

# REPORT Artmile International Collaborative Learning 2024

Country/Region [ Taiwan ]

School [ Chien Kuo Junior High School ] Teacher [ Dolphin Lin ] Grade ( 9 ) Member ( 10 )

JP School [ Marunouchi Junior High School ] Teacher [ Shintaro Sato ]

## # Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Social study	Knowing Japan, Japanese culture, reflect to our own culture	10
Language (ENGLISH)	Self-introduction video clip, research for SDG 11, doing reports, sharing, video conference	20
Arts	Painting the mural	30

## # Theme and Message of the mural

Theme	Connecting a Bright Future: Towards a City that can Survive Disasters
Message United thoughts to share with the world	To build a city that withstands disasters, we need smart infrastructure, strong communities, and sustainable planning. Technology, early warnings, and adaptive design protect lives and resources. A connected city ensures quick response and recovery. By preparing today, we create a safer, resilient future for all.



## # Effects and Problems

Effects your students have gained	Points for further improvement
Communication skills, collaboration, critical thinking, citizenship, creativity, appreciate Japanese culture.	No.

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

Changes in the students	Changes in the teachers
After sharing their research findings and attending the video conference, the students were surprised that the Japanese take earthquake and tsunami drills much more seriously than Taiwanese people, despite both being in earthquake-prone regions.	When it comes to disaster preparedness drills, Japanese teachers carry a great responsibility, training their students regularly. This is something that is very difficult for us to achieve.

### # Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Sep.	1. Making self-Introduction video 2. Making culture exchange PPT 3. Doing Research on SDG 11	1. They were willing to demonstrate our own culture to partner school. 2. They learn a lot about SDG 11 and natural disaster history in Taiwan.	Language Social study
SHARE with the partner	Oct.	1. Video Conference 2. Students in groups doing the reports.	They learned how to collect data and make it a complete report. They also learned how to make a good PPT.	Language Technology
UNITE the thoughts	Nov.- Dec.	Students with talents in painting offered drafts for the mural. Teachers helped to organize the drafts for the design.	At first, they were not sure if they could make it.	Arts
CREATE the mural	Jan.- Feb.	Students painted the mural.	They enjoyed the process and had a great sense of accomplishment after completing the mural.	Arts
APPRECIATE the whole learning	Mar.	1. The mural was hung in the hallway. 2. The mural was displayed on school meeting day. 3. Demonstrating the project to schoolmates.	They were so proud of themselves and felt incredible that they were able to finish this project.	Language

### # 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	Being in the same earthquake zone, students realized from the Japanese students' sharing that Japan conducts disaster preparedness drills much more thoroughly than we do. This led to deep reflection among the students.
Active learning	5	To complete the project, they put what they learned in class and in the textbook into practice.
Critical thinking	5	When researching SDG11, students ask key questions, search for answers online, and discuss them with their classmates
Collaborating with different people	5	Students worked in groups to complete the report and create a mural with their classmates, allowing them to develop teamwork and collaboration skills
Expressing in words, in shape	5	During the cultural introduction and video conference, students were able to apply the English they learned from their textbooks in real situations and made great efforts to express their intended messages.