

From the Editor:

This volume includes articles and an essay that will be interesting to scholars and social studies teachers.

Melisa Akbulut and **Mehmet Açıkalın** (İstanbul University-Cerrahpaşa) investigate students' and teachers' experiences during their work with primary sources in a social studies classroom. Research demonstrates that social studies teachers in Turkey generally use traditional lecture-based teaching techniques rather than student-centered methods such as primary source-based teaching, which are largely marginalized in the classroom. In their article **Rebuilding the Past Through Dusty Stuff: How Turkish Students Respond to Primary Source-Based Social Studies Education**, the authors describe a classroom in which primary source-based activities helped participants to better understand the lessons, increased interest, motivation, and participation in the course, and gave students the opportunity to express themselves. The teacher, who initially had limited experience with primary sources and was reluctant to include them in the curriculum, became very positive and enthusiastic about primary sources by the end of the study.

A study by **Eric Moffa** (Washington and Lee University), **Teachers' Perspectives on Global Citizenship Education in Central Appalachia**, aims to uncover social studies teachers' perspectives and practices of teaching global citizenship in rural Appalachian high schools through an exploratory mixed-methods research design. The two-phase study, which included interviews and a survey of social studies teachers from remote rural high schools located in Central Appalachia, suggested that the participants, while not using the exact terminology of global citizenship, supported multiple types of global citizenship aims. The results of the study problematize simplistic and assumptive views on rural Appalachia and its anti-globalist sentiment. Participants, who expressed their desires to implement various forms of global education, relied on their own global knowledge, professional tact, and perceptions of community to navigate global education in their schools with autonomy. Rural teachers acted as interlocutors for their "isolated" students and, in many ways, as the sole bearers of worldly knowledge, which raises critical questions about teachers' own worldviews and assumptions about rurality.

For many decades, international programs, including government-sponsored education programs, have played an important role in the development of civic knowledge and democratic values among their participants. One such program, the English Access Microscholarship Program, is the focus of the article **"It Changes Me from Nothing to Something": Identifying**

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Educative-Psychic Violence in a Public Diplomacy Program for Nonelite Youths by **Jennice McCafferty-Wright** (Missouri State University). This study draws on critical theories and concepts to analyze content promoted by the program on its social media platform. It examines problematic interpretations and implementations of the program’s mission through critical concepts such as *educative-psychic violence* and *education as a cultural bomb*. The author concludes that the content does not emphasize the portion of the mission statement regarding teaching an appreciation for democratic values. This lack of critical guidance on civic education and democratic values calls into question the design of the program and whether it meets its goals.

Oral history is a proven teaching technique that helps social studies teachers bring live history to the classroom by contextualizing known events and providing a nuanced picture of the past. “When one’s lived experiences of trauma or joy occur during a significant time in history, they yield rarely forgotten memories and deeply held, private knowledge that might never come to light without a storyteller,” writes **Toni Fuss Kirkwood-Tucker** (Florida State University) in her essay **Experiences of a German Girl Growing Up During the Nazi Regime, the End of World War II, and Coming to “Amerika”: An Oral History Narrative**. Kirkwood-Tucker shares her memories of growing up during the Nazi Era and the end of World War II in a village in southern Germany. The narrative is based on her lived experiences and stories shared by her father about the horrors of the Nazi regime.

The Media Review section includes a review by **Evan Saperstein** (William Paterson University) of the new book ***Research on Teaching Global Issues: Pedagogy for Global Citizenship Education***, edited by J. P. Myers.

I would like to thank all authors and reviewers who contributed to this issue of JISS, and I wish all our readers to stay safe.

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Editor

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