

ISSA Activity Brief

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ISSA AGORA

"STUDYING," "THINKING," "LEARNING," AND ICT

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My research focuses on multicultural education, especially on "equity pedagogy," which motivates students to think about ways to "treat different people differently to make them all similar." Since its establishment in 1947, equity pedagogy is one of the major topics of social studies education. The most important problem with equity pedagogy is that "equity" is highly qualitative and it cannot be defined precisely. This fact causes confusion and raises a serious question: "Can we teach something that cannot be defined?" There is possibly only one way to make students use their experiences. We

spend our lives nurturing lots of social relationships. In doing so, our equity mind is being fostered and it is always used in decision-making processes unconsciously.

Based on these research themes, I developed a web application, named "Let's Create TV News!", for elementary kids, which was then provided to many school teachers for use in their classroom teaching. Students may choose three video clips from nine on their ICT peripherals, and they usually struggle to make their TV news equitable and fair. The most important feature of this application is that students are forced to continuously "think". This application can be used for the graduate school level or for in-service teacher training programs.

Leveraging my experience working in the field of ICT education, I am currently involved in the GIGA (Global and Innovation Gateway for All) School Project and often visit many schools to observe classroom teaching and to offer advice. This project is the front-loading of public works from 2023 to 2021 because of

COVID-19. My observations indicated that some teachers confuse "studying" and "learning." Some teachers try to have their students use ICT peripherals to search for answers or to memorize many facts. However, ICT peripherals should not be used in such a manner.

"Studying" means knowing something that our predecessors have experienced or done and memorizing it. Although gaining knowledge is an inevitable requirement for everyone, in Japan, many teachers focus excessively on methods to make students memorize a large amount of information. While knowing about many things is important in our lives, thinking deeply is even more important, although this, in turn, needs one to acquire vast knowledge. "Learning" should be about intentional, critical, and creative thinking and not memorizing facts. When students are expected to regurgitate memorized facts, their learning becomes a product outside of themselves and they stop thinking

and become bored and apathetic toward the process.

What I believe is important is to help everyone "think" constantly and especially reflect on whatever they do or say.

If you are interested in ICT for education or the GIGA School Project, please attend our panel presentation at the spring seminar of the Japanese Association for the Social Studies (JASS) on May 16 (Sun) or our roundtable presentation at the annual national conference of JASS on November 28 (Sun). Details of both are provided on the website of JASS: <http://socialstudies.jp/ja/index.html>

***ISSA AGORA is looking forward to your thoughts about social studies education in your country and in Asia. We also welcome opinions about ISSA. To share your ideas with us, please prepare a commentary (of no less than 500 words) and send it to jongsung@hiroshima-u.ac.jp along with your picture.**

2020 EAST ASIA SOCIAL STUDIES SYMPOSIUM CO-HOSTED BY ISSA

On February 27, 2021, ISSA co-hosted the East Asia Social Studies Symposium with KAKENHI ("Educating social studies pre-service teachers who are open to others' discourses: A design-based research" (19K14238), PI: Jongsung Kim), the Educational Vision Research Institute at Hiroshima University, the Japanese Educational Research Association for Social Studies (JERASS), and the Korean Association for Social Studies Education (KASSE). More than 100 scholars from all over the world participated in the symposium and discussed ways to

educate citizens who are open to others' discourses.

In Part I, the following researchers discussed the topic of teaching about WWII in Asia and how history education can promote historical reconciliation:

- ✓ Facilitator:
Terri Epstein (Hunter College, USA)
- ✓ The case of Korea:
Jongsung Kim (Hiroshima University, Japan)
- ✓ The case of Japan:
Kawaguchi Hiromi (Hiroshima University, Japan)
- ✓ The case of Taiwan:
Yu-Han Hung (University of Houston Downtown, USA)



In Part II, Korean and Japanese scholars discussed how to educate pre-service teachers who are open to others' discourses.

- ✓ Facilitator:
Kawaguchi Hiromi
(Hiroshima University, Japan)
- ✓ Presentation:
Korean and Japanese social studies pre-service teachers make "a better Hiroshima textbook"
Jongsung Kim (Hiroshima University, Japan)
- ✓ Discussants (1):
Jeonghee Lee (Gwangju National University of Education, Korea)

- ✓ Discussants (2):
Takaaki Fujiwara
(Doshisha Women's College of Liberal Arts, Japan)
- ✓ Translation:
Boeun Cha (Yonsei University, Research Institute for Education, Korea)

ISSA will keep supporting international conferences and symposiums. If you have any ideas for creating a international public sphere of social studies education, do not hesitate to contact to ISSA (kusahara@hiroshima-u.ac.jp).

ANNOUNCEMENT FROM OUR MEMBERS

1. THE SOCIAL STUDIES DEPARTMENT RESEARCH ASSOCIATION (ESSDRA)

The 32nd annual meeting of the ESSDRA was held on February 12, 2021, online, and over 150 researchers, teachers, and students participated in it. We want to thank all the participants for attending the meeting. Unfortunately, owing to the COVID-19 pandemic, the next annual meeting will also be held online on February 19, 2022.

2. THE JAPANESE ASSOCIATION FOR SOCIAL STUDIES (JASS)

Owing to COVID-19, the 70th annual meeting of the JASS was held online on November 28 and 29, 2020, with almost 400 participants.

There were three contents in the annual conference: symposium, presentation of research projects, and presentation of independent research. Of these, the presentation of independent research utilized an



on-demand method in which the participants accessed the presentation materials placed in the cloud and expressed their opinions. On the other hand, the symposium and the presentation of research projects were conducted simultaneously and in an interactive manner using Zoom.

The theme of the symposium was "How will social studies classes change using a perspective of social participation?" Four presenters shared their presentations on the ideal social studies class from the perspectives of elementary school social studies, geography education, history education, and civic education. Social studies classes differ greatly depending on the definition of social participation and the method of introduction of a perspective of social participation in social studies classes. While clarifying these differences, social studies teachers must try to create classes that value social participation at the levels of goals, content, and methods. Within a limited time of three hours, we were able to learn various things.

There were five subcommittees for research presentations. The contents have already been mentioned in the 4th issue, so please refer to that.

The 71st annual meeting will be held online on November 27 and 28, 2021, via Zoom.

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

The 60th JERASS & 37th Naruto Association of Social Studies Education (NASSE) joint annual conference was held online from October 24 (Sat) to December 25 (Fri), 2020. The theme was "Responsibility for social studies education: How to meet the broader demand for education."

This conference had more than 80 presentations, and more than 600 social studies educators participated in it virtually. Although the online conference was a reluctant choice for us in the face of COVID-19, there were unexpected benefits.

The 2021 annual conference will

be held on October 23 and 24, 2021. The conference theme and its details will be announced in the next ISSA Activity Brief.

4. KOREAN SOCIAL STUDIES ASSOCIATION (KASE)

The KSSA hosted the 188th annual conference. Owing to COVID-19, the 188th regular academic conference was held online on June 19, 2020, with the theme "Online education and civic education in the COVID-19 pandemic era".

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: 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 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: Artificial Intelligence and Civic Education

Panel 4: History Education

Panel 5: Case Study on the Civic Education for Students Receiving Special Education

Panel 6: Convergence Research on the Social Studies Education of Social Studies

Panel 7: Social Studies Teaching and Learning

Finally, the KSSA hosted the 189th online regular academic conference on December 19, 2020, under the theme of "Exploring the

new logic and direction of history education."

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

***We are looking forward to hearing from the Indonesian Social Studies Association (APRIPSI) and the Korean association for social studies education (KASSE) next time!**

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 & KAZUHIRO KUSAHARA (JANUARY 2021)

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

Kim, J., & Kusahara, K. (2021). Democratic characteristics of social studies lesson study: A case study in Japan. *현장수업연구 (Journal of Field-based Lesson Studies)*, 2(1), 23-46.

For download this article, please access to the following URL: https://www.researchgate.net/publication/349427009_Democratic_Characteristics_of_Social_Studies_Lesson_Study_A_Case_Study_in_Japan

(Abstract)

This multiple-case study showed the democratic characteristics of lesson study in social studies and

how its culture is reproduced in Japan. With Deweyan democracy as a theoretical framework, two lesson studies in social studies were analyzed based on (a) the structure of the lesson study, (b) teachers' engagement, and (c) the guest teacher's role. This paper shows how teachers realized "a mode of communicating and sharing the form and experience of a community life" in the two lesson-mediated public spheres and discusses how to further democratic characteristics of social studies lesson study, especially focusing on the guest teachers' role. Keywords: lesson study, social studies, democracy, professional development, Japan

*** 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 jongsung@hiroshima-u.ac.jp directly.**
