

# NEW CURRICULAR TRENDS TO FACE THE CHANGES OF TODAY'S SOCIETY

**Cristian Alfredo Severiche Mendoza<sup>1</sup>**

Antonio Narino Educational Institution, Colombia

[cristianseveriche.est@umecit.edu.pa](mailto:cristianseveriche.est@umecit.edu.pa)

<https://orcid.org/0000-0002-9323-0205>

**Hernán Gabriel Pérez Buevas<sup>2</sup>**

Antonio Narino Educational Institution, Colombia

[hernanperez.est@umecit.edu.pa](mailto:hernanperez.est@umecit.edu.pa)

<https://orcid.org/0000-0003-1183-8768>

**DOI:** 10.37594/oratores.n17.709

Reception date: 12/08/2022

Revision date: 23/09/2022

Acceptance date: 13/10/2022

## ABSTRACT

The purpose of this essay is to review the trends related to the school curriculum and the characteristics of contemporary curricular trends, as well as to present the new curricular dispositions based on current educational trends determined by the recent problems of the world context. It begins by explaining the historical background of contemporary curricular trends, followed by four questions: What are the contemporary curricular trends? What are the characteristics of the current context to which curricular trends are responding? What curricular trends respond to the challenges of today's and tomorrow's society? and What are their characteristics? After the documentary review and in response to the first question, different contemporary educational trends are cited from the perspective of several authors, and then, in response to the third question, the following new trends are established as new trends: (1) decolonization of the curriculum, (2) curricular flexibility for a multimodal, inclusive and technological educational training, (3) the competency-based approach, a learning for life, (4) the inclusion of socioemotional education, (5) the exploitation of the potential of digital technologies in education, (6) the ecological curricular approach for a damaged planet and (7) the inclusion of research and innovation as cross-cutting axes of the curriculum; the definitions, characteristics and criticisms of each of these are detailed below in response to the fourth question.

**Keywords:** curriculum, trend, education, contemporaneity.

<sup>1</sup> Bachelor's degree in Mathematics. Master in Education. Doctoral student in Educational Sciences at UMECIT. San Juan de Betulia, Sucre - Colombia. Classroom teacher.

<sup>2</sup> Bachelor's Degree in Foreign Languages English-French. Specialist in English Teaching. Master in Linguistics Applied to the Teaching of English. Doctoral student in Educational Sciences at UMECIT. Los Palmitos, Sucre - Colombia. Classroom teacher.

## **INTRODUCTION**

Contemporary curricular trends emerged at the end of the 20th century as a response to the trends and projections in relation to education, these were necessary to face the challenges of the 21st century, they have been useful to direct the curricular proposals coherent with the changes and needs of the contexts in which the educational projects are framed and also to contribute to the progress of society in general. However, today, when the contextual characteristics of the world are not the same as those of 20 years ago, the challenges for humanity are different and, therefore, it is sensible to reevaluate the scope and impact of the trends, or whether, due to new social changes, new ones should be proposed.

This situation raises the following questions about curricular trends: what are the contemporary curricular trends, what are the characteristics of the current context to which curricular trends are responding, which curricular trends respond to the challenges of today's and tomorrow's society, and what should be the characteristics of curricular trends that respond to the challenges of today's society?

The answers to these questions show the guiding thread that this essay will follow: beginning with a brief historical review of contemporary curriculum trends and a list of these trends from the perspective of various authors; then the contextual situation of today's world is presented, which leads to reflect on the relevance of some trends; and finally, new contemporary curriculum trends based on the latest educational guidelines established by UNESCO are presented, along with their main characteristics. In this way, the conceptualization of what a curricular trend is and the contemporary curricular trends seen from the perspective of various authors are presented below.

## **CONTEMPORARY CURRICULUM TRENDS**

Curriculum trends are the inclinations of curriculum planning to respond to trends in education, which, in turn, arise as a response to the challenges posed by the evolution of society, which require changes and transformations to build a better future. According to Barreto (2010), they come from guidelines on temporary educational work aimed at addressing the serious problems that exist in education, given in declarations, agreements, reports of world congresses and conferences of international organizations. Therefore, it could be said that they are as prospective change factors of high importance that must be urgently addressed to contribute to the construction of a society that progresses and achieves to be peaceful, free and fair.

Throughout history, various curricular trends have emerged that have served to address the social and educational problems of each era; however, curricular issues are so complex, due to the multiple variables that intervene in curricular concretion, in putting theory into practice, that it is necessary to reevaluate the scope and impact of the trends, or whether, due to new social changes, new ones should be proposed.

Currently, the so-called contemporary curricular trends that emerged due to the accelerated scientific, technological, economic and social changes that the world underwent during the last decades of the 20th century are still in force. In the 1996 Delors report for UNESCO of the International Commission on Education for the 21st Century, the bases of these trends that have been theorized by various authors are raised.

Pirela (2007) pointed out that contemporary curricular trends revolve around the following central themes: 1) conceiving the curriculum as the concretization of a pedagogical theory and as a plan under permanent construction; 2) structuring entry and exit profiles based on competencies; 3) guaranteeing relevance and quality in study plans and programs; 4) assuming new pedagogical models centered on learning to learn, and on developing thought processes; 5) to introduce information and communication technologies as a knowledge axis, as a transversal axis and as a new way of conducting learning processes; and 6) to conceive research as a knowledge axis and as a transversal axis, under the transdisciplinary modality as a way to address complexity from the curriculum.

Escorcía, Gutierrez, & Henriquez (2007), also establish a series of trends not far from Pirela's proposal, which are: 1) the integration and definition of basic curricular agreements between institutions and countries, 2) curricular flexibilization, 3) curricular approach focused on competencies, 4) the increasing incorporation of values and humanistic areas in education, 5) the relevance of the integral formation of the person, and 6) the incorporation of new information and communication technologies.

For his part, Barreto (2010) presents a broad overview of the inclinations that the curriculum should have in order to meet new challenges, these are: 1) generation of curriculum theory supported by educational practice, 2) construction of integrated curricula through the processes of cooperation, co-management, competency-based approach and strategic planning, 3) curricular flexibilization under different modalities, 4) hybridization or convergence of specialties and

deepening of intellectual tools, 5) assumption of inter, multi and transdisciplinary visions in curriculum construction, 6) adoption and use of ICTs in diverse applications, 7) promotion of human development and strengthening of the ethical dimension, 8) incorporation of project-based pedagogy in curriculum development, 9) inclusive reforms through training for social commitment, 10) incorporation of manifestations of the hidden curriculum into the curriculum in action, and 11) permanent review of degree offerings in universities and the profile of those who form them.

Finally, Portillo (2020) proposes five curricular trends based on the coincidences found among the positions of authors such as Barreto and Pirela, which are: 1) curricular flexibility, 2) competency-based approach, 3) project-based approach, 4) hidden curriculum, 5) introduction of information and communication technologies.

As stated by Portillo, there is a clear theoretical coincidence among all the authors regarding the trends that should be addressed by the curriculum for contemporary times; However, given their medium longevity since they were proposed and the abrupt changes that society has recently undergone, caused by situations such as climate change, social networks, artificial intelligence (AI), the HIV/AIDS pandemic, among others, it is worth asking which trends are still valid and which are not, and whether new trends should be proposed to respond to the challenges of today's society and those of tomorrow, questions that will be addressed in the following sections.

### **CURRENT CONTEXT OF CURRICULAR TRENDS**

Contemporary curricular trends were proposed to confront the tensions which, at the end of the 20th century, represented the challenges for the new century. These tensions are presented by Delors (1996) as the dichotomies between the global and the local, the universal and the singular, tradition and modernity, the long term and the short term, the indispensable competition and the concern for equal opportunities, the extraordinary development of knowledge and the human being's capacity for assimilation, and finally, the constant tension between the spiritual and the material.

To this day, several of these tensions continue to echo, and even to these can be added other significant tensions that might have been unthinkable for the prospective theorists of the last century, to mention a few, we have tensions between: the real and the virtual, face-to-face communication and distance communication, individual well-being and collective well-being, the uncontrolled growth of capital and self-care, care for the planet and nature and, finally, the mass dissemination

of digital entertainment content and the dissemination of educational information.

According to UNESCO (2021), in its latest report on education for 2050, entitled “*Reimagining our futures together: a new social contract for education*”, states that: Our world is going through a critical moment... In our quest for growth and development, we humans have put too much pressure on our natural environment, endangering our very existence. Today, high standards of living coexist with profound inequalities. Although more and more people are participating in public life, the fabric of civil society and democracy is becoming looser in many parts of the world. Rapid technological changes are transforming many aspects of our lives, but these innovations are not geared as they should be toward equity, inclusion and democratic participation. (p. 6)

According to the above, it can be assumed that education has not fulfilled its promise to help us build a peaceful, just and sustainable future; therefore, it is necessary to rethink why, how, what, where and when we learn (UNESCO, 2021). In addition, other global issues such as climate change, the HIV/AIDS pandemic, fake news and the digital divide have posed a great challenge to humanity and education, which must be met with new ways of managing resources and doing things, in general.

## **NEW CURRICULAR TRENDS**

Now that the world panorama and the challenges that must be faced through education have been presented, it is worth noting that several of the contemporary curricular trends are less important or are less useful in contributing to the universal goal of building a peaceful, free, just and sustainable society. Central themes such as curricular flexibility, competency-based approach, the incorporation of ICT and research, continue to be valid due to their great transformational potential; to this we can add other themes, which according to UNESCO (2021) are essential to address current and future global problems, such as: the decolonization of education, the principles of cooperation, collaboration and solidarity, social-emotional learning and the ecological approach. Consequently, the following curricular trends are established:

### **1. Decolonization of the curriculum.**

The processes of historical colonization imposed, among many aspects, their own socio-cultural visions of the world. Education as a historical and cultural construction has been the way for vestiges of that dispossessing process to prevail over time; this, in the form of sequels that “to this day imprint an indelible mark on the ways in which we think and do education” (Solano-

Alpizar, 2015).

Education and school were used in the colonization processes to impose language, ideologies, beliefs, dogmas, knowledge, strata, classes, goals, perceptions and life objectives; and, on the other hand, they eradicated to a great extent, or overshadowed in others, customs, traditions, worldviews and identity; which, to this day, are maintained, and go unnoticed, as part of the normal processes of world globalization.

According to the above, Solano-Alpizar (2015), states that a priority task of our current society should be the decolonization of education, which implies in the words of the author:

... questioning the teaching of history, science, geography, mathematics, literature, language, as well as the very organization of education, school, school administration, curriculum, the place of teachers and students, among others. It is a matter of reconstructing an imaginary and an identity from another civilizational horizon (p. 123).

That is, it is about breaking with the dogmatism that it has always been so, all those knowledge, ideologies, beliefs, values, knowledge, strata, classes, goals, perceptions and life objectives, which were presented to us as absolute truths, must be unlearned, since they ignored or rejected the indigenous forms in which they were conceived (Solano-Alpizar, 2015).

In short, decolonizing the curriculum corresponds to understanding it as a malleable body, which includes emotions and feelings to the training process, which is based on the principles of solidarity, reciprocity, plurality and complementarity (Solano-Alpizar, 2015), which takes into account diversity, the inclusion of the marginalized and the migrant, which enhances the culture of all peoples and which has redefined what, how, when, and even who teaches in order to form a more human being.

## **2. Curricular flexibility for a multimodal, inclusive and technological educational formation.**

The confinement situation that was experienced, during the period between the years 2020 - 2021, due to the COVID-19 pandemic, put in check everyone who was related to global formal education (institutions, administrators, teachers, students, etc.), due to the fact that face-to-face work in the classrooms was not allowed, many educational institutions had to reinvent themselves

and even improvise to comply with the educational service; Such a scenario exposed, among many factors, the rigidity with which the curricula were structured to operate efficiently in other work modalities, and also, the enormous technological gap that did not make it possible to continue with the normal course of classes under a different modality. distance in a quality process.

Beyond the logistical difficulties due to limited internet access, the lack of electronic devices and even the attitude of the students, which are important issues but which we will not deal with here, we realized the didactic, technological, inclusive, dynamic and generational backwardness of most educational institutions because they were not prepared to provide training processes under different work modalities, other than face-to-face; literally, we were left in time. And today, now that the pandemic has been overcome, it is transcendental that institutions make their curricula flexible so that they can provide multimodal or multimodal, inclusive and technological educational training.

Chehaibar (2020), states that for curricula to have flexibility as a principle, it implies overcoming the previously mentioned lags, with radical changes and real transformations in the way things have been traditionally done, such as: “developing hybrid didactic strategies that allow a productive transition between face-to-face and virtuality...” and “incorporating transversal and dynamic subjects in the study plans and programs”.

In short, it is about rethinking the importance of education and the curriculum; analyzing the role of the teacher along with the conception about learning by doing; also, teaching strategies that focus on authentically educating students; providing many new ways and skills that contribute to the learning process; questioning the principles that we consider sacrosanct and that today can restrict utopian, risky and innovative creation for the benefit of humanity (Chehaibar, 2020).

### **3. The competency-based approach, towards applicable learning for life**

A trend that should always remain in force despite the longevity of its initial proposal is the structuring of the curriculum based on a competency-based approach or, as other authors call it, a results-based approach. The approach has often been adopted as a response to improve performance or even to increase employability in work contexts, given that from its origins it was intended to seek know-how; however, this learning reaches its maximum usefulness when it is transferred beyond the school or work environment to find its use in the resolution of daily life problems.

The term competencies has had countless definitions throughout its history that have preserved, in a certain way, its pristine essence. Vargas (2008) attests to this evolution by suggesting that competency was focused on a task, passing through the idea of a more “occupational” conception and more recently advocating a comprehensive professionalization.

Arellano (s.f.) makes a compilation of definitions from which the most relevant ones are extracted: a) necessary set of knowledge, skills and attitudes to exercise a profession, solve problems autonomously and creatively...(Bunk,1994), b) knowing how to take action, which implies knowing how to integrate, mobilize a set of resources in a given context... (Le Boterf, 1995), c) complex processes of performance with appropriateness, in given contexts, taking into account responsibility (Tobon, 2006) and d) being able to act effectively in a class of situations, mobilizing and combining in real time and in a relevant way intellectual and emotional resources (Perrenoud, 2012) (pp. 34-35 ).

The related ideas behind all these concepts are related to knowledge, attitudes, skills, abilities, experience, action, personality and context, all of which are key elements for the generation of a new conceptualization of the subject.

Thus, and as mentioned in the title, competencies should be linked to learning applicable to life, starting from childhood to tertiary education, not only with a connection to the productive world but also to the world of everyday life. It is common to see students who have not found the “*taste*” of knowledge, the utility in “*their real world*” and perhaps that is the reason for their lack of interest in the classroom or in finishing their schooling. Therefore, competencies should be those skills that help to exploit personal and intellectual talents with sufficient malleability to act in different and unpredictable situations, making use of dexterity beyond intuition.

Based on the above, a competency-based curriculum adequately responds to the challenges of today's society firstly because it is a global trend, and according to Lopez (2022 p.55) “*constitutes an international orientation that embodies a feature of the current educational landscape, widely shared around the world*”, secondly, because it encourages context-centered action and, thirdly, because it provides students with the facility to develop their autonomy.

#### **4. Inclusion of social-emotional education**

Nowadays, the word “*emotion*” as a synonym of feeling has had a shift from the most absurd



exclusion for being a popular reference to weakness, to the highest exaltation not only in standard human behavior but also in the success that the management of this has given in work and business. Education is no stranger to this, in fact, according to Mora Teruel (s.f. cited in Bolanos, 2020 p.393) *“there can be no learning without emotion, the excitement of learning at any age comes from awakening curiosity, attention, interest in learning, that is, from exciting the brain”*, which sheds light to support the inclusion not only of socioemotional education but also of the role of emotions themselves in learning.

In the words of Durlak JA et al. (2011 p.412) a social-emotional curriculum refers to *“the process of acquiring basic competencies to recognize and manage emotions, establish and achieve positive goals, appreciate the perspective of others, establish and maintain positive relationships, make responsible decisions, and manage interpersonal situations constructively”*, needs that as teachers and constant observers of student behavior we are aware that they are often recurrent to avoid conflicts, be much more assertive and make much better decisions.

Social-emotional education intrinsically seeks the development of emotional competence through an integral and holistic process to finally bring well-being to people by recognizing not only their own emotions but also those of others (Bolanos, 2020).

In defense of a curriculum that includes a socioemotional education beyond the so-called emotional intelligence of Daniel Goleman, which outside the psychological circles that defend it and whose basis is still hypothetical, it can be said that this actively contributes to: 1) having empathy, that is, trying to *“put oneself in the shoes”* of the other, 2) cooperating by avoiding personal distancing, 3) avoiding poor school performance and dropout and 4) strengthening bonds of friendship and good relationships (Alvarez, 2001 cited in Cardozo et al., 2019).

Other contributions of the insertion of this tendency, in addition to exciting the brain to learn, are to reduce the consumption of psychoactive substances and violence (Quiceno & Quiceno, 2017), to improve the interaction of the teacher with the students by reducing negative feelings (anger/anxiety/despair) and enhancing positive feelings (hope/optimism) (Hattie, 2015 cited in Bolanos, 2020).

Finally, there are divergences and detractions regarding this topic, by way of example, it is believed that socioemotional education could exert dominance over people, making them flexible

and somewhat submissive, although the benefits that this enacts either regulating or integrating the subject to his environment are highlighted more.

### **5. Exploiting the potential of digital technologies in education**

Speaking of an element that is gradually gaining much more importance in the curricula, such as technology, it can be said that the possibilities with it throughout the school environment are fascinating, from simple computer assistance in class to fully virtualized courses, inclusion of mobile devices, AI, virtual reality (VR), holograms, etc., however, technologies have not been applied sufficiently or in the most successful way, which limits their effective exploitation. According to a UNESCO report (2021), despite the enormous potential of the technologies themselves, no way has been found to realize their myriad promises.

This is due to the fact that *“access to digital tools for learning, by itself, is insufficient to improve student outcomes”* (OECD, 2020 p.54) given that the mere fact of adding technological instruments and internet connection is not a guarantee of better performance and could be somewhat counterproductive in terms of cyberbullying, privacy, cybersecurity and overreach in its use. Nevertheless, an effective incorporation of information and communication technologies could be had under the responsible use of three principles: 1) deep knowledge of academic content; 2) mastery of pedagogical skills; and 3) management and application of digital tools (Telephone Foundation, 2013 cited in Atuesta et al., 2018 p.12).

Finding then the middle ground between the application of new technologies and their effective incorporation into the school curriculum, we can talk about techniques and tools as futuristic as promising such as Dialogflow, a chat with AI used by the University of Oriente in Mexico to serve students and optimize the teacher's teaching time (De la Rosa, 2020) that responds to the achievement of UNESCO's 2030 Agenda to develop innovative practices, accelerate the achievement of SDG 4 and stimulate collaboration between humans and machines. In this regard, the Beijing Consensus proposes some strategies such as AI in the service of educational management, teacher empowerment and teaching, and learning and assessment.

Other clear examples of technological projection are holography, which according to Ochoa (2018) has been expanding from the natural sciences, through medicine, the arts and educational innovation, as well as Beteta Serrano et al. (2021) in their teaching of geometry and STEM in primary school, finding that the technique is pedagogically attractive and keeps students at the

center of their learning process. Last but not least, Sousa et al. (2021) state that virtual reality (VR) is a method that provides diversification in assessment, immersion, greater motivation to learn and a better understanding of how learning happens.

## **6. A Green Curriculum Approach for a Damaged Planet**

We begin this section by returning to the UNESCO phrase “*our world is going through a critical moment*”, to put us back in context about the difficult situation that humanity is going through due to the effects of climate change and environmental destruction. In addition to the critical nature of these effects, it seems even worse, the indifferent, negligent and passive attitude that we humans have to take actions to reverse the planet's malaise. Human beings, in our eagerness to achieve so-called “development”, are cutting down the forests, drying up the rivers, destroying the flora and fauna, polluting the air and, among other actions, suffocating the planet and life on it and, therefore, threatening our own existence (UNESCO, 2021).

Education is called upon to respond to this problem, since its social function must seek to achieve transformations in the realities of humanity. In this sense, a pertinent option is to adopt an ecological curricular approach, in which emphasis is placed on climate change in a cross-cutting manner as the central axis of all school work and learning, and not as an isolated subject full of static content; a participatory curriculum that draws on the voices, practices and knowledge about natural community and harmony with the Earth held by numbers of social movements and indigenous communities; that is scientific, because it must include in-depth knowledge of how “*the Earth and the universe are documented, visualized and understood, and how knowledge practices are intertwined with life practices on this damaged planet*” (UNESCO, 2021, p. 69).

This curriculum should seek to change the way we talk about the world, unlearning that technical conception that it is just another celestial body in space and understanding it as another living body that is sensitive to our actions, and also, as our only existing home, along with the implications of continuing to damage it. In a deeply rooted way, the actions of caring, attending, giving and receiving care should be encouraged as if they were values to sensitize students to have a close and committed relationship with the protection of the planet, as if it were another living being that feels and needs care (UNESCO, 2021).

## **7. Inclusion of research and innovation as transversal axes of the curriculum**

Another trend to be observed in the curriculum that remains at the forefront is development

and innovation, which are linked to research. This, in turn, are indispensable factors for progress in education and as Loor, Aviles and Espinosa (2021 p.32) indicate in their words “*research, development and innovation are essential components in the creation of curricula; the academy must respond to the needs of modern education*”, so its constant reinvention is more than a simple requirement; research results in better curricula and graduate profiles.

When researching, one seeks to trace and originate new theories, models and ways of evaluating (Latapi, 1994 cited in Acon, 2015) while innovating aims to introduce something new, creative and lasting that represents an improvement in the field of education. In order to innovate one must do research, therefore, one must, for example, promote the need for research in classrooms with the formalization of a relationship between the State, the school/university and research centers (Atuesta et al., 2018), that is, that research and innovation are in the genesis of the curriculum and as a product of the application of the curriculum.

The incursion of these two important components such as research and innovation is done through the figure of transversal axes that “*are in principle teaching and learning contents that are not included in a specific area of the curriculum*” (p.5), in other words, it will not necessarily entail the creation of new subjects or modules and much less make it insignificant or dispensable since transversality must consider its impact on the personal, collective, emotional, intellectual and ethical life of the subject (Bravo and Inciarte, 2015).

A curriculum with the characteristics described above will firstly reach a high standard product of the fact that the transversal axes are closely linked to innovation, secondly, it will motivate to really transform the educational system through a dynamism between research and teaching, thirdly, it will deliver professionals/students with a more complete, more comprehensive training; without forgetting that the working world also deserves because the “*new training horizons of human talent should focus on their cognitive capacities for the creation and reconstruction of knowledge in contexts of research and innovation*” (Loor, Aviles and Espinosa, 2021 p. 34 ).

## CONCLUSIONS

The rhetorical and academic heritage of the curriculum is quite broad, the depth of its scope is sufficiently distant that it had to be delimited in this paper to fundamentally explain its trends, characteristics and to what challenges these inclinations respond.

Essentially, the journey led to consider the contemporary projections theorized by various authors due to the volatile and expeditious changes brought about by the arrival of the 21st century, evidenced in curricular trends of permanent (re)construction, curriculum relevance, research, flexibilization, competencies, values, integrality, educational practice, ICT, projects and basically the hidden curriculum, without detracting from another set of projections that seek, like the former, an equitable, free and just society.

The curriculum discussion has developed in a dichotomous context that over the years has evolved in its opposing elements, initially it could be about the global or local contexts but today it can be about the real and the virtual, which gives indications of how society works today and that in unfortunate cases in many contexts also prevails inequality, environmental problems or general health affectations. The world described here is a post-pandemic world where the aim is not only to rebuild educational systems but also the social fabric torn mainly by inequality, poverty and a sense of loss. Therefore, the authors theoretically grounded the proposed trends as the right answers to today's and tomorrow's challenges in education.

In this sense, changes will be glimpsed when the curriculum is decolonized; questioning teaching, its structure and organization, including itself as a curriculum to treat it as a malleable, diverse and inclusive element. The above, should go to the flexible curriculum where it allows the hybridization of face-to-face and virtual, relying on the transversal and reach not only more distance but to more people and interests.

The impact to be achieved is for life, therefore, it was considered not enough the school context in teaching or even work, we advocate going beyond, being present at all stages of schooling exploiting those personal talents to act and respond in various situations, among other functions, to develop autonomy in a world of multitasking and simultaneity of events.

Today's world also needs to channel emotions towards the promotion of learning, requires the recognition of others and their emotions and contribute to the welfare of people to achieve a

more peaceful coexistence in a world so convulsed, in addition, so at-risk environment that merits not only the identification of these environmental problems or their treatment if not merge the collective consciousness with the environment and the planet.

Finally, we must apply the most effective way to use technology, research and innovation to provide diversification of methods, motivation and more immersive experiences in the virtual world without alienating the being, always striving to preserve their humanity, freedom and justice.

## REFERENCIAS BIBLIOGRÁFICAS

- Acón Araya, Siu Fong. (2016). La Investigación y La Innovación Como Ejes Transversales En La Educación Superior. *Revista Humanitas*, 2016, 13: pp. 231-248, ISSN 1659-1852. Disponible en: [https://www.researchgate.net/publication/338921331\\_La\\_investigacion\\_y\\_la\\_innovacion\\_como\\_ejes\\_transversales\\_en\\_la\\_educacion\\_superior](https://www.researchgate.net/publication/338921331_La_investigacion_y_la_innovacion_como_ejes_transversales_en_la_educacion_superior)
- Álvarez Bolaños, Esther (2020). Educación socioemocional. *Controversias y Concurrencias Latinoamericanas*, 11(20),388-408.[fecha de Consulta 6 de Julio de 2022]. Disponible en: <https://www.redalyc.org/articulo.oa?id=588663787023>
- Arellano Correa, Sandra. (s.f). Enfoque Curricular basado en Competencias: Proceso descriptivo del cambio efectuado en Carreras de Educación en Universidades Privadas de Santiago de Chile. Universitat de Barcelona. Recuperado el 04 de julio de 2022, de [https://www.tdx.cat/bitstream/handle/10803/260470/02.%20SAC\\_2de4.pdf?sequence=2](https://www.tdx.cat/bitstream/handle/10803/260470/02.%20SAC_2de4.pdf?sequence=2)
- Atuesta V, María & Londoño, Ana & Jaramillo, Ana & Aubad, Pilar & Agudelo, Olga. (2018). Tendencias en Sistemas Educativos Internacionales y Sus Aportes Al Contexto Colombiano. Reporte de investigación Universidad EAFIT DOI 10.13140/RG.2.2.23575.09122.
- Barreto, Nancy (2010). Tendencias curriculares a considerar en los procesos de cambio educacional. *Quaderns digitals: Revista de Nuevas Tecnologías y Sociedad*. Recuperado en 01 de julio de 2022, de [http://www.quadernsdigitals.net/index.php?accionMenu=hemeroteca.VisualizaArticuloIU.visualiza&articulo\\_id=10905](http://www.quadernsdigitals.net/index.php?accionMenu=hemeroteca.VisualizaArticuloIU.visualiza&articulo_id=10905)
- Beteta-Serrano, Lorena., Valle Aparicio, José., San Martín Alonso, Ángel (2021). La Holografía Como Recurso Didáctico para la Enseñanza de Contenidos de Geometría en Primaria. *Innoeduca International Journal of Technology and Educational Innovation* Vol. 7. No. 2. diciembre 2021 - pp. 124-135 - ISSN: 2444-2925 DOI: <https://doi.org/10.24310/innoeduca.2021.v7i2.12243>.
- Bravo, Esperanza., Inciarte, Alicia. (2015). La Investigación como Eje Transversal en La Investigación del Currículo en Educación Superior. Universidad del Zulia. Disponible en:

[https://eduvirtual.cuc.edu.co/moodle/pluginfile.php/587538/mod\\_resource/content/1/Transversalidad%20curricular.pdf](https://eduvirtual.cuc.edu.co/moodle/pluginfile.php/587538/mod_resource/content/1/Transversalidad%20curricular.pdf)

- Cardozo, Héctor., Carrero, Karen., Chávez, Yael. (2019). Aportes para un currículum socio-emocional para la Educación Física en el Ciclo 5, BPS Libre. Proyecto de grado Licenciatura en Educación Básica con énfasis en Educación Física, Recreación y Deporte. Universidad Libre. Disponible en: <https://repository.unilibre.edu.co/bitstream/handle/10901/16020/Tesis%20Aportes20para%20un%20curriculum%20socioemocional%20para%20la%20educacion%20fisica%20en%20el%20ciclo%205%2cBPS%20LIBRE.pdf?sequence=1&isAllowed=y>
- Chehaibar, L. (2020). Flexibilidad curricular. Tensiones en tiempos de pandemia. Educación y pandemia. Una visión académica, 1(1), 83-91. Recuperado en 08 de julio de 2022, de [https://api.includere.co/uploads/1591109044\\_UNAM%20educacion\\_pandemia.pdf#page=83](https://api.includere.co/uploads/1591109044_UNAM%20educacion_pandemia.pdf#page=83)
- De la Rosa, E. H. (2020, 03 agosto). ¿Cómo aplicar Inteligencia Artificial en educación? Observatorio | Instituto para el Futuro de la Educación. Recuperado 7 de julio de 2022, de <https://observatorio.tec.mx/edu-bits-blog/inteligencia-artificial-en-educacion>
- Delors, Jacques (1996). La Educación encierra un tesoro, informe a la UNESCO de la Comisión Internacional sobre la Educación para el Siglo XXI (compendio). Ediciones UNESCO. Recuperado en 01 de julio de 2022, de [https://unesdoc.unesco.org/ark:/48223/pf0000109590\\_spa](https://unesdoc.unesco.org/ark:/48223/pf0000109590_spa)
- Durlak JA, Weissberg RP, Dymnicki, AB, Taylor RD, Schellinger K B. The impact of Enhancing Student's Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development* (2011); 82(1): 405-432.
- Escorcía Caballero, Rolando Enrique, Gutiérrez Moreno, Alex Vlademir, & Henríquez Algarín, Hermes de Jesús. (2007). La educación superior frente a las tendencias sociales del contexto. *Educación y Educadores*, 10(1), 63-77. Recuperado en 01 de julio de 2022, de [http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S0123-12942007000100006&lng=en&tlng=es](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-12942007000100006&lng=en&tlng=es).
- Gaztambide, Rubén, Vásquez, Andrea & Mece, Henrjette. (2017). DISERTACIÓN 1, en Currículo decolonizado/r decolonizing curriculum. Another Roadmap School. Toronto: Instituto de Ontario para Estudios en Educación. Recuperado en 02 de julio de 2022, de <https://another-roadmap.net/articles/0002/9665/descolonizar-el-curriculo-castellano.pdf>
- Loor, C., Avilés, T. y Espinoza, J. (2021). Fortalecimiento de los ejes transversales del currículo a través del emprendimiento y la investigación formativa. *Código Científico Revista de Investigación*, 2(2), 31-43. Disponible en: <https://drive.google.com/file/d/1Kp0IMpd-CeS-jp-WOTWKAiiYaP0te1iE/view>

- López Rupérez, F. (2022). El enfoque del currículo por competencias. Un análisis de la LOMLOE | The competency-based curriculum approach. An analysis of the LOMLOE. *Revista Española de Pedagogía*, 80 (281), 55-68. <https://doi.org/10.22550/REP80-1-2022-05> <https://revistadepedagogia.org/>
- OCDE (2020). Aprovechar al máximo la tecnología para el aprendizaje y la formación en América Latina, <https://doi.org/10.1787/ce2b1a62-sp>. © 2020 OCDE, París.
- Ochoa Peláez, Vanesa (2019). Técnicas Holográficas Aplicadas a la Educación. Proyecto de Fin de Máster. Universidad de Burgos. Disponible en: [https://riubu.ubu.es/bitstream/handle/10259/5112/Ochoa\\_Pel%C3%A1ez.pdf?sequence=1](https://riubu.ubu.es/bitstream/handle/10259/5112/Ochoa_Pel%C3%A1ez.pdf?sequence=1)
- Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura. (2021, 13 octubre). La Inteligencia Artificial en la Educación. UNESCO. Recuperado 7 de julio de 2022, de [https://es.unesco.org/themes/tic-educacion/inteligencia-artificial#:~:text=La%20inteligencia%20artificial%20\(IA\)%20tiene,la%20consecuci%C3%B3n%20del%20ODS%204](https://es.unesco.org/themes/tic-educacion/inteligencia-artificial#:~:text=La%20inteligencia%20artificial%20(IA)%20tiene,la%20consecuci%C3%B3n%20del%20ODS%204).
- Pirela Morillo, Johann. (2007). Las tendencias educativas del siglo XXI y el currículo de las escuelas de Bibliotecología, Archivología y Ciencia de la Información de México y Venezuela. *Investigación bibliotecológica*, 21(43), 73-105. Recuperado en 01 de julio de 2022, de [http://www.scielo.org.mx/scielo.php?script=sci\\_arttext&pid=S0187-358X2007000200004&lng=es&tlng=es](http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S0187-358X2007000200004&lng=es&tlng=es).
- Portillo Wilches, J. (2020). Educación de calidad y currículo: Una mirada desde las tendencias contemporáneas y el papel del docente. Universidad UMECIT. Recuperado en 01 de julio de 2022, de <https://repositorio.umecit.edu.pa/bitstream/handle/001/4097/document-3.pdf?sequence=1&isAllowed=y>
- Quiceno, William Norbey., Quiceno, William Fernando (2017). Propuesta Curricular para Fortalecer Socioemocional y Cognitivamente a Los Estudiantes del Ciclo II Sede B del I.E.D. Restrepo Millán a Través de La Educación Física Monografía de Investigación Empírica. Universidad Distrital Francisco José de Caldas. Disponible en: <https://repositorio.udistrital.edu.co/bitstream/handle/11349/6409/QuicenoMu%C3%B1ozWilliamNorbey2017.pdf?sequence=1&isAllowed=y>
- Solano-Alpízar, José. (2015). Descolonizar la educación o el desafío de recorrer un camino diferente. *Revista Electrónica Educare*, 19(1), 117-129. Recuperado en 06 de julio de 2022, de [http://www.scielo.sa.cr/scielo.php?script=sci\\_arttext&pid=S1409-42582015000100007&lng=en&tlng=es](http://www.scielo.sa.cr/scielo.php?script=sci_arttext&pid=S1409-42582015000100007&lng=en&tlng=es).
- Sousa Ferreira, Regivaldo, Campanari Xavier, Rogério Aparecido, & Rodrigues Ancioto, Alex Sandro. (2021). La realidad virtual como herramienta para la educación básica y profesional. *Revista Científica General José María Córdova*, 19(33), 223-241. Epub



August 12, 2021.<https://doi.org/10.21830/19006586.728>

- UNESCO. (2021). Reimaginar juntos nuestros futuros: un nuevo contrato social para la educación; resumen. Paris: Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura. Obtenido de [https://unesdoc.unesco.org/ark:/48223/pf0000379381\\_spa](https://unesdoc.unesco.org/ark:/48223/pf0000379381_spa)
- Vargas Leyva, María. (2008). Diseño Curricular por Competencias. ANFEI. Recuperado el 04 de julio de 2022, de [https://www.gob.mx/cms/uploads/attachment/file/182548/libro\\_diseno\\_curricular-por-competencias\\_anfei.pdf](https://www.gob.mx/cms/uploads/attachment/file/182548/libro_diseno_curricular-por-competencias_anfei.pdf)