

2024 International Exchange Report

School Name	Girls' Middle School Attached to College of Education, Dongguk University
Partner School	Junior High School, Nara University of Education
Exchange Period	Start Date: (June 11, 2024) – End Date: (December 12, 2024)
Exchange Participants	Participants (Home School) ■ Grades: 2 ■ Number of Students: 31 Participants (Partner School) ■ Grades: 1–2 ■ Number of Students: 20
Exchange Method	■ Online Platforms (e.g: Zoom, Teams, etc.) ■ Letter Exchange ■ Other / (please specify) - Exchange of letters and gifts after individual student matching - Bilateral presentations on selected themes (e.g., climate change, sustainable development)
Fields of Exchange	■ Global Citizenship Education ■ Sustainable Development Goals (SDGs)
Exchange Objective	■ To promote mutual cultural understanding between Korean and Japanese students ■ To enhance global communication skills and provide experience in online collaboration ■ To offer joint learning opportunities on sustainable development for students of both countries ■ To foster the formation of a sustainable international network among students

Exchange Activities	Stage	Period	Activities
	Preparation	June-September	- Coordinate schedule, participants, and activities with Japanese counterparts - Provide pre-training for participants
	1 st Exchange	September 26	- Program orientation - Participant introductions - Thematic Presentation 1 (Introduction to schools and student life in both countries) - Thematic Discussion 1
	2 nd Exchange	October 29	Individual exchange sessions
	3 rd Exchange	October 31	- Thematic Presentation 2 (Climate change and sustainable development) - Thematic Discussion 2
	4 th Exchange	December 12 (Planned)	- Thematic Presentation 3 (Culture of both countries) - Closing session and wrap-up activities
	Other Activities	Throughout the exchange period	- Email exchange - Gift exchange
Results <i>(Educational outcomes, student development, and student feedback, etc.)</i>	- Promoted mutual cultural understanding between students of both countries - Build global networks and broaden international perspectives - Strengthened educational cooperation between Korea and Japan - Enhanced students' foreign language proficiency Student Feedback ex): <i>"The only drawback was the internet connection, but I really enjoyed the opportunity to talk with students living in another country."</i> <i>"At first, I had trouble understanding Japanese students because their English pronunciation was so different, but after listening several times I got used to it and started to understand. It was exciting to talk directly with Japanese students I had only heard about before, and now I want to learn more about Japan and other countries."</i> <i>"Overall, it was great... but I realized during the chat meeting that my English conversation skills were very poor, so I need to practice more."</i> <i>"The international exchange with Japanese students was truly a meaningful experience. It was a great opportunity to share thoughts and cultures through English and our own languages, and to build new friendships. Through these interactions, I was able to improve my English skills and deepen my understanding of Japanese culture. Engaging with friends from different backgrounds helped me develop a stronger global awareness, which I believe will have a positive impact on my future learning and social life. The only disappointment was that, despite preparing thoroughly for my part, time ran out before it was my turn to present."</i>		

Challenges & Solutions	■ Most students had little prior experience with international exchange and initially showed limited interest. After emphasizing the value and enjoyment of such programs, participants were successfully recruited. Those who joined responded positively, giving the activity meaningful significance, though increasing overall engagement remains an area for improvement. ■ Due to personal circumstances, some students were unable to participate after school or on Saturdays, making it difficult to secure sufficient time for the activities. With the cooperation of other subject teachers, some class hours were allocated, but the limited duration left little room for preparation, creating significant challenges. Coordinating schedules and activity durations with the partner school also proved difficult, and as a result, the program was conducted under somewhat constrained conditions. ■ Students who interacted with their Japanese peers online expressed a strong desire for face-to-face exchanges; however, the financial burden remains a significant obstacle.				
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Future Plans <i>(*Follow-up Schedule, Additional Exchange Measures)</i>	Enhancing Student Interest and Participation ■ Strengthen pre-program promotion to highlight the importance and enjoyment of international exchange (e.g., sharing success stories, watching related videos) ■ Introduce simple exchange activities (such as online card exchanges) for all students, not only program participants Ensuring Continuity and Securing Preparation Time				

	■ Establish mid- to long-term plans to allow sufficient preparation time (e.g., planning in the first semester and implementation in the second) ■ Maintain continuity through small-scale exchange activities (e.g., creating cultural introduction videos, exchanging emails) ■ Organize follow-up activities after the exchange (e.g., presentations, report writing) Alleviating the Cost Issues of In-Person Exchange ■ Focusing on virtual international exchanges while considering ways to utilize government or community funding support ■ Reducing financial burden by conducting small-scale exchanges instead of full school-wide exchanges Promoting Mutual Understanding and Strengthening Relationships ■ Institutionalize regular online meetings with students from the partner school to foster ongoing relationships ■ Implement pre-exchange education programs to learn about the partner country's traditional culture and daily life ■ Diversify exchange formats through student-led activities such as online games, quizzes, and presentations
Additional Information <i>(Supplementary materials or URLs may be attached)</i>	