

REPORT Artmile International Collaborative Learning 2022

Country/Region [Pakistan]

School [Modernage Public School & Girls College, Abbottabad] Teacher [Mehreen Ansar /Ammara Ahmed]

Grade (9-12) Member (23)

JP School [Miyagino High School] Teacher [Sachie Suzuki]

Subjects, Activities and Hours of the lessons

| Subject | Conception of the lesson | Hours |
|----------------|---|-------|
| IT | Zoom meetings, typing, forum participation, PowerPoint presentations | 50 |
| Arts and craft | Posters and mural painting, cards making | 30 |
| Culture | Videos regarding cultural symbols, traditional practices and language | 15 |

Theme and Message of the mural

| Theme | Friendship is the binding force which holds the world together |
|---|--|
| <p>Message United thoughts to share with the world</p> | <p>Sustainable Development Goal “Life on Land and Life below Water”. In this activity, the students on both sides agreed that a flourishing life on land and in water is the foundation of our life on this planet. By restoring the ecosystem of our planet, we can preserve biodiversity and ensure our survival as well. These students ultimately made a mural together on the above mentioned theme. Such type of activities help the students to strengthen the relationship between two countries as well and make them Global Citizens who are fully aware of the world around them.</p> |



Effects and Problems

| Effects your students have gained | Points for further improvement |
|--|---|
| This project helped the students to develop communication skills, work collaboratively, build friendship, do research on the topic, and develop information technology skills and learnt art of appreciation and reflection. | The students can make a productive use of WhatsApp application other than zoom and Skype on their mobiles so that they are directly able to approach their partners in order to enhance the learning and friendship throughout the project. |

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

| Changes in the students | Changes in the teachers |
|--|--|
| Students became much closer to their partners because of their purity in thoughts. Student felt the bond of friendship between the 2 countries. They also expressed friendship in card making activity. Students learnt team work and ways of communication. They got to know more about Japan through the informative videos and learning every day Japanese phrases. | As a teacher, I gained a lot of experience. Each and every thing made me excited and motivated to learn and apply. My partner teacher is digitally competent and has a welcoming nature. She welcomed my suggestions. I improved my IT and communication skill. Also, the whole research procedure, communication and art in collaboration with Japan made me more informed about Japan and Japanese people. |

Flow of the Activity

| Content | Month | What you did | Your students' attitude/reflection | Subject |
|---------------------------|--------------|--|--|--|
| RESEARCH the theme | Oct. Nov. | I divided the students into groups for carrying out a detailed research on both the SDGs i.e. 14 and 15 'Life on Land' and 'Life below water' | Students in their respective groups carried out a detailed research on multiple aspects of the goals to share with the Japanese fellows in the form of PowerPoints. | English IT Electronic Media |
| SHARE with the partner | Nov. | A special assembly at school and zoom meeting was arranged for students. | The presentations were then presented in a zoom meeting to the Japanese fellows of the project. Also, a special assembly was conducted in the school to share the research with school fellows. | English Arts IT Electronic Media |
| UNITE the thoughts | Dec. Jan. | We held meetings regarding the messages in which discussions were carried out with the students and past experiences were also shared. Meeting on Zoom was also arranged in which both side students shared their own point of views. The pencil sketch of the mural was also finalized. | Students started thinking critically and logically. They generated discussions in their classes as well. In fact, they started putting their input in cleaning the environment. They held a special morning assembly in school in which they gave awareness to all the school students about their research and project. Students displayed the poster which they painted in the school and told other students the reasons for saving water and land. | Art English Electronic Media |

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|----------------------------------|--------------|--|--|--------------------------------------|
| CREATE the mural | Feb. Mar. | First painting was done by the Japanese students then we did painting. They finished their side on December 17 th . They sent us the mural in the end of December. We got it in January. We had mural opening ceremony in the end of January as our students have been on winter vacation before that. After receiving the mural, we started painting our side. | We started painting our part. It was the best period for the students as they practically learnt the way of mixing colors, sketching etc. They also learnt team work and giving respect to the views of other members. They also learnt decision taking. They made greeting cards for their Japanese friends. | Art |
| APPRECIATE the whole learning | Mar. | Mural unveiling ceremony was arranged on March 16. Presentation was shared with the audience related to the whole journey of JAM. Sachie our Japanese counterpart also attended the ceremony on video call with us. Pictures of the mural unveiling ceremony were posted on the Forum + on school page. We sent back the mural on 22nd March. | Students expressed their feelings that they learnt a lot. They learnt art of making presentation, enhancing speaking skills and express their feelings through paint. They became more groomed through the international collaboration and exposure, also they felt more responsible as citizens after making a practical research and field work on SDGs. | English IT Electronic Media |

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 started knowing more about Japanese traditions etc. through videos and also by the introductory messages sent by Japanese students. They started learning basic Japanese language as there was one member in our school who knew Japanese. They tried to portray cross cultural ideas through the cards and traditional gifts sent to Japan. |
| Active learning and action | 5 | Students have shown zeal and zest in learning new things. They made collages and painted a poster. They gave presentations to their school mates about the importance of life under water, life on land and climate change. |
| Critical thinking (objective, logical views) | 4 | The ability of critical thinking got highly improved in students through the research and discussions which is proved by the mural painting, sketches and the multimedia presentations made by them. |

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| Collaborating with different people | 4 | The students have well-presented that they are well mannered and well polished students. Their collaboration with each other as well as their Japanese friends was highly satisfactory. |
| Expressing in words, in shape | 4 | Students presented their level best in this regard. They expressed their thoughts through posters, PowerPoints and oral presentations. |