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A Study on the Global Citizenship Education Model Incorporating Virtual Intercultural Exchange

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The purpose of this study is to explore a new educational possibility for proposing a Global Citizenship Education (GCED) model for Korean high schools that incorporates intercultural exchange with a school in a different country. In an increasingly interconnected world, global collaboration in working towards resolving global challenges is essential. With the growing status of GCED as a mainstream educational agenda around the globe, numerous studies have been conducted on curriculum development for GCED. While there is a body of research on the effect of intercultural exchange on developing communicative skills and intercultural competence (ICC), it is difficult to find cases in which it is integrated into formal education in Korea. Therefore, this study suggests a GCED model that incorporates virtual intercultural exchange to be applied to Korean high schools, based on the GCED topics presented by UNESCO and those relating to Sustainable Development Goals (SDGs). The virtual exchange designed in the proposed model involves both synchronous and asynchronous exchange. With the necessary administrative and technological considerations supported, this model is expected to serve as an educational alternative for high school education to cultivate global citizenship, intercultural competence, and English communicative skills needed to survive in the ever-changing global society.

[Global citizenship education/sustainable development goals/virtual intercultural exchange/intercultural competence]

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I. INTRODUCTION

Global interconnectedness and interdependence have increased with the progress of globalization and the need for cooperation to solve common problems of mankind, such as climate change, terrorism, inequality, and international conflicts is more important than ever. This has increased the need for global exchange and cooperation, and countries that notice such need emphasize education on intercultural understanding and collaboration to tackle global issues. In accordance with such a global trend, the National English curriculum is aimed towards equipping individuals with not only the ability to communicate in English but also the intercultural competence of being able to respect and embrace different cultures around the world (Ministry of Education, 2018). As an educational means to develop communicative skills in English and intercultural understanding, the effects of international exchange and international understanding education have been explored profoundly through prior research (Choi, 2022; Han, 2016; Jung, 2010; Lee & Yang, 2014; O'Neill, 2007; Schenker, 2012).

Meanwhile, such a trend also aligns with the growing importance of global citizenship education (GCED), which has been adopted as a new educational agenda at the 2015 World Education Forum Incheon. It has also been included as one of the targets under Sustainable Development Goal (SDG) #4 at the United Nations General Assembly held in September 2015 (UNESCO, 2015). With the hosting of 2015 World Education Forum, GCED has achieved an important status in the mainstream discourse in Korean education. This is easily observable from the remarkable increase in the number of domestic studies conducted on GCED in the recent years. Among them, studies related to the implementation of GCED in curricular education include those on teaching and learning material development for GCED and case studies on course design for different school subjects (APCEIU, 2020a). However, it is difficult to find prior research conducted on GCED in the form of intercultural exchange for high school students, while high school is the stage in students' life that must prepare them for the society. Most existing studies focus on GCED and English learning, mostly at the elementary or middle school level (Han, 2016; Jo, 2020; Lee, 2021; Lee & Jang, 2022; Yoon & Kang, 2022; Yu & Kang, 2017) or the effects of international exchange on GCED or learners' communicative skills (Cha, 2021; Han, 2016; Joo, 2021; Shin, 2012).

Therefore, the purpose of this study is to explore a new educational possibility for integrating GCED and intercultural exchange and to propose a GCED model that incorporates virtual intercultural exchange between schools, particularly for Korean high schools. Through this model, this study aims to suggest an educational alternative for high school education to cultivate global citizenship, intercultural competence, and problem-solving skills needed to survive in the ever-changing global society.

II. LITERATURE REVIEW

1. Global Citizenship Education (GCED)

GCED could be understood to have stemmed from 'global education' that has gathered attention with the research done by Pike and Selby (1988) and Merryfield (1991), while GCED in Korea has emerged after the early 1990s as a form of 'education for international understanding'. Other related educational perspectives that are mentioned frequently in the discourse on GCED include 'multicultural education', 'education for cultural understanding', and 'human rights education'. A more recent form of citizenship education that is quite similar to GCED is 'Education for Sustainable Development' (ESD), which is accepted mistakenly as the same educational perspective and methodology as GCED. But ESD is different from GCED in that it defines common goals universal to all countries and aims towards resolving issues such as human rights, gender inequality, climate change, and peace and security (APCEIU, 2020b). Han, Kim, Lee and Cho (2015) give a precise list of characteristics of GCED distinct from traditional forms of citizenship education, in which GCED is as education that is 1) learner-centered, 2) transformational, 3) process- and problem-solving oriented, 4) participatory and practice-oriented, and 5) life-long and multidimensional. While there are numerous definitions of GCED, this paper adopts the most comprehensive definition provided by UNESCO, which states that GCED aims to 'build the knowledge, skills, values, and attitudes that learners need to be able to contribute to a more inclusive, just, and peaceful world' (UNESCO, 2014). Although there are various definitions and interpretations of GCED, they are commonly understood to entail three interrelated conceptual dimensions: cognitive, socio-emotional, and behavioral (see Figure 1).

FIGURE 1
Core Conceptual Dimensions of Global Citizenship Education (UNESCO, 2015, p.22)



Based on the three domains presented above, key learning outcomes, key learner attributes, topics, and learning objectives are suggested, which should be understood as being interrelated and integrated learning processes rather than distinct and separate ones (UNESCO, 2015). UNESCO (2015) also provides topics and elaborated learning objectives by the age of students and school level as below (see Figure 2). Based on the topics and learning objectives suggested, this paper will propose the topics for the GCED program model. More importantly, GCED, when applied to the English classroom has been proven to contribute to increasing students' interest in English learning and communication skills of elementary school students (Lee, 2022) and raising motivation and interest in English of middle school students (Yun, 2022). The focus of an English classroom incorporating GCED could either be content or language according to different school levels and English competency levels, ranging from developing English skills needed in understanding texts relating to global issues to developing media critical literacy (Oxfam, 2015).

FIGURE 2
Topics and Learning Objectives of GCED (UNESCO, 2015, p. 31)

TOPICS	LEARNING OBJECTIVES			
	Pre-primary & lower primary (5-9 years)	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)
1. Local, national and global systems and structures	Describe how the local environment is organised and how it relates to the wider world, and introduce the concept of citizenship	Identify governance structures, decision-making processes and dimensions of citizenship	Discuss how global governance structures interact with national and local structures and explore global citizenship	Critically analyse global governance systems, structures and processes and assess implications for global citizenship
2. Issues affecting interaction and connectedness of communities at local, national and global levels	List key local, national and global issues and explore how these may be connected	Investigate the reasons behind major common global concerns and their impact at national and local levels	Assess the root causes of major local, national and global issues and the interconnectedness of local and global factors	Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses
3. Underlying assumptions and power dynamics	Name different sources of information and develop basic skills for inquiry	Differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives	Investigate underlying assumptions and describe inequalities and power dynamics	Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance
4. Different levels of identity	Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills	Examine different levels of identity and their implications for managing relationships with others	Distinguish between personal and collective identity and various social groups, and cultivate a sense of belonging to a common humanity	Critically examine ways in which different levels of identity interact and live peacefully with different social groups
5. Different communities people belong to and how these are connected	Illustrate differences and connections between different social groups	Compare and contrast shared and different social, cultural and legal norms	Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups	Critically assess connectedness between different groups, communities and countries
6. Difference and respect for diversity	Distinguish between sameness and difference, and recognise that everyone has rights and responsibilities	Cultivate good relationships with diverse individuals and groups	Debate on the benefits and challenges of difference and diversity	Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives

7. Actions that can be taken individually and collectively	Explore possible ways of taking action to improve the world we live in	Discuss the importance of individual and collective action and engage in community work	Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues	Develop and apply skills for effective civic engagement
8. Ethically responsible behaviour	Discuss how our choices and actions affect other people and the planet and adopt responsible behaviour	Understand the concepts of social justice and ethical responsibility and learn how to apply them in everyday life	Analyse the challenges and dilemmas associated with social justice and ethical responsibility and consider the implications for individual and collective action	Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality
9. Getting engaged and taking action	Recognise the importance and benefits of civic engagement	Identify opportunities for engagement and initiate action	Develop and apply skills for active engagement and take action to promote common good	Propose action for and become agents of positive change

2. Sustainable Development Goals (SDGs)

At the United Nations (UN) General Assembly in 2015, all Member States UN adopted *The 2030 Agenda for Sustainable Development*, which provides "a shared blueprint for peace and prosperity for people and the planet, now and into the future" (United Nations General Assembly, 2015, p. 6). At its heart are the 17 Sustainable Development Goals (SDGs) to be achieved by the year of 2030, which are an urgent call for action by all countries, including developed and developing, in a global partnership (see Table 1). SDGs are closely related to GCED in that GCED aims to empower people to develop the understanding, skills, and values in taking action to resolve global challenges and contribute to a more inclusive, tolerant, just, and peaceful world (UNESCO, 2015).

TABLE 1
Sustainable Development Goals (SDGs)

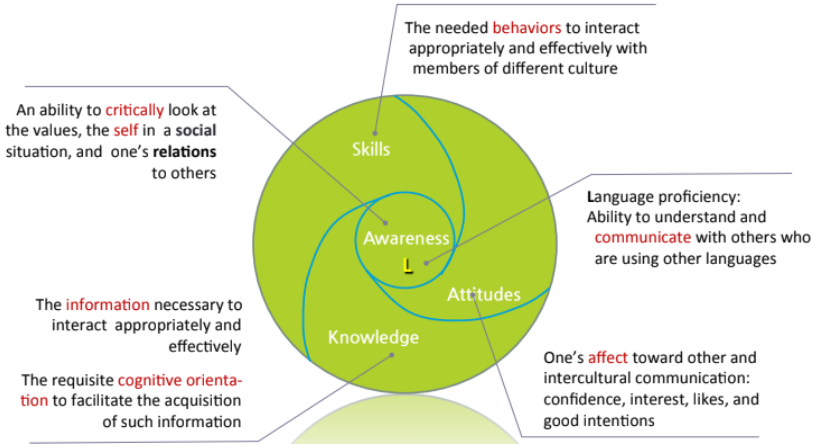
Goal 1	End poverty in all its forms everywhere
Goal 2	End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Goal 3	Ensure healthy lives and promote well-being for all at all ages
Goal 4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Goal 5	Achieve gender equality and empower all women and girls
Goal 6	Ensure availability and sustainable management of water and sanitation for all
Goal 7	Ensure access to affordable, reliable, sustainable and modern energy for all
Goal 8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Goal 9	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
Goal 10	Reduce inequality within and among countries
Goal 11	Make cities and human settlements inclusive, safe, resilient and sustainable
Goal 12	Ensure sustainable consumption and production patterns
Goal 13	Take urgent action to combat climate change and its impacts

Goal 14	Conserve and sustainably use the oceans, seas and marine resources for sustainable development
Goal 15	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
Goal 16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
Goal 17	Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

3. Intercultural Competence and Language Learning

In educating students to become global citizens, many researchers have maintained the need for the understanding of cultural differences and adequate attitude and awareness (Guiherme, 2002). To prepare students for the ever-changing global society, several researchers share the same perspective and emphasize 'intercultural competence,' in which positive attitudes toward different cultures prompt people to take active roles in the diverse society (Davies & Evans, 2005). While there is a profound body of research on intercultural competence, Byram's (1997) model of intercultural communicative competence (ICC) was one of the first pedagogical models applicable to formal education, or formal language learning contexts, to be more specific (Chen, 2009). His ICC model attempted to give guidance to teachers on how language learning that incorporated intercultural competence could be applied in teaching. Based on Byram's (1997) model, Fantini (2006) specified the concept into five dimensions: 1) knowledge, 2) skills, 3) awareness, 4) attitudes, and 5) target language proficiency. Knowledge refers to the mastery of cultural and social knowledge of one's own culture and of others. Skills refer to the ability to use newly acquired knowledge of a different culture appropriately in interactional contexts. Awareness refers to the ability to critically evaluate different cultural practices of one's own and others. Attitudes refer to the curiosity, openness, and readiness to accept and respect another culture, based on the appreciation for their own. Target language proficiency refers to the ability to use the English language based on the understanding of and communication with others who are using other languages. The construct of intercultural competence is represented as follows (see Figure 3).

FIGURE 3
Components of Intercultural Competence (Fantini, 2006; O'Neill, 2007, p. 18)



Advocates of incorporating intercultural competence in language learning maintain that approaches are necessitated to understand and bridge cultural difference through effective communication (Young & Sachdev, 2011). Based on such a position, language learning is the ideal area within the educational field for offering the opportunity to learn about cultural differences, reflecting powerful interrelationships between language and culture (Risager, 2006). With the English language serving as vehicles for communication between people of different cultures, it is supported by various previous research that the development of intercultural competence needs to be prioritized in educational contexts where English is learned and taught (Crystal, 2003; Graddol, 2006).

4. Systems and Models of Virtual Intercultural Exchange

International exchange or intercultural exchange has been confirmed by numerous pieces of prior research to contribute to developing intercultural competence and facilitating acceptance and understanding of cultural differences (Greenfield, 2003). While there are numerous forms of international exchange that can be provided by different educational agents, ICT-based online virtual form of exchange offers incentives of being relatively cost-effective compared to direct person-to-person exchange, applicable independent of time and space, and of having the potential to be implemented over an extended period of time compared to a one-time event. Virtual intercultural exchange is a process of exchanging and collaboratively exploring knowledge and information based on the mutual understanding between students, teachers, and schools of different cultures in actively participating in shared tasks (Park, 2018). In order for a virtual intercultural exchange to work successfully,

a number of factors must be taken into consideration, such as a learning model suitable for the target learner and school, clearly defined roles of the teacher and learners, strategies for learner motivation, virtual platform management, and methods for managing technology (Hegelheimer & Chapelle, 2000).

Virtual intercultural exchange could take either form of synchronous exchange or asynchronous exchange. Both forms of exchange have different characteristics and effects. Synchronous exchange allows participants to view their partners through a screen and offers face-to-face interaction in real-time and is more appropriate when there is less time difference between the participating countries. On the other hand, asynchronous exchange would be more suitable for two countries with a relatively greater time difference that are difficult to find a time for real-time interaction, which requires a virtual platform of exchange on which learning topics are posted and students share material and opinions and the teacher monitors and facilitates the learning process. The characteristics of the two forms of exchange presented by Park (2018) are as follows (see Table 2).

TABLE 2
Characteristics of Synchronous Learning and Asynchronous Learning (Park, 2018)

Factors	Synchronous learning	Asynchronous learning
Cities of exchange	Cities with little or no time difference	Cities with much time difference
Environments of exchange	Internet access available, video conference system, computer and tablet pc, webcam, microphone, etc.	Internet access available, website, computer and tablet pc, etc.
Methods of exchange	Class to class lesson with synchronous video conference system, spoken language centered exchange	Student to student assignment together with asynchronous website, written language centered exchange
Pros	High interest and immersion, high social presence, immediate feedback possible	Beyond time and space, creating thoughtful learning outcomes, all students participate in assignment
Cons	Limit of time and space, disconnect problem during lesson, not all students participate in class, lack of participation due to language barriers	Reduced interest due to lack of immediate feedback, lack of participation due to language barriers

Moreover, it is proven by previous research that participation in virtual intercultural exchange, either synchronous or asynchronous, helps improve not only intercultural competence but obtain communicative strategies, build mindfulness of other cultures, and develop writing skills needed for ‘real’ audiences (O’Neill, 2007).

III. PROPOSAL FOR A GLOBAL CITIZENSHIP EDUCATION MODEL

1. Overview

This study suggests a GCED model for Korean high schools that incorporates virtual intercultural exchange with another school in a different country. An overview of the program is shown below (see Table 3).

TABLE 3
Overview of the GCED Model

Item	Content
School level	• High school
Content	• Topics and learning objectives of GCED • Topics of IVECA curriculum
Method	• Online virtual exchange (synchronous and asynchronous) • Extracurricular program (non-graded)
Length	• 1 semester (16 weeks) • 1-2 hours/week
Participants	• 1 focal teacher (for each school) • 1 teacher (for each class) • 15-25 students (in each class)

The content of the model incorporates the topics and learning objectives of GCED presented by UNESCO (2015), while specific activities are derived from SDGs, which will be elaborated on later. The method employed is an online virtual exchange, incorporating both synchronous exchange and a synchronous exchange. The program is to be designed as an extracurricular program that is non-graded, which is operated separately from subject curricula, as a Creative Hands-on Activity, for example. Since the exchange is between two schools from two different countries with a time difference, the exchange is mostly asynchronous, using a common virtual classroom on an online platform. Under the circumstances in which the two participating schools are able to find a time for synchronous exchange, it could be held at the beginning and at the end of the semester as an introduction and farewell event, respectively. The length of the program is one semester but the actual weeks allotted to the program would be around 16 weeks, with the holidays excluded. The duration for one class is one or two hours per week, which may be adjusted to suit the school curriculum. At each school, there is a focal teacher in charge of the program and the related administrative work who well understands the contents and aims of GCED and the components of intercultural exchange, while communicating with the partner school. There is one teacher per class who guides students through the program, monitors the learning process and the virtual classroom, and communicates with the partner teacher. The

recommended number of students in a class is 15-25. There can be more than one class of students in the program, if the circumstances allow at the school.

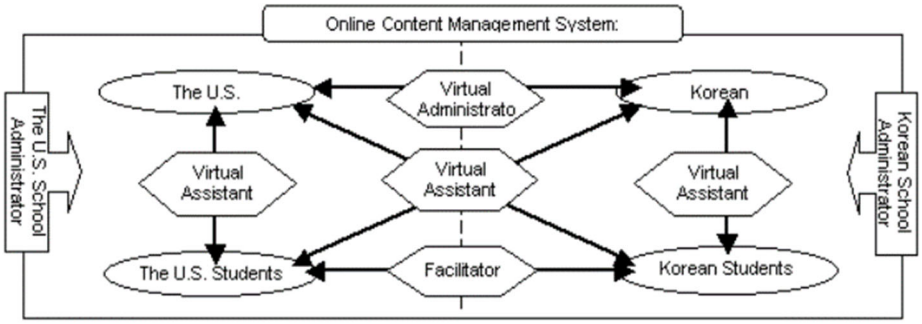
2. Prior Considerations

There are things to consider and prepare before beginning virtual intercultural exchange. Firstly, a school needs to find a partner school. Since it is realistically difficult for an individual school or a teacher to find a partner school in a foreign country, schools could make use of programs that aid with intercultural exchange, such as IVECA or foreign councils in Korea (Park, 2018). Once a school finds a partner school, the focal teacher at each school contacts each other to exchange information about the calendars, exchange topics, and the level of students.

Secondly, a school must have the technology necessary for virtual exchange. For asynchronous exchange, an online platform of virtual classroom is required so that students can upload their learning outcomes of the week and communicate with their global partners. Teachers in the two countries also communicate via virtual classroom to discuss or make suggestions in the process of exchange. For synchronous exchange, a stable Internet environment and video conferencing service are required. Regular monitoring of the network environment and technological equipment is also crucial in order to prevent potential technological failure at the moment of exchange.

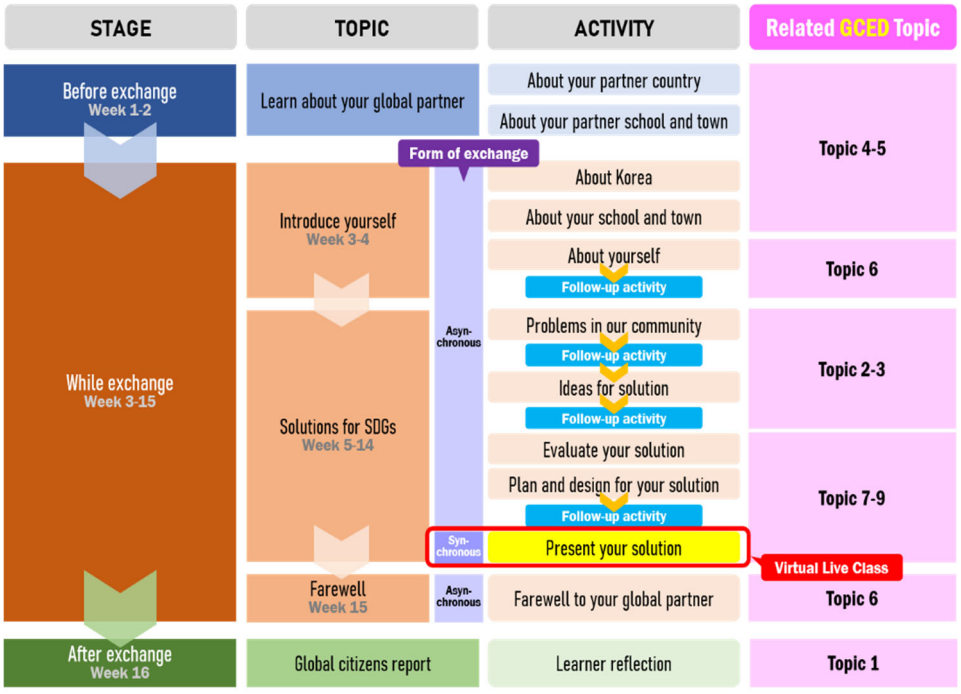
Besides finding a partner and technological requirements, other factors to be considered include professional development for teachers and school administrators, which is strongly advised in order for the program to achieve the desired pedagogical effects. As a model for an online content management system, this study incorporates O'Neill's (2007) contextual map of intercultural exchange model (see Figure 4). To promote meaningful exchange between learners of different cultures that involves mutual understanding and respect and active interaction between participants, the role of the teacher in integrating virtual exchange into school education is significant, as well as the support of the virtual administrator and facilitator.

FIGURE 4
Contextual Map of the IVECA Project (O'Neill, 2007, p. 209)



3. A Global Citizenship Education (GCED) Model Incorporating Virtual Intercultural Exchange

FIGURE 5
A GCED Model Incorporating Virtual Intercultural Exchange



The intention underlying the GCED model proposed in this paper is to offer GCED through formal education in the form of virtual intercultural exchange. The program is

divided into three stages: before-, while-, and after-exchange (see Figure 5), which are scheduled for 16 weeks, considering the average duration of a semester in Korean high schools. The topics to be covered are based on the exchange topics presented by the IVECA (Intercultural Virtual Exchange of Classroom Activities) curriculum, which integrates the topics and learning objectives of GCED (UNESCO, 2015). For each topic, there are specific activities that students perform in class, while some topics involve a follow-up activity (this will be elaborated on later). The overall program is represented in a contextual map in FIGURE 5, and how the program is operated will be described in detail by each stage. In addition, the topics under 'Related GCED Topic' refer to the topics designed for 'Upper Secondary (15-18+ years)', suggested by UNESCO (2015).

1) Stage 1: Before Exchange (Week 1-2)

Before exchange, the teacher gathers the students enrolled in the program and gives an introduction and overview, including the purpose, objectives, and schedule of the program. In doing so, it is crucial to ensure that students well understand the concept of global citizenship and that the program offers them an opportunity to take part in global collaboration to make a better world.

Prior to beginning the actual exchange, students learn about their global partners. First, they learn about the partner country, such as its history, culture, geography, politics and economy, and other interesting facts. In groups, they select one area of research from the list, do online research, and make a presentation about their findings in front of the class. Second, students learn about the partner school and the town or city the school is located. They visit the website of the school or search the name of the school online and find information, such as what the school or city is known for or other interesting facts about the school or city. As such, learning about the global partner in advance not only boosts students' motivation for exchange but also build prior knowledge that will help them better understand and cope with the cultural difference they may encounter in the process of exchange.

2) Stage 2: While Exchange (Week 3-15)

The virtual intercultural exchange in this model incorporates both synchronous exchange using an online virtual classroom and asynchronous exchange in the form of a virtual live class, while most of it is designed to be done synchronously due to the expected time difference between two countries. Before presenting the first topic, teachers at each school log on to the virtual classroom and introduce themselves to each other. They also exchange the student list that specifies the names, gender, and English writing level. The teachers communicate with each other to match the students individually so that every student has a

partner. If one school has a greater number of students than the other, the teacher could assign two partners to some of the students with a higher writing level. The teacher presents the partnered-up students list on the virtual classroom for students in both countries to see. Matching students with an individual partner will not only give students a sense of responsibility in the exchange but also a chance to engage in deeper one-on-one interaction which may lead to a long-lasting global friendship.

(1) Introduce Yourself (Week 3-4)

The first topic of the 'While exchange' stage is 'Introduce yourself.' The writings that students produce will be the very first ones that they will upload to the virtual classroom for their global partners to see. Students in both countries each write 200-300 words introducing their own country (e.g. Korea), school and town, hobbies, favorite school activities, values in life, what it is like to be a student in their country, what they are proud of about their school, city, or country, and questions they would like to ask their individual partner. The role of the teacher is a facilitator, who not only assists students with language but also raises cultural awareness in the process of exchange. In guiding students to write, the teacher presents the overall structure to follow and useful expressions to use in writing an introduction. When asking questions to the global partner, for example, it is the teacher's job to inform students of culturally accepted and unaccepted comments or questions and instruct them to be aware of those factors. The activity of writing an introduction will take one week, which will be followed by a 'follow-up activity' in the second week. For the follow-up activity, students find the introduction written by their individual global partner and write a short reply, including a response to what they thought was interesting and the similarities and differences they have noticed between the two cultures. The teacher encourages students to read introductions written by students other than their individual partners to raise awareness of the perceptions held by students in the partner culture and how they are similar or different from our own.

(2) Solutions for SDGs (Week 5-14)

This topic is the main topic for this model that is most heavily loaded with GCED content involving identifying global and local issues relating to SDGs and devising solutions for the issues. Students in both countries will be divided into groups for this topic and the teacher matches the groups between countries apart from the previous individual partners. In selecting the SDGs to tackle for the semester, there are two options: 1) setting a common SDG for both countries, and 2) giving freedom of choice in the SDG for each group. For the first option, the teachers in the participating countries need to discuss in advance to settle on

a common SDG. Also, a discussion is needed between students so that the issue they choose to work on does not overlap with that of other groups. Because students in two different countries will be working with the same SDG, they will be able to notice the similarities and differences between issues in their own country and those in their partner country. Also, since they will be doing research on one specific SDG for a semester, they will have built a body of knowledge regarding the area. As for the second option, there is no need for prior discussion to settle on a common SDG, and students are given the freedom to explore issues relating to the SDG that interests them. In addition, students will be able to learn from other groups about a variety of global and local challenges relating to different SDGs.

After an SDG is selected, students engage in the first activity on Week 5-6 to think about issues and challenges faced by their community related to the SDG, together with the local needs (what their community is lacking) and assets (what their community has). Among the issues, they state one specific challenge their community needs to resolve that their group would like to tackle. Groups in both countries upload their posting on the virtual classroom. The next week, they read the postings from their partner group and write a reply as the follow-up activity. For the follow-up, they write about 1) the similarities and differences between the communities of the two countries, 2) feedback on the partner group's assessment of the needs and resources of their community, and 3) comments on if anything the partner group missed to examine and possible suggestions.

On Week 7-8, students begin the second activity of generating ideas for solutions, taking into consideration the feedback given by their partner group. In groups, students brainstorm ideas for solution and then categorize the ideas into two or three similar ones and share their thoughts on each one. They narrow the ideas down to two to three solutions with a summary for each solution and post it to the virtual classroom. As the follow-up activity, students evaluate their partner group's ideas for solutions and provide feedback by including their group's thoughts on the following aspects: 1) what they like and don't like about the idea, 2) possible negative effects when applied to their own country, 3) if it will be practical, effective, and cost-effective when applied to their own country, 4) if it is sustainable; if not, how they would revise it to make it sustainable in their community or country, and 5) what is inspiring or what they would like to explore further.

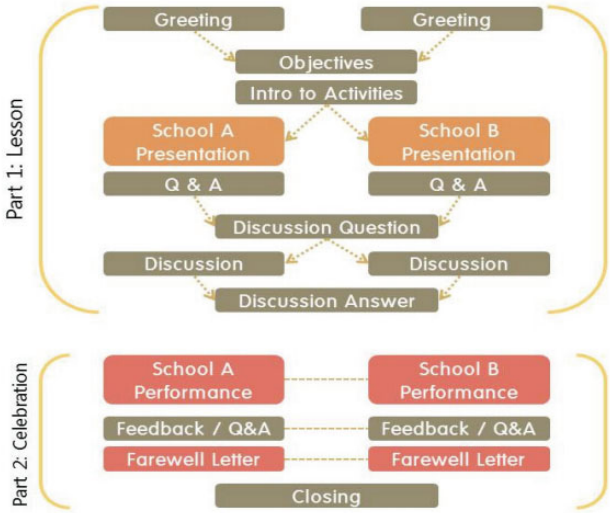
Based on the feedback provided, students choose one solution that they think will work best for their community. On Week 9-10 and for the third activity, students evaluate their selected idea in order to suggest or design a reliable solution. They analyze possible risks and gather alternative perspectives by the following steps: 1) set the specific goal and objectives for the solution, 2) analyze the risk factors that could potentially fail to meet the required level of quality of the solution, 3) go through the checklist in groups that includes technical/human resources available, community engagement, cost and time required, natural factors, skill readiness, sustainability, and legitimacy, and 4) based on the risk

analysis, talk with group members about how to solve or control the risks. Since this activity is a risk analysis for students' own ideas, there is no follow-up activity.

For the fourth activity to be done on Week 11-12, students plan and design the solution based on the risk analysis done in the previous step. They will plan their action and design an achievable solution. The design for the solution may be a campaign website, a proposal to the government body, a youth movement plan, a public announcement statement video, a new business plan for social change, etc. Students draft the design of their solution and expected short-term and long-term outcomes in a document or presentation format and upload it to the virtual classroom. As the follow-up activity, they critically review the action plan and the solution design of the partner group and share their perspectives on the following aspects: 1) first impression of the solution and action plan, 2) the most powerful element of the solution, and 3) if they think the solution would work in their own community and country.

The last activity for 'Solutions for SDGS' is the 'virtual live class' in the form of synchronous exchange using a video conferencing tool. Before Week 13-14, the teachers discuss the possible date and time available for both schools, considering the time difference between the two countries. If necessary, they would have to make changes to the class schedule to secure time for the virtual live class. Also, the teacher must arrange an appropriate classroom for the live class with the necessary technology available, including a webcam, production screen, laptop PC, and microphone. In the virtual live class, students make a presentation about the action plan and solution their group has designed regarding the SDG chosen in advance. They also watch and listen to the presentation made by their partner school students. After the presentations made by students in both countries, they engage in a discussion where they think and share their thoughts on the following questions: 1) what are the similarities and differences in value system, lifestyle, cultures, or social structures of the two countries that each school has to consider for their action plan and solution and 2) what they have learned or realized from these activities of the partner school. After the discussion, one or two students from each country share their answers with their global partners. The virtual live class is not only a time for presenting students' semester-long learning outcomes but also an event to celebrate the global partnership between participating schools and global friendships between students of different cultures. As such, each school gives a performance that represents the culture. The overall flow of the virtual live class is represented in a contextual map below (see Figure 6), which is adapted from the IVECA Live Class model.

FIGURE 6
IVECA Learning Model for Virtual Live Class (IVECA, 2015)



(3) Farewell (Week 15)

The very last topic of the 'While-exchange' stage is writing a farewell message to the global partner. Students write about 200 words, including 1) what they have most enjoyed and learned, 2) what this exchange has meant to them in their school life, 3) what they would like to learn more about the partner country and friends, and 4) what they would like to say last to their partners. While it is not advised for students to exchange personal e-mail addresses or social media accounts up until this point in exchange due to many reasons, such as to prevent invasion of privacy or cyber-bullying, the teacher may recommend students to share their contact information with their global partner at this stage. This will allow students to extend their global friendship to the outside of the school curriculum and build a long-lasting human connection.

3) Stage 3: After Exchange (Week 16)

After students finish the exchange process, they engage in a time for reflection on their journey of intercultural interactions and GCED. They write a 'Global citizens report,' which contains reflective questions on the virtual intercultural exchange with global partners of a different culture and their learning process of working on solutions to contribute to resolving global challenges related to SDGs. The teacher may have students share their thoughts in groups or in class. The writing of this report will offer students the opportunity to reflect on

what they have newly learned about their partner country and SDGs and also realize the importance of global collaboration in resolving challenges of the global society.

IV. CONCLUSION AND DISCUSSION

In response to the call for educational initiatives to enable learners to be equipped with relevant competencies for the rapidly changing global society, GCED has established its status as an important educational agenda. Meanwhile, virtual intercultural exchange has long been considered one of the effective methods to build intercultural competence and communicative skills. However, there is a lack of research done on the possibility of incorporating the two education perspectives, GCED and virtual intercultural exchange. Therefore, this study proposed a semester-long GCED model applicable to Korean high schools that incorporates virtual intercultural exchange. The model uses SDGs-related topics as GCED content, in which students work on devising solutions for SDGs-related issues in collaboration with their global partners in a different country through the virtual classroom and virtual live class.

The significance of the suggested model could be summarized as follows. First, it would be one of the first attempts to incorporate two important educational perspectives in Korean education, GCED and virtual intercultural exchange, for high school education in particular. Second, it offers a cost-effective way to provide students with the opportunity for intercultural exchange by putting formal education in an agentive role. Third, the components of the model are designed to develop competencies such as intercultural competence, communication skills, and problem-solving, which align with the core competencies set by 2022 Revised National Curriculum for the English subject. However, this model does not take into consideration the different characteristics and needs of schools, nor the extent to which the model could be integrated into the school curriculum. Also, it is not specified in the model the administrative procedure and requirements for global partnership between schools, nor a detailed plan for the professional development of teachers on GCED and virtual intercultural exchange. Therefore, further research is required in exploring such possibilities.

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