

REPORT Artmile International Collaborative Learning 2022

Country/Region [Taiwan]

School [Ying-Qiao Elementary School] Teacher [Lin Yen Chun (Ajen)] Grade (3-6) Member (19)

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Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Communication and cooperation skills	Greeting with people in different country. How to do self-introduce and school introduce in English. How to communicate and cooperate with other people abroad.	4
Cultural Understanding	Know more about different cultures in the world and study the international issues.	4
SDGs Research	Research on the current situation of Taiwan and the world for the selected SDGs issue, and put forward specific action plans. Discuss the key concepts and core declarations we want to present on the murals with our partner.	14
Presentation skills	How to use visual charts to integrate the collected information, and practice publishing in English.	6
Art	To design mural drafts and collect relevant images. To know and practice the skills of painting the mural.	10

Theme and Message of the mural

Theme	Let's create a world where all life can live in comfort
Message United thoughts to share with the world	We hope to use intelligent technology to make life more comfortable for humans and various creatures in the ocean, and we call on everyone to take action and cooperate to make the world a better place.



Effects and Problems

Effects your students have gained	Points for further improvement
<p>We have seen the growth of our students in the process of collaborative learning across international boundaries in the following ways:</p> <p>A. In the aspect of international issues Through data collection and analysis, students gained a deeper understanding of the SDG issues they studied and were motivated to put into practice what they could in their lives.</p> <p>B. In the aspect of cultural appreciation Although Taiwan and Japan are not far apart, the students did not have a deep understanding of other countries' cultures. Through sharing their research with each other, students gained a deeper understanding of the current situation in other countries, including Japan, and learned to respect the differences of each culture.</p> <p>C. In the aspect of cooperative communication, Since we have a relatively small number of students participating in the program, everyone must contribute what they can in the process. The students learned how to use each other's expertise to make cooperation more efficient, and how to think from the perspective of their foreign study partners and cooperate with their Japanese study partners in an appropriate way.</p>	<p>Due to the difficulty of matching our semester length to the program schedule, we find that students have a tighter time schedule during the research phase, and we will adjust our course schedule in the future to match the AICL study phase as closely as possible.</p> <p>In addition, we hope to have closer contact and discussion with Japanese teachers, and to continue to show our initiative in the future to achieve better cooperation results</p>

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

Changes in the students	Changes in the teachers
<p>The students were unaware of the seriousness of the problem until they delved into international issues related to SDGs, and in the process of their research, they also gained a better understanding of the current situation in many countries. At the same time, they found that many people were working to change the world, which gave the students a lot of inspiration. The students had thought that there might be many differences between the problems faced by Japan and Taiwan on the same issue, but after sharing with each other, they realized that there were many similarities in our current situations and that they might be able to learn from each other in terms of solutions.</p>	<p>This year our students have selected SDG11 Sustainable Cities and Towns and SDG14 Marine Conservation for cross international collaborative learning. In order to help the students explore these two topics in greater depth, the teachers have conducted many discussions and research on these topics.</p> <p>We believe that through face-to-face communication and collaboration with students from other countries, students can get a more concrete sense of the issues they are studying and enhance their learning motivation.</p> <p>We are excited to grow with our students, to learn more about the world, and to be touched by the positive changes they are making.</p>

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Jun Jul Aug	The teachers provide several research or actions that students could do during the summer vacation for the selected SDG11 and SDG14. Most of the students identified the problems we faced in this goal through their actions and tried to come up with their own solutions.	Some students found that improving the problem requires sustained and widespread action, which is not easy. They were thinking about how to effectively promote the campaign. Students also became more aware of the issues related to SDG11 and SDG14 in their lives, and became curious about the situation in other countries, hoping to have further exchanges and sharing with international partners.	SDGs Research Culture and Internation al Understan ding
SHARE with the partner	Sep Oct	During this phase, we exchanged ideas and discussed with Japan partners through the forum and video conferences.	The students researched their own cities and discovered the problems they faced in their hometowns, and actively connected to their own experiences and began to think about what they could do to deal with these problems. They also learned about the differences and similarities between themselves and their partners' hometowns and tried to understand more about the world's situation.	Culture and Internation al Understan ding Presentati on skills
UNITE the thoughts	Nov	We exchanged our ideas about the theme of mural, and worked the sketch out together by Google Slides and the forum.	Students became more active in their own lives, and to implement actions that they can take. They became aware that they would be the person to take initiative for creating the future. They also wanted to learn how other countries have different solutions to the same problem and to try to integrate these ideas into the mural.	SDGs Research Communic ation and cooperatio n skills
CREATE the mural	Dec Jan	We discussed the concepts and elements we wanted to put in the mural with our Japanese partner in the presentation and tried to communicate with them about the draft design.	During this process, the students not only learned painting skills, but also learned how to work as a team and help each other solve problems when they encountered difficulties. In particular, we found that the students began to think with an international perspective. They tried to incorporate more elements of the world in the mural. Let the mural represent not only a specific ethnicity or culture, but also the spirit of a global village.	Art Communic ation and cooperatio n skills

<p>APPRECIATE the whole learning</p>	<p>Feb</p>	<p>We held an exhibition in our school to show the result of wonderful cooperation. During the exhibition, we had an online meeting with our partner to share the thoughts of the collaborative learning process, and we played bingo game together which related with the concept of mural.</p>	<p>The students were very happy to see their ideas appear on the mural and they felt a great sense of accomplishment when the mural was completed. After completing the international exchange program, my students were able to set practical SDGs action for themselves in their life, and gained a deeper understanding of current international issues. They became more open-minded towards different cultures and developed a sense of global responsibility, growing as global citizens.</p>	<p>Art Presentati on skills Culture and Internation al Understan ding</p>
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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
<p>Cross-cultural understanding</p>	<p>5</p>	<p>The theme of the mural was about the SDG 11 and 14, and we learned more about the situation in different countries by research. Through sharing their research on SDGs to each other, students were able to identify and compare the similarities and differences between themselves and other countries, and analyze the reasons for the differences, deepening their international perspective.</p>
<p>Active learning and action</p>	<p>5</p>	<p>We encouraged students to discover things related to SDG11 and SDG14 from their own lives. Students were very interested in such activities and actively participated in the discussion process, and showed strong motivation by suggesting many practical actions that they could implement in these two SDGs.</p>
<p>Critical thinking (objective, logical views)</p>	<p>4</p>	<p>In the process of collecting and analyzing SDG-related data, the students made many critical suggestions on the current government policies, and we also led them to think about how to propose feasible solutions and try to share their ideas with more people.</p>
<p>Collaborating with different people</p>	<p>4</p>	<p>The whole project involved collecting and organizing data, reporting, designing the draft mural and drawing, etc. The process required close teamwork and discussion among the students, and they had to put themselves in the role of foreign partners to think differently in order to communicate effectively, and the students developed many leadership and communication skills that were very helpful to them.</p>
<p>Expressing in words, in shape</p>	<p>5</p>	<p>We used many different formats to unify and share the message we wanted to convey to the world, such as videos, presentations, murals, etc. In particular, we spent a lot of time discussing the core concept of SDG into the graphic elements of the mural, and we are very happy with the final result.</p>