

## REPORT Artmile International Collaborative Learning 2023

Country/Region [ Taiwan ]

School [ Lu Jiang International School ] Teacher [ Rita Huang / Ladarcy Wang ] Grade ( 8 ) Member ( 80 )

JP School [ Ibaraki Prefectural Junior high school affiliated with Shimotsuma 1st high school ]

Teacher [ Takahiro Seta ]

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

Subject	Conception of the lesson	Hours
English	<ul style="list-style-type: none"> <li>❖ Introduce self, school, town, and country</li> <li>❖ Teach postcard writing</li> <li>❖ Record the postcards</li> <li>❖ Learn English terms about the targeted SDGs, such as renewable energies and ocean acidification</li> <li>❖ Practice oral presentation skills</li> </ul>	8
Local Exploration	<ul style="list-style-type: none"> <li>❖ Understand the energy crisis and the needs of renewable energy</li> <li>❖ Analyze the advantages of developing offshore wind energy near our school</li> <li>❖ Organize postcard contents through graphic organizers</li> </ul>	5
Art	<ul style="list-style-type: none"> <li>❖ Design badges with student names and Taiwanese &amp; Japanese features</li> <li>❖ Practice drawing the chosen elements on the mural</li> </ul>	6
ICT	<ul style="list-style-type: none"> <li>❖ Create videos about self-introduction, focused SDGs, badge design, and culture sharing</li> <li>❖ Display exchange postcards on Padlet website</li> <li>❖ Search the Internet for related references</li> <li>❖ Edit the forms and PPT slides for school feedback during online meetings</li> </ul>	15

### # Theme and Message of the mural

Theme	We can protect cultural heritages and live in sustainable cities and communities by improving local road safety and transportation systems.
<b>Message</b> United thoughts to share with the world	<p>After researching and studying our topic, both schools found that if we improve local traffic issues and transportation systems, we can make cities and communities sustainable and meanwhile protect local cultural heritages.</p> <p>Here are some examples from the mural that support these ideas. The mural is divided into the Japanese and Taiwanese local environment. In the middle of the mural, we both pictured the local transportation system we would like to improve, namely buses and trains. For the rest of the parts, we focus on the street views and heritages we planned to protect after applying the improvement. The mural painting symbolizes that by providing access to safe, affordable, and sustainable transport systems, we can create sustainable cities and communities for people to live in.</p>




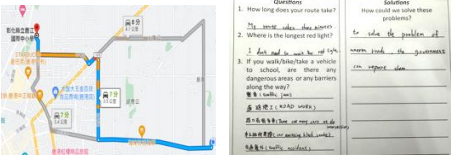


### # Effects and Problems





Effects your students have gained	Points for further improvement
<p>In the process of researching topics related to SDG11, our students have gained a greater awareness and understanding of the urban environment around them and how it affects their lives. Faced with real-world traffic and street design issues, the students were able to come up with practical, feasible solutions. This is in line with recent changes undertaken by the local government in Lukang to improve road markings and traffic flow.</p>	<p>In comparison with last year's video conference, this year's experience was much improved. Our students were better prepared and had more time to interact. However, in the lead-up to the meeting, the earnestness and efficiency of some student groups left something to be desired.</p>

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

Changes in the students	Changes in the teachers
<p>This year's exchange gave our students an opportunity to challenge their preconceptions of Japan and its people. Although Taiwanese people generally are quite fond of Japan and its people, most have only superficial knowledge of the country and may be prone to stereotypes. This course enriched our students' understanding of Japan by examining the nation's festivals, traditional crafts, cuisine, and language. Going into the video conference, our students had already gained a significant amount of cultural knowledge.</p>	<p>Our Japanese counterparts have consistently proven themselves to be hardworking, polite, and responsive collaborators. Their professionalism inspires our teachers and students to strive toward greater goals together.</p>

# Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject						
<p>RESEARCH the theme</p>	<p>Jun. Sep.</p>	<p><b>1.Introduce the concepts of SDG11:</b> The teacher taught the concepts of sustainable cities and villages: the link between public transportation and sustainable cities.</p> <p><b>2.Observe commuting ways to school:</b> After reviewing the concepts of sustainable cities, the teacher team started linking students' route-to-school experiences to discuss sustainable transport and street connectivity further.</p> <p><b>3.Traffic issues mind map:</b> My students organized their commute patterns and observed six issues when commuting to school. Based on these issues, the teachers shared some possible solutions based on other countries' policies and their traveling experiences.</p> <p>We observed <b>SIX issues</b> when commuting to school</p> <table border="1" data-bbox="475 1556 794 1653"> <tr><td>1. Traffic control</td></tr> <tr><td>2. Road signs (e.g. construction, unpaved road surface)</td></tr> <tr><td>3. Parking violations</td></tr> <tr><td>4. Lack of road rights for pedestrians, riders, and buses</td></tr> <tr><td>5. Drivers' knowledge of traffic rules and electric vehicle regulations</td></tr> <tr><td>6. Greening (e.g. city appearance)</td></tr> </table>	1. Traffic control	2. Road signs (e.g. construction, unpaved road surface)	3. Parking violations	4. Lack of road rights for pedestrians, riders, and buses	5. Drivers' knowledge of traffic rules and electric vehicle regulations	6. Greening (e.g. city appearance)	<p>At first, the students did not understand SDG11, but after the teacher team taught the concepts and from their feedback on what they learned today, it was found that the students had grasped the core concepts of Goal11.</p>  <p>Students used Google Maps to draw out their commuting ways and then deeply think about their pros and cons of them.</p>  <p>Students in groups further discussed the feasible solutions for the issue they were responsible for. The discussion process boosted their critical-thinking skills and helped them try to solve the local problems.</p> 	<p>Local Explorati on English</p>
1. Traffic control										
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<p>SHARE with the partner</p>	<p>Oct.</p>	<p><b>The connection between SDG11 and Lukang scenarios:</b> Based on Lukang street scenarios, the teacher team guided the students to think the pros and cons of the local transportation system on the community, cultural monuments, and living environment.</p>	<p>Students discussed feasible solutions in groups and drew solutions on the map. They also shared their learning report with the partners on the forum.</p> 	<p>English ICT</p>						

<p>UNITE the thoughts</p>	<p>Nov.</p>	<p><b>How to organize the learning outcomes:</b> The teacher team provided the outlet for the slides so that students can organize and compile their learning thoughts.</p>	<p>Students made PowerPoints to unite what they learned in class and present their learning outcomes through group presentations.</p> 	<p>English ICT</p>
<p>CREATE the mural</p>	<p>Dec. Jan. Feb.</p>	<p><b>1.Mural painting draft discussion:</b> Based on the bottom half of the mural that was first completed by the Japanese students, our teachers consulted with their students about ideas on how to complete the upper half of the mural. The students also used iPad drawing apps to present their draft.</p> <p><b>2.Present the mural design concepts during the morning assembly:</b> Our teacher team recommended that the student leaders present the Japanese Mural Project we completed with SJHS this year during the morning assembly.</p>	<p>The process of drawing the mural was fun and interesting. Our students drew the local bus system driving to Japan to show our good friendship. While the students painted their part, they learned that they realized the importance of communicating and working together if they wanted to accomplish something.</p>  <p>( ↑ LJIS mural painting draft )</p> <p>Besides presenting the SDG concepts through the painting, students reflected that conveying their emotions through the paintbrush deepened their understanding of art and interpersonal relationships, making it a rich and unforgettable learning experience.</p> 	<p>Art English ICT</p>
<p>APPRECIATE the whole learning</p>	<p>Mar.</p>	<p><b>Online Meeting with SJHS:</b> Before the meeting, our teachers first guided the students to fill out a form to reflect on the whole project process step by step. Then, teachers organized the students' responses into PowerPoint slides. At the same time, students listed some interesting questions they could ask their Japanese friends during Q&amp;A time.</p>	<p>Through the goal of sustainable cities and communities, students analyzed the difficulties and solutions of the local transportation environment. At the same time, they exchanged with Japan to learn about their urban difficulties and methods of improvement. In this interaction, they learned to appreciate the differences and diversities of each other's cultures.</p> 	<p>English 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
Cross-cultural understanding	4	Through detailed and carefully planned course materials, our students were able to expand their cultural knowledge. Students delved deeper below the surface level of Japanese culture, and when the time came for the video conference they were well-prepared. Our students and teachers also appreciated our Japanese counterparts' thoughtful questions, which helped deepen both parties' cultural understanding.
Active learning	4	Once presented with their tasks, our students took it upon themselves to conduct further research, working independently. Although there were hiccups in some groups, the students as a whole showed their commitment to the project.
Critical thinking	4	Many parts of this project, especially solving traffic problems and designing the mural, required students to think critically. In the end, students and their instructors were pleased with the results. Our students were able to come up with practical solutions to local traffic issues and create a rich mural that encapsulates our town.
Collaborating with different people	3	As mentioned above, our students exhibited their critical thinking skills and creativity throughout this project. In terms of group work, the majority of student groups completed their work in an efficient and timely manner. There were, however, some places where collaboration could be improved. For instance, some student groups struggled to complete their work on time, and there were also issues with file management. Although these issues do little to detract from the overall quality of the work presented, in coming projects our teachers will reiterate best practices in order to avoid such hiccups.
Expressing in words, in shape	4	Communicating with foreigners can be challenging, having to overcome cultural and linguistic barriers. In this year's Artmile Project, our students managed this task quite well. Our students did their best to communicate in English, with some even using their counterparts' native Japanese for greetings and basic communication. When communicating in English, there was a shared understanding that everyone was speaking a foreign language, which increased mutual patience and understanding. With regard to visual expression, our students learned the basics of poster and presentation design, resulting in eye-catching and succinct designs.