

V. EVALUATION OF THE RESEARCH 1994

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

(1) Evaluation Sheet

<<Evaluation Sheet on the Field-study in the U.S.>> (Aug. 11, 1994)

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. How do you rate the research trip?

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

- (1) Field-study in Greenville
- (2) Homestay in Greenville
- (3) Field-study in Washington D.C.
- (4) Field-study in Minneapolis
- (5) Entire research trip

Q2. What were the best and the worst things in the research trip in terms of the accomplishment of the aims?

The best: Reason:
The worst: Reason:

Q3. How to improve future field-studies?

Q4. What content and method would you like to try in the next field-study?

- (1) Content:
- (2) Method:

Q5. List three points you have learned from the research trip.

- (1)
- (2)
- (3)

Q6. What aspects of American society and culture would you like to convey to your students?

(2) Results of Evaluation

The nineteen participant teachers were asked to answer the above questionnaire at the end of the research trip in the U.S. (Aug. 11, 1994. On the plane back to Japan.) The followings are the results of the questionnaire.

<1> Five-point-scale evaluation of the research trip (Q1)

Item	Average
Field-study in Greenville	4.4
Homestay in Greenville	4.1

Field-study in Washington D.C.	3.2
Field-study in Minneapolis	4.3
Entire research trip	4.3

<2> The best thing in the research trip (Q2)

Item	Number
Field-study and homestay in Greenville	9
Field-study in Minneapolis	8
Getting to know many Americans	2

<3> The worst thing in the research trip (Q2)

Item	Number
Field-study and homestay in Greenville	6
Cancel of homestay in Minneapolis	4
Field-study in Minneapolis	2
Tight schedule in Washington D.C.	2
One-directional explanation by Americans	1
None	4

<4> Things to be improved (Q3)

Item	Number
Homestay	7
Preparatory study	5
Tight schedule	5
Contact with co-workers in advance	3
Selection of the places to stay	2
Timing of field-study	2
Quality of field-study	2
Reservation of single-room	1

<5> Future field-study content (Q4)

Item	Number
People's lives	10
School, students, teachers	4
Jury system and human rights	1
Presidential campaign	1
Smoking issue	1
American folksongs	1
Garbage disposition and recycling	1
American view of Japan & Japanese view of America	1

<6> Future field-study method (Q4)

Item	Number
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Observation	8
Questionnaire, interview	7
Discussion	3
Activity with Americans	2
Homestay	1

<7> Points that have been learned (Q5)

Item	Number
American attitude to education	13
Diversity of American society	7
American ways of thinking	7
Value of mutual understanding	6
Similarity of human beings	5
America as immigration nation	3
Importance of communication	3
Low price in the U.S.	2
Difficulty of changing systems	1
Immensity of America	1

<8> Things to convey to Japanese students (Q6)

- Item
- Various societies and cultures respecting one another.
 - Ethnic foods influencing American diet.
 - Rare regulation on opportunities to realize equality.
 - Importance and similarity of diet that link people.
 - American characteristics different from Japanese.
 - Voluntary works by children.
 - American schools.
 - Danger of stereotype in understanding a country.
 - Material and spiritual latitude of American society.
 - American idea of freedom.
 - There are similarities as well as differences between the two country.
 - To maintain Japanese identity by finding good points of our own.
 - Japanese education tend to protect students.
 - Importance of mutually understanding differences and creating better things.
 - Human minds are almost the same except for their ways of expression.
 - American ways of thinking, life style and system where people are dealt with as individuals.
 - American sense of freedom and choice with responsibility based upon individual independence.
 - American image of "the country of fear" as a result of complicated problems.
 - Understanding of self leads to true international understanding.
 - Japan will become a multi-racial country before long.
 - Importance of open-mindedness to accept and absorb differences.
 - Many of American students speak and act emphasizing individual wills.

2. Self-Evaluation of the Research by Each Team

(1) Team A (Ikuta, Tumori, Odahara)

<1> Evaluation of the Research 1994

(a) Preparatory Research

Our research theme, "Comparison of Japanese and American National Sports – Mutual Understanding through *Sumo*-wrestling and Baseball", was concrete and specific. Preparation and material study were conducted on the basis of role assignment of each member. We took advantage of our geographical closeness and arranged our own preparatory meetings to exchange information. A great deal of effort was made to obtain several materials that were rarely available.

(b) Workshop and Field-study

Most of the research activities including *sumo* workshop, questionnaire on *sumo* workshop, observation of sport institution, and interview with sport-shops, were successfully implemented with the cooperation of American co-workers. We were able to hear a great deal of insightful opinions and suggestions due to the concreteness and attractiveness of our research theme. Finally, we suggest that the research plan should be so flexible as to be modified or to integrate new research items.

(c) Post Research

Since the format of the summary had already been determined at the preparatory stage, the research orientation was modified in the post-research according to the results of the field-study. Team A arranged post-research meetings of our own to develop materials. Information exchange with other teams helped our material development and modification of research orientation.

(d) Material Development

Although our material was originally planned as a whole unit, it was modified to be organized as a collection of short stories so that each unit functions as an independent material.

<2> Tasks for Future Research

(a) Preparatory Research

Information exchange with other teams, as well as information collection and preparation from early stages, will be helpful. It will be desirable to organize presentations and information exchange of each team's theme, purpose and method in the preparatory research session involving experts in international understanding education.

(b) Workshop and Field-study

It will be helpful to request information from the hosts before the trip to the U.S., to include in the field-study a demonstration session of Japanese cultures, and to spare some time during the field-study for summarizing activities.

(c) Post Research

It was hard for the participants to attend study sessions due to the busy schedule in the second-term. Thus, Team A arranged extra sessions on optional days, which was possible thanks to geographical closeness of the members.

(d) Material Development

We would like to modify our materials according to the results of actual teaching. Also, we plan to have opportunities to exchange our experiences and effects of using the materials in the classroom as well as to establish a local organization for the study of international understanding education.

(2) Team B (Asakura, Suzuki, Takahashi)

<1> Evaluation of the Research 1994

(a) Preparatory Research

-- Our main theme, "Understanding Japanese and American Food, Clothing and Shelter through Home Electric Appliances", was concrete enough for us to focus our research and to smoothly perform investigations and material development.

-- It was useful to determine the format of interviews and data collection and to prepare questionnaire sheets in advance.

-- Extra meetings were arranged in addition to regular sessions for the preparation of the field-study.

(b) Workshop and Field-study

-- We had a great deal support from our co-workers in Greenville and Minneapolis and were able to gain various data for teaching materials.

-- We were not able to spare enough time for summary and preparation for the next day plan during the field-study because of its tight schedule.

-- It was noticed at the material development stage that some materials such as photographs had not been collected. The whole picture of the teaching material should be established at early stages so that any material may not be missed.

(c) Post Research

-- It was helpful to have meetings while our memory of the field-study was still fresh. We arranged extra meetings of our own, because of the insufficient time in the regular sessions.

-- The material was not satisfactorily elaborated due to the tight schedule.

(d) Material Development

-- The whole picture of the teaching material should be developed at early stages.

-- The developed materials should be made use of in the classroom.

<2> Tasks for Future Study

(a) Preparatory Research

-- It will be desirable to establish the research theme at an early stage by gathering various information including the image of materials.

-- It is necessary to include a concrete perspective in the research theme.

-- More time should be spent on team discussion by cutting each team's presentation in the preparatory session.

(b) Workshop and Field-study

-- More time should be spent on team discussion and preparation.

(c) Post Research

- This year's schedule should be used in the next year, because it was helpful to have post research session while our memories of the field-study were still fresh.
- There was relatively little time allowance between the end of the field-study and the deadline of material development.

(d) Material Development

- The whole picture of the material should be developed at early stages.
- The developed materials should be made use of in the classroom.

(3) Team C (Yamatsu, Kagimoto, Kajiwara)

<1> Evaluation of the Research 1994

(a) Preparatory Research

- Team C, its research theme being "After-School Life of Junior-High Students", worked on a comparison of similarities and differences of junior-high students, and by so doing analyzed cultures, historical traditions and national characters underlying them. Our theme was concrete enough to focus our research.
- The research hypotheses were modified on the course of the field-study because of our ignorance of American junior-high students' life, part-time jobs and voluntary activities.
- We sent questionnaires to our co-workers in the U.S. to investigate American junior-high students' life. However, expected results were not obtained because of the gap between the real situation and our hypotheses. The discovery of a great deal of similarities between American and Japanese life-styles was quite meaningful.

(b) Workshop and Field-study

- Our research activities in Minneapolis would not have been undertaken without appropriate supports from Dr. Spence and other teachers. Occasionally, we had to spend excessive time to understand tiny things due to our lack in background knowledge.
- It was helpful to have a review session after everyday research activities where hypotheses were modified, researched issues were summarized, and problems were pointed out.
- In Minneapolis, we supplemented what had not been sufficiently studied so far, and investigated local differences. Opinion exchange with Dr. Erickson helped a lot clarifying ambiguous points and determining the orientation of summarization.
- Although we were able to know about junior-high students' life through interviewing and observing presentations, it was a pity not to have any chances to experience real activities.

(c) Post Research

- In addition to regular sessions, we arranged extra meeting of our own, where opinions of each member were actively exchanged.
- It was helpful to inquire unclear points on the phone and to have necessary data faxed by utilizing the human network established in the field-study.

(d) Material Development

- We were able successfully develop materials based upon the results of actual experimental teaching in the classroom.
- As planned, the materials were so developed that they can be used both in Japan and the U.S. in a way that similarities and differences are learnt at the same time. The materials may

be used in American classrooms in the future, and which results would help creating better materials.

<2> Tasks for Future Research

(a) Preparatory Research

-- It will be desirable to develop basic conception of the research before the field-study, for which team members need to have meeting to exchange opinions in addition to regular sessions.

-- Information gathering is inevitable for a thorough preparatory research. For that purpose, co-workers should be determined at early stages. It is also helpful to have opportunities where we can gain information from the participants of the previous projects.

(b) Workshop and Field-study

-- It will be helpful to gain information beforehand on the places to visit in the U.S., and to exchange opinions with co-workers there.

-- To have time for discussion in the middle of or at the end of the field-study would help summarizing and deepening what has been studied.

(c) Post Research

-- The schedule for material development should be loosened so that materials may be actually used in the classroom and more thoroughly considered.

(d) Material Development

-- Asking for advice on material development from the participants of the previous projects would help creating materials of varied forms.

-- So far, materials have been developed as complete units in each year. Instead, it may be possible to deepen the research and develop continuous materials.

(4) Team D (Kaji, Ishimaru, Nomura)

<1> Evaluation of the Research 1994

(a) Preparatory Research

-- Time for team discussion was restricted. However, it was effective for three of us to work on three separate research subjects, namely, three different annual events.

-- Questionnaire for each research place or content helped efficient procedure of inquiry and discovery of problems at the review stage.

(b) Workshop and Field-study

-- Although we were not able to actually see some of the annual events due to the timing, introduction of several unfamiliar events by D. Bell, ECU, and other teachers helped the orientation of our research.

-- We were able to experience a Thanksgiving party three months early at Ms. Sonquist's home in Minncapolis, which helped us get to know the atmosphere, foods and people's feelings, and realize the importance of studying what cannot be studied in any other places.

-- We have acquired a great variety of materials such as videotapes or photos of scenery of farms, native-American reservations, and documents gained in Washington D.C., many of

which could be made use of in the classroom.

(c) Post Research

-- Despite the time limitation, we managed to keep frequent contact with one another and arrange two extra meetings for discussion in addition to regular session. We have done our best considering our busy schedules in the respective job place.

-- As memories are to vanish day by day, summarization should be better done within a short period with much concentration.

(d) Material Development

-- The format of the material was changed from the original plan, namely, worksheets, to a reading material, or more precisely, a travel sketch, which helps motivating students and eliciting appropriate units from according to the teaching aims.

-- The travel sketch, for the most part, consists of consideration on American annual events with some comparative aspects, which is aimed to be used in Japanese schools. In the future, Americans may visit Japan and research Japanese annual events to develop such materials as to be combined with ours and used in both countries.

<2> Tasks for Future Research

-- To organize teams at an early stage and have preparatory meetings frequently.

-- To involve in the members some participants of the previous projects who could offer helpful pieces of advice based upon their experiences.

-- To regularly have opportunities to make use of the materials produced with a great deal of time and effort, for instance, through demonstration lessons in each prefecture.

(5) Team E (Masui, Matsubara, Kageyama)

<1> Evaluation of the Research 1994

(a) Preparatory Research

-- Relatively little time was spent on team discussions.

-- Preparatory study placed too much focus on differences of how high school spend students summer vacation, resulting in inadequate consideration on similarities.

-- Little attention was paid to statistical comparison of Japanese and American high school students' awareness, because of the difficulty of the investigation.

-- We might have expected too much from our co-workers that they should select visiting places where a number of high school students are available to be researched. However, the institution we visited turned out to accommodate few high school students. Early contact and check of the visitation places might have reduced our inconvenience.

(b) Workshop and Field-study

-- Our co-workers made a great effort to understand our intentions and to offer information on visitation places that meet our needs.

-- High school students in Greenville showed local characteristics in their ways of spending summer vacation. We were able to see progressive activities and institutions, which in turn resulted in the lack in the information on general cases. This was partly because we had not been able to fully convey our intentions.

-- We had a chance to interview high-school students at the home we stayed in Greenville, which, unfortunately, we were not able to make the most of due to the absence of some

members and our insufficient English proficiency.

-- Due to the inadequacy of our research plan, we had to ask the co-workers in Minneapolis to gather information, which caused them to work harder than their counterparts in other teams.

-- Exchanging co-workers with other teams in the latter part of the research helped reaching a clearer conclusion.

(c) Post Research

-- We were not able to fully discuss how to summarize the final outcome, preoccupied with determining the format of the research.

-- Although there were several chances for discussion in September, we were too occupied with daily school jobs to exchange information within the team from October on.

(d) Material Development

-- Despite the initial plan of making slides and videotapes to visualize the materials, time limitation did not allow the use of videos.

-- While the format of quiz was a good idea, there arose a gap between the information gained from the quiz and the whole picture students are expected to grasp, which caused us some difficulty at the summary stage.

<2> Tasks for Future Research

(a) Preparatory Research

-- It will be necessary to contact with co-workers at an early stage and acquire local information concerning the research content.

-- Selection of the research theme should take the timing into account by limiting it to those that could be studied regardless of the season.

-- The duties of a co-worker would be more appropriately accomplished by those who can spare time rather than by busy university professors, considering the importance of frequent information exchange.

(b) Workshop and Field-study

-- Instead of using videos, each member in a team should discuss with one another, study documents, and ask questions.

-- It is necessary to be aware whether the content of the research is general or specific.

-- Too much burden on a teacher of English should be reduced by involving one more English teacher in a team.

(c) Post Research

-- It is desirable to have more opportunities to discuss how to summarize the research.

(d) Material Development

-- The format of the material collection may either be similar to or different from the existing ones. It may be determined according to the theme content, or developmental stage of the students.

-- More time should be spared for summarization.

(6) Team F (Tomimura, Tanaka, Takaie)

<1> Evaluation of the Research 1994

(a) Preparatory Research

- What aspect of foods to materialize has not been clearly determined.
- The whole picture of the research was clear at an early stage, because research methods were borrowed from the last year project.
- It might have been better to clarify the field-study methods or selection of information, to consult concerning documents, and to concretize Mr. Fukazawa's lecture at the forth session.

(b) Workshop and Field-study

- Instead of visiting several supermarkets of one kind, we visited supermarkets of several kinds, which was considered the result of our ambiguous way of placing focus on research subjects.
- We have had a great deal of support from our co-workers who kindly planned the field-study and homestay in Greenville. Also, we were able to have a rare opportunity to contact with another culture through foods when meeting Mon people at Farmer's Market in Minneapolis. However, we were not able to go so far as to deepen the research.
- It might have been more fulfilling if we have had about two days to stay with a family, and to join their daily lives by cooking or going shopping with them in Greenville. Furthermore, it was a pity that we were not able have any chance to go out eating with our co-workers.

(c) Material Development

- We have tried to develop as concrete materials as possible based upon the previous project, including posters, cartoons, reading materials, and photo collections.
- Once missed, local materials are difficult to be obtained back in Japan. Thus, it becomes important to establish and systematize data collection network (e.g. fax).

<2> Tasks for Future Research

- Themes and accomplishments should be succeeded to the future research, for example, by developing a continuous theme instead of creating new themes every year.
- Introduction of the previous project outline should be delayed until the second session by which new themes have been discussed and new teams have been organized, instead of the first session when participants' awareness of problems has not fully grown.
- The meaning of the friendship party has to be reconsidered. It is regretful that we left the dishes prepared by American co-workers unfinished.
- It will be necessary to seek for more concrete and various format of materials such as videotapes.

3. Evaluation by ECU Members

(1) Evaluation Sheet about the 1994 Hiroshima Project

Please answer the following three questions.

We look forward to having your frank response.

Q1. Comments on activities of the 1994 Hiroshima Project in Greenville, in August 1994.

Q2. Comments on the material development for the understanding of American society and culture.

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

(2) Results of the Questionnaire

A follow-up meeting was held in Hiroshima City from October 21 till 23 in 1994 with a voluntary company of several members from ECU who cooperated with us in the field-studies. They were asked to answer the questionnaire on the evaluation of the 1994 Hiroshima Project. The followings are their responses.

<1> Dr. Don Spence

Q1. The topics you chose for research are high interest topics for Japanese students. Your research activities in Greenville were good for developing those research initiatives. Your research activities were also good for our North Carolina School. We learned much through your research. The social activities were also good learning experiences. Together all of these activities further strengthen our efforts to build partnerships.

Q2. It is always a difficult challenge to translate the experiences in another culture into good teaching materials. American USJF projects have the same problem. My assessment of your efforts is very high for two reasons.

1. Your advance planning ensures better teaching material. The selection of topics and research methods is carefully planned.
2. Involving American schools and teachers also strengthens the final product. It is our hope that eventually we will be developing teaching materials together on the same themes in partnership schools in Japan and the U.S.

Q3. Next year's schedule change will be a great improvement because school will be in session in most countries. It would be very helpful if we can involve facilities in NC schools in your research and perhaps develop a mechanism for continuing work on a school to school basis after the end of the program.

<2> Dr. Henry Peel

Q1. The structure of dividing the large group into small teams is very good. This structure allows for small groups to study many different areas of American life and American culture. It was also very helpful to have the requests and team disciplines in advance so that we could set-up meaningful activities.

Q2. The materials were very good for students to understand the real United States. Your materials are helpful for students to see that the way they perceive the U.S. is not always true. You do a good job of not just showing the similarities and differences, but also analyzing the differences. Asking "why" is very important for students.

Q3. Continue very much as it is. We need to continue making these connections. Continue communications between ECU participant and Japanese members. I want to stay in touch with Team B. I would like to have U.S. teachers form partnerships to produce similar lessons to teach at the same time. Thank you for allowing me to offer these

responses.

<3> Ms. Katee Tully

Q1. Having not been involved in this project directly, observations are formulated from this week:

- safe and open relationship
- high degree of cooperation
- great opportunities for future expansion

Q2.

- Perhaps a "lending" library to be shared
- Development of demonstration lesson video tapes
- Use of video tapes to illustrate major points of lesson
- Consider bridging topics into other contact areas
- Attach to lesson plans so other educators can expand on your concepts

Q3.

- Appoint someone (USA) to forward information/resource requests for projects
- Explore project timing to improve greater contact
- Use demonstration lessons from previous years with each new group (cross cultural) in USA
- Involve more young people (students) as peer tutors or peer teachers
- Create email network of ECU and Hiroshima University

4. Evaluation by Evaluators

(1) Evaluation Sheet about the 1994 Hiroshima Project

Q1. Comments on the field-studies of the 1994 Hiroshima Project

- (a) Characteristics and accomplishments
- (b) Problems

Q2. Comments on the material development of the 1994 Hiroshima Project

- (a) Characteristics and accomplishments
- (b) Problems

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

- (a) Research process
- (b) Field-study
- (c) Material development

(2) Results of the Questionnaire

<1> Kazuhiko IWATA, Professor, Hyogo University of Education

Q1. Comments on the field-studies of the 1994 Hiroshima Project

- (a) Characteristics and accomplishments

While the Chiba, Hyogo and Naruto projects based their data collection and field-studies on the teaching plans prepared in advance, the Hiroshima Project took the form of problem-hypothesis-testing apart from a teaching plan. This research process is considered to have increased the vividness of the whole research.

(b) Problems

It will be necessary to consider where and how to make the most of the research accomplishments that are the outcome of narrowly focused field-studies.

Q2. Comments on the material development of the 1994 Hiroshima Project

(a) Characteristics and accomplishments

The research themes focused on cultures concerning daily lives such as national sports, family lives, after-school lives, annual events, lives in summer vacation, and diet. This close focusing has helped deepening material development. The research also benefitted a great deal from the presence of cooperators in the U.S. Exchange of research accomplishments between American and Japanese researchers has been made possible largely by the English version of the research report.

(b) Problems

It will be necessary to consider how to place the developed material within the curricula of Japanese elementary, junior-high and senior-high schools. Exclusive focus on cultures concerning daily lives somehow caused inadequacy of material development on those issues Japan and the U.S. disagree about, which are inevitable for true mutual understanding.

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

(a) Research process

Documents on the research theme should be more thoroughly studied. The report should include the titles of the documents cited and consulted for the research.

(b) Field-study

The system of working together with American cooperators should be maintained and further strengthened.

(c) Material development

It will be necessary to consider how to maintain the continuum of the existing materials and how to systematize the research themes in the three year project.

<2> Kenji TANAHASHI, Associate Professor, Faculty of Education, Hiroshima University

Q1. Comments on the field-studies of the 1994 Hiroshima Project

(a) Characteristics and accomplishments

The research was undertaken by small groups under carefully prepared plans that were based on the participants' own interests. Instead of merely following the guides, each researcher played his own role and experienced the real United States. This year's field studies were highly meaningful in the sense that experiencing America is more important than the direct outcome in a short-range research like this.

(b) Problems

Nothing particular. Although it is more convenient if we could visit the U.S while schools are in session, the current Japanese educational condition would not make it possible.

Q2. Comments on the material development of the 1994 Hiroshima Project

(a) Characteristics and accomplishments

The fact that the materials were developed by those who had actually undertaken field-studies and experienced what to materialize, resulted in such classes as vividly convey to the students the real America, not that obtained from documents. The materials focused on the very things researchers themselves wanted to know about, which in turn evoked the students' interests.

(b) Problems

The above characteristics and accomplishments have another side as a problem of this project, that is, the research themes strongly reflected the participants' interests, by which fact the materials lacked in the perspective of a true understanding of the United States.

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

(a) Research process

It will be necessary to have more opportunities to discuss not only their interests but also what should be taught when determining research themes. "What the students should learn" must be valued as well as "what they want to learn". It should be more thoroughly considered whether this year's research themes would really lead to a true understanding of the United States. For that purpose, document study must be done more thoroughly.

(b) Field-study

Nothing particular.

(c) Material development

Look (a).

VI. SUMMARY OF THE RESEARCH 1994 AND FUTURE TASKS

1. Summary of the Research 1994

<1> Research Results

(1) We have developed six teaching materials, published both in English and Japanese, that concern the understanding of historical traditions underlying American and Japanese societies and cultures, as an outcome of the field-studies in Greenville, North Carolina and Minneapolis, Minnesota, which were undertaken with the cooperation of our co-workers in the United States.

(2) We were able to establish a tight human network between Japanese and American teachers through a three-day field-study in Greenville and Minneapolis, partly because we had the same co-workers as last year, and organized teams at early stages to exchanged information in advance.

(3) Unlike the problem-finding style field-study of last year, we were able to conduct a hypothesis-testing style field-study based upon the research hypotheses established at the preparatory research stage, which deepen the participants' understanding of historical tradition underlying American society and culture.

(4) Instead of uni-lateral flow of information, Japanese and American participants mutually exchanged information on their societies and cultures on the occasion of field-studies and parties, by which means they learned a great deal about each other.

(5) Points to be improved in the future project have been clearly identified by objective evaluation, which was undertaken by the staff at East Carolina University and several Japanese authorities.

(6) The following three points have emerged as the perspective of developing a curriculum for the mutual understanding of Japanese and American societies and cultures:

(a) Understanding of American and Japanese societies and cultures means understanding or rediscovering the identities of the society and culture of the United States and Japan, and the basics of human relationships, through studying the similarities and differences of problem-solution process that characterize a society and a culture.

(b) For that purpose, it is necessary to develop such materials as help discovering the identities and the basics of human relationships underlying social and cultural differences, and rediscovering the common basics hidden in Japanese society.

(c) It is necessary to include in the materials concrete examples of traditional culture and problem-solution in school-life, family-life, community-life and vocational-life.

<2> Problems of the Research 1994

(1) The focus of the field-study has not been clearly identified due to having two separate cities as investigation subjects.

(2) We had comparatively few opportunities for school visitation and homestay as the field-study was undertaken during the summer vacation.

(3) We were not able to spare enough time for discussions and workshops to understand each other and to develop materials due to the tight schedule.

(4) The research hypotheses established in advance proved not to be the case with the reality in the United States. This might be attributed to the insufficient preparatory study. Thus, it will be inevitable for the future participants to study documents more thoroughly at the preparatory stage.

2. Future Tasks

(1) Establishment of Multiple-line Human Network

As in the previous year, we were able to establish a human network between Japanese and American participants through collaborative material development, although it was no more than a cooperative relationship or simple friendship between practicing teachers. Instead, it will be desirable to develop a stable multiple-line human network between American and Japanese elementary, junior high, and senior high schools, and between American and Japanese teachers, as well as between students in the two countries.

(2) Qualitative Elaboration of the Collaborative Research

As in the previous year, we successfully finished the field-study and material development for the mutual understanding of American and Japanese societies and cultures. In addition, the participants from the two countries exchanged information on their respective societies and cultures, which helped revising our stereotyped images of the United States. Future projects would require establishing such a research system as involve material development through discussion, material exchange, and material modification or dissemination through actual teaching in the both countries.

(3) Modification and Improvement of Materials

The material development this year focused on national sports, family life, life after school, festivals, annual events, summer vacation, and foods. The materials were not satisfactorily elaborated because of the time restraint and the ambiguous framework for curriculum development. Furthermore, a thorough consideration was not paid to the social and cultural background.

Future research would require clearer frameworks for curriculum development and perspectives for materialization. At the same time, we will have to modify or revise the materials through preparatory and post research in Japan and through field-studies and workshops in the U.S. For that purpose, it will be inevitable to spend more time on studying documents and to edit newsletters that link participants of each project.

(4) Material Development on New Themes

The project this year focused on historical traditions underlying cultures as the main theme for mutual understanding of American and Japanese societies and cultures, which not necessarily produced a satisfactory outcome. Future research will deal with the solution of environmental problems, immigration issues, and multi-racial or multi-cultural problems faced by the contemporary society.

(5) Dissemination of the Research Results

As in the previous year, the materials were translated into collection books and posters and were distributed to concerned institutions so as to be widely used at schools and public halls. In addition, participant teachers made a great deal of efforts to disseminate those materials at their schools and conferences. It will be desirable for those teachers to actively engage in the dissemination of the developed materials at their schools, education centers, public halls, study sessions, and local workshops.

EDITOR'S POSTSCRIPT

Hiroshima University Association of International Understanding Education has been 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 second project implemented in 1994. The report is edited in Japanese and English.

The present research report includes the outline of the project in 1994, the research content in 1994, the material development in 1994, the research evaluation in 1994, and 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 actively participated in the field-studies in Greenville and Minneapolis. All the materials contained in this report are concrete enough to be widely used on learning opportunities at school and public halls. We hope that this report 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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