

2018 IIME REPORT

Country/Region [Taiwan]

School [Beitou Elementary School] Teacher [Chen Hsin Dai / Lisa Liu / Diamond Liu] Grade (6) Member (26)

JP school [Kameda Nish Elementary School] Teacher [Mariko Obinata / Kenichi Wakabayashi / Yuya Ikuta]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	Self and school introductions/ culture learning	8
Social Studies	Culture studies	17
Art	Mural painting	10

Theme and Message of the mural

Theme	Love, Connecting, Be thankful
<p>Message United thoughts to share with the world</p>	<p>1. Love goes on We believe that love is the greatest power of creation. We love cultural traditions, want to save it, and tell story to our next generation.</p> <p>2. Connecting people Just like our cultural exchange Learning from different cultures, linking each other. Work together to complete a larger learning mission. Connecting everyone to the world. We learn to get along with people with kindness and respect.</p> <p>3. Be thankful Last meeting We're very impressed with your presentation about thankful – “thank you for everything”. We cherish the opportunity of this cultural exchange. We thank God for giving. In particular, Matsu, a traditional belief in our town Our creations will contain love, connection and appreciation.</p>



Effects and Problems

Effects your students have gained	Points for further improvement
<ol style="list-style-type: none"> Learning how to take video for introducing self and school. Got opportunities to learn own culture and industries through visiting, role player game from local community members. Learning how the precious of own culture. 	<ol style="list-style-type: none"> Describing the particular part of culture with one sentence, not too long. Wish culture programs would add in different grades in our school, but unfortunately most of teachers think learning English is more important than culture study.

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

Changes in the students	Changes in the teachers
<ol style="list-style-type: none"> 1. Learning culture between each others is the main meaning of this project, not only for fun. 2. The students realized more of local culture and proud of it, they have more culture confident. 3. The students know the most good valuable of this project is have to learn culture, learn how to share to partner's school, and completed the mural painting through discussion. 	<ol style="list-style-type: none"> 1. We could share the positive value through this project with each others. 2. Both of school teachers worked very hard for building the way of connecting each other with honor. 3. We learned how much care of culture program from Japan's school.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
<p>MEET Self-introduction</p>	Sep	<ol style="list-style-type: none"> 1. Students have to make introducing card and take video by themselves. 2. Students have to discuss how to introduce the most particular part of school. 	<p>Most of students can introduce self, but when they have to cooperate each others to discuss how to introduce school, it's more difficult for them to brief by English. But they were so happy that partner school post their portrait on the board of their school.</p>	English Social Studies
<p>SHARE Research on the theme</p>	Oct	<ol style="list-style-type: none"> 1. Role players game to know the hot spring history of Beitou.. 2. Lion Dance learning and visited Matzu temple. 3. Making introduce book ofhotspring,,museum,bike carrier,Hokutulite,lion dance,Matzu Temple,ect. 	<p>When they experienced the culture programs, they could show the enthusiasm on every programs and appreciated they getting such a good opportunities. But when they have to make a presentation by English, some of them felt lots of pressure. IN the other hands, they can know the students of Japan were proud of own culture.</p>	English Social Studies
<p>UNITE United message/ Mural design</p>	Nov	<ol style="list-style-type: none"> 1. Discuss the theme of mural painting. 2. Discuss how to design the composition. 3. Students design the mural painting. 	<ol style="list-style-type: none"> 1. Students were very impressed the activity of the "give me five", they could really interact with each other. 2. We learn the presentation way from partner school, it's really more easy for our students and let partner school understand the meaning. 3. Students felt pressure about the different instructing way from other teachers, especially the teachers in charge of mural painting were not their tutor. 	English Art

CREATE Mural painting	Jan	<ol style="list-style-type: none"> 1. Students and teacher designed the composition of mural painting 2. Students and teachers painted for completing the mural painting. 	<ol style="list-style-type: none"> 1. Some of students didn't have confidence for drawing the composition. 2. Students were enjoy in painting and some of them come to school for painting in winter holiday. 3. Students felt achievement while completing the mural painting.. 	Art
APPRECIATE Reflection/ Appreciation	Feb	<ol style="list-style-type: none"> 1. Students wrote the feedback. 2. Students brief their appreciating to the one of classmates and shared what they learning and how they feel about this project. 	<ol style="list-style-type: none"> 1. Students were impressed to confidence of Japanese students. 2. Students knew the value of culture learning and would like to share to others if they can in the future. 3. Students felt a little bit sad about Japanese students will graduate in the end of Mar. 	Social 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	4.5	Even though students were able to learn the local culture through this project, but we had limit time to let every student reading the relative literature of local culture.
Understanding your partner's cultures	4	Students could understand the partner's presentation due to they brief clearly with drawing or short drama play.
Information literacy (research, share)	4	Sharing questions and answer through skype can let student focus how find the way to understand the own culture and the unique point.
Communication ability (interactive exchange)	4	Most of students were excited in interactive activities, few students felt hard to communicate by English, especially they are special students.
Critical thinking (objective, logical views)	4	Students learned why community members would like to promote the local culture and protect the nature environment.
Active learning and action	4	Students like the culture programs and love culture exchange to partner school, but few of them didn't like the home work of art.
Collaboration (in the class, with partners)	4	Few students couldn't corporate with others so well because they didn't have team skill since before.
Expression ability (in words, in pictures)	4.5	Student learned from different way of expression, like making video, introduction board, culture book, and presentation card.
Appreciation ability (the mural, the whole collaborative learning)	5	Students learned how to appreciate from every culture programs and partner school. In the end, they knew the value of culture learning and how to accept and understand the different culture between each other.