TRAINING CURRICULUM

Sommario

CURRICULUM DESIGN

Methodology for training curriculum development

A study of the literature on curriculum theory and models shows that the concept of "curriculum" has been defined in many different ways. In the early 20th century Dewey (1902) defined curriculum as a synthesis of planned experiences. Later, in 1932 Taba defined it as the set of experiences in school and in 1975 Tyler supplemented Taba's definition by specifying "the set of planned and unplanned experiences in school". Olivia (1988) adds that the curriculum is a set of experiences that the student encounters in school, the discipline, the subject matter and the material taught, that is, it is everything that is planned by the school. In the 21st century, Ornstein & Hunkins (2016) consider the curriculum as a system and explain that the curriculum is a structure in which objectives, subject area, learning experiences and assessment techniques are designed. Looking, collectively, at the various definitions given in the literature, we can say that the concept of curriculum is treated as what is taught, a subject area, content, a set of materials, that is, everything that is planned and a set of experiences that students acquire (Marzooghi, 2016).

The constant elements that make up the curriculum are four (4):

- Purpose (goals and objectives)
- Content or subject matter
- Methods or learning experiences
- Evaluation

The diagram below shows the interaction between these elements
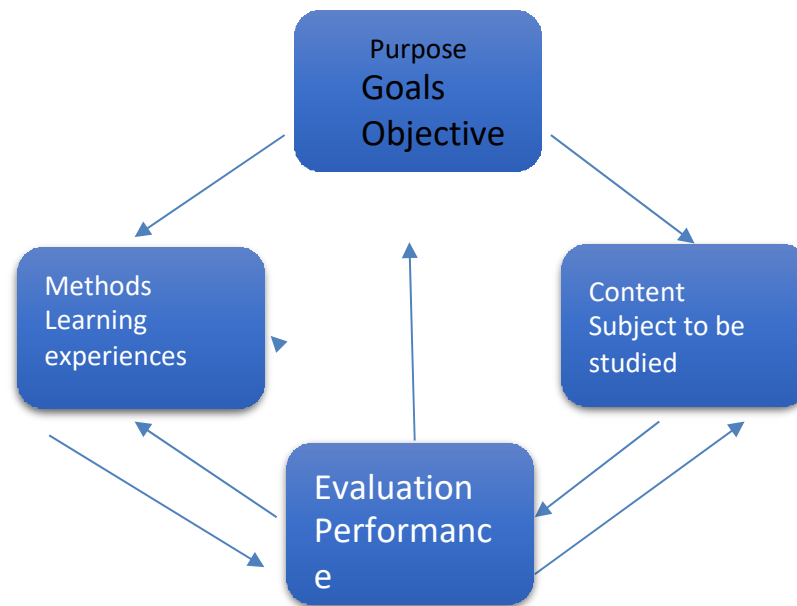
Elements of the Curriculum

Figure 1: Elements of the Curriculum. *Adapted from Gatawa, B. S. M. (1990: 11). The Politics of the School Curriculum: An Introduction. Harare: Jongwe Press*

The various definitions feed the field of curricula with theories and models. The methodology for developing the curriculum model is based on the development of a prototype from which a different national curriculum will be constructed. The purpose is to establish and define a set of courses with theoretical and practical aspects that will help teachers to acquire necessary and appropriate knowledge and skills to achieve the objectives.
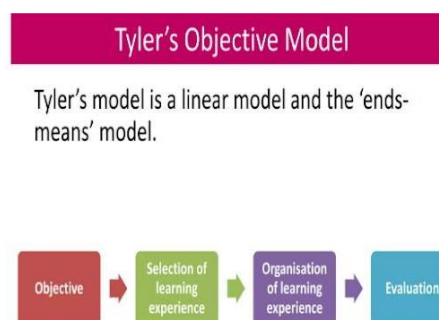
In this project, the methodology is based on 4 theoretical models for curriculum creation:

a) Tyler Model
b) Taba Model
c) Oliva Model
d) Hunkins Model

Tyler Model: The Tyler Model, developed by Ralph Tyler in the 1940's, is the quintessential prototype of curriculum development in the scientific approach. It is focused on the idea that the purpose of education is to uplift learning that is useful as well as meaningful to learners. Ralph Tyler's model gives the impression that the curriculum process simply starts with defining the objectives of the learning experience and ends with evaluating and assessing the learning experience. It was one of the first models and it was and still is a highly simple model consisting of four steps.

1. Determine the school's purposes (aka objectives)

2. Identify educational experiences related to purpose

3. Organize the experiences

4. Evaluate the purposes

Tyler's Objective Model

Tyler's model is a linear model and the 'ends-means' model.

Objective ➤ Selection of learning experience ➤ Organisation of learning experience ➤ Evaluation

Taba Model: Hilda Taba (7 December 1902 – 6 July 1967) was an architect, a curriculum theorist, a curriculum reformer, and a teacher educator. Taba defines a "curriculum" as a document containing a statement of objectives and specific objectives; it signifies some selection and organization of content; and it implies or demonstrates certain modes of learning and teaching. It includes a procedure for evaluating results due to objective requirements or content organization requires it. She created a multipurpose teaching model that utilizes the use of multiple process i.e. Listing, grouping, re-grouping, labelling, and synthesizing. She promotes the "Down-Top model" or Grassroots approach which is modified

version of Tyler's model. Taba's grassroots model has seven steps as listed below.

1. Diagnosis of Learners' Needs
2. Formulation of Objectives
3. Selection of the Content
4. Organization of the Content
5. Selection of Learning Experiences
6. Organization of Learning Activities
7. Evaluation
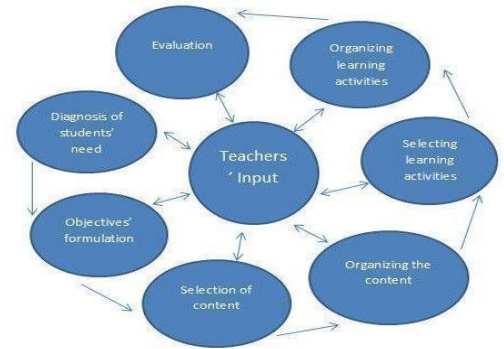
Oliva Model: Peter Oliva's (2005) model provides a way for teachers to accomplish development of school curriculum. According to Oliva (1988), a curriculum model should be simple, comprehensive and systematic. This model offers interdisciplinary, interdisciplinary projects that transcend faculties. It illustrates a step-by-step process of curriculum development, from identifying general and social needs of students, to evaluating the curriculum. Oliva said he wanted to develop a simple, comprehensive and systematic model. This model integrates two sub-models: curriculum sub-model and teaching sub-model. The curriculum sub model mainly includes the planning phase, which is not completed unless transformed into the instructional sub model (Oliva, 1992)[3]. Oliva's model echoes the limitations of Taba's model in only diagnosing student needs before setting goals. He considers society and subject matter in establishing educational goals and his philosophical and psychological principles,

---

[3] Oliva, Peter. (1992). *Developing the curriculum. 3rd ed*. NY: Harper Collins Publishers, Inc

similar to Taylor's reasoning about goal selection (Oliva, 1992). Oliva describes the curriculum development model in the 12 components in which one another inter-related. The components are as follows.

1. General students and community Needs

2. Special students' needs, the community needs, needs of discipline.

3. The purpose of general curriculum.

4. Specific goal curriculum.

5. Specific curriculum organization.

6. The broad objective of learning.

7. The specific purpose learning.

8. The selection of learning strategies.

9. Selection of preliminary technical evaluation
and selection to techniques of final evaluation.

10. Implementation of the strategy.

11. Evaluation of learning.

12. Evaluating the curriculum.
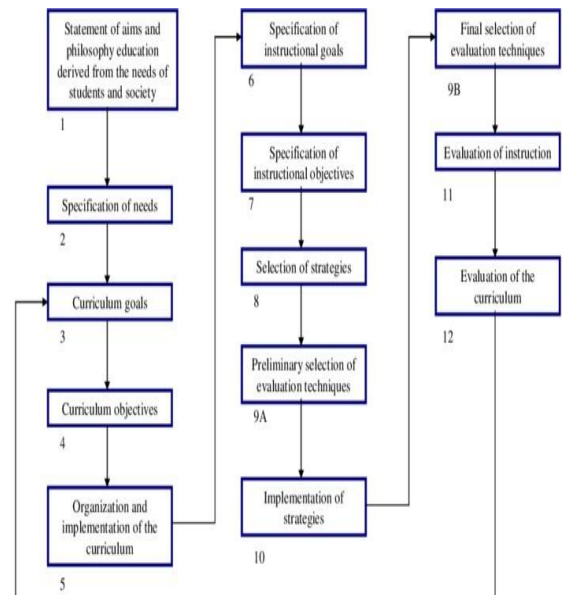
Hunkins Model: *The Hunkins[4] model is accepted as a decision model.* It has a unique feature called the feedback and adjustment loop. This loop allows decision makers to refer back to previous stages to make changes and any

---

[4] Ornstein, A. C., & Hunkins, F. (2004). Curriculum foundations: Principles and theory (4th ed). Boston: Allyn and Bacon.

modifications. This loop contextualizes the process of creating and implementing curriculum. The model has 7 steps as listed below:

- Curriculum conceptualization and legitimization
- Diagnosis
- Content selection
- Experience selection
- Implementation
- Evaluation
- Maintenance
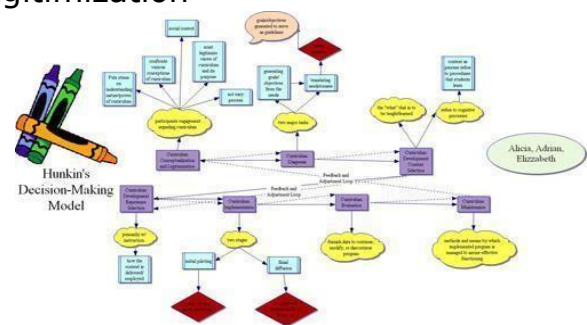
Using the aforementioned models we seek to create the mapping of the curriculum's lessons by applying cognitive, affective and psychomotor methods of teaching and learning. The exploratory and experiential learning through student experience will follow the linear approach from simple to complex, from general to specific while the evaluation of the results will be done with key performance indicators (Tyler model). At the same time, the lessons created will be a sequence of modules (Taba model). The principles of the Oliva core curriculum will be allied to the students since they will be integrated into the faculty principles by creating interdependencies with other courses. Finally, through learning the techniques of problem solving and decision making (Hunkins model) we expect to achieve the objectives of the program.

DIGITAL WOMANIST CURRICULUM DESIGN

Target Groups

The Digital Womanist curriculum is aimed at female students at bachelor's or master's level in humanities and lifelong learning representatives of cultural institutions and, more generally, those working with cultural heritage to teach or enhance their hard-digital skills.

In particular, the programme is open to female students of Philosophy, Literature, History, Archaeology, Tourism, Journalism, Marketing, Culture, Sociology, etc.

Course Description

The courses included in the Digital Womanist curriculum guide develop the hard-digital skills of female humanities students to enhance their advancement in the cultural sector job market. Through innovative and interactive teaching methods, the contemporary professional profile of a woman specialising in humanities studies who has developed hard digital skills is designed and shaped. The professional woman will be able to use her theoretical methodological knowledge together with her digital transformation knowledge to be able to exploit digital practices and use technology and IT resources and tools in all jobs in the field of humanities and culture, promoting cultural heritage in the best possible way.

Women who attend and complete the Digital Womanist curriculum will be able to find employment in a variety of arts, entertainment and culture sectors such as libraries, museums, etc.

Professional profile

For the development of the Digital Womanist profile, a variety of sources were used and studied such as:

- Literature review
- Research on focus groups
- Professional competency standards
- Job descriptions

From the above, an integrated framework for the design of the digital womanist's profile, her characteristics as a professional (competences, skills, knowledge, indicators, expected outcomes) on which the design of an integrated curriculum (modules, courses, OER content) was based. The competences of the Digital Womanist and the expertise and skills to be developed were categorized into two groups. The first group includes those considered prerequisites and the second group includes those that are developed in the curriculum and are considered learning objectives.

Five activity blocks refer to the five Digital Womanist competency areas of the curriculum:

DIGITAL WOMANIST PROFESSIONAL PROFILE

Competence area	Skills	Knowledge
TRENDS AND CHALLENGES IN THE DIGITAL TRANSITION OF THE CULTURAL SECTOR	• Understanding the concept of the digital creative and cultural world and its dynamics • Understanding the impact of rapid technology development in the creative and cultural sector • Understanding the role and importance of block chain technologies • Understanding of theories and foundations of artificial intelligence • Acquire knowledge about the concept of the Internet of Things, what advantages it has for cultural communication promotion strategies • Acquire comprehensive knowledge of the perspectives and developments of the Metaverse in the cultural field focusing on digital, marketing and content creation.	✓ Artificial Intelligence applied to cultural assets ✓ Blockchain Technologies for the cultural sector ✓ Internet Things ✓ Big Data

DIGITAL TECHNOLOGIES THAT VALORISE THE CULTURAL ASSETS	• Understanding the nature of human technology interactions and their implications • Understanding scientific methodology and connected human-environment issues • Understanding of the different development phases of an Augmented or Virtual Reality project, from design to the development of the content required for its realisation, to the programming of interactivity	✓ AR, VR and Human Computer Interaction ✓ Augmented and Mixed Reality. Digital Stratifications ✓ XR applied to the cultural sector
DIGITAL TECHNOLOGIES: ADVANCED SOLUTIONS	• Managing digital technologies and user experience design applications for strategic customer relationship management through digital channels • Understanding of the main programming languages • Applying basic programming techniques • Realising cultural communication projects with coding • Identifying and distinguishing the characteristics of digital platforms to generate connections between organisations, users and data in a cultural ecosystem to operate globally.	✓ UXD: User Experience Design & UCD: User-Centered Design ✓ Open Access platform

SUSTAINABILITY IN THE CREATIVE AND CULTURAL SECTOR	• Understanding the role of the circular economy and sustainable development in the cultural and creative sector	✓ Sustainability ✓ Glocalization
PIONEERING DIGITAL WOMANISTS	• Searching for pioneering digital women • Creating a case study	• who were the digital women pioneers and what was their profile

Learning outcomes

The expected results are as follows:

Female students who follow the curriculum should be able to understand:

- The concept of the digital creative and cultural world and its dynamics
- The impact of rapid technology development in the creative and cultural sector
- The role and importance of block chain technologies
- The nature of human technology interactions and their implications
- The different development phases of an Augmented or Virtual Reality project, from design to the development of the content required for its realisation, to the programming of interactivity
- The main programming languages
- The role of the circular economy in the creative and cultural sector
- The role of the sustainable development in the creative and cultural sector
- Theories and foundations of artificial intelligence
- Scientific methodology and connected human-environment issues

Also, they could be able to:

- Apply basic programming techniques
- Manage digital technologies
- Use experience design applications for strategic customer relationship management through digital channels

- Have acquire knowledge about the concept of the Internet of Things, what advantages it has for cultural communication promotion strategies
- Have acquire comprehensive knowledge of the perspectives and developments of the Metaverse in the cultural field focusing on digital, marketing and content creation.
- Realize cultural communication projects with coding
- Identify and distinguish the characteristics of digital platforms to generate connections between organizations, users and data in a cultural ecosystem to operate globally.

Entry requirements

Women students or workers applying for the programme should have basic knowledge and skills in the field of humanities and culture. The Digital Womanist programme includes courses and methodologies that will enhance students' existing knowledge and help them to combine it to create new knowledge and skills in the field of digital cultural heritage. The above is consistent with the main objective of the Digital Womanist project which is to design, test and disseminate a new advanced learning programme for humanities universities aiming to refine teaching methods and empower their female students with hard digital skills to become competent and experienced professionals.

Curriculum Design

OER	Individual Learning Units	Suggested Courses

OER 1 TRENDS AND CHALLENGES IN THE DIGITAL TRANSITION OF THE CULTURAL SECTOR	1.1. Artificial Intelligence applied to cultural assets 1.2. Blockchain Technologies for the cultural sector 1.3. Internet of Things 1.4. Big Data	✓ Artificial Intelligence ✓ Blockchain Technologies ✓ Internet of Things ✓ Big Data ✓ Augmented reality ✓ Virtual reality ✓ Mixed reality ✓ X reality ✓ UXD & UCD ✓ Open Access platform ✓ Sustainability
OER 2 DIGITAL TECHNOLOGIES THAT VALORISE THE CULTURAL ASSETS	2.1. AR, VR and Human Computer Interaction 2.2. Augmented and Mixed Reality. Digital Stratifications 2.3. XR applied to the cultural sector	
OER 3 DIGITAL TECHNOLOGIES: ADVANCED SOLUTIONS	3.1. UXD: User Experience Design & UCD: User – Centered Design 3.2. Open Access platform	
OER 4 SUSTAINABILITY IN THE CREATIVE AND CULTURAL SECTOR	4.1. Sustainability 4.2. Glocalization	
OER 5 PIONEERING DIGITAL WOMANISTS	Case studies • *Samantha Cristoforetti-* Astronaut • *Arianna Traviglia-* Humanist/Technology • *Rania Svoronou* - Digital Design	

	● *Rada Mihalcea -* Computational sociolinguistics ● *Soňa Kalenda -* Technology/ Social Work ● *Nuria Oliver Ramirez -* Artificial Intelligence, Computer scientist,	

Content

Digital womanist curriculum comprises three structural elements:

Block 1: n courses, 15 ECTS

Partners choose existing courses as **suggested** learning features

Block 2: 1 course, 6 ECTS

Digital womanist course

Block 3: field experience, 3 ECTS

Bachelor – internship

Master – workshop

Digital womanist curriculum – 24 ECTS

5 OER		
N suggested courses, 15 ECTS	1 course, 3 ECTS Digital Womanist	1 field experience, 3 ECTS Internship/workshop

Training methodology	Classes	Digital Stories
	OER & DIGIT	SMEs check - ups

Training Methodology

The curriculum is based on a learner-centred approach that helps to enhance active learning. Courses and modules have a flexible structure, online learning materials with open access to all individual course modules for additional bibliographic resources, examples, etc.

Students will be involved in the process of creating, publishing and managing a digital version. The practical parts will allow students to apply techniques learned beforehand and use the tools presented by the instructors. SMEs check-ups will enable practical application, promote professionalism and facilitate employment. The selected tools include traditional teaching (lectures), online multimedia learning (OER and DIGIT material) and field experience (SMEs check-ups).

Adoption

We propose different adoption alternatives in our Digital Womanist curriculum. It can be a new University programme or adapt/enrich existing courses using this Digital Womanist courses.

Adoption

Bachelor	Master	Life-long learning

Courses	A = 6 ECTS B C Internship = 3 ECTS	A1 – upgraded in content and different competences, B1 C1 – 6 ECTS	Any of A, B, C or A1 offered or Special package for the persons who already work in this filed
Competences	Practical, know to use, etc.	Understanding, using in international context, etc.	Specific – Knowledge & skills focused

Assessment

Students will be evaluated based on different educational methods, including:

✓ Follow-up tests after each learning unit. Students must complete all of the materials that are uploaded to DIGIT platform resources (papers, presentations and videos) for each unit and each section. Ultimately, they must answer questions pertaining to the subject.

✓ Company inspections. Students are required to conduct research in a specific company or organization. The institution is dedicated to the cultural heritage sector and prepared a short report that included their findings.

The final grade of the students/apprentices will be a mixture of the tests following each unit on the DIGIT learning platform and company visits as follows:

FG = 50% T + 50% Ch-up,

where: **FG** = Final Grade;

T = Test;

Ch-up = Check-up.