

# REPORT Artmile International Collaborative Learning 2021

Country/Region [ Taiwan ]

School [ Cheng-Kung Primary School ] Teacher [ Annie Lo ] Grade ( 6 ) Member ( 10 )

JP School [ Kuribu Elementary School ] Teacher [ Kenji Uenaka ]

## # Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	<ol style="list-style-type: none"> <li>1. Article reading about our theme study on SDGs 14 and 15.</li> <li>2. Learn and be familiar with the key words of the related issues</li> <li>3. Practice English self-introduction and verbal expression manners</li> </ol>	6
International Education	<ol style="list-style-type: none"> <li>1. PBL courses with each theme study on SDGs 14 and 15</li> <li>2. Group discussion and personal research presentation</li> </ol>	14
ICT	<ol style="list-style-type: none"> <li>1. VR/AR courses to explore and know the current world environment issues such as global warming, iceberg melting, and marine world to expand kids' experiences.</li> </ol>	2
Art	<ol style="list-style-type: none"> <li>1. Draft brainstorming and discussion</li> <li>2. A list of themes and elements to represent our SDGs study and well-known landmarks of Chiayi County, Taiwan.</li> </ol>	20
Integrative Activities	<ol style="list-style-type: none"> <li>1. World news lectures related to our theme study</li> <li>2. Self-introduction rehearsal for the Google Meeting</li> </ol>	4

## # Theme and Message of the mural

Theme	Better Action, Better World.
Message United thoughts to share with the world	We hope for a future that remains sustainable development by taking action and making efforts to protect the Earth. Thus, each person's actual action to preserve the environment is crucial. Every little gesture counts.



01/28/2022 Done!



02/14/2022 Sent!

### # Effects and Problems

Effects your students have gained	Points for further improvement
We spent quality time reflecting on “what have you changed?” after one-year study and mural painting project. Each student expressed their thoughts and growth in writing and verbal expression. Most of the students showed that not only did they enjoy learning about Japan and Kuribu/Hiroshima cultures so much, but they also figured they’re more and more SDGs-aware, and they pay attention to the environment more and are willing to take action in daily world for a better future.	The unique cultures and community features impressed both CKPS and Kuribu kids. Yet, the overall SDGs understanding needs to be deepened and given more practical action plans. Also, both students in rural areas have limited English proficiency for our common communication; therefore, we used both translation and interpretation to make the best understanding for all. We hope there can be some more specific common theme to talk about so that we can be more accurate.

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

Changes in the students	Changes in the teachers
Students are more active in sharing their thoughts or opinions, even more courageous in raising their questions. They show obvious initiatives and interests in knowing about Japanese cultures and caring for the Kuribu partners during pandemic. They also reported that they are being more aware in the environment issues and will take action to be more environmentally-friendly.	It was our very first time to apply and conduct AICL for both Kuribu and CKPS, so we were both nervous and careful doing the project. Yet, I feel sincerely grateful and lucky to enjoy this learning process with Kenji San together. It’s a huge learning accomplishment for us as well. We worked along pretty well during the online meetings and showed great support to encourage each other.

### # Flow of the Activity

Content	Month	What you did	Your students’ attitude/reflection	Subject
MEET Self-introduction	June.	We engaged with each other and scheduled two Google Meeting to greet and introduce ourselves, CKPS campus and CYC community.	The students found it fun and doable to challenge themselves and making self-intro and campus-intro videos. A sense of accomplishment was boosted for them and they gained confidence to speak in English as well.	English IE ICT
SHARE Research on the theme	Oct.	IE and ICT teachers worked together to design the PBL for our SDGs study. Our study approaches are various and vivid for the kids to study the goals in a deeper sense.	With the different learning approaches in ICT, IE, field research and activities, the students were able to step down to earth and get to know about the SDGs issues in a more practical way that’s close to their daily life. They showed surprises and excitement during the activities.	English IE ICT
UNITE Message of united thoughts	Nov.	I led group discussion for the kids to come up with the ideas of “the future we want” by asking them “imagine ten years from now” to give them the time space to picture their roles and possibilities in this world.	They did a brainstorming and several worksheets to either write down or draw a pictures with future hopes and vision to show their concerns or messages they want to deliver to the world, and we came to the conclusion of “Better action, better world.” for our mural creation.	IE Art
CREATE Mural painting	Jan.	The AICL administrative team scheduled a winter-vacay camp to focus on the mural painting work. The teachers were assigned to instruct on the painting process.	We literally started from scratched by the students. Kids wore their own aprons, curious about the paints from Japan, did every related labor work by themselves. There were laughter and surprises as they witnessed the mural’s completion. They felt accomplished.	Art Integrative Activities

APPRECIATE Reflection/ Appreciation	Feb. Mar.	We sent the canvas back to Japan on 2/14 and scheduled 3/9 for the final Google Meet to present the overall study results. We expressed great appreciation and gratitude to Kuribu partners and wished them a happy graduation and a bright future. The final Meet was a success.	The students learned about the mural painting features and meanings from the Japanese side on SDGs 15, and we also know well about our wetland ecology painting regarding SDGs 14. They also prepared for the final reflection on our AICL project and showed thanks to Kuribu. They practiced ocarina as the final performance for our farewell presentation and did a great job.	ICT IE Art
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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	4	The strength we have in common is the long-term Taiwan-Japan friendliness and mutual support. We are quite familiar with the Japanese pop culture so that gives us a nice foundation to learn about the art/mile collaboration. Through the learning process, it's easier for our kids to resonate with the Japanese features including the farm landscapes, the food culture and common environment issues. And we're active in sharing videos and information about Taiwan for our partners to study.
Critical thinking (objective, logical views)	4	The students were able to observe and point out the similarities and differences between Taiwan and Japan through our study materials. They had quality time for brainstorming and organization before they proposed their ideas or questions. Overall, I think they did gain a greater awareness for the sustainable development goals.
Active learning and action	5	Despite the language barrier, the kids were quite open to practice English and even Japanese in order to achieve the learning collaboration and for better mutual understanding. I noticed that the kids hardly bargained or complained, they took action step by step to gain knowledge about SDGs and were able to apply what we have learned in a practical way in life.
Collaborating with different people	5	There are ten participants in the student body. So they were close working together throughout the entire learning process besides individual research work. The project has also been an interpersonal partnership practicum for them. They gained better communication skills and were willing to give a hand as a team player.
Expressing in words, in shape	5	Honestly, we didn't think the outcome would be this good. Knowing our kids are from the rural village and didn't have as many resources compared to the big schools. But we strived and thrived to give our kids the best education in different approaches in the sense of international education. Therefore, not only did they accomplished the entire mission, but they also did it with high-standard quality. Their verbal and writing abilities gradually progressed with more mature thoughts and advanced vocabulary.