

CONFERENCE PAPER:

What Topics or Issues Are Being Discussed in ISSA Member Associations?

Comments from the Organizer of the ISSA Conference

We are pleased to publish the 13th volume of *the Journal of Social Studies Education in Asia (JSSEA)*. This issue contains two papers presented at the 2023 ISSA Annual Meeting.

At the 2023 ISSA Annual Meeting entitled “What topics or issues are being discussed in ISSA member associations?” presenters from each member association of ISSA reported on what topics or issues are being discussed in their associations. They then compared research trends and explored possibilities for future cooperation. Five presentations were given, followed by a summary discussion and questions by Dr. Tomohito HARADA, the president of the ISSA. 26 people participated, and the summary discussion and questions provided insight into the trends and prospects of the various societies. Presenters were requested to submit conference papers based on their presentation after the Annual Meeting and two papers were accepted after rigorous peer review.

The first paper is entitled “Research Trends in Social Studies Education from 2012 to 2022 in Japan: Reflections of Social Change, Educational Reform and Classroom Practice” written by Hyunjin KIM, from the Japanese Association for the Social Studies (JASS) in Japan. This paper presents a thorough examination of the trends in social studies education research in Japan. It was observed that university faculty and graduate students tend to present more theoretical and normative research, while school teachers often focus on practical research that is specialized to their respective school levels. The survey of trends reflects that social studies education is responsive to social change and educational reform, indicating a dynamic interaction between educational policy and classroom practice.

The second one is entitled “Geography Education as Citizenship Education: Focusing on Agency, Co-agency and Co-creation” written by Hirotaka TAKUSHIMA, from the Japanese Educational Research Association for the Social Studies (JERASS) in Japan. This study clarifies that learning activities in which students set their own learning aims and create their own assessment tasks are considered effective in geography learning, that the role of the teacher is essential, and that teachers and students need to share a common understanding of the changing locus of power in teaching and learning. It also argues that further discussion of geography education as citizenship education is needed.

The presentation of research trends among these societies provides an opportunity to explore opportunities for future collaboration. It will continue to be important to discuss the diversity of research in social studies and to clarify the essence of social studies.

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