Editorial: Extending our reach, adding literature reviews to the Journal's repertoire

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In this final Issue of 2025, we are pleased to share ten articles with our readers, two of which are appearing under a new category for the Journal as we are introducing a new section that focuses on literature reviews. The Journal has always been open for these but, in the past, very few have been submitted. Literature reviews are valuable documents for researchers to share as, while not presenting a specific research project, they are research articles in their own right in that the authors have undertaken to research what has been written on a specific aspect of research undertaken in previous years. Literature reviews pull together a treasure trove of insights, focused on a specific topic drawn from recent research, along with research undertaken over preceding decades. Those producing literature reviews also tend to take a neutral stance, enabling a range of perspectives on a topic, allowing a reader to scan the range, consider the perspectives presented and gain new insights into a topic that can be both enlightening and challenging.

In the two literature reviews in this issue quite different topics have been presented – one on an analysis of books issued by Turkish Public Institutions, focusing on Design Thinking and the other providing insights into the recurriculation of Engineering, Technology and Technical education in the light of Industry 5.0. The topics are quite different, but the scope of each is impressive. Both reviews draw on research from an international range of articles from recent and historic eras. Both also go beyond the reviews of the literature and focus on implications for Design and Technology Education. We look forward to receiving further literature reviews delving into all aspects of Design and Technology education that we can share in future issues.

In addition, this Issue includes seven research articles submitted from across Canada, South Africa, Sweden, Turkey and USA; on primary, secondary and tertiary education; and on topics ranging across computer programming skills, engineering graphics and design, generative AI and creativity, metaphor and reflection, STEM-based approaches, and sustainability.

Summaries of research articles and literature reviews can be scanned in the Abstracts section of this issue.

Finally, we have a very English reflection piece that considers the impact of a newly introduced Curriculum and Assessment Review in schools' education.

We hope this final issue of Volume 30 provides something for everyone and we look forward to presenting Volume 31 in 2026.