

2016 IIME REPORT

Country/Region [Canada]

School [Rothwell Osnabruck School] Teacher [Jim Lamoureux] Grade (5/6) Member (30)

JP school [Nishi Elementary School] Teacher [Miho Hayakawa]

Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Hours
Social Studies	Identify elements of Canadian culture and compare with elements of Japanese culture	12
Language/Media	Create introduction cards/video and create research reports on Canadian elements of culture	8
Visual Art	Collaborate on the design and painting of mural with Canadian and Japanese cultural elements	16

Theme and Message of the mural

Theme	Sharing Canadian and Japanese traditions, food and play.
Message United thoughts to share with the world	Having good relationships in the world can bring about peace.



Effects and the Problems

Effects your students have gained	Points for further improvement
Students were able to examine their own Canadian identity, heritage and culture. They also learned about the daily life, food, play and traditions about our Japanese partners. For them, the cross-cultural learning was very positive. They discovered both similarities and differences with the partner class.	I think our experiences were so positive, I would not change much. Some students were interested in communicating on the forum individually with their partner students in Japan. Creating a section of the forum for the students may be a place for improvement in the future of the project.

How has your impression toward your partner's country/region and the world changed?

Changes in the students	Changes in the teachers
Our students learned a lot about the world in this project. They learned about becoming more aware and accepting of different cultures. They also learned how to collaborate with partners in a long distance relationship with another class. Finally, as many of my students pointed out, they made friends with people in another country.	This for me has been the best global collaborative project ever. My partner teacher Miho Hayakawa made this project very rewarding for me. Having constant on-going communication kept me engaged as a teacher and excited to share with the students.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	September	We made introduction cards and an introduction video. We communicated on the forum to introduce ourselves. We had an introduction skype call at the end of September.	Students were pleased to make the introduction cards and excited to share. The video took us a little longer. The skype call was very successful. We had some technical problems at first, but it worked after a few tries. Most of the students came to school at night with their parents to take part of the skype call.	English
SHARE Research on the theme	October	Students began researching Canadian cultural themes and collaborating on these themes with our partners. They presented results in powerpoint slides that were shared on the forum.	This went well. There was a lot of back and forth communication and questions between our two partner classes. Discussion on the themes and research was very positive.	Social Studies
UNITE United message/ Mural design	November	We had some final discussions and decisions about the mural theme.	Students worked well discussing and deciding on the themes. We continued to share experiences and questions with our partner class on the forum.	Social Studies/ English/ Art
CREATE Mural painting	December-February	We had another skype call. We created and sent Nengajo cards and bookmarks to our partner class. We also received treats, Christmas cards and gifts from our partner class. Then we made and sent valentines cards and crafts and we received some as well. We had a party with Miso soup, tea and treats that our partners has sent us. We painted our have of the mural in this time too.	The skype call was very successful. We had a fun – showtime where students shared singing, music and talents. It was a lot of fun. Then we did some questions and answers with our partners. The card making and receiving was also a lot of fun. Our partners had already started painting the mural. Students responded well to all the communication and mailing of food, cards and gifts we did with our partner class. When we got the mural, the planning and painting went very well. We did it in large blocks of time (1.5-2 hour blocks of time) and it went well.	Art
APPRECIATE Reflection/ Appreciation	February/ March	We celebrated in class with the mural and in our school. We created a video of the project. We also enjoyed a visit in our class from a UNESCO consultant who wants to expand or duplicate the project in other countries. Our final skype call with our partner class is scheduled for March 20 th to say farewell to our friends.	This has been exciting for our class. We were fortunate to have been referred (by Atsuko Shiwaku) to a UNESCO consultant, Roland Jahnke, who took interest in the project. We showed him our video and he met with and visited our class and school for a day. It was a wonderful sharing experience for the students.	Art/ 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	4	Students discussed it in class and researched it on the internet.
Understanding the other's cultures	B	5	Students communicated with partners on the forum and in skype calls. We also researched it on the internet.
Communication ability in the class/with partners	A	5	Students wrote cards and notes several times and spoke face-to-face in skype calls.
IT skills	C	4	Students did some work preparing video and using the internet for research as well as creating powerpoint slideshows for their theme presentations.
Creating friendship in the class/with partners	A	5	Students were partnered up with other students in the Japanese class. They loved developing a friendship with them throughout the year by sharing cards, gifts and asking each other questions. They learned about their new friends families, hobbies and favourite things. They also collaborated with their class partners in our class to create their section of the mural.
Collaboration in the class/with partners	A	5	Students collaborated in class with teams to create sections of the mural and we collaborated on the forum with our partner class to design the theme, message and mural itself.
Attitude in learning	A	4	Students had a very positive attitude when working on this project. Our skype calls helped engage the students in the learning.
Expression ability in words, in pictures	B	4	Students used cards, drawings and powerpoints with photos to exchange ideas physically and on the forum.
Appreciation ability Appreciate the mural and the whole collaborative learning	B	5	<p>Creating the video and our visit with interviews from Mr. Jahnke were very effective in allowing the students to reflect and appreciate. Students also made reflections with a comic book computer program called "Pixton."</p> <p>Here is a screenshot of one student's reflection:</p>