

## 2014 IIME REPORT

Country [ Kyrgyzstan ]

School [ Ishenali Arabaev Atndag School ] Teacher [ Sultanalieva Farida / Yuko Naka ]

Grade (Mainly 10<sup>th</sup> and 11<sup>th</sup> plus, 5<sup>th</sup> to 6<sup>th</sup>) Students number (approximately 30)

JP School [Kaisei gakuin High School ] Teacher [ Eisaku Ichikawa, Hiroshi Yamane, Yuka Miyazaki ]

### # Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Times
Social Studies	Culture, People with Disabilities & Universal Design, and School life	6
IT	Forum, Power Point, Skype video conference (Culture, People with Special Needs & Universal Design, and School life)	Many times
Visual Art	Designing, sketching, and painting the mural	4

### # Theme and Message of the mural

Theme	Traditional Sports, Architectures, Fashion, Heroes, Nature
Message	<ul style="list-style-type: none"> <li>• Friendship</li> <li>• Mutual understanding</li> <li>• Respect &amp; Appreciate difference</li> <li>• Find something in common in diversity</li> </ul>



### # Effects and the Problems

Effects your students have gained	Points for further improvement
The 10 <sup>th</sup> and 11 <sup>th</sup> grade students who mainly participated in this project gained IT skills to make a slide with power point and give a presentation in English. Moreover, they enhanced interested not only in Japan but also in overseas. Those who study Japanese in a club activity increased their motivation for studying Japanese through conversing with the students in Japan.	Some of our students quit in the middle of this project without notifying us which was very irresponsible thing to do. Others only showed up when we had skype sessions but never prepared for the presentations or skit. I should have made it clear that only those who could be engaged throughout this project are eligible to take part in it.

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

Change in student's impression	Change in teacher's impression
Before this project, some of our students weren't so interested in Japan and only had general information about the country. But after the first skype session, they fell in love with Japan and began to grow their curiosity. That is to say, the image of Japan that our students have now was shaped or created by the partner school.	Our teachers had little knowledge about Japan such as Sushi, cars, and technology but through participating in this project, they could gain authentic information. They became more motivated to try out communicating with schools overseas using IT.

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	SEP	<ul style="list-style-type: none"> <li>• Posted a greeting message on Forum.</li> <li>• Skype conference with our partner school</li> </ul>	<p>My students were eager to get to know about students of our partner school and share information about Kyrgyzstan.</p> <p>Additionally, we were proud of ourselves for making skype session happen since educational interaction via IT was the first attempt in our region.</p>	Culture
Research	Oct	<ul style="list-style-type: none"> <li>• Referred to internet</li> <li>• Ask elders</li> </ul>	Learned about Kyrgyz national sports, fashion, school life, and world environment, and people with disability.	Culture, Universal Design, Environment
Composition	Oct Nov	<ul style="list-style-type: none"> <li>• Exchanged thoughts on the mural composition and theme through skype</li> </ul>	We deeply thought over the composition and design of the mural.	Sports, Architectures, Fashion, Heroes
Painting	March April	<ul style="list-style-type: none"> <li>• Sketched and Painted the mural.</li> </ul>	My students were very excited to receive the painting from our partners. We had to finish	Art
Appreciation Reflection	3	Hanged the mural on the wall of our school.	It was sad that we only could hang it for two days and did not have enough time to show it to locals. But those who saw it was amazed how beautiful it was done.	

### # 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	C	3	Our students had known a lot about their culture even before this project; therefore, I did not see much change in their understanding of their own culture. Yet, I think they came to view their country and culture with a different scope by getting to know more about Japan.
Understanding the other's cultures	A	5	Interacting with Japanese students through skype conferences and Forum
Communication ability in the class/with partners	A	5	At first, our students seemed to be nervous in the skype conference but gradually, they felt more comfortable conversing with the students of the partner school. Students from both schools broke the awkward atmosphere by themselves.
IT skills	B	4	In the preparation period of the presentations and while giving a presentation

Creating friendship in the class/with partners	A	5	Skype conferences and Forum posts
Collaboration in the class/with partners	A	4	Most students showed a great teamwork in research, preparation for presentations and painting.
Attitude in learning	A	4	In the beginning of this project, our students were passive toward preparation for the presentations and researching about Japan. Yet, after they got accustomed to the exchange sessions, they began to bring up topics by themselves and took initiative. I'm sure they are reflecting this attitude toward other schoolwork as well.
Expression ability	A	4	I've got impression that only active and outgoing students took part from our school. Because of that, I didn't see much change in their expression skills.
Appreciation ability	B	4	We showed the mural in the main entrance of our school for two days. I saw some students that worked on the mural proudly conversing with peers about the theme.