

REPORT Artmile International Collaborative Learning 2021

Country/Region [Taiwan]

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Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
International Education	SDGs, Seuren Cullis Suzuki's speech, Current situation of water resources at home and abroad	20
English	Self introduction, short conversation, results publish	4
Culture	Understand the similarities and differences between Japanese and Taiwanese cultures.	4
ICT	Data query, data collection, make briefings, video communication	6
Art	Create a mural	16

Theme and Message of the mural

Theme	Creation of a New Future
Message United thoughts to share with the world	There are various issues in the world, such as inequality, hunger, and poverty. Therefore, we want to create a world where all people and animals can live in peace. A peaceful and prosperous world. Let's not waste all resources and work together to create a sustainable, loving, tolerant and harmonious world and a new future.



Effects and Problems

Effects your students have gained	Points for further improvement
After learning the SDGs, the children understood that we are all part of the earth, and we must work together for the sustainable development of the earth. We are also conducting research to gain a better understanding of the water resources situation in Taiwan and the community. The children are very happy to make Japanese friends and learn about Japanese culture.	Courses and exchanges between Japan and Taiwan are partially suspended due to the epidemic. It would be better if there is an opportunity to deepen mutual communication and let the children translate lessons into practical actions. It's also hoped that the children can strengthen their English ability, so that they can show more confidence in exchanges.

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

Changes in the students	Changes in the teachers
Children have a solid understanding of the concept of sustainability and are able to put it into action in their lives. They will also care about international news and understand the importance of cooperation and respect for each other during the event.	The Japanese partner teachers are very delicate, and they will make detailed plans before the courses and exchanges. Give us a lot of guidance and inspiration in this year's exchanges. We are delighted to be able to participate in the AICL project this year.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
MEET Self-introduction	May. Jun.	Due to the epidemic, after the children made self-introduction posters at home, they came to the school in batches to be filmed by their teachers in English self-introduction videos. The part that introduces the characteristics of the school is introduced by teachers to Japanese friends.	Children use Google Meet at their homes to meet their Japanese friends for the first time. They are very excited and happy to meet overseas friends. Children are curious about each other's cultural and school differences. They are also very much looking forward to learning together and sharing each other's learning results in the coming year.	English Culture ICT
SHARE Research on the theme	Jun. - Oct.	Children first gained a preliminary understanding of SDGs through online teaching by teachers. Then we focused on the pre-set theme SDG6. During the summer vacation, teachers divided students into groups to conduct research on firefly regeneration, water purification equipment, improving community water environment and saving irrigation water.	In the process of learning about the SDGs, the children learned that as a part of the global village, we must work together to improve many problems before 2030. During the SDG6 study and research on water resources, the children found that there are many related problems to be solved at home and abroad. Through the actual investigation in the community, the children have a better understanding of the water environment in their hometown. In addition to proposing ways to improve, they can also further put them into practice in their lives. Children become more confident when they share research results with Japanese friends via video chat.	International Education English Culture ICT
UNITE Message of united thoughts	Nov.	After discussions with the Japanese side, we decided to set the theme of the mural as "Creation of a new future" through the idea of "About the future you want".	Through watching the film, children seriously think about the future world they want. They try to integrate diverse ideas into the sketches of the murals, and look forward to the output of co-creation with Japanese friends.	International Education English ICT

CREATE Mural painting	Dec. Jan.	Students create the mural in blocks under the guidance of the art teacher. We also shared our creative progress with friends in Japan on the forum, and completed the mural before the winter vacation.	The students were amazed when they received the mural from Japan, and praised the creations of their Japanese friends. They also strive to incorporate Taiwan's diverse cultural characteristics and environmental conservation thoughts into the mural. Children also learn the importance of collaboration in the creative process.	Art
APPRECIATE Reflection/ Appreciation	Feb. Mar.	Children use the worksheet to review and reflect on what they have learned in this collaborative learning. We also held a mural appreciation party in March.	The children are very fond of participating in this collaborative learning. The two sides also spoke highly of each other's mural creation. Everyone is very reluctant to end this year's exchange, but we will continue to implement the changes in our lives.	International Education English Culture ICT

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	At the beginning of the exchange, the teachers took the children to search for Japanese information on the Internet, and compared the similarities and differences between the two countries. Japanese partners also introduced Japanese culture and the characteristics of the area where the school is located during the video exchange. In the course of SDGs, the children have a better understanding of the different problems encountered in the same issue in the two countries and exchanged and shared solutions. After a year of exchange, the children of both sides have become good friends and left unforgettable memories.
Critical thinking (objective, logical views)	3	In the process of teachers taking the children to the course, we find out that the children receive information from all directions, but cannot accurately filter and integrate the information. But in the course of our research, we can see that the children have a lot of ideas.
Active learning and action	5	After the children have experienced this year's courses and exchanges, their reactions are quite positive. They can take the initiative to care about environmental issues and international news, implement environmental protection into their lives and remind each other. Before every video exchanges, they can fully prepare to the best.
Collaborating with different people	5	In the process of research, the children learned the importance of cooperation. They can divide labor to search for information and seek consensus through communication. In exchanging with Japanese partners, they learn to appreciate and respect each other's differences. Finally, the children showed the spirit of cooperation in the creation of mural. Whether it is communication with Japanese partners on composition or discussion with classmates in the painting process, they can fully demonstrate a high degree of collaboration.
Expressing in words, in shape	4	It's quite interesting to appreciate the interaction between the children, even though none of them are good at English, they still find ways to communicate with posters, drawings, or even origami. Although it is very hard to practice English every time when exchange, most children still try hard to do so. In contrast, creating mural is their happiest and unforgettable time. They love and enjoy creating the mural to present their learning.