

REPORT Artmile International Collaborative Learning 2024

Country/Region [Taiwan]

School [Wen Ya Elementary School] Teacher [Ms. Liao, Ms. Huang, Ms. Ruth Hou] Grade (5) Member (52)

JP School [Hoshinuno Elementary School] Teacher [Mr. Masashi Yaguchi]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
English	*key words and phrases in English about SDGs 2, 3 and 15. *short passages about SDGs2, 3 and 15 from Wikipedia * short oral passages in English for Google Meeting	4
ICT	*surfing on the Internet for any related references *creating the PowerPoint for group reports during the Google Meeting	5
Integrative Activities	*sharing of the research result *scheduled Google Meeting *appreciation and reflection on AICL project in class	4
health	*the facts about hunger in the world (SDG 2) *the importance of good health (SDG 3)	3
Social Studies	*the lives and threat of endangered animals in Taiwan (SDG 15) *the ways of animal protection in Taiwan (SDG 15)	3
Art	*creating drafts individually *mural drafts discussion *a list of all good elements on the draft/mural *drawing and painting	12

Theme and Message of the mural

Theme	The Bonds of Friendship
Message United thoughts to share with the world	By working on SDG 2 (Zero Hunger), SDG 3 (Good Health and Well-being), and SDG 15 (Life on Land), we see the connection of biodiversity, which ensures food security and reduces health risks. With the goal of maintaining clean air, water, and disease control, we find various resources, support one another and create caring communities to strengthen the bonds of friendship worldwide.



Effects and Problems

Effects your students have gained	Points for further improvement
By making a research on SDG2, 3 and 15, our students gained a deeper understanding in terms of environmental responsibility as well as health and well-being education. They had a broader global awareness and empathy toward the people's living in different parts of the world, which encourages them to be thankful and willing to offer what they have had extra to help others.	Topics about SDGs are challenging for elementary school students. They may have good access to technology, but most of them have some difficulties choosing appropriate information for their research. As a result, additional resources, planning, and support from teachers and parents. are necessary for further improvement.

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

Changes in the students	Changes in the teachers
We, the human beings and animals are all parts of the world. We are living together to share the same planet. Therefore, we need to support each other to keep every creature safe. Nobody is superior to the others. When everyone has a reasonably safe life, the world will be safe forever.	Promoting global awareness is an important issue nowadays. Focusing on educating global citizens will surely help the younger generation to make a better future for the world. The more understanding that the students can acquire while they are young, the better place they can create after they grow up.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Sep. Oct.	The homeroom teachers made a worksheet to guide the students to understand the goals of SDGs 2, 3 and 15. Several WH questions were listed on the worksheet to support the students' understanding while they made some research from the Internet or the reference books in the library.	Some of the students made some good research on SDGs 2, 3 and 15. They had a closer look at the global issues on hunger, well-beings and the importance of protecting the animals on lands. They strongly felt that Taiwan is such a safe place for them to live in and they are lucky enough to have sufficient supports from the families, the communities, the education and the overall living standards. They are more willing to be a giver to the poor or those who are in need. Even the animals on land should have similar rights to live well with human beings.	Integrative Activities, health, social studies, ICT, English
SHARE with the partner	Oct. Nov.	We posted our research results on the Art Mile forum to share what we have learned about SDGs 2, 3 and 15. We created bilingual presentation slides to share with our Japanese partners when we met online.	We needed to take a guess while we read the research results made by our Japanese partners because everything was written in Japanese. Luckily, the photos they posted helped a little bit. We were very surprised to know that both Taiwanese and Japanese people would be charged if they misused the ambulance as a taxi.	Integrative Activities, health, social studies, ICT, English

UNITE the thoughts	Nov.	We created several drafts first and post them on the Art Mile forum for the Japanese partners to choose from.	Wen Ya students created some drafts with beautiful colors. However, our Japanese partners did a much better job than us. They had a good planning of the whole mural and most details were presented at the same time.	Art, ICT, English
CREATE the mural	Dec. & Jan.	We read the Artmile forum once every two weeks to check the painting process of our Japanese partners. When the half-painted mural arrived, we opened it with great excitement. We read the details of the mural and understood the messages our Japanese friends wanted to express from the mural.	Our partners were very kind to draw the draft for us. We enjoyed their ideas and we appreciated their hard work on the project. However, we preferred working on our own, so we re-drafted the outline and started our own painting during winter vacation.	Art
APPRECIATE the whole learning	Feb.	Before sending the mural back to Japan, we took a photo with the mural. Principal Huang visited our classes and asked us some questions that he was curious about. Luckily, our answers could satisfy his curiosity and he agreed that we could share these interesting conclusions with Japanese partners later in the online meeting again.	SDGs 2, 3 and 15 are easy topics for our students to make a research. They have had a deeper learning from listening to their school mates at Wen Ya and the partners in Japan. Although speaking English is not easy for the elementary school students in Taiwan and Japan, we still appreciated the valuable opportunity to work together with our international friends.	Integrative Activities, health, social studies, ICT, 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	4.5	Taiwan and Japan are very close to each other in terms of culture similarities and geographical location. Therefore, the students in both countries are very interested in knowing more about each other. By focusing on SDGs 2, 3 and 15 this year, we also discovered more similarities and differences between Taiwan and Japan. It seemed to be easier to work with the friends whom are more familiar with.
Active learning	3.5	Grade 5 students are comparatively weak in terms of active learning. The two homeroom teachers this year had to set up very clear plans to guide the students step by step. The teachers applied many different teaching strategies, such as PBL, Inquiry-Based Learning to motivate the students as well as challenging the students' learning horizons. The students have shown more understanding toward global issues.

Critical thinking	4	Due to the careful teaching plans designed by the two homeroom teachers, the students have presented sufficient independent thinking while they had the group-to-group discussion in class. They learned to be somewhat picky when the classmates could not present their ideas in the crystal-clear ways. As teachers, it was good to see the debating going among the kids because the process of reasoning indicated the process of critical thinking in the students' minds.
Collaborating with different people	4.5	Most of the kids are naïve and they love to make friends with others. When they see the friends from different countries, they are even more motivated to know more about these different groups of people. Wen Ya students are so lucky to have lots of opportunities to meet global friends and learn with the people from cross-cultural background. This is a valuable lesson for all the younger global citizens to experience the excitement of collaboration with people from similar or different cultures. In addition, we appreciated that the teachers and students in Hosinuno E.S. have so much patience to listen to us and wait for our reply. We learned the value of being patient with others at the same time.
Expressing in words, in shape	4	Regardless of the limited English, the students in both schools have tried their best to present their ideas and thoughts in a clear way. They were so persuasive and confident with themselves but they were also open-minded enough to welcome better suggestions. They may not succeed at the first try while they paint, but they would not give up easily. Having strong determination to complete the verbal and drawing tasks in Artmile Project is surely the best rewards for the students at Wen Ya Elementary School.