

## REPORT Artmile International Collaborative Learning 2023

Country/Region [ Saudi Arabia ]

School [ International Programs School ] Teacher [ Saira Muhammad ] Grade ( 10 ) Member ( 30 )

JP School [ Toyojoshi High School ] Teacher [ Yuki Murayama ]

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

Subject	Conception of the lesson	Hours
JAM Club	Introductory Meeting about Japan Art Mile Project	50 min
JAM Club	Student introductions	50 min
JAM Club	Introduction to the Forum and Japanese Partners	50 min
JAM Club	Research discussions	50 min
JAM Club	Student group work in five different research topics: Carbon footprint, Plastic Pollution, Tourism and Small Businesses, Biodiversity and Deforestation	50 min
JAM Club	Student Group Presentations	100 min
JAM Club	Video Conference with Toyojoshi High School	60 min
JAM Club	Sharing Japanese Student research and discussion	50 min
JAM Club	Mural Design Ideas	50 min
JAM Club	Mural Design drawing and discussion	50 min
JAM Club	Mural Sketching	300 min
JAM Club	Mural Painting	500 min
JAM Club	Mural Appreciation Ceremony Preparation	50 min
JAM Club	Mural Research presentation rehearsals	50 min
JAM Club	Mural symbols description and message of the mural rehearsals	50 min
JAM Club	Reflection Videos	100 min
JAM Club	Appreciation Ceremony full program rehearsal	180 min
JAM Club	Mural Appreciation Ceremony	90 min
		23.8 hours

### # Theme and Message of the mural

Theme	<p>Sustainable World;</p> <p>We will work collaboratively to find new ways to find sustainable solutions to live in their foreseeable future. We will incorporate SDG # 12.</p> <p>We will raise awareness about economic consumption and use of eco-friendly products and renewable materials. And how we can educate our youth to upcycle and renovate their old clothes. We are also open to work on other SDGs which our partners would be interested in.</p>
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**Message**  
United thoughts to  
share with the world

Reduce. Reuse. Recycle. That is the meaningful message of our majestic mural. As environmentally aware human beings, we hope to spread the message of environmental sustainability through this mural. We worked in 5 research teams to find solutions. The main message of our mural is based on three R's

Through our research on SDG goals 15 and 17 we found some ways to reduce plastic Pollution which is harming the environment, animals, ecosystem, and even humans. Stop using plastic straws and instead just drink from the cup like a woke person. We suggested recycle bins, inhibiting straw use and using reusable plastic products.

Biodiversity research suggested to cut down on energy use, conserving our environments by planting trees and spreading awareness to local communities

Through Carbon footprint research our aim is to reduce carbon emissions, which plague our earth.

Deforestation research has encouraged us to reuse and recycle paper. Furthermore, we are also encouraging communities to go green and keep electronic data instead of printing on papers.



## # Effects and Problems

Effects your students have gained	Points for further improvement
<p>The Japan Art Mile project has been an invaluable journey for our students, providing them with a platform to cultivate a diverse range of skills essential for their personal and academic growth. Through this initiative, students have honed their critical thinking abilities by delving deep into the intricate nuances of Japanese art and culture, analyzing artworks with a discerning eye and drawing connections to broader historical and societal contexts. Additionally, the project has fostered strong research skills as students embarked on immersive investigations into various aspects of Japanese art, uncovering hidden gems and gaining a deeper appreciation for the rich cultural tapestry of Japan. Effective communication has been another key takeaway, as students have collaborated with peers, experts, and community members, articulating their ideas and findings with clarity and confidence. Moreover, engaging with Japanese art has enhanced students' cultural competence, fostering a deep understanding and respect for diverse perspectives and traditions. The Japan Art Mile project has truly empowered our students to become well-rounded individuals equipped with the skills and knowledge to thrive in an increasingly interconnected world.</p>	<p><b>Creativity Enhancement:</b> Introduce more opportunities for students to engage in hands-on art activities where they can explore their creativity and experiment with different artistic techniques inspired by Japanese art forms. This could involve workshops on traditional Japanese painting styles like Sumi-e or Ikebana, fostering a deeper appreciation for artistic expression.</p> <p><b>Digital Literacy:</b> Incorporate activities that leverage technology to enhance learning, such as virtual reality experiences or digital storytelling platforms. By integrating digital tools, students can develop skills in navigating digital resources, creating multimedia presentations, and effectively communicating their understanding of Japanese art and culture in innovative ways.</p> <p><b>Cross-Cultural Communication:</b> Facilitate interactive sessions or cultural exchanges with students from Japan or Japanese cultural experts. Engaging in conversations with individuals from different cultural backgrounds can broaden students' perspectives, deepen their understanding of global interconnectedness, and strengthen their ability to communicate and collaborate across cultures.</p> <p><b>Project Management:</b> Provide opportunities for students to take on leadership roles in organizing aspects of the Japan Art Mile project, such as coordinating events, managing timelines, and delegating tasks. This hands-on experience in project management will equip students with valuable skills in planning, organization, and teamwork, which are essential for success in future endeavors.</p> <p><b>Adaptability and Resilience:</b> Encourage students to embrace challenges and setbacks as opportunities for growth. Incorporate activities that require students to navigate ambiguity, problem-solve, and adapt to changing circumstances, fostering resilience and adaptability—the ability to thrive in diverse and dynamic environments. By focusing on these areas of improvement, students can cultivate a diverse range of new skills that will not only enrich their experience with the Japan Art Mile project but also equip them with valuable competencies for their academic and personal development.</p>

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

Changes in the students	Changes in the teachers
Students underestimated their English-speaking abilities however, when they saw the research work of Japanese students, they changed their perspective and realized that speaking English language does not define intellect, however, the intelligence and critical thinking of the students is visible when they can think, speak and produce research in their own language.	I have learned how to respect individual differences, and appreciate the beauty of unique gestures and expressions.

**# Flow of the Activity**

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Sep. Oct.	<ul style="list-style-type: none"> <li>Research the theme and summarize it.</li> <li>Found challenges (issues) through the research.</li> </ul>	Students were extremely motivated and determined to gather information. They conducted surveys by designing the questions and asking their community members about the research topic they were dealing with.	JAM Club
SHARE with the partner	Oct. Nov.	<ul style="list-style-type: none"> <li>Share the research and the challenges you have found with each other via Forum and video conference.</li> <li>Discovered differences and similarities between you and consider the local issues globally.</li> <li>Exchanged opinions on the discussion points.</li> <li>Video Conference with Students.</li> </ul>	<p>Students practiced their research presentations before presenting them in front of their Japanese counter parts. They were excited and nervous at the same time.</p> <p>When they conducted the research on Japan, they realized that each country has their own set of problems they are dealing with.</p>	JAM Club
UNITE the thoughts	Dec.	<ul style="list-style-type: none"> <li>We discussed how to solve challenges and what you can do.</li> <li>We had conversations from a critical and multiple perspective.</li> <li>We worked to synthesize solutions, envision a desired future, strategize actions to realize it, and craft a unified message encapsulating these ideas.</li> </ul>	<p>We discussed all these points in JAM meetings. Students developed to deepen their research and to debate with their original ideas to find a solution for the problems they were discussing.</p> <p>Students also felt frustrated and tired when they realized that everything is not that simple. In order to find solutions, the governments have to work together as so many policies and global laws are holding all the countries together.</p>	JAM Club

CREATE the mural	Jan. Feb.	<ul style="list-style-type: none"> <li>We completed the other half of the mural.</li> <li>We posted the progress of drawing on the Forum.</li> <li>We displayed and appreciated the completed mural in a ceremony.</li> <li>We sent it back to our partner school in Japan.</li> </ul>	The students learned how to trust their strokes on the mural. They were scared of ruining it by making mistakes in their drawings. They also found ways to transfer the images on to the mural. They learned new skills how to handle different paints and how to mix the shades, how to preserve the paints. They also learn how to look at the mural and consider the partner's design and keep the proportions right. Even then they ended up making small objects as compared to their partners.	JAM Club
APPRECIATE the whole learning	Apr.	<ul style="list-style-type: none"> <li>We displayed and appreciated the completed mural in a ceremony.</li> <li>We reflected the whole collaborative learning.</li> <li>Evaluate oneself how each one has changed and grown through the project.</li> </ul>	Reflection from Students More reflections from students	JAM Club

### # 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	The video conference and other videos shared on the forum were highly effective.
Active learning	4	Students worked on the research projects and conducted their own surveys. This has given them a practical skill that they can use in their transdisciplinary learning.
Critical thinking	4	Students questioned the problems and worked towards finding the solutions.
Collaborating with different people	5	The collaboration was at its core of this project. It served as a backbone. All the students collaborated with each other throughout the project at different levels. Especially during research and appreciation ceremony.
Expressing in words, in shape	5	It was an excellent technique for students to learn how to express their words in a different way. It honed their digital art skills.



# Appreciation Ceremony

