



ISSN 3108-6772

CSP

Curricular
Studies &
Perspectives

Volume 2

Issue 1

April 2026

Journal of Curricular Studies & Perspectives

Volume 2 ♦ Issue 1

April 2026

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Publisher: White Quill Publishing

Publishing Manager: Recep Kahramanoğlu, PhD

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WEB: <https://curricularstudies.com>, **DOI:** <https://doi.org/10.29329/csp.2025.1384>

ISSN: 3108-6772

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From the Editor

Journal of Curricular Studies & Perspectives (CSP)

April 2026

The April 2026 issue of *Journal of Curricular Studies & Perspectives (CSP)* builds on the critical orientation established in its inaugural issue by positioning curriculum studies not as a purely technical field confined to content and objectives, but as a complex and multilayered domain shaped by social, cultural, ideological, and philosophical forces. In doing so, this issue reaffirms the dynamic nature of curriculum as situated at the intersection of knowledge, values, power, and pedagogical practice, foregrounding debates on the non-neutrality of curriculum, the significance of holistic and value-based programme design, and the evolving challenges associated with digitalization and learner development.

The contributions in this issue provide a multidimensional platform for examining key concerns in contemporary curriculum studies. The opening op-ed by Fred Dervin offers a compelling critique of the “myth of neutrality” in education, arguing that curriculum is inherently value-laden. Building on this critical stance, Mustafa Şenel’s study presents a comprehensive document analysis of the PSHE (Personal, Social, Health and Economic) curriculum in the United Kingdom, demonstrating how skill- and value-based design can support students’ cognitive, affective, and social development in an integrated manner.

The study by Hamide Kılıç and İbrahim Turan contributes to the field by focusing on a specific dimension of curriculum studies, offering a nuanced and contextually grounded perspective. In parallel, Serhan Doğan’s empirical research examines the relationship between digital gaming addiction and attention difficulties, providing important insights and policy-relevant implications for learning processes in the digital age. Frank Atta Kaytu’s study extends the scope of the issue by adopting a global and comparative lens, highlighting the interdisciplinary and multi-contextual nature of curriculum studies.

Taken together, the contributions in this issue underscore that curriculum extends beyond matters of content and structure, emerging instead as a complex field shaped by values, ideologies, pedagogical choices, and broader social dynamics. By bringing theoretical debate into dialogue with empirical evidence, this issue invites scholars and practitioners to rethink curriculum through critical, holistic, and context-sensitive perspectives.

As the Editorial Board of Journal of Curricular Studies & Perspectives, we are pleased to present these contributions and to support ongoing scholarly engagement with the evolving nature of curriculum studies.