

REPORT Artmile International Collaborative Learning 2021

Country/Region [Taiwan]

School [Hsin Chuang Senior High School] Teacher [Ya-Fen Chen] Grade (10) Member (35)

JP School [Ube High School] Teacher [Mayumi Arima]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
ICT	*Searching on the Internet for related references *Editing the forms or spreadsheet for group reports during online meetings	9
English	*Brainstorming possible solutions to current global problems *Learning English terms about the targeted SDGs, like sustainable energies and LGBTQ *Oral presentation practice	9
Art	*Creating images by groups *Integrating all the group images into the mural *Drawing and painting	16
Integrative Activities	*Scheduling the time and date for Google Meet *Appreciation and reflection on the AICL project	5

Theme and Message of the mural

Theme	Promise to the Future
<p>Message United thoughts to share with the world</p>	<p>“Promise to the future” was created by integrating the images and ideas that we narrowed down in the learning process. The balloons floating in the sky show the 17 SDGs. The issues facing modern society are portrayed on the right side in the background of the mural. As for the left background, it's a bright future full of hope: clean water, clear sky, lively marine creatures and abundant food. Down on the corners, the rainbow indicates that people of different sexual tendency deserve the same human rights; the dove is for hope and the black-faced spoonbill is to conserve endangered species. With people of different races and religions standing side by side, we can cooperate and solve problems across national borders. Making a “promise to the future,” students pass the baton onto the next generation and hold the precious earth in the palms of their hands with love.</p>



Effects and Problems

Effects your students have gained	Points for further improvement
They used to have rough ideas about the SDGs, but now they know them much better and even studied some of them. In the process, they learn to raise questions, to search for practical and possible solutions to the problems, and to brainstorm for creative measurements to make a difference now and in the future.	On account of the limitations of Internet bandwidth, class size and meeting time, students can only do oral presentations by groups. If possible, it would be nice if sometimes students have chances to do one-on-one idea exchange or in-depth group discussions with their counterpart groups.

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

Changes in the students	Changes in the teachers
Judging from the uniforms and Japanese students' attitude toward each task, my students noticed that the Japanese are well-disciplined and take every mission seriously, which prompted them to improve their performance and think more deeply about every issue.	Not much changed from my perspective. I always think that the Japanese are well-mannered and self-disciplined people. From this valuable collaborative learning experience, my impression about the Japanese is confirmed.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
MEET Self-introduction	Aug. Sep.	<p>During the summer vacation, we asked students of both schools to briefly introduce themselves in videos and then exchange the videos for students to get to know one another.</p> <p>At the beginning of the new semester, teachers let them exchange hand-made greeting cards with appointed counterparts.</p>	<p>At that time, during the lockdown of Covid-19, as high school freshmen, even though students were very shy, they were happy to make new friends through self-introduction videos.</p> <p>Some of my students found it very difficult to make a card. After all, it takes creativity and art skills to make a unique card. When they received cards from Japan, they were overjoyed and impressed by the delicacy of the cards.</p>	English ICT Art
SHARE Research on the theme	Sep. Oct.	<p>Teachers briefly introduced the 17 SDGs and asked students to study goals that they are interested in and divided students into five groups according to their interest.</p> <p>Students were required by the teachers to develop two question maps so as to illustrate problems and possible reasons in some countries.</p>	<p>They used to know little about the 17 SDGs. Some of them even never heard of them before this project. After the teachers' lecture, they got to know the real world outside their textbooks and had chances to look beyond schoolwork.</p> <p>Working on the question maps enabled them to take a closer look at troubles home and abroad. Furthermore, they tried to think about and search for possible reasons that contributed to the existing problems.</p>	English ICT

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<p>UNITE Message of united thoughts</p>	Nov.	<p>To begin with, we asked students to finish a feedback sheet to provide their counterparts with suggestions and feedback to their question maps.</p> <p>After reviewing the feedback sheet, students were required to search for or come up with global solutions that can be put into practice now and ten years later.</p> <p>Each group was required to put their messages to the world into images and condensed their ideas into key words. Afterwards, each group displayed their paintings and key words online.</p>	<p>At first, my students' feedback to their counterpart groups was very simple and plain. After reviewing feedback sheets from Ube High School, they were inspired to think more deeply later on.</p> <p>To have more concrete and practical global solutions that they can do now and ten years later, my students had further discussion, read lots of materials online, and spent lots of time sorting out the information and showing it to their Japanese buddies.</p> <p>They enjoyed the process of transforming their messages into images. Through brainstorming and using their imagination, they literally experienced the famous saying, "A picture is worth a thousand words."</p>	English ICT Art
<p>CREATE Mural painting</p>	Dec. Jan.	<p>Teachers recruited art leaders and volunteers from students. With all the images from each group, the Japanese art leaders incorporated them into the mural by briefly sketching the whole picture first and then they finished the right side.</p> <p>When it was our turn to work on the left side of the mural, with our art teacher's help and instructions from the JAM office, Taiwan students added a few iconic images about Taiwan onto the mural.</p>	<p>Watching Japanese buddies start the painting step by step, my students found it kind of unreal to them because they have never painted a mural before. They regarded the size of the mural as numbers only. Not having a clue of how big the mural was, they were unable to imagine what it would look like.</p> <p>Since it takes art skills to finish the mural, at first, I only recruited five art-gifted Taiwan students to be art leaders. Later, two more students volunteered. Then, some students would drop by to offer their occasional help. When I showed the mural to the whole class, they were thrilled to finally see it in person.</p>	Art

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APPRECIATE Reflection/ Appreciation	Mar.	<p>Teacher Mayumi shared their news reports and the presentation that her students made in a well-known university with us. Hence, the authorities of HCHS issued a press release to celebrate the completion of this mural. Some news journalists interviewed my students and me about the AICL 2021.</p> <p>In the opening remarks, teacher Mayumi showed us a mural painted 3 years ago by Japanese junior high school students for peace in Ukraine, which was followed by 30 seconds of silent prayer for peace. Later, teachers asked each group to give oral reports about their reflection on this AICL project.</p>	<p>It was indeed a rare, fresh and special experience for us to be interviewed by news journalists. At first, we were very nervous and even stuttered in front of the cameras. With more chances of interviewing, we gradually got accustomed to the cameras and could share our thoughts more fluently and logically. Even so, it's still kind of strange to read or watch news with our images or photos. After all, none of us is a celebrity.</p> <p>The war in Ukraine showed us the cruelty of wars. There are people suffering and dying every day. The jeopardized peace and the hunger for no more wars echo our hope to realize all the SDGs. From their oral presentation, we can see their growth in both SDGs knowledge and speaking skills. Students of both sides feel satisfied with the achievement they accomplished together.</p>	English Art Integrative Activities

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	In one online meeting, students of both sides displayed their group images. To indicate that a plastic bag floating on the ocean is from convenience stores, one group of my students put down the words "Lawson" on the bag because the store name "Lawson" is common in Japan. Yet, Teacher Mayumi raised a question about this and we clarified this idea in time. Luckily, she didn't misunderstand us. From this unforgettable exchange experience, they learned that they should think twice before they make use of their creativity and a sense of humor. Otherwise, misunderstanding might arise due to cultural differences and their recklessness.
Critical thinking (objective, logical views)	4	At early stages, my students were not used to thinking from a bigger picture. They tend to offer subjective personal opinions, like their feelings. Nevertheless, as time went by, because they got more practice in searching for information and analyzing materials, now they could think more objectively by viewing from outside. In my opinion, their ability of critical thinking is developing. This is beneficial to them in their journey of becoming an independent and free thinker.

Expected effect	Evaluation	Scenes and reasons that teachers felt the effects
Active learning and action	4	At the stage of working on a feedback sheet in response to the question map, my students didn't think deeply enough about universal challenges of the world and only offered some superficial responses, like their personal feelings. Seeing how well their Japanese counterparts had done, they were encouraged to activate their interactive learning by doing more research into practical solutions to current global problems, like solar energy, biofuel, food bank, water filter system, etc. This was a big breakthrough for them. As high school students, they learned to think more independently, did more outside reading, and studied English materials from websites rather than textbooks.
Collaborating with different people	4	This project started last summer, when my students barely knew one another. Therefore, they were divided into groups not on the basis of friendship, but their interest. However, as time went by, they gradually found the merits and demerits in everyone. Though some may not get along well, they learned to distribute segments of each task among teammates so that they could complete missions on time. It is a pity that there were times that some lazy students, not many, would rather be hitchhikers in the journey of AICL.
Expressing in words, in shape	4	This is definitely an interesting and fun experience for them to express their ideas in words, English, which is not our native language, and then to transform them into shapes. My students have been learning English for many years and most of them have good academic performance in English; yet, there is still a lot of room to be desired in terms of their speaking skills. They need more practice and courage to express their ideas freely in English. Even though most of them are not good at art, they strove hard to create group images that can reveal their thoughts about the SDGs to other people. Seeing the art leaders incorporate all the elements that we've narrowed down into one big mural, they felt amazed. Knowing that Ube High School had won the MEXT award in Japan due to the mural and our collaborative learning, we share the honor with them and are excited about this achievement.