

2018 IIME REPORT

Country/Region [Taiwan]

School [Taipei Municipal Taiping Elementary School] Teacher [Sylvia Chen] Grade (3-6) Member (30)

JP school [Fujie Elementary School] Teacher [Hiroe Sakuma]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Language	<ul style="list-style-type: none"> ● Introduction of students ● Introduction of school ● Expression and communication 	5
Leadership and Collaboration	<ul style="list-style-type: none"> ● Planning, negotiation and decision making. ● Integrate the opinions from every group members ● Work in cooperation 	10
Social Studies	<ul style="list-style-type: none"> ● Research and realize our culture ● Understanding and show respect to different cultural features 	5
Art	<ul style="list-style-type: none"> ● Show the theme we research by drawing ● Mural painting 	10

Theme and Message of the mural

Theme	culture
Message United thoughts to share with the world	<p>The mural we created together are painted by Fuji Elementary School on the left and Taiping Elementary School on the right. In the middle, a rainbow representing peace has connected Japan and Taiwan. Although there are many different things between Japan and Taiwan, but we can always find out what's in common and show respect to different cultural.</p> <p>First, Japan painted the famous building, Tokyo Tower; and we painted Taiwan's famous building, Taipei 101.</p> <p>There is Mount Fuji behind the Tokyo Tower, a mountain that represents Japan. There are many mountains in Taiwan, so we picked Alishan, which is rich in Taiwanese culture. There are small trains and sunrises in Alishan, so we also painted these, make it more obvious that it is Alishan.</p> <p>Then there is the cherry blossom tree in front of the rainbow. The cherry blossom is the national flower of Japan, so we painted our national flower – plum, and the banana is the fruit of Taiwan, so we painted the banana tree.</p> <p>Japan drew sushi and we drew Taiwanese food like pearl milk tea, stinky tofu and Xiao Long Bao. Japan painted the local loyal dog, and we painted the stone lion. Japan painted the lanterns of ceremonies, and we painted the sky lanterns.</p> <p>There are many cultural features similar or different between Taiwan and Japan in the mural, which let us know more about each other's culture.</p>



Effects and Problems

Effects your students have gained	Points for further improvement
<ul style="list-style-type: none"> ● Research skills ● communication skills ● information technology skills ● cooperation skills 	<ul style="list-style-type: none"> ● Set a deeper theme to talk about with partner. ● After research the theme, we can show it in creative way like music, drama or poems. ● Skype meeting should be arrange.

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

Changes in the students	Changes in the teachers
<ul style="list-style-type: none"> • Do not think English is difficult like before. They are willing to interact with foreign students now. • Realized our own local culture, Care more about our culture and feel proud of it. • collaborate • Be more confident and responsible to solve any problem. 	<ul style="list-style-type: none"> • It's the first time to join the IIME project. It's a pleasure to collaborate with Japanese partner. I learn how to communicate with Japanese partner. • I love to watch the photos and read the messages on the forum. It's an unforgettable experience.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sep.	Recorded the self-introduction video. Made school introduction video. Read and response to the introduction cards from Japan.	Some of them were nervous and challenging, some of them feel confident to record the self-introduction video. 6th grade student were in charge of introducing the most particular part of school. They spent some time to prepare and did it really well. They all very excited of receive the introduction cards from Japan. So we read and responded to every single card. Students thought it's interesting to know the subjects and activities other school have.	Language / communication
SHARE Research on the theme	Oct.	Research on the theme "culture", we choose Taiwan, Taipei, our community and our school as topics, to find out what's special in Taiwan's culture.	Students discussed what they want to share about the topics, tried to integrate the opinions from every group members, then collected information on the internet, and arranged it to made posters of "special animals of Taiwan", " Taipei City Walls", " tea shop", " Ningxia night market", " lion dance" and " school chicken". They were positive and active in the process.	Leadership / Social studies
UNITE United message/ Mural design	Nov.	Japan show their draft and we decide one. Based on the Japanese draft, we research what culture features of Taiwan can be corresponded with on the mural.	Students were excited recognizing the element they known on Japanese draft. And they also happy to learn the culture features what they didn't know before. Students love the pictures from Japanese students, and feel interested to design the other half mural.	Language / communication
CREATE Mural painting	Jan.	Designed the composition of mural. Painted the mural.	Students were really enjoy in painting the mural. They feel a little difficult at the beginning, because the mural is big and they are not control it very well. But they learn to handle it and have fun soon. They were very motivated during painting and communicate with other to complete the mural.	Art / collaboration
APPRECIATE Reflection/ Appreciation	Feb.	Wrote the feedback work sheet. Wrote the appreciation letters.	Students feel honor to send the mural as a graduation gift to Japanese students. Students cherish the process we have. They wrote some heartfelt blessing letters to wish them a happy graduation.	Language / Affection

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	4	Students collected information on the internet, and arranged it to made posters.
Understanding your partner's cultures	4	Japan share their trip to let us know the famous traditional buildings, interesting activity in Kyoto and Nara.
Information literacy (research, share)	4	Students collected information on the internet.
Communication ability (interactive exchange)	4	Students ask questions or write down their opinions, and teacher post it on the forum.
Critical thinking (objective, logical views)	3	Students ask questions about Taiwan's culture and Japan's culture.
Active learning and action	5	It's not often to have the opportunity to do international cooperative learning in our school, so students are full of motivation to do it.
Collaboration (in the class, with partners)	4	Students practice their cooperation skills in class group. IIME provides a real opportunity making students to work and achieve goals together. There is little direct collaboration between my students and Japanese students. Most of time just me and the partner teacher try to
Expression ability (in words, in pictures)	4	Students are more confident to express their ideas, they will use their own suitable way to do it.
Appreciation ability (the mural, the whole collaborative learning)	4	Students cherish the process we have. They wrote some heartfelt blessing letters to wish them a happy graduation.