

REPORT Artmile International Collaborative Learning 2019

Country/Region [Malta]

School [St. Ignatius College Middle School, Handaq] Teacher [Elaine Bezzina] Grade (7 & 8) Members (60)

JP school [Tomigaya Elementary School] Teacher [Ayaka Sato]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Social Studies	Through research, charts and power point presentations, students understood the meaning of SDG 16. They learned about its importance and made comparisons between countries where this SDG is lived up to and where it is not. This was mainly carried out during lessons and breaks but students were also responsible enough to continue their work at home in order to give the final products their personal touch. The latter part was carried out whilst communicating with the Social Studies teacher Ms. V. Attard. During this research, participating students had the opportunity to understand that what is taken for granted in the Maltese Islands, unfortunately is not reality in other countries. Some of the students also carried out case studies about SDG 16. This opportunity was given to a number of Year 7 and Year 8 students.	8 hrs
PSCD	During this subject, a great variety of students participated in the 'Peace Footprint Activity' during Ms. V. Attard's lessons. Given that part of SDG 16 emphasizes peace, during this activity the students had the opportunity to realise that even in their own lives, they can make a difference. During this activity, the students were presented with 2 footprints. The left foot print represented past experiences, thus students had to write about situations in which they collaborated to create peaceful situations. Whilst, in the right footprint they had to write down how they can contribute in producing peaceful situations in the future. Needless to say that this activity made students realise that peace is not only a matter of a nation's government but, they could be bearers of peace themselves. This activity took more than 1 lesson because students needed time to think about their actions in order to be as sincere as possible. This opportunity was given to students in both Year 7 and Year 8.	Approx.. around 2 hrs with each class (9 classes)
General	A speech delivered by a Kenyan social worker named Besh through the 'Grand Oak Association' was carried out at our school for a group of Year 7 and Year 8 students. This was part of a project entitled 'A Story of Rebirth' where Besh narrated his personal journey; from a homeless orphan to a social worker, in schools of different countries. After this experience, the students involved had the opportunity, during their PSCD lesson, to highlight what struck them the most during Besh's narrative. The most mentioned were; that until a certain age, he and his friends were not aware that shoes do exist and that whilst living on the streets, he only had the clothes he was wearing no matter the weather or if he had eventually outgrown them. Students then wrote down self-reflections which were very helpful for them to understand the extent of some peoples' situations.	1.5 hrs

Theme and Message of the mural

<p>Theme</p>	<p>SDG 16: Peace, Justice and Strong Institutions</p>
<p>Message United thoughts to share with the world</p>	<p>By learning about the culture of different countries, one can better understand and accept each other.</p>
	

Effects and Problems

Effects your students have gained	Points for further improvement
<p>Students have learned about different aspects of Japan such as the Sakura Zensen and the Fuji Mountain.</p>	<p>There should have been more discussion between partnered schools on how the mural was to be divided so that it would have been more united as an end product.</p>

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

Changes in the students	Changes in the teachers
<p>Apart from the skills students acquired; like responsibility, team work and how to carry out research, they realized through the various activities mentioned above that although citizens in Malta do have human rights, unfortunately in other countries this is not the case and so these should not be taken for granted. They learned to be more appreciative for what they have!</p>	<p>This was a great opportunity for the Social Studies and PSCD teacher involved as she could link the curriculum with SDGs, and also work hand in hand with a school from another country.</p>

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sept- Oct	Emails and introductory video was done.	Students were offered this opportunity and the majority of the students took the plunge and looked forward for such a once in a lifetime opportunity.	Social Studies
SHARE Research on the theme	Oct- Nov	Students carried out their research, did the final product and also the case studies under the guidance of their teacher. Afterwards they shared this material with the partner school.	Apart from instilling certain skills in our students, and getting more knowledgeable about the subject, students were really eager to send their work to the partner school through the Assistant Head Ms. E. Bezzina and also eager to receive their fellow students work. The latter was shared during Social Studies lessons by Ms.V. Attard.	Social Studies
UNITE Message of united thoughts	Nov- Dec	The communication between the two partnered schools was not very smooth and although we sent material to each other, there was not an actual discussion to unite the thoughts. The fact that we could not video call due to time difference was a major hindrance in this aspect.	Students were very eager to go through the material sent by the Japanese students. They were very eager to get to know what these students, of their same age, were doing at school.	PSCD
CREATE Mural painting	Feb	Painting was received and students each drew their section on the mural.	Students were very excited when we received the half completed mural especially when they saw the signatures of the Japanese students. They were also very eager to paint their half of the mural.	Art
APPRECIATE Reflection/ Appreciation	Feb	All the students who happened to use the classroom where the mural was being painted have had the opportunity to appreciate the work and be explained about it. Unfortunately, we did not have time to display the mural in school due to the deadline.	Students have learned a lot through this project. We have recorded a video with students explaining about the project but unfortunately it has not yet been edited due to the fact that schools have been shut down. The students participation in this video, even by those who are very shy showed how much they wanted to be an integral part of the project.	Art / Video

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	Students became aware of some of the privileges they have just because they live in Malta and how fortunate they are compared to other people.
Understanding your partner's cultures	3	Research conducted by students was not strictly about Japan. However, we searched all the places pictured on the mural and about the sakura zensen which we learned is of great importance to Japan.
Information literacy (research, share)	5	Students gained a lot of skills on how to search and how to check that information is correct.
Communication ability (interactive exchange)	2	Our students did a lot of PowerPoint presentations which we shared with our partner. Our partner also sent us a PowerPoint presentation, however, even though it was discussed in class, a cross discussion with our partner did not take place.
Critical thinking (objective, logical views)	4	A number of interesting discussions took place in class on what the students had researched and found. Some were even awestruck about what they found about other cultures.
Active learning and action	5	Students took it on themselves to continue their research at home, without being asked to.
Collaboration (in the class, with partners)	3	Some of the PowerPoint presentations and charts were done in groups. However, not having the possible to carry out videoconferencing hindered collaboration with our partners.
Expression ability (in words, in pictures)	5	Students expressed themselves through what they decided to paint in their section on the mural. It was beautiful to see how they tried to merge symbols which relate to Malta and Japan together to form something unique.
Appreciation ability (the mural, the whole collaborative learning)	4	The students were very grateful for the opportunity they got through this project. This was especially felt when we asked the students if they wanted to take part in a video to explain the whole process and they all wanted to collaborate. Unfortunately the video is still being edited as it has been put on hold due to the fact that schools have been shut down.