

Call for Papers

Educational Studies in Japan: International Yearbook (ESJ) is an English journal published annually in March by the Japanese Educational Research Association. For Number 10, ESJ is actively seeking submissions of articles pertaining to the theme: **“Japan’s Educational Research and its Linkages with International Research Community”**. At the same time, we also welcome articles in English that promote educational studies in general.

Educational research in Japan has developed rather independently from the international research community. The main reason for this strong national identity is the usage of the national language in publication, instruction and research training. Educational literature in Japanese is rich both in quantity and quality. However, Japan’s educational research is mostly invisible in international publications, and its international linkages are weak. At the same time, many of the educational researchers in Japan working in other languages, including English, sometimes feel marginalized both domestically and internationally.

Through a significant increase in the flow of knowledge, capital and persons across borders, Japan’s daily educational activities have already been integrated with international dimensions. It is inevitable for education researchers in Japan to develop global and regional perspectives in order to meet the demands of the various stakeholders of education in Japan. At the same time, it is more productive to collaborate with the international research community in examining a new educational environment.

How can we sustain and develop educational research in the global age? How can we strengthen international linkages, collaborating with researchers and practitioners in education? How can we integrate the global, regional, national and local dimensions? Who benefits, and who is vulnerable? What will be the role of the nation-state, international organizations, and non-governmental organizations, as well as academic associations? How can we handle our global, regional, national, local, and double/multi identities? How should we approach fostering next-generation educational researchers in Japan?

Approaches may vary in different contexts. Philosophers may seek universal values such as citizenship, while maintaining awareness of the critical role of individual languages and cultures. Quantitative approaches to economics or sociology of education may involve seeking cross-national comparison through solid evidence, while the socio-economic contexts are essential to creating new paradigms. Fieldworkers may discover educational settings in individual context, while the approaches to socio-cultural context themselves develop perspectives beyond states, systems, and societies. Comparative educationists may have widely varying visions of international “comparison”. Experts on educational development may be involved directly in international projects while the respective nations take entirely differing approaches.

The ESJ encourages both leaders of academic communities and researchers with individual

research interests to submit articles with fresh ideas and visions on the international linkages of educational research. Some may feel a responsibility to steer national research communities into the new international environment. Others may consider international dimensions as new and alternative opportunities for pursuing their personal research interests. Some may simply seek linkages among educational research within and without Japan, or as newcomers.

ESJ also welcomes articles not limited to these perspectives. Through international linkages, ESJ hopes to deepen our understanding of the prevailing educational situation and to acquire new visions and opportunities in educational research. Please follow the guidelines for submitting articles.