INTRODUCTION

Digital technologies

OBJECTIVE

Studying the perception about the concept of curriculum in today’s digital contexts.

METHODOLOGY

Mixed study

STUDY 1

Online questionnaire about learning on the internet with 833 participants (76.5% females).

STUDY 2

Semi-structured interviews to 7 adults (5 women).

RESULTS

LEARNING

Is organized by learners themselves, who decide what contents, how activities and strategies, where and when they learn. Hardly varies according to gender, age, and level of schooling.

LEARNING EXPERIENCES

Are driven by a degree of intentionality; most of them lack a previous organization and structuring and have a high degree of freedom.

A conflict arises in the curriculum between individual interests and society’s dominant values.

IT IS UP TO THE SUBJECTS themselves to freely decide and define what and how they want to learn, and the way in which they organize themselves.

A reflection on the learning achieved is carried out a posteriori.

CONCLUSIONS

THE CURRICULUM

Is associated with activities performed by the subjects themselves and driven by a degree of intentionality which develop within a flexible and dynamic personal learning process that takes place throughout adult life.

Individually: time on the curriculum design and organization of learning.

Which change are space, time, strategies, and actors.

THE CURRICULAR COMPONENTS

Which are determined beforehand.

Evaluation: a less explicit curricular component.

Subjects teach themselves: teaching and learning merge.

UBIQUITY IN TIME AND SPACE, which are not defined in advance.

Evaluation: a less explicit curricular component.

Subjects teach themselves: teaching and learning merge.

THE CURRICULAR CONTEXT

The organizational elements of the curriculum are not formal; it is implemented on a random and occasional basis.

The curricular design and organization of learning.

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