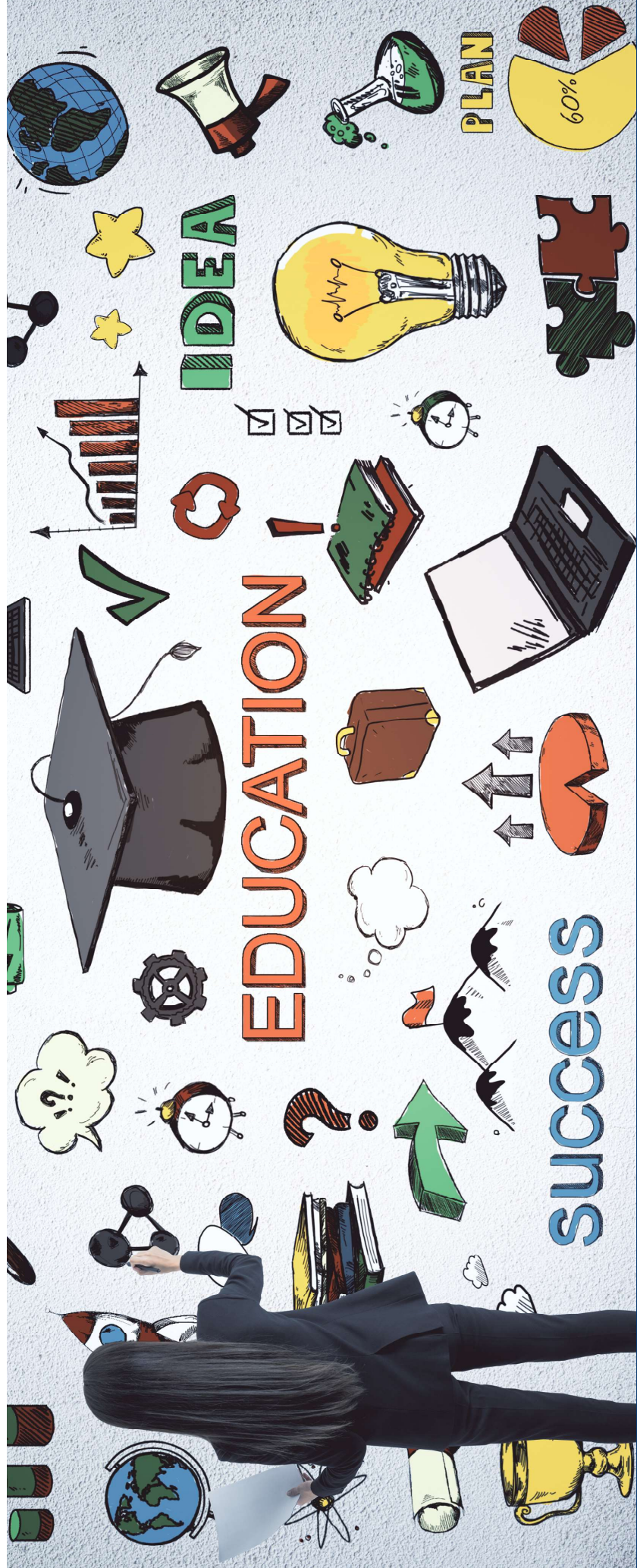




CURRICULUM DESIGN DEVELOPMENT

1ST LEARNING TEACHING AND TRAINING ACTIVITY (LTTA)
PARTNERSHIP IN CREATING NEW FORMS OF LEARNING IN HIGHER EDUCATION:
REINFORCING AND INTERDISCIPLINARITY THROUGH SD MODULES

UALG - MAY 27, 2026

INTRODUCTION: OBJECTIVES AND SESSION OVERVIEW

5 MINUTES

- Presentation of the session objectives
- Overview of the session structure and the main themes

RETHINKING CURRICULUM IN HIGHER EDUCATION

15 MINUTES

- Curriculum theories and curriculum organization models
- SDGs, inclusion, interculturality, global competence, learning spaces and learning times, ICT

COLLABORATIVE CURRICULUM DESIGN ACTIVITY

15 MINUTES

- Collaborative work based on the curriculum design checklist

GROUP PRESENTATIONS AND DISCUSSION

20 MINUTES

- Innovations and challenges
- Collective discussion

FINAL REFLECTION AND CLOSING REMARKS

5 MINUTES

- Key ideas from the session

SESSION STRUCTURE

INTERACTIVE SESSION COMBINING THEORETICAL REFLECTION AND COLLABORATIVE CURRICULUM DESIGN

**WHAT SHOULD UNIVERSITY
STUDENTS STILL REMEMBER 5 YEARS
AFTER FINISHING A COURSE?**

**WHAT IS MORE IMPORTANT IN
HIGHER EDUCATION TODAY:
CONTENT, COMPETENCIES,
PRACTICE, OR TRANSFORMATION?**

**IS THE SUM OF CONTENT AN
ACCURATE MEASURE OF A STUDENT'S
LEARNING ABILITY OR HUMAN
POTENTIAL?**

CURRICULUM THEORIES

TECHNICAL

- technical discussion of the curriculum
- structured plan for organizing learning within an institutional context
- decisions made or imposed at the macro level

PRACTICAL

- emphasis on processes and people
- connection between the various contexts of curriculum decision-making-open
- subject to discussion, and informed by educational experiences, knowledge, attitudes, values, beliefs

CRITICAL

- critical understanding of education: acceptance of the diversity of perspectives
- praxeology and reflexivity - reflection on practices
- appreciation of context and experience
- education as a social, political, and cultural

WHERE DO MY VIEWS ON EDUCATION STAND?

«Curricula should **emphasize ecological, intercultural and interdisciplinary learning** that supports students to access and produce knowledge while **also developing their capacity to critique and apply it.**»

(UNESCO, 2021, p. 4, emphasis added)

«Curricular approaches should **link the cognitive domain with problem-solving skills, innovation and creativity**, and also incorporate the development of **social and emotional learning and learning about oneself.**»

(UNESCO, 2021, pp. 65-66, emphasis added)

ELEMENTS INVOLVED IN CURRICULUM DEVELOPMENT

educational actors

entities with curriculum
decision-making authority

groups with power to
negotiate the curriculum

teacher's role

national, regional, and
local decisions

interests, values,
and ideologies

intra-organizational and inter-
organizational curriculum
practices

core aspects, sociopolitical
aspects, and technical-
professional aspects

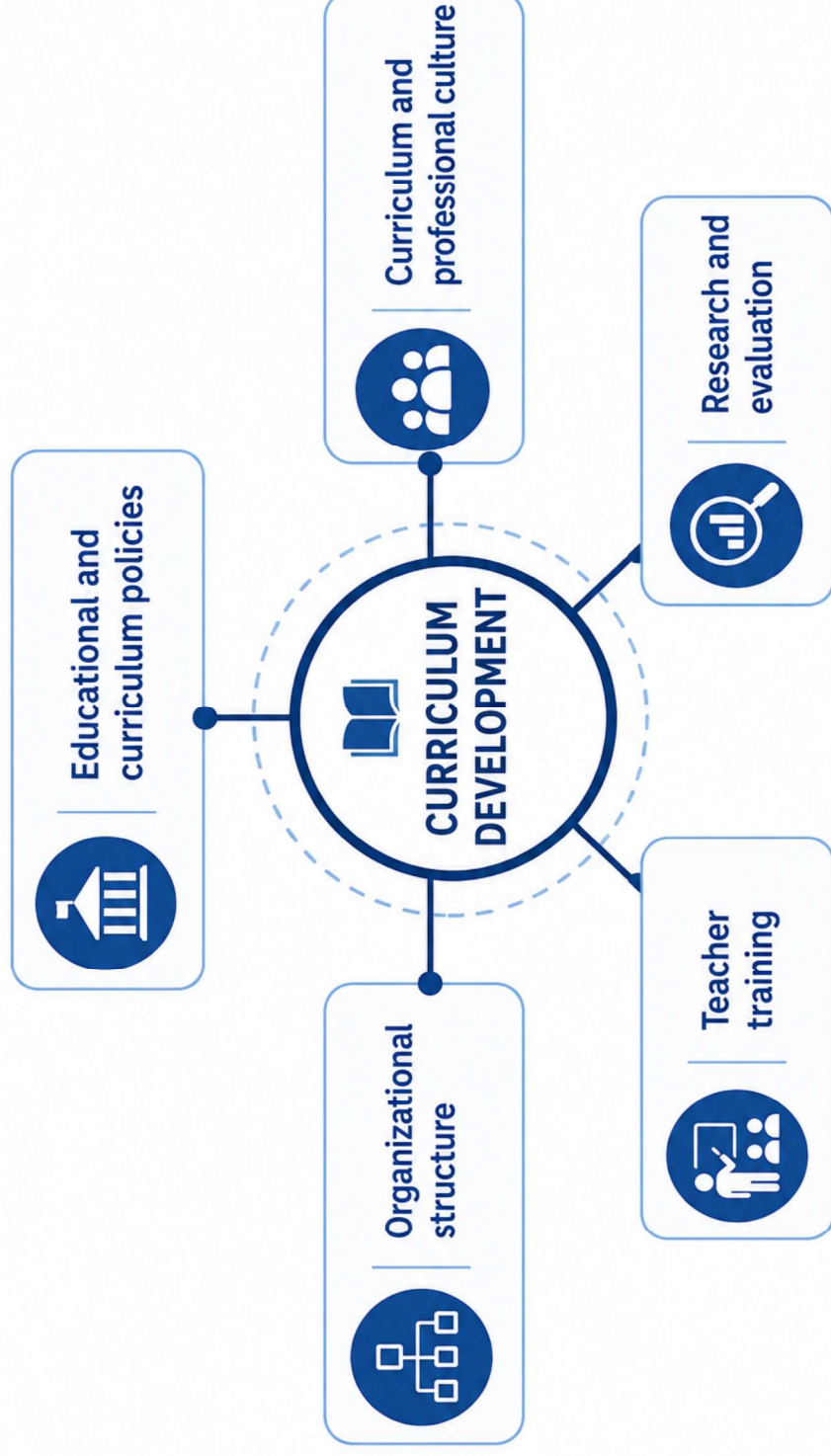
implementation context:
conditions, resources,
limitations

opportunities
and obstacles

dynamic and continuous
process

presence of subjective, non-
systematic elements

FACTORS INFLUENCING CURRICULUM DEVELOPMENT



(Adapted from Damião, 2022)

«Education today is no longer about acquiring information but about ensuring that all children and youth can construct the compass that will empower them to craft fulfilling lives and contribute to more just, inclusive and sustainable societies.»

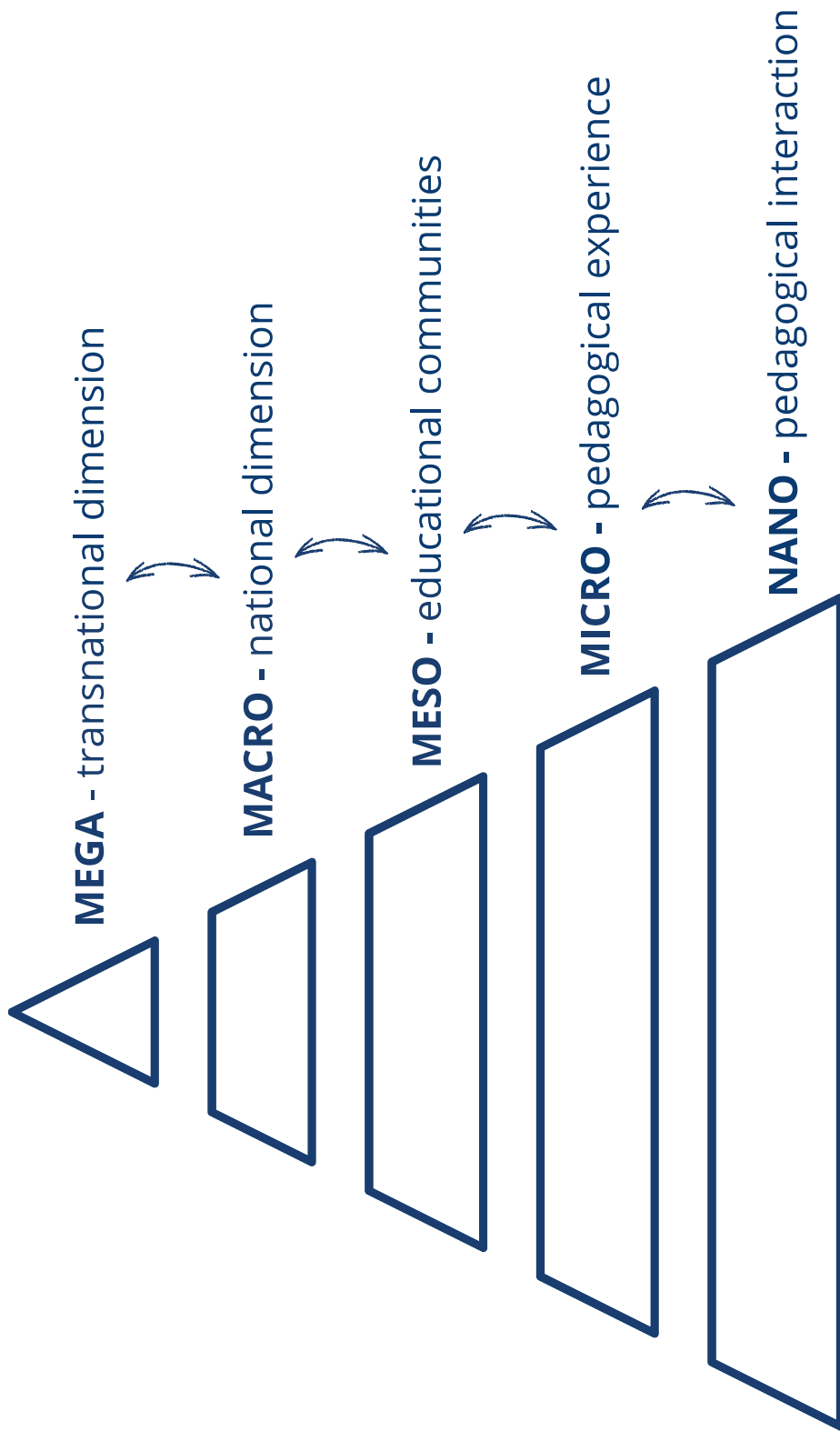
(Mansilla, V. B., & Schleicher, A., 2022, p. 83, emphasis added)

WHAT SHOULD A CURRICULUM BE?

- «a **political-educational project**, (re)constructed and **experienced in a human and interactive way**, **centered on knowledge and school experiences**»
- «a project / a process [...] of the **possible transformation of reality** and its accomplishment»
- «the influence of various agents [...] as well as its relationship with the **dynamics of transformation in educational and social contexts**»
- «reflection on the **value of formal education for each student and for society** in general»

(cf. Duarte, 2021a, p. 41, our translation, emphasis added)

LEVELS OF CURRICULAR INFLUENCE



(Adaptado de: Duarte, 2021; Roldão, 2017)

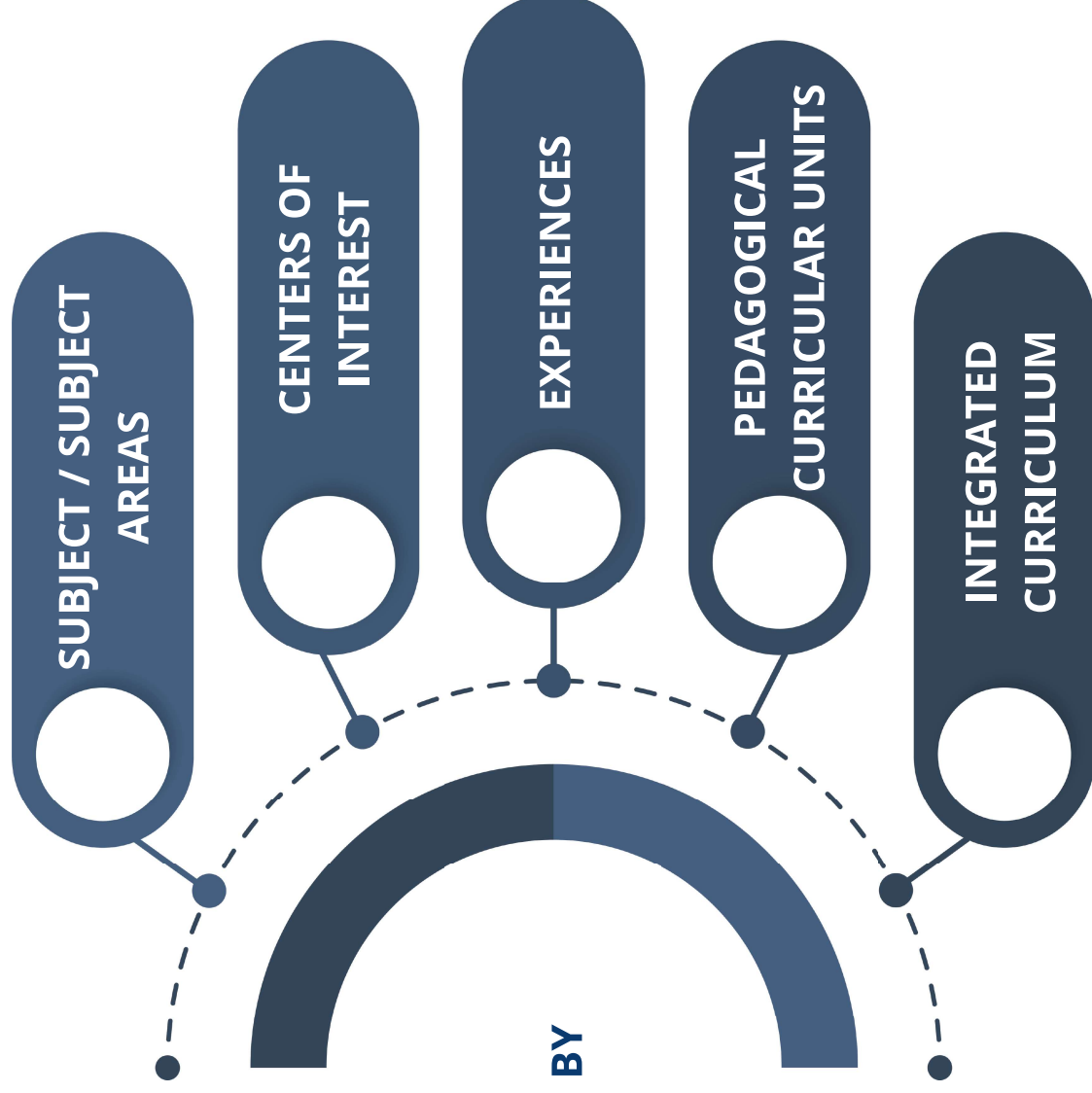
«Is the **curriculum** what should be taught and learned, **or** is it also **what is actually taught and learned in practice?**»

«Is the **curriculum** what should be taught and learned, **or** does it also **include teaching methodology** (strategies, methods) **and processes?**»

«Is the **curriculum** something **specific, defined, and fixed** that is immediately applied, **or** is it, equally, **something open-ended** that is **defined in the very process of its application?**»

(Pacheco, J. A., 2005, p. 37, our translation, emphasis added)

CURRICULUM ORGANIZATION MODELS



(Adapted from Duarte, 2021)

THE 17 SUSTAINABLE DEVELOPMENT GOALS



source: <https://sustainabledevelopment.gov.mt/sustainable-development-goals/>

The 2030 Agenda for Sustainable Development recognizes **students' needs to consider a wide range of converging approaches to the problems that they face**. SDG target 4.7, in particular, **identifies students as global citizens who require the knowledge and competencies to build sustainable futures in an increasingly interdependent world**.

Looking to and beyond 2050, nurturing these capacities becomes even more important. The SDGs themselves offer a framework around which to structure **problem- and project-based interdisciplinary learning** that helps students develop the capabilities to advance the full range of goals.

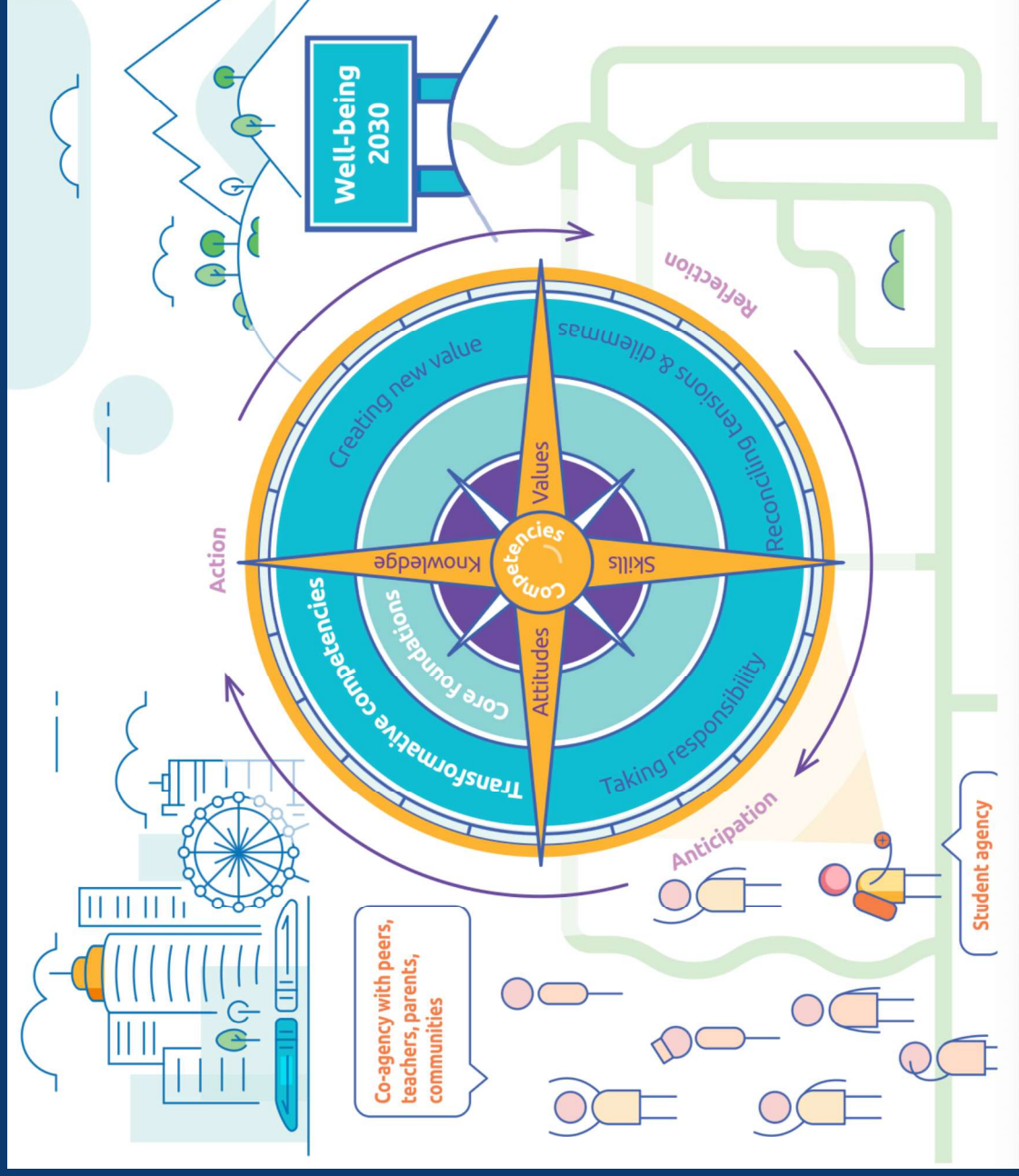
(UNESCO, 2021, p. 52, emphasis added)

**HOW CAN A CURRICULUM PREPARE
STUDENTS FOR COMPLEXITY,
UNCERTAINTY AND GLOBAL
CITIZENSHIP?**

OECD LEARNING COMPASS 2030

[...] curricula will have to be **dynamic rather than static**. They will have to **allow for non-linear learning paths** rather than expect all students to follow linear progressions along a single, standardised path. They will have to be **more flexible and personalised to ensure that each student's unique talents are developed** so that **all students can realise their full potential**.

(OECD (2019). OECD Future of Education and Skills 2030: OECD Learning Compass 2030, p. 11, emphasis added)

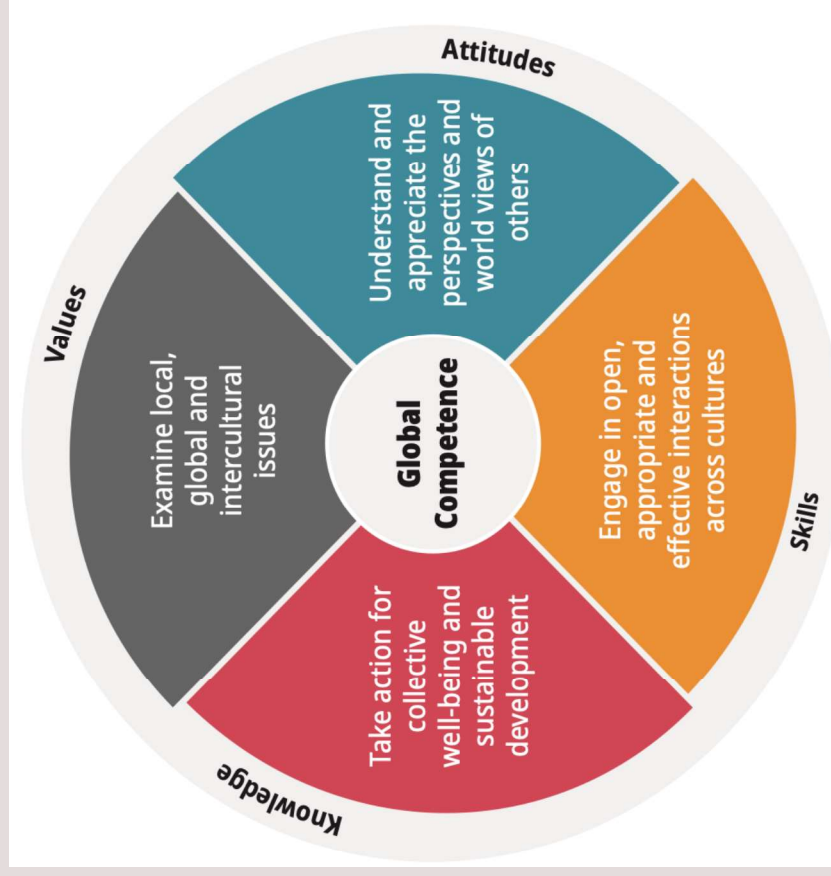


GLOBAL COMPETENCE

Global competence is a **multidimensional capacity**.

Globally competent individuals can **examine local, global and intercultural issues**, understand and **appreciate different perspectives and world views**, **interact successfully and respectfully with others**, and **take responsible action toward sustainability and collective well-being**.

(OECD, 2018. Preparing our Youth for an Inclusive and Sustainable World.
The OECD PISA global competence framework, p. 4, emphasis added)



The dimensions of global competence

(OECD, 2020, p. 57)

INTERCULTURAL EDUCATION

A **curriculum** should **pay attention** to the following four knowledge domains:

- culture and intercultural relations; socio-economic development and interdependence; environmental sustainability; and global institutions, conflicts and human rights. [...]**
- Connecting global and intercultural topics to the reality, contexts and needs of the learning group** is an effective methodological approach to **make them relevant** to adolescents [...]

(OECD, 2022, p. 13, emphasis added)

INTERCULTURAL EDUCATION

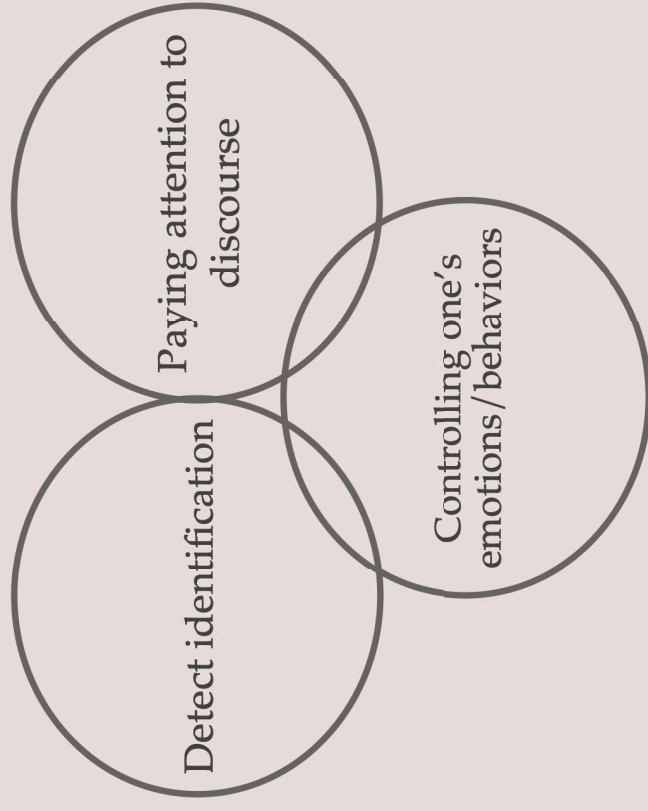
Modelo de proteophilic competences (Dervin, 2010)

- * proteophilic competences - a apreciação das diversas diversidades do eu e do outro
- * WE are all diverse

IDENTITY
OTHERIZATION
REPRESENTATION [INTERACTION]

Savoir-faire I

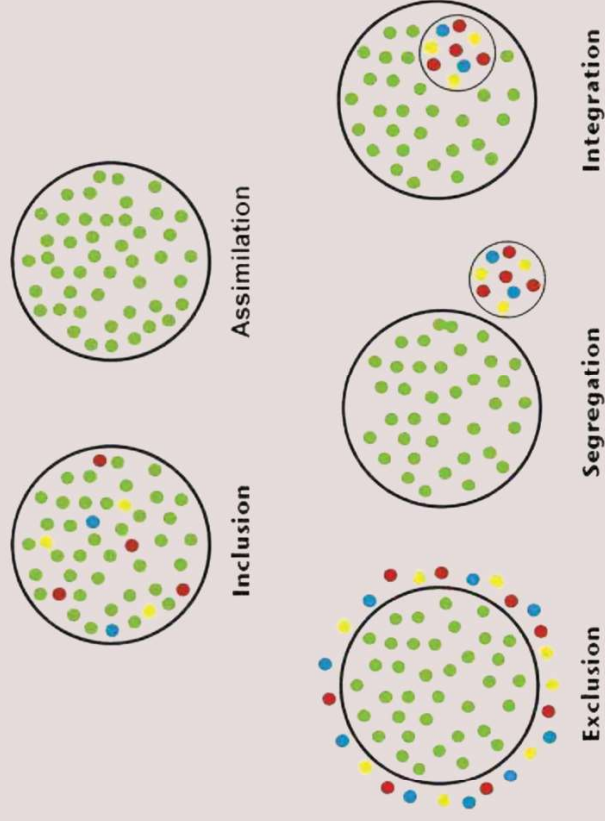
Savoir-faire II



Savoir réagir/agir

INCLUSION

...we pledge that **no one will be left behind.**



Fonte: <https://mcie.org/think-inclusive/inclusion-exclusion-segregation-and-integration-how-are-they-different/>

United Nations (2015). Transforming our world: The 2030 Agenda for Sustainable Development (Resolution A/RES/70/1). United Nations.

NEW LEARNING SPACES AND NEW LEARNING TIMES



INFORMATION AND COMMUNICATION TECHNOLOGIES AND AI

For pupils and students in compulsory education, an ample range of initiatives on European, national and regional levels offers guidelines and advice on how to **enable young people to develop their digital competence, often with a focus on critical skills and digital citizenship**. In most European Member States, corresponding **curricula have been or are being developed to ensure that the young generation is able to creatively, critically and productively take part in a digital society**.

(DigCompEdu, 2017, p. 12,, emphasis added)

Artificial Intelligence (AI) in Education has been said to have the **potential for building more personalised curricula**, as well as **democratising education worldwide** and creating a Renaissance of **new ways of teaching and learning**.

(Bulathwela et al, 2021, § 1)



DidCompEdu, 2017, p. 19.

**WE ASPIRE TO LEARNING THAT IS
WHOLE, RELEVANT,
DEEP, SOCIAL, TRANSFORMATIONAL,
AND IN THE WORLD.**

(OECD, 2022, p. 36)

**HOW CAN WE TRANSFORM THE
STATED CURRICULUM INTO A
CURRICULUM IN ACTION?**



**MOVING FROM DISCUSSING CURRICULUM...
...TO DESIGNING CURRICULUM**

WHY OFFER THIS CURRICULUM/COURSE?

WHAT SHOULD STUDENTS KNOW/BE ABLE TO DO?

WHAT IS TRULY ESSENTIAL?

HOW WILL THEY LEARN?

HOW CAN WE ACCOMMODATE DIFFERENT LEARNING STYLES?

HOW DOES THIS RELATE TO THE SDGS?

IS THE ASSESSMENT ALIGNED WITH THE LEARNING OBJECTIVES?

WHAT MESSAGES/VALUES ARE IMPLICITLY CONVEYED?

COLLABORATIVE WORK



- Checklist Analysis
- Core concept of the curriculum
- Key innovation
- Main challenge in developing the curriculum

Groups: 4 to 5 people per group

Time: 15 minutes

CURRICULUM DESIGN CHECKLIST

PURPOSE AND RELEVANCE		
• Is the purpose of the curriculum clear?		
• Does it respond to current social and professional challenges?		
• Does it prepare students for complexity, uncertainty, and global citizenship?		

CURRICULUM DESIGN CHECKLIST

CURRICULUM STRUCTURE		
• Are the objectives clearly defined?		
• Are the competencies to be developed explicit?		
• Are contents, teaching strategies, and assessment clearly articulated?		
• Is there alignment between learning outcomes, methodologies, and assessment?		
• Is the curriculum structure coherent and meaningful?		

CURRICULUM DESIGN CHECKLIST

TEACHING, LEARNING, AND STUDENT AUTONOMY		
• Do students play an active role in the learning process?		
• Does the curriculum promote critical thinking, research skills, and autonomy?		
• Does it value students' independent study time and learning beyond the classroom?		
• Are there opportunities for collaboration, reflection, and problem-solving?		
• Does the curriculum recognize new learning spaces and learning times (online, hybrid, flexible learning)?		

CURRICULUM DESIGN CHECKLIST

INTERCULTURALITY, INCLUSION, AND DIVERSITY		
• Does the curriculum include intercultural perspectives and global awareness?		
• Are diverse cultural, linguistic, and social perspectives represented?		
• Does the curriculum consider different student needs and backgrounds?		
• Are inclusion and accessibility taken into account?		

CURRICULUM DESIGN CHECKLIST

SUSTAINABILITY AND SOCIAL RESPONSIBILITY	
• Are there explicit connections to the Sustainable Development Goals (SDGs)?	
• Does the curriculum promote ethical and social responsibility?	
• Does it encourage engagement with real-world and global issues?	

CURRICULUM DESIGN CHECKLIST

DIGITAL TECHNOLOGIES AND INNOVATION		
• Are Information and Communication Technologies (ICT) meaningfully integrated?		
• Does the curriculum promote digital competence and critical digital citizenship?		
• Are technologies used to support collaboration, creativity, and learning flexibility?		
• Is innovation visible in the curriculum design?		

CURRICULUM DESIGN CHECKLIST

ASSESSMENT AND CURRICULUM IN ACTION		
• Do assessment methods reflect the intended competencies and learning outcomes?		
• Is there a balance between theory and practice?		
• Does the curriculum support meaningful and applied learning experiences?		
• Can the curriculum move from the intended curriculum to curriculum in action?		

CURRICULUM DESIGN CHECKLIST

FINAL REFLECTION		
• What is the strongest aspect of your curriculum design?		
• What is the main challenge in implementing it?		
• What can you improve?		

PRESENTATIONS



- Checklist Analysis
- Core concept of the curriculum
- Key innovation
- Main challenge in developing the curriculum

Time: 3-5 minutes/group

**CURRICULUM IS NOT ONLY ABOUT
ORGANISING KNOWLEDGE.
IT IS ABOUT IMAGINING THE KIND
OF SOCIETY AND HUMAN BEINGS WE
WANT TO HELP BUILD.**