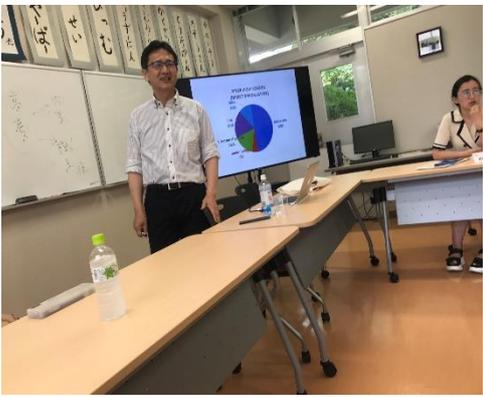


# Program Report

mi yun heo(SNUE)

## - Schedule

	Schedule contents
Day1	<p>Arrive in Tachigawa, Tokyo and meet with a group of Chinese. Placement of accommodation.</p>  
Day2	<p>In TGU, orientation - Japanese calligraphy experience - even 0 won architectural tour - Tokyo curator for laying second visit to class prepared - Welcome Party</p>  
Day3	<p>Campus Tours - classroom study courses - Japanese education courses - Curator for caring classroom and nursery visits</p>  
	<p>Demonstration and lunch at the school</p>

Day4



Visit NCIT-Traditional Drum Experience- Visit Chuo University Secondary School

Day5



Symposium- Preparing for Presentation



**-What I have learned or learned from the program**

\* The subjective opinion discovered by a short period and a limited area and targets opinions.\*

**- Japanese culture and features**

- Keep your time appointments accurately. (Act exactly as scheduled)
- Follow the rules. (There was a lack of flexibility depending on the situation.
- Clean.
- Be kind.
- Do your best and work hard.
- Be patient.



### - Japanese education

- The curriculum is similar , but the class hours are more.

(Japan: 45 minutes a lesson, Korea: 40 minutes a lesson)

- After school activities are free and taught by the teacher.

(There are few elementary schools, and middle school high schools have active teacher-led after school activities.)

- It is considered as a black job like our country because the burden on teachers and the heavy work are so heavy that there are many people at risk of overworking and poor treatment.
- Directly speak to a lawyer rather than a teacher when school violence occurs. In many cases, it is solved.
- Poor facilities and educational environment. Large class size, air conditioning. It doesn't play much, and ICT devices are also obsolete.
- Academic achievement is high among Korean, Chinese, and Japanese students, but school life satisfaction and happiness index are lower than academic achievement (in particular, Korean students' satisfaction and happiness index are the lowest among OECD countries.)

### -Application and Concern

- Why do Korean students have a longing for the first place and the happiness index is significantly lower than their achievements? – Previously, if you studied well, you were given the opportunity to live well or live a better life. However, I am currently living a life that lacks so much that I am not motivated to learn, and if I am not at first or very good in my studies, I remember that I am only better than my current life, or that I only remember reality and first place. It seems that the happiness index is



lower than the academic achievement due to the burden on the nationality of parents and the society.

- On the other hand, China's economy is developing rapidly, so there seems to be a lot of opportunity to learn in order to have the opportunity to gain education. The passionate attitudes and motivations of the Chinese have been combined to achieve rapid growth and will continue to do so. However, we speak with Chinese students and have similar educational problems (school violence, parental demands, contact bans), and no solutions or regulations have been set. Seems to be running.