

REPORT Artmile International Collaborative Learning 2019

Country/Region [KENYA]

School [Bumira Secondary School] Teacher [Mr.Osolo Felix Tatsuro Kawabata (JICA)] Grade (CLASS 1 – 3) Members (15)

JP school [ICHIGAO JUNIOR HIGH SCHOOL] Teacher [Ms. MISATO SAKURA]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Chemistry	The difference of the chemical formula between PE and PVC.	1
Biology	The fatal effect of chemical product as life.	1
Arts	Exercise drawing and painting	1

Theme and Message of the mural

Theme	The brightness and darkness through development in this world.
Message United thoughts to share with the world	Our picture shows the brightness and darkness in this world and the difference between developing and developed countries. Especially, the picture on the center of the mural, the earth, shows the contrast off the opposite side on the earth. Even if your behaviors and activities might improve developed countries, they might destroy developing countries, and vice versa.



Effects and Problems

Effects your students have gained	Points for further improvement
<ul style="list-style-type: none"> - They have realized the fun of drawing and painting picture. - They have gained precious experience through online lecture, skype meeting. 	<ul style="list-style-type: none"> - They have to learn the diverse culture. Their study just focuses on east African culture.

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

Changes in the students	Changes in the teachers
- From the point of Japanese view, Japanese students have much more knowledge than Kenyans, but Japanese are inferior to Kenyans regarding English skill.	- Almost the same as students. Language skill is the basic of conversation.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	1	Make the introduction video for the partners.	They got interested in Japanese because that was the first-time meeting to Japanese.	N/A
SHARE Research on the theme	0.5	Hold the class to explain plastic problems.	They realized the problem was so close to their life.	Science
UNITE Message of united thoughts	0.5	Hold online lecture on Skype.	They got much interest in communicating with Japanese.	Special class
CREATE Mural painting	1	Drew out their opinion through brainstorming. And then, make draft.	They felt and spent a lot of fun time.	Club activity
APPRECIATE Reflection/ Appreciation	0	Nothing. Just say "thank you" on the forum.	Nothing.	N/A

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	3	They could turn around their culture.
Understanding your partner's cultures	4	They understood different culture and felt impressed about it.
Information literacy (research, share)	4	They could summarize their materials simply. However, those resources are just from textbook. They should have expanded information resource.
Communication ability (interactive exchange)	4	They could communicate with Japanese partners in English.
Critical thinking (objective, logical views)	3	They could think toward the objectives, but they sometimes followed what teacher taught them even if it was against their opinions without discussing.
Active learning and action	3	Teacher prepared materials for students to learn environmental problem, such as micro plastic problem.
Collaboration (in the class, with partners)	4	They could communicate each other.
Expression ability (in words, in pictures)	2	They were poor at expressing their opinions and explaining by drawing pictures, even sentences.
Appreciation ability (the mural, the whole collaborative learning)	2	They don't know how to say "thank you" because that is Kenyan's culture.