

2016 IIME REPORT

Country/Region [USA]

School [John Adams Middle School] Teacher [Jen Joyce] Grade (8) Member (28)

JP school [Hyogo Prefectural Ashiya International Secondary School 3-A]Teacher[Oda Syohei]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Hours
About our different schools and cultures	We spent many lessons sharing about our schools and different cultures through Videos written, created, and shared by students. Videos included information about our foods, campuses, social interests, holidays, traditions, sports, and individuality.	6
Researching Immigration and Origins	Students interviewed family members to discover what was known about family origins. Some found a deep and intricate web of information, while others found nothing depending upon family background. We shared information we chose to with each other and each chose an image to represent our background that could potentially be included in the mural. We also took a field trip to the Japanese Heritage Museum in downtown Los Angeles where we took a tour, had a lesson in origami, taiko drumming, and enjoyed a ramen lunch.	13
Art	Students conceptualized what our side of the mural should look like in response to sketches we saw as the Japanese school developed their plan. We eventually painted, celebrated on display, and sent it back to Japan along with individualized greeting cards what we created..	12

Theme and Message of the mural

Theme	Honoring our past and embracing our future
Message United thoughts to share with the world	Many of us come from many different countries and cultures, but we are all human. We don't need to be afraid of our differences, but embrace them, learn about one another, respect our differences, and celebrate our commonalities.



Effects and the Problems

Effects your students have gained	Points for further improvement
Students learned a lot about themselves and their own cultural heritages. They also learned a lot about the culture of Japan, and the immigration experience for people coming to the united states. In the process, we learned and discovered the differences between our countries in discussing backgrounds, immigration, and in general, many of the students could relate to one another and Japan through discussing and finding similarities. In general, our students really enjoyed the school we were paired with, and related to the students of the Japanese middle school in sharing many interests!	Students noted what we often could understand a main idea, sometimes the translation was a little difficult to understand. From my perspective, I really preferred former forum formats because we could get notification of posts more simply than the moodle format.

How has your impression toward your partner's country/region and the world changed?

Changes in the students	Changes in the teachers
We learned a lot about the differences and similarities between us and Japan. We live in a very diverse and culturally rich part of the world, even with some students at our school originally from Japan, so there were not a lot of huge surprises for us. However, we really enjoyed the experience of collaborating together!	I am continuously learning new and interesting things about Japanese culture through participating in the mural exchange over the years. This year it was interesting to learn about the differences between us in regards to immigration, and more about the experience of Japanese Americans through our museum experience.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	August and Sept.	Communicated via the forum through videos and posts	It was fun getting to meet students in another country who are the same age. They felt the students were fun!	English/ Social Studies
SHARE Research on the theme	Oct.	Students researched and shared background information with each other, as well as continuing to learn about Japanese culture.	They were very interested to learn about their own backgrounds, as well as the similarities and differences between each other, as well as our partner school students.	Social Studies
UNITE United message/ Mural design	Nov.	As we learned about the Japanese culture, and made plans to visit the Japanese Heritage Museum in Los Angeles, students became interested in the concept of our common experiences as our families have come to America, or even moved within America. They wondered what that experience was like for students at our partner school because it was "international". We originally decided on the immigration experience as a theme, but found through research that the topic is more taboo to speak about in Japan. This was a valuable experience. Ultimately we decided to focus on our similarities and differences with more focus on tolerance and understanding.	Learning about the fact that Japan has taboos about discussing family origins was new to me. It made me sad to learn that there are some of the same prejudices in a country that is so much more homogeneous than the United States. It gave me more a perspective on the similarities between our countries because despite our best efforts, there are still a lot of inequities and prejudices prevalent in the United States.	Social Studies

CREATE Mural painting	Jan.	Students painted in response to the Japanese student's design. We made strategic choices that were based on plans, but altered slightly as we encountered challenges. This was very valuable in seeing that art is often problem solving and a work in progress.	As the art teacher, this is always the best part of the exchange for me. I love to see the different groups of students over the years find their way through the process of this project.	Art
APPRECIATE Reflection/ Appreciation	Jan.	Overall, students were very proud of the job they did. Other students on campus were very impressed, interested, and motivated to learn more about our partner school and Japan. Many students asked how they could potentially participate in future years.	Praise and appreciation are always nice, and seeing everyone enjoy the mural so much is pleasing also!	Art /Social Studies

Aim of the Lessons and Result

Aim: Rank A to C in order you put emphasis on (A: very much/ B: much / C: not so much)

Result: Rank 5 to 1 (5: very effective / 4: effective / 3: so- so / 2: not so effective / 1: not effective at all)

Expected Effect	Aim	Result	How your students have reached it
Understanding our own cultures	A	5	Research, interviewing, writing, and creating artwork.
Understanding the other's cultures	A	5	Research, videos received on the forum, visiting our local Japanese Heritage Museum and Little Tokyo.
Communication ability in the class/with partners	A	4	Class discussion through meetings, cooperatively responding to posts, and working in smaller groups.
IT skills	B	5	Students created response videos, edited, and posted them to the forum. They also used the internet for a portion of research.
Creating friendship in the class/with partners	A	5	This was a big bonding experience for both our classroom, and the classes feelings towards our partner school. The process created a better understanding of how despite differences, many of us share very similar experiences.
Collaboration in the class/with partners	A	5	Students struggled more in our class working through the process of collaborating through effective communication, strength of personalities, and varying levels of dedication to sticking to a time table. In relation to collaboration with our partner, we were able stay on schedule, and agree to terms very smoothly.
Attitude in learning	B	5	The nature of the project being so personal intrinsically motivated students.
Expression ability in words, in pictures	A	4	Our communication was very often, and varied in format. There were times we needed to clarify for understanding, but that is part of the learning and understanding process.
Appreciation ability Appreciate the mural and the whole collaborative learning	A	3	We always feel very rushed to create our half of the mural, get it sent back on time, while still allowing adequate time for us to keep the mural on display for appreciation. This year we had a sickness come to our school that affected so many students, we lost a lot of time and felt extra pressure to meet the deadline.