SECTION 14

Mobilemovie Project

ARTISTIC EDUCATION

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Abstract

Mobilemovie project is a research project undertaken by three art teachers from three different parts of the world. During the 2013 - 2014 academic years, their high school students have been involved in producing video art. The art creation is the result of three-step teaching tasks derived from the students' virtual interaction. In this visual essay the mobilemovie project is presented with photographs from outstanding mobilemovies that students produced. Furthermore, the three artist teachers provide contextual insight through descriptions and commentaries.

keywords: video art, intercultural exchange, art learning

Introduction

Aya Katagiri describes:

'The culture of image media is deeply connected with today's life, especially for adolescents. Working in a senior high school, I have seen every day that high school students would be lost without mobile phones (smartphones). Some of them are so familiar with information media. On the other hand, using mobile phones when they study in the classroom is usually prohibited. Sometimes I let my students use their mobile phones in my art lessons for some purposes such as taking pictures of what they want to sketch, short-time investigation, and so on. Despite learning new media art is mentioned in "Course of Studies for Senior High Schools (Art and Design)," it has been very limited in art practice and art lessons in Japan unless there is special conditions. It is because the typical public high schools In Japan tend to have only poor conditions for electronic devices and software for media art production. Additionally, many high schools lack media art skilled art teachers. However, it is not too much to say that media art nowadays in Japan has been more and more significantly practiced in art lessons.'

Maria Letsiou describes:

Despite the fact that mobile phones are usually prohibited in Greek schools, the Mobilemovie project was inserted in art classroom. Doubts and hesitations were dissolved when both the school principal and I realized the learning benefits for students. As a consequence, the regulation of the school regarding mobile phones has been modified. The Mobilemovie project is considered as an attempt to include new media art as part of a digital visual culture in the high school art curriculum. It is widely accepted considering the visual culture teaching paradigm, that digital visual culture has a significant effect on students' identity (Sweeny, 2014). Given the fact that learning is intimately connected with students' everyday experience and their activities, the creative learning achieved with the use of devices such as smart phones is proven to be of paramount significance.

In addition, the main motivation and pedagogical objective are to engage students in a communication exchange with peers of other countries. Moreover, the teaching process directs students to critically investigate their life circumstances. In order for my students to respond to the Mobilemovies of Japanese and German students, they investigated enduring ideas of human life. Some instances of these ideas are topics such as friendship, fear, and mo-

re. As an added benefit, students have discovered various video production techniques.

Bernadette Thomas describes:

'Mobilemovie' is the innovative media art exercise, which is originated from schools in Hamburg, and it has been learned broadly in Germany. On the lesson of 'Mobilemovie Hamburg', pupils were given a task to create movies with the mobile phones in and outside school grounds. The perspective of the movies with the mobile phones should be changed so that no conventional movies would arise. As using mobile phones (smartphones) makes it easy to shoot, edit and show the movies in one's hands, this exercise is also called in German 'Handyfilm'. Two other art teachers from two different countries and I were inspired by this epochal project, and added international dimensions onto it to organize our international Mobilemovie project.

THE PROJECT

Duration: April 2013 - May 2014

Location: Kamimizo-minami High School, Kanagawa, Japan, 2nd High School of Oreokastro, Thessaloniki, Greece, Tulla-Realschule modern secondary School, Kehl, Germany.

Participants: high school students

Teachers coordinators: Aya Katagiri, Dr. Maria Letsiou, Bernadette Thomas.

First-Step Mobilemovies

Students recorded several varying views of everyday interactions with the surrounding environment. Traveling with cars, motorcycles, bikes, bicycles, buses, skates, and ice-skating transform this experience to an exciting activity. Attaching a mobile camera in several unusual places on the body adds an unexpected dimension of produced videos. Moreover, cooperation with peers and friends transforms this action into a playful interaction of adolescent life.

Fig. 1. first step mobilemovie still, Germany

Fig. 2. first step mobilemovie still, Germany

Fig. 3. First step mobilemovie still, Germany

Fig. 4 First step mobilemovie still, Japan. Student's name Keita Hagiwara

Fig. 5, First step mobilemovie still, Greece. Student's name Hristos Tsormpatzis

Fig. 6, First step mobilemovie still, Japan, student's name: Mifuyu Miyawaki

Fig. 7_ First step mobilemovie still, Japan, student's name: Akari Hosono

Fig. 8 . First step mobilemovie still, Greece student's name Kostas Karadimitriou

Second-Step Mobilemovies

During the second step mobilemovie students created movies in order to investigate ways to repeat the action or the scene created by the peer from the other school. For instance, the mobilemovie "explosion" created by a Japanese student was an inspiration for another explosion created by a Greek student. Some of the most popular topics for second-step movies were explosions, video games, several editions of scary movies, and handshake. Some significant issues emerged through second-step mobile movies such as friendship and fear.

Fig, 11 & 12 the explosion, student's name Keita Hagiwara, Japan (left) & Greece (right), student's name Kostas Karadimitriou
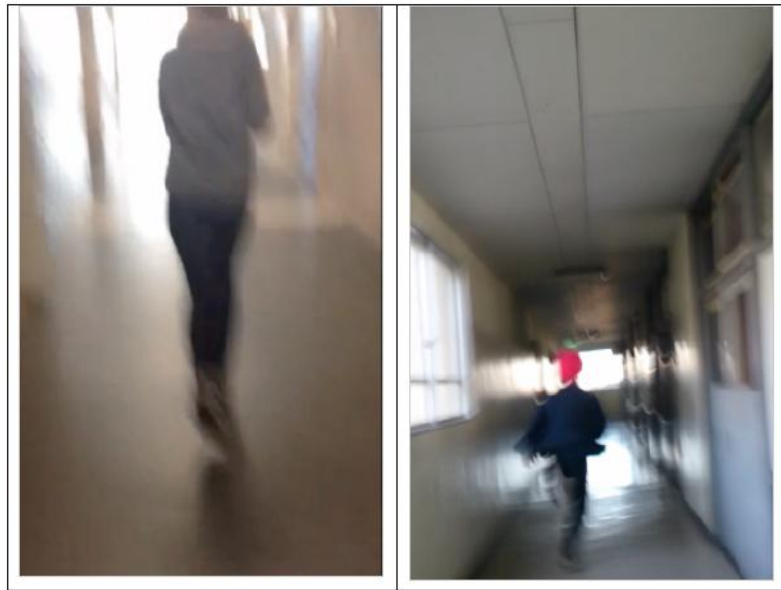

Fig 9, 10 Running on the school corridor, Germany (left) & Japan (right)

fig 13 & 14, walking in the school corridor Greece (left) students' name Irini Theodoridou, Xrisi Athanasouli, Germany (right)
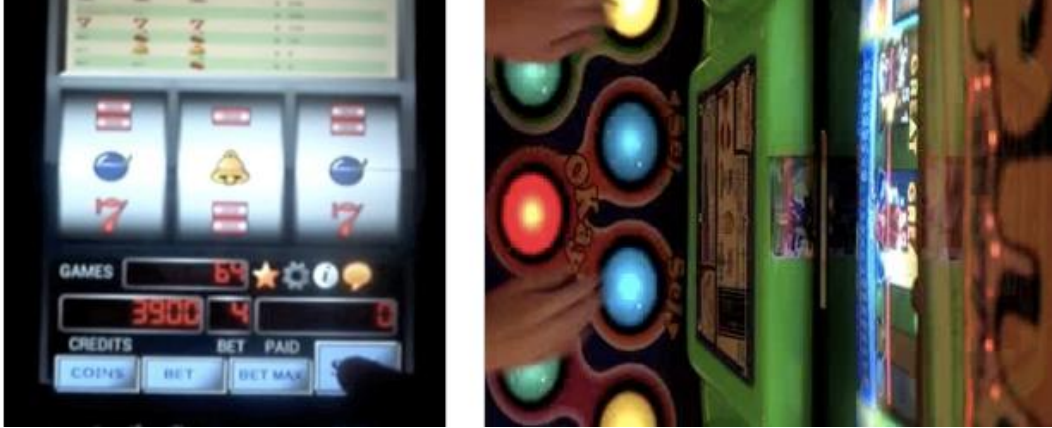
Fig 16 & 17 "Teleportation", Greece (left) & Japan (right) collective work

Fig. 15 & 16 video game Greece (left) student's name Maria Ioannou, Japan (right) student's name Mifuyu Miyawaki

Third-Step Mobilemovies

Technical and conceptual properties were investigated in the third-step mobile movie production. Technical properties were addressed with instructions that included several editing techniques such as using footages (video and photographs), inserting subtitles, replacing sound and music, montaging several videos, and so on. The idea of editing was addressed and taught. In particular, students used techniques of montage, footages, stop-motion animation, sound replacement, and more. The conceptual properties were addressed with the aim of meaning-making through art practice. Conceptual properties involve meaning-making through the tools learnt.

Fig 18, 19, 20 "Paper Airplane", Japan (left), Greece (center), Germany (right), collective work

Fig. 21, 22 third step mobilemovies stills, Japan (left) student's name: Akari Hosono, Greece (right) student's name Alexandros Terzopoulos

Watch mobilemovies

5 4 TELEPORTATION

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3 COMPUTER GAME ANIMATIONS 2014

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5 5 SHADOW

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THE JORNEY OF LIFE

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