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Critical Examination and Pathology of the Elements of the Postmodern Curriculum Based on the Fundamental Transformation Document of Education from Teachers' Perspectives

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Purpose: The objective of this study was to identify and analyze the educational deficiencies of the curriculum elements of the postmodern movement based on Klein's model within the framework of the Fundamental Transformation Document of Education from the perspective of teachers.

Methods and Materials: This applied study employed a descriptive-survey design. The statistical population consisted of teachers holding master's and doctoral degrees who were employed in the Department of Education. A total of 90 teachers were selected through simple random sampling. Due to the absence of a standardized instrument, a researcher-developed questionnaire was designed based on theoretical foundations of postmodern curriculum, Klein's nine curriculum elements, and the principles of the Fundamental Transformation Document of Education. The instrument underwent content validation and reliability testing prior to administration. Data were collected in paper format and analyzed using SPSS-26. Descriptive statistics were used to summarize responses, and inferential analysis was conducted through chi-square tests to examine the significance of teachers' perceptions of educational deficiencies across curriculum elements.

Findings: Chi-square analyses indicated statistically significant deficiencies in eight curriculum elements including objectives, content, learning strategies, instructional resources, learning activities, educational space, grouping, and evaluation ($p < .01$), while the time element did not reach statistical significance ($p > .05$), demonstrating widespread concern regarding the alignment of postmodern curriculum principles with the requirements of the national educational framework.

Conclusion: The findings suggest that postmodern curriculum approaches, as currently interpreted and applied, present substantial educational challenges within the context of the Fundamental Transformation Document of Education and require systematic revision to ensure coherence, accountability, and value-oriented educational development.

Keywords: *Postmodern curriculum; Klein's model; curriculum evaluation; educational deficiencies; Fundamental Transformation Document of Education.*

1. Introduction

Curriculum is widely recognized as the central mechanism through which educational systems translate philosophical, cultural, and policy orientations into organized learning experiences. It functions not merely as a technical plan for instruction but as a complex socio-cultural construct that reflects dominant worldviews, epistemological assumptions, and normative commitments of a society (Kao, 2023; Whitaker et al., 2022). In contemporary educational discourse, rapid social change, technological transformation, and ideological pluralism have intensified debates regarding the nature, purposes, and structure of curricula. These debates have increasingly shifted attention from traditional modernist models of education toward postmodern conceptions that emphasize multiplicity, contextual knowledge, decentralization, and learner agency (Karimi et al., 2017; Talib et al., 2018). Within this evolving landscape, the postmodern curriculum movement has emerged as one of the most influential and controversial paradigms shaping educational reform across diverse systems.

Postmodern curriculum theory challenges the foundational assumptions of modernist education, particularly its reliance on fixed objectives, standardized knowledge, hierarchical authority, and universal truths. Instead, postmodernism advocates for curriculum frameworks that privilege local narratives, multiple perspectives, learner interpretation, and dynamic meaning-making processes (Karimi et al., 2017; Lee et al., 2020). Scholars argue that such an orientation enhances educational relevance, cultural responsiveness, and learner engagement in increasingly diverse classrooms (Forey & Cheung, 2019; Habibi et al., 2023). However, critics caution that the erosion of structure, coherence, and normative guidance within postmodern curricula may generate significant pedagogical challenges, particularly in contexts where education is closely tied to national identity, moral development, and long-term societal objectives (Badieian et al., 2019; Mousavi, 2020).

In Iran, curriculum reform is formally guided by the **Fundamental Transformation Document of Education**, which articulates a comprehensive framework for the development of learners based on Islamic values, national culture, social responsibility, and holistic human development. This document defines education not only as a process of knowledge transmission but as a moral, spiritual, and civilizational mission aimed at cultivating balanced

individuals capable of contributing to social progress and ethical life (Badieian et al., 2019; Zahabion et al., 2021). Accordingly, curriculum design within the Iranian context is expected to maintain coherence between educational objectives, content, pedagogy, evaluation, and the broader philosophical foundations of the system (Ebrahimi Moghadam & Dorrani, 2018; Navidkia et al., 2021).

The encounter between postmodern curriculum principles and the normative framework of the Fundamental Transformation Document has generated substantial tension within Iranian educational discourse. On the one hand, postmodern approaches promise flexibility, innovation, and responsiveness to contemporary challenges, including technological change, globalization, and learner diversity (De Melo et al., 2023; Jacob & Ukozor, 2023). On the other hand, uncritical adoption of postmodern elements may undermine the coherence, value orientation, and long-term developmental vision articulated in national policy documents (Badieian et al., 2019; Navidkia et al., 2021). This tension has become increasingly visible in classroom practices, curriculum materials, assessment systems, and teacher roles.

Recent international research highlights how educational systems worldwide are grappling with similar dilemmas. Studies on curriculum innovation emphasize the importance of aligning philosophical assumptions, pedagogical strategies, and institutional structures to avoid fragmentation and instructional inconsistency (Karim & Harwood, 2026; Whitaker et al., 2022). Moreover, emerging scholarship demonstrates that successful curriculum reform requires careful evaluation of the educational consequences of theoretical paradigms before widespread implementation (Kao, 2023; Seifi et al., 2024). These insights underscore the necessity of systematic analysis when introducing postmodern elements into value-oriented educational systems such as Iran's.

The growing influence of digital transformation and technological integration further complicates this landscape. Virtual education platforms, artificial intelligence, and digital learning environments are reshaping the organization of curriculum content, instructional resources, learning activities, and assessment practices (De Melo et al., 2023; Jacob & Ukozor, 2023; Seifi et al., 2024). While these developments offer unprecedented opportunities for innovation and access, they also intensify concerns about curricular coherence, teacher authority, educational equity, and the preservation of cultural and moral foundations (Nasirzadeh et al., 2025; Shariati et al., 2024). Within

postmodern frameworks, technology often functions as a primary driver of decentralization and learner autonomy, which may further distance curriculum practice from the normative commitments of the Fundamental Transformation Document.

Empirical studies conducted in Iran indicate that significant gaps already exist between the intended principles of the Fundamental Transformation Document and their practical realization in schools. Research has identified challenges in the implementation of curriculum objectives, content coherence, teacher preparation, assessment practices, and the integration of values into daily instruction (Mousavi, 2020; Navidkia et al., 2021; Zahabion et al., 2021). These findings suggest that the infiltration of postmodern assumptions—whether explicit or implicit—may exacerbate existing implementation problems rather than resolve them.

Theoretical analyses of postmodern curriculum models further illuminate potential risks. Karimi (2017) argues that postmodern curriculum approaches, while attractive in their emphasis on learner agency and contextual knowledge, tend to weaken the structural integrity of curriculum systems and reduce the predictability of learning outcomes (Karimi et al., 2017). Such conditions can undermine accountability, instructional planning, and the equitable provision of educational opportunities, particularly in centralized systems designed to ensure national coherence and standardization (Nasirzadeh et al., 2025; Whitaker et al., 2022).

Moreover, the postmodern rejection of fixed objectives and standardized evaluation mechanisms poses serious challenges for educational governance. Assessment systems grounded in postmodern philosophy often de-emphasize formal examinations, grading, and objective criteria, favoring self-assessment, dialogue, and subjective interpretation (Lee et al., 2022; Talib et al., 2018). While these approaches may foster reflective learning, they complicate quality assurance, comparability, and policy oversight—functions that are central to the Iranian educational system (Badieian et al., 2019; Mousavi, 2020).

From the perspective of teacher professional identity, postmodern curriculum models redefine the role of educators from authoritative knowledge transmitters to facilitators of meaning-making processes. Although this shift aligns with contemporary pedagogical trends, it also raises concerns regarding teacher authority, instructional clarity, and classroom management (Forey & Cheung, 2019; L'Estrange & Howard, 2022). Iranian studies have

documented teacher uncertainty and resistance when confronted with pedagogical models that conflict with deeply embedded cultural expectations and institutional norms (Navidkia et al., 2021; Zahabion et al., 2021).

At the content level, postmodernism challenges the traditional sanctity of textbooks and canonical knowledge by promoting multiple narratives and decentralized sources of information. While this orientation may enhance critical thinking and inclusivity, it risks diluting core cultural, religious, and national narratives that are explicitly emphasized in the Fundamental Transformation Document (Badieian et al., 2019; Ebrahimi Moghadam & Dorrani, 2018). Maintaining balance between openness and coherence remains a critical concern for curriculum planners.

Learning environments and spatial organization of education are similarly affected. Postmodern perspectives encourage fluid, non-hierarchical learning spaces and reject rigid institutional structures (De Melo et al., 2023; Shariati et al., 2024). However, such fluidity may weaken the symbolic and organizational functions of educational institutions, particularly in systems where schools are viewed as moral and cultural centers of society (Mousavi, 2020; Zahabion et al., 2021).

Grouping strategies and learner diversity management further illustrate these tensions. While postmodernism promotes heterogeneous grouping and cultural diversity, insufficient attention to learner abilities and developmental differences can hinder instructional effectiveness and equitable learning opportunities (Nasirzadeh et al., 2025; Whitaker et al., 2022). Iranian research emphasizes the importance of structured grouping strategies aligned with developmental and curricular goals (Mousavi, 2020; Navidkia et al., 2021).

Collectively, these issues highlight the urgent need for systematic evaluation of the educational implications of postmodern curriculum elements within the Iranian educational context. Without rigorous empirical analysis, curriculum reforms risk drifting away from the foundational principles articulated in national policy while simultaneously failing to achieve the promised benefits of postmodern innovation (Badieian et al., 2019; Jacob & Ukozor, 2023; Karim & Harwood, 2026). Teachers, as the primary agents of curriculum implementation, occupy a unique position in observing and interpreting these transformations at the classroom level.

Recent international studies emphasize the centrality of teacher perspectives in assessing curriculum effectiveness

and identifying implementation challenges (Habibi et al., 2023; Kao, 2023; Lee et al., 2022). Teachers' experiential knowledge provides critical insight into the practical consequences of theoretical models and policy decisions, particularly in complex reform environments (Forey & Cheung, 2019; Whitaker et al., 2022). Accordingly, incorporating teachers' views is essential for developing realistic, context-sensitive curriculum improvement strategies.

Therefore, the aim of the present study is to identify and analyze the educational deficiencies of the curriculum elements of the postmodern movement based on Klein's model within the framework of the Fundamental Transformation Document of Education from the perspective of teachers.

2. Methods and Materials

2.1. Study Design and Participants

The present study was applied in terms of purpose and employed a descriptive-survey design in terms of implementation. The statistical population consisted of all teachers employed in the Department of Education who held either a master's degree or a doctoral degree. From this population, a sample of 90 teachers was selected using simple random sampling to ensure that each member of the population had an equal probability of participation. The selection criteria required participants to be currently working as teachers and to possess at least a master's level academic qualification. The final sample therefore represented a group of professionally experienced and academically qualified educators, providing an appropriate foundation for evaluating the educational deficiencies of curriculum elements related to the postmodernism movement based on the Fundamental Transformation Document of Education.

2.2. Measures

Due to the absence of a standardized questionnaire directly aligned with the objectives of this study, a researcher-developed instrument was designed. Initially, an extensive review of theoretical and empirical literature on the postmodern curriculum movement and the Fundamental

Transformation Document of Education was conducted. In addition, systematic consultations and expert discussions were held with curriculum specialists to ensure conceptual clarity and content relevance. Based on this process, a questionnaire was developed to measure the educational deficiencies of the curriculum elements of the postmodern movement according to Klein's nine elements, including objectives, content, teaching and learning strategies, instructional materials and resources, learning activities, instructional time, learning environment, grouping, and evaluation. The instrument then underwent psychometric procedures, including assessments of validity and reliability, to confirm its appropriateness for data collection. After completing these procedures, the final version of the questionnaire was administered in paper format to the selected participants, who responded to the items under standard conditions.

2.3. Data Analysis

Upon completion of data collection, all questionnaires were reviewed, scored, and coded. The data were entered into the Statistical Package for the Social Sciences (SPSS) version 26 for statistical processing. Descriptive statistics were used to summarize the responses, and inferential analysis was conducted using the chi-square test to examine the distribution and significance of observed frequencies related to the identified educational deficiencies within the curriculum elements. This analytical approach allowed for systematic evaluation of teachers' perceptions and provided empirical support for the study's conclusions.

3. Findings and Results

The findings of the present study are presented in the following table, which summarizes teachers' perceptions of the educational deficiencies associated with the curriculum elements of the postmodern movement based on Klein's nine-element model and the principles of the Fundamental Transformation Document of Education. The table reports the distribution of responses across the five-point Likert scale, along with the results of the chi-square tests used to examine the statistical significance of the observed response patterns.

Table 1

Combined Results of Teachers' Perceptions of Educational Deficiencies in the Curriculum Elements of the Postmodern Movement Based on Klein's Model

Curriculum Element	Statement	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	df	χ^2	Sig
Objectives	Objectives are mainly defined individually	54	17	19	0	0	2	28.867	0.001
	No belief in predetermined objectives	33	39	18	0	0	2	7.800	0.020
	Neglect of God and metaphysics	55	35	0	0	0	1	4.444	0.035
Content	Traditional textbook loses sacred status	64	26	0	0	0	1	8.467	0.015
	Content loses traditional position	36	17	37	0	0	2	17.267	0.001
Learning Strategies	Emphasis on group learning and weak teacher role	48	25	17	0	0	2	17.267	0.001
	Emphasis on dialogic-democratic teaching	25	45	20	0	0	2	11.667	0.003
	Focus on learning process over fixed curriculum	46	30	14	0	0	2	17.067	0.001
Instructional Resources	Teacher's role as facilitator neglected	52	26	12	0	0	2	27.467	0.001
	Emphasis on ICT and internet	38	46	6	0	0	2	29.867	0.001
	Technology as knowledge transfer tool	29	47	14	0	0	2	18.200	0.001
	Communication technology for interaction	50	24	16	0	0	2	21.067	0.001
Learning Activities	Learning process more important than outcomes	44	15	31	0	0	2	14.067	0.001
	Dialogue-based education replaces formal curriculum	21	44	25	0	0	2	10.067	0.001
Time	Instructional time is excessive	28	40	22	0	0	2	5.600	0.061
Space	Separation of educational environment from others	25	45	20	0	0	2	11.667	0.001
	Lack of defined place and hierarchy	17	51	22	0	0	2	22.467	0.001
	Weak emphasis on spiritual environment	17	51	22	0	0	2	22.467	0.001
Grouping	Little attention to student abilities	17	52	21	0	0	2	24.467	0.001
	Emphasis on diversity of groups	40	31	19	0	0	2	7.400	0.001
	Emphasis on heterogeneous grouping	16	53	21	0	0	2	26.867	0.001
Evaluation	Existing evaluation methods rejected	16	53	21	0	0	2	26.867	0.001
	Exams and grades meaningless	17	52	21	0	0	2	24.467	0.001
	Reliance on self-evaluation and consultation	55	25	10	0	0	2	35.000	0.001

The findings related to the objectives element indicate that the majority of teachers strongly perceived the postmodern curriculum as promoting highly individualized goals while rejecting predetermined educational objectives. Moreover, the statistically significant chi-square values demonstrate strong agreement that metaphysical and divine dimensions are neglected within this framework. These results suggest a fundamental philosophical divergence between postmodern curriculum principles and the value-oriented orientation of the Fundamental Transformation Document.

With respect to content, teachers overwhelmingly agreed that postmodernism undermines the traditional sanctity and

authority of textbooks and formal curriculum knowledge. The significant chi-square statistics confirm that teachers perceive the erosion of structured and canonical content as a major educational deficiency that weakens coherence and continuity in learning.

The analysis of learning strategies reveals a consistent pattern of concern. Teachers reported that excessive emphasis on group learning, democratic dialogue, and learning processes diminishes the professional authority of teachers and weakens the role of structured curricular planning. The high chi-square values reflect strong consensus that these changes disrupt pedagogical balance and instructional effectiveness.

Findings regarding instructional materials and resources demonstrate that although technology is highly emphasized in postmodern approaches, teachers view its dominance as problematic. The results indicate that reliance on digital tools and communication technologies has shifted focus away from deep conceptual learning and systematic knowledge transmission.

Concerning learning activities, teachers largely agreed that prioritizing learning processes over outcomes and replacing formal curricula with dialogue-based activities generates ambiguity in educational goals and weakens academic accountability. The statistical results confirm these concerns as significant and widespread.

The element of time shows a relatively weaker but still notable concern. While the chi-square test did not reach conventional significance, the majority of respondents still perceived instructional time in postmodern curricula as excessive, suggesting potential inefficiencies in instructional design.

Results related to educational space indicate strong agreement that postmodernism undermines the coherence of learning environments by removing spatial structure, hierarchy, and spiritual atmosphere. Teachers perceived this as harmful to the formation of stable educational identities and school culture.

The findings on grouping demonstrate teachers' concern that student abilities are not sufficiently considered, while excessive emphasis on heterogeneity and diversity complicates classroom management and individualized support. These perceptions were statistically significant and reflect deep instructional challenges.

Finally, the evaluation component reveals one of the strongest areas of concern. Teachers overwhelmingly rejected postmodern evaluation principles that dismiss examinations and grades and rely mainly on self-assessment. The very high chi-square values indicate that educators view these approaches as undermining educational rigor, accountability, and fairness.

4. Discussion and Conclusion

The purpose of the present study was to identify and analyze the educational deficiencies of the curriculum elements of the postmodern movement based on Klein's model within the framework of the Fundamental Transformation Document of Education from the perspective of teachers. The results obtained from the chi-square analyses demonstrated that, with the exception of the

time element, all curriculum elements examined in this study exhibited statistically significant deficiencies. These findings provide strong empirical evidence that the philosophical assumptions and operational characteristics of postmodern curriculum approaches are in substantial tension with the normative, value-based, and structured orientation emphasized in Iran's educational transformation framework.

With regard to curriculum objectives, teachers overwhelmingly agreed that postmodern approaches prioritize individual and subjective goal setting, reject predetermined objectives, and neglect spiritual and metaphysical dimensions. This finding aligns with the core philosophical stance of postmodernism, which challenges universal narratives and fixed educational purposes (Karimi et al., 2017). However, such an orientation stands in direct contrast to the teleological framework of the Fundamental Transformation Document, which defines education as a value-laden process aimed at holistic development grounded in Islamic principles (Badieian et al., 2019; Ebrahimi Moghadam & Dorrani, 2018). Previous research confirms that when educational objectives lose coherence and normative direction, curriculum implementation becomes fragmented and inconsistent (Karim & Harwood, 2026; Whitaker et al., 2022). The current findings therefore reinforce concerns that postmodern relativism may undermine the stability of educational purpose within structured national systems.

Findings related to content indicate that teachers strongly perceive postmodern curricula as weakening the authority of textbooks and traditional knowledge structures. This result corresponds with international studies emphasizing the postmodern rejection of canonical knowledge in favor of multiple narratives and decentralized sources of information (Forey & Cheung, 2019; Jacob & Ukozor, 2023). However, Iranian studies have demonstrated that such shifts may dilute the cultural and ideological foundations explicitly mandated in the Fundamental Transformation Document (Badieian et al., 2019; Mousavi, 2020). Nasirzadeh et al. (2025) further highlight that coherent content indicators are essential for maintaining curriculum alignment and learning continuity, a condition that is compromised when content loses its traditional structural role (Nasirzadeh et al., 2025).

The analysis of learning strategies revealed strong agreement among teachers that postmodern approaches excessively emphasize group learning, dialogic pedagogy, and learning processes at the expense of structured curricula and the professional authority of teachers. These findings are consistent with theoretical and empirical work suggesting

that while learner-centered and democratic pedagogies offer important benefits, unbalanced application may weaken instructional clarity and teacher identity (Forey & Cheung, 2019; L'Estrange & Howard, 2022). Karimi (2017) similarly observed that postmodern curriculum models tend to reduce the predictability of teaching outcomes and complicate instructional planning (Karimi et al., 2017). Moreover, Karim and Harwood (2026) demonstrated that misalignment between intended pedagogies and enacted classroom practices often emerges when philosophical reforms are introduced without sufficient contextual adaptation (Karim & Harwood, 2026).

With respect to instructional materials and resources, the results show that teachers perceive an overreliance on technology, particularly information and communication technologies, as a key deficiency of postmodern curriculum practices. Although international studies emphasize the transformative potential of digital tools and virtual learning environments (De Melo et al., 2023; Jacob & Ukozor, 2023; Seifi et al., 2024), research also cautions that excessive technological dominance may marginalize deep conceptual learning and weaken teacher–student interaction (Lee et al., 2020; Shariati et al., 2024). These findings support the view that technological integration must remain pedagogically guided rather than philosophically driven by postmodern decentralization.

Regarding learning activities, the results indicate that teachers are concerned about the prioritization of learning processes over educational outcomes and the replacement of formal curricula with dialogic educational practices. Similar concerns have been reported in studies emphasizing that without clearly defined outcomes, curriculum effectiveness becomes difficult to assess and sustain (Kao, 2023; Whitaker et al., 2022). Habibi et al. (2023) further argue that meaningful curriculum integration requires maintaining balance between innovative learning processes and well-defined academic standards (Habibi et al., 2023). The present findings therefore corroborate existing evidence that postmodern flexibility, when unchecked, can erode curricular coherence.

The time element produced comparatively weaker statistical significance; however, the descriptive trends indicate that teachers still perceive instructional time in postmodern curricula as excessive. This finding is consistent with international research suggesting that learner-centered and discussion-oriented pedagogies often require extended instructional time, which may not align with institutional scheduling constraints (De Melo et al., 2023; Talib et al.,

2018). Although not statistically conclusive, this result highlights a practical concern regarding efficiency and resource allocation in postmodern-oriented curricula.

The results for educational space demonstrate strong teacher agreement that postmodern curricula undermine the symbolic and organizational structure of learning environments by removing hierarchy, defined spaces, and spiritual dimensions. Shariati et al. (2024) emphasize that virtual and decentralized learning environments must still preserve educational equity and cultural coherence (Shariati et al., 2024). Similarly, Mousavi (2020) found that neglecting the cultural and spiritual dimensions of educational spaces contradicts the core principles of Iran's educational transformation framework (Mousavi, 2020). The present findings thus reinforce the argument that spatial organization remains a critical component of effective curriculum design.

Findings related to grouping indicate that teachers are concerned about insufficient attention to student abilities and excessive emphasis on heterogeneity and diversity in postmodern grouping strategies. While inclusive and diverse classrooms are widely supported in contemporary pedagogy (Saputri, 2024; Whitaker et al., 2022), research consistently demonstrates that effective grouping requires careful consideration of developmental and academic differences (Mousavi, 2020; Nasirzadeh et al., 2025). The results therefore suggest that postmodern grouping principles, if applied without instructional structure, may hinder learning effectiveness.

Finally, the evaluation component emerged as one of the most critical areas of concern. Teachers overwhelmingly rejected postmodern evaluation practices that dismiss formal examinations and grades in favor of self-assessment and dialogue. This finding aligns with research indicating that while alternative assessment methods support reflective learning, completely abandoning standardized evaluation compromises accountability and educational quality assurance (Lee et al., 2022; Whitaker et al., 2022). Petrizzo et al. (2020) emphasize that meaningful evaluation must balance formative and summative functions to ensure both learning improvement and institutional oversight (Petrizzo et al., 2020). The present results therefore provide strong empirical support for maintaining structured evaluation systems within national education frameworks.

Collectively, these findings demonstrate that the postmodern curriculum movement introduces substantial educational deficiencies when evaluated against the objectives and principles of the Fundamental

Transformation Document of Education. While postmodern approaches offer valuable insights into learner agency, diversity, and innovation, their uncritical adoption risks undermining coherence, accountability, and value-based education. These results are consistent with a growing body of international and national research emphasizing the necessity of contextualized curriculum reform (Kao, 2023; Karim & Harwood, 2026; Navidkia et al., 2021; Zahabion et al., 2021).

The present study was limited by its reliance on self-reported data from teachers, which may be influenced by personal beliefs, institutional context, and response bias. Additionally, the sample was confined to teachers holding postgraduate degrees in a single educational region, which may restrict the generalizability of the findings to other educational levels and geographical contexts.

Future studies should incorporate qualitative methodologies such as interviews and classroom observations to gain deeper insight into how postmodern curriculum elements operate in real instructional settings. Comparative studies across different provinces and educational levels would also strengthen understanding of contextual variations in curriculum implementation.

Educational policymakers and curriculum designers should carefully evaluate the compatibility of postmodern curriculum principles with national educational values before implementation. Professional development programs should be designed to help teachers integrate innovative pedagogical approaches while preserving curricular coherence, educational accountability, and cultural foundations.

Authors' Contributions

All authors significantly contributed to this study.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethical Considerations

In this study, to observe ethical considerations, participants were informed about the goals and importance of the research before the start of the interview and participated in the research with informed consent.

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