

REPORT Artmile International Collaborative Learning 2022

Country/Region [Taiwan]

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JP School [Shirogane Junior High School] Teacher [Mieko Hosoyama]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	<ul style="list-style-type: none"> ❖ Introduce self, school, town, and country ❖ Teach postcard writing ❖ Record the postcards ❖ Learn English terms about the targeted SDGs, such as renewable energies and ocean acidification ❖ Practice oral presentation skills 	8
Local Exploration	<ul style="list-style-type: none"> ❖ Understand the energy crisis and the needs of renewable energy ❖ Analyze the advantages of developing offshore wind energy near our school ❖ Organize postcard contents through graphic organizers 	5
Art	<ul style="list-style-type: none"> ❖ Design badges with student names and Taiwanese & Japanese features ❖ Practice drawing the chosen elements on the mural 	6
ICT	<ul style="list-style-type: none"> ❖ Create videos about self-introduction, focused SDGs, badge design, and culture sharing ❖ Display exchange postcards on Padlet website ❖ Search the Internet for related references ❖ Edit the forms and PPT slides for school feedback during online meetings 	15

Theme and Message of the mural

Theme	Clean Energy Lessens Ocean Acidification and Protects Marine Life
<p>Message United thoughts to share with the world</p>	<p>After researching and studying our topic, both schools found that if we use clean energy more and live a green life, we can lessen the impact of ocean acidification and other impacts of climate change. If ocean acidification can be reduced, we can protect our marine life and have a better, more sustainable future.</p> <p>To achieve this goal, students can save energy in their daily lives. Also, the school and the government can try to fix the problem.</p> <p>Here are some examples from the mural that support these ideas. The mural is divided into two parts, the land and the ocean. On the land, the two school buildings in the middle are used to represent our friendship. On its left and right sides, students can be seen riding bikes, taking the bus to school, and using energy-saving appliances at home. In addition, in the mural the government has set up some solar panels on the farm to store renewable energy. Through “Go Energy, Go Life” efforts, sea creatures with bright colors and details can be seen in the ocean, symbolizing the stable marine living conditions for the creatures.</p>



Effects and Problems

Effects your students have noticed	Points for further improvement
<p>They used to have only rough ideas about the SDGs, but now they know them much better after having studied them. In the process, they learned to raise questions, search for practical and possible solutions to the problems, and to brainstorm creative measures to make a difference between now and in the future.</p>	<p>More time could have been spent on the video conference so that students could have had more chances to interact with their partners about the SDGs and engage in cultural exchange.</p>

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

Changes in the students	Changes in the teachers
<p>Japanese students' attitude toward the project was very serious and hardworking, which further encouraged our students in their work. Our students' efforts can be clearly seen in their accomplishments.</p>	<p>Our teachers felt that the Japanese teachers are well-mannered and self-disciplined people. They are good examples for our teachers and students to follow.</p>

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
<p>EXCHANGE</p> <p>Self-introduction</p> <p>Postcard Exchange</p>	<p>Jun.</p> <p>Sep.</p>	<p>1. Self-introduction videos:</p> <p>Our teachers encouraged our students to briefly introduce themselves in our videos and then exchange the videos with their Japanese counterparts so they could get to know one another.</p> <p>2. Postcard greetings:</p> <p>At the beginning of the new semester, teachers taught students how to write an English postcard. To show their sincerity, students also recorded the content of their postcards and converted it into QR codes. When our students received the cards from Japan, they felt the warm blessing from their Japanese friends. We taught our students how to give feedback on the postcards through the Padlet website as a friendship bridge.</p>	<p>At that time, students worked hard to produce their own videos at home during the COVID-19 lockdown. Even though some of them were shy to speak, they still tried their best to introduce themselves in order to make new friends.</p>  <p>When our students wrote their postcards to Japan, they went through a few drafts before carefully writing their final postcards. When they received the postcards from their Japanese schoolmates, they were totally amazed! Not only did they write beautifully, but they also drew illustrations and pasted stickers. The whole postcard experience was wonderful, and the Japanese students obviously put their hearts into it! Our students also reflected that using a postcard to communicate and writing feedback on the Padlet website were good ways to interact with new friends.</p> 	<p>English</p> <p>ICT</p>

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RESEARCH the theme	Sep. Oct.	<p>1. Getting familiar with SDG 7 & 14: Teachers introduced the core goals of SDG7 and SDG 14 and taught the concepts of renewable energy and ocean acidification. After having the necessary background knowledge, our students searched for the learning theme and drew on their posters.</p> <p>2. Making Wind Turbines: The school invited Ørsted A/S, a Danish multinational energy company, to hold a green energy workshop for students to familiarize themselves with the green energy industry and the advantages of developing wind power near our school.</p>	<p>Using different methods of collecting data gave students the opportunity to understand the SDG issues better. They were able to make their own graphs and share what they learned with others.</p>  <p>Our students not only learned about the future development of green energy, but also gained knowledge about how wind turbines operate.</p> 	Local Exploration English
SHARE with your partners	Oct.	<p>Student-to-student concept sharing: Teachers guided students to write down what they have researched and share it with their partners.</p>	<p>Our students thoroughly researched the main SDG issues and organized their findings into informative posters.</p> 	English
UNITE your thoughts	Nov.	<p>Deep discussion After reading the reports from SJHS, our students deepened their discussions from objective and critical perspectives. They thought about what they could do to make our future better as conscious creators of the future. The students made online posters and shot videos to convey their ideas.</p>	<p>Our students knew that it's important to raise awareness about global warming and its impact on the oceans. They learned why the topic was worth discussing. They also learned how to allocate work when making posters with their classmates.</p> 	English ICT

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<p>CREATE the mural</p>	<p>Dec. Jan. Feb.</p>	<p>1. Mural painting draft discussion: Based on the bottom half of the mural that was first completed by the Japanese students, our teachers consulted with their students about ideas on how to complete the upper half of the mural. The students also used iPad drawing apps to present their draft.</p>	<p>The process of drawing the mural was fun and interesting. Our students drew both schools and a big heart to show our good friendship. While the students painted our part, they learned that if they want to accomplish something, cooperation is crucial! All of the things they do should be done by everybody working together.</p> 	<p>Art</p>
		<p>2. Making badges as souvenirs Our art teachers taught the students how to design badges to express Taiwanese and Japanese cultural features. This helped broaden students' cultural understanding.</p>	<p>In the process of making the badges, students added their partners' names around the edge of the badges. They drew some cultural characteristics to represent our two countries. For example, one student drew Taiwan's pineapple cakes and Taipei 101. For Japan, she drew Aomori apples and Mount Fuji. Students also used warm colors to represent their friendship. Through the finished badges, students promoted cultural exchange, which they found to be a great achievement.</p>  	<p>Art</p>
		<p>3. LJIS school event to promote the project with SJHS: Our school held an event on December 30th, 2022, called the Starlight Festival. This event aimed to exhibit the students' learning output during that semester. All parents and visitors from the community were welcome to join the event. Our teacher team grabbed the chance to present the Japanese Mural Project we completed with Shirogane Junior High school that year.</p>	<p>Our student leaders promoted the key points to the parents and the community. For example, the government and businesses need to develop and use clean and affordable energy to lessen the impact of ocean acidification and other impacts of climate change. If ocean acidification can be reduced, we can protect our marine life. In addition, students, teachers, and all citizens can live greener lives to have a sustainable and better future. This can be accomplished by using environmentally friendly products, taking public transportation, and fishing responsibly.</p>  	<p>Art English ICT</p>

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APPRECIATE the learning experience	Mar.	<p>Online Meeting with SJHS: Before the meeting, our teachers first guided the students to fill out a form to reflect on the whole project process step by step. Then, teachers organized the students' responses into PowerPoint slides. At the same time, students listed some interesting questions they could ask their Japanese friends during Q&A time.</p>	<p>Through the online conference, our students learned about the beautiful culture and traditions of Japan, as well as other information about the country. Because of the mural project, both schools' students cared more about clean energy and the ocean, exploring their vision by interacting through cross-culture activities.</p> 	English 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	Explanation
Cross-cultural understanding	3	Throughout the Japanese mural exchange course, our students focused more on the SDGs issues, and most of the feedback was in the form of paper reports, which was a bit tedious. Because of this, some of the content was transferred to the Padlet website, allowing students to leave comments through a one-to-many interactive platform to increase the frequency and fun of interaction.
Active learning and action	5	During the project, most of the courses were conducted in small groups. Through problem-oriented dialogues, group members collected data for discussion and integration, and used the information obtained to produce posters and videos. From the initial writing to the filming of the video, our students were progressively engaged in the learning process and began to actively seek solutions to problems. The students completed the mural quickly by dividing up the work in a well-organized manner. In the video conference between the two schools, the students were able to clearly express their views on SDGs issues.
Critical thinking (Objective and logical views)	4	After learning about SDG7 & SDG14, our students were able to discuss how environmental sustainability starts in their daily lives. Through our teachers' guidance, the students were able to link their prior knowledge of energy and sustainability to further their own development.
Collaborating with others	5	Our students were able to combine the ideas of each student in group discussions, and through the division of labor they were able to collect different opinions, which were then transformed into diverse diagrams, posters, and videos. Our students learned the importance of cooperation and how to build strong teams.
Verbal and visual expression	5	Our students learned how to accurately describe and represent the SDGs and clearly present their findings and learnings through verbal and visual media. They also learned how to show appreciation for the work of others and build a sense of community.