

# REPORT Artmile International Collaborative Learning 2021

Country/Region [ Taiwan ]

School [ National Shan-Hua Senior High School ] Teacher [ Chi-Chen Wu ] Grade ( 11 ) Member ( 66 )

JP School [ Toyohashi Chuo Senior High School ] Teacher [ Yoshio Takakura ]

## # Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	Introduction to the project and the SDGs	1
English	How to make a good presentation	1
English	How to tell a good and inspiring story (Group discussion)	2
English	Writing a greeting card to your friends	2
Art	The design of a mural: how to turn stories into images	2
Art	Mural painting: from the draft to the final outcome	12

## # Theme and Message of the mural

Theme	Stories with messages of love make the post COVID-19 world great
Message United thoughts to share with the world	In times of uncertainty, when people around the world are being bombarded with news about how the pandemic affected many people's health, we need positive stories to cheer everyone up. Stories about heroes from different aspects were thus represented on the mural, hoping to give viewers warmth, hope and strength.



## # Effects and Problems

Effects your students have gained	Points for further improvement
It's undeniable that, as a part of this project for five years, we find our students gradually have more confidence in having an online discussion with their partners. Their interest in using English or Japanese to communicate with their foreign friends become higher than expected. Besides, many of them will put the outcome of the project in their portfolio when applying to the university. One of the to-be graduates, who participated in this project last year, has even been accepted by a university in Japan.	The division of the semesters differs from country to country. Thus, it's difficult to follow the schedule of the curriculum model. Besides, the pandemic will sometimes lead the school to be shut without any warning, which is for sure a great challenge to all the teachers in charge. How to complete the project in a more flexible way, especially when the mode of learning is switched to "learning from home" and how much they have done could only be monitored from a distance, will be an issue to be tackled.

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

Changes in the students	Changes in the teachers
Before the collaboration, students' main concern was what information about the fun part, such as games and anime, they could get from the collaboration. But during the process, they shifted their concern on how people in a different country tackled the difficulties shared by all human beings. They found people in Japan work as hard as us to make our life hopeful, even in the tough time.	From the news and the private talk with teachers in our partner's school, I found the pandemic had great effect on the economy and life in Japan. Although the one-year-delayed Olympic Games caught the eyes from all over the world, it didn't boost the economy as most people expected. The fact that some of the students and teachers in the partner's school were infected also shock us a lot.

### # Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
MEET Self-introduction	Sep.	I asked students to prepare a brief self-introduction in English. They could record a clip and upload it to share with their partners as well.	Most students are low-achievers in English learning, but in order to impress their partners, some of them tried their best to practice. Apparently, they were more active to speak out.	English
SHARE Research on the theme	Oct.	I taught students how to search for the information on the internet and what to present to make it a short but impressive story.	Students collected several inspiring news reports and had a heated discussion about what kind of pandemic-related stories they wanted to share with their partners.	English
UNITE Message of united thoughts	Nov.	I had an online discussion with teachers from Japan and managed to find the core idea behind the stories our students collected.	Students came to an agreement that "love," "care" and "never giving up," which would bring people power to win the battle against the virus, should be presented as the focus of our mural.	English
CREATE Mural painting	Jan.	I invited our art teacher to give students some advice on how to make the coloring compatible with the part done by their partners.	Students were amazed by the half of the mural painted by Japanese partners. Thus, in order to make the outcome perfect, they made use of their winter vacation and worked very hard.	Art
APPRECIATE Reflection/ Appreciation	Feb.	I had the completed mural displayed in the library and invited all of the students to appreciate the beauty of their classmates' efforts.	Students went to the library to have a look at the mural. With the introduction to the work by the key designer, viewers had a better understanding of the messages/stories behind.	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	In December, students received at least one greeting card from their counterpart. When reading the messages on the card, students were very happy to find the interest shared among them, like the latest anime and fashion trends even though they live in different countries.

Expected effect	Evaluation	Scenes and reasons that teachers felt the effects
Critical thinking (objective, logical views)	4	Students listened to the stories shared by their partners carefully, and raised their questions like “What can we do to keep ourselves healthy during the pandemic?” or “Are the precautions we have taken comprehensive enough to fight against the pandemic?”
Active learning and action	4	Compared with the common assignments given by their teachers, they seemed to be more active in preparing the monthly presentation. But, on the other hand, they felt very stressful because they didn't want to be laughed at for saying something with grammatical mistakes.
Collaborating with different people	5	Students who were used to working on their assignment individually found it enjoyable to work with others during the process. The collaboration with Japanese students even pushed them to do lots of online communication and coordination in limited English.
Expressing in words, in shape	4	Even though some of the students still relied on the teacher's help to talk with their partners, they became more willing to express themselves because they could search the online dictionary or show their foreign friends pictures as a means of helping themselves understood.