

REPORT Artmile International Collaborative Learning 2020

Country/Region [India]

School [The Global Edge School] Teacher [Kalyani Voleti] Grade (6-8) Member (32)

JP School [Ritsumeikan Moriyama Junior & Senior High School] Teacher [Keiko Yoshimoto / Megumi Kikuchi]

Subjects, Activities and Hours of the lessons

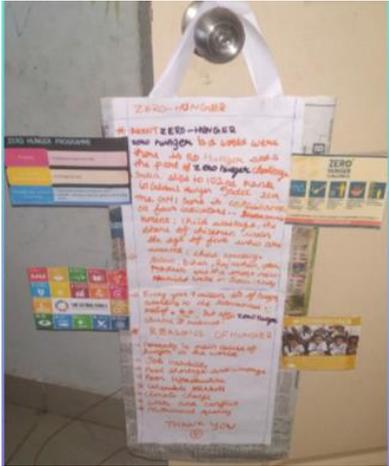
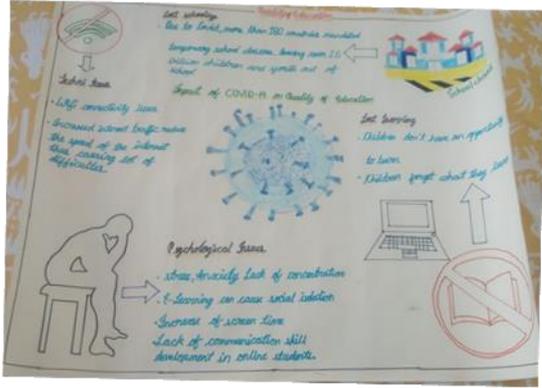
Subject	Conception of the lesson	Hours
English	Introduction: self, school, city, country	3
Science	Research about healthy living, immunity boosting foods, Ayurveda, Yoga	4
Social Studies	Research about ancient good practices in India, Palash tree, meaning of Namaste, benefits of Yoga	4
ICT	Power point presentations about our city, state, country, culture, festivals, SDGs in focus	4
Art	Practice drawings of discussed elements, practice painting	15

Theme and Message of the mural

Theme	Creative solutions in a post COVID world
Message United thoughts to share with the world	Together let us create a connected world.



Effects and Problems

Effects your students have gained	Points for further improvement
<p>Students learnt soft skills of communication, research, critical thinking, problem solving. The pandemic was the biggest crisis humanity has faced and to live through it and think of ways to surmount the problems needed a lot of out of the box thinking, creative problem solving. Students gained lots of insights about how their partner country was dealing with the crisis. They also learnt how their own country was fighting the battle against COVID with its old practices which were becoming useful and relevant in the world. Yoga, Ayurveda, Namaste, to name a few. Connecting their learning with SDGs gave them a reality check.</p> 	<p>The lockdowns found people getting depressed, lazy and there was a serious need for mental health awareness.</p> <p>Because of social distancing and online classes, in the first few months we met students only virtually. So we could not do many group activities and hands on activities which would have shown their abilities at making displays about SDGs and which could have been shared with the others in the school. Also, due to fears, some parents dropped their children out of the project. But due to the intrinsic nature of Art Mile as an online collaborative project, we could still successfully devise ways to do our activities and complete the mural.</p> 

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

Changes in the students	Changes in the teachers
<p>Students learnt that responsible consumption and responsibility towards civic and environmental actions have made Japan the leader in ESG. Students wish to emulate the citizen participation in keeping the surroundings clean and hygienic, which they learnt from their Japanese partners.</p> <p>Students have got a good understanding of how connected the world has become. A small virus in a market in Wuhan resulted in a worldwide health and economic disaster.</p>	<p>I see a strong focus on SDGs in the Japanese education system. As a teacher I have learnt to bring SDGs into the conversations while talking about their subjects. This really helps me give them a real world perspective. I have realised that it is more important than ever to connect classrooms and give students a global perspective and understanding. I also got experience in working with students of varying skills and learnt to tap their strengths.</p>

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
<p>MEET Self-introduction</p>	Jul.	Self introduction, Research about city, country, culture in discussions, shared experiences, presentations	In the beginning, their initial response to the meeting with their partners was of surprise, awe and excitement. They learnt skills of empathy, cross cultural understanding, communication and started to build confidence.	English Social Studies Science
<p>SHARE Research on the theme</p>	Aug.	Through research, presentations, videos, video conferences, we shared our learning with our partners. One memorable highlight was when our Japanese friends attended our virtual Independence Day celebrations on August 15th in which we saw a beautiful cultural showcase of Japan.	Students were enjoying the activities I designed to learn and think about creative solutions to solve the problems that COVID was throwing up. Our COVideas visualisation taught students to try to think out of the box.	Science Social Studies Art
<p>UNITE Message of united thoughts</p>	Sep. Oct.	We shared our ideas on the forum and in our video conferences. Both sides started visualisation based on their discussions. Students came up with interesting layouts and lots of ideas to draw in the mural.	Students listened and understood the points of view of their team mates and also their partners. They began to understand how collaborations worked and the benefits of team work. Major takeaway was that they learnt to respect the team members and their abilities.	Art
<p>CREATE Mural painting</p>	Nov.- Feb.	While our partners started paint, we started finalising our elements. We also started drawing practice on a large sheet. Due to the pandemic, I drafted a very strict safety schedule where only three students could come to school at one time. We worked with only those who were ready to come. I learnt to work with the strengths of the students.	There was a lot of interest to find the right pictures. Students formed groups, took responsibility to find relevant pictures, drew their ideas, continuously gave feedback to each other. They were excited to come to school and obeyed the safety guidelines very well. Once the mural arrived, we figured out a good system of working and with sessions every Saturday, we managed to slowly and steadily finish the mural.	Art



APPRECIATE Reflection/ Appreciation	Feb.	We are not having a video conference for reflection as our Japanese friends in the production group are diffident to speak English. I have recorded videos of explanations of our side and shared in the forum. We will receive similar explanations and reflections from our partners.	Students have reflected upon their experiences and shared it with me. I uploaded it on the forum.	English
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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 and reasons that teachers felt the effects
Cross-cultural understanding	5	Apart from video conferences, our cultural exchange on our Independence Day also deepened our cross cultural understanding.
Critical thinking (objective, logical views)	4	Japanese Students shared research about ESG which was a new and introspective experience for our students. They began to think critically about their actions and responses. They pledged to change.
Active learning and action	4	Simple changes began to be made by them in their daily life, especially in terms of waste management. They began to reflect on their actions and worked seriously on reducing, reusing and recycling.
Collaborating with different people	4	Collaboration with their partners really helped to boost their self confidence, made them proud of their culture.
Expressing in words, in shape	4	Verbal Communication skills have improved and students learnt that they should use simple language and speak slowly when they speak to people from countries where English is not their major language. Expressing their thoughts in visuals also improved as they have never painted such a big picture before. They understood how to respect each other's work and do the best they can.