

REPORT Artmile International Collaborative Learning 2022

Country/Region [Estonia]

School [Tamsalu Gymnasium] Teacher [Reena Curphey] Grade (8) Member (20)

JP School [Honjuku Junior High School] Teacher [Masashi Noguchi]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Art	Learning about Japanese culture (making posters about Japan)	2
Art	Learning about SDGs – discussions, watching videos, independent work	4
Art	Mural painting	8

Theme and Message of the mural

Theme	“Earth Peace”
<p>Message United thoughts to share with the world</p>	<p>Our mural message grew out of our discussions about SDGs we covered in our learning process. We wanted to share the different meanings about the theme “Earth Peace”. Japanese students analysed the word “Peace” and found meanings for every letter – P (protect), E (earth), A (animals), C (care), E (everybody). They tried to express these meanings in their part of the painting. Estonian students wanted to paint the ideal Earth through our four seasons in Estonia.</p> <p>Students tried to paint the dream life, where there is peace in the entire earth with beautiful clean environment, nourishing nature, healthy habitats of species, caring and protective people.</p>



Effects and Problems

Effects your students have gained	Points for further improvement
<p>Every year different class takes part of the project and it is the first international project for many students. They have gained a wider knowledge of the world, different cultures and all the chosen SDGs. Their English skills have improved and they are more confident to share their ideas.</p>	<p>It was harder to add Artmile lessons into the curriculum this year. Students needed more time for painting, so have to be better with the time management next year. As every group is different, it requires different approach for teaching and learning.</p>

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

Changes in the students	Changes in the teachers
They loved learning more deeply about Japanese culture as geographically it is so far from us. Japan is so different country with its size and culture. Their understanding of the Japanese climate, culture, food and mangas has deepened during the project.	After taking part of the Artmile project for four years, I still find new interesting information about Japan every single time. I think it is a very big country compared to Estonia and therefore cultural traditions vary as well.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Sept Oct	Introduction of the country, school and students with presentations, videos. SDG research through classroom activities, posters, presentations, videos.	Students were excited about making introductions about themselves. They enjoyed learning about Japanese culture more and making posters about it. They were interested in the chosen SDGs and happy to do the research individually and in groups.	Art
SHARE with the partner	Sept Nov	We posted our researches in the forum and asked questions about some topics risen.	Students were interested to learn about the differences of SDG problems in the different parts of the world as Estonia and Japan vary a lot in terms of the country location, size, climate, culture etc.	Art
UNITE the thoughts	Nov Dec	We had very lively communication about the mural ideas in the forum.	Students enjoyed the communication and they were happy to be part of the decision making process. They also came up with lots of interpretations of the chosen topics for the mural.	Art
CREATE the mural	Jan- March	Students completed the mural.	Students were very independent with their design ideas, they worked well together as a team. They volunteered to spend time after the lessons to finish the mural. They learnt to express their ideas through art project. They have learnt that the mural needed to have deeper message to share with the world. Their teamwork and painting skills improved as well.	Art
APPRECIATE the whole learning	March	Students filled in the evaluation form.	They felt grateful to be part of this project. They have learnt that cooperation and listening to everybody's ideas was extremely important.	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	Students were very interested about the forum updates, Japanese students` videos and introduction. They said that they knew so much more about Japanese culture now. Quite often they pick up the Japanese books in my classroom to find out more information about Japan.
Active learning and action	4	Students made posters about Japanese country, climate, food and traditions. They created presentations about SDGs and came up with different ideas for the joint mural.
Critical thinking (objective, logical views)	3	Students tried to find solutions for the chosen SDG problems, but it was hard to come up with them. Some of the problems are global and it was hard for them to think about these on the individual bases. They were very interested in the mental health issue as it has been important subject after the Covid-19 time.
Collaborating with different people	4	Students wanted to video call with Japanese students, but it was not possible because of the different time zone and lesson times. They communicated more with each other in a group, which was a very good outcome as of our SDG`s were mental health problems. They said in their evaluation that they learnt that when they worked together, they could achieve so much more.
Expressing in words, in shape	4	Students skills to make presentations in English improved during the project. We had a good communication about the mural ideas in the forum and they managed to get their ideas across. They seemed to be proud of the finished mural!