

Editorial

In this issue, the *Revista Itinerario Educativo (Educational Itinerary Magazine)* remains one of the principal means of knowledge dissemination from the Faculties of Education of Universidad de San Buenaventura. Corporate work done by these academic departments have permitted joint realization of projects and research work on matters such as pedagogy and its relationship with curriculum, didactics, human development and assessment, among other topics, that are fundamental for training future teachers and consolidating a Latin American pedagogical line of thought, as well as permitting the orientation of research work in the abovementioned arenas and promoting institutional synergies, realization of teachers' and students' mobility processes, and the promotion of knowledge management from its production, diffusion and transference.

One of the consequences of globalization in higher education has been the need to think of curriculum in international contexts, looking for different ways of interaction, which, thanks to innovations in communication developments and the implementation of new technologies, assure transference, production and transmission of knowledge in an agile and timely fashion. In this sense, curriculum internationalization, compared to current developments of pedagogy, stems from multicultural viewpoints within our country in an international perspective to give the future professional teacher the capacity to respond to current social, political, economic and intercultural contexts. From this perspective, the development of a curriculum places the individual as the axis of the process, making formation in values and citizenship competencies necessary from recognition of cultural diversity, and therefore, from the respect and acceptance of others.

In the same sense, thinking about a curriculum from an international perspective refers to the need to answer the demands of a context which presents characteristics of exclusion and inequity, requiring

the development of strategies and tendencies that promote inclusion, attention towards diversity, special educational needs of the disabled, displaced communities, marginalized, ethnic and cultural minorities, and rural communities, among others, which can greatly enrich the teaching and learning processes.

The challenge in the design and development of the abovementioned curriculum, forces entities to take into account new ways of acting within and outside the classroom, as teachers' training cannot be limited to school frameworks or institutional arenas; to the contrary, it must transcend to non-conventional contexts and the positioning of education within the service sector, which requires considering the curriculum from a social dimension more than a disciplinary dimension.

On the other hand, teachability processes which refer to the possibility of science being taught starting from its own methods and techniques which are linked with subjects in training, are a way to find articulation and interpretation points of the culture, making the curriculum-pedagogy relationship necessary, which will inspire human formation that is necessary to pertinently attend the diverse acting social contexts.

Therefore, curricular theory moves towards an important place in critical and investigative reflection which must come back to scientific traditions, human formation, inter- and multi-cultural matters, and art and society, engaging pedagogy from a transformational perspective of knowledge, human narratives and individual training.

From these reflections, the current issue centers around the axis of pedagogy and curriculum from a critical and contemporaneous position and presents it in a renewed way with the investigational contributions of graduates, professors, and researchers according to current discussions and with national and international tendencies in the configuration of the curricular arena in Colombia from a social perspective, the importance of education in the Latin American context, the human being as the axis of the process, interculturalism and alterity.

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