

2016 IIME REPORT

Country/Region [Canada]

School [Lincoln M. Alexander S.S] Teacher [Anura Bellana] Grades (9–12) Members (8)

JP school [Tomiya High School] Teacher [Mio Yashima]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Hours
Idea Generation (Planning Stage)	Generated ideas for the mural. Researched using books and the internet sites. Draw and compose preliminary sketches and samples of various compositions on paper.	10 hrs.
Production Stage	Look at the Japanese half of the mural and redesign our composition to correspond to their side. Transfer preliminary drawings onto the canvas, paint in layers.	25hrs
Reflection stage	Invite an audience and show the completed painting at our school. Discuss the overall experience and the final image.	1.5 hrs.

Theme and Message of the mural

Theme	Exploring the visual cultures of our two nations
 	
Message	We can explore, share and become familiar with the unique visual cultures of the world. This type of learning and sharing can get us closer to each other.
United thoughts to share with the world	

Effects and the Problems

Effects your students have gained	Points for further improvement
Students gained an interest in traditional Japanese motifs and wanted to explore their origins. They also wanted to communicate with their Japanese counterparts.	More opportunities to communicate directly and learn more about each other's contemporary cultures.

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

Changes in the students	Changes in the teachers
Our students understood that the students from both cultures ended up using the most popular and repeated motifs of their traditions even though they wanted to discover something new and fresh about each other.	I am glad my students could see how people from other countries perceive Canada and how different it may be from the their own (Canadian students') perceptions.

Flow of the Activity

Content	Month	What you did	Your student's attitude/reflection	Subject
MEET Self-introduction	Sept.	Send pictures and personal info.	They were excited to hear from the Tomiya students and they waited in anticipation.	Communication
SHARE Research on the theme	Oct/	Students started to communicate with their Japanese partners using Social media and emails	Communication was not as smooth and fast as they anticipated but they understood the language barriers and other obstacles involved in this type of communication.	Communication
UNITE United message/ Mural design	Nov	Share research and ideas	Our students mostly did this part with books and internet sources. At this point they were still sharing their personal information.	Research
CREATE Mural painting	Dec/Jan/, Feb	Exchanged emails and messages on the progress. Started to draw and paint the mural	Students enjoyed the drawing and painting process. They also waited for comments from their Japanese partners.	Visual Art
APPRECIATE Reflection/ Appreciation	March	Showed the mural at our school	We wished we had bit more time but because our scheduling of end of semesters, exams and holidays this became impossible.	Visual 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	B	4	They began see their culture through the eyes of Japanese Students.
Understanding the other's cultures	A	4	They began show an interest in learning more about the Japanese culture beyond the cliché' images.
Communication ability in the class/with partners	B	4	They could see the challenges faced when communicating with students from another culture.
IT skills	C	1	They were already well versed in IT skills.
Creating friendship in the class/with partners	A	3	Some students continue to maintain their friendships.
Collaboration in the class/with partners	A	3	I think we could have communicated and collaborated more to go beyond imagery that we've generated.
Attitude in learning	A	4	I think the process taught them about both challenges and benefits of collaborative activities.
Expression ability in words, in pictures	A	4	Qualities of their visual and verbal expressions have improved.
Appreciation ability Appreciate the mural and the whole collaborative learning	A	4	They could reflect on the whole process from beginning collaborations to the final product. They felt good about their efforts being appreciated by their Japanese counterparts as well as our school community.