



The 2025 International Symposium on Korean Education System and Culture Program Presentation Book

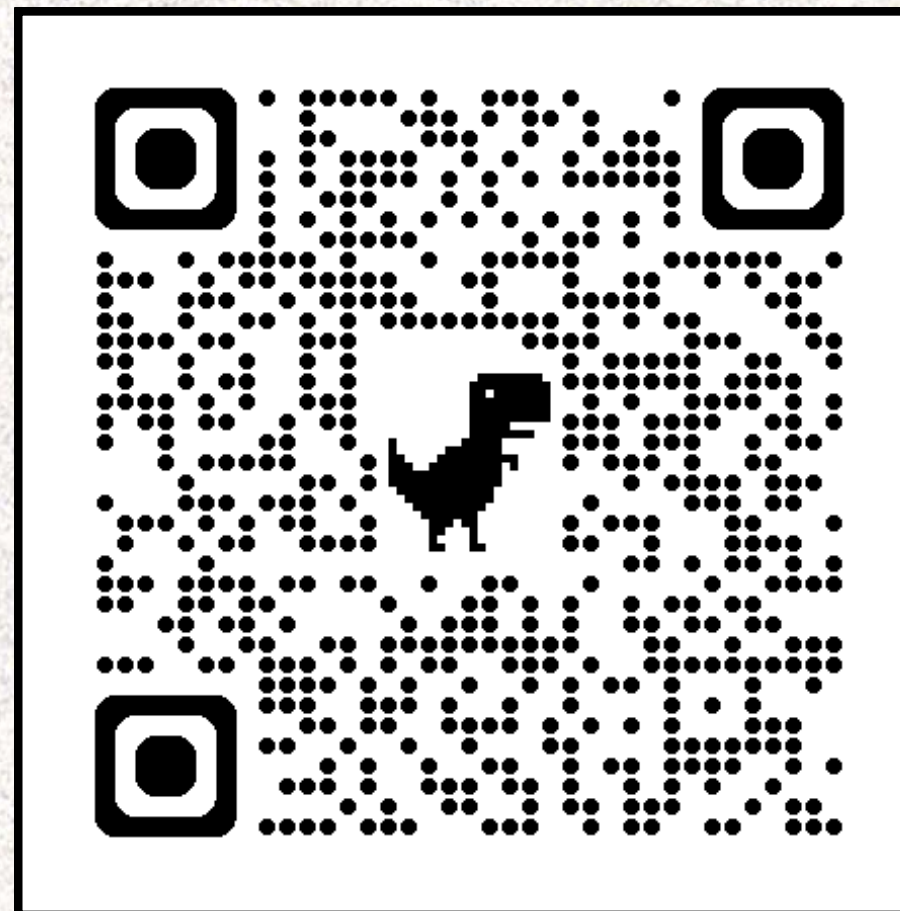
Date: Thursday, October 2, 2025

Organized & Designed by Yong Joon Park & Jaehyon Park

Published by English Language Institute, Indiana State University



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Welcome Speech



Dr. Brad Balch

Dean of Bayh College of Education, Indiana State University

It is with great pleasure that I extend warm greetings on behalf of the faculty, staff, and students of the Bayh College of Education at Indiana State University. We are honored to host and co-sponsor the 2025 International Symposium on the Korean Education System and Culture. This remarkable event would not be possible without the generous support of numerous centers at Indiana State University and the Terre Haute community—our sincere thanks to all who made this possible.

We are especially grateful for the leadership and dedicated efforts of Dr. Yong Joon Park and his colleagues, whose hard work and commitment have made today's symposium a truly outstanding occasion. This event represents a meaningful contribution to our East Asian engagement initiatives, and we are delighted to welcome you.

A quick look through the program reveals the impressive talent and breadth of scholarly activity being showcased. The value and impact of this symposium are clear, and we deeply appreciate your participation.

Thank you once again and best wishes for a successful and enriching experience.

감사합니다.



Major Event Sponsor



Event Sponsors at Indiana State University

Dr. Christopher Olsen, Provost of Indiana State University

Dr. Brad Balch, Dean of Bayh College of Education

Dr. Malea Crosby, Assistant Dean of Bayh College of Education

Dr. Carrie Ball, Chair of Department of Teaching and Learning

Mrs. Jessica Starr, Director of Center for Community Engagement

Mrs. Kristi M. Barley, Director of Center for Education Abroad

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Dr. Jacqueline Shin, Associate Professor of Psychology

Dr. Min Kyung Han, Associate Professor of Communication Disorders

Dr. Youjin Yang, Assistant Professor of Elementary Education

Introduction	
8:30 - 8:50 AM	Welcome Speech and Recognition of Event Sponsors & Volunteers
8:50 - 9 AM	Performance I by Ms. Jieun Kim <i>Arirang</i> - Traditional Korean folk song with Gayageum accompaniment (아리랑 - 가야금병창) Beautiful Country – Contemporary Korean musical piece (아름다운 나라 - 현대 국악곡)
Session I. Community Engagement in A.I. Era (9 - 10:50 AM)	
9 - 9:50 AM	The 1st presenter: Dr. Jaeho Lee Presentation Topic: Game Literacy Education for Fostering Talent in the AI Era: The Case of Republic of Korea
10 - 10:50 AM	The 2nd presenter: Dr. Heuipil Kim Presentation Topic: Community Engagement by a Regional Flagship National University: Case Studies from Faculty-led Community Collaboration Projects at Jeju National University
Break Time 10:50 AM - 12:40 PM	
12:50 - 1 PM	Performance II by Ms. Jieun Kim Love Song – Vocal performance with Gayageum accompaniment (사랑가 - 가야금병창) Boat song - Korean folk song (배트노래 - 한국 민요)
Session II. Study Abroad in South Korea (1 – 2:20 PM)	
1 - 1:50 PM	The 3rd presenter: Mrs. Seonjin Song Presentation Topic: Study Abroad in South Korea
2 - 2:20 PM	Ms. Haylie Cure & Lola Williams Topic: The 2025 Course-based Trip to South Korea

Session III. Teaching and Learning in South Korea	
2:30 - 2:45 PM	Mrs. Kyoung Eun Song Topic: What Classroom Innovation Looks Like in Korea: Reflections from a Government-Recognized Teaching Practice
2:45 - 3 PM	Ms. Yoonjeong Seo Topic: The Hidden Curriculum in Korean Elementary Schools: Observations and Reflections from a Classroom Teacher
3 - 3:15 PM	Ms. Dawn (Doeun) Baik Topic: How my educational background affected my teaching identity
Break Time 3:15 - 3:30 PM	
3:30 - 3:45 PM	Ms. Jieun Kim Topic: Lesson cases using A.I. and Metaverse
3:45 - 4 PM	Ms. Ji Yeon Oh Topic: The Importance of Physical Education in Student Life
4 - 4:15 PM	Ms. Soobin Kim Topic: Teaching Korean Beyond Language, Bridging Culture and Connection
4:15 - 4:30 PM	Mrs. Jihye Yang & Mrs. LeRaye Cameron Topic: A Korean Teacher’s Involvement in Community Engagement in Terre Haute, IN
4:30 - 4:45 PM	Ms. Ellie Kwon Topic: Learning to Teach, Teaching to Learn: A Cross-Cultural Practicum Experience
Closing remarks (4:45 - 5 PM)	

아리랑

Arirang

Arirang is Korea's representative folk song.
The word 'Ari' means 'beautiful,'
and 'rang' means 'my love'.
It leads to the meaning 'my beautiful love.'

아리랑 아리랑 아라리요.
아리랑 고개로 넘어간다.
나를 버리고 가시는 님은 십리도 못가서 발병난다.

Arirang, Arirang, Arariyo.
Crossing over the Arirang hill.
My beloved who abandoned me and left,
Won't get far
Before their feet begin to hurt.

아름다운 나라 The Beautiful country

Edssigu=Won
Jota=Good

저 산자락에 긴 노을지면 걸음걸음도 살며시 달님이 오시네
밤 달빛에도 참 어여버라 골목골목 선 담장은 달빛을 반기네
겨울 눈꽃이 오롯이 앞으면 그 포근한 흰빛이 선 바람도 재우네

참 아름다운 많은 꿈이 있는 이 땅에 태어나서 행복한 내가 아니냐
큰 바다있고 푸른 하늘가진 이 땅위에 사는 나는 행복한 사람 아니냐

When long twilight rests on the mountain's edge,
Step by step, so gently, the moon begins to rise.
Even beneath the night's soft glow, how lovely all remains.
Moonlight greets the garden walls down every quiet lane.
When winter's snow blossoms settle still and white,
That warm, gentle light hushes even the harshest wind.

Isn't it true — I am happy, born in this land
With countless dreams and beauty beyond measure?
With oceans wide and skies so blue,
A life upon this land — how could I not be happy?

참 아름다운 많은 꿈이 있는 이 땅에 태어나서 행복한 내가 아니냐
큰 바다있고 푸른 하늘가진 이 땅위에 사는 나는 행복한 사람 아니냐

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With countless dreams and beauty beyond measure?
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A life upon this land — how could I not be happy?

큰 추위로 견뎌낸 나무의 뿌리가 봄 그리운 맘으로 푸르다
푸르게 더 푸르게 수만잎을 피워내 한 줄기로 하늘까지 뻗어와

The roots that endured the bitter cold of winter
Now yearn for spring, and sprout in hopeful green.
Greener, ever greener — countless leaves unfold,
In one strong stem, stretching skyward,

강 물빛소리 산 낙엽소리 천지사방이 고우니 즐겁지 않은가
바람 꽃소리 들꽃 젖는 소리 아픈 청춘도 고우니 맘 즐겁지 않은가

The river's glimmer, the rustling leaves in the hills,
Beauty fills the world — is that not joy enough?
The whisper of flowers, wild grass damp with dew —
Even aching youth is beautiful, so why not rejoice?

참 아름다운 많은 꿈이 있는 이 땅에 태어나서 행복한 내가 아니냐
큰 바다있고 푸른 하늘가진 이 땅위에 사는 나는 행복한 사람 아니냐

아름다운 나라

Isn't it true — I am happy, born in this land
With countless dreams and beauty beyond measure?
With oceans wide and skies so blue,
A life upon this land — how could I not be happy?

The beautiful land

Game Literacy Education for Fostering Talent in the AI Era: The Case of Republic of Korea

Jaeho Lee Gyeongin National University of Education



I. Why Game Literacy Education?



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I. Why Game Literacy Education?

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- [Appendix] Examples of Prompt-Coded Games

1. From Gamification to Game Literacy

Introducing Key Concepts: From Gamification to Game Literacy Education

Gamification

A method of utilizing game elements **in non-game contexts** to increase user **engagement and motivation**

Game Literacy

The ability to understand the rules and logic of games, critically interpret them, and creatively apply them.

Game Literacy Education

An educational approach that incorporates games as a subject of learning, cultivating new literacies required in future society.

1. From Gamification to Game Literacy

9 Elements of Gamification

Points/Score

Level

Badge

Leaderboard

Quest

Goal

Competition

Reward

Feedback

Gabe Zichermann and Christopher Cunningham "Gamification by Design", O'Reilly Media Formats, 2011.

1. From Gamification to Game Literacy

Level

A key indicator representing access to new content; automatically rises according to participation and performance; distinguishes stages through points, badges, and rewards.



In *World of Warcraft*, player levels determine access to different dungeons, showing how higher levels unlock new content and challenges.



In *MapleStory*, players advance to the next level once they accumulate enough experience points, demonstrating the typical progression system of RPGs.

Gabe Zichermann and Christopher Cunningham "Gamification by Design", O'Reilly Media Formats, 2011.

1. From Gamification to Game Literacy

Points/Scores

A system that visualizes users' participation and achievements by quantifying them; expresses the outcomes of actions numerically.



In *Super Mario*, players earn points based on the coins they collect and the time it takes to clear a stage.



In *Angry Birds*, scores vary depending on accuracy and the amount of damage caused.

Gabe Zichermann and Christopher Cunningham "Gamification by Design", O'Reilly Media Formats, 2011.

1. From Gamification to Game Literacy

Badge

A commemorative mark awarded according to the degree of task completion; a symbolic element that stimulates users' motivation for challenges.



In *PUBG*, players can earn badges and achievements based on their accumulated experience points and seasonal rankings.



In *Brawl Stars*, badges are awarded for gameplay milestones such as victories, trophies, and special event achievements.

Gabe Zichermann and Christopher Cunningham "Gamification by Design", O'Reilly Media Formats, 2011.

1. From Gamification to Game Literacy

Leaderboard

A system that publicly displays levels, rankings, top scores, and achievements to confer reputation; a numerical representation for comparing achievements with others



In *Clash Royale*, players are ranked on a global leaderboard based on their trophy count, allowing them to compare progress and compete with others worldwide.



In *FIFA Online*, players are placed on leaderboards according to their match results and seasonal rankings, highlighting competitive performance within the community.

Gabe Zichermann and Christopher Cunningham "Gamification by Design", O'Reilly Media Formats, 2011

1. From Gamification to Game Literacy

Goal

A mission that stimulates users' desire to take on challenges; a small goal designed to trigger achievement motivation.



In *Among Us*, players complete missions inside a spaceship while ultimately trying to identify the impostor among the crew.



In *SimCity Build It*, players aim to design and build a thriving city, making strategic decisions to ensure growth and citizen satisfaction.

Gabe Zichermann and Christopher Cunningham "Gamification by Design", O'Reilly Media Formats, 2011

1. From Gamification to Game Literacy

Quest

A commemorative mark awarded according to the degree of task completion; a symbolic element that stimulates users' motivation for challenges.



In *Royal Match*, players are given specific goals, such as clearing target blocks within a limited number of moves.



In *Pokémon Town*, daily missions are assigned, and players receive experience points or rewards upon completion.

Gabe Zichermann and Christopher Cunningham "Gamification by Design", O'Reilly Media Formats, 2011

1. From Gamification to Game Literacy

Competition

Encourages rivalry among users by employing leaderboards, badges, and other elements; comparisons and competitions aimed at gaining superiority.



In *League of Legends*, two teams compete in strategic battles, with victory or defeat clearly displayed at the end of each match, reinforcing the competitive nature of gameplay.



In *KartRider Rush+*, players race against others in real time, and rankings are immediately shown at the finish line, emphasizing direct competition.

Gabe Zichermann and Christopher Cunningham "Gamification by Design", O'Reilly Media Formats, 2011

1. From Gamification to Game Literacy

Reward

Various benefits provided as outcomes of challenges and tasks, such as products, support, access rights, or points.



In *Township*, players receive daily login rewards, encouraging consistent play through small but accumulating benefits.



In *Pikmin Bloom*, players collect Pikmin as a reward for walking and completing activities, turning real-world actions into in-game rewards.

Gabe Zichermann and Christopher Cunningham "Gamification by Design", O'Reilly Media Formats, 20

2. Cases of Gamification in Everyday Life

**Games are deeply embedded in daily life —
life itself becomes a game.**

Points/ Score	Level	Badge
Leader Board	Quest	Goal
Competition	Reward	Feedback



Deposit Refund for Recyclables

- Accumulation of small credits for each returned can or bottle
- Self-imposed missions such as "Collect 100 this month"
- Monetary refunds or vouchers received in exchange for returned items

Image source: Global Trash Solutions. "A hand deposits used for some state"

1. From Gamification to Game Literacy

Feedback

Immediate responses to users' actions or challenges; the process through which the system reacts instantly to user behavior.



In *Animal Crossing*, when a player casts a fishing rod toward a fish, the fish immediately reacts by moving toward it, showing how the system provides instant feedback to guide the player's actions.



In *Animal Crossing*, if a player repeatedly pushes or hits a villager, the character instantly shows anger, reflecting the system's immediate response to user behavior.

Gabe Zichermann and Christopher Cunningham "Gamification by Design", O'Reilly Media Formats, 20

2. Cases of Gamification in Everyday Life

**Games are deeply embedded in daily life —
life itself becomes a game.**

Points/ Score	Level	Badge
Leader Board	Quest	Goal
Competition	Reward	Feedback



Airline Mileage Programs

- Accumulation of miles for each flight
- Tier-based benefits (e.g., Silver → Gold → Platinum)
- Special membership cards awarded upon meeting certain conditions
- Mileage achievement goals set within a given period
- Benefits such as free tickets, seat upgrades, and lounge access

Image source: iStockphoto. "Airplane heading and business illustration"

2. Cases of Gamification in Everyday Life

Why Game Literacy Education?

Games are deeply embedded in daily life — life itself becomes a game.

Points/ Score	Level	Badge
Leader Board	Quest	Goal
Competition	Reward	Feedback



Starbucks Rewards

- Accumulation of points/stars with each purchase
- Membership tiers granted according to purchase history
- Redeem collected stars for free beverages, size upgrades, and other benefits
- Bonus rewards through quest-like challenges during specific periods
- Real-time feedback via the app by checking accumulated points

Image source: USA Today. "Starbucks is giving out free coffee this fall. Here's how to get it."

2. Cases of Gamification in Everyday Life

Why Game Literacy Education?

Games are deeply embedded in daily life — life itself becomes a game.

Points/ Score	Level	Badge
Leader Board	Quest	Goal
Competition	Reward	Feedback



Fitbit (Fitness Tracker)

- Records exercise amounts as points/scores
- Provides level-ups and badges according to performance
- Enables competition through leaderboards by sharing records with family and friends
- Allows users to set daily exercise goals and receive feedback on achievement
- Fitbit Ace for children: develops exercise habits through badges, animations, gameplay, and rewards

Image source: Fitbit. "Fitbit Ace for kids."

2. Cases of Gamification in Everyday Life

Why Game Literacy Education?

Games are deeply embedded in daily life — life itself becomes a game.

Points/ Score	Level	Badge
Leader Board	Quest	Goal
Competition	Reward	Feedback



Duolingo (Language Learning App)

- Earn points/scores (XP) during learning
- Tracks performance through levels and badges
- Provides quests (small learning units) and continuous learning goals (e.g., streaks)
- Encourages competition through leaderboards and leagues among learners
- Offers immediate feedback on correct/incorrect answers

Image source: Duolingo. "Duolingo" for desktop.

3. Game Intelligence in the AI Era: Game Literacy

Why Game Literacy Education?

Future Society and New Literacies



What are the true competencies our children need in the AI era?



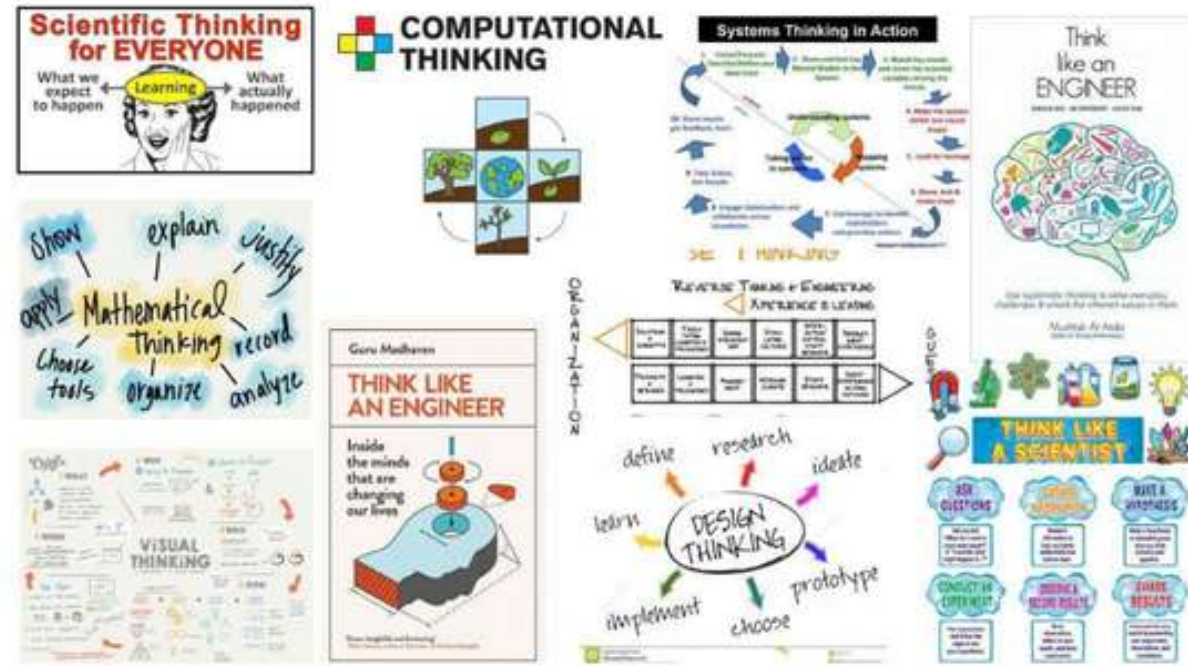
As AI continues to advance, the importance of uniquely human competencies - 'x-thinking' and 'x-literacy' will expand.

3. Game Intelligence in the AI Era: Game Literacy

Why Game Literacy Education?



The Era of 'x-thinking'

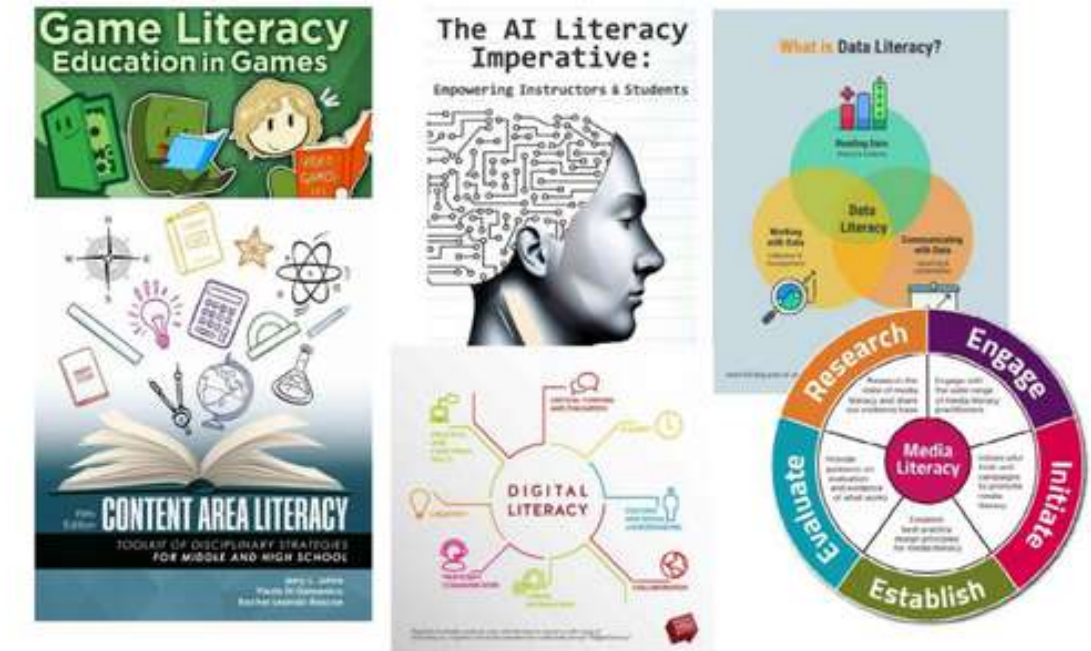


3. Game Intelligence in the AI Era: Game Literacy

Why Game Literacy Education?



The Era of 'x-literacy'



3. Game Intelligence in the AI Era: Game Literacy

Why Game Literacy Education?



Why the Era of 'x-thinking' and 'x-literacy'?

Technological development is too rapid.

The future is difficult to predict.

Education is needed to prepare competencies in each domain.

3. Game Intelligence in the AI Era: Game Literacy

Why Game Literacy Education?



Thinking

vs.

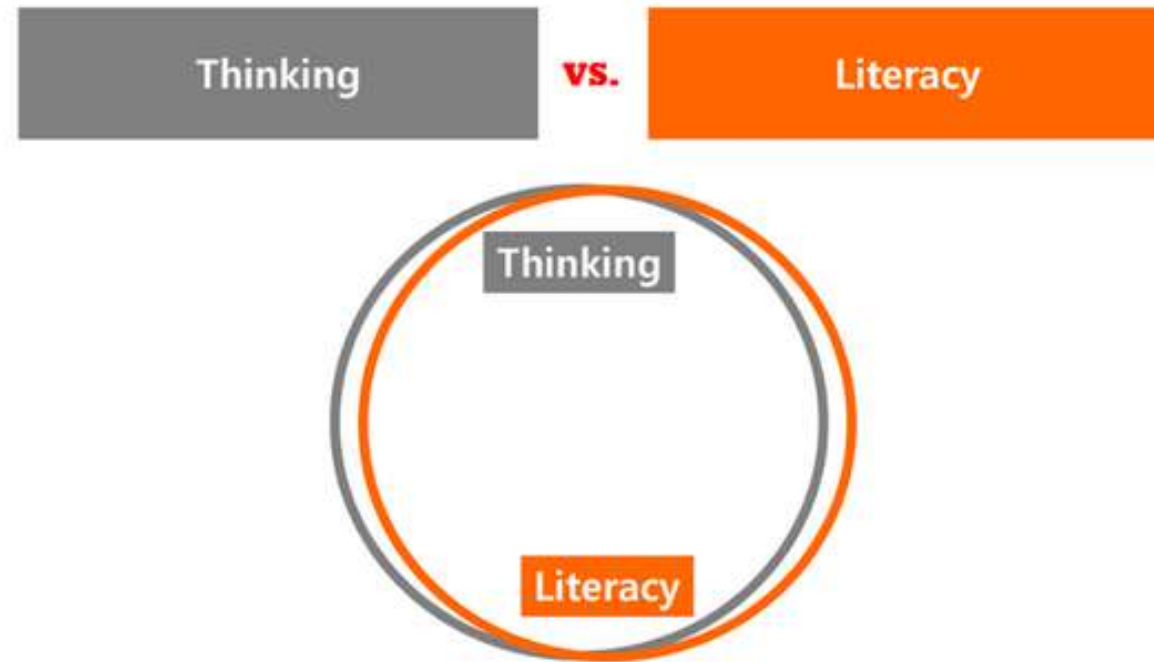
Literacy

Thinking

Literacy

3. Game Intelligence in the AI Era: Game Literacy

I. Why Game Literacy Education?



II. The History of Game Literacy Education in Korea



1. Evolution of Game Literacy Education

II. The History of Game Literacy Education in Korea

2. Game Literacy in Public Education

II. The History of Game Literacy Education in Korea

	Introduction Stage (2007-2010)	Transition Stage (2011-2019)	Expansion Stage (2020-Present)
Social Context	"Education began as a preventive and supplementary measure within regulatory frameworks." Rapid growth of online games; public debate on youth game addiction	"Games began to be recognized as culture and sport." Introduction of game shutdown system (2011); recognition of esports (2013, Asian Games pilot event); WHO classification of gaming disorder (2019)	"Games recognized as culture and art; Game Literacy Education developed into comprehensive competency-based education." Abolition of game shutdown policy (2022); revision of Culture and Arts Education Support Act recognizing games (2022); e-sports recognized as official medal event at the Asian Games (2023); rise of popular games
Education/ Research	Launch of game culture classes for teenagers (2007); distribution of parent guides; campaigns for improved awareness and informatization education by Korea Game Industry Association	Teacher training in Game Literacy (2015, KOCCA); Parental education programs in Game Literacy (2019, KOCCA)	Early childhood Game Literacy programs (2020, KOCCA); Game Literacy in classrooms (2023, KOCCA); development of national Game Literacy framework (2023, The Korean Society for Creative Information Culture); diagnostic tools and educational assessment research (2024).
Characteristics	Focus on prevention of addiction and promotion of healthy use habits; programs extended to parents and general public	Shift from simple prevention to cultural and educational support; expansion of audience from youth to teachers, parents, and adults	Development toward 21st-century future competencies; school-based programs leveraging games; customized education across generations; attempts to scientifically validate educational effects

Government-led Game Literacy Education



Ministry of Culture, Sports and Tourism

Ministry of Culture, Sports and Tourism (MCST)

- A central government ministry of the Republic of Korea, responsible for policies on culture, arts, sports, tourism, and media. Plays a key role in promoting Hallyu (the Korean Wave) worldwide, supporting games and e-sports as part of cultural content industries.



Korea Creative Content Agency (KOCCA)

- A government-affiliated agency under the MCST, supporting the development of Korea's creative industries including games, animation, broadcasting, music, and digital media.
- Provides funding, education, and global marketing support, while actively promoting game industry development and leading game literacy education initiatives.

2. Game Literacy in Public Education

Government-led Game Literacy Education



Gyeongin National University of Education (GINUE)

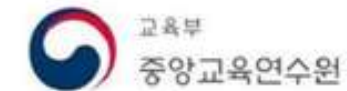
- The largest teacher training university in Korea, preparing future educators to lead elementary education
- Strengthens pre-service teachers' capacity to utilize games educationally through courses in game literacy, software education, and AI education
- Serves as a key institution for research and training in national game literacy projects, contributing to teacher professionalism



The Korean Society for Creative Information Culture (KSCIC)

- An academic association that researches and supports the creative use of information and the expansion of digital culture
- Engages scholars, teachers, and industry experts in game literacy research, educational content development, and training support
- Provides theoretical and practical foundations by defining game literacy as the critical, creative, and ethical use of games

2. Game Literacy in Public Education



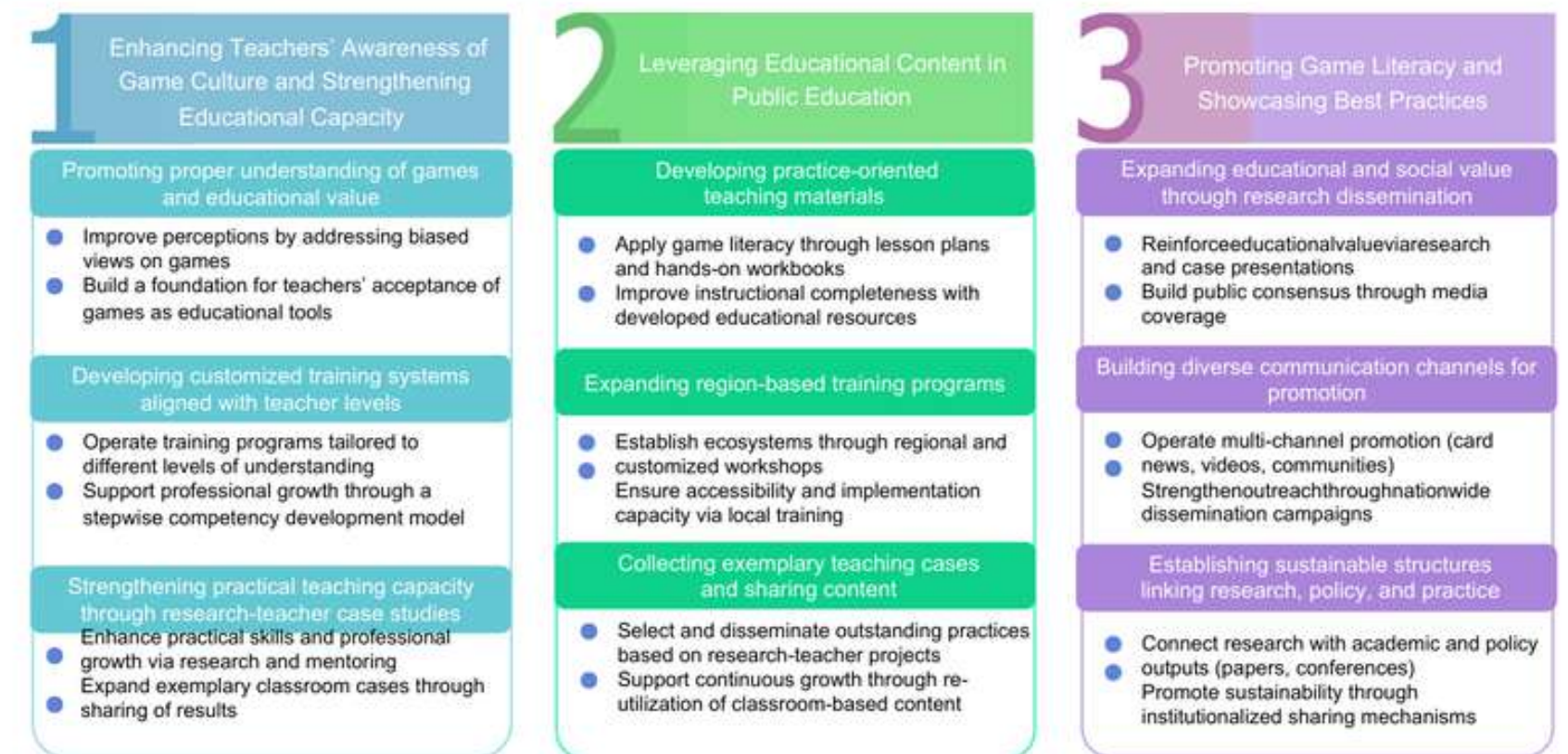
교육부
중앙교육연수원

National Education Training Institute (NETI), Ministry of Education

- A national in-service teacher training institute under the Ministry of Education, Republic of Korea, that supports the enhancement of teachers' competencies and professionalism nationwide
- Plans and operates training programs in response to educational policy changes, enabling teachers to adapt to new educational paradigms and future learning environments

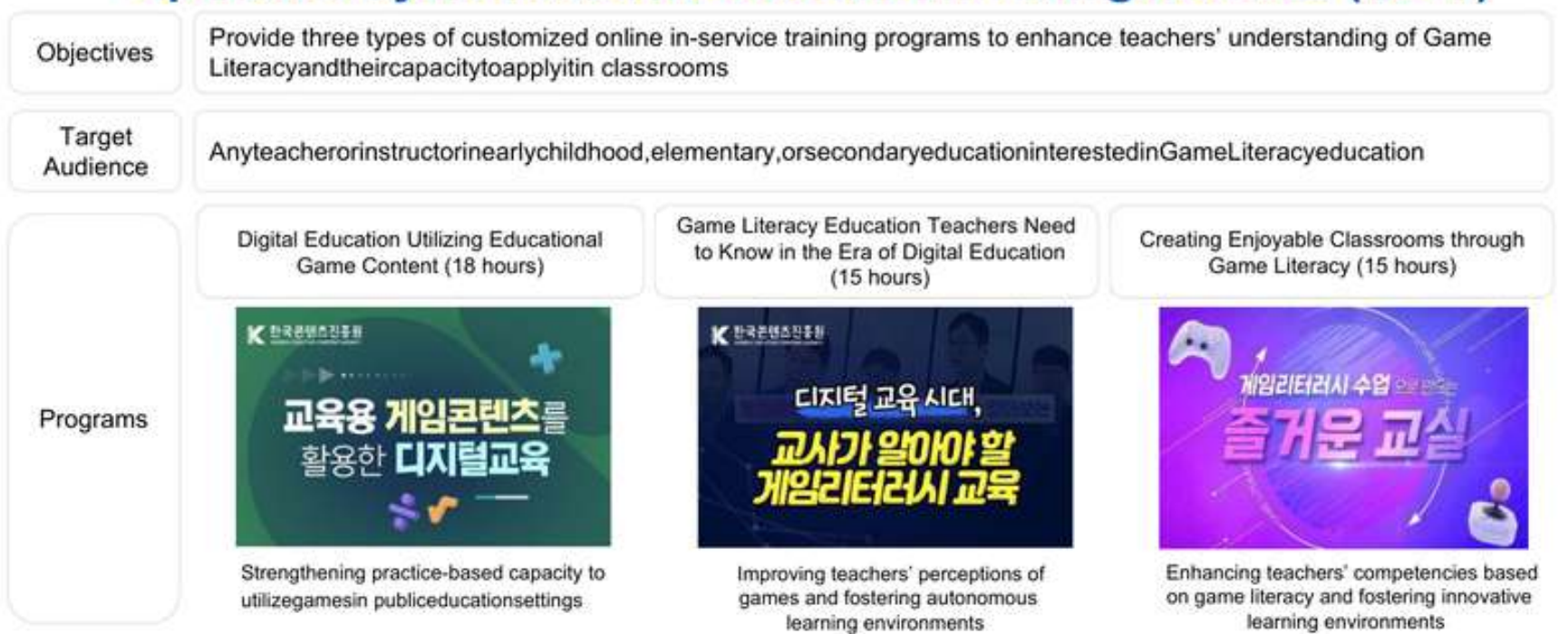


2. Game Literacy in Public Education



2. Game Literacy in Public Education

Game Literacy Training Programs Operated by the National Education Training Institute (NETI)



2. Game Literacy in Public Education

II. The History of Game Literacy Education in Korea

G-School (<https://gschool.kocca.kr/>)

- The official game literacy education platform established and operated by the Korea Creative Content Agency (KOCCA)
- Provides teachers and learners with resources such as lesson materials, game-based educational content, and training resources



2. Game Literacy in Public Education

II. The History of Game Literacy Education in Korea

Educational Game Content on G-School

TargetUsers Elementary school teachers and students (Grades 3-6)

Application

In Schools

Utilize educational games during class to motivate learning and organize content



At Home

Use educational games with parents for practice and review of curricular content

2. Game Literacy in Public Education

II. The History of Game Literacy Education in Korea

Educational Game Content on G-School

Contents Areas

Humanities: Korean, English, Ethics, Social Studies

Sciences: Mathematics, Science, Practical Studies, Creative Experiential Activities

Creative Studies: Safety & Health, Character Education, Career Education, Civic Education, Human Rights, Multicultural Education, Unification, Dokdo Education

2. Game Literacy in Public Education

II. The History of Game Literacy Education in Korea

Educational Game Content on G-School



Provides 27 types of educational games designed to help students in Grades 3-6 of elementary school easily understand the content of the national curriculum



III. The Current Status of Game Literacy Education in Korea



1. Overview of Game Literacy Education

Game Literacy Education in Korea has gradually expanded since 2007, beginning with limited target groups and programs.

Since 2021, the Korea Creative Content Agency (KOCCA) has led the initiative, focusing not only on implementation but also on analyzing educational effectiveness and improving the programs.

The education is structured across different groups and delivery methods:

- (A) **Teacher Training** : Professional development programs for teachers.
- (B) **Early Childhood Education** : Programs designed for young children.
- (C) **Parent Education** : Programs that help parents understand and guide children's game use.
- (D) **Visiting Game Culture Classrooms**:
Instructors with game literacy expertise visit schools or organize separate classes for students. These often include supporting teachers who assist with activities.
- (E) **Game Literacy in School Classrooms**:
Game literacy is directly integrated into classroom instruction, reaching large groups of students and teachers.

1. Overview of Game Literacy Education

(A) Teacher Training in Game Literacy (B) Early Childhood Game Literacy Education (C) Parent Game Literacy Education (D) Visiting Game Culture Classrooms (E) Game Literacy in School Classrooms

Number of Participants

Year	(A)	(B)	(C)	(D)			(E)	
				Students	Teachers	Supporting Teachers	Students	Teachers
2021	315	215	2080	6926	209	-	-	-
2022	370	308	8607	6675	215	-	-	-
2023	370	308	4601	2300	190	-	-	-
2024	1259	201	4819	7430	253	114	34705	1692

2. Game Literacy Education Programs

(A) Teacher Training in Game Literacy (B) Early Childhood Game Literacy Education (C) Parent Game Literacy Education (D) Visiting Game Culture Classrooms (E) Game Literacy in School Classrooms

Incorporated programs

Year	(A) -Offline	(A) -Online	(B)	(C)	(D)	(E)
2021	Understanding Games (Blended Training)		1. Games Are Fun 2. Crong Playing Games 3. Rules of Games 4. Drawing Scenes from Smartphone Games	Parent Game Literacy Education	1. Game-Based Coding 2. Understanding Games (Literacy)	-

2. Game Literacy Education Programs

10. The Current Status of Game Literacy Education in Korea

(A) Teacher Training in Game Literacy

(B) Early Childhood Game Literacy Education

(C) Parent Game Literacy Education

(D) Visiting Game Culture Classrooms

(E) Game Literacy in School Classrooms

Incorporated programs

Year	(A) -Offline	(A) -Online	(B)	(C)	(D)	(E)
2022	In-Person Group Training on Game Literacy Education	Digital Education Using Educational Game Content	1. Playing with rules 2. Making a rules chart for game use 3. Avoiding risky behaviors 4. Learning about game rating systems 5. Playing games enjoyably 6. Experiencing game graphic design	Parent Game Literacy Education	1. Game-Based Coding Education 2. Game Literacy Education	-

2. Game Literacy Education Programs

10. The Current Status of Game Literacy Education in Korea

(A) Teacher Training in Game Literacy

(B) Early Childhood Game Literacy Education

(C) Parent Game Literacy Education

(D) Visiting Game Culture Classrooms

(E) Game Literacy in School Classrooms

Incorporated programs

Year	(A) -Offline	(A) -Online	(B)	(C)	(D)	(E)
2023	In-Person Group Training on Game Literacy Education	Game Literacy Education Teachers Need to Know in the Era of Digital Education	1. Counting Strawberries Game 2. Expressing Numbers Learned Through Games with Fingers 3. Spin the Wheel of Emotions 4. Emotion Fan Activity 5. Let's Play Together! Role Play 6. Collaborative Puzzle Activity	Parent Game Literacy Education	1. Game-Based Coding Education 2. Game Literacy Education	-

2. Game Literacy Education Programs

10. The Current Status of Game Literacy Education in Korea

(A) Teacher Training in Game Literacy

(B) Early Childhood Game Literacy Education

(C) Parent Game Literacy Education

(D) Visiting Game Culture Classrooms

(E) Game Literacy in School Classrooms

Incorporated programs

Year	(A) -Offline	(A) -Online	(B)	(C)	(D)	(E)
2024	In-Person Group Training on Game Literacy Education	Game Literacy Classroom: Making Lessons Enjoyable	1. Recognizing -Hello, POU! 2. Recognizing -Quick to Figure It Out! 3. Self-Regulation -Promise! One, Two, Three! 4. Self-Regulation -I Am a Promise Keeper! 5. Coping & Cooperation -What Would I Do? 6. Coping & Cooperation -A Collaborative Classroom 7. Creating -A Joyful World Learned Through Games 8. Advanced Program -Exploring the World Through Games	Parent Game Literacy Education	1. Game-Based Coding Education 2. Game Literacy Education	1. Learning Game Literacy by Making (Using Board Games) 2. Game-Based Coding Education

4. 2025 National Project on Teacher Game Literacy Education

10. The Current Status of Game Literacy Education in Korea

Development and Implementation of Pilot Training Programs for Teachers

1. Validation of New Educational Areas

- Game literacy education is a relatively new field and has not yet been standardized in teacher training programs.
- Pilot training allows for prior verification of the validity and practical feasibility of the curriculum.

2. Field Relevance and Teacher Needs

- Teachers face diverse needs and challenges in actual classroom settings.
- By conducting pilot programs on a small scale, feedback from teachers can be incorporated to improve the program into a more field-friendly training model.

3. Review of Effectiveness and Scalability

- The pilot phase provides opportunities to analyze the program's impact and collect successful cases for nationwide dissemination. It also offers evidence for the effectiveness and sustainability of policies at the national level.

4. Ensuring Stability through Gradual Introduction

- Implementing a program nationwide from the outset carries high risks and costs.
- Pilot training begins at a limited scale, providing a foundation for stable and sustainable implementation.

4. 2025 National Project on Teacher Game Literacy Education

Overview of the Three-Stage Growth Model for Teacher Game Literacy

Teachers advance through three growth-oriented stages, each consisting of six sessions: from **exploring game literacy with mini games**, to **designing tailored classroom games using no-coding tools** and ultimately **creating interactive learning games with generative AI**.

Basic Stage

Mini-Game Experiences and Creation for transforming the classroom

- Understanding the concept of Game Literacy and exploring classroom applications
- Experiencing unplugged games based on computational thinking and discussing classroom applications
- Analyzing the structure of teacher-developed games and identifying educational elements
- Planning ideas for subject-linked educational games
- Producing game scenarios and sharing outcomes

Application Stage

Designing Customized Learning Games for the Classroom Using No-Code Tools

- Understanding principles of game-based learning design
- Experiencing no-code tools and exploring templates
- Designing game content and organizing learning activities
- Designing strategies for classroom application and exploring extended uses
- Presenting results and sharing feedback

Advanced Stage

Creating Interactive Learning Games with AI Tools

- Understanding the transformation of education through generative AI
- Designing lesson ideas utilizing AI tools
- Teacher collaboration for developing learning content
- Implementing and reviewing interactive game content
- Presenting results and sharing feedback

4. 2025 National Project on Teacher Game Literacy Education

Field Scenes from Application Stage

Application Stage

Designing Customized Learning Games for the Classroom Using No-Code Tools

- Understanding principles of game-based learning design
- Experiencing no-code tools and exploring templates
- Designing game content and organizing learning activities
- Designing strategies for classroom application and exploring extended uses
- Presenting results and sharing feedback



4. 2025 National Project on Teacher Game Literacy Education

Field Scenes from Basic Stage

Basic Stage

Mini-Game Experiences and Creation for transforming the classroom

- Understanding the concept of Game Literacy and exploring classroom applications
- Experiencing unplugged games based on computational thinking and discussing classroom applications
- Analyzing the structure of teacher-developed games and identifying educational elements
- Planning ideas for subject-linked educational games
- Producing game scenarios and sharing outcomes



4. 2025 National Project on Teacher Game Literacy Education

Field Scenes from Advanced Stage

Advanced Stage

Creating Interactive Learning Games with AI Tools

- Understanding the transformation of education through generative AI
- Designing lesson ideas utilizing AI tools
- Teacher collaboration for developing learning content
- Implementing and reviewing interactive game content
- Presenting results and sharing feedback



4. 2025 National Project on Teacher Game Literacy Education

The Current Status of Game Literacy Education in Korea

Operation of the Lead Teacher Program for Game Literacy Research

Purpose

- 'Lead Teachers' refer to teachers selected to conduct research and develop best practices in game literacy education
- Disseminate best practices in game literacy education through teacher-led initiatives
- Empower teachers to design, implement, and share classroom-centered innovations

Funding & Selection

- Annual support: 1,000,000 KRW per teacher
- 50 teachers selected nationwide: 39 elementary, 9 secondary, and 2 special education teachers in 2025

Types of Research Activities (Select one)

- Lesson Plans and Materials: Develop game literacy education lesson plans or teaching resources
- Teaching Aids: Develop at least one classroom teaching aid for game literacy education
- Research Report: Write a research report on game literacy education

4. 2025 National Project on Teacher Game Literacy Education

The Current Status of Game Literacy Education in Korea

Mentoring for Lead Teachers



Structure

- 10 mentors paired with 50 Lead Teachers (5:1 ratio)
- Ongoing mentoring provided both online and offline during the research period

Mentors

- Experts from the game industry
- Specialists in game education
- University professors and doctoral experts in education
- Game developers with practical experience

Roles of Mentors

- Guide the research direction of Lead Teachers
- Share field experiences and academic perspectives
- Provide creative ideas and practical insights for game literacy education

4. 2025 National Project on Teacher Game Literacy Education

Education in Korea

Operation of the Lead Teacher Program for Game Literacy Research



IV. Concluding Remarks



1. Future Prospects

Understanding & Communicating with the Digital Native Generation: Games as Everyday Life

Youth Characteristics

- Over 90% of teenagers in Korea have gaming experience
- Gaming chats/Discord are becoming teenagers' communication spaces
- Traditional play is shifting into e-Sports culture



Teacher's Perspective

- Understanding children's reality is the starting point of education
- The positive functions of games can be harnessed for educational purposes
- Understanding game culture is essential for communicating with youth

1. Future Prospects

1. Future Prospects

One-Minute Game Creation with Prompt Coding



In the AI Era, "Thinking Skills" Are Prompt Design Skills

- With generative AI, even beginners can create simple games in less than a minute using prompt-based coding.
- This shift lowers the entry barrier to game development and emphasizes the importance of game literacy and creativity rather than technical coding skills.



For better viewing on mobile, please use desktop mode.

1. Future Prospects

One-Minute Game Creation with Prompt Coding



Sample Prompts

- Game Screen Layout
"The entire background is black."
- Characters
"Create four ghosts-red, pink, cyan, and orange."
- Controls
"Pac-Man cannot pass through walls."
"The player must move using arrow keys."
- Game Rules
"Place larger points (power-up items) in the four corners of the maze."
"When Pac-Man eats one of these, the ghosts turn blue for a few seconds and become vulnerable."
- UI
"Display the current score and remaining lives at the top of the screen."
"Make the overall design and font in an 8-bit retro game style."

From Game Creation to Game Literacy Competencies

- As game creation becomes easier, the real challenge is fostering higher-order thinking skills through games.
- These include the abilities to interpret rules, solve problems, collaborate, and create new meanings in game contexts.
- Collectively, these abilities are referred to as **game literacy competencies**.
- To ensure that such competencies are not just assumed but truly developed, **reliable assessment tools are required**.

Limitations of Existing Research on Game Literacy Assessment

- Despite the importance of game literacy education, there has been **little research on tools to evaluate its effectiveness**.
- Existing studies mostly rely on **self-reported surveys** such as Likert scales; few have measured effectiveness based on actual data.
- As a result, it remains **difficult to objectively measure levels of game literacy or verify educational effectiveness** through pre-and post-testing.

1. Future Prospects

IV. Concluding Remarks

Toward Reliable Assessment Tools

Game literacy doesn't mean just playing or making games well—it is a **key competency in the AI era**. To foster this competency effectively, we need **reliable assessment tools**.

To address the limitations of previous studies, we propose a comprehensive **Game Literacy Assessment Framework** that systematically covers **knowledge, creative, and attitudinal competencies**.

Game Literacy Assessment Framework

Domain	Core Competency	Indicators		
Knowledge Competency	Understanding	Information Understanding	Contextual Understanding	Critical Understanding
	Analysis	Information Analysis	Structural/Rule Analysis	Content Analysis
	Problem-Solving		Logic Reasoning	
Creative Competency	Creativity	Planning	Sensitivity/Elaboration	Application Skills
	Artistic Sense	Fluency/Flexibility	Self-Expression	Uniqueness
	Strategic Thinking	Content Appreciation	Diversity	Creative Production
	Self-Regulation	Situational Judgement	Emotional Control	Flexibility
Attitudinal Competency	Motivation	Self-Efficacy	Concentration	Responsibility
	Social Skills	Challenge Orientation	Leadership	Persistence
		Collaboration		Communication Skills

JaehoLee, DoyeonJun, HyunkyungKim, HyucksuKwak and DonghyunBae. (2024). A Study on the Development of Framework for Game Literacy Test. Journal of Creative Information Culture, 10(2), 61-70.

IV. Concluding Remarks

3. Closing

“Game literacy is not just about playing or making games. It is a key competency for fostering talent in the AI era.”

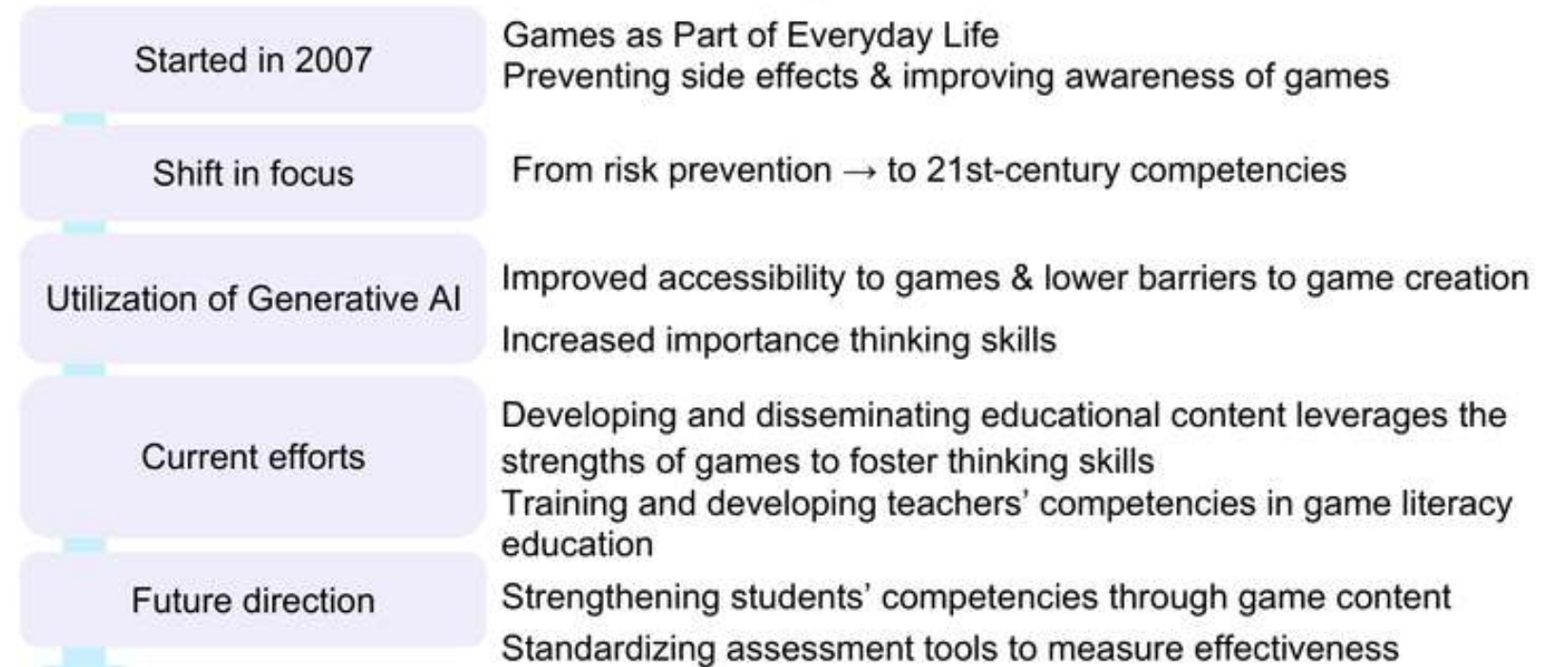
Through education, teacher training, and reliable assessment, Korea is building the foundation for future-ready learners.

We hope this vision of game literacy will also inspire efforts in the United States.

2. Summary

IV. Concluding Remarks

Flow of Game Literacy Education in Korea



Thank you

JaehoLee

Gyeongin National University of Education

jhlee@ginue.ac.kr



[Appendix] Examples of Prompt-Coded Games

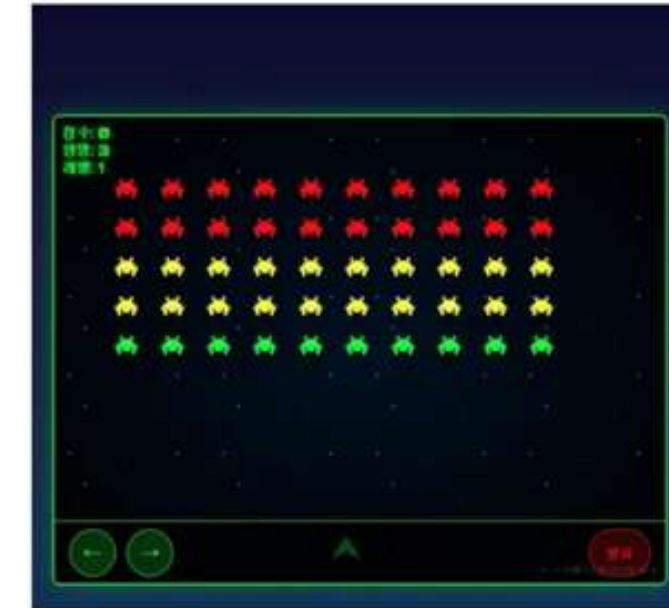


[Appendix]

Examples of Prompt-Coded Games

[Appendix]

1. Shooting Game -Space Invaders



Prompt TIP



1. Player Ship
: An upward-facing green spaceship in 8-bit pixel-art style, clearly distinguished from the black background; retro videogame asset.
2. Alien Invaders
: 8-bit pixel-art alien invaders in crab shapes, white-colored, retro video game style.



For better viewing on mobile,
please use desktop mode.

Examples of Prompt-Coded Games

Examples of Prompt-Coded Games

[Appendix]

2. Puzzle Game -Tetris



Prompt TIP

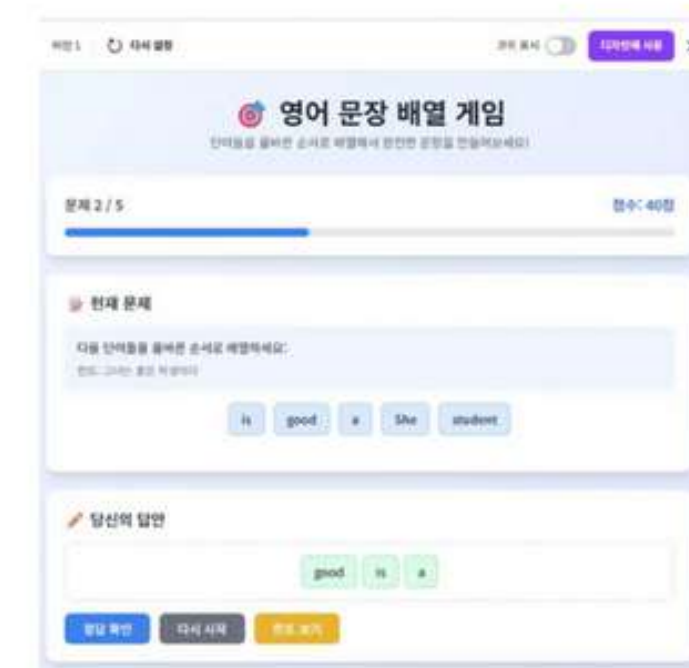


1. Tetromino Blocks
: A set of 7 unique tetromino shapes, each consisting of 4 square blocks; minimalistic 2D game art style with vivid colors.
2. Mobile Control Buttons
: Essential buttons for left/right movement, downward movement, and rotation when running on smartphones; simple UI design, touch-friendly.



For better viewing on mobile,
please use desktop mode.

3. Educational Game-English Sentence Ordering



Prompt TIP



Even a single sentence like "Create an English sentence ordering game." is enough!



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please use desktop mode.

Examples of Prompt-Coded Games

[Appendix]

4. Educational Game -Phonics Picture Card Game



Prompt TIP



Even a single sentence like “Create a phonics picture card game.” is enough!



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Examples of Prompt-Coded Games

[Appendix]

5. Educational Game -Solar System Exploration Game



Prompt TIP



1. “Create a role-playing game with dialogue related to the solar system.”
2. “Add battle and ranking systems.”
3. “Add a quiz system.”



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Community Engagement by a Regional Flagship University

: Case Studies from Faculty-led Community Collaboration Projects at Jeju National University

Presenter
Dr. Heupil Kim

Department of Practical Arts Education, Teacher's College, Jeju National University, Korea
Currently serving as a Visiting Scholar at the Bayh College of Education, Indiana State University

Date: October 2, 2025

Location: Terre Haute, Indiana, USA

Introduction

Issues in Local Communities and the Strategic Role of Regional Universities

Structural Challenges Resulting Phenomena University's Critical Role

- Population decline in regional areas
- Youth migration to metropolitan regions
- Accelerating aging demographics

- Weakening regional economies
- Fading regional identity
- Loss of local cultural heritage

- Community problem-solving initiatives
- Local talent development hub
- Cultural preservation
- catalyst

Contents



Introduction



The Role of Jeju National University as a Regional Flagship University Case Studies of Localized Education Projects



Implications



Introduction

The Need for a Localized Education Strategy and Research Objectives

Localized Education

- An educational strategy that directly connects regional realities and community issues with the curriculum, aiming to cultivate strong regional identity and civic responsibility

Presentation Objectives

- Explore Jeju National University's community engagement activities
- Analyze university-led regional collaboration project cases

Research Scope & Limitations

- This presentation focuses solely on cases in the Jeju region
- Analysis centers on projects in which the presenter participated as principal or co-researcher

Jeju National University as the Regional Flagship University of

Island Geography

- Korea's southernmost volcanic island featuring unique ecological and cultural treasures including Hallasan Mountain and traditional haenyeo diving culture

Tourism Economy

- Population: approximately 700,000; annual tourist arrivals: about 13.37 million. Tourism is central to the local economy.
- For reference, Hawaii's 2024 population is around 1.45 million, with approximately 9.7 million annual visitors.

Demographic Challenge

- The current population is approximately 700,000. About 13.37 million tourists visit the island annually, making tourism the core foundation of the local economy.

As Jeju's premier educational institution, Jeju National University serves as the regional flagship university uniquely positioned to address local challenges while preserving the island's distinctive heritage and natural environment.

Jeju National University as the Regional Flagship University of Jeju

The Mission as a National Flagship University

Place-Based Education

- Unique curricula celebrating Jeju's heritage, including haenyeo diving culture studies and specialized regional programs that preserve local identity. Regional talent admission tracks ensure educational opportunities for local students.

Community-Engaged Learning

- Hands-on learning through internships, living laboratories, and problem-solving courses that address real challenges facing Jeju. Students work directly with local organizations to create meaningful solutions.

Education that honors our past while building our future -connecting Jeju's unique cultural landscape with academic innovation.

Jeju National University as the Regional Flagship University of

Established in 1952, Jeju National University stands as the island's sole comprehensive national university, serving approximately 10,000 students across diverse academic disciplines.

Academic Excellence

- Offering comprehensive education through 15 colleges, including Humanities, Social Sciences, Natural Sciences, Engineering, Medicine, Law, and Education.

Regional Leadership

- As Jeju's premier educational institution, we cultivate local talent and drive innovation, serving as the intellectual cornerstone of the island community.

Community Impact

- Dedicated to regional development through research initiatives, cultural preservation, and strategic partnerships that strengthen Jeju's social and economic foundation

Jeju National University as the Regional Flagship University of J

Jeju Island



South Korea & USA



Jeju Island

JejuNationalUniversity as the Regional Flagship University of J Jeju Island



Dol Hareubang (stone grandfather)



Seongsan Ilchulbong (sunrise peak)

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Manjanggul (lava tube)



canola flowers

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horses



Haenyeo (woman divers)

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Jusangjeolli Cliff (columnar jointing)



Cheonjiyeon Waterfall

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Hamdeok Beach



Yongmeori Coast

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School-Based TRIZ Invention Education Program

This program is a collaborative initiative between elementary schools and elementary teacher education institutions. It is an educational service program in which pre-service elementary teachers visit schools to deliver TRIZ-based invention education.



JejuNationalUniversityastheRegional Flagship University of Jeju National University



Ara Campus



Sara Campus

CaseStudiesofLocalizedEducation Projects

Program Overview

Duration

Academic Years 2010–2012 (1st and 2nd Semesters)
24 Saturday sessions per semester

Participants

Supervising Professor: 1
Mentors: Approximately 10 pre-service teachers
Mentees: Approximately 30 elementary students (Grades 5–6)

Structure

Each team of two pre-service teachers mentors a group of about four elementary students

Collaboration

Jeju Office of Education (Financial Support)
Elementary Schools
(Student recruitment, venue provision)

Case Studies of Localized Education Projects

Program Objectives

Creative Thinking Enhancement

Systematic progression through idea generation, analysis, evaluation, and product creation phases

Social Understanding

Building connections between invention, technology, and societal impact through practical applications

Collaborative Learning

Group-based activities promoting peer interaction and cooperative problem-solving skills

Teacher Capacity Building

Developing instructional competencies through direct classroom experience and structured feedback sessions

Case Studies of Localized Education Projects

Teaching Methods

Individual Activities

Focused on cognitive skill development and personal creative expression

Group Activities

Collaborative TRIZ learning, invention conceptualization, and prototype construction

Teacher Facilitation

Pre-service teachers actively participate in group instruction and provide real-time feedback

**Learning Portfolio System**

Each session's outcome is systematically organized in clear files, creating comprehensive learning portfolios that document student progress and creative development.

Case Studies of Localized Education Projects

TRIZ-Based Invention Education Model

Thinking Skills Development

- Divergent thinking activities
- Convergent thinking exercises

TRIZ Technique Learning

- TRIZ theory introduction
- 40 TRIZ principles study

Invention Activities

- Problem identification
- Planning and application
- Prototype creation

Product Evaluation

- Self-assessment
- Peer evaluation
- Teacher feedback

Key TRIZ techniques adapted for elementary students:

Division, Local Quality, Universality, Disposability, Nesting, Merging, and Inversion

Case Studies of Localized Education Projects

Program Timeline and Key Activities

Sessions	1-2	Program orientation and initial school visits
Sessions	3-5	Divergent and convergent thinking skill training
Sessions	6-12	TRIZ technique acquisition and conceptual drawing creation
Sessions	13-20	Prototype development and refinement
Sessions	21-22	Patent and utility model research, application practice
Sessions	23-24	STEAM integration activities and program evaluation

Case Studies of Localized Education Projects

Outcomes and Impact



Student Creative Development

Enhanced creative thinking abilities and systematic problem-solving skills through hands-on invention activities and TRIZ methodology application



Pre-Service Teacher Growth

Strengthened instructional design capabilities and classroom management skills through direct teaching experience and structured reflection



Educational Collaboration Model

Establishment and Implementation of University-School Collaboration System

Case Studies of Localized Education Projects

Program Photo Highlights



group activities



Case Studies of Localized Education Projects

Program Photo Highlights



classroom lessons

Case Studies of Localized Education Projects

Program Photo Highlights



invention-making activity



invention prototype

Case Studies of Localized Education Projects

Program Photo Highlights



invention prototpes

CaseStudiesofLocalizedEducation Projects

Program Overview

Duration -Academic Years 2015 -2019 -Weekly Saturday sessions plus intensivesummervacationprograms for sustained learning and development	Structure -Professors directly conducted the lessons -Pre-service teachers assisted as teaching aides
Participants -7 Professors -Approximately 5 pre-service teachers (as teaching assistants) -Approximately 30 multicultural elementary/middle students	Collaborating Institutions -Korea Foundation for the Advancement of Science and Creativity (Financial Support) -Jeju Office of Education (Student Recruitment)

Case Studies of Localized Education Projects

Multicultural Gifted Student Education Program

Building a comprehensive education initiative for multicultural students in Jeju region, fostering their unique cultural backgrounds while developing their academic potential. This program represents a strategic investment in nurturing diverse talents to contribute meaningfully to society.



Case Studies of Localized Education Projects

Program Goals and Strategic Direction

- Creative Convergence Programs**

Providing interdisciplinary learningexperiencesspecifically designed for multicol tural and underrepresented gifted students to maximize their unique perspectives and talents
- Glocal Talent Development**

Cultivating global citizens with strong local roots through Jeju-based research projects and international exchange activities that bridge cultural understanding
- Integrated STEAM Education**

Operating comprehensive programs in mathematics, science, invention, STEAM, and cultural-linguistic exchange to develop well-rounded academic excellence
- Continuous Growth Support**

Implementing one-on-one mentoring system with pre-service teachers to provide sustained academic and social support throughout students' educational journey

Case Studies of Localized Education Projects

Program Implementation Results (2018)

23

Offline Sessions

Regular weekly educational programs covering various STEAM subjects and cultural exchange activities

4

Special Camps

Intensive learning experiences including invention camps, science exploration, and cultural immersion programs

27

Mentoring Sessions

Personalized guidance and support sessions for individual student development and academic progress

The mentoring system is based on designated faculty responsibility. The faculty members and pre-service teachers work collaboratively to ensure each student receives comprehensive academic and personal support.

Case Studies of Localized Education Projects

Four-Year Program Achievements

Intellectual Property Success

Registration of 1 Design and 2 Patents

Regional STEAM Recognition

4 awards in STEAM CUP, Jeju Regional Robot Competition

National Competition Excellence

6 students awarded in Korea Crystal Growth Contest, with additional participation in S/W Robot Golden Bell Competition, showcasing academic excellence on national platforms

International Achievement

2 awards at 2017 Malaysia World Youth International Invention Exhibition

Case Studies of Localized Education Projects

Key Program Activities (2018)

TRIZ Invention Education

Students developed innovative Jeju tourism souvenir ideas, resulting in patent applications and research paper publications, demonstrating practical problem-solving skills

STEAM Maker Activities

Hands-on creative design and manufacturing experiences that combine science, technology, engineering, arts, and mathematics in practical projects

Jeju Ecological Research

Environmental learning through Jeju forest and Hallasan mountain exploration, connecting students with local natural heritage and ecological conservation principles

App Inventor Training

Personalized mobile application development projects allowing students to create solutions addressing their unique multicultural experiences and community needs

World Cuisine Science

Family-inclusive cultural cooking experiences that explore scientific principles while celebrating diverse cultural backgrounds and promoting multicultural sensitivity

Advanced Technology Camps

Cutting-edge programs including tourism planning projects, cultural exchange MOUs, and cybersecurity education covering cryptocurrency and blockchain technology

Case Studies of Localized Education Projects

Program Photo Highlights



scientific inquiry activities

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Program Photo Highlights



STEAM activities



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Program Photo Highlights



participation in exhibitions



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Program Photo Highlights



World Cuisine Festival activity



calculating the area of Jeju island activity

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Program Photo Highlights



plant growing activity



nature ecology exploration activity

Case Studies of Localized Education Projects

Program Photo Highlights



camp

Case Studies of Localized Education Projects

Program Photo Highlights



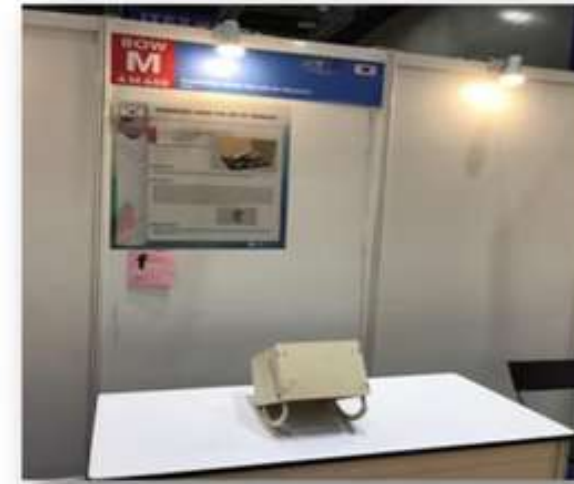
design registration



patent registration_Bendable Electric Plug

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Program Photo Highlights



participation in the Malaysia International Invention Exhibition



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Program Photo Highlights

patent registration
Foldable Electric Cable Organizer

Practical Arts Textbook featuring the invention

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Program Photo Highlights



the invention unit featuring the invention

CaseStudiesofLocalizedEducation Projects

Competition Overview

- **Host Organizations**
Jeju NationalUniversityIntellectualProperty Education Center
Jeju Special Self-Governing Province
- **Management**
Jeju National University IP Education Leading University Project Team
- **Sponsorship**
Korean Intellectual Property Office
Korea Invention Promotion Association

The Jeju National University Intellectual Property Education Center operates educational programs related to intellectual property at the undergraduate, master's, and doctoral levels, and carries out various projects to support students' employment and entrepreneurship in the field of intellectual property

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Jeju Traditional Culture Trademark & Design Competition

Transforming Jeju's unique traditional culture, symbols, and resources into innovative trademarks and designs while fostering creative talent and strengthening intellectual property capabilities in the region.



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Competition Structure & Timeline

- **Eligibility & Team Formation**
 - Elementary, middle, high school students
 - University students and general public
 - Individual or teams up to 3 members
 - Works must be new or publicly disclosed less than 6 months
- **Annual Schedule**
 - Competition held once per year since 2019
 - Phase 1: Document Review**
Initial written evaluation of submissions
 - Phase 2: Presentation**
Final presentation evaluation
- **Special Benefits**
Outstanding winners receive intellectual property filing support including professional trademark and design application services with patent attorney consultation.

Case Studies of Localized Education Projects

Competition Categories

Trademark Division

Create innovative brands using Jeju dialect and cultural elements that evoke the essence of Jeju Island

- Local language integration
- Cultural symbol incorporation
- Brand identity development

Design Division

Develop compelling visual designs that showcase Jeju's rich cultural heritage through modern design approaches

- Traditional motif modernization
- Cultural storytelling through visuals
- Contemporary design applications

Case Studies of Localized Education Projects

Program Photo Highlights 2021 Cases



trademarks

Case Studies of Localized Education Projects

Program Photo Highlights 2021 Cases



trademarks

Case Studies of Localized Education Projects

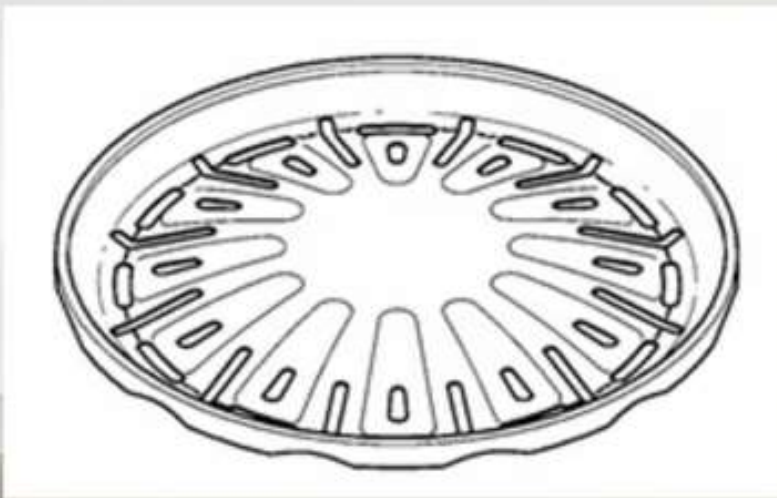
Program Photo Highlights 2021 Cases



trademarks

Case Studies of Localized Education Projects

Program Photo Highlights2021 Cases



designs

Case Studies of Localized Education Projects

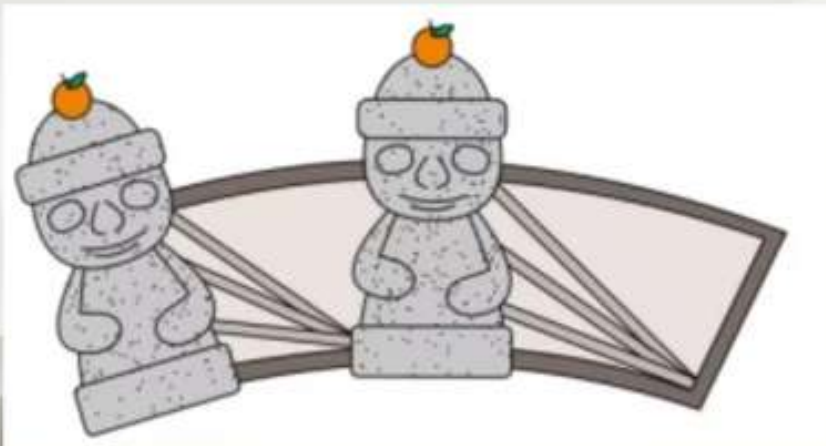
Hydroponic Plant Observation
Program

A comprehensive educational initiative using hydroponic cultivation systems to help elementary students observe and learn about native Jeju plants. This innovative program overcomes traditional time and space constraints while fostering scientific inquiry and ecological awareness in classroom environments.



Case Studies of Localized Education Projects

Program Photo HighlightsDesign,2021 Cases



designs

CaseStudiesofLocalizedEducation Projects

Program Overview

Operation Period

July 2024 -Ongoing

Participants

- 1 professor
- 1 elementary school teacher
- 20 elementary school students

Partner Organizations

- Jeju National University
RISE Project Group
(financial support)
- Elementary School
(providing space for
hydroponic systems and
program implementation)

Case Studies of Localized Education Projects

Current Educational Challenges Related to Plant Observation

Time & Space Limitations

Traditional plant observation requires outdoor access and extended timeframes that don't align with classroom schedules

Limited Sustainable Tools

Lack of practical, long-term ecological observation tools suitable for elementary classroom environments

Case Studies of Localized Education Projects

Implementation Timeline & Activities

- July 2024**
Project planning, institutional agreements, and team formation
- July-October**
Wildflower research and hydroponic plant selection, securing installation spaces
- October-November**
Hydroponic system design, construction, and classroom installation
- November-February 2025**
Program development, classroom implementation, and evaluation meetings

Case Studies of Localized Education Projects

Solutions

Research-Based Plant Selection

Literature review to identify Jeju native plants suitable for hydroponic cultivation

Custom DIY Systems

Design and install hydroponic systems specifically adapted for elementary school environments

Integrated Curriculum

Develop comprehensive programs combining practical skills, science, and arts education

Case Studies of Localized Education Projects

Key Educational Benefits

Emotional Well-being

Through observing the growth process of plants, students demonstrated the use of nature-friendly language and showed a positive attitude toward living organisms

Scientific Curiosity

Significant increase in student interest and curiosity about plant life, fostering natural scientific inquiry and observation skills.

Environmental Benefits

Classroom air purification and creation of green learning environments that support both physical and mental health.

Case Studies of Localized Education Projects

Program Photo Highlights



making a hydroponic system



transplanting plants

Case Studies of Localized Education Projects

Program Photo Highlights



observing plants



Case Studies of Localized Education Projects

Program Photo Highlights



growing plants



Case Studies of Localized Education Projects

Program Photo Highlights



plant growth observation sheets

Case Studies of Localized Education Projects

Program Photo Highlights



plant growth observation sheets

Case Studies of Localized Education Projects

Program Overview

- **Host Institution**
Department of Elementary Practical Arts Education, Teacher's College, Jeju National University
- **Participants**
20 members including professors, pre-service teachers, graduate students, and current/retired teachers
- **Duration**
2005-ongoing
- **Support**
Jeju National University RISE Project

Mission & Purpose

- Develop and operate Jeju-specific practical arts education programs that reflect regional characteristics while fostering community-based experiential learning practices.
- Strengthen learning community networks to support regional growth and enhance teachers' capabilities in creating educational materials.

Case Studies of Localized Education Projects

Jeju Localized Education Through Experience-Based Learning Communities

Building practical educational capabilities for teachers through hands-on learning programs that utilize Jeju's unique educational resources and strengthen regional education networks.



Case Studies of Localized Education Projects

Background & Educational Needs

Community Network Strengthening

- Supporting regional community growth through enhanced learning community networks among pre-service and in-service teachers.

Resource Utilization Gap

- Addressing the shortage of integrated curriculum-based localized education programs that effectively utilize Jeju's specialized resources.

Teacher Capacity Building

- Enhancing elementary school teachers' competencies in implementing teaching and learning practices and developing instructional materials using local content.

CaseStudiesofLocalizedEducation Projects

Program Activities\$2024)

- **June: Natural Soap Making**
Creating traditional Jeju herb-infused soaps using local plants and natural ingredients
- **July: Omeogi Rice Cake**
Learning the traditional Jeju rice cake making process and its cultural significance
- **August: Blueberry Syrup**
Processing local Jeju blueberries into traditional Korean fruit syrups
- **September: Traditional Soybean Paste**
Exploring ancestral wisdom through authentic Jeju soybean paste fermentation methods
- **October: Jeju Kimchi**
Preparing regional kimchi varieties using Jeju's vegetables
- **November: Oreum Ecological Exploration**
Field study of Jeju's volcanic cones and their unique ecosystem characteristics
- **December: Fragrance Crafting**
Creating room sprays using Jeju's native aromatic plants and essential oils

💡 Some of the experiential learning themes vary each year.

CaseStudiesofLocalizedEducation Projects

Program Photo Highlights



the publication
(Practical Arts Jeju Localization Education)



making Omegitteok
(Jeju traditional rice cake)

Case Studies of Localized Education Projects

Educational Outcomes

- Development of newJeju-localized learning themes
- Strengthening the competencies of pre-service and in-service teachers in developing Jeju-localized curricula
- Enhancement of practicum and practicum supervision skills
- Establishing an educational network among professors, pre-service teachers, in-service teachers, and retired teachers

Case Studies of Localized Education Projects

Program Photo Highlights



making Jeju clay pottery



exploring a Jeju Oreum
(volcanic mountain)

Case Studies of Localized Education Projects Program Photo Highlights



making Kimchi



developing Jeju-inspired perfumes

Case Studies of Localized Education Projects Program Photo Highlights



making a nightstand using Jeju ceda



making a flower pot using Jeju conch shells

Case Studies of Localized Education Projects Program Photo Highlights



making Doenjang
(fermented soybean paste)



making flower pots using seashells

Implications

Case Studies of Jeju-Based Localized Education Programs

- School-BasedTRIZ Invention Education Program
- Multicultural Gifted Student Education Program
- Jeju Traditional Culture Trademark & Design Competition
- Hydroponic Plant Observation Program -Jeju Localized Education Through Experience-Based Learning Communities

Implications

Development of Diverse Jeju-Localized Education Programs

Educational programs utilizing local resources from the Jeju region have been developed and implemented, confirming the educational value of Jeju-specific content.

Fostering Student Creativity and Active Learning Attitudes

Invention education and plant observation programs proved beneficial in encouraging creative activities and nurturing nature-friendly attitudes. Students who participated generally demonstrated positive and active engagement in task completion.

Implications

Strengthening Teacher Competency

Both pre-service and in-service teachers who participated in the programs enhanced their competencies in program development and instructional design.

Establishment of a Sustainable Partnership Model

A long-term cooperative framework connecting universities, schools, and the local community has been established to support ongoing educational innovation.

Reinforcement of Regional Identity

Participants developed a deeper interest in Jeju's unique culture and confirmed the educational value of Jeju-localized teaching and learning materials.

Thank you

춘향가 중 사랑가 Love Song

정자 노래를 들어라. 정자 노래를 들어라.
너와 나와 유정허니 어찌 아니 라정허리.
담담장강수유원객정 하교불상송허니
강수에 원함정

My love, please listen. My love, oh please,
listen to this song.
Because we love so deeply, I cannot help
but be tender with you.
The flowing river seems like a
guest from far away.
And even on the bridge, I cannot bear
to apart from you.
The trees by the riverside, They too,
share a love so deep.

송군남포 불승정 하남태수의 희우정
삼태육정의 백관조정 소지원정 주어진정
니 마음 일편단정, 내 마음 원형이정

I don't want to let you go.
For where there is love, there is joy.
Even the liege should see
how true this heart of mine is.
Your heart is steadfast
and mine flows as naturally
as spring water.

양인심정이 탁정타가 만일 과정이 되랴이면
 북통절정 걱정되니 진정으로 안정허자런 고정자 노래라.
 사랑이로구나 내사랑이야. 사랑사랑사랑 내사랑이야.

Our hearts are joined as one
 and if ever we drift apart,
 The pain would be too much to bear.
 So I sing this song to seal our promise.
 Let us love with all our hearts, truly.
 You are my love.
 My love, my love,
 you are my one and only.

(가야금 간주) 징파지 지라징허니 외가지 단창외
 니 먹을라느냐? 아니 그것도 나는 싫어. 어허둥둥 내사랑이야.
 그럼 또 니 무엇 먹으랴느냐? 니가 무엇을 먹으랴느냐?
 시금털털 개살구를 애기 서는데 니 먹을라느냐

(Gayageum Interlude)

Doryeong: Some melons are long,
 some are round. But would you like a
 sweet one?

Chunhyang: No.

Doryeong: Then what would you like,
 my love?

Would you like a tart green apricot?

아니 그것도 나는 싫소. 그럼 니 무엇을 먹으랴느냐,
 니가 무엇을 먹으랴느냐. 능금을 주랴? 포도를 주랴? 석류를
 주랴? 유자를 주랴? 둥둥둥 내사랑이야. 섬마둥둥 내사랑이야.
 사랑사랑사랑 내사랑이야. 어허둥둥 내사랑.

Chunhyang:

No.

Doryeong:

Then what shall I give you? An apple?
 Some grapes? A fragrant yuja? A ruby
 pomegranate? My sweet, sweet darling,
 You are my love. My precious, precious
 love. My love, my love, my only love.

배트노래

Boat Song

어이=디야=

Eo-ya-di-ya

어기야디여차 어허야디야아 어기여차 뱃놀이 가잔라.
부딪히는 파도 소리 잠을 깨우니
들려오는 노소리 처량도 하구나.

Eogiya diyeocha, eoheoyadiya,
eogiyeocha — let's go boating.
The sound of crashing waves Wakes
me from sleep,
The sound of rowing oars is lonely
And sorrowful.

어기야디여차 어허야디야아 어기여차 뱃놀이 가잔다.
만정창파에 몸을 실리어
갈매기로 뱃을 삼고 싸워만 가누나.

Eogiya diyeocha, eoheoyadiya,
Eogiyeocha — let's go boating.
We entrust our bodies to the
Wide and blue sea,
Taking seagulls as our friends, We
go forward, struggling.

어야디야 어야디야 어기야디야 에헤에헤야
에헤헤헤 에헤야어허야 어야디야
달은 밝고 명랑헌데 고향생각 절로난다 어야디야

Eoyadiya, eoyadiya, eogiyadiya,
Ehe Ehe ehaya,
Ehehehe, ehaya eoya, eoyadiya.
The moon is bright and cheerful,
So thoughts of home come to me
Naturally. Eoyadiya.

여기가 어디고 숨은 바위라 숨은 바위면 배 다칠라
배 다치면 큰일난다 아파 야들아 염려마라 에헤에헤야
에헤헤헤 에헤야어허야 어야디야
어기야어기야어기야 어기여차 뱃놀이 가잔다.

Where are we now? A hidden rock.
If it's a hidden rock,
The boat could be damaged.
If the boat is damaged, it's a big problem.
Don't worry, everyone. Ehe ehaya,
Ehehehe, ehaya ehoya, eoyadiya.
Eogiya eogiya eogiya —
Eogiyeocha, let's go boating.

Studying abroad in Korea



www.studyinkorea.go.kr

QR code to access



WHY KOREA? Why Study in Korea?

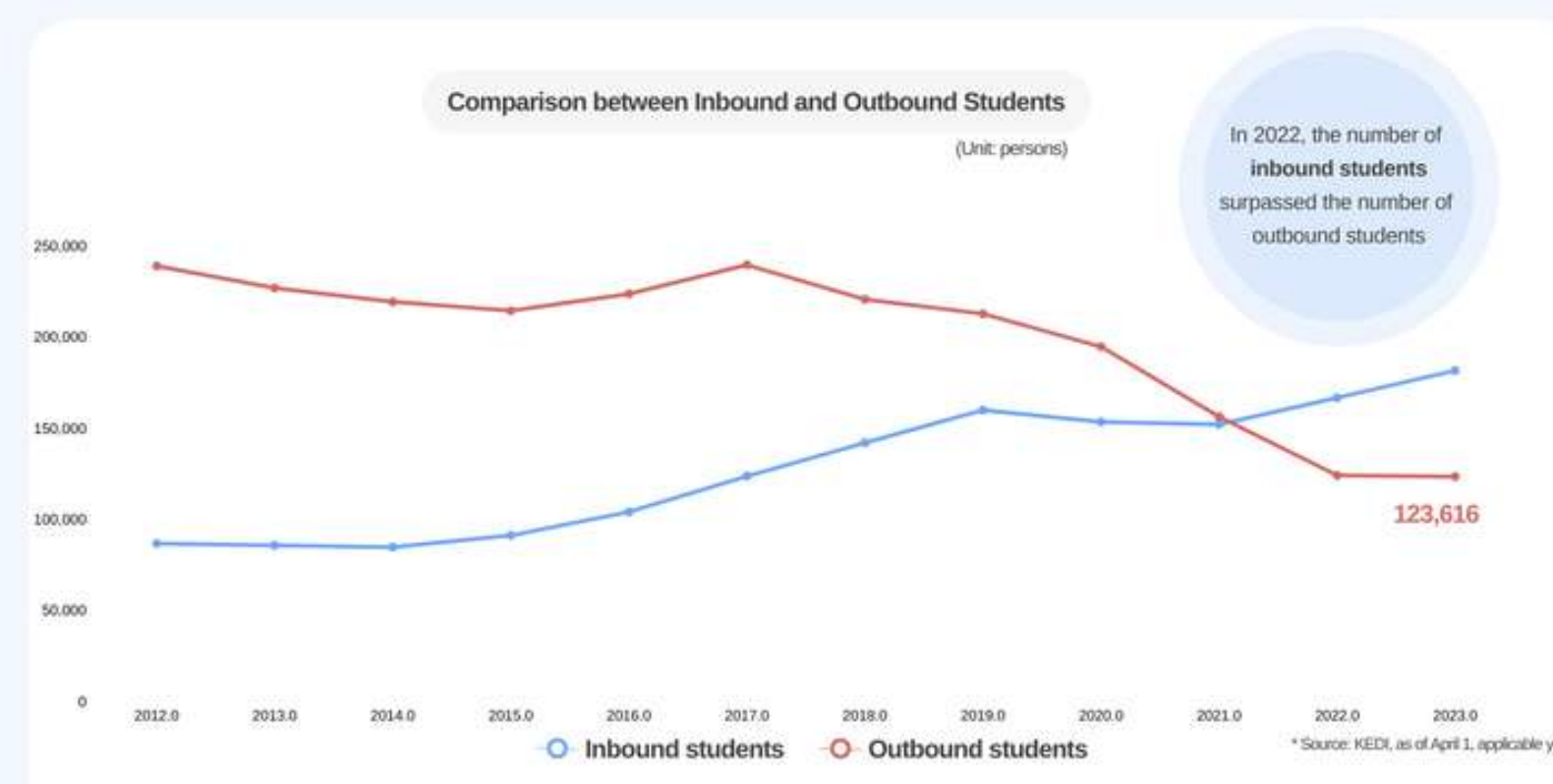
Korea was able to achieve **economic growth and democratization** in **just 40 years**, a feat that took the West over 200 years.
The reason for the development that amazed the world is precisely "Korea's education."

According to recent OECD findings,
Korea's educational competitiveness is at **the highest level worldwide!**

Why not pursue your studies in Korea,
a country of **powerful economy** in addition to **its cultural influence?**



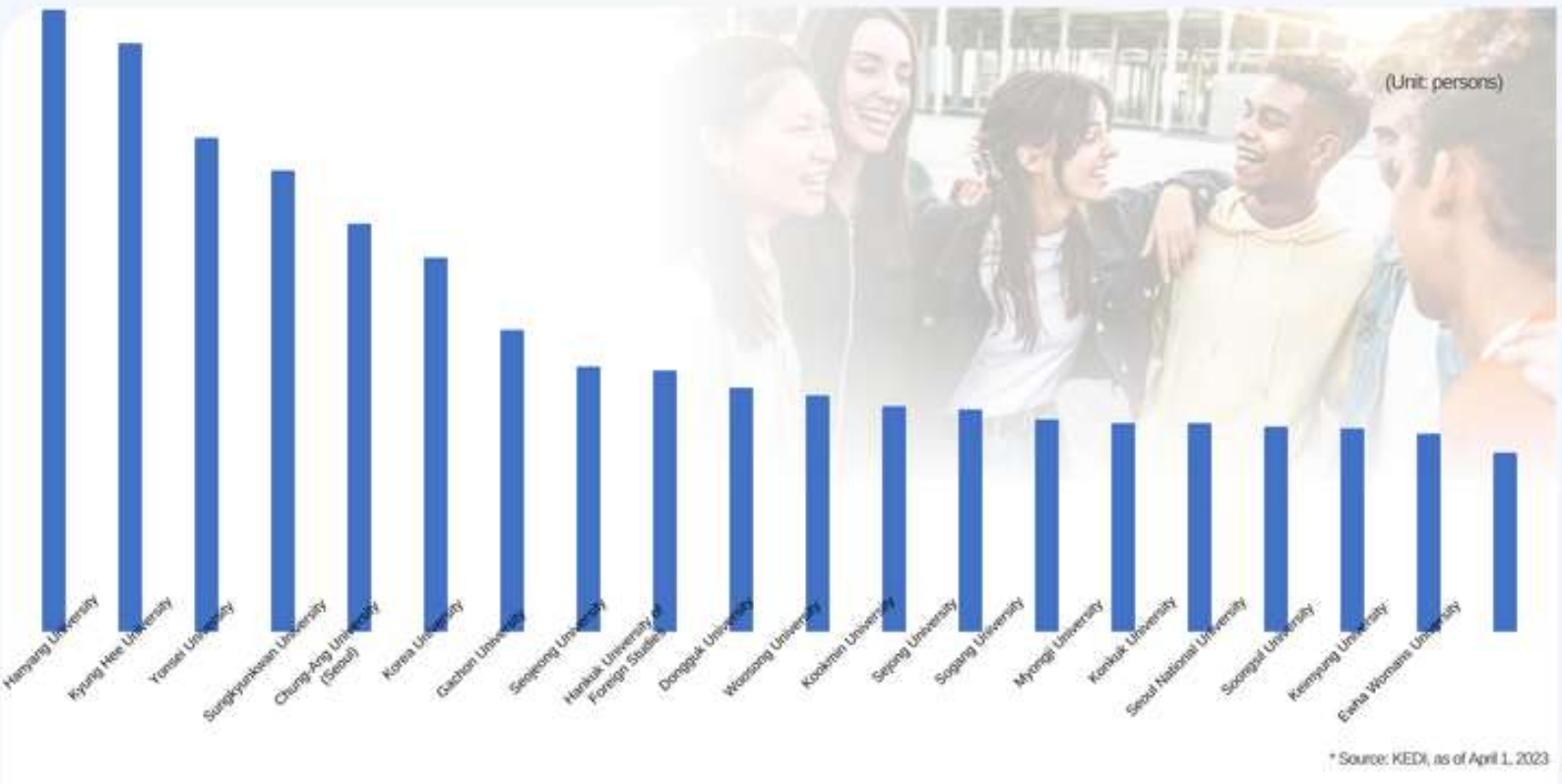
Number of International Students in Korea by Year



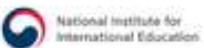
International Students by Degree Program



Top 20 Universities in Korea with International Students



Overview of Applying to Korean Universities



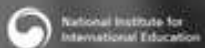
Required Documents

- Application for confirmation of visa issuance
- Certificate of admission
- Final academic credentials
- Financial documents
- Certificate of family relations
- Educational institution's business registration certificate

Universities have different application periods and required documents for admission. Please check the application guidelines of your university in advance.

Depending on the type of document (usually the final academic credentials), notarized translation and authentication (Apostille) may be required.

What to Know before Coming to Korea



Current State of Higher Education Institutions in Korea

National Institute for
International Education
(Unit: schools)

Year	Higher Education Institution	Undergraduate				Graduate school university
		General University	University of Education	Junior College	Other	
2023	424	190	10	133	47	44
2022	426	190	10	134	47	45
2021	426	190	10	134	47	45
2020	429	191	10	136	47	45
2019	430	191	10	137	47	45
2018	430	191	10	137	47	45
2017	430	189	10	138	47	46
2016	430	189	10	138	47	46
2015	431	189	10	138	47	47
2014	431	189	10	139	49	44
2013	431	188	10	140	50	43

* Higher education institutions include general universities, industrial universities, universities of education, junior colleges, open universities, cyber universities, technical colleges, miscellaneous colleges, graduate schools, specialized colleges, lifelong education centers in the form of distance education, lifelong education centers in the form of intra-company universities, and polytechnic colleges
* The "Other" category includes industrial universities, open universities, cyber universities, technical colleges, miscellaneous colleges, specialized colleges, lifelong education centers in the form of distance education, lifelong education centers in the form of intra-company universities, and polytechnic colleges

* Source: KEDI, as of April 1, applicable year

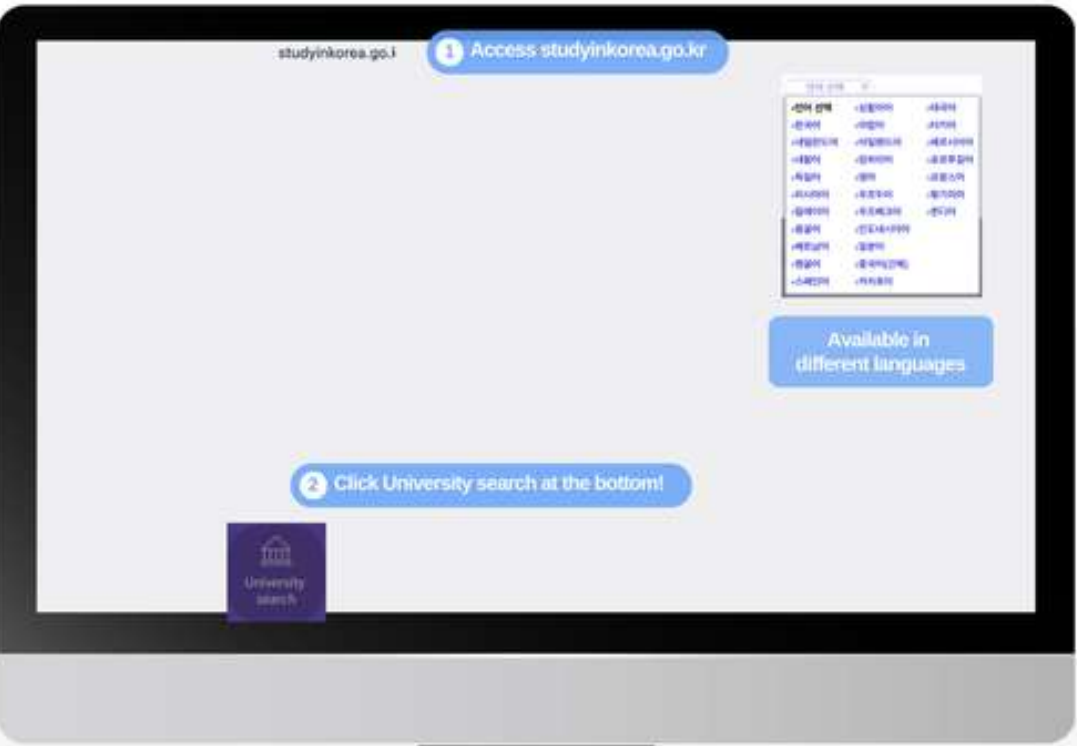
Useful Websites to Help You Choose Your University in Korea

National Institute for
International Education



How to Choose a University in Korea

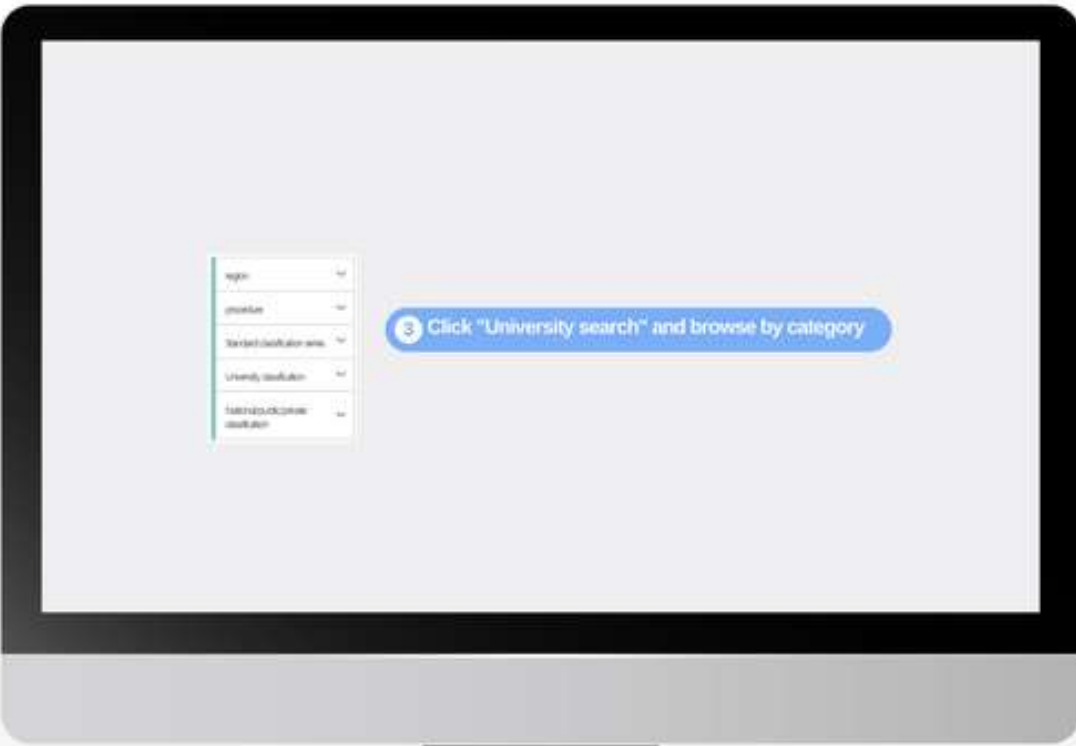
National Institute for
International Education



StudyinKorea
www.studyinkorea.go.kr

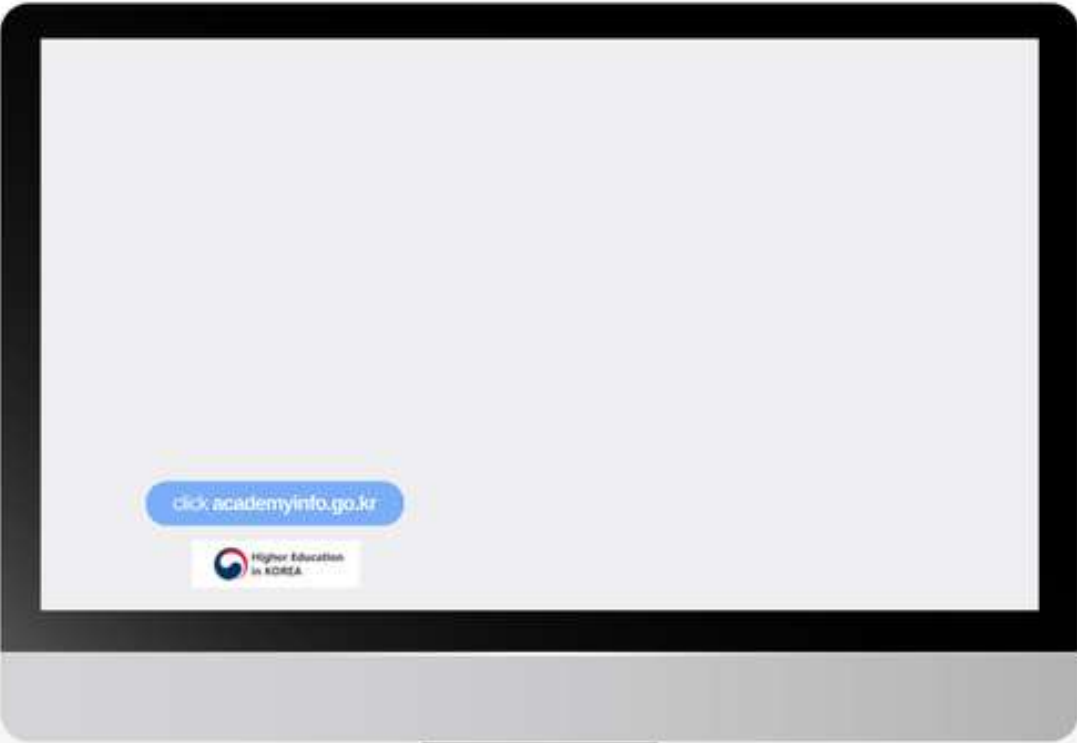
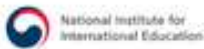
How to Choose a University in Korea

National Institute for
International Education



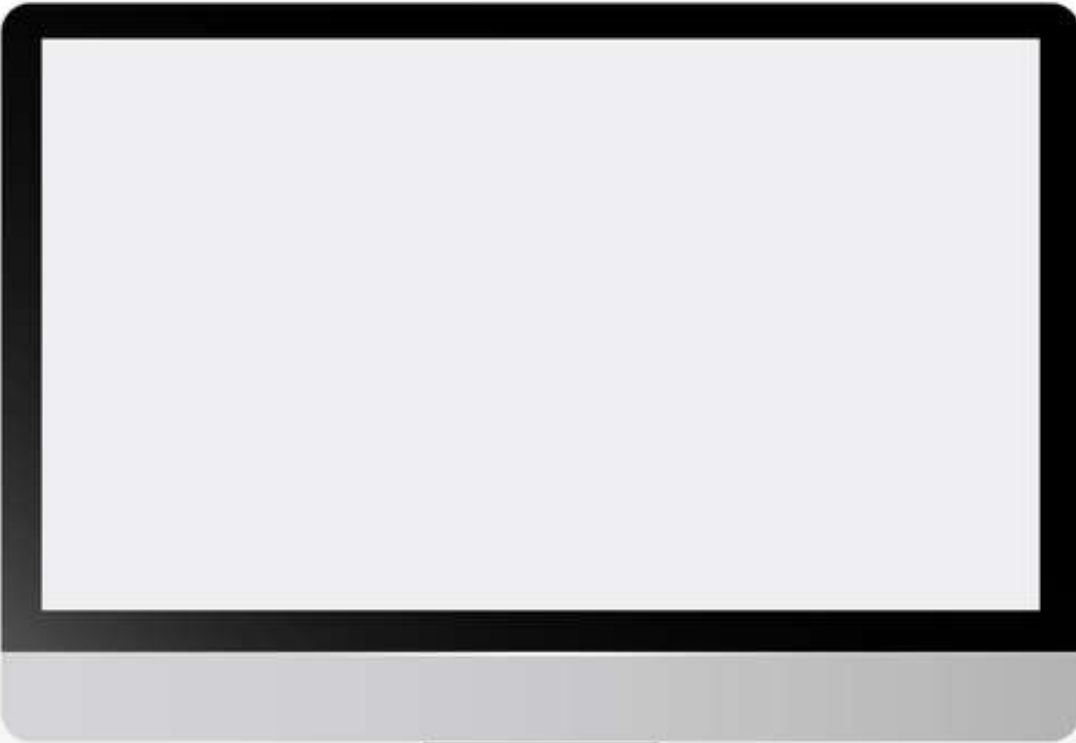
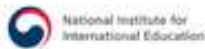
StudyinKorea
www.studyinkorea.go.kr

How to Choose a University in Korea



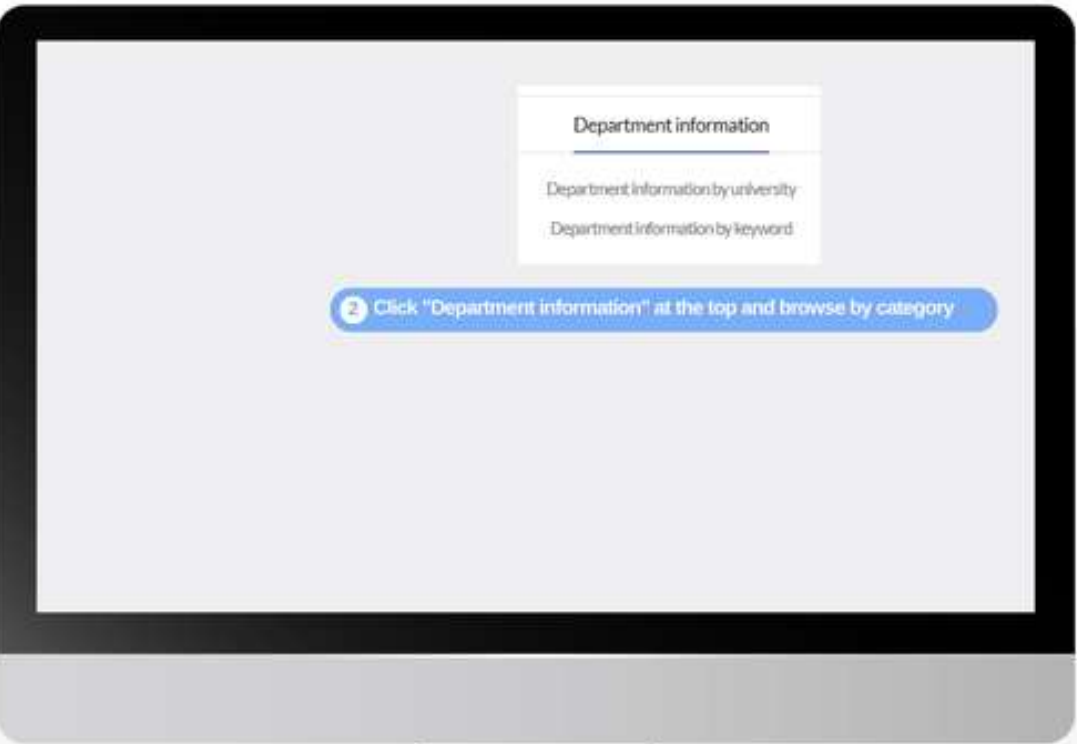
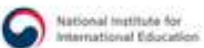

Study in Korea
www.studyinkorea.go.kr

How to Choose a University in Korea



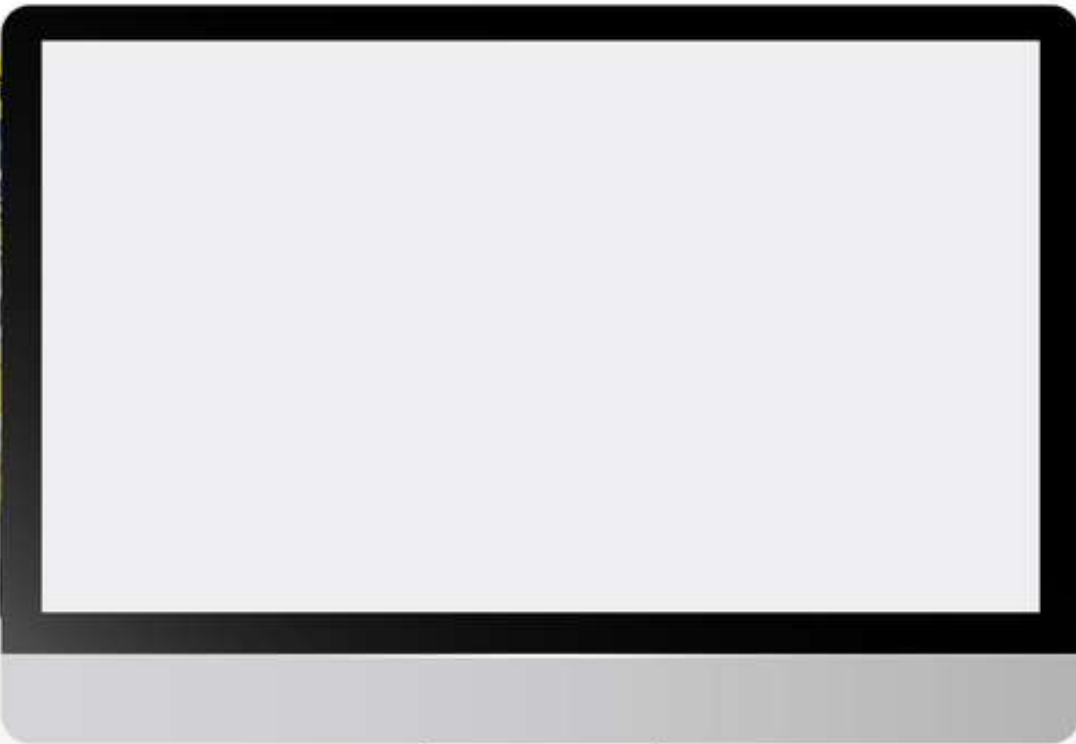
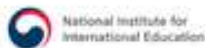

Academy info
www.academyinfo.go.kr

How to Choose a University in Korea



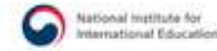

Academy info
www.academyinfo.go.kr

Getting information about Korean universities



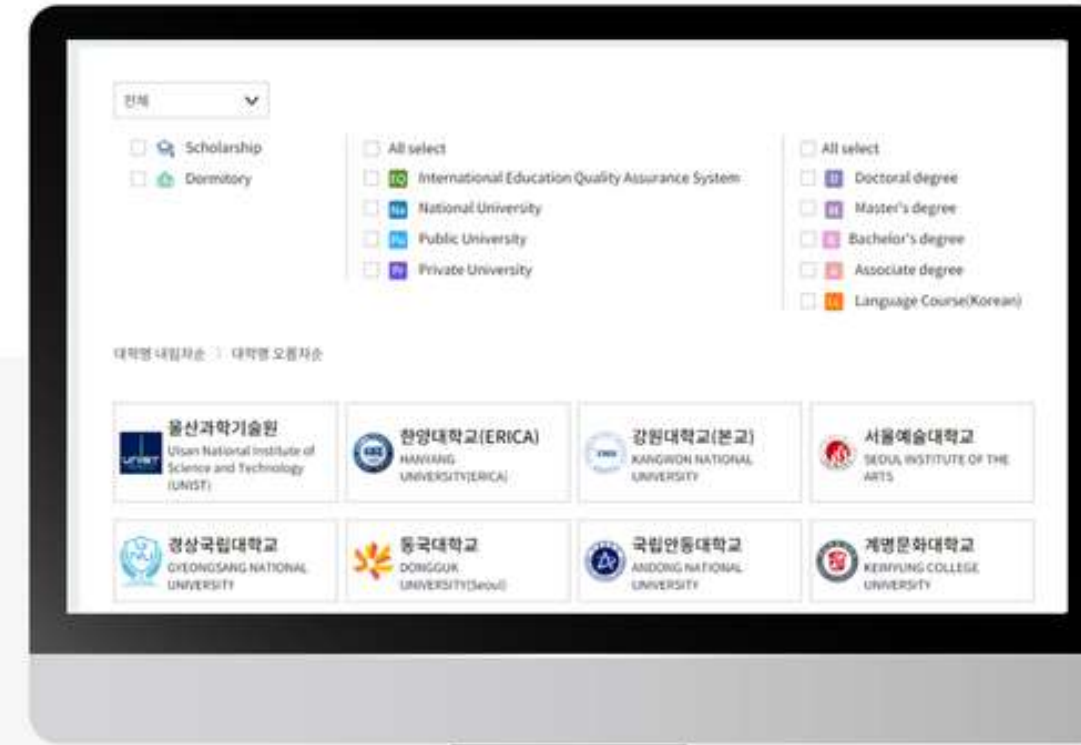
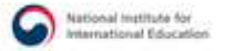

Study in Korea
Education Fairs
operating in on/ offline

Getting information about Korean universities



Study in Korea Online Education Fair
www.studyinkorea.go.kr

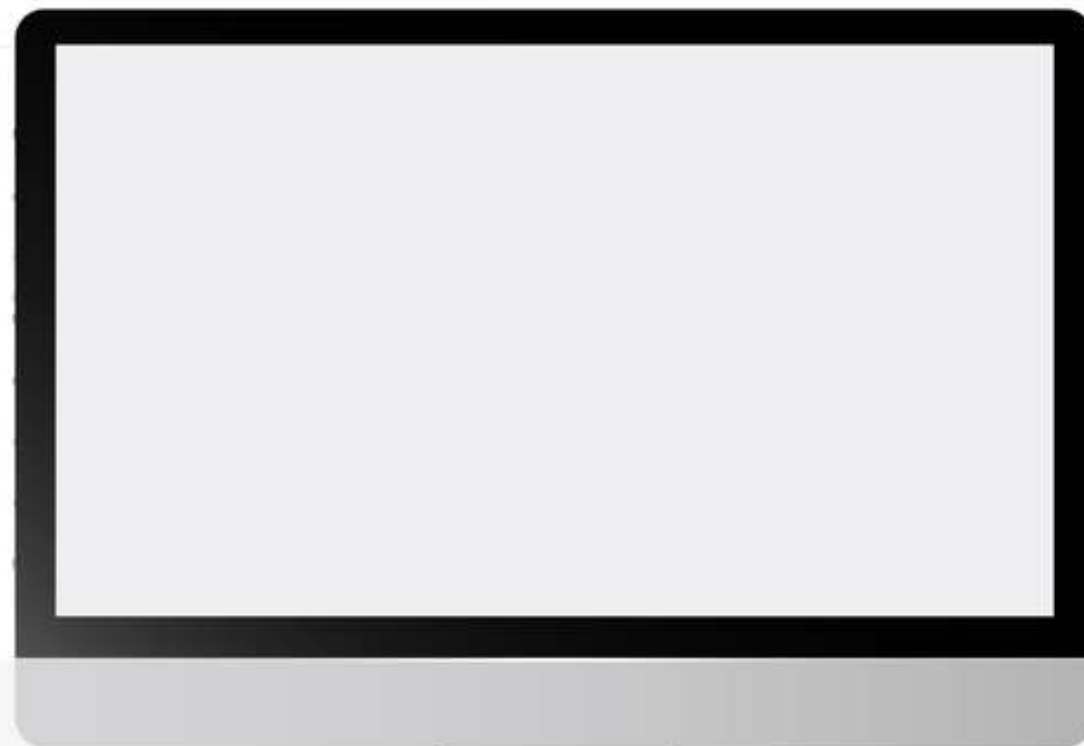
Getting information about Korean universities



Study in Korea Online Education Fairs

- ✓ Customized by country (March ~ November, 17 countries)
- ✓ Korean language programs (April)
- ✓ With Korean local governments (July)
- ✓ With junior colleges (August)
- ✓ English track universities (September)

Getting information about Korean universities



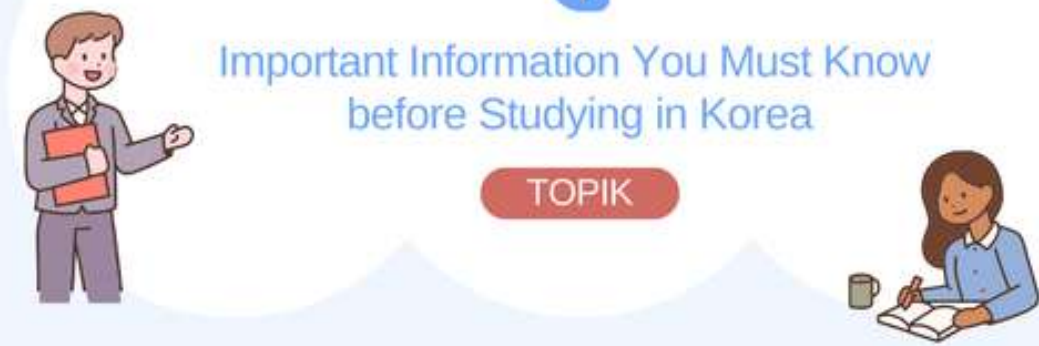
Study in Korea Online Education Fairs

- ✓ 1:1 live chat with university
- ✓ Presentation by universities (webinar)

Getting information about Korean universities



Study in Korea Education Fairs offline
 (19 cities in 17 countries)

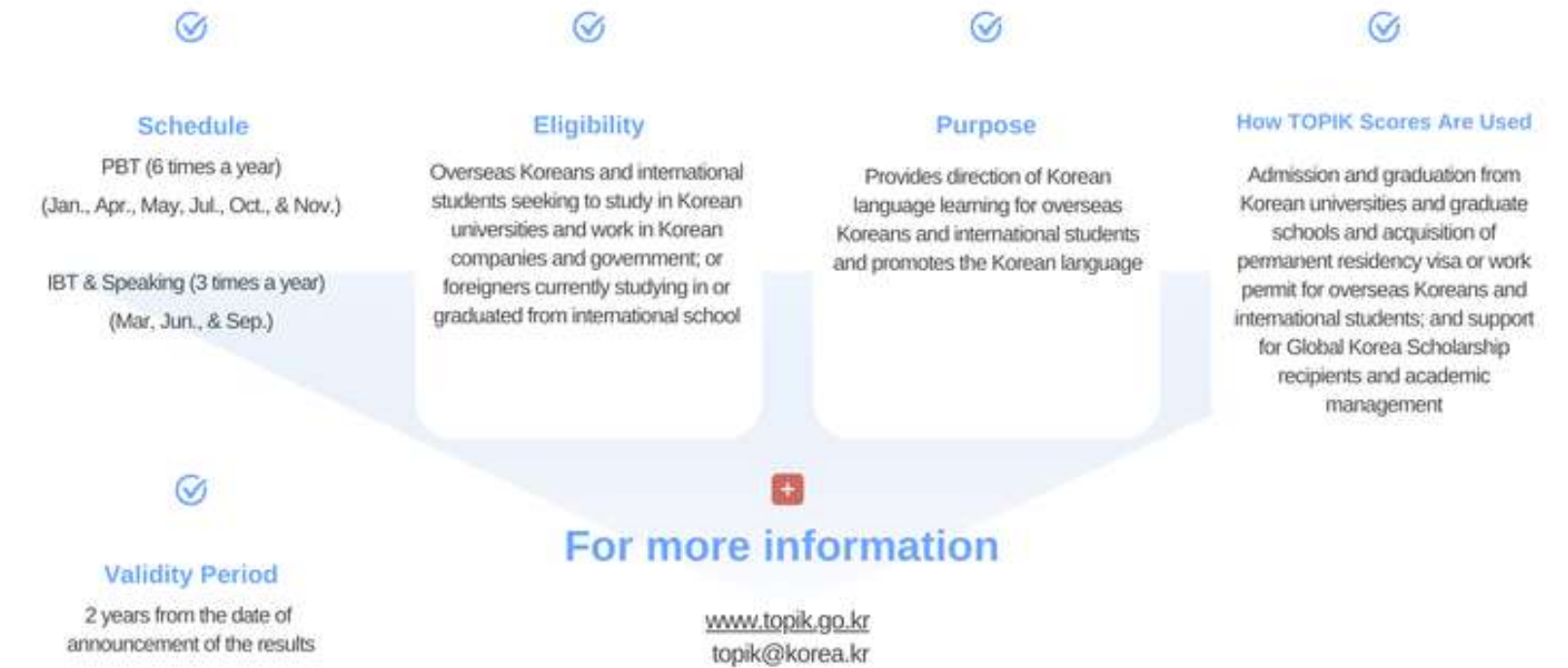


**Important Information You Must Know
before Studying in Korea**

TOPIK

National Institute for
International Education

Test of Proficiency in Korean (TOPIK)



Where You Can Learn Korean

University-Affiliated Korean language institutes

Korean language education can be received from a university-affiliated Korean language institute or public institution.

Institute	Phone	Website
Dongguk University, Dongguk Institute of Korean Language	02-2260-3471	https://interlang.dongguk.edu (KOR, ENG, CHN, JPN, VNM)
Ewha Womans University, Ewha Language Center	02-3277-6958	https://elc.ewha.ac.kr (KOR, ENG, CHN, JPN)
Hankuk University of Foreign Studies, Center for Korean Language and Culture	02-2173-2260	http://korean.ac.kr (KOR, ENG, CHN, JPN)
Hansung University, Korean Language Education Center	02-760-4374	https://hansungackkoreanindex.com (KOR, CHN)
Hanyang University, Hanyang Institute of International Education	02-2220-1663	https://iie.hanyang.ac.kr (KOR, ENG, CHN, JPN)
Konkuk University, Konkuk Language Institute	02-460-3075	https://kli.konkuk.ac.kr (KOR, ENG, CHN, JPN)
Korea University, Korean Language Center	02-3290-2971	http://kiceng.korea.ac.kr (KOR, ENG, CHN, JPN)
Kyung Hee University, Institute of International Education	02-961-0081	https://iie.khu.ac.kr (KOR, ENG)
Seoul National University, Language Education Institute	02-880-6570	https://lei.snu.ac.kr (KOR, ENG, CHN, JPN)
Sogang University, Korean Language Education Center	02-705-8088	https://klec.sogang.ac.kr (KOR, ENG, CHN, JPN)
Sookmyung Women's University, Sookmyung Global Language Institute	02-710-9165	https://lingua.sookmyung.ac.kr (KOR, ENG, CHN)
Soongsil University, Institute of International Cooperation and Education	02-620-0784	https://language.ssu.ac.kr (KOR, ENG, CHN, JPN)
Sungkyunkwan University, Sungkyun Language Institute	02-760-1345	https://koreansli.skku.edu (KOR, ENG, CHN, JPN)
Yonsei University, Korean Language Institute	02-2123-3465	https://yskil.com (KOR, ENG, CHN, JPN)

Free online Korean learning institutes

Institute	Website
Nuri-Sejonghagdang	http://nuri.ksi.or.kr (KOR, ENG, CHN, JPN, FRA, THA, VNM, ESP, IDN)
The Cyber University of Korea	https://qkorean.cuk.edu/index.do (KOR, ENG)
EBS Durian	http://www.ebs.co.kr/duriankr/course (KOR, ENG, CHN, VNM)



List of Korean Universities and Departments Offering Lectures in English

※ As of 2024, universities with the highest number of international students and major national universities

University	100% taught in English
Chungnam National University	International Studies Department
Dankook University	International Studies - International Business Administration, Global Business Administration, Mobile Systems Engineering
Ewha Womans University	International Studies, Global Korean Studies
Gachon University	Global Business administration, Computer engineering
Hankuk University of Foreign Studies	ELLT, EICC, International Studies, International Economics and Law
Hanyang University	Global Management, International Studies, Data Science
Jeonbuk National University	School of International Engineering and Science(Engineering Science Majors), School of International Studies(International Studies Major)
Kookmin University	KMU International Business School
Korea University	International Studies
Kyung Hee University	Dep. of Management, Dep. of Global Hospitality & Tourism Management, Dep. of International Studies, Dep. of Global Korean Studies
Pusan National University	Department of Global Studies
Sejong University	Div. of Global Leadership(International Affairs), Public Administration, Media and Communication, Faculty of Business Administration, Economics, Faculty of Hospitality, Tourism and Food Service Management, Music
Sogang University	International Commerce, International Relations, Asian Studies, Business Administration, Global Korean Studies, Div. of English (American Culture)
Sookmyung Women's University	Global Cooperation Major and Entrepreneurship Major in the Department of Global Services
Sungkyunkwan University	Software, School of Convergence(Global Convergence), Global Economics, Global Business Administration, Biomedical Engineering
Woosong University	Global Management, Global Railroad, AI and Big Data, Global Media and Communication Arts, Global Hotel Management, Global Culinary Arts
Yonsei University	Underwood International College(UIC): (UD, HASS, ISED)
GIST, KAIST, POSTECH, UNIST	K-STAR (Korean Universities for Science and Technology and Advanced Research) universities

Important Information You Must Know before Studying in Korea

VISA

Visa Types

Category A Persons staying for diplomacy, official duty, or under international agreement 	Category B Persons granted entry into the ROK under VWP, principle of reciprocity, etc. 	Category C Person entering Korea for temporary stay within 90 days 	Category D Persons staying for educational, cultural, and investment-related activities
Category E Persons staying for professional, non-professional activities 	Category F Persons staying on Dependent family, Resident, Overseas Korean, Permanent resident, Marriage migrant status 	Category H Nationals from countries that have a working holiday program with Korea 	Category G Persons in need of humanitarian consideration, such as treatment for industrial accidents and disease, and applicants for refugee status, etc.

D-2 (Student) Visa

Eligibility

Associate degree, bachelor's, master's, and doctorate, exchange, research, work-based learning, and visiting students

Common Documents

- 1 Visa issuance(recognition)application form, passport, one standard-sized photo
- 2 Copy of educational institution's business registration (or unique identification number certificate)
- 3 Standard admission letter (issued by the university president and dean)
* However, for students invited by the National Institute for International Education, an invitation letter issued by the institute's head can be submitted
- 4 Tuberculosis diagnosis certificate (for applicable individuals)
- 5 Proof document of Family Relationship (only if parent's financial statements are submitted)
- 6 Proof document of the highest education level (Apostille verification or verification from the consul)
 - Proof documents for the highest education level are principally subject to original submission. However, credentials verification reports are accepted as copies only if there is a stamp from a university official that guarantees that they are the same as the original.
- 7 Financial capability proof documents
 - Amount equivalent to tuition fees and living expenses for one year
 - In the case of Vietnam, a separate study abroad expense balance certificate issued by a bank using the payment-reserve method.

Visa Application

- In principle, you need to apply in your country of residence or jurisdiction of your final school

Inquiry

- +82-2-1345 (9 AM-10 PM KST)
- hikorea.go.kr, visa.go.kr

D-4 (General Trainee, Korean Language Program) Visa

Eligibility

Korean language students University-affiliated institution students (foreign investment companies, etc.) Korean culinary students, foreign language students

Common Documents

- 1 Visa issuance application form, passport, one standard-sized photo
- 2 Copy of educational institution's business registration (or unique identification number certificate)
- 3 Standard admission letter (issued by the university president and dean)
- 4 Enrollment certificate or proof document of the highest education level
 - It is principally subject to original submission, and if necessary, a copy with a stamp from the official that guarantees that it is the same as the original may be attached.
- 5 Financial proof documents
 - Proof of financial ability (Tuition + living expenses) for 1 year (6 months of language training) is principally required.
- 6 Training plan (including lecture schedule, instructor composition, training facilities, etc.)

Visa Application

- In principle, you need to apply in your country of residence or jurisdiction of your final school

Inquiry

- +82-2-1345 (9 AM-10 PM KST)
- hikorea.go.kr, visa.go.kr

Improvement Measures for Student Visa System (July 3, 2023, Ministry of Justice)

1. Relaxation of financial assessment criteria for student visa issuance

- Regarding financial assessment, currency was switched from USD to KRW, and the required funds are KRW 20 million for degree programs, and KRW 10 million for language programs. For regional university students, the required funds are KRW 16 million for degree programs and KRW 8 million for language programs.

2. Foreign workers are now able to study in Korea

- This program allows Non-Professional (E-9) and Maritime Crew (E-10) visa holders to acquire Skilled Worker Point System visa (E-7-4).

* The program evaluates the income, experience, and Korean language proficiency of foreign workers and allows them to change their visas that permit long-term employment.

3. Diversified verification of Korean language proficiency for international students

- In addition to TOPIK scores, international students need to complete Ministry of Justice's Korea Immigration & Integration Program and meet King Sejong Institute's Korean language standards

4. Extended part-time work hours

- The part-time work hours for undergraduates have been extended from 20 hours to 25 hours per week. Those with distinguished GPAs and Korean language proficiency can work for 5 hours more.

5. Internships in specialized fields during vacations

- Previously, international students were only allowed to work simpler part-time jobs, but now they can gain expertise in their specialized fields to prepare for employment. Additionally, participating in the "Standard In-service Training Semester" notified by the Ministry of Education under the law provides the same internship opportunities as Korean students without the need for a part-time work permit

Information You Need for Studying in Korea



Health Insurance



Part-Time Employment



Scholarships and Others

About the National Health Insurance Service



Eligibility for Health Insurance

All international students are **automatically eligible** for health insurance without having to report to the National Health Insurance Service

D-2 visa holders

are automatically enrolled on the date of foreign resident registration

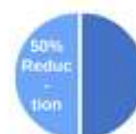
D-4 visa holders

are automatically enrolled 6 months after entry



Criteria for Calculating Health Insurance Premiums

Health insurance premiums for international students are determined using the **same criteria** as Korean nationals



D-2 and D-4 visa holders get a 50% discount on monthly insurance premiums starting March 2023



Average insurance premiums



FOR MORE INFORMATION

nhis.go.kr
+82-33-811-2001



Part-Time Employment for D-2 and D-4 Visa Holders



Eligibility

International students in degree or language programs and confirmed by the person in charge
(Language programs: Those who have stayed in Korea for at least 6 months)



Permitted Work Hours

Language programs: 10–20 hours per week
Undergraduate programs: 10–25 hours per week
Master's and doctoral programs: 15–30 hours per week



Fields

Translation/interpretation, food service, office assistance, sales personnel for English villages and English camps, waitressing, event helpers, tour guide, and duty-free shop assistance



Documents

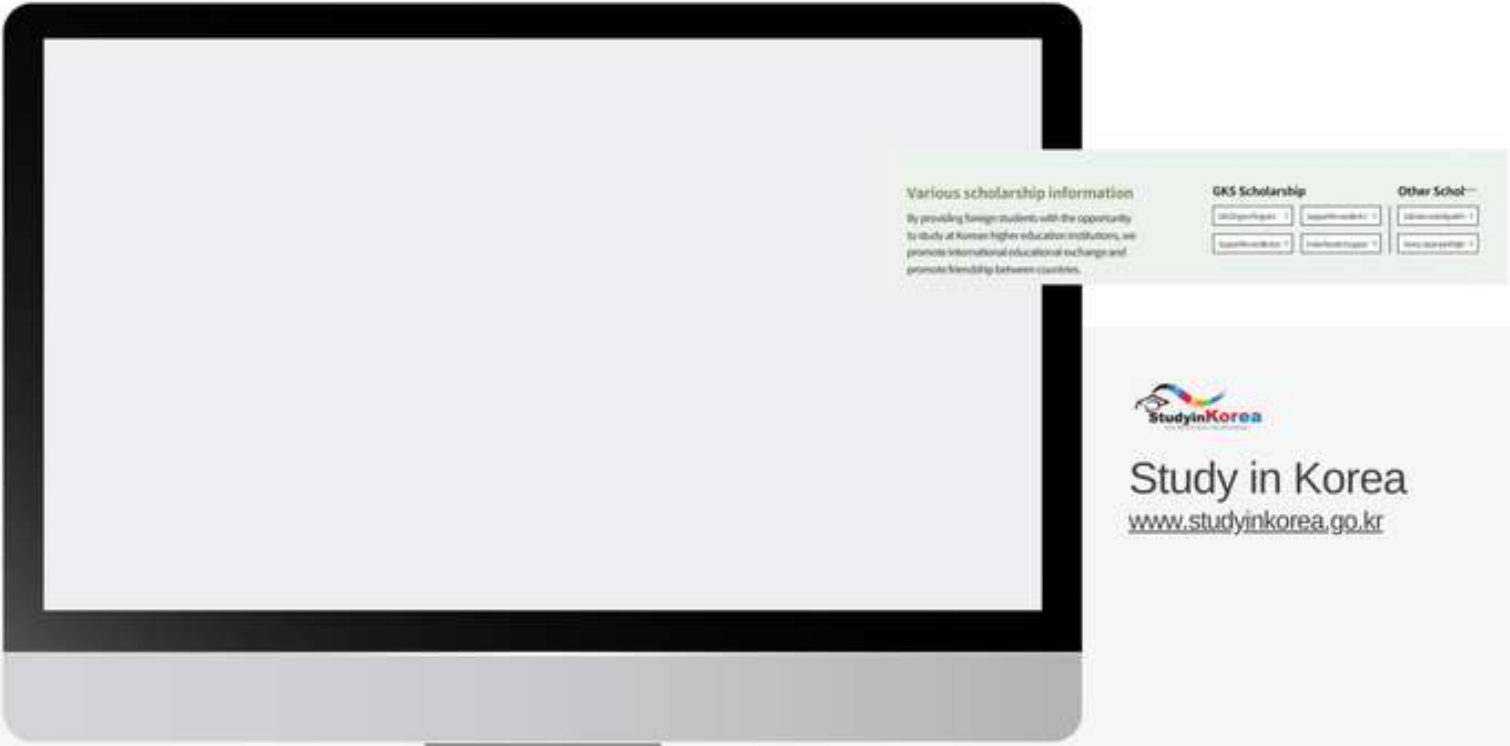
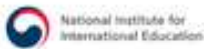
Passport, residence card, application form, part-time employment recommendation letter, academic transcripts



For more informations

www.hikorea.go.kr
☎ +82-2-1345

Scholarships for International Students



Eligibility for Global Korea Scholarship(GKS) degree programs



Graduate degrees			Undergraduate degrees		
Period	Master's Degree	1 year of Korean language training + 2 years of degree program	Period	Undergraduate Degree	1 year of Korean language training + 4-6 years of degree program
	Doctoral Degree	1 year of Korean language training + 3 years of degree program		Associate Degree	1 year of Korean language training + 2-3 years of degree program
Eligibility	1. Those with the nationality of the invited country 2. Those must be under 40 years of age as of Sep. 1 of invited year, or Academic professors in one of the Official Development Assistance (ODA) recipients who are under 45 years of age as of Sep. 1 of invited year are eligible to apply. * However, there is no age limit for the Global Network program 3. [Master's] Graduates(Expected graduates) with a Bachelor's degree as of July 31 of invited year [Doctoral] Graduates(Expected graduates) with a Master's degree as of July 31 of invited year * Graduates from a Korean university (Undergraduate or Graduate) are not eligible (Except for previous GKS scholars) 4. Those with Cumulative Grade Point Average (CGPA) of the entire curriculum from the previous degree program Score percentile should be 80% or above on a 100 point scale (However, previous GKS scholars must be 90% score percentile or above)		Eligibility	1.Those with the nationality of the invited country 2. Those must be under 25 years of age as of Mar. 1 of invited year 3. High school graduate as of invited year (refer to the respective recruitment guidelines for deadlines) * Korean high school (including international schools) or who has graduated (or is expected to graduate) from a Korean associate degree program is NOT eligible to apply 4. Those with cumulative average score of 80 or higher in previous degree program	

* For details, refer to the application guidelines for the applicable year.

Screening for Global Korea Scholarship



Those who passed the 3rd round of selection by the embassy or 2nd round of selection by the university are eligible

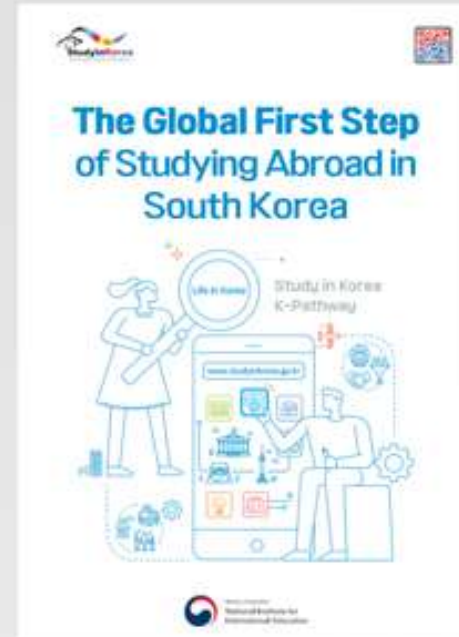
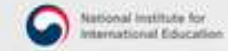


Other Scholarships



Ministry of Culture, Sports and Tourism		Ministry of Foreign Affairs		Other Scholarships	
Art Major Asian Plus		Fellowship for Postdoctoral Research			
Field	Arts (music, dance, fine arts, film, etc.)	Eligibility	Those who have recently obtained a Ph.D. in the humanities, social sciences, arts & cultural studies, or any other relevant field with a Korea-related research topic	Daewoong Foundation	www.daewoongfoundation.or.kr
Scholarship	Tuitions, monthly allowance of 800,000, airfare, Korean language training, medical insurance, and more	Type of Support	Stipend to support postdoctoral research	Gasan Cultural Foundation	www.gasantfund.org
Application Period	Mar.-Apr.	Period	1 year	Hansae Yes24 Foundation	hansaeyes24foundation.com
Website	www.karts.ac.kr	Website	www.kf.or.kr	Hyundai Motor Chung Mong-Koo Foundation	hyundai-cmkfoundation.org
AMA+		Korea Foundation		Lee & Won Foundation	www.leewonfoundation.org
				Rotary Club	rotarykorea.org
				Pencil Scholarship Foundation	www.pencil.or.kr
				POSCO T3 Park Foundation	poscof.org
				Samsung Dream Scholarship Foundation	www.sdream.or.kr

The Guidebook for International students (2024)



- ✓ Available in 7 languages
(English, Chinese, Japanese, Spanish, Vietnamese, Russian, Korean)
- ✓ Providing information about studying in Korea, living and career
- ✓ Visit www.studyinkorea.go.kr

QR code to access



Thank you



Our Time in South Korea 2025

Presenters: Lola Williams and Haylie Cure

HISTORY

- The Jeondang Cathedral located in Jeonju Hanok Village
- Summaksa Temple on Mt. Kwanak
- Gyeongbokgung Palace
- Five Peaks painting



Education

- GNUE Incheon Campus affiliated elementary school
- Dr. Jihyun Park's English class observation
- Special lectures from Dr. Jungjin Kang about AI technology
- Jeonju National University of Education affiliated elementary school



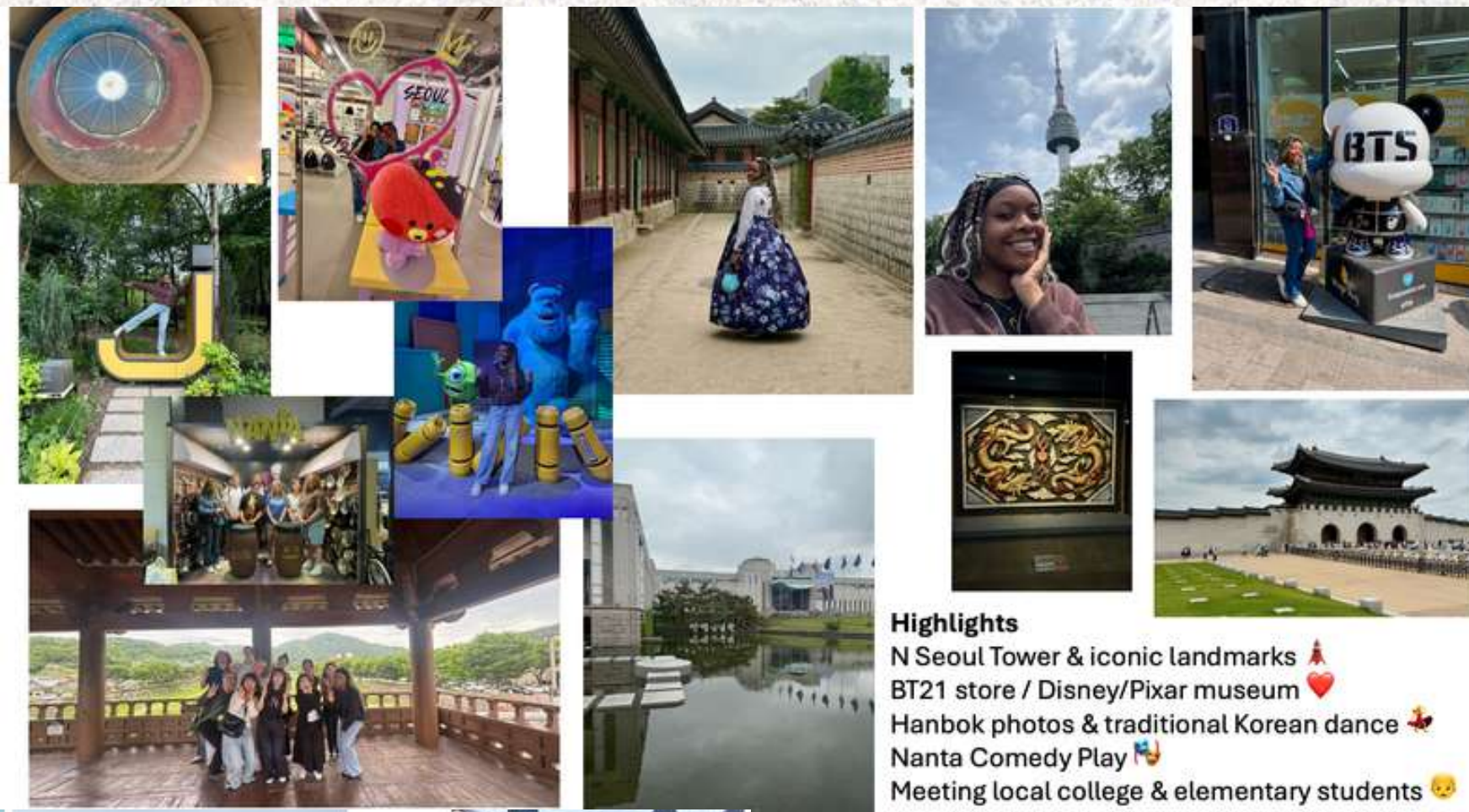
Highlights

- The War Memorial of Korea
- Namsan Tower
- Nanta comedy play
- Local university student tour of village
- BTS (Bangtan Sonyeondan)



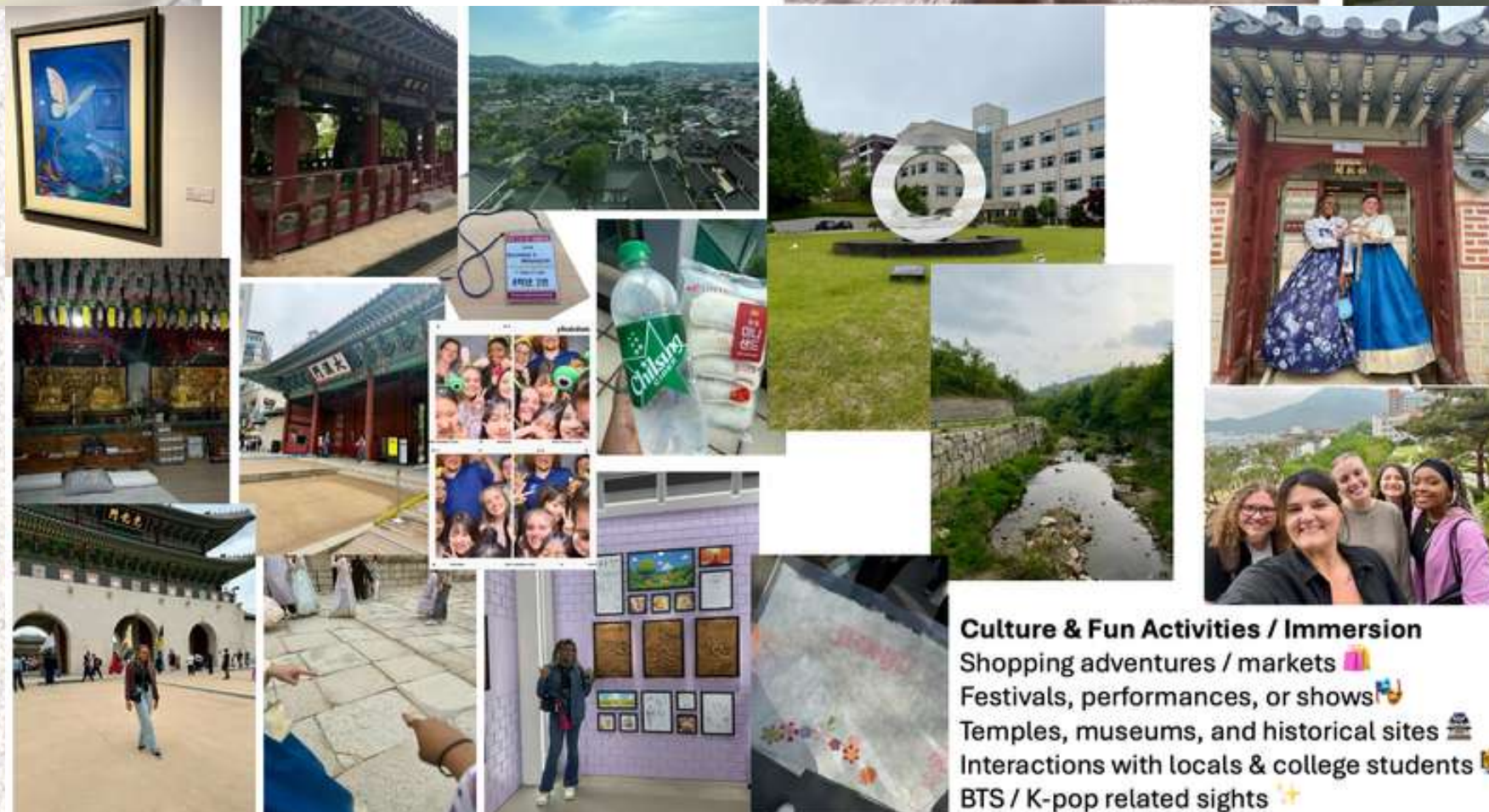


Cuisine / Food Adventures
 Street food & market snacks 🌮
 Bibimbap (even tried raw meat!) 🍲
 Seaweed soup & traditional meals 🍜
 Desserts like crepes & ice cream 🍰



Highlights

- N Seoul Tower & iconic landmarks 🗼
- BT21 store / Disney/Pixar museum ❤️
- Hanbok photos & traditional Korean dance 🎭
- Nanta Comedy Play 🙌
- Meeting local college & elementary students 🙋



Culture & Fun Activities / Immersion
 Shopping adventures / markets 🛍️
 Festivals, performances, or shows 🎭
 Temples, museums, and historical sites 🏛️
 Interactions with locals & college students 🗣️
 BTS / K-pop related sights 🌟

What Classroom Innovation Looks Like in Korea: Focusing on Global Citizenship Education Case

Presentation by Kyounggeun Song



Global Citizenship Education (GCED)

- ✓ What to Teach?
- ✓ How to Teach in the Classroom?

- Awarded for a government-recognized teaching practice
- Selected for a teacher training program in London
- Korea's current focus: Classroom innovation through EdTech



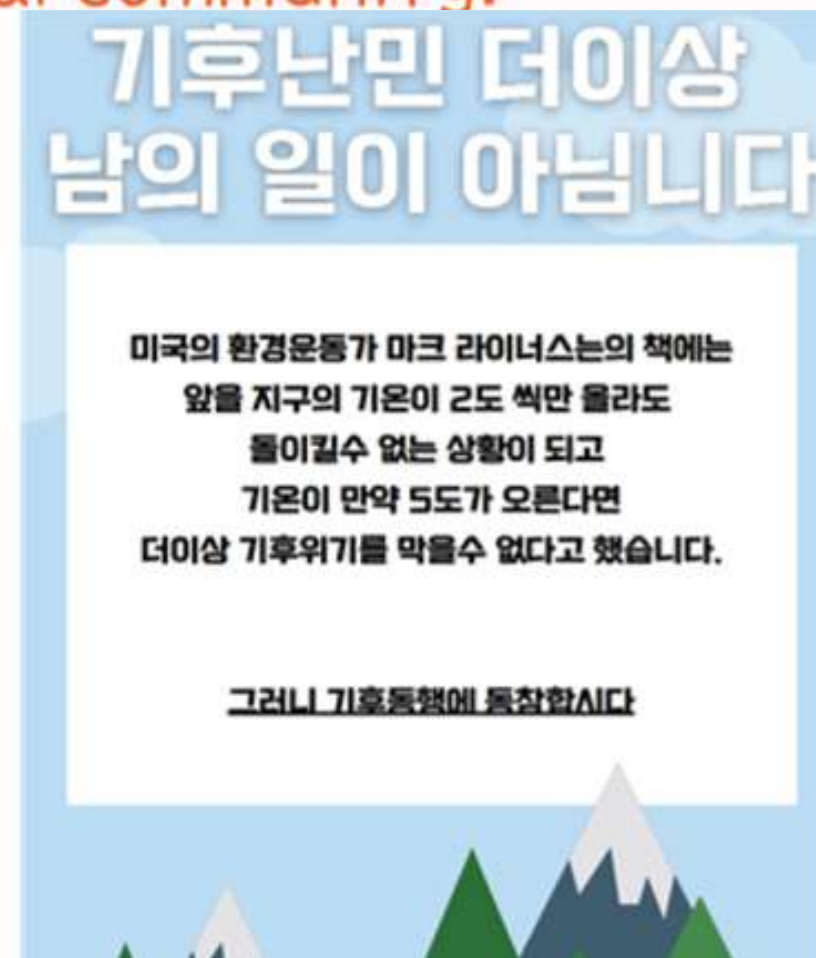
💡 Let's be real friends across the globe!

- ✓ What does it take to live as a global citizen of the future?
- ✓ Shall we explore our global citizenship together?

✓ Let's solve it together with our global friends.

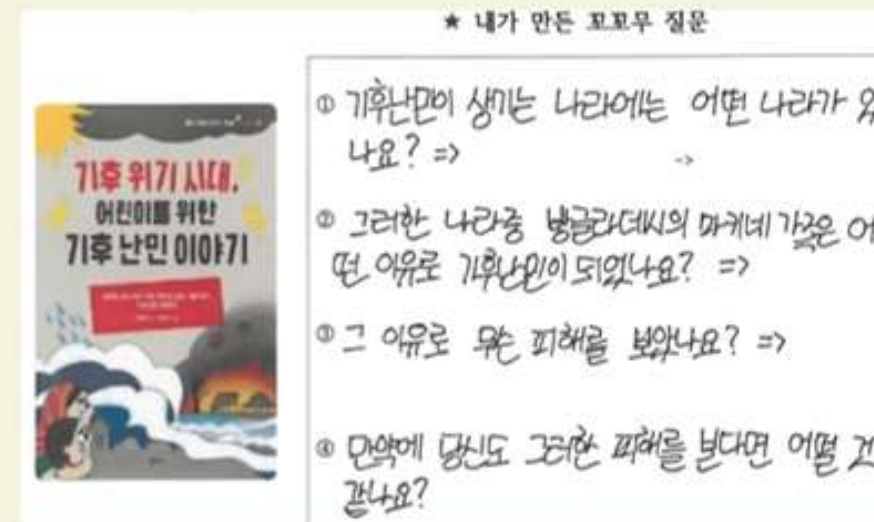


✓ Let's build a culture of environmental action with our local community.

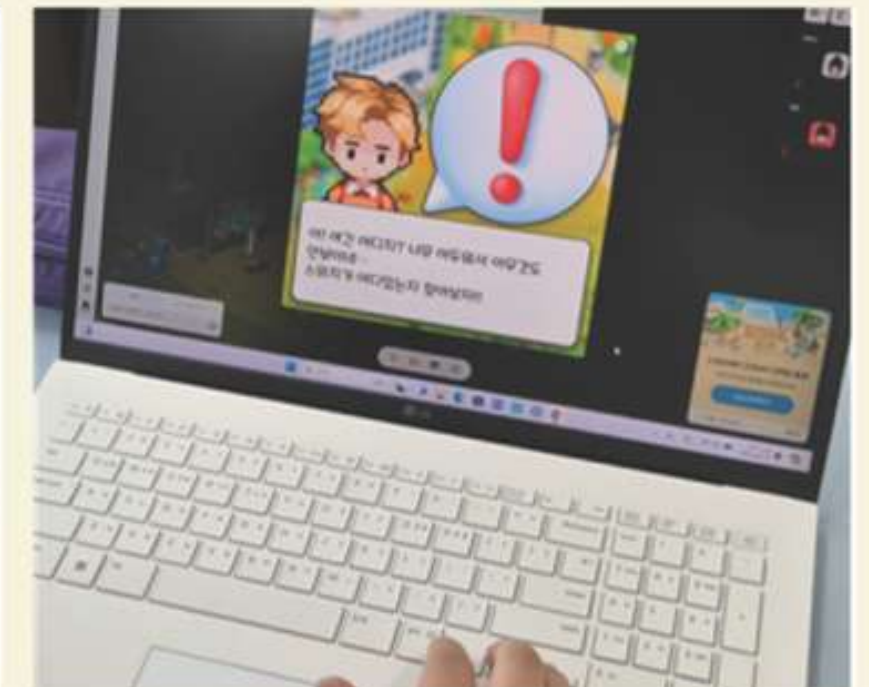


Start with empathy for global issues

✓ Hey, you could be one too!
Climate Refugees!!



Understanding Global Issues





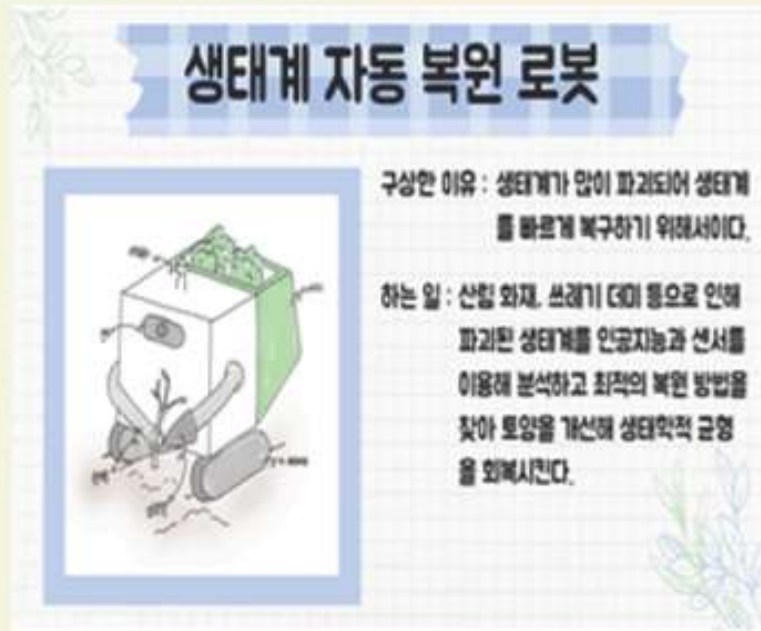
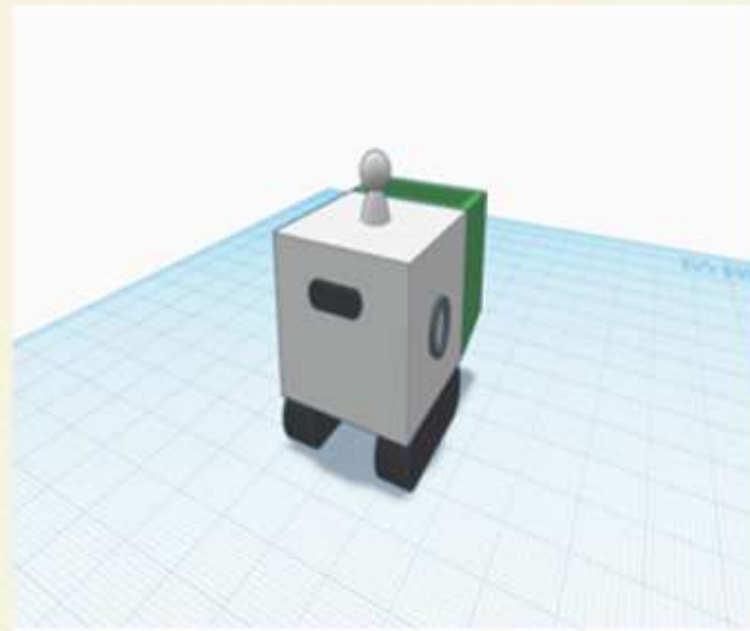
Discussing Global Issues



Looking at Global Issues through a Local Lens



Tackling Global Issues with My Own Ideas!



Let's begin with our own lives.

✓ Making Traditional Food Vegan



Let's commit to a sustainable life.



상추

좋아요 3개 24. 5. 28.

상추야 상추야
무럭무럭 자라렴
흙 이불 덮어주며 토닥토닥

상추야 상추야
무럭무럭 자라렴
물 목욕 시켜주며 토닥토닥



Let's work on solving local community issues.

✓ I'm the K-Greta Thunberg.



Let's work on solving local community issues.

✓ I'm the K-Greta Thunberg.



•툰베리 UN 연설 영상을 보고, 온실가스 배출에 대한 나만의 연설문을 쓰세요.
연설문을 쓰고, 나도 툰베리처럼 연설해보기!

여러분, 안녕하세요. 우리는 지금 기후위기의 한가운데에 서 있습니다. 온실가스 배출로 인해 지구의 온도가 상승하고, 극단적인 기후변화가 일어나고 있습니다. 이로 인해 수 많은 생태계가 파괴되고, 우리의 삶 또한 위협받고 있습니다. 모두 함께 지속 가능한 미래를 위해 노력해야 합니다. 첫째, 우리는 재생가능한 에너지를 사용해야 합니다.



Let's Build a Culture of Sustainable Action

✓ Value Together: Climate Action Challenge





Let's Build a Culture of Sustainable Action

✓ Value Together: Climate Action Festival



We must become global citizens who regard the Earth as our common home.

-Pope Francis



The Hidden Curriculum in Korean Elementary School

Exploring Knowledge, Skills, and Attitudes
beyond the Lesson

Yoonjeong Seo

How we set goals & shape competence



What is the Hidden Curriculum?

- Unintended lessons students learn in school
- Beyond official lesson plans and objectives



Knowledge:

School is a microcosm of a society

Society is governed by Rules and Systems

Roles and responsibilities follow



Skills (1) :

Self-regulation skill

Time management

Attention control



Skills (2) :

Social skill

Cooperation

Negotiation

Reconciliation



Attitudes (1) :

Community-mindedness

Keeping to Routines for others

Show gratitude and help others



RESPECTFUL



Attitudes (2) :

Respect for authority and discipline

Following Discipline

Teacher's recognition



Implications for Educators

- Official curriculum is only part of education
- Students are always learning—intended or unintended knowledge, skills, and attitudes
- Be mindful of invisible lessons
- Aim to align hidden curriculum with positive values

THANK
YOU

HOW MY EDUCATIONAL EXPERIENCE
AS A STUDENT

AFFECTED MY TEACHING IDENTITY

Dawn (Doeun) Baik



FIRST FASHION DESIGN PROJECT
(CLO 3D)



PROJECTS
DONE AS A STUDENT



METaverse CLASSROOM DESIGN CONTEST

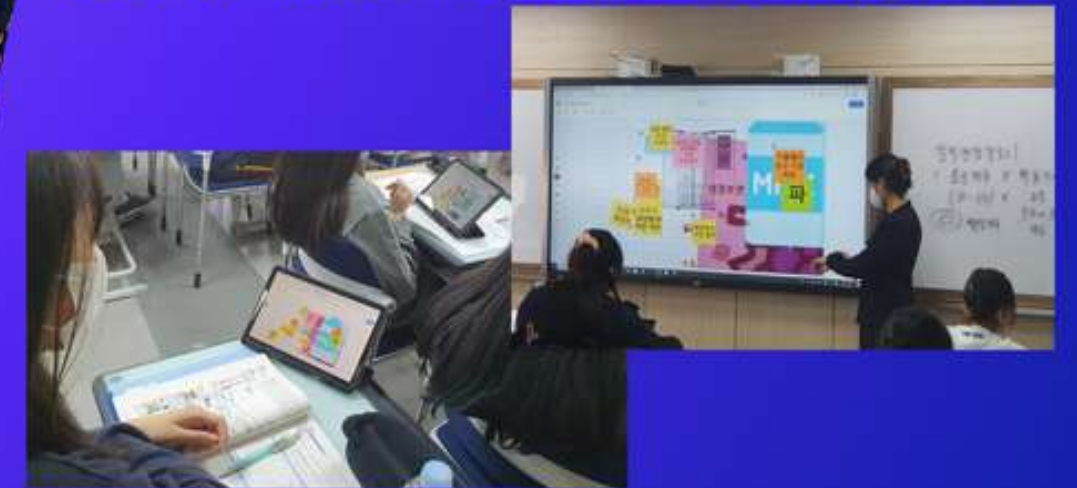
TABLE OF CONTENTS

- My Experience as a Student
- **Question:** Technology & Classroom
- **Research:** AI & Transdisciplinary
- **Reflection** on Using AI in the Classroom



STUDENT TEACHING

USING EDUCATIONAL TECHNOLOGIES



HOW DOES AI BENEFIT EDUCATION?

TRANSDISCIPLINARY



HOW DOES AGI PROVIDE TRANSDISCIPLINARY?

AGI:
ARTIFICIAL GENERAL INTELLIGENCE
(EG. CHAT GPT).

HOW DOES AGI PROVIDE TRANSDISCIPLINARY?

IB (INTERNATIONAL BACCALAUREATE)

TRANSDISCIPLINARY 초학문성

Transdisciplinarity "concerns that which is at once between the disciplines, across the different disciplines, and beyond all disciplines" (Nicolescu 2014: 187). Nicolescu notes that a key imperative of transdisciplinary learning is to unite knowledge for the understanding of the present world. In transdisciplinarity, the disciplines are no longer distinguishable, like the ingredients in a cake, and the result is something completely different (Choi and Pak 2006).

Transdisciplinarity transcends subjects. It begins and ends with a problem, an issue or a theme.

Students' interests and questions form the heart of transdisciplinary learning. It is a curriculum-organizing approach where human commonalities rise to the top without regard for subject boundaries. Subjects become an instrument/tool/resource to explore a theme, problem or concept in depth. The result is a different or new organizing framework (Beane 1997; Klein 2006).

HOW DOES AGI PROVIDE TRANSDISCIPLINARY?

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TRANSDISCIPLINARY 초학문성

01

**Problem/Topic
-Centered Class**

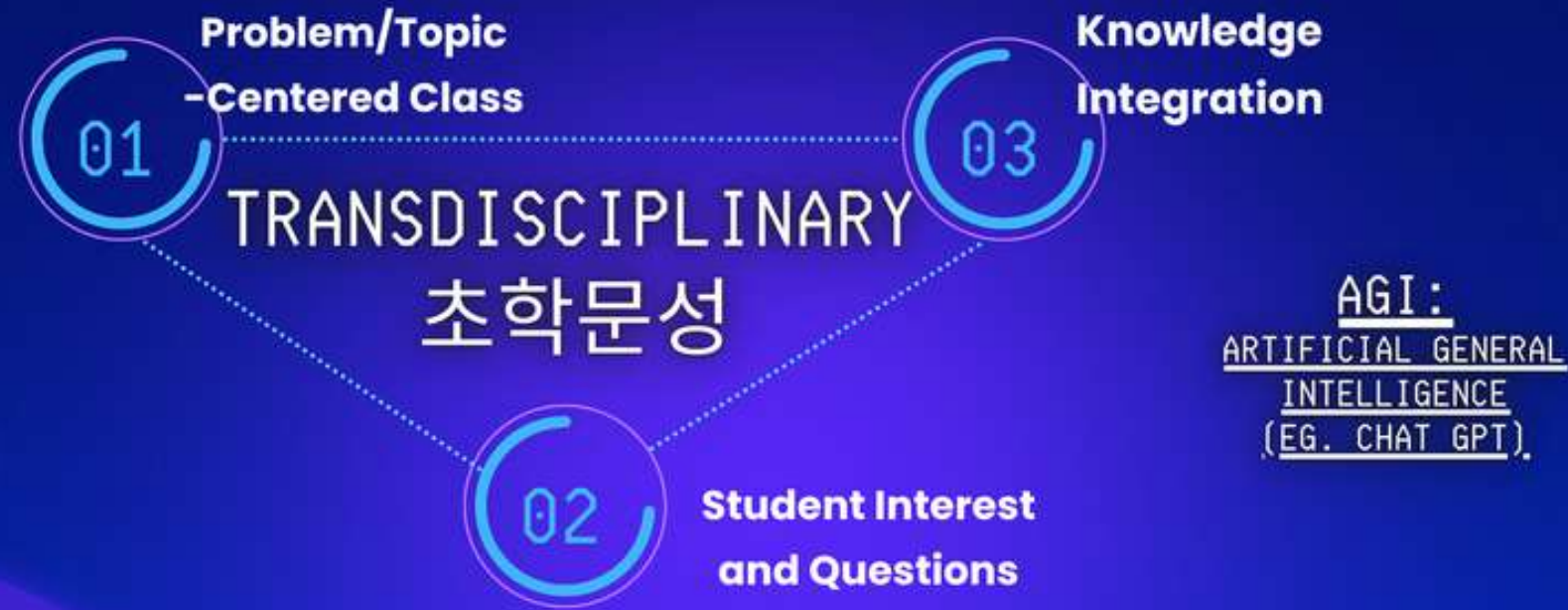
02

**Student Interest
and Questions
Knowledge**

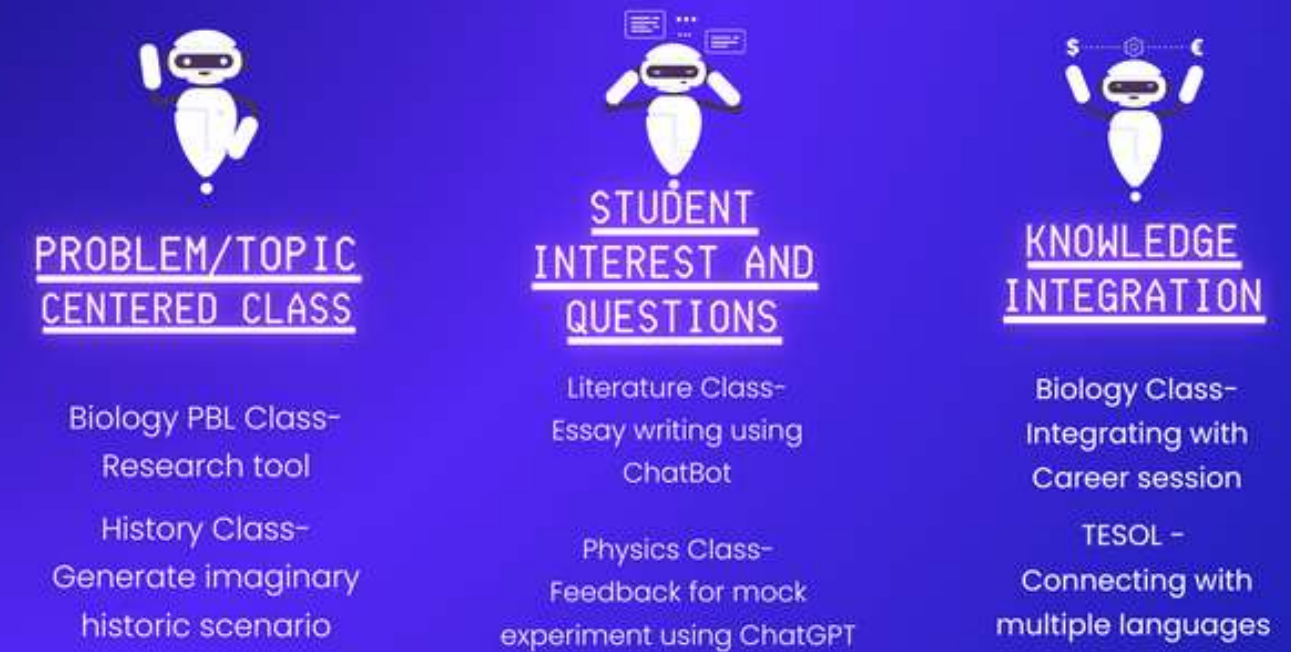
03

Integration

HOW DOES AGI PROVIDE TRANSDISCIPLINARY?



HOW DOES AGI PROVIDE TRANSDISCIPLINARY?



PROBLEM/TOPIC CENTERED CLASS

AI-Driven Collaborative Project Management

AI is used as a tool to facilitate and manage group projects centered around a complex problem. The AI can analyze project goals, break them down into smaller tasks, and assign roles to students based on their skills and past performance.

AI-Powered Virtual Tutors for Personalized Inquiry

uses AI to act as a personalized tutor or guide for students as they explore a specific problem or topic.

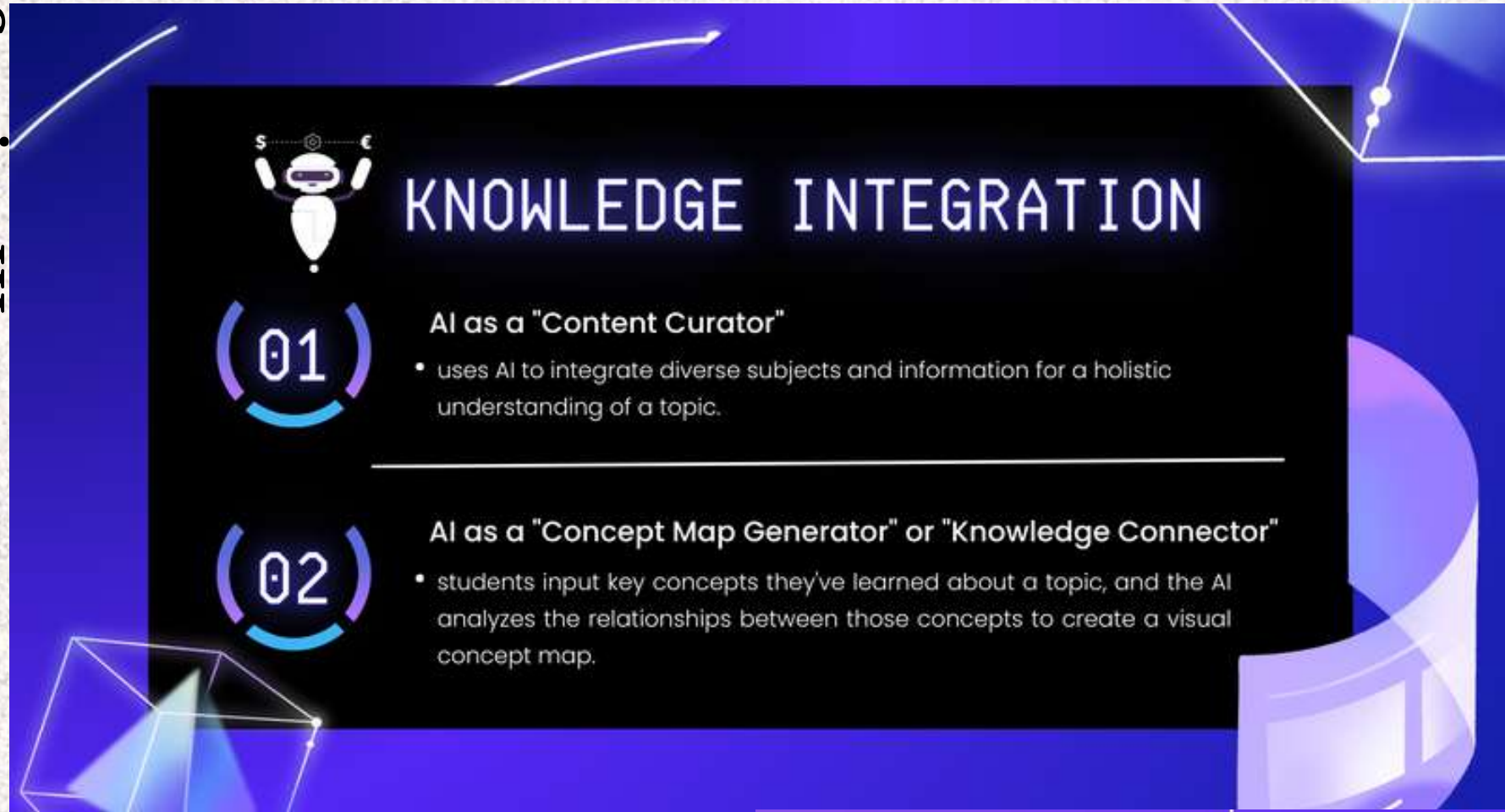
STUDENT INTEREST AND QUESTIONS

AI-POWERED "CURIOSITY NAVIGATOR"

uses AI to create a personalized, inquiry-based learning path for each student based on their initial questions or topics of interest.

AI-DRIVEN QUESTION ANALYSIS AND COLLABORATIVE GROUPING

AI analyzes questions submitted by an entire class on a given topic. It then identifies common themes, unique inquiries, and knowledge gaps among the students.



KNOWLEDGE INTEGRATION

01 AI as a "Content Curator"

- uses AI to integrate diverse subjects and information for a holistic understanding of a topic.

02 AI as a "Concept Map Generator" or "Knowledge Connector"

- students input key concepts they've learned about a topic, and the AI analyzes the relationships between those concepts to create a visual concept map.

PEOPLE WHO USE AI TO DOUBLE THEIR PRODUCTIVITY WILL SURVIVE, WHILE THOSE WHO DON'T WILL BE LEFT BEHIND.

Hesitate

Feedback

Classroom Activity Itself

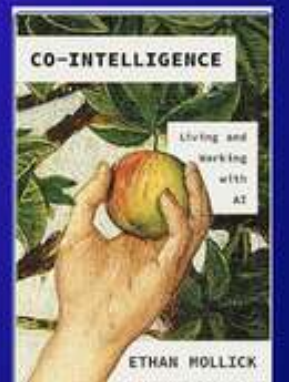
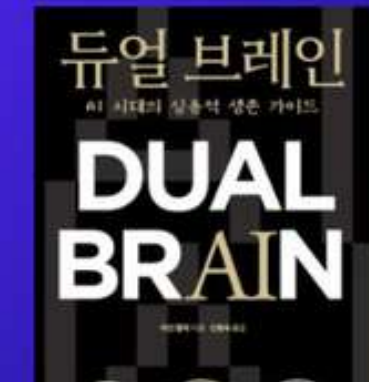
Handling Questions

Pursue

Assessment Managing tool

Curriculum Design

Simple Content Delivery



THANK YOU!

Classroom Cases in Korea Using AI and Digital Tools

START

Jieun Kim (Zoey)

Indiana State University / Teaching & Learning

Classroom cases that utilize AI and digital tools

- 1 Own class music video using AI
- 2 Lesson on conflict resolution using digital tools

Own class music video using AI

Lyrics

Using Chat GPT

Song

Using SUNO AI

Scene

Using Tooning

Making Lyrics Using Chat GPT

Make our class's lyrics with our characteristics. There are five characteristics of our class. 1. There is a female teacher named Kim Jieun with long hair and students like it very much. 2. You have to be considerate and cooperate. 3. I have to write what I studied hard in my notebook. 4. You'll get in trouble if you don't talk loudly or write properly at lunch. 5. We are in class 2 of 5th grade.

Sure! Here's an English version of your class song lyrics, written with your five class characteristics in mind. It's cheerful, catchy, and great for a 5th-grade class anthem. You can sing it to a familiar melody like "Twinkle, Twinkle, Little Star" or even create your own tune!

[[Class 5-2 Song - "Our Awesome Class"]]

Verse 1

In our class, we have a star,
Teacher Kim Jieun, the best by far!
With long, flowing hair so neat,
She's so kind and super sweet.
Every student loves her so,
She makes our learning really glow!

Verse 2

We work together every day,
Helping friends in every way.
Being kind is what we do,
Showing care the whole day through.
Teamwork makes our class so strong,
In Class 5-2, we all belong!

5학년 됐어 오 이반이 피땀했어
직업 정해 오이렌트 국민 됐어
어머 이제 누구야 저 긴머리 마가씨
우리반을 상징하는 선생님

우리반이 최강인 학교특권 절대 잊어
서로서로 비려하고 행동했어
예리도 바르고 공부도 열심히 하라
우리 반은 용감 5학년 2반

가끔 우리도 학교에 가기 싫겠지
선생님 잔소리 공부 시험 삼이 막혀
손가락 아파 땀뻘한 나의 벼룩공책
혹시 내 앞문장 틀려보내진 않을까

오늘의 별급 관심시간 비밀생성
용돈받아 권리대로 돌아 갈래
뽕은치 보는 오! 우리 너무 자랑해
그럼도 난 선생님이 너무 좋아

Making Song Using SUNO AI



Making Scene Using Tooning



5학년 2반 반가(오락실 패러디)



Results of Creating a Class Music Video with AI

1. Strengthens class unity and sense of belonging
2. Allows every student to participate without requiring advanced technical skills
3. Encourages digital literacy and familiarity with AI
4. Improves communication skills through planning and coordination
5. Creates a polished final product that is memorable

Lesson on conflict resolution using digital tools

1. Listening to the situation



Lesson on conflict resolution using digital tools

2. Asking questions



Lesson on conflict resolution using digital tools

3. Answering the questions



Lesson on conflict resolution using digital tools

4. Giving personal advice





Lesson on conflict resolution using digital tools



5. Discussion and accept the results



Lesson on conflict resolution using digital tools



6. Reconciliation



Results of conflict resolution using digital tools



1. Provides interactive platforms to let all students share their opinions safely
2. Encourages quieter students to participate actively through anonymous digital input
3. Promotes collaboration beyond the classroom through shared documents and group platforms
4. Develops students' digital citizenship and responsible online communication skills
5. Stores discussions, reflections, and agreements for later review and follow-up

Thank You
for
Listening

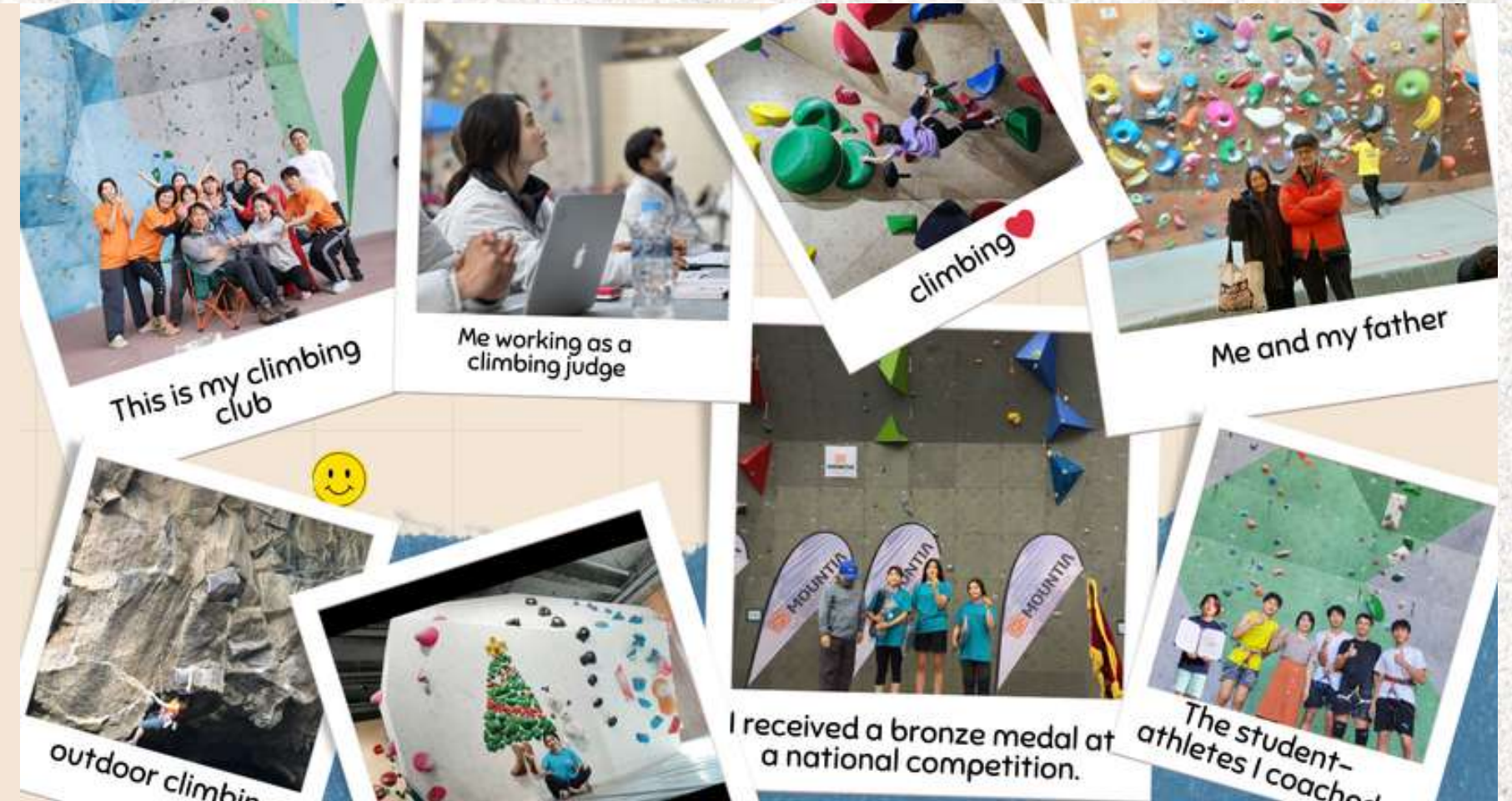
Jieun Kim (Zoey)

jkim89@sycamores.indstate.edu

The Importance of Physical Education in Student Life

By Ji Yeon Oh

Go



Big Question: What Is Life?

1.

Reflection during study in the U.S.

2.

Life as a journey of self-discovery



Climbing and Self-Discovery

1

Climbing as a metaphor for overcoming limits

2

"This is my limit" →
breaking the wall →
"I can do more than I thought"

3

Physical education teaches us our true potential



Book Recommendation

The Human Body: Designed to Move

1

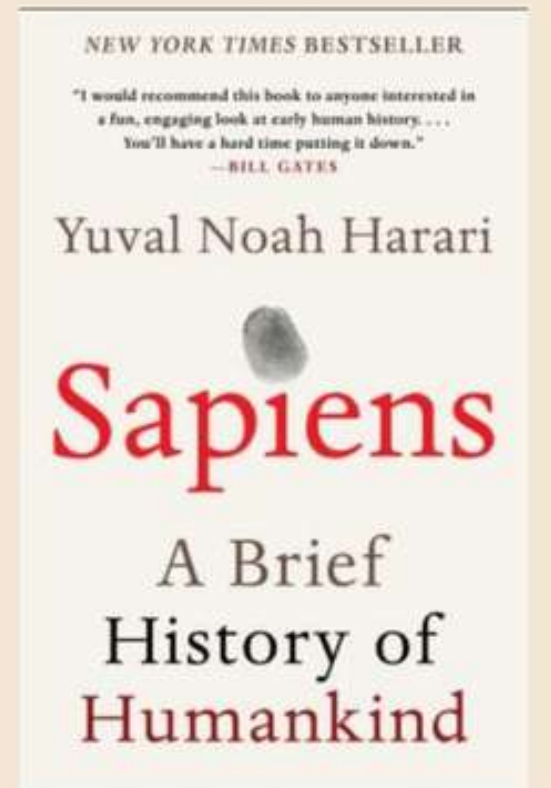
Humans are not the fastest or strongest → built for endurance

2

Ancient hunting method: chasing until animals collapsed

3

Lack of movement leads to diseases (diabetes, high blood pressure)



Exercise as Stress Relief

1

People experience stress twice (event itself + replaying it)

2

Physical activity helps the brain "turn off" stress

3

Movement reduces both mental and physical tension

Conclusion

- More than games or exercise → a path to knowing oneself
- Helps students build resilience, balance, and growth
- Physical education = discovering who you are and how far you can go

HOW PLAYING SPORTS BENEFITS YOUR BODY AND YOUR BRAIN



Thank You



TEACHING KOREAN BEYOND LANGUAGE

BRIDGING CULTURE AND CONNECTION

International Symposium of Korean Education System & Culture
2025. 10. 02.
Soobin Kim

WHAT DOES TEACHING A LANGUAGE MEAN?

What is the purpose in learning a language?

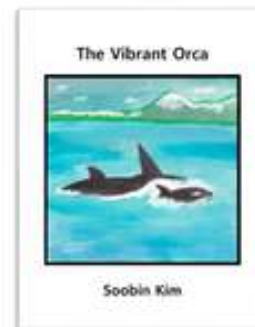
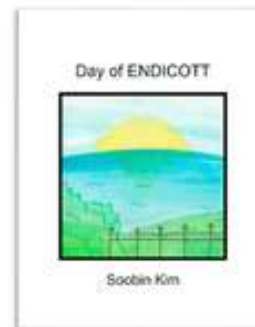
To communicate?
For your career?
Just for fun?

The Day I Became a **Picture Book Creator**



Endicott College

'Children and Teacher as Artists and Authors'



1. Day of Endicott

The strong trees are looking at the clouds. The cotton clouds are gathered and are having a conversation. The cozy house is monitoring the quiet ocean.

This is the afternoon of the day.



The flaming sun is embracing the whole field creating a warm atmosphere. The red light of the sun is lying down on the purple lake. The silent sky is sending away the sun.

This is the sunset of the day.



2. The Vibrant Orca

The Vibrant Orca



Soobin Kim



A baby orca's story: rescued from a net and reunited with its family.

The young orca whale swims playfully. Orcas have colorful skin, mostly in black and white. They are fast swimmers, some reaching speeds up to 30 miles per hour. They move gracefully, jumping and tumbling through the water. Orcas are fearless hunters, chasing down almost any type of marine life. Also, like dolphins, they are very intelligent. They have large brains and are very affectionate and gentle, too.



One day, while chasing down breakfast, the baby orca became entangled in a fishing net. The baby is injured by the tight lines of the net, and unable to free himself and swim back to his pod.



After three weeks, the baby orca was fully recovered and ready to be released back into the ocean. The orca lived in an aquarium, so it was for the best to let the baby orca return to the ocean. The day is turning golden, orange, and yellow. It is time to release the baby orca into the ocean. The baby orca is nodding his head to express appreciation to the worker. The baby orca swims away to look for his family pod.



3. From South Korean to Canada

From South Korea to Canada



Soobin Kim

A story of Min, my uncle's friend, who moved from South Korea to Canada in 1994.

It was a calm and peaceful summer afternoon. Sparkling cotton clouds floated on the light blue sky. Magnificent mountains stood tall with small villages between them. This is the countryside of South Korea. The smoke curled out of the chimney from one of the houses. This was where Jun and Ha-yoon lived. Their father, Min, was an auto mechanic, and their mother, Ji-woo, worked at home taking care of the family.



Life in Canada was very different for Jun and Ha-yoon. They did not go to elementary school due to economic difficulties. Instead, they were home-schooled by their neighbors. It took a long time for Min to find work as a mechanic, and once he did, he had a terrible accident that damaged his foot. Unable to work, Min had to stay home. In order for the family to survive, Ji-woo worked two jobs. She worked at the market and at the laundry service.



THE POWER OF LANGUAGE

A New Chapter: Teaching Korean at Indiana State University



WHAT DOES TEACHING A LANGUAGE MEAN?

What is the purpose in learning a language?

“CONNECTION”

Nurturing the Connection 🌱



International Symposium of Korean Education System & Culture (2024)



Korean Culture Festival at Dixie Bee Elementary School (2025)



International Cultural Festival (2024)



Korean 101 Place (2025 Spring)



Bilingual Picture Book Project (2025 Summer)

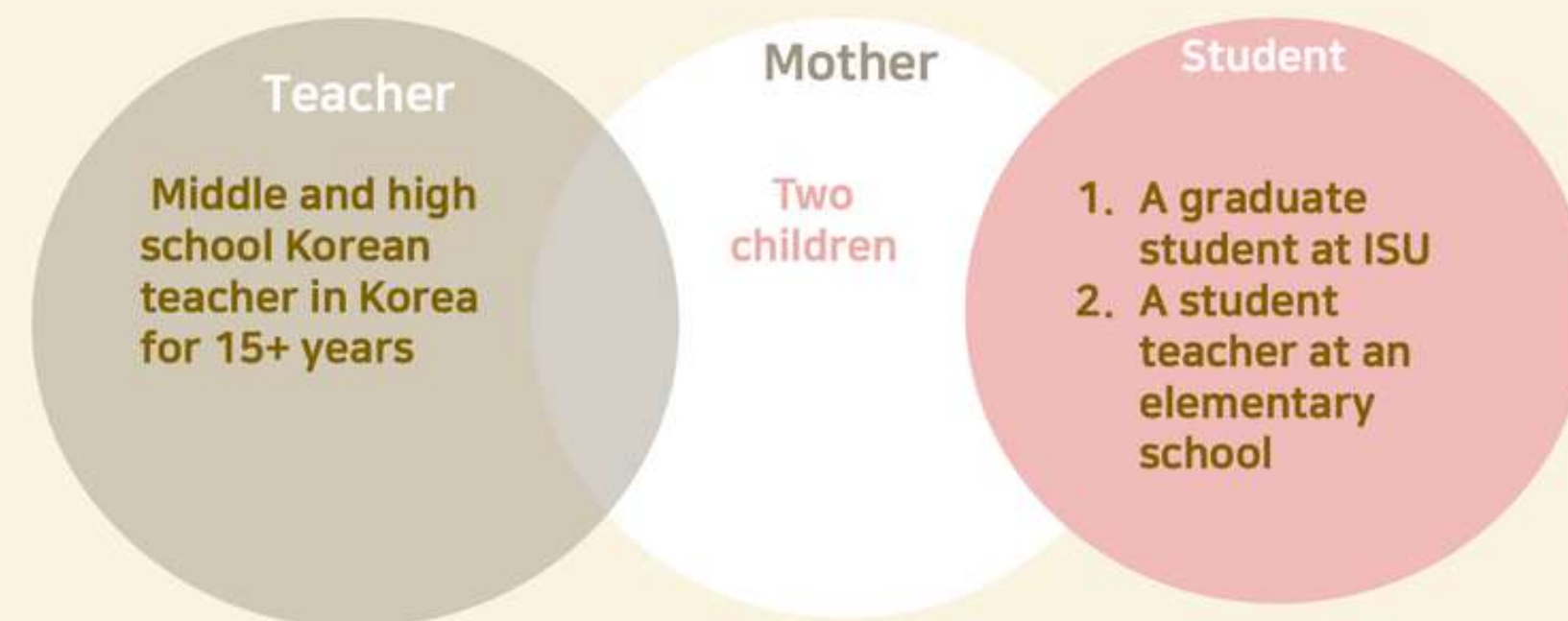
**THANK YOU FOR
LISTENING!**

들어 주셔서 감사합니다 🌻

A Korean Teacher's Involvement in Community Engagements in Terre Haute, IN

Presented by Jihye Yang & LeRaye Cameron

01 Introduction



02 Community Events-Nature

- Hiking programs with local groups
- Exploring parks and natural trails
- Outdoor activities for families
- Appreciating Terre Haute's natural beauty

03 Community Events-Joining Events

- Joined many weekend community events with children
- Found event information on Facebook and local sites
- Learned local culture and built family experiences
- Appeared twice in the local newspaper

04 Libraries as Community Hubs

- Vigo County Public Library, 12 Points, and West Branch
- Libraries as cultural and informational hubs in Terre Haute
- Offered unique programs and resources about local culture
- Helped me and my children connect with local families

05 Interaction: Learning and Sharing

- Not only learning from the community
- Also sharing Korean culture and language
- Mutual cultural exchange
→ stronger connections

06 Community Engagements -Korean language

- ISU: Korean language class for students and public
- Volunteering Korean lessons for family preparing to move to Korea
- Volunteering by writing names in Korean for people

**Fall 2024
Korean Language Class
for Adults
(Non-Credit)**

안녕하세요!

**Thursdays, 5:00 – 6:00 p.m.,
September 12 – December 5**
(No class on November 28 – Thanksgiving Day)
Classroom: TBA , Fee: \$20

Registration or Questions: Contact Ms. YangJiHye
at jyang16@sycamores.indstate.edu

07 Community Engagements -Korean Food

- Invited friends to my home
- Cooked and shared homemade Korean food
- Menu: bulgogi, bibimbap, side dishes, and gimbap (Korean rolls)
- Introduced Korean dining culture and hospitality
- Built friendships and deeper cultural understanding



08 Community Engagements with Local Residents

- Volunteered at Korean cultural event in Dixie Bee Elementary
- Weekend picnic with friends → taught Kanggangsullae (traditional circle dance)
- Built stronger friendships through shared cultural experiences



09 Community Engagements -Cultural Exchange at Library

- Exchange event at Vigo County Public Library
- Connected to K-pop Demon Hunters story
- Tried writing in Hangul ✍️
- Painted traditional folk art (Minhwa) 🎨
- Made wooden Hojakdo (tiger & magpie) craft 🐯
- Fun and meaningful cultural sharing experience

10 Reflection: Becoming a Cultural Bridge

- Learning American culture → to contributing back
- Proud and meaningful to give back
- Being part of the community means engagement and sharing
- Role as a bridge between Korea and the U.S.

11 Conclusion

- Learned American culture, shared Korean culture
- Cultural exchange builds understanding and belonging
- Together with LeRaye Cameron, bridging Korea and the U.S.

Introducing LeRaye Cameron

- Librarian at Vigo County Public Library
- Key partner in cultural exchange programs
- Supported and inspired my community involvement

Learning to Teach, Teaching to Learn

: A Cross-Cultural Practicum Experience

Minseong "Ellie" Kwon
Bayh College of Education, Indiana State University
mkwon@sycamores.indstate.edu

1. Framing My Journey In Korea

Framing My Journey

Educator and Student: Two Sides of My Identity

- Teaching shapes my learning,
learning shapes my teaching
- Why this journey matters for
cross-cultural education



Learning As a Student in Korea

The Shadow of Achievement

Being a Learner Abroad as an 11-year-old

An Awakening

- One year abroad as a primary student: projects, creativity, and sharing feelings
- Learned new ways of learning
- Taught myself to imagine education differently

Becoming a Teacher in Korea (Learning to Teach)



Teaching to Learn (The U.S. Chapter)

Crossing Borders. Expanding Vision

2. The U.S. Chapter

3. Student Teaching in the U.S.

Student Teaching



Student Teaching

Monarch Unit



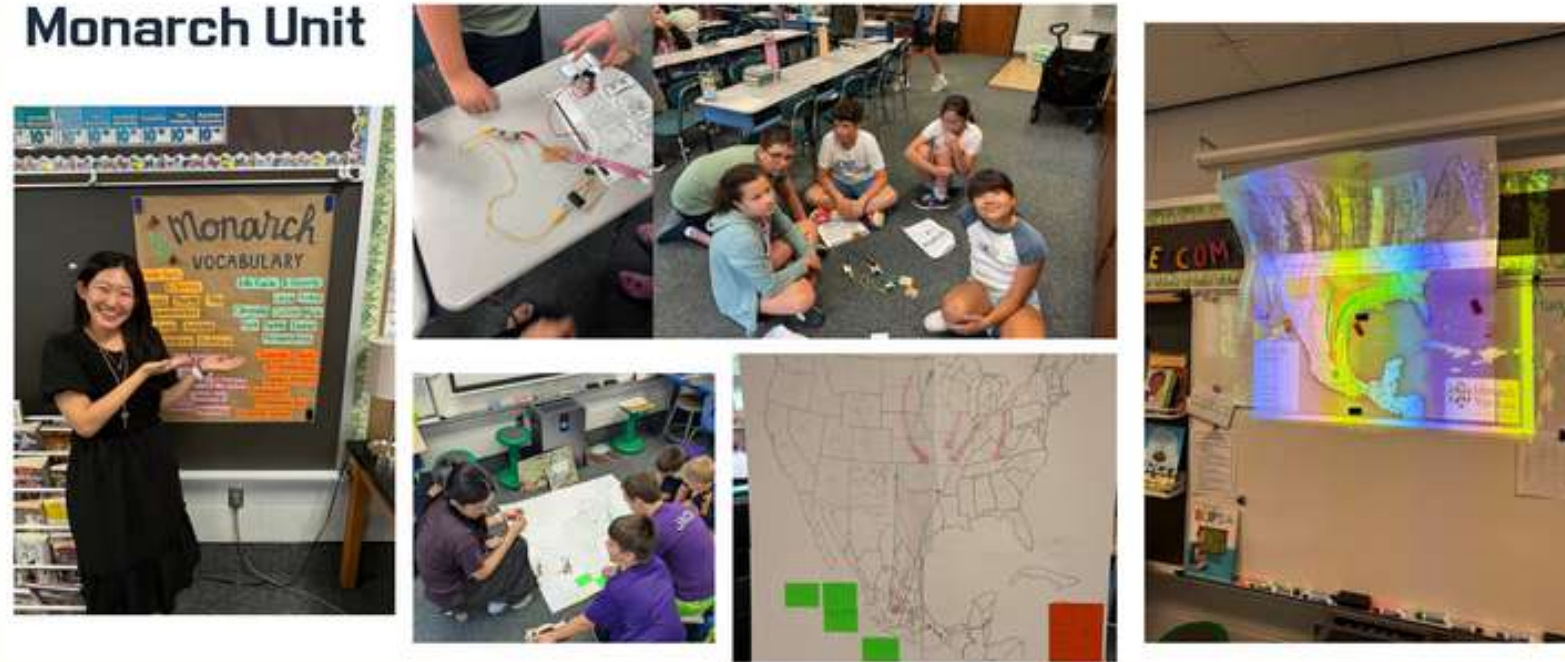
Student Teaching

Monarch Unit



Student Teaching

Monarch Unit



Student Teaching

Monarch Unit



Student Teaching

Monarch Unit



Student Teaching

Monarch Unit



Student Teaching

Monarch Unit



Student Teaching

CS for good Competition



nextech

ABOUT EDUCATORS STUDENTS PARTNERS DONATE

CSforGood Competition

Celebrating and recognizing the unbridled imagination of primary and secondary students across the state, the Nextech CSforGood Fall Competition challenges K-12 Hoosier students to innovate, create and build positive change in their schools and local communities. The Nextech CSforGood Competition challenges K-12 Hoosier students to innovate, create and build positive change in their schools and local communities. Working with a teacher sponsor, teams of 2-6 students across three divisions: elementary (K-5), middle

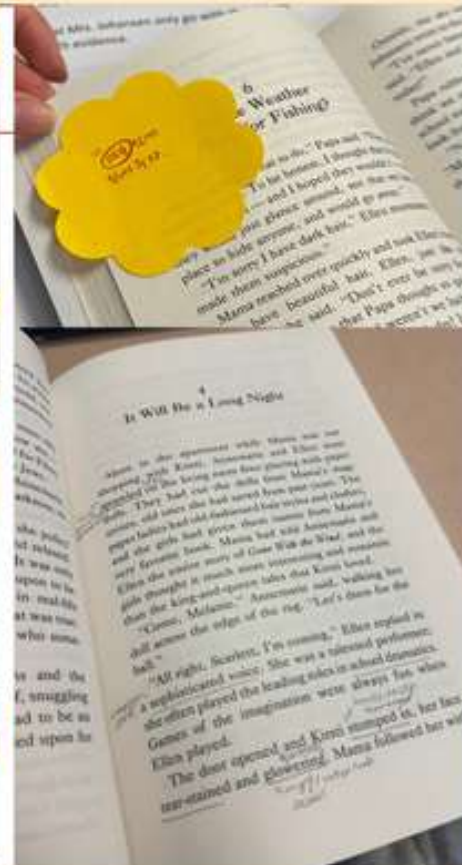
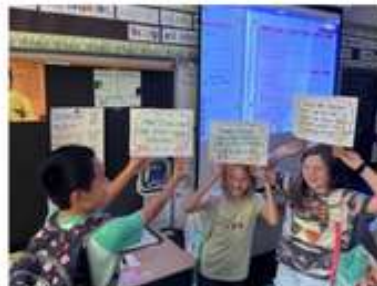
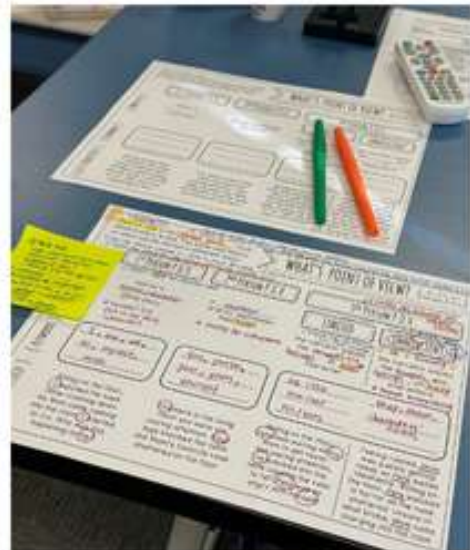
nextech
CSforGood
2025

ENGINEERING DESIGN PROCESS



Student Teaching

Teaching ELA to the students whose first language is English



Learning Through an Educator

Student Teaching with Mrs. Brass

- I would say my host teacher represents kindness, love of nature, and respect
- Learned that IB is more than curriculum, it's humanity
- Teaching is living values, not just delivering lessons
- Made me reflect on my whole life, not just regarding teaching

Learning Through an Educator

Student Teaching with Mrs. Brass



Teaching Through Struggles

Daily Challenges

- Language barriers, cultural differences
- Fear itself that always lived in me

I have a feeling that the cycle of
"Teaching to Learn. Learning to Teach"
 would always be in me, and I am grateful
 and happy to be on the journey

Thank you & Q&A



National Institute for International Education (NIEED)

The government agency under the Ministry of Education, plays a key role in fostering global talent and promoting international education exchange. Its main programs include Study in Korea, GKS, and TOPIK.

Visit "NIEED"



STUDY IN KOREA

The official brand for studying abroad in Korea, providing promotions and guidance on studying in Korea for international students.

- Organizing Education Fairs in various countries overseas
- Offering a one-stop service for studying in Korea, from information to easy online applications on the Study in Korea website.
- Operating the International Student Service Center for personalized consultations

Visit

"Study in Korea"



GKS (Global Korea Scholarship)

The Korean government program that supports outstanding international students in pursuing higher education in Korea, aiming to foster future global leaders with strong ties to the country.

- Degree (Undergraduate, Graduate) programs
- Non-degree (Exchange) program

Check

"GKS" Details



TOPIK (Test of Proficiency in Korean)

The standardized test for evaluating the Korean language proficiency of non-native speakers, including overseas Koreans and international students.

- Uses: University admissions, employment, visa applications, and language proficiency verification
- Types: TOPIK I, TOPIK II (PBT, BTL), and TOPIK Speaking

Visit "TOPIK"



Why Korea?



Korea is one of the best study-abroad destinations, offering a world-class education system, global career opportunities, and a vibrant cultural experience at the heart of the Korean Wave Hallyu.



Globally Recognized Education System

- Home to many top-ranked universities in the QS World University Rankings
- Various scholarships and support programs available for international students



Extensive Career Opportunities for International Students

- Job opportunities in global companies such as Samsung, Hyundai, LG, and various industries
- Work visa and residency support systems for international students



Safe and Convenient Living Environment

- Recognized for its high level of public safety
- Smart transportation systems and advanced mobile services



Unique Cultural Experience with Hallyu

- The center of K-POP, K-dramas, movies, and globally popular entertainment content
- Distinct four seasons and a beautiful blend of tradition and modernity

STUDY IN

A Quick Guide to
Your Study Journey



KOREA



Ministry of Education
National Institute for
International Education



Since 2019, I have had the privilege of organizing the International Symposium on the Korean Education System and Culture, a university-wide event that has steadily grown in both scope and significance. In the early years, we supported the symposium with only program flyers and posters to promote its mission and message.

This year marks an exciting new milestone. Thanks to the creativity and dedication of Mr. Jaehyon Park, our talented graduate assistant at Indiana State University, we are proud to introduce our first-ever electronic booklet showcasing the symposium presentations. His thoughtful design and meticulous editing have greatly enhanced the quality of our materials, and I am sincerely grateful for his exceptional contribution.

It is truly a blessing to be part of such a meaningful initiative. I warmly invite you to join us on Thursday, October 2, 2025, and hope you find this year's symposium both engaging and enriching as we explore the depth and diversity of Korean education and culture.

With appreciation,

Dr. Yong Joon Park

Professor, Department of Teaching and Learning

Symposium Organizer & BCOE Dean's Fellow of East Asian Exchange Initiatives

Bayh College of Education

Indiana State University