

2015 IIME REPORT

Country [Taiwan]

School [Wen Ya Elementary School] Teacher [Shu-Ting Dai] grade (5) student number (28)

Partner [(JP) Nishi Elementary School] Teacher [Miho Hayakawa]

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 Taiwanese food and images of peace in the world. This was something that we have learned from the social studies. So, we decided to introduce the images of peace as well as delicious food to each other.	6
Culture Studies	We read the information given by our partner class and we understood the differences and similarities among the different national flags.	2
ICT	We surfed on the Internet to find more information about peace and food.	2
Art	We made the draft and painted on the mural.	10

Theme and Message of the mural

Theme	Peace and Food
Message	There are so many interesting cultural differences and similarities among the ten national flags. We spent time collecting data and information about the countries and national flags. From reading the stories of the flags, we broadened our world view, too.
	

Effects and the Problems

Effects your students have gained	Points for further improvement
From the Artmile Project, our students had much more chances to broaden their world view. Besides, from reading the stories of different national flags, we found it important to respect others as well as loving others as we loved ours.	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
As 11-year-old children, they were young but they were full of curiosity to explore the world. In order to create more global topics for exchange, we chose 10 countries and read through their national stories. We found every country was so unique and worth individual respect. The sense of loving the world appeared naturally.	They more the students researched on the world, the better they loved their mother land. By way of global exchange, students have better sense of living in the global village. As a result, teachers had positive feedbacks about global exchange and it was an interesting and rewarding 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.	We offered a very good global topic to our partners and they agreed with us. So, we researched on the theme and we had a good time reading the background information on the Internet.	Focusing on the stories of different national flags, we paid extra attention to the images of world peace. We would like to have a closer look at what we have researched so that we felt we were a family of the world.	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 international 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.