

From the Editor:

It has become a tradition that every spring our journal publishes the paper that received the NCSS International Assembly Best Paper Award. This issue opens with the article ***Collaborative, Online, and International Learning to Promote Civic Competence in Japan and the U.S.*** that received the 2020 Best Paper Award. The group of authors, Cory Callahan (The University of Alabama), Katsuki Umeda (Chiba University, Japan), and Saki Matsubara (University of Tsukuba, Japan) investigated whether virtual collaboration with Japanese peers helped pre-service social studies teachers in the U.S. demonstrate civic competence as it relates to international and global education. The study demonstrated that education programs can prepare novice teachers to think and act globally by providing international telecollaborative experiences emphasizing classroom instruction informed by civic competence as it relates to international and global education.

Other articles published in this issue are: ***Global Project-Based Learning as an Approach to Teaching the 4Cs in Schools*** by an international group of scholars from University of Newcastle, Australia - Marini Budiarti, Katre Ferguson-Patrick, Suzanne Macqueen, and Ruth Reynolds; ***Aligning the Goals of the University with Opportunities in Education Abroad*** by Chris McGrew, Zachariah Mathew, and John Conant (Indiana State University); ***Students' Perspectives on Social Studies Teachers' Views on Immigration and Nationalism*** by William McCorkle and Hannah Jeffries (College of Charleston); and ***Global Citizenship Perceptions and Practices Within the International Baccalaureate Middle Years Programme*** by Andrea Christoff (Kent State University).

Enjoy the reading.

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Editor

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