

**[Translated article]**

**Methodological workshops to implement curricular strategies at the  
University Center "Panchito Gómez Toro"**  
**Talleres metodológicos para implementar las estrategias curriculares en  
el Centro Universitario "Panchito Gómez Toro"**

Yamilka Crespo Recaño<sup>1</sup>

E-mail: [ycrespo@uniss.edu.cu](mailto:ycrespo@uniss.edu.cu)

 <https://orcid.org/0000-0003-1736-4604>

Maida Lucía González Fernández<sup>1</sup>

E-mail: [maidag@uniss.edu.cu](mailto:maidag@uniss.edu.cu)

 <https://orcid.org/0000-0002-8481-2238>

Mario Bruno Claro Páez<sup>1</sup>

E-mail: [mariob@uniss.edu.cu](mailto:mariob@uniss.edu.cu)

 <https://orcid.org/0000-0002-5412-9921>

<sup>1</sup>Centro Universitario Municipal "Panchito Gómez Toro", Jatibonico. Sancti Spíritus, Cuba.

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## ABSTRACT

**Introduction:** Cuban Higher Education conceives as a priority to ensure the quality of the integral formation of professionals with a humanistic social approach through the university processes. Within these, the educational teaching process makes possible the work of educating from instruction and the link of the university with life.

**Objective:** To propose methodological workshops to improve the implementation of curricular strategies of university professors.

**Methods:** Several theoretical, empirical and statistical-mathematical methods and techniques were applied, based on a dialectical-materialistic conception.

**Results:** The results show a better preparation of the professors. The curricular strategies are implemented and their output from the classroom. With the implementation of the workshops, a contribution was made to the integral formation of professionals, in correspondence with the current demands.

**Conclusions:** Curricular strategies constitute pedagogical tools to be taken into account for enhancing the pertinence and quality in the processes of formation of professional competences and values in Higher Education students. For this, it is important to design actions that guarantee their integral formation. The workshops contributed to the pedagogical performance of professors and made it possible for them to appropriate the necessary knowledge for their implementation.

**Keywords:** academic teaching staff; curricular strategies; higher education; pedagogical method; training.

## RESUMEN

**Introducción:** La Educación Superior cubana concibe como prioridades, asegurar la calidad de la formación integral del profesional con un enfoque social humanista, mediante los procesos universitarios, dentro de estos, el proceso docente educativo posibilita la labor de educar desde la instrucción y el vínculo de la universidad con la vida.

**Objetivo:** Proponer talleres metodológicos para perfeccionar la implementación de las estrategias curriculares de los profesores universitarios.

**Métodos:** Se aplicaron varios métodos y técnicas del nivel teórico, empírico y estadístico-matemático, sustentados desde una concepción dialéctico-materialista.

**Resultados:** Los resultados alcanzados demuestran una mejor preparación de los docentes, se implementan las estrategias curriculares y su salida desde la clase; con la puesta en práctica de los talleres se contribuyó a la formación integral de los profesionales, en correspondencia con las demandas actuales.

**Conclusiones:** Las estrategias curriculares constituyen herramientas pedagógicas a tener en cuenta para el incremento de la pertinencia y la calidad en los procesos de formación de competencias profesionales y de valores, en los estudiantes de la Educación Superior, para ello, es importante el diseño de acciones que garanticen su formación integral. Los talleres contribuyeron al desempeño pedagógico de docentes y posibilitaron que se apropiaran de conocimientos necesarios para su implementación.

**Palabras clave:** educación superior; estrategias curriculares; formación; método pedagógico; personal académico docente

## Introduction

The vertiginous development of sciences at the end of the 20th century and the beginning of the 21st century has led to a significant diversification and sub-specialization, and at the same time to the accelerated and intensive production of scientific knowledge. It is more sensible, logical and rational in the pedagogical order, on the one hand, to focus university major designs with greater relevance and integrative sense and, on the other hand, to try to address various training areas in an interdisciplinary and transdisciplinary way through curricular lines or strategies that enhance the developmental action of the participating disciplines.

In Cuba, the Ministry of Higher Education, in correspondence with the demands of society, has paid special attention to the continuous training of teachers to face the education demanded by this era, as demonstrated in the conferences offered by the Minister of Higher Education: Rodolfo Alarcón Ortiz at the the Congress *Universidad 2014* and José Ramón Saborido Loidi at *Universidad 2018*, where they ratify the idea of “guaranteeing in quality and quantity the training of professors”, which is a challenge for the university and that public policies “should favor the training and improvement of teachers and professors” (Saborido Loidi, 2018, p. 15).

Indeed, continuing education is necessary for professionals in any area of knowledge, and for education professionals it is essential. In this sense, it is a fundamental concern in the current political, economic, technological and sociocultural context, approaching it from an interdisciplinary approach that contributes to problematize the contents and the achievement of optimal results in students.

Precisely as part of the implementation of the new curricula, Plan E, it has been taken into account in the curricular design to include with greater relevance and integrating sense the approach of diverse formative areas in an interdisciplinary and transdisciplinary way through curricular lines or strategies that enhance the developmental action of the participating disciplines. These curricular strategies must contribute to the integral formation of the students, from an adequate economic and legal education, to responsible health and sexuality, gender equity, knowledge of Cuban history and the environment, among others.

This curriculum contemplates, among others, the following aspects:

- Assuming a base curriculum, common to the majors and offer greater autonomy to the universities, to conceive their own curriculum and the optional/elective one based on their own educational reality and the characteristics of the majors, years and students.
- Resumption of the work with the Municipal University Centers (CUM, Spanish acronym), in order to facilitate access to the bachelor's degree for students from the municipalities.
- Recovering the different forms of organization of the teaching process and types of lessons in Higher Education, with emphasis on part-time lessons.
- Guaranteeing greater rigor in the systematic, partial and final evaluation, as well as to implement different forms of study termination.

The curricular strategies in a major, constitute a particular way of developing the teaching-learning process with a highly coordinated directionality, which must respond to the profession exit profile in which the contents and the diverse theoretical and practical methods of the curricular design of the study plan that intervene in it are increasingly interwoven.

The curricular strategies will have a valuable influence on the formative process only if they are taken into account from the design of the study plan to the concretion of the daily work in the classroom or in the practical activities carried out in the real teaching scenarios, All of which will be possible to the extent that the different centers organize functional academic structures to direct their development in the training process, and the leading or coordinating subject of each strategy has the power to summon the other participating subjects, so as to achieve adequate coordination and empowerment of the actions in the corresponding aspects.

The methodological work is fundamental for a quality educational teaching process; it is very important in each subsystem of the major and in particular the academic year, which can design a methodological strategy that allows the implementation of curricular strategies with satisfactory results.

Taking into account the ideas raised, the objective is: To propose methodological workshops for the implementation of curricular strategies by university professors.

### **Theoretical references on curricular strategies and their implementation from the methodological work**

The training of professionals at higher education is the process that, consciously and on scientific bases, is developed in higher education institutions to ensure the comprehensive preparation of university students, which takes the form of a solid scientific-technical, humanistic training and high ideological, political, ethical and aesthetic values, in order to achieve revolutionary, cultured, competent, independent and creative professionals, so that they can perform successfully in the various sectors of the economy and society in general.

Recently, the Regional Bureau of Education for Latin America and the Caribbean (Orealc/Unesco, 2017), convened the Regional Meeting of Ministers of Education of Latin America and the Caribbean “E2030: Education and Skills for the 21st Century”, in Buenos Aires, Argentina where it is proposed as an agreement:

To strengthen initial and continuing teacher training programs, with special attention to the contextualized planning of offerings, the revision of contents and curricula and the ongoing preparation of trainers, in order to guarantee

innovative training proposals that prepare, motivate (...) teachers and managers for the challenges of teaching in the 21st century.

We will advance in policies aimed at establishing the appropriate conditions for teaching to become a profession of excellence, ensuring the participation of teachers and other education professionals in its design, implementation, monitoring and evaluation. (Orealc/Unesco, 2017, p.11-12).

At CUMs, the conception of methodological work corresponds to the general aspects set forth in the normative documents of the Ministry of Higher Education; however, its local character together with other particularities, demand the analysis of how to proceed in order to guarantee effectiveness in methodological work and that it is reverted in the effective preparation of the teaching staff.

The educational work that is necessary for the formation of professionals in any part of the world and in Cuba, contributes to the formation of an integral personality, in which the incorporation of ethical elements, patriotic feelings and in general the formation of society's own values is essential.

### **What is a curricular strategy?**

A curricular strategy, line or axis in a given major, constitutes a pedagogical approach to the teaching process that is carried out with the purpose of achieving general objectives related to certain knowledge, skills and modes of professional performance that are key in their formation and that it is not possible to achieve them with due depth from the perspective of a single discipline or academic subject, not even with partially integrated curricula and therefore require the participation of more than one, sometimes all the curricular units of the major.

The curricular strategies ensure the achievement of the attributes in the general objectives present in each major that, due to their scope, exceed the possibilities of their fulfillment by a discipline and therefore must be assumed by the major. These attributes are demands derived from the scientific and technical development of the present time. (Ministry of Higher Education, 2022, p.7).

### **Contents and purposes of curricular strategies in Higher Education**

The curricular strategies of a major constitute a particular way of developing the teaching-learning process with a highly coordinated directionality, which responds to

the exit profile of the profession in which the contents and the various theoretical and practical methods of the curricular units of the study plan involved in it are increasingly interwoven.

The following strategies have been proposed by the Ministry of Higher Education: educational work with students, computerization (computing, information and communication technologies), foreign language communication, scientific and technical information, modern management approaches, economic training, pedagogical training and environmental training. These strategies are common to all higher education majors, so that they constitute invariants.

Among the common strategies we have those related to the mother tongue, an aspect of great impact in Higher Education and which directly affects students, since the proper use of the mother tongue is an essential element in the process of continuing education of university professionals. (Ministry of Higher Education, 2023, p.1).

The instrumentation of the strategies from the methodological work.

- 1- The methodological work plan: From this document and its teaching-methodological direction, the planning of methodological workshops is coherently guaranteed.
- 2- The integrating exercise of the year: The integrating subject of the year, through the methodological work, determines the objectives and contents of the integrating exercise, verifying the effectiveness of the design of the strategies in the professional performance mode.
- 3- The integrated practical training guides: They will contain the objectives with the level of assimilation and the contents that allow the students to appropriate the knowledge in relation to this strategy. The way to check its effectiveness will be the discussion of the report in practice with the involvement of the different subjects.
- 4- The course and diploma works: They will evidence the participation of the students through the investigative practice in the solution of professional problems.

The success in the implementation of these strategies will be determined by their level of concreteness in the years, in the training activities carried out in all scenarios, in the participation of all the disciplines involved and in the role played in the orientation, coordination and evaluation of the subject that leads the strategy.

Didactic requirements to be taken into account for the implementation of curricular strategies in the majors:

- Comprehensive diagnosis of the students by the collectives of years, disciplines and subjects. (This allows obtaining the characterization of the students in order to design the work with them).
- Determination of the potentialities of the contents of the subjects to give an outlet to the curricular strategy.
- Contextualization of the curricular strategy in the professional training process.
- Determination of the objectives, contents and activities from the main integrating discipline, which contribute to the fulfillment of the curricular strategies.
- Projection of activities in the academic, labor, research and university extension component, which favor the development of the curricular strategies.
- Review and assurance of bibliographic, technological and material resources in general that are required for the implementation of the curricular strategies.
- Conception of the evaluation to verify the effect of the curricular strategies in the formation of the students.

In this training it is necessary to take into account the system approach, it implies the identification and management of processes and actions interrelated with each other in the different organizational levels, all of which must be evidenced from the methodological work plans in the different instances of the institution. Therefore, it is not enough for the methodological work to be planned and executed with quality at the institutional and faculty level, or in the department, if in the major, discipline or year collectives, continuity is not achieved with the same degree of quality and concreteness. (Lau, 2014, p.13).

The methodological work, according to article 125 of the Organizational Regulation of the teaching process and of the direction of the Teaching and Methodological Work for university majors states:



It is the work that, supported by Didactics, is carried out by the subjects involved in the teaching-educational process, with the purpose of achieving optimal results in such process, hierarchizing the educational work from instruction, to fully satisfy the objectives formulated in the study plans (...) The fundamental forms of methodological work are: teaching-methodological and scientific-methodological; they are closely linked to each other and in the management of methodological work they must be integrated as a system in response to the proposed objectives. (Ministry of Higher Education, 2022, p. 27).

Thus, when analyzing the continuing education of professors who train education professionals, the training of qualified professors is a priority and a goal for Latin American governments and, therefore, for universities.

Article 14 of the Organizational Regulations of the teaching process and of the direction of the Teaching and Methodological Work for university majors states:

The municipal university center is the level of management that basically has a local character in the dynamics of its performance, at the head of which is the director as the highest authority, who is directly subordinated to the rector. It is an organizational unit of the university whose objective is to carry out all the processes and substantive functions of Higher Education in the magnitude demanded by the municipality and to the extent that the required quality is ensured. (Ministry of Higher Education, 2022, p. 5).

The major collective has among its main functions:

To watch over the adequate instrumentation of the curricular strategies contained in the Methodological Orientations of the major study plan and to advise its implementation in each academic year; this notably influences the integral formation of the students by transforming their way of acting in correspondence with our principles.

The integral formation of the university professional is a priority of Higher Education today. It demands the adoption of new approaches and methods in order to enrich the formative model with a broad profile. In this sense, curricular strategies play an important role, since they facilitate the integration of the substantive processes that take place in the institution and the establishment of

interdisciplinary relations for the articulation of contents and subjects (García Ruíz et al., 2021, p.1).

Further on, García Ruíz et al. (2021) refer that:

It is a claim of these times to strengthen the integral formation of students, due to the multiple difficulties that arise in the national and international socioeconomic context and that unfavorably influence the effectiveness of the educational and political-ideological work that is developed with students in universities. (p. 20).

The professional development of teaching personnel is defined as:

A set of training processes, which enable the graduate of the pedagogical centers the acquisition and continuous improvement of knowledge, basic and specialized skills, as well as the professional ethical values required for a better performance of their responsibilities and functions as teachers with a view to their general and integral development. (García Batista, 2013, p. 17).

## **Workshop**

The definition of workshop given by Añorga Morales (1995) is assumed, which states:

Workshop is a form of Advanced Education where knowledge is collectively constructed with a didactic participatory methodology, coherent, tolerant towards differences, where decisions and conclusions are made through collective mechanisms, and where common ideas are taken into account. (p. 12).

A limited number of people participate in the workshop, who collectively and participatively carry out active, creative, concrete, punctual and systematic work, through the contribution and exchange of experiences, discussions, consensus and other creative attitudes, which help to generate points of view and new and alternative solutions to given problems.

The purpose of a workshop is that the participants, according to their needs, manage to appropriate the learning as a result of the reflections and discussions that take place around the concepts and methodologies shared. To achieve this, a group of people must be responsible for organizing, conducting and moderating the preparation sessions, in such a way as to help and guide the group of participants to achieve the

learning objectives.

These workshops are not a one-way street, but a process of mutual learning and feedback. The procedures, methodology and tools used should respond to the needs of the professors, encouraging participation as the process that motivates and develops the ability to learn. The structure of the workshop depends on the objective pursued, it should have a flexible guide and have different moments:

### **Parts of the Workshop**

1. The call: The participant is made aware of the clear objective to achieve active and productive participation, through questions, problems to be solved prior to the workshop that serve as a starting point.
2. The design: It guarantees the logic of the activity; it is used to achieve the objectives, not only the content but also the dynamic aspects of the process and the participants.
3. The realization: It is based on the problems of the topic and the experiences closest to the participants.
4. Evaluation: Results achieved with the delivery of the workshop.

In practice there are different types of workshops, which are in correspondence with the area to which they are directed, these are:

- Educational practice workshops (linked to the labor component).
- Research workshop (linked to the research component).
- Pedagogical workshops (integration of knowledge, professional practice and research).
- Professional workshops (linked to the academic component). They can be for the theoretical-practical integration in a subject or discipline.
- Pedagogical Workshop (it is the form of organization in a major or institution).

The planned workshops are incorporated into the Methodological Work Plan at each level considering the second line with the implementation of curricular strategies in order to improve the quality of the teaching-educational process and the integral formation of future professionals.

The teachers who constitute the sample, meaning professionals of the various branches of science, although they have the knowledge, are not provided with

sufficient pedagogical and educational tools. In addition, the topics that have been worked on as part of the training are related. The economic, legal and management aspects have a poor treatment of the didactic components of educational management, which became a necessity for the present research.

Derived from the above at the major collective level, the proposals to implement curricular strategies in the educational teaching process have been diverse according to the aforementioned ways. This analysis allows us to recognize certain advances at the theoretical level, which are still insufficient because they are influenced by some issues considered barriers such as:

- The orientation documents of the different majors are imprecise in terms of the content and indications that correspond to the groups to be developed. For example, some of them are confused with learning strategies or show certain unevenness, devoting more space to one than the other, without making clear the intentions behind these differences.
- In these documents, the necessary specificities for working with curricular strategies from the professional approach of some majors are scarce, i.e., it is not only a matter of addressing knowledge systems with social and professional repercussions, but of identifying them from a conception, a professionalized curriculum.
- The particularities according to the needs of each major are insufficient. For example, environmental or health education, mentioned in all the majors, acquires very specific peculiarities for some majors such as those in the area of natural sciences and others in humanities. There is a lack of reference to its importance for professional pedagogical training, among others; which is unquestionable, it is necessary to emphasize those aspects that favor a more meaningful and stimulating learning for students in each major.
- There is a lack of homogeneity in the conception of the strategies themselves in the documents for educational work. The determination of their contents and objectives are generally in line with the purposes of these curricular spaces, but this is not the case with their internal structures, where very general actions appear with insufficient organization by stages, phases or other elements that

strategically allow their follow-up in a staggered manner in accordance with the objectives of the curriculum per year.

- It is insufficient its treatment incorporated to the direction of the pedagogical process from the planning, organization, execution, evaluation and control, in such a way that it contributes to the pedagogical professional formation of the students in the majors.
- There are scarce results of research and teacher training that address the theory and practice of curricular strategies as a pedagogical scientific problem, since they are generally conceived from the methodological work.

### **Methodology**

The research presents a dialectical-materialistic approach; it is essentially qualitative in nature, the population is made up of 54 full and part-time professors who teach at the CUM “Panchito Gómez Toro”.

Different level methods were used:

Theoretical level:

Analysis-synthesis: When studying the theoretical foundations based on the current situation presented by the elaborated strategies and their conception in the different contexts; as well as that related to the planned methodological work.

Induction-deduction: When analyzing the real role that the Higher Education professor should play in the integral formation of the future professional.

Modeling: When a representation of the model to follow was created to achieve the adequate preparation of the professors of the CUM “Panchito Gómez Toro” in the different spaces through the designed actions.

From the empirical level:

Document analysis: For the study of documents that regulate the preparation of professors, starting from an adequate methodological work and what is established for the elaboration of curricular strategies.

Observation: For the analysis of the activities carried out by the professors in the university itself, their participation and attitude towards the different political activities with respect to the aforementioned content.

Interview: To verify the level of preparation of the professors with respect to the subject matter.

## Results and Discussion

For the implementation of the work, one of the organizational forms of methodological teaching work was used, with a predominance of workshops, in order to achieve in the most efficient and effective way the fulfillment of the planned objectives and the commitment of all teachers to ensure the professional future. Its conception rests on the foundations exposed by the Ministry of Higher Education (2022), García Ruíz et al. (2021), who agree on the importance of its treatment in the different disciplines and its impact on the integral formation of the future professional.

García Viamontes et al. (2022), refer that “discussion workshops as a participatory methodology is another result that should not be ignored in knowledge management education practices at the local level” (p.100).

The workshops designed are characterized by a participatory meeting and exchange space, which use active learning means and their content is articulated for their treatment in the different subjects.

### Workshop 1

**Title:** Instrumentation of curricular strategies as an essential element of the teaching-educational process and for the integral formation of the future professional.

**Objective:** To discuss the theoretical and methodological basis for the implementation of curricular strategies in correspondence with the professional mode of action for quality management.

**Duration:** 2 hours.

**Means to be used:** blackboard, study guides, posters, basic and complementary bibliography; ICT to use navigation tools in the search for information.

**Content:**

- Concept of curricular strategies.
- Characteristics of curricular strategies.
- The curricular strategies in the majors.
- Common and specific strategies.
- The implementation of curricular strategies.

- Didactic requirements to take into account for the implementation of the curricular strategies in the majors.

**Procedure:**

- Reading and understanding of the bibliography provided by the teacher in a way that allows reaching its critical analysis.
- Performing an analysis of the documents that make up the subjects' files, situation of the curricular strategies. Strengths and weaknesses detected in the documentation and observation of the class visit.
- The workshop is conducted on the basis of the professors' experience as process facilitators, in order to reach conclusions about the main gaps to be addressed to improve the teaching-learning process and thus guarantee the integral formation of the professional. In this sense, it demands a high degree of autonomy and self-preparation. The professor directs some questions to be answered and introduce the content.

How important do you think it is to carry out an adequate implementation of curricular strategies considering the current context in which we live?

Demonstrate with concrete examples of your major why they contribute to the integral formation of the professional.

Explain the importance you give to the Professional Model of your major regarding this implementation. It is considered important in this first workshop the exposition of the fundamental theoretical elements, reflection and discussion based on the experiences acquired.

**Evaluation:** self-evaluation, co-evaluation and hetero-evaluation.

**Workshop 2**

**Title:** Curricular strategies, their conception from the major.

**Objective:** To discuss the curricular strategies conceived from the Professional Model in each major for the integral formation of the professional.

**Duration:** 2 hours.

**Means to be used:** Professional Model of the majors, guides for team work, elaborated documents.

**Content:**

- Curricular strategies by major.
- How does it respond to the objectives of the subject and the major in general?
- Explain how it contributes to the formation of the professional from the integrated practical training itself.
- Discuss some of the actions contained in the curricular strategies and their possible treatment during the lesson.

**Procedure:**

This workshop is developed in the major collectives where, after a previous analysis, the curricular strategies determined in the model of each major are analyzed. A debate is held on their implementation, taking into consideration the actions determined, their characteristics and their contribution to the professional profile of the major. The strengths and weaknesses observed are determined, reflecting on new actions to be determined.

**Evaluation:** self-evaluation, co-evaluation and hetero-evaluation.

**Workshop 3**

**Title:** The conception of strategies common to all majors. The work with the mother tongue.

**Objective:** To discuss the strategies common to all majors and their contribution to the integral formation of the professional.

**Duration:** 2 hours.

**Means to be used:** Professional Model of the majors, guides for team work, elaborated documents.

**Content:**

- Strategies common to all majors.
- Actions to be developed as conceived in those already elaborated.
- Dialectic and didactic relationship between interdisciplinarity and curricular strategies.

**Procedure:**

In Cuban universities today, it is common for majors to incorporate to the training process, simultaneously, several curricular strategies. The most common are:

- Strategy for working with the mother tongue.



- Educational strategy, related to the formation of values in students.
- Informatization strategy, related to the use of computers and information and communication technologies.
- Strategy for communication in foreign languages, mainly English.
- Strategy for the adequate management of scientific and technical information.
- Strategy for mastering modern management approaches.
- Strategy for economic education.

Making explicit the dialectic and didactic relationship between interdisciplinarity and curricular strategies is an essential theoretical and practical issue, precisely because the presence of these curricular spaces contributes to overcome the possible limitations for the integral formation of the professional, which derive from a curriculum with a flexible structure, although essentially disciplinary.

Analysis of Ministerial Resolution 6 of 2023 and its treatment in the different subjects.

**Evaluation:** self-evaluation, co-evaluation and hetero-evaluation.

Consideration is given to the work of reflection and analysis developed in the major collectives with their own characteristics of the curriculum and the fulfillment of the year's objectives.

#### **Workshop 4**

**Title:** Exit of the curricular strategies from the part-time lesson.

**Objective:** To discuss the implementation of curricular strategies in part-time lessons.

**Duration:** 4 hours.

**Means to be used:** Professional Model of the majors, class observation guides, elaborated documents.

**Content:**

- Observation of a part-time lesson to discuss the output of the curricular strategies from the conceived actions.

**Procedure:**

The activity is developed through an observation of a Part-time Lesson by the professors of the major. A discussion will be carried out by the observation guide elaborated by the major coordinator; its essence is centered on the treatment given to the curricular strategies, as well as other actions that can be included.

**Evaluation:** It will be carried out considering the participation in the debate based on the elements addressed in the guide.

### **Workshop 5**

**Title:** The implementation of curricular strategies and their concession from integrated practical training and the Main Integrating Discipline.

**Objective:** To execute actions of implementation of the curricular strategies in the integrated practical training and its incidence in the Main Integrating Discipline.

**Duration:** 2 hours.

**Means to be used:** Professional Model of majors, class observation guides, elaborated documents.

#### **Content:**

- The implementation of curricular strategies through the Main Integrating Discipline.
- Importance of their treatment in integrated practical training.

#### **Procedure:**

The labor link that propitiates the adequate mastery of the modes of action that characterize the professional activity, can be achieved using different variants, among these:

- 1- A main integrating discipline, which organizes the integrated practical training based on the students' link with labor entities (...).
- 2- An integrating discipline of an academic nature, which models the work activity from the development of course work, where the student solves problems using the scientific method.
- 3- Directly from work, when the work of the student-worker is linked to the professional profile being studied.

A debate will be developed on the Main Integrating Discipline, its conception in each of the majors per year.

A discussion is developed on the main ways that can be used for the implementation of curricular strategies from the main integrating discipline, addressing the importance of this element for the formation of the future professional.

**Evaluation:** It will be carried out considering the participation in the debate based on the elements addressed in the guide.

### **Workshop 6**

**Title:** Curricular strategies and their importance for the integrality of the future professional.

**Objective:** To determine the main deficiencies of curricular strategies developed in the different majors and subjects.

**Duration:** 2 hours.

**Means to be used:** Professional Model of the majors, class observation guides, elaborated documents.

**Content:**

- Necessity of the integral formation of the graduate of the superior level.
- Context of the professionals according to the major they are studying and their future performance.
- Importance for the new society.

**Procedure:**

The curricular strategies must contribute to the integral formation of the students, from an adequate economic, legal, health and responsible sexuality education, gender equity, knowledge of the history of Cuba and the environment, among others.

They constitute a particular way of developing the teaching-learning process with a highly coordinated directionality that must respond to the exit profile of the profession in which the contents and the various theoretical and practical methods of the curricular design of the study plan involved in it are increasingly intertwined. A debate is developed on the importance they have for the formation of the professional related to the current demands generated by the economic and financial blockade.

**Evaluation:** self-evaluation, co-evaluation and hetero-evaluation.

### **Workshop 7**

**Title:** The contribution of the integral approach for educational and political-ideological work.

**Objective:** To discuss the contribution of the curricular strategies to the integral approach for the educational and political-ideological work.

**Duration:** 2 hours.

**Means to be used:** Professional Model, guiding documents of the political-ideological and value-formation work, newspapers and speeches of the main leaders of the Revolution.

**Content:**

- Educational strategy to be conceived.
- Ways of implementing the actions for the political-ideological work.
- Contribution to the preparation for the defense of the Homeland.
- Contribution to the integral formation of the future professional.

**Procedure:**

It begins with a detailed analysis of the concept of Revolution given by the eternal Commander Fidel Castro Ruz.

How can teachers give continuity to the concept of Revolution in their work?

What space or spaces can they use to bring it to the students?

What are the elements of the formation in values that need to be reinforced from the university and considering the current context?

After the reflection, the actions of the educational strategies are analyzed as well as those that contribute to the formation of values and to the reinforcement of the political-ideological work.

Criteria are exchanged on different fragments of speeches of the main leaders of the revolution that reveal the importance of the work of training professionals with revolutionary convictions.

The professors present the subjects that contribute to the preparation of citizenship for defense in the different majors and how to treat it in the teaching-educational process.

**Evaluation:** It will be carried out based on the participation and quality of the criteria given.

After having determined the deficiencies in the preparation of teachers based on the results of the initial diagnosis, a joint work was carried out with the coordinators of the different majors taking into account what was conceived from the Methodological Work Plan, supported fundamentally in the methodological teaching direction and the development of the different workshops planned. The different spaces were used,

predominating the major collective to reach the particular elements of each specialty. The work with the strategies common to all the subjects was promoted.

To verify the effectiveness of the applied workshops, the interview method and class controls were used; where it was possible to verify that:

- It was possible to perfect the strategies adequately according to what was established, as well as their archiving in the files of the different subjects.
- Tackling the curricular strategies were evidenced in the different class visits.
- The workshops developed ensured a coherent output in accordance with the major profile. Improve the work of integral formation of university students in the different spaces.
- The methodological work was adequately planned considering the common aspects of the curricular strategies, according to the professional's profile.

From the didactic point of view, for the implementation of the strategies, the following was taken into account: the general characteristics of the pedagogical model of each major, since these respond to the logic of the design of the model, in its relationship: object of the profession-mode of action-functions-fields of action. It was also considered in its conception and organization, a route of action, a methodology, the must be and the integration of the proposals, as well as the corresponding curricular actions.

## **Conclusion**

The curricular strategies are pedagogical tools to be taken into account for increasing the pertinence and quality in the formation processes of professional competences and values, in the students of Higher Education. Thus, it is important to design actions that guarantee their integral formation; they must be assumed during the whole major. They are of great importance, due to the demands derived from the technical scientific development that correspond to the added contents that respond to the whole training process and not to a particular discipline.

Through the methodological workshops proposed to improve the implementation of curricular strategies of university professors, a better pedagogical performance of teachers was facilitated. This proposal is inserted as part of the methodological work system of the institution; its structure facilitates the exchange of information with a

dynamic and participative character in order to achieve the preparation of teachers and the integral formation of future graduates.

The evaluation of the results obtained with the implementation of the methodological workshops showed that they are feasible; their contents provide the teacher with ways of acting; a better conception of the curricular strategies from the classroom was demonstrated, with an interdisciplinary or transdisciplinary character that contributes to the integral formation of future professionals, in correspondence with the current demands of the territory.

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### Conflict of interest

The authors declare that they have no conflicts of interest.

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### Authors' contribution:

**Y.C.R.:** Participated in the preparation and elaboration of the publication by performing the literature review.

**M.G.F.:** Provided advice, reviewed bibliography and contributed to the application of instruments.

**M.B.C.P.:** Contributed to the application of instruments and critically supervised the article, issuing criteria on the final version.

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