

2015 IIME REPORT

Country [New Zealand]

School [St James and Selwyn House School] Teacher [Judy Parry, Rachael Langley] Grade (5-8) Students (15)

Partner [(JP) Otagawa Elementary School] Teacher [Yuki Miura]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Hours
Environment/Culture	Investigate Japanese culture and specific landmarks and environmental beauty.	10
IT	Watch YouTube clips .Skype .Online forum .Life/cultural stories	5
Visual Art	Design – collaborate – draft outline – create – paint	10

Theme and Message of the mural

Theme	Cultural Differences and Similarities, Making Connections
Message	The Beauty From Each Country (Culture and Environment)



Effects and the Problems

Effects your students have gained	Points for further improvement
<p>The students gained knowledge and a better understanding about Japanese culture. They have learnt about their lifestyle, customs and the beauty of the Japanese environment.</p> <p>Student feedback: I learnt about the culture of Japan and how much we actually have in common.</p> <p>A greater understanding about collaboration, working with a school in New Zealand plus an international school, successfully creating a visual representation of the different cultures/environment etc.</p>	<p>Next time address the language barrier by providing interpreters when skyping etc.</p> <p>Try to Skype more during the process with the international school (Japan).</p> <p>Create a movie about the process and include student voice to send to the Japanese school.</p>

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

Change in student' s impression	Change in teacher' s impression
<p>-They learnt about the similarities between the two countries (New Zealand and Japan) – mountains etc.</p> <p>Student feedback;</p> <p>-I loved the details and I feel like that the Japanese school made an awesome effort and it makes me proud of our country.</p> <p>-I learnt a lot about Japanese culture and how in so many ways we are the same, especially regarding the activities we enjoy etc.</p> <p>-I think I gained skills in collaboration, especially with both the language and physical barriers! I really enjoyed the chance to work with both the Japanese students and to collaborate with the St James students again.</p>	<p>-It is great that the project can be student centered and driven by the students.</p> <p>-It was also very beneficial as a teacher to be given the opportunity to collaborate with other teachers from different schools (local and international).</p> <p>-The experience reinforced the notion that you can have an</p>

I loved the opportunities we were given. -I learnt a lot about the Japanese cultures and what they think about us, which was really good.	enriching/informative experience with an international school (even when there is a language barrier).
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Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Aug	Liaison together – St James and Selwyn House. Emailed – phone calls – visited each other.	Good communication and collaboration with the two schools – working well together on a common goal, Student: It was great to work again with Selwyn House students.	Oral Writing IT
Research	Sept Oct	Liaison with Japanese school (communicating – Skype/emails). Watched video clips re Japan etc. Ongoing communication between the two NZ schools.	A lot of learning (research skills) about Japanese culture Student feedback I learnt a lot about teamwork and the Japanese culture. It was great to make connections with life in New Zealand and Japan.	Reading Writing Oral IT Inquiry Social Studies
Composition	Nov	Ongoing communication with NZ schools and Japanese school. Emailing ideas – sketches – photos. – written ideas/facts etc.	Communication with the Japanese school about the composition/layout– sharing ideas. St James and Selwyn House School working together and coming to a consensus about the final outline etc.	Art Visual Language Maths Oral
Painting	Oct Nov	Students from both NZ schools completed the outline and painted the mural together at St James School. *Completed by the students – their vision and ideas re placement of the different visuals etc.	Great teamwork and a lot of oral discussion about the details – what concepts needed to be bold to stand out in the mural.	Oral Art Maths
Appreciation Reflection	March	NZ schools communicated with the Japanese School. To give feedback. Organised a time to share and reflect on the final product. *Students given a copy of the final product (completed mural). *Students who have left St James and Selwyn House were also sent a copy of the completed mural and asked for feedback.	Teachers: Wow! It looks fantastic – a great international collaborative experience Student: The final mural looks amazing showing the different cultures and the similarities etc. Student: The mural looked amazing finished! I wish I could see it in real life though...). The Japanese students did an amazing job, and I think it was an awesome idea. Domo arigato gozaimasu, Otogawa!	Oral Written

Aim of the Lessons and Result

Aim: Rank A to C in order you put emphasis on (A: ve]ry 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	We shared our own cultures (European/Maori/Samoan) and sent information to the Japanese school. The students also shared info about their own culture plus their life stories.
Understanding the other's cultures	B	3	Student feedback: I learnt about the culture of Japan how much we actually had in common. .I gained knowledge, skills, confidence and the ability to think about another culture in their perspective. It was a very knowledgeable activity.
Communication ability in the class/with partners	B	3	Sent video clips relating to the environment/culture/life style of New Zealand/Japan. Great communication with the two NZ schools and good ongoing communication with the Japanese school. Students from NZ wrote letters that were translated into Japanese about their lives plus photos, which were sent with the mural to Japan. The Japanese school sent gifts with the mural.
IT skills	A	3	The IT skills varied. But all students used IT to gather information, watched you tube clips plus also record their stories for the Japanese school.
Creating friendship in the class/with partners	A	3	Great friendships – both schools sent gifts. NZ schools sent sweets, games etc. We also continue communicating with the lead teacher from Japan.
Collaboration in the class/with partners	B	4	Great team work. We shared ideas and communicated with the Japanese school.
Attitude in learning	A	4	Student comment: I learnt so much about the Japanese culture and what it's like in Japan. I learnt a lot of skills along the way too. The students were very engaged during the activities and enjoyed the opportunities of collaborating with others.
Expression ability	A	3	Students were very expressive about their ideas, especially after researching and gathering information about Japan etc.
Appreciation ability	A	4	Student feedback: It was great to be able to communicate with the students and learn about their culture. I learnt a lot about the Japanese lifestyle and I hope they learnt a little about the Kiwiana life too! Student feedback: I think the Japanese students did a very good job and I really liked the picture of the girl eating the hamburger.