

REPORT Artmile International Collaborative Learning 2024

Country/Region [India]

School [Christ Nagar Higher Secondary School] Teacher [Thomas Mani P] Grade (8) Member (29)

JP School [Kasuga Integrated Education School of Tsukuba] Teacher [Seiichi Terashima]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Social Studies	Planning ideas for SDG in general and SDG4 lesson on SDG taken by Social Studies Christ Nagar School teacher Ms Lekshmy PJ	5
Art & craft	Lesson on painting techniques, colors, shapes, given practice group paintings	10
English Geography	Taught how to write Self introduction and also to introduce their city, country, culture and festivals. Oral presentation practice	5
ICT	Searching on the Internet for related references. Editing the forms or spreadsheet for group reports during online meetings. Plan Video conferences, Taught to make PowerPoint presentation	5
Sociology Moral, Science	Social development and group exploitation, bullying in school children	5
Technology	Know about the city structure, population, how technology help in development of society	10

Theme and Message of the mural

Theme	Creating a School Full of Smiles for a Brilliant Future and Society
Message United thoughts to share with the world	By actively exchanging greetings, building trust through group interactions, and empathizing with one another's emotions during choral singing, we strengthen the bonds within our community. These shared experiences help to widen our circle of friends and create a supportive environment where everyone feels valued. As a result, the whole school fosters a sense of unity and belonging, where the fear of bullying is replaced by understanding and mutual respect. In addition, we extended this spirit of anti-bullying beyond our school, spreading it throughout the entire city and society. By doing so, we will strengthen the bonds that unite our diverse cultures and traditions, fostering an environment of inclusivity and respect. This collective effort will pave the way for a brighter future, where harmony and understanding thrive, bridging differences and creating a more united community for generations to come



Effects and Problems

Effects your students have gained	Points for further improvement
<p>The students remember the unique qualities and attractions of their hometown, Trivandrum, and the school they attend, while also developing an appreciation for discovering similar qualities and charms in Japan and the learning facilities they have in Kasuga School.</p> <p>Students from both countries collaborated in the same direction, focused on bullying, and exchanged their perspectives. This allowed them to recognize that addressing bullying is a crucial issue that contributes to achieving SDG 4, and they actively worked together to tackle it.</p> <p>Students created the mural design by discussing it online and passing emails. The students experienced a sense of pride and achievement in creating a piece of art around the shared theme, collaborating with students from Japan.</p> <p>Every activity was documented and posted on the FORUM, ensuring that the track record and direction of the exchange were clear and well-maintained. We were able to use a more structured framework of technology, such as Google Meet, Zoom, or Teams, allowing students to easily access, review, and comment on projects.</p>	<p>We had many interesting interactions and good support from Art Mile during the collaboration with no difficulties.</p> <p>Japan time is 3:30 hours ahead of India. The difference in time creates difficulties for online meetings.</p> <p>The time for completing the assessment is short. Time management is a constraint.</p> <p>We encouraged the use of more internet tools to enhance communication and collaboration.</p> <p>The members should be selected who are good in Art.</p>

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

Changes in the students	Changes in the teachers
<p>Students made friends with Japanese students. This made them develop an interest in Japan and its culture. They learned new words. They want more information on Japan.</p> <p>Students became confident, learnt research skills, critical thinking and problem solving, and developed a global perspective.</p> <p>The students practiced the skills of painting. The students learnt about collaboration.</p> <p>Students were not confident to speak or write in English, but after completing the collaboration, they became more confident.</p>	<p>Teachers learnt a lot about managing a project. In terms of communication, clarity of information, sharing of best practices.</p> <p>Broadened the teacher's mind about the international project.</p> <p>Better understanding of different ways of teaching and communication.</p> <p>The teachers have acquired more knowledge about SDG 4 and learned about the crucial issue of bullying.</p>

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	May- Jun.- Jul.	Introduction letters/ cards, PPT about our family country, state, and school Theme learning Research learning	Students were very excited to start the project and introduced themselves and researching	Art English Social studies
SHARE with the partner	Aug.- Sep.	Sharing/Exchange opinions We had discussions and research on the topic.	We had Google meet on Self- introduction and introduction Created a dance video Second online conference proposing the theme and a moral education lesson on bullying	Sociology Technology Moral Science
UNITE the thoughts	Oct.- Nov.	Message creation We worked with our ideas, Shared our ideas with pictures and sketches of the mural	The students discussed the message and made several designs, which were later used for joint painting. Students have agreed on a final composition. They enjoyed the process of transforming their messages into images. Through brainstorming and using their imagination	English Art Craft Geography
CREATE the mural	Dec.	Creation of design and Mural creation by KUEST. Japan school started the painting and sketching their side after we approved the sketches together	We used to see the process of drawing as Mr Seiichi Terashima posted photos and videos in the Art Mile forum which was encouraging.	Art ICT English
APPRECIATE the whole learning	Jan. Feb.	We received the mural. The perfect art presentation of the Kasuga school was a challenge for our school and we completed our side of the mural to our level.	We celebrated the unboxing of the parcel, which contained greeting cards and some Japanese sweets. Students enjoyed the parcel and the presents. Students started the painting step by step, which was new to them because they had never painted a mural before. Since it takes art skills to finish the mural, at first, I suggested five art-gifted students to lead. Later, two more students volunteered. Later, all students joined to offer their occasional help. We posted the painting by the middle of February.	Art English

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 were divided into groups to investigate the Indian and Japanese cultures based on the research topics. They collected data and made their research into a PowerPoint presentation after school twice in a week. Then, they present their culture research to Kasuga students. Thanks to the extra efforts made by CNHSS and Kiest, Teachers and students learned more about bullying in schools and SDG 4.
Active learning	5	Students do the brainstorming with each other. They discussed it several times and talked about its disadvantages and advantages of each concept. They selected their present contents and made a PowerPoint presentation by themselves.
Critical thinking	5	Students were not used to thinking of a bigger picture. They tend to offer subjective personal opinions, like their feelings, and they have more practice in searching for information and analysing materials; now they can think more objectively by viewing from the outside. Their ability to think critically has developed. This helped them in their journey of becoming independent and free thinkers.
Collaborating with different people	5	Students learned more about their own culture and Japanese culture from the project. They have tried their best to explain what they drew in Mural. They have acquired the necessary communication skills and drawing skills after the project. They have learned to express the ideas.
Expressing in words, in shape	5	<p>Students' confidence in speaking, presenting, ideating, drawing and painting was seen. Students appreciate their partners' mural and introduce their own mural to others. Through this project, students learned how to cooperate with each other and even cooperate with foreign students. The act of appreciating each other's work, creating pictures, clearly stating learnings and findings, and the expression of one's hobbies are signposts of learning outcomes of the project.</p> <p>The message 'Creating a School Full of Smiles for a Brilliant Future and Society' shows the success of this meaningful collaboration.</p>