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*Artículos científicos*

## **Especialistas de la disciplina del currículo en México: precursores en el estudio y conformación del campo**

*Specialists in the Discipline of the Curriculum in Mexico: Pioneers in the  
Study and Conformation on the Field*

*Especialistas na disciplina do currículo no México: precursores no estudo e  
conformação do campo*

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### **Resumen**

El presente trabajo tiene el objetivo de reflexionar sobre el papel de los especialistas del campo del currículo en México (desde sus inicios en la década de los 70 hasta la actualidad) a partir de la perspectiva de quienes que se consideran como tales y de quienes han vivido el desarrollo de la disciplina. El método de estudio para este trabajo fue cualitativo, inductivo y exploratorio. La técnica de indagación fue la entrevista en profundidad, la cual se aplicó a cuatro especialistas curriculares para obtener datos sobre el significado de su actividad. El proceso de análisis se dividió en tres fases: reducción de datos cualitativos, análisis descriptivo e interpretación. Las perspectivas señalan que el campo del currículo necesita de nuevos investigadores que se consoliden como autoridades dentro de la disciplina, pues no se puede entrever un relevo generacional. En términos generales, los resultados confirman que pocos investigadores se pueden circunscribir dentro de la categoría de especialista en currículo.

**Palabras clave:** currículo, disciplina, especialista, México.



## Abstract

This paper aims to reflect on the role of specialists in the field of curriculum in Mexico (from its beginnings in the 1970s to the present) from the perspective of those who consider themselves as such and those who have lived the development of the discipline. The study method for this work was qualitative, inductive, and exploratory. The inquiry technique was the in-depth interview, which was applied to four curricular specialists to obtain data on the meaning of their activity. The analysis process was divided into three phases: qualitative data reduction, descriptive analysis, and interpretation. The perspectives indicate that the field of the curriculum needs new researchers who consolidate themselves as authorities within the discipline, since a generational change cannot be glimpsed. In general terms, the results confirm that few researchers can be circumscribed within the category of curriculum specialist.

**Keywords:** curriculum, disciplines, specialist, Mexico.

## Resumo

Este artigo tem como objetivo refletir sobre o papel dos especialistas na área do currículo no México (desde seus primórdios na década de 1970 até os dias atuais) a partir da perspectiva de quem se considera como tal e de quem viveu o desenvolvimento da disciplina. O método de estudo para este trabalho foi qualitativo, indutivo e exploratório. A técnica de investigação foi a entrevista em profundidade, que foi aplicada a quatro especialistas curriculares para obter dados sobre o significado da sua atividade. O processo de análise foi dividido em três fases: redução qualitativa dos dados, análise descritiva e interpretação. As perspectivas indicam que o campo do currículo necessita de novos pesquisadores que se consolidem como autoridades dentro da disciplina, uma vez que não é possível vislumbrar uma mudança geracional. Em termos gerais, os resultados confirmam que poucos pesquisadores podem ser circunscritos à categoria de especialista em currículo.

**Palavras-chave:** currículo, disciplina, especialista, México.

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## Introduction

This work reflects on the development of the curricular field in Mexico, specifically it focuses on a description and analysis of the main tasks and functions of some of the main specialists in the discipline of the curriculum in the country. This led us to identify milestone historical moments in the field and to highlight the relevance of these researchers in shaping the theory of the curriculum.

Thus, with an approach focused on researchers recognized as authorities of the Mexican curricular field, considered specialists, a different perspective is proposed in the dominant studies in the discipline.

It is important to clarify that we will call specialists to the intellectual authorities of the discipline of the curriculum. This term has been mentioned in some academic papers, however, it has not been defined in research or other publications. It is worth mentioning that, if we insert this term in refereed scientific search engines, no results appear on the subject, but only works that integrate the concepts separately or conceptions that seem to be synonymous, such as intellectuals or constructor of the word, appear.

In Mexico, linked to higher education, Glazman and de Ibarrola (1975a, 1975b, 1975c) were the first to undertake a systematic reflection on what would later be called the field of the curriculum. In fact, from that moment on, different researchers, through various contributions, were consolidated and with the passage of time they were also recognized as specialists in this discipline.

### Conceptual Approaches to the Definition of Curriculum Specialist

There are various conceptual approaches to the curricular specialist or specialist of the curricular discipline. A part of them gives this figure an open, indeterminate, purposeful and transformative character (Martínez, 2017, 2020). While, with a particular terminology, de Alba (1989) identifies within the field of the curriculum the constructor of the word as one who develops and moves through alternative conceptualizations, thanks to which he contributes to the progress of the field. Mansilla (2002), for his part, mentions that the category of intellectual is usually used to designate the "independent" producers of spiritual values. And delving into the subject, he finds two types of intellectuals: on the one hand, those who yearn for autonomy of thought, on the other, those who adopt ideas, theories and orientations from more advanced countries. Finally, Sánchez and Vega (2003) identify those who carry out a documentary



analysis, that is, they start from a search and recovery of primary information to create new information by its (secondary) form, by means of which they solve a problem and order the chaos. They also recognize those who carry out an informational analysis, which entails a greater degree of depth and added value, where a high-level specialist in the subject intervenes, as it leads to the creation of something new, and as a result solves a problem and simplifies the complex. .

From the previous conceptual approaches, it can be understood that the curricular specialists, specialists in the discipline of the curriculum or specialists in the field of the curriculum are intellectuals and builders of the word, since they carry out a documentary analysis and subsequently an informational analysis. The adoption of ideas, theories and orientations from primary sources represent the basis for seeking autonomous thinking and producing something new. This is directly reflected in the quality of their contributions when analyzing, criticizing, constructing and making new proposals, which have an impact in the local, national and international contexts.

As we anticipated, the three volumes of Study Plan Design by Raquel Glazman and María de Ibarrola (1975a, 1975b, 1975c) make up the first methodological proposal in the curricular literature of Mexico. Here the curriculum was considered one of the dimensions of university planning and an instrument by which aspects of a profession were selected, organized and ordered. Its elaboration required making decisions about the results that were intended to be achieved with the training of the students, the teaching of the same profession, the duration of the studies, the resources to be used, the method with which the same curriculum was to be evaluated and university learning.

The methodology proposed by Glazman and Ibarrola (1975a) for the preparation of study plans emphasizes three aspects: verifiable, systemic and continuous. The proposed method can be synthesized in the following four points:

- 1) The definition of the professional, which translates into their greater training to exercise a critical function within society.
- 2) The need to define a model of society different from the accepted development model.
- 3) The university plays a relevant role in the training of professionals with the desired characteristics and in defining the model of society sought.

- 4) The participation of students in the teaching-learning process must be consistent and decisive with the professional definition and allow from the moment of training the exercise of their social responsibility and a critical function.

Likewise, Glazman and de Ibarrola (1975a) define the curriculum by learning objectives as follows:

It is the set of learning objectives conveniently operationalized, grouped into functional units and structured in such a way that they efficiently regulate teaching and learning activities, allow the evaluation of the entire teaching and learning process, and that lead students to achieve a university level of mastery of a profession (p. 46)

In addition to this, Glazman and De Ibarrola (1975a) propose four sections within their proposal:

- 1) Curriculum by learning objectives.
- 2) Design of study plans by learning objectives.
- 3) The role of evaluation.
- 4) Evaluation processes.

This proposal was intended to be so sharp that, in its second volume, it describes the operations that a design team must carry out to form a study plan: a) determining general objectives, b) determining specific objectives, and c) grouping specific objectives and determination of intermediate objectives.

Finally, in their third volume, Glazman and de Ibarrola (1975c) highlight four factors when preparing study plans. First, the structuring, that is, the procedure for structuring the curriculum, the foundations and requirements. Second, gradual training, which aims to train students in specific, concrete and perfectly defined activities, so that they gradually integrate professional knowledge. Third, the organization and functions of the design body, which focuses on achieving the integration of the work of all the personnel who must participate in the design of a curriculum. Finally, in the treatment of information, an operation system is proposed that allows the design body to quickly obtain and use the information that is needed for the preparation or reform of a study plan.

In Mexico, starting in the 1970s, the field of the curriculum was studied a little more deeply, and the first author to make an overview of the development of the discipline at the national level was Arredondo (1981). In addition, for some time now, the Mexican Council for

Educational Research (Comie) has carried out states of knowledge focused on the curricular field, namely: curricular, institutional and organizational processes (Díaz-Barriga, 1995), Curricular research in Mexico : The 1990s (1992-2002) (Díaz-Barriga, 2003) and Curricular Research in Mexico (2002-2011) (Díaz-Barriga, 2013).

This work represents the integration of the experiences, ideas and perspectives of different Mexican specialists who participated from the beginning in the curricular research of their country. And in addition to the above, the theoretical advances that have occurred in recent years in this field are integrated.

## **Method**

The work adopts a qualitative, inductive and exploratory approach, because it focuses on understanding and deepening the phenomenon of study, exploring the perspectives of the participants in their natural environment and in relation to their context. Therefore, it was decided to choose the in-depth interview as the research technique for this study, since it offers the favorable conditions of not distorting the information obtained and knowing in greater depth the role of curricular specialists.

## **Objectives**

The objective of this work focused on understanding the functions of the specialist in the discipline of the curriculum, but not only from his intellectual production poured into the various scientific documents, but also to know how an expert develops within the field through its main tasks, functions and experiences. The question that was drawn in this research was the following: what is the role of curricular specialists in the development of this field in Mexico?

## **Population and sample**

Hernández, Fernández and Baptista (2014) define the sample of a qualitative process as "the group of people, events, events, communities, etc., on which the data will be collected, without necessarily being statistically representative of the universe or population under study" (p 384). The types of sample that are usually used in investigations of this type are known as non-probabilistic or directed, they are also called guided by one or more purposes, since the choice of elements depends on reasons related to the characteristics of the research (Hernández

et al., 2014). This sampling was proactive and four Mexican specialists were invited, who responded positively to this request.

Based on the above, the central element is the specialists of the discipline of the curriculum, who, with their perspectives, facilitate a sense of deep understanding about their role, the problems that they faced since the genesis of the field and that they currently confront. The four specialists in the curricular field are Mexican authors, have a doctorate degree, are members of the National System of Researchers (SNI), work in university institutions and are considered as intellectual authorities within the area. The researchers who participated are listed below. It should be specified that, to identify the fragments collected from the interviews, a code was assigned to each of them.

- |    |                                |       |
|----|--------------------------------|-------|
| 1) | María Concepción Barrón Tirado | (1:0) |
| 2) | Ángel Díaz-Barriga Casales     | (2:0) |
| 3) | José María García Garduño      | (3:0) |
| 4) | Édgar Javier González Gaudiano | (4:0) |

### **Instrument**

The process to obtain questions followed the order set out by Hernández et al. (2014): concept or objective topic, dimensions and questions. The instrument used (see table 1) in this research resulted in different dimensions (thematic nuclei), however, due to the extension and relevance of the results, the last dimension is developed here, because it is substantive for the purpose of the research and is one of the few studies that focus on these actors in the Mexican curriculum. These dimensions were:

- 1) Conceptualization of the curriculum (Martínez, 2020).
- 2) The historical development of the discipline of the curriculum in Mexico.
- 3) Educational policies and curriculum.
- 4) Assessment and curriculum.
- 5) Specialist in the discipline of the curriculum (dimension developed in this work).

**Tabla 1.** Categoría de análisis de la entrevista en profundidad

El papel de los especialistas del campo curricular en México (Concepto o tópico objetivo)			
Categoría: Especialista curricular (Dimensión)			
Componente	Autor y propuesta	Áreas de indagación	Preguntas
Adopta ideas, teorías y orientaciones provenientes de países más adelantados y de México para tratar de conseguir una autonomía de pensamiento.	Pensamiento y producción intelectual: Mansilla (2002), Sánchez y Vega (2003) y Martínez (2017).	Familiarización con las teorías de los autores clásicos en el campo del currículo.  Creación original de una propuesta en el campo curricular.	¿Cómo describe el papel del especialista en el desarrollo de la disciplina curricular?  ¿Cuáles considera que son las principales funciones de estos especialistas?

Fuente: Elaboración propia

In addition to the above, Martínez (2006) points out that an instrument used in an investigation of this type will have a high level of validity to the extent that the results reflect the most complete and clear image of the reality or situation studied, and not only in aspect or part of it. And it is precisely the reason why this research was supported by the in-depth interview, which collects knowledge, experiences and contributions from specialists who study the development of the curricular field in Mexico, and thus reflects the reality that these scholars have lived since the development of this discipline in the country.

### Data collection and analysis procedure

In this analysis stage, the information produced-collected that was obtained through the in-depth interviews was transcribed into Word format documents. Subsequently, these files were uploaded to the ATLAS.ti version 7.5.7 software and the analysis process was carried out, following the recommendations of Kvale (2011), who proposes three stages:



- 1) The codification of the meaning was carried out by assigning one or more keywords to a text segment, which allowed the identification of statements (phrases) and the categorization of these through a systemic conceptualization, this helped to reduce large texts.
- 2) The condensation of meaning implies a summary of the meanings expressed by curriculum specialists in brief formulations. This analysis has five steps:
  - a) Get a general idea of each interview.
  - b) Establish the units of meaning.
  - c) Determine the themes that each unit of meaning dominates.
  - d) Integrate the units of meaning from the point of view of the specific purpose of this research.
- 3) In the interpretation of meaning, one goes beyond what is said directly to conceive structures and relationships of meaning.

Unlike encoding and condensation, which reduce the text, interpretations often carry an expansion of the text. According to Kvale (2011): "The interpretation of a text is characterized by a hermeneutical circle, where its meaning is established through a process in which the meanings of the different passages are determined by the global meaning of the text" ( p. 143). And taking the above into account, the individual passages were re-read, as they could change the global meaning of the anticipated text at first, which would again alter the global meaning of the individual passages, and so on repeatedly. Interpretation of the interviews was a circular process that ended when a consistent meaning was reached.

## Results

The interviews made it possible to characterize the figure of the specialist in the curricular field from particularities that emanate from personal experience and individual effort. The validation processes of the inferences made by the participants are not evident in the study, as it was not carried out, this means a limitation of the study. Interestingly, one of the experts points out the need for new researchers who specialize in this discipline, as he considers that the field will be unprotected when these precursors of the discipline withdraw.

For the first interviewee, the curricular specialists in Mexico must possess two fundamental knowledge. First, the conceptual and methodological and, second, the



organizational-intervention process (1:22). From this perspective, the field expert must master the discipline both theoretically and technically.

I believe that there are two fundamental functions that are covered as specialists in the curricular field. A conceptual-methodological question, which is the specific knowledge of the specialty, of being a specialist in curriculum, and the other, organizational, plus an intervention process to document the intervention of the various actors in this evaluation process (1:22).

From the point of view of the aforementioned interviewee, the specialist must master his discipline (1:28) and collaborate with the construction of new theoretical and methodological perspectives and promote the development of the field (1:29), but based on existing knowledge (1:32). In his own words:

I believe that the curricular specialist must master his discipline (1:28) (...) He must also support the construction of other theoretical, methodological, intervention perspectives, because the wealth to be able to continue advancing is to work on the theoretical part (1:29).

This theoretical construction has to be based on the knowledge that has already been built to reorganize it, rethink it and be able to search for theoretical and methodological alternatives in the field (1:32).

The previous perspective refers to two important activities in specialists: theoretical and practical who carry out curriculum development. In this regard, Díaz-Barriga (2001) mentions:

Conceptual (or theoretical) training constitutes a bastion of the university, it is the essence of the university itself. This training creates the possibility in the medium term of an "original and creative thinking", that is, the production of knowledge in a specific disciplinary field. (...) Theoretical training implies training for autonomous thinking. We think that such training allows the construction of concepts by the subject, as an internal action (pp. 43-44).

Along these lines, Alba (1989) suggests the following:

The builder of the word (...), the one who speaks, the one who has the power of the word in the field of the curriculum, is a social subject that moves and develops in the context of the contradictions and struggles of this, that is, of

the conceptual production on education: from the field of educational research in Mexico (p. 19).

The previous perspective and the textual quotation coincide with the vision of the third interviewee, since it also recognizes fundamental aspects in the curricular specialist, which are theoretical knowledge and curricular development. In addition, he accurately names certain colleagues in the discipline and some of his most important contributions. Part of this moment of the conversation is shown below:

I don't know if by specialists you mean those who (...) theorize about the curriculum, or those who dedicate themselves to curriculum development. Ángel Díaz-Barriga has dedicated himself to both fields; Frida Díaz Barriga has dedicated herself to both fields. (...) Ángel Díaz-Barriga's latest book [Curriculum: between utopia and reality] is a clear example in which theory is combined with curriculum development. It is the best example that I see of a specialist who combines both fields (3:30).

Although the figure of specialist is recognized within the field by one of its aforementioned knowledge (theoretical development), it is pertinent to specify, as the first interviewee does (1:35), that the curriculum design work has a certain complexity (1:38):

You can recognize the specialist in the curricular field, but he does not master everything (1:35).

I, as a curriculum specialist, could not determine all the variables and all the elements (...). It requires multidisciplinary work. The curriculum specialist (...) has to recover the contributions of the other disciplines to get closer to the object. (...) It is up to the specialist to say what is required (1:38).

Similarly, Casarini (2013) mentions the following:

A design model is a representation of ideas, actions and objectives, so that this representation serves as a guide when putting the curricular project into practice. A design model depends on the object on which it is made, so there are various models, more or less practical, more or less theoretical. (...) Designers experience a need for some intellectual scaffolding to proceed with the design task; a kind of previous construct (...) where to incorporate all those aspects considered pertinent from the particular conception of the curriculum that one has; a kind of guide from your reflections for planning (pp. 119-120).

And as a complement, Díaz-Barriga (2015) maintains:

The authors who work from the perspective of the study plans are aware of the institutional need not only to evaluate and reformulate the plans, but also to offer a vision that guides and invites teachers to innovate and organize their educational work (p. 25).

Now, the penultimate interviewee asks himself: what is called a specialist? And he responds by describing one of the aspects that he must have and quotes other colleagues from the field; He also identifies another group of agents who intervene in the discipline, whom he calls technicians (from which it can be deduced that these characters cannot be equated with the former) (3:29); In addition to the above, this same specialist recognizes another group of experts who work under slogan in a practical way to build the study plans of the Ministry of Public Education (SEP) (3:35):

[Specialist] is (...) the theorist in the field of the curriculum, such as Alicia de Alba, or both a theorist and an expert in curriculum development, such as Ángel Díaz-Barriga and Frida Díaz Barriga, or also academics, technicians who have dedicated themselves to the development of the field in different institutions in which they work (3:29).

And there is another group (...), this group has not influenced the curricula of basic education, what the SEP does is hire specialists directly from knowledge and help them build their new educational models and study plans, but that's another very large group that just does the practical task (3:35).

Regarding the segment (3:35), it does not hurt to confront it with the statement of Díaz-Barriga (2011):

The dissociation between intellectual and manual work is an easily recognized fact. However - due to the development of the productive forces of scientific knowledge and the forms of capital accumulation in the current stage of capitalism - it is necessary to study the way in which intellectual work is subdivided, among those who carry out the production of knowledge, and those who use it. it is only necessary to be technical executors of various professional projects (p. 43).

In this complex vision, the previous interviewee highlights that there are few specialists in the country that fulfill such an important role (3:31) and proposes a definition of the specialist:

The group of specialists that you circumscribe is very small (3:31).

If we define specialist, ideally I would see him as one who theorizes about the field, about its development and criticizes the status quo of the curriculum, that is, the curriculum has, even since Tyler, a strong dose of criticism. The development of the discipline cannot be explained without a critique of the status quo (3:40).

Mansilla (2002), to understand how specialists in the field look for alternatives through study, it proposes an analytical vision and its own:

One of the most important ambivalences that can be detected among Latin American intellectuals: the desire for autonomy of thought and genuine creation, on the one hand, and the adoption of ideas, theories and orientations from the most advanced countries of the North, on the other (p. 430).

The second specialist acknowledges that none of them were trained in the United States or abroad; Rather, they formed work and discussion groups, took seminars, created their own curricular processes, and each one set up schools, and each of these has had different areas of development (2:18). In his own words:

In general, none of us went to train in the United States, but we did work groups, seminars, discussion groups and we put together our curricular processes and I think that after that we have been building schools, and each school has had their areas of development (2:18).

Like this, the third interviewee mentions other scholars of the discipline who were pioneers in the discipline and others who he considers complementary (3: 3). And he specifically acknowledges that a specialist had a disciple who proposed the post-critical movement (3: 5). The snippets are as follows:

For example, I could recognize Alicia de Alba at some point, Frida Díaz Barriga at another moment, Conchita Barrón, I could recognize myself, I could recognize María de Ibarrola and Raquel Glazman, that is, finally there is... Alfredo Furlán me Lack and Eduardo Remedi, that is, there is a group of

curricular actors who are having their developments and are going to have their own dissolution process (2:19)

In Mexico (...) Ángel Díaz-Barriga, Alfredo Furlán, Eduardo Remedi, especially the three of them, and additionally Patricia Aristi, and another Argentine, Roberto Follari, are the ones who started this field. At the end of the 70s, he had an effervescence in Mexico, the Argentine curricular thought was united with Furlán (3: 3).

A disciple of Díaz-Barriga, who is Dr. Alicia de Alba, began to question critical theory and that is what is known as postcritical, or is the entry of postmodernism. Postmodernism questions modernization, questions the traditional values of modernity (3:5).

Indeed, de Alba (1989) even mentions the following:

The decade of the 70s, a key moment in which a movement of a critical nature was born and began to express itself in Mexico - as a geopolitical and academic headquarters - in contrast to the dominant technological trend in the field of higher education in the country (...), the construction of the critical discourse in the field of the curriculum begins. The curricular design by objectives is criticized, emphasis is placed on the contents and the programming work based on the conceptual structures. In this task, the role of the teacher is emphasized, an attempt is made to reconceptualize the very notion of objectives and its link with the problem of accreditation and evaluation. (pp. 13-15).

This same interviewee acknowledges that some important researchers of the curricular discipline nowadays no longer venture into the development of the field (3: 9). Very concerned, he comments the following:

And some have emigrated from the countryside, as Alicia de Alba has said. Alfredo Furlán himself, in his time, Eduardo Remedi, Edgar González Gaudiano, emigrated from the countryside, the same Raquel Glazman and María de Ibarrola, since they are already engaged in other things within education and did not go back into the development of the countryside, it is very limited (3:9).

Following the same logic, the previous interviewee mentions that the field of the curriculum needs to be further developed, since he recognizes a lack of interest on the part of students, academics and researchers (1:39). Similarly, the first interviewee thinks that the field is unprotected and it is necessary to train new members (1:40 y 41):

I believe that it is a field that needs to continue to be cultivated, that it is necessary to continue working, because there are fewer and fewer students, academics, researchers, interested in the field of the curriculum (1:39).

We need to train the new generations in this field (1:40).

The curriculum field has been unprotected (1:41).

This perspective on the lack of researchers specialized in the curricular discipline in the country is related to the point of view of the third interviewee, who thinks that, for different reasons, there is a crisis in the field in Mexico. One of them is that the curriculum has not been institutionalized; another, that there are few research groups, and one more, that there are no postgraduate studies dedicated specifically to this area of knowledge (3:28 y 36).

There are many things to investigate and the specialists dedicated to the curriculum, for a country of this size, are scarce (3:28).

I think there is that crisis in the field in Mexico (...). I attribute it to the fact that the curriculum has not been institutionalized. Research groups are scarce because there are not, well, there are options for students to do their thesis on the curriculum, but there is not even a master's degree in the curriculum, like Colombia has it, Chile has it, Argentina itself has one on the curriculum and evaluation, but we do not have any, there are some individual courses of the curriculum in the postgraduate, in the undergraduate, but no, that is where it goes (3:36)

Regarding the perspective of a lack of institutionalization of the field in Mexico, Díaz-Barriga and García (2014) mention: "The analysis of the institutionalization of the field can denote two aspects of the curricular field. The first, its degree of development, the second, the peculiarities that such development has had in each country "(p. 262).

As a closing of this unit of analysis, there are a couple of reflections that are worth rescuing:

What you have to see here are the education specialists, not only in the field of the curriculum, but in everything, is to try to revitalize these school educational processes (4:12).

The revitalization of the school has to happen, but not through educational models like the one we just presented a couple of days ago; It has to take place from a much more serious debate that we undertake both from the academy and from the unions, as well as from the different spheres, to analyze what is the maximum of the school ... it should be treated as a world practice of the first political, world order, scientific, technological, etc., we have to discuss these points and it seems to me that they are not being seen enough, wanting to limit the discussions to the areas or spaces that allow periods to define is a limitation that we have to overcome (4:14).

The testimonies recognize the urgency of a revitalization of the school through discussion groups on the educational models proposed and that are analyzed by different specialists, actors, sectors and in spaces that allow to overcome these aforementioned challenges. According to Díaz-Barriga (2015):

It is necessary to highlight all the illusions (of the educational institution) and all the pressures (of the authority) of those who aspire to obtain only homogeneous results from the students, ignoring the sociocultural and personal differences that exist between those who attend a classroom. lessons. (...) In this context, in the new century a series of curricular reforms are being carried out, the meaning of which needs to be analyzed. (p. 33).

## Discussion

When reviewing the curricula of the specialists who participated in this study, it was found that only José María García Garduño completed his master's and doctorate degrees in the United States; the rest were formed in our country through study, seminars and integrated work and discussion groups. In this way, they were creating their own curricular processes and each one put together different schools of thought. The proof of all this has been and are, without a doubt, the works that they produced and that are considered references for the field, as well as the continuous citation of their names in academic texts, which gives them this specific and privileged term.





The specialists are intellectuals, builders of the discourse and are recognized as authorities in the field because they have demonstrated mastering this discipline in two fundamental aspects: theoretical and technical. The first refers to an intellectual activity that is directly related to theoretical-conceptual work, that is, they adopt theories, methodologies and orientations from other countries, as well as the referential framework of the nation's own educational reforms. This domain of the field allows them to carry out theoretical essays (conceptual developments), conceptual investigations, investigations with empirical references and systematization of experiences on practice, which are published in peer-reviewed journals, books, conference proceedings, among other media, and this way they collaborate in the construction of the curricular discourse. It should be noted that initially they were formed through the reading of authors from other countries, but that they gradually developed proposals that were affordable to the country's needs.

The specialist in its technical aspect is a curriculum designer. He participates in the design processes, most of the times as an advisor, he uses his theoretical-methodological knowledge to organize and coordinate the actors involved in a curricular project that must be designed or redesigned, that is, the construction of the foundations of the new curricular design (diagnosis of needs, studies of graduates, analysis of professional practice, comparison with other study plans, up to the stages of defining the profile of the graduate, of the curricular structure, dosing of contents and elaboration of programs).

## Conclusions

The term specialists in the discipline of the curriculum or specialists in the field of curriculum circumscribes a very small number of researchers. This discipline faces a crisis for different reasons. First, the field of the curriculum has not been institutionalized, so the training of new members of the scientific community is required, since there are few research groups. Furthermore, there are no postgraduate studies in the country dedicated to this area of knowledge. Finally, greater international exchange with other scientific communities is needed.

Even with everything, the specialist of the curriculum discipline theoretically and technically (curriculum designer) dominates the discipline, his role is recognized from an international, national and even local context, through his conceptual or theoretical

contributions. In addition, he is recognized by his peers as an authority within the field, because his production in the field is a reference for study.

### Future lines of research

It is very interesting to review other topics in the field of the curriculum from the perspective of these specialists, for example, the historical development of the discipline in our country, since political, economic and social situations arose over the years that were shaping the field of curriculum from assessment to curriculum design.

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