

2017 IIME REPORT

Country/Region [Taiwan]

School [Gang Ping Elementary School] Teacher [Chang Hsin Yun, Huang Shiang Ju] Grade (6) Member (79)

JP school [Ono Elementary School] Teacher [Mr. Keigo Konishi]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Socail Studies	History and geography of Chiayi	2
Socail Studies	History and geography of Gumma	2
IT	Use the online forum and video to exchange culture theme	3
Art	Design and paint the mural	4

Theme and Message of the mural

Theme	Treasures of our city
Message United thoughts to share with the world	We learn about the cities where we and our partners live in. Students discuss and learn about different cultures. We know the treasures of our cities and also learn to cherish them.



Effects and the Problems

Effects your students have gained	Points for further improvement
The students learned the cultures of their own city and Japanese partners' city. They also experienced special courses and activities, such as introduced themselves to foreigners, drew the mural, etc.	No suggestions for further improvement. Thank you for providing such a good chance for our students to have opportunity to connect with the world.

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

Changes in the students	Changes in the teachers
The students learned more about other country. They learned the similarities and differences between two cities. They realized the importance of English and care more about the world.	We thought more about how to guide the students learn from the courses. We wanted students gain useful and special experience from the mural project.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sep.	Contacted with our partner by Skype and forum. Students learned to introduce themselves in English.	They were very happy and excited to meet new friends from other country.	Social studies Language
SHARE Research on the theme	Oct. Nov.	Students contacted and discussed with Japanese partners by Skype and forum. Students learned about Japanese partners' city and culture. Our students learned to introduce the city and culture in English.	They noticed that there were similarities and differences between two countries. They were eager to learn more about their partners' country.	Social studies Language
UNITE United message/ Mural design	Dec.	We discussed about the theme of the mural. Japanese partners started to draw mural. Our students wrote New Year cards for their Japanese partners.	Students were more impressed with partners' city and culture when they discussed about the mural design. And they thought more about the theme of the mural, such as how to cherish our treasures, etc.	Social studies Language
CREATE Mural painting	Jan.	We received the mural and began to draw.	Students worked very hard to finish the mural.	Art Social studies
APPRECIATE Reflection/ Appreciation	Feb.	We finished the mural and hung in public. Then we mailed the mural to Japan.	They were very satisfied with their job.	Art Social studies

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	Students learned to research and present their own city and cultures.
Understanding your partner's cultures	4	Students learned from Japanese partners' city and cultures from the forum.
Information literacy (research, share)	4	Students researched information with internet. And the posts of the forum were shared in class.
Communication ability (interactive exchange)	5	They learned to express themselves.
Critical thinking (objective, critical views)	4	Students acknowledged the diversification of different countries and learned to appreciate every country.
Active learning and action	5	Students learned to express themselves in different ways. They did learn more.
Collaboration (in the class, with partners)	5	They had to discuss how to express their subject before every exchange, thus they had to work in group and help each other.
Expression ability (in words, in pictures)	5	They had to practice more to communicate with partners by Skype or letters.
Appreciation ability (the mural, the whole collaborative learning)	5	They were excited and satisfied with the mural.