

## 2013 IIME REPORT

**Country** [ Canada ]

**School** [ Lincoln M. Alexander Secondary School ] Teacher [ Anura Bellana ] grade (9–12) student number (12)

**JP School** [ Tagara Metropolitan High School ] Teacher [ Harumi Nagashima ]

### # Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Times
Visual art	• Creative process, planning in collaboration (not only with the Japanese students but also with our own group)	4 weeks
Visual art	• Creative process: producing in collaboration (not only with the Japanese students but also with our own group)	3–4 weeks
Visual art	• Creative process, reflecting in conversation and writing	2–3 days

### # Theme and Message of the mural

Theme	Our Cultural Influences on the environment
Message	<ul style="list-style-type: none"> <li>• Culture and environment are interdependent</li> <li>• This dependency must be examined and as well respected</li> </ul>



### # Effects and the Problems

Effects your students have gained	Points for further improvement
<ul style="list-style-type: none"> <li>• Some understanding of collaborative image making</li> <li>• Some understanding of cross-cultural and global concerns</li> <li>• An understanding of the creative process</li> </ul>	<ul style="list-style-type: none"> <li>• Devise better means of improved collaboration between two participating schools</li> <li>• Use still images and videos to communicate when time differences would not allow for real time communication</li> <li>• Use images when language becomes a barrier for communication</li> </ul>

### # Have you made your activity open in your school or in your local area? How was their reaction or reputation?

PR you did inside/out of your school	Reaction/reputation from around
<ul style="list-style-type: none"> <li>• Made school-wide announcements on the PA system</li> <li>• Invited other students and staff to view work in progress</li> </ul>	<ul style="list-style-type: none"> <li>• Made board wide announcements on the school board website</li> <li>• Contacted and gave interviews to local newspaper</li> </ul>

## # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	SEPT.	<ul style="list-style-type: none"> <li>•Intro video</li> <li>•Photographs</li> <li>•Brainstorming sessions</li> <li>•Brainstorming video</li> </ul>	<ul style="list-style-type: none"> <li>• Students were excited about the prospects of a dialogue between us and our partner school</li> </ul>	Environment Culture
Research	NOV	<ul style="list-style-type: none"> <li>•Collected news articles</li> <li>•Referred to internet</li> </ul>	<ul style="list-style-type: none"> <li>• Learned about environmental issues related to Canada and the global community</li> </ul>	Environment and Culture
Composition	NOV-DEC	<ul style="list-style-type: none"> <li>•Discussed partner school's composition</li> <li>• Began sketching various compositional ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Came up with various compositional ideas</li> <li>• My students found it bit difficult to work without any images from our partner school</li> </ul>	Environment and Culture
Painting	JAN-FEB	<ul style="list-style-type: none"> <li>• Sketching and painting sessions</li> <li>•Reflected on the process</li> </ul>	<ul style="list-style-type: none"> <li>• My students were very excited to receive the painting from our partners school and began the painting process right away</li> </ul>	Environment and Culture
Appreciation	FEB	<ul style="list-style-type: none"> <li>•Exhibited mural in the foyer of school</li> <li>• Called in community newspaper</li> </ul>	<ul style="list-style-type: none"> <li>• Did not have sufficient time to appreciate the mural – we only showed it at our school for two days</li> </ul>	Environment and Culture

## # 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	B	4	<ul style="list-style-type: none"> <li>• Visual research; they referred to many current media sources for their research</li> </ul>
Understanding the other's cultures	A	3	<ul style="list-style-type: none"> <li>• Once the email communication started with our partner school my students furthered their understanding of Japanese culture by doing more internet based research</li> <li>• I would have preferred this to be more of direct learning experience from student to student</li> </ul>
Communication ability In the class/with partners	A	2	<ul style="list-style-type: none"> <li>• I wanted my group of students to communicate with their Japanese counterparts and get to know their culture and their environments first hand. This was somewhat hampered by delayed responses and not having the means of direct communication between students.</li> </ul>
IT skills	C	3	<ul style="list-style-type: none"> <li>• Not so much, as they are quite competent already</li> </ul>
Creating friendship In the class/with partners	A	3	<ul style="list-style-type: none"> <li>• There were friendships created amongst the students that worked on the mural together at our own school. I wish this kind of collegiality could have been extended to our Japanese partners at least at a virtual level.</li> </ul>

Collaboration In the class/with partners	A	2	<ul style="list-style-type: none"> <li>•The collaborations were mostly word based through exchange of emails. I think this could have been better with more exchanges of photographs, videos and hand drawn sketches. This kind of visual communications would sure to have helped with the language imposed barriers.</li> </ul>
Attitude in learning	B	5	<ul style="list-style-type: none"> <li>•I was really encouraged by the students' attitude toward learning that took place during this project. They arrived on time and left late and enjoyed being engaged in the process. The students were also able to solve many aesthetic and interpersonal problems that occurred during the process by themselves.</li> <li>•They had daily reflective conversations about the mural, its theme and the composition.</li> </ul>
Expression ability	A	5	<ul style="list-style-type: none"> <li>•They planned the mural as a group, not only considering the view points of our Japanese partners' but also each others. This eventually grew into a mosaic of individual and small group expressions.</li> </ul>
Appreciation ability	A	4	<ul style="list-style-type: none"> <li>•We showed the mural in the front foyer of our school for two days. Students that worked on the mural interacted with other peers and school staff by conversing about the theme and the process of painting the murals. They also interacted with the larger community by giving interviews to the local newspaper.</li> </ul>

Please submit to [jam@artmile.jp](mailto:jam@artmile.jp). Thank you for your cooperation.