

# REPORT Artmile International Collaborative Learning 2019

Country/Region [ Lebanon ]

School [ Uruguay Public Mixed School- Achrafieh 1 ] Teacher [ Rita Rizk, Maysaa Hamieh, Rachel Chidiac ]

Grade (6-7-8) Members (46)

JP school [ Kasuga Integrated Education School of Tsubuka ] Teacher [ Seiichi Terashima ]

## # Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
French	researches about the SDG 11	3 hrs.
Arabic language	researches about the cultures of japan	3 hrs.
Geography	Condition about sustainable cities and communities	2 hrs.
Arts	Technical issues about the painting (mixing colors, consistency in artwork...)	35 hrs.

## # Theme and Message of the mural

Theme	Sustainable cities and communities
Message United thoughts to share with the world	<p><b>Goal 11: Sustainable Cities and Communities</b></p> <p><b>Goal 10: .....</b></p> <p>To realize the importance of organizing, improving, working, investing all the abilities of all the individuals equally in the community to achieve safe cities for all. To become able to solve problems and face challenges at all levels in order to provide a healthy environment. Our cities reflect our cultural and social identities and it is our duty to protect this identity and to value it as a part of global community.</p>



## # Effects and Problems

Effects your students have gained	Points for further improvement
<ol style="list-style-type: none"> <li>1. Students are now more passionate about learning new things and new themes that are related to real life.</li> <li>2. They experienced the importance of research in designing an artwork following a specific and sustainable goal.</li> <li>3. Students are shaping their attitude as they knew the importance of patience in waiting for the next steps and the result of the mural, they are now persistent in making things happen.</li> <li>4. Students learned to think globally, taking into consideration any opinions from the partners to improve result and act locally to finish their part.</li> </ol>	<p>Concerning the language: the main teaching languages in our school are Arabic and French. Some teachers helped in the translation to English. But some projects that we received were in Japanese language that we couldn't understand.</p>

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

Changes in the students	Changes in the teachers
The students appreciated the discipline the partner's students showed during the videoconference.	Teachers realized the importance of opening up to different foreign cultures in order to enrich their teaching and learning.
Students were surprised of the huge number of gadgets the partner sent for them. They realized that "generosity" is a behavior that is not limited by geographical borders.	Teachers experienced the Japanese way of dealing with planned schedule and being flexible in a way to respect other's needs.
Students realized that the world is so small and they could communicate with their peers overseas in fraction of a second.	The international collaboration between our teachers and the Japanese teachers could highlight how learning can be down to earth and fun.

**# Flow of the Activity**

Content	Month	What you did	Your students' attitude/reflection	Subject
MEET Self-introduction	Oct.	Our students designed handwritten cards to introduce themselves. The cards then were scanned and sent to the partners. Our school staff attended a zoom video conference to meet the partner's school staff. Our students viewed the partner school students' introduction cards and reflected on them. Also, we shared our students' introduction and our school's information and photos on the forum.	Students were impressed by the work of the partner students. They were exposed to a new language (Japanese and English) since their second language is French and their native language is Arabic. They were puzzled to know from the name of the student if this student is male or female, since they are never familiar with Japanese names.	Languages Arts
SHARE Research on the theme	Oct.	Students researched about the SDG 11 in different subject areas. With the help of their teachers, they compiled the information in Posters, Word documents with photos and an artwork from plastic caps. The work was then posted on the forum.	They enjoyed the topic and learned a lot about their city and about the SDGs.	Arabic language French language
UNITE Message of united thoughts	Jan.	The school staff with the participating students attended a video conference over zoom with the partner students and their teacher where they explained to us the components of their mural painting and showed us the draft of the painting. We took photos and shared them on Facebook, and on the forum.	Our students were motivated to begin their own mural. They took their discussion of the design to a higher level, and they wanted to include more items that reflect their cultural icons (for example the phoenix bird, the cedars...) They loved the device that the students used to translate the oral conversation from Japanese to Arabic. They also loved the commitment of the students to wearing the school costume.	Arts

CREATE Mural painting	Jan.	When students received the partner's mural parcel, they took some time to reflect on the work. They decided on some modifications of their plan. Then, they started painting the mural by class group and supervision of the Art teacher. We took photos of the students during painting and posted them on forum.	Students used different techniques to draw details of the mural. They felt responsible to take things seriously and be innovative in making the mural a special product. They were proud of their work and potential once the painting was finished and it looked far above their expectations.	Arts
APPRECIATE Reflection/ Appreciation	-	We could not celebrate our final work due to school shutdown from COVID-19 spread in the country.	The school staff and our students all felt sad for this.	-

### # 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	It was an experience that pushed teachers to look at their subject areas from the cultural perspectives and value their national identity with their students. They also realized the importance of establishing sustainable goals to improve the quality of life in their community through education.
Understanding your partner's cultures	3	The gadgets sent as gifts were the trigger to know more about Japanese culture especially that the gadgets were of different types (food, paintings...) Due to the instability that hit our country from the beginning of the current academic year (revolution, and schools shutdown), we were not able to maximize the benefit and learn more about our partner's culture which we highly appreciate.
Information literacy (research, share)	5	Our teachers are used to conduct research with their students, but this time, it was more authentic when they shared the information with real students of different culture and in different new language.
Communication ability (interactive exchange)	3	There was a delay in the interaction with our partners due to many circumstances. It would have been great if our students could interact more with the partner's students.
Critical thinking (objective, logical views)	5	Teachers followed up the students' improvement in their critical thinking skills especially in solving their own problems and shaping the final mural according to the main goal.
Active learning and action	5	Teachers expected more interaction via the forum, and it would be better if every partner will be notified by email about every move in the forum.
Collaboration (in the class, with partners)	4	Students took into consideration the opinions and the work of the partners and also the teachers were flexible to help students work together.
Expression ability (in words, in pictures)	4	Students enjoyed the freedom to express whatever they feel or think in this project unlike other projects in which students follow preset instructions.
Appreciation ability (the mural, the whole collaborative learning)	5	The final mural reflected the harmony between the drawings of the two groups of partner students which made all the school staff proud of the work.