

International Intercultural Mural Exchange

IIME: Interactive, collaborative learning over borders



Japan Art Mile

Representative: Ms. Atsuko Shiwaku

Contact: jam@artmile.jp

atsuko.shiwaku@artmile.jp

tel: (+81) 791-43-5629

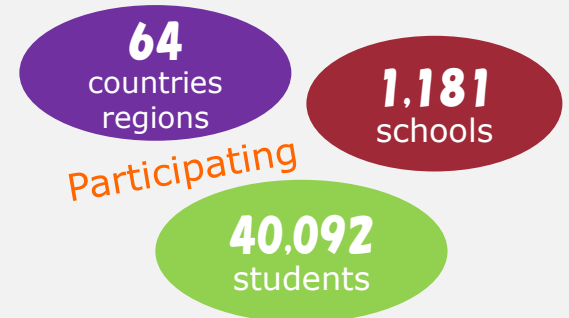
<http://www.artmile.jimdo.com/info-in-english/>

<https://www.facebook.com/artmile.jp>

JAM nurtures future generations capable of building a peaceful and sustainable society for the future in collaboration with people around the world, by connecting students to their peers in the world via **International Intercultural Mural Exchange**

IIME is supported by Ministry of Education Culture Sports Science and Technology and Ministry of Foreign Affairs in Japan, and encouraged by UNESCO as a project to develop ESD and GCED in the world

IIME spreading in the world



Think globally, Act Locally!

↪ **Act globally!**

What is JAM (Japan Art Mile)?

Aiming at **GLOBAL HARMONY** and **PEACE**



share their learning using ICT



draw one half in Japan



send it to their
partner school



sketch of the other part



draw the other half



appreciate the mural and reflect the whole activity

IIME is International collaborative learning where schools in Japan and schools overseas interactively learn on global themes using ICT in order to jointly produce one mural by drawing by halves as their learning outcome.
(MURAL is a big picture sized 1.5m x 3.6m)

Participants can decide their own **THEME**

Environment Energy Equality Peace
Diverse cultures Global understanding etc.

Outcome of collaborative learning leaves **VISIBLE!**

What is IIME ?

International Intercultural Mural Exchange

Pre-IIME

[Apr-May2016] Submit Application Form followed by Entry Sheet

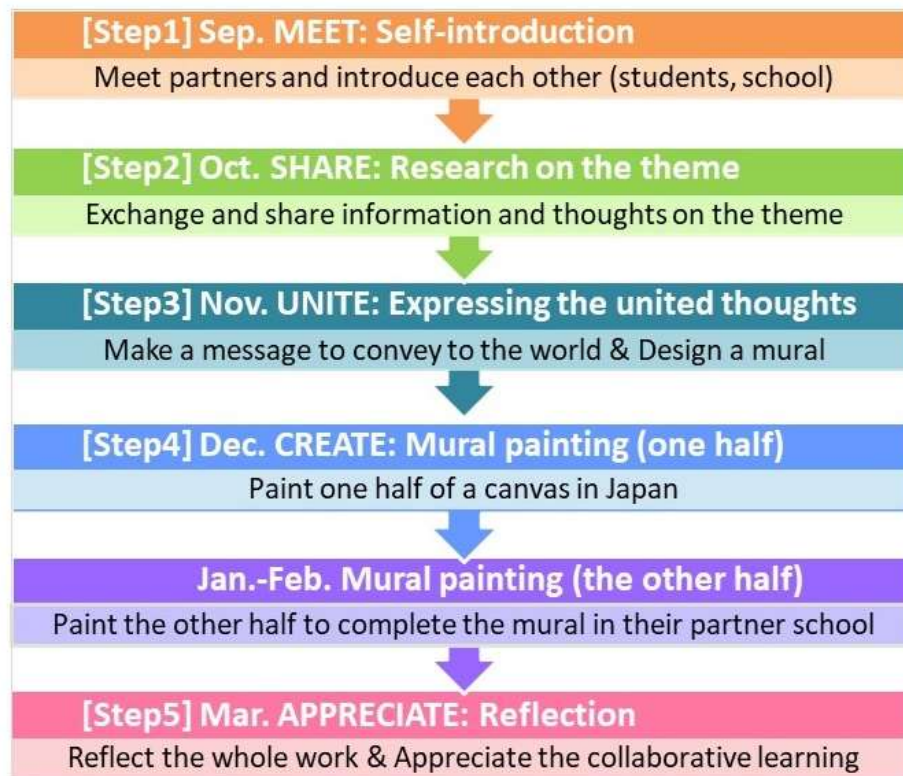
[Jun2016] Get a partner school
JAM introduces your partner school

[Jun-Aug2016] Prepare for exchange
Teachers prepare for exchange in Sep.
- make a common schedule with partners
- check ICT tools for interactive communication
- practice using a forum JAM provides
- start communication with partner teachers

IIME

starts in September
ends next March

Flow of Collaborative Learning



FLOW of the Annual Activity

Step 1 MEET Introduce each other (Sep)

IIME FORUM

Interactive communication tool JAM provides



I like music.
I play the piano every day.
I go to piano lesson on Thursday.
I am a member of Wind Orchestra at school.
I play the clarinet there.
Do you like music?

I like calligraphy too.
I go to Calligraphy lesson on Wednesday.
I will show you my calligraphy.



Hi! Am Paul .I love Art and football,Am in the art club of Nanyanggo college.Greetings to you all.



Post self-introduction messages with photos on the forum

Re: Students' Introduction
City sendenike > 2011/9/22 09:02

Hi!,Am Jessy am 13 years old ,Am interested in Ragby and



VIDEO CONFERENCE

Time difference permitting



I've got my friends in the world!

Step2 SHARE Research on the theme (Oct)

THEME: environment, culture, peace
energy, equality, dream, etc.

We want to
tell them more
about our culture!

We want to
learn more
about theirs!



HOW TO CONVEY the research

Presentation by PPT



Report on paper



Presentation by Skype



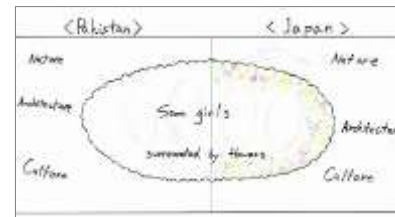
Step3 UNITE Express united thoughts (Nov)

Express the united thoughts in verbal and in non verbal!

Make a message to convey to the world

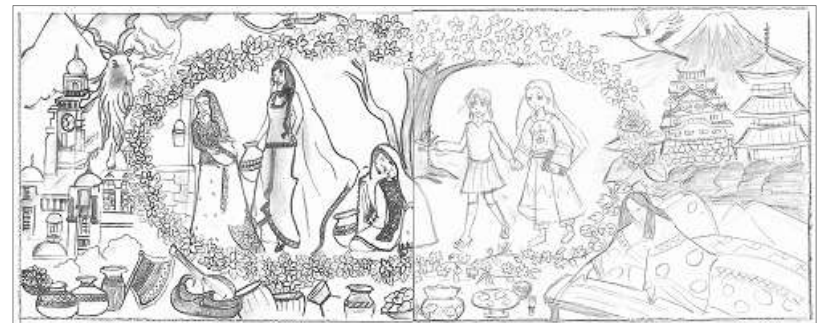


Decide how to divide into two parts and what to draw



<Our message>

- We want to build our country and its culture by ourselves.
- We want to build a good relationship with people in the world.
- We want to create the future together with our friends in other countries.



Step4 CREATE Paint a mural (Dec-Feb)



The Japanese school draw a half and send it to their partner



Their partner draw the other half and complete the mural



**VISUAL
OUTCOME
of
collaborative
learning**

Step5 APPRECIATE Reflect (Mar)



- A. **APPRECIATE** the completed mural
- B. **REFLECT** the whole activities
→ Share in the classroom
Share with the partner
- C. **EVALUATE** oneself by worksheet, report...

Meet the world



Discover him/herself



Change him/herself

However “it seems difficult to carry out this international collaborative program in my classroom...” teachers might say

Support of Japan Art Mile

1. Find a partner class in the JAM's global networks
2. Provide a Curriculum Model as a guidance to teachers
3. Provide IIME Online Forum for class-to-class communication
4. Set up Mailing Lists to support teachers (Japanese / English)
5. Watch the progress of all the pairs and help teachers in need
6. Arrange a special set of a canvas and paints
7. Keep the murals and exhibit them in Japan and in the world

JAM supports teachers
through the whole process

Before start

Make pairs → Provide guidance

JAM guides teachers to

- understand the flow of the whole activity
- make a plan of international collaborative learning

<Entry Sheet>

Share school information with the partners

2013 International Intercultural Mural Exchange ENTRY SHEET

Country: _____
School: _____
Grade: _____
School Address: _____
(Postal Code): _____
Tel: (+) _____
School URL: _____
Contact Teacher (Name): _____
Contact Email: _____

Location of the participating students: _____
Fax: (+) _____

Questions:

1) Do you want to share with your partner for collaborative learning?

2) Communication Means:
a) I will use the BSE Online Forum (if possible).
b) I will use the BSE Online Forum in the form of communication.

3) Exchange activities we hope to do in addition to painting:
a) Select possible items.

4) Schedule:
Sep. Introduction:
Oct. Introduction learning on the common topic:
Nov. Decision of the design:
Dec. Painting one half:
Jan-Feb. Painting the other half:
Mar. Appreciation of the work and reflection of the whole activity.

5) Please feel free to ask anything.

Please send this back to JAM: jam@extendo.jp

<Curriculum Model>



Have perspectives to make a teaching plan

Process	Process	Activities	Use of media	Notes	VC
Self-introduction (1-3h)	Build relationship with your partner	Introduce JAM to your class. "What is Art Education Project?"	Exchange introduction of the students, schools, local culture on video format or by making video DVDs	Look at a video of JAM. "If the world was a village of 100 people"	medium
Research on a theme (1-3h)	Research on a common theme	How can we learn to understand each other?	Exchange information on the theme	Video message via BSE or make each DVD and send them to BSE.	medium
Design of a mural (1-3h)	Design a mural	Exchange information on the theme	Exchange information on the theme	Check steps in advance	medium
Painting one half (1-3h)	Painting one half	Exchange information on the theme	Exchange information on the theme	Check steps in advance	medium
Painting the other half (1-3h)	Painting the other half	Exchange information on the theme	Exchange information on the theme	Check steps in advance	medium
Appreciation (1-3h)	Appreciation	Exchange information on the theme	Exchange information on the theme	Check steps in advance	medium

Before start

JAM guides teachers to

- make a common schedule with the partner for the collaborative learning through the project

<Holidays Terms of Each School>

[illegible]

JAM sets up mailing lists

- keep giving teachers guidance and advice throughout the term

<Schedule Model>

[illegible]

After started

JAM provides Forum as a communication tool,
advises effective ways for good interaction

IIME FORUM



Video Conference



Video Message



After started

JAM watches the progress of all the pairs,
follows & helps teachers in need

- make the progress of interaction visible on the lists
- give advice and support in need



This makes it possible for all
the schools to reach the goal!

<Check list of forum usage>

A screenshot of a spreadsheet titled 'Check list of forum usage'. It has a grid layout with columns for different categories and rows for specific items. The cells are mostly empty, with some containing text or small icons. The spreadsheet is used for tracking the usage of various forum features.

<Spread sheet of a progress report>

A screenshot of a spreadsheet titled 'Spread sheet of a progress report'. It contains a grid of data with columns for different categories and rows for specific items. The cells are filled with text, likely representing progress reports for different schools or groups. The spreadsheet is used for monitoring and reporting on the progress of various initiatives.

LEARNING EFFECTS of IIME



IIME develops
21st Century
Skills through
International
Collaborative
Learning

21st Century Skills

Ways of thinking. Creativity, critical thinking, problem-solving, decision-making and learning

Ways of working. Communication and collaboration

Tools for working. Information and communications technology (ICT) and information literacy

Skills for living in the world. Citizenship, life and career, and personal and social responsibility

EFFECTS of IIME

LEARNING EFFECTS LEAVE VISIBLE

Children gain feeling of
ACHIEVEMENT and CONFIDENCE!



Each mural has a story to tell to people!

JAM keeps the murals
and exhibits them in Japan and in the world
to convey children's messages to the world

EFFECTS of IIME

IIME is expanding in the World!

36,846 students of 1,103 schools from 61 countries/regions have participated in 2006-2016 and 683 murals have been completed!

64 participating countries/regions

Australia, Azerbaijan, Brazil, Cameroon, Canada, China, Costa Rica, Cyprus, Ecuador, Egypt, East Jerusalem, Fiji, France, Ghana, Guatemala, Honduras, India, Indonesia, Iran, Italy, Jamaica, Japan, Jordan, Kazakhstan, Kenya, Kyrgyzstan, Lithuania, Malawi, Malaysia, Mexico, Morocco, Namibia, Nepal, New Zealand, Nicaragua, Nigeria, Oman, Pakistan, Palestine-Gaza, Peru, Philippines, Poland, Qatar, Russia, Rwanda, Saint Lucia, Samoa, Saudi Arabia, Senegal, Singapore, South Korea, Sri Lanka, Syria, Taiwan, Tanzania, Thailand, Tunisia, Uganda, UAE, UK, USA, Vietnam, Zambia, Zimbabwe

More and more children meet the world and experience collaboration with the same generation, more global citizens will grow and create a peaceful and sustainable society.



EFFECTS of IIME

- **IIME experience** will be the base of international collaboration when the children grow up to work with different people in the world.
- **IIME experience** will be confidence in working with people in the world to solve various global issues using international networks in the future.
- **Pure friendship** built in IIME among the children can be power of making a difference for a better world. Trustful relation of person to person will lead to trustful relation of nation to nation.

ROLE of IIME in Internationalized Society



Japan Art Mile
raise the next generation
with global views



<http://www.artmile.jp/>
email : jam@artmile.jp