

2018 IIME REPORT

Country/Region [Mexico]

School [Universidad Veracruzana Centro De Idiomas Xalapa] Teacher [Mitsuru Kurosaki] Grade (6) Member(10)

JP school [Kaiseigakuin High School] Teacher [Osawa, Yamane, and Ichikawa]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Cultures	Mexican cultures Japanese cultures	4
Letters	Writing letters in Japanese	2
Comprehensions	Understanding and learning about Mexican gods about The Nature, what are they made of and sharing our culinary experience in contrast to Japanese culture.	2

Theme and Message of the mural

Theme	Appreciating the Nature
Message United thoughts to share with the world	We expose painting about the Nature and some deities of the Mexican Prehispanic culture. Through this mural painting we would like to send a message about our appreciation about the Nature.



Effects and Problems

Effects your students have gained	Points for further improvement
They came to know interesting facts about Japanese gods and what is important or iconic in certain Japanese regions. They also became aware of their own cultural richness while doing research on what kinds of certain Mexican Prehispanic gods we know.	Students hope to improve their language skills so they can communicate more fluently with Japanese people next time.

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

Changes in the students	Changes in the teachers
Students learn to collaborate be aware of other opinions and share their thoughts, they learned to organize a Schedule and work according to it. The ones that were not good at drawing or painting learned a lot from the expert ones.	We learned the importance of communication in order to work in the best possible way, to be in touch and use technology to establish a conversation with people far away and engage our students in a process in which they can learn valuable things.

Flow of the Activity

Content	Month	What you did	Your student's attitude/reflection	Subject
MEET Self-introduction	Sept	Introduction by power point presentations.	They took very seriously the task of sharing items of our country to share with the Japanese students.	English History Culture Japanese
SHARE Research on the theme	Oct -	Small workshop / discussion	Students gathered ideas about what themes could be good for the mural and work on some individual designs to share by mail with the other school.	History Cultures and arts
UNITE United message/ Mural design	Nov	Sharing design	We made a design and sent it by mail. We sent several sketches to express the appreciation about the Nature.	Art english
CREATE Mural painting	Jan - Feb	Drawing	The students formed teams, drew and cleaned everything up at the end of each painting session.	Art
APPRECIATE Reflection/ Appreciation	March	Display the painting	We realized a Skype videocall in which Japanese students shared with us the final work. We programmed such videocall and talked a little bit about what was hard, easy and most interesting thing on the side of the other school. We had a good time also talking to them about other things. They sang for us in Japanese, English and Spanish!	English Japanese Art Music of "Coco"Mex ican Movie

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	We could be able to know our cultures because our partner always show us their cultures and we tried to response to show ours.
Understanding your partner's cultures	4	Our students are currently learning Japanese language. They are from several levels and groups and they are also aware of the most common facts around culture through the language learning immersion.
Information literacy (research, share)	3	We have limited source to internet but we did not have problems since we painted our cultural items and everyone knew them well.
Communication ability (interactive exchange)	3	The students wrote some of our cultures. But we still need more description and communication.
Critical thinking (objective, critical views)	3	Students argued on how certain items in this topic of the Nature are very characteristic of our cultures and theirs.
Active learning and action	3	They used mainly internet to look for information. But We had to study a lot of traditional cultures.
Collaboration (in the class, with partners)	3	We received the greeting cards and messages from Japanese students. We tried to send messages on the Forum.
Expression ability (in words, in pictures)	5	Students showed great creativity, patience and collaboration between them. We had this big chance of working with a student that is a professional painter and helped us a lot.
Appreciation ability (the mural, the whole collaborative learning)	5	We showed the Mural painting to Japan by the Forum and Skype meeting. And in the Japanese school they discussed about the painting for us. They seemed all happy with the result.