

REPORT Artmile International Collaborative Learning 2019

Country/Region [Tonga]

School [Tonga High School] Teacher [Yukina Arai] Grade (5-7) Members (13)

JP school [Ako High School] Teacher [Takafumi Morito]

Subjects, Activities and Hours of the lessons

| Subject | Conception of the lesson | Hours |
|--------------------|---------------------------|-------|
| Language(Japanese) | Interaction with Japanese | 100 |
| - (Holiday class) | Drawing and painting | 20 |
| | | |

Theme and Message of the mural

| | |
|--|------------------------------------|
| Theme | Life below water |
| Message United thoughts to share with the world | Current problems and ideal future. |



Effects and Problems

| Effects your students have gained | Points for further improvement |
|--|---|
| <ul style="list-style-type: none"> • Experience to draw and paint. • Understand water problems in Tonga. | They understand water problems in Tonga so they need to think more how to improve against this problem. |

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

| Changes in the students | Changes in the teachers |
|--|-------------------------|
| Students said Japanese students are good at drawing. | Nothing. |

Flow of the Activity

| Content | Month | What you did | Your students attitude/reflection | Subject |
|--|-------|---|---|----------|
| MEET Self-introduction | May | Introduce oneself, country and culture. | They were very enjoyed communicating with Japanese students. | Japanese |
| SHARE Research on the theme | Oct. | Research and share water problems in Tonga. | They have an interest about water problem in Tonga. | Japanese |
| UNITE Message of united thoughts | Nov. | Research and share water problems in Tonga. Draw a few of draft. | They have an interest about water problem in Tonga. | Japanese |
| CREATE Mural painting | Jan. | Draw and paint mural. | They enjoyed drawing and painting very much because it was their first time to do it. | Japanese |
| APPRECIATE Reflection/ Appreciation | Jan. | Send a message and Tongan things to Japan. | They were so exited when they saw the mural and they had good motivation to do it. | Japanese |

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 | 4 | Students know their cultures well. |
| Understanding your partner's cultures | 3 | It was difficult to understand Ako city's culture. |
| Information literacy (research, share) | 3 | Only some students could research suitable information. |
| Communication ability (interactive exchange) | 4 | Students who participated in Skype meeting have good communication ability. They tried to sing a song on Skype. |
| Critical thinking (objective, logical views) | 3 | Some students could see our water problems objectively. |
| Active learning and action | 4 | Almost all students learned actively. |
| Collaboration (in the class, with partners) | 4 | Students enjoyed collaborating with partners. |
| Expression ability (in words, in pictures) | 4 | Students could express what they want to say and draw. |
| Appreciation ability (the mural, the whole collaborative learning) | 2 | Many students couldn't participate in mural drawing so only few students appreciated so much. |