

REPORT Artmile International Collaborative Learning 2019

Country/Region [France]
 School [Groupe Scolaire Carlepont] Teacher [Jean-Marie Lelong] Grade (5th) Members (20)
 JP School [Une Elementary School] Teacher [Masaki Kimura]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
ART	painting techniques, colors, shapes, perspective, shadows, ...	15
SOCIAL & ENGLISH	culture, traditions, way of life, customs, institutions, ...	15
COMPUTER	research, reading documents on Japan, on painting.	15

Theme and Message of the mural

Theme	Understanding the objectives of sustainable development to associate them with the illustration of our Franco-Japanese fresco.
Message <small>United thoughts to share with the world</small>	Protect nature and human beings to live free, happy and at peace!



Effects and Problems

Effects your students have gained	Points for further improvement
Through this program, our students understand and respect the diversity of cultures and peoples. The notion of citizenship, the rapprochement of countries, different cultures, and the acceptance of the other are constitutive elements of openness to the world, which promote intercultural dialogue. These values are those of UNESCO which we put at the heart of our pedagogy.	Develop video conferencing exchanges even more! Videoconferences are very special moments: the students of both schools are happy to see and talk to each other, from one end of the planet to the other! The exchanges are thus lively and very cordial. The jet lag required a special organization: the arrival time of our students in class corresponds to that of Japanese friends! Everyone had to make an effort: arrive earlier for the French, leave later for the Japanese! The motivation allowed this without any problem. Another specificity of these videoconferences is language! Indeed, no question of speaking French or Japanese! Working language, English! The students therefore put their academic achievements to good use!

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

Changes in the students	Changes in the teachers
The creation of the Franco–Japanese fresco is the subject of cooperative work at two levels: with the Japanese partners of Akō City, and also between our students who must achieve real teamwork. It is at the very heart of the program that contributions appear when our young artists discover the need to collaborate, share, exchange, to create! In class, we study Japan, its history, its geography, its way of life, its customs, its organization, its foods, its school system, ...	A new motivation for such exchanges and the multidisciplinary aspect to develop in order to make the most of the objectives of this program.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sept	Presentation of the program and Japon; way of life, culture, history, ...	Creation of posters on Japanese writing work; presentation of first names; research work on Japan: each student writes a text on a specific topic (history; geography; climate; food; sports, ...)	English French moral and civic education
SHARE Research on the theme	Nov	Research on the theme of the objectives of sustainable development and the protection of the planet.	research and writing on the SDGs, UNESCO World Heritage in France and Japan; illustrations of this research and choice of those that will be on the fresco.	moral and civic education computer science
UNITE Message of united thoughts	Dec	Collective work on bringing people together and peace.	Writing work to structure a short text, the message for the peoples of Peace!	French English
CREATE Mural painting	Jan Feb	Preparation of the fresco; creation of stencils and choice of illustrations In groups, students paint the mural after choosing colors.	The first drawings are done in pencil on the mural. The size of each is studied according to their importance. Publication of articles, videos and photos on our website.	English Art computer science
APPRECIATE Reflection/ Appreciation	Feb	Organization of the public presentation ceremony of the fresco: photo exhibition; e-magazine; posters; invitations, ...	Unveiling of the fresco in public; each student's speech to introduce Japan; broadcasting in French of the audio message sent by Japanese friends;	French

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 work done in class on French culture allowed students to better understand their country and its history, and therefore to better understand their cultural identity.
Understanding your partner's cultures	5	In class, we study Japan, its history, its geography, its way of life, its customs, its organization, its cuisine, its school system, ... The students learned a lot about a country they did not know!
Information literacy (research, share)	4	Students learned to select information and documents to keep the essentials; they also worked on the various sources of information.
Communication ability (interactive exchange)	4	The different means of communication used (emails, videos, photos, texts, drawings) have enabled very enriching multidisciplinary work.
Critical thinking (objective, logical views)	4	The many choices that have been made in this program have shown students how listening to the other in front of their own thinking allows them to progress. Criticism and self-criticism were the basis of reflection and cooperative work.
Active learning and action	5	This collaborative and cooperative program conducted in the classroom is fully in line with the active pedagogy that we are carrying out, in particular in pedagogy by project. The acquisition of skills and knowledge takes place in a calm and motivating school climate.
Collaboration (in the class, with partners)	5	The creation of the Franco-Japanese fresco is the subject of cooperative work at two levels: with the Japanese partners of Akö City, and also between our students who must achieve real teamwork. It is at the very heart of the program that contributions appear when our young artists discover the need to collaborate, share, exchange, to create!
Expression ability (in words, in pictures)	5	The multidisciplinary aspect of the program allowed students to progress in French, civics, Art, English, ... Progress was also noted in oral expression: the skype meeting and the public presentation (with speech of each student) have contributed greatly!
Appreciation ability (the mural, the whole collaborative learning)	5	The general assessment of the program is totally positive, by everyone's admission: pupils, teachers, parents, partners. Work and meeting with a painter, exchanges with the Japanese school, the creation of a collective work, have enabled modern education open to the world, promoting the training of responsible citizens aware of the challenges of tomorrow.