

## 2014 IIME REPORT

Country [ Taiwan]

School [Guei-ren Junior High School] Teacher [Yung-ting Chen] grade (8) student number (28)

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

Subject	Conception of the lesson	Times
English	Learn how to use English as a communication tool with the partner school.	2
English	1.To do the report about the topic “peace” and learn to introduce them in English. 2.Learn how to collaborate with students from other country and also how to express their ideas during the video conferences.	4
English	Draw the mural.	4
English	Appreciate the mural.	1

### # Theme and Message of the mural

Theme	Peace
Message	We aim to let the students exchange the ideas about peace.



### # Effects and the Problems

Effects your students have gained	Points for further improvement
<ol style="list-style-type: none"> <li>1. Communication: Thanks to this project, students learn how to communicate with each other better, expressing their own ideas and respect that of other ones.</li> <li>2. Cooperation: Students learn how to cooperate with each other to complete this project while gaining the skill of solving the problem.</li> <li>3. Globalization: Definitely, this cross-nation project help students to think globally.</li> </ol>	<p>Cooperation: We should strengthen our relationship with the partner by having more sharing on the forum. Furthermore, we should enhance the cooperation between the students by showing them how the other school have done successfully.</p>

**# How has your impression toward your partner country and/or the world changed?**

Change in student's impression	Change in teacher's impression
Because of the project, students know more about Japan. They not only appreciate the things about Japan but also learn more knowledge. Students gain a lot from this special experience.	Although there are a lot of differences between two countries, we both care about the world. To make the world better, it is important to respect each other.

**# Flow of the Activity**

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Sep.	We made the self-introduction by making the videos and photos.	Students are all excited to introduce themselves and want to have further contact with the students in Japan.	English
Research	Oct.	Students research the information they want to share on the Internet and then discuss with each other as to what to convey and how to present. Students then present their research result via the video conference.	Unavoidably, there will be conflict and confrontation during the discussion, which the teachers think is a precious opportunity for the students to learn how to solve the conflict and move forward. When they finally see eye to eye, they think it is really a wonderful experience to better understand other group members' idea.	English
Composition	Nov.& Dec.	Since what to be painted is decided, all that remains is how to arrange the images on the canvas and this step is relatively easy compared to the last one.	The blueprint of what's going to be painted allows the students to imagine the final product in their minds, thereby motivating them to work harder to accomplish the mural. Students are all very eager to be heard and paid attention to. Therefore, when their suggestion is taken, they are all very happy.	English
Painting	Jan.	Students collaborate with each other put the blueprint into the reality on the canvas.	During this process, students showed their talents and characters by what they did and how they did. They learned how to show the best of themselves and assign tasks appropriately to group members whose painting skills might not be very good.	English
Appreciation Reflection	Feb.	After completing the murals, students appreciated their accomplishment by introducing their works to the others.	Students are glad to share their pleasure they gained from the whole process and the sense of accomplishment with the others. When other students looked at the mural, our students would feel a sense of achievement and cannot wait to introduce the work and how they collaborate together with Japanese students to other students.	English

## # 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	5	We had the students research the needed information on the Internet and show them photos to have a clear idea.
Understanding the other's cultures	A	5	Students have done this mainly by the sharing from the partners in Japan and the information on the internet.
Communication ability in the class/with partners	A	5	The communication in the class and with partners gradually improved with more chances to discuss with each other.
IT skills	B	4	Students were given more chances to finish their assigned tasks with the help of the Internet though the IT skills should be done by having more practice.
Creating friendship in the class/with partners	B	4	The friendship in the class and with partners is gradually strengthened by going through all the presentations and activities together. Student were very excited before each video conference and cannot wait to have another video conference.
Collaboration in the class/with partners	A	4	Undeniably, the collaboration was not so smooth at the beginning, but as time went, the students learned better how to collaborate with each other.
Attitude in learning	A	4	The attitude of some of the students was getting better and better under the influence of the teachers and other students. Also they will be encouraged to be better when they saw what Japanese students have done.
Expression ability	A	4	The expression ability of the students are sharpened by the trial and error they made to convey what they want and present their work.
Appreciation ability	A	4	We firmly believe that the goal of education is to allow the students to appreciate the world. Therefore, we asked the students to plan the exhibition to appreciate their work and also allow the other students to appreciate what they did. They acted as a guide to introduce their mural to other students who don't have the chance to participate in this activity.