

# REPORT Artmile International Collaborative Learning 2021

Country/Region [ Taiwan ]

School [ Wen Ya Elementary School ] Teacher [ Ruth Hou ] Grade ( 5 ) Member ( 50 )

JP School [ Owada Minami Elementary School ] Teacher [ Ayaka Nakano ]

## # Subjects, Activities and Hours of the lessons

| Subject                | Conception of the lesson   | Hours |
|------------------------|--|-------|
| Science                | <ul style="list-style-type: none"> <li>*the life and death of land animals in the world</li> <li>*the life and death of sea animals under the water</li> <li>*the definition of affordable and clean energy</li> <li>*the practice of sustainable energy in the world</li> </ul> | 4     |
| ICT                    | <ul style="list-style-type: none"> <li>*surfing on the Internet for any related references</li> <li>*creating the PowerPoint for group reports during the Skype</li> </ul>   | 4     |
| English                | <ul style="list-style-type: none"> <li>*English words of animals on land and under water in Taiwan</li> <li>*English phrases of keeping the lives on land and under water safe</li> <li>* short English passages for Skype talk</li> </ul>                                       | 4     |
| Integrative Activities | <ul style="list-style-type: none"> <li>*sharing of the research result</li> <li>*scheduled Skype talk</li> <li>*appreciation and reflection on AICL project in class</li> </ul>  | 4     |
| Art                    | <ul style="list-style-type: none"> <li>*creating drafts in groups</li> <li>*mural drafts discussion</li> <li>*a list of all good elements on the draft/mural</li> <li>*drawing and painting</li> </ul>   | 12    |

## # Theme and Message of the mural

|  |   |
|--|---|
| Theme  | A Better World for Everyone   |
| Message<br>United thoughts to share with the world | Earth is not only a planet for human beings but also a planet for all the lives on land and under water. We need to take all possible actions to protect the Earth so that everyone, including the plants and the animals in the world can have a place for better existence. |



### # Effects and Problems

| Effects your students have gained  | Points for further improvement   |
|--|--|
| Protecting the lives under water and the lives on land is a popular topic in Taiwan. We fully understand the importance of doing so. After researching on the environment-related themes for our mural, our students are more confident with the reason why this is a life-threatening issue. Now, they are more determined to encourage themselves, their neighbors and friends to work hard for a better living environment. | The focus on SDGs this year is a very good point for the younger generation to know more about the world. Thanks to the collaboration from the partner school and the homeroom teachers at Wen Ya ES, the students have better understanding of the themes this year. Next year, our teachers plan to set up a clearer schedule for the Skype time so that the students can be better prepared in terms of researching and sharing on the theme. |

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

| Changes in the students  | Changes in the teachers  |
|--|--|
| Taiwan and Japan are islands so we share most of the same difficulties when we talk about the lives on land and lives under water. Our students feel supported when we see our partner school taking the similar actions to protect the lives in the world. It is everyone's work to share the responsibility of taking care of the world. | It is good to know that we, the teachers from both Taiwan and Japan are leading the younger generation to pay more attention to the world issue. To promote global awareness, we need to work together to call the most people's attention. Hopefully, all kinds of misbehavior of hurting the world will be stopped. Then, the world can be better in the future. |

### # Flow of the Activity

| Content                        | Month | What you did  | Your students' attitude/reflection   | Subject   |
|--------------------------------|-------|---|--|---|
| MEET<br>Self-introduction      | Sep.  | Each of us, including the principal and the homeroom teachers, wrote a greeting letter to our partners in Japan. We shared our personal information with them and posted some photos of the interesting school activities on the forum so that they could know us better.   | Our students found it interesting and easy to share the personal background information with the friends from our partner school this year. All of the students could finish the task with the help of English and Art teachers. They had strong motivation to make friends with the students from Owada Minami ES in Yachio City, Japan.  | Art,<br>English   |
| SHARE<br>Research on the theme | Oct.  | Science and Homeroom teachers made extra learning materials to introduce the learning contents to the students. Our students formed in groups to figure out all the information about the lives on land and lives under water. Some information about renewable energy in Taiwan was included to facilitate our understanding of the report from our partner school.<br><br>We had a Skype meeting about the research, too. | Students spent some time surfing on the Internet and watched the videos on YouTube to get a broad view of the issues about lives on land and lives under water. They felt threatened if these good neighbors on land and under water disappear one day. We believe all the lives need a good place in the world. They were determined to take some actions to create a friendly environment for the lives on land and those under water. | Integrative<br>Activities,<br>science,<br>ICT,<br>English |

|   |                      |  |   |  |
|---|----------------------|--|---|--|
| <p><b>UNITE</b><br/>Message of united thoughts</p>        | <p>Nov.</p>          | <p>Students created their own drafts first and chose the best five versions to share with our partners during the Skype talk.</p>  | <p>Students were interested in drafting and they did a good job presenting what they wanted to say on the drafts. They were open-minded enough to read others' drafts and made some changes after negotiation.</p>  | <p>Art, ICT, English</p>                     |
| <p><b>CREATE</b><br/>Mural painting</p>                   | <p>Dec.<br/>Jan.</p> | <p>Art-gifted students drew the outline and the rest of the students took turns to come back to school and paint during the winter vacation.</p>   | <p>At the beginning, we had a keen discussion about the focus of our half-painted mural. Finally, we agreed to pay more attention to the lives under water because our partner has fully illustrated their interpretation of lives on land. We would be able to see the balanced images of lives on land and lives under water in the mural.</p>          | <p>Art</p>                                   |
| <p><b>APPRECIATE</b><br/>Reflection/<br/>Appreciation</p> | <p>Feb.<br/>Mar.</p> | <p>We read the completed mural together and had a discussion of what message we would like to deliver from the mural.<br/>We also took a group photo with our principal, and the teachers before we sent the mural back to Japan.<br/>Again, a copy of the mural this year will be made and posted at the corridor for all the school members to pay some attention to global issue.</p> | <p>Artmile is a very good project for the students to broaden their world view. It also encouraged the students to take a deeper look at the global issues and even take some actions to help solving some problems.<br/>Painting is fun and easy. What's better, painting helps deliver the message of saving the earth from the younger generation.</p> | <p>Social Studies, ICT, English, Chinese</p> |

### # 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   |
|-------------------------------------|------------|---|
| <p>Cross-cultural understanding</p> | <p>4</p>   | <p>Since Taiwan and Japan are close to each other on the world map, Japan is always an attractive and well-known country in our mind. As a result, we have good impression toward this country before we started the partnership with the Artmile partner school.<br/>We felt very supported to know that the students in Japan takes the similar actions as we do to protect the living environment. Climate action is surely the topic everyone needs to pay more attention to.</p> |

|   |          |   |
|---|----------|---|
| <p>Critical thinking<br/>(objective, logical views)</p> | <p>4</p> | <p>Critical thinking is a difficult issue for the elementary school students in Taiwan because they are rarely encouraged to do so. However, with the demand of the research task, the use of renewable energy and the protection of sea lives and land lives animals lead us to take a look at the good and the bad of keeping fruitful economic growth as well as environmental protection at the same time. We were sure the students have gained something different from the discussion and research results. This is a good chance for them to start the habit of critical thinking. We look forward to their stable development of critical thinking in their minds.</p> |
| <p>Active learning<br/>and action</p>                   | <p>4</p> | <p>Thanks to the careful guidance from the teachers, the students spent their time researching on the topics about environment protection, renewable energy and the values of lives on land and lives under water. They were more knowledgeable when they delivered their research results about the themes and it is rewarding for the teachers to see that they have acquired certain amount of knowledge from their independent reading.</p>   |
| <p>Collaborating with<br/>different people</p>          | <p>5</p> | <p>The fifth graders this year are easy going and gentle. They love to accept the comments and suggestions from the peers and teachers. They are also generous enough to accept any positive or negative feedbacks. Therefore, the teachers believe they have good abilities to collaborate with different people. They also had a good time working with the Artmile partners in Japan this year.</p>  |
| <p>Expressing in words,<br/>in shape</p>                | <p>4</p> | <p>Most of the students from Wen Ya E.S. and Owada Minami E.S. had limited English to express themselves freely. However, with the great efforts and extra work for preparation in advance, the students in both schools were confident enough to try their best to say something in words and drawings. The great performance is seen from the successful smooth Skype talk and the mural painted this year.<br/>Artmile Project is a very good start for the younger generations to present their ideas in a clear and creative way without worrying about the language barrier.</p>  |