

REPORT Artmile International Collaborative Learning 2022

Country/Region [Spain]

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Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English Spanish language	<p>English is essential to carry out this project. Thanks to the use of this vehicular language, working on this project our students will be able to develop the following skills:</p> <p>Oral skills for:</p> <ul style="list-style-type: none"> - Oral training (comprehension and production) in video calls. - Debates. <p>Writing skills (comprehension and production) for:</p> <ul style="list-style-type: none"> - Introducing themselves writing introduction cards. - Exchanging and sharing information with their Japanese partners. - Researching on the two chosen goals. - Reaching agreements. - Drawing conclusions and proposing ways of acting to achieve solutions that contribute to improving life on our planet. <p>The use of their mother tongue is going to be vital when carrying out the research on the goals chosen by our students. The mother tongue will certainly make the task easier for those students with greater difficulties in the use of English.</p>	20
ICT	<p>Considering the technological age in which our young people live, having a good knowledge of computers is very important. We want our students to improve their technological knowledge by:</p> <ul style="list-style-type: none"> -Using the internet to search for information about the SDGs. -Identifying and filtering information. -Moving around in safe settings in which they can find true information. -Creating digital resources such as videos and presentations. 	20
Art	<p>We want our students to be able to see, experiment and show the importance of how visual language can create a place of understanding and unity. This will be the procedure to be followed</p> <ul style="list-style-type: none"> - Brainstorming related to SDGs 4 and 12: - Visual display of the ideas. - Development of drafts and discussion on them. - Consideration and understanding of the Japanese proposal. - Agreements for achieving a coherence with the Japanese design. 	20

Theme and Message of the mural

Theme	<p>QUALITY EDUCATION PROVIDES PEOPLE WITH THE NECESSARY KNOWLEDGE AND SKILLS TO UNDERSTAND THE ENVIRONMENTAL, SOCIAL AND ECONOMIC IMPACT OF THEIR CHOICES AS CONSUMERS AND PRODUCERS.</p>
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How has your impression toward your partner's country/region and the world changed?

Changes in the students	Changes in the teachers
<ul style="list-style-type: none"> - Our students have begun to realize that they are also part of a chain of events where they play an importance role in making these goals a reality. - They have become aware of how much environmental damage they can contribute to if they do not act in a responsible way. - They have opened their minds to different communities and different ways of facing problems. 	<p>Teachers have valued this type of project as a very positive way of motivating their pupils.</p> <p>Closer relationships have been established not only between the teachers participating in this project but also with the rest of the teachers of the school community.</p>

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Jun. Oct.	<ul style="list-style-type: none"> - Researched on the two goals chosen: 4. Quality education and 12: Responsible production and consumption. - Production of google questionnaires. Analysis of the results. - Filtered the information found. - Gathered information and conclusions. - Designed a poster using the Canva tool to summarise the conclusions. - Researched on Japanese culture. - Recorded Video about some Japanese culture aspects. - Held a Video call (Toyojoshi and Belén High School). 	<p>Collaborative attitude</p> <p>Project tasks were completed on time in order to share them afterwards.</p>	English Spanish ICT
SHARE with the partner	Oct.	<ul style="list-style-type: none"> - Shared the canvas with the research results on the two chosen goals. - Shared the video about Japanese culture made by our students. - Shared the rules of the Halloween game (escape room) dealing with the need for responsible consumption. 	<p>Enthusiasm and excitement to find out what the Japanese partners would think about their investigations.</p> <p>Pleased to share the rules of the escape room game as they had had a great time playing this game.</p>	English ICT
UNITE the thoughts	Nov. Dec.	<p>During the video call we were able to exchange our views on the message which we wanted to send to the world. Our Japanese friends were happy with our proposal and asked us to amplify the message</p>	<p>Very positive. It was a very motivating experience which gave our students the opportunity to talk to their Japanese partners for the second time.</p>	English ICT

UNITE the thoughts	Nov. Dec.	as they wanted to add something more to it. We agreed. Their contribution came a few days later via the forum.		English ICT
CREATE the mural	Jan. Feb.	We got the proposal from our Japanese partners. We thought it was very good. Took photos of the Japanese school showing the painting process. The mural arrival at our school. Placed the mural at our school hall, so that the whole school community could enjoy the mural painting process. Took photos during and at the end of the mural painting.	The students were very happy when they opened the parcel. Their attitude was very positive when they started working. They all wanted to draw for as long as possible. They were very happy to have their pictures taken knowing that their partners would see them.	Art
APPRECIATE the whole learning	Feb. Mar.	It is great to see, experiment and show the importance of visual language. It shows how such a simple activity can create a place of understanding and unity to send a very important message to the world. Share and explain the mural with other students and teachers. Collect students' final reflections on their participation in the project.	Satisfaction for having finished the task and completed a very important project such as this one.	Art English Spanish ICT

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	No matter how different two cultures are. With respect, hard work and willingness to participate in a project to improve conditions of all human beings, very satisfactory results can be achieved.
Active learning and action	5	Painting a mural has encouraged them to research about the topic as they knew that everything learnt had to be shown to the world through their painting
Critical thinking (objective, logical views)	5	Although the students have learned a lot of positive things about the SDGs with this project, there is still a lot of work to be done. Governments should take action.
Collaborating with different people	5	A very enriching experience indeed. It is a way of realising that the issues which affect us are a concern to people all over the world.
Expressing in words, in shape	5	The universal language of art has been a key tool to send a message to the world, a message previously worked on through different subjects and using English as a vehicular language.