How KCU is coping with

"Corona Blue"

By Hee-yun GWON

COVID-19 has caused a serious economic downturn in South Korea. In addition, untact (non-contact) culture is gradually accelerating not only in Korea's society, but also across the globe. As a result, all kinds of physical contact between individuals are remarkably decreasing. People are having a hard time finding a suitable way to relieve stress and novel untact standards have resulted in increases in depression. As depression rises, a 'Corona Blue' phenomenon is also occurring.

Corona Blue is not a medical term. It is a newly emerging term. It is used to describe the psychological reaction to the virus. It is different from typical depression.

If your feeling down lasts for more than 2 weeks, you may need to pay attention to it. One of the easiest ways to evaluate it is how you feel while "watching TV or videos." If you are not interested and don't have fun watching TV or videos as you did before, you may have Corona Blue. Also, if others around you notice any changes in your mood, even if you don't notice it, you may need to seriously consider that you might have Corona Blue.

There has been a substantial amount of discussion on the negative effects of infectious disease on mental health and wellbeing among individuals. Actually, there has been plenty of empirical evidence. Recently, researchers have documented that COVID-19 impacts anxiety, depression, and stress. One significant difference between COVID-19 and other epidemics is that the negative effects of the current pandemic are more extensive than previous ones.

The following are interviews about how KCU students feel and think about the prolonged pandemic.

I had lots of things planned as a freshman on campus, but I feel so frustrated because I have to stare at the computer monitor. I'd like to chat and hang out with friends outside and eat delicious food off campus without wearing a mask.
- Min-Soo Lee (20 years old, freshman)

I made reservations to fly to Finland and see the Aurora and Santa Village with a friend of mine, but I had to cancel. My ears hurt from having to wear a mask at my part-time jobs at all times.
- Haneul Lee (21 years old, sophomore)

I am so happy because I can take classes at home. I live very far away from campus. It is very tough for me to commute to campus. Honestly, I envy lowerclassmen because coronavirus is likely to continue next year and I prefer non-face-to-face classes.
- Hyo-Jung Cho (23 years old, senior)

Because I am from a rural area, I used to live in the dormitory, and I used to send my luggage home back and forth every semester, so it is good that the coronavirus forced everything to be completely non-face-to-face. I don't need to waste time on the road because of traffic, but sometimes it was difficult, when I had to go to school because there was no place to sleep. Midterm and final exams were also done virtually, so I was able to study at home, and had more time than when I was in school. I think there are a lot of advantages and disadvantages at the same time in this part.
- Ji-Ah Kim (24 years old, senior)

I am a student who is expected to graduate this year after the end of my duty in military since I served from 2014. I am so nervous because the number of job openings decreased. I am learning computer skills, and I hope that it will help me a little. I think everyone around me is in a similar situation, and I am wondering when this situation will end.
- Hyeong-Joong Kwon (25 years old, senior)

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- Hyeong Joong Kwon (25 years old, senior)

To summarize what the students are saying, there were favorable opinions about not having to worry about commuting to school. Many of the students said, "I have many plans, but I can't do the plans," and "It is too difficult to get a job".

There are mental health programs to cope with coronavirus that the school launched for students in the second semester of 2020.
1. Cheer up campaign: This campaign delivers a message of encouragement and consolation to those who are tired of COVID-19. The students who join will decorate a phone hand holder which is useful to grip the phone and write letters to cheer up family and friends.
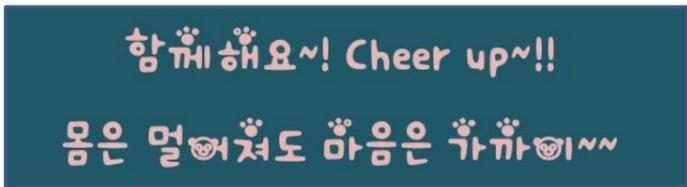
(Student Counseling Center)

In addition, in order to improve the quality of sleep of students, a lecture 'Jam-Man-Bo' was held online on December 3.
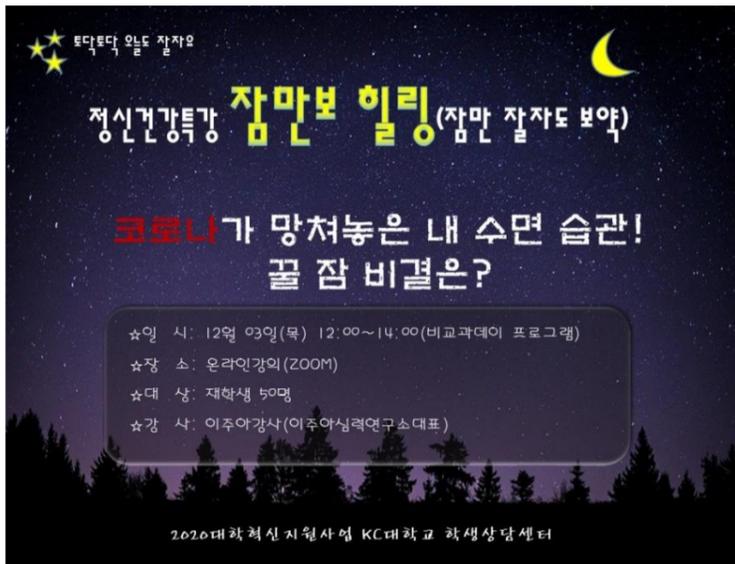
Environmental change of working students due to COVID-19

By Sung-eun PARK

This year, students tended to be more stressed out as most did not go to school due to non-face-to-face classes. Students were able to have various experiences during face-to-face classes or work at school, but this year, there were many cases where students were not properly notified about the changes due to the non-face-to-face classes. Many students complained over the phone or through e-mail, so sometimes the faculty and school staff had a hard time.

Bum-soo Kim, a staff member at the school chaplain's office, said, "Usually, students come face-to-face and meet each other, but this year, students are not able to come to school, so I think there is a lot of work to be done in writing."

In the face-to-face situations school chapel workers act as helpers for four services. But this year, the non-face-to-face restrictions eliminated the role of helpers. The helper students recorded sermons and edited the videos due to non-face-to-face classes.

I, as one of the student workers at the chaplain's office, did enjoy recording and editing the sermon videos, but I still think that I would have more fun when I could attend a service in the chapel with my fellow students.

"English Play Mentoring Program" in connection with KCU and Local Communities

By Ji-hyun LEE

Mapo Middle School   Hanseo High School

In the second semester of 2020, students from the English Department and the G2 International Language Department of KC University conducted the "English Play Mentoring Program" online/offline with Professor Young-ran An, who is in charge of English at the Department of G2 Big Data Management.

This English play mentoring program was conducted for Mapo Middle School students as part of the "Team-based Interactive Problem Solving" (TIPS) and for Hanseo High School students as part of "The Joint Project of High School and University on Fostering the Regional Human Resources."

This program allows university students to gain experiences in working with younger students and expects co-prosperity and shared growth between the university and the local community. In particular, an English play program was operated to provide an opportunity for teenagers to explore careers and realize self-implementation, which appeared to be a problem that is to be addressed in the local community.

The method used in the English play mentoring program was for each team to practice an English play scene and perform it on stage. The university student mentors were matched with and middle/high school student mentee groups. The play was *Romeo & Juliet* and the mentors adapted the scripts to suit the level of the mentees. Also, mentors worked with the mentees on their pronunciation, acting, and movement so that mentees could have fun and be active in class. These programs consisted of a plan-process-results-performance system, and through this, mentee students improved their language skills and discovered and developed their talents. At the same time, mentor students were reinforced in their core competencies in their major and leadership.

Based on this, it can be said that English Play Mentoring Program has become a cornerstone for developing, establishing, and spreading a model for coexistence between universities and local communities.

Non-subject programs that operate online

By Eo-jin LEE

In October 2020, 44.9 million people of the world were confirmed for the COVID-19 and among them more than 1.18 million died. As such, many people are currently suffering from COVID-19.

The university announced that the school would have classes non-contact throughout the second semester, except for some that needed experiments and practical training. Just like the curricular courses, many non-subject programs have been operated online.

Non-subject programs are educational activities that do not grant credit but help students learn in various aspects.
Here are two examples of a non-subject program, one of which is called Jump-Up. This program is to enhance students' self-care and communication skills. Jump-Up allows students to freely form a group and select a subject matter for studying. By participating in the program, the students collaborate and help each other. The students get together in a group with a common learning goal, and they learn by sharing learning methods, attitudes, and habits.

The other is Tutoring. Tutoring is a program in which mentors help mentees. This program can reduce the burden of private education costs. Also, it is very effective in developing an autonomous learning attitude because it is conducted under the initiative of students. One of the biggest advantages of this activity is that a mentor who teaches also improves his/her ability. If you want to teach others what you know, you need to be aware of the relevant information to the full extent. And, many students are used to being unilaterally injected with knowledge at school, and there are not many opportunities to teach them what they know. Tutoring, which prompts active/subjective learning, helps with learning of one's own accord.

According to the students who experienced the Tutoring program, they were able to achieve their learning goals and gain many things from one another because they were together with a good tutor.

By looking back on what they had learned in class, they also said that it was an opportunity to understand even the parts they had known or ignored.

Currently, various non-subject programs are being provided to foster practical professional leaders with Christian personality in order to strengthen their learning capabilities, so please pay attention to the advertisements.

"How about Online Real-time Classes?"

By E-than KIM

At a continued online class. "No complaints, but it'll be necessary to prepare an alternative," a KCU student said.

With the nationwide spread of COVID-19, universities are still continuing to have online classes. In early March of this year, many of the universities were in trouble; It was a problem about conducting online real-time video classes on the platforms like YouTube or Instagram Live because of their characteristics.

However, it gets better these days by conducting online real-time videos using Zoom, Naver Band, and Google Meet.

Here is an interview with a student (Jaerin Lee, Department of G2 Big Data Management at KC University) who is taking the online real-time video class on Zoom.

△ A student taking a real-time video class on tablet PC.
(free source: https://www.irasutoya.com/)

Q: What was your impression of online real-time video classes on Zoom before the start of this semester?
A: When I first used Zoom, I was embarrassed by many problems, such as the unfamiliar usage of devices such as the microphone. After the first class, I always got nervous before the real-time video class.

Q: How did you feel after your first real-time video class?
A: Unlike pre-recorded lectures, it was good to have a real-time Q & A session and to have to concentrate because it all is real-time.

Q: Is there any difference in taking real-time video classes?
A: The more I got used to real-time video classes, the more I could participate in classes, using various functions. For instance, in a real-time video class, I can share my screen and ask questions uninhibitedly through chatting unlike in real class.

Q: Do you think there is any improvement needed in the operation of real-time video classes?
A: Yes. Zoom is required to take the real-time video class, but when the network is bad or there's a technical error, there is an unexpected

situation such as the video class stopping suddenly. It is necessary to provide recorded video classes to students who weren't able to attend the real-time video class because of a technical difficulty.

Q: One last question: do you have anything you want the professors who conduct real-time video classes to do?

A: Nothing. But It'd be nice to prepare a way to overcome unexpected situations as mentioned earlier.

Currently, KC University has established LMS and is actively using it. However, due to problems such as unstable severs on LMS, there will still be high demand for real-time video classes on Zoom.

There is not much we can do but hope that COVID-19 will end as soon as possible. However, we still have to be aware of the fact that we are facing the "new normal."

KC University has established the 'Youth-Up Center' and 'KC Makers' as spaces to support start-ups.

By Seong-hoon CHOI

KC University, along with Gangseo-gu, is implementing a program to foster start-ups and provide creative education as part of the third phase of the Seoul Campus Town project in 2020. The KC University Campus Town Project (Professor Kang, Woo-Jun, head of the Campus Town Project) is pushing ahead with the project this year with the goals of fostering innovative start-ups, and establishing a hub to support start-ups and upgrading the ecosystem of creative education in the community. As a result, KC University said it will provide free space for young entrepreneurs in the early stages. KC University has created two spaces on campus to support young entrepreneurs.

Back in May, Youth-Up Center and KC Markers were constructed to foster start-ups, creating a hub for supporting start-up activities. The Youth-Up Center has three rooms for start-up teams, a co-working space, a seminar room and a start-up support office. Meanwhile, KC Makers was equipped with 3D printers, various tools, workstations, and a photo studio in a maker space, and two rooms for start-up teams. The maker space is open to local residents and college students, as well as the start-up teams to learn 3D printing and produce prototypes.

A total of five youth start-up companies were selected through two competitions, the "2020 Startup Competition" held in May and the "2020 Recruitment of Resident Start-up Teams" held in June, and the five companies completed moving into the start-up space on June 30 and are busy in full-fledged start-up activities. Among the companies are Flodeas (CEO Lee, Ji-hye), Velkers (CEO Oh, Jung-hee), and Cooking Club (CEO Lee, Min-kyu), which are in the Youth-Up Center.

Flodeas

Flodeas utilizes dried natural plants to manufacture various kinds of daily supplies. It also provides classes for those who are interested in making items out of dried plants. Valkers offers leather crafts and DIY kits to make leather products. Cooking Club is a company that sells shared kitchen-style home convenience menus as a package. The companies at the KC Makers include KIT (CEO Cho, Ah-young) and VMC (CEO Ahn, Ji-soo). KIT is a company that develops and sells all-in-one kit makeup products that contain various cosmetics. VMC is a company that develops and provides mobile contents applications that are for the world heritage sites.

At the opening ceremony of Youth-Up Center and KC Makers, President Lee, Gil-Hyung of KC University, Director Jung, Jae-bong of the Future Economy Bureau of Gangseo-gu Office, and Principal Lee, Yong-kyu of Deungchon Middle School, attended to express their joy about the new start-up spaces and to give congratulatory speeches. In the congratulatory speech, President Lee, Gil-Hyung expressed joy, saying, "This time, the Youth-Up Center and start-up support facility created by KC University will be a bridgehead for youth start-ups in name and reality," and Director Jung, Jae-bong delivered a message from district chief Ro, Hyun-song, saying, "Gangseo-gu will continue to pay attention and support to youth start-ups in cooperation with KC University." Professor Kang, Woo-Jun said, "Start-up companies that moved in are passionately active. To help these companies achieve substantial results, the KCU Seoul Campus Town Project team will provide all the support and do its best to give more vitality to youth start-ups. The Youth-Up Center has created an environment where many young start-ups can easily challenge themselves for the future. I hope that many young start-ups will show off their ideas to their heart's content."

KC Makers

Youth-Up Center

E-learning through the Establishment of our University's LMS

By Ha-neul YOON

KC University introduced LMS this year on October 26th, full-scale. The spread of COVID-19 in South Korea has forced the universities to have online classes. This caused strong demands for the establishment of organized learning systems. LMS stands for Learning Management System. It is a web and mobile education system that supports students with their studies and supervises the learning process in every aspect. KC University gave the name "e-Class" to this learning management system.

The college is aiming to provide an efficient educating system to the professors and an expeditious communicating space for the users by adopting e-Class. Also, the learners can conveniently choose their own preferable time and space they want to study.

Students can now check their attendance, grades and many other things at once. They can utilize a variety of data such as YouTube videos in e-Class and don't need to worry about losing the data since the system automatically saves them.

Furthermore, the educational culture can be led by students. Because every student at KC University can open a class by themselves, students with the same interests can create learning communities and study together. For instance, some students organized several study groups for studying for TOEIC, which is a standardized English exam.

Some professors and students who are accustomed to using Google classroom still say the new system feels awkward. However, the e-Class system solves problems that Google classroom has and offers useful functions. Therefore, it is expected that after the transition period, the system will satisfy both learners and teachers.

LMS sites appearance
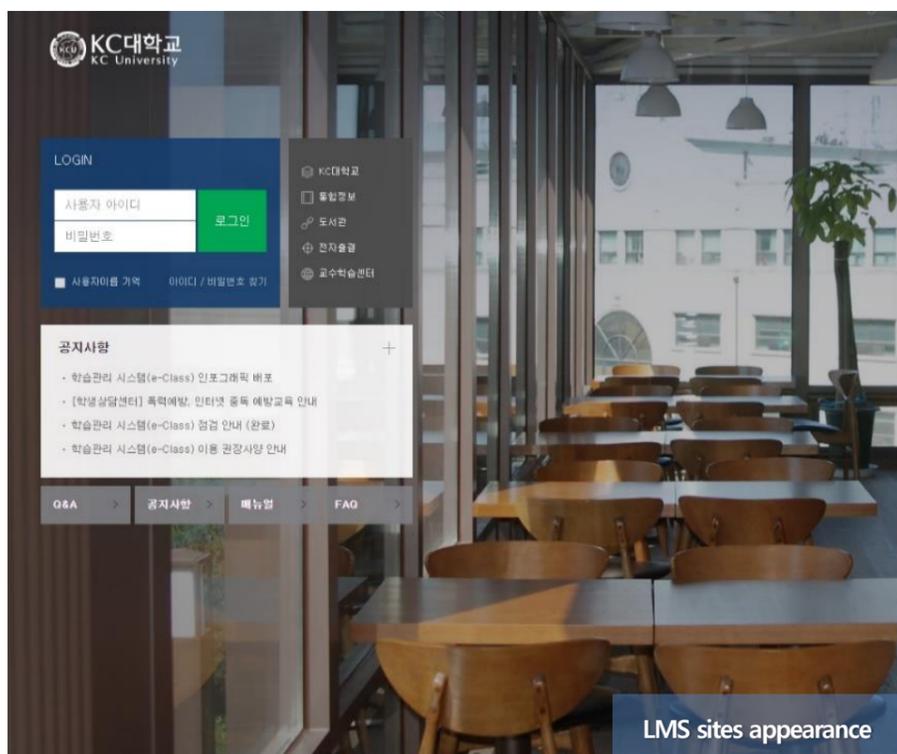
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The efforts we've never known

By Hyo-jung BONG

What is the University Innovation Support Project?

The University Innovation Support Project is under the banner of "Creative Convergence Innovative University that Grows along with the Community." Its educational slogan is "Student Guarantee: SG." In order to establish a curriculum based on creative convergence and competence, the project will strive to meet the needs of the times and strengthen the curriculum to lead the society.

As part of the university innovation, the University Innovation Project is providing various programs for students. There are various programs such as mock interview workshops, "JOB's Story," a KC career mentor, job competency reinforcement camps with Gangseo-gu Office, and career preparation motivation group counseling.

We interviewed the head of the University Innovation Support Project.

Q. Please introduce yourself briefly, professor.

A. Hello, I'm Lee, Sang-Chul, a professor of G2 Big Data Management. I am currently the head of the University Innovation Support Project and the head of the evaluation and audit office. As the head of the university innovation support project, I am in charge of the innovation project team and operates it. As the head of the assessment audit office, I am preparing for the evaluation of universities to receive support for innovation projects next year.

Q. Please briefly introduce the university innovation support project.

A. The university innovation support project is the fund from the government, resulting from the basic competency diagnosis in 2018. The basic competency diagnosis refers to the government's support for the top universities in the country. The purpose of the support is for the government to give money to universities to develop innovations in the future. Our school receives 1.6 billion won every year, 4.8 billion won over three years, and spends that money on various things. The project is used for improving our school's educational environment and various non-disciplinary programs, and supports schools to innovate. This project will run until next year.

Q. What are the achievements of the innovation support project?

A. I started the support business in 2019. What the students wanted to do was to improve the educational environment. Before that, the classrooms were hot in summer and cold in winter, so many students complained. We installed EHP in every classroom, which is a clean air conditioning system. Currently, we are improving the beam projector on the electronic school boards, computer labs, and lecture rooms. Next year, a small monitor screen in a classroom will be changed to a large TV. The advantage is that students can see more clearly. Next was the addition of the study rooms. There was no place to study at school, so to solve the problem, we renovated the music hall into a

study room and created individual conference rooms for doing projects. We have created spaces for studying on the second, third, and fourth floors of our main building, and power plugs have been installed so that we can plug in anywhere. We also have lamps and power plugs in the reading room. Also, last year, we installed Wi-Fi. Wi-Fi is now available in all school spaces. We keep trying to help students' study in a better environment.

Q. Is there any advantage of non-face-to-face meetings because of COVID-19 these days?

A. Zoom programs are an exception, but other programs would have been less burdensome because they could listen to them at the time they wanted.

Q. What are the disadvantages of being non-face-to-face?

A. Communication with students is difficult. It's hard to answer questions properly, and I think my relationship with professors and ability to concentrate are worse than in face-to-face classes. The number of participants increased compared to the face-to-face class, but the effectiveness of the program decreased.

Q. There are various activities. What was the most impressive program? And why?

A. The most expensive project is environmental improvement. Until now, the school had been unable to do much for the students due to various deficits. However, we received a lot of funding and did everything the students wanted. Besides that, we are continuing to improve the environment related to education and we will continue to do it next year. The most impressive program is setting up so that students can come in and study comfortably in a good environment.

Q. What's University Innovation Project plan for the future?

A. Next year is the third year of support. There are various environmental improvement programs and non-subject programs that students need. There is a possibility of face-to-face classes next year, so we will plan various programs to support students when they get together.

Q. Please give us words to encourage interest and participation.

A. Students tended to lack participation in innovation projects last year and this year. Students who participated in the program constantly participate, but those who did not participate tend not to participate. However, various programs in the innovation projects are for students, and I hope they will benefit a lot. So, I hope you use it a lot and do what you want to do. If you don't have a program you want to do, and if you tell me about the program you want to do, we are willing to plan those programs. There are teachers who develop programs, and if you tell them what you need, they will develop them.

> " *As the head of the university's innovation support project, I hope this opportunity will expand the participation of many students who did not participate in the project.* "

The Wheel 8-2

Reporters & Editors

Hee-yun GWON	Ji-hyun LEE
Sung-eun PARK	Ji-hae HWANG
Ha-neul YOON	Seo-yeon OH
Sang-woo KIM	Si-yeon BAEK
Seong-hun CHOI	E-than KIM
Eo-jin LEE	Hyo-jeong BONG

Cultural Center for Inter-Korean Integration having trail-blazing minds in the area of reunification.

By Sang-woo KIM

On May 13, 2020, the Cultural Center for Inter-Korean Integration located in Magok opened online. The Ministry of Unification established a cultural center to unify Koreans and defectors. If we get closer to reunification, diverse conflicts will break out. Especially, cultural conflicts in terms of food, clothing and shelter won't be resolved like they were in Germany. East and West Germany reunited in 1990. The two nations had already prepared for reunification. Reunited Germany approached political and economic unification, but respective cultural factors between East and West still remained to resolve. Germans have still struggled to approach the final step of cultural unification.

Koreans live in a period to prepare for the reunification of the Korean peninsula, just like Germans in the past. In order to understand the relationship between South and North Korea, it is important for people to get to know their respective cultures. If the cultural center facilitates the cultural unification between South Koreans and defectors, its actions and efforts would be a great example if reunification happens.

A secretary of Ministry of Unification is currently assigned as the head of the Cultural Center for Inter-Korean Integration. The programs regarding the center have been hosted by KC University, Hanyang University and Korea Hana Foundation. KC University currently covers the programs for interaction between South Koreans and defectors. KC University is located in Gangseo-gu where over 1,000 defectors live. Yangcheon-gu, which is close to Gangseo-gu also has over 1,200 defector residents. Defectors usually start working to support themselves. Many defectors have difficulties at work because they are unaccustomed to the work environment and culture. In addition, there are many defectors who don't know about convenient facilities, utility facilities, and nearby monuments. Most of them said that it is better to work to earn money and their livelihood than hang out outside.

The cultural center and KC University are developing a lot of programs, in which residents including defectors in Gangseo-gu and Yangcheon-gu can participate. Even though all programs are executed in virtual meetings via Zoom, if COVID-19 dies down steadily, programs will be conducted in a combination of virtual and in-person meetings.

Professor Park, Young-Hee of the Department of Social Welfare who serves as the head of the Support Center for South-North Integration at KC University, is currently the head of the cultural part of cultural communication. She mentioned that "it is necessary to prepare for reunification, and for sorting out the huge issue of dispersed families. Unfortunately, most of the youth in our country don't care about reunification. They only consider the economic difficulty. However, we should have all our bases covered. If we prepare in advance, we can get over the difficulty with no huge problem. Possibly, the Korean peninsula can be a country despite the adversities." However, many of the youth indeed view reunification with negative point of view. Professor Park added that everyone including the youth should try for reunification. Thus, a lot of youth should care about the issue.

Working with the cultural center would be meaningful for KC University. KC University currently has a lot of tasks affiliated with the local community. In 2021, the center is planning to organize volunteer groups for inter-Korean University students. KC University will work on the plan with the center. KC University has had a positive effect on community in Gangseo-gu and will be expected to become a university that lead the country's reunification.

If you care about Korea-America Issues, be a KASCer.

By Sang-woo KIM

The 13th Korea-American Student Conference, KASC, was held this summer. KASC is an international academic conference in English sponsored by International Student Center (ISC) located in Washington DC. KASC aims to cultivate global leaders and strengthen their leadership. It is a great opportunity to build global friendship. This year's KASC was different from previous conferences. Due to COVID-19, the 13th KASC executive committee planned to hold two conferences: a summer virtual conference and a winter in-person conference. However, the upcoming winter conference will also be held virtually because COVID-19 hasn't abated.

Sang-woo Kim, a student at KC university and majors in Social Welfare and English, participated in KASC 13 as a delegate. When he joined the conference, he was in Kuala Lumpur, the capital of Malaysia, as an exchange student. He said "joining the KASC 13 was a meaningful chance to test my English. He wanted to improve English by joining KASC when he applied for KASC 13. He met many friends and attended a lot of speeches and was able to broaden his horizons halfway through the conference. KASC 13 brought together four Korean delegates and eight American delegates for intensive two weeks via Zoom. The conferences implemented a roundtable and small discussions on diverse topics. Sang-woo learned a lot from them.

He truly thinks that it was a successful conference even though it was conducted via Zoom.

14th A Delegate Poster

He ran for the Executive Committee (EC) member for the next KASC and was elected as Korean Chair of the 14th KASC. The Korean Chair acts as a co-leader with the American Chair to organize KASC 14 and act as liaisons to connect KASC 14 EC and ISC.

Sangwoo mentioned KASC was a life-changing opportunity for him. From the end of November 2020, the delegate application for KASC 14 will start. If you want to experience culture from an overseas country and express opinions in English, applying to be a delegate of KASC 14 would be a great choice. KASC 14 may open a new world for you.