

REPORT Artmile International Collaborative Learning 2022

Country/Region [Croatia]

School [PSJG Franjo Bucar] Teacher [Petra Zenic] Grade (1-2) Member (27)

JP School [Ena High School] Teacher [Kayoko Natsume]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	Introduction, Discussion, Research, Making PPTs, Making videos, Sharing ideas, Presentations, Taking photos	40
Arts	Introduction, Creating the mural, Taking photos, Discussing the work, Appreciating	15
Geography	Introduction, Students' questions of interest, videos, discussion, research	3

Theme and Message of the mural

Theme	Be part of creating a harmonious and equal world
<p>Message United thoughts to share with the world</p>	<p>Gender Equality and Climate Change are our problems, not someone else's. We have caused Climate Change, so we must work together to solve it. We have to stop being selfish but start to educate ourselves and others, and think about the next generations. We need to change the way we think about relationships and gender stereotypes. To create a better future for everyone, we must respect, be kind and supportive of all people, regardless of gender. We strive to be a role model for everyone, ourselves, home, school, the community. By doing so, humans, plants and animals can live in harmony and everyone, regardless of gender, can live the life they want. We can create the world and the future to be better.</p>



Effects and Problems

Effects your students have gained	Points for further improvement
<p>Students learned about Japan, Japan's culture and geography, Japan's tradition, and cuisine. They also learned some Japanese words and expressed the interest in learning Japanese language.</p> <p>Students learned about UN's SDGs about Climate Change and Gender Equality. They have actively researched and deepened their knowledge on the topic and shared and expressed their thoughts and opinion together with Japan students.</p> <p>Students made new friends in Japan and talked with them via Zoom. Also, they have studied together and asked questions which was developing their critical thinking and language abilities.</p> <p>Students started a discussion on Environmental issues and raised the awareness on global warming. Also, they have thought about inequality of genders and started to be more tolerant to each other. My students have implemented the knowledge of the project and started to care more about the problems of the world and showed some aspects of it in the community (started to collect plastic bottles and sell it, not use plastic cutlery, take more care about water and electricity, be more polite to other gender, discuss openly their opinion during other classes and subjects)</p>	<p>Learn more about Japan and culture.</p> <p>Stay in touch with Japanese students after the Project.</p> <p>As Global Warming and Gender Equality are broad topics, and the general public has started to talk about it more in the last decade, we believe more will be to learn and deepen our knowledge about those topics and also to think about the ways to prevent the warming and find ways to be more tolerant to each other regardless the gender.</p> <p>Gender Equality is the topic our society in Croatia is talking about publicly but there is still a grand number of people who do not support the changes.</p> <p>We believe we could still learn and discuss more about the subject and change our old ways of thinking. Croatia is deeply traditional, patriarchic, catholic country and majority of people is not ready for new ideas and not open to let the old ways go.</p> <p>We believe this is a great topic for the future conversations as there will definitely be more of them 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>Students made friends with Japanese students. They become more interested in Japan and its culture. They learned new words in Japanese.</p> <p>They want more information on Japan and its ways.</p> <p>Students think we should do more for our environment and actively make changes.</p> <p>We have found out about Gender Equality in Japan and what Japan does to prevent Global Warming. Although the countries are miles apart, we could find similarities between Japan and Croatia and realized that we want the same.</p> <p>Also, because we were a part of the Project, we enrolled into the Green Deal project of EU for environment, and we took part of the panel discussions as a school because we realized this topics matter and we want to do something.</p>	<p>Teachers have grown with students. We have learned with them and from them. We have learned new facts and became more aware of the problems in our environment.</p> <p>Also, as a teacher, I did not only talk about those problems with the students from the Project but we discussed it as a school and also present it to the community.</p> <p>I was a part of the education for the teachers organized by Croatian education ministry, and we had a game and discussion on the subject because it is a hot topic in Croatia and Europe, and we have many problems because of the hotter weather. We will have to think of the way to reverse it and I believe we all can make a difference.</p>

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Jun. Jul.	Met Japanese students. Introduced our school to Japanese students (made introductions with photos and made PPTs). Chose SDGs and made a preliminary research (about Global Warming and Gender Equality). Each student had the assignment to investigate the situation on the internet, in articles and TV and told others about it.	Students were very excited; they wrote about themselves and made PPT presentations and photos and saw the introduction of the students from Japan. We learned new facts and were stunned how Japan culture and school system is different than ours but that we still have the same global ideas regardless of our difference. As the topics were so popular and a lot of politicians and activists in Europe talk about them, we had a lot of materials to research from.	English Geography Science
SHARE with the partner	Sep. Oct.	Deepened the collaborative learning and made bigger research on the theme. We had two Zoom meetings where we introduced the topics and started to think what we can do to combat climate change. Watched videos and learned about Japan and their perspective.	Students found out new facts, changed their way of thinking and made presentations. They knew about the global warming but now they have realized how serious it is and that it is not just the isolated but the global problem. I investigated the statistics from the EU pages to find out what is being done about the problem and presented it to the students who were amazed about the percentages.	English
UNITE the thoughts	Nov. Dec.	United our thoughts and made a message to convey to the world. Discussed about the mural on other two Zoom meetings and proposed what we can paint on it that conveys the message.	Students discussed and made many inquiries on the Forum with Japanese students. We have realized that we are responsible for the changes and that we need to find the way to fix it. We exchanged ideas about the mural on the Forum and about the future we want to create and problems we face.	English
CREATE the mural	Jan. Feb.	Japanese students made their part of the mural and send it to Croatia. We made our half and painted it. We were exchanging photos and videos during the process and reviewed our activities so far.	Students discussed and agreed on the mural drawing. They collaborated and exchanged ideas on how to paint by working together. It was a challenge to paint such abstract thought as Gender Equality and Global Warming on the mural so we had to think about the metaphors and colors and symbolism.	English Arts

Content	Month	What you did	Your students' attitude/reflection	Subject
APPRECIATE the whole learning	Feb. Mar.	We displayed the work on the school panel to be appreciated and took photos and reflected on the work. Made presentations to unite thoughts and had a last Zoom meeting to discuss our work and share our thoughts and presentations.	Students made reports and discussed their work. They were glad to work with Japanese students and expressed the idea to come to Japan and meet their friends in the future. We will not stop with the exploration of the topic after the project ends but incorporate it in our studies and deepen our knowledge more.	English Arts

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	4-5	We learned about differences between Croatia and Japan. We learned about history and culture of Japan and compared it with Croatia. We learned a lot but still think we would like to know more about Japan.
Active learning and action	4-5	We discussed the Global Warming and Gender Equality goals and explained the effects on environment and the world. We improved our thinking and learned about the objectives. Japanese students made their points so clearly and in depth so we wanted to work harder to keep their effort.
Critical thinking (objective, logical views)	5	We learned actively, by watching videos, reading articles, taking lectures and talking and discussing our ideas together with Japanese school. Also, we participated in a GREEN CINEMA panel discussion and watched videos. All of it made me think again about all exchanged and I have realized that although we cannot all think same, we agree on most.
Collaborating with different people	5	We collaborated with Japanese students. We come from different cultural backgrounds but managed to overcome them and enjoyed our work together. Also, our thoughts were almost identical although we might have come to them from different perspectives and backgrounds.
Expressing in words, in shape	5	We expressed our thoughts with posters, words, presentations and finally in drawing and painting. Also, we took photos and expressed our view in panel work.