

2024 International Exchange Report

School Name	Cheongdo High School
Partner School	Chigakukan Secondary School
Exchange Period	Start Date: (July 4, 2024) – End Date: (November 22, 2024)
Exchange Participants	Participants (Home School) ■ Grades: 1,2,3 ■ Number of Students: 14 Participants (Partner School) ■ Grades: Not specified (high school students) ■ Number of Students: 10 ■ Teacher in Charge: Shum Kudo
Exchange Method	■ Letter Exchange ■ Online Platforms (e.g: Zoom, Teams, etc.) ■ Email ■ Video Messages Letter Exchange: Enclosed when sending the culture box Email: Used for communication and exchanging opinions between teachers (LINE also utilized) Online Platforms: Zoom meetings, self-introductions via Padlet, and video exchanges
Fields of Exchange	■ Human Rights ■ Peace Education
Exchange Objective	We aim to understand Japanese history and culture, communicate with them through dialogue, and foster mutual understanding. In particular, since there have been sharp conflicts in the past, we seek to instill a proper historical perspective.
Exchange Activities	1. School Culture in Japan: uniforms, food, hobbies, etc. 2. Introduction of Korean Traditional Culture in Japan: how it is understood, accepted, and enjoyed 3. Sharing Common Cultures: building mutual closeness by engaging in cultures that can be enjoyed together
Results <i>(Educational outcomes, student development, and student feedback, etc.)</i>	■ Culture Box: Items representing Korean culture and traditional games were placed in a box, accompanied by Japanese instructions on how to use or enjoy them. Each student also wrote a personal letter to their assigned partner. (The first package was returned due to an incorrectly written English address, so it was resent with the school name included and the address written in Japanese.) ■ Padlet: Korean students uploaded their photos and self-introductions in English as a way to get acquainted before the exchange began. However, on the Japanese side, only teachers participated, and the students did not take part. ■ Japanese Food Making and Traditional Play Experience: Since we could not simply wait for the Zoom meeting, we spent the time

	making Japanese food—such as dango and fruit mochi—and trying out the traditional kendama game together. ■ Zoom Meeting: Japanese students who had not yet introduced themselves did so, while our students took turns presenting a PowerPoint they had prepared about Korean school life, delivering their presentations in Japanese. Overall Results and Achievements: ■ Through one-way activities such as the Culture Box, Padlet, and hands-on experiences with Japanese culture, students explored and discovered learning opportunities on their own. They sought better ways to engage and, by directly experiencing Japanese culture, came to perceive Japan as real and tangible rather than abstract or imagined. However, the most meaningful and engaging communication—and the greatest sense of change—occurred during the Zoom meeting. Students cheered when they discovered who their letter partners were, and the sense of genuine connection was so vivid that even the teachers could clearly feel it. ■ In preparation for their Japanese presentations, students diligently practiced their lines, refining pronunciation and intonation with enthusiasm. When the free Zoom session ended and the meeting was disconnected, many students remained in the classroom, expressing a desire to schedule another meeting beyond club hours. Such proactive and engaged behavior—rarely observed during regular classes—demonstrated the students’ remarkable growth and transformation through this exchange.
Challenges & Solutions	■ When the first email from the Japanese teacher arrived, the school’s email auto-filter mistakenly categorized it as spam, and the message went unnoticed for a month. As a result, the exchange was delayed from the outset. (The Japanese teacher sent the email on June 5, but it was not discovered until July 4.) ■ Communication was primarily conducted via email and LINE, but immediate responses were rarely received, with even simple questions taking several days to address. This issue had also arisen during last year’s exchange with another Japanese high school and remains unresolved. ■ Despite our repeated requests for Padlet self-introductions, ongoing meetings, and project progress updates, only minimal responses were received, and ultimately, Japanese students did not upload any introductions to Padlet. ■ Regarding the Culture Box items, the Japanese side showed enthusiasm by sharing photos and videos of students engaging in each traditional game or activity. However, due to their limited confidence in English, no accompanying explanations were provided in Japanese, English, or Korean.
Future Plans <i>(*Follow-up Schedule, Additional</i>	■ Even after completing the final report, students shared that the Zoom meeting was the most enjoyable part of the exchange. Accordingly, we plan to hold an additional session in December with a clear theme—historical understanding—to facilitate further discussion and

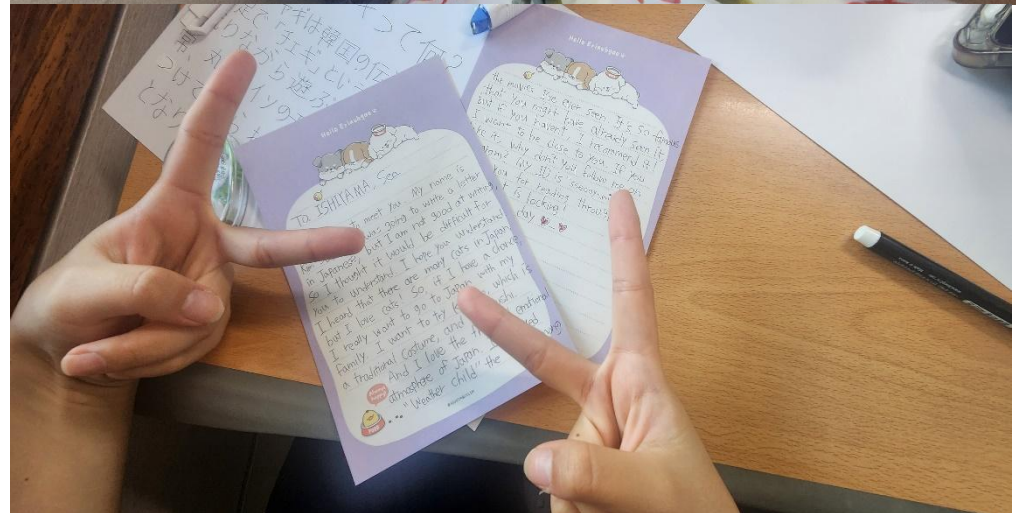
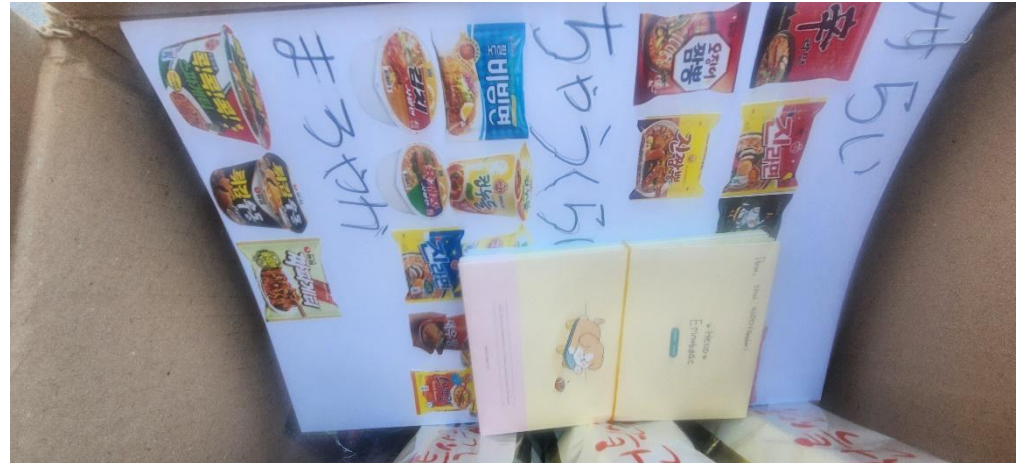
Exchange Measures)

idea exchange. This plan has been communicated to the Japanese teacher, and we are currently awaiting a response.

- The “Making a Cat Doll” activity, which provides a Japanese cultural experience, could not be scheduled earlier due to the club members’ concurrent participation in the Future of Education Project. It is therefore planned to take place in December.

Pictures

Culture box



Japanese Cultural Experience



Zoom meeting webinar

	
Additional Information <i>(Supplementary materials or URLs may be attached)</i>	