

2015 IIME REPORT

Country [Taiwan]
 School [Wen Ya Elementary School] Teacher [Min-Yi Tsai] grade (5) student number (28)
 Partner [(JP) Nishi Elementary School] Teacher [Hiroshi Takamoto]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Hours
Social Studies	We surfed on the Internet and figured out the features of Chinese cultures in Taiwan. This was something that we have learned from the social studies. So, we decided to introduce the important features in Chia Yi City to our Japanese friends.	6
Culture Studies	We read the information given by our partner class and we understood the differences between Taiwan and Japan	2
ICT	We surfed on the Internet to find more information about our culture	2
Art	We made the draft and painted on the mural.	10

Theme and Message of the mural

Theme	Cultures in Chia Yi City and Kanazawa City
Message	There are so many interesting cultural topics to share with our Japanese friends. So, we spent time collecting data and information about the Taiwanese culture, hoping that our partners would love them, too.
	

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 earned from the curriculum last year. Besides, 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
In order to create more topics for exchange, we read through the Taiwanese features and set up the possible topics that we could draw on the mural. We found our cultures so unique and worth mentioning. The sense of loving our own culture appeared naturally.	They more the students researched on their own culture, they better they loved their mother land. By way of global exchange, students have better sense of their country. Consequently, teachers had positive feedbacks about global exchange and it was not a difficult 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 good topic to research so we got excited about the theme. So, painting what we have known about our own culture helped us to review the beauty of Taiwan.	Focusing on the beauty of culture 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 surfed on the Internet again to find the most suitable ideas.	Students were excited to talk about their ideas but some suggestions did sound good. We found it hard to choose so 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 many books and written materials, intending to find the possible Taiwanese 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	4	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	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 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	4	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.