

REPORT Artmile International Collaborative Learning 2021

Country/Region [Estonia]

School [Tamsalu Gymnasium] Teacher [Reena Curphey] Grade (8) Member (20)

JP School I [Kizu-Minami Junior High School] Teacher [Mami Miyahara / Yuito Torii]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	Introductions for country, school, students.	3
Art	Making posters about Japan	3
Art	Learning about SDG`s – discussions, watching videos, independent work	3
Art	Mural painting	7

Theme and Message of the mural

Theme	“Towards a happy world”
Message United thoughts to share with the world	In our painting there are students – a Japanese boy and Estonian girl, who are trapped in the net full of rubbish and garbage. They are trying to break free acting together against all environmental and social problems. On top of the mural there are little pictures about the dream worlds where our students would like to live.



Effects and Problems

Effects your students have gained	Points for further improvement
Every year different class takes part of the project and it is the first international project for many students. They have gained a wider knowledge of the world, different cultures and all the chosen SDG`s.	Some SDG`s are more easy for them to analyse than others. Painting part was hard to manage due to the lack of lessons, sick students etc.

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

Changes in the students	Changes in the teachers
Their understanding of the world has widened a lot during this project. They learnt that big changes start with small ones. Every individual can help. Their team working and painting skills developed as well.	I love learning about different cultures and this year we had a lovely partner school. Every year I learn something new, more aspects of Japanese culture. The communication and the understanding of the project gets more clear every year as well.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
MEET Self-introduction	June	Introduction of the project, making self-introduction presentation, photos, videos (Introduction of the country, school and students.)	Students were excited about making introductions and also learning about Japan and Japanese students life.	English
SHARE Research on the theme	Sep.– Nov.	Classroom activities – discussions, watching videos, independent work, making presentation.	They understood the importance of this step to come up with the ideas for the mural.	Art
UNITE Message of united thoughts	Nov. Dec.	Discussions in the forum with partner school.	Students enjoyed the communication and they were happy to be part of the decision making process.	Art
CREATE Mural painting	Jan.– Mar.	Sketching the mural, painting the mural.	Empty canvas scared them a bit at the beginning, but by the end they loved it. Mural painting delayed, students were sick and we were distance learning.	Art
APPRECIATE Reflection/ Appreciation	Mar. Apr.	Discussion in the classroom, individual work sheet.	They felt grateful to be part of this project. They have changed their everyday habits to more green solutions.	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 and reasons that teachers felt the effects
Cross-cultural understanding	4	Students were very excited and interested in the forum posts, photos and videos from Japanese students. They learnt English while making presentations in English. This showed in the posters made about Japan.
Critical thinking (objective, logical views)	3	Students tried to find solutions for the chosen SDG problems, but it is hard to come up with them. Some of the problems are global and it was hard for them to think about these on the individual bases.
Active learning and action	4	Students took part of lots of discussions and presentations. As a result of the learning process, they came up with individual solutions for the SDG problems.
Collaborating with different people	3	Students wanted to video call with Japanese students, but it was not possible because of the different time zone and lesson times. They learnt to work together as a team and plan their time together.
Expressing in words, in shape	4	Students were a bit overwhelmed with empty canvas at the beginning of the painting. But by the end they really enjoyed the process and asked to take part more of the similar projects.