

1. Name of the Educational research group:

Humanities-Science International Exchange Research Group

2. Vision.

Step1. School Change Making

Step2. Community Change Making

Step3. Interaction with ASEAN Community

Step4. Contributing to sustainable development

3. Necessity

There are many differences between what happened in a country and what happens in the world in its content, cause, solution process, and method. Well-prepared education is needed to help students to live as a citizen of a world community.

4. Purpose

A. Students can understand the lives and environments of the global communities

B. Students can grow into change makers who actually practice and make changes in their community by critical thinking, empathic attitudes, and rational decisions on various matters.

C. Students can learn mutual respect through the sharing of practical experiences, and play a responsible role as a global citizen in the future.

5. How to exchange.

A. Share each other's projects through the Google Classroom at all times.

B. Announcing the project results through Zoom video conferencing and exchanging feedback.

C. The progress and results of the project will be shared in-school-community-social media through various media.

## 6. Detailed plan

Topic	Activities	Details	Method
May <Culture Exchange>	youth ambassadors	Making groups by theme as ambassadors in Korea.	<English-Korean History Convergence>
		Introduction to Korean culture and history through various media.	
	Cultural exchange webinar	A small group cultural exchange webinar	Zoom
June to July. <Joint Project>	Building project skills	Service learning, leadership, project management	<English-Science -Convergence>
	Project work	Change making for areas that need to be changed in the school.	
	Sustainable Development Project Webinar	Share the progress and results of each group	Zoom
	Spreading	Spreading the process and consequences of change through various media to the school-communities.	Media Education

## 7. Anticipation

- A. Improving fellowship and expertise through cooperative learning of teachers, and establishing an innovative and convergence curriculum that is created through consensus and reflection.
- B. Seeking a sustainable student-centered international change curricula through joint research and practice.
- C. Establishing sustainable international exchange activities through communication competency-oriented and student-centered international exchange operations.
- D. The effect of expanding the time and space of the curriculum through blended international exchange activities.
- E. Improving the problem-solving ability of students and teachers by enhancing their understanding and sensitivity to mutual culture, international culture, and global issues.

① representative teacher, Yoon Jieun. (English)

I have been continuously interested in UNESCO school-related activities and ESD. I hope that it will be an opportunity for students and teachers to grow together through international exchange activities.

- Two online exchange programs hosted by the UNESCO Korean Committee.
- Joining Korea-Japan Teacher Conversation and UNESCO School Network (ASPnet) activities
- Taking part of ASEFClassNet School Collaboration - SDG3 Health & Well-being: About 100 education-related workers in Asia and Europe participate in projects on the theme of SDGs, linking educational issues, and seeking international exchange plans.

\_\_\_\_\_ Yoon Jieun \_\_\_\_\_ (Teacher, Signature)

② Won Sol (English)

Through multicultural exchanges, I look forward to enhancing students' English competencies and cultivating attitudes to accept and understand global competencies and other cultures.

- Research Group for English Department Classes at Ewha High School and Research Group for Sharing English Department Classes in Icheon (2015-2020)
- Planning and conducting Penpal Project classes as a core talent school program of the Icheon High School Association (2018)

\_\_\_\_\_ Won Sol \_\_\_\_\_ (Teacher, Signature)

③ Ko Seonghee (English)

I hope that it will be an opportunity to enhance fellowship and expertise by practicing cooperative learning between teachers through educational exchange projects and to enhance students and teachers' problem-solving skills through a student-centered international exchange activity curriculum. I look forward to participating in the opportunity to find a way to grow students' global capabilities and promote mutual understanding and cooperation on the cultures of the two countries through educational exchanges.

\_\_\_\_\_ Ko Seonghee \_\_\_\_\_ (Teacher, Signature)

④ Ryu Junghyun (History)

Globalization has advanced global exchanges, integration, and interdependence, but conflicts and confrontations between ethnic, ethnic, religious, and class are also intensifying. I am very interested in enhancing students' democratic consciousness, peace, human rights, and sensitivity to cultural diversity through history education, and helping them grow into global citizens with an attitude of understanding and respecting various cultures and values. The online education exchange project will be of great help in achieving these educational goals.

- 2018 Learning-centered Class Exploration Teacher Community (FM club fun and meaningful convergence class teacher community) Participation in activities, history musical creation through history & music and convergence classes, etc.

- In celebration of the 100th anniversary of the establishment of the Provisional Government of the Republic of Korea in 2019, supporting the project to explore the history of middle school students (Year Haeju, Russia).

- When working at the 2018-2019 Multicultural Education Research School, various multicultural education activities were conducted (multicultural education and open classes under the theme of "Open Port and Incheon Chinatown," "Foreigners rooted in Korean History," Incheon multicultural experience learning, multicultural class characteristics activities, teachers' multicultural reading sharing activities, etc.) Contents of the curriculum class to be conducted during the

- exchange period: Exploration and introduction activities under the theme of Korea's representative culture (God, Hanbok, palace, royal culture, food, etc.), which is widely known overseas through the OTT platform.

Ryu Junghyun (Teacher, Signature)

⑤ Sun Jurim (Science)

Through this project class, I would like to provide an opportunity for students to find problems that can be found around them, explore and practice scientific methods to solve them. I will also guide students to take the lead in carrying out projects and develop their problem-solving skills and ability to grow as change makers. In the process of carrying out the project, I will actively utilize feedback among students, guide them to make up for their shortcomings, and provide feedback from teachers on difficulties. After that, I hope that it will be an opportunity for students to grow by sharing the practice process and results through various media and guiding them to expand from projects within the school to the outside.

Sun Jurim (Teacher, Signature)

25 . 02 . 2022

Gu Jeongmi (Principal, Signature)