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From the Editor

Journal of Curricular Studies & Perspectives (CSP) is launched with the aim of positioning curriculum studies not merely as a technical field concerned with content and objectives, but as a critical domain shaped by social, cultural, ideological, and philosophical dimensions. The December 2025 inaugural issue reflects this vision by bringing together studies that address contemporary educational debates through the lenses of digital transformation, teacher identity, disciplinary literacies, skill-based teacher education, curriculum ideologies, and national reform processes.

The first article in this issue examines the reconstruction of teacher identity in the era of digital transformation from an intercultural perspective. Based on a systematic document analysis of academic studies and international and national policy documents, the study conceptualizes teacher identity as a dynamic construct that extends beyond technical digital competence. The findings emphasize intercultural understanding, ethical responsibility, social justice, and continuous professional learning as integral dimensions of teaching in the digital age. A comparative analysis of education policies in Türkiye, Finland, South Korea, and the United States highlights the culturally situated nature of digital pedagogical competencies.

The second article focuses on spatial literacy in history education, arguing that meaningful historical understanding requires reading time and space together. Moving beyond traditional chronological approaches, the study positions spatial literacy as a core component of historical thinking. It demonstrates how maps, diagrams, Geographic Information Systems (GIS), digital mapping tools, and augmented reality applications enhance students' ability to analyze cause–effect relationships, continuity and change, and the social, economic, and cultural contexts of historical events. Place-based learning, fieldwork, and local history practices are also emphasized as powerful tools for contextualized and engaged learning.

The third article presents a qualitative needs analysis of pre-service science teachers' knowledge of Science Field Skills, as defined within the Türkiye Century Maarif Model. The findings reveal that most participants have limited knowledge of these skills and their process components, despite strongly believing in their importance for professional competence, personal development, and social awareness. The study points to the inadequacy of current teacher education programs in developing these skills and calls for practice-oriented, inquiry-based, and real-life connected approaches in science teacher education.

The fourth article investigates the pedagogical codes underlying sustainable PISA success through a comparative analysis of the curricula of Singapore, China, and Japan using Schiro's curriculum ideologies framework. The findings indicate that sustainable success is not grounded in a single ideological orientation. Rather, it is supported by flexible and hybrid curriculum structures shaped by cultural values, economic priorities, and social needs. This study offers a critical perspective on international achievement discourses by uncovering the ideological foundations embedded in national curricula.

The final article provides a comprehensive programmatic and philosophical analysis of the Azerbaijan Biology Curriculum in the context of post-independence educational reform. Tracing the transition from Soviet-era pedagogical models to contemporary constructivist frameworks, the study highlights the integration of STEAM approaches, inquiry-based learning, and sustainable development principles. While demonstrating significant progress, the article also draws attention to ongoing challenges related to teacher preparation and resource allocation, contributing valuable insights to the literature on post-Soviet curriculum reform.

Together, the articles in this inaugural issue position curriculum as a site where identity, ideology, literacy, and transformation intersect. CSP aims to foster critical dialogue and interdisciplinary scholarship in curriculum studies and to serve as an international platform for theoretically grounded and context-sensitive research. We hope that this first issue offers a meaningful and inspiring starting point for scholars, teacher educators, and policymakers engaged in curriculum research and development.

Editor

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