

ISSA Activity Brief

Issue_06 Oct. 2021

2021 ISSA

ANNUAL MEETING

“THE POSSIBILITY OF USING ICT IN THE SOCIAL STUDIES CLASSROOM”

- Date: December 18 (Sat.)
- Place: Zoom (virtual meeting)
- Language: English
- Fee: free

ISSA will hold its annual meeting at **8am-10am (Indonesia)** and **10am-noon (Japan and South Korea)** on **December 18** (Sat.). Because of the COVID-19 pandemic it will be a virtual meeting, using Zoom.

The theme of the meeting is “The Possibility of Using ICT in the Social Studies Classroom.” The use of Information and Communication Technologies (ICT) has become a major research issue in social studies education, not only in Asia but worldwide. Specific ways of using ICT in social studies classes may include, for example, the use of presentation software in

presentation activities, and inquiry activities using tablets and computers. The meeting will report on attempts to do so in Japan, Korea, and Indonesia, and will exchange information on how to use ICT in social studies classes. The purpose of the meeting is to discuss the possibilities of using ICT in the social studies classroom.

The following presenters, who were recommended by individual ISSA associations, will share their thoughts about the possibilities of using ICT in the social studies classroom, from each country's particular context.

(1) APRIPSI

Title: Challenge and Response of Social Studies Graduate Students in Online Learning during COVID-19.

Presenter: Nasution Mustadjab (Universitas Negeri Surabaya, Indonesia).

(2) ESSDRA

Title: Developing a Social Studies Plan using ICT to Improve Interactivities in Instructional Design: Case Study of “Japanese

Agriculture: Smart Agriculture in the National Strategic Special Zone of Yabu City in Hyogo Prefecture” in the 5th grade of elementary school.

Presenters: Takuya Suenaga (Elementary School attached to Hyogo University of Teacher Education, Japan); Takakazu Seki (Hyogo University of Teacher Education, Japan); and Hiroaki Sakagami (Chiba University, Japan).

(3) JASS

Title: The Use of ICT in Primary School Social Studies Classes: Comparing Lessons before and during the COVID-19 Pandemic

Presenter: Takahiro Ueno (Takehaya Elementary School, attached to Tokyo Gakugei University, Japan).

(4) JERASS

Title: Using ICT to Extend Social Studies Learning: Focusing on the Implementation of Local Community Studies and the Use of External Human Resources.

Presenter: Yu Osaka (Tokuyama University, Japan).

(5) KASSE

Title: Story Maps and European Regional Geography Education for Pre-service Geography Teachers.

Presenter: Dong-min Lee (Catholic Kwandong University, South Korea).

(6) KSSA

Title: During the COVID-19 era, the use of technology in elementary social studies classes.

Presenter: Kyung Yoon Lee (Seoul Mukyeon Elementary School, South Korea).

To register, please access the following URL:

https://us06web.zoom.us/webinar/register/WN_YcyJpxHMTG2AX51ZscmiEA

ISSA is looking forward to seeing you all at the 2021 ISSA Annual Meeting.

ISSA CO-HOSTED “SUBJECT PEDAGOGY: POSSIBILITIES AND CHALLENGES”

On July 20, 2021, ISSA co-hosted the international symposium, “Subject Pedagogy: Possibilities and Challenges” with the editors of “Social Studies Education in Japan: A reader”; the Educational Vision Research Institute, Hiroshima University (EVRI); JSPS KAKENHI Grant-in-Aid for Scientific Research (A) JP17H01030; and JSPS KAKENHI Fostering Joint International Research (B) JP18KK0065.

In Japan, research on matters such as science education and social studies education has been recognized not only as a part of educational research but also as an independent discipline of Subject Pedagogy. It has its own aims and methodology, which differ from those of general pedagogy.

The presenters showcased the history and characteristics of Subject Pedagogy with a case of social studies education. Three prominent social studies and history education scholars commented on the presentation, from their own countries' contexts.

[Presenters]

- Dr. Norio Ikeno (Nippon Sport Science University)
- Dr. Jongsung Kim (Hiroshima University)

[Discussants]

- Dr. Arthur Chapman (University College London)
- Dr. Alois Ecker (University of Vienna)
- Dr. Keith Barton (Indiana University, Bloomington)

ANNOUNCEMENT FROM OUR MEMBERS

1. INDONESIAN SOCIAL STUDIES ASSOCIATION (APRIPSI)



During 2021 the Indonesian Social Studies Association (APRIPSI) has hosted several academic activities. There have been joint seminars, a social studies curriculum discussion, and collaborative research with lecturers and teachers throughout Indonesia. In this pandemic era,

these activities were conducted online, through web seminars (webinars) and online meetings.

One such activity was a book discussion review held on February 20, 2021. The book reviewed was *Creative Pedagogy in Social Studies and History Teaching*. The author is Prof Nana Supriatna, the current

APRIPSI chairman. One of the reviewers was Dr Nasution (Surabaya State University, Indonesia).

On November 8, 2021, APRIPSI will host the 6th International Seminar on Social Studies and History Education (ISSSHE, 2021). This seminar will take place at Universitas Pendidikan Indonesia, Bandung. One of the keynote speakers will be Dr Hiromi Kawaguchi (Hiroshima University). The other speakers will be from Taiwan, the Philippines, and Indonesia.

2. THE SOCIAL STUDIES DEPARTMENT RESEARCH ASSOCIATION (ESSDRA)

ESSDRA's 32nd annual meeting was held online on February 12, 2021, and over 150 researchers, teachers, and students participated. We thank all the participants for attending.

Unfortunately, owing to COVID-19, the 33rd annual meeting will also be held online, on February 19, 2022.



3. THE JAPANESE ASSOCIATION FOR SOCIAL STUDIES (JASS)

The Japanese Association for Social Studies Education will hold its annual meeting on November 27 and 28, 2021, at Fukushima University. It will be held online, via Zoom. The content will consist of three parts: a symposium, research presentations, and free research presentations.

The theme of the symposium is "10 Years after the Great East Japan Earthquake: the Current State of Disaster Prevention and Recovery Education". Its purpose is to examine the significance of disaster prevention and recovery education on the occasion of the 10th anniversary. In Fukushima, one of the disaster areas, we would like to reexamine the significance of social studies in modern society.

Five subcommittees were set up to make research presentations. They are:

- Reconstructing Social Studies in the ICT and Digital Society for a Post-Corona Society;
- Independent, Interactive, and

Collaborative Learning in Social Studies;

- Social Studies and Comprehensive Learning Connected with Local Materials;
- Considering the Future Needs of Social Studies Classes from the Perspective of Diversity, and;
- How can we train teachers who can realize cooperation and collaboration with institutions and personnel related to social studies?

These are all contemporary issues in social studies education.

More than 100 presenters have applied for the free research presentations. More than 20 sessions will be held. We look forward to deepening our research and practice in social studies education through active discussions.

The journal of the Japanese Association for the Social Studies, *The Journal of Social Studies*, is published three times a year. In the past there were two main categories of submissions, "research papers" and "research notes". There are two new categories, "practical research

papers" and "practical research notes". This change was made to encourage more practitioners of social studies education to contribute. Through these efforts, JASS is working to develop social studies education research.

4. THE JAPANESE EDUCATIONAL RESEARCH ASSOCIATION FOR SOCIAL STUDIES (JERASS)

On August 28, 2021, JERASS and KASSE hosted an international academic exchange event. The theme was "The Current Korea-Japan Relationship and the Role of Social Studies Education". The following presenters and discussants shared their wisdom in the cause of overcoming the long-lasting tension between the two countries.

[Presenters]

- Dr. Michiko Kamita
(Okayama University of Science)
- Dr. Boeun Cha
(Educational Research Center,
Yeinsei University)



[Discussants]

- Dr. Noboru Tanaka
(Gifu University)
- Dr. Namsu Park
(Deagu University)

June 19, 2020. Owing to COVID-19, it was held online. The theme was "Online education and civic education in the COVID-19 pandemic era".

The 2021 JERASS annual conference will be held on October 23 and 24. Due to the pandemic, JERASS decided to hold a virtual conference this year. Its theme is "Democratic society, and Diversity and Inclusion in Social Studies Education."

For more details, visit:
<https://jerass.jp/researchcompetition/thisyear>.

5. KOREAN SOCIAL STUDIES ASSOCIATION (KSSA)

The KSSA hosted its 188th regular academic conference on

The main topics of the conference were as follows.

- (1) Social Studies' Future Academic Logic.
- (2) Changes in Education after COVID-19.
- (3) Research on Social Agenda: the Case of Online Education.
- (4) The Actual State of the Use of Technology by Elementary School Teachers, and TPACK Competency Analysis for Supervised Learning.
- (5) Challenging the Creative Convergence Design-based Class Using Art at a Boys' High School.

In addition, elections for the

30th president and board members of the KSSA were held. At the regular general meeting held on August 8, 2020, Professor Hong Ki-dae (Gwangju National University of Education) was elected as the new president of KSSA. His term of office is from September 2020 to August 2022.

On August 8, 2020, the KSSA hosted an annual academic conference online with the theme "Teachers of the AI era and the role of civic education". The main topics of the conference were as follows.

- Panel 1: AI and School.
 - Panel 2: AI and Citizens.
 - Panel 3: AI and Civic Education.
 - Panel 4: History Education.
 - Panel 5: Case Study on the Civic Education of Students Receiving Special Education.
 - Panel 6: Convergence Research on the Social Studies Education of Social Studies.
 - Panel 7: Social Studies Teaching and Learning.
- The KSSA hosted its 189th regular academic conference online on December 19, 2020, under the theme of "Exploring the new logic

and direction of history education."

The 2021 KSSA annual conference was held on August 21, 2021, in Gwangju. The conference theme will be announced in the next ISSA Activity Brief.

6. THE KOREAN ASSOCIATION FOR SOCIAL STUDIES EDUCATION (KASSE)

KASSE co-held the 9th JERASS-KASSE academic exchange conference with JERASS on August 28, 2021 via Zoom. The theme was "The Current Korea-Japan relationship and the Role of Social Studies Education". The following two oral presentations were followed by discussions.

- Value education and social studies (Michiko Kamita, Okayama University of Science)
- Transnational citizenship education (Boeun Cha, Educational Research Center, Yeinsei University)

**JSSEA VOL. 10
AVAILABLE NOW!**

We are pleased to announce that JSSEA Vol. 10 is now available. The contents of this volume are as follows:

[Special Issue]

- Editorial: How should social studies contribute to achieving Sustainable Development Goals?----Hiroya Yoshimizu and Hiroaki Sakaue
- What Does Future-ready Social Studies Education Look Like? Insights from Teaching and Learning Geography-----Chew-Hung Chang

[Reviews of Policy, Practice and Research]

- History and Civics Lesson in Austria and Japan: An Intercultural, Comparative Approach of Classroom Observation in the Framework of Process-oriented History Didactics-----Bettina Paireder

[Book/Journal Review]

- Hosetu to haijo no kyoikugau zouho shinban (Inclusion and Exclusion of Educational Studies:

From Minority Studies to Social History of Educational Welfare. 2nd ed.)-----

Jinichiro Saito and Yoshihiro Hosaka

[Conference Report]

- Report of Symposium on Education in the Social Studies Department's Research Association in 2021-----Yoshihiro Iwashashi

For reading the above articles and reviews, please access to <http://jerass.com/jssea/>.

CALL FOR JSSEA VOL. 11

Don't forget to submit your paper to JSSEA Vol. 11! Any article on social studies education and its related fields, which include history and geography education, political education, global and international education, and citizenship education, are also welcome!

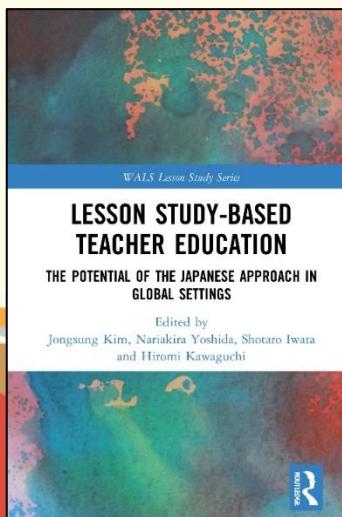
The submission deadline is **November 30, 2021**. We look forward to reading your work!

OUR MEMBERS' NEW PUBLICATION (WRITTEN IN ENGLISH)

1. JONGSUNG KIM AND HIROMI KAWAGUCHI (MAY 2021)

With other colleagues, Jongsung Kim, Associate Professor of Hiroshima University, and Hiromi Kawaguchi, Associate Professor of Hiroshima University, edited the following book:

Kim, J., Yoshida, N., Iwata, S., & Kawaguchi, H. (Eds.). (2021). *Lesson study-based teacher education: The potential of the Japanese approach in global settings*. New York, NY: Routledge.



For more information about this edited volume, please access to the following URL: https://www.researchgate.net/publication/350784993_Lesson_Study-based_Teacher_Education_The_Potential_of_the_Japanese_Approach_in_Global_Settings

(Abstract)

Lesson Study does not have the same meaning as its original Japanese expression Jugyou Kenkyuu, a combination of two Japanese words—Jugyou meaning instruction or lesson(s) and Kenkyuu meaning study or research. This edited volume discusses how Lesson Study is utilized in Japanese teacher education, how this system reproduces the very culture of Lesson Study and the opportunities and challenges that arise when Lesson Study-based education expands to the rest of the world. This book will appeal to anyone interested in learning about Lesson Study.

2. DONG-MIN LEE (MAY 2021)

Dong-Min Lee, Assistant Professor of Catholic Kwandong University, published the following article:

Lee, D. M. (2021). A Phenomenological Approach to Understanding the Meaning and Characteristics of Primary Geography Teacher-Researcher Identities. *Journal of Geography*, 120, 1-16.

For download this article, please access to the following URL: <https://www.tandfonline.com/doi/abs/10.1080/00221341.2021.1924836>

(Abstract)

This study aimed to interpret the meaning of primary geography teacher-researcher identities (PGTRIs) using phenomenology according to van Manen. Four emerging themes explained the meaning and characteristics of PGTRIs. The participating primary geography teacher-researchers (PGTRs) developed particular identities as practitioner agents of primary geography education

research. Based on their aspirations for geography education research and their awareness of the problems in primary geography education, the PGTRs aimed to innovate in primary geography education and primary classroom-embedded geography education research and to connect primary classrooms with the academic world. The results provide an in-depth understanding of the meaning of research and education for PGTRs and their identities.

3. JONGSUNG KIM, HIROMI KAWAGUCHI, & KAZUHIRO KUSAHARA

(AUGUST 2021)

Jongsung Kim, Associate Professor of Hiroshima University, Hiromi Kawaguchi, Associate Professor of Hiroshima University, and Kazuhiro Kusahara, Professor of Hiroshima University, published the following article:

Kim, J., Kawaguchi, H., & Kusahara, K. (2021). "No More Wars": Peace Education in Japan. *Wissenschaft und Frieden (Science and Peace)*, 2021-3, 28-31.

For download this article's preprint, please access to the following URL: https://www.researchgate.net/publication/351990785_No_More_Wars_Peace_Education_in_Japan

information (abstract, reference, URL, etc.) to your association's ISSA board member or jongsung@hiroshima-u.ac.jp directly.

(Abstract)

In Japan, peace education based on bitter repent of totalitarianism and militarism has played a crucial role in promoting anti-war sentiment. However, peace education that focuses on damages to ordinary people and brutality of war *per se* leads to placing blame on the nation-state and sympathizing with the blameless citizens—the image of "bad state and innocent people" makes Japan's war responsibility ambiguous. Problematizing the tradition, the authors argue the importance of student agency and communication in peace education to conceive and create peace with others instead of inheriting a given understanding of peace.

* Do you want to share your research written in English with ISSA colleagues? Send necessary