

ASPnet Interschool Exchange Report (English)

School name	Junior High School, Nara University of Education
Partner school country/region	Korea / Bucheon
Partner school name	Bucheon Middle School
Exchange period	From 1/7/23 to 20/12/23
Method(s) of interaction	<input checked="" type="checkbox"/> Letters <input checked="" 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 checked="" type="checkbox"/> Other / Please specify <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Snack exchange </div>
Study area(s)	<input type="checkbox"/> Global Citizenship <input checked="" 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)	<ol style="list-style-type: none"> 1. Through the process of jointly developing exchange lessons, teachers from both countries deepen their understanding of school education and culture. 2. Provide students with opportunities to deepen their understanding of their own culture and characteristics. 3. Allow students to experience the importance of intercultural understanding. 4. Through interaction with their peers overseas, help students recognize the importance of improving their communication and presentation skills.
Details	<p>[July-August] Teacher Meeting We had a meeting in English to discuss the objectives, schedule, content, and methods. Since we had conducted an exchange in the 2022 school year, everything except the schedule was decided smoothly. Being the second year, we were also able to discuss trying new things.</p> <p>[Early September] Padlet Exchange In preparation for the first exchange, students from both countries recorded self-introduction videos and uploaded them to Padlet. We thought that by knowing what kind of students were participating and their interests before the exchange began, the upcoming online interactions would be more meaningful.</p> <p>[Late September] First Exchange The first exchange consisted of two parts. The first part was a school introduction. Our school gave a presentation mainly in English, occasionally using Korean, while the partner school introduced themselves mainly in Japanese, occasionally using English. Although both schools presented in a similar format, the partner school also included videos showing the students' homes and neighborhoods, which made the content very interesting. Our students enjoyed learning about the cultural and scenic differences while being impressed by the presentation skills of the partner school students. The second part was pair talk. Using Zoom's breakout rooms, two of our students and two students from the partner school had a free online</p>

conversation. With 20 students participating from each school, we split into 10 groups. Each group seemed to enjoy the exchange, using a mix of English, Korean, and Japanese.

[Mid-October] Cooking Demonstration Video Creation

This year, we added an activity to the program where students would make traditional sweets from each other's countries. Korean students were asked to make "mitarashi dango", while our students made "hotteok".

Simply sending the cooking kits and recipes to the Korean students felt impersonal, so we decided to have our students make "mitarashi dango" themselves and record the process, creating a cooking demonstration video explaining how to make the dish in English. Even our students who had never made "mitarashi dango" before enjoyed the process, filming, and explaining it in English.

The completed video was then uploaded to Padlet.

[Mid-October] Sending Snacks, Letters, and Cooking Kits

We held an "exchange of snacks," where both sides sent each other popular snacks from their countries. Our students prepared various snacks, ranging from "Umaibo" to "Kit Kats", added letters, and wrapped them in "furoshiki".

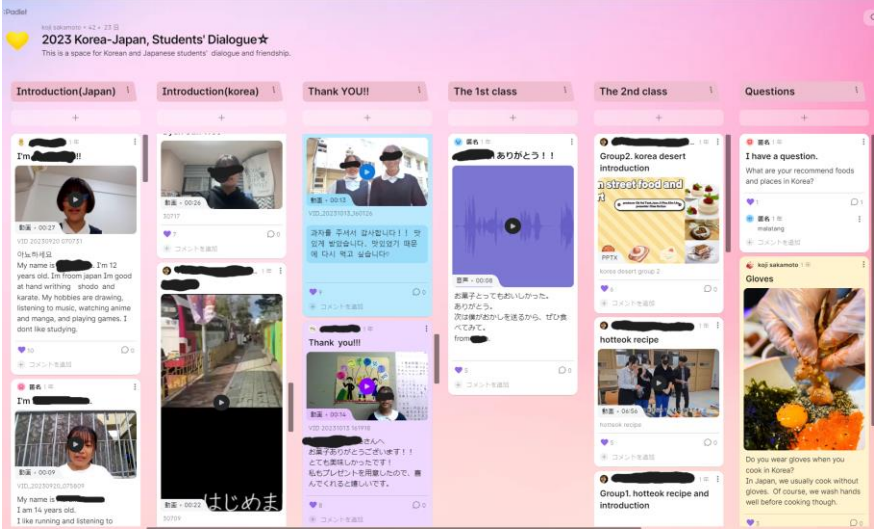
We also included the ingredients for making "mitarashi dango" and sent them to the Korean school.

[Late October] Second Exchange

In this session, we presented traditional sweets from each other's countries. Our students visited two long-established Japanese confectionery shops in Nara, where they experienced making sweets and interviewed the craftsmen. They shared their findings, including how traditional Japanese sweets are becoming more Westernized to appeal to younger generations, how the sweets are becoming more colorful to be more "Instagrammable," how tools are now being manufactured overseas instead of domestically, and the challenge of finding successors to carry on the tradition.

Interestingly, the Korean students also shared presentations on traditional sweets like "hotteok", and they too face the challenge of finding successors, similar to Japan. Our students were surprised to learn about this shared issue. Additionally, the Korean students mentioned that "Korea has a "taiyaki" culture," sparking a fun conversation about whether "taiyaki" originated in Korea or Japan.

	<p>[Early November] Cooking Class</p> <p>Korean students sent us snacks from Korea, beautifully packaged in traditional Korean bags, much to the delight of our students. They filmed themselves eating the snacks, expressed their thanks in Korean and English, and posted the videos on Padlet.</p> <p>Since the kit for making “hotteok” was also included, we held a cooking class to make “hotteok”. This allowed our students to experience a different culture through taste, distinct from Japanese confectionery. We also recorded the process and uploaded it to Padlet.</p> <p>[Early December] Third Exchange</p> <p>The theme of this session was "How is our culture accepted in the other country?" Our students gave a presentation on how Korean culture is becoming popular in Japan, covering topics such as the rise of Korean dramas, the increasing availability of Korean snacks at convenience stores, the growing popularity of Korea as a travel destination, and the continuous increase in Korean language learners.</p> <p>The Korean students talked about the spread of Japanese anime culture, J-pop, and popular Japanese actors, making both groups of students happy to learn that their cultures are well-received in the other country.</p> <p>In the end, both groups shared what they had learned through the program.</p>
Results	<p>The outcomes of the exchange program are immeasurable. Through surveys conducted via Forms and by tracking the results of regular exams, we have identified several key points.</p> <p>The first is that it has served as a “motivation for learning English”. Despite being the same age, our students were overwhelmed by how fluently the Korean students spoke English. This provided positive stimulation and inspired our students to approach English studies with more enthusiasm. Many of our students also started learning Korean as a result.</p> <p>The second is that they have come to understand the “joy of intercultural exchange”. They learned many things they couldn’t have known within Japan, and several students even traveled to Korea during the winter break. Most of them wanted to know more after their visit, and they mentioned that if this program were held every semester, school would become even more enjoyable.</p> <p>The third is that they realized the “importance of communication and presentation skills”. Even if they could speak English, most of our students didn’t know what to talk about. However, the Korean students constantly provided new topics of conversation, making our students want to become more</p>

	<p>skilled in communicating freely and enjoyably with others. Since the partner school's presentations were excellent, our students are eager to improve their slides, scripts, and presentation techniques next year.</p> <p>These are things that are difficult for teachers to instill. It was the interaction with their peers that provided this motivation and inspiration.</p> <p>Lastly, the most significant outcome was that they now view the term "Japan-Korea relations" in a positive light. This applies not only to the students but also to the teachers. Through shared thinking and moments of laughter during casual conversations, we found ourselves saying, "Let's build good schools and good relationships together." Both the teachers and students left with a desire to learn more about Korea and to strengthen the bonds between us.</p>
<p>Challenges and how they were overcome</p>	<p>There were no particular difficulties, but in the 2022 school year, we were able to have interpreters provided by ACCU. I believe that having this support in the future would allow us to engage in even deeper and more enjoyable activities.</p>
<p>Future plans and visions</p>	<p>After the program ended, the students gave a presentation about the overall program at a school-wide assembly. Additionally, we created a video showcasing the activities for teacher training.</p> <p>A new exchange program has already started this school year (2024). Building on our past experiences, we aim to make this program both enjoyable and educational for the students.</p>
<p>Photos</p>	 <p>【Scenes from the Padlet Exchange】</p>



【Scenes from the First Online Exchange】



【Snack Exchange: One of the snacks we received from the partner school (left), snacks we sent (right)】



【Scenes from the Second Exchange】



【Scenes from the *Mitarashi Dango* Cooking Class】



【Scenes from the *Hotteok* Cooking Class】



【Scenes from the Third Exchange】

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