



# The Journal of Social Studies Education in *Asia*

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**Special issue:**  
Teacher Education and Social Studies

# The Journal of Social Studies Education in Asia

Journal of the  
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,  
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# The Journal of Social Studies Education in Asia

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## What is ISSA?

The International Social Studies Association (ISSA) is an academic network organization run by social studies education societies in Asian countries. It is comprised of research organizations in social studies education located mainly in the Asian region. The purpose of ISSA is to promote mutual exchange and cooperation among academic organizations for the development of social studies education through international research and practical activities by member academic organizations. In addition, through the publication of the academic journal JSSEA (The Journal of Social Studies Education in Asia), it disseminates the latest academic research on social studies education, especially in Asia, to the world.

### President of ISSA

Kazuhiro Mizoguchi  
*Kagoshima 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

## SPECIAL ISSUE Teacher Education and Social Studies

### Editorial

*Hiromi Kawaguchi and Hiroaki Sakaue* ..... 1

### Formation of Social Studies Teachers' Practical Knowledge Through Empirical Analysis of Practice Records:

### Beyond the Methodological Characteristics of Narrative Approaches

*Toshiharu Urushibata* ..... 3

## ARTICLES

### Balancing Social Integration and Cultural Diversity in the Social Studies Curriculum:

### A Case Study of Ontario, Canada

*Xingxing Zhou* ..... 33

### How Do Japanese High School Students Learn History?

### A Qualitative Study on the Layered Construction of Meaning Based on Career Paths and Academic Abilities

*Yutaka Nishimura* ..... 53

**CONFERENCE PAPER**  
**Using Artificial Intelligence in Social Studies:**  
**Problems and Challenges**

**Comments from the Organizer of the ISSA Conference**

*Nasution* ..... 71

**The Challenges of AI Digital Textbook Adoption in Korea's Social Studies Education**

*Jisu Park* ..... 73

**BOOK REVIEWS**

**Curriculum Standards for K-12 Geography Education:  
Cultivating Citizenship for a Near-Future Society**

*Takumi Watanabe, Miho Utsumi, and Kei Sakamoto* ..... 83

**SPECIAL ISSUE:  
Teacher Education and Social Studies**

**Editorial**

Amidst ongoing global transformations—ranging from increasing sociocultural diversity to political polarization and environmental crises—the role of social studies education has become more vital than ever. Preparing future citizens who can navigate complexity and contribute to democratic societies is a central mission of the field (Martell, 2017). Consequently, teacher education must equip both pre-service and in-service teachers with a multifaceted set of competencies, including disciplinary understanding, culturally responsive pedagogy (Sleeter, 2001), and global citizenship education (Davies, 2006). These requirements are not only aspirational but demand careful rethinking of how we conceptualize and implement teacher education.

While these goals are widely shared, realizing them in practice requires attention to the specific cultural and institutional contexts in which teacher education is situated. As Adler (2006) has argued, teacher education exists within a dynamic tension between ideals and structural constraints. In Asia, this tension is shaped further by unique cultural influences, such as Confucian-informed norms of teacher–student relationships, which often emphasize hierarchy, moral duty, and social responsibility. Moreover, teacher education systems vary significantly across countries in Asia in terms of structure, curriculum, and institutional governance. This diversity challenges the applicability of universal models and calls for more context-sensitive approaches that acknowledge the lived realities of local educators. As such, social studies teacher education in Asia must simultaneously engage with globally circulating theories and develop pedagogies that are grounded in specific educational traditions and practices.

The article featured in this special issue, Urushibata (2025), offers an insightful and richly contextualized account of teacher learning in Japan. Focusing on the case of Fumio Nagaoka, a teacher at Nara Women’s University Elementary School, the study examines long-term practical records of classroom teaching to trace how social studies teachers form practical knowledge. The analysis reveals that teachers develop expertise through resolving concrete pedagogical challenges and deepening their understanding of how children think and learn. A key feature of this research is its methodological orientation: the use of practical records (Jissen Kiroku)—a form of documentation closely linked to Japan’s long-standing tradition of Lesson Study (Miyamoto, 2024). This practice of recording, analyzing, and refining lessons collaboratively is emblematic of the Japanese approach to teacher learning and represents a culturally embedded method of knowledge formation.

Urushibata’s study challenges the dominance of narrative-based approaches in teacher education research by offering an alternative methodology that captures the temporality, complexity, and social embeddedness of classroom practice. By tracing shifts in lesson structures before and after key instructional moments, the article sheds light on how teachers adapt curricula over time and cultivate practical expertise grounded in their daily interactions with learners. In doing so, the study repositions lesson study not merely as a professional development tool but as a culturally situated epistemology of teaching—one that holds valuable insights for global conversations on teacher education.

Although this special issue includes only a single article, we believe its contribution is significant. We

hope that this issue serves as a small but meaningful step toward a more inclusive and dialogic international research community in social studies education. We particularly look forward to future contributions from Southeast Asia and other underrepresented regions, and to the continued development of cross-national dialogue on teacher education that respects both diversity and shared aspirations.

Editors:

Hiromi Kawaguchi, Hiroshima University, Japan

Hiroaki Sakaue, Chiba University, Japan

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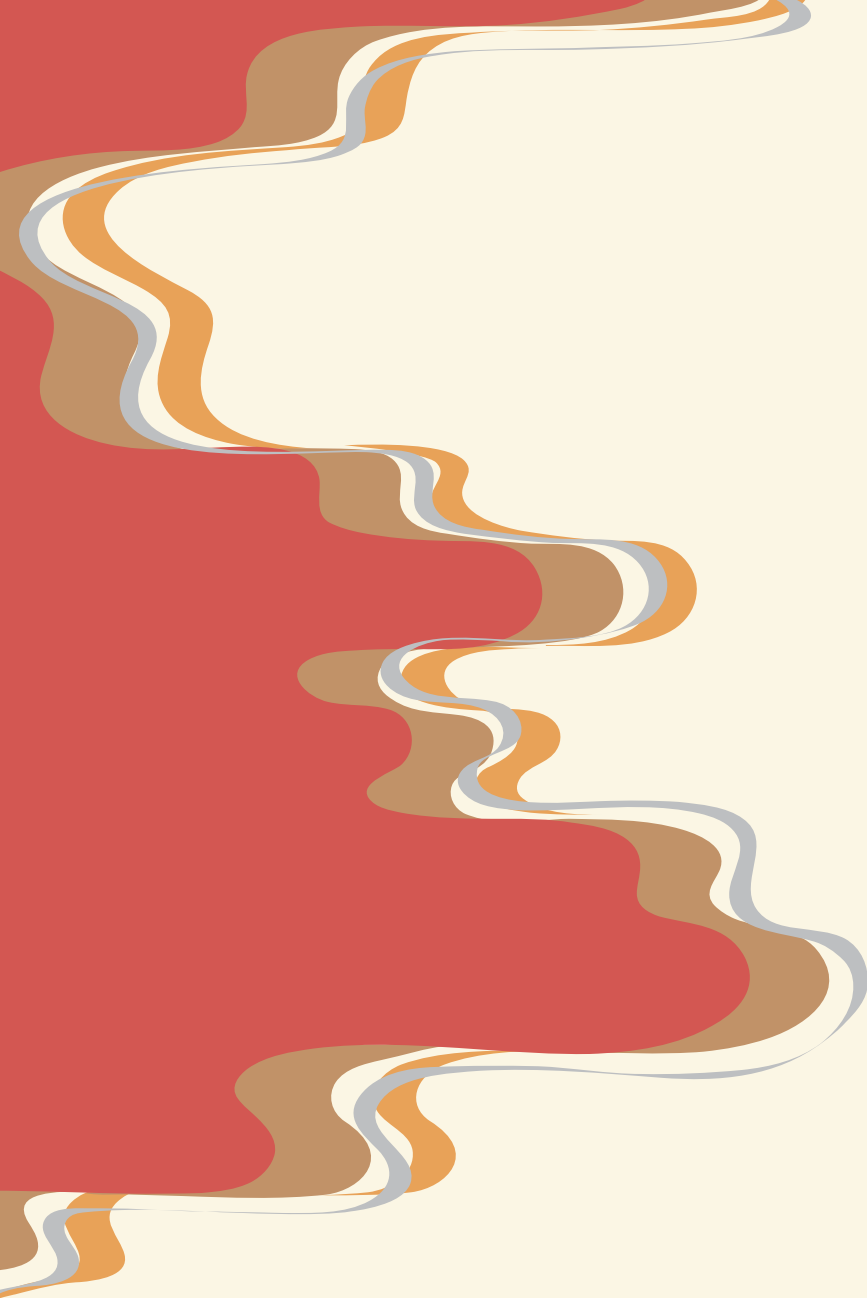
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