

## 2018 IIME REPORT

Country/Region [ Denmark ]

School [ MAlegårdsskolen ] Teacher [ Gitte Tjellesen ] Grade ( 6 ) Member ( 25 )

JP school [ Kizu-Minami Junior High School ] Teacher [ Mami Miyahara ]

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

Subject	Conception of the lesson	Hours
English	We use a great deal of English lessons in order to prepare the different topics, which Ms. Miyahara and I had agreed on.	30

### # Theme and Message of the mural

Theme	Our dreams. The Universe – our World – ‘we go hand in hand’
Message United thoughts to share with the world	We are united – we walk hand in hand. We are aware of differences and similarities. Young people expressing their dreams for the future.



### # Effects and Problems

Effects your students have gained	Points for further improvement
It has been an interesting process for them – in the beginning it was difficult and a bit diffuse for them to imagine what the idea was behind the project. When the mural arrived, the students got a more personal involvement. They have also got a knowledge about a country which they didn't	I think I expected more communication between the 2 classes, however, I realized during the project that my co-teacher had her class in Art and I had my class in English – so although we had a <i>very good</i> relationship we had different focus. I have really enjoyed working with MS Mami Miyahara, she has supported me during the difficult process with the mural, which was a bit of a challenge for me and my class.

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

Changes in the students	Changes in the teachers
A window has opened for us 'JAPAN' – we all have a new knowledge about a country/ culture/ school system, which we did not have before.	I have been challenged concerning the painting the mural. I have enjoyed immensely working with the Japanese teacher. We have gained a fine and respectful relationship.

**# Flow of the Activity**

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	SEP.	The students wrote self-introduction in class.	Students always enjoy writing about themselves.	English
SHARE Research on the theme	Oct – nov	Made power point presentation about the students' home area and about the country, culture, history/ Denmark. Wrote about their own dreams for the future.	It was ok – they especially enjoyed reflecting on their dreams.	English
UNITE United message/ Mural design	Dec	Very exciting process. The Japanese teacher and I had a great communication together. Our both proposals were very similar to one another.	They were engaged	English
CREATE Mural painting	Jan – feb.	Both teachers/classes came up with a proposal and design for the mural. Funny enough, the draft we sent to Japan was very alike the one Mrs. Miyahara had designed. Then we exchanged ideas and in the end, Mrs. Miyahara came up with the final proposal. We thought it was a very good idea the way Mrs. Miyahara had integrated all what we had done and talked about. The puzzles were a very good idea; it made a frame and order.	They found it very interesting that both classes came up with similar ideas for the mural. A bond tied the 2 classes together.	English –
APPRECIATE Reflection/ Appreciation	Feb.	It was a great feeling when the mural was finished and we arranged a presentation for the school. The class and I felt so proud	The students were proud to see such a big project, as we all feel it has been, were done.	Feb.

### # 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	Our students generally have a good insight in their own culture.
Understanding your partner's cultures	2	We didn't get much info from our partner class, however, I think I expected too much. I'm aware of that my Japanese partner had her class in art and I had mine in English. In Denmark we have a wide 'freedom' in planning our content and teaching. If I had known better, I would have involved other teachers and planned more cross curriculum teaching, so we could have worked specific with Japan culture and history. I would fx. Have asked the history teacher to become involved in the project.
Information literacy (research, share)	5	My Japanese partner has been excellent in responding, if I had problems. IIME has been a great help – I felt you followed up all the time.
Communication ability (interactive exchange)	5	we had a fine communication – but not interactive ( Skype)
Critical thinking (objective, logical views)	2	We didn't deal with critical thinking. We talked about the differences in school systems.
Active learning and action	3	The students were active while working
Collaboration (in the class, with partners)	4	There was a lot of 'collaboration' during the project. The students often come up with ideas, which we discussed and integrated in the project.
Expression ability (in words, in pictures)	3	My students are very good at expressing themselves in words , but it was hard / challenging for them to do the painting, however it all ended well.
Appreciation ability (the mural, the whole collaborative learning)	4	The mural project has been great – but we have unfortunately not so much impression of the Japanese class. As mentioned earlier, I have had a fruitful and gifted cooperation with Ms. Mami Miyahara.