

## 2016 IIME REPORT

Country/Region [Taiwan ]

School [ National Shanhua Senior High School ] Teacher [Chi-Chen Wu, Yu-Ting Su] Grade (11) Member (74)

JP school [Toyohashi Chuo Senior High School ] Teacher [ Takakura Yoshio ]

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

Subject	Conception of the lesson	Hours
Slef-introduction	Use proper English expression to introduce oneself to a foreign friend	2
Online Interaction	Get familiar with the presentation skills and etiquette in an international video conference	5
Mural Painting	Learn to work together and represent the cultural features in the form of art	8
Greeting Cards Making	Realize the meaning of love and sharing by designing greeting cards and appreciating the received/exchanged cards	3
Project Management	Learn to organize a welcome event for foreign friends visiting our school	5

### # Theme and Message of the mural

Theme	Sharing through International Collaboration Leads to Great Friendship
<b>Message</b> United thoughts to share with the world	A wonderful international friendship is usually based on an increasing knowledge and thorough respect of each other's culture. Students from different countries can work together to promote a better mutual understanding through sharing and appreciating the cultural beauty represented on the mural.



### # Effects and the Problems

Effects your students have gained	Points for further improvement
In the process, our students had great fun knowing the familiar and unfamiliar sides of Japanese culture. They also gained unexpected confidence when they successfully use proper English to introduce our cultural beauty to Japanese friends. Painting mural even offered a precious opportunity for those shy but art-gifted students to make their talent seen worldwide. In short, they were more willing to express themselves in various ways.	<ol style="list-style-type: none"> <li>1. Students had no experience to do such a big-size work of art, so they spent a while to figure out where to begin.</li> <li>2. IT problems sometimes would happen during the video conferences, which would interrupt the progress of the online interaction.</li> </ol>

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

Changes in the students	Changes in the teachers
In the beginning,, they thought their partners, who are from a class with international students from Germany and Switzerland, shy but good at speaking English.. But they found their partners were outgoing and also struggling to make their English understood. Gradually, their anxiety to speak with foreigners decreased, which led to visible improvement when they tried to communicate with each other in English.	Before the project began, we teachers were really worried that our students' performance might not be able to meet the high standard most Japanese set. Luckily, Mr. Takakura, who was also new to the project, was very patient and friendly. There was almost no difficulty working with such a gentleman, which was different from the stereotype of the stern Japanese teacher we got from the movies.

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sep.	Students prepared their 30-second self-introduction and practiced it with the instruction of teachers.	Talking about themselves in front of a camera was new to them, but getting an instant feedback from their partner made them very excited.	English, IT
SHARE Research on the theme	Oct.	Students made research on the special festivals and landmarks, and they shared their findings to their partner	They found it took much time and efforts to give a great presentation. Thus, they needed to work harder if they wanted to attract their audience.	English, IT
UNITE United message/ Mural design	Nov.	Students discussed with our partner in the video conference and finalized the theme and design.	Students worked very hard to come up with the cultural elements they wanted to represent on the mural, and made the design finalized.	English, Art and IT
CREATE Mural painting	Feb.	Students were guided to work together on the basis of their draft although some adjustment had to be made.	They worked very hard to make the two halves look as a harmonious one, and they found it was not that easy as they thought.	Art
APPRECIATE Reflection/ Appreciation	Feb. March	The completed mural was hang in the library to be appreciated by students from our school and Japan.	Students from either side were very excited to see the final product. They looked forward to another chance to collaborate with each other.	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	They made research on Taiwanese festivals, food, and tourist spots. Even though these were familiar to them, trying to speak in English was still a big challenge to them.
Understanding the other's cultures	B	4	Through video conferences, they learned more about different perspectives of Japanese culture. They were particularly curious about what Japanese students do at school.
Communication ability in the class/with partners	B	4	In order to present the content they prepared, they had to write a script first and memorize it. They were also motivated to listen to what Japanese students said in the video conferences.

IT skills	B	4	They would help set up the computer before the video conference, and they became familiar with the conference and less anxious when they spoke in front of the camera.
Creating friendship in the class/with partners	A	5	Before Japanese students came to Taiwan to visit our school, they tried their best to make name cards to impress their new friends. From their feedback, they did win a lot of friendship.
Collaboration in the class/with partners	A	5	In the process of either mural painting or school visit preparation, students worked together because they knew they would never make it unless they had their power collected.
Attitude in learning	A	4	Most students became more active than they used to be in learning because they wanted to present the best of their learning results to their Japanese friends.
Expression ability in words, in pictures	B	5	On the school-visit day, our students tried very hard to conquer the language barrier with the help of technology. To some extent, their ability to express themselves in English got improved.
Appreciation ability Appreciate the mural and the whole collaborative learning	A	5	They would discuss the completed mural together and exchange feelings toward it. They also gave those painters a thumb-up as a kind of praise when they met them.