

2014 IIME REPORT

Country [USA]
 School [John Adams Middle School] Teacher [Jen Joyce] grade (7th/8th) student number (49)
 JP School [Shoto Junior High School] Teacher [Mayumi Tanabe]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Times
Fashion and Folklore	Students researched fashion and folklore of California on computers. Every student created a "California Collage" based on the research we did. Students shared collages for design inspiration of the mural.	2
IT	Researched and created photoshop collages of California fashion and folklore	2
Fine Art	Create original California Collages based on research	6
Fine Art	Create drawing plans for our side of mural	2
Fine Art	Paint mural	12
Fine Art	Appreciate mural	1

Theme and Message of the mural

Theme	Fashion and Folklore
Message	An exploration of the similarities and differences between Japanese and California fashion and folklore throughout the ages.



Effects and the Problems

Effects your students have gained	Points for further improvement
Students gained some knowledge about Japanese folklore and fashion, made an international personal connection with students their own grade level in Japan. Students learned some Japanese words, cultural practices, a bit about Mt. Fuji's folklore, and the way that Visual art is taught through the Japanese school system. We also researched and learned about California folklore, beach culture, and the history of beach fashion and design.	Better use of the forum for clarification and communication. More effective help in translation, and perhaps make more working time available to Japanese school if the art program is outside of school time and taking place during holidays such as festival.

How has your impression toward your partner country and/or the world changed?

Change in student's impression	Change in teacher's impression
Majority of our students participated last year in the international mural exchange. Many began with basic knowledge and understanding of Japanese culture, clothing, and food. Having been partnered with a new Japanese school this year, our students did see that landscape throughout Japan is varied (City vs. country).	I learned some new things regarding fashion and folklore, festival, and Mt. Fuji. I have always had an interest and appreciation of Japanese culture and continue to hope for the opportunity to visit some day.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Sept.	Created a video, and received into pics from students in Japan with our mascot.	It was nice to meet students of Japan that are the same age as us. The students seemed smiley and friendly. It was also nice to share a mascot.	Art
Research	Oct.	Used the computer to create digital look books expressing California culture, and then created original art from them.	Students enjoyed learning about California folklore, working together, using photoshop, and spending time gathering inspirational patterns and beach culture objects of interest.	IT
Composition	Nov.	Collaborated in sketching possible layouts based on research of California beach culture and voted on final decision between classes.	Students enjoyed collaborating and deciding upon what would be most important to include in our composition. Students felt empowered creatively because they were in charge of making choices.	Art
Painting	Jan./Feb.	Students painted mural.	Students generally enjoyed working with the tent art Japanese paints. The paints were very different than anything students had working with before, and they enjoyed learning how to blend and work in detail using them.	Art
Appreciation Reflection	1 week in Feb.	We hung the mural in the school for all to enjoy. We discussed the concept of our mural being shared around the world and used as a vehicle for peace and understanding between cultures.	Students were proud, excited, and happy to share their skills and work with a partner school. Students reflected on the important feeling of contributing to world peace and understanding. We pondered the idea of sharing a part of ourselves with Japan, even though we physically were not there.	Art

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	5	5	Students enjoyed being able to look more closely at the origins of our beach culture, fashion, and California folklore.
Understanding the other's cultures	5	2	What we learned was mostly from our research and what limited knowledge we already had about Japanese culture, folklore, and fashion.
Communication ability in the class/with partners	5	1	We waited for responses from our partner school sometimes for over a month, did not receive feedback or explanation of the Japanese compositional choices until we completed our side of the mural, and in general felt as though it was not a successful collaboration, but two separate pieces of art created on one mural.
IT skills	5	5	We utilize technology on a regular basis at my school site. Students enjoyed creating look books using pinterest, photoshop, and searching through google in researching.
Creating friendship in the class/with partners	5	2	Students were happy to see pictures of the student's introductions from the Japanese partner school and enjoyed our mascot that was sent with the mural. Unfortunately, there just wasn't a lot of consistent communication with our school, so students didn't feel much of a bond other than the first pictures we saw.
Collaboration in the class/with partners	5	1	In-class collaboration was great, unfortunately, students didn't feel such a strong bond in collaboration with our partner school because of their lagging response on the forum.
Attitude in learning	5	3	Students are always very excited to work on this collaborative project. Unfortunately, the lack of timely response slowed their excitement as the project continued.
Expression ability	5	5	Students did a lot of research before beginning and used all of their information to very creatively express themselves
Appreciation ability	5	5	We finished on time and were able to adequately display and share the final mural at our school before sending back to Japan.