

Initial training of primary education degree students through pedagogical management

Formación inicial en estudiantes de la licenciatura de educación primaria desde la gestión pedagógica



Romelia Colón Valdez*

Instituto Superior de Formación Docente Salomé Ureña, República Dominicana.



Clay Pérez Jiménez**

Universidad de Camagüey Ignacio Agramonte, Cuba



Ángel Luis Gómez Cardoso***

Universidad de Camagüey Ignacio Agramonte, Cuba.

Abstract

The article proposes a scientific solution to the shortcomings identified in a study conducted between January and December 2024. The aim of this text is to present key elements of a training program for teachers involved in the initial education process of Primary Education graduates, with the purpose of strengthening pedagogical management. The theoretical-descriptive methodology combined documentary analysis of current regulations and specialized literature with the technique of critical opinion and collective construction workshops, in which 17 experts participated. The main outcome is a comprehensive, flexible, and contextualized training model that systematically integrates the theoretical and practical components of teacher education. The proposal was validated by experts, who highlighted its relevance and potential to address the deficiencies identified in initial teacher training, emphasizing the development of knowledge, skills, habits, and values.

Keywords: Initial training, training, pedagogical management, primary education.

Resumen

El artículo propone una solución científica a las insuficiencias detectadas en una investigación desarrollada entre enero y diciembre de 2024. El objetivo de este texto es exponer elementos fundamentales de un entrenamiento para los docentes que participan en el proceso de formación inicial del licenciado en Educación Primaria, con el fin del fortalecimiento de la gestión pedagógica. La metodología, de tipo teórico-descriptiva, combinó el análisis documental de la normativa vigente y la literatura especializada, con la técnica de talleres de opinión crítica y construcción colectiva, en los que participaron 17 expertos. El resultado principal es un entrenamiento de carácter integral, flexible y contextualizado, que articula de forma sistémica los componentes teóricos y práctico de la formación. La propuesta fue validada por expertos, quienes destacaron su pertinencia y potencial para la subsanación de las insuficiencias identificadas en la formación inicial docente, enfatizado al desarrollo de conocimientos, habilidades, hábitos y valores.

Palabras clave: Formación inicial, entrenamiento, gestión pedagógica, educación primaria.

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Introduction

In the Dominican Republic, regulations define the new teacher profile for professional performance, which is oriented toward the areas of personal development, professional development, pedagogical training, and curricular management. From this, fundamental approaches to pedagogical management in initial teacher training emerge, supported by regulations in educational policy matters.

These become challenges for education in the country: teacher training according to the established profile, due to the institutional nature, and the responsibility of the decision-making bodies aimed at ensuring compliance with regulations 01-23, approved by the Ministry of Education (MINERD) and based on Higher Education Law 139-01, by higher education institutions offering the Bachelor's degree in Primary Education.

Initial training has been addressed by various authors, including: (Agenda 2030, 2015; Juárez et al., 2024; Loja & Quito, 2021; Malpaso & Lapa, 2022; Pila, Andagoya & Fuertes, 2020; Sánchez & Murillo, 2010; Vega, 2020; Zamora, 2022; Zhurakovskaya et al., 2020), who have emphasized topics related to the role of the teacher, their performance and professional development, as well as working conditions, their training, professional growth, and teacher evaluation.

Various approaches and theoretical conceptions have been used to refer to initial training, such as the preparation of professionals with a high degree of humanism, agents of change, and trainers of leaders and independent rational subjects (Díaz, 2020; Vera et al., 2023). The epistemic criteria of these authors are assumed because they have emphasized the topic related to the role of the teacher.

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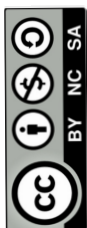
This training implies a greater degree of transferability, professionalization, and social responsibility in the student; it favors the capacity to mobilize the knowledge and aptitudes necessary to respond to various challenges in their natural, social, and personal environment (Bedoya et al., 2021; Escarbajal & Martínez, 2023; Romero, 2018).

As Susanto et al. (2024) point out, the university has become the institution responsible for the training of future professionals, and its prestige is related to the capacity to place its graduates in the labor market. From an educational-formative perspective of higher education, and based on the statements in the 2030 Agenda, this new competency-based model for "sustainability" entails a broad review of good formative practices (Gutiérrez et al., 2023).

Currently, higher education is aware of and, at the same time, stands as an active part of the development of social commitment in student training, thus seeking to deepen social engagement practices. To this end, it strives to generate spaces that allow the development of participatory practices for students, with human resources being those who will act upon the various existing problems (Trejo et al., 2024).

It is essential to emphasize that, according to Pérez (2022), the initial training of the graduate in primary education is a fundamental process that prepares future teachers to perform their work with competence, ethics, and social commitment. This process not only involves acquiring theoretical knowledge but also developing practical skills, attitudes, and values that enable quality teaching and effective interaction with students, families, and the educational community in general.

Regarding pedagogical management in initial training, from the perspective previously addressed, authors such as: (Barragán, 2012; Díaz, 2020; Farfán & Reyes, 2017; Malpica & Navareño, 2018; Vera et al., 2023; Zhurakovskaya et al., 2020) consider that this process facilitates the orientation and coor-



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dination of actions deployed by teachers at different levels for the administration of the educational teaching process in the efficient achievement of the proposed objectives for the comprehensive training of professionals in the design of meaningful learning experiences adapted to the needs of their students.

Therefore, the objective of this text is to present fundamental elements of training for teachers participating in the initial training process of the graduate in primary education, aimed at strengthening pedagogical management and ensuring academic success, in order to combine the epistemological foundations of the theoretical and practical components.

Materials and methods

This study is framed within a theoretical-descriptive research approach, oriented toward the construction of a teacher training proposal. Its design is based on a conceptual and structural analysis aimed at integrating the epistemological foundations of the theoretical and practical components in the initial training of the graduate in Primary Education.

For the development of the proposal, a methodology based on two central phases was employed: Systematic review and documentary analysis of research by leading authors in the field of pedagogical management and teacher training (Barragán, 2012; Jiménez et al., 2023; Juárez et al., 2024; Pérez, 2022).

Design and validation by expert judgment: The structure and fundamental components of the training were developed and refined through the technique of critical opinion workshops and collective construction. In this phase, a team of 17 teachers and specialists in primary education and pedagogical management from universities participated, acting as expert judges. Their role was to enrich the design, validate the internal coherence of the proposal, and ensure the integration between theory and practice through reflective dialogue and the collective identification of needs and potentialities.

Results and discussion

The training for the initial preparation of the graduate in Primary Education, from the perspective of pedagogical management to guarantee academic success, takes into consideration the theoretical references presented in the introduction and development, and its orientation corresponds to the postulates of the systemic-structural-functional paradigm of research.

Of cardinal significance is the essential role that communication plays in the pedagogical process, the role of experiences as a fundamental aspect in the formation of personality, with the recognition of the significance of the different experiences and events that subjects face, and the meaning of all the influences of people, groups, and institutions.

For authors such as Bernaza et al. (2018) and Pérez (2022), training contributes to developing skills, attitudes, and knowledge to improve and strengthen the quality, impact, and social incidence of the activities carried out. According to Peralta et al. (2023) and Vera et al. (2023), training is a form of professional development that leads to an enrichment of content, especially skills and abilities, with a higher level of depth, systematicity, or assimilation.

According to the above, training enables the basic and specialized formation of university graduates, particularly in the development of skills and the assimilation and introduction of new procedures and technologies with the purpose of complementing, updating, perfecting, and consolidating their knowledge. Its tutorial and dynamic nature allows its linkage with other organizational forms of professional



development, fundamentally with self-preparation.

Authors such as Pérez (2023) consider that training is the act of providing means that allow learning in a positive and beneficial sense so that individuals can develop their knowledge, aptitudes, and skills more rapidly; granting benefits such as:

- Preparing personnel for the immediate execution of the various tasks peculiar to the organization.
- Providing personnel with opportunities for continuous development in their current positions, as well as in other functions for which the person may be considered.
- Changing people's attitudes, to create a more satisfactory climate among employees, increase motivation, and make them more receptive to supervision and management techniques.

From this perspective, training contributes to self-realization and the achievement of organizational objectives. Training helps professionals to prepare comprehensively and also provides them with knowledge about all technical aspects of the work; it tends to be oriented toward short-term performance issues and the development of a person's skills in light of future responsibilities.

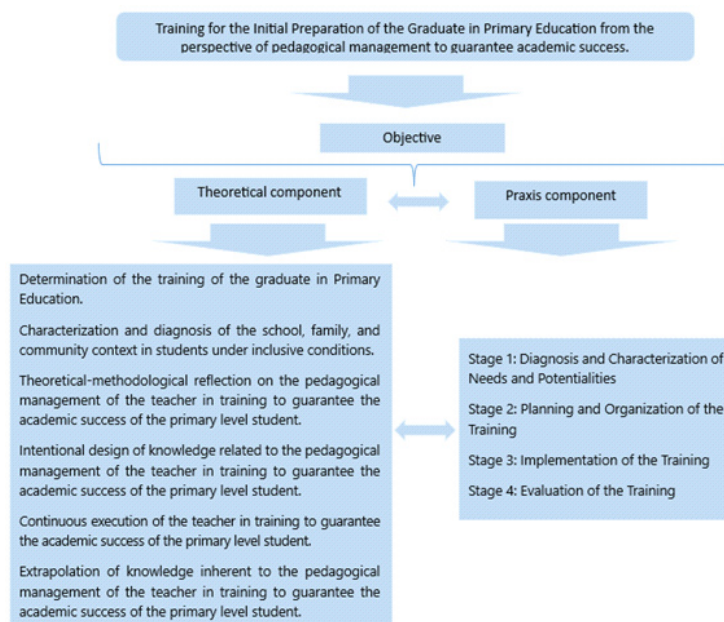
The training proposal was configured from the analysis of theoretical foundations, with distinctive features of an integral, flexible, contextualized, and participatory nature, which fosters the relationship between the affective, the cognitive, and the attitudinal. It combines different forms of organization (courses, scientific debates, consultations, experience exchange meetings, and self-improvement), and harmonizes in its structure a close relationship between theoretical and practical components.

The harmonious combination of the theoretical as the foundation for subsequently developing praxis is expressed in the following figure.

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Figure 1

Training for the initial preparation of the graduate in primary education from the perspective of pedagogical management to guarantee academic success.



Note: Own elaboration.



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The general objective proposed for the training is to contribute to the cognitive, instrumental, and attitudinal appropriation (knowledge, skills, habits, and values) by teachers in the initial training of the graduate in Primary Education from the perspective of pedagogical management to guarantee academic success, taking as theoretical support a theoretical component that harmonizes coherently with the practical component.

Stage 1: Diagnosis and characterization of needs and potentialities

Objective: To diagnose and characterize the initial and prospective state of initial training of the graduate in Primary Education from the perspective of pedagogical management for guaranteeing academic success.

Theoretical component: Determination of the initial training of the graduate in Primary Education. This component aims to determine needs and potentialities for the design of actions for initial training. The process of determining initial training must be directed toward consolidating adequate professional performance through the identification of needs and potentialities.

To achieve this, their training must respond to at least three basic requirements:

- First, personal development in terms of qualities, attitudes, and values that allow them to offer a positive educational model, with knowledge, scientific, psychopedagogical, and socio-educational skills for solving real-world problems;
- Second, it must be directed toward promoting habits and values that allow the exchange of experiences and good practices;
- Third, they must possess pedagogical, methodological, and organizational independence that allows them to implement their assessments and criteria for continuous growth in professional activity.

The preceding analyses allow for the understanding of the initial training of the graduate in Primary Education as the necessary process of reflection on the current state of their preparation so that, based on existing epistemic gaps, they are capable of updating their knowledge, self-evaluating, co-evaluating their professional performance, and directing the different processes, particularly pedagogical management for guaranteeing academic success.

Theoretical component: Characterization and diagnosis of the school, family, and community context in students of the Bachelor's Degree in Primary Education. This component takes into account specifying the essential elements that initial training must consider, from the processes of characterization and diagnosis, for the purpose of successful intervention in the contexts where they develop their pedagogical activity.

The processes of diagnosis and characterization need to be separated methodologically to understand the reason for each of them in pedagogical praxis; they harmonize, feed back into each other, and condition one another—that is, they possess a cyclical character in daily life and in systematic practice (Pérez, 2022).

In general terms, one starts from an initial diagnosis and characterization that gradually becomes enriched as one delves into the comprehensive knowledge of the context where the lives of students in training unfold, which unquestionably presupposes the contextualization of knowledge learned in their undergraduate training, as well as from the professionals with whom they must interact.



In the school context, pedagogical direction must be carried out based on the characteristics of each student in training, their experiences, and needs arising from their sociocultural context. Diagnosis becomes a mandatory requirement in this context for the conception and direction of the process with the level of efficiency required for attention to diversity in the initial training of the graduate in Primary Education.

Practical component: Actions for this stage.

- Specify the dimensions and indicators to consider in the collection of information on shortcomings and needs in the initial training of the graduate in Primary Education from the perspective of pedagogical management for guaranteeing academic success.
- Determine the methods to employ for identifying the needs of initial training of the graduate in Primary Education from the perspective of pedagogical management.
- Develop the instruments corresponding to the methods determined for identifying initial training needs.
- Apply the developed instruments.
- Process the results obtained through the application of the instruments.
- Prepare a report reflecting the results obtained, both qualitatively and quantitatively.

Stage 2: Planning and organization of the training

Objective: To design the training program with pedagogical activities for the initial training of the graduate in Primary Education from the perspective of pedagogical management for guaranteeing academic success.

Theoretical component: Theoretical-methodological reflection on the pedagogical management of the teacher in training to guarantee the academic success of the primary level student. This component aims to ensure that the initial training of the graduate in Primary Education from the pedagogical management perspective can project, with the necessary wisdom, activities to guarantee academic success.

In the specific case of pedagogical management to guarantee academic success, tasks must be oriented toward the assessment of knowledge management, systematization, performance, innovation, and communication that the professional achieves regarding the process, and the achievement of skills for self-organization of what has been learned; therefore, without neglecting the recognition of the value and importance of the various forms of professional development organization most commonly used.

Theoretical component: Intentional design of knowledge related to the pedagogical management of the teacher in training to guarantee the academic success of the primary level student.

In the case of this component, the purpose is to design the knowledge that the student in training for the Bachelor's Degree in Primary Education should possess, based on knowledge related to pedagogical management, taking into account topics that are currently essential such as: Curricular design, guides, guidelines, pedagogical processes, competencies, planning, inclusive and educational strategies.

Of particular importance is the teaching role in curricular processes; their actions should not be merely technical nor simply transmit knowledge; they require a reflective, analytical, investigative, and increa-

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singly human teacher who constructs meanings with a critical and constructivist sense; thus responding in an articulated and coherent manner to the theoretical approaches of the educational system that drive and promote pedagogical practice.

Some teaching activities that can be developed to promote reflection, analysis, and deep understanding of the training process of future teachers in this area are: Text analysis and group discussion; conceptual maps or visual schematics; case studies and reflection; development of an evidence portfolio; debate on challenges and proposals for improvement; elaboration of a personal improvement plan.

These activities seek to promote an active and reflective understanding of the initial training process of the graduate in Primary Education, fostering critical, creative, and self-evaluation skills.

Practical component: Actions to be developed in this stage.

- Determine the requirements for planning the organizational forms for initial training: project the organizational forms in correspondence with the shortcomings and professional training needs of the students; project the organizational forms with a systemic character; organize training actions by content.
- Familiarize students and professors with the purposes of the strategy.
- Determine the forms of organization to be executed based on the initial training of the graduate in Primary Education from the perspective of pedagogical management to guarantee academic success: professional development courses; professional development workshops; scientific debates; consultations; experience exchange meetings; and self-improvement.
- Establish the schedule for the execution of the determined organizational forms.
- Specify the objectives, contents, methods, means, and evaluation forms for the initial training activities of the graduate in Primary Education from the perspective of pedagogical management to guarantee academic success, based on the problems identified.
- Plan the different organizational forms for the initial training of the graduate in Primary Education from the perspective of pedagogical management to guarantee academic success.
- Develop the necessary material resources for the initial training of the graduate in Primary Education from the perspective of pedagogical management to guarantee academic success.
- Determine the indicators and evaluation forms for residents to continuously assess progress in the appropriation of theoretical, methodological, and attitudinal knowledge.

In this training, evaluation is assumed both as a process and as a result, with the purpose of integrally evaluating knowledge, skills, and attitudes; this favors the progress of awareness of change, transformation, and professional development of students in training.

Stage 3: Implementation of the training

Objective: To implement the training program with pedagogical activities for the initial training of the graduate in Primary Education from the perspective of pedagogical management to guarantee academic success.

Theoretical component: Continuous execution of teacher training to guarantee the academic success of the primary level student.

This component assumes the responsibility of representing the continuity of initial training actions. It

is determined by the acquisition and solidity of new knowledge, skills, habits, and values. It delves into the need that, given the magnitude of their training, they constantly improve themselves, in correspondence with the needs of their future profession.

The institutions where students are trained must be capable of deepening, acquiring, and fostering profound theoretical and practical knowledge, with infinite fortitude, realistic optimism, motivational affective relationships, and empathetic communication, for better learning, and providing adequate guidance regarding pedagogical management, in light of the challenge currently posed by science, technology, and society.

A vital element in this execution stage is that they are capable of theoretical and methodological reflection on how to efficiently develop the initial training process of the graduate in Primary Education from the perspective of pedagogical management to guarantee academic success in the activities planned and organized in the preceding stage.

To carry out the actions, it is necessary to consider the following aspects: exploration of problems and determination of basic learning needs; programming of actions; educational and participatory action; evaluation; and new problems and needs. It is vital that they exercise systematic, consecutive, and regulatory control, with the consequent satisfaction of the needs that students constantly demand.

Practical component: Actions to be developed in this stage.

- Assess the training program: organization and planning of objectives and contents; selection of appropriate methods, procedures, material means, and organizational forms; and determination of the evaluation system. All aimed at improvements in professional performance.
- Organize implementation according to the organization of training actions, so as to allow individualized and personalized attention to the real needs of each student.
- Conduct methodological workshops for the purpose of joint assessment by students, main administrators, and researchers of the results achieved in initial training.
- Select appropriate methods, procedures, material means, and organizational forms.
- Determine the evaluation system.

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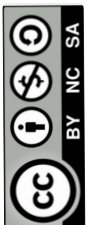
Stage 4: Evaluation of the training

Objective: To evaluate the mastery acquired by students in the initial training of the graduate in Primary Education from the perspective of pedagogical management for academic success, based on the implementation of training actions.

Theoretical component: Extrapolation of knowledge inherent to the pedagogical management of the teacher in training for the academic success of the primary level student.

The purpose of this component is to transfer acquired knowledge to analogous situations. It implies the development of other knowledge arising during initial training, which may well be used during training, in satisfying the diverse problems that arise in daily life.

The extrapolation of knowledge variant must provide responses to comprehensive, flexible, contextualized identification in training and the incorporation into their knowledge of the most appropriate orientations in the direction of the process, referring to: Affection; understanding; participation; creation; identity.



Practical component: Although evaluation is present throughout the entire implementation process, with emphasis on each of the levels and actions, the following are considered:

- Assessment of successes and failures, identification of possible errors, and implementation of self-corrections of the proposed actions.
- Comparison of the level of correspondence between the previously prepared plan and the results achieved in the development of initial training.

Cardinal observations

From a methodological point of view, evaluation should not be conceived solely as the final moment of the training, but should be present throughout the implementation space, monitoring the effectiveness of each of the actions executed, so that partial evaluations are carried out and adjustments are made to the needs of the students.

Evaluation should provide attention to the general objective of the training and the specific objectives of the different stages, as well as the actions developed by levels, resources, time, and those responsible, insofar as this phase must achieve the identification of what have been the main achievements and dissatisfactions, in favor of the projection and generation of changes in its implementation and application.

This stage constitutes the final moment of the process and marks the beginning of a new stage in the development of the initial training of the graduate in Primary Education from the perspective of pedagogical management to guarantee academic success. The satisfaction of one need generates other needs, always in favor of raising the professional level of these students.

The training proposal presented here represents a concrete response to the shortcomings identified in the initial training of the graduate in Primary Education from the perspective of pedagogical management. Its fundamental value lies in the systemic articulation between theoretical and practical components, thus addressing one of the main weaknesses pointed out in the reviewed literature (Mero, 2022; Sánchez & Delgado, 2020).

The stage-by-stage design evidences coherence with the postulates of the systemic-structural-functional paradigm, where each phase dialectically interrelates with the others, creating a whole that surpasses the mere sum of its parts. This approach directly responds to the need identified in the introduction for the combination of the epistemological foundations of both components.

The theory-practice integration proposed by this training aligns with the findings of Barragán (2012) and Malpaso and Lapa (2022), who highlight that effective pedagogical management precisely requires this articulation to guarantee academic success. Particularly, the initial diagnosis stage reflects what Farfán and Reyes (2017) pointed out about the importance of characterizing specific contexts before intervening.

The flexible and contextualized nature of the proposal responds to the demands of the 2030 Agenda and Mero (2022) regarding the need to adapt training to changing realities. Furthermore, the focus on the development of critical-reflective competencies coincides with what Gutiérrez et al. (2023) proposed regarding the social commitment that should characterize teacher training.

It should be noted that the four-stage structure with theoretical and practical components in each constitutes a significant contribution compared to more traditional approaches that usually separate

these elements. This permanent integration favors what [Romero \(2018\)](#) calls "situated knowledge transfer," essential for teacher professionalization.

The inclusion of multiple organizational forms (courses, workshops, scientific debates) responds to the diversity of learning styles and training needs, thus addressing one of the challenges identified in the introduction: the need for innovative and flexible methodologies.

The contributions of the critical opinion workshops and collective construction deepened the discussion of the proposed training, obtaining reliable criteria from a collective dimension and based on analysis, argumentation, and specialist assessments of the validity of the theoretical contribution and the practical tool.

As a result of the workshops, a file was compiled that included: individual and collective characterization of the members of each group in question, record of experiences with the minutes of each workshop, synopsis, summary document evidencing the dynamics of change in the proposals made and that were incorporated into the proposal submitted to the workshops, resulting version of the proposal, and document evaluating the quality of each workshop.

Three workshops were planned and executed, to which professionals from the following areas were invited: Universidad Autónoma de Santo Domingo (UASD), Instituto Superior de Formación Docente Salomé Ureña (ISFODOSU), and Universidad Católica de Barahona (UCATEBA), with the presence of ten professors, all holding the scientific degree of Doctor of Sciences and with more than 20 years of teaching experience; and 5 experienced teachers, all masters in different areas of knowledge and with more than 20 years of teaching experience.

All the selected professionals are accredited by their practical activity, teaching experience, and theoretical preparation for issuing value judgments on the proposed training, for the purpose of detecting irregularities in the proposal and seeking its improvement.

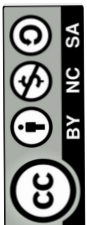
Main results of the workshops:

- They evaluated the foundations of the training as pertinent; they reflected on the immediacy of its application once the pertinent corrections are made, which, in the specialists' criterion, are necessary to include and unquestionably guarantee the initial training of the graduate in Primary Education from the perspective of pedagogical management to guarantee academic success and consequently their professional performance.
- It was proposed to deepen the sociological and pedagogical foundations.
- They evaluated the designed stages and established contents as pertinent, but suggested incorporating others related to social interaction.
- Updating of the bibliographic inquiry to support some of the proposals contained in the theoretical components.

Conclusions

The proposed training constitutes a systemic and structured response to the shortcomings in the initial training of the graduate in Primary Education, coherently articulating theoretical and practical components from the perspective of pedagogical management.

The four-stage design (diagnosis, planning, implementation, and evaluation) with theoretical and prac-



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tical components in each guarantees a comprehensive approach that considers both training needs and specific contexts of professional practice.

The integration of multiple organizational and methodological forms responds to the diversity of training needs, facilitating the appropriation of knowledge, skills, and attitudes necessary for effective pedagogical management.

The articulation between epistemological foundations, regulatory frameworks, and concrete practices positions this proposal as a significant contribution to raising the quality of initial teacher training and, consequently, guarantees the academic success of primary level students.

Evaluation conceived as a continuous and formative process, present in all stages, allows for permanent adjustments and ensures the effectiveness of the training based on the proposed objectives.

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CRediT authorship statement

Author	Role performed
RCV	She was responsible for the theoretical inquiry and the construction of the proposal.
CPJ	He was responsible for the methodological direction of the research.
ALGC	He contributed to the development of the training and the systematization of the results from the research methodology.

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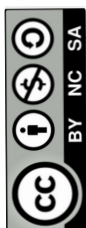
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Email for correspondence: perezjimenezclay@gmail.com

Notes on the authors

* Romelia Colón Valdez is a Master in Higher Education and in Trainer Training, and a doctoral candidate in the Doctoral Program in Educational Sciences. She has professional experience at the primary, secondary, and higher education levels. She currently works as Coordinator of the Practicum Area and Professor at the Instituto Superior de Formación Docente Salomé Ureña, Recinto Urania Montás, Dominican Republic. Email: rcolon@isfodosu.edu.do

** Clay Pérez Jiménez holds a Bachelor's degree in Primary Education, a Master's degree in Educational Sciences, and a Doctorate in Educational Sciences. He is a Full Professor and Research Professor at the Centro de Estudios en Ciencias de la Educación, Universidad de Camagüey Ignacio Agramonte Loynaz, Cuba. Email: perezjimenezclay@gmail.com

*** Ángel Luis Gómez Cardoso holds a Bachelor's degree in Defectology and Speech Therapy, a Master's degree in Educational Research, and a Doctorate in Pedagogical Sciences. He is a Full Professor and Research Professor at the Centro de Estudios en Ciencias de la Educación, Universidad de Camagüey Ignacio Agramonte Loynaz, Cuba. Email: angel.gomez@reduc.edu.cu

