

## Trends that shape Curriculum Studies

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Although, traditionally, European countries follow centralized or decentralized policies regarding education, according to their political systems, the European space has been taking form, since the nineties, by borrowing and lending policies (Steiner-Khamsi & Waldow, 2012) that became internationally important and allowed the comparison of PISA results and that had an impact on international agencies. These movements and chains of influence brought to the curriculum arena the hard balance between centralized and decentralized curriculum decisions (Kuiper et al., 2008; Leite & Fernandes, 2012), especially those related with decision makers and the role performed by teachers and schools concerning such issue. New ways to develop curriculum practice were also brought into light and supported the research that pointed out the urgency to promote teachers' agency (Priestley et al., 2012) and, simultaneously, emphasized new relationships between curriculum and assessment (Hayward, 2015).

The European Conference on Curriculum Studies was the perfect arena to reflect on such trends. It is because of that that this e-book has been organized. The book entitled Curriculum Studies – Policies, Perspectives and Practices explores policies, perspectives and practices and their articulation and gathers research articles from various countries, all of them focused on curriculum studies. Authors from Cyprus, Estonia, Spain, Switzerland, Brazil, Israel, Iran, China and Portugal have contributed to this e-book by deepening the curriculum studies debate. These different articles show that the researchers mentioned above all have the desire to contribute to a more adequate curriculum that meets the current demands.

The 62 articles are organized in the following themes related to curriculum:

- Policies
- Accountability
- Challenges in Higher Education
- Practices and discourses
- Theoretical and methodological curriculum perspectives
- Social and personal curriculum impact
- Technologies
- Teacher education

To sum up, one can conclude by reading the e-book that Curriculum Studies are alive and ready to face challenges emerging in Europe, as well as other Continents, with the unaccomplished promise to enhance Europe into the most advanced society when it comes to knowledge production and its use, as proclaimed in Bologna Process, and able to respond to the democracy crisis (Weßels, 2015).

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