

## 2011 IIME REPORT

Country: México

School [ Mexico Tec Cumbres ] Teacher [ Eriko Naoi ] (11th /17 students : )  
 JP School [ Kazuo Saito University ] Teacher [ Kazuo Naoi Shimizu ] (17 students : )

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

Subject	Conception of the lesson	Times
Social	A review about culture, sports and a message of peace;	10
IT	Use of the online forum, video conferences, creating videos, uploading them, creating ppt presentations, and email.	10
Fine art	Draw a Mural	15
Language	Effective usage of the Japanese and English Language, message, grammar and writing	15

### # Theme and Message of the mural

Theme	Symbols that identify each culture´s concept of sports, main historical architecture, main natural sites, and the concept of peace that bonds both ideologies.
Message	Peace binds the nations, sports, history and nature.

Attach photos of your painting and a completed mural.



## # Effects and the Problems

Effects your students have gained	Points for further improvement
<ol style="list-style-type: none"> <li>1. It was difficult to establish a date and time to communicate due to the different time zones, nevertheless, we managed to set the appointment for the videoconference.</li> <li>2. We couldn't upload the video and the pictures on the online forum due to the fact that the camera we used was HD (high definition); it requires much space and weight. We transferred the pictures to a powerpoint presentation. And the video was uploaded to Youtube. We also had some trouble with the internet and skype availability during October and November.</li> <li>3. It took a long time to bring the mural to Monterrey due to the fact that we needed a chemical formula in order for the paint to be allowed into México through Customs. There was a Customs Fee that was charged per day, the mural was detained in Customs until we offered the chemical formula.</li> <li>4. We had to learn how to integrate the mural into the curriculum, and we learned the different competencies that Collaborative Distance Learning requires. There are certain skills we need to work with our students, like patience and the formulation of clear sentences in English and in Japanese, and how to listen the others with patience and an open mind.</li> <li>5. WHITE PAINT. The students needed more White paint and we had to manage with what we had.</li> </ol>	<ol style="list-style-type: none"> <li>1. Set dates and time zones since the first or second week in September, so each can be prepared for a videoconference in October.</li> <li>2. We need to be prepared with Skype and make sure that the internet Works well so the videoconference flows without any technological inconveniences. Maybe, we should use a more compatible camera, a less sophisticated device for us to upload the pictures and videos in an easier way.</li> <li>3. We already have the chemical formula, so it will be easier the second time. We already have the official letters and the paperwork we will need for the mural to be here on time.</li> <li>4. We have a very clear idea now of how to introduce the competencies and skills into the 11 K curriculum.</li> <li>5. We will work with special rubrics that will help us develop these skills.</li> <li>6. Send two containers of White paint, please!</li> </ol>

## # Have you made your activity open in your school or in your local area? How was their reaction or reputation?

PR you did inside/out of your school	Reaction/reputation from around
<p>We set a special place so everyone in school could see the progress of the painting of the mural. We also displayed the mural through the communication devices we have: emails, newsletters, parent and teacher meetings.</p> <p>We informed Alfa Museum, one of the most important Museums in Mexico, about the Project and they seemed really interested in displaying the murals at the museum. Next time, we will try to display the Project with the community, make an openhouse and publish it in the newspaper.</p>	<p>people were amazed to see we were working with Japanese students in a common project.</p> <p>I feel people don't realize what working with other cultures through the usage of technology means, yet.</p> <p>We need to inform everyone about the skills, knowledge and competencies this Project brings to everyone.</p> <p>The community respects the museum very much. Children from different ages go to that museum to learn about science, art and technology. It would be wonderful if we could work with them in creating an exhibit of some of the murals. It would be of great impact for Mexico and Latinamerica.</p>

## # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	September/ October	<p>1.Introduced the students to the Project.</p> <p>2.We created a Word document with each of the student´ s basic information, in English and in Japanese. It included a picture of each student, their hobbies, likes and dislikes.</p>	<p>1.They didn´ t really know how Japanese teenagers were, or what they liked. They thought they were more serious and quiet.</p> <p>2.Once they received the information from Seriyu University students, they started to draw similarities and differences between cultures.</p>	Japanese III
Research	October	<p>3.We created a video, also as an introduction to the mexican culture teenagers live. We also received a video form Seriyu University students.</p> <p>4.We received a box with gifts from Japan.</p>	<p>3.Students learned that music and dance binded both cultures together. The students reflected on what they were going to portray about their culture and their country. They appreciated their culture more.</p> <p>4.The students received with excitement the video, they were anxious to learn about the culture, not only about language. It was a great gesture.</p>	
Composition	November	<p>5.We had a videoconference where the students introduced each other. Then, they spoke about general things, then, they spoke about soccer, food, peace, cultural and natural sites of each country.</p> <p>6.The studenst began to make decisions about the design of the mural. They negotiated the most representative symbols from Monterrey, not only from Méxcio.</p>	<p>5. At the beginnig, we had communication problems due to the difference of cultural traits. Mexican students talk too fast, with too much emotion, and didn´ t wait for the Japanese students to express themselves at their own pace. We had to calm them from time to time. Too much passion when they expressed themselves.</p> <p>Also, the mexican students give too much information and at the end they say what they want. Japanese students were more direct.</p> <p>Also, at the beginning, mexican students were shy; they didn´ t know what to expect. They thought the Japanese culture, as a very serious culture. Once they broke the ice, they understood they were open and spoke with more liberty. They spoke without previous preparation, they had to improvise, so they had to search for the information they wanted to transmit in the other language, as fast as they could. They made mistakes. At the beginning they were conscious about this, later on, they understood that what mattered the most was to communicate , so they started making drawings, mind maps, use letters, kanji writing and other resources in order to communicate effectively.</p>	

Painting	January–February	6. The mural arrived, and the students received a package with more magazines, newspapers and many other gifts from Japan. We made a video of this moment.	6. They were so anxious to open the package, that one of the students cut the palm of his hand, he needed stitches. The students were in the middle of their partial exams, so they had to find the time to paint and decide who would paint what. In the end, they took turns, they came during the afternoon and during weekends because they wanted to finish and make it beautiful. One of them offered ideas, another, drew the concepts; others helped making it beautiful, others, completed what was missing. Collaborative work.
Appreciation	March	When we finished the mural, we had a photo session and we displayed it to the whole community for a couple of days. The students signed on the back of the mural, they drew their faces and they wrote in Spanish and Japanese “There are no borders for Peace/ You are the one responsible to ring the bell of Peace” We are still pending with the celebration, it will be held on April 16.	

### # Aim of the Lessons and Result

Rank (1 to 9 in order you put stress on) Mark (5:very effective / 4:effective / 3:so so / 2:not so effective / 1:not effective at all)

Aim	Rank	Mark	How your students have reached it
understanding our own cultures	2	5	They wanted to send the appropriate message about how they saw Mexico, their culture, their likes and teenagers life in such complicated times.
understanding other cultures	1	5	They learned to listen and to observe, and to create new paradigms.
communication ability interactively, in English and in Japanese	4	5	We created a video, also as an introduction to the mexican culture teenagers live. We created a Word document with each of the student´s basic information, in English and in Japanese. It included a picture of each student, their hobbies, likes and dislikes. Then, during the videoconference, they created mindmaps, mexican students made it in Japanese.

IT skills online forum and VC	7	4	We couldn't upload the video and the pictures on the online forum due to the fact that the camera we used was HD (high definition). Max, one of the students, transferred the pictures into a powerpoint presentation. He also helped us to make the video. And the video was uploaded to Youtube.
Creating friendship in the class/with partners	9	2	The students discussed much about the different perspectives about the way they perceived the other culture, their own ideas, and their abilities. Through this Project they learned about each other, and they discovered great things about each other. It has been a great opportunity to discover about the greatness about each one of us.
Collaboration in the class/with partners	3	4	One of them offered ideas, another, drew the concepts; others helped making it beautiful, others, completed what was missing. Collaborative work
Keeping motivation high positive attitude in learning	8	5	Each time we received a package and when we watched the video, they were eyeopening and motivational.
Expression ability in painting	6	4	Some students discovered they were very good for drawing, others for doing research, others for coloring, and for cleaning up after themselves. So, all discovered that it was not only about painting, it was drawing, painting, coloring, cleaning up, etc..
Appreciation ability reading the painting	5	4	When we received the mural, we didn't understand the painting; then, we got together to discuss what we understood, and what we spoke during the videoconference. Then, we tried to make sense of the drawing and we gave the images a meaning. When we interpreted the message, we tried to "answer" to the message we received by complementing the image with our drawings.

Please submit to [jam@artmile.jp](mailto:jam@artmile.jp) . Thank you for your cooperation.