

REPORT Artmile International Collaborative Learning 2021

Country/Region [Taiwan]

School[Zhongshan Elementary School] Teacher [Hui-Ju,Wen、 Mei-Hui,Chiang、 Chuan-Neng,Lin]

Grade (3,4,5) Member (21)

JP School [Tokiwa Elementary School] Teacher [Miku Marunaka, Yasuko Sugiyama, Haruki Ando]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Social Studies	<ul style="list-style-type: none"> • Introduce our country's culture and understand diverse cultures of Japan. • Learn about SDGs and explore the issues of the world. • Think about the the solution strategy of the issues. • Make a goal of the great vision of the future. 	12
Language	<ul style="list-style-type: none"> • Organize sharing presentations in English . • Practice oral content of online-meeting. • Exchange ideas and communicate with partners in meeting time. • Respond to communication questions in English words or speaking. • Learn Japanese in common and use Japanese when communicating. 	12
ICT	<ul style="list-style-type: none"> • Web Search and Data Collation • Presentation and Video Production • Online meeting 	6
Art	<ul style="list-style-type: none"> • Incorporate learning content into visual design • Mural Design and Creation 	10

Theme and Message of the mural

Theme	Let's realize a happy future where everyone is smiling together.
Message United thoughts to share with the world	We hope that everyone in the world can work together to protect precious nature, biology and history. We also want to achieve a happy future that everyone can be healthy, live with sustainable development and every child can learn freely.



Effects and Problems

Effects your students have gained	Points for further improvement
<p>They had a deeper understanding of international issues and SDGs.</p> <p>They also Improved experience working with international partners.</p> <p>Because of getting more opportunities to learn foreign languages, they improved English listening, speaking, reading and writing skills.</p> <p>The most of all, they reflect on global issues and propose practical possible actions what they should and can do.</p>	<p>Due to time constraints, we can focus on the projects of the searching of SDGs in the first period, making it easier for theme discussions in the future.</p> <p>We look forward to incorporating more actions in the teaching process, for example: sharing through actual inspection videos, and actual solutions to issues that elementary school students can try to do so as to make exchanges more profound and rich.</p>

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

Changes in the students	Changes in the teachers
<p>The students are more confident in their own abilities and culture. They've also knew about Japan through tourism, books and other projects in the past, but after this exchange experience, they have a more diverse and profound understanding of Japan.E.x: local history and culture, students' learning style and campus life, the epidemic situation and anti-epidemic strategies, etc.</p> <p>There is a connection of friendship and mutual assistance among each countries' students. I think that friendship is the biggest gain in the exchange process.</p>	<p>The teachers of our partner schools are very enthusiastic and experienced. The well-designed courses and activities have also inspired our imagination that made us want to tried different ways to do in our courses.</p> <p>We also found various forms of cross-border communication, including videos, texts, pictures, etc. Thanks to the organizers for giving us the opportunity to enhance our vision.</p> <p>Although that, we still hope to meet friends in Japan after the epidemic has eased.</p>

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
<p>MEET Self-introduction</p>	<p>Jun. Jul.</p>	<p>introduce students, school Recognize the mural project Know the partner's school and the students Teachers online meeting</p>	<p>They care about foreign cultures in great initiative and learn with evident enjoyment.</p>	<p>Social Language ICT</p>
<p>SHARE Research on the theme</p>	<p>Sep. Oct.</p>	<p>Learn the SDGs Discuss the interesting topics of SDGs Propose possible solutions and imagined futures Students online meeting</p>	<p>They could discover differences and similarities also deepen their learning from global perspective.</p> <p>They are happy to meet partners all online, the kids want to ask each other many questions after the online meeting. But they couldn't convert the questions into English right away, it was a pity.</p> <p>After the meeting, the students discover the points to make the meeting next time better. They also know what the partners think about the SDGs and the future. And there's one more interesting is they want to speak in english in class time automatically.</p>	<p>Social Language ICT</p>

<p style="text-align: center;">UNITE Message of united thoughts</p>	<p style="text-align: center;">Nov.</p>	<p>Focus on the message to the world Share ideas with Japanese partners Combine each other's ideas Students online meeting</p>	<p>They became aware that they would be the person to take initiative for creating the future. In fact, they really want to do something for creating the future, not just in the drawing. The concepts from Japanese kids are:Let's make life a place where we can laugh without masks. Let's make the world a place where people and living things can live in peace and harmony.The concepts from Taiwanese kids are:Protect everything, including people and the environment. They enriched the knowledge of Japan, not just about the food and tourist attractions, but also much more about the learning methods and performance of Japanese student.They also admire the seriousness and performance of Japanese classmates.It also motivates them to want to do better in this project.</p>	<p style="text-align: center;">Social Art Language ICT</p>
<p style="text-align: center;">CREATE Mural painting</p>	<p style="text-align: center;">Nov. Dec. Jan.</p>	<p>Design the mural draft Develop mural theme and message Understand the Okazaki culture and mural details Give feedback Complete the mural Students online meeting</p>	<p>They have a better understanding of the SDGs through the drawing time and take the initiative to care about global issues. They are also very happy and have the accomplishment that they and their Japanese partners have completed the work together. We're also looking forward to the opportunity to meet their international friends one day.</p>	<p style="text-align: center;">Social Art Creativity Language ICT</p>
<p style="text-align: center;">APPRECIATE Reflection/ Appreciation</p>	<p style="text-align: center;">Feb. Mar.</p>	<p>Design the activities of the mural's appreciate time Reflect their harvest and growth of communication Students online meeting</p>	<p>The students are reluctant to part with the last online meeting, but at the same time, they went all out to prepare, including: sharing the harvest of this exchange, teaching Taiwanese, dancing Taiwanese exercise and PAPRIKA together. The students didn't stop their activities although the meeting ended. In order to convey their imagination about the future to more people, they will do more activities in Taiwan to share the murals, the idea of SDGS and the Japanese culture they recognized.</p>	<p style="text-align: center;">Social Language ICT</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	5	<ul style="list-style-type: none"> # Cross-border cultural sharing # Cross-border video conferencing # Transnational student dialogue and cooperation # Understanding of global issues
Critical thinking (objective, logical views)	4	<ul style="list-style-type: none"> # Ask questions about global issues # Propose solutions to global issues # Propose the future vision for global issues
Active learning and action	5	<ul style="list-style-type: none"> # Raise curiosity about partners and schools # Search information about the culture or ecology of both parties # Actively participate in video conferences
Collaborating with different people	5	<ul style="list-style-type: none"> # Learning to unite the consensus of the students in school # Learn how to create consensus when opinions differ # When exchanging opinions, respect each other's ideas
Expressing in words, in shape	5	<ul style="list-style-type: none"> # Practice sharing their findings and ideas in different languages during lessons and online meetings # Able to express their own ideas through graphic design, and further use different languages to convey