

## 2015 IIME REPORT

Country [ Taiwan ]


School [ Wen Ya Elementary School ] Teacher [ Hsiu-Jung Tsai ] grade ( 4 ) student number (26 )

Partner [ (JP) Yonaizumi Elementary School ] Teacher [ Noriyuki Nakamura ]

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

Subject	Conception of the lesson	Hours
Social Studies	We learned the local history in social studies. So, we introduced the important features in Chia Yi City to our Japanese friends.	4
Moral Studies	We pointed out the good manners that our school would like us to follow this school year. We presented the theme on the mural as well.	2
Culture Studies	We read the information given by our partner class and we understood the differences between Taiwan and Japan	2
Art	We made the draft and painted on the mural.	10

### # Theme and Message of the mural

Theme	Lessons We Have Learned
Message	There are so many interesting topics presented in the textbooks. So, we decided to paint what we have learned from the curriculum and showed it to our partner class.
	

### # Effects and the Problems

Effects your students have gained	Points for further improvement
From the Artmile Project, the students had the second chance to present what they have earned from the curriculum. From reading what the partner class has painted, we had the chance to know that every culture is unique and admiring.	Limited English ability made the student-to-student communication a bit difficult. However, short video clips facilitated the visual communication. For the younger kids with less English ability, the use of video clips is certainly a good solution to the verbal communication.

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

Change in student' s impression	Change in teacher' s impression
Elementary school students cared about the changes in the city they lived. They read the old story of their city and they develop their own ideas about the future of the city. They earlier they were encouraged to think beforehand, the better their ideas would come true in the future.	Students were creative and full of energy to make their dreams come true. Teachers had positive feedbacks about global exchange and it was not a hard task for them.

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Sep.	We wrote greeting cards to our partner class and asked them to offer the theme they liked to research.	Writing in English is not easy. We could not write much English to our Japanese friends.	English
Research	Oct.	Our partner offered us a broad topic so we got a bit confused. However, painting what we have learned from the curriculum helped us to review the lessons we had learned.	Focusing on the features of our city is good for us to pay extra attention to our own culture. We would like to have a close look at what we have had to share with our partner class.	Social Studies
Composition	Nov.	We downloaded the drafts and thought carefully what we could draw on the mural. We read through our textbook again to find the most suitable ideas.	Students were excited to talk about their ideas and some suggestions did sound good. Maybe some points could not match well with other points. We decided to wait for our partners' drawing and made the final decision later.	Social Studies English
Painting	Jan.	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 during winter vacation. It was good that we had winter vacation so that we could pay our full attention to painting. We did not have to worry about the busy class time.	Art
Appreciation Reflection	Feb.	We read through the mural again and again. We tried to find the balance on the two sides. So, we tried hard to include Taiwanese and Japanese ideas on the mural.	The more time we read the mural, the more ideas we had. In order to correspond well with our partners' drawing, we added more points on the mural. We hoped our partners would like our ideas.	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	5	We read through our textbooks again, intending to find the possible topics or features that we could paint on the mural.
Understanding the other's cultures	B	4	Our partners painted the mural quite well so that it was easy for us to understand what they wanted to share on the mural. As a result, we could find the similar images from Taiwan to cope with the theme.
Communication ability in the class/with partners	C	3	Because of the limited English ability, we needed English teachers' help for communication. So, the communication across countries was a bit hard.
IT skills	C	3	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 good abilities to sort out the photos and information they might need on the project.

Creating friendship in the class/with partners	B	4	We had good time reading every message from our partner class. We saw the value of having the friends from Japan. Language difference did not stop our sense of attachment because we read the loving faces from photos and video clips.
Collaboration in the class/with partners	A	5	We were proud of ourselves because we formed into smaller groups and finished the painting work. Everyone was important while working on the project. We loved to feel that we were capable of completing the huge mural.
Attitude in learning	B	4	We were highly motivated to find the time to complete the project. We did not worry if we would paint anything wrong. The paints always dried quickly so that we could paint again if we found anything less perfect.
Expression ability	B	4	We knew more about our own culture and our partners' culture. We could explain what we wanted to show in Chinese and we hope we would be able to explain it in English, too.
Appreciation ability	B	3	Our students always looked at the positive sides of the mural. They did not care if the objects looked like the real ones because they understood that painting perfectly was impossible.