

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

**Editorial**

**From the conference proposer**

We are pleased to publish the 12<sup>th</sup> volume of *the Journal of Social Studies Education in Asia (JSSEA)*. This issue includes conference papers. Conference paper is based on the reports at the annual meeting of the International Social Studies Association (ISSA) on November 26, 2022. At the meeting, each representative from six social studies education associations from three Asian countries joining the membership of the ISSA reported on the following themes: “How has social studies education been reformed in response to social change during post-COVID?”

Social studies education should be constantly reformed in response to social changes. However, perspectives on improvement differ from country to country. Moreover, even if they are the same, the curriculum and units developed may differ. In this symposium, each representative from the academic societies examined how social studies should respond to social changes focusing on post-COVID. Some aspects were different from country to country, and some will be the same. In discussing the diversity of social studies in this symposium, the presenters clarified the essence of social studies with the audience.

After the meeting, papers from each society were submitted to the *JSSEA* Vol.12 as conference paper. After a rigorous peer review process, as the result, two papers were accepted for publishing.

The first conference paper is entitled “Future Prospects for Social Studies Classes Aimed at Developing Decision-making Skills: How to Build a Symbiotic Society in a Post-COVID International Society” written by Xingxing Zhou and Toshinori Kuwabara, from the Japanese Educational Research Association for the Social Studies (JERASS) from Japan. This paper presents some principles for composing classes to encourage decision-making aimed at solutions to controversial issues. The second paper is entitled “Learning History Can Help Students Envision a Preferable Future: Teaching “Changes in the International Order and Mass Society” in the Future” written by Yoshihiro Iwahashi, from the Education in the Social Studies Department Research Association (ESSDRA) in Japan. This paper presents how history learning contributes to the development of the ability to foresee the future and to envision a desirable future in upper secondary schools.

Conference proposers believe that these papers can contribute to developing and improving social studies education in a post-COVID era.

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