The importance of educational psychology in the teaching and learning process of literacy in the post-pandemic period

Importancia de la psicología educativa en el proceso de enseñanza y aprendizaje de lectoescritura en postpandemia

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Abstract

Educational psychology and literacy have generated a significant revolution in inclusive learning, especially in post-pandemic contexts and in crisis situations such as the COVID-19 pandemic. This article aims to demonstrate that educational psychology is a fundamental discipline for improving the teaching and learning processes of reading and writing in linguistic and literary contexts in Peru. To this end, a qualitative methodology was used with a descriptive research design and a documentary approach. The study was conducted using a phenomenological procedure, analyzing a bibliometric source composed of 50 research papers published between 2015 and 2022. Among the most relevant findings, the effectiveness of using phonological cards and digital resources to promote literate socialization in virtual environments, using platforms such as Moodle, Microsoft Teams, Kahoot, and ChatGPT, stands out. Likewise, three key aspects were identified: pedagogical adaptation, access to treatment, and psychological intervention, which demonstrate how the integration of psychological knowledge into educational psychology contributes to specialized student care in the area of reading. In conclusion, it is essential to develop sustainable psychoeducational monitoring projects and establish fair educational policies so that the results of this research can be translated into effective measures with immediate impact.

Keywords: education, literacy, psychology.

Resumen

La psicología educativa y la alfabetización han generado una revolución significativa en el aprendizaje inclusivo, especialmente en contextos pospandémicos y en situaciones de crisis como la pandemia de COVID-19. Este artículo tiene como objetivo demostrar que la psicología educativa es una disciplina fundamental para mejorar los procesos de enseñanza y aprendizaje de la lectura y la escritura en contextos lingüísticos y literarios del Perú. Para tal fin, se empleó una metodología cualitativa con un diseño investigativo de alcance descriptivo y enfoque documental. El estudio se desarrolló mediante un procedimiento fenomenológico, analizando una fuente bibliométrica compuesta por 50 investigaciones publicadas entre 2015 y 2022. Entre los hallazgos más relevantes, destaca la efectividad del uso de tarjetas fonológicas y recursos digitales para fomentar la socialización letrada en entornos virtuales, utilizando plataformas como Moodle, Microsoft Teams, Kahoot y ChatGPT. Asimismo, se identificaron tres aspectos clave: la adaptación pedagógica, el acceso a tratamientos y la intervención psicológica, que evidencian cómo la integración del conocimiento psicológico en la psicología educativa contribuye a una atención especializada del alumno en el ámbito de la lectura. En conclusión, resulta fundamental desarrollar proyectos sostenibles de control psicoeducativo y establecer políticas educativas justas, con el fin de que los resultados de esta investigación se traduzcan en medidas efectivas y de impacto inmediato.

Palabras clave: educación, lectoescritura, psicología.

Introduction

The early development of linguistic competencies, both oral and written, is a fundamental factor in education. Various studies have demonstrated that timely interventions can significantly reduce the risk of learning difficulties (Martín Ruiz, 2015). In this regard, educational psychology plays a key role in the teaching-learning process of literacy, especially following the pandemic. The health crisis posed significant challenges to education, transforming the ways in which children learn to read and write.

Therefore, it is essential to understand how educational psychology contributes to improving and making literacy instruction more effective in this new context (Pardo Kuglinski & Cobo, 2021). Early intervention, based on the use of various strategies, is crucial for mitigating issues related to literacy. Recent research highlights the importance of educational programs that promote skills such as phonological awareness, phonemic awareness, and reading comprehension (González & Pérez, 2014; López et al., 2016).

Additionally, Herrera (2023) notes that in the educational field, both psychology and the habit of reading are essential elements, as they have the capacity to enhance student learning and optimize academic outcomes. In this sense, it underscores the importance of understanding how students think and how they can utilize reading to acquire new knowledge.

On the other hand, CEPAL-UNESCO (2020) indicates that education was severely affected during the COVID-19 health crisis due to the global closure of schools to curb the virus's spread. This situation forced educational institutions, teachers, students, and families to rapidly adapt to remote learning methodologies and online training.

In light of this reality, UNESCO emphasized the need to ensure educational continuity in the post-pandemic phase, guaranteeing that all students, especially those in vulnerable conditions, maintained access to learning opportunities. Furthermore, it highlighted the importance of supporting teachers in developing the necessary skills to understand and manage virtual teaching.

The COVID-19 pandemic marked a profound transformation in educational systems worldwide, propelling early intervention as a key strategy to prevent difficulties in the development of oral and written linguistic competencies. Consequently, traditional pedagogical practices began to incorporate digital technologies at all educational levels. In this new scenario, training demands emerged focusing on the use of virtual platforms, the redesign of educational materials, the development of digital competencies, and the assessment of learning in non-presential environments (Saientz & Abdala, 2020; Maggiolo, 2022).

This accelerated virtualization not only revealed technological and pedagogical gaps but also unveiled new dynamics of interaction between teachers and students, particularly at higher education levels. Recent studies underline the importance of integrating pedagogical practices mediated by interactive technologies such as Moodle, Microsoft Teams, Kahoot, and ChatGPT, as well as phonological methodologies and digital writing

experiences (Rodríguez-Serrato & Mancipe-Rincón, 2024; Selfa Sastre, 2022; Cotto Pidgeon & Flores Reyes de Reichenbach, 2022).

In this context, educational psychology assumes a leading role by offering theoretical and practical tools that enable understanding and addressing the emotional, cognitive, and social needs that emerge in literacy processes within digital contexts. Attention to the dimensions of pedagogical adaptation, psychological intervention, and equitable access to educational resources is essential to ensure meaningful learning in times of uncertainty.

Methodology

This research adopts a qualitative approach, grounded in experiences, practices, and theoretical frameworks related to the teaching and learning of literacy from the perspective of educational psychology in the post-pandemic context (Herrera, 2023; Rodríguez-Serrato & Mancipe-Rincón, 2024). In terms of research type, it is an exploratory and descriptive study that allows for the identification of high-impact aspects on the addressed topic (Rodríguez-Gómez, Ibarra-Sáiz & Gómez-Ruiz, 2023).

Regarding the methodological design, a documentary, cross-sectional, phenomenological, and constructivist approach was employed to understand how literacy habits have changed in various educational processes following the health emergency (López-Gutiérrez & Ones, 2022; Maggiolo, 2022). The research development was organized following the PRISMA methodology, as indicated by Morán-Aguirre & Rodríguez-Gómez (2024).

Thus, this study is based on a thorough review of relevant literature, conducted through a bibliometric review (Montero & León, 2002). Approximately 50 sources were selected, including books, theses, scientific articles, and global websites, corresponding to the period 2015-2022. The information collection began on February 5, 2023, using keywords such as psychology, education, learning, reading, and writing. The validation of the commitment to quality was conducted through an Excel spreadsheet, considering factors such as publication, topic, author affiliation, article type, year of publication, number of authors, study themes, and reviewer assessment regarding educational quality and educational psychology.

The study population consisted of academic sources, and the sample included around 50 documents—comprising books, theses, scientific articles, and institutional publications—selected through non-probabilistic and intentional sampling based on criteria of currency, academic quality, and thematic relevance (Montero & León, 2002; Ricoy Lorenzo & Feliz, 2011).

Regarding data collection techniques, a systematic bibliographic review combined with content analysis was applied, organized into analysis matrices that considered variables such as author, year, theme, approach, contributions, and relationship with educational psychology (Déborah Saientz & Abdala, 2023; Godoy, Salas & Villarroel, 2020).

Among the tools employed are analytical reading sheets, coding guides, and comparative charts, which facilitated the extraction and classification of pertinent information (Selfa Sastre, 2022; Burbano Pedraza, 2021). Additionally, digital platforms such as Google Scholar, Scielo, Redalyc, Dialnet, and institutional databases from UNESCO and CEPAL were utilized to strengthen the information collection process.

In terms of ethics, the principles of academic integrity were respected, ensuring accurate citation of all consulted sources and avoiding any form of plagiarism (Pardo Kuglinski & Cobo, 2021). Since the study was limited to a documentary review without involving direct human participation, it was not necessary to request informed consent.

Inclusion criteria considered publications in Spanish, English, or Portuguese with a psychopedagogical focus, related to the teaching of literacy, the impact of COVID-19 and its effects, published between 2015 and 2022. Conversely, non-academic texts, duplicates, or those with low methodological rigor were excluded (Flores et al., 2011; Barale, 2004).

Finally, among the limitations of the study were restricted access to paid sources and the lack of specific research on rural Peruvian populations in recent years, highlighting the need for future empirical investigations in this area (Ayala Mendoza et al., 2021).

Table 1
Emerging categories and sources

Emerging category	Key findings	Key sources
Pedagogical adaptation	Digitalization, hybrid models, digital competencies	Rodríguez-Gómez et al. (2023); Selfa Sastre (2022)
Access inequality	ICT gaps, limitations in rural areas	Ayala Mendoza et al. (2021); CEPAL-UNESCO (2020)
Psychological intervention	Emotional and motivational support in literacy	Pardo Kuglinski & Cobo (2021); Godoy et al. (2020)

Figure 1
Frequency of emerging categories in reviewed studies

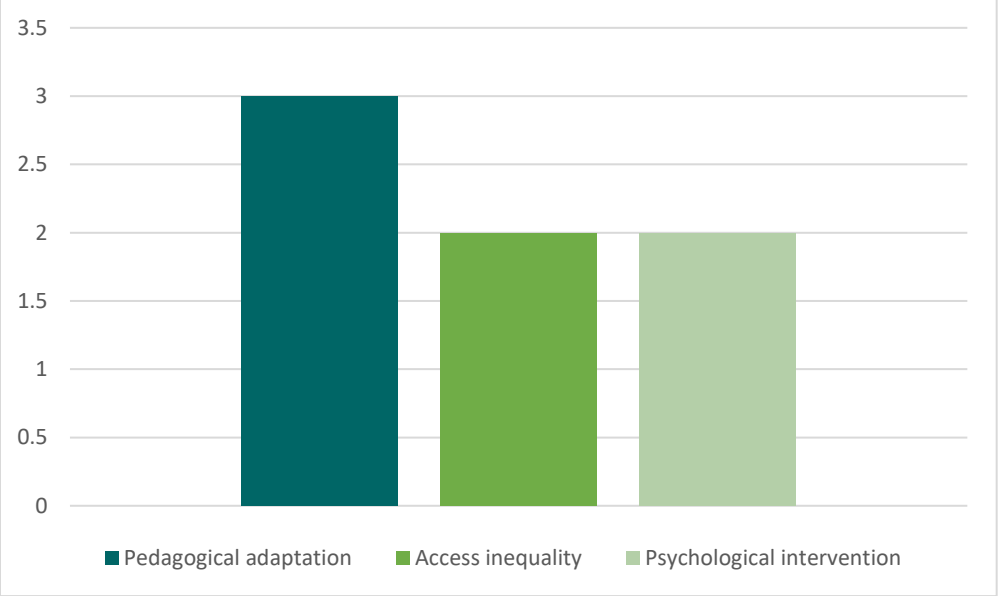


Table 2
Comparison of educational models

Educational aspect	Traditional model	Post-pandemic model
Learning focus	Teacher as the main axis	Student as the protagonist
Access to knowledge	Centralized knowledge	Multiple and interactive sources
Type of interaction	In-person, limited to the classroom	Multiplatform and continuous
Learning assessment	Exams and exercises	Publishable and collaborative products
Teacher's role	Content transmitter	Facilitator and mediator

Figure 2
Comparison between traditional and post-pandemic educational models

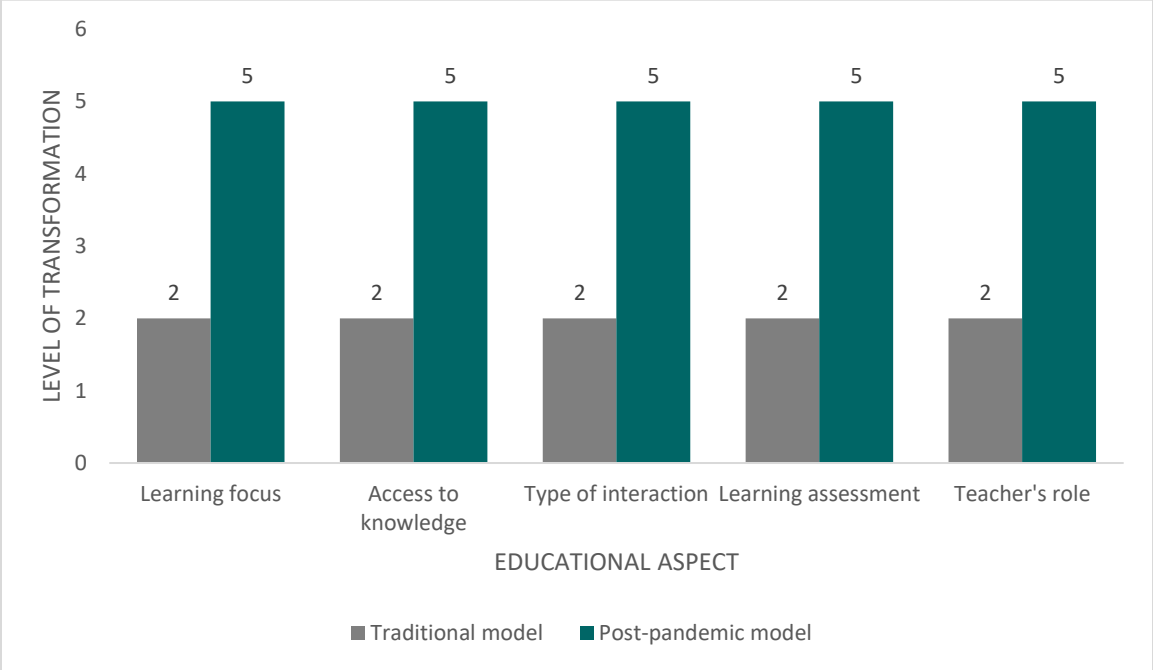
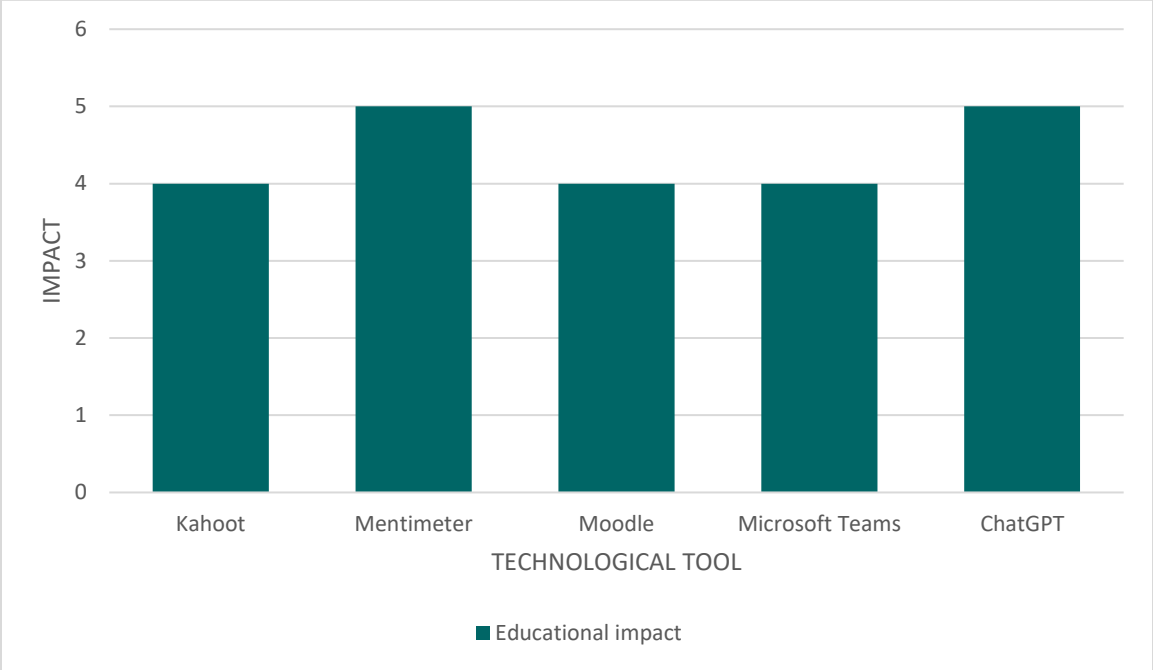


Table 3
Technological tools and educational impact

Technological tool	Main function	Reported educational impact
Kahoot!	Gamified and playful assessment	Increased motivation and participation
Mentimeter	Opinion collection and brainstorming	Greater interaction and co-construction of knowledge
Moodle	Course and content management	Structured organization of virtual learning
Microsoft Teams	Synchronous communication and collaboration	Facilitation of remote collaborative work
ChatGPT	Writing assistance and virtual tutoring	Improvement in autonomy and written production

Figure 3
Perception of educational impact of technological tools



Results and discussion

The results derived from the bibliometric analysis of the literature indicate that educational psychology has played a fundamental role in the teaching and learning of literacy in the post-pandemic context, particularly in addressing educational inequalities generated by the health crisis (Herrera, 2023; Maggiolo, 2022). Notably, one of the most significant outcomes is the consolidation of literacy as a cross-cutting skill supported by phonological pedagogical strategies, the development of reading comprehension, and the emotional support of the student (Cotto Pidgeon & Flores Reyes de Reichenbach, 2022; González & Pérez, 2014).

It is also important to note that the virtual environments imposed by the health emergency highlighted the need to advance towards more inclusive, flexible, and student-centered educational practices (Déborah Saientz & Abdala, 2023; Flores et al., 2011). In fact, technological platforms like Moodle, Microsoft Teams, Kahoot, and Mentimeter not only facilitated educational continuity but also served as cognitive tools that promoted the development of metacognition and autonomy in students' learning.

From the thematic analysis, three main categories emerged:

1. **Pedagogical adaptation**: Universities and teachers responded to the emergency by adopting hybrid and digitalized models that favored the development of digital competencies in both students and faculty (Rodríguez-Gómez et al., 2023; Selfa Sastre, 2022).
2. **Access inequality**: A primary challenge for distance literacy lies in the limited availability of information and communication technologies (ICT) in rural areas of Peru, which has highlighted and deepened existing structural deficiencies (Ayala Mendoza et al., 2021; CEPAL-UNESCO, 2020).
3. **Psychological intervention**: The importance of integrating psychological resources into educational mediation was reaffirmed, not only to enhance cognitive skills related to reading and writing but also to address the emotional and motivational dimensions of students (Pardo Kuglinski & Cobo, 2021; Godoy, Salas & Villarroel, 2020).

These findings align with previous evidence reported in other studies, highlighting both similarities—such as literacy practices (Rodríguez-Serrato & Mancipe-Rincón, 2024; López-Gutiérrez & Ones, 2022) and the

development of affective skills as part of meaningful learning processes—and differences, including the lack of teacher training for the mass implementation of digital tools (Burbano Pedraza, 2021; Barale, 2004).

Furthermore, the results support constructivist learning theory in general, and digitally mediated sociocultural learning in particular, given the active role that students play in knowledge construction (Vygotsky, 1978, cited in Herrera, 2023).

Ultimately, the main novelty lies in the incorporation of multiple sources addressing the "new" in digital education. This time, the issue extends beyond the comparison between in-person and online classes to the debate about how the digital future of education should be configured and whether the digital divide could exacerbate other social inequalities in the country. Theoretically, this implies that teacher trainers should review their lesson plans and question whether they are adequately integrating the teaching of reading, writing, and digital technology. Practically, it is suggested to offer courses on emotional literacy, as well as training in technology and educational planning for post-secondary university preparation.

Conclusions

Based on the conclusions of this research, it can be asserted that educational psychology is positioned as a key mediator in the post-pandemic era within the field of literary didactic research, both theoretically and internationally, especially considering the complexities faced by teachers at various levels of education.

It is not enough to teach reading and writing; it is essential to emphasize that reading and writing are vital tools for cognitive, emotional, and social development. When these dimensions are addressed sensitively, they determine the quality of the learning constructed and promoted, an aspect that has been particularly accentuated in the context of current educational fragilities.

The systematic review of the consulted sources revealed that the transition to distance education during the pandemic disrupted the traditional educational system and highlighted limitations in access to information and communication technologies (ICT), as well as the lack of professional development for teachers and the need to adapt pedagogy in various locales.

In this framework, educational psychology offers valuable resources to rethink and reconceptualize teaching in an integral and contextualized manner. Moreover, the research supports the idea that constructivist, phenomenological, and sociocultural theoretical approaches are especially relevant for learning literature during pedagogical emergencies. These approaches allow for the analysis of the relationships between the subject, environment, and digital media not as barriers, but as educational gateways that open new possibilities.

However, there remain pending issues that offer perspectives for future research, such as:

- How can we promote active emotional literacy in virtual contexts?
- How can we close the digital divide without reproducing vertical and exclusionary educational models?
- What are the most appropriate indicators to measure the real impact of psychological strategies in literacy processes?

These questions not only expand the scope of the research and pose specific challenges for future studies but also underpin the conclusions presented here. Consequently, other researchers are invited to delve deeper into the connection between technology, education, and psychology, especially in the post-crisis scenario, to reflect on how schools should transform into resilient, equitable spaces capable of driving meaningful change.

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