

REPORT Artmile International Collaborative Learning 2022

Country/Region [Taiwan]

School [Wen Ya Elementary School] Teachers [K L Hsu / H W Liao / Ruth Hou] Grade (5) Members (58)

JP School [Ogawa Elementary School] Teacher [Daiki Goto / Tomoko Mori / Yui Okubo]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Science	<ul style="list-style-type: none"> *the life and threat of sea animals under the water *the definition of affordable and clean energy *the practice of sustainable energy in Taiwan 	3
ICT	<ul style="list-style-type: none"> *surfing on the Internet for any related references *creating the PowerPoint for group reports during the Google Meeting 	5
English	<ul style="list-style-type: none"> *key words and phrases in English about SDGs 11, 14 and 16. *short passages about SDGs 11, 14 and 16 from Wikipedia * short oral passages in English for Google Meeting 	4
Social Studies	<ul style="list-style-type: none"> *the definition of peace, justice and strong institution *the examples about SDG 16 	3
Integrative Activities	<ul style="list-style-type: none"> *sharing of the research result *scheduled Google Meeting *appreciation and reflection on AICL project in class 	4
Art	<ul style="list-style-type: none"> *creating drafts individually *mural drafts discussion *a list of all good elements on the draft/mural *drawing and painting 	12

Theme and Message of the mural

Theme	Hand in Hand with the World
Message United thoughts to share with the world	<p>Everything on earth has their own rights to live safely and peacefully.</p> <p>Let's work hand in hand to keep the world the best place among the universe.</p>



Effects and Problems

Effects your students have gained	Points for further improvement
Protecting the lives under water and the lives on land is a popular topic in Taiwan. We fully understand the importance of doing so. After researching on the environment-related themes for our mural, our students are more confident with the reason why this is a life-threatening issue. Now, they are more determined to encourage themselves, their neighbors and friends to work hard for a better living environment.	The focus on SDGs this year is a very good point for the younger generation to know more about the world. Thanks to the collaboration from the partner school and the homeroom teachers at Wen Ya ES, the students have better understanding of the themes this year. Next year, our teachers plan to set up a clearer schedule for the Skype time so that the students can be better prepared in terms of researching and sharing on the theme.

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

Changes in the students	Changes in the teachers
Taiwan and Japan are islands so we share most of the same difficulties when we talk about the lives on land and lives under water. Our students feel supported when we see our partner school taking the similar actions to protect the lives in the world. It is everyone's work to share the responsibility of taking care of the world.	It is good to know that we, the teachers from both Taiwan and Japan are leading the younger generation to pay more attention to the world issue. To promote global awareness, we need to work together to call the most people's attention. Hopefully, all kinds of misbehavior of hurting the world will be stopped. Then, the world can be better in the future.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Sep. Oct.	The homeroom teachers showed 2 good websites to the students and guided them to take a close look at the three SDGs we would be working on. A reference book, called "My Father is a Fish Expert" was read by everyone. We thus, understood more about the lives below water. Later, each student was free to choose the SDGs they were personally interested and started to make a PPT to present what they have learned from their research. The good PPT was presented to the Japanese friends in Google meeting.	Our students made a good research on the SDGs they were interested. They shared their PPT in class and impressed the teachers and classmates, too. They were very happy to know more about the three SDGs and they hoped they could come up with some action plans to make the world better. determined to take some actions to create a friendly environment for the lives on land and those under water.	Integrative Activities, Science ICT English

<p>SHARE with the partner</p>	<p>Oct.</p>	<p>Science and Homeroom teachers made extra learning materials to introduce the learning contents to the students. Our students formed in groups to figure out all the information about the lives on land and lives under water. Some information about renewable energy in Taiwan was included to facilitate our understanding of the report from our partner school. We had a Skype meeting about the research, too.</p>	<p>Students spent some time surfing on the Internet and watched the videos on YouTube to get a broad view of the issues about lives on land and lives under water. They felt threatened if these good neighbors on land and under water disappear one day. We believe all the lives need a good place in the world. They were determined to take some actions to create a friendly environment for the lives on land and those under water.</p>	<p>Integrative Activities, Science ICT English</p>
<p>UNITE the thoughts</p>	<p>Nov.</p>	<p>Students created their own drafts first and chose the best five versions to share with our partners during the Skype talk.</p>	<p>Students were interested in drafting and they did a good job presenting what they wanted to say on the drafts. They were open-minded enough to read others' drafts and made some changes after negotiation.</p>	<p>Art ICT English</p>
<p>CREATE the mural</p>	<p>Dec. Jan.</p>	<p>Art-gifted students drew the outline and the rest of the students took turns to come back to school and paint during the winter vacation.</p>	<p>At the beginning, we had a keen discussion about the focus of our half-painted mural. Finally, we agreed to pay more attention to the lives under water because our partner has fully illustrated their interpretation of lives on land. We would be able to see the balanced images of lives on land and lives under water in the mural.</p>	<p>Art</p>
<p>APPRECIATE the whole learning</p>	<p>Feb. Mar.</p>	<p>We read the completed mural together and had a discussion of what message we would like to deliver from the mural. We also took a group photo with our principal, and the teachers before we sent the mural back to Japan. Again, a copy of the mural this year will be made and posted at the corridor for all the school members to pay some attention to global issue.</p>	<p>Artime is a very good project for the students to broaden their world view. It also encouraged the students to take a deeper look at the global issues and even take some actions to help solving some problems. Painting is fun and easy. What's better, painting helps deliver the message of saving the earth from the younger generation.</p>	<p>Social Studies, ICT English Chinese</p>

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	<p>Taiwan and Japan are closely connected in terms of geographic location and friendship. However, since Japan is 10 times bigger than Taiwan, there are too many things we need to discover whenever we have an Artmile partner from different cities in Japan.</p> <p>We love to see the differences and we feel excited to break up some stereotypes between Taiwan and Japan.</p>
Active learning and action	4	<p>The homeroom teachers at Wen Ya ES this year are very experienced to set up three different groups, which symbolize the three SDGs Goals we will be working on this year. Since the amount of research content is only one third of the whole project, Wen Ya students are more enthusiastic to make a research in details.</p> <p>For the other two goals that haven't been researched, they are encouraged to listen to the other groups' presentation to catch the main ideas of the other two SDGs.</p> <p>It seems to be true that if the workload is too much for the students, they may just give up and fail to have strong motivation to keep active learning going on. On the contrary, if the workload is just a bit more than they can afford, they will certainly have better motivation to learn by themselves.</p>
Critical thinking (objective, logical views)	4.5	<p>SDG 16 Peace, Justice and Strong Institutions is a very exciting topic for our students to talk about. As you may know, Taiwan is not officially recognized as a country due to the rejection of China. Our students have a lot of arguments and debates to tell if there is "peace, justice, strong institutions" in the world. The war between Ukraine and Russia is another good example to show that SDG 16 cannot come true in the coming future. As teachers, we do not know and we cannot predict what is going to happen later on, but we are very, very satisfied to see that Wen Ya students have good critical thinking ability.</p>
Collaborating with different people	5	<p>Our fifth graders are the biggest group at Wen Ya ES. In order to improve their learning quality, the homeroom teachers have started to encouraged the group works as soon as the new semester started in September. Therefore, Wen Ya students are very familiar with the process of collaborative learning and there is no problem with us even though we need to work with the Japanese partners.</p> <p>Our Japanese partners are very polite to listen to our ideas ask for more time for their internal discussion. We believe, both of Wen Ya and Ogawa had a good time collaborating with each other.</p>
Expressing in words, in shape	3.5	<p>Both Wen Ya ES and Ogawa ES students have limited English to express their ideas freely. However, by showing the drafts and with teachers' help, the two school can reach an agreement without too many difficulties. Artmile is a good platform for us to speak English and we believe that the students in both schools see the importance of verbal and non-verbal communication.</p>