

REPORT Artmile International Collaborative Learning 2019

Country/Region [Spain]

School [IES Belén] Teachers [Rosa Castro, M^o Carmen Ramírez, Juana Sáenz, Concepción Ruiz]

Grade (2-3-4) Members (20)

JP school [Hyogo Prefectural Ashiya International Secondary School] Teachers [Mari Nomura and Akihiro Okadome]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Science	Searching for information on energies and its effects on nature, focussed on marine life. Benefits and problems of clean energies. Exchanging this information with their Japanese school mates. Thinking about actions that what can be done to improve the life in our planet.	8
English	Reading articles related to environment: clean energies, pollution, life under the water. Writing essays on clean energies. Making power points to summarize their searching.	8
Art	Deciding what to draw to represent our message to the world. Making an outline of the picture and exchanging ideas with their Japanese school mates to find a common composition. Drawing and painting our part of the mural.	12
Social Abilities	Introducing themselves (paper and video formats) and discovering their Japanese partners' introductions Describing our school Working in teams Investigating and communicating results on their own country/region: geography, monuments, typical food, etc. Exchanging presents representative of their own culture	6

Theme and Message of the mural

Theme	Clean and sustainable energy benefits life under water: the health of the planet is in our hands
Message <small>United thoughts to share with the world</small>	Life conditions in the Earth are getting worse. Time is running out but we can still do our bit to save the planet. Let' s work together.



Effects and Problems

Effects your students have gained	Points for further improvement
<p>They have become more environmentally conscious.</p> <p>They are trying not to use so much plastics.</p> <p>They have learnt the importance of working together and sharing opinions.</p> <p>They have become more interested in Japan and its culture.</p> <p>They feel more comfortable when using the English language</p>	<p>More interactive communication between students from both countries..</p>

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

Changes in the students	Changes in the teachers
<p>This is the first time our students have worked together with schoolmates from a different country.</p> <p>It has been a very enriching experience because they have realized that Japanese students have the same concerns and share similar points of views on the topics they have been working on.</p>	<p>For the teachers this project has been an amazing opportunity for practising collaborative work .At the beginning we were a bit afraid due to our inexperience but we must say that it has been very easy to work with our Japanese teachers. Their help and suggestions were great. We would be delighted to repeat such a wonderful experience again.</p>

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
<p>MEET Self-introduction</p>	<p>April May</p>	<p>Already in April we started our contact with Mrs. Nomura, the Japanese teacher, through email. We exchanged information about our respective schools and the teachers and students that were going to participate in the project.</p> <p>Our students recorded a video to introduce themselves.</p> <p>Then they also wrote self-introduction cards which were uploaded later to our Moodle school</p>	<p>They were very happy while recording the video. They tried to speak clearly to be understood..</p> <p>They were also excited thinking that their video would be watched by Japanese students.</p>	<p>English</p>
<p>SHARE Research on the theme</p>	<p>June Sept. Oct.</p>	<p>Our students started to investigate on the topic (clean energies). They were divided into 4 groups. Each group looked for information on the topic from different points of view.</p> <p>After that work, the different groups exchanged the information.</p> <p>They summarized their research in power points which were sent to our partners and posted to the forum.</p> <p>We received our partners' works and shared and debated about.</p>	<p>Our students realized that the use of polluting energies has disastrous effects and that these changes are happening very quickly. They felt very worried about the feeling that time was running out.</p> <p>Teachers and students shared a really interesting debate on the advantages and disadvantages of the different renewable energies</p>	<p>Science English</p>

<p>UNITE Message of united thoughts</p>	<p>Nov.</p>	<p>We opened a course in our Moodle school to create a more fluid and direct exchange of ideas between Spanish and Japanese students.</p> <p>Teachers collected students' ideas, exchanged their views and joined them in a common message to send to the world.</p>	<p>Our students were so worried after their research that the message they released and shared with their partners was: "time is running out". But soon after, and thanks to our partners not so negative point of view, they changed their thought and together with their Japanese mates, agreed that "time is running out" but, "working together and doing our bit, the situation can be changed". After this exchange of ideas our students changed to a more positive point of view.</p>	<p>Science English</p>
<p>CREATE Mural painting</p>	<p>Dec. Jan. Feb.</p>	<p>Japanese and Spanish students made different sketches to express our common message and from the different ideas came the final proposal from one of the Japanese students. We, Spanish, added and suggested small changes and our partners started their painting.</p> <p>Once we received the mural we started do our part. We divided the fan/clock into three parts according to our previous reflection: the health of our planet is bad (first section on the left of the fan/clock), and the time is running out (it's five past eleven) but if we do our bit using for example, clean energies (section in the middle of the fan/clock) we could have a beautiful planet (section on the right of the fan/clock)</p>	<p>The attitude of our students couldn't be better. They all did their bit painting the mural and thinking that their message would be shared by many other young people from different countries.</p> <p>It has been a fantastic process to see how the initial idea (time, represented by the clock) has incorporated the fan, as an element that both cultures share, and have merged into an idea that has allowed us to shape the mural and divide the work with a result so harmonious and integrated that it is difficult to distinguish where both parts begin and end. The students were fascinated.</p>	<p>English Art</p>
<p>APPRECIATE Reflection/ Appreciation</p>	<p>Feb. March</p>	<p>We exhibited the mural in the school hall to show it to the entire educational community.</p> <p>We made a blog post in the school library and sent the link to our Japanese classmates. The local newspaper has made an article about this project and the local television has interviewed us.</p>	<p>The students are very satisfied with the final result. For them, it has been the best part of the project because they have seen their ideas represented in a visible and concrete object, that they have created with their own hands and shared with boys and girls from a country as far away as Japan. We are all proud to have overcome this challenge.</p>	<p>Spanish English</p>

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	This project has raised awareness among our students. Looking for information they have realized that in their country people are working on environment trying to make things change. While investigating they also found out that in Málaga, their city, a lot of work on environment is being carried out by local authorities.
Understanding your partner's cultures	4	Our students have missed a bit more personal communication with their mates, we mean, they would have liked to use social media to keep in touch with them. Despite this, the self -study cards have made it possible to know what their Japanese mates like, what they do in their free time, etc. They found that they had many things in common with their mates.
Information literacy (research, share)	4	Students have had the need to search for information, selecting the appropriate sources and transmitting the information orally and in writing. For this, they have used information and communication technologies. It was a work that they had to do alone but we realized that they did not have enough autonomy and have had to be guided in this process. It has been the hardest part of the work.
Communication ability (interactive exchange)	4	The exchange of information was good but, as we said before, more interactive communication between students from both countries could be a good idea for the future.
Critical thinking (objective, logical views)	5	Talking about environment our students are able to know which things are wrong and should be changed. There is still a lot of work to do since not everybody is environmentally conscious.
Active learning and action	5	Painting a mural has encouraged them to research about the topic. They knew that everything they learnt had to be painted to be shown to the world. This was a great responsibility.
Collaboration (in the class, with partners)	5	The students that have been working on the project were in different school levels, which sometimes make the work difficult. However, with their effort the collaborative work was a success.
Expression ability (in words, in pictures)	5	They have used English as a tool of communication in real contexts (introductions, research exchanges,...) and have expressed their thoughts using paint brushes and paint. Living in the age of images, using only written formats is a bit scarce.
Appreciation ability (the mural, the whole collaborative learning)	5	All the school staff and students have appreciated the mural and have congratulated the teachers and students that have taken part in the project, so they felt the importance of being part of their work.