

REPORT Artmile International Collaborative Learning 2019

Country/Region [Oman]

School [Shumoo' a Al-Marifa BE school (1-4)] Teacher [Shaima Ahmed] Grade (2-3-4) Members (12)

JP school [Yamagata Nishi Elementary school] Teacher [Mamoru Takahashi]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	Communication/ introduction/ reading/ writing/ speaking	10
Social Studies	Culture/ traditions/ costumes/ life style	5
ICT	Research/ reading/ drawing	15
History	Cultural diversity	4
Geography	Location of partner school	1
Art	Drawing / painting	20

Theme and Message of the mural

Theme	Peace, equal education, protecting environment
Message United thoughts to share with the world	In order for people to develop their countries, they have to live in peace and have equal education as one of their rights. In return, they are obliged to protect the environment and save the Earth.



Effects and Problems

Effects your students have gained	Points for further improvement
<ul style="list-style-type: none"> • They have learned how to introduce themselves to new friends. • They deepened their knowledge about their own culture and other countries' cultures. • They learned to understand and respect the similarities and differences of other cultures. • They collaborated to think, share, discuss and paint. 	More communication between the students of the two schools.

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

Changes in the students	Changes in the teachers
<p>The students understand and respect cultural diversity.</p> <p>They thought critically, share, discuss and unit their thoughts.</p> <p>They worked collaboratively to draw and paint the mural.</p>	<p>Encourage students to develop their English language through reading, writing and speaking.</p> <p>Encourage students to deepen their knowledge about their own culture and the Japanese culture.</p>

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sep	Students introduce themselves and the region through videos.	They were very excited to introduce themselves to new friends from a different country.	English Social Studies
SHARE Research on the theme	Oct	Students searched about the SDGs in Oman, wrote paragraphs and posted them in the forum.	They deepened their knowledge about the different topics of SDG.	English History Social Studies ICT
UNITE Message of united thoughts	Nov	We agreed on the things we are going to include in the mural.	They studied the Japanese culture in the mural and were interested about it.	English Geography History
CREATE Mural painting	Dec Jan	Drew the other half of the mural which reflect the Omani culture and views.	They were very excited to paint the mural and to show their culture to their Japanese friends.	Art History
APPRECIATE Reflection/ Appreciation	Nov	students talked about what they learned from the project. The school appreciated their hard work in the morning assembly.	They expressed their happiness in participating in this project.	English

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 searched about Omani culture and wrote paragraphs. They drew pictures reflecting Omani culture and scenes.
Understanding your partner's cultures	5	The Japanese students sent letters talking about their culture and the most famous scenes in their town. The Omani students studied the pictures in the mural which reflect the Japanese culture.
Information literacy (research, share)	5	The students searched about SDGs in Oman, wrote paragraphs and shared the information in the forum.
Communication ability (interactive exchange)	5	They interacted actively in this project. They were able to introduce themselves in English and listened to the Japanese students introducing themselves.
Critical thinking (objective, logical views)	3	Building up a message to convey to the world and choosing what to put in the mural that match the Japanese drawing.
Active learning and action	3	Searching, sharing and reading about culture.
Collaboration (in the class, with partners)	5	They discuss together what to include in the mural. They cooperate to draw and paint the pictures.
Expression ability (in words, in pictures)	5	They wrote paragraphs about Omani culture. They drew pictures expressing the Omani scenes.
Appreciation ability (the mural, the whole collaborative learning)	5	The administration of the school appreciated the project and the participants in front of the whole school.