

2017 IIME REPORT

Country/Region [México]

School [Comunidad Educativa Yaxunah] Teacher [Lucía Nava] Grade (4) Member (25)

JP school [Nishi Elementary School] Teacher [Mamoru Takahashi]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	Introduction cards students made to send.	2
English	Research on topics of general information about Japan as culture, food ,dressing , flora, fauna and also information about our state, Yucatán.	3
English	Painting the mural representing the flora and fauna of Yucatán and the union of humanity.	2 per day
English	Mural exhibition to parents	2

Theme and Message of the mural

Theme	A BETTER PLACE THROUGH CULTURE
Message United thoughts to share with the world	Together we can save our cultures and the union of humanity.



Effects and the Problems

Effects your students have gained	Points for further improvement
The students had the opportunity to exchange information with the Japanese students.They exchange introduction letters and Christmas cards.	This was the first time the students participated in a project like this one. They were so motivated but they were nervous about the fact of painting a mural with students from another country. But finally the students did an excellent work and they were proud of what they painted.

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

Changes in the students	Changes in the teachers
The students became more aware about our culture. Also, they realize about the importance of learning a second language to communicate with people from other countries and the kind of opportunities they could get if they do it.	The teaching experience is different from the experience in the classroom. The role of the teacher was to guide students to gain their own information and experiences.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	September	Students wrote their names on papers and we took photos of them to send to Japan.	Students were so motivated to get to know students from Japan and exchange information.	English
SHARE Research on the theme	September-January	Students research about Japan, its culture, food, dressing and general information.	Students were interested to find out the information about both cultures. Students were excited to meet the Japanese students and introduce themselves.	English
UNITE United message/ Mural design	October	The students were motivated to brainstorm about legends, food, culture, flora and fauna that represent our state, Yucatán. They realized about the importance of them to live in peace with others. For this reason, the mural was going to be about "A better place through culture"	The students were happy to research on this topic and they started making drawings to represent the culture of Yucatan. They were motivated to design a mural in which they could send a message with other country about the importance of culture in the world.	English
CREATE Mural painting	JANUARY	The Japanese students painted the first part of the mural and then, they sent it to México. We finished the second part	The students were amazed at the part the Japanese students had painted. They decided to do their best and finish painting the second part.	English Art
APPRECIATE Reflection/ Appreciation	FEBRUARY	The parents were invited to attend to the exhibition where the mural was hung. Students explained to their parents all the activities they had done during the project process, how they started contact with the Japanese students and how they started painting the mural together.	Students, teachers and parents were happy and proud to see the mural. Also, they were motivated to continue working all together to save the planet and live in peace.	Mural exhibition

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	The students did the research on the internet and invited a Japanese girl to interview.
Understanding your partner's cultures	5	The students did the videoconference and tried to answer all the questions they had about the other country culture.
Information literacy (research, share)	5	The students researched a lot about their culture and they tried to answer all the questions they had about the Japanese culture.
Communication ability (interactive exchange)	5	They felt so motivated to share information with the Japanese class.
Critical thinking (objective, critical views)	5	Excellent critical thinking and also they made a good friendship.
Active learning and action	4	They were always willing to participate and learn about the other country
Collaboration (in the class, with partners)	5	They did a good team but sometimes they had different ideas.
Expression ability (in words, in pictures)	5	They are improving and learning better ways to communicate with others
Appreciation ability (the mural, the whole collaborative learning)	5	They learned a lot about this project. They learned how to work in a team and to be open to others' ideas and opinions.