

REPORT Artmile International Collaborative Learning 2019

Country/Region [Canada]


School [Bridgewood Public School] Teacher [Jim Lamoureux] Grade (4,5) Members (31)

JP school [Kamiuchi Elementary School] Teacher [Miyuki Shimomura]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Social Studies	Identify sustainable goals to preserve our environment and look at what our society can do to help accomplish these goals.	14
Science	Study a variety of habitats throughout our country and the world, and work to preserve and improve those habitats.	9
Visual Art	Collaborate on the design and painting of mural with Canadian and Japanese natural and cultural elements.	15

Theme and Message of the mural

Theme	Working together to preserve nature.
Message <small>United thoughts to share with the world</small>	By working together and caring for our environment, we can help to preserve our precious planet.
	

Effects and Problems

Effects your students have gained	Points for further improvement
Students learned a lot about their own country including it's habitats and nature. They also learned about the hometown and country of our partner class. Finally, students learned about our fragile environment and ways that they can help create a sustainable future by preserving our environment.	I think this project works well as it is. I continue to be impressed by all aspects of this project. I appreciate the structure of the schedule and support from the JAM office.

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

Changes in the students	Changes in the teachers
My students learned a lot about the differences and similarities of our two countries. Through the pictures and videos on the forum, my students saw how our partner class was involved in studying the local river ecosystem and how they learned to plant and harvest rice. They also shared what they learned about our own ecosystems in our city and country overall.	I feel that Miyuki and I communicated well on the forum. We sometimes had more than a week go by without any communication, but I found that the quality of the communication was good. I always appreciate the pleasant reminders from the Japan Artmile office.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sept. Oct.	We made introduction cards, introduction videos and shared on the forum.	Students enjoyed making the cards and seeing the introductions from Kamiuchi students.	English, Social Studies
SHARE Research on the theme	Oct. Nov.	We researched Canadian nature, habitats, culture and the environment.	Students learned about the nature and environment of our Japanese partners as well as their culture. They were able to compare it to their own lives.	English, Social Studies, Science
UNITE Message of united thoughts	Nov.	We focused our research on our environment and how we can help to protect our environment. We decided on a design of the mural.	Students loved finding out about the natural learning of their Japanese partners, especially their research in a local river, and how they planted and harvested rice in their community.	Social Studies, Art
CREATE Mural painting	Dec.– Feb.	We finished the design of our side of the mural and painted our part when we received it.	Students enjoyed the painting of the mural. They learned a lot about adjusting the scale of their drawings to match the rest of the mural.	Art
APPRECIATE Reflection/ Appreciation	Feb.	We shared our mural in our school and wrote reflections about the whole project.	Students were engaged in the activity and reflected on the learning throughout the project.	English

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	4	Students were somewhat successful in studying and reflecting on Canadian culture.
Understanding your partner's cultures	5	We shared videos and pictures on the forum. Students had a good understanding of the other school and their activities/culture.
Information literacy (research, share)	4	Students did some independent research into the habitats of our country and things we could do to protect our environment.
Communication ability (interactive exchange)	4	Students created introduction videos and were able to share and appreciate our partners fairly well.
Critical thinking (objective, logical views)	4	Students had a limited grasp of the bigger sustainable development goals. They were able to think critically to a certain extent.
Active learning and action	5	Students did well throughout the project. They were able to respond well to challenges that were faced, especially in the painting phase.
Collaboration (in the class, with partners)	5	I found that the collaboration was very good with our partner class and in our own class. My students worked in pairs or small groups on each section of the mural or topic.
Expression ability (in words, in pictures)	4	Some of my students were very successful in their expression. Some had difficulty sharing their ideas.
Appreciation ability (the mural, the whole collaborative learning)	4	Students developed some skills in their own reflections. They were able to express what the project means to them.