

2015 IIME REPORT

Country [FRANCE]

School [Lycée Charles Stoessel MULHOUSE] Teacher [Alix Remy] Grade (1SEN) Members (24)

JP School [Hyogo Prefectural Ashiya International SS] Teacher [Maya Yoshiki]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Hours
History	Reading and writing presentations about Japanese and French culture and history	3
ESL	Communicating (speak and write) with our partners (skype and the forum)	1
Art	Drawing the mural	2

Theme and Message of the mural

Theme	Traditional celebrations connected with “lights”
Message	We wanted to work on the theme of “lights” as 2015 was the UNESCO international year of light and our Japanese partners wanted to work on the traditional celebrations so we found out that both themes could be mixed.



Effects and the Problems

Effects your students have gained	Points for further improvement
Participating to an international project was truly stimulating. The students had the opportunity to learn more about Japan and to communicate with Japanese people but also they could learn more about their own regional traditions.	Communicating in English was rather difficult for our students as their level is rather low. Nevertheless they could realize the importance of speaking this language.

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

Change in student' s impression	Change in teacher' s impression
Students learn more about Japanese traditions and culture and learn that there are also some similarities with our way of life. Students learn to communicate with other students from another country.	It was an interesting experience to communicate with my Japanese colleague. We also had the opportunity to share about our occupations but also about more personal subjects.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Sep	Students introduced themselves posting photos and comments with the application Snapchat We had a videoconference via Skype	They found it funny to use this application as a pedagogic tool to introduce themselves They really enjoyed talking to their Japanese partners	English
Research	Oct	Students read the presentations about Japanese culture and themes connected with "lights" They wrote presentations about regional celebrations connected with the theme of "light"	Some presentations drew their attention more than others (mangas, traditional celebrations more than historical facts) nevertheless they found the presentations amazing. Some students learned more about our own regional traditions.	English History
Composition	Oct / Nov	Our partners suggested different plans for the mural and the students chose one.	They enjoyed giving their opinion about how to compose the mural and what to draw on our side	Art
Painting	Jan / Feb	5 students realized the mural with the help of a local artist (Mrs Muriel Hasse Collin) They worked seriously and efficiently.	They really enjoyed painting the mural and didn't mind staying longer on a free afternoon to finish the work on time.	Art
Appreciation Reflection	March	We asked a professional photographer to shoot the mural and we'll make a real-size impression of it so we can expose it during our "Open House Day" at school on March 18th	Our students will show their work and talk about the project to the visitors. Everyone at school was truly astonished and pleased by the outcome.	French expression

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	They researched about our regional traditional events. Some of them didn't know about them.
Understanding the other's cultures	A	5	They read our partner's presentations and asked questions.
Communication ability in the class/with partners	A	4	Some of them were not afraid to speak to our partners through Skype but they'll have to improve their English to go further.
IT skills	C	2	They already knew how to use the Internet, Skype or Snapchat.
Creating friendship in the class/with partners	A	5	Some students communicated by themselves through social networks.
Collaboration in the class/with partners	A	5	Everyone had the opportunity to give his opinion and they reached an agreement together.
Attitude in learning	B	3	Sometimes they had difficulties to set to work.
Expression ability	B	2	They still need to practice their speaking in English.
Appreciation ability	B	5	They presented the project to the visitors on our open-house day thanks to a presentation in French