familiar with and they are typically for meals that are more North American in nature (i.e. club sandwiches, quesadillas, etc) and Aronui is always asking for more 'kiwi-like' food. I can't think of anything that is more stereotypical of kiwis than pie!

On that note, are you a fan of mince and cheese pie? Given what you mentioned about cheese in your last blog, I wonder if this is a dish that you would enjoy...

*Cheers,
Rachel (18 January 13:32 pm)*

Hi Rachel,

*Thanks for commenting. First of all, I'd like to reply to this:
"On that note, are you a fan of mince and cheese pie?"*

Yes, I LVOE it! I love it so much, that I would misspell "LOVE" for it!

But that's just because the cheese is melted in the pie. Ooh, and I would love to try a bit of the North American kind of foods some time later on. I've had a club sandwich once before and it was at the Manaiakalani Film Festival while the presenters, Ms Kyla, and I were having a bit of a break, and without even knowing what a club sandwich was, I ordered one! And it tasted AMAZING! And to top it off it had a salad, and gosh, it was...I can't even describe it anymore, it tasted delicious!!

And in a cafe too, I mean, wow! It was also my first time in a cafe! Random fact, but yeah!

-[name removed] (18 January 14:25 pm)

Hi [name removed]!

Wow! You wouldn't believe it, but I was just thinking about the good ol' Kiwi pie yesterday... I grew up in NZ but I now live in Germany and I really miss the deliciousness of a mince and cheese pie!

So, thank you for posting this - I am definitely taking note of the recipe to try sometime! It might take me some time to get the correct ingredients, or find substitutes (the reaction of my German friends to Vegemite/Marmite is 'priceless' ..can you imagine?) You get different types of cheese here - normal cheddar is not that common, but there are plenty of yummy types of cheese - maybe I will need to experiment with some to come up with an equivalent to our Kiwi tasty cheese. I will probably have to make my own puff pastry. Hmm, I guess I may not find Wattie's Tomato Sauce here either..... isn't it interesting how sometimes there are just little things that are different in other countries, but these are the things that can be missed greatly!

Once again, thanks for your post!

Cheers,

Carolyn (19 January 05:16 am)

Hi [name removed],

I am so happy to read that you've tried a club sandwich!! It is not a common kiwi dish but I do love them. I always order one as soon as I get back to Canada, along with a root beer and a soft serve ice cream cone from a place called Dairy Queen. It's divine!

Ah, you are making me think back to all of those visits that I have had to my favourite restaurants in Canada. Fortunately, there is also plenty of delicious food to enjoy here in New Zealand as well (including the mince and cheese pie). I like to see that Carolyn is thinking about making her own. That is quite ambitious but Carolyn is a great cook, so I believe that she will do a fabulous job!

Thanks for commenting, Willy and Carolyn. It's such fun to be able to 'talk' to you both about delicious 'kiwiana' and Canadian foods. Yum :)

All the best,Rachel (19 January 11:07 am)

Objective 7: Demonstrate digital citizenship (Cybersmart behaviour) and an awareness of social context/s

There were no incidents of inappropriate digital engagement with the site. Students logged on and blogged in a positive, respectful and appropriate way at all times. Both the participants and the overseas bloggers demonstrated safe cyber behaviour at all times. [An information sheet was sent to all overseas bloggers prior to their participation in the programme].

Appendix C. CREATING Exemplars

Objective 1: Read and interpret written prompts accurately

Objective 2: Prepare digital artefacts that are fluent and accurate

Objective 3: Think creatively and communicate ideas clearly using a variety of media

Objective 4: Use a plethora of digital software programmes (eg. Photoshop) and platforms (eg. Google) competently

Creating poems to capture the feelings experienced when arriving in a new country

Get out the plane, it's the end of my flight,
Looking for a new place to stay tonight
I have been in Australia before,
But this time I will be doing more.

Booked a nice place to stay, at a hotel
Product placement not included, as you can tell.
First night over and I wake up
Breakfast is pancakes with maple syrup
Get the chores done and I'm on my way.

I'm gonna have a great day today.
Walking to a park with many rides
Speaking in English, I order pies
The rides are great! I'm having fun!
But I'm sweating hard, underneath the sun.

The day soon ends, I loved the place
I left with a happy smile on my face
Tomorrow we go to the beach
And that's how I'll spend the rest of my week!



Landing In Chile

I stood there frightened to ask the whereabouts of my destination
 Everyone looked so grumpy and silent
 As I walked closer I could feel in my guts, the hesitation
 What would I say, Not a word I knew
 This is the worst situation

No one ever would want to be in my shoes
 Then something hit me, a hint or a clue
 My face went straight to yellow from blue

Arriving in the United Kingdom

I spun around in confusion
 Looking for something familiar
 The words I had studied forgotten
 Not a syllable remembered

Speaking gibberish to the locals
 Making them as confused as me
 I wish I was at a place I know
 Where I know everything like the back of my hand
 I wish for this madness to end!

(I have chosen confused as my emotion)

Creating airlines, logos and business cards



1. Creating a plausible ending to a story

I looked around the room. Nothing seemed unusual, but then...

a spider about five times bigger than usual, jumped out of nowhere. It hissed like a snake. Then all of a sudden it was just five creepy eyes. It wasn't a spider anymore, it was something else. The eyes were disappearing at a slow rate and then a hatch opened up behind the spider. Isaac jumped down the hatch.

Creating an example of a timetable for a 'Day in the life' of a school student in Auckland

Time	Subject
8:30 - 9:00	Get ready for learning, Sign in on e-tap Set up classroom
9:00 - 10:00	Maths
10:00 - 11:00	Reading
11:00 - 11:20	MORNING TEA
11:20 - 11:40	Teacher Read
11:40 - 12:10	Grammar/nastics
12:10 - 13:00	Writing
13:00 - 13:45	LUNCH TIME
13:45 - 14:00	S.S.R. (Sustained Silent Reading)
14:00 - 14:50	Inquiry
14:50 - 15:00	Pack up
15:00	Home

Appendix D. SHARING Exemplars

Objective 1: Read and interpret written prompts accurately

Objective 2: Prepare digital artefacts that are fluent and accurate

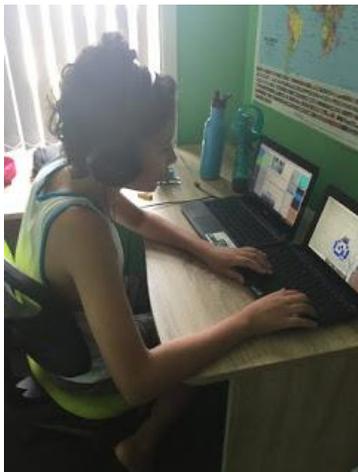
Objective 3: Think creatively and communicate ideas clearly using a variety of media

Objective 4: Use a plethora of digital software programmes (eg. Photoshop) and platforms (eg. Google) competently

Objective 6: Engage appropriately in bi-directional dialogic exchanges (commenting)

Objective 7: Demonstrate digital citizenship (Cybersmart behaviour) and an awareness of social context/s

Sharing a picture of a favourite summer activity and an interview with a family member about their favourite summer activities



In this picture I am doing what I have been doing for the past month-and-a-half: Blogging and playing Minecraft simultaneously. I have been going outside, but I prefer the comfort inside my house being a chair potato.

Lately I have been going on trips with my family, but on one trip I got so sick; everything was turning purple, and I collapsed. But now I am all better, playing and working at the same time!

Sharing a picture and description of one's sporting heroes

My sporting heroes are Roger Tuivasa-Sheck and Shaun Johnson. They are both international Rugby League players. Roger has been transferred from the Sydney Roosters to the NZ Warriors Club. He has taken over homesick, fullback, Sam Tomkins. Shaun Johnson has been with the Warriors since his professional career signing. I love the two league stars as **their** very good at this sport and show great skills and athleticism.



Sharing a picture and description of a favourite sport



This is me a little while ago playing kilikiti. I like playing it (well, I just play it for fun) because my family loves this game. In case you want to know, I almost hit the ball out onto the neighbour's yard! Usually, like some websites say, and it's quite true, the way the ball goes after it's hit by the bat, it's unpredictable where it goes. Kilikiti (pronounce it quickly: kih-lee-kih-tee) it is gaining popularity in New Zealand across many pacific islanders, mainly Samoans, as Kilikiti originated from Samoa, and is regarded to be one of the national sports of the pacific nation. It's a variation of cricket, and usually the rules of the game are made by the people playing. It's a bit confusing, but you get the idea once you play a lot of it.

Sharing a 'selfie' looking excited to be travelling to Malaysia



Sharing a description of five of the most popular landmarks in New Zealand**Sky Tower, Auckland***

This can be found in Auckland, stands 1,076 feet high and the tallest building in New Zealand. Here you can do a lot of things like take a walk around the SkyWalk at 629 feet or take a glass elevator to one of the three viewing platforms, book a table at Orbit; a revolving restaurant. You can also try bungee jumping off their 629 foot pergola.

One Tree Hill*

This is one of the tallest volcanic peaks in the city of Auckland. Known as the This Maungakiekie, it is also a sacred memorial ground for the Maori settlers. It used to have a single totara tree at the top but in the late 1800's it was replaced by a pine tree. In the end of the 20th century the tree was attacked and destroyed twice and currently does have a tree.

The Beehive

This building is located in Wellington and New Zealand's parliament building. It stands as the national symbol of the country. This 10-story building was designed by a Scottish architect in a shape of an actual beehive. Found here are the offices of the Prime Minister and offices of the other cabinet members.

Kaikoura

This small coastal town on the South Island is a haven for seafood lovers. You can spot fur seals, dolphins, sperm whales and albatrosses off the shore, then indulge in a feast of fresh crayfish, mussels, blue cod and more. Land lovers can take a wilderness walk through the untamed and dramatic Kaikoura forest.

Rotorua*

Rotorua is known as the thermal wonderland of New Zealand. There are numerous geysers and hot springs in and around the city. Many of these are in parks and reserves. Natural eruptions of steam, hot water and mud occasionally occur in new locations. Nearby Wai-O-Tapu is also a popular tourist attraction with many hot springs noted for their colorful appearance, in addition to the Lady Knox Geyser.

Sharing personal thoughts regarding schooling in Malaysia vs New Zealand

The name of the country that I am visiting is Malaysia. I would rather go to school in New Zealand. I find Malaysia schools rather quiet complicating and busy. New Zealand schools are much easier to understand and I'm already so used to everything here. Yes, it would be quiet interesting to go to school in Malaysia, but at the same time, I don't really want to be confused in everything there and it would take a very long time for me to adapt there. **(Language)**

Sharing a review of a favourite book

The Fault In Our Stars is about a young teenage girl named Hazel who has lung cancer and attends a cancer support group. She is 16 years old and really wanted to reject the idea of her mum sending her to the support group. Soon, she actually thinks the idea of going to the group was a good idea because Hazel meets a young boy named Augustus Waters who had osteosarcoma. They travel to Amsterdam in together one day. While they were on their trip Augustus confesses some serious news to Hazel. Both of their worlds break down...

Sharing interviews with family members (real and imagined!)

Hi,

Welcome to another one of those extra activities in which I decide to do an extra activity, from the Summer Learning Journey. The extra activity was:

Choose a family member and conduct a short interview. In the interview ask them five questions about themselves:

1. *What is your name?*
2. *Where were you born?*
3. *How many siblings do you have?*
4. *What is your favourite thing about living in New Zealand?*
5. *If you could travel anywhere in the world, where would you go? Why?*

Post the answers on your blog.

I chose my sister, Abbie, for this task, because she was literally near me, and this is what I got...

1. What is your name?
Abbie.
2. Where were you born?
I don't know.
3. How many siblings do you have?
Um....sixteen? SIXTEEN! I have sixteen...
4. What is your favourite thing about living in New Zealand?
I live in...Apatosaurus...dinosaurs? And...dinosaurs? I live in Edgewater!

Me: Abbie, you live in New Zealand.

Abbie: I live in New Zealand. Um...I'm gonna...love dinosaurs.

5. If you could travel anywhere in the world, where would you go? Why?
To the...to the...to the museum. I see dinosaurs.

Me: Go brush your teeth.

Abbie: Meow.

I'm kidding. I didn't interview my sister. And I made up the answers my sister gave. Well, she didn't say the answers, I made it up. You know what I mean...

I interviewed my mum, and this is what she had to say...by the way, before we go any further, the interview was real and these are her words almost exactly.

1. What is your name?
My name is Mel.
2. Where were you born?
I was born in Samoa.
3. How many siblings do you have?
I have eight siblings.
4. What is your favourite thing about living in New Zealand?
The thing I love about New Zealand is the education here.
5. If you could travel anywhere in the world, where would you go? Why?
If I travelled, I would like to go to Jerusalem because it's one of the holy lands related to my religion.