

## REPORT Artmile International Collaborative Learning 2023

Country/Region [ Taiwan ]

School [ National University of Tainan Affiliated Primary School ] Teacher [ Dai-Ying, Yang ]

Grade ( 5 ) Member ( 31 )

JP School [ Saitama University Elementary School ] Teacher [ Ryuichi Yoshino ]

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

Subject	Conception of the lesson	Hours
Integrative Activities	<ol style="list-style-type: none"> <li>1. Research the theme (Goal 6) with iPads.</li> <li>2. Categorize the results into three levels: global, national, and local levels.</li> <li>3. On a global level, discuss what other problems come along with the lack of water resources.</li> <li>4. On a national level, discuss what are the causes of the shortage of water in Taiwan.</li> <li>5. On a school level, observe if there are behaviors of the waste of the water. Then, discuss the possible solutions.</li> <li>6. On a school level, observe and analyze the water bills from January 2022 to September 2023.</li> <li>7. Share the research results with our partners and exchange ideas.</li> <li>8. Discuss what kind of future we would like to create and how to achieve it.</li> </ol>	20
Art	<ol style="list-style-type: none"> <li>1. Discuss the graphic symbols of Taiwan.</li> <li>2. Integrate the symbols with what we have learned and put them into draft.</li> <li>3. Design the draft in groups.</li> <li>4. Assemble the drafts on the canvas.</li> <li>5. Appreciate the mural from</li> <li>6. Paint the mural.</li> </ol>	10
English	<ol style="list-style-type: none"> <li>1. Learn basic English vocabulary about SDGs and the Goal 6: Clean water and sanitation.</li> <li>2. Give feedback to partner school's thoughts, draft, and paints in English.</li> </ol>	8

### # Theme and Message of the mural

Theme	Goal 6: Clean water and sanitation
<p><b>Message</b> United thoughts to share with the world</p>	<p>To reach an ideal world where every people, regardless of gender and ethnicity, can have clean water to use, we should share water, reuse used water, and don't waste water resources. In addition, nations should encourage people to invent facilities that could help reuse or recycle water, such as rainwater harvesting and a kind of machine that could filter dirty water into clean water. Nations should also enforce laws to forbid factories to discharge waste water. Then, by working together, we might create a world, like the painting Adam and Eve, where in our painting, represented by a Japanese girl and a Taiwanese girl, in which the availability and sustainable management of water and sanitation are ensured for all.</p>

Attach photos of your students painting and a completed mural.



### # Effects and Problems

Effects your students have gained	Points for further improvement
<p>Before participating in this project, students used to take the daily use of clean water for granted. They think having clean water to drink or to bath is deserved. However, in this project, they have learned that people in some countries had to travel afar to fetch water. In addition, the scarce of clean water is accompanied by other issues, such as gender inequality and child labor. Also, although it is convenient to drink water in school from water dispensers, they understand how much waste water it produced to just have a glass of water. They now know the importance of cherishing water.</p> <p>In terms of behavior learning objectives, they are more able to cooperate and communicate with their peers. They see and appreciate the devotion of their peers, too. Moreover, it is the first time they cooperate with Japanese peers to finish the paint and it has done an impression of them.</p>	<ol style="list-style-type: none"> <li>1. It is a great experience to participate in this project. However, as a subject teacher (Integrative Activities) who only have one class a week, it is difficult for me to lead an in-depth discussion. If there's a chance to participate again in the future, I would invite a homeroom teacher to join.</li> <li>2. Our students look forward to speaking directly to our Japanese peers. Therefore, next time I may incorporate virtual conference platform (such as google meet or Webex) so that students could communicate directly.</li> </ol>

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

Changes in the students	Changes in the teachers
<p>1. Before participating the project, some students originally thought that there are no water shortages in any countries in the world. Some students thought in Africa, where water shortages occur more frequently, it is the boys (because they are stronger) who walk long distance to fetch.</p> <p>2. Also, through this project, the students have come to realize that Taiwan is also experiencing water shortages.</p>	<p>1. The solutions proposed by Japanese students tend to be more idealistic, while the solutions proposed by Taiwanese students are more practical. I wonder if this difference is influenced by the characteristics of the leading teachers?</p> <p>2. It is proven that the issues of the Sustainable Development Goals (SDGs) should not be addressed individually but rather treated as a bundle and handled together.</p>

### # Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	2023 Aug-Nov	<ol style="list-style-type: none"> <li>1. Research the theme (Goal 6) with ipads.</li> <li>2. Watch topic-based videos clips and discuss some possible causes and solutions.</li> <li>3. Observe what are some misbehaviors of wasting water on campus and discuss some possible solutions.</li> <li>4. Discuss the ideal future of Goal 6.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students enjoy group discussions because they can share ideas with each other.</li> <li>2. Through this project learning, many students realize that to produce a glass of drinking water from campus water dispensers, the dispensers generate more waste water.</li> <li>3. Students realize that Taiwan is actually a country of water shortage.</li> </ol>	Integrative Activities, English
SHARE with the partner	2023 Sep-Nov	<ol style="list-style-type: none"> <li>1. Introduce ourselves.</li> <li>2. Share our findings in the previous stage with our partners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Some students enjoy the self-introduction session because it allows them to interact with their Japanese counterparts. Some students even suggest that if there are opportunities to participate again in the future, they would like to become pen pals with their Japanese partners and get to know each other better through exchanging letters.</li> <li>2. Some students suggest that they would like to interact directly with Japanese children through video conferences so that they could share their ideas more clearly and directly.</li> </ol>	Integrative Activities, English

UNITE the thoughts	2023 Now-Dec	<ol style="list-style-type: none"> <li>1. Unite our thoughts with our partners.</li> <li>2. Discuss the topic of the painting.</li> <li>3. Discuss the draft of the painting.</li> </ol>	We have discovered that Japanese students' thinking goes beyond considering what they can do. They also consider what businesses or governments can do. It feels like their thinking is more extensive.	Integrative Activities, Art
CREATE the mural	2023 Dec- 2024 Jan	<ol style="list-style-type: none"> <li>1. Students individually draw their ideal future.</li> <li>2. Discuss what should be included on the canvas.</li> <li>3. Appreciate partners' painting.</li> <li>4. Students draft their ideal future on the canvas.</li> <li>5. Students paint the canvas.</li> </ol>	<ol style="list-style-type: none"> <li>1. When students see the Japanese partners' artwork, they feel excited. They are eager to get closer to the canvas and carefully observe the paintings. Moreover, students find it creative that the Japanese partners depict their solutions inside the balloons.</li> <li>2. Many students enjoy painting their names behind the canvas, it makes them feel as sense of belongings. They also feel having their artwork collected in Japan is a cool thing.</li> </ol>	Art
APPRECIATE the whole learning	2024 Feb-Mar	<ol style="list-style-type: none"> <li>1. Publicly display the finished artwork.</li> <li>2. Review the whole learning process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students also feel a sense of achievement when their completed works are publicly displayed.</li> <li>2. Students enjoy this project because they can learn more about other countries through videos and discussions.</li> </ol>	Integrative Activities,

### # 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	5	<ol style="list-style-type: none"> <li>1. Many students express that they now have a better understanding of the situation of water scarcity in Africa, as well as the unequal distribution of water resources in the world. They have realized that having access to clean drinking water is not as easy and ordinary as they originally thought.</li> <li>2. Through collaboration with Japanese partners, students have had the opportunity to interact with people from different cultures, observe how they perceive and understand things.</li> </ol>
Active learning	3	As a subject teacher, most of the time, I only meet my students once a week. Therefore, it is a bit challenging for me to initiate their motives and encourage them to learn actively.
Critical thinking	4	Through conversations and discussions with peers or exchanging ideas with Japanese partners, students learn to see things from different perspectives.

<p>Collaborating with different people</p>	<p>5</p>	<ol style="list-style-type: none"> <li>1. Many students express that they enjoy working together with their classmates and Japanese partners to complete the mural. Some even mention that they initially find it challenging to paint on this huge canvas, but to their surprise, they are able to accomplish it together as a team!</li> <li>2. Some students express that they enjoy the process of discussing with their classmates because they could hear different perspectives and also share their own viewpoints with their peers.</li> <li>3. One student expresses that to solve the water scarcity issue, just like the river in our artwork, we need to have a "One World, One Family" concept. Everyone needs to work together to solve the problem.</li> </ol>
<p>Expressing in words, in shape</p>	<p>4</p>	<ol style="list-style-type: none"> <li>1. Students are required to express their thoughts within a certain number of words counts during the learning process. They are also expected to present their ideas in complete sentences.</li> <li>2. In terms of oral presentation, students are also expected to present their ideas in complete sentences.</li> <li>3. Since 'expressing in shape' is not regarded as the learning goals of this project, I do not see much progress in this part.</li> </ol>