

2017 IIME REPORT

Country/Region [Taiwan]
 School [New Taipei Municipal Fuhe Junior High School] Teacher [Tiffany Pan] Grade (8) Member (26)
 JP School [KASUGA integrated Education School of Tsukuba] Teacher [Seiichi TERASHIMA]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	Students wrote self-introductions on a learning sheet in English to introduce themselves to Japanese partners. They also have to try to use English to introduce Fuhe Junior High School and Taiwan to Japanese friends orally.	1
history	Students discussed what theme they are interested in painting..	1
art	Students discussed and decide what themes they are good at and able to paint.	1
computer	Students in Taiwan orally introduce themselves to Japanese students by Skype. Teachers and students in Taiwan and Japan discussed and decided the theme of the mural together.	2
English	We got the written self-introduction learning sheets from Japan. Our English teacher delivered and let students appreciate their introductions.	1
art	We got the mural from Japan. The art teacher brings the students to appreciate the mural with students and take pictures together.	1
art	The art teacher organized the date and had the students to paint the mural together during the winter vacation. She asked them to draw the sketch first and taught them how to use the paints correctly.	4

Theme and Message of the mural

Theme	The Legends of Japan and Taiwan
Message United thoughts to share with the world	By painting the mural, we would like to share the important legends of both Japan and Taiwan with the world.



Effects and the Problems

Effects your students have gained	Points for further improvement
1 They have courage to talk to Japanese partner in English. 2 They are able to communicate their thoughts with Japanese partner. Sometimes, in order to unite the thoughts together, they have to know when to insist and when to compromise their opinions.	We are able to start our preparation earlier. For example, to decide the participants earlier and to research the theme earlier. Those will facilitate the following steps go smoothly.

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

Changes in the students	Changes in the teachers
Students are very excited to be able to finish a mural with Japanese students. They find that they have to know not only how to paint but also how to unite the thoughts in English. This project inspire their learning motivation.	This is the first time for our art teacher to participate in an international project with students. This is a new experience. Our art teacher becomes very active in preparing the project. She pays a lot of attention to the details and procedules carefully.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sep.	The art teacher finds the students who are willing to join this project. I help students to introduce themself by Skype.	Students were very excited because they didn't have this experience in finishing one painting with students from Japan.	English and computer
SHARE Research on the theme	Oct.	The art teachers and I discuss the theme with Mr. Seiichi Terashima, the Japanese art teacher and his students.	Students found it was difficult to describe the theme they were interested in. They needed more English vocabulary in art.	English art
UNITE United message/ Mural design	Nov.	After several times of discussing by Skype and Line, both of us finally decided our theme.	Though there were some difficulties, students never gave up. They tried to find words which they could use in communication. And they learned some Japanese.	English art
CREATE Mural painting	Dec.- Jan.	Japanese students began painting. Then we got the parcel. It's a very very big one with the mural, the paints, picture books about the legends they painted, the masks and a lot of sweet candy. We felt a lot of blessings in the parcel. We were very touched. The art teacher asked our principal that if we can visit Kasuga Integrated Education School of Tsukuba on Mar, 2018.	Students were very surprised to see this precious parcel on Dec. 25 of 2017. It was a really wonderful Christmas gift for my students. Because of that, our students came to school during winter vacation to finish the mural together without any complaints. We post the pictures on our school's Facebook.. https://www.facebook.com/groups/489950814543160/	English art
APPRECIATE Reflection/ Appreciation	Feb.	It's a wonderful mural which is a collaborative work by Kasuga Integrated Education School of Tsukuba and New Taipei Municipal Fuhe Junior High School. We really cherish this chance. So our principal not only invites the press to report our work but also brings 26 students to visit Kasuga Integrated Educaiton School of Tsukuba on Mar 7, 2018 in person.	The following is the report. 以下是媒體的採訪報導! 【福和國中開學日 展示台日合作壁畫/中嘉新聞 永和報導】 →中嘉新聞 Facebook 粉絲團 https://www.facebook.com/bbcatv/videos/1622431687792570/ →官網新聞連結 http://www.nvwtv.com.tw/zh_TW/localnews_content/id/9757	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	This project motivates students to recall and think how much they understand in our own culture and what elements and parts they can introduce to their Japanese partners.
Understanding your partner's cultures	4	This project inspires students to research our partner's cultures.
Information literacy (research, share)	5	Originally, students don't know how to collect information and they are afraid of reading a whole English article. With the help of computer and English teachers, they increase their confidence in not only searching on Internet but also English reading..
Communication ability (interactive exchange)	4	This project facilitates students' motivation of learning English and Japanese to communicate with their partners.
Critical thinking (objective, critical views)	4	During the process, students will think about how to communicate effectively with their partners.
Active learning and action	5	Students become actively in learning.
Collaboration (in the class, with partners)	5	Students are glad to finish one mural together.
Expression ability (in words, in pictures)	5	Students make progress.
Appreciation ability (the mural, the whole collaborative learning)	4	Students become mature in appreciation ability.