

REPORT Artmile International Collaborative Learning 2019

Country/Region [Perú]

School [Colegio La Unión] Teacher [César Augusto Carrascal Vizarrata] Grade (5) Members (17)

JP school [Omutachuo Elementary School] Teacher [Hitoshi Tanamachi]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Japanese	Communicate their ideas and greetings in Japanese	6
Visual Arts	Identify cultural heritage, sketching, Drawing and painting	12

Theme and Message of the mural

Theme	The Peace
Message United thoughts to share with the world	It is important to work together to create a culture of peace in order to live in harmony worldwide.



Effects and Problems

Effects your students have gained	Points for further improvement
Learn more about Japanese students and communicate with them.	Share more visual material and information about the country and community, preferably in English.

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

Changes in the students	Changes in the teachers
The students realized the similarities they have despite cultural differences such as language and customs. They could appreciate the importance of the culture of peace in Japan, especially after the Second World War.	Have a knowledge and approach to other cultures, recognizing and agreeing on points of interest like peace in our countries and the whole world.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sept.	Video conference between students and members of the two institutions.	The students participated enthusiastically, and practicing the Japanese language. The interaction with the students of Japan was very pleasant for them and allowed to break cultural barriers such as language.	Japanese
SHARE Research on the theme	Oct.	The students shared information about the cultural diversity of Peru and the respect we have among us.	The students were able to learn more about the cultural diversity of Peru and understand the importance of respecting differences to live in peace.	Art
UNITE Message of united thoughts	Nov.	We exchanged ideas and information such images and texts.	The students were excited to see images of Japan.	Art Japanese
CREATE Mural painting	Jan.	8 students attended during their vacations to draw and paint the mural from the sketches previously made during the school period.	It was the most fun and interesting stage for the students because they could appreciate the work of the Omuta students and because they could draw and paint what they wanted to express about the peace.	Art
APPRECIATE Reflection/ Appreciation	Jan.	The appreciation was given in the end of the year before the finished their classes. The mural arrived on time before the holidays began.	It was very pleasing for the students to be able to unite both cultures and to appreciate the whole process in a single work of art. When appreciating this mural, they felt how the distances are shortened and that they can share ideas despite the language.	Art

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	They identified and recognized the importance of their thoughts about the culture of peace.
Understanding your partner's cultures	4	Being a Peruvian – Japanese school, they were able to relate what they had learned about Japan with what the students of Omuta expressed.
Information literacy (research, share)	3	They related their research about the peace.
Communication ability (interactive exchange)	4	They were able to practice their skills learned in their Japanese classes.
Critical thinking (objective, logical views)	4	The students were able to reflect on the importance of living in peace and respecting us to create a better world
Active learning and action	5	They participated actively by putting their Japanese and visual arts classes into practice.

Collaboration (in the class, with partners)	4	There was clear interaction in the video conference and the videos exchanged by the students.
Expression ability (in words, in pictures)	5	They made videos and wrote putting into practice their Japanese classes.
Appreciation ability (the mural, the whole collaborative learning)	4	The students could appreciate live and relate the represented with the information previously shared.