EDUCATIONAL TRANSFORMATION THROUGH COMPETENCY-BASED LEARNING: A CONTRIBUTION TO DIDACTIC INNOVATION

Alejandro Flores Suárez[1], Juana M. Ortega-Tudela[2], Elena M. Díaz-Pareja[3]

ABSTRACT

The objective of this article is to examine the various dimensions of didactic innovation, identifying effective methodologies and tools in education. To that end, it will select key studies that add value to the analysis of didactic innovation and competency-based learning. To this end, a systematic review of the literature was conducted, and articles from academic journals that have recently published impactful studies on didactic innovation and competency-based learning were selected. To synthesize the data, techniques such as thematic meta-analysis and qualitative reviews were applied. The results demonstrate that the implementation of innovative methods, such as dialogic gatherings and collaborative learning, leads to substantial improvements in student performance, motivation, and participation. Likewise, a remarkable acceptance of these techniques was observed by both teachers and students, which supports the superiority of innovative methodologies over traditional ones. These findings indicate that incorporating educational innovation should be a fundamental component of the teaching process, as it facilitates the effective transformation and development of competencies, as discussed. The systematic review identified epistemological gaps and underscored the importance of forging a robust link between innovative tools and pertinent learning outcomes. Additionally, the necessity of adapting educational models to changes and the expansion of knowledge is emphasized. Finally, it is recommended that educational innovation be integrated into a variety of contexts and areas proposed for future research and practical applications of didactic innovations. For instance, in the context of preschool music education, this integration is imperative for fostering deeper, more collaborative, and reflective learning experiences.

1. INTRODUCTION

It is essential to explore the various dimensions of didactic innovation, identifying effective methodologies and tools in education through a thorough analysis of the literature, examining how these practices impact the quality of teaching and student motivation. The methodology employed involves the implementation of rigorous criteria to select relevant studies, thereby ensuring the integrity and reliability of the information (Villafuente, 2021; Macanchí et al., 2020; Berríos & Herrera, 2021). The preliminary findings underscore the importance of an integrative approach that considers both technological and pedagogical aspects, and they highlight the need for continuous training for teachers (Palacios et al., 2021). This review underscores the pivotal function of didactic innovation in educational transformation and provides significant insights for future research and pedagogical practices (Moreno, 2020).

1.1. Paradigmatic Shifts in Education: Innovative Methodologies and Teacher Professional Development

Education has traditionally centered on the teacher as the primary transmitter of knowledge. However, it has evolved towards a learner-centered model, prioritizing the personalization of learning and the development of skills. This change, driven by information and communication technologies (ICT), has democratized access to knowledge, allowing learning that transcends the classroom and fosters self-taught skills (Bartolomé-Pina, 2020; Castro & Castro, 2020).

For this reason, various forms of learning based on active skills and techniques have been adopted. These include project-based and cooperative learning. This reflects a more relevant education adapted to the needs of the twenty-first century. In this century, practical skills and collaborative work are valued. Likewise, the emphasis on lifelong learning and an inclusive perspective promote educational environments that value diversity and continuing education for all. In short, education has moved from a standardized approach to more inclusive and technological models that prepare students to meet today's challenges effectively and meaningfully (Bernal & Marín, 2020; Garron et al., 2021; Cedeño et al., 2020; Flores & García, 2023).

These changes in education are accompanied by innovative teaching methodologies that modify the teaching process to make it more meaningful and collaborative, thus facing the challenges of the current era. Project-Based Learning (PBL) and Problem-Based Learning (PBL) are two notable methodologies that promote creativity and real-world problem-solving. These educational strategies stimulate research and interdisciplinary application of knowledge. Service Learning (SL) is a methodology that integrates the learning process with the delivery of services to the community, fostering the development of civic competencies. Conversely, flipped classrooms and cooperative learning methods have been shown to modify the traditional classroom structure, thereby enhancing students' social skills (Moreno, 2020).

In the international arena, nations such as Finland and Canada have incorporated the learning perspective into their education systems, achieving significant improvements in academic performance and student engagement. The integration of methodologies such as Problem-Based Learning (PBL), Project-Based Learning (PBL), and Service-Learning (SL), along with the use of narrative, constitutes a comprehensive educational strategy that meets contemporary demands, promoting a collaborative and meaningful teaching process (Redondo & Fuentes, 2020).

These methodologies yield a narrative of learning, which utilizes stories as an additional tool in the organization and structuring of knowledge. This facilitates the coherent interconnection of concepts for students. This technique fosters in-depth understanding and the development of critical and reflective skills, enabling students to become active participants in their learning process. When incorporated into different academic disciplines, narrative fosters the retention and applicability of knowledge (León et al., 2021).

Innovation and the application of these methodologies are inextricably linked to teaching development and practice, which is essential for professional growth. Through continuous training, self-assessment, and critical analysis, educators can identify areas for improvement and experiment with new pedagogical strategies, becoming active agents of their own learning (Díaz et al., 2021). Furthermore, collaboration between teachers, facilitated by working groups and learning communities, enriches educational practice by allowing the exchange of experiences and the joint development of solutions (Rodríguez et al., 2022).

The integration of technology into the teaching profession has led to a significant expansion in opportunities for professional development. Online resources and communities have been created, allowing teachers to train at their own pace. To

ensure the effectiveness of these activities, it is essential to continuously evaluate and adjust programs as necessary. Educational leadership plays a pivotal role in cultivating an environment that prioritizes continuous learning, which has a direct and significant impact on educational quality and student success (Rincón et al., 2022; Bernal & Marín, 2020; Cueva, 2020; Di Vita et al., 2021).

After examining the conceptual and methodological transformations that have redefined education in recent decades, it is necessary to evaluate how these new perspectives impact educational practice. To achieve this objective, it is imperative to thoroughly grasp the theoretical foundations underpinning these innovations and to conduct empirical assessments of their application and effectiveness across diverse contexts. In this sense, the methodology adopted in this study is designed to systematically analyze the use of narrative as an educational tool. It employs a rigorous approach that allows for the drawing of well-founded conclusions about its pedagogical value.

2. METHOD

2.1. Objective and Sample

The objective of the research was to explore the various dimensions of didactic innovation, identifying effective methodologies and tools in education, through the selection of key studies that add value to the analysis of didactic innovation and competency-based learning. To this end, a critical analysis of the state of the art was carried out through a literature review and evaluation of previous studies relevant to the central theme.

Filters were established to analyze proposals on didactic innovation using the following databases: Google Scholar, ERIC, Scopus and Web of Science, DOAJ, OATD, Redalyc, Base Search, Research Gate and Dialnet. This yielded a total of 67 records. After removing duplicates, abstracts of 56 articles were examined for relevance. The procedure included an initial screening, followed by a detailed reading to determine eligibility. Full-text articles that met the criteria of objectivity, educational relevance, and contribution to communicative competencies were selected. This process resulted in 31 studies for a more exhaustive review.

The selected publications were categorized according to the following aspects:
1. Competencies: We found 22 documents on methods and tools to assess the progress of university students' competencies.
2. Interdisciplinary: 10 papers examining pedagogical innovation were found.
3. Pedagogical: We found 23 articles that focused on Problem-Based Learning (PBL) as a method of developing competencies, analyzing how it works and comparing traditional methods with PBL.
4. Socio-emotional: 7 documents were collected that focus on the development of socio-emotional competencies.

3. DATABASE SEARCH ACCORDING TO CRITERIA AND ANALYSIS

The review was conducted within established temporal and spatial boundaries. To describe educational innovation, new technologies, alternative approaches, and curriculum adaptation were considered. The articles were classified according to the following criteria: authors, year, objective, educational level, communication skills, country, and results. The final corpus offers an in-depth understanding of current trends and opportunities in didactic innovation.

To ensure the reproducibility of this study, a thorough and systematic search strategy was employed, utilizing prominent academic databases such as Google Scholar, ERIC, Scopus, Web of Science, DOAJ, OATD, Redalyc, Base Search, Research Gate, and Dialnet. This approach ensured the accuracy and consistency of the collected information.

3.1. Inclusion and Exclusion Criteria

The following criteria were considered for the review: 1. Empirical Publications: articles based on research that provide original data were included; 2. Impact Journals: studies from academic journals with recognized impact indexes were selected; 3. Publication Period: focused on recent studies within the established date range; 4. Thematic relevance: priority was given to research on didactic innovation and competency-based learning; 5. Full Text: access to the full text was required for a thorough evaluation; 6. Language: articles in English and Spanish were included; 7. Variety of Approaches: studies that address various pedagogical approaches were considered, reflecting the complexity of the field.

The following exclusion criteria were established in the selection of articles: 1. Non-empirical articles, such as theoretical or data-free trials, were discarded. 2. Low-relevance studies that, although empirical, did not directly address didactic innovation or competency-based learning were excluded. 3. Studies outside the established time range were
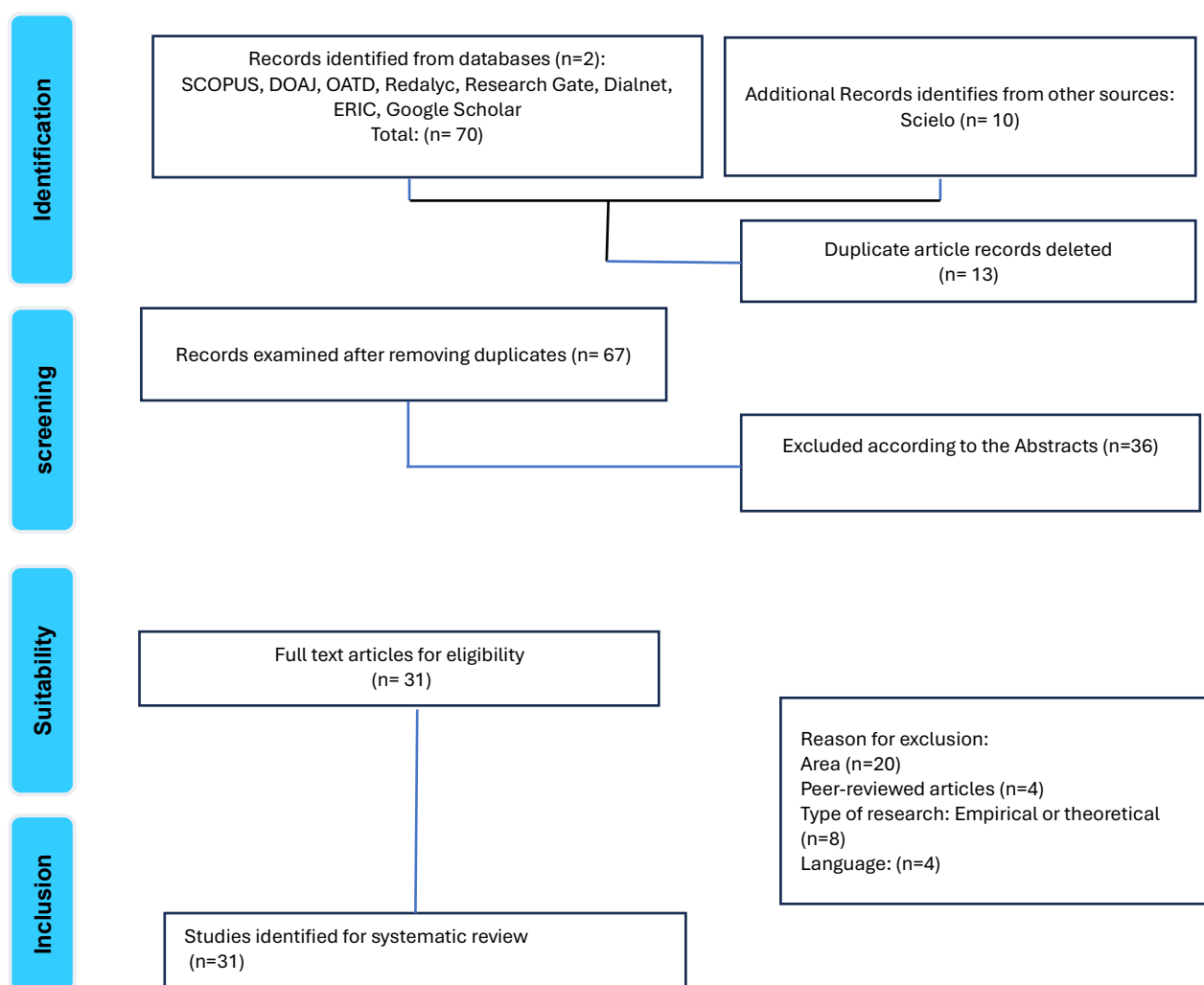
rejected to ensure timeliness. 4. Works without access to the full text that would prevent a detailed evaluation were excluded. 5. Articles in unspecified languages were discarded. 6. We excluded studies with insufficient methodological quality, such as those with design or validity problems. 7. Studies that duplicated data already represented in other selected articles were eliminated.

3.2. Data Analysis

In the results section, an approach was followed that is based on the bibliographic review, which allows the collection and analysis of information. The methodology used enabled the synthesis of qualitative and quantitative data through a qualitative analysis supported by a review of academic literature. The evaluation of the impact of several pedagogical innovations and their implementation in the educational field was carried out. The literature review provides a detailed understanding of the impact of innovations, without requiring the collection of primary data. This allows for a broader and more comprehensive view of the current state of knowledge in the field.

The findings are presented in a PRISMA flowchart (Fig. 1), which allows for the visualization of the selection and screening process of the studies examined and accurately illustrates the four essential phases: identification, encryption, eligibility, and final selection. During the development of this procedure, selection criteria were used to ensure that only the most pertinent studies were considered, in accordance with the objectives of the research. This matrix offers a structured overview of the studies supporting the analysis (Table 1) and launches the discussion of the findings. This contributes to a comprehensive understanding of the results achieved and their significance within the research context.

Figure 1: System For Identifying Studies Completed.

4. RESULTS

Table 1: Articles Considered In the Systematic Review and Data Extraction Criteria.

	Authors and Year of Publication	Article Title	Central Objective	Educational Level and Competencies	Results	Country
1	A.S M.G & P.A. (2023)	Competencies and methodologies Innovation for digital education	Explore how the COVID-19 pandemic has impacted education systems, challenging the adaptability and responsiveness of institutions and teachers. It focuses on the forced transition to online or distance education, evaluating the effectiveness and methodologies applied during this period, and highlights the need to advance innovative teaching practices to improve higher education in response to future challenges.	Ed. Superior Interdisciplinary	More active methodologies are highlighted, which go beyond the "zoomification" of lessons, managing time and spaces in a more creative and efficient way. Teachers and institutions have understood that digital education needs the development of this type of methodology, but for this it is necessary to increase the levels of digital competence of teachers, which results in better didactic use of the technologies, devices and tools they have at their disposal.	Spain
2	M.A (2016)	Learning assessment from the perspective of competencies	To take a critical approach to the assessment of learning from the perspective of education by abilities, discussing the characteristics and intentions of these assessment systems and concluding with alternatives for their effective implementation.	Ed. Superior Interdisciplinary	It concludes by showing alternatives to assume the assessment of competency-based learning from various criteria and as an application dynamic for the development of metacognition and metalearning processes.	Spain
3	T.P., C.H., A.A., C.B., I.U., D.M., S.S., H.J., (2016)	Innovation as a teaching competence in the university: Innovation aimed at improving learning.	To evaluate the teaching innovation competence of university teaching staff as a means of improving the quality of teaching and student learning, promoting the professional improvement of teaching staff through competency-based teacher training programs.	Ed. Superior Interdisciplinary	Indicators organized by levels are proposed to evaluate the competence of teaching innovation, contributing to the improvement of teaching and learning in higher education.	Spain
4	D.J., C.A., (2022)	Basic investigative competence. A didactic strategy for the digital age	To propose a characterization of the basic research competence and to show the results of the implementation of a didactic strategy of formative inquiry that uses the methodology of training projects and the activity of content curation to optimize the management of digital information.	Ed. Superior Interdisciplinary	The implementation of the didactic strategy produced positive results in all indicators of basic research competence. In addition, differences were identified that reveal both strengths and weaknesses in implementation, which can be used by teachers to improve their skills and interaction with students in online activities.	Mexico
5	E.C. (2008)	Competencies and Learning Activities	Explore how to work on skills in the classroom through the proposal of authentic activities that have a correlation in reality, as well as increase the dose of these activities in learning.	Primary and secondary Interdisciplinary.	It describes how the implementation of authentic activities and active methodologies can positively influence the development of students' competences, promoting more integrated and applied learning	Spain
6	V.D., I.S., R.L. (2023)	STEAM: A brief conceptualization of a methodology aimed at the development of	Conceptualize the STEAM methodology, analyze the characteristics of its teaching process and the resources	Basic education Interdisciplinary	It presents that the STEAM methodology significantly improves the teaching-learning process by helping students	Venezuela

		competencies in the 21st century.	necessary for its application, present its evaluation system, and reflect on the benefits of this methodology in education.		develop the necessary competencies for their future and preparing them to face technological and social challenges.	
7	Rosario Gil-Galván, Inmaculada Martín-Espinosa, Francisco Javier Gil-Galván 2021	"University students' perceptions of the competences acquired through problem-based learning"	To describe the students' assessments of technical, methodological, participatory, and personal skills acquired through problem-based learning (PBL) and to find out if there are significant differences in their evaluations according to the degrees in the sample.	Ed. Superior Interdisciplinary	The results show that students are generally positive towards the application of PBL and give a medium-high grade to the skills acquired, being higher in the educational field than in the health field.	Spain
8	J.L (2018)	"Analysis of the concepts 'Competence' and 'Transversal Competence': Frame of reference, logical structure and classification criteria"	Analyze the concepts of "competence" and "transversal competence", establishing a framework of reference and a logical structure that allow clarifying these definitions and their role in the educational process, in addition to proposing classification criteria for them.	Ed. Superior Interdisciplinary	To understand and classify competencies, it provides a detailed conceptual framework, which helps to improve conceptual clarity in curriculum design and teaching-learning strategies. In addition, it highlights the importance of transversal competencies for the comprehensive training of students.	Unspecified
9	C.V., M.S., G.R., S.A. (2021)	Teaching Competencies, an Innovation in Virtual Learning Environments in Higher Education	Develop and validate a model of teaching competencies in virtual learning environments, with the support of virtual laboratories, to ensure the quality of higher education in the context of the COVID-19 health contingency.	Ed.	The results show that teachers must develop digital and investigative competencies. A model that represents an innovation in the definition of indicators in the form of competencies to guarantee educational quality in virtual learning environments was validated.	Mexico
10	F.C. (2011)	Teaching Competencies and Learning Approaches	Analyze and discuss various concepts of competence, highlighting elements related to didactics and learning approaches, and propose a reflection on the transition from teaching oriented to declarative learning to one oriented to functional learning.	Superior	The article does not provide empirical results, but proposes a series of key competencies for teachers and reflects on the importance of adapting learning approaches to improve the academic and professional training of students.	Colombia
11	M.R.	Educational Quality: A Vision and Practice of Innovation and Curriculum Development in Higher Education for Central America.	Discuss and analyze educational quality and curricular innovation as essential practices to improve higher education in Central America, focusing on how these practices can transform and develop educational institutions in the region.	Interdisciplinary	Although no specific results are specified in the excerpt, the article seems to aim to foster debate and awareness about the importance of innovation and quality in higher education.	Central America
12	V.O (2022)	Educational Innovation: Conceptual and Paradigmatic Proposal and Dimensions of Action	Systematize a definition of educational innovation that can be used as a reference to identify and analyze educational innovations. This includes the conceptual proposal, the coexistence of paradigms associated with the proposal, and an	Education in general and innovation.	The findings show that educational innovation, seen as a reflective, deliberate and institutionalized process, has the potential to introduce qualitative changes in education to improve its quality and equity.	Chile

			openness about its dimensions of action.		
13	ND., RR. (2023)	Relevance of a resilient leadership model and quality management in higher education	To analyze the relevance of the resilient leadership model that enables quality management in the faculties of the Tres Fronteras International University of Paraguay.	Ed. Superior Interdisciplinary	The results highlight that leading by example can have a positive impact on institutional levels and creates environments of trust and commitment; Interactions between members of the educational community must be developed and supported	Paraguay
14	M.R, MA, MP, AH, MH, MS (2021)	Research on Innovation in Higher Education in Mexico and the World: 2015-2020.	To analyze the practices of educational innovation in higher education, both in Mexico and globally, between 2015 and 2020, to understand the contexts, applications, and results of these innovations at this educational level.	Ed. Superior Interdisciplinary	Various forms of innovation in higher education were identified and how they work and in which contexts they can be applied were discussed. The importance of conducting more research and providing institutional support for the successful implementation of educational innovations was emphasized.	Mexico
15	A.M, Y.F, R.L. (2023)	Perceptions and Educational Experiences in Teacher Training and Critical Thinking	To disseminate the results of a study on the development of critical thinking in teacher training, analysing how teachers' educational experiences are shaped in this field and establishing pedagogical and didactic implications for university educational contexts.	Ed. Superior Interdisciplinary	It was discovered that a cognitive perspective on critical thinking predominates the relationship between pedagogical knowledge and educational practice, which affects teachers' perceptions and educational experiences. The objective of the derived pedagogical and didactic implications is to improve the quality of education at the university.	Colombia
16	M.Ll and J.O. (2023)	Design Thinking and social networks in the training of future teachers: creativity and digital communication.	To evaluate how the Design Thinking methodology and the use of social networks can enhance creativity and digital communication in the training of future teachers.	Ed. Superior Interdisciplinary	The findings show that the use of social media and design thinking in teacher education has significantly improved students' perception of their creative and communication skills. An increase in the originality of the students, the departure from their comfort zone and greater communication and closeness with the teachers were observed.	Spain
17	C.Á, N.A, P.A. (2021)	Educational quality and new teaching-learning methodologies: challenges, needs and opportunities for a disruptive vision of the teaching profession	Reflect on the current needs and challenges in education in the wake of the COVID-19 pandemic, especially with regard to rethinking education systems and transforming mediation and interaction methods in learning ecosystems.	Ed. Superior Interdisciplinary	The article examines various methods to address the rapid changes occurring in education and suggests a reconceptualization of the teaching profession in order to turn obstacles into opportunities to improve education.	Costa Rica and Spain
18	P.J., J.L. (2021)	Design Thinking as a strategy for the training and development of creative competences in higher education	Explore how the Design Thinking methodology can be applied in higher education to foster and develop creative competencies among students.	Ed. Superior Interdisciplinary	Implement design thinking in education to increase creativity, problem-solving, and student participation and engagement during the learning process.	Mexico
19	C.J., OM. (2022)	Collaborative Learning in Educational Psychology: Educational	Develop and implement a teaching innovation experience in the subject of Educational Psychology using collaborative learning	Ed. Superior Interdisciplinary.	The article explains how the use of collaborative learning techniques and assessment and feedback technologies can improve student participation	Spain

		Innovation in Higher Education	strategies and tools such as self-assessment and co-evaluation e-rubrics. The aim is to promote an active role for students in their learning process and personal and interpersonal development.		and competency development. It emphasizes that the students made an evaluation of the experience, which resulted in a positive assessment and improvements in their participation and skills.	
20	J.S, C.G (2022)	Art as an educational innovation to develop thinking in the twenty-first century	To propose art as a tool for educational innovation to develop thinking by integrating poetry, drawing, theater and music in the teaching-learning process in higher education.	Ed. Superior Interdisciplinary	It highlights the importance of incorporating art into higher education as a means of fostering deeper and more reflective learning, but the summary does not detail the specific outcomes of this impact.	Ecuador
21	E.A. (2021)	The Gamification Methodology for Learning the History of Spanish Education: Action Research in University Teacher Training	To evaluate the effectiveness of the gamification methodology in the university training of future teachers, specifically in the learning of the history of Spanish education, seeking to improve motivation, performance and the development of competencies.	Ed. Superior Interdisciplinary	Gamification increased the motivation of future teachers, academic performance and the development of specific and transversal competencies. Games as an educational tool also received good reviews.	Spain
22	J.M, B.M, CP. (2022)	Active methodologies for the implementation of inclusive education	To determine how the application of active methodologies in primary education favors the process of educational inclusion, showing how the presence, participation and progress of all students can be a reality in schools and classrooms.	Primary education	The results show that active methodologies can be effectively inclusive if certain factors are taken into account, such as the need for a significant presence and active participation in educational processes, which fosters the development of students' competencies.	Spain
23	C.F, E.C, E.R, E.R, (2023)	Optimization of functions with derivatives in the flipped classroom: study through multiple didactic strategies	To evaluate the effectiveness of the flipped classroom by applying multiple didactic strategies for the teaching of function optimization with derivatives, and to determine if there are significant differences in learning outcomes when different didactic strategies are used.	Ed. Superior Interdisciplinary	The flipped classroom proved to be effective in improving student learning by optimizing functions with derivatives. The flipped classroom showed no significant differences in learning outcomes between the different teaching methods.	Peru
24	E.D, M.L, ÁC, J.O. (2021)	Sustainable Education: Using Social Networks in Education for Change.	To analyze how social networks and Design Thinking methodology can influence the learning processes of university students and improve engagement, participation and creativity in their education.	Ed. Superior Interdisciplinary	It was found that student motivation, creativity, and participation improve significantly when social media and design thinking are integrated into the educational process. The students welcomed the introduction of these tools, as they considered that they increased the effort needed to adapt to these new methodologies.	Spain
25	J.O, E.D, ÁC (2021)	Future educators, social commitment and Service-Learning	To analyze the Service-Learning methodology as a strategy for the development of competencies in university students, evaluating changes in civic attitudes, interpersonal skills, and the	Ed. Superior Interdisciplinary	It increased students' perception of their problem-solving and leadership skills, as well as an increased interest in participating in social actions in the future. No significant differences were	Spain

			intention to participate in social actions.		discovered in the way people view diversity.	
26	P.W. (2023)	Pandemic and Training for Work: innovations in management and pedagogical strategies	Analyse the innovations in management and pedagogical strategies that have been implemented in response to the challenges posed by the COVID-19 pandemic, with a particular focus on training for work.	Ed. Superior Interdisciplinary	It describes how accommodations to vocational and technical training have enabled education during periods of restriction and how these practices could affect future education.	Mexico
27	C.R, M.R. (2023)	Analysis of the personal learning environment for the improvement of teachers' digital competence	To analyse the personal learning environment (PLE) of teachers, linked to web 2.0, which allows them to create, organise and share content, as well as to participate in the generation of collective knowledge and link it to the need for the development of teachers' digital competence.	Ed. Superior Interdisciplinary	The findings indicate that teachers frequently use technology to access sources of information and create processes of analysis and reflection. However, they do not provide positive data on creating a personal learning network that allows them to collaborate and share in a network.	Spain
28	A.L, E.R, C.A (2018)	Learning promoted by teachers in a competency-based curricular approach in higher education	To analyze what types of learning are being promoted by professors in their students and if these learnings correspond to the competency-based curricular model implemented at the University of Los Lagos Campus Osorno.	Ed. Superior Interdisciplinary	About half of teachers were found to encourage constructive and meaningful learning, but rote and repetition practices still persist. In addition, students do not believe that the knowledge acquired is useful in real life, indicating a disconnect between the knowledge promoted and its practical usefulness.	Chile
29	V. O. (2023)	The socio-emotional view of the student: his perspective on the teacher in the development of classes	Analyze the human-emotional aspects of the teacher in the development of the classes based on the perceptions of the students, especially how this influences the creation of a harmonious environment that favors learning.	Basic education	Students appreciate classes that balance academics and social-emotional aspects. They consider teachers more effective if they integrate social-emotional skills, demonstrate values, and a passion for teaching. In addition, they emphasize that a harmonious school environment significantly increases motivation and learning.	Colombia
30	M.B, C.L (2014)	Dialogic Gatherings in Social Education: Transforming Learning	To improve learning in social education through interaction and collective reflection through dialogic gatherings	Ed. Superior Interdisciplinary	The findings show that dialogic gatherings help students learn more collaboratively and deeply, facilitate critical reflection and foster their personal and professional transformation.	Spain
31	M.M, H.M, D.C, D.D (2021)	Analysis of the perception of teachers and students on the use of traditional and innovative teaching methodologies in higher education	To evaluate a technology acceptance model (TAM) through a questionnaire addressed to teachers and students of economic and financial disciplinary fields in higher education institutions in Medellín, Colombia, to determine the influence of variables such as attitude, perceived usefulness, ease of use, intention and confidence in didactic methodologies.	Higher education	The results demonstrate a positive relationship between the investigated variables and confirm the acceptance of innovative and traditional methods. A high acceptance of educational strategies such as exams, workshops and games was observed.	Colombia

5. DISCUSSION AND CONCLUSIONS

In examining the application and pedagogical advantages of narrative in the learning process, a considerable diversity of perspectives and approaches among the authors examined was identified, facilitating a nuanced discussion. Sangrà et al. (2023) underscore the significance of narrative as a foundational element in digital education, emphasizing that its integration with active methodologies is crucial to address the educational challenges posed by the post-pandemic era. This perspective underscores the significance of narrative not only to enhance conventional pedagogy, but also to foster more adaptive and flexible learning environments. This approach stands in contrast to more traditional methods of learning assessment, as proposed by Acebedo (2016). The latter focuses on competency-based assessment, in which narrative acts as an instrument to foster metacognition and self-learning, encouraging deeper reflection in students.

As stated by the authors of Pagés et al. (2016), narrative enables educators to enhance the quality of their teaching and promote continuous professional growth through competency-based training programs. Sangrà et al. (2023) regard narrative as a means to tackle structural challenges (e.g., the pandemic, digital education). However, they prioritize its inherent value in fostering innovative skills among educators, underscoring its role as a catalyst for change in pedagogical practices.

Additionally, Juárez and Torres (2022) extend this debate by underlining the way in which narrative in the framework of digital research enhances students' research skills. This perspective introduces a level of analysis that highlights the ability of narrative to optimize the management of digital information. This adoption of narrative as a research method contrasts with the more pragmatic and applied perspective of Caturia (2008), which investigates how authentic narrative-based activities exert a positive influence on applied learning at primary and secondary levels. While both studies acknowledge narrative's effectiveness, the former places particular emphasis on its potential to advance research, while the latter highlights its relevance in the instruction of practical skills.

Díaz Cedeño et al. (2023) provide an innovative approach by merging narrative with technical disciplines, such as science and technology, in their examination of the STEAM methodology. This integration demonstrates that narrative not only facilitates the assimilation of abstract concepts, but

also contributes to the development of critical skills in the twenty-first century, such as creativity and critical thinking. This approach differs from previous studies in that it demonstrates the ability of narrative to transcend disciplinary boundaries, establishing itself as a versatile pedagogical instrument that can be adapted to various educational settings. This interdisciplinary approach aligns with the findings of Gil-Galván et al. (2021), who also noted that narrative, when incorporated into problem-based learning (PBL), fosters the development of methodological and participatory skills, particularly within the higher education sector.

Lapeyre's (2018) research provides a foundational conceptual framework for understanding the fundamental principles of narrative in the educational field. The evaluation of transversal competencies and their logical structure enhances clarity in the use of narrative as a tool for curriculum development. While other scholars have addressed the practical implications of narrative, Lapeyre provides a theoretical structure that promotes its coherent and logical implementation in teaching-learning processes. This approach aligns with Caturia's applied approach, but from a more conceptual perspective.

In the context of virtual pedagogy, Vega et al. (2021) have developed a model of pedagogical competencies that emphasizes narrative as a key component in ensuring the quality of virtual learning environments. This is in contrast to research such as that of Díaz Cedeño et al. (2023), which prioritizes the development of technical skills. Vega et al. (2021) underscore the relevance of narrative in interaction and engagement in digital contexts, particularly during the pandemic period. This virtual perspective is enriched by the findings of Sangrá et al. in relation to digital education, emphasizing the importance of narrative in both face-to-face and virtual contexts.

Cárdenas (2011) and Ruiz de Campos (2021) also examine narrative from a pedagogical perspective, focusing on the skills required for a transition from a declarative pedagogy to a more operational one. While Cárdenas examines pedagogical competencies from a more introspective approach, Ruiz de Campos focuses on curricular innovation as an indispensable practice for the optimization of higher education, particularly in Central America. Both argue that narrative plays a crucial role in improving educational quality, but they differ in their perspectives. Cárdenas emphasizes narrative as a tool to enhance the effectiveness of teaching, while Ruiz de Campos views it as a catalyst for institutional change.

For their part, Ramírez-Montoya et al. (2021) and Orrego (2022) consolidate the function of narrative as an instrument for educational innovation, emphasizing its potential to introduce qualitative transformations in the teaching-learning process. While Ramírez-Montoya et al. concentrate on innovative practices in the field of higher education in Mexico, Orrego proposes a broader perspective, postulating narrative as an essential component in pedagogical action, with the capacity to modify both quality and equity in the educational field.

In addition to the previously mentioned benefits, narrative plays a pivotal role in cultivating critical and reflective thinking in students. Through their structure, narratives facilitate not only the consumption of information, but also its analysis, questioning, and reinterpretation based on personal experiences. This approach fosters deeper and more independent learning, empowering students to become active participants in their own educational development. This finding aligns with the research of Pagés et al. (2016) and Lapeyre (2018), which underscores the importance of narrative in promoting reflective and metacognitive skills.

Additionally, narrative has been identified as an effective pedagogical strategy for promoting inclusivity in academic settings, as outlined by Muntaner-Guasp et al. (2022). Integrating narratives that portray diverse realities and experiences is an effective strategy for educators seeking to establish more equitable and accessible learning environments where all learners feel represented and heard. This aspect is especially relevant in multicultural environments and classrooms with students of different abilities and levels of competence.

The research also indicates that narrative can effectively integrate different subjects and encourage a more comprehensive learning approach. Díaz Cedeño et al. (2023) conducted a study within the framework of the STEAM approach. The study highlights the potential of narrative to bridge fields of knowledge that are traditionally viewed as distinct, such as the sciences and arts. The objective is to promote a more comprehensive understanding of the world. This interdisciplinary approach is essential to enable students to face the complex and multifaceted challenges of the future.

Narrative is also an essential instrument in pedagogical training. Research such as that of Vega et al. (2021) emphasizes that educators seeking to implement narrative strategies must develop particular skills in the use of educational technologies and in the generation of narrative content. Continuous professional development is essential to ensure that narrative methodologies align with current educational contexts, particularly in virtual environments.

Finally, the literature review underscores that narrative exerts an influence not only on students, but also on institutional culture. According to Ramírez-Montoya et al. (2021), narrative can function as a catalyst for change in educational entities, fostering a culture of innovation and adaptability. This suggests that narrative is not limited to being a didactic tool, but also constitutes an essential component to modify the way in which institutions formulate and carry out their educational mission.

This systematic review underscores the significance of didactic innovation as a pivotal element in cultivating competencies in contemporary education. Innovative methodologies, such as collaborative learning and pedagogical narratives, have been shown to improve academic performance and promote student motivation and active participation. The evidence collected indicates that, in order to meet current demands, it is essential to integrate educational approaches that promote deep and contextualized learning. The research also underscores the need for a strong link between innovative tools and relevant educational outcomes, promoting pedagogical change that adapts to the diversity and complexity of the learning environment. These findings establish a foundation for future research, which will explore the implementation of these methodologies in various contexts and educational levels.

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