

NEGATIVE

ATTENTIVE

POSITIVE

| | Mr. Habgood - Teacher | Student K.N. | Student K.H. | Student R.S | Student K.S. | Researcher(me) | An Architect | An Artist | |
|--|---|---|--|---|---|--|---|---|---|
| Visual Storyboard | | | | | | | | | |
| Q.1: Feasibility of the final outcome | I could not guess what was going to happen. Especially the second story. | We put so many expectations in the story but I think it is not impossible to make it happen! | It will take costs but I think it is feasible. | Yes! | Yes! | Not for proper construction to improve the buildings, but sufficient to let teachers think about the whole environment | makes sense | It would be possible | Feasibility of the final outcome |
| Q.2: What are common themes across the two stories? | Isolation or struggle in foreign land?? | I couldn't find common themes in between two stories. | Didn't see football course's story... Sorry... | Both groups are unsatisfied with the current campus's facilities. | Both group showed expectation that school should be more effectively utilized to support students' life | Both stories have the elements of love stories. Ex, a teacher and his girlfriend, and among students. | background ; problem story ; drama and fun | | What are common themes across the two stories? |
| Q.3: What are difference between two stories? | The first story seems to tell the whole picture rather than individuals while the second story focus more on two characters. | The story from general course is bit unclear and vague. Football class's one has more clear concept in the story. | It seems stories were totally different... | The story from the football course has more fun. | Our story(football course one) is more exciting! | The story which has done by football course's main focus is football matches. Other one is focusing on more personalities of characters. | To me, there is not much difference between them. | | What are difference between two stories? |
| Workshop | | | | | | | | | |
| Q.1: Difficulties? | | We have been living here somehow for longtime so to re-recognize our space through this project was slightly confusing but I quite enjoyed it. | Basically, I wanted change whole campus but when I was thinking of the future campus, I had been caught up realistic things like costs so I had limitation for my imagination. | Drawing was not easy for me. | Nothing | I have started with both 1st and 2nd year students but some issues were came up with 1st years so I gave up working with them. Also, it might be a common thing but the students wondered from the main subject sometimes, with sexual/offensive side stories. | Working on group in this age is bit tricky as one person may speak loud and others may not make any contributions. On the other hand this could be also interesting thing about working with different types of groups. | Stories are okay but visuals are very insufficient. You needed to spent more time to teach drawing techniques. Or, you could do more research about art techniques that may easy for ordinary participants. | Difficulties? |
| Q.2: What kind of effect gave you by the examples that I showed you? * Students saw no sample | | We had not seen any samples but I guess that if we saw samples, we might be confused or relied on them. | The procedure was well explained verbally by the teacher so I had no problem. | We had no sample when we did drawing but I think our work has originality so that was fine. | Without samples may be more inventiveness. | Need to find out whether showing one of example(not to influence participants) or as many as I can? Next time show some example and compare the results. | Not necessary. | | What kind of effect gave you by the examples that I showed you? * Students saw no sample |
| Q.3: How this project spark your imagination? | | Since we took the class, there are lots of spatial awareness in the campus In daily life. | No difference... | I think I could acquire different point of view. | More broaden perspectives than before. | It was sufficient and quite exciting stories, especially gave something to overcome to students were the most successful factor. | High school students are in a such a unite stage of the life and it is interesting to hear stories from them. | | How this project spark your imagination? |
| Q.4: How does the whole process lead to the clear communication? | | Yes, when we conducted an interview with local staff, he complained with the colour of a signboard in the canteen. The project provided us with opportunities to communicate local staff. | Through the re-discovering of the campus, I could know staff I didn't talk before and found many new things. | Through this project, I could re-recognize that all the classmates love football. | | I should have shown more case studies, or some examples of visual storyboards. Or, maybe needed to spend more time for basic drawing to improve whole visual storyboard. | | | How does the whole process lead to the clear communication? |
| Q.5: Through the project, how was the communication between stakeholders? | | I am not so good at English but I think I did my best. | I think I could communicate with stakeholders. | Yes | | From the 3rd Week Collecting People's thoughts by students worked quite well. It could allow students to be active rather than passive participants. | clear | | Through the project, how was the communication between stakeholders? |
| Q.6: How was the collaboration work? | | That was fun and enjoyed collaboration work. | It was quite smooth and enjoyed it. | It was quite smooth. | | Needed an ice breaker in between students. Especially for 1st year group. | It may be better to show collaboration with school staff more. | | How was the collaboration work? |
| Q.7: What would be nicer? | | If I could use more variety of art supplies, it would be nicer. | The classes were perfect! | If we could draw on larger paper, it would be more dynamic!! | | I should have provided students with creative guideline/manual before they create stories, to avoid sexual/offensive expressions. | | showing other storyboards may not be necessary but showing more detailed technics would make students easier to create storyboard. | What would be nicer? |
| Q.8: Any funs? | | Creating one story by collaboration work! | It was totally different from previous art classes so I really enjoyed this project! | I liked conversation with Mr. Terui. | | | | | Any funs? |
| Exhibition | | | | | | | | | |
| Q.1: What kind of conversation have been generated throughout exhibition? | It was interesting to see how different students had very different ideas but how it does collaborate well. Two stories were really entertaining and it seems to reflect interests and ideas of students from both Football & General course. I think I learned the fascination of bringing different ideas and works into one finalized art project. | I have talked some teachers and they said that if the project could trigger to change facilities in real, it would be wonderful! | Talked with students from International School of Creative Arts and they really liked it! | | | This was the first time for both students and teachers to have a conversation about their environments with visual communications. | Maybe. | | What kind of conversation have been generated throughout exhibition? |
| Q.2: What did you learn from the Exhibition? | | Some visitors from local area were interested in the exhibition. | That was nice exhibition and I had pride with our art work! | Didn't see that. | | Some students showed too personal sketches at the internal exhibition. It was crucial process to find their common interests and make groups for next steps. | It would be interesting to work with different types of group (ex, different age, background etc..) and see difference on how they communicate and use text and visual. Maybe children use visual more than text and the way they communicate is more direct etc... | | What did you learn from the Exhibition? |
| Communication | | | | | | | | | |
| Q.1: Do the stories and visual communicate effectively/Clearly to audiences? | Yes, I think so. It was easy to follow the story with visual works and wakes imagination as you spend time observing it. | The story we made is bit rough but I believe we could tell what we want to the audiences. | | If audiences know about our football course, they would subscribe to our design plan. But they don't, they would think it is waste of money to improve our favorite places. | | Need to think about teenagers rudeness/offensive elements in the stories | The intention is clear, however I'm not sure if actually communication with high school students went well due to 'teenage shyness'. | To be honest, stories do not make sense so you should have given some guidelines before they started creating stories. | Do the stories and visual communicate effectively/Clearly to audiences? |
| Q.2: Can you give me a feedback from teachers/students, about how they felt about through visual communication? | | A visitor said that using the real campus as a material for the art class is innovative! | | | | | | | Can you give me a feedback from teachers/students, about how they felt about through visual communication? |

