

2011 IIME REPORT

Country: USA

School Springside Chestnut Hill Academy (formerly Springside School)

Teacher [Colleen Joy) (grade: /students number:)7th grade - 49 students

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Times
Art	Work on finding a common theme and paint a mural	Many times
IT	Use the online forum, video conference and email – VC once, email and Forum	Many times
Social Studies	Study and exchange ideas about Akashi City, Japan and Philadelphia, Pa., USA	Many times

Theme and Message of the mural

Theme	“Making the World a better Place”
Message	Express the theme of the mural by depicting solutions to each of our ecological, conservation and social concerns.

Attach photos of your painting and a completed mural.



Effects and the Problems

Effects your students have gained	Points for further improvement
Increased global awareness International connections with Japanese students and teacher The role of technology (online forum and VC)	It would have been great to take part in more VC but because of the 13 hour time difference this made it difficult.

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
We exhibited our mural in our school gallery with supporting materials, explanations and pictures for two weeks. Pictures and explanation were posted on our sch.org Facebook page in March.	There was a very positive response to this global project.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Sept.	Introduced project to students, other teachers, and administrators.	Enthusiastic about cross-cultural project.	Social networking, global awareness
Research	Oct.	Classes looked at previously posted murals from the Japan Mural Mile.	Helped with the genesis of ideas.	Tech. and Research
Composition	Oct./Nov.	Students in both countries made early sketches that we exchanged via the forum and email. We worked to combine the ideas into a cohesive mural.	The students were excited about having their work included in a public art painting.	Collaboration
Painting	Jan.–Feb.	The students in each country voted out of many options for the central image. All of the students then painted around it, using the theme of “making the world a better place.”	Students enjoyed watching their mural progress, as it became more real/concrete through the process of painting.	Art production
Appreciation	March	When we completed our mural, it was hung in the main gallery hallway at SCH Academy. Photographs were also posted on the SCH Facebook page, where faculty, staff, students, and parents were able to view it and read about our process.	The students were proud of what they’d accomplished, and enjoyed the response from the school community.	Art Appreciation

Aim of the Lessons and Result

Rank (1 to 9 in order you put stress on) Mark (5:very effective / 4:effective / 3:so so / 2:not so effective / 1:not effective at all)

Aim	Rank	Mark	How your students have reached it
understanding our own cultures	6	[5] 4 3 2 1	Students thought about how to describe their cultural interests to their Japanese partners.
understanding other cultures	2	[5] 4 3 2 1	Students did research about Japanese art and culture, and enjoyed learning from our Japanese partners.
communication ability interactively, in English	8	[5] 4 3 2 1	We communicated via the online forum and video chatting.
IT skills online forum and VC	9	[5] 4 3 2 1	Students considered how to use social networking technology, which they usually use “just for fun” for artistic and cultural collaboration.
Creating friendship in the class/with partners	3	5 4 [3] 2 1	It was sometimes difficult because of the 13-hour time difference.
Collaboration in the class/with partners	1	[5] 4 3 2 1	Students enjoyed the process of combining ideas and sketches for the mural, and finding ways to include everyone’s idea.
Keeping motivation high positive attitude in learning	7	[5] 4 3 2 1	Students always looked forward to working on the mural.
Expression ability in painting	5	[5] 4 3 2 1	Students in both countries were advanced for their ages, in terms of painting skills.
Appreciation ability reading the painting	4	5 [4] 3 2 1	Students spent a lot of time thinking about how to make their mural “readable” to other audiences, and enjoyed seeing others appreciate their final product as it hung in our gallery hall.