

REPORT Artmile International Collaborative Learning 2022

Country/Region [Taiwan]

School [Cheng-Kung Primary School] Teacher [Antonia Chen] Grade (6) Member (10)

JP School [Odo Elementary School] Teacher [Kiyoshi Sugita]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
International Culture Class	Taiwanese and Japanese students introduce themselves through online video	1
International Culture Class	Research on SDGs Issues	2
International Culture Class	Discussion on cultural exchange issues between Taiwan and Japan	1
International Culture Class	Preparing Taiwan cultural packages to be sent to Japan	1
International Culture Class	Japanese art murals come to Taiwan unpacking	1
Art class	Complete the Art Mural	10
International Culture Class	Unpacking cultural packages from Japan	1

Theme and Message of the mural

Theme	Environmental Protection Actions that we can do in our hometown.
Message United thoughts to share with the world	There are many precious natural assets in Chiayi, Taiwan, such as Alishan, Little Train, Taiwan Clouded Leopard, Taiwan Blue Magpie, etc. These beautiful things need us to protect them through practical actions.



Effects and Problems

Effects your students have gained	Points for further improvement
<ol style="list-style-type: none"> 1. Through the discussion on SDGs issues, CKPS students learned the importance of protecting the environment, so that a beautiful living space can last forever. 2. By discussing the SDGs issues together, CKPS students could feel Odo students' willingness to learn and their proactive attitude. 	<p>Since CKPS students were exposed to SDGs issues for the first time, they had certain difficulties in in-depth discussion or creative expression. This is the goal that CKPS students can work towards 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
The CKPS students were surprised to find that the Odo students actually went to the fields to farm in person, which was completely different from the feeling of modern cities in Japanese TV dramas.	Although Taiwan and Japan were different countries with different cultures, students from Taiwan and Japan could discuss consistent global topics together, which was helpful for students to broaden their international horizons.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH H the theme	Aug. Sept.	After the Taiwan-Japanese School determined the SDGs topics to be studied together, under the leadership of the teacher, CKPS students searched for relevant information through books and the Internet, and brought them up for discussion in class.	CKPS students were happy to discuss global common issues with Japanese students, which could not only broaden their international horizons, but also learned more about the world.	International Culture Class
SHARE with the partner	Oct.	CKPS students shared the topics and questions discussed in class with Odo students through the forum as the subject of thinking, and vice versa.	CKPS students found it very novel and interesting to know what Japanese students knew and thought on common topics.	International Culture Class
UNITE the thoughts	Dec.	In order to express the friendly relationship between Taiwan and Japan, students from the two schools have prepared diverse and rich cultural packages to send to each other.	Both CKPS students and Odo students hope that through cross-cultural material understanding, the friendship between Taiwan and Japan can be strengthened.	International Culture Class
CREATE the mural	Jan.	After discussion, the theme of the connotation of the mural was selected, and the art teacher first made a base on the blank mural, and then assigned students to draw and color it.	CKPS students were very novel and excited about being able to paint on the large canvas, and everyone did their best to complete the area they were responsible for.	Art class
APPRECIATE the whole learning	Feb.	After the complete mural was completed, CKPS students shared the joy with all the teachers and students in the school, and explained the magic of the mural to everyone.	By sharing murals, more teachers and students could have a deeper understanding and understanding of the Taiwan-Japan exchange mural project.	International Culture Class

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	In the process of project implementation, whether it is the joint discussion of SDGs issues or the joint creation of art murals, CKPS students have a great learning of cross-cultural understanding.
Active learning and action	4	Through this Taiwan-Japan art mural exchange project, CKPS students have made significant progress in active learning, which is a very good performance.
Critical thinking (objective, logical views)	3	Since CKPS students were less exposed to multicultural stimuli, they had less independent critical thinking on SDGs issues, which was a direction that can be worked on in the future.
Collaborating with different people	4	Although CKPS students were willing to discuss issues with Odo students, because it is the first time for cross-border cooperation, the students were relatively nervous and it was not easy to face it with an open mind.
Expressing in words, in shape	3	Although CKPS students had different views on the presentation of the connotation of murals, it was still difficult to draw specific images.