

Title:

The spanish secondary education curriculum as a multilayer network

Authors:

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Abstract:

This project presents an in-depth analysis of the Spanish secondary education curriculum as outlined in the national education law, focusing on its structured framework and diverse educational itineraries. The curriculum is examined through its multi-layered architecture, which includes Basic Competences, Operational Descriptors, Courses, and Specific Competences. These elements form a complex network, the structure of which determines the aspects of education that are worked the most. Furthermore, the curriculum's adaptability is highlighted through the inclusion of various educational itineraries, offering students personalized learning paths based on their interests and future aspirations. These itineraries comprise common subjects for foundational knowledge and additional subjects for specialized learning. This study aims to dissect the interplay between these components and the implications of such a structure for student competency development, overall educational effectiveness and variability among the different itineraries that a student might choose. The findings of this research are significant for educators, policymakers, and stakeholders in the education sector, providing insights into the strengths and areas for enhancement in Spain's approach to secondary education.