

# ISSA Activity Brief

Issue\_07 April. 2022

## GREETINGS FROM THE ISSAS PRESIDENT (2022-2024)



● Dr. Harada, Tomohito

I was appointed the president of ISSA for the third term (2022-2024). I take the election results seriously and pledge to fulfill my duties as president.

In the recent world situation surrounding us, social unrest is increasing due to the tension in Eastern Europe caused by Russia's invasion of Ukraine and the accompanying rise in prices of crude oil and food, while the global pandemic of the new coronavirus is not ending. Now is the time for us to work together across nations and regions to solve problems peacefully based on democratic rules, rather than solving problems with military or economic power. In that respect, I think that social

studies education and ISSA have a big role to play. ISSA held its first online annual meeting last year and discussed "the possibility of using ICT in social studies education" based on the presentations of members from South Korea, Indonesia, and Japan. I hope that discussions on new themes will be deepened this year's annual meeting as well.

However, ISSA does have some problems. First, the affiliated associations do not spread to countries other than South Korea, Indonesia, and Japan. Therefore, it is necessary for us to actively seek cooperation with academic associations in other Asian countries. Second, the number of papers submitted to the journal JSSEA is still extremely small. A certain number of papers is indispensable for improving the quality of JSSEA. Please make active contributions by members. Third is the issue of finances. We have received a great deal of financial support from JERASS, which is in charge of the secretariat, for the publication of JSSEA, but the

financial situation is tight. The small number of ISSA affiliated associations and the low membership fees are major factors, so we must resolve this issue as soon as possible.

I ask for the further support and cooperation of the members so that we can overcome these problems and disseminate the theory and practice of social studies education from Asia to the world.

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## WELCOME TO OUR NEW ISSA BOARD MEMBERS (2022-2024)

We are happy to announce that new ISSA Board Members have been selected. The following members will conduct their duties as ISSA Board Members until December 31, 2024.

[Recommended by Member Academic Association]

● Dr. Nasution  
Indonesian Social Studies Association (APRIPSI)

● Dr. Yamauchi, Toshio  
Education in the Social Studies

Department Research  
Association (ESSDRA)

● Dr. Karaki, Kiyoshi  
Japanese Association of Social  
Studies (JASS)

● Dr. Harada, Tomohito  
Japanese Educational Research  
Association for Social Studies  
(JERASS)

● Dr. Lee, Dong-min  
The Korean Association for  
Social Studies Education  
(KASSE)

● Dr. Hwang, Hongseop  
Korean Social Studies  
Association (KSSA)

[Recommended by President]

● Dr. Kusahara, Kazuhiro  
(Hiroshima University, Japan)

● Dr. Kawaguchi, Hiromi  
(Hiroshima University, Japan)

● Dr. Kim, Jongsung  
(Hiroshima University, Japan)

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## **ANNOUNCEMENT FROM OUR MEMBERS**

### **1. THE SOCIAL STUDIES DEPARTMENT RESEARCH ASSOCIATION (ESSDRA)**

The 33rd annual conference of ESSDEA, February 19 to March 18, was held with the theme of "Reconsideration of the Roles of Social Studies Subjects in Elementary and Junior High School based on the Reform in High School Subject." Unfortunately, because of COVID-19, this conference was taken place online as well as the 32nd conference.

The conference was consisted of two parts: "Symposium" and "paper session." In the Symposium held on February 19, about 140 researchers, educators, teachers and students participated and four presenters, from elementary teacher to university researcher, outlined his/her opinions and proposals to the theme "Reconsideration of the Roles of Social Studies Subjects in Elementary and Junior High School based on the Reform in High School Subject." In the paper session, held in on-demand mode, we received total 66 wide-ranging presentations. Although this conference was held online, finally 231 people attended to the symposium or visited the

conference website.

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

The annual conference of JERASS was held virtually on October 23-November 7, 2021, with JERASS members of Hiroshima University as the organizing committee. The theme of the conference was "Diversity and Inclusion in Democratic Society and Social Studies: What is our Educational Mission in an Increasingly Divided Society? The main project of the symposium was a discussion on "Assessment, Practice, and Research in Social Studies to Create Possibilities for Diversity and Inclusion," led by the following members. More than 300 participants attended the symposium.

JERASS will hold the annual conference on October 8-9, 2022, with JERASS members of Fukuoka University of Education as the organizing committee.

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

KSSA held 2021 Annual Online Conference on August 21, 2021 under the theme of "Meeting the Future Society and Social Studies Curriculum." In line with the revision of the new curriculum, various research topics were presented at this conference to explore the direction of the revision of the social studies curriculum according to future changes in society.

KSSA held the 191st Online Periodic Conference on December 18, 2021 under the theme of "Exploration of universality and diversity in social studies education II."

On August 20, 2022 (Sat), KSSA will hold an annual academic conference under the theme of "Risk Social Factors and Social Studies Education Challenges in the Post-Corona Era."

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

KASSE held 2022 Annual Online Conference on January 22, 2022 under the theme of "Future society, curriculum, and social studies." Twelve oral presentations related to the theme were presented and discussed under four subthemes.

KASSE will hold the 10th Korea-Japan International Academic Conference in collaboration with JERASS via Zoom online meeting on 27 August 2022.

\*We are looking forward to hearing from the **Indonesian Social Studies Association (APRIPSI)** and the **Japanese Association of Social Studies (JASS)** next time!

### OUR MEMBERS' NEW PUBLICATION (WRITTEN IN ENGLISH)

#### 1. JONGSUNG KIM (SEPTEMBER 2021)

Jongsung Kim, Associate Professor of Hiroshima University, published the following chapter:

Kim, J. (2021). A Korean stranger in a Japanese classroom: Being a better teacher educator in a foreign country. In J. Crutchley, N. Rao, & Z. Nahaboo. (Eds.), *Early career teachers: International narratives of transitions within higher education* (pp. 17-26). London: Bloomsbury.

For more information about this chapter, please access to the following URL: [https://www.researchgate.net/publication/344102705\\_A\\_Korean\\_Stranger\\_in\\_a\\_Japanese\\_Classroom\\_Developing\\_as\\_a\\_Teacher\\_in\\_a\\_Foreign\\_Country](https://www.researchgate.net/publication/344102705_A_Korean_Stranger_in_a_Japanese_Classroom_Developing_as_a_Teacher_in_a_Foreign_Country)

(Abstract)

This chapter describes the challenges and struggles I experienced as a Korean "stranger" who has tried to become a better teacher educator in a foreign Japanese classroom. Through a process of self-study and reflection spanning two years, I have tried to understand the impact of perceptions of my 'self' as a stranger on my teaching practice. The self-



study highlighted that I was a stranger not only as a Korean in Japan, but also as a newcomer to teaching in Higher Education. By following a process of self-study, I could deliberate the aim of my teaching, accept my vulnerability in teaching and reevaluate my foreignness as an asset to maximise pre-service teachers' learning. This also meant that I could grow as both, a culturally sensitive educator and as a reflective practitioner. This chapter argues that developing and identifying 'self' is an essential element to reflect on when attempting to improve one's teaching and that self-study is a suitable approach for an Early Career Teacher (ECT) to use to connect themselves and their teaching.

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**2. JONGSUNG KIM, TAKUMI WATANABE, & HIROMI KAWAGUCHI**  
**(MARCH 2022)**

Jongsung Kim, Associate Professor of Hiroshima University,  
Takumi Watanabe, Associate Professor of Hiroshima University,

and Hiromi Kawaguchi, Associate Professor of Hiroshima University, published the following article:

Kim, J., Watanabe, T., & Kawaguchi, H. (2021). Educating teachers as designers: The potentials of Kyouzai Kenkyuu in social science teacher education. *Journal of Social Science Education*, 20(3), 174-195.

For more information about this article, please access to the following URL: [https://www.researchgate.net/publication/355232257\\_Educating\\_teachers\\_as\\_designers\\_The\\_potentials\\_of\\_Kyouzai\\_Kenkyuu\\_in\\_social\\_science\\_teacher\\_education](https://www.researchgate.net/publication/355232257_Educating_teachers_as_designers_The_potentials_of_Kyouzai_Kenkyuu_in_social_science_teacher_education)

(Abstract)

- Curriculum design has been recognized as preparation for practice, not practice per se.  
- Kyouzai Kenkyuu can be a conceptual tool to indicate curriculum design as teachers' practice.  
- Kyouzai Kenkyuu is both a

teacher's practice and a disposition that a teacher needs to have.

- Kyouzai Kenkyuu can strengthen teacher professionalism by understanding teachers as curriculum designers.

\*Purpose: This study introduces the idea of Kyouzai Kenkyuu and examines its potentiality as a conceptual tool to point to the curriculum design process with a case of social science education. By doing so, this study can contribute to expanding the target of reflection from the practices inside classrooms toward the curriculum design outside classrooms and the strengthening of teacher professionalism by understanding teachers as curriculum designers.

\*Approach: The authors utilised literature review to illustrate how Kyouzai Kenkyuu can be a conceptual tool to point to the curriculum design process. Subsequently, the authors conducted interpretative practitioner research to showcase how Kyouzai Kenkyuu can be taught in pre-service teacher education and how teacher educators can

educate pre-service teachers as curriculum designers utilising insider's perspectives. Finally, the authors discussed the potential of Kyouzai Kenkyu as a conceptual tool to indicate the content and method of designing the curriculum and as an approach to enhance teachers' development as curriculum designers.

\*Findings: Kyouzai Kenkyuu—Kyouzai meaning learning material(s) and Kenkyuu meaning study or research in the Japanese language—is a practice for curriculum design and one of the dispositions to define teachers as professionals. In Japan, teachers are expected to be practitioners who conduct Kenkyuu (research) about discipline, students, and the context surrounding students to design suitable Kyouzai (learning material[s]) and a curriculum for individual classrooms. In method courses, pre-service teachers verbalize and reflect on their Kyouzai Kenkyuu and how it impacts curriculum design. Through these experiences, social science teachers in Japan can enjoy

the opportunities to develop their design and teaching rationales.

\*Research limitations: This study is limited to three method courses that the authors have taught; thus, the findings on how to teach Kyouzai Kenkyuu may not be generalizable.

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### **3. MASAKO SHIBATA (MARCH 2022)**

Masako Shibata, Professor of Catholic Tsukuba University, published the following article:

Shibata, M. (2022). Educational Reconstruction and the Promotion of Local Identity: Okinawa in the American Occupation 1945–1972. *Comparative Education*, 58(2), 1-17.

For download this article, please access to the following URL: <https://www.tandfonline.com/doi/full/10.1080/03050068.2022.2048535?scroll=top&needAccess=true>

(Abstract)

This article examines how and why the US reconstructed Okinawa in Japan, with a focus on the theme of 'self' and 'others' in educational interaction. I argue that during the occupation of Okinawa, the US tried to detach Okinawa from Japan socio-culturally, using the historically based racial tensions between them by promoting the local 'Ryukyuan' identity. The US goal was to enhance its military and ideological presence in Okinawa, projecting its long-term role as a keystone in Cold War Asia. The US policy of transforming Okinawan identity is viewed in three ways: the transmission of political and socio-cultural values through foreign education reform and transfer of American models; the ideological rationales that legitimised the reform; and the political and historical context in which the reforms were enacted. The US educational intervention in Okinawa illuminates the scheme of global governance that the new 'empire' mapped out in the post-WWII geopolitical context.

**\* 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.**

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