Green Journals

International Approved Journals

Journal Information

Journal Title	Journal of Curriculum Studies
Publisher	
ISSN	0022-0272
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Database	AERES
Domain	Physical Sciences, Social Sciences

Classification History

Year	A+	A	B	C
2026		✓	✓	
2025		✓	✓	
2024		✓	✓	
2023		✓	✓	
2021/2022		✓	✓	
2020		✓	✓	
2019		✓	✓	
2018		✓		

Classification: The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

Recent Articles

When multiple pathways become unequal: curricular navigational justice and the work of mathematical pathway-making
2026-10-28 Pages 1-21
Authors: George Kyriakopoulos
DOI: 10.1080/00220272.2026.2746351

On majoritarian slogan systems and the limits of equity: the case of mathematics education
2026-10-20 Pages 1-22
Authors: Gregory V. Larnell
DOI: 10.1080/00220272.2026.2751078

From listening to doing: how project-based learning shapes academic emotions in lower-secondary mathematics
2026-10-16 Pages 1-27
Authors: Hao Yu
DOI: 10.1080/00220272.2026.2746353

Students as future professionals: exploring the meaning of signature pedagogies of internships
2026-10-15 Pages 1-20
Authors: Hannelore van der Kloot, Erik Driessen, Eline Vanassche
DOI: 10.1080/00220272.2026.2741151

Equal by grade? A genealogy of uniform and standard grading in Finnish compulsory education assessment policy
2026-10-15 Pages 1-24
Authors: Hannele Pitkänen, Laura Ketonen
DOI: 10.1080/00220272.2026.2744243

Wartime education: war in Israeli history curricula and textbooks
2026-10-12 Pages 1-19
Authors: Nimrod Tal
DOI: 10.1080/00220272.2026.2744571

Investigating the implementation and considerations of the Project Approach in Chinese kindergartens
2026-10-9 Pages 1-28
Authors: Wen Qi, Yonghe Ti
DOI: 10.1080/00220272.2026.2744239

The conceptualization of life skills in Norwegian curriculum policy
2026-10-4 Pages 1-21
Authors: Lone Hvalby
DOI: 10.1080/00220272.2026.2737434

Fractured allegiances: teacher identity, curriculum policy, and ideological negotiation in Iranian English language education
2026-9-29 Pages 1-26
Authors: Mohammad Hossein Keshmirshekan
DOI: 10.1080/00220272.2026.2741152

Difficult transitions: exploring feelings of doctoral students in education as they leave the PK-12 classroom
2026-9-29 Pages 1-26
Authors: Dorsa Fahami, Adrienne Vitullo, Dani Friedrich
DOI: 10.1080/00220272.2026.2741911