

The background of the cover features a vibrant red field on the right side, which transitions into a white field on the left. A series of thick, wavy, overlapping lines in shades of orange, brown, and grey flow from the top left towards the bottom right, creating a sense of movement and depth. Scattered across the red background are several stylized, light-colored floral or leaf-like motifs, each with a central dark red element.

**The Journal of
Social Studies Education
in *Asia***

Volume 12/ Spring 2023

The Journal of Social Studies Education in Asia

Journal of
The International Social Studies Association (ISSA)



and

Japanese Educational Research Association
for the Social Studies (JERASS)



Aims and scope

The **Journal of Social Studies Education in Asia (JSSEA)** aims to make connections among the international fields of social studies education in Asia. JSSEA focuses on general trends and major shifts in curriculum and pedagogy, policy, and practices of students and teachers regarding social studies education in Asian countries. As the impact of globalization is felt at local, national, regional, and international levels, the role of social studies education and citizenship education is gradually changing in each context of Asia. JSSEA stimulates innovation and debate, promotes theoretical development in the field, and encourages reflective practice. This will expand our knowledge and understanding of the purposes, conditions, and effects of social studies education in Asian countries.

JSSEA welcomes high-quality submissions that report conceptual, empirical or historical research on social studies education in Asian countries. Manuscripts reflecting a wide range of perspectives, topics, contexts, and methods regarding social studies education, including interdisciplinary and multidisciplinary work, are welcomed.

JSSEA consists of four parts:

- Articles (peer-reviewed article)
- Reviews of Policy and Practice
- Book Reviews
- Conference Reports

Why publish in JSSEA?

JSSEA is co-published by **ISSA** (the International Social Studies Association (<http://jesass.com/jssea/>)) and **JERASS** (Japanese Educational Research Association for the Social Studies <http://jerass.jp/eng/>). The editorial team is supported by a strong international Editorial Board and Advisory Board. As an open access journal, JSSEA is available to a wide global audience. The format ensures that the journal remains sustainable and accessible to both contributors and readers. By publishing in this Asian journal, authors will enable their research and scholarship to reach an optimum audience in Asian countries and across the world.

**For further information about JSSEA, including submission guidelines,
please visit our website (<http://jerass.com/jssea/>).**

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What is ISSA?

The International Social Studies Association (ISSA) is a network organization managed by academic societies of social studies education in Asian countries. The Association mainly comprises social studies education academic research organizations with locations in the Asia region. It exists for the purpose of allowing mutual exchange and cooperation between academic organizations for the furtherance of social studies education through international research and practical activities by member academic organizations.

President of ISSA

Tomohito Harada

Professor emeritus, Hyogo University of Teacher University, Japan

What is JERASS?

The Japanese Educational Research Association for Social Studies (JERASS) has seen several changes and developments in recent time with JERASS including practitioners, policy makers, and researchers who have special interests in social studies education. JERASS believes in fostering people who have the potential to contribute to these fields in the future. The aim of JERASS is to promote, accumulate, and expand research and projects on social studies by organizing and supporting lectures, seminars, and workshops that enhance networking among national and international institutions and by publishing journals, books, and websites on a regular basis.

President of JERASS

Masami Umezu

Naruto University of Education, Japan

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Contents

CONFERENCE PAPER: How Has Social Studies Education Been Reformed in Response to Social Change During Post-COVID?

Editorial

Toshio Yamauchi and Masumi Tsubota 1

Future Prospects for Social Studies Classes Aimed at Developing Decision-making Skills: How to Build a Symbiotic Society in a Post-COVID International Society

Xingxing Zhou and Toshinori Kuwabara 3

Learning History Can Help Students Envision a Preferable Future: Teaching “Changes in the International Order and Mass Society” in the Future

Yoshihiro Iwahashi 23

ARTICLES

An Analysis of Korean Prejudice Against Southeast Asia Using Big Data: From the Perspective of the Social Studies Education

Jisu Park 41

Call for Papers

Special Issues on “Teaching Difficult Topics in Social Studies Classrooms” in *The Journal of Social Studies Education in Asia* vol. 13

The Journal of Social Studies Education in Asia will publish a Special Issue on Teaching Difficult Topics in Social Studies Classrooms (*JSSEA* Volume 13 will be published in the spring of 2024).

*This call for papers is already closed on August 31, 2023.

Editors:

- Jongsung Kim (Hiroshima University, Japan)
- Ryohei Ikejiri (The University of Tokyo, Japan)

The aim of this special issue:

Social studies teachers encounter difficulties in teaching specific topics in their classrooms. There are many reasons for the difficulties. Some topics are difficult to fully understand because they are too complicated in nature, and there is no social consensus in understanding them. Some topics are controversial (Hess & McAvoy, 2014) or traumatic (Zemblyas, 2014), and therefore, teachers have difficulties or find reluctance to teach these topics because the way of presenting them in the social studies classrooms might be troublesome. Also, some topics are deeply related to teachers' beliefs or identities, so teachers tend to avoid discussing them in their classrooms (Kelly, 1986). Based on the understanding that difficult topics are decided in the milieu of individual classrooms, especially respective countries' contexts (Misco, 2012), this special issue aims to clarify why and how teachers feel difficulties in teaching specific topics in social studies classrooms and how social studies research and teacher education can support teachers in overcoming the difficulties. Any theoretical, empirical, and practical research that answers the following questions in a particular context or multiple contexts is welcomed in this special issue:

1. What topics do teachers find difficulties in teaching in the social studies classroom? Why do teachers feel difficulties in teaching these specific topics?
2. How did teachers overcome the difficulties in teaching difficult topics? What empowered them and enabled their teaching of difficult topics?

References:

- Hess, D. E., & McAvoy, P. (2014). *The political classroom: Evidence and ethics in democratic education*. Routledge.
- Kelly, T. E. (1986). Discussing controversial issues: Four perspectives on the teacher's role. *Theory & Research in Social Education*, 14(2), 113-138.
- Misco, T. (2012). The importance of context for teaching controversial issues in international settings.

International Education, 42(1), 5.

Zembylas, M. (2014). Theorizing “difficult knowledge” in the aftermath of the “affective turn”: Implications for curriculum and pedagogy in handling traumatic representations. *Curriculum Inquiry*, 44(3), 390-412.

Call for Papers

Special Issues on “Teacher Education in Social Studies Education” in *The Journal of Social Studies Education in Asia* vol. 14

The Journal of Social Studies Education in Asia will publish a Special Issue on Teacher Education in Social Studies Education (*JSSEA* Volume 14 will be published in the spring of 2025). In this Call for Papers, we warmly invite readers to contribute to the issue!

Editors (subject to change):

- Hiromi Kawaguchi (Hiroshima University, Japan)
- Hiroaki Sakaue (Chiba University, Japan)

Important Date (subject to change):

All manuscripts submitted to this special issue will go through the review process of *JSSEA*.

- August 31, 2024: Submitting proposals for the manuscript – title and abstract (400 words max.)
- September 15, 2024: Reviewing the proposals and sharing them with the authors
- December 15, 2024: Submitting full manuscripts (8000 words max.)
- January 15, 2025: Reviewing the manuscripts and sharing them with the authors
- February 28, 2025: Re-submitting the manuscripts
- March 31, 2025: Final decision

Further information will be announced on our official website in this autumn:

<http://jerass.com/jssea/>

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Volume 12**

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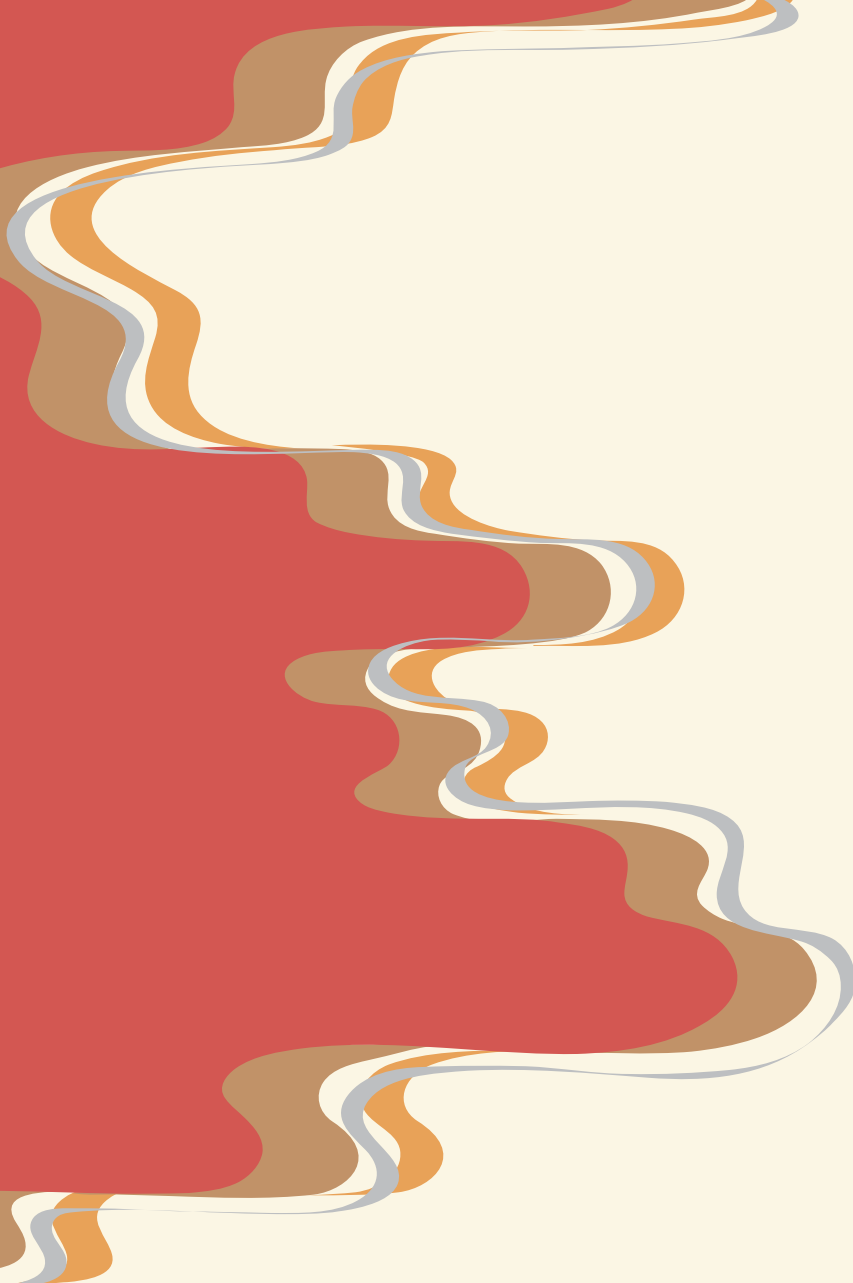
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