

## Curriculum Development Plans Based on “DIVERSITY IN LIFE, Cross-cultural Communication in the Studio of Joshibi University of Art and Design” Project

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Project Meeting 2019/10/16

### Abstract

This paper aims to consider the project “DIVERSITY IN LIFE, Cross-cultural Communication in the Studio of Joshibi University of Art and Design” in order to gain insights for new curriculum development.

Following documentation of key elements of the project, and student and co-director responses, a new subject outline is suggested.

Finally, the ways this activity is an extension of project co-director Linda DENNIS’s creative theme of ‘Touch’ will be detailed.

### Keywords:

student art project, international students, cultural exchange, cross-cultural communication, collaboration, co-direction, curriculum planning, connection, TOUCH

### Section 1. Activity Background: Introduction

The DIVERSITY IN LIFE project was developed when professors of Joshibi University with an interest

in collaborative research came together, after identifying a need for increased on-campus cultural exchange opportunities.

The project co-directors, Professor Tomoko FUKUSHI, Associate Professor Daisuke ABE, and Associate Professor Linda DENNIS had previously worked together for the “Joint Exhibition of Joshibi University of Art and Design, and Loughborough University: Olympics and Culture – Tracings, Projections, and Intersections, and shared an interest in cross-cultural collaboration.

### Section 2. Key Elements: “DIVERSITY IN LIFE, Cross-cultural Communication in the Studio of Joshibi University of Art and Design” Project

The project “DIVERSITY IN LIFE, Cross-cultural Communication in the Studio of Joshibi University of Art and Design” (Appendix 1) was held in 2019 in cooperation between Joshibi University of Art and Design and Art Laboratory Hashimoto, a gallery run by Sagami City. An exhibition of student artworks and related events were held at Art Laboratory Hashimoto from 23 Nov – 8 Dec 2019. The project was co-directed by Professor Tomoko FUKUSHI, Associate Professor Daisuke ABE, and Associate Professor Linda DENNIS of Joshibi University.

In May 2019, a project explanation, and call for participants of Japanese and other nationalities was made to 1st year undergraduate oil painting students, and 1st year master’s printmaking students. Twenty students participated, with 12 being of Japanese nationality, and 8 of other nationalities. Project meetings were held between June and November. A key element was the formation of groups of students of different nationalities.

Following the exhibition held in Nov 2019, a catalog

was produced including texts written by faculty, students, and other related persons.

### Section 3. Student and Faculty Responses

At the end of the project, a de-briefing was held, and students were asked to fill out a questionnaire. It should be noted however that we were only able to receive questionnaire responses from 11 students.

Student questionnaire responses (Table 1) indicate that the majority of respondents felt they benefited from project participation and were able to engage in cultural exchange and collaborate on artwork making, even though the project was difficult for them.

The majority also responded that participation in this project, brought about changes to their daily life at Joshibi, and changes in their thinking about the theme: “DIVERSITY IN LIFE Cross-Cultural Communication In the Studio of Joshibi University of Art and Design”.

Student suggestions for future activities (Table 2) included having a more concentrated schedule, chances to interact with older students, more time for choosing group members, chances to do both individual and collaborative artwork making, having an increased number of participants, and a chance to use different tools.

Comments by faculty (Table 3) concentrated on elements to be considered for inclusion in future projects. Key points brought up were: provision of studio space and in-class time for artwork making, incorporating a borderless approach in the project structure, group making and group support.

### Section 4. New Curriculum Suggestions

The above feedback was used to develop a subject suggestion (Appendix 2) for series of 15 weekly classes of 90 minutes in length, in which students can gain academic credit.

The proposed elective subject is structured to allow enrollment by any undergraduate student of Joshibi University, thus promoting possible interaction between various majors and grades, in addition to the aim of promoting interaction between students of Japanese and other nationalities.

### Section 5. TOUCH: Conceptual Relationship to Creative theme of ‘Touch’

My motivation for developing suggestions for this new curriculum stems from my background as an artist making artworks based on the theme of ‘Touch’. I am interested in incorporating key concepts, such as Connection, Communication, and Collaboration, related to the theme of ‘Touch’ into curriculum design. Previous attempts include the Service Learning subjects, Toba Stories Art Projects held in 2017 and 2019. In those projects, in cooperation with members of local citizen groups, students of Joshibi University produced and exhibited works in the town inspired by the stories of the people of Toba. Other examples are the international joint exhibition project held as part of Overseas Art Studies 2A & B subjects for Art and Culture students of Joshibi University.

### Conclusion

Feedback from students and faculty involved in the 2019 DIVERSITY IN LIFE project provided valuable insights for new curriculum development.

However since the 2019 project, the effects of COVID-19 in 2020 has led to many changes in terms of campus life and student interactions. These new changes will need to be considered and adjustments may be needed to the proposed subject outline before implementation.

### References

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## 「DIVERSITY IN LIFE」プロジェクトを元にしたカリキュラム作り

リンダ・デニス

この活動報告は、新たなカリキュラム開発のための洞察を得るために、「DIVERSITY IN LIFE 多文化交流～制作の現場から」プロジェクトを検討することを目的としている。プロジェクトの主要な要素や学生と教員の反応を示した上で、授業化の内容を提案する。最後に、リンダ・デニス（プロジェクト共同ディレクター）の創造的なテーマ「Touch」とこの活動の関係について説明します。



Exhibition Flyer Front



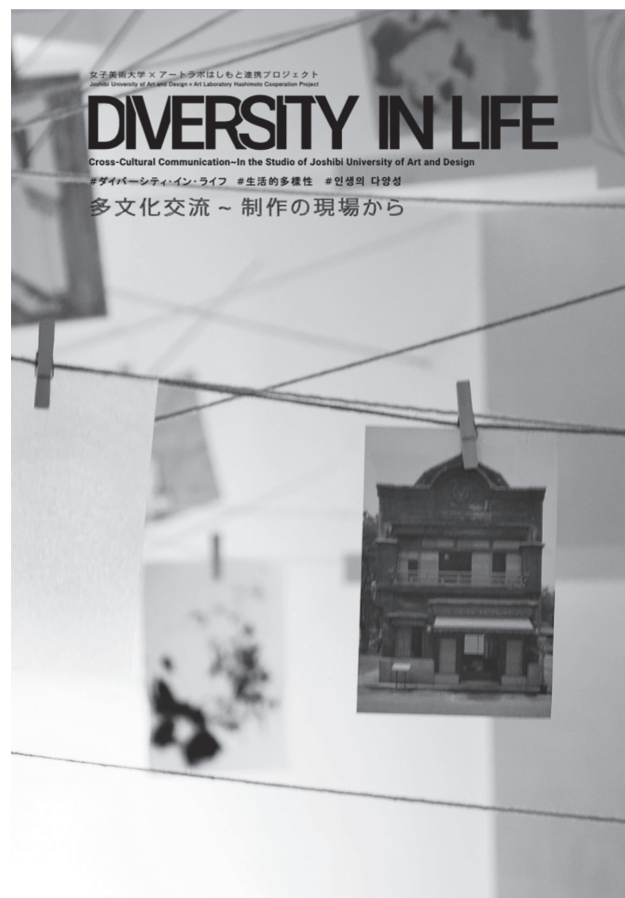
Exhibition Flyer Back



Exhibition Opening



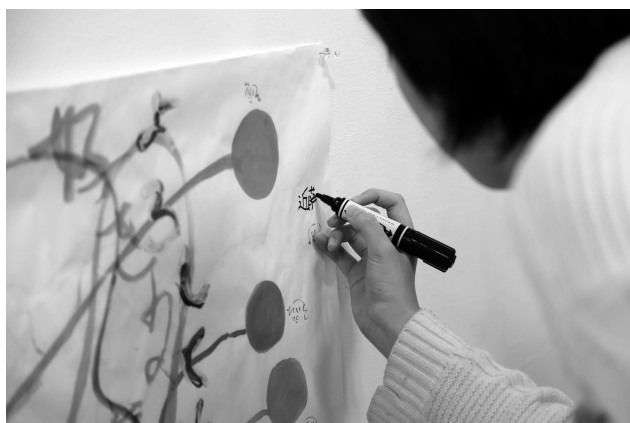
Discussion



Project Catalog Front Cover



Exhibition View



Live Painting



Project Process Display



Student Artwork Presentations



## Appendix 1: Project Schedule 2019

### June 19 (18:20 - 19:50)

- Project Intro & Schedule Check.
- Self Introductions using artworks.
- Write Pair preferences.

### June 26 (18:20 - 19:50)

- Announce groups.
- Give Group Sketchbooks. Explain use.
- Artwork viewing in groups.
- Discussion: Project theme “Diversity in Life” & related key words.

Homework assignment (By July 3rd):

- Meet your partners.
- Make a list of Group Themes/keyword(s) for inspiration for your artwork making.
- Group Sketchbook: Write a comment about one of your group member’s artwork (English 100 words or Japanese 200 kanji).

### July 3 (16:40 - 18:10)

- Visit Art Lab Hashimoto.
- Activity: Take video and photos of your trip. Homework assignment:
- Make a 1-minute video, or select photos (Hashimoto or other area).
- Group Sketchbook: Do something related to your keyword(s) on two pages.

### July 17 (18:00 - 19:30)

- Show videos and photos.
- Prof Abe and Prof Dennis artwork presentation and collaboration hints.
- Discuss ideas for artwork making. HOW to do shared research or collaboration.

Homework Assignment:

- Make a group Summer Vacation Artwork Plan. Write in group sketchbook.
- Group Sketchbook: Do something related to your keyword(s) on two pages (sketch, photos, collage, etc).

### July 31 (16:40 - 18:10)

Group Sketchbook Presentations.

Talk about your Summer Vacation Artwork Plan.

Homework assignment:

- Make a schedule for communication / artwork making in summer vacation.
- Group Sketchbook: Do something related to your keyword(s) on two pages (sketch, photos, collage, etc).



2019/6/19



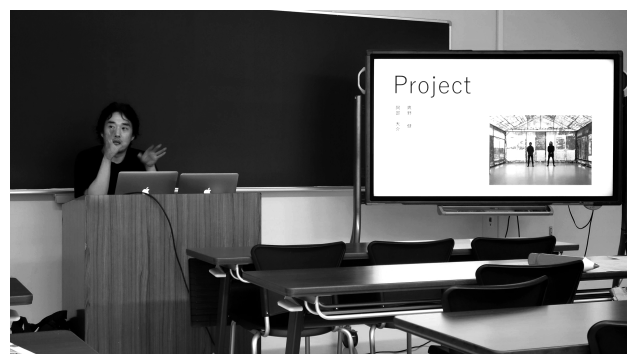
2019/6/26



2019/6/26



2019/7/3 Art Lab Hashimoto



2019/7/17

**Sept 18 (16:40 - 18:10)**

- Vacation artwork presentations. Homework: What will you do for the exhibition? Make an artwork plan with your partner.
- Group Sketchbook: Do something related to your keyword(s) on two pages (sketch, photos, collage, etc).

**Sept 25 (16:40 - 18:10)**

- What will you do for the exhibition? Make an artwork plan with your partner.
  - Show the artwork plan in your group sketch– book.
- Homework: Fill out the exhibition plan sheet.

**Oct 2 (16:40 - 18:10)**

Exhibition Sheet discussion. Finish writing exhibition plans. Decide exhibition spaces.

**Oct 9 (16:40 - 18:10)**

Each group presents their exhibition plan sheets.

**Oct 16 (16:40 - 18:10)**

Artwork Progress Check (Room 818). Each group to show artwork. Check group plan sheet. Check project schedule. Write group schedule on calendar. Check artwork progress.

**Nov 6 (16:40 - 18:10)**

Final Artwork Check (Room 818).

**Nov 13 (16:40 - 18:10)**

Artwork Transportation Preparation.

**Nov 16 Sat & 17 Sun**

Artwork set up at Art Lab Hashimoto.

**Nov 20 (16:40 - 18:10)**

Finish artwork set up.

**Nov 23 Sat Exhibition start.**

- 1pm – 2pm: Student Live painting.
- 2pm – 3:30pm: Student Artwork presentation.
- 3:30pm – 5pm: Open Discussion.
- 5:30pm – Opening Reception.

**Dec 1 Sat**

- 2pm – 4pm: Workshop: Eggshell Mosaic.
- 10am – 5pm: Open Workshop: Drink Drawing.

**Dec 8 Sun**

Last day of exhibition. Take down artworks.



2019/9/18



2019/10/16



2019/11/23



2019/11/20



2019/12/1



**Table 1: Art Lab Hashimoto Project Questionnaire**

Eleven of the twenty participants filled out this questionnaire.

アートラボはしもとプロジェクト アンケート

	Questions	Yes	No
1	参加してよかったですか？ Was participating in this project good for you?	11	0
2	このプロジェクトを通して交流することができましたか？ Were you able to interact with students (cultural exchange etc) through this project?	10	0
3	このプロジェクト難しかったですか？ Was this project difficult for you?	10	1
4	このプロジェクトを通して共同制作することができましたか？ Were you able to collaborate on making artworks through this project?	9	2
5	学外で展示する機会があつて良かったですか？ Was it good for you to have an exhibition off campus?	11	
6	このプロジェクトに参加して学生生活に変化はありましたか？ Through participation in this project, was there any change to your daily life at Joshibi?	9	2
7	「DIVERSITY IN LIFE 多文化交流～制作の現場から」というテーマについて、考えに変化はありましたか？ Is there any change in your thinking about this theme: "DIVERSITY IN LIFE Cross Cultural Communication – In the Studio".	9	2
8	このようなプロジェクトが次回もある場合、あったら良いなと思うことはありますか？ If this project was to be held again, what do you think would be good to include?	See Table 2	See Table 2

**Table 2: Question 8 Responses of Art Lab Hashimoto Project Questionnaire**

Q.8: このようなプロジェクトが次回もある場合、あったら良いなと思うことはありますか？

Q.8: If this project was to be held again, what do you think would be good to include?

	Responses
Student 1	色々とやってもらったと思うので、あまりないです。 A lot of things were provided for us, so not really.
Student 2	No response
Student 3	上の学年の人とも交流する機会がほしい。 I would like to have a chance to interact with the older students.
Student 4	It would be helpful if you could introduce yourself at greater length, or rather, separate yourself from those who are more passive or strong-willed when deciding on members. もっと長い自己紹介というか、メンバー決めるとき、もっと受動的な人ととか、意志の強い人と分けてくれると助かります。
Student 5	No response
Student 6	No response
Student 7	個人制作と共同制作両方あったら良いと思います。 I think it would be good to have both one-person and collaborative projects.
Student 8	スケジュールはさらに集中すれば良いと思います。 The schedule should be even more concentrated.
Student 9	人数が多ければいいと思う。 I think it would be better if there were more people.
Student 10	ツールの違いがほしい。 I want different tools.
Student 11	No response

**Table 3: Comments from Faculty in Regard to Q.8 of the Questionnaire**

Q.8: このようなプロジェクトが次回もある場合、あったら良いなと思うことはありますか？

Q.8: If this project was to be held again, what do you think would be good to include?

Name & Role	Comment
FUKUSHI Tomoko (Project Co- director)	<p>今回は学生の制作場所を何とか確保できましたが（狭い場所でしたが）、授業で使用するアトリエとの調整が難しかったので、今後はプロジェクト期間中ずっと使用可能な、ある程度余裕のあるスペースが必要だと思いました。プロジェクト後にも学内で報告会など行って、他の学生や教員にも興味を持ってもらうことも今後のためには大事だと思いました。</p> <p>We managed to secure a studio space for the students to work in this time (although it was a small space), but it was difficult to coordinate with spaces used for other classes, so I think we need a space that can be used for the entire duration of the project and with more leeway in the future. I think it is important to hold debriefing sessions after the project to get other students and faculty interested in the project.</p>
ABE Daisuke (Project Co- director)	<p>それぞれ個人の制作を通じて、学年、専攻、学生、教員を問わず、ボーダレスに繋がり交流できる展覧会ができれば良いと思います。</p> <p>It would be nice to have an exhibition that allows borderless connections and exchanges between students and faculty, regardless of grade level, major, or faculty, through their individual work.</p>
Linda DENNIS (Project Co- director)	<p>授業の中で、作品制作をする時間をもっと入れてもいいと思います。授業外の時間にグループでスケジュールを組むのは難しいと感じました。しかし、授業外の時間での学生同士の交流は、興味深い文化交流の機会を増やすことも含めて貴重なものだと思います。</p> <p>I think it would be good to include more time to do artwork making “in class”. I felt it was difficult for students to make group schedules for this outside class times. Having said this, I believe that contact between students outside of class is valuable, including giving extra opportunities for interesting cultural and artistic exchanges.</p>
HAYASHI Wataru (Research Associate)	<p>グループワークでのプロジェクトの場合、短期間で学生のモチベーションに差がないようにグルーピングをする事が少し難しいと感じました。予めグループでの参加募集を募る等で、参加者の自主性や協調性、計画性をより育むことのできる制作活動の場になるように思いました。</p> <p>In the case of group work projects, I feel it is a little difficult to group students quickly so that there is no difference in their motivation levels. I think that, by calling students to apply as groups for project participation, it would be a good opportunity to nurture their independence, cooperation, and planning skills.</p>
SAKAUCHI Naomi (Research Associate)	<p>グループの中で各自の作業量に偏りが出来ていたのが気になりました。なるべく同じ作業量になるように教員や助手でサポートが出来ると良いと思います。</p> <p>I was concerned that the amount of work done by students within groups was uneven. It would be good if the teachers and assistants could provide support to help students share the workload more evenly.</p>

## Appendix 2: Subject Suggestion (授業提案)

Subject Title ( 授業名 ) : Diversity in Life ダイバーシティ イン ライフ

Keywords: international exchange, multicultural exchange, diversity, collaboration, artwork making, bilingual

授業キーワード: 国際交流、多文化交流多様性、コラボレーション、制作、バイリンガル

Textbook ( 教科書 ): DIVERSITY IN LIFE Catalog カタログ

Class Content ( 授業内容 ):

In modern society, 'globalization' and 'diversity' are proposed and promoted, and there are increased opportunities to think about new ways of living. Numbers of international students grow year by year in Joshibi University of Art and Design, and so do chances for international of exchange in daily life.

This course is delivered in English and Japanese. In this class, it is aimed for international students and Japanese students to communicate, form pairs or small groups, do research, group work, and make artwork. In the final weeks of the class, a small exhibition will be held on campus, and artworks will be displayed and discussed.

現代社会では「グローバリゼーション」と「ダイバーシティ」が提唱、推進され、それらの実現可能な社会のあり方を考える機会が増えています。女子美術大学では留学生が年々増え、大学での日常が国際交流の場となります。

この授業は、英語と日本語で行われます。留学生と日本人学生が自然にコミュニケーションをとることができる授業を行いたいと思います。授業内で、学生はペアや小グループになって、リサーチやグループワークや作品制作します。

授業の最後に、作品発表とディスカッションがあります。

Schedule (90 minute classes held weekly over one semester)

授業計画 (授業: 90 分 週一回)

- |         |   |
|---------|---|
| 1       | Introduction 授業紹介   |
| 2       | Research リサーチ   |
| 3 - 4   | Pair and small group making. Groupwork. ペアや小グループ作り。グループワーク。 |
| 5 - 6   | Research リサーチ   |
| 7 - 8   | Groupwork グループワーク   |
| 9 - 11  | Artwork making 制作   |
| 12      | Install Artworks, Exhibition Start 作品設置、展示が始まる              |
| 13 - 14 | Discussion ディスカッション   |
| 15      | Discussion & Exhibition End ディスカッション&展示終了                   |