

REPORT Artmile International Collaborative Learning 2023

Country/Region [Taiwan] School [Taipei Municipal Ying-Qiao Elementary School]

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Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Communication and cooperation skills	Greeting with people in different country. How to do self-introduce and school introduce in English. How to communicate and cooperate with other people abroad.	4
Cultural Understanding	To know Japan culture and find the specific features of our own culture. Know more about different cultures in the world and study the international issues.	6
SDGs Research	Learn about SDGs, select the topics we want to know more about with our partner. Research on the current situation of Taiwan and the world for the selected SDGs issue, and put forward specific action plans. Discuss the key concepts and core declarations we want to present on the murals with our partner.	14
Presentation skills	How to use visual charts to integrate the collected information, and practice publishing in English.	6
Art	Development of slogans and images for the design of mural drafts To know and practice the skills of painting the mural.	10

Theme and Message of the mural

Theme	Loving Hearts: Quality Education for an Equal Future
Message United thoughts to share with the world	Through this mural, we hope to express the importance of education and equality. We believe that the diversity of human beings on earth, regardless of the state of affairs, have the right to share resources. Learning should be equal and continuous, so that we can realize the right concepts in our lives and work together to create a better future.



Effects and Problems

Effects your students have gained	Points for further improvement
<p>During this cross-international cooperative learning, students made significant growth and progress in three areas:</p> <p>A. Understanding international issues Under the themes of SDG4 and SDG10, students found out that there are related problems in various countries, and through searching and organizing the information, students could find out the solutions to the problems in Taiwan, which also made students have a more positive attitude when facing the problems.</p> <p>B. In the aspect of cultural appreciation Through sharing their research with each other, students gained a deeper understanding of the current situation in other countries, including Japan, and learned to respect the differences of each culture. Also, this program inserted a lot of cultural understanding of daily life, so that students could understand the cultural differences between the two countries in a more interesting way.</p> <p>C. In the aspect of cooperative communication, Students communicated with their Japanese classmates and teachers through the forum, and each time they looked forward to the replies from their Japanese classmates, and began to actively care about the issues discussed in the forum. Although the discussion was conducted through the Internet, students worked hard to think about how to present their ideas clearly in the forum so that their Japanese classmates could understand them clearly.</p>	<p>When discussing the composition of the murals in this course, we found that we could adjust the mode of the course, because this time, we communicated the elements of the images in a more textual way, so many of the images were not created by us. However, if we could discuss the theme or elements first, then we could allow both Japanese and Taiwanese students to work together to think about the elements of the mural and the layout of the pattern, which would help to make the images more in line with the characteristics of the two countries and their painting styles.</p> <p>In addition, we hope to have closer contact and discussion with Japanese teachers, and to continue to show our initiative in the future to achieve better cooperation results.</p>

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

Changes in the students	Changes in the teachers
<p>During this stage of the research report, students have come to realize the diversity of quality education. They believe that it is not only the responsibility of adults to advocate equality and a good education environment, but they also want to do their part within the scope of what students can do. Gradually, in the course of the curriculum, students will strive to put the concept of equality into practice in the school campus, and also remind each other of this, so as to make the learning environment become friendlier and more positive.</p> <p>In the process of painting murals, students who are already very skilled in painting murals will take the initiative to teach others, and students become more</p>	<p>This year, our students chose SDG4: Quality Education and SDG10: Reduce Inequalities as the themes for cross-international cooperative learning. In order to help students explore these two themes in greater depth, teachers have conducted many discussions and studies on these two themes. In addition to using the curriculum design to allow students to understand the topics, teachers have invited lecturers from outside of the school to teach students in the classroom so that students' learning can be more in-depth.</p> <p>Teachers also improved their teaching skills and curriculum design through long hours of exchanges and discussions. The formation of a professional</p>

willing to help others and recognize their efforts.	team for the program has also enabled the teachers to lead the program in a more structured manner and to conduct the program in accordance with the objectives. In the process of student learning, teachers also feel joyful through seeing students' growth, which makes teachers more motivated to guide students to continue learning in the sustainable development issues.
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Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Jun Jul Aug	For the selected SDG4 and SDG10, the teacher provided several research or actions (which included interviews with family members and classmates about the problem) that the students could carry out during the summer vacation. Most of the students, through the information they gathered and the actual actions they took, identified the problems we face in this goal and tried to come up with their own solutions.	Through their assignments and tasks, the students discovered that there were many letter-time situations that they had not heard of or seen for themselves, so they were impacted by these issues and realized that it would take sustained and widespread action to ameliorate the problems, which is not an easy task. Through such exercises, students also became more aware of the issues in their lives related to SDG4 and SDG10, and became curious about the situation in other countries, wanting to communicate and share further with their international partners.	SDGs Research Culture and Internati onal Underst anding
SHARE with the partner	Sep Oct	During this phase, we exchanged ideas and discussed with Japan partners through the forum and video conferences. We share each other's result of research by online meeting. Students from Taiwan and Japan also welcome each other by performing singing and dancing.	Students are serious in collecting information and making reports. They are very interested in the situation of these topics in Taiwan and inspire them to take further move in their lives. They feel excited of the online meeting with Japanese partners, and they also like the dance performance by Japanese students.	Culture and Internation al Understan ding Present ation skills
UNITE the thoughts	Nov	We exchanged ideas about the theme and content elements of the mural and what we wanted to convey, and there was a lot of discussion in the forums to finalize the drafts and division of labor for the mural.	As the Japanese students worked on their murals, the students thought deeply about how problems could be solved, and they wanted to learn how other countries solved the same problems in different ways. And try to incorporate these ideas into the mural.	SDGs Research Commun ication and cooperat ion skills

CREATE the mural	Dec Jan	We discussed the concepts and elements we wanted to put in the mural with our Japanese partner in the presentation and tried to communicate with them about the draft design.	In the process, the students not only learned drawing skills, but also learned how to work as a team and help each other solve problems when they encountered difficulties. In particular, we found that the students began to think in international terms. They try to incorporate more local elements from Taiwan or Japan into their murals, and they also incorporate images symbolizing equality and quality education into their murals. Let the mural represent not only a certain nation or culture, but also the spirit of the global village.	Art Communication and cooperation skills
APPRECIATE the whole learning	Feb	We held an exhibition in our school to show the result of wonderful cooperation. During the exhibition, we had an online meeting with our partner to share the thoughts of the collaborative learning process, and we played cooperative games together through video screens. Through highly interactive games, students were able to engage in activities in different places in a fun way.	The students were very happy to see their ideas appear on the mural, and they felt a great sense of accomplishment when they hung the mural high up on the display, believing that they had accomplished a very meaningful task. After completing the international exchange program, my students were able to set realistic sustainable development goals for themselves in their lives and gained a deeper understanding of current international issues.	Art Presentation skills Culture and International Understanding

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	In addition to learning more about the current state of implementation of equality and education in different countries through our research on SDG4 and10, we also learned about each other's cultural differences through the theme of daily life. By sharing their research on the SDGs with each other, students were able to identify and compare the similarities and differences between themselves and other countries and analyze the reasons for the differences, deepening their international perspective.
Active learning	5	Through different learning assignments, students can complete them at school or at home. Especially when studying the cases of SDG4 and SDG10, students can actively search for relevant information and share their learning outcomes with their family members and teachers, as well as actively inquire about other SDGs.

Critical thinking	4	In the classroom, the teacher provides many examples about the current situation of education and the inequality in the society, so that the students can think about the situation in Taiwan, the solutions, and how we can take action, and analyze the critical points in the current situation and the incompleteness of the system.
Collaborating with different people	4	Throughout the program they must constantly practice expressing their own opinions, listening to different people's ideas, and finding the best solutions to problems. This is a great help to students' problem solving and communication skills, and students need to take on the role of a foreign partner and think differently in order to communicate effectively with their international partners.
Expressing in words, in shape	5	When designing the mural, we used a number of different formats such as videos, presentations, and murals to unify and share the message we wanted to convey to the world. In particular, we spent a lot of time discussing the integration of the core concepts of the SDGs into the graphic elements of the mural, and we are very happy with the final result.