

## VI. EVALUATION OF THE RESEARCH 1993

### 1. Evaluation of the Field-study in the U.S.

#### (1) Evaluation Sheet

<<Evaluation Sheet on the Field-study in the U.S.>> (Aug. 10, 1993)

Please answer the following questions about the field-studies and workshops in the U.S.  
(Please write down your answers as concretely as possible.)

Q1. What are your school and subject? (Circle one.)

School: Elementary, Junior-high, Senior-high, College

Subject: Social studies, English

Q2. How do you rate the research trip?

Fill in the parentheses with a number from 1 (lowest ) to 5 (highest).

Field-study in New York	( )
Workshop in Greenville	( )
Homestay in Greenville	( )
Field-study in Washington D.C.	( )
Field-study in Minneapolis	( )
Entire research trip	( )

Q3. What were the best and the worst things in the research trip?

The best: Reason:

The worst: Reason:

Q4. What do you think are useful in developing materials for the understanding of American society and culture? List three.

(1)

(2)

(3)

Q5. What aspects of American society and culture you have learned in the research trip do you want to convey to your students?

Q6. On the future plan.

Things to be continued:

Things to be improved:

#### (2) Results of Evaluation

The fifteen participant teachers were asked to answer the above questionnaire at the end of the research trip in the U.S. (August 10, 1993. On the plane back to Japan.) The

followings are the results of the questionnaire.

<1> Five-point-scale evaluation of the research trip (Q2)

Item	Average
Field-study in New York	3.7
Workshop in Greenville	4.7
Homestay in Greenville	4.5
Field-study in Washington D.C.	3.5
Field-study in Minneapolis	3.8
Entire research trip	4.4

<2> The best thing in the research trip (Q3)

Item	Number
Workshop and homestay in Greenville	12
Getting to know many Americans	2
Others	1

<3> The worst thing in the research trip (Q3)

Item	Number
Field-study in New York and Washington D.C.	7
Tight schedule	3
Field-study in Minneapolis	2
Inadequate preparation	1
Others	2

<4> Items useful for the understanding of American society and culture (Q4)

Item	Number
Visiting and studying schools and institutions	11
Homestay	9
Talk with Americans	7
Interview with American teachers	6
Field-study	5
Talk with American students	3
Network with American staffs	2
Printed documents	1
Food	1
Comparison of small and large cities	1
Sympathetic staffs	1
Hospitality of Americans	1

<5> What to convey to Japanese students (Q5)

- | Item   |
|--|
| -- The same human substance regardless of racial and religious difference. |

- Every parent expects the same thing from children.
- We should learn from cultural similarities and differences.
- System and ethics about volunteer.
- Everyone has the same different problem.
- We need to cooperate to achieve one goal.
- Every country has the same problems and hopes.
- Attitude to accept others and contribute to community as an individual.
- People are striving to achieve a better life by making a good use of local environment.
- Interest in affluence and friendship.
- All I have seen, felt, and talked with people.
- American individualism is not simply an egoism but to think of others and to actively contribute to society.
- Vast national land and their different way of thinking.
- American society values family and the weak.
- American agriculture has the same problem as that of Japan regardless of the difference in scale and environment.
- Volunteer spirit (love and philanthropy).
- Integration in diversity.
- Acceptance of different people.
- New York and Washington D.C. are not all but parts of America.
- American society is a complex mixture of races.
- Americans respect diverse ideas and lifestyles and strive to overcome the difficulty resulting from the diversity.
- American school kids are associating with friends to make their school lives enjoyable like Japanese do.

<6> Things to be continued (Q6).

Item	Number
Network creating	5
Homestay	5
Team organization	3
Discussion with American teachers	2
Long stay in one place	2
Visit to New York and Washington D.C.	2
Field-work in Greenville	1
Preparatory training	1
Personnel selection	1
Schedule for summary	1

<7> Things to be improved (Q6).

Item	Number
Preparation	9
Tight schedule	7
Preparatory training	5
Selection of the place to stay	4
Position of English teachers	2

Activity planning	1
Cooperative material development	1
Material dissemination	1
Free time	1
Participation of other subject teachers	1
Other	1

## 2. Self-Evaluation of the Research by Each Team

### (1) Team A (Tomimura, Shono, Tajiri)

#### <1> Evaluation of the Research 1993

##### (a) Preparatory Research

We developed a slide material on Japanese elementary students' daily lives in the hope that it would help American people better understand Japan. Insufficient information about Greenville made it difficult to determine what to include in the material.

##### (b) Workshops and Field-studies

The aims of the field-study were to collect data about the natural environment and industry in Greenville and to create a network with American teachers. Although most of them were accomplished successfully, there are two matters we should have taken into account in the preparatory stage. First, we should have developed our language proficiency for more efficient communication. Second, we should have prepared ourselves for questions about Japanese educational systems.

##### (c) Post Research

Our post research was spent on writing a report on the field-study and material development. We have achieved a great deal to promote children's international understanding.

##### (d) Material Development

We were not able to go beyond making a material plan. More time should have been spent on planning slide materials to be exchanged.

#### <2> Tasks for Future Research

##### (a) Principles for Future Research

- To improve slide materials to appeal to the students' interest (playing, clothing, cleaning and school lunch).
- To examine the students' reaction to the slide.
- To set an opportunity for the students to exchange opinions.

##### (b) Preparatory Research

- To specify the place to be studied in advance.
- To start preparatory research in an early stage.
- To have more time to discuss.
- To have a chance to transfer duties to the successors at the first session.

##### (c) Workshop and Field-study

- To review the schedule to reduce physical burdens.

##### (d) Post Research

- This year's plan was reasonable.

-- To have a session to discuss classroom practices and research evaluation.

(e) Material Development

-- To clarify at the preparatory stage where and how to use the materials.

(2) Team B (Matsuda, Tonogauchi, Shiraishi)

<1> Evaluation of the Research 1993

(a) Preparatory Research

We compared junior high school lives between Japan and America focusing on daily life, school events and school rules. More time should have been spent on preparation.

(b) Workshops and Field-study

-- Preparatory communication did not function efficiently.

-- There was not enough time to study the background of similarities and differences found between Japan and America.

-- It might be helpful to send research contents in advance.

(c) Post Research

We should have studied the difference of nationalities beforehand to avoid misunderstandings.

(d) Material Development

American and Japanese junior high students are interested in each other's school life and family life. It would be desirable if American teams, as well as Japanese teams, develop their own materials.

(e) Others

It will be necessary to maintain the network that has been established this time.

<2> Tasks for Future Research

(a) Things to Be Improved

-- To start preparatory works at an early stage.

-- To decide partners to work with in field-studies at an early stage and let them go through the research contents beforehand.

-- To finish what to be done during the field-study.

-- To exchange materials developed in each country.

(b) Possible Themes for Future Research

-- Causes and effects of the differences of Japanese and American class organization.

-- How American students spend vacations.

-- Comparison of cleaning and club activities.

-- Others.

(3) Team C (Ojima, Imafuku, Higashioka)

<1> On Team Activities

(a) The results of this research cannot be generalized and applied to every American family, because of its exclusive focus on a rural district. It will be desirable to study other areas in the future.

(b) It will be necessary to establish a more efficient research system to overcome geographical problems such as communication difficulty.

## <2> On Research Activities

(a) A better international understanding will require participation of teachers in other subjects who have deeper insights in culture and education.

(b) It is hoped that the network of members will be maintained for the future work.

## (4) Team D (Tanaka, Nehira, Takaie)

### <1> Evaluation of the Research 1993

#### (a) Preparatory Research

-- Inadequate time to exchange ideas in the team.

-- We were not able to find previous studies relating to our theme, which made it difficult to clarify the focal point.

-- The team members, all dissatisfied with Japanese volunteer activities, shared the same goal.

#### (b) Workshop and Field-study

-- Presentations were successful in clarifying the research purposes to the American staffs.

-- We were not able to prepare questions because of inadequate information about the institutions to visit.

-- Night-time meetings made it possible to analyze the research results and to deepen the awareness of the theme.

-- We were not able to observe actual volunteer activities.

#### (c) Post Research

-- The members kept in a close contact and discussed the research results.

-- Several documents deepened our understanding of American volunteer activities.

#### (d) Material Development

-- The completion of materials are being delayed because of the time constraint.

-- Development of video materials proved to be impossible because of the difficulty of editing process and the low quality of the video camera.

### <2> Tasks for Future Research

#### (a) Preparatory Research

-- Team members should be selected from the same prefecture so that they can more easily have discussion sessions.

-- Lectures should be given on American educational situations and on field-study implementation as well as on international understanding.

#### (b) Workshop and Field-study

-- Need to gain information about the visiting spot in advance.

-- Need to discuss the place to visit with partners.

#### (c) Post Research

-- Need to complete the research while memory is fresh.

-- Need to have at least one overnight session during the summer vacation.

(d) Material Development

-- Each team should be assisted by American teachers instead of a supervisor.

-- Some of the present members should participate in the next year's project to continue the research.

-- Materials to be developed should include the comparison of Japan and America so as to be used in both countries.

(5) Team E (Wada, Yamamoto, Fukazawa)

(a) Preparatory Research

-- We aimed to examine the local area and better understand the farmers' lives, which was somewhat obscure. The purpose should have been more concrete and integrated aspects of international understanding.

-- The check-list to investigate farmers contained too many items. More careful selection of items might have been necessary.

-- The members should have studied more about American agriculture in advance.

(b) Workshop and Field-study

-- Discussions were not through enough in spite of their overall success.

-- We learned a lot through talking to farmers.

-- Some of the planned research contents were not covered because of time constraints and inadequate preparation.

-- The achievement, somehow superficial, was not as big as had been expected.

-- The material does not include enough information on American farmers' lives.

(c) Post Research

-- We were able to gain the missed information from the partners through the established network.

(d) Material Development

-- Each member developed materials individually, which resulted in various unique outcomes. Working in group might have been fruitful as well.

### 3. Evaluation by ECU Members

(1) Evaluation Sheet about the Hiroshima Project

Please answer the following three questions.

We are looking forward to having frank response from you.

Q1. Comments on activities of the Hiroshima Project in Greenville, in August 1993.

Q2. Comments on the development of materials for understanding of American Society and Culture.

Q3. Suggestions for the improvement of the Hiroshima Project in future.

(2) Results of the Questionnaire

<1> Dr. Don Spence

Q1. The plans made by the group before they came to Greenville were thorough and well thought out, allowing the local planning teams to put together activities in advance to meet the needs of the group. The NC and Japan groups worked well together and accomplished much in a relatively small amount of time. It is important to note that the groups together spent time developing equally good follow-up activities.

Q2. The material developed are an excellent beginning. Follow-up should take plan by both current and following groups in order to field test and fine materials. Companion materials need to be developed in American partnership schools and both sets of materials should be published in English and Japanese.

Q3. More long range planning for both the current project and the partnership school to result from it. Generally, an exceptional program—well administered. An excellent team with an excellent product.

<2> Dr. Patricia Cambell

Q1. The teams researched very diverse areas which are important for both countries. The week was filled with activities for information gathering. The response and enthusiasm shown by our Japanese teachers was overwhelming. The excitement of the Greenville participants was also overwhelming. Persons we contacted for field visits, home stays, information, and participation were very eager to collect information and host our Japanese teachers. All who participated in the project benefitted in a long lasting memory.

Q2. The materials were very well developed and included pictures, videotapes, and other forms of representation. The comparison between the two countries were well shown.

Q3. Contact team leaders in advance so ideas, schedules, etc. can be planned and suggestions made for changes in order to meet the needs. Schedule an overnight in Raleigh to see attractions in the state.

<3> Dr. Rebecca Brent

Q1. I was pleased with the work in Greenville. I spent time with Team A and found them eager and a joy to work with. I wish they could have visited when the elementary school was in session, but we made much out of the time in spite of that problem.

Q2. These materials have tremendous potential for both our cultures. The teachers and principal at Wintergreen were eager to use the slides developed by Team A and expressed excitement about the possibilities.

Q3. I would like work with a team directly ahead of the Greenville visit in order to more completely meet their needs.

<4> Dr. Edwin Dewey Bell

Q1. The project activities were well done. However, more time for collaborative discussion and research design before. The visit would have been useful, e.g., have American



research literature available for teams when they arrive.

Q2. The materials were well done. But there is too much generalization. From a small sample, e.g., the schools in Greenville, North Carolina do not represent all American schools.

Q3. Expose Japanese participants to American research literature relevant to their interest before they visit Greenville, NC.

<5> Dr. Jim Westmoreland

Q1. I was not involved directly, but I have heard wonderful reports from those interviewed (Ms. Tucker of teacher farms) and those who participated.

Q2. I had the privilege of working with Team D. Their work was outstanding. The insight into the role of volunteerism in the United States was excellent as they analyzed the motivation for the individuals who volunteer while understanding some societal changes which were happening over the last 4 decades.

Q3. We will enjoy any curriculum materials about Japanese programs for ECU. Please continue such fine interaction with the partner schools -- we build on great linkages. I salute Dr. Spence and professor Ozasa for their declaration and friendship which has done much for East Carolina University.

## **VII. SUMMARY OF THE RESEARCH 1993 AND FUTURE TASKS**

### **1. Characteristics of the Research**

<1> We aimed to develop such materials as encourage students to compare Japanese and American cultures, understand their similarities and differences, and consider their backgrounds.

<2> We worked on material research and development as a collaborative project of Japanese and American classroom teachers.

<3> Materials were written in two languages: Japanese and English so as to be used in Japan and the U.S. In addition, they were organized as a material collection so as to be widely disseminated.

<4> We worked on a team-basis to collaboratively develop bilingual materials. There were five teams, each consisting of two social studies teachers and one English teacher.

<5> Materials were further improved by emphasizing follow-up sessions and members' evaluation after the visit to the U.S.

### **2. Research Results**

<1> A network has been established between American and Japanese teachers through collaborative workshops and field-studies.

<2> The participant teachers managed to deeply understand American lifestyle and culture by actively engaging in long-range field-study and homestay in Greenville and Minneapolis.

<3> American and Japanese teacher worked collaboratively to study and develop materials for the understanding of each other's culture.

<4> Five teams worked on five separate research themes and developed materials for mutual understanding of American and Japanese cultures.

<5> The following three points have emerged as the perspectives for the curriculum design aimed at mutual understanding.

(a) Curriculums for mutual understanding of cultures are effectively developed in the frameworks of school-life, family-life, and community-life.

(b) Curriculum design for mutual understanding of cultures requires developing concrete materials on daily lives within the above mentioned frameworks.

(c) In designing a curriculum for mutual understanding of cultures, it is important to develop such materials as encourage students to understand each other's culture through comparison: discovering similarities and differences, exploring the backgrounds, reasons, conditions, and causes underlying them, making judgements for mutual understanding.

### **3. Future Tasks**

<1> Creation of multiple-line network:

It will be necessary to create multiple-line human networks, including one between Japanese and American elementary, junior and senior high schools, one between Japanese and American participant teachers, and one between Japanese and American students.

<2> Elaboration of the research:

It will be necessary to elaborate the quality of materials not only by collecting or exchanging information, and checking their accuracy, but also by discussing together, exchanging the outcome materials, and improving them based on dissemination in both countries.

<3> Improvement and modification of materials:

In order to improve and modify the materials, it will be necessary to establish a framework for curriculum design, to clarify the perspectives for material development based on the framework, to enrich document-studies and field-studies investigating the background of similarities and differences between Japanese and American cultures, and to involve this year's cooperators in the future research as staffs.

<4> Development of materials on new themes:

In order to deepen the mutual understanding of cultures, it will be necessary to develop materials dealing with historical heritage or tradition, and solutions to the problems faced by the contemporary society, in addition to improving and modifying this year's outcome.

<5> Dissemination of research results:

It will be necessary to actively disseminate the research results through various routes such as participant teachers' practice in the classrooms, lectures in education centers and public halls, presentations at study meetings, and local workshops.

## EDITOR'S POSTSCRIPT

Hiroshima University Association of International Understanding Education is conducting a three-year plan starting in January of 1993, titled "Research on Curriculum Development for Understanding American Society and Culture". This issue is a report on the research results of the first project implemented in 1993. The report is edited in Japanese and English.

The present research report includes the outline of the entire project, the outline of the project in 1993, the research in 1993, the material development in 1993, the research evaluation in 1993, and the research summary and future tasks. This report features materials for mutual understanding of Japanese and American cultures developed by classroom teachers from the five prefectures in Chugoku Area, who participated in the research project in the U.S. All the materials contained in this report are concrete enough to be widely used on learning opportunities at schools and public halls. We hope that they will be made efficient use of by various related institutions.

Finally, in the age of life-long education, we hope that this report will stimulate many classroom teachers to promote education in international understanding, especially in mutual understanding between Japan and the U.S., at school and community level.

(Tomoyuki KOBARA)

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