



## BASES FOR CURRICULUM DEVELOPMENT ON UPV/EHU OFFICIAL DEGREES

1 The direction and mission of University must go together with the social and cultural dynamics of each time. Just as the world has changed dramatically in recent decades, the general *curriculum* of the university in the 20th Century must also evolve in order to suit the demands of an ever-changing society which is characterized by uncertainty. Higher education is aimed to make people aware of and sensitive to what happens in their environment, that is, people able to adapt to constant changing and to respond creatively and ethically to new problems.

2 Conscious of the need to address the challenges of a knowledge-based society, the UPV/EHU has promoted the curriculum development of its degrees undertaking innovative actions within a framework that allows the institution to advance in its own university identity<sup>1</sup>. In this sense, convergence towards the European Higher Education Area (EHEA) and its structural reforms is an opportunity to develop our own educational model, based on the concepts of quality, competitiveness and excellence, so as to achieve the internationalization of our educational offer and the promotion of research talents to greater heights.

3 In recent years, the UPV/EHU has led training programs for teachers in new methodologies, has developed ICTs applied to education and has implemented processes to review and improve the curriculum development of the degrees in order to adapt to the demands of the EHEA. The effort to date by our educational community allows us to advance now in the definition of the grounds for developing our own educational model, which will provide competitive value to our educational offer and will single us out from the rest of the offers within the new European Higher Education Area.

4 The **learner-centered cooperative and dynamic teaching and learning model / eta kooperatiboa ikaskuntza dinamikoa (IKD)** reflects the aforementioned purpose and is configured as a proposal for developing the teaching curriculum at the UPV/EHU.

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<sup>1</sup> UPV/EHU Strategic Plan 2007-2010, page 6.



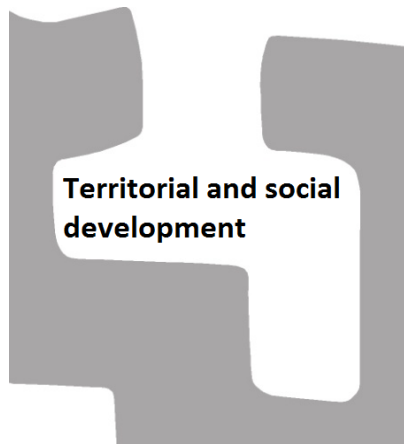
- ✓ The IKD model's center of gravity is in **students' learning**. Through active methods and with the support of information and communication technologies, our model stimulates learning in a context of multilingual education.
- ✓ It is **dynamic** and active. In order to address the need for adaptation and change (design and implementation of new degrees, ECTS application, the desideratum for innovation, ...), as well as for the emerging demands of training (continuous and virtual education), the IKD model poses new organizational and methodological challenges.
- ✓ It is **plural**. The model's interpretation is local and diverse: it must be flexibly carried out for every degree and in every educational institution, but reflecting the common hallmark of the UPV/EHU.
- ✓ The IKD model is based on the **cooperation** of all agents that make up the educational community: students, teachers, administrative staff, departments, institutions and social agents. In an atmosphere of mutual trust, they all share projects and initiatives on the teaching and learning processes.

5 The new degrees' curriculum development based on the IKD model grows and expands through four major routes:



First, the continuing education of those involved in teaching activities (teachers and teaching support), in order to favor appropriate professional development.

Among others, actions that support the implementation of IKD are training programs (ERAGIN, BEHATU, FOPU), innovative teaching projects (PIE) and teaching assessment tools (DOCENTIAZ).



The development of the IKD model requires an ongoing process through which the UPV/EHU commits itself to its social and public context, to criteria which are both economically and socially sustainable, and to the promotion of values such as equity and inclusion. The IKD model also takes into account the particular characteristics of each of the three historical territories where our University is situated, so as to foster them and their learning potential.

A curriculum development which is committed to its social context is carried out through: external practices, collaboration with social initiatives, social networks, and the relationship with companies and exchange programs that encourage our students to have international and cooperative experiences.



IKD curriculum development promotes policies that give a boost to institutional cooperation between those involved in teaching, in an atmosphere of confidence and dynamism. Programs like **ehundu** that encourage institutional structure of the teachings through the figures of the course/module or degree coordinator, the quality commissions and the promotion of teaching teams are key elements in this new teaching culture.

Other institutional actions should be considered from a perspective that promotes the IKD culture. These actions include offering different types of education (part-time, face-to-face, blended, online), using ICTs in a sustainable and significant manner, institutional regulations concerning assessment, infrastructure design of teaching centers and public spaces (IKDguneak), and extended schedules for using such spaces.



IKD invites students to become architects of their own learning, as well as to grow into an active element in the university governance. It promotes learning through active methodologies (ERAGIN, FOPU); ensures ongoing and formative assessment; supports host programs at the centers; articulates the recognition of previous experience (academic, professional, vital, cultural); furthers cooperation and exchange programs (ERASMUS, SENECA).

6 Therefore, the IKD model is a projection of our motto "eman ta zabal zazu," symbolized by the tree and its fruit, the base of which is rooted in our university and the branches extend, spanning generously the teachers, learners and researchers within and beyond our borders.

