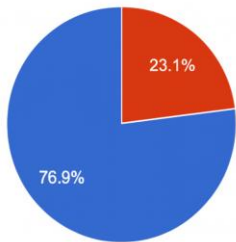


## ASPnet Interschool Exchange Report (English)

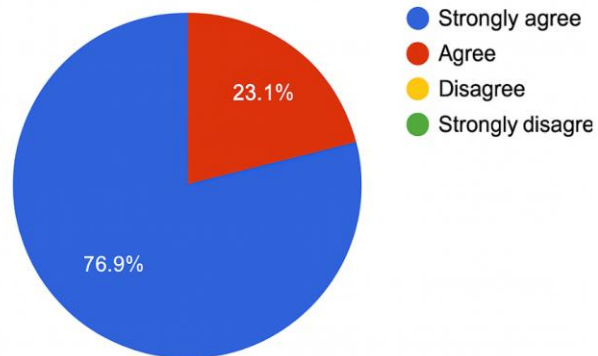
School name	Junior High School Attached to Nara University of Education
Partner school country/region (city)	Korea
Partner school name	Girls' Middle School Attached to College of Education, Dongguk University
Exchange period	From 11/6/2024 to 12/12/2024
Method(s) of interaction	<input checked="" type="checkbox"/> Letters <input type="checkbox"/> Emails <input checked="" type="checkbox"/> Videos <input checked="" type="checkbox"/> Online tools / e.g. Zoom, Teams etc. <input checked="" type="checkbox"/> Conference <input type="checkbox"/> School visit <input type="checkbox"/> Other / Please specify <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>• Presentations were delivered by both sides via Zoom (topics included climate change, the SDGs, and each country's culture).</li> <li>• Students were paired and engaged in one-on-one conversations through Zoom.</li> <li>• Students were paired and exchanged letters and local snacks from their respective countries.</li> </ul> </div>
Study area(s)	<input checked="" type="checkbox"/> Global Citizenship <input type="checkbox"/> Cultural Heritage <input type="checkbox"/> Culture of peace <input type="checkbox"/> Disaster risk reduction <input type="checkbox"/> Gender Equality <input type="checkbox"/> Human rights <input type="checkbox"/> Justice and democracy <input type="checkbox"/> Learning to live together <input type="checkbox"/> Media and Information Literacy <input type="checkbox"/> Migration and refugees <input checked="" type="checkbox"/> Intercultural Dialogue <input type="checkbox"/> Preventing violent extremism <input checked="" type="checkbox"/> Sustainable Development Goals (SDGs) <input type="checkbox"/> School violence and bullying <input checked="" type="checkbox"/> Sustainable development <input type="checkbox"/> Sustainable lifestyles <input type="checkbox"/> Other / Please specify

Objective(s)	<ul style="list-style-type: none"> <li>• To foster mutual understanding of Japanese and Korean cultures.</li> <li>• To develop global communication skills, presentation skills, and language proficiency.</li> <li>• To deepen students' understanding of the SDGs.</li> <li>• To provide opportunities for students to demonstrate the outcomes of their daily learning.</li> </ul>
Details	<p><b>June – Online Meeting</b></p> <ul style="list-style-type: none"> <li>• Coordination of schedules</li> <li>• Confirmation of the number of participating students and teachers</li> <li>• Discussion of the content and format of the exchange</li> </ul> <p><b>September 26 – First Exchange Session</b></p> <ul style="list-style-type: none"> <li>• Opening remarks</li> <li>• School introductions</li> <li>• Q&amp;A session</li> </ul> <p><b>October 29 – Second Exchange Session</b></p> <ul style="list-style-type: none"> <li>• Online pair talk</li> </ul> <p><b>October 31 – Third Exchange Session</b></p> <ul style="list-style-type: none"> <li>• Presentation exchange <ul style="list-style-type: none"> <li>◦ Climate change initiatives</li> <li>◦ SDGs</li> </ul> </li> <li>• Q&amp;A session</li> </ul> <p><b>December 12 – Fourth Exchange Session</b></p> <ul style="list-style-type: none"> <li>• Presentation exchange <ul style="list-style-type: none"> <li>◦ Cultural introductions from both countries</li> </ul> </li> <li>• Closing remarks</li> </ul> <p><b>Other Activities</b></p> <ul style="list-style-type: none"> <li>• <b>Letter Exchange:</b> Students were paired and exchanged letters.</li> <li>• <b>Snack Exchange:</b> Students were paired and exchanged traditional</li> </ul>

	snacks from their respective countries.										
Results	<p>Through this program, our students appeared to develop a greater interest in Korea and Korean culture. In the process of preparing to introduce their own culture and their efforts related to the SDGs to peers in another country, they were also able to deepen their understanding of Japan and their local context.</p> <p>Students also gained a clearer sense of the purpose of learning. Until now, many had studied English simply because it was part of their classes. Through this program, however, they came to recognize the authentic value of learning English—namely, using it to communicate with others—which is precisely the perspective we hoped they would develop.</p> <p>In addition, the Korean students demonstrated not only strong language abilities but also advanced presentation and ICT skills. Interacting with such peers provided valuable stimulation and motivation for our students.</p> <p>Finally, one of the most significant outcomes was the shift in many students' perceptions of Korea. More students than expected had formed negative impressions of Korea based on media portrayals or comments from adults. Through this program, they were able to learn firsthand about the thoughts and perspectives of Korean students their own age, leading several to revise their previous impressions. This kind of transformation is something that cannot be fully achieved through websites, AI tools, or media alone.</p> <div><p>1 Did participating in this program help you understand more about "Korean culture" or "Korean schools"?</p><p>13 responses</p><table><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly agree</td><td>76.9%</td></tr><tr><td>Agree</td><td>23.1%</td></tr><tr><td>Disagree</td><td>0%</td></tr><tr><td>Strongly disagree</td><td>0%</td></tr></tbody></table></div>	Response	Percentage	Strongly agree	76.9%	Agree	23.1%	Disagree	0%	Strongly disagree	0%
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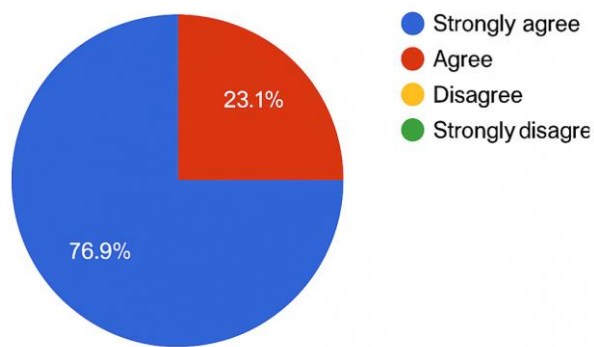
Did participating in this program help you understand more about Korean culture?

13 responses



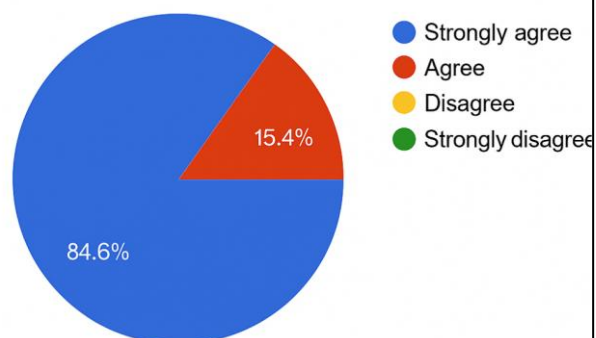
3. Did participating in this program help you deepen your understanding of "Nara"?

13 responses



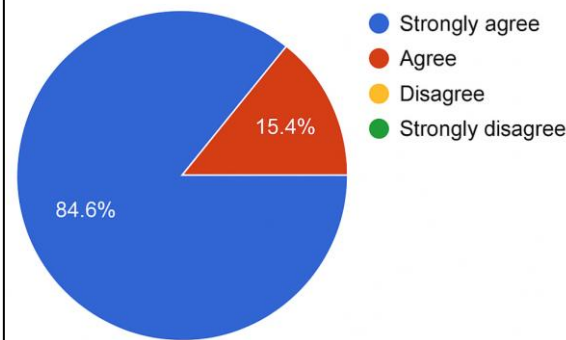
4. Did participating in this program increase your interest in "Korea"?

13 responses



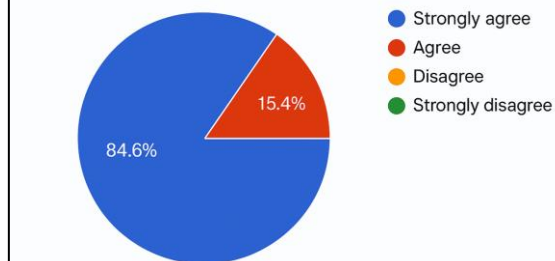
5. Did participating in this program increase your interest in “Nara”?

13 responses

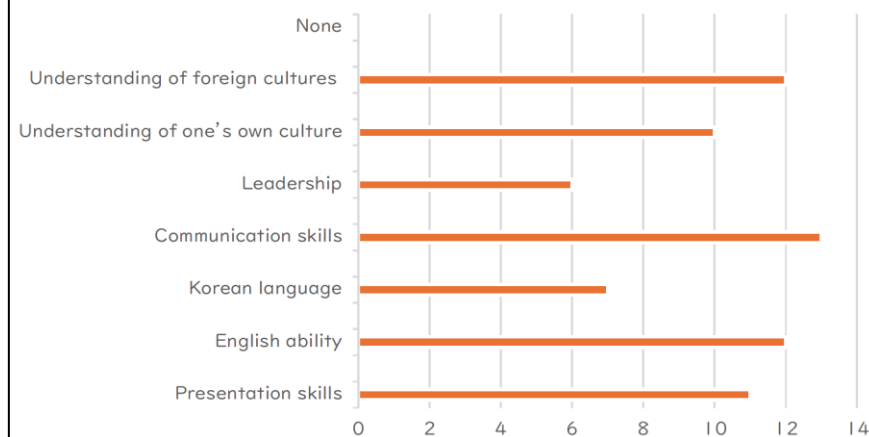


6. Did participating in this program increase your interest in Japanese culture, Japanese food (washoku), or tea?

13 responses



7. After participating in this program, are there any skills you would like to continue improving?  
(Multiple answers allowed)



Student Reflections (Selected)

“This was my first time speaking with a foreign junior high school student, and I learned how enjoyable it is to communicate with someone who speaks a different language. Even when they spoke a little Japanese, I was reminded of how amazing languages are. I also learned about the differences between

	<p>Japanese and Korean cultures, and it made me want to learn more about both countries. I discovered issues in Japan that I had not known before, which helped me deepen my understanding of my own country as well.”</p> <p>“My impression of English has completely changed. I used to be very bad at English, and whenever I told my cram school teachers that I disliked it, all they said was, ‘You’ll have trouble in the future.’ When I asked my mother, she would say, ‘You’ll struggle when you travel abroad.’ Honestly, I always thought, ‘I can just use translation apps.’ But during this Japan–Korea exchange, most of the conversations had to be done without using translation tools, and I realized how important English really is.</p> <p>The second thing I learned was about my image of Korea. I had heard that Korean society has strict senior–junior relationships and that younger people can sometimes be self-centered, making friendships difficult, so I had a very negative impression of Korea. However, when I exchanged letters with my Korean partner, they sent me stickers and a small gift of a character I said I liked. They also empathized with my interests and taught me more about Korea. Through this experience, my impression changed completely—I realized how kind Korean people can be. I had also thought that Koreans were only focused on studying because future careers depend heavily on academic performance, but I learned that they are not only hardworking but also thoughtful and considerate. As a result, all of my negative impressions turned into positive ones.”</p> <p>“Through this program, I realized that my impressions of foreign countries were strongly influenced by the news and media. I used to think Korea had many people who disliked Japan, but now I know that although such people exist, they don’t represent the whole country. There are also many people who genuinely like Japan and are even studying Japanese. I’m really glad I learned this.”</p>
Challenges and how they were overcome	There were some challenges, such as difficulties hearing audio clearly on Zoom. In addition, differences in school timetables and schedules made it difficult to set dates for the exchange sessions. However, by using online platforms such as Padlet, we were able to increase opportunities for interaction.
Future plans and visions	We have also discussed with the teachers at the partner school that we hope to continue this exchange program next year.
Photos	



Others (names of files or URLs of attachments, if any)