

Research on Regional Education Development in the Context of Globalization

: A Study Based on the Development of Cross-Cultural Digital Teaching Resources between China and South Korea^{*}

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|| ABSTRACT ||

This paper explores the development and implications of Sino-Korean cross-cultural digital teaching resources within the context of globalization. By examining the creation, application, and collaborative efforts involved in these resources, the study highlights the significant role of digital teaching tools in enhancing cross-cultural understanding and facilitating educational cooperation between China and South Korea. Findings indicate that these resources not only bolster intercultural communication but also serve as a model for regional educational strategies adapted to global dynamics. The research underscores the necessity of integrating digital innovations with cultural sensitivity to foster a more inclusive and effective educational environment. Recommendations are provided for policymakers and educators to leverage these insights towards improving the quality and reach of education in a globally connected landscape.

Keywords: digital teaching resources, Sino-Korean collaboration educational strategies, intercultural communication, regional education development

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I . Introduction

In the wave of globalization in the 21st century, the field of education is undergoing unprecedented transformations. Globalization not only accelerates the exchange of information and cultural interactions but also brings new challenges and opportunities to education. Particularly in regional education, how to effectively develop cross-cultural resources to promote international understanding, communication, and interaction among different cultures from an educational perspective is a current important issue.

China and South Korea, sharing deep historical and cultural ties within the Asian cultural circle, hold unique positions in regional education. Through the development and practice of cross-cultural digital teaching resources between China and Korea, we can better understand how to effectively integrate different cultural histories, humanities, social lives, educational philosophies, and teaching methods under the backdrop of globalization, and explore their potential value in enhancing educational quality and promoting cultural understanding.

This study, based on the development and practice of cross-cultural digital teaching resources between China and South Korea, explores the issues of regional education in the context of globalization. It aims to provide new perspectives and ideas for regional education, promote educational innovation and development, and offer practical cases and theoretical support for educational exchange and cooperation under different cultural backgrounds.

II. Prior Research

1. Research on Regional Education Development

A search on CNKI (China National Knowledge Infrastructure) using the keyword “regional education development” yielded a total of 7,414 papers, among which 7,407 are in Chinese and 9 in foreign languages. A bibliometric visualization analysis reveals that since the year 2000, the number of related research publications has rapidly increased,

and from 2010 to the present, the research interest in this topic has remained at a high level. The keyword distribution indicates that “regional education development” is the core theme of research. Additionally, “educational resource allocation”, “education policy” and “educational strategy” are among the hot topics. The research themes mainly focus on the following aspects.

First, research on the theoretical framework. It primarily explores the basic theoretical issues such as the connotation, characteristics, influencing factors, and development patterns of regional education development. Representative studies include: Educational ecological carrying capacity: Necessary support for the high-quality development of regional education (Liu & Xu, 2020), The course, connotation and prospect of the comprehensive reform and development of regional education (Xu, 2022), and Regional-country education research under the new pattern of development: The transition and paradigm innovation in the new era (Du & Tang, 2023).

Second, research on resource allocation and balanced development. It explores the differences and issues in the allocation of regional educational resources, examines the factors affecting resource allocation and optimization strategies, and provides ideas for addressing imbalances in educational resources. Representative studies include: Regional education development research based on robust principal component analysis (Xie & Wang, 2014), and Noncrossing quantile regression modelling for regional education development data in China (Yang & Tian, 2014).

Third, research on education policy. It analyzes the formulation and implementation effects of national and local education policies and offers policy recommendations and improvement measures. Representative studies include: Exploring the support model for sustainable regional education development: Focused on stakeholders’ educational needs in 'K' County (Lim, 2016), and Advancing the concept, pathway, and strategy for sustainable regional education development (Wang, 2020).

Fourth, research on evaluation system. It discusses how to establish an effective educational evaluation system to monitor and assess the quality and effects of education. Representative studies include: The construction and application of regional education quality monitoring databases: A case study of Suzhou’s education quality monitoring (Shen & Luo, 2022), Promoting high-quality development in regional education through value-added evaluation (Zhu & Wang, 2023), and Focusing on the high-quality development

of education: Status quo and prospect of regional education quality evaluation (Jiang et al., 2023).

Fifth, research on the application of new technologies focuses on how digital technology can fully empower educational governance reforms to enhance the level of regional education governance, as part of implementing national strategies for education digitization. Representative studies include: The promotion of cloud computing technology in regional education development in the big data era (Cui, 2016), Digital transformation of regional education governance: Challenges, logical framework, and practical strategies (Liu & Wang, 2023), and Exploration and reflection on the construction of regional smart education in the digital era (Li, 2023).

Research related to “regional education development” has yielded fruitful achievements in theoretical construction, resource allocation, educational policy, and the empowerment of new technologies. These achievements not only lay a solid foundation for subsequent research but also provide valuable guidance for practical educational reforms.

However, there is still room for improvement in this field. On the one hand, educational resources are predominantly generic, leading to imbalanced allocation, and there is a lack of customized national and regional educational resources, particularly in digital teaching resources, which still need further development. On the other hand, while there is a strong emphasis on theoretical research, empirical research is relatively weak, and there is a need to strengthen practical application research from a cross-cultural comparative perspective.

2. Sino-Korean Cross-Cultural Comparative Research

Using “topic” as a search criterion on “China National Knowledge Infrastructure” with the keywords “China and Korea” “cultural comparison” and “cross-cultural comparison”, a total of 135 relevant documents were retrieved, including 133 in Chinese and 2 in foreign languages. As globalization accelerates and interactions between China and South Korea in various fields become more frequent, the academic focus on Sino-Korean cross-cultural comparative studies has also increased. From a disciplinary distribution perspective, literature related to “culture” and “Chinese language and literature” accounts

for the largest proportion, each around 20%. The research topics mainly cover four aspects.

First, language and literature, involving comparisons of the languages of the two countries, analysis of literary works, and translation strategies, which contributes to a deeper understanding of the literary traditions and aesthetic concepts of both countries. Representative studies include: Chinese and South Korean colour words and their cultural connotations (Huang, 2008), Different moons - A historical and cultural comparison of the mid-autumn festival in China and South Korea (Sun, 2010), and An analysis of the traditional culture of China and Korea in fairy tales (Chen, 2023).

Second, education and cultural exchange, exploring the similarities and differences in educational policies, teaching methods, and curriculum content between the two countries, enhancing mutual understanding of each other's educational systems, and promoting educational exchange and cooperation between the two nations. Representative achievements include: A study on the educational concepts of parents of young children in an era of low birthrates: A cross-cultural comparison among China, Japan, and South Korea (Yang et al., 1999), A study on the origins of South Korean surnames: A Sino-Korean cultural comparison (Mu, 1997), The comparative study of intercultural sensitivity to Gangnam Style between Chinese and South Korean youth audiences (Teng & Li, 2013), The cultural education of confucius institutes in South Korea from the perspective of cultural comparison (Sun, 2018), and A comparative study of Chinese and South Korean culture teaching (Li, 2023).

Third, social customs and values, by understanding and analyzing the differences in social customs, family concepts, and professional ethics between the two countries, enhance cross-cultural understanding and interaction. Representative studies include: Compare the cultural patterns of traditional South Korean & Chinese housings in 15-19th century (Liu & Kang, 2003), A cultural comparative perspective on the differences in martial arts and taekwondo spirits between China and South Korea (Jang et al., 2019), Comparative study of festival culture between China and South Korea: Taking mid-autumn festival as an example (Zong, 2020), Comparative study of Chinese and South Korean folk sports celebration culture (Tao, 2021).

Fourth, business and economic cooperation: comparing the differences and similarities in business negotiations, marketing, and cross-cultural management between

China and Korea, to promote cooperation and development in business and economic fields. Representative studies include: A comparative study on corporate cultures of China and Republic of South Korea (Sun, 2011), A study on customer relationship commitment in service industry: Cross cultural comparison among China, South Korea and Australia (Li & Zheng, 2011).

Although progress has been made in Sino-Korean cross-cultural comparative research, there are still some deficiencies. Firstly, empirical studies are relatively scarce, leading many studies to remain theoretical without practical support. Secondly, the depth of research needs improvement; while current studies cover a wide range, they often only scratch the surface and fail to delve deeper. Thirdly, there is insufficient interdisciplinary integration, lacking comprehensive application of multi-disciplinary theories and methods, such as the integration of cultural comparison with education, communication, and artificial intelligence technology.

3. Current Status of Cultural Teaching Resource Development for Chinese Education

Regarding the definition of “teaching resources”, there are different views within the academic community. This paper adopts the narrow definition from the *International Chinese education teaching resource development report* (2021), which primarily refers to textbooks and supplementary materials, including “textbooks, supplementary materials, readings, reference books, educational standards, as well as digital teaching resources such as digital textbooks, online courses, learning websites, and digital applications.” This section will analyze the development of cultural teaching resources, focusing on both print and digital resources.

1) Cultural Print Materials

By searching online, in libraries, and bookstores, this study has collected approximately 100 commonly used cultural textbooks in China. The “International Framework for Chinese Cultural and National Conditions Teaching” (referred to as “the Framework of Reference”) divides culture into three major parts: social life, traditional culture, and

contemporary China. Based on this framework, the following summaries are made.

The first category is textbooks on China's national conditions, which broadly introduce China from various aspects such as politics, economy, culture, geography, history, education, literature, and art. Representative textbooks include Wang, S.'s *China: Country profile* (Fifth Edition, 2022), Wu, Z., & Hu, W.'s *China overview* (2021), Cheng, A.'s *Understanding China* (2018), Ning, J.'s *A survey of China* (Second Edition, 2018), Ma, Y.'s *Overview of China* (2017), Wu, P.'s *Overview of China* (2014), Li X.'s *China's national conditions* (2012), Guo et al.'s *China panorama* (2011), etc. These textbooks are generally consistent in style and content, mainly suitable for intermediate to advanced Chinese learners, mostly in Chinese, with very few in English or having English annotations.

The second category focuses on traditional Chinese culture, offering specialized introductions to various cultural themes. Representative textbooks include Xiping, Z.'s *Introduction to Chinese Culture* (2021), Fu, C. et al.'s *An overview of Chinese culture* (2020), Qin, Q.'s *Glimpse into Chinese culture* (2017), Ye, L., & Zhu, L.'s *Chinese culture reader* (Second Edition, 2016), Chang, J. et al.'s *An outline of Chinese culture* (2nd Edition, English Edition, 2016), Liu, Q.'s *Exploring Chinese Culture: A Chinese reader* (Chinese-English, Chinese-German Multilingual, 2014), Song, B., & Shi, B.'s *Chinese culture: a reader* (1999), Yang, G.'s *Brief Introduction to Chinese Culture* (1993), Zhang, J.'s *Traditional Chinese Culture* (1993), etc. These textbooks are rich in themes, combining points and surfaces, and are easy to understand, focusing on the historical evolution, inner spirit, and core values of Chinese traditional culture. Some materials are available in English and multiple languages.

The third category focuses on contemporary Chinese social life, emphasizing the introduction or experiential activities designed in textbooks that allow learners to experience contemporary Chinese society's clothing, food, housing, transportation, festivals, language communication, language and culture, etc. Representative textbooks include Mao, H., & Liu, H.'s *Overview of Chinese culture* (2021), Wu, Y.'s *Chinese Study* (2018), Liu, Q.'s *Chinese Culture Appreciation Reader* (English-Chinese, 2014), etc. These materials are less numerous partly because social life content is rich and diverse, making textbook compilation challenging, and partly because such content is generally integrated with language teaching materials, typically serving as spoken or reading materials, not standalone cultural textbooks.

2) Digital Cultural Resources

According to statistics by Ma, J. et al. (2021), there are currently 3,679 digital textbooks, 485 MOOCs, 4,865 Micro-courses, 404 teaching websites, and 334 apps, including digital materials, digital textbooks, online courses, digital applications, and other major types. Among them, cultural digital resources are very scarce, primarily consisting of digital textbooks and online courses.

(1) Digital Textbooks

Digital textbooks mainly use a form that complements print textbooks, creating audio, video, and other digital resources based on the print material to form a multi-dimensional digital textbook. There are very few of these materials, and their digital forms are not standardized. Representative materials include Cheng, A.'s *Overview of China*, which features teaching slides and short videos based on the print text; Haiying, M., & Hengwu, L.'s *Overview of Chinese culture* (2021), which combines print text with QR codes to access electronic resources.

(2) Online Courses

There are mainly two types of cultural online courses: one type is MOOC resources that complement textbooks, such as the MOOC resources for Guo, P.'s *Overview of China* and Cheng, A.'s *Overview of China*; the other type is courses based on curriculums that are available on websites and app platforms, such as MOOCs and Micro-courses.

For example, as of January 2024, the ChinesePlus website offers the following online cultural courses: “Chinese Culture and Contemporary National Conditions” category includes 96 MOOCs, including “Contemporary China” (13 courses), “Chinese History” (16 courses), “Chinese Civilization and Art” (40 courses), “Chinese Classical Poetry and Prose” (15 courses), “Various Regions of China” (12 courses); the “Understanding Chinese Culture” course package includes 7 series of courses, namely: “Chinese Style” (5 courses), “China's Intangible Cultural Heritage” (3 courses), “Hello, China” (3 courses), “Read Stories, Talk about China” (5 courses), “Various Regions of China” (2 courses), “Chinese Civilization and Art” (3 courses), “Others” (4 courses), covering contemporary China,

China's intangible cultural heritage, film and television appreciation, and introductions to local customs and traditions, providing learners with a more diversified range of learning options.

From preliminary research, although the construction of cultural teaching resources has achieved certain results, there are still some obvious shortcomings.

Firstly, the overall number is small and the types are not diverse enough.

According to Ma, J. et al. (2021), a total of 19,530 Chinese textbooks have been published globally, with only 713 cultural textbooks built since 2000, accounting for less than 4%. These are very few and there is significant homogeneity in style and content. Textbooks on national conditions and traditional culture are slightly more common, while those on social life are scarce. The development of digital resources started later, and although it has developed rapidly in recent years with the growth of online education, cultural digital resources are still limited, with online courses being somewhat more numerous, but the number of digital textbooks is very limited, and specialized digital platforms and materials are even scarcer.

Secondly, the content is challenging and does not highlight the characteristics of the target group of second-language learners.

Although cultural textbooks generally target students at intermediate to advanced Chinese levels, their content is still more difficult compared to language textbooks at the same level, and these materials generally do not include annotations, vocabulary lists, bilingual comparisons, or translations, making them difficult for students to learn from. Cultural digital resources typically include images, videos, and audio, usually with teacher narration or voice-over explanations, which help learners understand, but they generally do not include translations or bilingual subtitles, making them still challenging.

Thirdly, standardization and digitization need further strengthening.

Current cultural textbooks lack unified standards, with unclear references for topic selection, difficulty control, and grading. There is a need for stronger efforts in standardization. Additionally, with the development of online education, there is an urgent need for digital and multidimensional resources, which should be significantly enhanced.

Fourthly, the resources are mainly oriented towards one-way output, lacking of a cross-cultural comparative perspective.

Currently, cultural teaching resources are primarily focused on one-way output to the outside world, as mentioned earlier with various Chinese cultural teaching resources, mainly in Chinese versions, intended to introduce foreigners to various aspects of Chinese culture. China's current project for translating Chinese scholarship abroad, although presented in foreign languages, still primarily focuses on one-way output of Chinese culture. From an educational perspective, designing cultural teaching resources from a cross-cultural viewpoint would achieve better teaching outcomes and facilitate cultural understanding and exchange.

III. Sino-Korean Cross-Cultural Digital Teaching Resources Development Practice

Based on the current state of cultural teaching resources, we have developed the “Walking through China and South Korea: The Construction of Digital Resources for Comparative Chinese and South Korean Cultures” project. This research summarizes and refines the project practice, aiming to establish a systematic process. This process not only applies to the Sino-Korean cultural context but can also serve as a reference for the development of other cross-cultural teaching resources. The specific steps are as follows:

1. Principles and Philosophy of Sino-Korean Cross-Cultural Digital Teaching Resource Development

Currently, cultural teaching resources primarily focus on one-way output, lack of a cross-cultural perspective, and are deficient in grading difficulty and selecting and matching cultural themes. Therefore, the fundamental philosophy of this project's Sino-Korean cross-cultural digital teaching resource development is learner-centered: exploring corresponding and common cultural categories between Chinese and South Korean cultures, selecting cultural themes of mutual interest; emphasizing standards leadership, using “the Framework of Reference” as a guide, grading cultural content based on learners' Chinese language levels, constructing a basic framework for cultural

comparisons to ensure systematic content and graded difficulty; focusing on cultural international understanding, minimizing direct comparisons, emphasizing integration, and highlighting bidirectional cultural exchange and interaction. There are four specific principles to be followed.

First, Commonality Principle. As China and South Korea share many cultural aspects within the Asian cultural circle, it is essential to select universally common themes in the development of cross-cultural digital teaching resources. For example, themes related to “diet” could include tea drinking, medicinal meals, and utensils (chopsticks), which are characteristics of both cultures and provide a basis for effective two-way communication in specific educational applications.

Second, Empathy Principle. “Empathy is an emotion or feeling, and a natural human capability rooted in human genes, an innate ability of humans.” (Zhao, 2024) Respecting cultural differences and establishing emotional connections enable the extension of discussions within these differences and achieve better cross-cultural understanding. For instance, under the theme of “traditional clothing colors”, Chinese prefer red, and South Koreans prefer white, but through digital teaching resources, the beauty of different garments can be vividly showcased, using “beauty” to dissolve differences, eliminate stereotypes, and build empathy for pursuing beauty, thereby enhancing learners' understanding and respect for different cultures.

Third, Equivalence Principle. Although different cultures have their distinctions, there are no hierarchies or qualitative differences. Communication must occur on an equal basis to transcend cultural superiority with civilized coexistence. For example, when developing cross-cultural digital resources, choosing cities for filming should consider their overall equivalence in economic, cultural, and geographic aspects, such as comparing Beijing with Seoul, or YanTai with Ulsan.

Fourth, Integration of Culture and Language Principle. Highlight the characteristics of language teaching resources. When designing cultural content difficulty levels, they should generally match the language difficulty levels and be supported with Sino-Korean bilingual subtitles to achieve an organic integration of culture and language, promoting smoother cross-cultural communication and interaction. For example, when designing the beginner content for the theme “breakfast”, the language difficulty of situational dialogues should refer to “the new Standards” at the beginner level, focusing on the

selection of sentences and vocabulary, and applying structural teaching concepts, emphasizing sentence reproduction, vocabulary substitution, etc.

In practice, these principles are not separate but integrated. In the development of digital teaching resources, achieving differentiation within similarities and similarities within differences allows for a detailed presentation and deep exploration of different cultures. For instance, in the theme “tableware,” while showcasing the commonality of using chopsticks and spoons in both China and Korea, it also highlights the differences in materials, styles, usage, and etiquette between the two countries.

2. Goals and Positioning of Sino-Korean Cross-Cultural Digital Teaching Resources

The main goal of developing Sino-Korean cross-cultural digital teaching resources is to cater to South Korean learners of Chinese, creating resources suitable for learning Chinese and facilitating Sino-Korean cultural interaction. Specifically, the development adheres to “the Framework of Reference” focusing on “teaching content and objectives” and “cultural point examples.” This involves modular and hierarchical processing to refine and detail cultural themes, providing a comprehensive and systematic introduction and presentation of the cultures of both China and Korea. Special attention is given to the teaching level of “micro-narratives, seeing the essence through the minutiae” (Zhao, 2024), illustrating every aspect of culture from minor themes and details.

Initial foundational research is crucial. From the students' perspective, a substantial sample size of South Korean learners with varying levels of Chinese proficiency is surveyed to understand their specific needs regarding Chinese culture and Sino-Korean cultural comparisons. The focus is on their preferred content, methods, and pathways for cultural learning, as well as their needs and suggestions for online learning resources, platforms, and technologies. From the teachers' perspective, international Chinese language teachers are surveyed to gather specific needs and suggestions about cultural teaching, particularly regarding digital teaching resources and cross-cultural comparisons. Research methods typically include surveys and expert interviews, and the data collected is scientifically analyzed to provide actionable insights, thereby clearly

positioning the development of digital teaching resources. Following preliminary research, the project is positioned to develop versatile Sino-Korean cross-cultural digital teaching resources based on “the Framework of Reference.” These resources can serve as standalone cultural series Micro-courses, teaching materials for other cultural courses, and can be applied across various digital platforms, serving language and cultural education as well as cross-cultural communication.

3. Selection of Dimensions and Grading Arrangement for Sino-Korean Cross-Cultural Comparisons




“The Framework of Reference” clearly divides cultural content into three levels: beginner, intermediate, and advanced, providing a specific framework for the content. In choosing dimensions for Sino-Korean cross-cultural comparisons, we follow the primary and secondary items of “the Framework of Reference” to determine the levels of cultural comparison, including primary dimensions like “Social Life” “Traditional Culture” “Contemporary China” with secondary dimensions under “Social Life” such as “Diet” “Residence” “Clothing” “Transportation” “Family” “Festivals”, etc. Once the basic dimensions and framework are established, common points and differences in different cultures are explored within this framework.

In terms of graded arrangement, referencing the “teaching content” and “cultural point examples” provided by “the Framework of Reference” and combining the preliminary research on the needs of South Korean learners studying Chinese culture, as well as discussions between Sino-Korean teachers and students, specific cultural themes for cross-cultural comparisons are determined. Once the themes are set, they are graded, emphasizing a progression from shallow to deep, from concrete to abstract, in a sequential and spiraling manner. Educational objectives are also graded. Using the “Onion Model” as a theoretical basis, digital resources are graded. At the beginner level, surface culture is primarily presented through straightforward informational introductions, using video imagery for visual and vivid demonstration; at the intermediate level, mid-layer culture is incorporated, including explanations of behaviors and etiquette, presented through video imagery and voice-overs; at the advanced level, deep cultural

interpretations are integrated through video imagery, voice-overs, interviews, etc., adding open-ended, reflective expansions to further enhance deep cultural understanding.

For example, the “Diet” theme at the beginner level uses situational dialogues to showcase the main foods and taste preferences of China and South Korea. At the intermediate level, documentary formats introduce the dining etiquette of the two countries. At the advanced level, a “street interview + commentary” format is used to display the cuisines, tea culture, and alcohol culture of both nations, elucidating their cultural connotations and aesthetic values. See <Table 1> for details.

<Table 1> Curriculum Design Example for the Chapter on Diet

Level	Focus of Content	Example	
		Course Title	Illustration
Basic	Food and tableware	Breakfast in China and South Korea	
Intermediate	Habits and etiquette	Dining Habits in China and South Korea	
Advanced	Cultural interpretation	Culinary Culture in China and South Korea	

4. Production of Sino-Korean Cross-Cultural Digital Teaching Resources

This research focuses on developing specialized Sino-Korean cross-cultural digital teaching resources targeted at South Korean learners of Chinese. However, our approach does not only introduce Chinese culture to South Korean students; it also emphasizes showcasing the similarities and differences between Sino-Korean cultures. This promotes cultural exchange and interaction, enhancing the South Korean learners' capabilities in language expression, international understanding, and cross-cultural communication. There are five specific steps in the production of digital resources.

First, Script Writing. Based on the content framework and specific designs previously

determined, a storyboard script is written for each cultural point. Attention is paid to the coordination of sound and visuals, language difficulty, cultural grading, and specific issues related to cross-cultural communication.

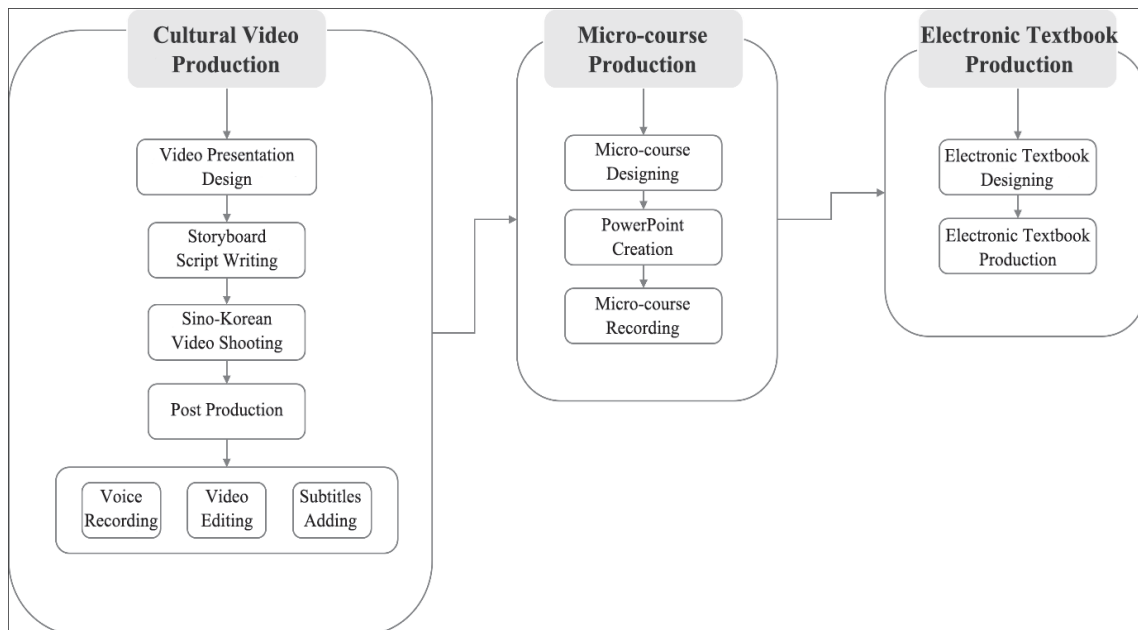
Second, Video Material Shooting. Focus on the camera usage, filming methods and angles, and visual language expression to present cultural content in a realistic, vivid, and three-dimensional manner.

Third, Video Editing. This step includes video clip editing, voice-overs, background music, bilingual subtitles, animated text, stickers, and special effects.

Fourth, Micro-course Production. Design detailed teachings for cultural points, including introduction, course teaching, video material presentation, PowerPoint creation, language point explanation, interaction and practice, and assignments.

Fifth, Electronic Textbook Production. Based on the Micro-course content, design and produce electronic textbooks.

Digital resource production is a systematic engineering process that requires mobilizing various forces and resources for collaborative completion. Therefore, this research has adopted the following innovative methods in the development of digital resources. See 〈Figure 1〉 for details.



〈Figure 1〉 Specific Production Process of Digital Resources

Digital resource production is a systematic project that requires the full mobilization of various forces and resources to collaborate and complete. Therefore, in the development of digital resources, this study adopted the following innovative approaches.

First, Collaboration between Experts and Frontline Teachers. Experts and frontline teachers work together to complete the overall design and specific content review of digital teaching resources.

Second, Coordination by Language Teaching and Training Enterprises. Senior enterprises responsible for language teaching and training coordinate the communication between Chinese and South Korean teachers and students. They provide specialized training and comprehensive technical guidance throughout the digital resource production process.

Third, Cross-border Online Collaboration between Students. Students from both China and South Korea collaborate online. Chinese participants are mainly undergraduates and graduates specializing in Teaching Chinese as a Foreign Language, while South Korean participants are primarily university students learning Chinese. Students from both countries engage in deep exchanges to discuss the similarities and differences between Chinese and South Korean cultures. Together, they draft specific cultural points, detailing the similarities and differences, and film cultural materials related to different themes from both countries.

Fourth, University-Enterprise Cooperation. Under the specific guidance of Chinese and South Korean teachers and Chinese language teaching institutions, Chinese students carry out video material editing, PowerPoint material preparation, and other preparations for digital courses.

Fifth, Course Design by Chinese and South Korean teachers. Chinese language teachers from both sides complete the course design, and Chinese teaching institutions finish producing digital courses and resources to ensure the professionalism and quality of teaching resources in both content and technology.

Based on this, the resources are trialed in Chinese language classes at South Korean universities, revised and improved based on usage, and reviewed by experts to ensure classroom applicability and instructional effectiveness.

Thus, the entire development process of digital teaching resources should fully leverage Sino-Korean cross-border cooperation, integration of industry and education,

and cross-cultural exchange. Not only can high-quality digital teaching resources be produced, but deeper cultural understanding, exchange, and interaction can also be promoted.

5. Application and Evaluation of Digital Teaching Resources

After the production of digital teaching resources is completed, learners involved in co-creation can apply these resources in actual teaching environments. Teachers monitor learners' reactions and learning outcomes in real-time. Through surveys, interviews, and data analysis, the impact of the resources on improving intercultural understanding and language learning capabilities is assessed. Necessary adjustments are made based on feedback to optimize the teaching resources. On this basis, a sharing mechanism is further developed to expand the range and scenarios of application of digital resources, serving the coordinated development of regional education.

Through these steps, an effective resource construction framework is gradually established to guide the development and application of Sino-Korean cross-cultural digital teaching resources. This process emphasizes a deep understanding of learners, blending and interaction of cultures, innovative content design, and continuous evaluation and optimization of resource application, aiming to enhance the quality and effectiveness of cross-cultural educational resources.

IV. Regional Education Strategies in the Context of Globalization

In the broad context of globalization, regional education strategies require repositioning and adjustment to meet the growing needs for cross-cultural exchange and cooperation. Building on the Sino-Korean cross-cultural digital teaching resources development practice previously discussed, this section emphasizes the crucial role of cross-border collaboration in promoting cross-cultural understanding, enhancing communication, and fostering the coordinated development of regional education.

1. Enhancing Cross-Cultural Understanding Through Digital Teaching Resources

The development and application of Sino-Korean cross-cultural digital teaching resources can serve as a model for cross-cultural understanding in a globalized educational environment. Through these resources, learners can visually and intuitively grasp the commonalities and differences between cultures, thereby fostering respect and understanding for cultural diversity. Interactive learning and cross-cultural practices enable learners to delve deeper into other cultural perspectives and enhance their cross-cultural communication skills.

2. Promoting Cross-Cultural Communication Through Co-creation of Digital Resources

In the co-creation process of Sino-Korean cross-cultural digital teaching resources, educators and scholars not only exchange their professional knowledge but also share their cultural views and educational philosophies. This mode of cooperation is itself an effective practice of cross-cultural communication. The intellectual and cultural interactions generated during the co-creation process provide new perspectives for both parties, promoting a deeper level of mutual understanding and respect.

3. Promoting the Coordinated Development of Regional Education Through Resource Sharing

The sharing of digital teaching resources extends beyond China and South Korea and can be expanded to a broader region, providing resources for educators and learners in more areas. This sharing mechanism promotes the optimized allocation and effective utilization of educational resources. By sharing high-quality cross-cultural educational resources, educational institutions in different regions can improve their teaching quality and foster the coordinated development of regional education. This also provides a platform for cooperation and exchange among educators and scholars within the region.

In summary, regional education strategies under the backdrop of globalization should focus on cross-border collaboration and cross-cultural exchange. Through the development and application of Sino-Korean cross-cultural digital teaching resources, we not only facilitate educational cooperation between the two countries but also provide new ideas and models for regional education cooperation in the globalized era. This cooperation is not limited to China and South Korea; its patterns and experiences can also serve as valuable references for other countries and regions in formulating education strategies in a global context.

V. Conclusions and Recommendations

Through an in-depth study of the development practice of Sino-Korean cross-cultural digital teaching resources, this research has arrived at the following conclusions.

Importance of Cross-Cultural Understanding. In the context of globalization, cross-cultural understanding is crucial for the development of regional education. The successful development and application of Sino-Korean cross-cultural digital teaching resources have demonstrated that well-designed educational resources can effectively promote understanding and communication between different cultures.

Role of Digital Resources in Educational Cooperation. As a new type of educational tool, digital teaching resources have shown great potential in cross-border educational cooperation. The co-creation and sharing of these resources have strengthened the educational cooperation between China and South Korea and also provided a model for other countries and regions.

Adaptive Adjustment of Regional Education Strategies. Regional education strategies should be flexibly adapted to global trends, especially in promoting cross-cultural exchange and cooperation. Policymakers in regional education should consider the impact of cultural diversity and technological innovation on education and how these factors can change teaching methods and learning experiences.

Based on these conclusions, this study makes the following recommendations.

Strengthen the Development and Application of Cross-Cultural Educational Resources.

It is recommended that educators and policymakers prioritize the development of cross-cultural digital teaching resources and provide support in terms of policy, funding, etc. These resources should be designed to be more interactive, engaging, and educational to serve a broader range of learners.

Promote International Educational Cooperation and Exchange. Regional education institutions and policymakers are advised to strengthen international cooperation, jointly develop and share high-quality educational resources. International seminars, research projects, and exchange programs can deepen educational cooperation and understanding between different countries and regions.

Enhance the Flexibility and Inclusiveness of Education Policies. Policymakers should improve the adaptability and inclusiveness of policies to ensure that education strategies not only reflect current educational needs but also can adapt to future changes. Especially in promoting cross-cultural education and utilizing digital technologies, policies need to be flexibly adjusted to meet the new challenges brought by globalization.

Focus on the Sustainable Development of Educational Resources. It is encouraged that educational institutions and policymakers consider the sustainability of digital teaching resources. This includes not only support in the initial development but also investment in their long-term maintenance and updating to ensure that the educational content remains modern and relevant.

Increase Cross-Cultural Competency Training. It is suggested that training courses for teachers and educators include content on cross-cultural communication and understanding. This would help educators better understand and teach students from different cultural backgrounds, thereby improving the quality of education and the learning experience of students.

In summary, this thesis, through the study of the development practice of Sino-Korean cross-cultural digital teaching resources, showcases new directions and possibilities for regional education development in a globalized context. By promoting cross-cultural understanding, strengthening international educational cooperation, and considering cultural diversity and technological innovation in policymaking, we can effectively drive the coordinated development of regional education and provide new perspectives and solutions for education in the era of globalization.

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