

REPORT Artmile International Collaborative Learning 2022

Country/Region [Taiwan]

School [National Shanhua Senior High] Teacher [Chi-Chen Wu / Eunice Chang] Grade (11·10) Member (59)

JP School [Toyohashi Chuo Senior High School] Teacher [Yoshio Takakura·Masaki Ajioka]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	Students will learn how to introduce themselves in either spoken or written English. Besides, they will be instructed to do a presentation on their cultural or natural heritages in English.	16
ICT	Students will be guided to collect and sort out the information on the cultural and natural heritages by searching on the Internet. Also, they have to edit the contents of their presentation with their computer.	4
Art	Students will work as a team to decide what to paint on the mural to visualize the theme/ideas they want to convey.	10

Theme and Message of the mural

Theme	Only through peace and international collaboration, the precious cultural heritages can be passed on to the next generations
Message United thoughts to share with the world	The worldwide upset followed by the breakout of the war between Russia and Ukraine has lasted for one year. With no doubt, war like this will pose a great threat to the precious cultural heritages. Therefore, through this mural, we, in one way, want to introduce some cultural heritages we are proud of. In the other way, we want to advocate the importance of peace for all races, religions and countries. The price for losing what our ancestors have left for us is so high that we should think twice for having a war.



Effects and Problems

Effects your students have gained	Points for further improvement
Our students became more confident when they tried to express themselves in English because they found even their Japanese counterparts also struggled to make themselves understood. Also, students responsible for the technical setting of each online meeting earned a sense of achievement when they offered to help solve all kinds of IT problems.	Before each session, our students found the time for preparing the presentation very limited because they also had other homework to be busy with. Thus, there is still a lot to be desired, especially the part of doing a great presentation. Also, IT problems occurred sometimes, which has been brought to our teachers' discussion for connections 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
For our students, they assumed Japanese students would travel abroad very often. They even believed many of their friends might have visited Taiwan more than once. However, to their surprise, most of them have never had that kind of experience. Another surprise they found was that some of Japanese students were more passionate than they had expected. For our students, Japanese should behave in a more cautious attitude.	This is the 6th collaboration between Shanhua and Toyohashi Chuo, so we are quite familiar with each other. I think what surprised us and set us apart from our partner is that we always involve English teachers in the project as the main coordinators while Toyohashi Chuo will include teachers teaching different subjects. This leads to a reflection among us: is international collaboration only limited to English teachers?

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Sep. Oct.	Taiwanese Opera, Formosan Black Bear, Green Island White Terror Memorial Park, and Wushantou Reservoir were chosen to be our focus.	Students researched all of the picked-to-be-introduced precious heritages on the internet. To impress their foreign friends, they had a lively discussion on what part they planned to share in the video conference.	IT
SHARE with the partner	Nov.	A video conference was held in the mid-November for students from both sides to share why these sites/cultures were chosen as their focus.	To introduce one's own culture to foreigners is never easy, especially in a second language. Thus, our students practiced many times before they felt they were ready. They worked even harder than they did on the exams.	English
UNITE the thoughts	Dec.	The way to present the key concept of the mural, which was usually in the form of words and put in the middle of the mural, was decided together in an online meeting.	Students found an interesting fact, and made it a feature of the mural: the ways to express "peace" in Chinese characters differ from country to country. Taiwanese will put it as "和平" while Japanese will put it in a reverse way as "平和"	English
CREATE the mural	Jan. Feb.	With the guidance of our art teacher, students worked together to represent the four heritages they picked in an artistic way.	Even though it was our winter vacation, students were very enthusiastic about getting involved in the project. They found some of the abstract meaning behind the heritages was very difficult to present, but they tried their best.	Art
APPRECIATE the whole learning	Mar.	Our new principal and the dean of students' affair office were invited to appreciate the mural with the classes involved.	Students were thrilled to see the mural displayed either in different classes or in the library. When they watched the mural, they had further exploration on the Japanese heritages.	Art

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	Through the video conference, our students learned and left deep impression on four introduced UNESCO cultural heritages: (1) Gusuku Sites and Related Properties of the Kingdom of Ryukyu, (2) Historic Villages of Shirakawa-go and Gokayama, (3) Hiroshima Peace Memorial (Genbaku Dome) and (4) Yakushima.
Active learning and action	5	When students found what they did (such as doing online presentation or painting a mural) will be seen and appreciated by foreign friends at their age, they were highly motivated and worked even harder to impress their viewer. Actually, some of them would practice again and again to make sure they had done the very best.
Critical thinking (objective, logical views)	5	How to present the relatively abstract concept "peace" on the mural was not easy, and students spent lots of time thinking how to make images "speak" to their viewers. The choice of appropriate symbols, such as pigeons and lilies, has shown how much students had thought to make the theme visualized.
Collaborating with different people	5	In the beginning of the project, the two classes involved were just rearranged, and some of them were not familiar with one another, not to mention their partners from far away. However, when they worked together, the multiple talents of their group members were gradually revealed and cherished. They fostered a sense of self-confidence and learned how to appreciate others in the process of collaboration.
Expressing in words, in shape	5	For students who have lower English proficiency or are not confident when express themselves in words, collaborative learning made them feel less stressed since they could always reach their partners for help. Painting the mural, a way to express one's ideas in shape, is also easier when a group of students work together. The load could be shared in the team rather than being taken by a single person/artist.