

## 2018 IIME REPORT

Country/Region [ México ]

School [ Comunidad Educativa Yaxunah ] Teacher [ Karina Abreu ] Grade ( 4 ) Member ( 21 )

JP school [ Takao Elementary School ] Teacher [ Hiromi Watanabe ]

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

Subject	Conception of the lesson	Hours
English	The new vocabulary. Investigation of their culture and the partners'	40
Geography	The location of the partner school	4
Art	Painting techniques	15

### # Theme and Message of the mural

Theme	Culture and characteristics of countries
Message United thoughts to share with the world	"Friendship will save the world"





### # Effects and Problems

Effects your students have gained	Points for further improvement
<p>Knowing and appreciating the characteristics of a culture different from their own.</p> <p>Working and collaborating as a group towards a common goal.</p>	<p>Having more opportunities for direct communication, through video calls. Maybe not between the full classrooms, but smalls groups from each school.</p>

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

Changes in the students	Changes in the teachers
<p>The interest for investigating due to having a motivation, in this case, knowing more about the culture about which they're participating with.</p>	<p>Giving more value to their students learning about other cultures through direct communication.</p>

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
<p><b>MEET</b> Self-introduction</p>	<p>Aug to Oct</p>	<p>Each students introduced themselves, along with their interests and what they like.</p> <p>Their name, age, and their favorite place and food.</p>	<p>Lots of enthusiasm and joy about meeting the students from the partner school.</p> <p>Excitement about learning from their similarities and differences.</p>	<p>English</p>
<p><b>SHARE</b> Research on the theme</p>	<p>Nov Dec</p>	<p>They made the research and then shared it with the partner school. About the different characteristics of Mexican culture, as well as our celebrations, culture and school holidays.</p>	<p>Interest about knowing and comparing their investigations with the partner school.</p>	<p>English Geography</p>

<b>UNITE</b> United message/ Mural design	Nov Dec	Discussed about the different ideas that they wanted to be in the mural and about how they can express through drawings their main message. And what elements would construct the main message.	Feeling free to express their ideas and achieving the construction of a global perspective.	English
<b>CREATE</b> Mural painting	Jan Feb	It was decided how to divide the mural and what kind of design would be built. One group made the drawings in pencil, the other did the outlines, and a last one did the painting.	Lots of excitement to watch how their idea was developing into reality as they progressed.	Art
<b>APPRECIATE</b> Reflection/ Appreciation	Mar	Reflect through dialogue as a group, about the knowledge they gained in this project	Self-evaluation and co-evaluation about their participation. Interest in knowing what are their weaknesses, to be able to work on them.	English

### # 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	During the dialogue with the partner school.
Understanding your partner's cultures	4	During the dialogue with the partner school.
Information literacy (research, share)	5	In class, when sharing their product/results and when bringing new information that might interest the group.
Communication ability (interactive exchange)	4	Making use of their English knowledge when introducing themselves and sharing their ideas. For example: during the video conference.
Critical thinking (objective, logical views)	4	When building the general idea of the message they wanted to express with the mural and reaching an agreement.
Active learning and action	4	Sharing experiences and making drafts of what they want to express in the mural.
Collaboration (in the class, with partners)	5	Reaching agreements about each other's participation, both between students and schools, regarding content, time and form.
Expression ability (in words, in pictures)	4	Making phrases and drafts that represent the message they want to convey.
Appreciation ability (the mural, the whole collaborative learning)	5	The process of reflection that they can reach as a group when being self-critical in their development as a group and as a person.