



## Pedagogy for non-pedagogues: Analysis of the pedagogical impact and training needs in the Diploma in Curriculum Design and Management of the Faculty of Health Sciences - National University of Formosa, 2025. Argentina.



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### INTRODUCTION

University teaching in Northeast Argentina is primarily a position held by professionals with technical training and no formal pedagogical preparation.

This study evaluated the pedagogical impact and relevance of the Diploma in Curriculum Design and Management (2025), a postgraduate course offered by the Faculty of Health Sciences at the National University of Formosa.



#### OBJECTIVE

To analyze the pedagogical impact and training needs of the Diploma in Curriculum Design and Management from the perspective of graduates and dropouts, in order to identify strengths, barriers and opportunities for improvement.

### METHODOLOGY

- Mixed-methods approach.
- Semi-structured digital surveys were administered to graduates to assess satisfaction with the content and teaching performance.
- Semi-structured interviews were conducted with those who dropped out to explore the reasons for leaving.
- Distinguishing between graduates and dropouts allowed for the identification of specific barriers to learning and potential selection bias factors.

#### STUDY POPULATION

**104**  
Professionals from various disciplines (engineering, law, accounting, higher education teaching, and health).

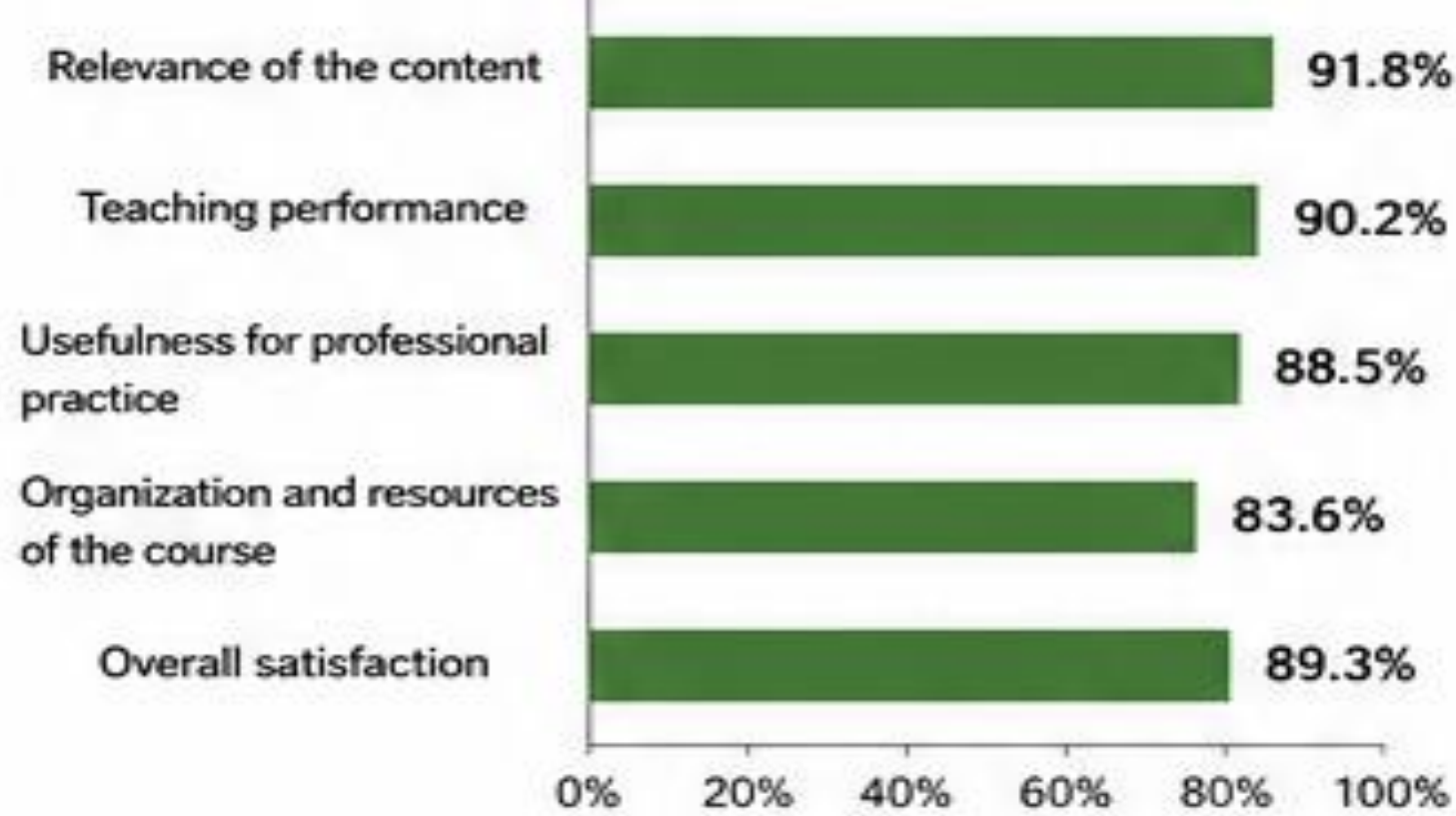
**GRADUATES**  
**61**  
100% response rate

**DROPOUTS**  
**43**  
Dropout rate **41.3%**

### RESULTS

#### SATISFACTION OF GRADUATES (n=61)

% of agreement / satisfaction



Graduates expressed satisfaction with the content and teaching of the Diploma.

#### DROPOUT RATE



The high dropout rate suggests limitations in the suitability of the methodology and course structure to the participants' needs.

#### MAIN REASONS FOR DROPOUT

(Interviews with 43 participants)

- BLANK PAGE SYNDROME**  
Difficulty in developing curricula, especially among heads of practical work.
- DEMAND FOR TECHNOLOGICAL INTEGRATION**  
Need for the integration of Artificial Intelligence in curriculum design.
- USE OF CVAR SYSTEM**  
Training needs related to the use of the CVar (Argentine Curriculum Vitae) system.
- SITUATED PEDAGOGY**  
Demand for a "situated pedagogy" that addresses digital fatigue and the use of digital tools in hybrid and distance learning modalities.

### CONCLUSIONS AND IMPLICATIONS

- The results suggest the need to make administrative structures more flexible to better accommodate the realities of working professionals.
- Pedagogical methodologies should be adapted to the characteristics and needs of participants, considering their diverse professional backgrounds and time constraints.
- It is essential to incorporate emerging technologies, such as Artificial Intelligence and digital tools, to enhance learning experiences and relevance.
- Strengthening pedagogical training for non-pedagogical professionals is key to improving teaching quality in higher education.
- The findings are specific to the context of the evaluated program and should not be generalized to other institutions or regions without complementary studies.