

2015 IIME REPORT

Country [Taiwan]


School [Wen Ya Elementary School] Teacher [Zeng-Liang Guo] grade (4) student number (26)

Partner [(JP) Yonaizumi Elementary School] Teacher [Satoko Nishino]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Hours
PE	We learned how to ride a unicycle, jump ropes, play ping-pong and baseball in PE class. Then, we painted what we had learned from PE class to be the theme on the mural.	8
Culture Studies	We read the information given by our partner class and we understood the differences between Taiwan and Japan	2
Art	We made the draft and painted on the mural.	10

Theme and Message of the mural

Theme	The Games We Played
Message	There are so many interesting sports in our PE class. We were glad to know that students in Taiwan and Japan shared the similar interests in riding unicycles, jumping ropes and playing all kinds of balls.
	

Effects and the Problems

Effects your students have gained	Points for further improvement
From the Artmile Project, the students had the second chance to present what they have earned from the PE class. From reading what the partner class has painted, we had the chance to know that every culture is unique and admiring.	Limited English ability made the student-to-student communication a bit difficult. However, short video clips facilitated the visual communication. For the younger kids with less English ability, the use of video clips is certainly a good solution to the verbal communication.

How has your impression toward your partner country and/or the world changed?

Change in student' s impression	Change in teacher' s impression
Elementary school students were always interested in sharing their hobbies and special talents. The games they played attracted their attention. My students were so motivated to learn how to ride a unicycle because they wanted to have good presentation on the video clips to show the partner class that we could ride well, too.	Teachers were happy to know that the students were interested in practicing their skills of exercising. They now had positive feedbacks about global exchange and it was not an impossible task for them.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Sep.	We wrote greeting cards to our partner class and asked them to offer the theme they liked to research.	Writing in English is not easy. We could not write much English to our Japanese friends.	English
Research	Oct.	We offered the topic of Games We Played to our partner class and we were excited they would accept our ideas. Most important, all of us started to learn more sports skills so that we had more experience to share with our partners in Japan.	Focusing on our favorite sports is good for us to pay extra attention to our PE class. We liked to have a chance to experience all kinds of sports that people play in Taiwan and Japan.	PE
Composition	Nov.	We downloaded the drafts and thought carefully what we could draw on the mural. We read through the drafts and added more sports that Taiwanese students liked.	Students were excited to talk about their ideas and some suggestions did sound good. Although some points could not match well with others, we decided to wait for our partners' drawing and made the final decision later.	Art English
Painting	Jan.	We formed into small groups and took turns to paint. Most of the time, we listened to our art teacher because she had a clearer view of the mural.	It was fun to join the project. We set up the schedule and started painting during winter vacation. It was good that we had winter vacation so that we could pay our full attention to painting. We did not have to worry about the busy class time.	Art
Appreciation Reflection	Feb.	We read through the mural again and again. We tried to find the balance on the two sides. So, we tried hard to include the ideas from both Taiwan and Japan on the mural.	The more time we read the mural, the more ideas we had. In order to correspond well with our partners' drawing, we added more points on the mural. We hoped our partners would like our ideas.	Art

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 read through our textbooks again, intending to find the possible topics or features that we could paint on the mural.
Understanding the other's cultures	B	4	Our partners painted the mural quite well so that it was easy for us to understand what they wanted to share on the mural. As a result, we could find the similar images from Taiwan to cope with the theme.
Communication ability in the class/with partners	C	3	Because of the limited English ability, we needed English teachers' help for communication. So, the communication across countries was a bit hard.

IT skills	C	3	Students did not have the chance to work on the forum. They did not deal with the technical problem while the Skype talk started. However, they had good abilities to sort out the photos and information they might need on the project.
Creating friendship in the class/with partners	B	4	We had good time reading every message from our partner class. We saw the value of having the friends from Japan. Language difference did not stop our sense of attachment because we read the loving faces from photos and video clips.
Collaboration in the class/with partners	A	5	We were proud of ourselves because we formed into smaller groups and finished the painting work. Everyone was important while working on the project. We loved to feel that we were capable of completing the huge mural.
Attitude in learning	B	4	We were highly motivated to find the time to complete the project. We did not worry if we would paint anything wrong. The paints always dried quickly so that we could paint again if we found anything less perfect.
Expression ability	B	4	We knew more about our own culture and our partners' culture. We could explain what we wanted to show in Chinese and we hope we would be able to explain it in English, too.
Appreciation ability	B	3	Our students always looked at the positive sides of the mural. They did not care if the objects looked like the real ones because they understood that painting perfectly was impossible.