

## REPORT Artmile International Collaborative Learning 2022

Country/Region [ Taiwan ]

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### # Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
International Education	SDGs, current situation of land and water ecology at Taiwan and abroad	20
English	Self introduction, short conversation, results publish	4
Culture	Understand the similarities and differences between Japanese and Taiwanese cultures	4
ICT	Data query, data collection, make briefings, video communication	6
Art	Create a mural	16

### # Theme and Message of the mural

Theme	Let's create an ecological society!
<p style="text-align: center;"><b>Message</b> United thoughts to share with the world</p>	<p>We have been studying SDG14 "Life below water" and 15 "Life on land" in collaboration with Japan and Taiwan. We learned that both countries have many ocean issues in common, such as marine pollution caused by plastic waste and declining fish catches due to over-consumption of fish. We also found that this was due to the fact that both countries are islands. Of course, the problems on land are not unrelated to the problems being discussed around the world, such as deforestation and extinction of living organisms.</p> <p>On the other hand, there are differences between the two countries' approaches to these issues. For example, in Japan, the use of "My bag" has only just begun to spread, but in Taiwan, "My straws" and other such items are also available. On the other hand, many Japanese people are aware of the importance of the ocean not only as a place where food can be harvested but also as a natural environment, while in Taiwan, the image of "ocean = fish = food" is strong. Taiwanese children learn about "ocean acidification" from Japanese presentation. In Taiwan, seafood with the "Sustainable Seafood Label" is not as common as in Japan, but children in Taiwan also learn to buy local environmentally friendly seafood and put actions into ocean conservation from consumption behavior. It is very important to understand the differences between the two countries and to incorporate the good points of each other.</p> <p>Through the Art Mile study, we have learned a lot about the situation our country and the world are in. In this context, we were able to acquire the ability to think carefully and judge whether the information we researched was really correct. In addition, we were able to learn to do our own research and think for ourselves, compared to classes where we were taught the contents of the textbook by the teacher. We also learn to look at the world and care about major issues that are happening internationally.</p> <p>We are now continuing to finish school lunches to eliminate leftover food. We are also drinking milk without straws at school lunch to eliminate milk straw waste. We can reduce our use of single-use plastic and participate in beach cleanups with family and friends. We believe that each of us doing something start from</p>

life, even something small, will make a difference in the world at large. And we believe that it is very important for us to work hard in our daily studies now in order to become respectable adults who can bring such a voice to more people in the future.

Our mural depicts a lot of beautiful nature that we should protect so that the environment will not deteriorate as we grow older. We hope that people who see this mural and its message will help us in our efforts for the SDGs, even if only a little. Let the change start now, from you and me, and promise a future full of vitality for our cherished earth.



### # Effects and Problems

Effects your students have gained	Points for further improvement
<p>In the process of learning, children recognized the beauty of the earth's ecology, and also experienced and witnessed firsthand the huge damage caused by human behavior to the beautiful ecology. They realized that it is necessary to start from the most fundamental life, and extend the influence from the individual to the public, so that everyone can work together to protect the environment.</p>	<p>When we are conducting SDG14 and 15 courses, there are many topics about ecology and the environment. Most of the children get relevant information from the Internet. It's a pity that we can't see this rich ecology with our own eyes or experience the seriousness of the destruction of the environment for ourselves. If I have the opportunity, I hope to take the children out of the classroom and truly experience the shock of nature.</p>

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

Changes in the students	Changes in the teachers
Students learned from collaborative learning that we have many of the same problems and dilemmas as Japan in SDG14 and 15. But we felt that Japan's conservation and education work is more active than Taiwan's. We learned a lot of new concepts from the research reports of our Japanese partners.	I think that in addition to leading students to find information, Japanese teachers can also lead students to reflect on what they have learned, and train students to summarize and integrate. This is very worth learning. Children in Taiwan are used to receiving knowledge passively, they should have more independent thinking ability.

**# Flow of the Activity**

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Aug. Sep.	Students learned about SDGs through videos, board games, worksheets, etc. They also searched for information on the internet to understand Taiwan's SDG goals. Afterwards, the students were divided into two groups, searched for SDG14 and SDG15 respectively, and completed the worksheets.	When students learned about SDGs, they seemed to open up new horizons. Most of them originally only cared about their schoolwork or the little things happening around them in life. Some children even paid little attention to domestic news. After studying the SDGs, they realized that the whole world is facing so many problems. Therefore, they were more willing to pay attention to some news about current events in the world.	Inter- national Educa- tion ICT
SHARE with the partner	Oct.	We used video to share the information we had collected about SDG14 and 15 with our Japanese partners. We also understood the current status of SDG14 and 15 in Japan through the reports of our Japanese partners.	During this period, the students had more interactions with their Japanese partners. They were excited to learn about Japanese culture and shared what they had learned. However, because the video must be published in English, most students found it very challenging. Because the report of the Japanese partner had matching pictures and posters, we could understand clearly.	English Culture
UNITE the thoughts	Nov.	After we understood the current situation of SDG14 and 15 in each other's country, we found many similar problems. We also shared the solution and our ideal future. In the end we put these thoughts together into a message to the world.	After sharing our research results with each other, we found that Japan and Taiwan are facing many similar problems in terms of SDG14 and 15. But the solution is not the same, which may be related to the national conditions. We learned from each other's strengths and hope to promote these methods, so that everyone can work together for environmental protection.	Inter- national Educa- tion Culture
CREATE the mural	Dec. Jan.	Once the students identified their message to the world, they began to come up with ideas for incorporating the	Creating the mural was the children's favorite part of the whole course. They took the initiative to find pictures, discussed with their classmates, and	Art

Content	Month	What you did	Your students' attitude/reflection	Subject
CREATE the mural	Dec. Jan.	message into the mural. We discussed the composition and content of the mural with our Japanese partners, and started creating after reaching a consensus.	revise the sketches. They saw their Japanese friends start to create, so they had more ideas. So in the end, when everyone's ideas were added together, it became a FULL mural. Seeing that the two sides had completed a mural together, it is truly a sense of accomplishment.	Art
APPRECIATE the whole learning	Feb. Mar.	We shared with our Japanese partners the idea of creating the mural and appreciate each other and put forward ideas. Afterwards, used the writing of the study sheet to allow students to review what they had learned in the course during the year and evaluated their own learning effectiveness.	Students felt accomplished about being able to complete a giant mural across the sea with Japanese partners. Although the two countries have their own styles of painting, they are perfectly compatible with each other. Students also had quite positive comments on this year's collaborative learning, especially in the parts of cross-cultural understanding, cooperation and expression. They really enjoyed the year of learning.	Inter- national Educa- tion Culture

### # 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 interaction with Japanese partners in the forum, the students got to know Japanese school life, local culture and special attractions, etc. Through the video, they also shared their learning achievements and ideas on SDGs.
Active learning and action	4	Students could actively collect information and discuss with each other during the learning process. After they understood the harm of plastic products to the environment, they can reduce the use of disposable plastic products in their lives.
Critical thinking (objective, logical views)	4	When students found that the two parties have different findings in the research on SDGs, they could think about the reasons and pursue further understanding. They were also able to reflect on the impact of Taiwan's culture on the ocean.
Collaborating with different people	5	The research activities in the class were carried out in groups, so students had to learn communication, coordination and division of labor. When creating mural, they had to first share ideas with Japanese partners and complete the composition. The class also had to coordinate with each other's ideas for mural painting.
Expressing in words, in shape	5	When the students started their group discussion, it became apparent that only a few leaders were speaking. After a while, other people gradually joined in and the discussion became lively. The students in this class were very thoughtful and creative in drawing. The mural they made is absolutely amazing!