



White Quill

ISSN 3108-6772

CSP

Curricular Studies & **Perspectives**

Volume **2**

Issue **2**

October **2026**

Curricular Studies & Perspectives

Volume 2 ♦ Issue 2
October 2026

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Publisher: White Quill Publishing

Publishing Manager: Recep Kahramanoğlu, PhD

Editorial Office: Gaziantep University, Faculty of Education, University Boulevard, Şehitkamil - Gaziantep, 27310, Türkiye

e-mail: editor@curricularstudies.com

WEB: <https://curricularstudies.com>, **DOI:** <https://doi.org/10.29329/csp.2026.XXXX>

ISSN: 3108-6772

Curricular Studies & Perspectives

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The editors thank the following scholars for their contributions as reviewers to this issue.

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From the Editor

Curricular Studies & Perspectives (CSP)

October 2026

The October 2026 issue of *Curricular Studies & Perspectives (CSP)* continues the journal's commitment to treating curriculum not as a neutral technical artifact but as a field where knowledge, values, power, and pedagogical practice meet. The contributions gathered here move across scales, from global education policy to a single classroom, and across methods, from bibliometric mapping and qualitative metasynthesis to longitudinal case study and curriculum evaluation. Read together, they show how curricula are designed, enacted, and contested in an age of standardization and rapid technological change.

The issue opens with an op-ed by Bilal Duman, who examines global standardization, the PISA effect, and the growing education trade in what he calls the age of the learning mind and the producing machine. Drawing on critical curriculum theory and neurocognitive research, Duman asks whose standards and whose knowledge shape curricula, and argues for adaptive, context-sensitive curricula that cultivate epistemic autonomy and metacognitive awareness.

The research and review articles that follow take up these concerns in concrete settings. Nuran Tutkun and Sare Şengül follow seven children from preschool to first grade in a longitudinal multi-case study of early number sense strategies, showing that change is better understood through individual trajectories than through group averages. İsmail Satmaz and Beyza Sıla Güleğlen map nearly four decades of research on mathematics education and giftedness through bibliometric analysis, identifying the journals, authors, and themes that have shaped the field. Akın Karakuyu and Ahmet Uyar evaluate the 9th grade mathematics curriculum of the Türkiye Century Education Model through Eisner's educational criticism model, bringing together teachers' and experts' views on its strengths and on the contextual factors that constrain its implementation.

Elif İlhan and Eda Öz turn to a middle school EFL classroom to explore how active learning creates opportunities for analytical thinking and how students experience them. Hülya Baysal and Okan Baysal's qualitative metasynthesis examines teacher agency in AI-supported curriculum enactment in Türkiye, showing how teachers selectively mediate AI tools within institutional and pedagogical constraints. Finally, Çağrı Giray and Esra Çakar Özkan's case study of the development of individualized education programs reveals a gap between how special education teachers describe the process and the quality of the programs they produce, pointing to the need for practice-based pre-service preparation and on-the-job coaching.

Taken together, the contributions in this issue underscore that curriculum is shaped at once by global pressures, institutional structures, and the professional judgment of teachers. By placing critical commentary alongside empirical evidence, the issue invites scholars and practitioners to consider how curricula can remain responsive to learners and contexts amid standardization and technological change.

As the Editorial Board of *Curricular Studies & Perspectives*, we thank our authors and reviewers and are pleased to present these contributions to our readers.