

REPORT Artmile International Collaborative Learning 2021

Country/Region [Taiwan]

School [Ying-Qiao Elementary School] Teacher [Yen-Chun Lin (Ajen)] Grade (3-6) Member (16)

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Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Communication and cooperation skills	Greeting with people in different country. How to do self-introduce and school introduce in English. How to communicate and cooperate with other people abroad.	8
Culture	To know Japan culture and find the specific features of our own culture.	4
SDGs Research	Learn about SDGs, select the topics we want to know more about with our partner. Research on international issues, the current situation of Taiwan and other relevant information for the selected SDGs issue, and put forward specific action plans. Discuss the key concepts and core declarations we want to present on the murals with our partner.	14
Report ability	How to use visual charts to integrate the collected information, and practice publishing in English.	8
Art	To design mural drafts and collect relevant images. To know and practice the skills of painting the mural.	6

Theme and Message of the mural

Theme	Save water, Save Life, Protect the World with our love
Message United thoughts to share with the world	We hope that all marine life can be well protected and water resources can be properly used. Through specific action plans such as beach cleaning, plastic reduction and water saving, we appeal to everyone to take care of our earth together.





Effects and Problems

Effects your students have gained	Points for further improvement
<p>Students concern the issue of ocean life and water resource more, and start to think questions they won't think before. It's good to see students have known more about the world they live than before, and start to change some habits in their life.</p> <p>We also discussed many issues about water resources and marine life during the research phase, the students were delighted to be able to present these key elements on the murals. With that specific goal, they also became more proactive and spent many of their personal time to complete the mural.</p>	<p>The SDGs issue may be a little difficult to elementary students. In our class, children have learned what's the problem over the world and their hometown during the research, they also know how to solve the problem, but sometimes they feel the problem is too large to change the situation by themselves, and became a little depressed. We will encourage students to focus on the action they able to do now in the future.</p>

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

Changes in the students	Changes in the teachers
<p>By research and discuss about the global issue, students care what's happening in the world more often, and willing to take action to make some changes. They are even willing to spend time to influence the people around them to work together for the earth.</p> <p>They also feel excited and proud to attend the international cooperative learning program. Most students are more confident in communicating in English.</p>	<p>It's excited to see the changes happening on the students, and we were surprised of the enthusiasm demonstrated by students during the process of international cooperation.</p> <p>Also, our partners have maintained close contact and communication with us this year. We are very happy that students can really become good friends through exchange activities.</p> <p>It's a wonderful experience.</p>

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
MEET Self-introduction	Jun. Jul. Aug.	We introduced each other's schools and cities through the forum, and made students' self-introductions with google slides, which were also uploaded to the forum.	Students showed the positivity in the process of making self-introduction. Students were curious about schools in Japan and were very happy to know more about their partners abroad.	Communication and cooperation skills, Culture
SHARE Research on the theme	Sep. Oct.	We discussed and decided what SDG we want to dig in with our partner, and started to collect information and do our research. We also made a report about SDG 6 and SDG 14, which include the global situation, Taiwan situation and activities working on these SDGs. We shared each other's result of research by online meeting. Students from Taiwan and Japan also welcomed each other by performing singing and dancing.	Students were serious in collecting information and making reports. They were very interested in the situation of these topics in Taiwan and inspired them to take further move in their lives. They felt excited of the online meeting with Japanese partners, and they also liked the dance performance by Japanese students.	Communication and cooperation skills, Research ability
UNITE Message of united thoughts	Nov.	We've exchanged our ideas about the theme of mural, and worked the sketch out together by Google Slides and the forum.	Students were looking forward the reply from partner abroad, and felt satisfied to see the concepts of each other could combine perfectly.	Communication and cooperation skills
CREATE Mural painting	Dec.	We designed details and started to draw outline on the mural. We also discussed and prepared the gifts for Japanese partner.	Students learned to use their expertise to work together. They not only worked hard but also enjoyed the process of painting.	Communication and cooperation skills, Art
APPRECIATE Reflection/ Appreciation	Jan. Feb.	We finished the painting of mural and took a time-lapse film about the process. Lastly, we held an exhibition in our school to show the result of wonderful cooperation. During the exhibition, we had an online meeting with our partner to share the joy of completion, we even played games together! We also took an interview to talk about the exhibition and AICL program.	Students felt really proud and excited to present the mural in front of all the students, teachers and parents. The experience gave students a sense of achievement. They also enjoyed the games which played with Japanese students in the online meeting. They all became friends and there're laugh during the meeting. It's an unforgettable experience.	cooperation skills presentation skills 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	The theme of the mural is about the SDG 6 and 14, and we learned more about the situation in different countries by research. Also, we share a lot of information about our culture, food, holidays, etc. to each other. Students were happy to communicate with kids of Japan and we also had great feedback from them.
Critical thinking (objective, logical views)	5	By doing the field research and discussing about the situation of other countries, we could train students to think independently and have logical views. They learned to think from various angles. They also discussed a lot about the which movements is helpful to improve current problems.
Active learning and action	5	The SDGs we chose were also relative to our own country closely. This also promoted students to be more concerned about these issues, be willing to take initiatives, and preach correct ideas to everyone.
Collaborating with different people	5	Mural painting and cooperating with foreigners could make students become more actively on their learning and action. The forum was also helpful to the process of collaboration.
Expressing in words, in shape	4	We used different ways to express our thoughts, including posters, films, reports and the mural. But sometimes we felt a little distressed about how to present the discussed concepts in the murals.