

## 2017 IIME REPORT

Country/Region [ Taiwan ]

School [ Wen Ya Elementary School ] Teacher [ Ruth Hou ] Grade ( 5 ) Member ( 48 )

JP school [ Sourì Elementary School ] Teacher [ Yuri Iwake ]

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

Subject	Conception of the lesson	Hours
Social Studies	We investigated the endangered animals in Taiwan.	6
English	We wrote the content for VC in English, practiced it and showed it in the VC.	6
Art	We learned the basic skills of water painting and the mixture of different colors. We designed the drafts, re-drafted and reached the final agreement.	6
ICT	We learned how to use a new software, called LoiLo Note so that we could communicate with our partners in groups. We also joined Skype talk 5 -6 times	6
Integrative Activities	We talked about the research results in different classrooms and learned to make the mural painting as best as we could.	12

### # Theme and Message of the mural

Theme	Dream and Culture
Message United thoughts to share with the world	There are so many interesting and precious culture in the world. The more we know the beauty of different cultures, the more we cherish. As long as we try our best to make our dreams come true, we make the world a better place for everyone.



### # Effects and the Problems

Effects your students have gained	Points for further improvement
We had the precious opportunity to investigate our own culture and listened to the presentation of our Japanese friends. We also experienced the excitement of working with others from different country. Besides, we learned to work as a team and it encouraged our sense of cooperation.	We need to start the communication as early as possible. While we were using different software for global communication among students, we just need more practice.

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

Changes in the students	Changes in the teachers
Students with different talents, such as speaking in public, use of ICT had a chance to work together to make the project successful. They learned to respect other classmates more.	Teachers loved to have a chance to experience the idea of "connecting global classroom." Although the Internet connection might not go well every time, teachers still felt excited to work with other educators to make the next generation better.

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sep. 2017	We made greeting cards to our partner classes and asked them to offer the theme they liked to research. We had a Skype talk to meet our friends.	Writing in English is not easy. We could not write much English to our Japanese friends. But we were so excited to meet the friends from Japan and be their partners.	English
SHARE Research on the theme	Oct. 2017	In Social Studies Class, we read about the animals in danger in Taiwan. In Art class, we learned to make our own headwear and clothing for the talent show.	Focusing on the values of endangered animals is good for us to pay extra attention to our living environment. We loved to have a closer look at our living places as well as the Japanese culture.	Social Studies & ICT & Art
UNITE United message/ Mural design	Nov. 2017	We created the drafts and shared our thoughts with our partners on Skype. We posted our ideas on the Forum, hoping that the agreement could be made quickly.	We were excited to talk about the painting ideas and listened to the suggestions from our Japanese friends on Skype. We found it interesting and attractive when we stayed in the same classroom which was created by LoLo Note.	Social Studies & English & Integrated Studies
CREATE Mural painting	Dec. 2017 to Feb. 2018 ~~~~~	We formed into small groups and took turns to paint. Our art teacher gave us enough freedom to create what we wanted to present on the mural instead of giving us a lot of instruction.	It was fun to join the project. We set up the painting schedule in winter vacation and started painting as scheduled. Painting may be scaring to some of us but most of us enjoyed making an effort on the project.	Integrated Studies & Art
APPRECIATE Reflection/ Appreciation	Mar. 2018	We carefully read through the mural before we sent it back to Japan. And we tried to find the similarities and differences between Wen Ya E.S. and Souri E.S.. We wrote our feedbacks on the forum to so that we could share with each other the message on the mural.	In order to correspond well with our partners' drawing, we changed the original design of our mural. The design might be different from what we have promised, but all the essential points have been included on the mural. We hoped our partners would like our creativity, too.	Integrated Studies & 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	4	From the social studies class, students have had a close look at the values and importance of endangered animals in Taiwan. Thanks to the extra efforts made by Homeroom Teachers, students learned more about the connection between our living environment and the animals.
Understanding your partner's cultures	4	Because of our good relationship with Souri E.S., we have many wonderful Skype talk, using LoiLo Note with our Japanese partners. It was not hard for us to understand what our partners wanted to say because they have shown us wonderful photos while we were connected to the same classrooms on LoiLo Note.
Information literacy (research, share)	4	Students did not have the chance to work on the forum. They did not deal with the technical problem while the Skype talk started. However, they had very good abilities to sort out the photos and look for the information they needed to present during Skype talk. Taiwanese students have good abilities to make a comprehensible PPT to facilitate their oral report.
Communication ability (interactive exchange)	4	During the process of co-working, students learned to see his/her own talent. They did not see themselves only. Instead, they were willing to contribute their special talents in different aspects in order to make the collaborative project as perfect as possible. While reporting to our Japanese partners, our students made a great effort to post appropriate photos and speak easy English. The basic goal of cross-country communication is accomplished.
Critical thinking (objective, critical views)	4	Students had a good time reading every message from our partners. We learned from our partners that a dream does not have to be big but to be carried out. The more small steps we take, the closer we can make our dreams come true.
Active learning and action	5	Students were highly motivated to find their free time to complete the PPTs which would be used in the Skype talk. 85% of the students said they enjoyed chatting with their partners on LoiLo Note even though the language for communication might be hard for both of them.
Collaboration (in the class, with partners)	4	Students were willing to collaborate with their partners in Taiwan and Japan. Different opinions gave us different look of an issue. While we discussed in detail, we found the better ideas at the end.
Expression ability (in words, in pictures)	4	Students have tried their best to explain what they wanted to present to the Japanese partners. There was enough patience to wait for the appropriate communication. Limited English did not stop our ambition to deliver our ideas on the project.
Appreciation ability (the mural, the whole collaborative learning)	4	While reading the completed mural in class, students saw the clever combination of different ideas between Taiwan and Japan. Compared with the other murals, we were proud that our art teacher respected our ideas and did not change anything on the mural. Reading and painting the mural from children's points of view is far more important than painting from adults' points of view.