

2018 IIME REPORT

Country/Region [Taiwan]

School [Hsin Chya Elementary School] Teacher [Sandy Yang] Grade (6) Member (54)

JP school [Tomigaya Elementary School] Teacher [Kensuke Kato]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	Learning basic information about Japan and practicing self-introduction in English	4
English	Understanding Taiwanese and Japanese cultures	5
English	Understanding the cultural differences between Taiwan and Japan	4

Theme and Message of the mural

Theme	Sharing of Culture and Peace
Message United thoughts to share with the world	Sharing similarities and differences between Taiwanese and Japanese cultures and promoting world peace



Effects and Problems

Effects your students have gained	Points for further improvement
The students learned how to work together to complete a project. They gained a lot of knowledge of Taiwanese and Japanese cultures. They learned to embrace cultural differences and this helped them develop a global perspective. They also become more confident in themselves.	If the students can be paired and they can exchange cards or messages with each other, there would be more interactions.

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

Changes in the students	Changes in the teachers
The students knew better about Japanese culture. They also learned what Japanese students' lives are like. They developed a global aspect. They realized the importance of teamwork and international cooperation.	The teachers learned about Japanese culture and the Japanese educational system. We learned different ideas about teaching through exchanging teaching experiences. We realized the importance of cooperation among the teachers from all over the world.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Aug Sept	We posted our school introduction on the forum and the students introduced themselves through video conference.	Students learned the importance of English and they also learned about Japanese students' school lives.	English
SHARE Research on the theme	Oct Nov	Students did some research about Taiwanese culture and learned about the similarities and differences between Taiwanese and Japanese cultures by video conference.	Students learned about our culture and Japanese culture. They found the similarities and differences between two cultures. They learned how to appreciate other culture and embraced the differences.	English
UNITE United message/ Mural design	Nov	We discussed what we would like to put on the mural and exchanged our ideas with the Japanese students.	Students learned how to cope with the Japanese students and respect other's opinions.	English
CREATE Mural painting	Dec to Feb	Students worked in groups to design the mural. They drew the mural ideas and painted the images.	Students were excited when they saw the picture drawn by the Japanese students. They drew our part very carefully. They felt very proud of themselves when the mural was accomplished.	English
APPRECIATE Reflection/ Appreciation	Feb	We hung the mural on the school bulletin board for students and teachers to view it.	Students felt very good about themselves because they did a great job not only for our school but also for our country.	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	Students understood more about Taiwanese culture such as festivals, customs, and traditions, etc.
Understanding your partner's cultures	5	Students learned about Japanese culture through video conference and they also did some research online.
Information literacy (research, share)	5	Students worked in groups and each group focused on one topic to find the similarities and differences between Japanese and our cultures. They shared with the Japanese students on the forum and also via video conference.
Communication ability (interactive exchange)	5	Students learned to share their ideas through video conference and they also communicated with Japanese students by posting questions and answers on the forum.
Critical thinking (objective, logical views)	5	Students learned to embrace the differences in different cultures. This helped them develop a global perspective.
Active learning and action	5	Students actively participated in this project. They did a lot of research and they also discussed with the Japanese students. They showed the mural to the whole school and explained their ideas.
Collaboration (in the class, with partners)	5	Students finished their tasks in groups, so they realized the importance of teamwork. They also learned collaboration when they discussed the theme of the mural with the Japanese partners.
Expression ability (in words, in pictures)	5	Students learned how to present their ideas through video conferences. They were very satisfied with the mural they painted with the Japanese students. They become very confident in themselves.
Appreciation ability (the mural, the whole collaborative learning)	5	Students appreciated the chance to work with the Japanese students and they were proud of the mural they completed with Japanese students.