

REPORT Artmile International Collaborative Learning 2019

Country/Region [Mauritania]

School [SOS URGENCE] Teacher [Amadou Anne] Grade (4-5-6) Members (25)

JP school [Osaka Seikei Girl' s High School] Teacher [Mizuho Uesaka, Kazuki Okumura]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
MEET	Get to know	10
SHARE	Sharing photos of our students with placards containing messages.	11
CREATE	Design of the mural and appreciation of our results.	15

Theme and Message of the mural

Theme	People and different cultures in the Mauritanian landscape
Message United thoughts to share with the world	In our work, we wanted to share with the world the different populations and their customs in Mauritanian territory. Because Mauritania is little known in the world and its history is not taught in other countries of the world.



Effects and Problems

Effects your students have gained	Points for further improvement
Through photos and videos of our partner our students were able to discover and understand that there are other methods of working and communicating with the world through writing and painting.. Our students tried to understand the message contained in the mural made by our partners and it was a discovery for them.	What we need to improve from our work and reinforce communication and be reactive in messages by email and be more present in the forum. Internally, set up permanent teachers only for the project. improve our internet connection.

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

Changes in the students	Changes in the teachers
A significant change was noted at the level of the students with the discovery of this remote working method with other partner schools even with the reluctance of the parents the students want to continue working with other countries in the context of exchanges and sharing of knowledge and cultures. These helped to strengthen their general culture with all the difficulties we encountered.	At the level of the teachers, the change was not significant because we had to change teachers during the project. Cheick Keita was replaced by Amadou Anne who in his program could not follow the stages of the project correctly.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	July	Preparation of video messages for the presentation of the students. These videos were uploaded to the forum.	Our students think this is a good approach for the start of the project because getting to know each other is the first thing in any productive thing..	MEET
SHARE Research on the theme	Aug - Oct	Answering questions posed by Japanese students to our students about Mauritanian culture and other traditions and customs	Our students appreciated these exchanges and were able to see other students and communicate with them in order to share the different cultures.	MEET
UNITE Message of united thoughts	Nov - Déc	Organization of workshops on the SDGs that we have chosen and discussion of the students for the design of the mural.	They learned the composition of the different peoples and their culture and also understood the concept of living together in a multicultural society.	SHARE
CREATE Mural painting	Jav - Fev	Reception of the mural with half painted by our partner from Japan and we have painted our part and send the mural back to Japan.	After a discussion between the students and their teachers, the painting of the different cultures, landscapes and Mauritanian population caught everyone's attention. From where our pupils could discover the Japanese culture.	CREATE
APPRECIATE Reflection/ Appreciation	Fev - Mar	Presentation of the mural at the town hall of El Mina for appreciation and correction.	The students produce their own painting in collaboration with local authorities to promote Mauritanian culture and its landscape.	CREATE

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 students learned about the themes they should work on and they did research to gain the maximum knowledge about their culture, environment and population.

Understanding your partner's cultures	5	Through the sharing of information between the students on their names and the presentations, our students were able to retain some names of the Japanese students and they were able to make comparisons between the different cultures.
Information literacy (research, share)	5	The students did research on their own culture with their parents and other teachers from other schools where they capitalized the maximum of knowledge to participate in the realization of mural.
Communication ability (interactive exchange)	5	Our students are not bad in oral English but in writing there are orthographic gaps because Mauritania is a French-speaking country and the majority language and French.
Critical thinking (objective, logical views)	5	Regarding the SDGs, they wanted to understand everything, but we were unable to go through the whole program, lack of time and other restrictive situations.
Active learning and action	5	by using the forum the pupils have appreciated the exchanges through the presentations, the questions and the answers.
Collaboration (in the class, with partners)	5	The students were able to learn some teaching on Japan even if the interaction between the students was not frequent.
Expression ability (in words, in pictures)	5	Our students have a lot to discuss about the Mauritanian cultures, the landscape and the people of Mauritania before transmitting it in the mural.
Appreciation ability (the mural, the whole collaborative learning)	5	The participating students presented what they learned through this project to their relatives and friends and the teachers published them in social networks for a wide presentation of their work to citizens.