

Development of a Model Plan for Joint Production for International Understanding Education

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Abstract: The Art Miles Mural Project is a global project with a mission of promoting the spirit of world peace by painting and exhibiting murals. In this paper, for developing a model plan to conduct a collaboration project, we asked teachers participating in the project to put on an appraisal sheet which includes implemented subjects, the process of learning activity, learning objectives and its outcomes and so on. In the result, a model plan for international understanding education concentrating on a joint production activity was developed.

PURPOSE

This paper presents a model plan for international understanding education concentrating on a joint production activity. To conduct international collaborative learning, there are some matters such as coordination of finding a partner school, rearranging units in a school curriculum, design of a collaborative unit, and training students to use online communication tools. Among them, design of a collaborative unit is very important for teachers to make their students attain planned learning outcomes. Distant teachers who are planning a shared collaborative unit have to understand each other's needs and situations to contribute mutual learning objectives.

Some guidance and instructional design models to design a collaborative learning unit among distant classrooms have been developed. Harris (1999) picked out six types of interpersonal exchange as one of the activity structures from educational telecomputing activities and discussed opportunities and choices for joining telecollaborative projects. Riel (1995) developed "Learning Circles" which provides six phases with goals and tasks encouraging action-based problem to solve in a cross-cultural situation. Kageto (2006) presented a unit model to foster communication competence through international exchange activities. Inagaki (2005) developed an instructional design model to design ISCL: Inter-School Collaborative Learning. It includes a framework

model based on activity theory and a procedure model which contains ten steps procedure and one prior condition to design ISCL.

“The Art Miles Mural Project”, a target in this analysis, is a collaborative project in which distant pupils collaborate with each other in painting one big mural. This kind of joint production activity needs full of collaboration. Pupils formulate a common theme, clarify the division of roles and grasp each others’ progression. Analyzing implemented units of the Art Miles Mural Project would lead to developing a model plan for joint production activity between distant classrooms.

The Art Miles Mural Project

Overview

The Art Miles Mural Project is a global project with a mission of promoting the spirit of world peace by painting and exhibiting murals, which supports the UNESCO Decade for the Culture of Peace and Non Violence among Children of the World, UNESCO World Cultural Heritage, and the UN Convention for the Rights of the Child (Foundation Culture of Peace, 2005). **Japan Art Mile** is a Japan center of the AMMP and carrying out the project in her own way of connecting children to the world through ART and ICT.

There are two goals in this project:

1. To raise children independent and responsible for their thoughts and behaviors through JAM’s activity, by encouraging the participants to learn positively about the issues they have decided, deepen their thinking by discussing them in the group, and create a mural in cooperation.
2. To promote children’s understanding and respect for the diverse cultures in the world by means of ART and ICT, by working with partner schools from abroad and by exhibiting their paintings in the rest of the world.

METHODOLOGY

Subject of survey

JAM presents three types of participation below. In 2006, 16 schools from Japan and 8 from abroad participated and 18 murals were completed (Table 1). Followings are some examples in each type. The number of each example corresponds to the Table 1.

Single-handed Work

Activity is completed within one school or one class. An example of No.2 (Figure 1) was drawn after learning about problems in Asia; poverty, conflicts and natural disasters, the children thought of what they could do for people in Asia. Then they found a way to do what they could do. It was to show and express their wishes for a better future. They composed an original song including their message and sang it in front of the whole pupils and local people, and created a mural titled “PEACE” pouring their wishes on a big canvas.

Table 1 overview of participants

No	Type	Region	Age	Title
1	SH1	JP. Nagano	15	Asia - Our Future
2	SH2	JP. Hyogo	10	What We Can Do for You
3	SH3	JP. Hyogo	11	Our Home Town
4	SH 4	JP. Hyogo	10	Folk Tales in Ochidani
5	SH5	JP. Kumamoto	12	Our Future in Asia
6	SH 6	JP. Kumamoto	9	Asia – Our Future
7	SH7	JP. Kumamoto	10,11,12	Asia – Our Future
8	CD1	JP. Kumamoto	11	Our Peaceful Future with Green, without Wars
	CD2	JP. Kumamoto	11	
9	SH8	JP. Saga	12	Our Home - Treasure in Asia
10	SH9	JP. Osaka	9,10	Asia – Our Future
11	SH10	JP. Hyogo	16	Graves in Uzbekistan
12	SH11	JP. Aichi	19,20	Future We Hope for
13	CO1	JP. Hyogo	13,14,15	A Festival of Japanese & Palestinians
	CO2	Syria	13,14,15	
14	CO3	JP. Osaka	13,14,15	A World Map with Many Faces
	CO4	Syria	13,14,15	
15	CO5	JP. Ishikawa	12	Traditional Design
	CO6	Syria	13,14,15	
16	CO7	JP. Ishikawa	12, 8,10,11,12	Traditional Life
	CO8	Syria		
17	CO9	JP. Ishikawa	12	Traditional Play
	CO10	Syria	10,11,12	
18	CO11	JP. Ishikawa	12	We Are a Family Living Together on the Earth
	CO12	Taiwan	10,11,12	
19	CO13	JP. Okayama	10	Traditional Food
	CO14	Egypt	10	# Ongoing in 2007

SH: Single Handed CD: Collaborate with Domestic schools CO: Collaborate with Overseas schools



Figure 1 an example of Single-handed Work

Collaborating Work with Domestic Schools

Two or more domestic schools conducted exchange-learning using ICT and painting in cooperation. Children from No. 8 two elementary schools in the same city worked together. They made an Art Mile Committee consisting of several pupils from both schools. The members regularly had meetings to decide a theme, make a schedule, bring each school's ideas about the theme and get them together, draw a rough sketch out of every class's idea. Then all the pupils camped together for painting, and finally a colorful, dreamful and peaceful mural was born (Figure 2). They wish for Peaceful Asian World like their hometown.



Figure 2 an example of Collaborating Work with Domestic Schools

Collaborating Work with Overseas Schools:

Working with partner schools from abroad including exchange-learning using ICT, the pupils painted in cooperation. In this case No.13, the Japanese pupils and the Palestinian ones learned about the other culture from the other, using ICT such as internet videoconferences and a web BBS, before creating one mural in collaboration. The ICT connected the pupils from the opposite side of Asia and the pupils learned lots of things vividly from the other and could understand the very different culture and values. To make how deeply they understood visible, the Palestinians drew the Japanese world and the Japanese drew the Palestinian world, based on what they had learned from the other. This resulted into highly motivating the pupils to learn. Also it proved to be a very effective way to understand the other and to unite the two.



Figure 3 an example of International Exchange Learning among Japan and Syrian

Analytical Procedure

After these collaborative activities, the teachers filled out appraisal sheets. The appraisal sheet includes: basic information, flow of the activity, aim of the lesson and its result, the results and problems and thoughts and demands on the Art Miles project. Figure 5 shows the detail of the appraisal sheet.

<JAM Mural Project Appraisal Sheet

Basic Information

School[]	Teacher[]
Children's number per grade (every grade) [number grade] [number grade] [number grade]	
Working period [month year - month year]	
Partner: [country] [school] [grade] [teacher]	
Subjects	Subjects Contents of the lesson [T1.1] How many lessons
Number of the lessons	

Flow of the Activity

Time	Contents of activities	Attitude of the children	Subject
	(1) Introduction		
	(2) Learning about the theme		
	(3) Rough sketch		
	(4) Painting		
	(5) Appreciation of the painting		
	*Please flexibly amend the above according to yours		

Aim of a Lesson and its Result (Please add your aim in the blanks.)
(5=very effective / 4=effective / 3=so so / 2=not so effective / 1=not effective at all)

Ability to develop [T1.2]	Mark	Measure [T1.3]	Means [T1.4]
	5 4 3 2 1		
	5 4 3 2 1		
Communication ability [T1.5]	5 4 3 2 1		
Information application [T1.6]	5 4 3 2 1		
Eagerness in learning	5 4 3 2 1		
Relationship with companions	5 4 3 2 1		
Understanding of the self-culture and the others	5 4 3 2 1		
Cooperation in a group	5 4 3 2 1		

The Results and the Problems

Results (Frut)	Problems (Reflection)
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Thoughts and Demands on the Project, Please.

Figure 5 Appraisal sheet

15 sheets were collected from the teachers who joined Japan Art Miles project in 2006. The procedure of an analysis follows.

1. From Basic information, a tendency of subjects in which the Art Miles project was implemented and a term which they needed to complete their practices were clarified.
2. From the Aim of the lesson and its results, a tendency of learning objectives which the teachers emphasized and its achievement in each learning objectives were confirmed.
3. Based on the results of all columns in the appraisal sheet especially focusing flow of activity, a unit model for Art Miles mural project with international collaboration was developed.

RESULTS

Subjects and a term of the activity

Table 2 shows subjects and hours of lessons in each school to complete Art Miles mural project. A wide variety of subjects were assigned to the Art Miles. A period of integrated study and fine arts were main subjects. A part of language subjects and social studies were connected to the Art Miles project. As for the rest, out of class activities were also frequent. Four types of implementation were found: integrated study centered curriculum, cross curriculum between integrated study and various subjects, art centered curriculum, out of class activity. As

regards to hours of lessons, the minimum was 12 hours, the maximum was 86 and the average was 28.9. Considering with or without inter-school collaborative activities, the average was 27.0 hours in case without collaboration and 30.8 hours in case with collaboration.

Table 2 Subjects and hours of lessons in each school

No.	Type	Integrated Study	Arts	National language	Social studies	Moral education	English	School events	Out of Class	Homeroom Activity	Club	Total
8	SH	80	4							2		86
11	SH	50	10	18	2	2	3					85
9	SH	30										30
7		15										15
5												
6		12		9								21
4												
5		10	8									18
1		6		4								10
4		6	6		2			6				20
2			10									10
10			8						12			20
3									10		10	20
12	CO								12			12
Total		209	46	31	4	2	3	6	34	2	10	347

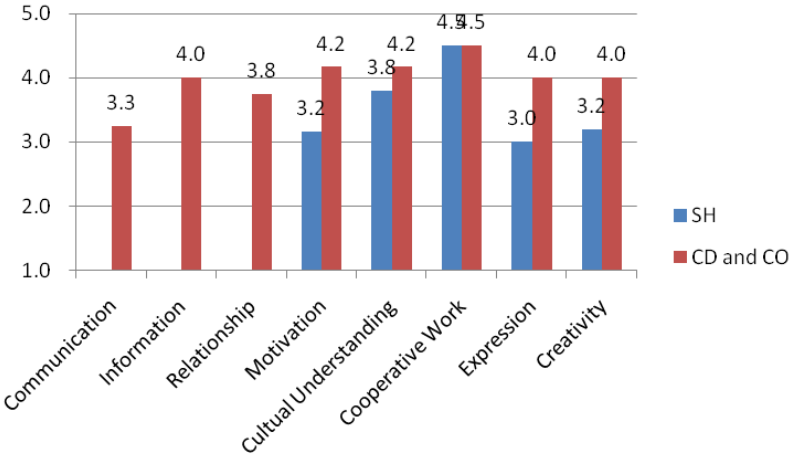


Figure 6 Learning objectives and its achievement

Learning Objectives and its achievement

In the column of the aim of the lesson and its results in the appraisal sheet, the teachers evaluated six types of learning objectives; communication ability, information application, eagerness in learning (motivation), relationship with companions, understanding of the self-culture and the others, cooperation in a group. However, communication ability and information application and relationship with companions were exceeded in schools without inter-school collaboration activity. In addition, the teachers enter their original learning objectives and its evaluation. Except for cooperative work, all achievements among schools with inter-school collaboration were exceeded to schools without one.

Figure 6 shows the result of the evaluation according to the case of schools with or without inter-school collaboration. Especially in motivation and expression factor, the teacher who conducted inter-school collaboration highly appreciated their practices.

Unit Model for Art Miles mural project

Considering the results of all columns in the appraisal sheet, a unit model for Art Miles mural project with international collaboration was developed (Table 3). It takes 48 lessons from May to March of the next year. In this model, the target is fifth and sixth grade of elementary school and the assumed partner is a school from Taiwan. Several features of the unit model are as follows.

- a) Main subject in which Art Miles project is implemented is the period for integrated study. Arts, English, Social studies and Japanese are mutually connected in each activity of the project.
- b) Because school calendars are different between Japan and Taiwan, Japanese pupils start stocking information about them selves and about their partner country, and making a video letter and a presentation earlier than the other. The pupils can prepare well for interactive activities by acquiring information and communication skills beforehand to make it succeed.
- c) Pupils exchange “goodwill ambassadors” (stuffed animals) that are expected to watch a daily life of the other and send diaries to each other, which fosters fellow feelings between them.
- d) While the partner pupils are painting the other half of the mural, Japanese pupils appreciate their collaboration and keep in touch with each other till the end.

In 2007, participant teachers in an international collaboration project of Japan Art Mile can design their own teaching plan based on this unit model.

DISCUSSION

In this paper, we asked the teachers who participated in the Art Miles Mural project to put on appraisal sheets in which they reflected on their practice and evaluated learning outcomes which were assumed for the students to acquire through the project. As a result, several trends in subjects, terms, learning objectives and their effects are found. Considering these trends, a model plan for international understanding education concentrating on Art Miles joint production activity was developed.

Table 3 A unit model for Art Miles mural project

JAPAN						TAIWAN	Teachers Notes
Context	Lesson	Activity	Notes	ICT	Subjects		
1. Introduction → Planning	May	1) Why do we collaborate with the country?	Meaning of global collaboration	Internet	Integrated study	<Term of matching the partner school>	Teachers should start to inter-communicate as soon as possible after getting their partners
	2	*The present condition of the world *Interest toward the other culture *Meanings of interactive learning *Importance of English and ICT	*Introduction of proper books, such as "If the world were a village of 100 people" *Lecture of a guest who knows the country well	Email, BBS, Videoconference (VC) PPT presentation			
	2	2) Make a plan What/When/How?	*How to develop interactive learning *What tools to use to exchange information		Integrated study		
2. Stock information to send later (activity in groups)	Jun. 4	3) Inquire, collect and stock information about themselves	*Digitalize topics of themselves (school, local region, Japan) *Produce a guide book around the school	Digital cameras	Integrated study, Social, Japanese	Summer vacation	*Tools of regular intercommunication between teachers should be established: such as BBS, internet chat, mailing list, VC. *Teachers should arrange their students' exchange activity beforehand. "What information can they give?" "What information do they want to get?"
	2	4) Inquire about the partner country	News, culture, food, clothes, etc	Internet	Integrated study		
	2	5) Make a video message of introducing themselves and their school in English	Take a video at the symbolical place of the school	Video camera Digitalize into DVD	English		
3. Middle presentation	Jul. 2	6) Make a presentation of introducing themselves and their school by each group	Making presentations will polish their learning	PC	Integrated study		
	2	The whole class shares the all presentations	Evaluate the presentations with each other		Integrated study		
Summer vacation	Aug	No activity					
4. Start of interactive learning Exchange goodwill ambassadors	Sep. 2	7) Send accumulated data: such as a video message Send a goodwill ambassador (a stuffed animal) for students	Possibility: *Exchange video messages *VC on a real time *Exchange data *Exchange goods by air	VC E-mail BBS E-mail	Integrated study	<Start of a new school year> Prepare for interactive learning	*In sending a stuffed animal as a goodwill ambassador, it would be nice to put ethnic costume on and have a passport with it
	2	8) Decide the theme of the mural and show ideas of drawing	Discuss the theme Show ideas of drawing	BBS	Fine art	Discuss the theme and show ideas of drawing	*Sweets and snacks enough to deliver to each would please the partner students

JAPAN						TAIWAN	Teachers Notes
Context	Lesson	Activity	Notes	ICT	Subjects		
5. Structure of the design and the rough sketch	Oct. 4	9) Decide the structure 10) Draw the rough sketch on paper --> Transcript on the canvas --> Painting	*Teachers decide the structure of the picture respecting the other *Make committee who lead the drawing and painting activity	VC E-mail BBS	Fine art and others	Inquire about their own country Send a goodwill ambassador	*Let the students think of the items to draw, but it would be better for both teachers to discuss and decide the structure via VC
6. Painting	Nov. 8	11) Painting --> Send the half-painted canvas to the partner	*Inform the partners of the process of painting	BBS	Fine art and others	While the Japan team is painting, keep a diary of the ambassador	
7. Device daily activity exchanging with the other	Dec. 4	12) Show the diaries of the ambassadors to each other every week 13) Send Christmas cards or New Year's cards	Keep familiar with the other through continual inter-communication Exchange cards, small presents	Digital camera VC Airmail	Japanese Composit ion Fine art	Canvas reaches --> drawing the rough sketch Send New Year's card	Sending a card with an individual name on would be more familiar
8. Painting in the partner school	Jan. 4	14) Appreciate the cards from the other 15) Watch the other painting	Associate the others' feeling and attitudes through the cards Watching the process of the others painting, the students will realize the feeling of unity	BBS VC		Painting	
9. Exchange impressions on the co-painted mural	Feb. 6	16) Express impressions of the co-painted mural	Share the impressions Display the co-painted mural at both schools	BBS VC	Integrate d study	Appreciate the art work Presentation Send back the canvas to Japan	Take time for appreciation Share the oneness feeling through the project
10. Conclusion	Mar. 2	17) Write a conclusion report through the activity	Give photos of the co-painted mural to every student		Japanese Fine art		

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