

## 2017 IIME REPORT

Country/Region [ Taiwan ]  
 School [ Taipei Municipal Zongshan Elementary School ] Teacher [ Hui-Ju,Wen ]  
 Grade ( 3-5 ) Member ( 26 )  
 JP school [ Minami Tsurumaki Primary School ] Teacher [ Yuka Yamano ]

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

Subject	Conception of the lesson	Hours
Knowing Key	Taiwanese Local culture	4
Introduce	Writing and drawing the posters of special things from Taiwanese local culture	6
Creating	Understanding Japanese culture's concept and creating the design Drawing the mural together	3

### # Theme and Message of the mural

Theme	Message
Culture Hand-In-Hand	<p>In this picture, we want to show you about is novelty and friendship, our characters are person, train, foods, mountain, and tree.</p> <p>And we want to have balance, so we drew Japanese's mascot and our qingguang bird, JAPAN's sakura and our maple, JAPAN's Fuji Mountain and our Jade Mountain, JAPAN's Osaka Castle and our zhenguang church, zhisheng memorial hall.</p> <p>Changing means the train of both sides go to each side and take some foods for each side like sushi, ramen, miso soup... red bean cakes, honey water and aiyu.</p> <p>Hope the culture from you an us could create a good friendship !</p>



### # Effects and the Problems

Effects your students have gained	Points for further improvement
The students knowing the culture of Japan much more. They are also glad to sharing the experience to their friends and family. They appreciated all cultures in the world, that is a really a wonderful journey.	We shared and known about the culture this time. Hope we could get the topic more deeply.

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

Changes in the students	Changes in the teachers
The students show more interest of the knowledge of other culture. The are also becoming much more confidence of shring. The stimulation of the mural creating is really good!	The teachers get the infromation about education more. And we are also feeling exciteg in the cooperation time.It is really good.

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sept	We've made self-introduction cards and posted on the forum. We also introduce ourselves by video conference.	We've made self-introduction cards and practice to do self-introduction in English. We also known a lot of Japanese culture, students's life and interest in the video conference. Students are all happy and exciting about that!	English
SHARE Research on the theme	Oct -	Before this meeting, we have known the local culture of our community by internet searching ,guest teacher interview and field researching. And we've draw the local culture of our community into the posters. During this meeting, we showed the posters and introduce the food, stories, buildings, and something about Philippines workers in Qingguang market to Japan's kids in English. We also knew a lot of Japan's culture by Japan's kids introducing. But the meeting's voice was too low to hear each other clearly. It's really a pity.	The kids was so exciting to meet Japan's kids in the meeting. And they also like Japan's culture. They even discussed about that after the meeting many times.	History Cultures and arts

UNITE United message/ Mural design	Nov	Sharing design We discussed it on the forum., and the kids made the final decision by video conference.	We discussed the way to connect the thoughts with each other first. The kids was happy to share the ideas on the video conference.But it is difficult to make the final decision.	Art english
CREATE Mural painting	Jan – Feb	Drawing	The students enjoyed the drawing time.	Art
APPRECIATE Reflection/ Appreciation	Feb– Mar	We made an oral presentation of the mural in our school and the MRT station nearby. We shared the collaborative learning experience of the mural making, including of: the Japanese culture,foods and buildings, especially our friendly partner! We also went outside of our school, shared the mural and the making stories.	The passingg traveler from Japan and other kids or teachers in school noticed the design, and we talked about the mural. We're all exciting!	English 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	Students are more familiar with their own culture. They also like to share about it.
Understanding your partner's cultures	4	Through each video conference, students also learn more about the characteristics of Japanese culture. They also began to learn simple Japanese words.
Information literacy (research, share)	4	Students like to operate the forums by themselves. They also learned how to record their learning process through information tools.
Communication ability (interactive exchange)	4	In the process of communication, students tried many different ways of communication, such as posters, videos, etc.
Critical thinking (objective, critical views)	4	Students learn more about history and like to ask questions about this historical content.
Active learning and action	4	In the creative process, students can divide their work and discuss actively.
Collaboration (in the class, with partners)	5	When designing a mural design or understanding Taiwanese culture, students can work together in groups to learn together.
Expression ability (in words, in pictures)	5	Students are more confident in publishing and can express their ideas through words and drawing
Appreciation ability (the mural, the whole collaborative learning)	5	Students can select important creative elements and show great ideas in the process of designing and painting.