

# International Journal of Human Sciences Research

*Acceptance date: 11/04/2025*

## SOCIO-EDUCATIONAL APPROACHES IMPACTING THE EDUCATIONAL CURRICULUM

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**Abstract:** Currently, the work within the educational classroom presents numerous demands that not only point out the fact of directing attention to the teaching exercise, but also to generate deep reflection around the stages that the curricular sense entails (which undoubtedly provide the scaffolding for the exercise of a quality educational practice), thus conceiving a reordering and inclusion, which is not only directed at the level of actions, but also of structured contents and of impact with an eminently practical sense, with the purpose of generating deepening, transformation, significance and broadening of knowledge. The socio-educational curricular approaches visualize the curricular sense as a unifying, global and inclusive look, linking diverse lines of impact that go from: the curriculum by competencies, curricular flexibility, curriculum centered on student learning, transversality in curricular aspects, etc.), thus investigating curricular innovations that allow visualizing unifying positions and conceptions.

**Keywords:** Curriculum; Teaching; Learning; Teacher; Student; Inclusion; Reforms

## CURRICULAR REFORMS

Undoubtedly, curricular reforms have favored various figures that do not contribute to the configuration of the teacher as an entity that exercises its action in an eminently practical way, with a sense of change, as demanded by the prevailing reality of every social being. To this effect, the fact of favoring curricular reforms implies attending to the diversity of policies that have had the purpose of adjusting the Mexican educational system to respond to the requirements of the new international labor market.

Within this framework it is important to mention one of the reforms that have left the greatest mark within the continuous demands for curricular changes in Mexico, is the "Education Modernization Program" (1989 - 1994),

where the primary objective is to generate a process of adaptation to changes of cultural, technological, economic and political type; with all the impacts that this entails, attending to lines of action such as: administrative decentralization and federalization, the transfer of financing, maintenance and equipment schools to the states and municipalities, the attention to the marginalized population through compensatory programs; all this having as a line of approach the educational change as an opportune structure of social movement, bearing in mind that only education, awareness, will make possible a change of course; and the famous Educational Reform 2012 - 2013), which sought to respond to a social demand with the purpose of strengthening free, public and secular education; ensuring greater equity in access to quality education, strengthening the school in its management capabilities.

Since curricular reforms are very diverse, it should be noted that they usually include declarations of "good intentions" with respect to modifying socio-educational situations; however, efforts are concentrated on developing documentary supports, leaving aside the systematic implementation of changes in pedagogical formats and in the configuration of teachers' work.

Therefore, before thinking about the generation of "new curricular reforms" it is important to contemplate the fact of generating and developing a set of specific actions with the firm purpose of cementing the necessary changes.

Without the need to modify certain curricular map, it is important to consider making a sustained investment in terms of building collective teaching work spaces and pedagogical accompaniment of those spaces, focusing them on the development of more relevant learning proposals for students, visualizing new evaluations where students can demonstrate understanding, without stating content that is not understood to satisfy the teacher.

## CURRICULUM AND INCLUSION

It is becoming increasingly evident that we live in a more and more challenging environment that demands responsibility in the preparation of generations with reflective and critical visions, which are creators of evidently inclusive lines of action.

Equity in education implies avoiding that social origin or any other circumstance of people inevitably become an educational destiny, with the intention of advancing towards greater educational equity, where it is only possible by ensuring a sense of equal opportunities in terms of permanence, access and success in relation to learning achievements, without distinction of ethnic, socioeconomic, gender, political or any other type of condition. Assuming quality education for all will always involve the challenge of achieving successful results in heterogeneous groups and contexts.

Thus, inclusive education must not lose sight of the fact that the school system must always adapt to the needs of all students and, at the same time, recognize the different abilities, styles and rhythms of learning, without distinction, thus helping to curb the aspects of social exclusion that affect socially disadvantaged groups and individuals.

In this sense, inclusion should be seen as a procedure through which certain educational institutions and classroom action progressively evolve from exclusionary to inclusive spaces.

In the inclusion process, barriers are removed step by step to facilitate the participation and learning of all students, without losing sight of those most vulnerable to exclusion. In this same perspective, schools are strengthened with the vision of being able to recognize the individual needs of the diversity of students (regardless of ability, religion, socioeconomic status, ethnicity, gender, etc.).

However, we cannot overlook the fact that the Mexican educational system is full of complicated challenges in the area of equity and

inclusion. In many lines of action, the correct procedure continues to be a postponed task in a country marked by deep inequalities, contrasts and unfortunate exclusions.

Many would be the responses of action to be exercised, but we can start by alluding to:

- To implement equity and inclusion strategies in the educational system, responding to and confronting (from the current formative processes) the inequalities that were generated in the past, even from the educational system itself, and that have prevented or limited social mobility and integral growth.
- Emphasize the diversity of agents that enrich and make us participants in a society that aspires to be more inclusive and fair, where heterogeneity should be recognized as an everyday rather than unusual quality in the educational system, since this allows individuals to develop on an equal footing, regardless of their conditions of origin.

## CURRICULUM IN THE INFORMATION AND KNOWLEDGE

All societies are part of *information* and knowledge in its most complex sense (assuming complexity as an enriching medium), which unfortunately has ceased to have an impact on the ideas that support educational institutions, as well as on the valuation of them and their practices, due to the diversity of interests or agreements that they pursue in terms of how they generate their social conception.

However, we must not lose sight of the fact that every society is part of “knowledge”, and will always be so in its infinite number of forms. Every knowledge society must respond to the sharing of knowledge, integrating its members, inciting new forms of action (in solidarity with present and future generations).

This ideal -to a certain extent realistic- panorama must be configured through a process of analysis and assessment of the peculiarities reflected in the information and knowledge society, as well as the possibilities of improving it. It is important to execute this vision constantly, without forgetting that these aspects will never be alien to individuals and social groups.

Within the curricular aspect, this becomes a fluid way of knowledge and information that constantly favors the society approach, generating an open window for the constant cognitive edification, which is susceptible to constant improvement, attending to the vertiginous changes of the prevailing context.

The peculiarity of looking at the “new” society (assuming it as part of information and knowledge), lies in how a type of knowledge is understood and used as dominant, according to who can access it, depending on how it is regulated and distributed, considering who legitimizes the valuable knowledge, distinguishing it from that which is not.

## INTERCULTURALITY

One of the most important spaces that allows the crossing of cultures within any context, is the educational space, generating a fertile ground space, where relevant human values are instilled to achieve a harmonious coexistence where values such as tolerance, dignity and respect reign, which allows declaring a more inclusive society, where everyone assumes a relevant role, where democracy is increasingly participatory and integrates social groups that for various reasons were always excluded and away from a real democracy.

By attending to a supposed superiority of certain cultures over others, during a large part of the history of mankind, there has been the apparent idea that Western societies have been above other societies of the world, bearing in mind that this supposed superiority is not new, but is a problem that has been hindered over time, due to the imperialist tradition of certain

European societies that have felt superiority of conditions in respect to other cultures.

Landing on the subject of educational processes, it is essential not to lose sight of the need to integrate the curriculum to the aspect of interculturality, where all actors directly involved in the educational environment are included and trying to avoid differences at the level, within a climate of tolerance, dignity and respect.

In short, the importance of respect for differences in a heterogeneous and multicultural society is based on the principle of tolerance of those who are perceived as different and those who can be considered as such. This is why multiculturalism policies (in general) and education policies (in particular) can have a contradictory character, since they start from the respect for those who are different from others., but they can reinforce the differences that make us stranger with respect to those we already considered as different (*Gimeno Sacristán, 2002*).

## CURRICULUM AND NEW SPACES FOR LEARNING

Talking about the teaching and learning process will always imply assuming that the acquisition of knowledge may not necessarily take place in the classroom, but may originate in any space or environment where the incorporation of technologies into daily life is changing in an extraordinary way, not only in terms of the way in which knowledge and culture are accessed, but also in terms of how they are constructed and exchanged.

In this exchange, it is essential to consider not only certain access paths such as : the classroom, the environment, the teacher, the students, etc., but also that currently, the incorporation of technologies to daily and academic life is changing in a vertiginous way, not only in relation to the way in which culture and knowledge are accessed, but also impacting the fact of investigating how it is constructed, recreated and exchanged.

Although much is said about the acquisition of knowledge in a playful, cooperative, recreational, observational, exploratory, etc. sense, the incorporation of ICT (Information and Communication Technologies) to the curriculum cannot be left aside, as a means to promote changes in the processes of knowledge acquisition, in the constitution and identity of the teacher and student, and of course having as a reference the meaning related to the different forms and modes of knowledge.

The best way to exercise learning based on new spaces is one that, at the curricular level, can assume with commitment and depth of knowledge, assuming that the new generations behind the back of any educational institution make evident the use of new spaces such as blogs, apps, platforms, forums, i.e. all the accumulation of technologies, in which it is important to perform the following activities a selection and adaptation process applicable to persistent curricular needs.

From this perspective, the school curriculum should contribute to increase the perception of cognitive enrichment, knowing and taking from educational technology the most effective, efficient and innovative tools that complement (not substitute) what is proposed in the formal curriculum, enriching it with the hidden curriculum.

## **EMERGING ACTORS IN THE CURRICULUM AND CURRICULAR TRENDS**

A curricular perspective with support and vision of educational growth from its conception, must contemplate two immediate aspects, such as the alternative curriculum (with the purpose of structuring and operating in a sustained way the curricular content, where the transversal strategies help to configure curricula in a more efficient way) and the emerging curriculum, (which allows to bring to light experiential and technological

topics in the classroom, all in order to achieve quality education), through the promotion of innovative practices with a pedagogical perspective, achieving the potential of teaching and learning processes with the need to meet a constant transition for the benefit of the educational institutions themselves.

Both teachers and students (without losing sight of the educational intention in an integral manner), will always provide support to the *emerging curriculum*, based on the accumulation of pedagogical practices that are developed in the endless number of educational contexts; in this way, the different activities carried out by teachers in the classroom with a sense of cognitive significance, will reflect the elements of praxis, establishing relationships between the different educational actors.

We must not lose sight of the fact that to speak of “emerging” meaning implies replacing the logic and meaning of knowledge, based on one’s own knowledge, feelings and effective practices, which continues to be a challenge today.

Thinking about the construction of an emergent curriculum presupposes establishing teaching dynamics based on the interactions between the proposed system of the learning environment and the forms of relationship that come from the everyday world.

Consequently, it is important to consider the curriculum as a set of methodologies and plans through which the teaching and learning process is established, not only through the selection of contents according to the social and educational reality (Díaz Barriga, A. 1994), but also, the curriculum instrumentalizes and materializes the school as a mechanism to articulate and produce effective relationships between the experiences of teachers and students.

Starting from the emerging curriculum, from a commitment to the recognition of cultural diversity, implies fixing the gaze within the school context, the differences of gender, ethnicity, sexuality and social class; articulating the school dynamics from pedagogical proposals that integrate the disciplinary contents, generating the variety of dialogues that arise from the collective of school actors, where the teaching dynamics are oriented towards the learning that come from the plurality of social and cultural groups.

In addition to all this panorama, it is important to glimpse certain curricular trends (this according to the perspective of the author Frida Díaz Barriga), with the aim of providing a horizon that the bases of the curriculum with the purpose of diversification towards new trends, considering the following:

1. Curriculum as an organized structure of knowledge: alluding to the mission of the educational institution as a transforming entity (*learning to think*).
2. Curriculum as a technological system of production: conceiving the curriculum and its design as a structured statement of learning objectives (*specification of intentions*).
3. The Curriculum as an instructional plan: assuming the curriculum as an instrument that plans learning, with the purpose of exercising its practical sense.
4. Curriculum as a set of learning experiences: the curriculum is a set of planned educational experiences, provided by the teacher and the school institution, based on the prevailing context.
5. The Curriculum as a reconstruction of knowledge and proposal for action: it lays the foundations for the need to integrate curriculum and instruction in a unitary and flexible manner.

These curricular trends are set as a watershed in view of the need to envision the educational curriculum as a creative source of cognitive action inside and especially outside the classroom, with a view to academic growth in a significant way, with a cross-cutting impact, where students and teachers form a binomial of knowledge transformation.

## CONCLUSIONS

Based on the above, it is important to reiterate the sense of shared responsibility that demands the participation of the different actors (educational curriculum - teachers - students - educational institution - diversification of contexts), recognizing a great value in the learning experiences outside the classroom; constantly demanding in educational institutions the generation and strengthening of socio-educational relationships, generating the consolidation of integral beings, based on the bio-psycho-social aspects.

It is to be believed that, by generating a change in practices and visions, it will undoubtedly lead to an improvement in teaching styles and, consequently, in the learning processes of students; however, in few scenarios the panorama encouraging.

The demand is constant and continuous, by continuing with the socio-educational conception, conceiving it as a gear that concretizes unification, flexibility accompanied by transversality; all this focused not only to the concretion of knowledge, but also to the mobilization of strengthening experiences of individuals in constant transformation.



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