

## 2017 IIME REPORT

Country/Region [ TAIWAN ]

School [ Naitonal ShanHua Senior High School ] Teacher [ Hui-Yen Yang, Ching-Yi Chang ]  
Grade ( 11 ) Member (64)

JP school [ Toyohashi Chuo Senior High School ] Teacher [ TAKAKURA Yoshio,  
KOMATSU Asami, FUJII Noriko ]

### # Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Introduction of the IIME Project	Have the basic idea about this project through the website, and know what they will do in the following year	1
Slef-introduction	Introduce oneself to a foreign friend in English	2
Online Interaction	Get familiar with the presentation skills and etiquette in an international video conference	6
Mural Painting	Learn to work together and represent the cultural features in the form of art	20
Greeting Cards Making	Realize the meaning of love and sharing by designing greeting cards and appreciating the received/exchanged cards	6
Project Management	Learn to organize a welcome event for foreign friends visiting our school	5

### # Theme and Message of the mural

Theme	The mutual elements of the past bring both of us to a better future.
Message United thoughts to share with the world	We know that there are many corresponding cultural elements in Japan and Taiwan. Because of the history and culture we share, we have stronger connection than that of other countries. Therefore, we want to express that what Japan and Taiwan share in common in the mural. Because of the tradition, the culture, and the efforts of the ancestors, we are moving toward a better future together.





### # Effects and the Problems

Effects your students have gained	Points for further improvement
<p>Our students had great fun interacting with our Japanese partners and knowing the familiar and unfamiliar sides of Japanese culture. In the process, they also gained confidence when they successfully use English to introduce our cultural beauty to Japanese friends. When our students painted the mural and make videos to welcome Japanese friends, I found how talented they were. In short, they were more willing to express themselves in various ways.</p>	<p>IT problems sometimes would happen during the video conferences, which would interrupt the progress of the online interaction.</p>

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

Changes in the students	Changes in the teachers
<p>In the beginning, they thought their partners, who are from a class with an international student from Germany, shy but good at speaking English. But they found their partners willing to share and they also tried hard to make their English understood. Gradually, our students' anxiety to speak with foreigners decreased. Most students would pluck up the courage to communicate with each other in English.</p>	<p>Before the project began, we teachers were worried that our students' performance might not be as good as their seniors. Luckily, with the help of Mr. Takakura and our colleagues, we knew how to instruct our students step by step and accomplish this project.</p>

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sep.	Students prepared their brief self-introduction.	At first, they were shy and nervous about talking about themselves in front of a camera, but getting an instant feedback from their partner made them very excited.	English, IT
SHARE Research on the theme	Oct.	Students made research on the Taipei 101, a famous baseball player and other cultural elements, and they shared their findings to their partner.	They found it took much time and efforts to give a great presentation. They also gained a sense of achievement after accomplishing the job.	English, IT
UNITE United message/ Mural design	Nov.	Students discussed with our partner in the video conference. We teachers also discussed on the forum to finalize the theme and design.	Students worked hard to come up with the cultural elements they wanted to represent on the mural, and made the design finalized.	English, Art and IT
CREATE Mural painting	Dec.   Feb.	Students were guided to work together on the basis of their draft although some adjustment had to be made. We also invited our Fine Arts teacher to help us.	Students worked very hard to make the two halves look as a harmonious one, and they found it was not that easy as they thought. Many of them came to school on holidays to complete the mural on time.	Art
APPRECIATE Reflection/ Appreciation	March	The completed mural was hang in the library to be appreciated by our students. When our partner school visited our school, we took photos with the mural together.	Students from either side were very excited to see the final product. They looked forward to another chance to collaborate with each other. We also formed sister school alliance this year.	Art

### # 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	They made research on a landmark in Taipei, Sadaharu oh, traditional religious events, school life, and tourist spots. Even though these were familiar to them, trying to introduce these in English was still a big challenge to them.
Understanding your partner's cultures	5	Through video conferences, they learned more about different perspectives of Japanese culture. They were particularly curious about what Japanese students do at school. They also want to know more about Japanese MANGA culture and traditional entertainment.

Information literacy (research, share)	4	In order to present the content they prepared, they had to do the research about the topics, write a script and memorize it. Most students were not good at researching, but they were willing to learn under the teacher's instruction.
Communication ability (interactive exchange)	4	After the first video conference, students became familiar with the conference and less anxious when they spoke in front of the camera. They could try to talk to their Japanese friends, and ask questions they wanted to know. They were also motivated to listen to what Japanese students said in the video conferences. We also designed worksheets to evaluate how much they understood about the presentation.
Critical thinking (objective, critical views)	5	The elements on the mural enable students to explore the deep meaning behind what Japanese partners painted. Also students learn to compare the difference people deal with their own culture and hence strengthen the mutual understanding between our cultures.
Active learning and action	4	Most students became more active than they used to be in learning English because they knew the importance of language learning while interacting with their Japanese friends.
Collaboration (in the class, with partners)	5	In the process of either mural painting or school visit preparation, students learned to cooperate with their classmates.
Expression ability (in words, in pictures)	4	On the school-visit day, our students tried very hard to conquer the language barrier with the help of technology. Some of them even tried to use simple Japanese to communicate.
Appreciation ability (the mural, the whole collaborative learning)	4	They would discuss the completed mural together and exchange feelings toward it. They also gave those painters a thumb-up as a kind of praise when they met them. Many 10 <sup>th</sup> graders from our school also showed their motivation to join the project next year.