

CONFERENCE PAPER: The possibility of using ICT in social studies classrooms

Editorial

From the conference proposer

We are pleased to publish the 10th volume of *the Journal of Social Studies Education in Asia (JSSEA)*. This issue includes conference papers based on the theme, “The possibility of using ICT in social studies classrooms.” The ISSA (International Social Studies Association) held its annual meeting on December 18, 2021. Currently, six academic associations for social studies from three countries in ASIA are members of ISSA. Six representatives, one from each society, attended the annual meeting. Four papers were accepted for publishing after a rigorous peer review process.

Information and Communication Technology (ICT) has been introduced in many classrooms worldwide. In social studies classrooms, digital textbooks and electronic tablets are used and a variety of ICT education methods have been implemented since they have the potential to enhance the learning process. Initially, ICT education was considered a response to the digital society; however, post COVID-19, it has been used as a tool to avoid face-to-face classes and conduct online classes instead. The papers in this issue address meaningful practices that could help overcome the COVID-19 crisis and simultaneously point to the potential of ICT education in social studies classrooms.

The first conference paper is entitled “Challenge and Response of Social Studies Graduate Students in Online Learning During Covid 19,” written by Nasution, Sarmini, Ketut Prasetyo, Agus Suprijono, Harmanto and FX. Sri Sadewo, from the Indonesia Social Studies Association (APRIPSI). This paper reveals how students studying social studies at the university engage with online learning. The second paper is entitled “Improving Interactivity in Instructional Design by Developing an ICT-based Social Studies Plan: Case Study of Smart Agriculture in the National Strategic Special Zone of Hyogo Prefecture’s Yabu City,” written by Takuya Suenaga, Hirokazu Seki and Hiroaki Sakaue, from the Education in the Social Studies Department Research Association (ESSDRA). This paper presents an ICT-based social studies lesson on agriculture for school students in the 5th grade. The third paper is entitled “The Use of ICT in Social Studies Lessons: Comparing the Lessons Before and During the COVID-19 Pandemic in Japan,” written by Takahiro Ueno, from the Japanese Association of Social Studies (JASS). This paper reveals how elementary schools responded to COVID-19 and how social studies classes were developed. The fourth paper is entitled “The Actual Status of Teachers’ Utilization of Technologies for Elementary Social Studies Learning in the Covid-19 Era,” written by Kyung Yoon Lee, from the Korean Social Studies Association (KSSA). This paper identifies how elementary school teachers responded to ICT under the spread of COVID-19.

Although there are arguments for and against the introduction of ICT into social studies classrooms, there is a lack of empirical research on whether ICT improves students’ learning. In the future, it will be necessary to conduct further research on ICT education in social studies classrooms while verifying the efforts made under COVID-19.

Conference Proposers,
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