

KiwaDigital SLAMs review
Research report
July 2014



Contents

| | | |
|----------------------------------|--|----|
| 1 | | |
| Background and Methodology | | 3 |
| 2 | | |
| Executive summary | | 10 |
| 3 | | |
| Thinking | | 13 |
| 4 | | |
| Using language, symbols and text | | 20 |
| 5 | | |
| Managing self | | 26 |
| 6 | | |
| Relating to others | | 33 |
| 7 | | |
| Participating and contributing | | 38 |
| 8 | | |
| Engagement | | 44 |
| 9 | | |
| Appendix | | 55 |

1

Background and Methodology



The objective of the research is to determine how successful the Kiwa workshops were against the key competencies of the NZ curriculum

Background to the research

- Kiwa Digital ran five two day workshops over ten days in late June 2014 for the Ministry of Education
- These workshops were for boys aged between 10 and 15, many of whom had been selected as having low engagement with school
- The workshop helped the boys to create SLAM books - interactive digital e-books - that would be published as an app on iTunes
- The boys worked in groups of 4-5 students and with the help of facilitators planned a story line, wrote the words of the narrative, created illustrative storyboards and recorded the audio and special effects needed to make the stories come to life
- Kiwa then turned these into e-books, published them and will distribute them to the schools involved
- The purpose of this research is to determine the effectiveness of these workshops at meeting the five key competencies of the New Zealand Curriculum, as well as measuring the level of engagement the students had with the project
- In addition to this research report, Dr Jenny Poskitt of Massey University has conducted her own independent research report including researching the literature that underpins the sound practical approach taken in the programme. This is available as a separate document

The five key competencies of the New Zealand Curriculum are thinking, using language, symbols and text, managing self...

The New Zealand Curriculum key competencies⁽¹⁾

Thinking

Thinking is about **using creative, critical, and metacognitive processes** to make sense of information, experiences, and ideas. These processes can be applied to purposes such as **developing understanding, making decisions, shaping actions, or constructing knowledge.**

Using language, symbols and text

Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Students who are competent users of language, symbols, and texts can **interpret and use words, number, images, movement, metaphor, and technologies** in a range of contexts. They **recognise how choices of language, symbol, or text affect people's understanding** and the ways in which they respond to communications.

Managing Self

This competency is associated with self-motivation, **a "can-do" attitude**, and with **students seeing themselves as capable learners**. It is integral to self-assessment. Students who manage themselves are enterprising, resourceful, reliable, and resilient. They **establish personal goals, make plans, manage projects**, and set high standards. They have strategies for meeting challenges.

NOTES:

1. The New Zealand Curriculum Key Competencies have been retrieved from The Ministry of Education website, <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies>. Some sentences have been cut due to relevance

...relating to others, and participating/contributing

The New Zealand Curriculum Key competencies continued⁽¹⁾

Relating to others

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to **listen actively, recognise different points of view, negotiate, and share ideas.**

Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know **when it is appropriate to compete and when it is appropriate to co-operate.** By working effectively together, they can **come up with new approaches, ideas, and ways of thinking.**

Participating and Contributing

This competency includes a **capacity to contribute appropriately** as a group member, to **make connections** with others, and to **create opportunities for others** in the group.

Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They **understand the importance of balancing rights, roles, and responsibilities** and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

NOTES:

1. The New Zealand Curriculum Key Competencies have been retrieved from The Ministry of Education website, <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies>. Some sentences have been cut due to relevance

In addition to the key competencies, workshop engagement was also measured and analysis was broken down into three key aspects

Engagement of the students has been broken down into three key measures

Emotional Affect/Liking

- Did the students enjoy the SLAMs? Do they feel positively or negatively about the experience?
- Would they be interested in attending another SLAM?

Effort/Interest

- Did the students work hard making their eBook?
- Are they proud of the outcome?
- How interested/focused were they on the tasks?

Learning/Challenged

- Did the students learn anything new making their eBooks?
- Was the process challenging for them?

The methodology used was an evidence based approach

Methodology

- Given the age of the boys, the nature of the workshop and the fact that feedback needed to be collected at the end of an intensive two day workshop, an evidence based approach was used to conduct the research. This meant that the research focussed on collecting proof of the competencies being applied in the workshops
- Evidence was collected from three main sources
 - Students individually. Students in three of the workshops were given iPads to fill in an interactive online questionnaire which asked them questions about what they did, how they felt and what they learnt in the workshops. Researchers were online with them to probe more specifically on details where required and a number of quantitative measures were also collected. 53 students in total contributed feedback in this way
 - Students in a group situation. For two of the workshops, a group discussion was held at the end asking for feedback around the two days
 - Teachers and facilitators feedback. Teachers and facilitators were also given a template to complete asking them to record any evidence they observed from the workshops
- All three methods of evidence collection were designed specifically around the key competency and engagement objectives
- Dr Jenny Poskitt of Massey University reviewed the questionnaire and provided suggestions on structure and ways to better word questions for the audience
- While the research focussed around identifying evidence of success with the key competencies, all data collection methods allowed for any negative feedback to also be collected

Analysis was thorough and took into account the age and situation of the respondents

Methodology (cont'd)

- Once all the evidence was collected, thorough analysis was taken to categorise the feedback by competency and to determine the common ways in which the competencies were being applied
- The nature of the areas measured and the age of the children (sometimes very young) meant that in some cases the questions were fairly direct in order to be simple enough for them to answer - this was taken into account during analysis (i.e. only points heavily supported by evidence were used)
- For many of the boys, the majority who were chosen because they showed low engagement with school, answering the survey was tiring after the intensity of the workshops. Answers given were often very brief, but enthusiasm for the workshops and skills employed were still obvious from the results
- The results of this study are very positive, but it must be viewed in context. The boys were taken out of their regular classes to do something different for two days. Also there were small facilitator to pupil ratios, so greater engagement than to usual school work was likely. However feedback is so strong that it is clear that the high engagement goes well beyond just these factors
- The teacher feedback was invaluable as it included the context of how the boys normally participated in school activities and allowed independent observations of where they were learning and how they were behaving
- The report is divided into a section for each of the key competencies, plus engagement, with a summary of the evidence, heavily supported by student, teacher and facilitator feedback

2

Executive summary



Extensive evidence, both quantitative and qualitative was found around the application of all key competencies

Ways in which students demonstrated key competencies

Thinking

- Thinking hard about what they needed to do
- Coming up with new ideas
- Considering how their story would work as a concept
- Developing characters, environments, events and illustrations
- Solving problems

Using language, symbols and texts

- Learning new ways of writing ideas
- Learning to use visual images to get ideas across
- Considering the appropriateness of different types of language to improve the story and make it more interesting
- Thinking about the interaction between the words and images used

Managing self

- Overcoming challenges and self doubt to believe they could do this
- Taking responsibility for different aspects of the production
- Building confidence in their ability to contribute
- Learning the benefits of organisation
- Feeling proud of their final outputs

Engagement was also found to be very high and greater than that experienced in regular school lessons

Ways in which students demonstrated key competencies (cont'd)

Relating to others

- Listening to other's ideas and changing their thinking
- Involving everyone in the group in the decisions and process
- Feeling accepting
- Helping others in the group

Participating and contributing

- Being involved in the process and participating
- Being keen to do new things
- Understanding their strengths in the group and where they could best contribute
- Learning about teamwork

Engagement

- Enjoying the workshops and describing them positively
- Excitement about 'publishing' something
- Being focused on their work
- Putting in more effort than they do into usual school work
- Finding very little they didn't like about the workshops, especially compared to their normal school experience
- Being inspired to develop skills learnt further
- Wanting to do the workshop again

3

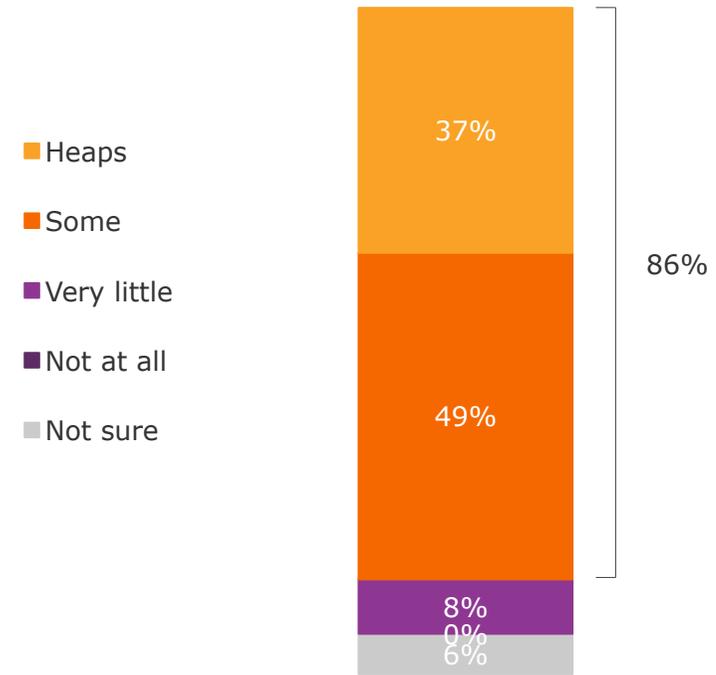
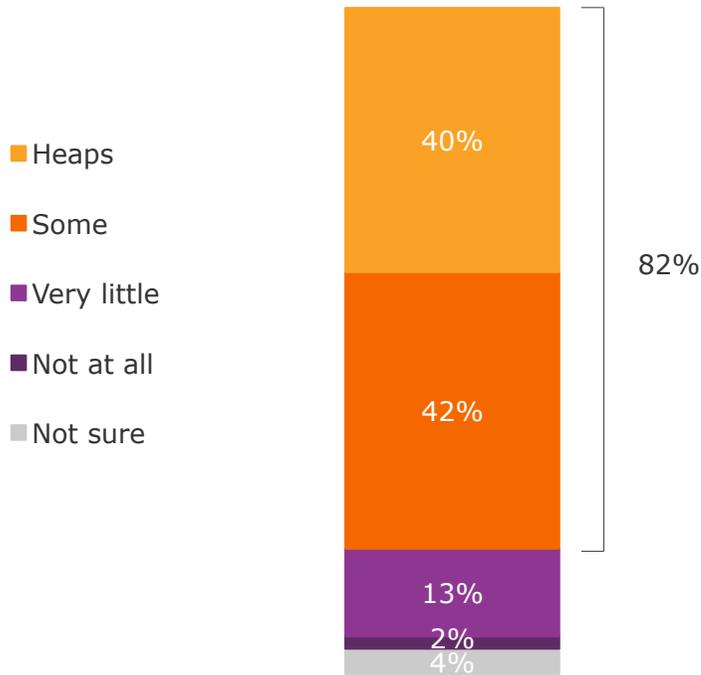
Thinking



Over three quarters of all students surveyed felt like they had to think hard about what they needed to do in the SLAMs and that they came up with new ideas in the process

I had to think hard about what we needed to do

I came up with new ideas that I have not had before



Sample Size

53

49

The ideation part of the SLAM process required the students to think creatively, consider how their story would work as concept, and come to a decision as a group about which to use

Students in the SLAMS had to decide as a team what key ideas they wanted to base their story on. This required them to think **creatively** about what kinds of ideas they would like in their story, then **critically evaluate** why they would or wouldn't work.

*The facilitators were very supportive. They challenged and guided our boys to think deeply.
(Deputy Principal , Howick College, 14-15YO)*



*My group went through a lot of different ideas and it started with a horror and then went to astro-cow
(Student, 10-12YO)*

There was creative thinking in the brainstorm. They engaged with fantasy ideas but then synthesized down changing real context into the story (Facilitator, St Pauls College, 14-15YO)

Daniel asked whether that particular scenario would be the best plan of action as some parts were very similar to a current TV hero. He reminded the group of the rules of copyright etc. – and wondered what would happen if they went ahead and used it (Teacher, Wainui School, 10-12YO)

Joshua was able to acknowledge that his idea was similar to the plot of 'Thor' and change direction. Good flexibility of thinking. (External facilitator, Howick College, 14-15YO)

The students put a lot of thought into their ideas and how their ideas would fit together as a whole story, considering the characters, their environments, the events, and the illustrations

Guy was concerned that if the robots // destroyed the soccer pitch, then the soccer game can't happen if they don't rebuild the soccer pitch again first

(Teacher, Windy Ridge, 10-11YO)

[Noah said] "I'm not being mean // here Elijah but I don't think that really says what we want it to. I like your description of the forest but how can he hover and hit a pressure plate at the same time?"

(Teacher, Windy Ridge, 10-11YO)



When their ideas weren't working, students had to use problem solving skills to find solutions



Decision making

Considering others

Logic

Piecing together information

Explaining

In order to include Maximo, who is from Chile and is not very fluent with English, in the storytelling, they decided to name both the human soccer team and the robots team with Spanish names. Then to justify why they have a Spanish football team in the story, they decided that the robots can only speak Spanish, so the soccer players also need to be able to speak Spanish in order for them to communicate.

(Teacher, Windy Ridge, 10-11YO)

Students demonstrated creativity and consideration in their solutions to the problems

The group realised that they would be drawing the same character several times in the book. They decided that time would be saved if they...

- 1. Copied the outline of the character onto other sheets (trace by placing picture on the window)*
- 2. Photocopy, then cut and paste.*

(Teacher, Howick College, 14-15YO)

In response to being asked about how a group solved the problem of making sure their character's hair was the same colour all the way through the story:

We solved it by looking at the same picture so we didn't get it mixed up again

(Student discussion, Hora Hora, 10-12YO)



Overall the students demonstrated a high level of critical thinking and forethought making their SLAM books



It was great that Opine thought about using terms which were put-downs to some people. He took it on board and came up with an awesome solution

(Teacher, St Pauls, 14-15YO)



[What would you tell a friend..]

Think "what would make it better?"

(Student, 14-15YO)



Conor contributed ideas over and over for his group's story and discussed ideas

(Teacher, Hora Hora, 10-11YO)



[Why did you choose to do those things...?]

To make it interesting

(Student, 14-15YO)



Michael took a leadership role in his group. He evaluated others ideas and drawings in a constructive manner

(Teacher, Hora Hora, 10-11YO)



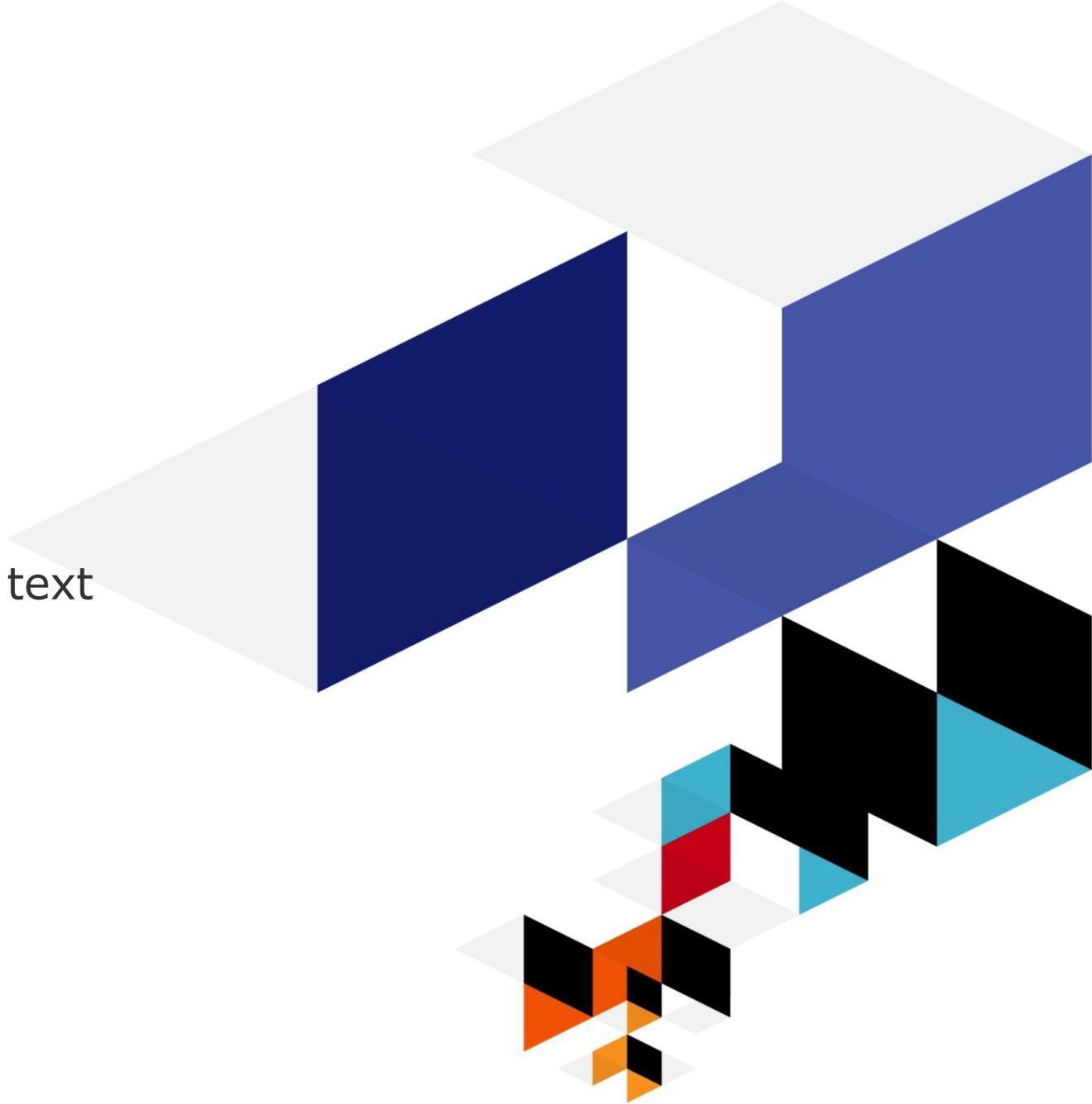
[Why did you choose the idea...?]

Because it was an interesting topic or in other words a nice idea

(Student, 10-11YO)

4

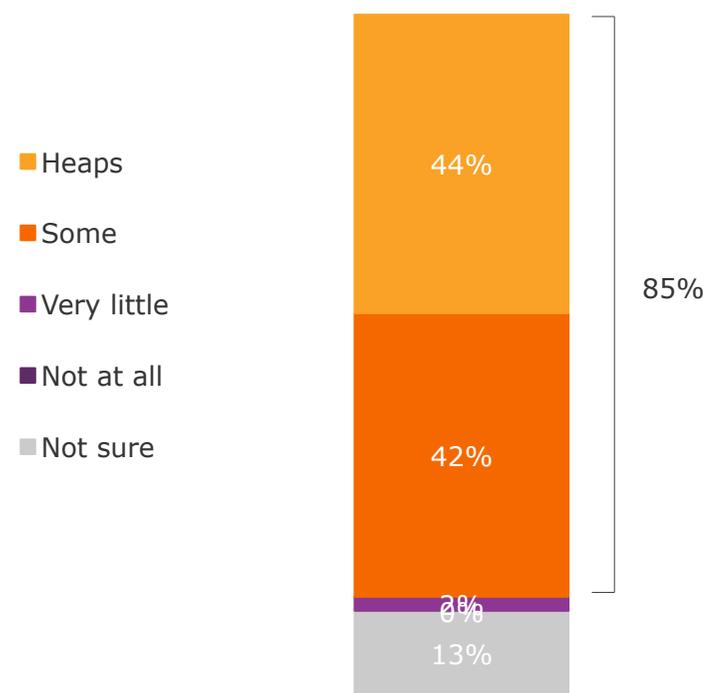
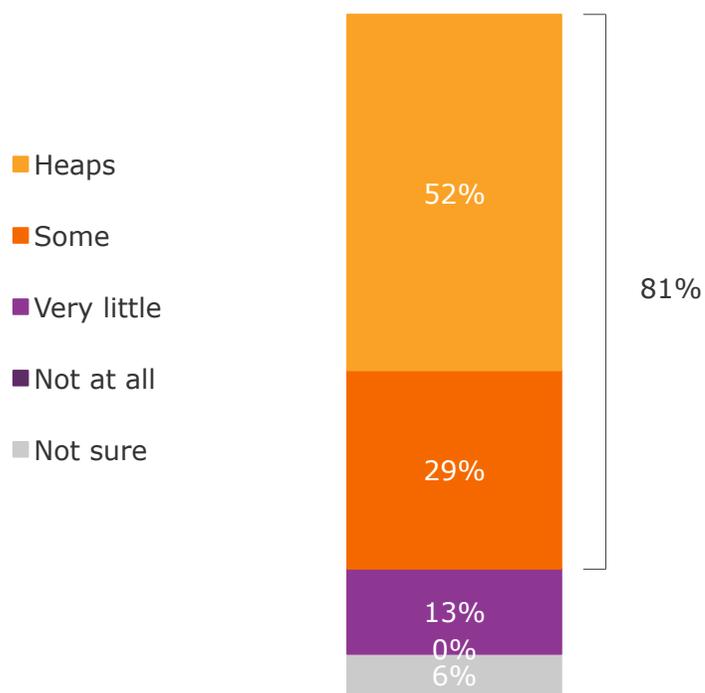
Using language, symbols and text



Over three quarters of all students felt as though they had learnt new ways of writing ideas, and 85% felt like they had learnt something about using visual images to get ideas across

I learnt new ways of writing ideas

I learnt to use visual images to get ideas across



Sample Size

48

48

The students had to choose words carefully to make them fit in with their stories and create interest



[What did you do to make your slam book better]

Cool words ...To make it exciting

(Student, 10-11YO)

[What would you tell a friend..]

To put interesting words

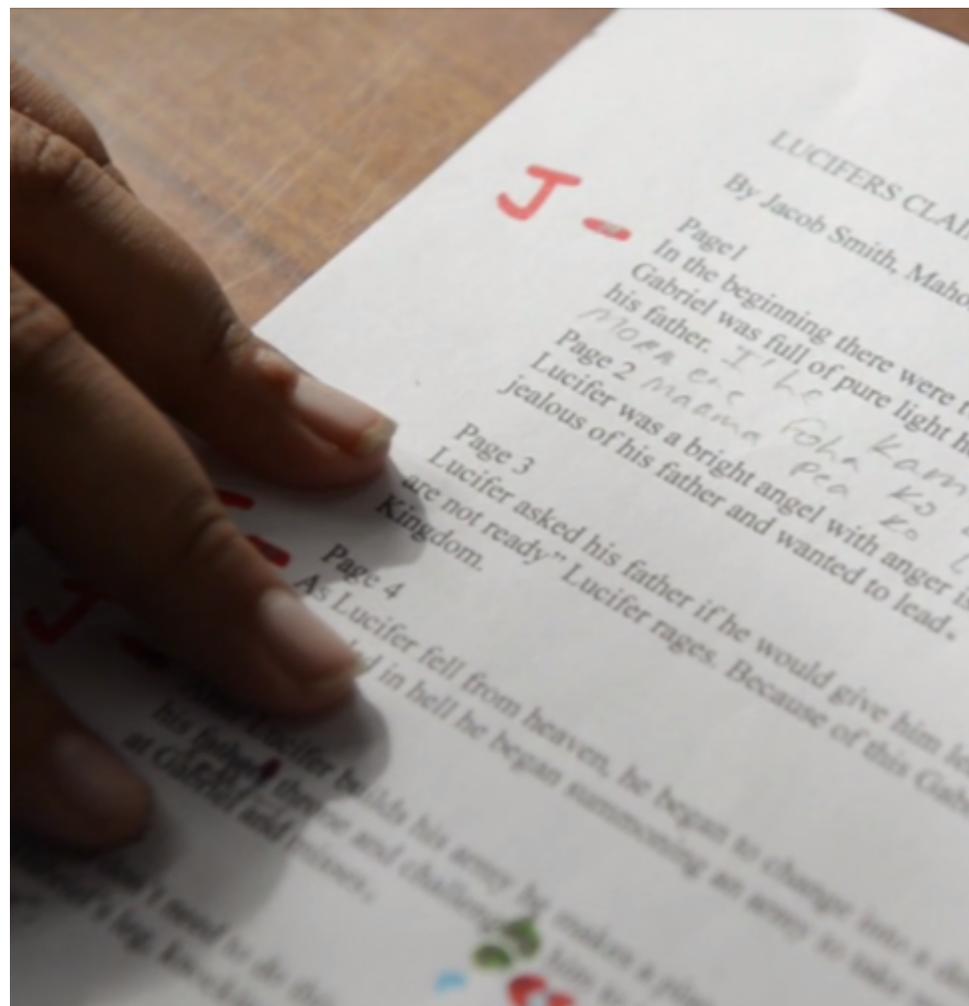
(Student, 10-12YO)

Braydon came up with the word 'spectacular' for impact

(Teacher, Windy Ridge, 10-11YO)

Watching and reading while group mate recorded story, Harrison pointed out that 2 sentences started the same. "Hey, that's boring. We'll need to change that to something more interesting."

(Teacher, Wainui School, 10-12YO)



They also had to think about the tense of the story, the meaning of specific words and how the words fitted in with the theme or feel of the book

Nicholas

was enthusiastic for the editing process in particular, using the computer thesaurus to seek and evaluate word choices

(Teacher, Hora Hora, 10-11YO)

Elijah

developed a rhyme to capture interest. Checked the meaning of gloom to confirm context – ESOL student

(Teacher, Windy Ridge, 10-11YO)

Johnny

took responsibility for proofing text to ensure the same tense was used throughout

(Facilitator, St Pauls, 14-15YO)

[What did you do to make your slam book better... why?]

Punctuation and drawings... It was meant to be a horror so they fitted right in

(Student, 10-12)

Choosing the images to go with the story was also a good learning opportunity for students, as they discovered how these interacted with the text and messages



What would you tell a friend..

Do strong images, they're important for the story

(Student, 14-15)

See what the words say and then use that with your sound effects and pictures

(Student, 10-11)

Why did you choose to do those things (to make it better)

To let others get attracted into reading it

(Student, 14-15)

Because colour makes it more alive

(Student, 10-12)

Overall students recognised the importance of word choice, image use and colour, and how these affected the final result



[Why did you choose to do these things (to make it better?)]

Because some words were poor and some didn't make sense

(Student, 10-12YO)



[What would you tell a friend..]

Choose good words

(Student, 10-12YO)



[What did you do to make your SLAM book better?]

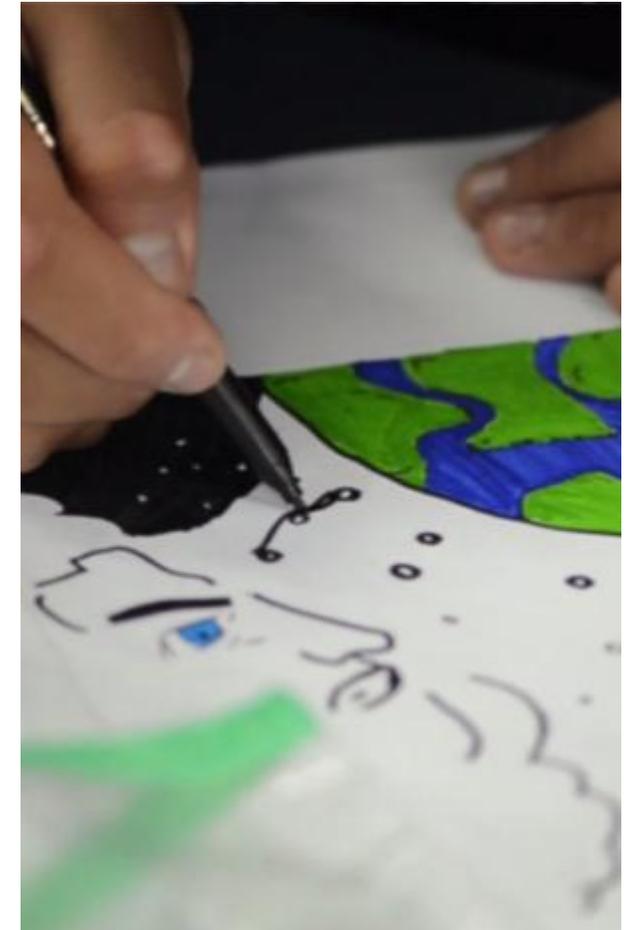
Ideas, images and colours

(Student, 14-15YO)



Daniel worked off the initial logo/ badge design Chase created to come up with other designs that are in the same style

(Teacher, Windy Ridge, 10-11YO)



5

Managing self



The majority of students we interviewed finished the workshop with high self efficacy and a belief that their skills had improved

What do you think about your ability to write and illustrate stories now?



Sample Size

33

*I feel really good and confident
(Student, 14-15YO)*

*I feel better than before
(Student, 14-15YO)*

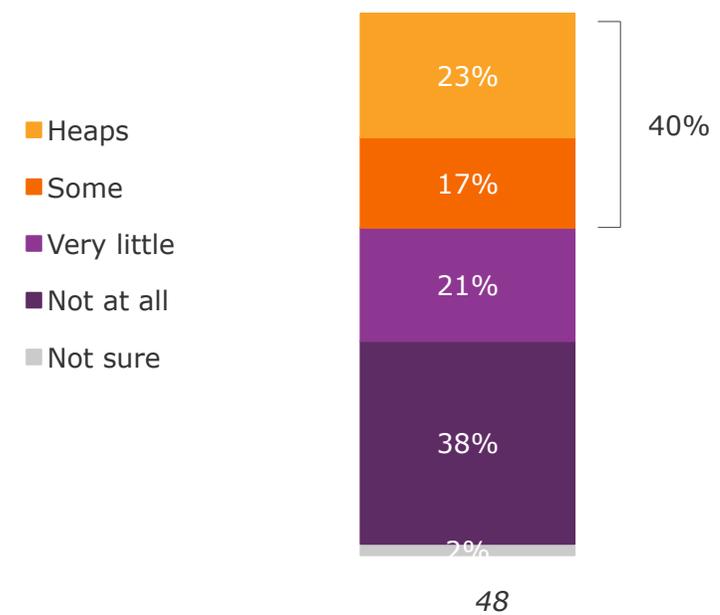
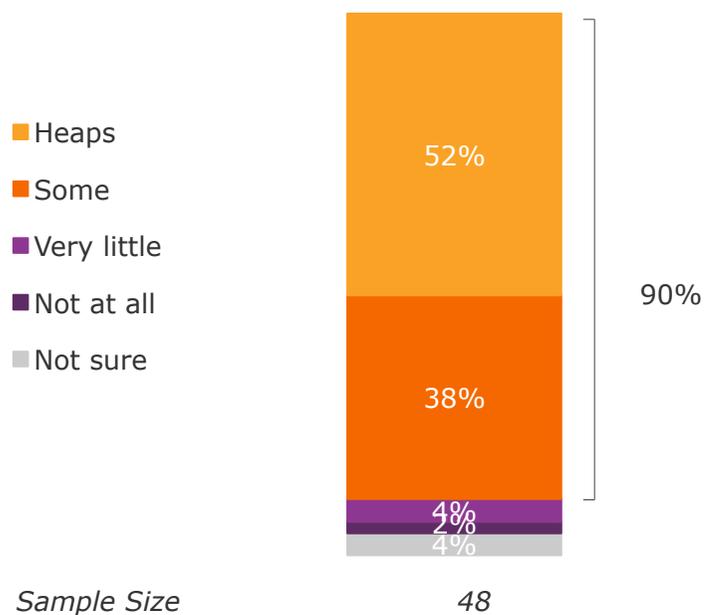
*I think I am the man, nah it was good :)
(Student, 14-15YO)*

*"I've improved a lot!!!" – Jake said about his drawings
(Teacher, Windy Ridge, 10-11YO)*

And although they felt confident within the SLAMs, some also felt challenged and had moments where they doubted their abilities

I would think "I can do this"

I would think "I cannot do this"



*[How do you feel about your SLAM book... why?]
It was Amazing... because it was really hard to finish
(Student, 14-15YO)*

The time pressure of the SLAMS meant that students had to take responsibility for their group and themselves



Nathan engaged heavily in the art process, working with his whole team to split up pencilling, lining and colouring among those most suited to each

(Facilitator, Howick College, 14-15YO)

Daniel was working independently, totally engrossed in the task using computer. Confidently shared what he was doing and 'where to next'

(Teacher, Wainui School, 10-12YO)

Chase realised that he could not finish his illustrations and colouring in in time and requested to stay in during lunch to keep on working on them

(Teacher, Windy Ridge, 10-11YO)

For the two days Dameon has managed self by keeping on tasks, and was willing to take on other tasks to support the group

(Facilitator, St Pauls, 14-15YO)



And organisation was brought up by some as an important factor in creating a successful eBook



[What worked best?]

Drawing and organisation

(Student, 14-15)

[What did you learn about working in teams?]

To be organised

(Student, 10-12)

[What would you do differently next time?]

Keep stationery more organised

(Student, 10-12)

The flexible structure of the workshops, and the collaborative environment, allowed those less sure of themselves to have a go

Adam

was initially very quiet and not contributing, he said his artwork 'sucks', but was willing eventually to do the storyboards... he produced really good sketches of course!

(Teacher, Hora Hora, 10-11YO)

Joshua

a dyspraxic student who completes the majority of his work on the computer, completed an outstanding drawing of his character. He is so impressed with himself.

(Teacher, Howick College, 14-15YO)

Johnny

Grant's first words to me were "I can't draw – I suck!", after a few lessons in sketching Grant drew the entire story board

(Facilitator, Hora Hora)

At the end of the SLAMs each group had a functioning eBook from their efforts and the children expressed extreme pride in their accomplishments



I feel like we did a very good job

(Student, 10-12YO)



It was awesome

(Student, 10-11YO)



I felt super excited

(Student, 10-11YO)



Good. So good... We did it perfectly

(Student, 14-15YO)



I reckon we should show the whole school our books at assembly

(Students, 10-11, Teacher scribed)

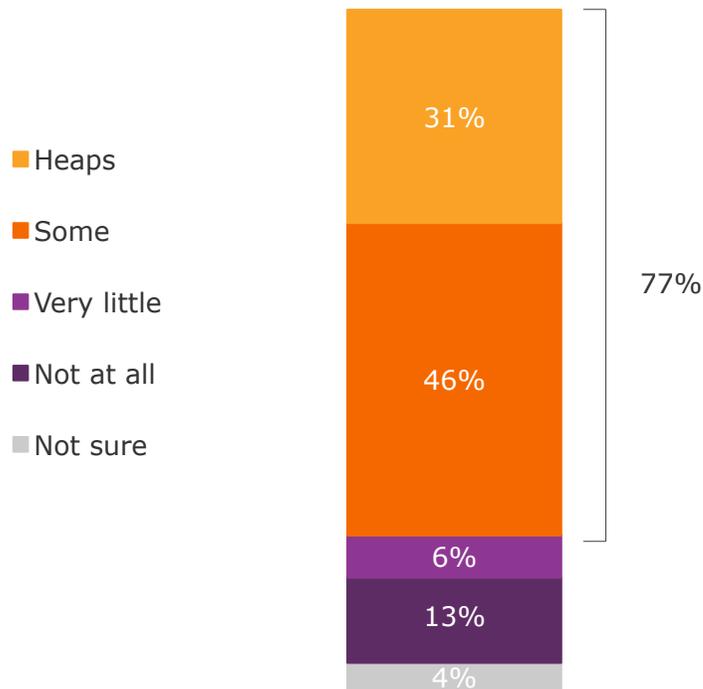
6

Relating to others



When it came to relating to others, three out of four students felt as though they had changed their mind and gone with others' ideas, and some groups chose their idea based on common interest/contribution

I changed my mind and went with other's ideas



Sample Size

48

[Why did you choose the idea that ended up being your eBook?]

Because we all liked music

(Student, 14-15)

[Why did you choose the idea that ended up being your eBook?]

We all had an idea in it

(Student, 10-12)

The students also recognised that it was important for everyone to feel like they were involved and to be able to voice their ideas...



Team 4 were working so well together, despite two really strong personalities, there was a lot of listening, encouraging and collaboration

(Teacher, Hora Hora)

Nicolas was trying to translate instructions into Spanish so Maximo would understand. He wrote the entire story out in Spanish so that he could read and understand what it's about

(Teacher, Howick College, 14-15YO)

Mike had been really hogging the drawing process. After some encouragement he shared the jobs around. He let go of the reins to the extent that Ethan and Cameron became meaningfully engaged

(Teacher, Hora Hora)

Joseph showed willingness to compromise with the drawing tasks and in doing so drew in a quieter and less active group member

(Teacher, Hora Hora, 10-11)

... and the process of making the book highlighted the benefits associated with listening to others



[What part of your SLAM book worked best...Why?]

The ideas, and the writing and everything... because all the people cooperated

(Student, 10-12)

[How do you feel about your SLAM book... why?]

I loved it, I thought it was the best... because we all contributed

(Student, 14-15YO)

[What did you do to make your SLAM book better?]

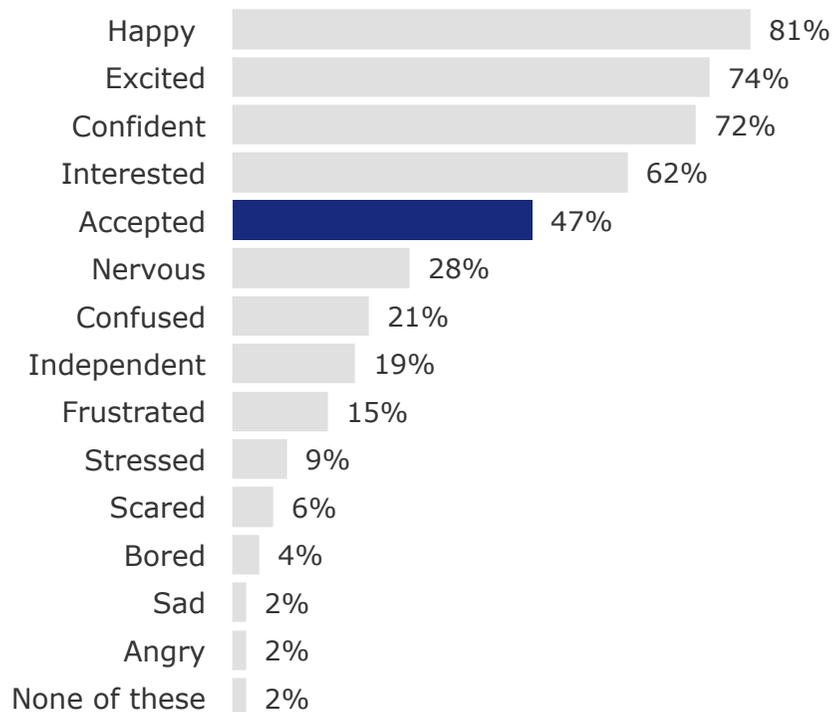
By using other peoples ideas

(Student, 10-11)



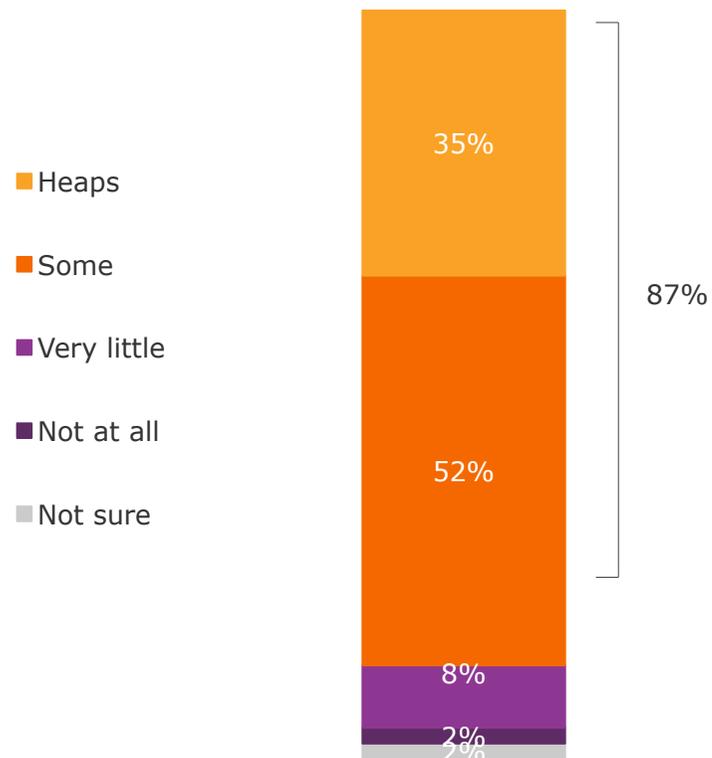
Almost half of all children chose 'accepted' to describe how they felt doing the workshop. Only 2% said they didn't help anyone in their group at all

What words would you use to describe how you felt doing the workshop? Please tick all that apply to you



Sample Size 47

I helped others in my group



48

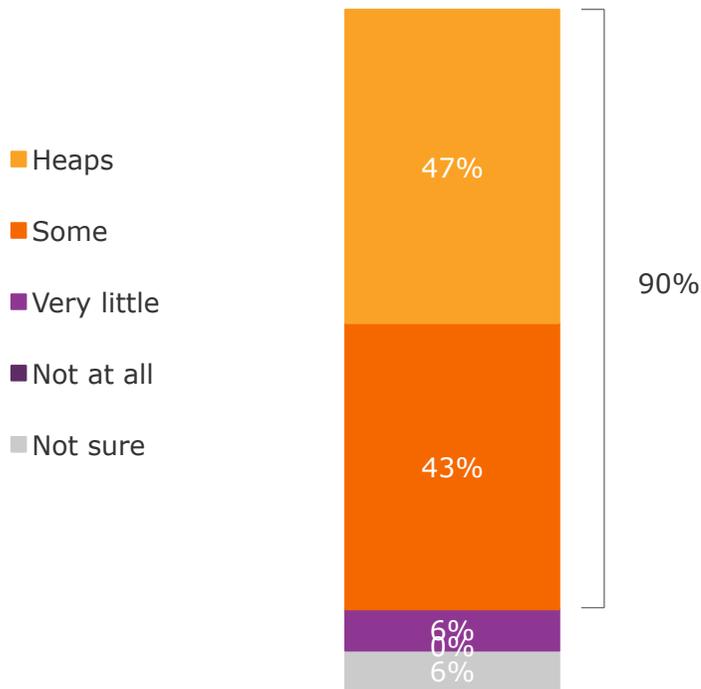
7

Participating and contributing



Participation in the SLAMS was high, with 90% of those surveyed saying they were keen to try new things, and with 95% saying they were at least a little involved in the process

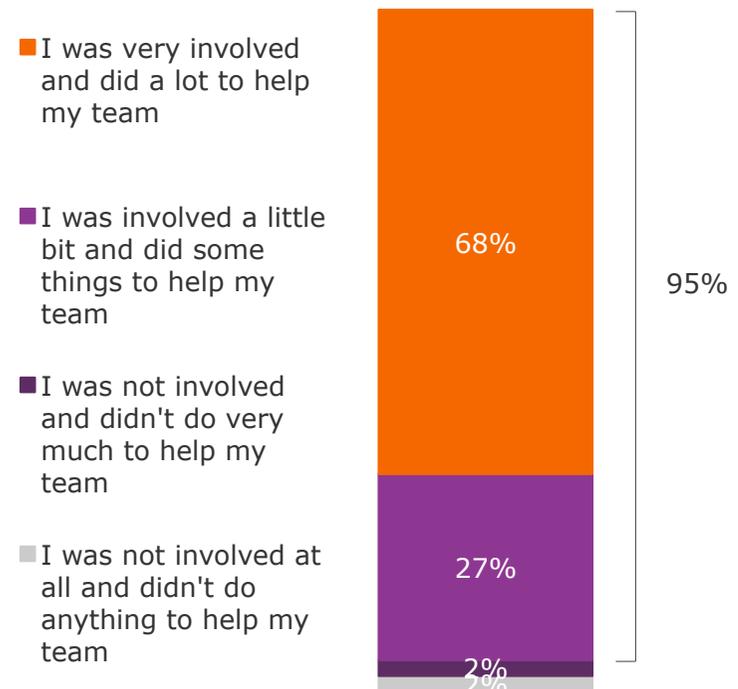
I was keen to do new things



Sample Size

49

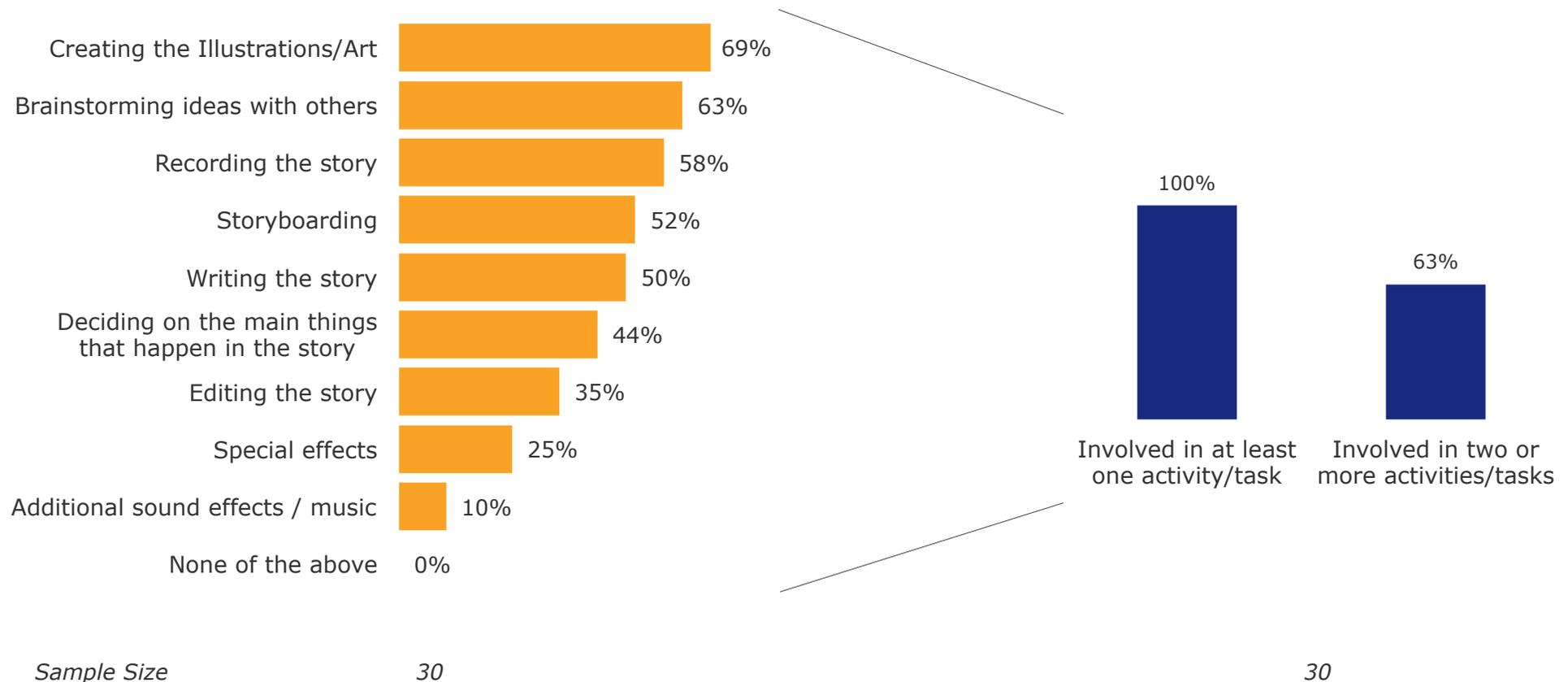
How involved were you in making the SLAM (Compared to your group members)



44

This was reflected in the range of tasks students participated in, with all being involved in at least one activity, and almost two thirds having at least two roles in the process

What parts of the process were you involved in?



The variety of tasks in the SLAMS allowed each team member to pick a task and contribute to their strengths



Saheel started off being very much on the periphery of the group, but he volunteered to type the story and was clearly more comfortable with this role. From that moment on he became a contributing group member

(Teacher, Hora Hora, 10-12YO)

Joseph was confident in expressing his ideas to the facilitator and had an eagerness to learn drawing techniques to apply to his work

(Teacher, Hora Hora, 10-12YO)

L. who has anxiety issues and clearly displays this when unsure or insecure, was absorbed in the project. His classroom teacher who came in to observe what he / they were doing commented how wonderful it was to see him so engrossed and focussed on his work

(Teacher, Wainui School, 10-11YO)



The students recognised that teamwork was required to work effectively, and that this often gave the best result...



//
[What worked best?]

*All of the boys working together
(Student, 14-15YO)*

//
[What worked best?]

*The images because we all contributed
and worked as a team
(Student, 14-15YO)*

//
[What worked best?]

*Teamwork, because we finished it
(Student, 14-15YO)*

//
[What did you learn about teamwork?]

*You get more done
(Student, 14-15)*

//
[What did you learn about teamwork?]

*You finish faster and come up with
good ideas
(Student, 14-15)*

//
[What did you learn about teamwork?]

*That it completes things faster
(Student, 14-15)*

... And the collaborative environment meant that the students had to accept the ideas of others over their own, learn to reject other's ideas nicely, and include everyone in the tasks



Ryan politely listened to ideas then offered his own thoughts. He didn't worry when some were turned down

(Teacher, Hora Hora, 10-11YO)

Noah and Elijah took the lead and made sure everyone read out their versions and votes were taken to decide on the most popular version for each page *(Teacher, Windy Ridge, 10-11YO)*

Some ideas were taken on, some ideas were not, all with good humour and ease

(Facilitator, Hora Hora, 10-11YO)

Lepa asked for feedback and accepted ideas *(Facilitator, St Pauls, 14-15YO)*

In class Noah is very opinionated and is inclined to over talk and get his own way. I saw him helping another classmate, sharing ideas and accepting that his idea was not always chosen. He was complimenting others on their ideas. This is something I have wanted him to do all year. *(Teacher, Windy Ridge, 10-11YO)*

8

Engagement

On the whole students enjoyed the workshops and there were many positive comments from those involved

Emotional affect/Liking

“
I enjoyed it, it was fun
(Student, 14-15YO)

“
[Noah said] “I wish we could do this all the time in class. We could show the other classes”
(Teacher, Windy Ridge, 10-11YO)

“
Numerous students said out loud how much they wished all classes could be like this
(Teacher, Hora Hora)

“
[Ethan said] “I want to do this every day! This is my favourite Subject”
(Teacher, Howick College, 14-15YO)



The students were especially excited by the idea that their book was going to be published

Emotional affect/Liking



When told what's to happen with his book Ryan found it hard to contain his excitement "wow!" he said, "I thought only two or three people would be reading them!"

(Student, 10-11YO, Teacher scribed)

My mum thought we were just drawing picture or writing stories. Stories for heaps of kids to read? I feel shy!

(Student, 10-11YO, Teacher scribed)

[Why do you feel that way about your book?]

Because it's gonna be available to the whole world!

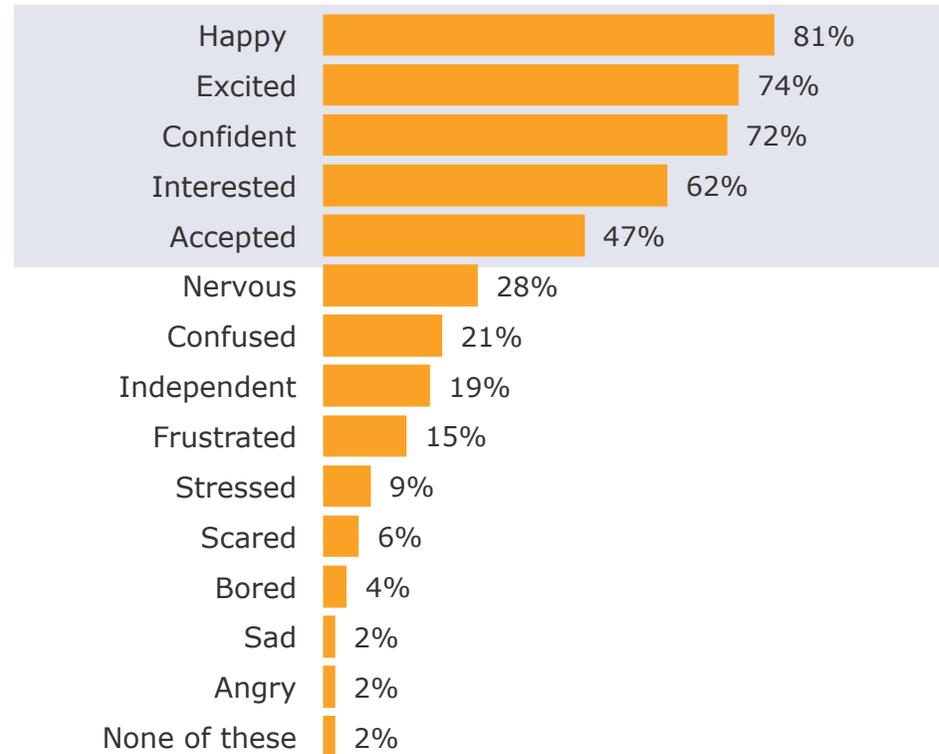
(Student, 10-12YO)

[It] makes me feel like I'm famous already!

(Student Video Footage, 14-15YO)

The top 5 emotions students felt being involved in the SLAMs were all positive

What words would you use to describe how you felt doing the workshop?

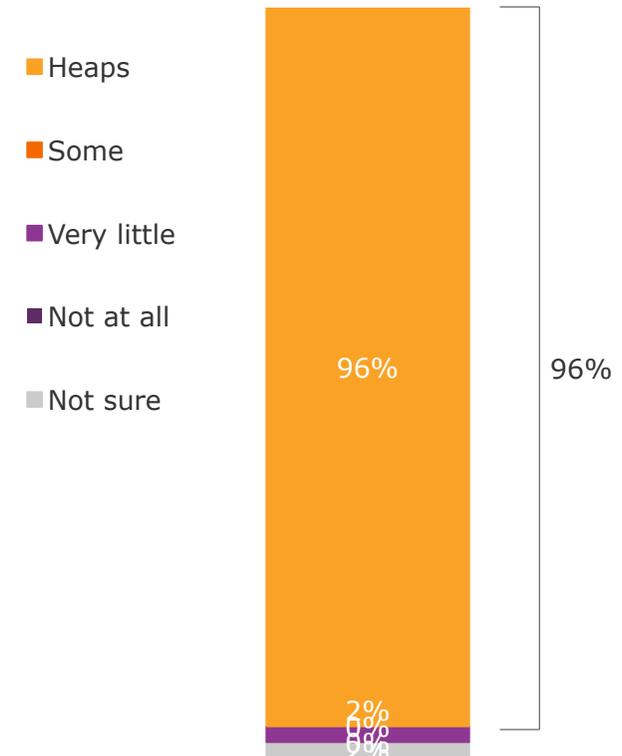


Sample Size

47

I had fun learning

Emotional affect/Liking



48

Despite finding the workshop fun, students were also challenged by the tasks and came away feeling as though they had learnt something new

Learning/Challenged

This is a little more complicated than I thought. I thought we'd just write a story and that's that.
(Student, 10-11YO, Teacher Scribed)

It's excited awesomely amazement and we learned a lot (Student, 10-11YO)

You get to learn new things every time we're here (Student, 10-11YO, Teacher scribed)

I learnt how to draw and write and spell and write books, and it was really fun (Student, 10-11YO)

Cullen really enjoyed this. He said it kept him focused, but found the intensity of it at times hard
(Facilitator, St Pauls, 14-15YO)



Students found the tasks within the SLAMs interesting and were highly focused on their work...



Interest/Effort



[JP said] "I'm taking these home to practise"
(Teacher, Howick College, 14-15YO)

I was most impressed with the project. Our boys were thoroughly engaged.
(Deputy Principal , Howick College, 14-15YO)

All groups were focused on the task. Clear on the outcome and a desire to get there. Urgent/determined. Awesome!
(Teacher, St Pauls 14-15YO)

Most students were very engaged, really driven to have a finished product
(Teacher, Hora Hora, 10-11YO)

Joseph was working along-side Michael taking responsibility for preparing the art template. He was highly motivated and engaged in this activity, totally focused
(Teacher, Hora Hora, 10-11YO)

... In some cases to the point of wanting to skip lunch

Interest/Effort

Ethan, Matt and Jaydee were totally engrossed in their picture story board. When asked to 'come together' because the lunch bell was about to ring, were reluctant to stop work. They moved closer together and surrounded what they were doing, determined to do a bit more. Finally they stopped working but as they moved out of the room, were animatedly discussing the illustrations and what to do next!!!

(Teacher, Wainui School 10-12YO)

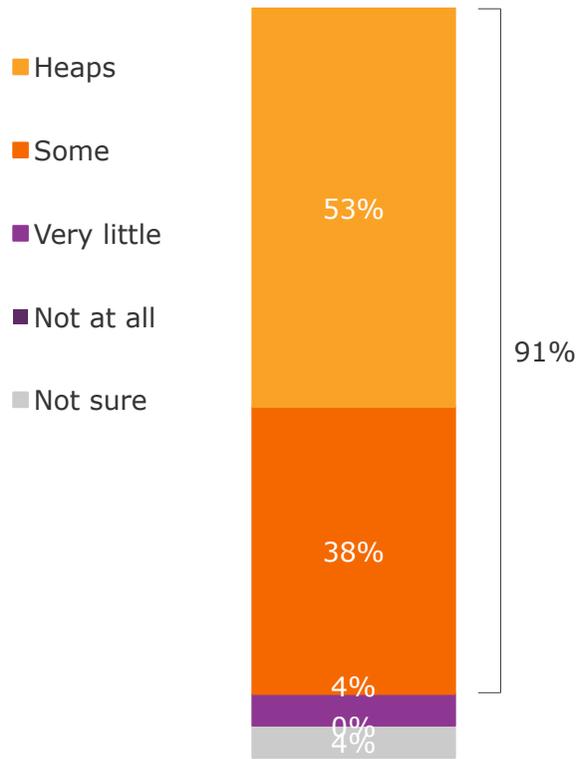
Holden was totally engaged in his project. He did not want to go outside for playtime... When offered a chance to go outside and watch [a school midwinter swim] three children declined and said "I'd rather do this!"

(Teacher, Hora Hora, 10-11YO)

Nine in every ten students said they put in more effort during the workshops than they normally would in school, and this effort was also expressed in verbatim comments

I put in more effort here than at school

Interest/Effort



Sample Size

47

I feel really happy because of all the effort we put in //
 (Student, 14-15YO)

I normally take pride in my work and I definitely took pride for these two days //
 (Student, 10-12YO)

Grant was definitely more focused than he tends to be at school //
 (Teacher, Hora Hora, 10-11YO)

I put in great effort //
 (Student, 10-11YO)

A few students left the workshops inspired to keep doing similar things with eBooks/writing in general

Interest/Effort

Karl showed extreme interest in how the app development and wider app eco-system worked including discussions around business models and how revenue was split. Suggested he'd enjoy working on this type of "develop and launch" project for a longer program that went on during the holidays.

(Teacher, Howick College, 14-15YO)



Zane wrote a story with several strong ideas, when asked to choose one he knew exactly which one he wanted to develop and suggested remaining ideas for his "next books"

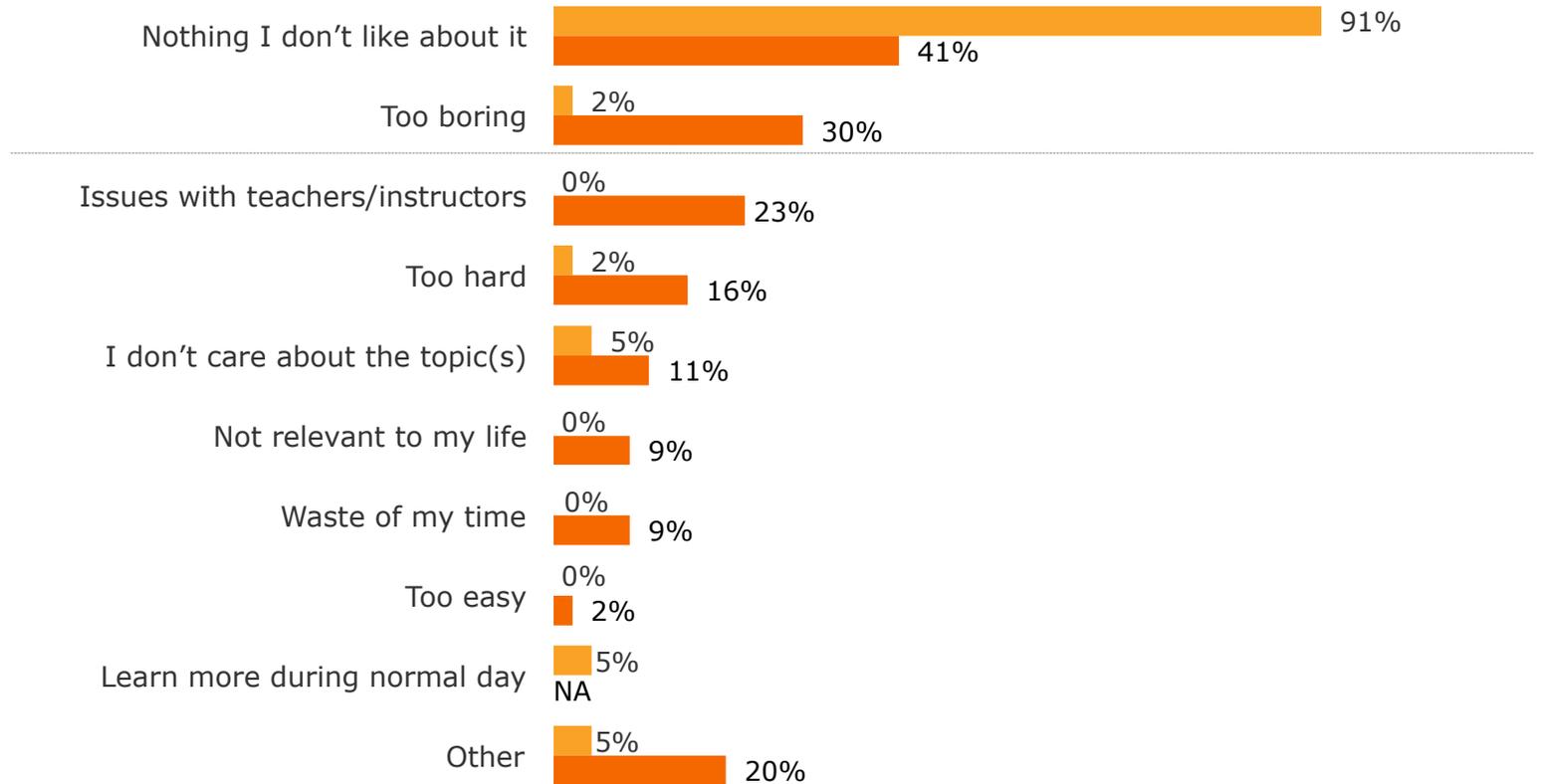
(Teacher, Hora Hora, 10-11YO)

Overall, students were very engaged in the workshop, found it much less boring than school, and saw it as being more relevant to their lives

What do you not like about this workshop/school?

Interest/Effort

- Workshop
- School



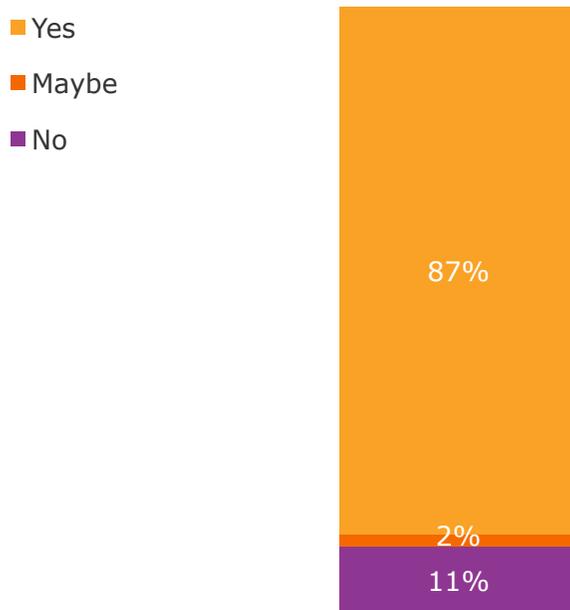
Sample Size

44

And almost 90% of students said they would be interested in attending a workshop similar to this again

If you could, would you like to do another similar workshop?

Interest/Effort



It's awesome and I would like to do it again //
(Student, 10-12YO)

Can we do it again? //
(Student, 10-11YO)

[It was] really fun, hope you come back some time //
(Student, 10-11YO)

Sample Size

45

9

Appendix



Student questionnaire

| # | Question wording | Response options |
|----|--|---|
| Q1 | <p>Thank you for agreeing to do our survey!</p> <p>Please remember - nothing you write will be reported to your teachers or parents, and if we use your feedback in our research we will remove your name, no-one will know who said it!</p> <p>We want you to be as fair and honest as possible :)</p> <p>Also remember, if you are answering a question you do not have to rewrite the question - just tell us what you think. You can even use bullet points if you find it easier! And don't worry about spelling. This survey is not about your question answering skills, we just want to find out some things about the workshop.</p> | NA |
| Q2 | Please type your first name below (we won't share this with anyone, don't worry) | [Text box] |
| Q3 | <p>For the next few questions we want to know how much you agree with some sentences. You can read the sentence then say how much you agree with it using the options below. Here's the first one.</p> <p>Statement 1: I had to think hard about what we needed to do</p> | <ul style="list-style-type: none"> ▪ Heaps ▪ Sometimes ▪ Very little ▪ Not at all ▪ Not sure |
| Q4 | Statement 2: I came up with new ideas that I have not had before | <ul style="list-style-type: none"> ▪ Heaps ▪ Sometimes ▪ Very little ▪ Not at all ▪ Not sure |
| Q5 | Statement 3: I was keen to do new things | <ul style="list-style-type: none"> ▪ Heaps ▪ Sometimes ▪ Very little ▪ Not at all ▪ Not sure |

Student questionnaire (cont.)

| # | Question wording | Response options |
|-----|--|---|
| Q6 | Statement 4: I helped others in my group | <ul style="list-style-type: none"> ▪ Heaps ▪ Sometimes ▪ Very little ▪ Not at all ▪ Not sure |
| Q7 | Statement 5: I changed my mind and went with other's ideas | <ul style="list-style-type: none"> ▪ Heaps ▪ Sometimes ▪ Very little ▪ Not at all ▪ Not sure |
| Q8 | Statement 6: I would think "I can do this" | <ul style="list-style-type: none"> ▪ Heaps ▪ Sometimes ▪ Very little ▪ Not at all ▪ Not sure |
| Q9 | Statement 7: I thought "I can not do this" | <ul style="list-style-type: none"> ▪ Heaps ▪ Sometimes ▪ Very little ▪ Not at all ▪ Not sure |
| Q10 | Statement 8: I learnt new ways of writing ideas | <ul style="list-style-type: none"> ▪ Heaps ▪ Sometimes ▪ Very little ▪ Not at all ▪ Not sure |

Student questionnaire (cont.)

| # | Question wording | Response options |
|-----|---|---|
| Q11 | Statement 9: I learnt to use visual images to get ideas across | <ul style="list-style-type: none"> ▪ Heaps ▪ Sometimes ▪ Very little ▪ Not at all ▪ Not sure |
| Q12 | Statement 10: I had fun learning | <ul style="list-style-type: none"> ▪ Heaps ▪ Sometimes ▪ Very little ▪ Not at all ▪ Not sure |
| Q13 | Statement 11: I put in more effort here than at school | <ul style="list-style-type: none"> ▪ Heaps ▪ Sometimes ▪ Very little ▪ Not at all ▪ Not sure |
| Q14 | What words would you use to describe how you felt doing the workshop? Please tick all that apply to you | <ul style="list-style-type: none"> ▪ Happy ▪ Sad ▪ Confused ▪ Frustrated ▪ Excited ▪ Independent ▪ Confident ▪ Interested ▪ Bored ▪ Angry ▪ Scared ▪ Nervous ▪ Accepted ▪ Stressed ▪ None of these |

Student questionnaire (cont.)

| # | Question wording | Response options |
|-----|---|------------------|
| Q15 | When brainstorming ideas, what ideas did you think would make a great SLAM book? | [Text box] |
| Q16 | Why did your group choose the idea that you ended up using for your book? | [Text box] |
| Q17 | What did you do to make your SLAM book better? | [Text box] |
| Q18 | Why did you choose to do those things (to make it better)? | [Text box] |
| Q19 | If a friend of yours was going to do this workshop, what would you tell them about choosing the words for the story, choosing the designs of the story boards or designing the special effects? | [Text box] |
| Q20 | Did your team finish the book on time? | [Text box] |
| Q21 | How do you feel about your SLAM book (whether finished or not)? | [Text box] |
| Q22 | Why do you feel that way about your book? | [Text box] |
| Q23 | If your group had any problems, how did you sort them out? | [Text box] |
| Q24 | What part of creating your SLAM book worked best? Why? | [Text box] |
| Q25 | What would you do differently another time? | [Text box] |

Student questionnaire (cont.)

| # | Question wording | Response options |
|-----|---|---|
| Q26 | What do you think about your ability to write and illustrate stories now? | <ul style="list-style-type: none"> ▪ I feel I like I have improved at writing/ illustrating stories after doing this workshop ▪ I don't feel like my ability to write/illustrate stories has changed from this workshop ▪ I feel like I have gotten worse at writing/ illustrating stories after doing this workshop |
| Q27 | What did you learn about working in teams? | [Text box] |
| Q28 | How involved were you in making the SLAM (Compared to your group members) | <ul style="list-style-type: none"> ▪ I was very involved and did a lot to help my team ▪ I was involved a little bit and did some things to help my team ▪ I was not involved and didn't do very much to help my team ▪ I was not involved at all and didn't do anything to help my team |
| Q29 | What parts of the process were you involved in? | <ul style="list-style-type: none"> ▪ Brainstorming ideas with others ▪ Deciding on the main things that happen in the story ▪ Storyboarding ▪ Writing the story ▪ Translating the story ▪ Editing the story ▪ Recording the story ▪ Creating the Illustrations and Art ▪ Making a list of the special effects ▪ Making or find your additional sound effects / music ▪ None of the above |

Student questionnaire (cont.)

| # | Question wording | Response options |
|-----|---|---|
| Q30 | Select any of the reasons you don't like school in the list below. If you do like school just tick the first box. | <ul style="list-style-type: none"> ▪ Nothing I don't like about school ▪ Too hard ▪ Too boring ▪ Not relevant to my life ▪ Waste of my time ▪ Issues with teachers ▪ Too easy ▪ I don't care about the topic(s) ▪ Other |
| Q31 | What did you not like about this workshop? If you liked everything tick the first box | <ul style="list-style-type: none"> ▪ Nothing I didn't like about the workshop ▪ Too hard ▪ Too boring ▪ Not relevant to my life ▪ Waste of my time ▪ Issues with instructors ▪ Too easy ▪ I don't care about the topic(s) ▪ I feel like I would learn more during a normal school day than this ▪ Other |
| Q32 | What from this workshop would you like to do more of at school? | [Text box] |
| Q33 | If you could, would you like to do another similar workshop? | <ul style="list-style-type: none"> ▪ Yes ▪ No ▪ Maybe |
| Q34 | Please type any more thoughts you have about the workshop into the box below | [Textbox] |
| Q35 | [Closing statements] | N/A |

Student verbal feedback questions

1. Who enjoyed that process? Why/why not
2. Who would like to do it again if they could? Why/why not
3. What things in the workshop did you really have to think hard to do?
4. How easy was it to come up with the words for your stories? What did you learn about writing stories?
5. Who managed to finish their book? What things that you did do you think helped you to get it all done in time?
6. Who didn't quite finish their book? Was there anything you could do differently if you did this again so you would finish it?
7. How did you get on as a group? Without being mean to any one person tell us about what you learned about working with other people like this
8. Did you enjoy working together as a group? What sorts of things did you like about your group?

Teacher/Facilitator feedback form

Form for any adults involved in the workshop

The purpose of this form is to record any observations you make about individual children that provide evidence of development of the key competencies. Please note down the child and the observations below.

We need to know about the actual details of what the child was doing, rather than a simple Yes/No. Examples are given below to get you started, but there are many other ways these skills could be demonstrated. Please use actual names as we need to link to their feedback. There does not need to be feedback for every child about every key competency, but just any observations you notice that would help in assessing how well the workshop is working towards meeting its goals.

Note we are looking for evidence of where the workshop is working, rather than evidence of where it is not working, but feel free to provide any feedback that you think would be valuable.

Thank you very much for any information you can give us to help support our work assessing the effectiveness of these workshops. If you would like to ring me or someone else in the research team, please do at the number below.

Kind regards

The team at TNS

Teacher/Facilitator feedback form (Cont.)

Evidence of learning about 'Thinking'

Definition: Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.

| Child | Evidence of learning/demonstrating thinking |
|--------|---|
| Child1 | Child1 was able to input creative ideas into the story that was being developed |
| Child2 | Child2 lead the process of ordering the ideas from the stories into a logical flow for the storyboards |
| Child3 | Child3 provided good rationale as to why a particular story should be chosen as the one for the group to use |
| Child4 | Child4 talked about an event in their life as a potential idea for a story that showed them making sense of their world |
| Child5 | Child5 showed they were really thinking and engaged when coming up with ideas for picture for the storyboard. This was more than we had seen from this child at other parts of the workshop and it seemed to really interest him. |
| | |
| | |
| | |

Teacher/Facilitator feedback form (Cont.)

Evidence of learning about "Using language, symbols, and texts"

Definition: Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Language and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological

| Child | Evidence of learning/demonstrating using language, symbols, and texts |
|---------|---|
| Child8 | Child8 helped to phrase the first draft of the words for the story and chose good words to describe what was happening |
| Child6 | Child6 helped to edit the words to make them simpler and flow better |
| Child2 | Child2 was uncomfortable using the <u>ipad</u> to begin with, but by the end of the session was very confident and even showing others how to do things on it |
| Child12 | Child5 came up with a great voice for the duck in the story that conveyed the way the character was feeling perfectly |
| | |
| | |
| | |

Teacher/Facilitator feedback form (Cont.)

Evidence of learning about "Managing self"

Definition: This competency is associated with self-motivation, a can-do attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.

| Child | Evidence of learning/demonstrating managing self |
|--------------|---|
| Child13 | Throughout the process Child13 showed strong leadership and confidence in getting the project done. They assigned roles to other members of the team in a fair way. |
| Child1 | Child1 took on the main time keeping role in the group and showed good skills at reminding people when they needed to get their part done by |
| Child9 | Child9 was quiet in much of the workshop, but was assigned the task of translating the story and did this with great care and took full responsibility for it. |
| | |
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| | |

Teacher/Facilitator feedback form (Cont.)

Evidence of learning about "Relating to others"

Definition: Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognize different points of view, negotiate, and share ideas.

| Child | Evidence of learning/demonstrating managing self |
|---------|---|
| Child15 | At one point in the process, there was a disagreement about which pictures should be included in the storyboard. Child15 stepped in at this point and very skillfully worked with the other children to reach a good compromise |
| Child17 | Child17 was very good at sharing their ideas, but also listening to what others had to say and adapting their thinking based on that. |
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| | |

Teacher/Facilitator feedback form (Cont.)

Evidence of learning about "**Participating and contributing**"

Definition: This competency is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others and to create opportunities for others in the group

| Child | Evidence of learning/demonstrating managing self |
|---------|--|
| Child3 | Child3 became upset at the beginning when their idea was not incorporated and didn't participate for some time, but by the second day arrived with a positive attitude and full contributed to the group |
| Child9 | Child9 fully participated in all aspects of the course and was a very useful member of the team. |
| Child12 | Child12 came up with the idea of having a team name and team logo at the beginning which helped to give everyone in his team a sense that they belonged to something cool. |
| | |
| | |
| | |

Teacher/Facilitator feedback form (Cont.)

Evidence of "Engagement"

Definition: This is not a key competency of the NZ curriculum, but is an important objective of these workshops. It is about improving the engagement that children have with learning as a result of being involved in these workshops.

| Child | Evidence of learning/demonstrating managing self |
|---------|--|
| Child14 | Having known this child for a number of years I have never seen him as interested in school work as he was when he was recording the sound bites for some sound effects. |
| Child6 | Child6 was very keen at the end to do make another SLAM book as he had an idea for one he thought would be "awesome" |
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