

REPORT Artmile International Collaborative Learning 2021

Country/Region [Taiwan]

School [Wunsian Elementary School] Teacher [Chen, Shengchi] Grade (5,6) Member (35)

JP School [Mama Elementary School] Teacher [Yumi Sonobe]

Subjects, Activities and Hours of the lessons

| Subject | Conception of the lesson | Hours |
|------------------------|---|-------|
| ICT | *surfing on the Internet for any related references *creating the PowerPoint for group reports during the Skype | 18 |
| English | * guided writing for expressing gratitude and introduce the mural content * pronunciation checking * Japan and Taiwan article reading, oral training * short English passages for Skype talk | 10 |
| Art | * creating drafts in groups * a list of all good elements on the draft/mural * drawing and painting * chromatology | 20 |
| Integrative Activities | *scheduled Skype talk *appreciation and reflection on AICL project in class * learning presentation skills | 21 |
| Social Studies | *geography *understanding Taiwanese and Japanese culture | 10 |
| Flexible course | Taiwan and Japan culture investigate (food, temple, nature) | 20 |

Theme and Message of the mural

| | |
|--|---|
| Theme | Zero Hunger |
| Message United thoughts to share with the world | There is no denying that human being plays an important role in our world. Food waste has become an issue in recent days. Starting from students' life experience, we investigate our school lunch leftovers and tried to find the solutions to solve our leftovers problems. |



Effects and Problems

| Effects your students have gained | Points for further improvement |
|---|---|
| This is our second time to do this project with PBL teaching methodology. Students compare the effect of school lunch leftovers between Taiwan and Japan. In the learning process, students spent lots of time making action research to analysis the reasons of school lunch leftovers, and then they painted the inquiry process on the mural. Besides, they also learned about Japanese culture. During the whole learning process, students learned how to cooperate smoothly as well | The elements of local culture impressed the students in both Taiwan and Japan. However, the limited English ability hinders the fluent communication during the monthly Skype talk. The homeroom teachers and English teachers have made the plan to implement some culture issues into the English class. Hopefully, the quality of cross culture community can be better next year. |

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

| Changes in the students | Changes in the teachers |
|---|---|
| Some of low achievers start to learn English automatically because they want to do their best in the VCs. Students always took turns to give a short talk during the Skype. They were encouraged to use English, the difficult foreign language to share their ideas in public. They were brave enough to conquer the possible challenges. Building a PBL culture in class is not a difficult thing for students. | To make a perfect project, teachers start to learn how to use project-based learning into curriculum. We had a study group for PBL once a week and held PBL workshops in school on weekend. This is our second time participating in this project. Based on the previous experience, most teachers had already known the flow of project. In 2021 AICL, we focused more on inquired-based learning. We tried to put project-based learning theory into our curriculum design. |

Flow of the Activity

| Content | Month | What you did | Your students' attitude/reflection | Subject |
|--------------------------------|-------------|---|---|--|
| MEET Self-introduction | June Sep | Teachers and students introduced themselves to get know each other well. We post students 'self-introductions on the forum. We asked ten questions with each other, including hobbies, food, famous spots and so on. | Students were excited to introduce themselves through VC, and they really wanted to make friends with students in Mama. Writing and speaking fluently in English is not easy for them, but they had tried their best practicing. I can see their intrinsic motivation has been inspired. | English ICT Integrative Activities Flexible Course |
| SHARE Research on the theme | Oct | In October, teachers had another meeting online due to the pandemic. We rescheduled our project plan, and the date of the following VCs. We decided to choose zero hunger as our painting issue. School lunch leftovers analysis was our them-based research topic. After two months research, we compared the results between Mama and WS. | With the guidance of teachers across different subjects, interdisciplinary, students tried to answer the PBL driven question 'How can we reduce our school lunch leftovers and solve the food waste problems?' Based on a series of hands-on research, students found seasoning, distribution, eating habits, style of the dishes and smell all affected the number of leftovers. The research stage helped them to get more understanding of the Zero Hunger issue. In the meantime, they were encouraged to keep thinking the correct actions to protect the earth. | English ICT Integrative Activities Flexible Course Social Studies |

| | | | | |
|--|--|--|---|---|
| <p style="text-align: center;">UNITE Message of united thoughts</p> | <p style="text-align: center;">Nov</p> | <p>In this month, we started to discuss the content of the mural. At first, we asked students' opinions what they wanted to put into the mural. We categorized students' feedbacks and discussed with teachers in Mama through face-to-face meeting. We reached an agreement with each other. We drew three big circles into the mural. Each circle represents a research process. In WS, we put school lunch leftovers analysis, food bank into the first circle. For the second circle, we drew aerobic food waste composting. Eating whole food are in the third circle. Students started to draw drafts.</p> | <p>Students showed the positivity in discussing and uniting the ideas of mural. They were happy to see their concepts combine perfectly with students abroad. Students were interested in creating their own drafts. However, students' creativity seems to be limited. They needed the art teachers' suggestions. By watching the draft design of the Japanese partners on forum, they learned to see more creative possibilities.</p> | <p style="text-align: center;">English ICT Flexible Course Art</p> |
| <p style="text-align: center;">CREATE Mural painting</p> | <p style="text-align: center;">Dec Jan</p> | <p>In this term, we spent one month finishing the mural. Students cooperate and collaborate with each other. We finished the mural on January 20th. We sent it back on February 11th. We also held an exhibition in art class to show our result. Everyone who saw the mural was very impressive. Our students formed into groups and attending the painting meeting during their winter vacation. Each group was responsible for one circle. The group leader drew the outline first and asked the rest of the group member to paint on the mural. They collaborated with one another and finished the painting work in 6 days.</p> | <p>The painting for this year was comparatively easy because there were lots of big images and color blocks on the mural. We just focused on the three big circles. Audience could read the mural from a broader perspective.</p> | <p style="text-align: center;">English ICT Integrative Activities Flexible Course Art</p> |

| | | | | |
|--|--------------------|--|--|--|
| <p>APPRECIATE Reflection/ Appreciation</p> | <p>Feb Mar</p> | <p>We read the completed mural in class with the hope that we could share some suggestions with our partners during the Skype. We also took a group photo with our principal, school faculty and the art teacher before we sent the mural back to Japan. After sending back the mural, we had a skype session to talk about our mural painting. To present the mural content to the foreigner students, we had practiced several times for the mural content. We had five groups to introduce the mural content. The topics are school lunch leftovers analysis, foodbank, aerobic food waste composting. Students also prepare some words to say thank you to the Japanese students</p> | <p>Students work very hard on their final presentation. They used Canva to make PowerPoints by themselves and started to think about the presentation styles. Students felt proud and excited to present the mural in front of all the students. They had a sense of achievement about their work. AICL 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. Painting is not hard. What's better, painting helps deliver the message of saving the earth from the younger generation.</p> | <p>English ICT Flexible Course</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 |
|---|------------|---|
| Cross-cultural understanding | 4 | Students were divided into five groups to investigate Taiwanese and Japanese culture based on their research topics. They collected data and made their research into PowerPoints during the computer class. Then, they present their culture research to Japanese students. Thanks to the extra efforts made by Homeroom Teachers, students learned more about the traditional Taiwanese cultures on integrative activity class. |
| Critical thinking (objective, logical views) | 3 | Critical thinking is important in this project. Before designing the mural draft, students do the brainstorming with each other. They had discussed several times and talked about the disadvantages and advantages of each concept. They selected their present contents and make PowerPoints by themselves. |
| Active learning and action | 4 | This project not only enhanced students' learning motivations toward learning English but also cultivating their culture awareness when they learned a new culture. Most students were active learners in this project. The teacher found some low achievers' learning attitude had been changed to positive in this project. |
| Collaborating with different people | 5 | Students knew more about their own culture and their partners' culture from the project. They have tried their best to explain what they drew in English. It is for sure that they have acquired the necessary communication skills after the project. They are getting better to express the ideas by their own self. |
| Expressing in words, in shape | 4 | Students appreciate partners' mural and introduce their own mural to others. Each student writes down three sentences to express their gratitude to Japanese students. By means this project, students know how to cooperate with each other's, even cooperative with other foreign students. |