

REPORT Artmile International Collaborative Learning 2023

Country/Region [Indonesia]

School [SMA Santo Paulus Pontianak] Teacher [Lenny Lenny] Grade (10-11) Member (25)

JP School [Miyagino High School] Teacher [Sachie Suzuki]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	Written and oral communication and expressing ideas in English when communicating with our school partner	10
Arts	Drawing sketches, mixing colours and painting	25
Geography	Cultural introduction and sharing between two countries	5
Biology	Research on water, waste/pollution, and the effects on water for life	10
Physics	Research on wind turbines and technology innovation to process clean water and waste	10
Chemistry	The chemical waste that endangers life in water	5

Theme and Message of the mural

Theme	Love the Earth with Clean Water, Clean Energy, Quality of Education and Innovation in Industry
<p>Message United thoughts to share with the world</p>	<ol style="list-style-type: none"> 1. Industry: It would be good if we could strengthen the connection between countries and cross borders like the internet, so that the entire planet will be one family supporting each other. 2. Water: Clean water cycle around the world Water is essential to our lives. We should be responsible for drainage so that everyone has access to clean water. The future of our water depends on our actions. 3. High Quality Education for Everyone Let' s enhance the world educational level. It is important to research and deepen our understanding of countries where many people are unable to receive education. Let' s change the world with education. 4. Plastic Garbage We should think of what we can do in daily lives, such as sorting and collecting garbage. Work together and create the condition of rivers and the oceans without pollution. Animals are suffering in the polluted river and ocean. May all creatures live lively.





Effects and Problems

Effects your students have gained	Points for further improvement
<p>First of all, my students have learned deeper about Japanese culture. Before we started interactions with Japanese students, we have known Japanese culture in general, including the arts and cuisine. When we started JAM project, we have more understanding on Japanese culture and the society lifestyle, including the technology management.</p> <p>After the introduction of culture exchanges, we focused on the topics that we explored from our theme. We focused on clean water, energy, industry, waste management especially plastic garbage, and quality education for people to address the problems concerning our topics. Through exchange of ideas with our partner school and series of individual and group research, we were able to gain deeper insights of the core problems that happen in Japan and Indonesia regarding our theme. We drew conclusions and provided solutions after series of Forum discussions with our partner school.</p> <p>My students have also learned how to organize their ideas effectively through the examples of our partner school. Also, they learned how to develop their potential in artistic sense expressed in sketches and mural painting. The last but not the least, my students have found true friendship during the project. Their true colours were shown during the tough times of completing the mural painting.</p>	<p>Since we focused on several topics in our theme, we do realise that we have not been able to cover all the topics thoroughly. There are still some points for further improvements that we need to do.</p> <p>First, about the clean water and clean energy management. We need to work more on the mechanisms and technology of providing clean water sources. The availability of clean water taps and solar panels in houses in Indonesia is still long to go. Next, people in Indonesia are still struggling with financial stability and quality of education. Compared to Japan, Indonesia is still quite left behind in terms of technology and innovation.</p>

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

Changes in the students	Changes in the teachers
<p>My students have developed their awareness and critical thinking on the issues related to clean water, clean energy, the importance of education to take care of the problems and how the innovation in industry is urgent in dealing with these problems. They have also established better characters during the project when they have grown to be more responsible, committed, disciplined, organised and resilient in reaching their goals.</p>	<p>Teachers have also realized that students need to be given rooms for critical thinking and freedom of expressions. Teachers have come to understand that students will be the generation that will take part in tackling the issues in the global world, so they need to be given more parts for responsibility and trust.</p> <p>Teachers should also address goals in SDGs as the parameter in teaching learning process.</p>

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Jun. Jul.	<ul style="list-style-type: none"> - School introduction - Preparing discussion points - Doing research - Exchanging questions and answers about the discussion points 	<p>My students were very excited when they finally got a chance to work with Japanese students. My students have been exposed to Japanese art and culture since they were little kids, so this was a precious opportunity to learn more about Japan.</p> <p>My students were surprised when they learned more information about Japan. They learned that Japanese students are super friendly and open-minded.</p>	English Geography
SHARE with the partner	Aug.	<ul style="list-style-type: none"> - Deepening knowledge on the topics through further research - Sharing the research and challenges to the partner school - Preparing for Zoom meeting 	<p>My students are amazed at how Japan manages to provide clean water and energy to people by using technology. Nevertheless, they are also surprised to learn that Japan also faces some problems with clean water and plastic waste. They were more curious to find out the causes and effects of water problems.</p>	Science (Biology, Physics, Chemistry)
UNITE the thoughts	Sep.- Nov.	<ul style="list-style-type: none"> - Two Zoom meetings (presentation and questions-answers) - Summarising the points of presentation in Zooms - Further research to strengthening points of understanding on the problems - Finding solutions and exchanging solutions 	<p>My students were enthusiastic about the Zoom meetings and they were anxious about the meetings. It turned out that the meetings were conducted really well and my students got precious insights. My students were also amazed at how Japanese students organized their ideas and presentations. Through the reflections, we are aware that we cannot work in small groups to handle the problems, so we need to voice our mind to the global world.</p>	English Science
CREATE the mural	Dec. Jan.	<ul style="list-style-type: none"> - Summarising the problems and solutions - Both schools exchanged the messages - Uniting the messages proposed by both schools - Discussing the patterns and sketches for the painting - Deciding the patterns and sketches based on the messages - Deciding the base of colours of the painting 	<p>My students felt challenged about drawing patterns and sketches for the mural. Most of them had no previous experience on painting, so they relied much on two or three students to decide the patterns and sketches. As the process of painting was going on, more of my students got used to mix colours and made more details to represent the messages. Finally, they enjoyed doing the painting and it was one of their best experiences.</p>	Science Arts

CREATE the mural	Dec. Jan.	<ul style="list-style-type: none"> - Miyagino High School did the painting in December and sent it to Indonesia by 27 December. Photos and videos were taken during the process. - SMA Santo Paulus Pontianak started the painting by mid-January 2024. 	Our partner school was really supportive and gave us some insights about the drawing. It was an amazing collaboration.	Science Arts
APPRECIATE the whole learning	Feb. Mar.	<ul style="list-style-type: none"> - SMA Santo Paulus Pontianak worked on the painting until mid-February. Photos and videos were also taken during the process. - Displaying and appreciating the mural at school - Sent the mural to Japan on 22 February 2024 - Evaluating the work by using a worksheet and sent it to the Forum 	When my students finished the painting, they said they wanted to cry because the moments of togetherness ended. They really enjoyed working together and appreciated the learning so much. They realised that the perfection of work is important, but the hard work in the mural painting is far more precious than the perfect art of work.	English Arts

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	4-5	We have learned more about Japan through the exchange of messages and Zoom meetings. We would like to learn more because Japan has unique cultures and sophisticated technology.
Active learning	4-5	We learned much more from Japanese students in organizing ideas and perspectives in research. My students have become really active since the learning and they are growing to be much more aware of the problems arising in their surrounding and through the globe.
Critical thinking	5	We learned through news, journals, articles and discussions with teachers of Biology, Physics, and Chemistry to address the problems. Furthermore, our Japanese friends have given us brilliant ideas about how to preserve the environment through technology to provide clean water and technology.
Collaborating with different people	5	This is an amazing collaboration. We have gained a lot of knowledge and perspectives from our Japanese friends and teachers. We have also learned about effective ideas organization and the values of hard work from our collaboration.
Expressing in words, in shape	5	Expressing words in shapes and images presented challenges to us. We are really proud and delighted because we could finally face the challenges and enjoyed the process. Our students could learn beyond the theoretical concepts about life on Earth, the problems and solutions expressed in images.