



Planting the Seed And Waiting for Blooming

Fostering Internationalization and
Intercultural Exchanges in The COIL
Curriculum at Sungkyunkwan University

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SKKU WAVE (K-COIL) program

- Launched in May 2023 to promote students' intercultural exchanges and learning.
- Joined the pilot program in Fall, 2023.
 - Undergraduate course: “Foundation of Curriculum Studies” (FCS)
 - In collaboration with a lecturer from the National Institute of Education, Nanyang Technological University (NIE-NTU)
- Participated in the official program since Spring, 2024.
 - Co-developed a new undergraduate/graduate course: “Schooling in a Future Society” (SFS)
- **SKKU is at the beginning stage of running a COIL curriculum.**



The Context of SKKU

- One of the big 5 elite colleges in Korea
- Despite students' strong academic abilities, their **English proficiency is greatly varied.**
- Despite the university's strive for internationalization, **students' exposure to intercultural experiences is greatly varied.**
- School of Education/Department of Education (DOE) is one of **the most localized schools/departments** because students are prepared for teaching profession in the Korean public education system.

Pilot Stage (Fall, 2023): Foundation of Curriculum Studies

- One of the required courses for students of the DOE
- **“Start small”**
- **Korean-medium course with some international content** (e.g. curriculum theories, examples of national curricula, global issues in curriculum studies)
- Assigned 2 weeks of the 15 weeks to collaborate with partner instructor
 - 1st week: participatory class observation (Korean & English)
 - 2nd week: partner instructor led the session, introducing the Singapore education system and national curriculum (English)

Pilot Stage (Fall, 2023): Foundation of Curriculum Studies


Exploring the national curriculum of Singapore: Key features and issues (싱가포르 국가 교육과정의 주요 특징과 이슈 탐색)

Introduce yourself in English?

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Pinned

Thanks everyone!



Curriculum has power to bring strangers together :) I am grateful for your patience, kindness and active class participation. Thank you for making my visit to Korea very special. I hope to visit again and again because your country is really beautiful. Thank you for all the travel recommendations! Please feel free to keep in touch with me. My email address is teo.juin.ee@gmail.com


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Share your favorite curriculum saying by an educator or scholar?

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A powerful quote from my visit to Bukchon Hanok History Centre



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Juin Ee Teo 5mo

Questions or comments about Singapore and Korean national curriculum?

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We live under the same sky



Pause often to sky watch. If curriculum makers have narrow worldview, the curriculum we make will be narrow. Thank you for asking very thoughtful and insightful questions!

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Add comment

GROUP 5

Minerva - Form class의 활동이 실제로 학생들에게 큰 도움이 되었다. 실제로 이 활동은 학생들에게 'We live under the same sky'라는 주제를 통해 서로의 문화를 이해하고 존중하는 기회를 제공했다. (학생들: 우리 학교는 어떤 나라에 있는가?)

We celebrated the role of the Singaporean curriculum in our lives. We celebrated the role of the Singaporean curriculum in our lives.

Video 1 (6 min) How young Singaporeans see differences in social class


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See page 8 of photo story before watching this video

You will see a political leader in Singapore Dr. Janil Puthucherry hosting a discussion with a group of young people who are studying in different streams for their secondary education. The "integrated programme" (IP) in Singapore is offered in a few selected schools (locals think of IP as "elite" schools). Students in IP schools do not need to take the national exam at the end of secondary education. Their 4-year secondary curriculum is "integrated" with the 2-year junior college (JC) curriculum. So another term for IP is "through train" as if the students can continue in the same "train" (school) from secondary "through" to JC. You can imagine that some parents and students will try very hard to get into an IP school after

Video 2 (3 min) Singapore MOE explains Full Subject Based Banding

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YouTube

Secondary school experience with Full Subject-Based Banding

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Add comment

SEOJUN SO

Q1. What is the role of a homeroom teacher in the Singapore curriculum? And to take charge of a wide level of learning in schools, how is Singapore developing teacher skills?

Q2. The types and levels of subjects each student learns vary widely, so how do you make up for the differences between students in the curriculum of higher

Video 3 (full episode is 45min) Meritocracy in Singapore Schools

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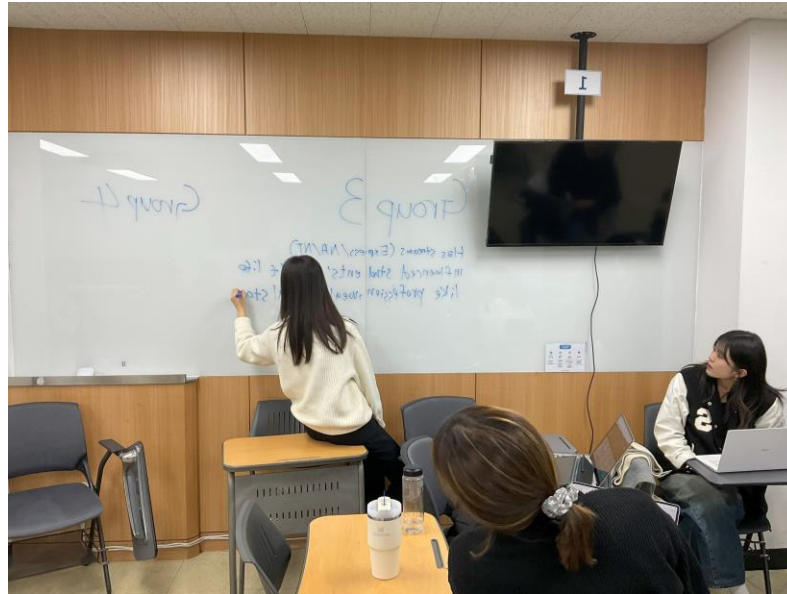
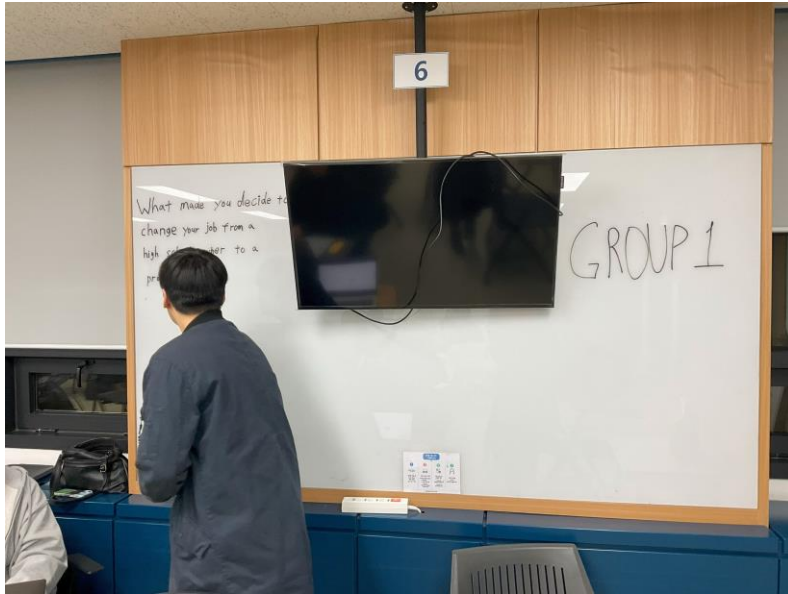
See page 9 of photo story and read this post

1) If you are interested, you can watch the full video.

2) If you are busy and need advice on which part to focus on, please click "watch video in YouTube". You can read the introduction to the video. Next, you will see that there are 8 parts in this video. You can focus on the 4 parts I have highlighted in **bold**. Total time is about 26mins.

0:00 Introduction
1:52 What's meritocracy to you?
2:25 Rise of Singaporean meritocracy
9:32 How meritocracy can breed inequality: parentocracy
18:11 Education in Singapore: an arms race?
22:44 Streaming: a meritocratic sorting system?

Pilot Stage (Fall, 2023): Foundation of Curriculum Studies



What I Learned from The Pilot

- Many students are much interested **to learn about other countries' education systems and issues.**
- Despite students' diverse English proficiency and shyness, they were excited and enjoyed interacting with the partner instructor.
- **Student-centered, participatory approach** is much more appropriate than lecture format to stimulate their engagement with the partner instructor.

Intermediate Stage (Spring, 2024): Schooling in a Future Society (SFS)

- **Collaborated with partner instructor to design a new course**, including course content, readings, assignments, and projects.
- **Designed a new, English-medium course targeted to upper-undergraduate, masters' students, and exchange students.**

Course Syllabus

What the course is about↵

In present times of rapid digitalization and social change since the pandemic, schooling in many countries is facing substantial demand for transformation. In this course, you will explore the meaning and role of schooling for addressing many serious social issues and improving its role for serving our community and society better. You will particularly deliberate on the following questions:↵

- 1) What is the relationship between society, schooling, and education?↵
- 2) What schooling should be like for human beings and society? ↵
- 3) What is the meaning of schooling? Why do we need schooling instead of home schooling or AI tutors?↵

We will navigate these questions together by delving into various ideas raised by prominent international scholars and engaging them with our own thoughts and perspectives. You are encouraged to examine those ideas with critical perspectives, raise important questions, and share your ideas with us. Through extensive communication and collaboration in class, we will envision a more meaningful and responsible schooling for all the people in our society.↵

English Proficiency Requirement↵

The course will be offered entirely in English, including readings, course activities, and assignments. To participate in and get the most out of the course, you therefore need to be ready to exercise and grow your English proficiency. Although solid English proficiency will be



Intermediate Stage (Spring, 2024): Schooling in a Future Society (SFS)

- **Student diversity:** 3 international (graduate) students and 14 local (undergraduate) students
- **Students are seated in groups:** 5 groups in total; 3-4 students in each group
- **Partner instructor joins every session remotely via Zoom.**
- **Student-centered, participatory approach**
 - Reading group
 - 2-minute speech
 - Discussion on reading
 - Application of reading
 - Wrap up
- **Assessments:** 1) Response to reading; 2) Design-a-future-school project

Students' Intercultural Exchanges in SFS

- **Course readings drawn from various contexts:**
Australia, Netherlands, UK, US, Singapore
- **Reading group** to share students' diverse understanding and interpretation on the readings
- Carefully designed **course discussions and activities to promote collaboration and intercultural understanding**
 - Create a collaborative historical timeline of modern schooling
 - A letter to your future child's teacher
- **Partner instructors' significant contribution** to build on and expand students' understanding on the key ideas of the reading



Example of Students' Intercultural Exchanges in SFS

Reading group



Partner instructor's input in class

David Hamilton (1990):

"I am unwilling to claim that schooling is necessarily a 'good thing'. I do not therefore, regard its present form as the unfolding of a glorious idea disseminated by Christian missionaries more than a thousand years ago. Instead, I try to acknowledge that schooling is a two-edged social instrument. It is as much a tool of oppression as it is a lever of liberation. The history of schooling, therefore, is best seen as a history of changing circumstances, not a history of inevitable progress." (p. xiii)

The future of schooling is therefore...

??

Public schooling should serve the common weal




Public From Group 4 in padlet

- the common weal means the public sphere
- 'force of common use' and 'for the good of us all'

JE: Public schooling (not privatised commodity for marketplace selling/buying) in a future society should serve the common good in what sense? For whose benefit? Why?

Example of Students' Intercultural Exchanges in SFS: “A Letter to My Child's Teacher”

Jina Ro + 16 • 1mo

A letter to my child's teacher

Imagine you are parents of a child who are about to entering school. Write a letter to your child's teacher that explains what you expect your child to learn from school.

Yoon-sang

For my child, I want you to get him into socially participating courses which demands situations that 'should' talk to get some scores

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Add comment

Goeun

Good afternoon..
Since my child is in elementary school now, I want my child to be sociable and happy at school. Hope she can enjoy the time in her class. Thank you!

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Add comment

Luca

Dear future teacher of my beloved child. Today marks the first day that my child will enter your school. With this letter, I would like to make some suggestions about what I would like my child to learn.

1. Please teach my child what it means to try and be good. Explain why trying to do good is important, and how this will help everyone to be happier in life.
2. Please also teach my child the importance of getting along with other children. Especially with children that are not likeminded.
3. Please explain the fundamentals of knowledge, such as mathematics, language and history.
4. Lastly, I want my child to be happy. Please show my kid the importance of having fun, and do not be too harsh.

Thank you for taking my wishes into account. Best of luck with Gert.

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Add comment

Hyunho

Dear Mr. Kim
I am glade I can leave my child with you. I think she needs a lot of interaction with other people. I strongly believe the idea that school is a kind of society, so you don't need to care more about my daughter. All we want from you is that you don't show discriminatory attitude only to our daughter.
Thank You.

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Add comment

LIN

The most important thing I hope my child could gain in school is the ability to choose who they want to be and take responsibility for it. I hope he/she has the opportunity to see a bigger world in school and constantly outlines his/her dreams until they become clear.Regardless of his/her academic performance in school, he/she is able to maintain confidence and believe in the potential to achieve his/her dreams.

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Add comment

Nayoun Kang

Dear teacher,
Hope you are doing well. Since my daughter is entering elementary school this year, I would like my daughter to learn how to communicate with others in a respectful way. Also, I want her to internalize basic rules to live in a society which is full of different individuals. This may include sitting down and focus on the lecture, following the rules you provide.
Thank you.

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Add comment

Hyeongyu

Dear teacher
Please teach my child how to interact with others, even if she is not good at studying. Things like how to speak with respect to the other person, how to honor adults, How to admit her mistakes and apologize. But, studying is an essential element in Korea, so I hope she could have a knowledge to understand schoolwork.

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Add comment

Hyunjeong

Good evening!
My child just got in primary school. Thank you for your attention to my child.
I want you to teach my child about how to treat others properly in a community from school. It is because at home, we can't teach rules or manners in a social life elaborately even though we are trying to teach him. But in school, there are many classmates who are around his ages and diverse types of people. So it would be a good opportunity for my child to be socialized even if it is tough at first.

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Add comment

Yeajin

Dear teacher,
I hope my child gets along with other friends well and know how to cooperate with each other. If he seems to have trouble getting along, I hope you give him a bit of confidence. I want him to earn strong social skills in class. I look forward to your help ! Thank you

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Add comment

Sumi

Bonjour teacher. I'm Mark's mother. ****
I'm very nervous about sending my child to school. Rather than

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Add comment

Gyeongnan

Dear. Ms.Park (Elementary school teacher)

Good day, Ms.Park. This is Leo's mother. First I would like to appreciate your efforts to teach and lead my child in advance. I have tried my best to grow him as a friendly, considerate and loving child, but I am sure that he would make some mistakes and be sometimes left behind in certain subjects because I did not really push him to do something he does not want

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Add comment

Jiseon Kim

Dear Sarah's homeroom teacher.
Hi ____, I am Sarah's mom Kim. I feel really worried to send my daughter to school for the first time in her life. Since she is little bit shy, I might be really thankful if you help her to make friends, not having troubles spending time in school without me, and spend happy school life. I personally think that giving pressure to study or getting high

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Add comment

Jeongwoo Heo

Hello! I'm Hyeonho (Heo)'s father. I'm a little nervous that I become the father of an elementary school student. I hope my son learns about himself. Learn what he likes and what makes him happy by learning and experiencing various things in his school life. I also hope my son, Hyeonho learns how to live together as a social member by experiencing

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Add comment

JeongWoo(Cho)

Hello teacher.
I don't want many things. I want my child can understand that there are many different people. In addition, it will be nice if my child can learn about that she is not the center of the earth.
Thank you :)

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Add comment

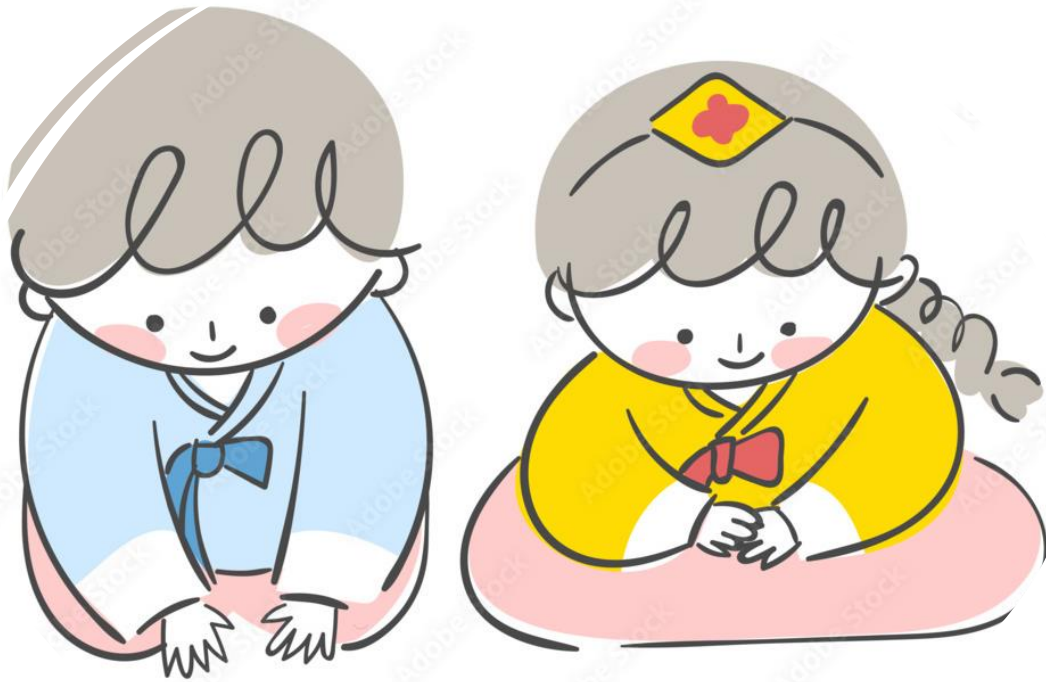
Yoyo

What I Am Learning from The Course

- Learning from **students' diverse perspectives and ideas**
- **'Start small' works!** Instead of having a grand plan, adding/changing a small component in a form of quick, simple activity (e.g. 2-minute speech, reading group) can do much to facilitate students' intercultural exchanges.
- To maximize students' intercultural exchanges, it is desirable to take a **student-centered, participatory approach** in teaching.
- Learning from partner instructor's way and approach to teaching: **A great professional development opportunity**

Challenges I Have Encountered... (And How I Have Been Dealing With...)

- **Much administrative** work was needed to ‘officially’ invite the partner.
 - **Ask for and utilize the support from your institution:** Letter of Invitation, classroom and technology arrangement, etc.
 - **Be strategic with choosing the partner:** Choose the one you are comfortable to interact with and who understands your teaching philosophy and preferences.
- **Difficulties with interacting with partner university’s students** because of the necessity of additional administrative procedures and vastly different contexts of each institution
 - The need for **university-wise partnership** and collaboration for running COIL courses
 - Requires **top-down support with bottom-up initiative**
- **Local students’ substantial variance in English proficiency and international exposure:** COIL in Korean universities may exclude students who are interested in intercultural exchanges but lack confidence in English.
 - Consider ways to address students’ worries about their English proficiency and promote interaction with foreigners, such as more opportunities to meet and interact with exchange students.
 - More international components need to be integrated in the entire university/department curriculum, not just in a few courses.



Thank you!
감사합니다😊
