

REPORT Artmile International Collaborative Learning 2022

Country/Region [Taiwan]

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Grade (3-6) Member (21)

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Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Social Studies	<ul style="list-style-type: none"> • Introduction of self, school and country of each other. • Learn about SDGs and explore the issues of the world. • Think and discuss about the reasons and solution strategies of the issues. • Make a goal of the great vision of the future. 	12
Language	<ul style="list-style-type: none"> • Organize sharing presentations in English. • Practice oral content of online-meeting. • Exchange ideas and communicate with partners in meeting time. • Respond to communication questions in English words or speaking. 	10
ICT	<ul style="list-style-type: none"> • Web Search and Data Collation about social studies and languages • Presentation and Video Production • Online meeting 	8
Art	<ul style="list-style-type: none"> • Incorporate learning content into visual design • Mural draft design • Mural painting 	10

Theme and Message of the mural

Theme	DELIVERING EQUALITY AND RESPECT MAKES A PERFECT WORLD
Message United thoughts to share with the world	Here is our message to the world: The world is riddled with many injustices, including: gender and racial inequalities. We hope that everyone can pass on their own power, many a little makes a mickle! Through legislation, education and publicity activities, we can work together to break this inequality and deliver a perfect world of respect and equality.



Effects and Problems

Effects your students have gained	Points for further improvement
<p>Students concerned about the issues of “inequality” in life more actively, including gender and racial issue. They care about the causes of these phenomena and the impacts in discussions.</p> <p>Through the creation and imagination, students not only gain power from their paintings, but also start to think about what actions they can take to change the inequality in the world.</p> <p>Although we’ve sent the murals back to Japan, the children began to think about the inequality incidents they felt around life. After exploring the reasons, they will try practical actions to let the concept of murals affect more people in Taiwan.”</p>	<p>Due to the schedules of Taiwanese and Japanese schools. There is not much time for discussion on mural design in this cooperation.</p> <p>If there are other opportunities for next cooperation, I think it will be more beneficial to exchange design ideas with partner schools in a clearer way.</p>

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

Changes in the students	Changes in the teachers
<p>Students gained a greater awareness of issues of race and gender in different countries.</p> <ol style="list-style-type: none"> 1. The students found out that there were aborigines in Japan and they were treated unfairly. 2. Students found that there were still many gender stereotypes in Japanese society. 3. Through the research of Japanese classmates, students learned many new viewpoints, such as: gender-neutral clothing. <p>Students also reviewed their own lives and countries after the above-mentioned studies, and tried to discover the phenomena of equality and inequality. It was a journey of deep learning.</p>	<p>We focused on a single topic of SDGs this time, which gave us the opportunity to conduct an in-depth discussion more.</p> <p>We collected and discussed information about issues before class, and screened them based on students’ knowledge of learning. We found the inequality issues that we rarely paid attention to but were very important in our class.</p>

Flow of the Activity



Content	Month	What you did	Your students’ attitude/reflection	Subject
RESEARCH the theme	Jun. Jul.	<p>Teachers online meeting</p> <p>Introduced students, school</p> <p>Recognized the mural project, what the SDGs was, and the topic we focused.</p> <p>Knew the partner’s school and the students</p>	<p>They cared about foreign cultures in great initiative and learned with evident enjoyment.</p> <p>The students also examined their own experiences and social events to express their feelings and demands about inequality. Because inequality required empathy, they found that sometimes what they could understand was not necessarily understood by their classmates, and it was even difficult to be persuaded.</p>	Social Language ICT

<p>SHARE with the partner</p>	<p>Aug. Sep.</p>	<p>Learned the SDGs Discussed the interesting topics of SDGs Proposed possible solutions and imagined futures Students online meeting</p>	<p>Students participating in this project include experienced and first-time participants. Experienced people were more attentive while listening and also tried to understand and respond in English or Japanese. To be willing to try and actively step forward, I think this is the great significance of participating in international exchanges. The first-time participants were also more courageous to try because they saw the performance of the former. Also, the topic of this time "reduced inequalities" was meaningful for the students. Students expanded their perspectives on society and the world by sharing and listening to events and discussions on this topic. Although we knew that "empathy" is very difficult to cultivate, but these events and sharing really made them feel something and want to make a difference.</p>	<p>Social Language ICT</p>
<p>UNITE the thoughts</p>	<p>Oct. Nov.</p>	<p>Focused on the message to the world Shared ideas with Japanese partners Combined each other's ideas Students online meeting</p>	<p>Our student thought about "Reduced Inequalities" in two topics: gender and race. About gender, they look forward to an equality future where is gender harmony, gender bias is eliminated, everyone has the right to work. About race, they look forward to an equality future that everyone won't stereotype people of different races, everyone can be treated the same. We also discussed and combined the message with the students. They also raised some interesting ideas to change the world, like: hold promotional activities or lectures, make a TV show, share real cases to everyone, make a law or invite celebrity to advocacy equality concept. Students also created images through collage.</p>	<p>Social Art Language ICT</p>

<p>CREATE the mural</p>	<p>Dec. Jan.</p>	<p>Designed the mural draft Developed mural theme and message Gave feedback Completed the mural Students online meeting</p>	<p>Students concerned about the issues of "inequality" in life more actively, including gender and racial issue. They cared about the causes of these phenomena and the impacts in discussions. They also had a better understanding of the SDGs through the drawing time and took the initiative to care about global issues. They were also very happy and had the accomplishment that they and their Japanese partners have completed the work together. Through the process of creation, it seemed that they were passing each other's strength in order to achieve their goals, just like paintings</p>	<p>Social Art Creativity Language ICT</p>
<p>APPRECIATE the whole learning</p>	<p>Feb. Mar.</p>	<p>Prepare to share content and souvenirs. Practice sharing and active content. Reflect their harvest and growth of communication Students online meeting</p>	<p>Through the creation and imagination, students not only gained power from their paintings, but also started to think about what actions they could take to change the inequality in the world. Although we've sent the murals back to Japan, the children began to think about the inequality incidents they felt around life. After exploring the reasons, they will try practical actions to let the concept of murals affect more people in Taiwan.</p>	<p>Social Language ICT</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
<p>Cross-cultural understanding</p>	<p>5</p>	<p>Students learned more about the real differences between the cultures of different countries in the process. They also learned about global issues through tasks in the course. Because of our topic, what students learned most was about gender and race stereotypes and cultural differences in different countries, including the treatment of indigenous peoples, same-sex marriage, etc. Students also paid more attention to domestic or surrounding phenomena and problems.</p> <div style="display: flex; justify-content: space-around;">   </div>

<p>Active learning and action</p>	<p>5</p>	<p>The real situation of contact with foreign friends could enhance students' attitude of active learning. Although we communicated each other's learning status through forums or mails, the time of online meeting was short, so it was even more important to keep the real-time dialogue and questions in the meeting, so that students could get answers to their own doubts. It also makes students want to meet, share and ask again, again and again.</p> <p>In addition, students are also more active in paying attention to issues of inequality. They shared news about the inequality issues they've seen and noticed gender-free toilet signs when watching performances, all of which are part of enhanced our discussion.</p> 
<p>Critical thinking (objective, logical views)</p>	<p>5</p>	<p>Students also developed their critical thinking as they discussed the causes of and solutions of inequality. At the beginning, students could only interpret the reason from their own perspective, but through dialogue and thinking from other perspectives, they could see the needs of different genders or races by verification and logical judgment, which was also needed in real life so much.</p> 
<p>Collaborating with different people</p>	<p>5</p>	<p>During the communication process, students learned to use presentations, texts, English dialogues and partners making conversation more smoothly. Every time we had difficulties in the cooperation of mural design, this time too. But in this time, the students showed the composition of the concept through simple diagrams first. After the students created the images they were responsible for, and we also used collages to complete the design. If possible, we hope that this process can also be used for dialogue with Japanese students.</p> 

Expressing in words,
in shape

5

This time we used relatively abstract topics for discussion and creation. At first we were worried that if we used too many symbols and images, it would deepen the stereotype. But we were gratified by the creativity of the students, because they use the movement of images to tear down stereotypes and better conveyed practical ideas.

