

Catholic University of Uruguay (UCU) - Faculty of Human Sciences
International Bureau of Education (IBE - UNESCO)
Regional Bureau for Education in Latin America and the Caribbean (UNESCO Santiago)

REGIONAL DIPLOMA IN CURRICULUM DESIGN AND DEVELOPMENT

Within the framework of a cooperation agreement between the Catholic University of Uruguay (UCU) and the International Bureau of Education (IBE-UNESCO), this Diploma aims to promote training and capacity development on curricular issues as a way of contributing to the achievement of an equitable quality education.

The Diploma in Curriculum Design and Development is primarily targeted at policy makers, experts from the national ministry teams (among other departments / areas / curriculum divisions), international civil servants, teachers, professors, managers, supervisors, educators and researchers.

This diploma is a conceptual and methodological tool for strengthening capacities for analysis, review, evaluation, curricular design and development at a macro and micro levels of the education system, with an emphasis on the school level.

Graduate profile

- Knows, interprets and uses curriculum principles and international trends adequately in order to analyze, compare and evaluate the different educational contexts.
- Understands, interprets and promotes the participation of different stakeholders, focusing their participation in curricular change and development processes.
- Designs, selects and organizes contents, strategies, processes and methodologies to develop them at different levels of the educational system.
- Values the relevance of curricular change and regularly monitors its implementation.

The concept of curriculum

*The curriculum reflects
the kind of society to which we aspire*

We begin by recognizing that there are no good educational reform processes without a strong vision of curriculum. To further improve the quality of education, it is necessary to develop a curricular vision that justifies the relevance and pertinence of what, and why, to teach students at different educational levels, according to the ways the expectations and demands of the society are interpreted.

The curriculum can be viewed as a product (the "what") and a process (the "how"). Both aspects are equally important and complementary.

An comprehensive vision of curriculum should include: learning outcomes to be achieved, pedagogical and didactic strategies related to teaching and learning processes, teaching materials for teachers and students, disciplinary contents, assessment of learning outcomes and achievements, and the administration of the curriculum.

Prerequisites for participation

- A university degree or teacher training
- Experience in teaching, school management, providing pedagogical advice related to educational policies, curricular development or research on curricular issues
- Access to internet
- Available to participate in the online sessions
- Available to attend the face-to-face intensive session

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Teaching Staff

Renato Opertti

- Coordinator of the Capacity Building Program of the IBE – UNESCO
- Teacher and education specialist with vast national and international experience on all themes related to education and curriculum policies

Hugo Labate

- International consultant on curriculum design and capacity development strategies for implementing curricular changes
- He has participated in the development of the IBE's Training Tools for Curriculum Development

Adriana Aristimuño

- Dean of the Faculty of Humanities of the Catholic University of Uruguay
- Teacher at the undergraduate and graduate levels on issues of educational reform and change, curriculum and assessment. Researcher and international consultant

Pablo da Silveira

- Full-time professor and Director of the Educational Management Program at the Catholic University of Uruguay (UCU), and former academic vice-president of this institution
- Author of, among other titles, "Parents, teachers and politicians: The challenge of managing education" (Buenos Aires, Santillana, 2009)

Javier Lasida

- Director of the Educational Management and Policy Department at the Catholic University of Uruguay
- Consultant for national and intergovernmental organisations and the author of articles and books on issues of competencies and quality of schools

Curricular Structure

Module 1: Curricular change from an international comparative perspective

Module 2: Dialogue with institutions and stakeholders in the development of curricular processes

Module 3: Curriculum design founded on competency-based approaches

Module 4: Curriculum design in the context of education systems

Module 5: Centralised and decentralised curriculum design

Module 6: Curriculum support materials

Module 7: Basic teacher training and professional development for curriculum reform

Module 8: Curriculum implementation at different stages

Module 9: Student assessment

Module 10: Curriculum evaluation

Participants will have access to the Resource Pack for curriculum development – developed by the IBE – which contains conceptual frameworks within an international comparative perspective, a series of training activities, case studies from different regions around the world on processes of curricular change and development, access to documents on theory and curricular change, and a glossary of concepts.

Time requirements

The Diploma consists of a two weeks intensive session (10 days of 8 hours) where participants' attendance is required, as well as distance activities within a timeframe of 30 weeks.

A three week period is allocated to each of the ten modules. During the first two weeks, participants will work from distance through forums, article reviews and homework, and the third week will be dedicated to preparing the final product for each module. All participants will be supported by tutors.

Calendar

Academic year 2010 - 2011, from August, 2010.