

REPORT Artmile International Collaborative Learning 2022

Country/Region [Taiwan]

School [Fu-Fong Junior High School] Teacher [Lisa Lin] Grade (7-9) Member (16)

JP School [Yokohama National University Special Need Education School] Teacher [Shiho Mizunuma]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Science	Environment, biodiversity, terrestrial ecosystem, desertification	10
Social Studies	SDGs in Taiwan and in the world	5
Art	Mural design	5

Theme and Message of the mural

Theme	There Are Many Things We Can Do
Message <small>United thoughts to share with the world</small>	There are many things we can do, and we must do it from now on to protect, restore and promote the sustainable use of terrestrial ecosystems and halt biodiversity loss. The mural is a beginning by which we want to connect with each other and make the world a better place.
	

Effects and Problems

Effects your students have gained	Points for further improvement
<ul style="list-style-type: none"> • They are more aware of SDGs issues locally and globally. • They realized there are many factors contributing to the status quo. It's challenging to solve the problems in a short time, but they will try. • They held a mural and book exhibition at school to introduce other students to the importance of "life on land." 	<ul style="list-style-type: none"> • The whole SDG 15 contains so many sub-issues. We can choose one or two and dig deeper. • Although we encouraged students to be creative about what they could do, they came up with common ways. They can do more research and have a more systematic discussion in the future.

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"> • They understood the importance of SDGs. • They can think more about the big picture. • They are more confident expressing their ideas. • They learned everyone was good at something. They can contribute their various ability to complete the project together. • They are willing to do more international exchange activities. 	<p>We got some changes through this project. We learned:</p> <ul style="list-style-type: none"> • To teach in a global dimension • To interweave SDGs with different subjects and teaching materials • To plan follow-up activity after painting the mural • To appreciate the different talents of students

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Jun. to Jul.	We first learned what SDGs are and chose SDG 16 as our theme. But after discussing with our partner teacher, we changed to SDG 15: Life on Land. We asked students to read related articles and research what they were interested in.	To many of them, this was the first time they learned about SDGs. They thought it was a critical time for human beings to recognize the earth was in danger, and we should do something to stop the life on land from harm and recover them with every effort.	<ul style="list-style-type: none"> • English • Social Studies • Science
SHARE with the partner	Sep.	I asked the students to organize their thoughts by ORID method and share them on Jam board with the partner students.	The SDG 15 issue is complex. They chose their topics individually and had various opinions. By sharing, they could learn more aspects of SDG 15.	<ul style="list-style-type: none"> • English • Social Studies
UNITE the thoughts	Oct.	Taiwanese and Japanese students exchanged the answers to SDG 15–related questions on Jam board. Japanese students came up with the theme idea first. We agreed to incorporate both schools' ideas in the mural.	SDG 15 contains numerous issues. Therefore, we all agreed on the theme: There are many things we can do! Furthermore, we thought there are many things we “should” do.	<ul style="list-style-type: none"> • English • Social Studies
CREATE the mural	Nov. to Feb.	Japanese partner students designed the mural draft. A big tree bearing fruit meant the world we wanted to create. Each apple meant a different goal. The two watering squirrels stood for both schools working hard to achieve the goals.	They were glad to complete the half mural. They spent some time deciding how to present the goals corresponding to the Japanese part. They drew Taiwanese endangered animals, growing seeds, and DNA (for biodiversity). They came to school to finish the mural during winter vacation. They enjoyed it very much.	<ul style="list-style-type: none"> • Art • Social Studies
APPRECIATE the whole learning	Mar.	We held an exhibition at school to appreciate the mural with other students. They felt interested in it and the SDGs, too. We wrote down our reflections on Jam board and shared them on the forum.	The students thought highly of the project. It is significant for them to complete the whole learning, especially the mural, with international students. They were proud of themselves that they held an exhibition, too. This project helped build their confidence and team spirit.	<ul style="list-style-type: none"> • Art • DFC

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	3	It was a pity that we didn't have much virtual communication, which led to little cross-cultural understanding. In the future, maybe we can send postcards or a cultural box to achieve more at this part.
Active learning and action	3	The students could identify the problems within the topic and did research. However, what they could do was to go green in their daily life. Sometimes they felt frustrated and needed encouragement.
Critical thinking (objective, logical views)	4	The students gained the ability to critical thinking with the ORID method. They presented a tangled issue objectively, recorded their feelings, interpreted what they learned, and finally decided what to do next. The process could make them focus more logically and develop some suitable solutions.
Collaborating with different people	5	During the project, the students needed to collaborate with their classmates and partner students. They learned that when there is teamwork and collaboration, they can achieve many wonderful things. It had never occurred to them that they could work with people from another country. They feel a sense of pride as a global citizen.
Expressing in words, in shape	5	The discussion on SDGs, the writing of their research, and the appreciation of the mural expressed their improving ability in words. Through designing and painting, their art ability was also successfully on display in the mural.