NEW ZEALAND INTERFACE
SUPPORTING THE USE OF ICT IN LEARNING
ISSUE 88 > TERM 2, JULY 2018 > $11

Does technology translate into language success?

Finding engaging and authentic ways for digital linguists to learn

Pages 28-31

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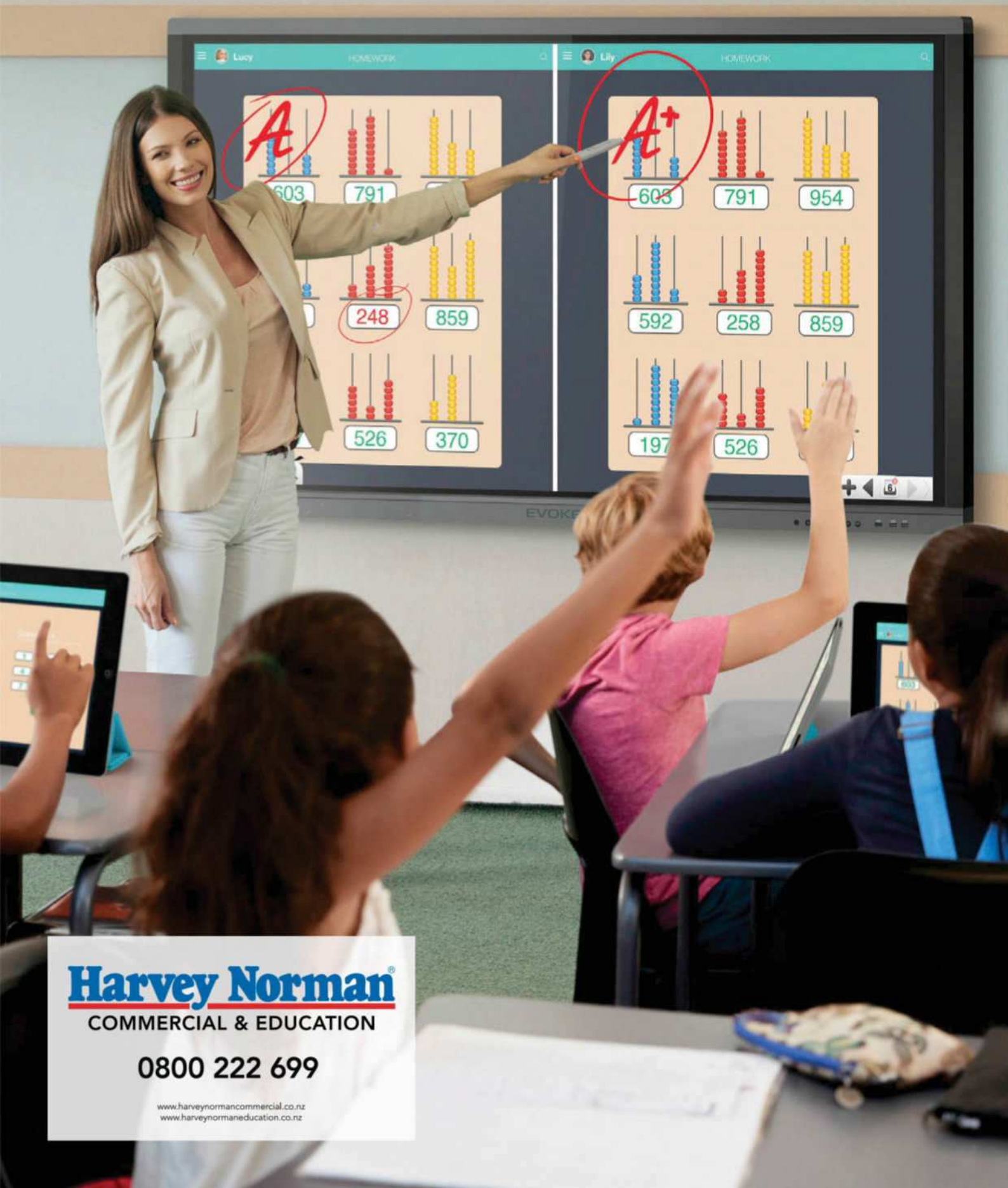

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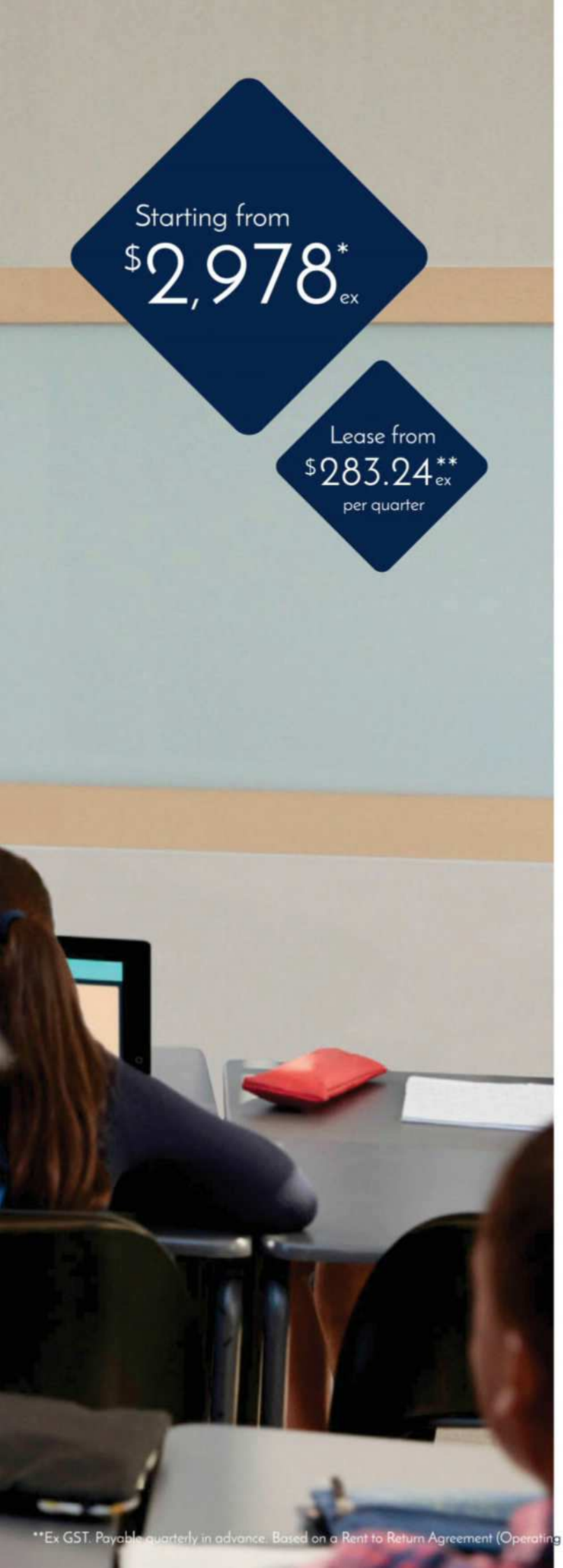

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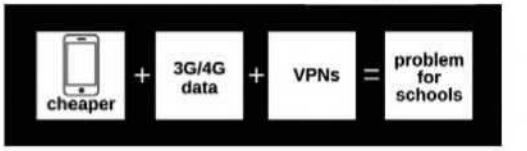

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Design an ‘Eco-House’

— Student Competition —

INTERFACE and School-gen have teamed up again for the 2018 Minecraft Eco-house Competition.

genesis school-gen

MINECRAFT

Each category winner will receive **a Sphero SPRK+ Edition robotic kit** for their classroom.

The top three in each category gets **a $50 Prezzy Card**

Attention all Minecrafters

Use your Minecraft skills to design an eco-house!

Using Minecraft, design an eco-home and make a video showing how it:

- Is low environmental impact
- Uses sustainable materials
- Is energy efficient

Entry categories

- Primary (Years 1-6)
- Intermediate (Years 7-8)
- Secondary (Year 9+)

Entries close **28 October** (end of Term 3).

For full entry details go to **interfaceonline.co.nz/minecraft2018**

Check out www.schoolgen.co.nz for free STEM-focused games, teacher resources and maker projects!

INTERFACE

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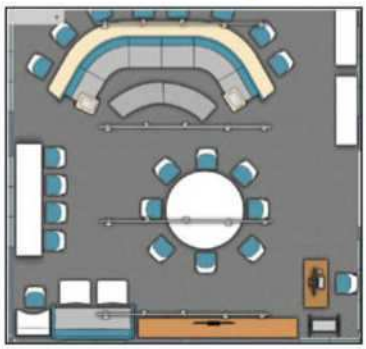
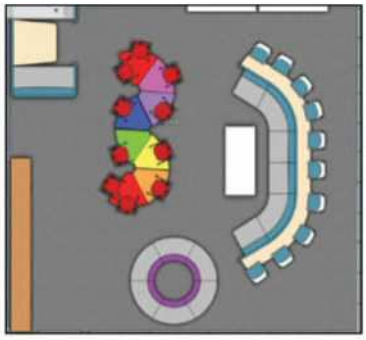
YEAR TO
SEPTEMBER 2017

NEWS AND VIEWS

PALMY STUDENT WINS A $5,000 MAKEOVER FOR HIS CLASSROOM





WINNING DESIGNS: JOHN'S CLASSROOM ABOVE AND CHARLOTTE'S BELOW.

What does the perfect classroom look like? We teamed up with Woods Furniture to challenge students to tell us. Using its free app planner, we asked them to design the best space possible for their learning – and be in to win an actual classroom makeover. Thanks to everyone who entered (and our apologies for the delay in announcing the results).

And we have our winners:

- Primary (Years 1-8): **John Blackwell**, Palmerston North Intermediate Normal School
- Secondary (Years 9-13): **Charlotte McConnell**, Epson Girls' Grammar School, Auckland

They each receive an *INTERFACE* goodie bag. Both were great designs but there could only be one overall winner, who wins an awesome classroom makeover worth $5,000 courtesy of Woods Furniture. Congratulations to John Blackwell, whose design came out top with our judges.

"There were some exceptional designs," said Woods Furniture's Mark Divehall. "John's stood out because of the good use of different furniture to create a flexible learning space."

We will report back on the how the makeover goes later in the year.

PROMPT PAYMENT IS APPRECIATED

Thanks to everyone who subscribes to *INTERFACE*. We couldn't continue to publish this great resource without your support. One thing we do ask is that those of you on 'roll-over' accounts, please pass on invoices to your accounts department when you receive them – if we have to chase payments it defeats the purpose of automatic renewals. Your help is much appreciated.

All schools in New Zealand qualify for our special $1 a copy bulk delivery. To find out more contact Michelle at **admin@interfacemagazine.co.nz** or see page 10.

New Minecraft 'mod' from Te Papa is shaking up earthquake education. See page 18.

INTERESTED IN A CAREER IN DIGITAL TECH? BOOK YOUR PLACE!

Girls'n Tech NZ

Calling all girls interested in digital technology. If you're in Years 11 to 13 and would like to know more about careers in IT, join us at the inaugural Girls'nTechNZ at Saint Kentigern College, Auckland, in Term 3.

Hosted by *INTERFACE*, the day event will give you the opportunity to learn about job options and qualification requirements, meet women who work in the industry and hear their stories. Plus, we'll have some of the latest gizmos and gadgets to explore.

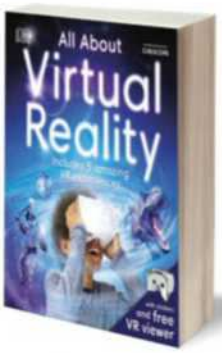
Sound like a day you'd enjoy? Find out more and book your place at **interfaceonline.co.nz/girlsntech**

IS THERE STEAM IN YOUR TEACHING? (APART FROM MAKING A NICE CUP OF TEA!)

Can you help? For a feature in our next issue, we're seeking examples of educators using STEAM – an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry and critical thinking.

Do you use STEAM in your classroom? We'd love to hear from you and share your experiences with *INTERFACE* readers. Contact Editor Greg Adams at **greg.adams@interfacemagazine.co.nz**

OUR LATEST COMPETITION WINNERS ARE ...



We had some great prizes up for grabs in our last issue. Firstly, there were two copies of 'All About Virtual Reality'. They go to **Simon Pearse**, Waipawa School, Hawke's Bay, and **Andrew Chambers**, Riverview School, Kerikeri.

We also had a STEAMS Kit. The first name drawn was **April Morris**, Rapaura School, Blenheim.

Finally, we had four, nifty 'Grip Your Phone' gadgets to giveaway. The winners are **Catherine Hill**, Wellington High School, Wellington, **Ivan Munkedal**, Te Puke High School, Te Puke, **Melanie Topp**, Royal Oak Primary School, Auckland, and **Chrisandra Woods**, Waihopai School, Invercargill.

Thanks to everyone who entered. Find out about our latest competitions on pages 34 and 35.

YANNY OR LAUREL? WHAT DO YOUR STUDENTS HEAR? Page 36.

NOTICEBOARD

The latest news and views from the world of education and digital tech.

Don't miss the 2018 MADE Awards

Interested in digital creativity? Now in their 11th years, the MADE Awards 2018 are a fantastic way to challenge your students' digital media skills.

There are eight categories to choose from: Commercial; Music Video; Story Telling; Documentary; Creative Digital Image; Graphic Design; Photo Essay; and Open. Each is divided in three age groups – Years 1-3, 4-6 and 7-8.

More than 500 entries were received last year. This year, *INTERFACE* is delighted to once again be sponsoring the Documentary Category. Look out for entry details in Term 3. For some inspiration, check out past winners on the Awards' website.

madeawards.com

$5,000 grants from Canon

Nominations are now open for the 2018 Canon Oceania Grants Program. The company is offering three grants each worth $5,000 of both Canon product and cash in-kind to a school, not-for-profit or community group. Submissions can be made from 20 June. The winners will be unveiled in September. Find out more at **canon.co.nz/grants**

Group chats added to FaceTime

Included in Apple's new iOS12 is a 'group chats' option for FaceTime that can accommodate up to 32 participants. It will be integrated into Messages, so you can easily transition a group chat to a group video call. FaceTime will also feature filters and Animoji, as well as the company's new Memoji.

Microsoft launches book: Transforming Education

Microsoft recently launched 'Transforming Education', a guide for schools that want to ensure optimal learning outcomes for all students.

Designed as a "highly pragmatic playbook" for schools and school communities, it explains the critical importance of digital transformation to students' sustained success; details the programmes of work needed to transform a school; outlines the skills that students will need to succeed on graduation; and provides practical templates and guides that schools and school communities can use to get started.

"The book provides a roadmap for schools and school communities which want to ensure that students are equipped with 21st Century competencies that will prime them for success and pique their appetite for lifelong learning," said Anthony Salcito, Vice President of Worldwide Education, Microsoft.

Acknowledging that change can be challenging, 'Transforming Education' offers practical advice to help steer schools and school communities through several areas, including:

- Phasing your Transformation;
- Digital Transformation Journey Map for Institutions;
- Checklist: Choosing Student Devices;
- Keeping Your Child Safe Online: Parental policy guidelines; and
- Sample Internet Acceptable Use Policy: Staying safe online guidelines for students.

Download your copy at **bit.ly/transformingeducationbook**

DID YOU KNOW?

Google has started to move G Suite users across to its new Gmail design. For now, it's optional but will be required by October.

Manchester Street School students win Word Champs

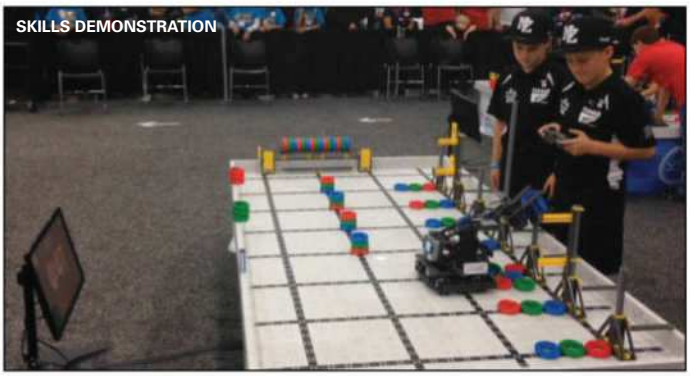
Last December, Manchester Street School in Feilding sent three teams to compete at the New Zealand Vex IQ National Championship. Two made the finals and team '11446B', comprising students Kellan Heap, Kaea Tahi-Martin and Hunter Thurston, won the Excellence Award. This qualified them for last month's 2018 World Championships in Kentucky, USA, where they won the STEM Research Project Award for their division. Congratulations!

"It was an incredible success," said teacher Geoffrey Ward. "Our students are developing a wide range of skills; problem-solving, teamwork, leadership, design, programming, building, STEM skills, knowledge and capabilities, etc. The list goes on. Who knows where a start in robotics will lead to in the future for our learners – the STEM problem solvers of tomorrow!"

GAME TIME

KAEA, HUNTER AND KELLAN, WITH TEACHER ANDREA BING


THE TEAM RECEIVING THEIR WINNER'S TROPHY


SKILLS DEMONSTRATION

Goodbye Messenger, hello Squirrel

In the end of another era, Yahoo has announced that it's shutting down Yahoo Messenger on 17 July.

"As the communications landscape continues to change over, we're focusing on building and introducing new, exciting communications tools that better fit consumer needs," the company writes on its website.

A potential replacement could be Yahoo Squirrel, which is currently an invite-only group messaging app in beta. You can request an invite at **squirrel.yahoo.com**

Thumbs up for stand prize

Thanks to Mornington School's Brent Caldwell who sent us this photo of his competition prize, an ION Phone Stand, being put to good use.

Check out our latest competitions on pages 34 and 35.

Teen gamers have as many friends as non-gamers

If you thought computer gaming breeds anti-social loners, maybe think again. Young digital gamers do not have fewer friends at school than their non-gamer peers, according to two new research articles.

Researchers at Uppsala University in Sweden investigated how digital gaming affects young people's friendship formation. The results show that neither the adolescents, who spend much of their time gaming, nor those who self-identify as gamers have fewer school friends than their peers who play little or not at all.

"The results are both surprising and expected," said researcher Lina Eklund. "Sure enough, we thought 'gamers' would turn out to be making friends with one another. Gaming is such an important part of today's youth culture that anything else would be odd. Just as adolescents used to get together through shared music tastes, so gaming is now a key element in media consumption. On the other hand, we weren't so sure whether players would prove to be less sociable, or thus have fewer friends at school."

Read more at **bit.ly/gamerfriends**

Low decile students outperforming higher decile schools

A cluster of low decile Northland schools is on track to outperform many higher decile schools around New Zealand through digital learning. Students in the Te Puawai cluster – which includes Manaia View School, Whau Valley Primary, Te Kura o Otangarei, Whangarei Intermediate, Tikipunga High School and Hikurangi Primary School – are making faster progress in learning than the average New Zealand school, according to a report by the University of Auckland's Woolf Fisher Research Centre.

The report tracked 394 students between Years 4 and 10 who participated in Taitokerau Education Trust's digital immersion programme throughout 2017. The Trust aims to raise achievement levels by making personal-use devices accessible to students from lower-income households. Students on the programme have equal access to online learning from their qualified teachers while studying both at school and in their homes.

"All lines are pointing upwardly for all year levels for both genders and all ethnicities, which is huge," said Dr Rebecca Jesson, who led the research. "The cluster is particularly strong in writing, a subject which often faces underperformance, and made faster than normal progress in maths."

Flipped learning model

The programme's facilitator, Beth Lamb, says a key element to the programme is the flipped learning model, which is being embedded in all digital classrooms.

"The flipped learning model enables the learners to access the content as many times as they need to gain a complete understanding. This is at the forefront of digital immersion best practice and is having a significant impact on student engagement in learning."

Taitokerau Education Trust executive officer Liz Cassidy-Nelson says the impressive results are due to more than digital immersion alone.

"It's a wonderful acknowledgement of the commitment by our teachers, who have upskilled to a new way of teaching, and whānau, who are investing in the resources to make the change."

More at **taitokerau.education**

Facebook losing popularity with teenagers

Although still used by more than half of kids aged 13 to 17, Facebook is losing its attraction, falling behind YouTube (used by 85 per cent of teens), Instagram (72) and Snapchat (69).

Microsoft buys GitHub

Microsoft has spent $7.5 billion to acquire GitHub, a development platform and code depository that has become a popular place to host and review code, manage projects, and build software alongside millions of others. Apple, Amazon, Google, as well as Microsoft and others use GitHub. There are 85 million repositories hosted and 28 million contributing developers.

github.com

Student *Xpo* videos

Each year, we invite students to join us at our INTERFACE*Xpo* event and make a video of the day. Thanks to Prebbleton School, Russell Street School and Kohimarama School for their fantastic efforts last month.

interfacexpo.co.nz

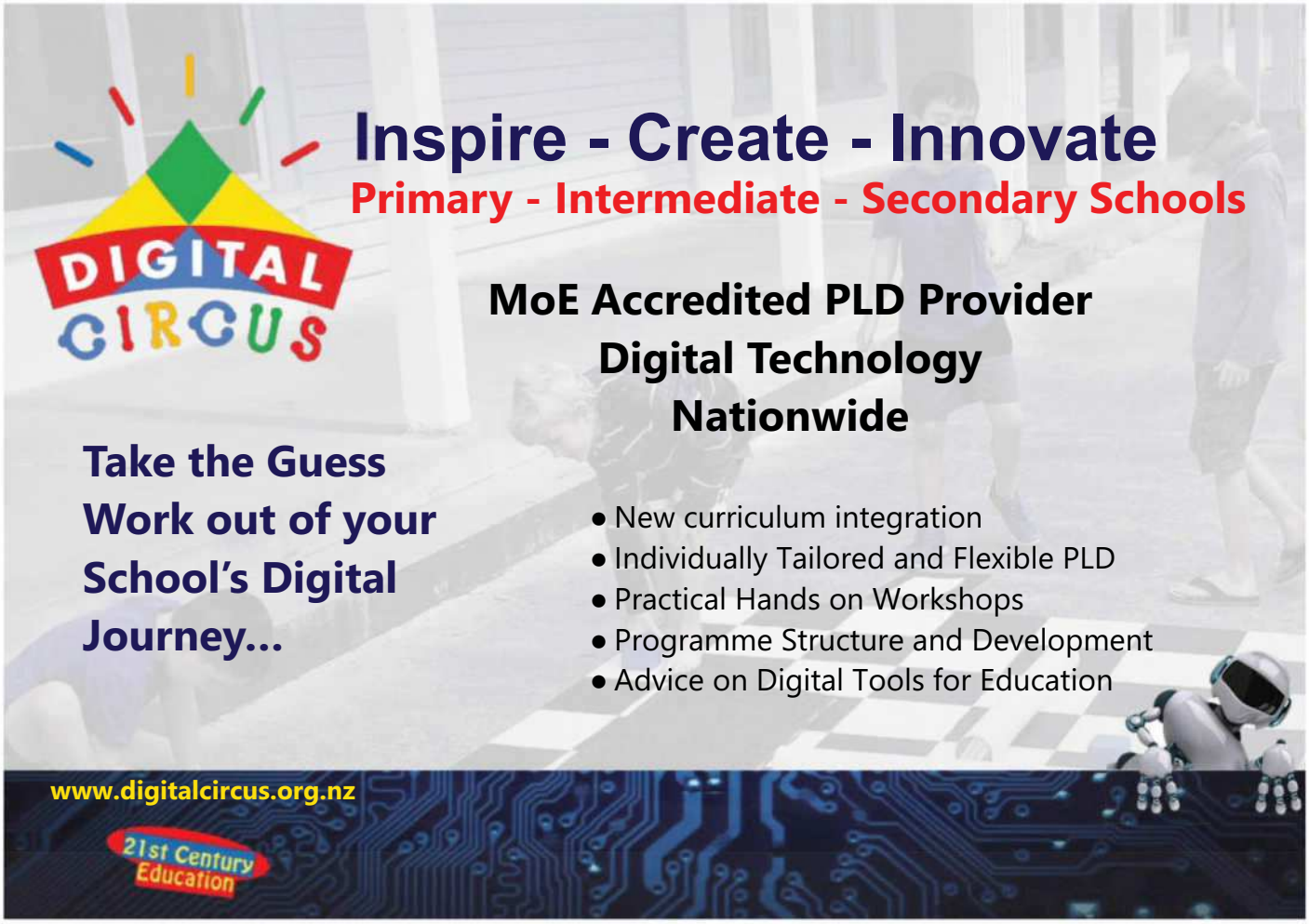
Finalists announced in Prime Minister's Education Excellence Awards

The 15 finalists in this year's Prime Minister's Education Excellence Awards have been unveiled. Selected from 127 entries, they are from Auckland, the Bay of Plenty, Waikato, Wellington, Hawke's Bay, Gisborne and Canterbury.

A Judging Panel will visit the finalists during May and June. The winners will be announced at a ceremony in July, where each will receive a financial award and a professional development opportunity.

pmawards.education.govt.nz/finalists/

44 FREE TOOLS IN THIS ISSUE'S FILE SHARE – PAGES 38-41



Join with Digital Circus on your digital journey

Who is Digital Circus?

We developed Digital Circus to provide encouragement and support to educators so that they could learn how to deliver digital technology within the learning environment. Now, as a nationwide PLD provider, we are very fortunate to have a team of Ministry of Education accredited facilitators ready to help teachers and schools embrace digital technology.

Why do you need Digital Circus?

With the introduction of the new Digital Technologies Curriculum, we now have an opportunity to inspire and nurture creativity and allow students to demonstrate their learning using technology that will prepare them for future employment.

Digital Circus supports a growing number of teachers, schools, kura and Kāhui Ako, and can assist senior management to plan the integration and implementation of the new curriculum. We also deliver PLD to teachers of Years 1-13.

We are firm believers in students being at the centre of learning and where possible, introducing authentic, real-world tasks to enhance it. We try to instil a 'Growth Mindset', so that students can embrace challenge and not fear failure. We model that mindset and modify our practice constantly to ensure students are developing skills that'll make them highly successful participants in today's society.

How can Digital Circus help?

With so many different digital tools, platforms and approaches available, it can be a bit of a minefield for busy educators. Digital Circus have extensive knowledge of these tools and can help teachers develop an approach that is right for their school.

As teachers, we know ourselves that it's a struggle to find the time, with little or no budget to make change. Often teachers feel isolated and unsupported. Digital Circus addresses this: and 95 per cent of our support is completely free to schools, regardless of your geographical location.

Contact Digital Circus to find out more

The new curriculum will be implemented in schools by 2020. However, this is not just about robot platforms or completing a series of digital activities; it's about nurturing a new way of thinking and problem solving, empowering students to create new and meaningful outcomes using a variety of carefully selected digital tools, that enhance learning.

We're very proud of the difference we are making and the expertise we bring to the classroom. As Digital Circus continues to grow, we are inviting highly-skilled teachers to join our team. We are facilitating educators to include the Digital Technology curriculum in their teaching and simplifying the transition.

FOR MORE CONTACT **IAN KENNY**, ACCREDITED MOE DIGITAL TECHNOLOGY FACILITATOR AT **IAN.KENNY@DIGITALCIRCUS.ORG.NZ**. OR MEET THE TEAM AT **DIGITALCIRCUS.ORG.NZ/ABOUT**

Certified Google Educator

MINECRAFT CERTIFIED TRAINER

Microsoft in Education Global Training Partner

X marks the spot to be!

Lincoln, Palmerston North or Auckland. Wherever you joined us this year, it was great to see so many educators engaging with the latest digital tech. We hope you were inspired to take your and your school's e-learning journey to the next level!

Lincoln

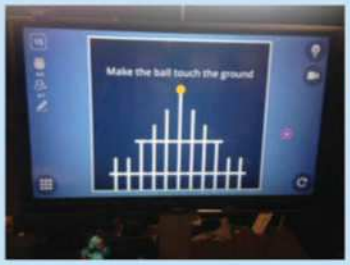
Palmerston North











Fun and Games



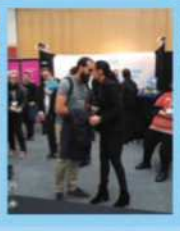














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Minecraft mod shakes up earthquake education

Skeleton horses and killer bunnies may not be traditional learning tools but Te Papa's new mod for Minecraft is using them to teach important lessons about earthquake safety.

Te Papa and the Earthquake Commission (EQC) are hoping to shake up how kids learn about earthquakes by developing a new Minecraft mod called ShakerMod.

Short for 'modification', a mod is a computer program that changes Minecraft's game content from what it originally was. Most add content to the game to alter gameplay, change the creative feel, or give the player more options in how they interact with the Minecraft world.

In ShakerMod, kids fix and fasten objects, then simulate earthquakes at different magnitudes. When the quakes are triggered, players see and hear the shaking, and watch as objects smash or survive depending on their earthquake-proofing skills. Players can also see how different Minecraft creatures fare in their quake.

Having a blast

The game can be played at Te Papa as part of its earthquake education programme, Earthquake Encounters, or downloaded to play at home or at school (as long as you already have the Minecraft game installed).

Te Papa's Head of Learning Innovation, Miri Young, says ShakerMod has been tested with around 100 school children and their teachers throughout its development and their feedback has been instrumental in improvements to the mod.

"We've involved kids during the development of the ShakerMod and their input has been key. Being able to create earthquakes and test out how smash-proof their Fixing and Fastening has been a big hit. They're having a blast and learning, too, which is the ultimate combination."

She adds that reactions from kids playing the ShakerMod have been really positive with comments like: "it's just awesome, and "it was really cool how everything not held down fell over and smashed."

Fun learning experience

"Educating the next generations of New Zealanders around natural disaster awareness and preparedness is a vital step towards a safer and more resilient New Zealand," says EQC General Manager

Resilience, Dr Hugh Cowan. "That's why our partnership with Te Papa, and the launch of the Earthquake Encounters programme, is so important

"Having ShakerMod available for free download means this fun learning experience will be available to thousands of New Zealanders."

ShakerMod has been created by game developers, earthquake experts and educators, and is the culmination of months of work. The team included Dr Hazel Bradshaw, who has a PhD Human Interface Technology specialising in game design practise and Dunedin brothers Malcolm and Chris Geddes, who created one of the world's largest Minecraft mods known as Pixelmon.

Beyond museum's walls

The full Earthquake Encounters learning programme for primary school students (Years 3-8) is a two-hour, educator-led session in and around Te Papa. EQC is a founding partner of Te Papa and for the past 12 years the two have worked together to educate students and teachers about earthquakes. The next step is the redevelopment of the Awesome Forces natural history space

"People being able to access one of our learning activities in their own home or school, at their leisure, is a great example of how Te Papa is using technology to reach learners beyond the walls of the museum," added Young. >

FOR MORE ABOUT SHAKERMOD AND HOW TO DOWNLOAD IT, GO TO **BIT.LY/SHAKERMOD**

Entries now open for 2018 Minecraft Eco-house Student Competition. See pages 6 and 7.

Linewize ensures cyber safety in the digital age

Keeping students safe and focused, while delivering digital learning and modern exploratory pedagogy, is a significant challenge for schools – but one that can be faced with confidence thanks to Linewize by Family Zone.

According to the latest statistics from the Pew Research Center, more than 95 per cent of teenagers have access to a smartphone; by Year 9 the majority of secondary school students are bringing smartphones to school.

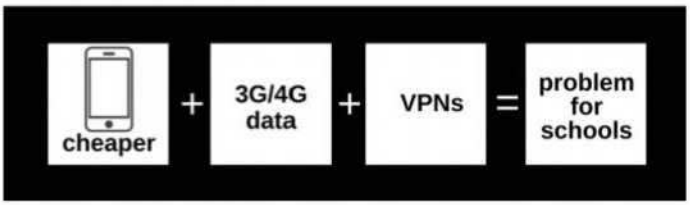
Smartphones are bridging the digital divide, becoming cheaper by the day. VPN use is mainstream in secondary schools, and with more students on data plans it is relatively easy to bypass default school internet filtering. Schools need a solution that provides effective technology to enforce acceptable use policies, they need tools to support student wellbeing and digital citizenship programs, and most importantly tools which support parents, but don't require the school to absorb parental responsibility. That solution is Family Zone and Linewize.

Family Zone is an ASX-listed global leader in cyber safety services. The company has built the world's first cyber safety ecosystem incorporating technology that works on any device and on any network, and with education and wellbeing built-in. In 2017, Family Zone merged with New Zealand edu-tech innovator Linewize to embed its world-class school network technology into the platform.

Choice and control

Dealing with the issue of mobile devices in schools requires a collaborative approach between schools and the school community. The wrap-around ecosystem approach from Family Zone enables cyber safety anywhere, any time on any device. The solution can be installed on any device students may bring or use at school, regardless of the internet connection: laptops, tablets and smartphones; personal or learning.

This technology integrates with Linewize on the school network to ensure school policy is always enforced during school time. After school, it's up to parents, as Family Zone seamlessly transitions responsibility, choice and control to them. The Family Zone platform includes world leading VPN and malfeasance detection



technology, constantly scanning usage and devices to detect violations and hazards and providing schools with effective control. Included are comprehensive student wellbeing tools including reporting on usage, internet searches, videos viewed, risky apps installed and risky behaviours undertaken.

Because the service can be installed on any device, staff obtain unparalleled insights into behaviours and risks. Insights that empower the school to deal with issues before their consequences.

CYBER SPEAKER: TIM LEVY INTRODUCING LINEWIZE BY FAMILY ZONE AT INTERFACE*XPO* 2018.

Challenge of mobility

Tim Levy, founder and Managing Director of Family Zone is passionate about cyber safety and driven by a vision in which parents, children and education are embedded into an effective approach to digital citizenship. A model which offers choice and control but supports education and agency.

"A school's core responsibility is educational outcomes. Schools have a fundamental duty to keep students safe. Today, both these objectives are challenged by the advent of mobility. It's the challenges of the use of personal devices at school and the use of learning devices at home.

"Addressing these challenges requires a holistic approach, one that engages the parent community but doesn't consume school resources. This is Family Zone Education Solutions." >

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The importance of being a good digital citizen

Lincoln High School teacher Ruth Davey spoke at a conference recently about Digital Citizenship and its implication for educators and students. Here is an overview of her presentation, which draws on both her own experiences, as well as advice and resources she's collected as part of her research.

INTERNET
PRIVACY
RESPONSIBILITY
DIGITAL LITERACY
DARK WEB
KNOWLEDGE

> *Don't say anything online that you wouldn't want plastered on a billboard with your face on it.*
>
> **Erin Bury**
> Start-up entrepreneur

There is no doubt that we are all immersed in a digital world as much as the real one. Everyone has experience using digital devices but how many realise the implications of living in this new world? As teachers, I feel it's our responsibility to both inform ourselves of the meaning of 'Digital Citizenship' and to teach students that it's way more than merely protecting them from cyber bullying and running antivirus software.

Digital Technologies might be part of the Technology subject area but it's definitely not limited to the Technology specialists in our schools. The new Digital Technologies Curriculum is for all of us, from teaching Early Childhood through to Year 13. It's up to all of us to support our young people to not only be able to use digital technologies but also to design, build and create digital systems as they learn. Without this knowledge, our students may not be employable in the future. They need to be both digitally literate and digitally fluent.

Digital Literacy v Fluency

Having heard these terms when people discussed the new DT Curriculum, I looked them up on TKI. The Digitally Literate student knows how to use digital technologies and what to do with them. The Digitally Fluent student can decide when to use specific digital technologies to achieve the desired outcome and can also say why that tool will provide the desired outcome.

Generally, we don't need to be too concerned about the difference. It's the job of the digital specialist teacher to teach the finer points of choosing and using various software tools. However, I believe it is every teachers' job to familiarise themselves with the guiding principles of being a good digital citizen, to model the use of these in our work and to teach our students about these along with our other lessons.

Exciting new world

Part of the problem is that the digital world, primarily the internet, is by its very nature a very exciting repository for human knowledge, but it is not, and should not be, controlled by anyone or any organisation. Consequently, there are no internet police and although there are programs you can run on your devices that prevent certain content from reaching your students, that is no guarantee that they will not at some point face something from the dark side of the internet.

We certainly do need to protect the very young students, but I think it is better to progressively educated students about this digital world so that they can manage themselves there and be good Digital Citizens within it.

Defining 'Digital Citizenship'

Traditionally, a person becomes a 'citizen' by being born into a community or accepted into it by some process. The older existing members of the community generally teach the new (often young) members how to behave properly in the community.

However, the internet has grown so fast that there are very few who really know their way around in this new world. The rules or principles of good behaviours do exist, but they are often intuitively understood or developed as a new situation arises. It's all done by agreement among the participating members. Yet, despite this apparent lack of a ruling body, the internet runs very well. We all use it, participate in it and help to make it a useful tool for teaching, learning and entertainment. It has taken over from books as the repository of choice for human knowledge. Access to large amounts of data is almost instantaneous and the access to vast amounts of knowledge is easy.

Self-management space

Sadly, there are those who choose to exploit others in this digital world. The only real protection anyone has here is knowledge of how things work, so that each can take care of and protect themselves. It is the ultimate self-management space.

What we all need to be aware of is that whenever venturing into the internet, we leave a digital footprint. This is not necessarily a bad thing but it's important to be aware of it. When in the digital world, everyone is a digital citizen.

Yes, there is good and bad out there, however, I prefer to take a positive approach to it all. Our students do need to be aware of the issues and to discuss them. But it's also a unique opportunity for them to be aware of their digital citizenship, and to define their own digital persona. It is so much more than simply an avatar. It is your digital reputation. Where else do you get to have a say in how you are perceived by others?

Behaviour and habits

Good citizenship consists of learning about how this world works, so that we know how to behave there and have the best chance of it being a pleasant experience for us. It consists of knowing about a set of related issues, so that we can develop good behaviour and habits in order that our presence will be welcomed by other members.

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- Encourages other people to send harmful messages to someone;
- Most people would think is very offensive;
- Shares someone's sensitive, private information without their permission;
- Makes a false allegation about someone;
- Shares confidential information about someone without their permission;
- Puts someone down because of their colour, race, ethnic or national origins, gender, religion, sexual orientation, or disability;
- Is indecent or obscene; or
- Threatens to hurt someone or damage their property;

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"When you contact us, our friendly team will ask you some questions to understand what's happening," explains the Netsafe website. "Once we know what's going on, we can give advice and may be able to assist you in resolving the issue.

"We can give you tips on how to stay safe and discuss options you could take to stop the abuse. Sometimes we can contact the person you believe is responsible for the communications to discuss ways in which this could be resolved. We are an impartial service, which means we don't work on behalf of either party, we instead try to address the dispute that's going on.

"We might also be able to contact the person or the organisation that runs the website, app or service that the content is on and ask if they can assist Netsafe.

"Netsafe's role under the Harmful Digital Communications Act (HDCA) is to assist with complaints about digital communications that someone has claimed has harmed them in some way. It's important to note we are not an enforcement agency, therefore it is not our role to reprimand or punish people and we cannot force people or online content hosts to do the actions we propose."

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To be a good citizen, students need to do these three things:

- look after (respect) themselves;
- look after (respect) others; and
- look after (respect) property – their own and that of others.

What do these look like in the digital world?

Look after (respect) themselves: Students should choose suitable, respectful online names. They should only 'friend' people they actually know and visit only respectful, age-appropriate websites. They should set privacy settings, post only appropriate images, always report anything that makes them feel uncomfortable, and talk to trusted adults about their experiences, good and bad.

Look after (respect) others: Never bad-mouth or participate in defamation of anyone, don't leave unkind or mean messages, and report anything bad you see happening to someone else. Students should avoid racial/illegal sites and respect others' privacy.

Look after (respect) property: Protect intellectual property rights by not illegally downloading material and using creative commons. Check reliability of info and be aware that not everything on the internet is true or to be trusted.

Managing behaviour

Good citizenship is everywhere. Both on their own devices and the school's devices students need to learn to manage their data and their behaviour when using the internet and other software to use them effectively. They need to be aware of so much:

- good file and folder habits;
- how to develop good searching habits and solid research skills;
- how to have a critical appreciation for information;
- how to make a summary of what they read to report their findings without violating the rights of others (copyright and intellectual property rights);
- how to be aware of their own digital footprint and how to create a one that they can be proud of; and

- how to have good manners in the digital space so they are a pleasure for others to deal with in cyberspace.

It's also a good idea to have a cyber contract for students at your school and best if:

- The terms can be decided by you and your students in discussion together, rather than imposed on them. They're more likely to respect them this way and better able to understand them and also why these rules are there.
- Use age-appropriate words and expectations.

Come up with a plan

Teach cyber citizenship often (every year) but not everything all at once. As a school, you will need to plan which parts different departments or year levels will teach. Some parts need to be taught every year and some need to be practised as soon as students know about them. But some should be taught in particular year levels or within particular subject areas.

Students do need to understand cyber stranger danger and what to do when it all goes wrong. Perhaps role playing some scenarios is an effective way to learn these. The students will then be equipped to know what to do when it happens. Yes, it is when, not if.

Teach your students from an early age to be aware of their digital footprint and digital persona and that these affect how others see us. Help them to make their digital footprint awesome, and one they will be proud to show to others

Responsible, capable and kind

There are many issues worth discussing and investigating, including Cyber Safety (much more than Cyber Bullying), Digital Footprints, Fake vs Fact, Recognising Photoshopped images. There are many skills to learn: how to effectively search for information; how to use and manipulate information without violating others' rights; and netiquette and good digital manners for relating in cyberspace. There are ideas they need to understand, like Creative Commons, MOOCs, COOLs and lots of online tutorials and courses, entertainment, games, and so much more!

We have unique opportunities in this digital, cyberworld. Use them wisely. Grow responsible, capable and kind digital citizens. For everything we gain, we also lose something. Being aware of these trade-offs allow us corporately or individually to evaluate our choices and take responsibility for the outcomes we have chosen. We have explored some of these areas, and I strongly recommend that you also do so with your students to develop collective understanding of the cyberspace and the choices that we have in it. If we are to encourage students to be creators, not simply consumers of digital technologies, this hidden area will need to be actively studied by our students. >

RUTH DAVEY IS TEACHER IN CHARGE OF DIGITAL TECHNOLOGIES AT LINCOLN HIGH SCHOOL IN CANTERBURY.

The 9 Ps for personal protection

When teaching about digital citizenship and staying safe online, try using the 9 Ps for personal protection:

1. **Passwords** – learn how to set long and strong passwords. Don't use silly common ones or very complicated ones. You must remember them, don't write them down.
2. **Personal info** – guard information that identifies you and be very aware of sharing it. It is usually best not to do so, so use nicknames, avatars, etc.
3. **Privacy** – Be aware of who can and can't see your details and set privacy settings accordingly. Some sites change the rules for these often, so stay current with their policies.
4. **Photos** – these are so easy to share but always be very careful what you post. Often best to turn off geo-tagging and watch out for photos that can be used to identify where you are, as well as other details about yourself
5. **Property** – be aware of the intellectual property laws, and copyright laws. Teach your students to be aware of Creative Commons and how to use it. Don't steal what belongs to others.
6. **Permission** – When you use works of others in your research, do cite these correctly with at least a URL and date accessed, or use a commonly recognised referencing system. At least show that you tried to respect the rights of others.
7. **Protection** – Use programs that protect your device such as antivirus, fire walls, and malware removers, and know why you should do this.
8. **Professionalism** – Learn about netiquette, for example, capital letter typing is shouting, and always have a subject line, greeting, etc., when emailing. Know the different languages to use when communicating with separate groups, such as academic vs social life.
9. **Personal brand** – Create a good digital profile. Think carefully before posting. It is hard to delete things later. Use this acronym to help:

True
Helpful
Inspiring
Necessary
Kind

SOURCE: REINVENTING WRITING BY **VICKI DAVIS**.

Equipping our students to be digital creators rather than consumers.

***This article investigates the recently released NZ Digital Technologies & Haurangau Matihiko Curriculum** and offers some solutions to support teachers and students as they make the shift from being consumers to creators of digital content. BY CODE AVENGERS*

The Digital Technologies Curriculum

New skills have been identified to help the next generation succeed and contribute in a world of rapid technological advancement. The new Digital Technologies (DT) curriculum is a significant departure from the e-learning, digital literacy and fluency strategies which teachers may recently have focused on. A **'digitally fluent student'**, for example, is described as being able to quickly and accurately find and access information, critique the relevance and accuracy of that information, produce digital content and then deliver it effectively to an audience, and use technologies responsibly and safely[1].

Until now the emphasis seems to have been on effective and safe consumption of digital content. In fact, when we refer to students who have grown up in the digital age as 'digital natives', it is often in a way that is virtually synonymous with 'digitally fluent'. Our students are increasingly able to access and use the huge quantity of information and forms of entertainment available through the internet on a range of devices and platforms. However, most of their time, interest, and understanding, centres on consuming rather than creating digital content.

Being 'digitally fluent' is still important. Being responsible, safe, aware of your audience and critical of content are still vital areas of teaching. Digital fluency falls under the **Human and Computers** (H&C) component of the DT curriculum. H&C is important for both the Computational Thinking and the Designing and Developing Digital Outcomes strands, and highlights how humans use computers to communicate and inform others. H&C considers best practice issues such as security and privacy, and effective ways to address barriers to access, cyberbullying and online safety.

In the **'Designing and Developing Digital Outcomes'** (DO) strand of the new curriculum there are two subject areas: digital infrastructure and digital media. In **Digital Infrastructure**, students learn how computers work, with a focus on computer hardware and peripherals (such as microchips, keyboards, headphones, watches, cameras), and how data is stored (for example, in folders or files as images, documents). In **Digital Media**, students also work towards designing, developing, storing, testing and evaluating digital content for a specific purpose. They learn how to use software and apps to make, edit, share and save their data (songs, powerpoints, digital images, websites).

'Computational Thinking' (CT) is the other new DT strand and it consists of three main parts. This strand focuses on **Algorithmic Thinking** skills, such as being able to break down problems, organise and prioritise information, and build clear and systematic solutions. **Programming** is the digital application of algorithmic thinking, because data must be represented in a format that computers can work with if computers are to solve problems. An understanding of how data is encoded and decoded by the computer is also important. Through **Data Representation** students gain an increasingly complex understanding of the binary system and its role in storing and displaying information on computers.

Teaching Computational Thinking

Many teachers are not familiar with all of the content that this new curriculum asks them to teach. A resource that is available to help them is **Code Avengers**, which is an online platform where students can learn Digital Technologies on a range of devices commonly used in New Zealand schools. It has been trialled extensively on NZ students by teachers, in NZ classrooms and through code camps, on Chromebooks, iPads, laptops and PCs which are all compatible with our resources. Students can access their work at school or at home.

[1] http://elearning.tki.org.nz/Teaching/Digital-fluency

The Computational Thinking strand of the DT curriculum represents the more significant shift from the way in which digital technologies have previously been taught in Year 1-10. In response, Code Avengers have recently added nine new **Junior courses** to the Code Avengers platform. These comprehensively cover this Computational Thinking strand and provide teachers with support, and students with the content and skills to meet Progress Outcomes 1 to 3 (Curriculum Levels 1-4)[2] in each of these three tracks. Designing and developing digital outcomes will follow once these first tracks are completed.

Code Avengers' **computational thinking** courses introduce and give students the opportunity to practise a variety of algorithmic thinking skills and strategies for problem solving, such as breaking a task down into smaller parts (decomposition), or working step-by-step (algorithmically). They learn about sequencing, making choices, predicting outcomes, and organising information in charts and diagrams.

One teacher commented: "I love the courses! They are short and clearly instructed. There are lots of opportunities for review and assistance and I really like that."

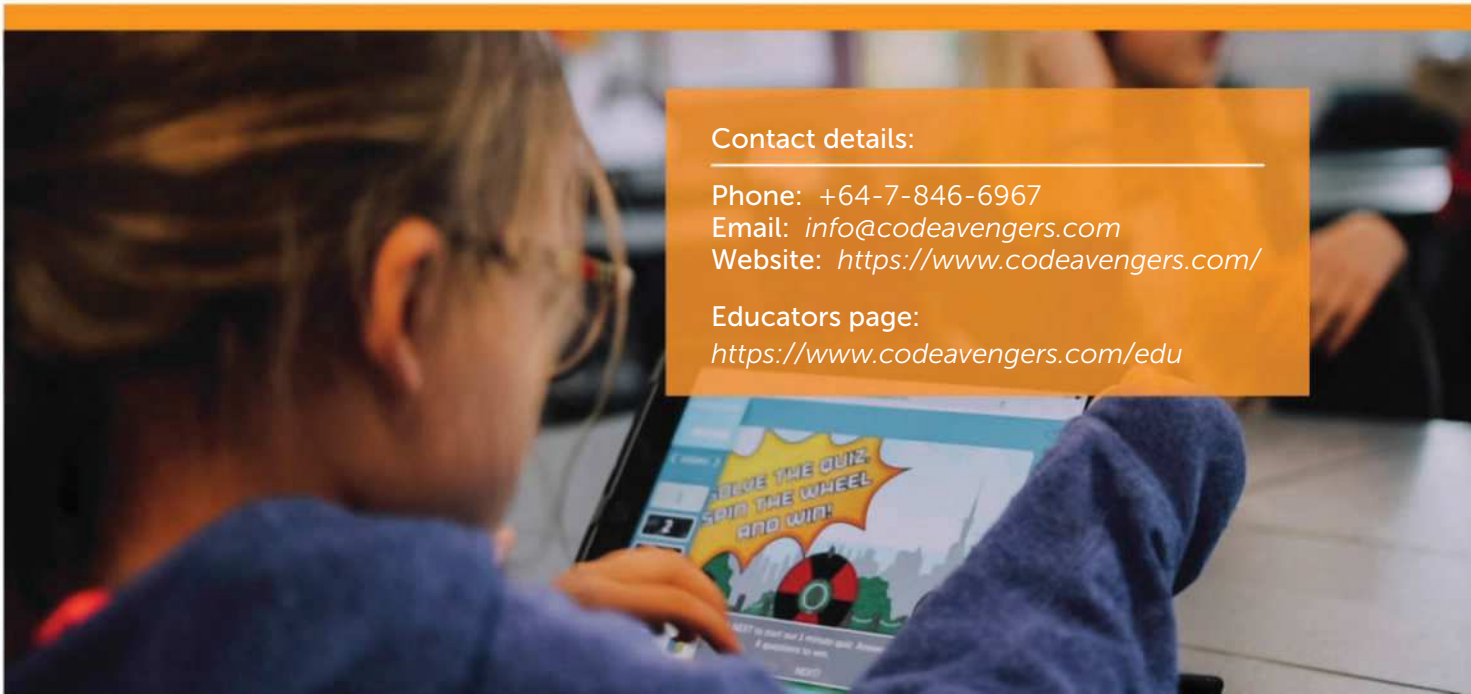
In the **programming** courses students learn to construct block-based programs to create interactive stories, animations, games, and quizzes. The process of programming involves students learning to think logically as they construct instructions in a language that can be understood by a computer. They learn to detect problems with their programs and find ways to solve them (debugging). It reinforces many of the key competencies such as thinking creatively, critically, and metacognitively about a situation, managing themselves and relating others through the development of attitudes such as perseverance and the ability to collaborate. Finally, in our **Data Representation** courses students learn that computers process information in a digital (number) format called binary and then represent that information in ways that are understandable to humans. While the binary component of Data Representation is not explicitly required until Progress Outcome 3 of the NZ curriculum, Code Avengers students are introduced to the different ways information is collected and represented in their own experience ensuring they have the prerequisite knowledge to experience success in this track. As a consequence, at Level 1 and 2 of our courses there is a significant **maths** component incorporating aspects of place value, measurement, statistics, algebra, and geometry.

Code Avengers helps teachers differentiate the needs of their students, assigning earlier or later courses in response to student feedback, their own observations, and the analytics and reports which automatically record the progress of each student. All courses in the Junior platform have audio support and strategies to support low literacy learners making them accessible to struggling readers. There are also a range of lesson plans and **'unplugged' worksheets and activities** to expand and support learning off the computer. Teachers have found these off-device resources are particularly helpful for classes where the number of devices available to their students is limited.

An eight year old student created a secret message using a cipher and was very excited when her friend decoded it. Another described how he liked a lesson on binary using "switches to make a number because it made your brain think!"

To find out more about Code Avengers and the curriculum go to:
codeavengers.com/guide/curriculum/nz

[2] http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Technology/Progress-outcomes



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Does technology translate to language learning success?

Learning a language isn't easy. But digital technology is playing an increasingly useful role in providing both engaging and authentic ways to do it.

CONVERSATION
GRAMMAR
SPEAK
COMMUNICATE
AUTHENTIC
FLUENCY

> *Learning another language is not only learning different words for the same things, but learning another way to think about things.*
>
> **Flora Lewis**
> Journalist

The closest I ever got to using technology for learning a language was watching foreign movies with subtitles. Usually French or Spanish, never much of an engaging storyline, and some dubious acting. Nevertheless, I felt it did help a little, offering a degree of authentic listening practice.

Fast forward a few decades and learning a language remains a challenge but one where digital technology definitely appears to be making a difference.

As with many subjects, technology brings a number of benefits to education, from self-directed learning to motivation and engagement. In 2016, CORE Education was commissioned by the Ministry of Education to conduct an evaluative study of the use of information and communication technologies (ICTs) to support the learning of languages ('Use of Technology to Improve Language Learning Outcomes, bit.ly/corelanguage). Incorporating a range of language lessons, including Te Reo Māori, French, Spanish, Japanese and Chinese, it focused on the ways in which engaging in ICT-based learning activities might improve student learning outcomes.

"The highly visual and auditory nature of ICTs engaged learners and encouraged reflection, further exploration and comparison with their own culture, whilst also allowing for differentiated learning, enabling all students to experience success. The multimodal aspects of ICT tools allowed the learners to speak, write, present and perform in the language and often provided instant feedback on accuracy, fluency and understanding, thus, motivating students to improve through self-correction," was its relatively positive conclusion.

Apps and games

There are a growing number of apps – things like Duolingo and Babbel – that provide ready-made courses for learning a language. There are a host of videos and channels online offering more face-to-face tuition. Translation software provides an easy way to see one language written (or spoken) as another – albeit often with the limitations of word-for-word translating. Digital games are an engaging way to practise and learn grammar and vocabulary.

The range of reference resources available is also vast. Gone are the days when French and Latin were the only options. From Chinese to Catalan, Thai to Te Reo, whatever you fancy giving a try, there will be a way to do it.

Everyday benefits

Quite often, we can take advantage of everyday technologies that are not necessarily intended to teach language but can nevertheless be harnessed to provide beneficial instruction. A couple you could try are:

1. **Change the language settings on your devices and social media accounts**
   Did you know your computing device can be set to display commands in a variety of languages? You can also can settings on your social media accounts to most major languages. So, all that time spent surfing the web or Facebooking could be the perfect opportunity to practise French or Spanish. Sure, the translations aren't perfect and you might feel awkward at first. But if you're actively trying to learn a language, changing your settings gives you the opportunity to use a new language to complete tasks that you are already doing anyway.

   In a similar vein, setting GPS or Google Maps to a foreign language will give authentic, real-world practice following instructions – and consequences for mucking it up! ATMs can also be set to a different language.

2. **Read and listen to foreign language news**
   A quick search of the internet shows how easy it is to access news media around the world. The latest reports in your target language will provide an engaging and relevant way to read and listen to what's happening in the world. International media will also bring differing opinions and perspectives to your news consumption.

3. **Video chat with a native speaker**
   Video calling with services like Skype or Facetime allow you to connect easily with native speakers of your target language. It could be an individual or a class. If they're interested in learning your language, it'll be beneficial to you both.

One key part of using a new language is finding a realistic, authentic setting, because we know that people tend to learn languages best in scenarios that are relevant to their real, everyday lives. Used appropriately, technology would seem to be a good fit for language learning. >

COMPILED BY **GREG ADAMS**, EDITOR OF *INTERFACE* MAGAZINE.

Video a winner with Japanese and Te Reo

By Paula Kasper, Hereworth School

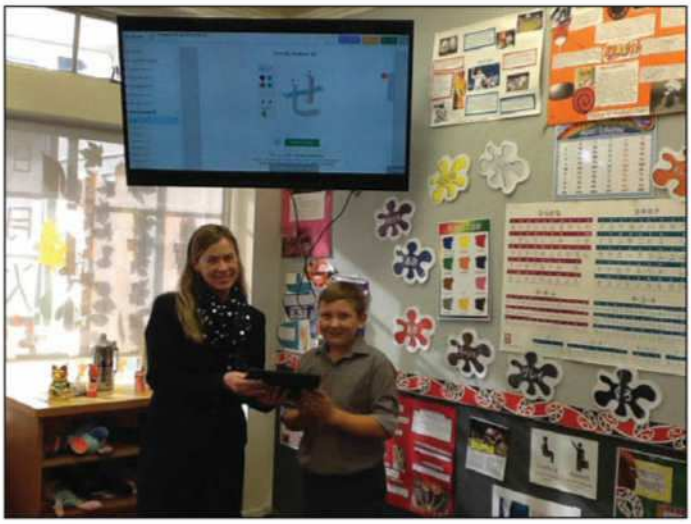
Two and a half years ago, Paula Kasper was asked to implement two new curriculum areas to approximately 200 students, for te reo Māori o me tikanga and Japanese as a foreign language. She looked to digital technology to help her achieve her goals.

Why did you start using video clips to teach languages?

Having taught years earlier using cassette tapes and CDs, moving into the digital technology world of YouTube clips, playlists, and gamification seemed an obvious step. It caters to a wide range of classes (Years 0-8) and types of learners. The medium also captures students' interest and enthusiasm. I believe adapting the familiar assists in encouraging the learning and curiosity of the unknown.

Can you explain how you are using video?

It can be applied in many ways in each area of language learning, such as listening, speaking, reading and writing. Dependent on the learning task, there is an immeasurable amount of material to access. The common sites accessed, dependent on year level, relate to intercultural understanding and as such are: songs/waiata, images, maps, dictionaries or sites that have ongoing subject information, like Japanology, anime, wakuwaku playlist, Japanese commercials or the Japan Foundation site. Same with te reo Māori, there are many sites I search relating to topic interest, such as myths and legends, raranga (weaving), whakataukī (proverbs) – which we have a new one weekly – and the site 'He reo ora'.



How do the students respond?

They fully embrace it as it's their area of expertise. Especially if they are using other sites with other subject areas this enables languages to be in line with the acquisition and consolidation of similar learning methods, too. Exposure and student investigation for similar or usable sites is part of our collaborative learning.

Just recently, the Year 6-8 students entered for the first time the Language Perfect World Championships. The opportunity to be rewarded for their individual efforts with points, which contributed towards our school total, encouraged online use for language and culture consolidation, collaboration and competitiveness. Each day we were able to follow these statistics regularly.

What are the learning outcomes?

Each time, there is a focus on one or more of the main language and culture learning areas of listening, speaking, reading and writing. Currently, our most used resource involving student interaction is Language Perfect. I set ongoing work as per the student's topic of learning and capability. Student data is collated and can be accessed by the teacher for referral.

What are the challenges to using digital technology like this?

Usually to monitor their on-task usage but it is all calculated and instant. As a teacher, I can set limits that notify me when a student is off task. There's also constant feedback on the individual, as a whole class, and their year level usage.

Any advice to other teachers thinking of doing something like this?

Go for it! This brings your subject into their realm of modernity and gives us as teacher's another form of data to access and assist our assessments. >

PAULA KASPER IS DIRECTOR OF LANGUAGES AND CULTURE AT HEREWORTH SCHOOL IN HAVELOCK NORTH.

A Kiwi app is transforming dual-language books

By Lizzie Dunn.

From being someone who couldn't see the point of learning a language, Lizzie Dunn has developed a whole new approach with dual-language ebooks.

My high school French teacher would be surprised to hear I ended up in the business of keeping language students engaged and motivated. He shouldn't be though. If anyone can understand the inner workings of a distracted teenage student, it's me!

My name is Lizzie Dunn and I run Little Mouse Co, a digital publishing company with my business partner (/mum) Shelley Dunn. We specialise in interactive, dual-language ebooks for language learners. This month we're introducing our digital library app, Lingogo, to secondary schools to help librarians and language teachers to keep their language students inspired and on track.

I'm passionate about languages now but when I was at school it was a different story. I rote learned the bare minimum. I'd never been to France and there was no need to use French in my daily life. Quite frankly, I just couldn't see the point!

Interest and engagement

In actual fact, it wasn't really my teacher's fault.

"Finding texts that interest young learners and making Spanish 'real' for students when Spain and Latin America are reasonable distances from Hamilton are the hardest part of my job," admitted Annabel Rowlands, who teaches Spanish at Hillcrest High School in Hamilton.

"I have found the app really straightforward to use. The little pop-up instructions make it very user friendly and the layout is logical. I definitely think it's a useful tool for second language learners.

"Lingogo makes reading in a foreign language more enjoyable for a couple of reasons: It has interesting, age-appropriate stories (rather than fairytales/kids' books); and the translation and spoken Spanish function. I remember when I was in the early stages of learning Spanish I was sometimes put off reading longer texts because I was having to reach for the dictionary every couple of words."

There are plenty of learning resources out there but little that focuses on interest and engagement. Traditionally, dual-language books have been the best option available. The joy that comes from realising you understand a word, a sentence, and then a paragraph in your target language is addictive. It allows students to apply their knowledge, generates a sense of pride and true motivation to learn.

However, physical dual-language books are also clunky to use, time-consuming to source, and, let's face it, a little bit boring.

Dual-language ebooks

So, with the help of our brilliant designer, Hannah Craig, we decided to make a new breed of book that would blow the socks off its predecessor. The goal was simple: to publish the most innovative, useful, and beautiful interactive, dual-language ebooks in the world.

Instead of using outdated texts (which are cheaper to produce because they've fallen out of copyright) we created simple, fun, stories with modern language that students would find truly entertaining. Rather than sticking to the awkward, side-by-side format (which often requires a ruler and two extra hands), readers are presented with copy in their target language. Simply tapping any sentence activates a pop-up clearly displaying its English translation.

We took full advantage of our digital state to add functions like native speaker audio, links to literal word translations, extra translation notes, screenie rewards, and an audiobook section for experts. Then we worked with app developers to create our own super accessible digital library app (a process not dissimilar to learning a new language!).

Positive feedback

There were many renditions, debates over what was vital, what was a bell and what was a whistle (anything in the latter two categories was unceremoniously chucked out the window) and lessons were definitely learned. Like less is often more, and perhaps leave the translation reviews until after Sunday night family dinner. We emerged with Lingogo and the 47 books you'll find in our collection today.

We're incredibly happy with the result and we're not the only ones. Lingogo has already been downloaded more than 12,000 times and we're getting extremely positive feedback from teachers and librarians keen to use it for SSR, homework, and in-class activities.

This month we're busy visiting schools to show teachers and librarians exactly how Lingogo works. We're also offering obligation-free, one-month demos, so they can experience the difference our ebooks make first-hand.

Back in the office we're working on a fun new series that involves a terrible accident in the UK, a trip to New Zealand and the unravelling of a historic mystery! We're also flat-tack building Māori, French and German versions of our current collection, plus desktop computer and Kindle accessibility.

Phew, what a journey so far! If you're interested in Lingogo, we'd love to chat. >

TO FIND OUT MORE GO TO **LINGOGOAPP.COM/SCHOOLS** OR CONTACT **LIZZIE.DUNN@LITTLEMOUSECO.COM**

8 GREAT TOOLS FOR LEARNING LANGUAGES. PAGE 41.

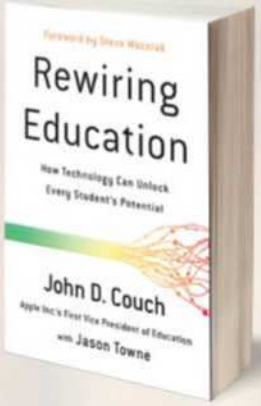
BOOK STORE

Bringing you the best in e-learning and digital technology books.

FREE P&P!

Rewiring Education

By John Couch



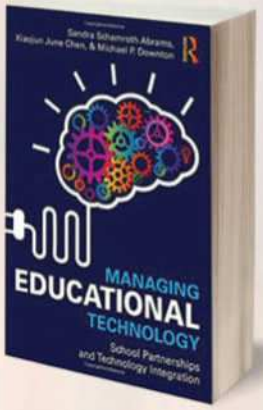
Couch shares the professional lessons he's learned during his 50-plus years in education and technology. He takes us behind Apple's major research study, Apple Classrooms of Tomorrow (ACOT), as well as explores new science-backed methods and technologies that benefit all children.

Price: $33.41

Published: 24 May 2018

Managing Educational Technology

By S Abrams, M Downton and Xiaojun Juen Chen



This book examines the ways in which stakeholders from businesses, K-12 schoo s, and universities can influence the quality and success of technology integration in school classrooms. End-of-chapter questions guide readers to consider alternate actions and identify steps for additional growth.

Price: $74.97

Publishes: March 2018

Rethinking Education in the Age of Technology

By Richard Halverson and Allan Collins

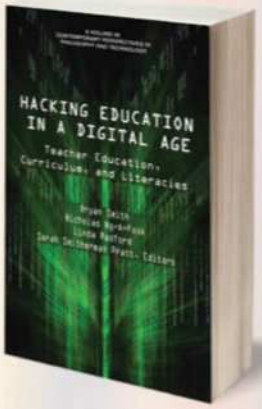
In this new edition of their groundbreaking book, Collins and Halverson argue that new technologies have transformed our workplaces, and it's time educators and communities adapt to provide all learners with access to the new learning tools of the 21st Century.

Price: $46.95

Published: April 2018

Hacking Education in a Digital Age

By B Smith, N Ng-a-fook and S Smitherman Pratt



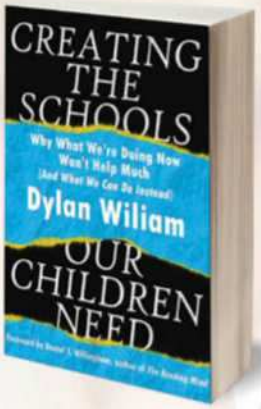
How do we foster ingenuity and learning as the end itself? In this collection, the authors put forth different philosophical conceptions of 'hacking education', and consider the possibilities and limitations of teaching and learning in a digital era.

Price: $105.79

Published: February 2018

Creating the Schools Our Children Need

By Dylan Wiliam



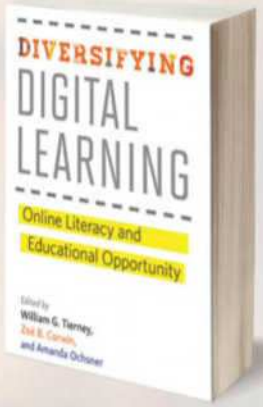
Through his experience teaching and research, Dr Wiliam has found there is no simple solution to school improvement that works in every classroom every time – but there are measures that can improve the odds of success. He breaks down the methods schools use to improve.

Price: $37.73

Published: April 2018

Diversifying Digital Learning

By W G Tierney, A Ochsner, and Z B Corwin



Diversifying Digital Learning outlines the pervasive problems that exist with ensuring digital equity and identifies successful strategies to tackle the issue – and how institutions may help or hinder students' ability to develop and capitalise on digital literacies.

Price: $58.91

Published: January 2018

**Please note, prices may change.*

ORDER NOW. FREE Postage & Packing!

Book Depository

INTERFACE has teamed up with The Book Depository to bring you the best in e-learning and digital technology books. We've searched through the listings to identify titles that we think will be interesting and helpful to teachers. Delivery is free. Follow the links on our website for more details and to order.

INTERFACE **interfaceonline.co.nz/books**

Can you recommend a book for us to review? comment@interfacemagazine.co.nz

Design educators can draw on new graphics site

If you teach in the subject area of Design and Visual Communications, a new, home-grown resource, Graphics4Teachers, could be the answer for 2D and 3D drawing resources, writes Iain Rudkin.

Until recently Design and Visual Communication teachers have had very limited access to meaningful online resources that can support them in the delivery of the skills-based concepts associated with 2D and 3D formal drawing. This has meant they have been generally required to adopt a teacher-centred approach, which can be inefficient and also, at times, frustrating.

Delivering a skills-based lesson, for example how to draw a basic isometric shape, requires in excess of 250 discrete sequential instructions. In a class of 20-plus students, it can be challenging to complete a lesson of this prescriptive nature without having to interrupt the flow numerous times in order to address remediation issues based mainly on students not listening attentively.

That's why I've been involved in the development of Graphics4Teachers (graphics4teachers.com) to address this. This is a resource bank of skills-based lessons. The material includes presentations, video lessons and additional files that support the teaching and learning of design and graphics. They can be used for both intermediate and high school-aged students. The materials can be used directly in the classroom, as individualised learning tasks, as homework exercises or even set as class work when the teacher is absent.

Presentations and videos

The site's resources are specifically designed to engage students to a point where they don't ask the questions they would already know the answer to if they took responsibility for actively focusing. The resources achieve this by providing students with relevant animated movement. Examples of this are arrows indicating exactly where to measure from, kinetic typography instructing distance, and also using pertinent animation of the drawing instrument reflecting exactly what the student needs to be doing. These are similar to the animation tools advertisers use to draw the eye of a potential consumer.

The core resources come in the form of presentations and videos. The first option means the teacher leading the class through the drawing presentation step-by-step. By controlling the presentation flow wirelessly, they can freely move around the room and monitor progress. This has the spin-off benefits of both improving behaviour and productivity, and consequently reducing teacher

stress and workload.

The second option is where students can access the lessons in video format on their own computing device. This allows them to work at their own pace. Students can complete different lessons at the same time using the video resources. When they click on a video link they are presented with a full screen lesson minus all the usual enticing thumbnail distractions normally displayed on video hosting sites.

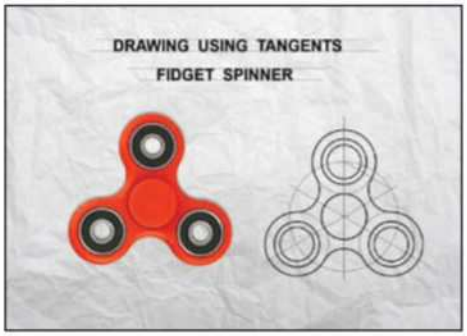
Complex 3D shapes

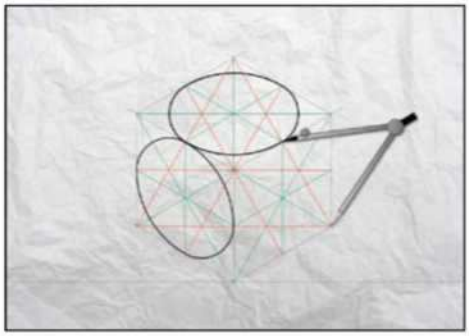
The Graphics4Teachers resources also provide teachers with SketchUp models to help introduce more complex, three-dimensional shapes. And there are streamlined marking schedules for each lesson that can be edited as a Publisher file, if required.

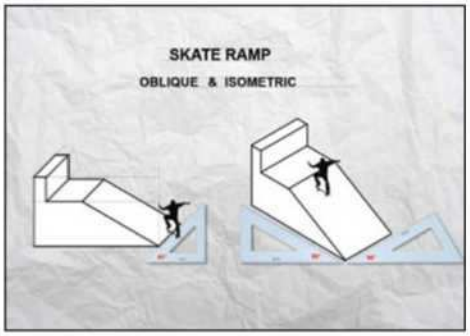
On the home page, there's a brief video introduction to the website, as well as a link to four trial lessons. Our hope is that that this is a resource that helps with the delivery of graphics programmes in schools everywhere. >

IAIN RUDKIN TEACHES DESIGN AND VISUAL COMMUNICATION AT ST PAUL'S COLLEGIATE IN HAMILTON,

FOR MORE INFORMATION GO TO **GRAPHICS4TEACHERS.COM**







WIN at INTERFACEO

2 to WIN!

RC QUADCOPTER DRONE WITH HD CAMERA

Release your inner pilot and take to the skies with an RC 109F Quadcopter Drone. The 6 Axis GYRO offers stable flight, and forward/backward/side flying/360-degree rolling action. The 2.4GHZ controller frequency minimises interference and offers a connection up to 100 metres. Flight time is 6-10 minutes and a return function means it'll find its way back if you lose orientation. Plus, follow and record your progress with an onboard HD camera.

We have two RC 109F Quadcopter Drones to giveaway. If you'd like to take the controls, just answer a simple question and one could be yours. All correct answers go into the draw to win.

Entries close Wednesday 22 August.

3 to WIN!

DIVING MASK FOR GO PRO

Plunge into the watery depths and not just see with perfect ease but have the ability to record your progress using this ingenious diving accessory. With safety tempered glass lenses and buckle swivel for comfortable fit and seal, the dive mask also includes a Go-Pro compatible holder on the top edge. Simply screw a camera in place to secure.

We have three of these nifty masks up for grabs. If you'd like to be using one this summer, enter your details on our website.

Entries close Wednesday 18 July.

**Please note:*
Prize is the mask only and does not include a Go-Pro camera.

4 great mobile apps Pages 40 and 41.

NLINE.CO.NZ

WE HAVE SOME FANTASTIC PRIZES UP FOR GRABS THIS ISSUE. TO ENTER ANY OF THE COMPETITIONS JUST GO TO OUR WEBSITE.

BELKIN 'CLASSIC' AND 'ACTIVE' PRO BACKPACKS

Let your computing device travel in style with either the Belkin 'Classic' (grey) or 'Active' (black) Pro Backpacks. Now available through the TELA scheme, theses awesome bags combine protection for what's inside with a certain degree of elegance on the outside. Both come with internal padding and handy compartments; externally each has two zippered pockets. The 'Active' also includes a drink bottle holder on the side and an out-of-the-way pouch on the side next to your back. (Check out our review of the 'Classic' in our May issue.)

Thanks to Belkin, we have one of each as prize giveaways. So, which one do you want? Make your selection and you could win it. More on our website.

Entries close Wednesday 18 July.

SANDISK 128GB ULTRA DUAL 3.0 USB DRIVE

Need some portable memory? The SanDisk Ultra Dual USB Drive 3.0 makes it easy – and fast – to free up space for photos, videos, songs, and more. With 128GB of space, it offers some spectacular storage and the dual connector means you can connect to a wide range of devices.

There are two to win. Simply enter your details on our website – **interfaceonline.co.nz** – and you could win.

Entries close Wednesday 18 July.

Create your own AR game with Metaverse. Page 40.

INTERFACE

LESSON IDEA 18.05: KNIGHT'S MOVE CHALLENGE

Objective: Visit every square on the grid just once, using a Knight's chess move

Age range: 9-14 **Website:** n/a

It's not necessary to use a computer to deliver great computational thinking lessons. This activity is a good example.

METHOD

Explain the legal move of a Knight in chess and challenge students to use it to visit every square on the given grid just once and land back on the starting square. The example grid is obviously not a complete chess board and you can adapt this puzzle by changing the shape and size of the grid for the challenge.

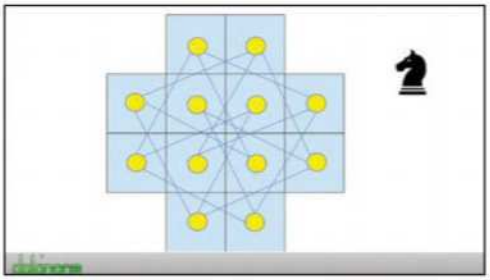
USES IN THE CLASSROOM

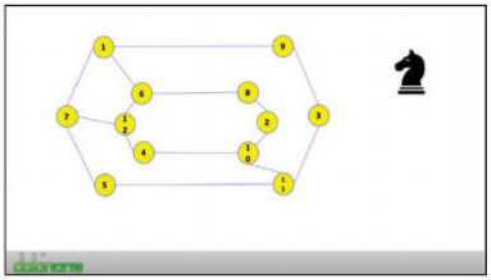
To solve the problem, your students will have to adopt a number of strategies and this is where the computational thinking comes in. If they're not used to working with problems like this they will most likely adopt a brute force attack strategy to solve it – which can work – but is likely to frustrate them. However, by using computational thinking strategies, they will soon start to see patterns and move options from each square. The inner four squares each only have two options to visit per square, whereas the outer squares have three options. Drawing these rationalises the problem and patterns emerge that comply with the rules.

As a final twist, once the students have worked out a solution (there are many), challenge them to untangle the network of nodes and lines into a pattern that will enable them start at any square (which is quite high level maths and the beginnings of graph theory!)

COMPILED BY **DAVID KINANE**.

FOR MORE, TRY THE TANGLED APP – SEE PAGE41





INTERFACE

LESSON IDEA 18.06: YANNY OR LAUREL?

Objective: Explore why we can hear some words differently

Age range: 5-18 **Website:** interfaceonline.co.nz/yannyorlaurel

Yanny or Laurel? An audio clip – originating from vocabulary.com but which has gone global via a Reddit post – features a computer-generated voice repeating one word … but what do you hear?

METHOD

1. 'Yanny or Laurel' is an auditory illusion of a re-recording of a vocabulary word or what's also called "perceptually ambiguous stimulus". Play the recording and find out what your students can hear (we've posted it on our website or just search online).
2. Discuss with students how and why something can be perceived differently by different people. One suggestion is that 'Yanny' can be heard at higher frequencies and 'Laurel' at lower. Older people, whose ability to hear higher frequencies is more likely to have degraded, more often hear 'Laurel'.

USES IN THE CLASSROOM

It's a bit of fun finding out what people hear. At INTERFACE *Xpo* last month, we tested it out on the audience. Overall, 'Yanny' was in a two-thirds majority. But there's the opportunity to talk about the implications of hearing things differently and the science behind it. Do other senses also have ambiguities like this? (Incidentally, the word being spoken in the original recording is Laurel.)

GAMEFROOT LESSONS 4/6: GAMEFROOT CODING CARDS

Objective: Learn to design, code and create a game app

Age range: 6-15 **Website:** gamefroot.com

Download these cut-out cards from: make.gamefroot.com/waka

GAMEFROOT CODING CARDS

Matariki Explorers

Explore the Pacific Ocean by making your own mini-game and learn how to code like a pro game designer!

Use Matariki Explorers Cards in this order:

1. Game Controls
2. Point and click
3. Looping
4. Collision detection
5. Scoring points
6. Winning the game

Learn more:

→ make.gamefroot.com/waka

4 Collision Detection

Use this card to restart the level when the waka hits a whirlpool. You'll learn how to use collision detection in your games. Browse to:

→ make.gamefroot.com/waka

Kia ora! Let's continue our journey by coding more of the whirlpool. Right-click the whirlpool and select "Edit Script".

Open "Physics" (on the left) and drag the "When I am touched get toucher" block into the work space on the right.

Open "Control Flow" and connect the "if do" block. Then open "Sensing" and connect "myself has tag name".

Click on "tag name" and type in "waka". Then open "Variables" and drag "instance toucher" into where "myself" is to replace it.

Open "Control Flow" and drag "go to next level" into the "if do" block. Click on "next" and change it to "current".

Return to your level and edit the script on the waka. Open "Sensing" and drag "add tag name on myself" into the "When created" block. Click on tag and type in "waka".

Try it. Press the PLAY button.

Want to learn more?

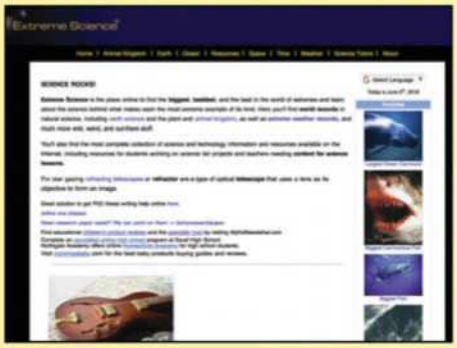
→ make.gamefroot.com/waka

FILE SHARE

Online resources and information for your favourites tabs.

SCIENCE

Find world records in natural science at **Extreme Science** (extremescience.com). Check out the biggest, baddest, and the best in the world of extremes and learn about the science behind what makes each the most wild, weird, and out-there.

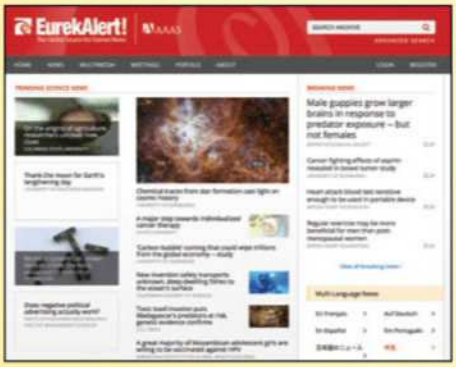


Chemistry in Minecraft (education.minecraft.net/chemistry) is an update to Minecraft Education Edition. Download it to explore and combine elements and compounds, and safely conduct tests and experiments in a virtual world.

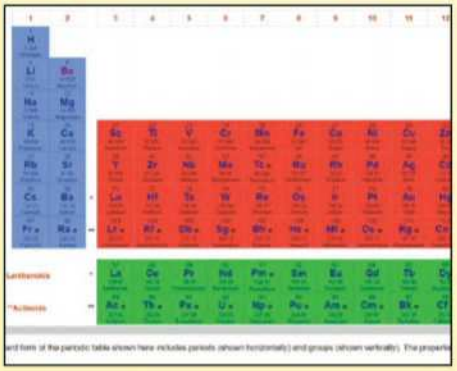
Interested in infrared? From NASA and Caltech, **Cool Cosmos** (coolcosmos.ipac.caltech.edu) is your infrared guide to the world and the Universe beyond. Check out a timeline of key developments, astronomy missions, and some amazing galleries of infrared images.

Learn Chemistry (rsc.org/learn-chemistry) is an informative educational site from the UK's Royal Society of Chemistry. From classic experiments to problem-solving puzzles, it's packed with all sorts of resources, including documents, videos, audio content, interactives and simulations, and ebooks.

Learn about breaking science news at **EurekAlert!** (eurekalert.org). The news service of the American Association for the Advancement of Science provides a portal for universities, medical centres, journals, government agencies, corporations, and others to announce information.



Webelements (webelements.com) provides a comprehensive and interactive periodic table of the elements. Click on any element to get more information or learn about compounds and a range of topics like isotopes, electronegativity, bond enthalpies, and others.



HISTORY

For information and views about the Middle Ages try **Medieval Histories** (medievalhistories.com). Learn about castles, food, music, and culture. There's the latest news and research, as well as a section on archaeology, treasures and even climate change in this time period.

Damn Interesting (damninteresting.com) is a fascinating collection of true-yet-obscure stories from history, science, and psychology. In text and podcast form, browse the archives, read random and recommended entries, or check out sections like 'Greatest Hits' and 'Nuggets'.

Spanning 11 different historical periods, **Alpha History** (alphahistory.com) has a range of resources to support the teaching of history. It includes topic summaries, documents, images, maps, timelines, biographical profiles, and historiographical information, as well as a range of online activities.

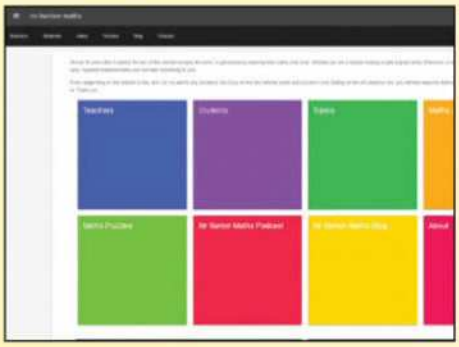
If you have a resource you'd like to share, let us know and we'll spread the word: **digital@interfacemagazine.co.nz**

MATHS

Standard. Scientific. Currency. Graphing. If you need an online calculator you'll probably find what you need at **Calculator** (calculator.com). Choose from 15 options. Each has clear instructions and is easy to use, and will help with most problem solving needs.

Need a pentagonal pyramid that's 20cm tall? Or a number line that goes from 18 to 32 by 5s? Or a set of pattern blocks where all shapes have 3cm sides? You can create these and more with **Dynamic Paper** (bit.ly/dynamicpaper). Save and export as a PDF activity sheet or jpeg.

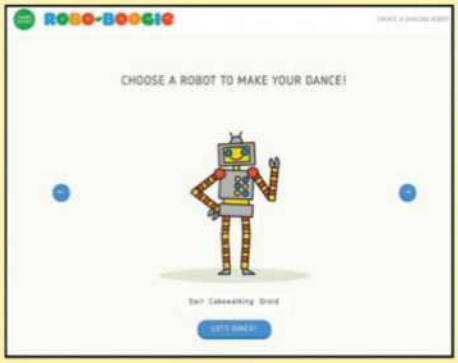
Created by a maths teacher of the same name, **Mr Barton Maths** (mrbartonmaths.com) is a great collection of resources aimed at "getting everybody enjoying their maths a bit more". There are sections for teachers and students, puzzles, jokes, a blog, and podcasts to explore.



MUSIC

Chrome Music Lab (musiclab.chromeexperiments.com) seeks to make learning music more accessible through fun, hands-on experiments. Using interactive instruments and animations, teach the basics of chords, harmony, and rhythm, or make and share your own songs with Song Maker.

Combine computer programming and music with **Robo-Boogie** (roboboogie.codeclub.org.uk). Choose your robot and click 'Let's Dance'. Select your robot's head, arm, and hip movements, and the music genre. Go to 'Code Mode' to see the actual code. Save and share the result.

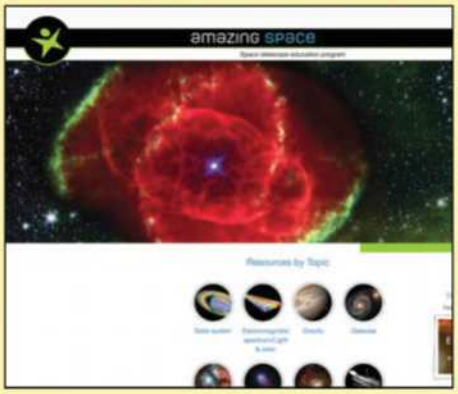


Learn the basics of the violin at **Violin Online** (violinonline.com). Find out how to hold it, basic fingering, bow technique, tuning, and more. There are also 10 pieces of written classic music on which to try out your new skills and some history about this popular stringed instrument.

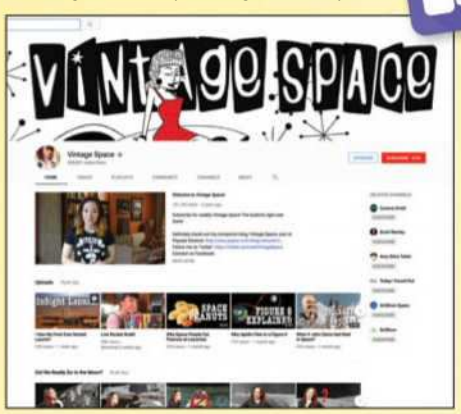
SPACE

SpaceRef (spaceref.com) creates its own news content, as well as aggregating information from other sites and sources. There's a wealth of info on our Solar System's planets, asteroids and comets, plus space missions, history, weather, a calendar, and news archives.

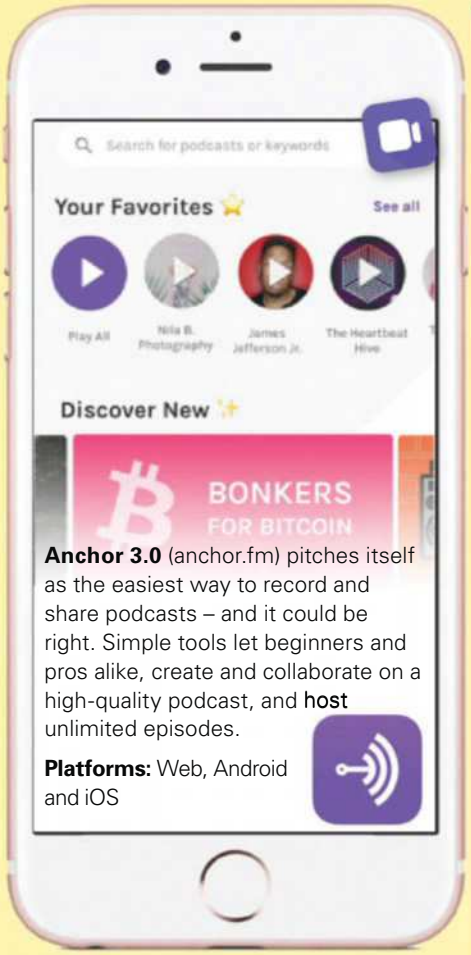
Black holes, galaxies, telescopes, and more, **Amazing Space** (amazingspace.org) produces and shares education resources based on the Hubble and James Webb space telescopes. Search by topic or type of resource. There are 'teaching tips', activities, news, research, and a glossary.



Vintage Space (bit.ly/vintagespace) is a great space history channel on YouTube. Created and narrated by self-confessed space nerd Amy Shira Teitel, she broadcasts weekly videos explaining and exploring all things about spaceflight history.



PLEASE REMEMBER TO CHECK THE APPROPRIATENESS OF ANY ONLINE RESOURCES BEFORE USING THEM IN CLASS.



Anchor 3.0 (anchor.fm) pitches itself as the easiest way to record and share podcasts – and it could be right. Simple tools let beginners and pros alike, create and collaborate on a high-quality podcast, and host unlimited episodes.

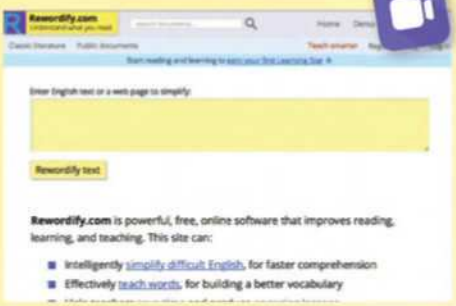
Platforms: Web, Android and iOS

Get a daily dose of art with **DailyArt** (getdailyart.com). It showcases one masterpiece a day with background info. Or explore and search more than 2,000 masterpieces, 700 artist biographies and 500 museum collections.

Platforms: Android and iOS

COOL GIZMOS

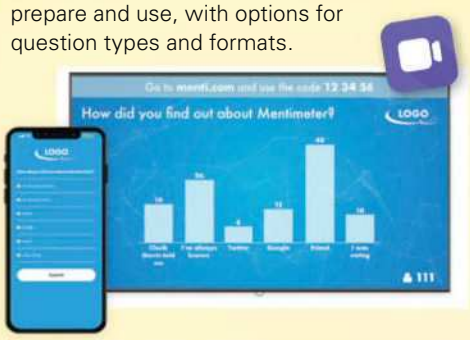
Simplify difficult English thanks to **Rewordify** (rewordify.com). Enter text (or a weblink) into the yellow box at the top of the page. Click 'Rewordify text' and it'll create an easier version. The reworded words are highlighted – select them to hear and learn the original. Or change the highlighting parameters to show harder words.



Remove the background from an image (making it clear or white) using **Background Burner** (burner.bonanza.com). Upload your image, wait a few seconds, then view options. Choose the image you like best. Touch Up has tools to restore or erase more of the background.

Convert written text to spoken words with **Text to Speech Reader** (ttsreader.com). Upload, drag or paste text files. Choose the voice, language and speed options. Play, listen and enjoy. Use the upload icon to save to your computer.

Make your classes and presentations more interactive with **Mentimeter** (mentimeter.com). Let your students show their knowledge or state opinions in real-time by asking questions as you teach. It's easy to prepare and use, with options for question types and formats.

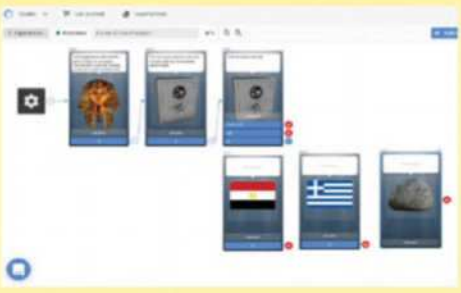


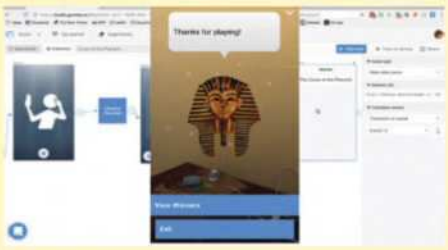
ONE-MINUTE GUIDE: METAVERSE

Metaverse (gometa.io) looks like a fantastic way to create an Augmented Reality (AR) resource for your classroom, including games, scavenger hunts, memes, and more.

How does it work?

The platform is a web-based tool for building interactive AR experiences (no coding knowledge is necessary). These are comprised of scenes on a storyboard, which are linked and players follow these to complete the challenge. A scene can be anything from text and an image to more complex 3D models, videos and 360-degree photos.





Scenes can also ask for user input, such as pressing one or more action buttons, taking a picture or entering text. There are more than 150 command blocks at the creator's disposal. (If you have coding skills, you can also create custom blocks or call on third-party APIs.)

Save and share

Once the experience is complete, simply generate a link or QR code for players to access through the app (Android and iOS are currently available). Metaverse will display the game in their camera view. Like Pokémon Go, the AR mode can be toggled off and on.

Using in the classroom

Metaverse could be ideal for you or your students to create fun and engaging challenges, from games to quizzes, with short answer, multiple choice, and true/false among the possible question types. There are tutorials available that take you through all the editing processes involved (community.gometa.io/c/tutorials).

USING VIDEOS

If you like using videos in class, here are a selection of tools that could come in handy.

Would you like to show YouTube videos but don't like all the adverts and distractions? **ViewPure** (viewpure.com) lets you watch without comments, related videos and other clutter. Just enter the URL and hit 'Purify'.

Alternatively, you can use a downloader to save videos from YouTube (and most other popular video hosting sites). There are a number to choose from. Usually, you have to download the software and they all work in pretty much the same way. Simply copy the video's URL from your web browser, click 'Paste URL' and select an output format, quality and location. **4K Video Downloader** (4kdownload.com) is easy to use, customisable, and offers a range of video and audio formats.

Others to try include **Any Video Converter Free** (any-video-converter.com), **WinX YouTube Downloader** (winxdvd.com/youtube-downloader/) and **aTube Catcher** (atube.me).

Teach, engage, and inspire your students using TV shows and movies with **ClassHook** (classhook.com). The service makes it quick and easy for teachers to find clips from popular TV shows and movies for a variety of subjects and disciplines.

Create videos in a matter of minutes with **Rocketium** (rocketium.com). This simple but effective editing tool lets you create videos with video clips, images, and voiceover. Add and style text, plus select from tons of animations and effects, and choose from theme, filter, and music options. Once you're done, publish and share the result.

Another similar tool is **WeVideo** (wevideo.com/education) a browser-based video creation and editing platform that makes it easy for students to capture, create, view and share video content. Or try **Biteable** (biteable.com), which claims to be "the world's simplest video maker". Pick from a wide assortment of templates, drag and drop images, add text and choose colours and sound onto the video timeline.

LEARNING LANGUAGES

Following on from our languages feature on pages 26-29, here are some online resources to help with foreign languages.

Surface Languages (surfacelanguages.com) contains useful words, phrases and expressions in 37 different languages, from the usual French, German and Spanish to more unusual Welsh, Slovak and Finnish. There are 1,000s of phrases organised into topics, making it easier to find what you want, as well as hours of audio spoken by native speakers along with flashcard, multiple choice and language learning games.

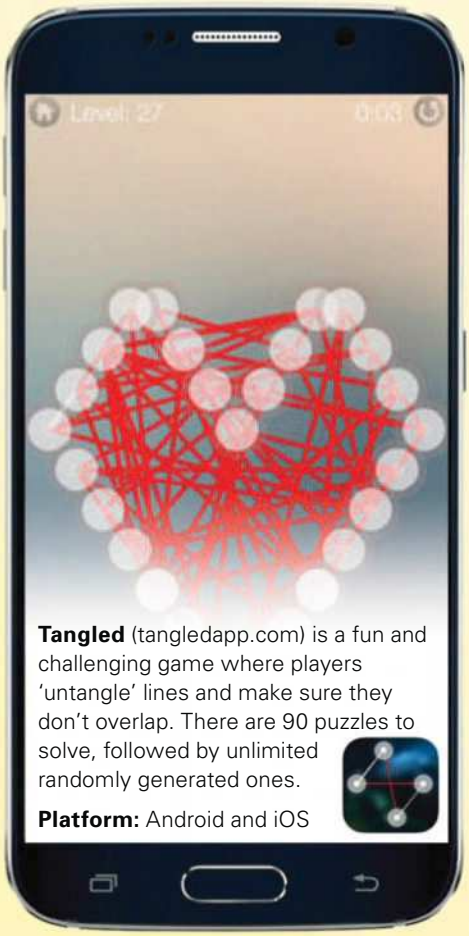
Forvo (forvo.com) is a database of nearly four million words pronounced in over 330 languages – all created and maintained by native speakers. Search for words by language or category, or explore useful travel phrases.

LanguageTool (languagetool.org) is a spelling and language checker for English, French, and more than 20 other languages. Copy and paste your text to check for spelling and grammatical errors. Use the drop-down boxes to change language preferences. It also offers add-ons for Chrome and Firefox, and Google Docs, LibreOffice, and OpenOffice.

There are a number of free language learning apps that guide you through learning a language from start to finish (or help you sharpen existing language skills). Check out **Duolingo** (duolingo.com), **Memrise** (memrise.com) and **Busuu** (busuu.com).

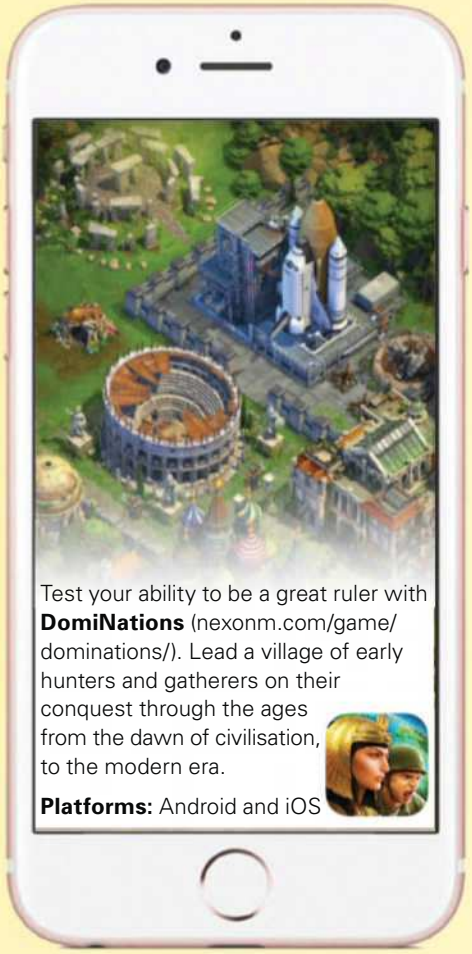
Designed for kids, **Hello World** (hello-world.com) offers beginning level lessons, activities and games in 20 languages. Each has about 5,000 words, phrases, and sentences recorded by native speakers of the language.

Lastly, **LingoHut** (lingohut.com) is a global language project created to help people communicate in a new language. There are audio and visual activities and tutorials, from learning common phrases, counting, and days of the week to more challenging tasks.



Tangled (tangledapp.com) is a fun and challenging game where players 'untangle' lines and make sure they don't overlap. There are 90 puzzles to solve, followed by unlimited randomly generated ones.

Platform: Android and iOS



Test your ability to be a great ruler with **DomiNations** (nexonm.com/game/dominations/). Lead a village of early hunters and gatherers on their conquest through the ages from the dawn of civilisation, to the modern era.

Platforms: Android and iOS

WHAT IS THIS? Wherever you see this symbol it means there's a video to watch on our website relating to the resource **interfaceonline.co.nz**

Rules about tech use can impact academic success

Parents who restrict their children's use of new media technologies may be acting counterproductively as their child's academic performance could suffer as a result, a University of Zurich study shows.

There are concerns that the constant availability of computers, smartphones, TVs and gaming consoles may harm communication skills and cognitive performance, particularly in teenagers. Against this backdrop, parents are frequently advised to set restrictions and clear rules on how long children are allowed to use certain technologies.

A study conducted by University of Zurich communication scientists examined the impact that technology rules, and the reasons that parents give for those rules, have on later-life academic achievement. A survey of more than 1,100 first-year university students measured their recollections and retrospective perceptions of the rules they faced in childhood and collected data on their socio-demographic traits and academic grades.

Unintended adverse consequences

The results confirmed that students whose parents had set clear rules on technology use during childhood and cited reasons for doing so, do not outperform their fellow students in college. On the contrary, when parents justified their rule-setting with the specific reasoning that technology use cuts into homework time, their children actually performed worse in college.

"Parents normally set these rules to promote their children's scholastic development and to make sure that they invest enough time in schoolwork," said lead researcher Professor Eszter Hargittai. "But that evidently can also backfire. The well-intended rule can have unintended adverse consequences. One might argue that it's mainly the parents of children experiencing difficulty in school who tend to set rules to encourage homework diligence. Yet scholastic aptitude during high school was also factored into the statistical analysis. The effect of technology use rules on later-life school grades turned out negative regardless of scholastic aptitude."

Health more effective argument

The picture looks different when parents cited health reasons, however, such as lack of exercise, eye overstrain or poor sitting posture in front of the computer as grounds for restricting technology use. Those parents' children later exhibited comparatively better academic performances in college. Hargittai hypothesises that parents who worry about their children's health don't just regulate their technology use, but also concurrently encourage engagement in alternative activities that are beneficial to children in the long run.

Safety risk for girls, waste of time for boys

The researchers were also able to show that socio-demographic factors such as gender, ethnicity and parents' level of education play a role as well when it comes to formulating specific reasons for

restricting use of new media technologies. Parents, for instance, tended to justify restrictions to girls on the grounds of safety or data privacy concerns, whereas they tended to cite health grounds or the "wasting time" argument as the reason for restricting boys' technology use.

"We were able to show that the socio-demographic and family context influences how rules get justified by parents and that the reasons stated for imposing those rules can, in turn, exert an impact on later-life academic success.

"That's why it's important for parents to proactively discuss the use of modern technologies with their children and to take the particularities of different applications and activities into account. Certain games, for example, can help to develop strategic thinking and analytical skills."

Hargittai added that it also makes sense for parents and their children to use technology together.

"That's a really practical way for parents to explain the benefits and drawbacks to children in a straightforward manner." >

FOR MORE GO TO **MEDIA.UZH.CH**

Next time... Protecting your school's data

EVENTS DIARY

Some key digital technology and education events coming up.

JUNE 24

NZ Certificate in Education Technology (Advanced Practitioner) (Level 6)

For educators who want to provide leadership by applying technologies.

Available three times a year.
Trimester 2 closes 24 June.
openpolytechnic.ac.nz/education

JULY 26

Postgraduate Certificate in Applied Practice

July intake starts.

Locations around New Zealand.
themindlab.com/postgrad-studies/

Your event could be seen here!

TERM 3

Girls'nTechNZ

Event for girls (Years 11-13) to learn about careers in digital technology.

Hosted by *INTERFACE* at Saint Kentigern College, Auckland.
interfaceonline.co.nz/girlsntech

TERM 3

MADE Awards 2018

Celebrate digital creative excellence. Multiple categories; three age groups.

Look out for entry details in Term 3. More on page 10.
madeawards.com

SEPT 10

ASB Bright Sparks Competition

Technology challenge for young inventors. New look and new categories for 2018.

Entries open 10 September and close 4 October.
brightsparks.org.nz/competition/

OCT 10-12

uLearn 18

Expand horizons, deepen understanding, and pioneer new ways of doing things.

SKYCITY Convention Centre, Auckland
core-ed.org/events/ulearn/

Add your event to our Diary

If you're holding an event you'd like to publicise, let us know. It costs just $150 + gst to add it to our Events Diary. Contact

advertising@interfacemagazine.co.nz

JAN 16-18

#GirlsInnov8 Camp 2019

A girls-only code camp providing a hands-on opportunity to explore technology.

St Cuthbert's College, Auckland
girlsinnov8.net

APRIL TBC

#EnergiseNZ2019

Education conference by Cyclone. Register your interest for 2019.

Auckland and Dunedin
cyclone.co.nz

interfaceonline.co.nz/eventsdiary

For the latest deals see pages 2, 3, 26 and 27.

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"At Tangaroa College, we use the Adobe Creative Cloud apps in various subjects, such as Digital Media and Art, from year 9 right through to year 13. The current generation have grown up in the digital media culture, so it is vital we have the right tools to approach 21st century learning."

Yong Ai Wong, Head of e-Learning, Tangaroa College

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