

REPORT Artmile International Collaborative Learning 2021

Country/Region [Taiwan]

School [Lu Jiang international school] Teacher [Verona Lee] Grade (8) Member (77)

JP School [Setoda junior High School] Teacher [Hirotaka Kato]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	<ul style="list-style-type: none"> ● Learn the words and terms about ocean conservation. ● Comprehend the situation about ocean sustainability in the world. 	4
Science	<ul style="list-style-type: none"> ● How the pollution harms the loss of ocean habitat ● Ways to protect the ocean and creatures. 	6
Geography	<ul style="list-style-type: none"> ● How the climate change affect the ocean marine life. ● The meaning and importance of SDG 14- ocean conservation. 	6
Art	<ul style="list-style-type: none"> ● Discussion, draft design, drawing and painting 	10
ICT	<ul style="list-style-type: none"> ● Learn the infographic skills such as chart, diagram and graphs to analyze how the industry waste, garbage and pollution affect the ocean. ● Poster and PPT making skills to share the research with partners. ● Digital filming and video edit skills 	8

Theme and Message of the mural

Theme	No water; no life ! Ocean conservation
Message United thoughts to share with the world	Create a better world for the next generation! Be aware of the pollution and fight for a bright future for both human beings and ocean creatures.

To promoting more awareness of Ocean conservation, we hope to create the image of a better environment for the next generation and it is also the core idea of the mural painting. In the original mural, we have the theme of restoring the ocean to its original appearance and developing environmental sustainability. We added some marine creatures such as white dolphins, Orca, green sea turtles, and colorful corals in the mural. These marine creatures need a clean marine environment to reproduce the next generation and form a richer marine ecosystem. In addition, we paint the sky orange, yellow, and red to present a clean and leisurely twilight scene. It symbolizes joy, hope, and a bright future. Through this art mural project, we hope that everyone will better understand marine conservation and environmental sustainability, pay more attention to life below the water, ensure biodiversity, and prevent environmental pollution.



Effects and Problems

Effects your students have gained	Points for further improvement
<ul style="list-style-type: none"> ● At the beginning of the project, we had on-line learning due to the covid 19 outbreak, it was very hard to do the international learning with partners. However, students leaned to overcome the obstacle and made a greeting video on their own, some of the works were unexpectedly good. ● Learn the experience about how to work with international partners with a global issue. ● Appreciate the research and perspective from the partner school and also pay more attention to this issue. 	<ul style="list-style-type: none"> ● Schools in Taiwan had been shut down due to the pandemic, and we shifted to the on-line learning. In the future, we need to have better preparation such as devices and network connection, etc. for better collaboration. ● Have a better communication tool for on-line video chat and make the network more smoothly.

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

Changes in the students	Changes in the teachers
<ul style="list-style-type: none"> ● Be more confident to express themselves in English and were willing to speak out their view about the issue. ● Pay much more attention to what is happening around the world and enhance the global awareness as a world citizen. ● Admire the diversity culture and also appreciate the strength and features about local culture. 	<ul style="list-style-type: none"> ● Learn how to collaborate with schools abroad. ● Understand the meaning of important of SDG much better and are willing to introduce these global issues into their class and teaching. ● Be open-minded to lean and challenge themselves for better teaching development.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
MEET Self-introduction	5-9	Students made introduction and greeting video both individual and class to partner school. They also sent post card with Taiwan features to share local culture.	We had a group of leaders from each class in charge of this project with teachers. They showed their leadership and collaborating skills with others. All the participants were very happy to have the experience to work with the Japanese partners. Some of the students even found out their interests in making these videos and focused more in the learning.	English ICT
SHARE Research on the theme	10-11	Student were introduced to various concepts and terms about ocean conservation, Then did research in groups and shared their ideas with the partners via video conference. They learned about how pollution and overfishing are impacting the ocean.	From the infographic about ocean problems, they understood how serious the situation was. For example, turtles and fish mistakenly eat plastic products and caused a lot of suffering from the ocean creatures. They showed more comprehension and concern to make the world better.	English Science Geography

<p>UNITE Message of united thoughts</p>	11-12	<ul style="list-style-type: none"> ● Have mutual discussion about the research result with the partners ● Think about attainable solution for the issue. ● Develop the theme idea and concept of the mural. 	They learned how to make their points clear and specific. My students also found their partners' research was very professional and insightful. They were also inspired by the videos and infographic reports Japanese students made. It's an enlightening learning experience to them.	English Geography
<p>CREATE Mural painting</p>	12-2	<ul style="list-style-type: none"> ● Understand the issues about ocean pollution ● Worked in groups and discuss how to continue the painting with mutual meaning to make it a whole and complete work. ● Draft, drew and completed the mural. 	Students worked together to share their ideas and made a better understanding about the SDG14. They hope everyone will better understand marine conservation and environmental sustainability, pay more attention to life below the water and prevent environmental pollution.	Art
<p>APPRECIATE Reflection/ Appreciation</p>	2-3	We displayed the mural painting at the school hall and students explained the meaning and design to the teachers and other students during the school morning assembly.	They feel proud about what they had achieved. It gave them a sense of fulfilling experience and were more willing to challenge themselves and convey the global issues to others.	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	5	<p>From the greeting learning process, they chose the cards with the famous attractions or culture to highlight the features in Taiwan. This is also the important part of global learning. Students deepen their perspective toward other culture by introducing their country and culture to others. The eight graders also recorded their writing process and class greeting video to their partners respectively.</p> <p>We also received the postcards and the New Year's greetings from Japanese friends. My students learned that origami are delicate from every angle, we see the persistence and intention of the creators, showing the spirit of Japanese professionals.</p>
Critical thinking (objective, logical views)	4	Students learned how to narrow down the resources and focus on the information that were related to their research and learned the skills how Japanese students used a lot of static data and charts to support their points. It was really a great experience for them to deepen the research techniques and perception.

Active learning and action	5	They did a field trip to the local community to experience a one-day fisher. Ride the boat , spread the fish net and learned the ecology in the wel land. It gave them not only a valuable experience, but also got to know the serious problems in person. It definitely strengthened their mind and action to protect the ocean.
Collaborating with different people	4	Understand the culture diversity and features and learn to appreciate and respect people from different countries. By collaborating with other people abroad, students also learned to admire their local culture and strength. They slowly form a better understanding of their home town and other countries.
Expressing in words, in shape	4	The international program aims to foster the global perspective of SDG goals and enhance students' worldwide vision toward the global issues. We are happy to paired with Setoda school and we have a lot in common. Both close to the sea and are surrounded with rich ocean resources. It's good to work together to SDG 14 and share the ideas and learned the knowledge from each other.