

## V. EVALUATION OF THE RESEARCH 1995

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

#### (1) Evaluation Sheet

<<Evaluation Sheet on the Field-study in the U.S.>> (Aug. 19, 1995)

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. To what extent have you achieved your aims of this field-study?

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

- (1) Field-study in Minneapolis
- (2) Field-study in Washington D.C.
- (3) Field-study in Greenville
- (4) Homestay in Greenville
- (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 future 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 eighteen participant teachers were asked to answer the above questionnaire at the end of the research trip in the U.S. (Aug. 19, 1995. In the workshop at the meeting room, Faculty of Education, East Carolina University) The followings are the results of the questionnaire.

<1> Five-point-scale evaluation on achievement of aims (Q1)

Item	Average
Field-study in Minneapolis	4.25

Field-study in Washington D.C.	4.14
Field-study in Greenville	4.42
Homestay in Greenville	4.50
Entire research trip	4.31

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

Item	Number
Entire research trip	4
Field-study and homestay in Greenville	4
Meeting and talking to people	3
Field-study in Minncapolis	2
Cooperative partners	2
Public consciousness on smoking	2
Field-study in Washington D.C.	1

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

Item	Number
None	10
Workshops in Greenville	3
Field-study and school visitation in Greenville	2
Field-study in Minncapolis	2
Field-study in Washington D.C.	1

<4> Things to be improved (Q3)

Item	Number
Contact with partners in advance	6
Preparatory study	4
Timing of field-study	3
Language ability	2
Selection of the places to study	1
Getting information on host families	1
Transportation during field-study	1

<5> Future field-study content (Q4)

Item	Number
School education, school instruction	4
American large-scale industries (automobile, agriculture, etc.)	3
Difference and background of culture, lifestyle and customs	3
To deepen the same themes	1
Merits and demerits of multi-racial nation	1
Pride and mental health of communities	1
State of children	1

Team-teaching by American and Japanese teachers	1
Historical and economic view	1
Music and fine-arts	1
Nothing	1

<6> Future field-study method (Q4)

Item	Number
Interview with various people	3
Class observation and discussion with teachers and students	3
Studying people's daily lives	3
Homestay	2
Studying how international understanding education is treated at school	1
Compare textbooks and social change of America	1
Staying with children	1
Giving lessons using developed materials	1
Mixing teachers of English and other subjects	1
Same as the present research	1
Nothing particular	1

<7> Points that have been learned (Q5)

- | Item   |
|--|
| -- Differences among states.   |
| -- Eyes on Japanese people.  |
| -- Importance of the environment surrounding children.   |
| -- Different point of view on alcohol.   |
| -- People's lifestyle.   |
| -- Active motion on environmental problems by the Federal Government, states, cities and citizens.   |
| -- American society naturally accept any race. Social welfare permeates on grass-root basis.   |
| -- Positive attitude to communicate leads to mutual understanding.   |
| -- Children's lifestyle, somewhat similar to that of Japan, seeks for newer and better things rather than valuing traditions.                  |
| -- Americans value children's interests.   |
| -- Obvious differences of systems and students between public and private schools.   |
| -- Children's hope for peace is quite common between the two countries. The key to the future hope is to learn about human common standpoints. |
| -- Dr. Bell's words: "Precondition for different people to accepting one another is to learn one another's culture and history."               |
| -- Meeting the partners.   |
| -- Necessity to brush up myself.   |
| -- Need to understand others is bigger than in Japan.  |
| -- America is trying to create new things by absorbing good points of different races.   |
| -- Japan tries to preserve traditions and at the same time use them for understanding races.   |
| -- Recreation sites and staffs are guaranteed for local children and elderly people, that is inevitable in a society of five-day week system.  |

- The U.S.A. pursues the better (e.g. non-smoking, how to cope with problem students).
- More differences among states than expected.
- Gap between social classes. Enormous agricultural capacity.
- Getting to know more about water in and around Minneapolis. Public morals and administrative attempt to value rivers and the water.
- Sufficient amount of water resource that does not need dams.
- Highly diffused sewerage.
- Highly diffused disposer.
- Shortage of landfills as a main motive for recycling.
- America as a society of large scale consumption.
- Centripetal force of American society.
- High quality of nursery institutions such as Boys and Girls Club.
- Children's inclination to similar pastimes in the both countries.
- Japan should learn American advanced non-smoking education.
- Demographic imbalance of employment is one of serious problems.
- America is a wealthy country with plenty of juvenile problems.
- Comfortable city life cannot be requires stable employment and income in addition to good city environments.
- Experience of American life through homestayng.
- Governmental system with active participation of citizens.
- American society has established such systems that pick up public opinions from citizens and local communities.
- Generalization is difficult in a diverse society.
- Realizing my poor language ability.
- Importance of language proficiency in field-study.
- Importance of knowledge on environmental education and international understanding education.
- The equality of the sexes and independence.
- "Richness" in a different sense. Japanese richness is vulnerable although high in quality.
- We were able to see the society of multiple races and religions from a viewpoint of school education.
- Language proficiency counts most.
- Japan and America share the same problems.
- Teachers' elaborate preparation of materials and activities.
- Superficial similarities between Japan and America.
- People's generosity.
- Efficiency of systems.

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

Item

- Japan should create her own things instead of following America, and at the same time, pay more attention to Asian countries.
- America consist not only of big cities but mostly of countryside, where people's lives are not rich but satisfying.
- Extensive national land and generous hearts.
- I would like to convey social systems from the viewpoint of children.
- All the experiences.
- American children are trying to solve their own problems.

- American efforts to merge good points of different races into new things, and Japanese ideas to hand down traditions to the next generations.
- Consistent seek for the better.
- Governmental and individual efforts to save water environments.
- American large-scale agriculture, abundance, high awareness of garbage problem.
- All the experiences, especially, children's play, family lives, highly developed mass media.
- Consistent smoking education, freedom, abundance, different life styles.
- Superficial differences and essential similarities.
- Acceptance is the key where different people co-exist with one another, which is needed in Japanese classrooms.
- American school and family lives.
- Teachers, society, and above all students themselves, own the rationality to value individuality.
- Same and different trials underlying superficial differences, and the need to diversify our visions so as not to understand America from a single viewpoint.
- Difference of nationalities and customs. Kindness begins with simple things such as opening doors for others or repeating "Excuse me", that could be done in Japan as well.

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

### (1) Team A (Takechi, Nakamori, Hara)

#### <1> Advance Research

(a) Team A decided to research about "Comparison of recycling between the USA and Japan", which is one part of environmental problems. We wanted to make teaching materials which are concerned with the teaching topic "Rubbish and Our Lives", that 4th graders study at school. Specifically we decided to focus on how to cope with disposing of used cans and petbottles --a big problem as in Japan--, how the deposit system come to stay, how the companies co-operate in the deposit system and how the citizens co-operate for recycling through volunteer activities.

(b) Before the field study in the USA, we got together and studied about various aspects, the problems of disposing of rubbish in Japan, how much the Japanese 4th graders study about it, many kinds of materials about it and so on. Also we visited the recycling center and got the latest information. After that we had a common understandings about our topic.

(c) In case of visiting schools in the USA, we prepared the Japanese textbooks and its translations for better understanding the contents of the 4th graders. We hoped they would help when exchanging information.

(d) Our partners agreed on the outline of our research. We didn't get complete information about disposing of rubbish in the USA before visiting there. We had no way of deciding the essential features of our research. We worried about how many statistics we would get in the USA and about our language ability. The point we decided beforehand was that we were going to make our report not like a statistics but like story of personal experiences.

(e) Although we had a little time to prepare, we made the outline of our research and studied about problems of rubbish in Japan efficiently. They helped our research in the USA successfully.

#### <2> Field Study

(a) Thanks to our partners in the USA, we got more information than we had expected. They coordinated our field study in a various places efficiently. We would like to express our gratitude from the bottom of our hearts to not only our partners but also to all the people who helped us in the USA.

(b) When we visited some facilities, we planed to interview the workers' thoughts and the neighbors' thoughts and co-operations without any explanations from the staff. Contrary to our planning, the staff explained their systems in detail and showed us around various places in the facilities. It helped us understand how rubbish is disposed of in the USA a lot. We hoped we would have more time to make questions.

(c) During our field study, we allotted three parts among ourselves; photographer, recorder and reporter. We could use time efficiently by allotting. Especially, the reporter kept the figures in the explanations and they were very helpful in writing the reports.

(d) Every day we wrote what we did on the day in the word processor and talked which materials could be made the most of for our teaching materials. Therefore when we met facts we had expected in Japan, we coped with the facts flexibly.

#### <3> Post Research

(a) Our team members are from Hiroshima city and Higashi-Hiroshima city, which is the next city of Hiroshima. Thanks to this, it is easy to get together compared to other teams. We talked and discussed a lot.

(b) While the field study is fresh in our mind, we wrote reports and discussed them. It helped us to write accurately.

#### <4> Making Teaching Materials

(a) We made materials mainly on not the differences but the common points between both countries. We made it in easy words which are understandable for the 4th graders. They will understand and use their thoughts while reading. The materials will give them interest in rubbish.

(b) We made the story interesting for the Japanese students but we are afraid whether it will interest students in the USA or not. We would have written another story which introduced the problems of disposing of rubbish in Japan. It is a pity that we had no time to do it.

### (2) Team B (Yoshiura, Araikawa, Nagata)

#### <1> Evaluation of the research

[About the pre-research activities]

(a) We had very short time for the pre-research activities. We needed more time for group discussion.

(b) Our main theme was the comparison between American and Japanese kids' game. Before studying about American games, we didn't have enough time to study Japanese games.

(c) We could get very good suggestion from the group in 1994.

[About the research in US]

(a) Ms. Macdonald, our partner in Minnesota, understood Japanese language and Japanese culture. We had a very good communication with her. She understood our aims of the research, and gave us good suggestion and guided us to the suitable places for our research.

(b) In Greenville, we could get good suggestion in educational points of view. We could try different approach from Minneapolis.

(c) In Greenville, our partner and the host family were concerned with education, so we could have very precious experience and get good advice from them.

[About post fact research]

(a) In Team B, the members don't live in close area, we couldn't have so much time for the meeting. So we did our share of the work, and worked individually. This way of working was efficient.

(b) After the research in the US, we didn't have so much time to check our teaching material.

[About making the teaching material]

(a) We thought it was better to get the suggestion from teachers in US before we finish making the teaching material.

(b) We got the different result from our hypothesis through the research in US. But we could use the result effectively and make the quality of our teaching material much deeper.

(c) We made the idea of the teaching material early. It made our work very smooth.

#### <2> For the further research

(a) We have to keep the relationship between US and Japan through this research.

(b) We'd like Japanese and American teachers to use our teaching material, and we hope we will make higher valued teaching material.

(c) Introducing our teaching material to English classes in Japan, we feel some difficulties. In English education, we have to teach English through the material using English language, but our teaching material is based on Japanese language. We need more study to adopt our teaching material in English education.

### **(3) Team C (Uenosono, Hirata, Fukazawa)**

#### **<1> Evaluation of the Research 1995**

##### **[Preparatory Research]**

- (a) We tried to see the way people solve environmental problems by examining how they related to water, and chose "The Cycle of Water and People's Life" as our research topic. Because of the vastness of the topic, the research turned out to be a little over-extended without really focusing on a specific area.
- (b) We could not make sufficient baseline studies about topics related to water before the survey, so could not plan detailed interview questions and further information gathering.
- (c) Unfortunately, one of the team members was replaced; however, thorough understanding of the common concept through a close communication between members helped to avoid inconvenience in the preparatory research.

##### **[Field survey]**

- (a) Local partners and other people made an excellent planning about visitations in the field survey, so we were able to obtain a great deal of resource information.
- (b) We made an extensive survey trip everyday, so had a review meeting every night to sum up and write down the research findings with a word processor. These records helped us to make clear next research tasks and to recollect the findings in post-research and material development.

##### **[Post-research]**

- (a) It was helpful to have a post-research meeting in early September while our memories were fresh. To have more time for team meetings rather than whole group meetings would have been more useful in preparing for the review and designing of teaching materials.
- (b) In addition to the whole group meetings, we had an overnight team meeting and it helped to deepen our discussion on material development. To have more team meetings would make our post-research more meaningful.

##### **[Material development]**

- (a) We have taken a lot of photographs during our field survey, which helped us a great deal in material development back in Japan. It is necessary to collect a wide range of resources just in case we need to change the original focus and direction of our materials.
- (b) We tried to make our materials visually appealing by using a lot of cartoons, photographs and pictures so that children can study with fun. Making the most of team members' skills, we have completed the materials close to what we had planned.

#### **◀ Tasks for future research**

- (a) When the project has a big research topic, setting up more specific subtopics and concrete aims will help to smoothly carry on later research and material production.
- (b) A close contact with partners and information gathering well in advance of the field research will help in planning interview questions and further information gathering.
- (c) Having post-research team meetings while the members have fresh memories of the field survey will be useful in reviewing research and producing teaching materials.
- (d) Gathering information from extended viewpoints, such as by taking pictures during the field survey, will be useful in later materials production back in Japan.



#### **(4) Team D (Mori, Saito, Kuribayashi)**

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

###### **(a) Preparatory Research**

-- Our main theme, "Education for the prevention of juvenile delinquency" is taken interest in by a lot of school teacher. We were planning to observe how American people deal with this social problem. We focused our attention upon education for no smoking, in consideration of the situation of Japanese students and the period of our field-study.

-- We investigated a juvenile white paper in Japan at first.

-- We expected that it would be better for us to carry out our field-work in North Carolina, famous for tobacco product. So we interviewed JT(Japan Tobacco Company) staff before our field-work.

-- We prepared for questionnaire about smoking and decided to interview in order to know the facts.

-- This project had a few meetings before we visited America, so we had to have another meeting for the preparation.

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

--In Minneapolis, our partner of Minnesota Team gave us a good advice and showed us to various places where we had intended to go. We could notice that most of American people were apathetic for smoking.

-- In Greenville, because we had sent a fax-letter of our plan, we carried out the effective field-study. We took much interest in Boys and Girls Club, Pitt County Schools, tobacco farm and warehouse, and juvenile court. As an exchange forum about juvenile delinquency was held, we could hear a variety of opinions.

-- It was good that team leaders had several meetings during the field-study and exchanged information.

-- It was very effective that we had workshop on the last day of field-study.

###### **(c) Post Research**

-- Within a month after field-study, we could have the meeting.

-- We wanted to have some more meetings except for the regular meeting.

-- By using the network that we made through our field-study, we could get useful information for developing materials later.

###### **(d) Material Development**

-- Because we had made a sample of material, we could have our sample commented by our partners.

-- We wanted to adopt role-playing and debate in developing materials.

-- The material can be used for not only junior or senior high school students but also teachers.

##### **<2> Tasks for Future Research**

###### **(a) Preparatory Research**

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

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

-- It was better that we could know information about the visitation sites before field-study.

-- Research activities in one day was too tight to prepare for the next day.

-- Teachers of social studies should have speak English in carrying out our field-study.

###### **(c) Post Research**

-- Fax was very useful in exchanging our opinions.

###### **(d) Material Development**

- How about developing a variety of more concrete materials, especially educational video tapes.
- We could develop materials referring to 1993 Report and 1994 Report. And we wanted to know whether those materials were of great help in school lessons.
- We often tended to forget to develop materials for intercultural understanding.
- We want to continue meeting periodically.

#### **(5) Team E (Yasui, Takaishi, Ushiro)**

##### **1) Preparatory Research**

Our research topic was "let's think about peace!" At first, we aimed at ensuring the differences in people's awareness toward WWII between in Japan and in the United States in the 50th year after the war, but because of the limitation in terms of the research coverage, it was assumed to be difficult to develop concrete and objective teaching materials. Therefore, we tried to develop materials to make sure the image of peace and to lead to the action for the realization of peace.

We chose "Imagine," a famous song by John Lennon as a start to think about peace in Japan and the United States. We collected compositions by Japanese junior high school students (in English, if possible) about the image of peace and how to realize peace in Japan, and asked our US partners to collect compositions by the same age group with the same topic before we left Japan. At this stage, we had very little idea about what kind of materials we were going to produce.

##### **2) Field Survey**

We began to develop a clearer idea when we read compositions that our local partners collected for us. It was our big pleasant surprise to find a large number of compositions in spite of our difficult request. We had anticipated a big difference in the way people, especially elder American people who might have experienced the past war, think about wars and national defense between in Japan and in the United States, but the difference was so shockingly radical that we could not help thinking about it. However, seeing that children across the Pacific Ocean are trying to share the feeling and thoughts about peace was very encouraging when we were developing materials for them.

Translation of the compositions was very tough work. With appropriate help and advice by our US partners, we gathered materials published during the war to see a gap in people's awareness between the two countries--how people viewed each other during the war and looked for common appeals for peace in the writings from Japan and the United States.

For our goal, a visit to Holocaust Museum and Enola Gay Exhibition in Washington, D.C. was very worthwhile.

##### **3) Post-Research**

After we came back to Japan, we reviewed and selected materials that we collected in the U. S. and looked for corresponding materials available in Japan. We had a lot more difficulty than we had anticipated in finding appropriate materials, and sometimes missed affluent resources in ECU library.

##### **4) Material Development**

We need to develop concrete materials with a clear goal, having actual classroom instructions in mind. We would like to further improve our materials with classroom data and students' feedback in a close partnership with the team members.

(6) Team F (Otuki, Nomura, Onishi)

① Evaluation of the Research 1995

[Preparatory Research]

(a) Preparatory study on international education, environmental education, administration, and educational system was not sufficient.

(b) We should have developed a clearer picture of the material in the early stage of theme determination, taking into account the objectives and contents of the Course of Study.

(c) Understanding of the research theme and contents was not satisfactorily shared by the team members, due to relatively little amount of time for group discussion.

(d) The abstract nature of the theme made it difficult to make a concrete field-study plan and effective role assignment.

(e) Several group discussion helped us develop willingness to pursuit the theme and solid team cohesion.

[Field-Study]

(a) It was found difficult to interview in the environments of different language, customs and society, which, however, helped to deepen our international understanding.

(b) Relatively little time was spent on summary and preparation, due to the tight schedule and excessive amount of information.

(c) Although we were not able to have our partner in Greenville, the kind help of Dr. Spence helped us a great deal to finish the planned research activities.

(d) Meeting many people and visiting many places made us realize that seeing is believing, although we had much difficulty making us understood.

[Post Research]

(a) The report and material should have been finished earlier when we had more vivid memory on the field-study.

(b) It was meaningful that we were able to look at Soja City from the viewpoint of natural, institutional and affective environment.

[Material Development]

(a) It might have been more desirable to determine the level of learners, teaching objective, methods and evaluation.

(b) It will be necessary to develop a teaching plan so that the material could be used in a real classroom situation.

(c) The research trip has made us to look at all the cities and towns from the viewpoint of the three conditions of a comfortable city, namely, natural, institutional and affective environment.

### 3. Evaluation by Japanese Evaluators

#### (1) Evaluation Sheet on the whole three years of Hiroshima Project

##### Q1. Comments on the field-studies of the three-year Hiroshima Project

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

##### Q2. Comments on the material development of the three-year Hiroshima Project

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

##### Q3. Suggestions on the future orientation of Hiroshima Project

#### (2) Results of the Questionnaire

<1> Kazuhiko IWATA, Hyogo University of Education

##### Q1.

(a) The most notable characteristics of the project is that it has clarified each year's viewpoint and specified its methodology. The viewpoints were respectively determined to be comparison of lifestyle, historical tradition, and attempt to solve problems. The research methods maintain variety by having problem-finding, hypothesis-testing, and problem-solution styles. It has been highly effective to cooperatively work on field-studies with local research partners, which developed a close relationship between American and Japanese teachers as a side benefit.

(b) It remains a future task how to deal with the problems due to time shortage. It also should be considered how to make good use of our cooperative relationship with the partners for the further and better understanding of American society.

##### Q2.

(a) The three-year material development has been well structured. As to curriculum development, for instance, materials have been developed in a wide range of fields such as school, family, community, workplace, state and nation. They are also equally located in the categories of cultural understanding and problem solution. The outcome materials maintain a good quality of questions and learning activities in terms of knowledge formation and learning experience. The Hiroshima Project has successfully implemented its research in the sense that its research contents and methods have improved as it moved forward.

(b) It remains a future task how to locate the developed materials within the framework of the current subject teaching under the control of the Course of Study and authorized textbooks. The materials, concentrated on cross-cultural understanding, failed to deal with such aspects as Japan and the U.S. disagree upon. It would help deepening our understandings to develop materials on the facts that there are areas we disagree upon.

Q3. Studying the research accomplishments has proved that the three-year Hiroshima Project has been quite successful. It will be necessary to put the research outcome into practice in both countries, to exchange information about it, and to activate the relationships

between American and Japanese teachers.

<2> Kenji TANAHASHI, Faculty of School Education, Hiroshima University

Q1.

(a) The three-year Hiroshima Project has concentrated on studying Greenville, Minneapolis and Washington D.C., while many of similar programs change their subjects of investigation every year. The notion of changing its subject tries to deepen the understanding of America by covering as various areas as possible. On the other hand, the Hiroshima Project has studied the same areas in each year with different points of view; "problem-finding", "hypothesis-testing" and "problem-solution". This approach might be identified as vertical deepening of understanding, whereas the other approach is horizontal extension of understanding.

(b) This kind of research with the above stated intention requires digestion of the previous research, thorough preparatory document study, and exhaustive communication in the study field. In that sense, it will be an important task to overcome undesirable conditions such as change of researchers and time restriction.

Q2.

(a) The researchers have tried to develop materials with the local staff while carrying on the field-study, instead of collecting something useful in the U.S. and considering its practical use after coming back. By doing this, they were able to consult the staff's ideas on collecting supplementary information, interpreting the collected information, and considering methods and possibilities of their practical use, resulting in developing more elaborate materials than those developed only by Japanese and only in Japan.

(b) Although much time and effort had been spared on the preparation, it seems that the planner's intention has not been satisfactorily achieved because of time constraint and language barrier.

Q3. It will be necessary to explore how to maintain and develop the Hiroshima Project as a new orientation of this type of program while there still remain several problems and future tasks in its unique characteristics of field-study and material development. Moreover, it may be required that each participant should locate his/her own research accomplishment in the whole structure of the three-year project and that the whole accomplishment should be shared by each member as well.

#### **4. 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 the activities of the Hiroshima Project for three years.

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

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

##### **(2) Results of the Questionnaire**

ECU members, who have continuously supported our research, were asked to evaluate the whole three year of the Hiroshima Project by answering the above questionnaire. The followings are their responses.

<1> Dr. Don Spence

Q1. The activities of the project in Greenville, NC have become more focused on the development of materials for teaching about the US as the project has progressed. There has been a greater interaction with school-based professionals. A strength of the program in North Carolina has been that it has involved university teacher education professionals working with local teachers and administrators in the planning and implementation of the Japanese visits. A tremendous side benefit for schools here is that the work of Japanese teams in North Carolina schools has generated tremendous interest on the part of teachers and students here to find out more about the same topics being researched relative to Japanese society. Very good working relationships have developed between school personnel here and in the chugoku area schools represented in visiting teams.

Q2. The materials developed have been very good. They have successfully addressed the goals of the teams visiting North Carolina. Especially, with the last visit, it may have been very helpful to have time to work with local teachers and education specialists in order to refine materials after initial data collection. The materials are always refined and put in print in a most expeditious manner. The resulting comparative studies are well done and should be instructive for Japanese teachers about the United States. We have recently used some of the lessons for teaching comparative lessons about Japan with our methods classes working with seventh grade social studies classes.

Q3. It would be especially helpful if the project could be extended to allow teachers in both cultures to develop materials together for teaching about each other's cultures. Perhaps through the development of partnership school project which could allow teachers to work at developing materials on cooperatively agreed upon themes. This expanded approach might require that teams of Japanese teachers visit their US partners one year and US teachers visit their Japanese partners the next. Such partnerships should be developed on the expectation that the relationships be continued and expanded and that teachers and administrators be involved in developing new ways for students and teachers to be connected across our

cultures and constantly in the process of learning about each other.

<2> Dr. Edwin Bell, Dr. Henry Peel, Dr. H.G. Hudgins

Q1. As you have stated then, they look to be very promising. They are activities that interest us; we believe that we can adequately research them and the results would be useful to us. We support the notion of our moving forward with this project.

Q2. We believe that it would be useful to research the project by several methods, among them: questionnaire, analysis of archival materials, study of artifacts, examination of norms and values.

Q3. We believe there is value in expanding the collaboration not only between faculty and faculty, but also between American teachers and Japanese teachers. We believe also that there is value in regular, ongoing communication between the two institutions. We look forward to our being more involved in this study with you.

## VI. SUMMARY OF THE RESEARCH 1995 AND FUTURE TASKS

### 1. Summary of the Research 1995

#### <1> Research Results

(1) We have developed six teaching materials, published both in English and Japanese, that concern the understanding of American society's efforts to solve problems, as an outcome of the field-studies in Minneapolis (Minnesota), Washington D.C., and Greenville (North Carolina), which were undertaken with the cooperation of our partners in the United States. The issues we have dealt with are environmental problems, multi-racial or multi-cultural problems, juvenile problems, and peace awareness.

(2) We were able to establish a tight human network between Japanese and American teachers through a two-day field-study in Minneapolis and a four-day field-study in Greenville, under a systematic coordination of Japan America Society of Minnesota and East Carolina University. The fact that we had the same partners as the previous years also helped a great deal.

(3) Unlike the problem-finding-style field-study of the first year or the hypothesis-testing-style field-study of the second year, we have worked on a problem-solution-style field-study, focusing on the society's attempts or efforts to solve problems. Furthermore, the participant teachers were able to deepen their understanding of American society and culture through a consistent field-study in Greenville, including documentary study at ECU Library, four-day field-study, and workshops at ECU.

(4) The whole picture of the three-year Hiroshima Project and its future orientation have been clearly identified by objective evaluation undertaken by both Japanese and American authorities.

(5) We were able to satisfy the need of the previous participants to keep up with the current movement of Hiroshima University Association of International Understanding Education, by distributing them the first and the second edition of newsletters.

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

(a) In order to mutually understand American and Japanese societies and cultures, it is necessary to develop such materials that deal with not only social and cultural characteristics but also social attempts or efforts to solve problems facing our world.

(b) For that purpose, it is inevitable to develop materials emphasizing three learning activities, namely; (i) "description" to identify the similarities and differences of social problems and styles of solution; (ii) "explanation" to investigate the backgrounds, reasons, conditions, and causes of the similarities and differences; and (iii) "judgement" to determine or choose the most rational and effective solution.

(c) It is necessary to include in the materials concrete examples that help to find best solutions by comparing American and Japanese styles of solving problems in our lives including families, schools, communities, workplaces, states, and nations. For that purpose, it is important for American and Japanese teachers to collaborate in



developing materials, and to establish partnerships and human networks.

## <2> Problems of the Research 1995

(1) Our departure was made a week later than the previous two research trips and the order of cities to be visited was changed so that school visitation and class observation could be achieved as requested by the participants. However, we happened to be in Greenville during the busy preparation time for the new semester, resulting in the inconvenience of our partners, school staffs and host families. The matter of timing should be taken into consideration since the research trip has to be made during Japanese summer vacation.

(2) A considerable amount of time was spared for discussions on the results of field-study, and workshops for material development in order to complete the outline of materials. However, this did not necessarily satisfy the participants' needs. More time should have been spent on field-study considering the time restriction.

(3) In the present research, the theme being the attempts to solve the problems of the contemporary society, the preparatory study and the field-study have been practiced to find out how best to solve problems. As a result, however, it was found difficult to narrow down the focus of our theme. It might have been helpful to fix our focus in advance by thoroughly study the themes and the concerning documents at the preparatory stage.

## **2. Future Tasks of Hiroshima Project**

### (1) Establishment of Multiple-Line Human Network

We have established a human network between Japanese and American participant teachers within the three year of collaborative field-study, workshops and material development, although it was no more than a personal cooperation or friendship.

What is needed in the future is an establishment and expansion of multiple-line human networks between Japanese and American elementary and middle schools, and between Japanese and American teachers and students. For that purpose, the Japanese and American participant teachers should contact each other continuously.

### (2) Material Development as a Collaborative Research

The three-year Hiroshima project has developed materials for mutual understanding of Japanese and American societies and cultures with a cooperation of American participant teachers, focusing on people's daily lives, historical traditions and problem-solving process. However, the material development based upon relatively short term field-studies was somewhat inadequate as a collaborative research, partly because many materials were driven by Japanese interests instead of mutual interests, and partly because we did not satisfactorily deepen our understanding of social and cultural backgrounds.

It will be necessary to develop materials as an outcome of a true collaborative research based upon the framework for a common curriculum and the perspective for materialization, as well as to modify or improve developed materials through research lessons in both countries.

### (3) Practicing Developed Materials and Expansion of the Research

Some of the first and the second year participants are using the developed materials in elementary or junior-high schools, trying to introduce or disseminate them by publishing

books or theses, or using them in public halls or education centers. However, the developed materials have not been sufficiently put into practice yet.

It will be necessary to establish a system to support the participants' practical research as well as one to modify or improve materials by putting them into practice in both countries. For that purpose, Hiroshima University Association of International Understanding Education should be continued and expanded. Moreover, the accumulated achievement of the three year project might be published in the near future.