

## REPORT Artmile International Collaborative Learning 2020

Country/Region [ Taiwan ]

School [ Shanhua Senior High School ] Teacher [ Hui-Yen Yang / Ching-Yi Chang ] Grade (2) Member (60)

JP School [ Toyohashi Chuo Senior High School ] Teacher [ Yoshio Takakura ]

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

Subject	Conception of the lesson	Hours
English	Developing students' English abilities by learning how to introduce oneself, how to talk about daily life and current situation in Taiwan.	6
Art	Enabling students to paint the mural. Combining the possible elements together Making a draft Completing the mural	12
Japanese culture	We teach students about Japanese culture and simple Japanese conversation.	3
Social Studies	Teach the students Japanese culture, and make students think about the current situation in Taiwan.	6
ICT	Teaching students how to search the information on the Internet and make PowerPoint	2

### # Theme and Message of the mural

Theme	Wipe out COVID-19 with technology and daily measures for our bright future.
Message United thoughts to share with the world	We hope to show the world the current situation both in Taiwan and Japan, including the impact, the anti-virus measures, and etc. Also we would like to show how we did our best to control the pandemic. In the mural, we also want to convey the message—as long as we work together, we can defeat the virus.



### # Effects and Problems

Effects your students have gained	Points for further improvement
Our students are more interested in learning English or Japanese and foreign culture. Also they are more willing to care about the social issues.	We try to improve the quality of our equipment, hoping to make the Skype session go more fluently. We found the paint might make the mural stick together. (the signatures on the back peeled off a little)

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

Changes in the students	Changes in the teachers
Students were shy in the beginning, but they became more confident later and they are more interested in Taiwan.	Teachers of Toyohashi Chuo Senior High are always kind, friendly, and helpful. They always give constructive suggestions to make the project go smoothly.

**# Flow of the Activity**

Content	Month	What you did	Your students' attitude/reflection	Subject
<b>MEET</b> Self-introduction	Aug. Sep.	We asked our students to upload their self-introduction videos onto an app called Flipgrid and asked all the students to introduce themselves on the first video session.	Our students were very excited to have the chance to know Japanese friends. They were nervous to introduce themselves in English, but they tried and did a good job.	English Art
<b>SHARE</b> Research on the theme	Oct.	Our students collected the information from the Internet and TV news.	They were surprised at finding Taiwan's success in controlling the pandemic.	Social Studies English
<b>UNITE</b> Message of united thoughts	Nov.	Our students tried to find out the corresponding anti-virus measures.	They realized the difficulty of controlling the pandemic, the importance of working together to fight against the virus.	Social Studies English ICT
<b>CREATE</b> Mural painting	Dec. Jan.	We looked for more resources and assistance to create the elements of the mural. Then we asked a student who is good at painting to draw the draft on the mural and recruited some students to complete the mural during winter vacation. Thanks to our arts teachers' instruction, our students completed the mural efficiently.	They were hardworking in constructing the subscript. They volunteered to stay at school during winter vacation, and they were happy and excited in completing the mural.	Art English Japanese culture
<b>APPRECIATE</b> Reflection/ Appreciation	Feb.	We showed the mural in front of our students on school assembly, and introduce the process of our collaborative learning in the AICL project.	Our students were thankful for the chance they had to join this project, in which they met friends from Japan, enhanced their ability and interest in English, and know more about Japanese culture.	Art English ICT

### # 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	Students involved better understood both countries, and they took the initiative to discuss and make presentations on Skype sessions. They knew what people in Taiwan or Japan do to fight against the pandemic.
Critical thinking (objective, logical views)	4	Students knew that no one could get rid of the influence and inconvenience the virus gave us. They are willing to think about what they can do to make the pandemic under control.
Active learning and action	4	The whole world should cooperate to face our common enemy—the virus. Most students are willing to follow the rules like wearing a mask, washing hands more often, and etc. Students pay attention to the impact the pandemic has.
Collaborating with different people	5	Collaboration is an effective to understand how the world moves forward. Students were excited to see the mural which was half-done by the Japanese students. They admired the work done by Japanese students and were inspired to make a beautiful mural. They felt touched when completing the mural for it was done because of the effort of students on both sides.
Expressing in words, in shape	4	Despite the threat of the virus, we can still feel the warmth and love among humans. We look forward to the day when our students can meet their Japanese friends in person, giving each a High-five, just like what we paint in the middle circle on the mural.