



Ongoing teacher training for educational inclusion based on competency-based teaching*

Formación permanente del docente para una inclusión educativa basado en la enseñanza por competencia

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Abstract

In the current context, society is reshaping education and continuous teacher and future professional training, emphasizing inclusion and competency-based methodology. This aims to equip educators to foster inclusive education from various perspectives, driving changes for effective outcomes and adaptation to high-quality methodological strategies. The article aims to establish a relationship of inclusive education with teaching, based on competency-based methodology, highlighting that this implies profound changes at all educational levels and requires a commitment to educational excellence for optimal teacher training and inclusion across all educational contexts. The article amalgamates these concepts in research that seeks to analyze continuous training to build pedagogical knowledge and promote competency-based teaching as essential elements to encourage complex thinking and advance in the educational field.

Keywords: Ongoing training, educational inclusion, competency-based teaching, disability.

Resumen

En la actualidad, la sociedad reconfigura la educación y la formación continua de docentes y futuros profesionales, con énfasis en la inclusión y en la metodología basada en competencias. Esto busca capacitar a los educadores para fomentar una educación inclusiva desde distintas perspectivas, generando cambios para resultados efectivos y adaptación a estrategias metodológicas de alta calidad. El artículo se propone establecer una relación de formación inclusiva con la enseñanza, a partir de la metodología basada en competencias, subrayando que esto implica cambios profundos en todos los niveles educativos y exige compromiso con la excelencia educativa para una formación docente óptima y la inclusión en todos los contextos educativos. El artículo amalgama estos conceptos en una investigación que busca analizar la formación continua para construir conocimiento pedagógico y promover la enseñanza basada en competencias, como elementos esenciales para fomentar un pensamiento complejo y avanzar en el ámbito educativo.

Palabras clave: Formación permanente, inclusión educativa, enseñanza por competencia, discapacidad.

Ongoing teacher training for educational inclusion based on competency-based teaching

The educational process brings with it the need for continuous training of teachers in their various areas of knowledge and competencies. An academic training experience will allow the teacher to move towards comprehensive training for the inclusion of inclusive educational practices, where teaching is strengthened, and where the teacher can also be grounded and transformed in various ways of thinking to achieve the acquisition of knowledge.

Each academic experience brings along a variety of approaches and trends that will allow the teacher to approach each teaching process differently, depending on the condition presented,



and in which from educational practice to research tasks, they can develop to enhance those learning experiences in order to approach a competency-based teaching model. This approach addresses the inclusion of students with disabilities in primary education.

With reference to the above, competency-based teaching and the ongoing training of teachers for the educational inclusion of students aim to develop in teachers a critical and cooperative spirit, framed in its fundamental principle, which is to address the diverse needs of students. This requires applicable skills and knowledge, so that the result of pedagogical knowledge allows them to manage didactic resources, where the student can actively engage in their own learning and reflect on their daily practices.

It is worth noting that when talking about ongoing teacher training for inclusion, we are referring to that personal training process that is acquired for the achievement of pedagogical teaching. This process must respond to a structure of knowledge and skills, so that this complex reality, with a unique experience of innovation and creativity, enables the teacher to develop competency-based training relevant to educational programs and quality management. This includes student mobility, professional training, focus, and excellent application of knowledge to address the difficulties of children, youth, and adults equally and ensure them an education.

In this regard, educational inclusion seeks to encourage and ensure that every person is "part of" and does not remain "separated from." As a result, it contains certain demands, disciplinary characteristics, the pursuit of truth, and respect for differences. In this context, [Casanova \(2018, p. 1\)](#) deduces:

El modelo de educación inclusiva supone la implementación sistémica de una organización educativa que disponga de las características y posibilidades necesarias para atender al conjunto de la población escolarizada, diversa por principio y por naturaleza, en estos momentos de la historia. Dicho planteamiento implica la disponibilidad de un currículo abierto y flexible, es decir democrático y una organización escolar que permita su práctica óptima. Además, la educación inclusiva debe constituir un núcleo aglutinador de la sociedad, que colabore con el centro educativo para que este se convierta en una comunidad de aprendizaje, en la que todos participan y aportan, su riqueza individual y grupal a la mejora de cada uno de sus integrantes¹.

It is necessary to direct an educational model in accordance with the demands of including students with disabilities from a cross-cutting perspective, which equates to a whole system esta-

¹ Our translation: The model of inclusive education implies the systemic implementation of an educational organization that possesses the necessary characteristics and possibilities to cater to the entire enrolled population, diverse in principle and by nature, in these moments of history. This approach involves the availability of an open and flexible curriculum, that is to say, democratic, and a school organization that allows for its optimal practice. Moreover, inclusive education must constitute an aggregating core of society, collaborating with the educational center to transform it into a learning community, in which everyone participates and contributes, their individual and group wealth to the improvement of each of its members.



blished to provide access and reciprocal participation to every person regardless of their condition. Human beings, even though they are characterized by the need to come together or group in all spheres of human life, in some way, experience the phenomenon of exclusion; hence, it is necessary to recognize that education for inclusion is required. In this sense, the teaching of competencies must be integrated into the teacher, empowering them in the process and development of that curricular conception, including didactic conception and the types of strategies to implement, taking into account that prior to this, the teacher must identify capacities and competencies related to inclusive attention.

It means then that we must maintain a focus on teaching with specific aspects towards the teaching of learning, in order to integrate knowledge into each of the cognitive processes. [Castillo et al. \(2022, p. 1\)](#) assert that *"La realidad contemporánea demanda un docente que tenga roles activos en la elección de alternativas pedagógicas, que estimulen la capacidad de participar ofreciendo opciones que le permitan a los educandos aprender críticamente"*²

As can be understood, it is important to equip the teacher with the basic tools that enable them to assume their own potentialities, allowing them to navigate, consider changes that may be necessary, including those that arise from social processes, with an open stance towards reforms and consistency in their structures and methods. In this regard, education needs teachers with innovative attitudes and dispositions, capable of tackling projects and fostering educational innovation, in order for them to transfer knowledge for the proper use of methodologies, aiming to achieve effective teaching and meaningful inclusion of learning.

Teacher training should be oriented towards investigating their teaching reality, where, as the authors [Cejas et al. \(2019, p. 5\)](#) point out, three basic domains for understanding formation are shown: *"el saber (conocimientos), el saber hacer (de las competencias) y las actitudes (compromiso personal)"*³. It's worth mentioning that the competency-based approach, as an educational methodology, enables students to acquire content and reflect in the individual a set of skills, abilities, and knowledge, so that the person engaged in an activity can be committed to fulfilling responsibilities and, in turn, demonstrate their performance in the workplace.

Regarding the competency-based approach, it is seen as a contemporary approach, aiming to foster lifelong learning, and it has had behavioral versus constructivist positions. As an approach, it possesses diverse attributes, which are based on the construction and integration of resources such as capabilities, skills, and attitudes.

For [Tobón \(2013\)](#), the competency-based approach aims to change the way of thinking about and approaching educational practice, moving towards an optimal performance of the teacher

² Our translation: Contemporary reality demands a teacher who has active roles in choosing pedagogical alternatives that stimulate the capacity to participate by offering options that allow students to learn critically.

³ Our translation: knowledge (content), know-how (competencies), and attitudes (personal commitment).



in educational processes, which will lead to simplifying learning according to the interests of each participant. Hence the importance of seeking strategies and methods that enable ongoing teacher training for educational inclusion.

Consequently, teacher training from the competency-based approach allows us to move towards the quality of the teaching process, which must chart a course towards effective learning. A clear definition of what educational quality development is brings us closer to those skills and knowledge that aid in the planning, progress, and advancement of teacher training.

Based on the same premise, it is important to make it clear that competencies, understood as a teaching and learning process, are oriented towards people acquiring skills, knowledge, and abilities, and in turn, forming themselves to achieve development through communication, construction, and interaction, allowing the teacher to take on a self-directed and intelligent approach to their own knowledge.

In the words of Flórez & Vivas (2007, p. 169), *"Todo proyecto y acción educativa son válidos y potentes pedagógicamente si contribuyen a la formación humana"*⁴. It can be said that any project or action that has an impact on human formation is valuable and effective from an educational standpoint.

Subsequently, competency-based teacher training focuses on developing practical skills and knowledge in future educators, enabling them to effectively confront real situations in the classroom. This approach aims for teachers to apply what they've learned in everyday situations and to be prepared to adapt to the changing needs of students and the surrounding world. Additionally, competency-based training aims to promote collaborative work and ongoing reflection on teaching practice.

However, continuous teacher professional development is a continuous and essential process for the professional growth of every educator. It consists of a set of activities, courses, workshops, seminars, and other initiatives aimed at improving teachers' skills, knowledge, and competencies in their pedagogical work, as well as curriculum reorganization, and in turn, promoting a genuine change in teachers' perception by modifying ingrained implicit beliefs.

In this sense, Monereo (2010) proposes teacher training based on four (4) dimensions: the first is the level of definition of the training program, the second is the extent to which it is agreed upon with teachers and participants, the third is the meaning and sense given to the training as a socio-cultural learning project, which achieves the personal effort of human beings to be educated in the most appropriate and competent way in order to come together in a space that enables equality, freedom, and fraternity for all.

⁴ Our translation: Any educational project and action are valid and pedagogically powerful if they contribute to human formation.



Now, concerning the training of teacher competencies, these are skills and knowledge that a teacher must possess to perform their work effectively, such as knowledge of the content they teach, the ability to plan and organize teaching, the ability to teach when transmitting knowledge, as well as the way they assess student performance through motivating teamwork that fosters collaboration among all to achieve success in the teaching process.

On the other hand, Davini (2015, p. 19) states that:

A partir de entonces y hasta hoy, en relación con el papel de las prácticas en la formación de los docentes, se ha venido desarrollando un movimiento que apunta a recuperar la vida real de las aulas, en su diversidad y complejidad y las experiencias concretas que se desarrollan en ellas⁵.

According to the author, the teacher transforms each experience and learning developed in the classrooms by projecting an education-oriented approach to students. Thanks to their continuous training, they can innovate, create, and discover new meaningful strategies corresponding to the interests and needs of the students.

As can be seen, teachers can develop a wide variety of competencies based on their training. Some of the most common competencies that teachers can develop include pedagogical skills, subject matter knowledge, classroom management skills, the ability to foster a positive learning environment, assessment and monitoring skills for both the teacher and students, teamwork skills, and collaboration with other teachers, as well as the ability to adapt to the individual needs of each student.

Similarly, for a teacher to form and provide effective teaching, they must seek a participatory construction of pedagogical models within educational projects. This involves planning, implementing, and evaluating the teaching-learning process, along with didactic competencies that develop knowledge and techniques to transmit content clearly and comprehensibly.

Regarding competence-based teaching, it is an educational approach that focuses on the development of practical skills and knowledge in which students need to face real-life situations, rather than focusing on the transmission of theoretical information. It involves solving problems and making decisions within the learning space for the optimal development of their social and emotional skills.

In this regard, Díaz (2006, p. 98) points out:

⁵ Our translation: Since then and until today, in relation to the role of practice in teacher training, a movement has been developing that aims to recover the real life of the classrooms, in its diversity and complexity and the concrete experiences that take place in them



El docente tiene que desarrollar su sabiduría experiencial y su creatividad para afrontar las situaciones únicas, ambiguas, inciertas y conflictivas que configuran la vida del aula. En esta situación, es la práctica el elemento vertebrador de la formación docente, de manera que es en ella y a partir de ella como se organizan los programas de formación.

The teacher must develop experiential wisdom and creativity to face the unique, ambiguous, uncertain, and conflicting situations that shape the life of the classroom. In this situation, practice is the central element of teacher training, so that programs are organized based on it and derived from it.

In light of what the author has presented, the teacher plays a significant role in the education of the student, employing various methods in learning spaces through continuous training. This enables the teacher to create gratifying experiences aimed at enhancing students' cognitive processes when they encounter situations that make them think, feel, and solve any given situation, guided by the curriculum implemented by their teacher.

Hence, the teacher can develop competencies within the learning space in various ways. Firstly, it is important for the teacher to have clarity about the competencies they want to develop and consider them when planning their classes. An effective strategy is the use of active and participatory methodologies, allowing students to develop their skills and competencies through practice and reflection.

For example, problem-solving, guided research, among others, are methodologies that encourage competency development. It is crucial for the teacher to be a role model for their students, demonstrating skills and attitudes associated with the competencies that can be developed, not only through theory but also through practical examples.

Likewise, the teacher can motivate their students to develop competencies in various ways. It is important for the teacher to foster a positive and safe learning environment in which each student feels comfortable participating and taking risks in their learning. This can be achieved effectively through gamification, involving the use of game elements in the educational process. For instance, the teacher can design activities that include challenges and rewards, motivating students to learn and develop their competencies.

On the other hand, [Imbernón \(2013, p. 493\)](#) expresses:

La planificación de la formación permanente del profesorado ha de responder a las exigencias del Sistema Educativo. Por lo tanto, será necesario que se planifique una forma-

⁶ Our translation: The teacher has to develop his experiential wisdom and creativity to face the unique, ambiguous, uncertain and conflicting situations that make up the classroom life. In this situation, it is the practice the backbone of teacher training, so that it is in it and from it that training programs are organized.



ción permanente que se corresponda, que dé respuesta, a esas exigencias; de la misma manera, dicha formación deberá situarse, de acuerdo a la coyuntura que atraviesa el sistema dentro del sistema educativo que contemple todos los elementos implicados y que les dé sentido⁷.

For the author, every teacher in their process of continuous training appropriates the necessary knowledge to respond to the specific needs expressed by their students through a praxis aimed at developing planning through didactic innovations based on the curricular design that guides the learning model. This will strengthen each student's abilities in the social and pedagogical sphere.

It is worth mentioning the personalization of learning, which allows the teacher to adapt to the individual interests and needs of each student. In this way, students are motivated to learn because they feel that their educational process is relevant and meaningful to them. The teacher must promote self-evaluation and reflection in their students so that they can become aware of their own learning process and set realistic and achievable goals. In this way, students will be more engaged in their own educational process and more motivated to develop their competencies.

The challenges in teacher training are many and varied, but teachers can overcome them with continuous training, a learning attitude, and a willingness to adapt to changes. Therefore, teachers must be able to work as a team with other teachers and school staff members to improve the quality of education, which involves developing effective communication and collaboration skills.

In this regard, Peña (2017) refers to the fact that teaching practice has taken a 180-degree turn at this moment. In this changing world, education is not exempt from this; everything requires changes, constant training, courses, workshops, and innovation in educational planning are incentives for improvement in teaching, in favor of achieving quality in the teaching-learning processes.

So that the teacher's commitment in the teaching process is expected to be guided through the changes reflected in current education, through the development of competencies leading to direct and participative training to take on a role that will strengthen their confidence in structuring a curricular organization. Through experience, depending on the methodology developed creatively, playfully, and practically in the classroom.

It is noteworthy that teachers must stay updated to assess competencies. The teacher needs to have a clear understanding of competencies, design appropriate evaluation tools, observe and record evidence, analyze the results, and provide feedback to students.

⁷ Our translation: The planning of continuous teacher training must respond to the demands of the Education System. Therefore, it will be necessary to plan continuous training that corresponds, that responds, to those demands; in the same way, this training should be situated, according to the current situation the system is going through within the educational system that considers all the elements involved and gives them meaning.



While it is true, Gorodokin (2006, p. 2) points out: *“la formación de formadores debe procurar sujetos competentes, contribuyendo a la construcción de la mirada del sujeto enseñante, como concepto fundante en la constitución del oficio de docente como punto de partida de la construcción de la realidad”*⁸. It is important to highlight the significance of teacher training to be able to assume a role oriented towards competency development, allowing the student to demonstrate their skills and abilities through strategies that provide guidance. In this way, they acquire knowledge through content adapted to the interests of each student within the learning space.

On the other hand, educational institutions in the different modalities of the Venezuelan educational system aim to promote teacher training projects based on collaborative practices. This involves the teacher imparting teaching styles and promoting formative models within the educational center, structured through conferences, workshops, formal qualification programs, informal activities, networking, collaboration among center colleagues, and reading academic literature.

Considering the above, it is important for the teacher to have competencies related to teaching and didactic pedagogical strategies aimed at the student's needs in the educational institution, to achieve opportunities where they strengthen their pedagogical practice every day and can guide in preventing the needs of the student, for the achievement of opportunities.

In all of this, Díaz (2013, p. 2) points out:

*El docente es una circunstancia que se forma desde la interioridad de una persona. Si la persona tiene principios, valores y convicciones así las tendrá el docente y desde esta referencia axiológica, que se inicia y desarrolla en la familia, como valores fundantes, se forma el docente. Quienes ingresan a la docencia, bien por vocación primaria, tradición familiar u otras razones, configuran con sus valores, conocimientos, tradiciones y prácticas su identidad profesional. Cada docente constituye una historia por reconstruir y una biografía por escribir. Esa es la memoria pedagógica. Memoria que permite la reunirse con las esperanzas, sueños, dedicación, entrega y esfuerzos que se dibujan en rostroidad del docente*⁹.

⁸ Our translation: teacher training must aim for competent individuals, contributing to the construction of the teacher's perspective, as a foundational concept in the constitution of the teaching profession as a starting point for the construction of reality.

⁹ Our translation: The teacher is a circumstance that is formed from within a person. If the person has principles, values, and convictions, so will the teacher, and from this axiological reference that begins and develops within the family, as foundational values, the teacher is shaped. Those who enter teaching, whether through primary vocation, family tradition, or other reasons, configure their professional identity with their values, knowledge, traditions, and practices. Each teacher constitutes a history to be reconstructed and a biography to be written. That is pedagogical memory. A memory that allows one to come together with the hopes, dreams, dedication, commitment, and efforts that are depicted in the teacher's visage.



The implementation of the epistemological approach will generate knowledge that will strengthen educational practice, allowing the teacher to recognize the importance it has in knowledge, as a thinking and feeling being, a reference that promotes the acquisition of knowledge through reflection and criticism, to be open to achieving meaningful learning through flexible tools based on the pedagogy employed by the teacher within the educational process.

In the teacher's work in learning environments, it is relevant for them to execute transformations and changes in educational matters. This reflects the subjectivity of their functions, thanks to the strategies or actions established for the well-being of their students. Their interest lies in wanting to learn and develop to provide comprehensive tools in the classroom, avoiding barriers that may interfere with teacher-student communication, as each child learns what their teacher has taught them.

It should be noted that the teacher is constantly in continuous training. To have proper performance in the classroom, they must have a commitment and responsibility to their students, expressing affection in teaching, and thus observing academic progress in students. Their role as a guide can be objective in reflecting on their experience as a teacher in the space that provides education.

It means then that teacher training aims to learn a series of skills and abilities to be developed in teaching, when it is of interest to a group of students with disabilities during the inclusive education process. This encourages them to acquire learning from both a personal and professional perspective with the group of students under their care.

In this regard, Díaz (2006, p. 14) expresses:

La discusión que se adelanta sobre la formación docente exige un cambio radical respecto a las concepciones y prácticas que se desarrollan, a pesar de las fuerzas de cambio que emergen en los movimientos pedagógicos, permiten asumir la reflexión epistemológica como una opción que le permita al docente transformar la concepción, muchas veces estática, de su mundo personal y de la realidad, mediante un profundo proceso reflexivo para así elaborar nuevos conocimientos que coadyuven a fortalecer y desarrollar su práctica pedagógica, la cual revela, en gran parte, su proceso formativo¹⁰.

For this purpose, research is conducted to discover a competency model that fits the current characteristics of students through projects applied in classrooms. Thanks to their training, they become capable of enhancing their skills by explaining different tasks to fulfill the curriculum guidelines for teaching.

¹⁰ Our translation: The discussion on teacher training demands a radical change regarding the conceptions and practices that are developed, despite the forces of change emerging in pedagogical movements. This allows assuming epistemological reflection as an option that enables the teacher to transform the often static conception of their personal world and reality. This is achieved through a profound reflective process to elaborate new knowledge that contributes to strengthening and developing their pedagogical practice, which largely reveals their formative process.



According to Davini (2015), teaching practices encompass a wide range of specific skills related to the central axes of professional action, regardless of the specific school context in which the teacher works. Training in these skills develops throughout teaching experience; however, many of them need to be guided from initial training. They relate to the organization of teaching proposals and their methodological construction, decision-making in action, management of spaces, times, student groups, teaching and information resources, and evaluation processes. These skills represent content to be developed in practical knowledge.

Therefore, the teacher in their process of continuous training is constantly learning to provide suitable educational practices for the student population. Their methodological strategies will facilitate decision-making when carrying out a series of activities in time and space, thus fulfilling content development. They can contextualize the information provided by the teacher through different resources that will strengthen their abilities to evaluate the practical knowledge acquired by the student within the classroom.

It is necessary to emphasize what Imbernón (2011, p. 82) states:

Una formación como desarrollo profesional debe proponer un proceso de formación que capacite al profesorado en conocimientos, destrezas y actitudes para desarrollar profesionales reflexivos o investigadores; en ellos, se considera como eje clave del currículum de formación del profesorado el desarrollo de instrumentos intelectuales para facilitar las capacidades reflexivas sobre la propia práctica docente, y cuya meta principal es aprender a interpretar, comprender y reflexionar sobre la enseñanza y la realidad social de forma comunitaria. Adquiere relevancia también el carácter ético de la actividad educativa¹¹.

Every teaching professional provides attention to students through curricular adjustments, which will allow planning, diagnosing, and analyzing the learning outcomes achieved from the various instructional tasks assigned by their teacher. This will result in internal and external training to be implemented in problem-solving according to the social and educational context that offers a quality life in the environment they have been included.

Maintaining an inclusive education relationship with a competency-based approach implies profound changes at all educational levels, taking into account and clarifying that following this approach is committing to quality teaching to achieve teacher training, seeking inclusion in all educational contexts.

¹¹ Our translation: A professional development training should propose a training process that empowers teachers with knowledge, skills, and attitudes to develop reflective or research-oriented professionals. The key axis of the teacher training curriculum is considered to be the development of intellectual tools to facilitate reflective capacities regarding their own teaching practice. The main goal is to learn how to interpret, understand, and reflect on teaching and social reality in a communal manner. The ethical nature of educational activity also becomes relevant.



In conclusion, the competency-based approach, seen from competency-based training, will allow the teacher to transform in their different ways of thinking and understanding and guiding in educational practice for meaningful training. A teacher who teaches with parameters will make their student begin to value the human, and the construction of autonomous learning will serve as personal growth for curricular training guidance. In turn, this will allow the development of competencies in a significant way to move towards teacher training with a focus on educational inclusion, accessing organization to obtain multifaceted learning, suitable for the complexity of society and its emergencies.

Consequently, the teacher must have as a basis continuous training for complex thinking that allows assuming a self-reflective strategic training with a great interest in inclusion and in the field of education. Additionally, it is crucial to consider a perspective focused on curriculum design, based on action research, with the purpose of understanding all metacognitive processes from a competency-based approach.

Indeed, improving the quality of teachers at different levels of subsystems implies the need to conceptualize competencies within the framework of human development. This is achieved by establishing complex thinking as a fundamental basis for its development and application.

Finally, the teacher must be clear that every formative process undergoes continuous change that occurs within each formative process and allows organizing and integrating all cognitive aspects to understand the dynamics in which education functions as an integrated system, which allows forming, including, and developing complex thinking that complements building inclusive education.

It is worth noting that within the rationality of the human being, several elements intertwine, allowing, as Morin expresses, an understanding of complex thinking. This is related to human life and social relationships; assuming a change and thinking about that reality that resists inclusion and training, arguing ideas that allow rationality and recognition of subjectivity and affectivity that involves inclusion.

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