

2017 IIME REPORT

Country/Region [Mexico]
 School [UNIVERSIDAD VERACRUZANA CENTRO DE IDIOMAS XALAPA]
 Teacher [ESTEFANIA ACOSTA – KURUSAKI MITSURU] Grade (1-6) Member (15)
 JP school [KAISEI GAKUIN] Teacher [ISHIKAWA EISAKU]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Culture	Mexican cultures Japanese cultures	4
English	Writing a letters	2
Food	Understanding and learning about Mexican food, what are they made of and sharing our culinary experience in contrast to Japanese culture.	2

Theme and Message of the mural

Theme	Food
Message United thoughts to share with the world	Mexican food has been considered human patrimony by the UNESCO, there is a long variety of food that distinguishes each region of our country and we want to Japanese people to know it and try it if they have a chance.



Effects and the Problems

Effects your students have gained	Points for further improvement
They came to know interesting facts about Japanese food and what is important or iconic in certain Japanese regions. They also became aware of their own cultural richness while doing research on how certain Mexican dishes were made.	Students hope to improve their language skills so they can communicate more fluently with Japanese people next time.

How has your impression toward your partner's country/region and the world changed?

Changes in the students	Changes in the teachers
Students learn to collaborate together be aware of other opinions and share their thoughts, they learned to organize a Schedule and work according to it. The ones that were not good at drawing or painting learned a lot from the expert ones.	We learned the importance of communication in order to work in the best possible way, to be in touch and use technology to establish a conversation with people far away and engage our students in a process in which they can learn valuable things.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sept	Introduction by power point presentations.	They took very seriously the task of sharing particular items of our country to share with the Japanese students.	English History Culture Japanese
SHARE Research on the theme	Oct -	Small workshop / discussion	Students gathered ideas about what themes could be good for the mural and work on some individual designs to share by mail with the other school.	History Cultures and arts
UNITE United message/ Mural design	Nov	Sharing design	We made a design ad sent it by mail. We sent several sketches to meet the taste of the other students and agreed on some changes.	Art english
CREATE Mural painting	Jan - Feb	Drawing	The students formed teams, drew and cleaned everything up at the end of each painting session. They were two shifts in which different teams collaborated to finish the painting.	Art
APPRECIATE Reflection/ Appreciation	March	Display the painting	We realized a Skype videocall in which Japanese students shared with us the final work. We programmed such videocall and talked a little bit about what was hard, easy and most interesting thing on the side of the other school. We spent a good time also talking to them about other things. They sang for us.	English Japanese Art Music

Effect and evaluation gained through the collaborative learning

Evaluation: Rank 5 to 1 (5: very effective / 4: effective / 3: so- so / 2: not so effective / 1: not effective at all)

Expected effect	Evaluation	Scenes / points teachers felt the effects
Understanding your own cultures	5	We know our cultures because cultures and art are part of school subjects
Understanding your partner's cultures	3	Our students are currently learning Japanese language. They are from several levels and groups and they are also aware of the most common facts around culture through the language learning immersion.
Information literacy (research, share)	3	We have limited source to internet but we did not have problems since we painted our cultural items and everyone knew them well.
Communication ability (interactive exchange)	4	The students wrote in letters and cards and we sent them mail along with our part of the mural.
Critical thinking (objective, critical views)	4	Students argued on how certain items in food are very characteristic of our cultures and the main differences between Japanese way of eating and our own way to do it.
Active learning and action	3	They used mainly internet to look for information.
Collaboration (in the class, with partners)	5	The students wrote in letters and cards. We also received cards and messages from Japanese students and delicious traditional sweets.
Expression ability (in words, in pictures)	5	Students showed great creativity, patience and collaboration between them. We had this big chance of working with a student that is a professional painter and helped us a lot.
Appreciation ability (the mural, the whole collaborative learning)	5	We sent our part to Japan and in the Japanese school they displayed the whole painting for us. They were all happy with the result.

