

## 2018 IIME REPORT

Country/Region [ Taiwan ]

School [ New Taipei Municipal Fuhe Junior High School ] Teacher [Tiffany Pan] Grade ( 8 ) Member (29 )

JP school [ Kobe University Secondary School ] Teacher [ Masataka Omori / Rika Iwami ]

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

Subject	Conception of the lesson	Hours
English	Students wrote self-introductions “ All about me” on a learning sheet in English to introduce themselves to Japanese partners. They also have to try to use English to introduce Fuhe Junior High School and Taiwan to Japanese friends orally.	1
Biology	Students discussed what theme they are interested in painting.	1
art	Students discussed and decided what themes they are good at and able to paint.	1
computer	Students in Taiwan orally introduce themselves to Japanese students by Skype. Teachers and students in Taiwan and Japan discussed and decided the theme of the mural together.	2
English	We got the written self-introduction learning sheets from Japan. Our English teacher delivered and let students appreciate their introductions.	1
art	We got the mural from Japan. The art teacher bring the students to appreciate the mural with students and take pictures together.	1
art	The art teacher organized the date and had the students to paint the mural together during the winter vacation. She asked them to draw the sketch first and taught them how to use the paints correctly.	4

### # Theme and Message of the mural

Theme	Biodiversity
Message United thoughts to share with the world	By painting the mural, we would like to share the endangered animals and plants of both Japan and Taiwan with the world.



### # Effects and Problems

Effects your students have gained	Points for further improvement
<p>1 Students are encouraged and brave to talk to Japanese partners in English.</p> <p>2 They are able to communicate their thoughts with Japanese partner. Sometimes, in order to unite the thoughts together, they have to know when to insist and when to compromise their opinions.</p>	<p>Biodiversity, this theme is not so familiar with students. Students spent some time searching on the Internet and deciding the species they would like to draw. We think we can afford more opportunities and curriculum to facilitate students learning about our environment.</p>

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

Changes in the students	Changes in the teachers
Students are very excited to be able to finish a mural with Japanese students. They find that they have to know not only how to paint but also how to unite the thoughts in English. This project inspire their learning motivation.	Our teachers are very excited, too. They are active to plan all the procedures of learning and solve the problems students encountering while painting.

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sep.	The art teacher finds the students who are willing to join this project. I help students to introduce themselves by Skype.	Students were very excited because they didn't have this experience in finishing one painting with students from Japan.	English computer
SHARE Research on the theme	Oct.	The art teachers and I discussed the theme with Mr. Masataka Omori, the Japanese art teacher and the students.	Students found it difficult to describe the theme they were interested in. They needed more English vocabulary in art.	English art
UNITE United message/ Mural design	Nov.	After several times of discussing by Skype and Line, both of us finally decided our theme.	Though there were some difficulties, students never gave up. They tried to find words which they could use in communication. And they learned some Japanese.	English art
CREATE Mural painting	Dec.- Jan.	Japanese students began painting. Then we got the parcel. It's a very very big one with the mural and the paints. We decide to visit Kobe University Secondary School on Mar, 2018.	Students were very surprised to see this precious parcel before the end of 2018. It was a really wonderful gift for my students. It is really beautiful – the painting, the skills are professional! Our students came to school during winter vacation to finish the mural together. We post the pictures on our school's Facebook.. <a href="https://www.facebook.com/groups/489950814543160/">https://www.facebook.com/groups/489950814543160/</a>	English art
APPRECIATE Reflection/ Appreciation	Feb.	It's a wonderful mural which is a collaborative work by Kobe University Secondary School and New Taipei Municipal Fuhe Junior High School. We really cherish this chance. So our principal and director not only invite the press to report our work but also brings 29 students to visit Kobe University Secondary School on Mar 10, 2019 in person.		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	5	This project motivates students to recall and think how much they understand in our own environment and cultures and what elements and parts they can introduce to their Japanese partners.
Understanding your partner's cultures	4	This project inspires students to research our partner's environment and cultures.
Information literacy (research, share)	5	Originally, students don't know how to collect information and they are afraid of reading a whole English article. With the help of computer and English teachers, they increase their confidence in not only searching on Internet but also English reading..
Communication ability (interactive exchange)	4	This project facilitates students' motivation of learning English and Japanese to communicate with their partners.
Critical thinking (objective, logical views)	5	During the process, students will think about how to communicate effectively with their partners.
Active learning and action	5	Students become actively in learning.
Collaboration (in the class, with partners)	5	Students are glad to finish one mural together.
Expression ability (in words, in pictures)	5	Students make progress.
Appreciation ability (the mural, the whole collaborative learning)	5	Students become mature in appreciation ability.