

Report on Ikeda Studies in Education

Purpose

The Report on Ikeda Studies in Education is compiled and circulated by the Ikeda Research Institute for Soka Education ([IRISE](#)) of Soka University. The Report serves as an information-sharing tool for scholars and researchers of this field of study, with the aim of facilitating on a global basis, further advances in the research of and activities relevant to Ikeda studies in education.

News Update

USA

DePaul University Institute for Daisaku Ikeda Studies in Education hosts international conference

On August 17-19, 2023, the DePaul University Institute for Daisaku Ikeda Studies in Education hosted the 3rd International Conference on Ikeda/Soka Studies in Education. Convened under the theme “Interdependence, Literary Selfhood, and the Restoration of Humanity,” the conference commemorated the 30th anniversary of two important works that Daisaku Ikeda presented in the United States in 1993—his poem “The Sun of Jiyu Over a New Land” and his second Harvard address, “Mahayana Buddhism and 21st Century Civilization.”

The Institute received more submissions than ever for this conference, which for the first time was held both in person (Aug 17 & 18) and virtually (Aug 19). With more than 60 presentations across 20 concurrent sessions—and participants representing countries from Asia, Africa, Europe, the Americas, and the Middle East—this was the largest and most diverse conference to date.

In his welcome address, Institute director Jason Goulah introduced the conference theme, noting that the featured 1993 works from Ikeda advance multiple principles, cohered in

interdependence, that remain relevant today and enliven Ikeda’s broad goal of the restoration of humanity at the heart of his philosophy of human education. Goulah also described what he calls Ikeda’s “literary selfhood,” or “deeply dialogic and lived engagement with transnational literature, poetry, writers, and their thought and ideals that uniquely animates his approach to his spheres of influence and nurtures and vindicates his faith in human possibility across them.”

The conference keynote, “Dialogues of the Heart: Daisaku Ikeda, Transnationalism, and American Literature,” delivered by Boston University professor of English Anita Patterson, explored this literary selfhood in detail. Tracing the history and influence of Buddhism in American literature, including in the work of Ralph Waldo Emerson and Walt Whitman, Patterson highlighted the role literature can play in promoting transnational dialogue and cultural understanding. She also explained how Ikeda’s lifelong engagement with American literature has been a source of inspiration to her own work as a scholar and teacher.

Before the keynote, Jennifer Mueller, the new dean of DePaul’s College of Education, welcomed conference participants and offered special appreciation to students in DePaul’s doctoral program in Value-Creating Education for Global Citizenship for joining the conference. Mueller also recognized the Institute’s 10th anniversary in 2024 and expressed her resonance with Ikeda’s emphasis on the need to enact education (教育; *kyōiku*) not as one-directional “teaching” but as the homophone for “mutual fostering” (共育; *kyōiku*) of self and other, teacher and taught.

UK

Panel discussion on education for global citizenship and hope held in the UK

On August 24, a panel discussion entitled “Global Citizenship as a Pedagogy of Hope” was held at the

European Conference on Educational Research (ECER 2023) organized annually by the European Educational Research Association (EERA). The conference was hosted by the University of Glasgow from August 22-25.

Founded in 1994, EERA, according to its website, is comprised of national and regional associations representing educational researchers and aims to promote collaborative research in Europe.

The panel discussion featured presentations from three scholars: Dr. Namrata Sharma from the State University of New York, USA; Prof. Douglas Bourn, Director of the Development Education Research Centre at the UCL Institute of Education, UK; and Prof. Ana Belén García Varela, Vice Director of the Daisaku Ikeda Research Institute for Education and Development at the University of Alcalá, Spain. Prof. Massimiliano Tarozzi from the University of Bologna, Italy, also took part in the discussion as respondent

The session explored the theory and practice of global citizenship education, focusing on the United Nations (UN) Sustainable Development Goals (SDGs) and the 2030 Agenda for sustainability. Dr. Sharma spoke on an intercultural approach to education for sustainable development and global citizenship, including value-creating global citizenship education as a pedagogical approach. The aim, she said, is to build resilience and hope through engaged relationships between learners and their natural, social and educational environments.

In his presentation, Prof. Bourn cited the pandemic and climate change crisis as illustrating the need for education worldwide to incorporate diverse perspectives that suggest social change is indeed possible. To achieve this, in his view, social justice—based on themes of global citizenship and a sense of hope—requires a greater role in effecting meaningful change.

Drawing on examples of studies carried out at the University of Alcalá, Prof. Valera said that it was essential for teachers to reflect on how to create value in a classroom. Based on the use of transformative and dialogic learning approaches, she explained that teachers, by taking more responsibility for their own learning, are able to see themselves as potential agents for transforming reality to construct a more just world.

Finally, Prof. Tarozzi responded to the three presentations. He outlined the importance of

happiness as a goal of education from the Soka paradigm and Deweyan perspective that expands beyond Kant's articulation of happiness as limited to the scope of the individual and includes the welfare of others. Also, he suggested hope as a political virtue from a Freirean outlook, and the necessity of hope as a positive idea, calling for a new vision for the future of education for global citizenship.

Daisaku Ikeda on Education

[The Tradition of Soka University](#) (March 15, 1998)

This Issue's Selected Writing

Goulah, J. (2021). Value creation and value-creating education in the work of Daisaku Ikeda, Josei Toda, and Tsunesaburo Makiguchi. In W. H. Schubert & M. F. He (Eds.), *Oxford Encyclopedia of Curriculum Studies*. Oxford University Press. doi:10.1093/acrefore/9780190264093.013.1137

Postscript

- We welcome comments regarding this Report as well as suggestions on specific material that it should feature in future issues. Contact: Ikeda Research Institute for Soka Education (IRISE) of Soka University (IRISE-access@soka.ac.jp)
- This Report is issued on a bimonthly basis, with the next release tentatively scheduled for November 18, 2023.