

2018 IIME REPORT

Country/Region [Nepal]

School [Azad Secondary School] Teacher [Kumiko Mizukoshi] Grade (5) Member (17)

JP school [Ako Nishi Elementary School] Teacher [Takuma Shiba]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Nepali	About earthquake and Japanese culture, Write a letter etc.	19
English	"	19

Theme and Message of the mural

Theme	Revival from an earthquake -for the future-
Message United thoughts to share with the world	They are earthquake victims. They drew revival from the earthquake. And they drew the important thing (family and friends) there.



Effects and Problems

Effects your students have gained	Points for further improvement
<ul style="list-style-type: none"> • autonomy • Understanding for different cultures • cooperativity 	<ul style="list-style-type: none"> • Communication skills • to sympathize with a person's feelings or circumstances

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

Changes in the students	Changes in the teachers
Increase of the interest of Japan	Increase of the interest of Japan I'm Japanese. So, other teacher interest of Japan.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Aug.	<ul style="list-style-type: none"> •Introduction of the Japanese culture •Movie •Report 	Students were enjoying Japanese culture. (ex: 書道、折り紙)	Nepali English
SHARE Research on the theme	Sep. Oct. Nov.	<ul style="list-style-type: none"> •Introduction of the Japan and Nepal earthquake •Movie •Report 	Students didn't know the earthquake of the own country very much. So, It was a very good time.	Nepali English
UNITE United message/ Mural design	Dec. Jan.	<ul style="list-style-type: none"> •a method of painting or drawing •Movie •Report 	Our school doesn't have time of arts and crafts. So, Students showed an interest in the arts and crafts.	Nepali English
CREATE Mural painting	Feb.	<ul style="list-style-type: none"> •a method of painting or drawing •Movie •Report 	Students were ganging together.	Nepali English
APPRECIATE Reflection/ Appreciation	Mar.	<ul style="list-style-type: none"> •Skype •questionnaire •Report 	Students enjoyed interchange in Skype.	Nepali 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	3	Students felt a difference with the Japanese culture.
Understanding your partner's cultures	5	I introduced Japanese culture positively.
Information literacy (research, share)	4	Students were able to know that they did not know it.
Communication ability (interactive exchange)	4	Students increased opportunities to speak English.
Critical thinking (objective, logical views)	1	None
Active learning and action	4	I utilized ICT (Information and Communication Technology).
Collaboration (in the class, with partners)	5	We utilized forum and Skype.
Expression ability (in words, in pictures)	3	Students were not able to get it in a short term.
Appreciation ability (the mural, the whole collaborative learning)	3	Students performed a questionnaire. And They thought about this project.