

## 2017 IIME REPORT

Country/Region [ Canada ]

School [ Bridgewood Public School ] Teacher [ Jim Lamoureux ] Grade (4/5) Member ( 22)

JP school [ Une Elementary school ] Teacher [ Hiroyuki Tanaka ]

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

| Subject        | Conception of the lesson   | Hours |
|----------------|--|-------|
| Social Studies | Identify elements of Canadian culture and compare with elements of Japanese culture              | 13    |
| Language/Media | Create introduction cards and create research reports and videos on Canadian elements of culture | 8     |
| Visual Art     | Collaborate on the design and painting of mural with Canadian and Japanese cultural elements     | 16    |

### # Theme and Message of the mural

|   |   |
|---|---|
| <b>Theme</b>  | A Study of culture in the form of each country's play, history, climate, food and traditions.             |
| <b>Message</b><br>United thoughts to share with the world | When we have a better understanding of each other, we can work together to make the world a better place. |



### # Effects and the Problems

| Effects your students have gained  | Points for further improvement  |
|--|---|
| Students were able to examine their own Canadian identity, heritage and culture. They also learned about the daily life, food, play and traditions about our Japanese partners. For them, the cross-cultural learning was very positive. They discovered both similarities and differences with the partner class. | I think the project works very well as it is. My class participation this year was inconsistent, but that is not a reflection on the project, just on us meeting our deadlines and sustaining our work. |

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

| Changes in the students  | Changes in the teachers   |
|--|---|
| My students definitely showed a new appreciation toward their new friends. They understand that two cultures can be both similar in many ways and different in many ways | I think that both Hiroyuki and I learned a little bit about communication through this project. I certainly felt that I needed to respond quicker than I did in some circumstances. |

### # Flow of the Activity

| Content  | Month       | What you did  | Your students attitude/reflection   | Subject                |
|--|-------------|---|---|------------------------|
| <b>MEET</b><br>Self-introduction                 | Sept.       | We created introduction cards and shared pictures and videos on the forum. We also held a skype call. | My students were initially excited, and then our class structure in our school changed and more than half of my class was replaced with different students. When it was all settled, students became excited again. | Language               |
| <b>SHARE</b><br>Research on the theme            | Oct.        | We shared many questions on the forum and answers in the form of pictures and videos.                 | Students were happy to create questions, pictures and videos and excited to learn about their partners.   | Social Studies         |
| <b>UNITE</b><br>United message/<br>Mural design  | Nov.        | We again shared ideas, pictures and videos on the forum.  | Students developed some good collaboration skills.  | Visual Art             |
| <b>CREATE</b><br>Mural painting                  | Dec.<br>Feb | We received the mural in January and began drawing and painting the mural.                            | It was a wonderful experience for my students. They developed skills in painting and mixing paints.   | Visual Art             |
| <b>APPRECIATE</b><br>Reflection/<br>Appreciation | March       | We shared the mural in our class and our school and on our facebook page.                             | Students reflected in a couple of writing assignments on their involvement in the project.  | Language<br>Visual Art |

## # Effect and evaluation gained through the collaborative learning

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

| Expected effect   | Evaluation | Scenes / points teachers felt the effects  |
|---|------------|--|
| Understanding your own cultures                                       | 4          | Students worked with some success to study and reflect on Canadian culture.  |
| Understanding your partner's cultures                                 | 3          | We shared many short videos and pictures as well as questions about each other. I think my students had a limited understanding.   |
| Information literacy<br>(research, share)                             | 4          | My students achieved some good research skills with their work on the internet.  |
| Communication ability<br>(interactive exchange)                       | 4          | The Skype call and forum provided for some unique sharing. My students developed some communication skills through video.  |
| Critical thinking<br>(objective, critical views)                      | 3          | Students worked on some cross cultural reflections, but their understanding was limited.   |
| Active learning and action  | 4          | Students enjoyed the active and effective nature of the project. Actually painting their ideas was quite successful.   |
| Collaboration<br>(in the class, with partners)                        | 4          | I found that the collaboration was pretty good with our partner class and in our own class. My students worked in pairs or small groups on each section of the mural or topic. |
| Expression ability<br>(in words, in pictures)                         | 3          | Some of my students were very successful in their expression. Many had a difficult time sharing their ideas  |
| Appreciation ability<br>(the mural, the whole collaborative learning) | 4          | Students developed some skills to reflect on a large project with a couple of writing assignments.   |