

2018 IIME REPORT

Country/Region [Taiwan]

School [Wen Ya Elementary School] Teacher [Ruth Hou] Grade (5) Member (54)

JP school [Souri Elementary School] Teacher [Tetsumasa Ishikawa]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Social Studies	We made a research on the cultural features in Taiwan.	3
ICT	We surfed on the Internet to look for possible reference materials that we can use on the mural. We also had Skype talk 4 times during the year.	3
English	We wrote the speech content for monthly Skype talk in English and definitely presented it during the Skype.	5
Art	All of us learned the basic skills of water painting and the mixture of different colors. Some art-talented students designed the drafts, presented the draft to our class and the Japanese partners. We made some changes after negotiation with the Japanese partners.	5
Integrative Activities	We were set into different groups to do the painting. Every one of us had the opportunity to take part in the process of painting.	10

Theme and Message of the mural

Theme	Beauty of Culture
Message United thoughts to share with the world	Every culture is unique. The diversity of cultures inspires the necessity of global communication. We learned to cherish our own culture. At the same time, we learn to respect cultures from different parts of the world. The more we understand each other, the better world we will live in.



Effects and Problems

Effects your students have gained	Points for further improvement
<ol style="list-style-type: none"> Through Skype talk, our students have clearer impression toward our partner school. Most of the students can list the features of Souri Elementary, such as their plum trees, plum rice, school lives and so on. We strongly feel that Japanese students are very polite, well-behaved and they can write beautifully. Our students are very interested in the Skype talk. Even though both of us have limited English abilities, we loved to participate in the talk. For those who were brave enough to give a short talk in the Skype session, they were very satisfied to gain the sense of achievement and they would be more confident to speak in English in public. 	<ol style="list-style-type: none"> Holidays and Culture is an interesting theme to start the global communication. However, living in a country with multi-cultures, like Taiwan, it is sometimes difficult for the students to focus on one specific holiday. We may need to encourage more talk and participation among students so that students can choose their favorite theme or topics to share with their Japanese friends. Due to the limited time and busy schedule, we could only meet our partners on Skype once in a month. We are wondering if it is possible to create a forum for students. Teachers in both countries are too busy to visit the forum frequently. Students need to acquire the ability to

<p>4. We appreciated the warm, positive feedbacks that Sourì E.S. gave us during the last Skype talk. We felt so touched when so many Japanese students tried to write on the whiteboards to tell us their comments after reading the completed mural and the hand-made gifts. Every one of us experienced the beauty of friendship at the end of the project.</p>	<p>communicate with one another. Setting up a safe platform for student-to-student talk might be necessary to promote mutual communication as well as long-term friendship.</p>
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How has your impression toward your partner's country/region and the world changed?

Changes in the students	Changes in the teachers
<p>The students at Wen Ya E.S. are quite familiar with Japanese school lives. However, our students received new and clear impression about Japanese students by way of reading, listening and watching every topic that was shared in the Skype talk every month. Our students loved to get prepared before the Skype talk and they did witness what the teachers have always praised about the Japanese students. The special characteristics in Sourì E.S. and their community broadened our view of Japan.</p>	<p>The teachers at Wen Ya E.S. strongly felt the seriousness of the Japanese teachers. Comparatively speaking, Taiwanese teachers do not ask that much on the details during Skype process. Japanese teachers encouraged a student-led talk but Taiwanese teachers were still used to be the leaders/monitor during the Skype talk. We would modify our own teaching style to encourage more student work in the coming Skype talk.</p>

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
<p>MEET Self-introduction</p>	<p>Sep.</p>	<p>We created the greeting cards to say hello to our partners in Sourì E.S.</p> <p>We had a class-to-class Skype meeting.</p>	<p>At the beginning, our students thought making cards is like another assignment in art class. They finished their cards on time but they did not know that the cards were going to bring something valuable in their coming school lives.</p>	<p>Art English</p>
<p>SHARE Research on the theme</p>	<p>Oct.</p>	<p>Teachers concluded the learning contents in the textbooks of different subjects. Students in groups worked on worksheets to figure out what information they would like to share with Japanese partners.</p> <p>We had a class-to-class Skype meeting.</p>	<p>Students spent some time surfing on the Internet and reading in the library to get a broad view of their theme. They understood the message but they were lack of authentic live experience, such as rowing a dragon boat. Besides, there were too many different versions of information for them to choose from. They had a hard time finding the true stories behind the holidays.</p>	<p>Chinese Social Studies ICT English</p>
<p>UNITE United message/ Mural design</p>	<p>Nov.</p>	<p>Students created their individual drafts and read through the drafts from other groups, too.</p> <p>We had a class-to-class Skype meeting.</p>	<p>Students were interested in drafting and they did a good job presenting what they wanted to say on the drafts. They were open-minded enough to read others' draft and made some changes after negotiation.</p>	<p>Art ICT English</p>
<p>CREATE Mural painting</p>	<p>Dec. & Jan.</p>	<p>Art-gifted students drew the outline and the rest of the students painted.</p>	<p>Some art-gifted students drew on the mural first. Later, students took turns to do the painting. Everyone had the time painting on the mural.</p>	<p>Art</p>

APPRECIATE Reflection/ Appreciation	Feb. & Mar.	We had a class-to-class Skype meeting to share what we had painted on the mural.	Students understood the hard work of painting a mural. They appreciated the great efforts that the partners have put on the project. They loved to see the mural completed in a beautiful, meaningful way. They felt so proud of themselves and their partners.	Chinese Social Studies ICT English
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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	Since there are too many holidays and festivals in Taiwan, our students have been confused by some origins of the holidays and festivals. Maybe, living in a society with multi-cultures hinders them from focusing on specific holidays and festivals. On the contrary, Japanese students have a better, clearer idea of what their cultures are like.
Understanding your partner's cultures	5	Our students are so interested in our partner's cultures and most of them can answer teachers' questions correctly and offer appropriate evidences to support their answers.
Information literacy (research, share)	4	Our students have good ability in researching via reference books in the library or Internet. In order to encourage more student-to-student communication, we might set up a forum/ platform for student talk.
Communication ability (interactive exchange)	4	Our students are brave enough to share their ideas in class and with their Japanese partners. They have had enough desire to communicate with others.
Critical thinking (objective, logical views)	3	Since the theme of the mural is beauty of culture, it is hard to find a chance to promote critical thinking. We aim to respect the differences in different cultures so we do not like to comment on the good/bad of our own culture or our partner's culture.
Active learning and action	4	Compared with regular homework doing after school, our students are so highly motivated to finish the learning tasks given in the mural project. They love to spend time getting ready for the presentation during the monthly Skype talk.
Collaboration (in the class, with partners)	5	Our students are willing to collaborate with one another while making drafts and painting. Different opinions are offered and taken into serious consideration to make the art project better. So, we do not have problem working with each other.
Expression ability (in words, in pictures)	4	Although our students had limited English ability, they got prepared in advance so that the teachers from Sourì E.S. could help both school to understand the message for efficient communication. Wen Ya E.S. always sent the speech content to Sourì E.S. earlier and it helped to solve the problem of occasional internet connection failure.
Appreciation ability (the mural, the whole collaborative learning)	4	During the last Skype talk, the students in Sourì E.S. presented their comments by writing Chinese characters on the mini-whiteboards. The kind-hearted behavior showed their positive encouragement toward the mural this year. The students in both schools have shown their sincere appreciation to the completion of the mural this year.