

2018 IIME REPORT

Country/Region [Canada]

School [Lincoln M. Alexander S.S.] Teacher [Anura Bellana] Grade (9–11) Member (8)

JP school [Tagara High School] Teacher [Harumi Nagashima]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Planning & Exploring (Thinking & Inquiry)	Explore thoughts and ideas about the future that (both the Japanese and Canadian) students have. Exchange ideas and sketches through the forum	4hrs
Producing art (Application)	Draw images related to ideas and finally come up with a common composition. Draw and paint image on canvas.	12 hrs.
Reflecting (Communication)	Talk and write about the experience	1hr

Theme and Message of the mural

Theme	Looking towards our common futures.
Message United thoughts to share with the world	Our future derives its strength from our past and present.



Effects and Problems

Effects your students have gained	Points for further improvement
Our students noticed that children of both countries think and envision what their futures will be. They also noticed that, there are more commonalities in their thinking than differences.	Prepare common survey questions for both groups to answer. Exchange more visual imagery

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

Changes in the students	Changes in the teachers
Canadian students wanted to communicate more directly with the Japanese students	I wanted to communicate more about the teaching and curriculum related topics with my partner

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
MEET Self-introduction	September	<ul style="list-style-type: none"> Exchanged greetings Exchanged some photographs 	<ul style="list-style-type: none"> They enjoyed the exchange of personal information 	Communication
SHARE Research on the theme	November	<ul style="list-style-type: none"> Selected theme Exchanged sketches Reviewed each other's drawn ideas 	<ul style="list-style-type: none"> They enjoyed viewing and comparing each other's sketches Commented more on representational skills than the importance of theme/ ideas 	Thinking & Inquiry
UNITE United message/ Mural design	December	<ul style="list-style-type: none"> Agreed on a final composition 	<ul style="list-style-type: none"> Students found it difficult to give up some of their original compositional ideas 	Knowledge & Understanding
CREATE Mural painting	January/ February	<ul style="list-style-type: none"> Students had a chance to view the completed Japanese side of the mural Begin responding to it with images 	<ul style="list-style-type: none"> Students were impressed with the expressive brushwork of their Japanese partners 	Application
APPRECIATE Reflection/ Appreciation	March	<ul style="list-style-type: none"> No time to appreciate the mural with rest of the school due to delays caused by number of school closures because of severe weather 	<ul style="list-style-type: none"> Even though students were disappointed in not appreciating the mural with their school peers, they were proud of being able to complete it on time to send it to Japan 	Communication

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	<ul style="list-style-type: none"> Research into Canadian history led to students to discuss Canadian values and their significance in relating to the world
Understanding your partner's cultures	4	<ul style="list-style-type: none"> Made students see shared values amongst world communities
Information literacy (research, share)	4	<ul style="list-style-type: none"> Students used information gathering, reading, oral language (discussions) and information assessing skills
Communication ability (interactive exchange)	4	<ul style="list-style-type: none"> Students could have interacted with their Japanese partners more
Critical thinking (objective, logical views)	5	<ul style="list-style-type: none"> Showed abilities to imagine and envision concepts supported with reasoning based on past and present events
Active learning and action	4	<ul style="list-style-type: none"> Exchanging of ideas through creation of images
Collaboration (in the class, with partners)	5	<ul style="list-style-type: none"> Initiated in class discussions about culture, value and globalism
Expression ability (in words, in pictures)	5	<ul style="list-style-type: none"> Became familiar with paint application techniques
Appreciation ability (the mural, the whole collaborative learning)	4	<ul style="list-style-type: none"> Appreciated work ethics, collaboration among peers as well as international partners