Didactic Strategies for Learning: A Systematic Review

Estrategias didácticas para el aprendizaje: una revisión sistemática

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Abstract

The objective of this study was to analyze the implications of didactic strategies for learning. To this end, a methodology based on the indicators of the PRISMA method was used, which allowed a rigorous analysis of the results. The inclusion criteria included the use of keywords in English and Spanish, such as: "teaching strategies" AND "learning" and "teaching strategies" AND "learning". Articles published between 2020 and 2025 from the Scopus and SciELO databases were considered, using the Boolean operator AND as a search engine. As exclusion criteria, articles with restricted access, conference abstracts and book chapters were discarded. In total, 1,421 articles were identified in Scopus and 192 in SciELO; after the selection process, 8 articles from Scopus and 12 from SciELO were included, adding up to a total of 20 studies analyzed. The results show that the use of didactic strategies is proposed in various contexts, with virtual learning environments being a key tool for the improvement of educational processes in different areas. These strategies recognize the student as an active subject, promote their participation, respect their individuality and foster a meaningful connection with the object of learning. Likewise, it is concluded that didactic strategies organized by stages (beginning, development, application and synthesis) favor meaningful learning, by allowing the clarification of ideas and the resolution of problems. However, there are still opportunities for improvement in the promotion of autonomy and collaborative

work. The didactic sequences designed and evaluated by teachers proved to be effective in improving educational quality and promoting learning from an interdisciplinary perspective.

Keywords: didactic strategies, learning, processes.

Resumen

El objetivo del presente estudio fue analizar las implicancias de las estrategias didácticas para el aprendizaje. Para ello, se utilizó una metodología basada en los indicadores del método PRISMA, lo que permitió realizar un análisis riguroso de los resultados. Los criterios de inclusión contemplaron el uso de palabras clave en inglés y en español, tales como: "teaching strategies" AND "learning" y "estrategias de enseñanza" AND "aprendizaje". Se consideraron artículos publicados entre los años 2020 y 2025, provenientes de las bases de datos Scopus y SciELO, empleando como motor de búsqueda el operador booleano AND. Como criterios de exclusión, se descartaron artículos con acceso restringido, resúmenes de conferencias y capítulos de libros. En total, se identificaron 1,421 artículos en Scopus y 192 en SciELO; luego del proceso de selección, se incluyeron 8 artículos de Scopus y 12 de SciELO, sumando un total de 20 estudios analizados. Los resultados evidencian que el uso de estrategias didácticas se plantea en diversos contextos, siendo los entornos virtuales de aprendizaje una herramienta clave para la mejora de los procesos educativos en distintas áreas. Estas estrategias reconocen al estudiante como sujeto activo, promueven su participación, respetan su individualidad y fomentan una conexión significativa con el objeto de aprendizaje. Asimismo, se concluye que las estrategias didácticas organizadas por etapas (inicio, desarrollo, aplicación y síntesis) favorecen el aprendizaje significativo, al permitir la clarificación de ideas y la resolución de problemas. No obstante, aún existen oportunidades de mejora en el fomento de la autonomía y el trabajo colaborativo. Las secuencias didácticas diseñadas y evaluadas por docentes demostraron ser efectivas para mejorar la calidad educativa y promover el aprendizaje desde una perspectiva interdisciplinaria.

Palabras clave: estrategias didácticas, aprendizaje, procesos.

Introduction

Despite the promotion of experiences aimed at holistic well-being in various educational contexts, the field of medical education continues to show a limited integration of alternative approaches within the formal curriculum. While some medical schools have begun to incorporate the arts as a pedagogical tool, these initiatives remain isolated and lack systematic implementation. This situation underscores the need to rethink traditional methods of medical training and to incorporate innovative practices that address the complex challenges of education and the profession in the 21st century (Jaime-Silva et al., 2023).

Although teaching strategies should be directed toward fostering future learning and reflecting educators' beliefs in practice, a gap remains between pedagogical theory and its effective application. These strategies must promote social knowledge, collaborative intelligence, active student participation, critical thinking, and continuous, multidimensional learning. However, in specific contexts, such as the Department of Prosthodontics, student perceptions regarding the implemented strategies are not always considered, which hinders the improvement of the teaching-learning process (Kabini et al., 2024).

One of the persistent challenges is the limited consideration of learning styles, which reflect the individual preferences and dispositions that students develop throughout their lives to process, understand, and retain information. This diversity, which directly influences how each person constructs their knowledge, tends to be overlooked in traditional pedagogical approaches. The lack of adaptation to these differences restricts the potential for meaningful learning and negatively impacts students' academic performance (Cisterna Zenteno et al., 2022). beings exhibit cognitive limitations when identifying and reacting to threats that are not perceived as immediate, as the brain's alert system is designed to respond to direct and visible dangers. This condition complicates the understanding and attention to current issues that, due to their macro or micro scale, often go unnoticed. Consequently, there is an urgent need to incorporate systemic thinking into educational processes, as it allows for a comprehensive analysis of the connections between social, economic, and environmental factors influencing contemporary challenges (Astaiza Martínez et al., 2022).

In the Peruvian context, the role of university educators has gained increasing relevance, particularly concerning the use of pedagogical strategies that promote meaningful learning. However, the challenge persists in intentionally, reflectively, and flexibly applying teaching methods, which limits the optimal development of cognitive competencies and professional skills in students. This situation jeopardizes the possibility of achieving high levels of academic satisfaction, highlighting the need to rethink and strengthen teaching practices within the educational process (Hurtado-Palomino et al., 2021).

Despite the implementation of various teaching strategies, it remains necessary for university educators to adequately develop their pedagogical competencies during the teaching-learning process. The lack of these skills hinders effective planning, meaningful interaction with students, and the assessment of learning. This situation is exacerbated when constructivist approaches are not integrated into curricular design and development, limiting the quality of the educational process and the achievement of educational objectives (Campos-Gutiérrez et al., 2021).

In this sense, the objective of the present study was to analyze the implications of didactic strategies for learning.

Methodology

For the development of this study, the PRISMA method guidelines were employed, considering the appropriate criteria for conducting a systematic review, which allowed for a rigorous analysis of the results. The inclusion criteria included the use of keywords in both English and Spanish, such as “teaching strategies” AND “learning” and “estrategias de enseñanza” AND “aprendizaje.” Full-text articles were selected from the Scopus and SciELO databases, utilizing the boolean operator AND as the search engine. Publications from the years 2020 to 2025 were included.

Exclusion criteria eliminated articles with restricted access, conference abstracts, and book chapters, as they did not meet the required standards of quality and depth for the analysis. As a result of the search, 1,421 articles were identified in the Scopus database and 192 in SciELO. After applying the selection criteria, 8 articles from Scopus and 12 from SciELO were selected, resulting in a total of 20 articles analyzed for the purposes of this study.

Table 1
Search terms in database articles

Databases	Search term	Results	Selected
Scopus	"teaching strategies" AND "learning"	1421	8
SciELO	"teaching strategies" AND "learning"	192	12
	Total	1613	20

Figure 1
Prisma flow diagram

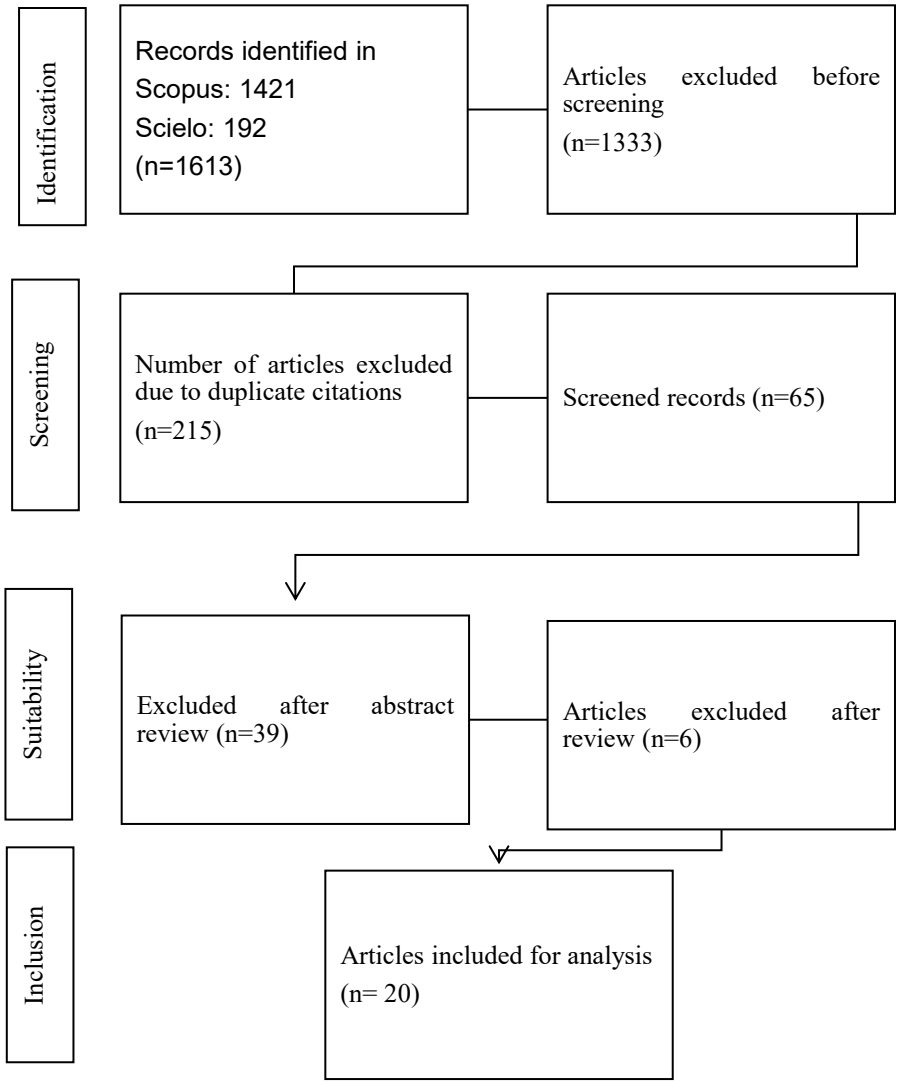

*Table prepared in PRISMA format with original data

Results

Table 2
Implications of didactic strategies for learning

No.	Author	Implications of didactic strategies for learning
1	Hernández-Herrera (2024).	The virtualization driven by the COVID-19 pandemic necessitated transformations in pedagogical mediation, particularly in practical training. In the case of the Preschool Professional Practice at UNED, the didactic strategies implemented in virtual environments proved effective in strengthening pedagogical ties. These ties are solidified when the teacher recognizes the student as an active subject, promotes their participation, respects their individuality, and fosters a meaningful connection with the learning object.

2	Schneider et al. (2024).	Student demotivation in learning Physics represents a constant challenge for educators. However, the implementation of innovative strategies such as Role-Playing Games (RPG) can foster autonomy and enhance students' motivational quality. A structured didactic intervention based on Self-Determination Theory showed that students can assume a more active and engaged role in their learning process when playful and meaningful proposals are integrated. This demonstrates that it is possible to transform the educational environment with strategies that enhance interest and participation.
3	Inorreta et al. (2024).	The analysis of teaching practice in the instruction of Electromagnetic Induction indicates that the active role of the teacher as a guide can significantly enhance meaningful learning. Through didactic strategies organized by stages (introduction, development, application, and synthesis), student participation, idea clarification, and concept application in problem-solving were promoted. While opportunities for improvement were identified, such as fostering peer exchanges and greater autonomy, it is concluded that this type of intervention facilitates a deeper and coherent understanding of scientific knowledge.
4	Bernal-Ruiz et al. (2024).	Reading comprehension is essential for academic performance, and this research demonstrates that different executive functions have a differentiated impact on its dimensions. Cognitive inhibition influences textual comprehension, behavioral inhibition affects pragmatic and general understanding, and cognitive flexibility impacts critical and overall comprehension. These results underscore the need for educators to consider cognitive skills when designing pedagogical strategies that strengthen reading comprehension holistically.
5	Sánchez et al. (2024).	This study analyzes the teaching strategies of physics educators, focusing on how they guide students to develop thinking skills, knowledge, and attitudes. Through a competency-based didactic approach, three key categories were identified: didactic strategies, technological resources, and learning monitoring. The results show that the teaching model affects both dropout rates and academic success. A preference for traditional strategies over constructivist ones was noted, regardless of teaching experience.
6	Vélez et al. (2024).	In the context of the Knowledge Society, the use of digital platforms and applications has become essential for enhancing logical-mathematical thinking. This study analyzes the didactic strategies employed by teachers to improve the mathematical skills of students in the Unified General Baccalaureate at the "Eidan Abel Erique Cercado" Educational Unit. Using a mixed approach, numerical thinking skills were assessed, and interviews with teachers were conducted. The findings reveal a favorable predisposition towards using platforms like Khan Academy, but also indicate that current teaching strategies do not consistently stimulate students' numerical skills, who demonstrate insufficient levels in solving mathematical problems.
7	Tapullima-Mori et al. (2024).	Thesis advising is crucial for academic development, as it allows students to research and contribute to knowledge in their field. This study analyzes the didactic strategies used by educators to foster research competencies in higher education students. Key strategies identified include collaborative

		work, case studies, and the use of audiovisual resources, among others. Additionally, research competencies were defined as a set of skills and attitudes necessary for problem formulation, use of statistical software, and argumentation of results. While these strategies promote the development of such competencies, student commitment and willingness are essential for their effectiveness.
8	Van & Rosa (2024).	This study conducted at a higher education institution in South Africa explores the most appropriate teaching strategies for hybrid classrooms, aiming to effectively integrate virtual and in-person students to achieve the best learning outcomes. The findings indicate that educators have a limited understanding of strategies that can bridge the gap between both groups. The results suggest that traditional strategies are insufficient and that an adapted teaching approach is needed to effectively integrate all students. This research highlights the importance of training educators in student-centered strategies to achieve optimal learning in hybrid environments.
9	Mohammedsaleh (2024).	Histology is one of the most crucial yet challenging areas in health sciences. This study, conducted with 100 students, identified several difficulties related to understanding the subject, such as a lack of skills in using microscopes and insufficient anatomical knowledge. Students also mentioned the complexity of new terms and the lack of effective teaching strategies. It was concluded that teaching strategies need to be modified to include more practical tasks that foster student interest and facilitate understanding of histological concepts. The results suggest that changes in the curriculum and teaching methodologies are necessary to make the subject more accessible and engaging.
10	Danielo & Coleoni (2024)	This descriptive study analyzes the learning process of a physics teacher student during their professional practice, exploring both cognitive and affective dimensions. Through a qualitative-interpretive approach, written self-logs from six classes were examined, selecting four representative examples for detailed analysis. The results highlight several key aspects of teaching knowledge, such as the importance of prompting questions, the value of students' ideas in teaching, and the sophistication in planning using conjectural scripts. The study also emphasizes the influence of emotional aspects on learning episodes during teaching practice.
11	Gonçalves & Cabral (2024).	This study underscores the importance of the experiences of Physics graduates, as they directly influence basic education. However, research has shown that little attention is paid to teaching concepts and phenomena of Modern and Contemporary Physics (MCP). After reviewing six selected theses, it was concluded that although proposals were presented to improve the teaching of MCP, the educational possibilities of these proposals were not explored in depth, particularly regarding didactic transposition and learning difficulties.
12	Alvarado et al. (2024)	The research focused on creating learning sequences (SdA) aligned with the principles of the New Mexican School (NEM), aiming to improve educational quality through the integration of various disciplines. Using a qualitative approach, collaboration with a group of 24 preschool teachers was conducted to design, implement, and evaluate these sequences. The results demonstrated that the designed sequences favor child learning, offering viable teaching strategies for their application. Furthermore, it was

		confirmed that this multi-series approach is effective in fulfilling the principles of NEM, promoting interdisciplinary and project-based work. In conclusion, the proposed SdA serves as a model for designing future learning sequences.
13	Van et al. (2024)	Social and cognitive interaction was facilitated through collaborative activities and monitoring of student progress. The analysis highlighted the crucial role of teacher presence in promoting these processes online, contributing to a better understanding of their role in online teaching and providing useful information for developing effective strategies.
14	Schoenmaker et al. (2024).	This study describes the teaching strategies used by physiotherapists in sessions with children with Developmental Coordination Disorder (DCD), applying the OPTIMAL theory. It was identified that physiotherapists prioritize strategies that promote autonomy and improve expectations, using a balanced approach of internal and external attention. Strategies are often combined to optimize outcomes. These findings can guide future research on effective motor teaching for children with DCD.
15	Okougbo & Okike (2021).	Training in accounting ethics is crucial for future accountants, and different teaching methods, both active and passive, are applied in training. This study evaluated student preferences regarding methods that support their ethical decision-making. The results showed that active teaching strategies were preferred, suggesting that these are more effective for teaching ethics and improving ethical decision-making among students.
16	Marinšek & Lukman (2021).	The research demonstrates that there is no direct relationship between motor competence and motor creativity. Therefore, it is necessary to employ different teaching strategies to develop these skills. Direct instruction is suitable for teaching motor skills, while play-based learning, with fewer explicit instructions, fosters motor creativity.
17	Madsen et al. (2025).	The research shows how teaching strategies for meaningful physical education in early primary education are based on inductive principles that promote freedom, curiosity, creativity, and the desire to experiment. Strategies such as expanding the curriculum and using the body as a teaching resource favor meaningful experiences for students, highlighting the importance of bodily involvement in the learning process.
18	Ma & Ma (2024).	Through the formulation of prior questions by teachers, the design of experimental plans, and the execution of tasks by students, the aim is to improve practical learning and scientific research. Student suggestions, obtained through surveys, allow for refining this interactive approach, which reinforces holistic training and creativity.
19	Kulachai et al. (2025).	Student innovation does not mediate the relationship between teaching methods and outcomes; it is suggested to explore other factors such as motivation or the optimal learning environment. Educators are encouraged to integrate innovative techniques, and institutions are recommended to invest in professional development and curricular inclusion to improve academic outcomes.

20	Panganiban & Kasari (2023).	It was observed that educators' perceptions of the controllability of autistic behaviors influenced the strategies used to promote joint participation during play. However, educators who received JASPER training were able to effectively adopt new strategies, regardless of their initial perceptions.

Importance of didactic strategies for learning

The use of virtual environments for learning has been identified as a key tool for improving educational processes in various areas. In the context of basic education, a study on the teaching of Modern and Contemporary Physics revealed that while improvements in its instruction have been proposed, the educational possibilities of these proposals have not been explored in depth, particularly regarding didactic transposition and learning difficulties. This indicates that there is still significant room for improvement in integrating innovative approaches, especially within virtual environments that facilitate their implementation (Gonçalves et al., 2024).

In the field of pediatric physiotherapy, especially for children with Developmental Coordination Disorder (DCD), it was identified that the use of strategies based on optimal theory favors motor development. Physiotherapists prioritize approaches that promote autonomy and elevate expectations, balancing internal and external attention. Virtual technologies can enhance these approaches by offering controlled and personalized environments for motor learning (Schoenmaker et al., 2024).

Regarding ethical training in accounting, it is observed that students prefer active teaching strategies, which are more effective for developing ethical thinking and decision-making. The integration of these strategies in virtual environments enhances better understanding and practical application of the content (Okougbo et al., 2021).

In the area of physical education, it was found that there is no direct relationship between motor competence and motor creativity, suggesting the need to apply distinct strategies for each skill. While direct instruction is suitable for motor skills, play promotes creativity. Virtual platforms, by including simulations and interactive games, effectively integrate both approaches (Marinšek et al., 2021). Likewise, strategies that promote curiosity, creativity, and the use of the body as a resource have proven effective in physical education during early primary years, contributing to more meaningful learning experiences (Madsen et al., 2025).

Furthermore, it has been shown that the use of prior questioning by teachers, along with the planning of experimental activities, strengthens research and practical learning. Continuous feedback, facilitated by digital platforms, allows for active interaction with students and improves their creativity and critical thinking (Ma et al., 2024).

Regarding innovation in learning, it has been established that it is not enough to implement innovative methods; factors such as student motivation and the creation of appropriate learning environments must also be considered. Personalized virtual spaces can play a fundamental role in this regard, especially if innovative pedagogical techniques are integrated and professional development for teachers is promoted (Kulachai et al., 2025).

In the case of students with autism, teachers' perceptions of the ability to modify behaviors influence the strategies they employ. However, those who received training in the JASPER model were able to adopt new strategies more effectively. Virtual training in such approaches represents an opportunity to strengthen educational inclusion (Panganiban et al., 2023).

Didactic strategies for learning

The forced virtualization due to the COVID-19 pandemic generated significant transformations in pedagogical mediation strategies, especially in practical contexts like Preschool Professional Practice. In this framework, the strategies implemented through virtual platforms proved effective in strengthening pedagogical connections, recognizing the student as an active subject, promoting their participation, respecting their individuality, and fostering a meaningful connection with the study object (Hernández-Herrera, 2024).

These transformations were also evident in the teaching of physics, where strategies organized in stages (introduction, development, application, and synthesis) facilitated the clarification of ideas and problem-solving. However, opportunities for improvement were identified in promoting autonomy and collaborative work (Inorreta et al., 2024).

In coherence with the principles of the New Mexican School, the creation of didactic sequences aligned with interdisciplinary approaches, designed by preschool teachers, proved effective in improving educational quality and promoting meaningful learning (Alvarado Monroy et al., 2024).

Moreover, in higher education, thesis advising has incorporated strategies such as collaborative work, case studies, and the use of audiovisual resources to strengthen research competencies. However, it is emphasized that student commitment is a key factor for the success of these strategies (Tapullima-Mori et al., 2024).

On the other hand, in hybrid environments that combine in-person and virtual learning, it has been observed that traditional strategies are insufficient to effectively include all students. The lack of teacher training to bridge this gap highlights the need to adopt student-centered methodologies (van Wyk et al., 2024).

In the case of learning sciences, difficulties were identified in using microscopes, technical vocabulary, and conceptual understanding. This indicates the need to implement more engaging and effective activities that facilitate practical learning (Mohammedsaleh, 2024).

Finally, in mathematics education, the use of digital platforms like Khan Academy to foster logical-mathematical thinking was explored. While students showed a positive attitude toward these tools, current teaching strategies have not been sufficient to significantly improve problem-solving skills (Vélez et al., 2024). In physics teaching, a tendency toward traditional methods persists, negatively affecting retention and academic performance (Sánchez et al., 2024).

Conclusions

The study concludes that the use of didactic strategies is applicable in various educational contexts, and that virtual learning environments have established themselves as key tools for improving formative processes across multiple areas. These environments recognize the student as an active subject, promote their participation, respect their individuality, and foster a meaningful connection with the learning object. Integrating these strategies into virtual platforms allows students to interact more effectively with concepts and apply them in practical situations, thereby facilitating deeper learning through real-time interaction and feedback.

Didactic strategies organized in stages—introduction, development, application, and synthesis—have been shown to promote meaningful learning by facilitating the clarification of ideas and problem-solving. However, opportunities for improvement in fostering autonomy and collaborative work have been identified. These sequences, when designed and evaluated by educators, prove effective in enhancing educational quality and promoting learning from an interdisciplinary perspective.

Additionally, strategies such as the use of digital platforms, like Khan Academy, enable the development of logical-mathematical thinking. In higher education, the application of strategies such as collaborative work, case studies, and the use of audiovisual resources has been required to strengthen research competencies. These include skills such as problem formulation and result analysis using statistical software, which are fundamental for the academic and professional development of students.

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