

2017 IIME REPORT

Country/Region [Taiwan]

School [Tainan Municipal WunSian Elementary School]

Teacher [Chen Sheng-chi]

Grade (5,6) Member (42)

JP School [Momoyama Junior High School Attached to Kyoto University of Education]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	Guided Writing for expressing gratitude, pronunciation checking, Japan and Taiwan article reading, oral training	10
Art	draft design, how to paint the mural, Chromatology, painting mural	18
Integrative Activities	make name cards, poster making, learning presentation skills,	4
ICT	theme-based research, make presentation PowerPoint	6
Culture	Taiwan and Japan culture (food, temple, nature....)	6
Social Studies	Geography, Understanding Taiwan and Japan relationship	5

Theme and Message of the mural

Theme	Peace-“ five words mean peace”
Message United thoughts to share with the world	The relationship between Taiwan and Japan is intricately interwoven. How to show the peace concept into the mural is the main idea of this project. Besides, we share our culture with each other. Tainan history is related to Japan history. Well goes the saying “same same, but different”. The more we understand the diversity of different cultures, the more we cherish the invisible value of it



Effects and the Problems

Effects your students have gained	Points for further improvement
This is our first time to do the International project with the PBL teaching methodology. Students learned the cultures in common and differences between Taiwan and Japan. In the learning process, students spent lots of time making the survey research to analysis the most representative features of Taiwan, and then put the features into the mural. Besides, they also learned about Japanese culture. During the whole learning process, students learned how to cooperate smoothly as well.	In order to make the project go successful, teachers have to train students the research skills, presentation skills and summarized skills. Cultivating these skills in the normal class. However, some students are passive learners who were not willing to engage in this project. Specific strategies need to be used encourage more intrinsic motivation in learning.

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

Changes in the students	Changes in the teachers
Some of low achievers start to learn English automatically because they want to do their best when they introduce themselves and Taiwan cultures to Japanese students.	PBL teaching approach is new to teacher, so the teacher has to change his teaching styles to the PBL one. Besides, this is the first time to do the project with the foreign teacher. Teachers were excited to see more active participation and cooperation while students were working on different tasks. When the teacher saw some of the low achievers practice English automatically, the teacher felt relieved.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sept.	Teachers and students introduced themselves to get know each other well. We post students' self-introductions on the forum. We also did the little research on Kyoto's history and development.	Students were excited to introduce themselves by the video reference, and they really wanted to make some friends abroad. Writing and speaking fluently in English is not easy for them. But they tried their best practicing and practicing because they were excited to meet the friends from Japan.	English Research ability ICT
SHARE Research on the theme	Oct.	We have three face to face skype sessions. One is the teacher discussion and others are students' discussion. We discussed the content of mural. The content should include several special features of local culture, such as mountains, a famous river, two or three traditional local people and five words which represents "peace". Students also asked ten questions with each other to get more understandings of Japanese and Taiwanese culture.	Six graders investigated Japanese culture and fifth graders investigated Taiwanese culture. When they done their research, they present with each other to learn Taiwanese and Japanese culture. Students were interested to find out the things in common and different between cultures of Japan and Taiwan. Students were focused on making the survey report in English, and they feel satisfied to present face-to face in the skype session.	English Social Studies Integrative Activity ICT Research Ability
UNITE United message/ Mural design	Nov.	In this month, we started to discuss the content of the mural. There are some elements we have to put them in the mural. Those are mountains, rivers, temples, buildings, food and five "peace" words. We finished our four mural drafts and post them on the forum.	Students showed the positivity in discussing and uniting the ideas of mural. They were happy to see their concepts combine perfectly with students abroad.	ICT English Integrative Activity

CREATE Mural painting	Jan. Feb.	In this term, we spent one month finishing the mural. Students cooperate and collaborate with each other. We finished the mural on February 23rd. We sent it back on February 25 th . We also held an exhibition in art class to show our result. Everyone who saw the mural was very impressive about our cooperation work.	We used winter vacation to finish the mural. Students worked very hard to finish the mural and recording task. They were very happy and satisfied with their job.	Art English
APPRECIATE Reflection / Appreciation	March	After sending back the mural, we had a skype session to talk about our mural painting. In order to present the mural content to the foreigner students, we read a lot of historical materials about our mural content drawing. Students also prepare some words to say thank you to the Japanese students.	Students work very hard on their final presentation. They made PowerPoints by themselves and thought about the presentation styles. Students felt really proud and excited to present the mural in front of all the students. They had a sense of achievement about their work.	English Social Studies Integrative Activity

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	4	Students were divided into five groups to investigate Taiwanese and Japanese culture based on their research topics. They collected data and made their research into PowerPoints during the computer class. Then, they present their culture research to Japanese students. Thanks to the extra efforts made by Homeroom Teachers, students learned more about the traditional Taiwanese cultures on integrative activity class.
Understanding your partner's cultures	3	They learned the partner's cultures by handout and ppt from English teachers and the brief reports from Japanese students in the skype session.
Information literacy (research, share)	3	Students didn't have the chance to do the research on the computer by their own. They did not deal with the technical problem while the Skype talk started. However, after training, they had very good abilities to sort out the data and information they needed on the project. They have good abilities to make a comprehensible PPT to facilitate their oral report.

Communication ability (interactive exchange)	3	Before each skype session, students have to take four-hour presentation skills class. The most important one of presentation class is the “manner”. We had rehearsed for several times. During the process of co-working, Students were willing to contribute their special talents in different aspects in order to make the collaborative project as perfect as possible. During their presentation, they added some video or news to illustrate their standpoints so that it could re-attract the audience’s attention. They have surely acquired the different effective communication skills.
Critical thinking (objective, critical views)	3	Critical thinking is important in this project. Before designing the mural draft, students do the brainstorming with each other. They had discussed several times and talked about the disadvantages and advantages of each concept. They selected their present contents and make PowerPoints by themselves.
Active learning and action	4	This project not only enhanced students’ learning motivations toward learning English but also cultivating their culture awareness when they learned a new culture. The majority of students were active learners in this project. The teacher found that some low achievers’ learning attitude had been changed to positive in this project.
Collaboration (in the class, with partners)	4	Students were proud of our willingness to collaborate with different group members. Different opinions did not stop our work but encouraged us to find better ways to persuade the others. We were happy that we could always reach the conclusion at the end.
Expression ability (in words, in pictures)	4	Students knew more about their own culture and their partners’ culture from the project. They have tried their best to explain what they drew in English. It is for sure that they have acquired the necessary communication skill after the project. They are getting better to express the ideas by their own self.
Appreciation ability (the mural, the whole collaborative learning)	4	Students appreciate partners’ mural and also introduce their own mural to others. Each student write down three sentences to express their gratitude to Japanese students. By means this project, students know how to cooperate with each other’s, even cooperative with other foreign students.