

# ISSA Activity Brief

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## GREETINGS FROM THE PRESIDENT



At Japanese high schools, the new National Curriculum Standard has been introduced this year starting in April 2022. A notable point in the social studies curriculum is the establishment of new courses entitled "Modern and Contemporary History" and "Public," which have been designated as compulsory courses. Since the administrators at each high school can decide whether students should take these courses in the first year or the second year, some high schools have not implemented them yet. Many teachers are troubled by the fact that the two new courses are completely different from conventional courses in terms of philosophy and content structure. In particular, the conventional

history course to date has been divided into "Japanese History" and "World History" and taught under a chronological structure. However, as its name suggests, the new "Modern and Contemporary History" course removes the barriers between Japanese history and world history, allowing students to study modern and contemporary history comprehensively. Focusing on the three epochs of modernization, popularization, and globalization, the new course is structured to explore the origins and formation processes of current global issues. Therefore, it is not surprising that many teachers are puzzled, but teachers are not just standing by. High school history teachers and university historians are collaborating to develop teaching and evaluation methods for the new course, and study groups have been set up across the country to discuss new ideas and practices. Much of these discussions are being conducted online rather than face-to-face due to the Covid-19 pandemic. I think there is only one

positive aspect that the pandemic has brought, which is the spread of online learning and discussion. Even after the COVID-19 pandemic, I expect that further promotion of online meetings in addition to face-to-face meetings will deepen research and discussions that transcend national and regional borders. I wish that the new history course in Japan can be implemented successfully, and I hope that the people of Asian countries will also watch this with interest.

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## 2022 ISSA ANNUAL MEETING

### **“HOW HAS SOCIAL STUDIES EDUCATION BEEN REFORMED IN RESPONSE TO SOCIAL CHANGE DURING POST-COVID?”**

- Date: November 26 (Sat.)
- Place: Online meeting
- Language: English
- Fee: free

ISSA will hold its annual meeting from **11 am–1 pm (Indonesia)** and **1 pm–3 pm (Japan and South Korea)** on November 26 (Sat.). The theme of the meeting is “How has social studies education been reformed in response to social change during post-COVID?”

Social studies education must be constantly reformed in response to social changes during Post-COVID. However, perspectives on improvement differ from country to country. Moreover, even if they are the same, the curriculum and units developed may differ. In this symposium, the presenters will examine how social studies should respond to social changes focusing on Post-COVID. Some aspects will be different from country to country, and some will be the same. While discussing the diversity of social studies, the presenters would like to clarify the essence of social studies with audiences.

Please register for the 2022 ISSA Annual Meeting from the following URL:

<https://us02web.zoom.us/j/83315892321?pwd=YnBEaGt2V0ZZRFJqYUEzMmJOMnFtdz09>

ISSA is looking forward to seeing you all at the 2022 ISSA Annual Meeting.

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## ISSA AGORA

### “OPINIONS ON SOCIAL STUDIES EDUCATION IN ASIA AND ALSO ABOUT THE ISSA”

Akihide Mine  
(Osaka Kyoiku University)



Nearly seven years ago, in 2016, the International Social Studies

Association (ISSA) was launched with the aim of disseminating social studies education in Asia. It consists of member societies in South Korea, Indonesia, and Japan. In 2021, the historic first annual conference was held online under the theme of “How ICT education is being devised in the midst of a pandemic.” At the 2022 conference, a symposium was held on the topic of “How to confront social change in a post-COVID world.” The speakers’ presentations were submitted to the open journal, the Journal of Social Studies Education in Asia (JSSEA). During this period, the Japanese Educational Research Association for the Social Studies (JERASS), as a secretariat society, has endeavored to edit and publish ISSA bulletins, mainly through the International Committee and the JSSEA Special Committee. In addition, efforts are underway to clarify the role of the committees and establish editing systems and working procedures. It is my hope that cooperation and coordination with ISSA member societies will continue to advance, and that

partnerships will be strengthened in the future. As a member of the Association and a social studies educator, I would like to continue to ask myself what I can do towards the development of civil society in Asian countries and the realization of people's happiness.

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## **ANNOUNCEMENT FROM OUR MEMBERS**

### **1. THE JAPANESE ASSOCIATION FOR SOCIAL STUDIES (JASS)**

The JASS hosted its on-line (via Zoom) annual meeting on October 22 and 23, 2022 at Shinshu University in Nagano prefecture under the theme of "What can social studies education do to educate children to become adult citizens who can face local issues?"

The JASS International Exchange Committee will also hold a lecture meeting of the international exchange seminar on December 3, 2022, in Tokyo and online, via Zoom. The theme of the meeting is "The Development of Deliberative

Democracy in the United States: Learning from the Citizenship Education of the Kettering Foundation."

### **2. THE JAPANESE EDUCATIONAL RESEARCH ASSOCIATION FOR SOCIAL STUDIES (JERASS)**

The 71st annual conference of JERASS was held at Fukuoka University of Education (on-line on demand) under the theme of "Where Should "Social Studies" Go?" on October 8, 2022.

JERASS held the 10th Research Exchange Meeting between the Japanese Educational Research Association for the Social Studies (JERASS) and the Korean Social Studies Association (KASSE) on August 27, 2022 under the theme of "The Present-Day of Korea-Japan Relationship and the Role of Social Studies" via Zoom.

### **3. KOREAN SOCIAL STUDIES ASSOCIATION (KSSA)**

KSSA held its 2022 Annual Online Conference on August 22, 2022 under the theme of " Social

Risk Factors and Challenges in Social Studies Education in the Post-Corona Era." Various research topics were presented at this conference to explore the direction of social studies education in the post-coronavirus era. At this conference, Dr. Yong-Kyo Jeong was elected as the new chairman as of September 1, 2022.

KSSA held its 31st Executive Department Meeting at the Kongju National University seminar room on September 30, 2022. At this meeting, the dates, places, and themes of two future academic conferences were finalized. The 2022 Winter Conference will be held on December 10, 2022 at Kongju National University under the theme of "Directions and Tasks for Social Studies Education in the Convergence Era", and the 2023 Summer Conference will be held on August 19, 2023 at Yeungnam University.

### **4. THE KOREAN ASSOCIATION FOR SOCIAL STUDIES EDUCATION (KASSE)**



KASSE held its 2022 Annual Conference on August 11, 2022 at Chungbuk National University under the theme of “Future Society, Curriculum, and Social Studies II.”

KASSE held its 10th Research Exchange Meeting between the Japanese Educational Association for the Social Studies (JERASS) and the Korean Social Studies Association (KASSE) on August 27, 2022 under the theme of “The Present-Day of Korea-Japan Relationship and the Role of Social Studies” via Zoom.

KASSE held an online international academic conference under the theme of “Curriculum for Justice and Harmony.” The keynote presenter was Prof. Dr. Keith Barton (Indiana State University).

KASSE will hold its annual academic conference in January 2023 at the Korea National University of Education.

\*We are looking forward to hearing from the **Indonesian Social Studies Association (APRIPSI)** and the **Social Studies Department Research Association (ESSDRA)** next time!

## **OUR MEMBERS’ NEW PUBLICATION (WRITTEN IN ENGLISH)**

- Kang, W.-S. (2021). Predicting Pre-service teachers’ intention to implement education for sustainable development: A fuzzy-set qualitative comparative analysis. *Cypriot Journal of Educational Sciences*, 16. BD-CENTER. p. 2412.
- Kang, W.-S., & Choi, J.-W. (2021). Effects of transformational leadership on teachers’ self-efficacy in education for sustainable development: A serial mediation Analysis. *Cypriot Journal of Educational Sciences*, 16. BD-CENTER. p. 2534.
- Kang, W.-S. (2021). Explaining effects of transformational leadership on teachers’ cooperative professional development through Structural Equation Model and Phantom Model Approach. *Sustainability*, 13. p.10888.
- Kang, W.-S. (2011). Pathways to innovative teaching practices in Korean secondary multiethnic classrooms: Through lens of complex causality. *Psychology and*

*Education*, 58. p. 2956.

● Watanabe, T., Sakaue, H., Osaka, Y., & Okada, R. (2021). Trends in Research on Teaching and Learning Spatial Cognition in Elementary Social Studies in Japan: A Systematic Review from 1989 to 2019. *Geographical review of Japan series B*, 94(2), 49-64.

● Kim, M. (2022). Developing pre-service teachers’ fieldwork pedagogical and content knowledge through designing enquiry-based fieldwork, *Journal of Geography in Higher Education*, 46(1), 61-79.

● Kim, M. (2022). The pedagogical effects of psychogeographic urban exploration and mapping, *Geography*, 106(2), 92-100.

**\* Do you want to share your research written in English with ISSA colleagues? Send necessary information (abstract, reference, URL, etc.) to your association’s ISSA board member or [dr.dongminlee@gmail.com](mailto:dr.dongminlee@gmail.com) directly.**