

## 2016 IIME REPORT

Country/Region [Taiwan, Chia Yi City ]

School [ Wen Ya Elementary School] Teacher [ Ms. Tsai & Ms. Kuo] Grade (5) Member (56)

JP school [ Nishi Elementary School ] Teacher [Ms. Mizuno]

### # Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Hours
Social Studies	Investigating the details of the aboriginal tribes in Taiwan Mind-mapping the research results	4
English	Creating the greeting message in English Preparing speech for Skype talk	2
Integrated Curriculum	Introducing the research content to the younger graders	4
Performing	Creating headwear and costumes for the presentation at school anniversary	6
Art	Creating greeting cards to our partners	6

### # Theme and Message of the mural

Theme	The Beauty of Traditional Culture
Message United thoughts to share with the world	There are so many interesting cultural points to share with the world. The more we understand the diversity of different cultures, the more we cherish the invisible value of it. Let's open our minds to see the beauty of the amazing world.
	

### # Effects and the Problems

Effects your students have gained	Points for further improvement
Form the Artmile Project, the students had the second chance to present what they have learned from the social studies class this year. Besides, from reading what our partner class has painted, we had the chance to know more about ourselves and the world.	In order to make the project successful, teachers have provided multi-dimensional learning for the kids. They must have gained a lot, too. However, some kids are a bit more passive in terms of further investigating the topics in detail. Specific strategies need to be used to encourage more activeness in learning.

### # How has your impression toward your partner's country/region and the world changed?

Changes in the students	Changes in the teachers
In order to create more topics for exchange, we read through the features of aboriginal tribes in Taiwan. Students were excited to feel the beauty of traditional cultures from singing, dancing, sewing and panting about it. Students also found it valuable to know more friends from Japan, who certainly broadened our world view. They respected each other much better after participating in Artmile Project.	Teachers were excited to see more active participation and cooperation while students were working on different tasks. Students always have brilliant ideas and they are always potential learner. As teachers, we not only teach the kids but also learn with the kids.

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sep. 2016	Students made greeting cards to our partner class and asked them to offer the theme they liked to research.	Writing in English is not easy. Students could not write much English to our Japanese friends. But they were excited to meet the friends from Japan and be their partners.	English
SHARE Research on the theme	Oct. 2016	In Social Studies Class, we read a lot about the tales of the aboriginal tribes in Taiwan. We loved them so much. In Art class, we learned to make our own headwear and clothing for the talent show.	Focusing on the beauty of culture is good for us to pay extra attention to our own culture. We would like to have a closer look at our own culture as well as the Japanese culture.	Social Studies & ICT & Art
UNITE United message/ Mural design	Nov. 2016	We created the drafts and shared our thoughts with our partners on Skype. We posted our ideas on the Forum, hoping that the agreement could be made quickly.	Students were excited to talk about their ideas and some suggestions did sound good. We found it hard to make the final decision so we decided to wait for our partners' drawing and made the final decision later.	Social Studies & English & Integrated Studies
CREATE Mural painting	Feb. 2017	We formed into small groups and took turns to paint. Most of the time, we listened to our art teacher because she had a clearer view of the mural.	It was fun to join the project. We set up the schedule and started painting as soon as we came back from the winter vacation. Painting may be scaring to some of us but most of us enjoyed making an effort on the project.	Integrated Studies & Art
APPRECIATE Reflection/ Appreciation	March 2017	We carefully read through the mural before we sent it back to Japan. And we tried to find the similarities and differences between the two sides. We have also attended the Skype talk with our partners and shared with each other what we have tried to convey from the mural.	The more time we read the mural, the more new ideas we had. In order to correspond well with our partners' drawing, we added more points that we did not mention earlier on the mural. We hoped our partners would like our creativity, too.	Integrated Studies & Art

### # Aim of the Lessons and Result

Aim: Rank A to C in order you put emphasis on (A: very much/ B: much / C: not so much)

Result: Rank 5 to 1 (5: very effective / 4: effective / 3: so-so / 2: not so effective / 1: not effective at all)

Expected Effect	Aim	Result	How your students have reached it
Understanding our own cultures	A	4	From the social studies class, students have had the first glance of the values and importance of aboriginal cultures in Taiwan. Thanks to the extra efforts made by Homeroom Teachers, students learned more about the traditional Taiwanese cultures by making headwear, clothing, dancing on school sports day and reporting to the young graders in the school.

Understanding the other's cultures	B	4	Because of our close relationship with Nishi Elementary School, we have heard of the story of Kanazawa City many times. It is easy for us to understand what our partners have painted on the mural.
Communication ability in the class/with partners	B	4	During the process of co-working, students learned to see his/her own talent. They did not see themselves only. Instead, they were willing to contribute their special talents in different aspects in order to make the collaborative project as perfect as possible. While reporting to the younger graders, the students made very good use of different to retell, re-attract the audience's attention. They have surely acquired the different effective communication skills.
IT skills	B	4	Students did not have the chance to work on the forum. They did not deal with the technical problem while the Skype talk started. However, they had very good abilities to sort out the photos and information they needed on the project. They have good abilities to make a comprehensible PPT to facilitate their oral report.
Creating friendship in the class/with partners	A	4	Students had a good time reading every message from our partner class. We cherished the friendship between Wen Ya in Taiwan and Nishi in Japan. Language difference did not stop our sense of attachment because we enjoyed reading the loving faces from photos and video clips.
Collaboration in the class/with partners	B	4	Students were proud of our willingness to collaborate with different group members. Different opinions did not stop our work but encouraged us to find better ways to persuade the others. We were happy that we could always reach the conclusion at the end.
Attitude in learning	A	5	Students were highly motivated to find the time to complete the project. 92% of the students said they enjoyed working on the project. Most of the students would love to follow teachers' instruction to behave properly while they had the cross-culture exchange.
Expression ability in words, in pictures	B	4	Students knew more about their own culture and their partners' culture from the project. They have tried their best to explain what they wanted to present to younger graders in Chinese. It is for sure that they have acquired the necessary communication skill after the project.
Appreciation ability Appreciate the mural and the whole collaborative learning	B	4	By reading the completed mural as a whole, students clearly saw the different skills and interest between the Taiwanese and Japanese children at the same age. Being lack of special attention on calligraphy, our students agreed that Japanese students seemed to write their names better than the Taiwanese students did.