

2018 IIME REPORT

Country/Region [USA]

School [Marlboro High School] Teacher [Barbara Casella] Grade (9–12) Member (10)

JP school [Kurashiki Kojoike High School] Teacher [Yu Fukumori]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Art	Students in the Art & Design Club wanted to collaborate with an international school. Students wanted to incorporate social/environmental issues into a mural that told a story. Students utilized their knowledge of the elements & principles of design in organizing their ideas around the theme of the environment.	5
Art	Students draw their ideas after researching global/local environment issues	7
Art	Students incorporate ideas with Japan. Students paint their ideas on the mural.	10

Theme and Message of the mural

Theme	Environment
Message United thoughts to share with the world	The lesson students want to send to the world is that our environment is very important. The loss of biodiversity will impact us and our future generations. Together we can spread awareness of these issues and help stop the destruction of our earth. (climate change, stronger storms/global warming; forest/farming; local produce, ocean water plastics, wind energy/solar energy).



Effects and Problems

Effects your students have gained	Points for further improvement
Students have gained an understanding of the similarities they share with students in Japan when it comes to things they like and do. Students liked how they shared the same concerns with the environment.	Future improvement would be for students to connect ideas with more details in the mural.

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

Changes in the students	Changes in the teachers
Students became more aware of life beyond their town. Students became more educated about Japan. Students realized that cultures can not divide but we can unite because we are more similar in our ideas, wants, dreams.	I enjoyed the process and communication. I changed because the culture of Japan and the environment issues helped me to incorporate these issues into lessons centered around art.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sep.	We posted intro video about the students at Marlboro. We shared videos about our lives, what we do and our school spirit.	Students enjoyed this process very much. Students liked getting to know the students in Japan. Students enjoyed the videos and communication.	ART
SHARE Research on the theme	Oct.	We shared these video and our ideas for the mural. Students wrote letters and shared.	Students loved learning about the environment and how there were similar concerns. That was what they liked. The similar ideas and interests.	ART
UNITE United message/ Mural design	Nov.	We united our ideas with pictures. We agreed on the layout and ideas.	Students did several sketches and we agreed on the one we would share.	ART
CREATE Mural painting	Jan.	We received the mural form Japan. Students sketched out the ideas that matched.	Students were happy with the results. Students only wish they could paint together in person with Japan.	ART
APPRECIATE Reflection/ Appreciation	Feb.	Students reflected on the mural. The mural was put on district website www.frhsd.com	Students were happy to see the work completed. Students talked about the concerns of the environment in class and how they can keep this conversation going to keep people aware in school.	ART

Effect and evaluation gained through the collaborative learning

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

Expected effect	Evaluation	Scenes / points teachers felt the effects
Understanding your own cultures	5	Research and understanding of how the environment effects them locally and what they can do.
Understanding your partner's cultures	4	Students reflected on the similar problems with the environment even in Japan such as plastics.
Information literacy (research, share)	5	Students did a lot of research. The only issue was that not all the issues were able to be used.
Communication ability (interactive exchange)	3	The time difference was an issue with communication via skype.
Critical thinking (objective, logical views)	4	Students really thought about the effects of the mural and the environment.
Active learning and action	4	Students worked effectively. Students changed their own habits in school about recycling.
Collaboration (in the class, with partners)	4	Students wanted to communicate more with the Japan school however the time difference with Skype was not able to happen with school time. But students loved communicating with the videos they sent.
Expression ability (in words, in pictures)	5	Videos sent about themselves and the project were fun.
Appreciation ability (the mural, the whole collaborative learning)	5	Students were grateful and felt honored to have been chosen. Students took this as being grateful to participate in a global art project.