

**Special Issue:**

**Educational Dialogue between “East” and “West” in the Global Era**

**Submission deadline: September 15, 2021**

The progress of globalization has facilitated a new educational dialogue between “the East” and “the West.” Education in the 21st century has accelerated the formation of international academic standards emphasizing a global knowledge-based society and the transition to gaining new knowledge, skills and competencies, and has promoted innovation in understanding learning, academic ability, and curricula. On the other hand, criticism has been raised with regard to the emphasis on standardization of globalized education, arguing that it has not fully taken into account differences rooted in the diversity of culture, history, and tradition of countries and regions, including the East and the West. In the midst of globalization, educational dialogue between the East and the West is progressing in several dimensions.

The first is the revisiting of educational thought, philosophy, and history. In education, studying the contrast between the East and the West is nothing new, and the framework of “East and West” is not unproblematic in the first place. On the other hand, as globalization progresses, more attention is oriented to the meaning and richness of education in Japan and the East, which cannot necessarily be captured by Western ideas of education alone. In East Asia, the exchange of ideas and values originating from traditional thought and culture has been observed from ancient times. These exchanges can also be observed in Confucian, Buddhist, and Daoist schools of thought. It is necessary to study how Western concepts such as freedom, human rights, justice, care, democracy, public sphere, and civil society are encountered, accepted, and reconstructed in the East, and their underlying differences in educational and human perspectives.

Next is dialogue in the dimensions of educational practices and policies. Conventionally, it has been pointed out that Japanese and East Asian education has been characterized by students’ high basic academic ability, intense competitive examinations, and highly centralized education systems. Elsewhere, in recent years, “Japanese-style education” and “East Asian-style education” have shown new developments. For example, Japanese educational practices now spreading overseas include lesson study; special activities such as cleaning, school lunch, and sports events; high-quality science and mathematical education; ICT education; and cram schools.

However, these practices also raise the need to reexamine the underlying context of various histories, cultures, and societies, beyond serving merely as effective methods for the enhancement of international academic standards and the import and export of contents. In addition, as global migration across national borders becomes more prevalent, calling for dialogues among different languages, races, and ethnic groups, there is a greater demand for the construction of multicultural education and curricula.

Today, while the impact of globalization is widespread, including economic inequality, poverty, work, information, the environment, healthcare, infectious diseases, and technology, educational dialogue between the East and the West stills reveal differences in approaches thereto. From this perspective, this special issue is intended to reexamine the education of the East and the West in the global era and to open a door that leads to new educational dialogues.

Themes or issues that such papers may address are as follows:

- Acceptance of Western Educational Philosophy in Japan
- Comparative Study on Theories of Education and Learning between East and West
- Dialogue of Education and the Public Sphere between East and West
- International Comparison of Academic Ability and Educational Disparity
- Introduction of Japanese-style Education in Western Countries (Lesson Study, Special Activities, Science and Mathematical Education, etc.)
- Multicultural Education and Curricula