

REPORT Artmile International Collaborative Learning 2019

Country/Region [Armenia]
 School [Yerevan N198 High School] Teacher [Kristina Gevorgyan] Grade (11) Members (15)
 JP School [Tokoname Senior High School] Teacher [Makiko Sakakibare]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Geography, History	Presentation about Japans geography, history.	4
ICT	Education is a great tool for all challenges.	5
Art	Sharing ideas about final mural.	7

Theme and Message of the mural

Theme	Quality education, no poverty, gender equality
Message United thoughts to share with the world	Education gives fruitful results: prosperity, equality, sustainability.



Effects and Problems

Effects your students have gained	Points for further improvement
Our students gained a lot of new impressions and impact from this project and cooperating. They became more serious and thoughtful about this SDG points.	They would suggest to have more video calls, to be acquainted better to understand each other's cultures, behaviours as well as they can.

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

Changes in the students	Changes in the teachers
Due to cooperating we knew a lot about Japan, its culture, geography, people and understood that the students had the same goal.	No changes.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Jul.	Improved our students' language abilities to communicate more fluently and to avoid further difficulties in information collecting.	Later they were glad that we had had this activity as it helped them a lot.	English
SHARE Research on the theme	Sept.	They collected a lot of information about Japan's geographical position, symbols. Then they made a presentation.	They were happy that they had time for acquaintance with your country. Students even started comparing and finding similarities.	Geography History
UNITE Message of united thoughts	Oct Nov.	The students studied 17 SDG and chose 3 of them: Quality education, No poverty, Gender Equality. Later they made posters on the above-mentioned topics and finally made a final poster with education tree.	It wasn't boring for them. They knew a lot about SDG, its importance, further impact on their lives and worldwide. They were proud of themselves as they had made an amazing poster of education tree.	ITC
CREATE Mural painting	Dec. Jan.	The students had a brainstorming, they were thinking what to illustrate. They had a video call with Japanese students, shared their ideas, united them. When mural finally arrived they started painting.	The part of the video call they liked most. At first, they were amazed at the Japanese students' painting. They were grateful for the greeting cards and gifts. It was something new for them and they were impressed greatly.	Art
APPRECIATE Reflection/ Appreciation	Feb.	All the students were satisfied with the result. The students think they achieved the goal.	They are looking forward to final review of poster.	Art

Effect and evaluation gained through the collaborative learning

Evaluation: Rank 5 to 1 (5: very effective / 4: effective / 3: so-so / 2: not so effective / 1: not effective at all)

Expected effect	Evaluation	Scenes / points teachers felt the effects
Understanding your own cultures	5	The students made a presentation representing Armenia in all its shades. They performed Armenian folk dances and prepared poster about Armenian symbols.
Understanding your partner's cultures	5	The students were able to find Japanese national dresses, represented Japanese dances and sport, prepared sushi and had a master-class of origami.
Information literacy (research, share)	4	Armenian students were happy to answer Japanese students' questions, quizzes about Japan.
Communication ability (interactive exchange)	3	They organized a video call through Skype.
Critical thinking (objective, logical views)	4	During the video call they shared their ideas and were able to criticize and evaluate to finally unite their thoughts.
Active learning and action	5	By making posters and presentation they were actively engaged in learning process.
Collaboration (in the class, with partners)	4	During the course there was created a padlet where the students exchanged information.
Expression ability (in words, in pictures)	4	The students exchanged information and pictures.
Appreciation ability (the mural, the whole collaborative learning)	5	The students were satisfied with their final result and valued the information they gained.