

2013 IIME REPORT

Country [Taiwan]

School [Guei-ren Junior High School] Teacher [Rainshoe] grade (8) student number (29)

JP School [Aichi Elementary School] Teacher [Takaaki Tanaka]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Times
English	Learn how to use English as a communication tool with the partner school.	6
English	Study the local culture and the Japanese Culture and learn to introduce them in English.	4
Fine Art	Draw the mural.	5
Fine Art	Appreciate the mural.	2

Theme and Message of the mural

Theme	Local culture
Message	We aim to let the students exchange the ideas about their own culture, which covers a wide range, such as the local food, religion and unique ceremonies.



Effects and the Problems

Effects your students have gained	Points for further improvement
<ol style="list-style-type: none"> 1. Communication: Thanks to this project, students learn how to communicate with each other better, expressing their own ideas and respect that of other ones. 2. Cooperation: Students learn how to cooperate with each other to complete this project while gaining the skill of solving the problem. 3. Globalization: Definitely, this cross-nation project help students to think globally. 	<ol style="list-style-type: none"> 1. Communication: We should update our equipment to facilitate the communication with the partner in the other country. 2. Cooperation: We should strengthen our relationship with the partner by having more sharing. Furthermore, we should enhance the cooperation between the students by showing them how the cooperation can achieve more than the individual action.

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
After the completion of the murals, we had an exhibition to show other students what we've done and gave them a brief presentation about the aim of this project, thereby attracting more students to join this incredible project in the future. Also, we took students to visit some local sites to enhance the relationship between the school and the community.	All the participating members, the students and teachers, hold a high reputation for this project, for they gain a lot from this special experience. In addition, this project aroused the curiosity among other members in the school and attracted their attention. Hence, it's said this project is a success. Furthermore, we gained great support from the parents.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Sep.	We made the self-introduction by making the videos and photos.	Students are all excited to introduce themselves and want to have further contact with the students in Japan.	English
Research	Oct.	Students research the information they want to share on the Internet and then discuss with each other as to what to convey and how to present.	Unavoidably, there will be conflict and confrontation during the discussion, which the teachers think is a precious opportunity for the students to learn how to solve the conflict and move forward.	English
Composition	Nov. & Dec.	Since what to be painted is decided, all that remains is how to arrange the images on the canvas and this step is relatively easy compared to the last one.	The blueprint of what's going to be painted allows the students to imagine the final product in their minds, thereby motivating them to work harder to accomplish the mural.	English & Fine Art
Painting	Jan.	Students collaborate with each other put the blueprint into the reality on the canvas.	During this process, students showed their talents and characters by what they did and how they did.	English & Fine Art
Appreciation	Feb.	After completing the murals, students appreciated their accomplishment by introducing their works to the others.	Students are glad to share their pleasure they gained from the whole process and the sense of accomplishment with the others.	English

Aim of the Lessons and Result

Aim: Rank A to C in order you put emphasis on (A: very much / B: much / C: not so much)

Result: Rank 5 to 1 (5: very effective / 4: effective / 3: so-so / 2: not so effective / 1: not effective at all)

Expected Effect	Aim	Result	How your students have reached it
Understanding our own cultures	A	5	We had the students to research the needed information on the Internet and took them to certain sites to have a real experience.
Understanding the other's cultures	A	4	Students have done this mainly by the sharing from the partners in Japan and the information on the internet.
Communication ability in the class/with partners	A	4	The communication in the class and with partners gradually improved with more chances to discuss with each other.
IT skills	C	3	The IT skills were honed by having more practice.
Creating friendship in the class/with partners	B	3	The friendship in the class and with partners is gradually strengthened by going through all the presentations and activities together.
Collaboration in the class/with partners	B	4	Undeniably, the collaboration was not so smooth at the beginning, but as time went, the students learned better how to collaborate with each other.
Attitude in learning	A	4	The attitude of some of the students was a bit lousy at first, however; the situation was getting better and better under the influence of the teachers and other students.
Expression ability	A	3	Indeed, the expression ability of the students are sharpened by the trial and error they made to convey what they want and present their work.
Appreciation ability	A	4	We firmly believe that the goal of education is to allow the students to appreciate the world. Therefore, we asked the students to plan the exhibition to appreciate their work and also allow the other students to appreciate what they did.

Please submit to jam@artmile.jp . Thank you for your cooperation.