

2015 IIME REPORT

Country [Mexico]

School [Universidad Veracruzana] Teacher [Mitsuru Kurosaki] Grade (4) Students (5)

Partner [(JP) Aoyama Gakuin University] Teacher [Toru Yokoyama]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Hours
Self introduction	Introduce all members in Japanese, English and Spanish.	5
IT	Use the online forum and try doing the video conferences.	3
Art	Appreciation and reflection about the whole work	2

Theme and Message of the mural

Theme	The Main Stream
Message	We discussed about the possible name for the mural and we had various options: A future together, a new beginning and mainstream. At first we were a bit hesitant about mainstream because of the different meanings it has but, when our teachers showed us the kanji and how it was said in Japanese, we thought it was a good name for the mural. It represented the never ending circle of life.



Effects and the Problems

Effects your students have gained	Points for further improvement
The students improved more to study Japanese. They were motivated more and more not only to study the Japanese culture but their own culture. The participants of this project took more initiative in the class activities. Also they had better communication within them. Finally they were more interested in learning communication in Japanese.	It was the third time participating in this JAM project. For the next time, we hope that we will be able to do more discussion about the theme of the Mural painting.

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

Change in student's impression	Change in teacher's impression
In this season, we started our communication late because of our new memberships. It was difficult for us to make a new friendship with the JAM members of Aoyama Gakuin. After this project, the students have been communicating their partners well.	The students changed their attitude to communicate with their partners.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Aug Sep	We organized the events mentioned before. And we communicated their partners very well.	They tried to speak in Japanese and English. After this communication, they eagerly study Japanese especially to speak.	Self introduction
Research	Sep	We discussed about the theme on the Skype meeting and exchanged the ideas.	They prepared some old stories in Mexico and both side of students discussed about the same theme in two stories.	Social IT
Composition	Sep	After the Skype meeting, we introduced our old tales and pictures to let the Japanese members know.	They sent the images about the Mexican old story tale to the Japanese members.	Social IT
Painting	Oct Nov	We have some sessions to paint and informed our activity to the Japanese members on the Facebook.	They could organize their works well.	Art
Appreciation Reflection	Jan	We did the final Skype meeting and exchanged the ideas about the Mural work.	Participants expressed and exchanged the ideas what they thought about the Mural.	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	B	3	They tried introducing their own culture.
Understanding the other's cultures	A	3	They studied a lot about the Japanese culture.
Communication ability in the class/with partners	A	3	We observed their progress in the communication skill.
IT skills	C	5	The young students already have known many skills in this point.
Creating friendship in the class/with partners	A	3	They could communicate in Japanese better than before.
Collaboration in the class/with partners	A	4	There were some members who were not positively participating in the Mural painting works.
Attitude in learning	B	4	They learned about the Japanese old tales and made comparison with their own tales.
Expression ability	A	5	They tried expressing what they understood about the Japanese old tale on the Mural object and could do it.
Appreciation ability	B	4	Some students did not consider well about the appreciation work after the Mural painting was finished.