Impact of continuing education programs on collaborative teaching work: A systematic review

Impacto de los programas de formación continua en el trabajo colaborativo docente: una revisión sistemática

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Abstract

Continuing education programs have a significant impact on collaborative learning among teachers, fostering the acquisition of key competencies, improving educational quality, and promoting dynamic learning environments. Through a systematic, transparent, and structured review, 28 relevant articles on active and collaborative lifelong learning were collected and analyzed from the SciELO database. The methodology included an exhaustive analysis of the academic literature, using Boolean operators (AND, OR, NOT) to optimize the search and filter out irrelevant information. The results highlight the importance of these programs in responding to current demands in the educational field, where collaboration among teachers serves as a driver of competitiveness. This collaboration facilitates the exchange of experiences, the co-creation of solutions, and the implementation of pedagogical innovations. Ultimately, continuing education and collaborative work are essential for the updating, training, and continuous improvement of teaching staff in the face of the challenges of modernity.

Keywords: continuing education, collaborative work, skills.

Resumen

Los programas de formación continua tienen un impacto significativo en el trabajo colaborativo docente, al favorecer la adquisición de competencias clave, mejorar la calidad educativa y promover ambientes de aprendizaje dinámicos. A través de una revisión sistemática, transparente y estructurada, se recopilaron y analizaron 28 artículos relevantes sobre el aprendizaje continuo activo y colaborativo, obtenidos de la base de datos SciELO. La metodología incluyó un análisis exhaustivo de la literatura académica, utilizando operadores booleanos (*AND, OR, NOT*) para optimizar la búsqueda y filtrar información no pertinente. Los resultados resaltan la importancia de estos programas para responder a las demandas actuales del ámbito educativo, donde la colaboración entre docentes funciona como un motor de competitividad. Esta colaboración facilita el intercambio de experiencias, la co-creación de soluciones y la implementación de innovaciones pedagógicas. En definitiva, la formación continua y el trabajo colaborativo son esenciales para la actualización, capacitación y mejora constante del personal docente frente a los retos de la modernidad.

Palabras clave: formación continua, trabajo colaborativo, competencias.

Introduction

Collaborative work involves a series of strategies that encompass aspects such as joint planning, peer assessment, shared design of teaching strategies, and collective decision-making. The aim of maintaining an organizational structure promotes peer learning, generates healthier institutional climates, and fosters innovation in the classroom.

Continuing education for teachers is key to strengthening skills in basic education. When the perspective is broadened and its global relevance is understood, it becomes clear that mastering and teaching collaborative skills is fundamental in teacher preparation, as these skills significantly impact children's learning during their early years (Galván et al., 2023).

Social changes directly affect the quality of education offered; therefore, educators need to continuously prepare to meet new academic demands that arise. However, for them to fulfill such an important role, it is crucial that they work in an environment that supports and facilitates their educational efforts (Chávez et al., 2024).

Teachers must make a difference, as the capacity to transform education rests in their hands. When a teacher is adequately trained and knows how to adapt to challenges, they can provide quality instruction by understanding each student's academic and life needs. By mastering various teaching strategies, they facilitate deeper and more meaningful learning for their students (Huayhua et al., 2024).

Today, education faces several problems: mismanaged resources, lack of pedagogical training for teachers, weak identification with the institution, disorganized curricula, and insufficient follow-up, among others. Not only is the way students learn affected, but the overall quality of education also decreases, since if students are not happy, the system does not function as it should. Therefore, it is urgent to improve strategies to adapt to current needs and ensure that education is truly effective and competitive (Sandoval et al., 2023).

Continuing education of educators is a complex issue, heavily dependent on the social and cultural context in which teaching occurs. Many teachers do not receive the necessary training to confront classroom challenges. The problem lies in the insufficient updating of teaching methods and pedagogy, which is essential for providing quality education (Pupo et al., 2021).

Educators do not merely aim to explain topics; their priority is to develop individuals capable of thinking independently. To achieve this, teachers must be in a constant state of learning, updating themselves and reinventing their approaches. Their work encompasses many overlooked aspects, often performed under uncomfortable or even unsafe conditions. Society expects much from teachers, but it does not always provide them with the tools or recognition they deserve. Educating new generations is a complex task that requires time, resources, and genuine support—not just good intentions (Farías et al., 2022).

Teacher groups must focus on what is most important: ensuring that students learn under the best possible conditions. This is achieved when teachers openly share which strategies work, analyze real outcomes, and commit as a team to improvement. Three pillars are needed: collaborative work, support from all academic staff, and the creation of a space where they can speak freely, acknowledge mistakes, and foster feedback. Only then will these communities transform from mandatory meetings into the true engine of educational improvement (Muñoz et al., 2024).

Academic teamwork makes students feel more responsible for their own learning and less dependent on the teacher—not only because they learn the content better but also because they develop skills to express themselves, listen, and solve problems together. For collaborative strategies to succeed, the passive classroom

model must be broken. It is about creating an active environment where everyone learns through interaction (Quispe et al., 2023).

Teachers need active training that they can genuinely apply in the classroom. Practical courses are required, equipped with tools they can use daily. Moreover, their efforts to train should receive real recognition, with opportunities for advancement, better conditions, and a system that values their professional growth, rather than demanding more without offering anything in return. Ultimately, if we want quality education, we must invest in those who make it possible: the educators (Díaz et al., 2025). The objective of the research lies in highlighting the significance of the impact of continuing education programs on teacher collaborative work, emphasizing the various nuances of teacher instruction.

Methodology

In addressing the study, the methodology that aligns with the research is based on the PRISMA 2020 model, adopting a qualitative perspective, as it allows for systematic reviews centered on meta-analysis in a transparent and structured manner.

The PRISMA 2020 guideline was developed primarily to standardize systematic reviews. The criteria outlined in the PRISMA guide are also relevant and effective for evaluating other types of interventions (such as educational or social), and even for reviews with diverse objectives and methodologies (for example, studies on prevalence, prognosis, or causality). This positions PRISMA 2020 as a key methodological reference for ensuring rigor in research processes of various kinds (Barrios et al., 2021).

The study collects works related to continuous, active, and collaborative learning in education and teacher integration.

SciELO is the ideal source for searching for articles published between 2021 and 2025. Subsequently, articles are filtered according to specific criteria. Among the criteria, publications that are not empirical and that are available in Spanish were selected. Studies fostering the development of critical thinking in teacher training were identified, evaluating the quality and relevance of the content, prioritizing theoretical analysis over collaborative work in training.

Table 1

Classification of related articles

PRISMA Stage	Identified Articles	Sources	Inclusion/Exclusion Criteria	Relevant Results
Identification	Integration of Teaching and Active Learning in Education	SciELO	Documents focused on collaborative teaching, competencies, and continuing education from 2021-2025	Relevant to collaborative active learning
Selection	Fostering Critical Thinking through Collaborative and Cooperative Learning	SciELO	Non-empirical publications in Spanish	Fosters critical skills in teacher training
Eligibility	Professional Practices in Teacher Training	SciELO	Excludes empirical studies	Discusses the importance of collaborative work in teacher training
Inclusion	To be confirmed with more detailed reviews	SciELO	Works that meet final criteria	Defined after in-depth analysis

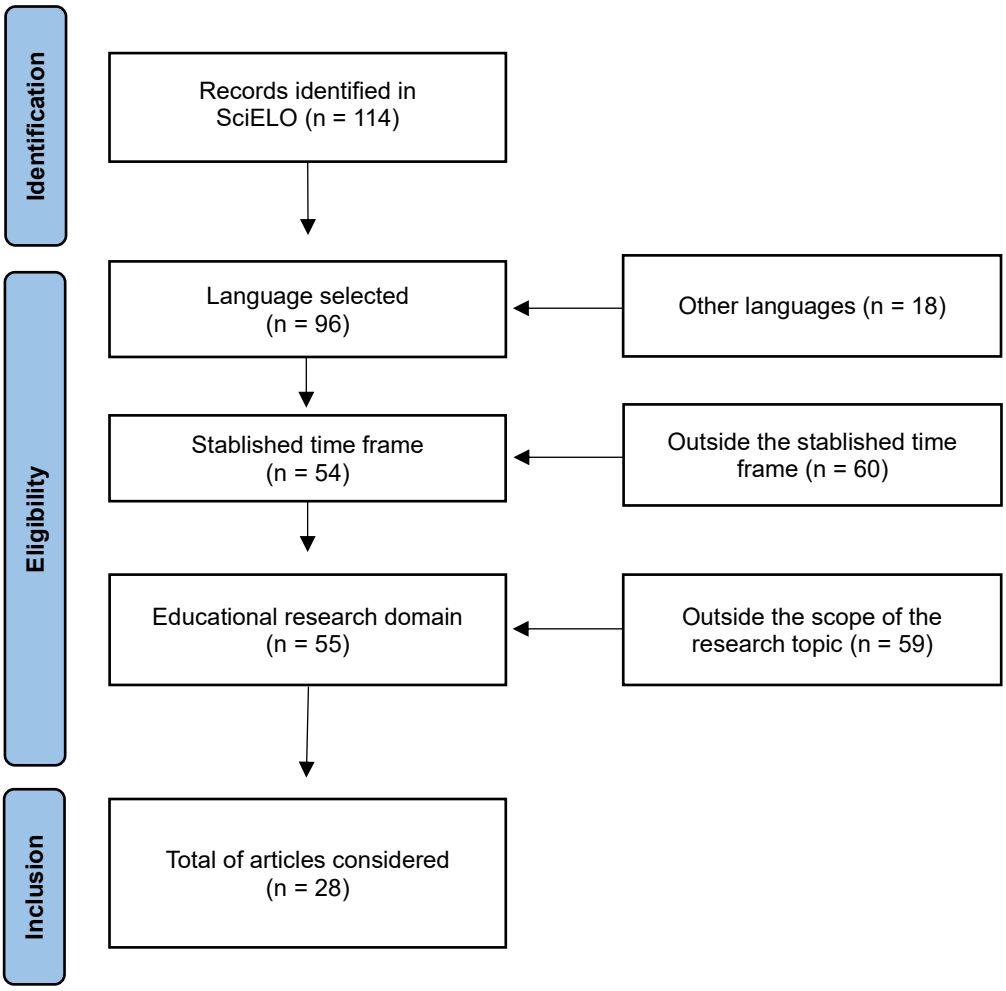
Table 2

Inclusion and exclusion criteria

Criterion	Inclusion	Exclusion
Language	Spanish	Other languages
Year	2021-2025	Outside this range

Theme	Continuing education and collaborative teacher work	Other themes
Type	Literature review or theoretical	Empirical studies

Figure 1
PRISMA Diagram



To filter the information, the advanced search option in SciELO was utilized, allowing for more precise results. Boolean operators such as "AND," "AND NOT," and "OR" were employed to include certain terms, exclude empirical research, and obtain results. A total of 28 documents were gathered that encompass the criteria.

Results and discussion

Table 3
Evaluated documents

No.	Author	Keywords
1	(Añazco, 2024)	Curriculum Plan; Teacher Participation; Educational Assessment; Information Technologies; Learning Methods
2	(Urrutia, Yepez, Avello, & Tapia, 2024)	Assessment Strategies, Virtual Learning Environments, Information and Communication Technologies, Feedback
3	(Fuentes, Cárdenas, & Chávez, 2024)	Digital Divide; Collaborative Tools; Digital Competencies; Intercultural Environments

4	(Massuh, 2024)	Learning; Collaborative Learning; Cooperative Learning; Teamwork; Virtual Learning Environments; Online Learning Tools
5	(Dávila & Agüero, 2024)	Collaborative Learning; Digital Competencies; Positive Interdependence; Social Skills; Digital Skills
6	(Doria, Omaña, & Mota, 2024)	Hyperclass; Innovation; Reflective Research; Teacher Training
7	(Rivas, 2024)	Distance Education; Collaborative Work; Information Exchange; Positive Interdependence; Digital Competencies
8	(Moctezuma, García, Pérez, Escalante, & Yurén, 2024)	Learning to Learn; Competencies; Skill Development; Higher Education
9	(Collazo & Páez, 2023)	Learning Objects; Learning Object Management; Higher Education; Repository; Digital Resources
10	(Sotomayor & Leiva, 2023)	Special Education Center; Emotion; Educational Project; Teaching Staff; Teamwork
11	(Camps, Deltell, & Gutiérrez, 2023)	Augmented Reality; Collaborative Learning; Museum; Video Game; STEM
12	(Hechenleitner, Saavedra, & Lermanda, 2023)	Learning; Self-Directed Learning; Team-Based Learning; Collaborative Learning; Online Teaching; Teaching Method
13	(García, Colado, & Peña, 2022)	ICT Competencies; Teacher Training; Higher Education; Pedagogical Practice
14	(Carrasco & Castillo, 2022)	Collaborative Inter-Learning; E-Learning Educational Platform; Synchronous Classes; Generic Cognitive Competencies; Teacher-Student Interaction; Student Interaction
15	(De La Cruz, Poquis, Valle, Castañeda, & Sánchez, 2022)	Challenge-Based Learning; Creativity; Critique; Innovation; Collaborative Learning
16	(Solís & Acevedo, 2022)	Learning Strategies; Linguistic Attitudes; Expressive Language; Linguistic Skills; Second Language Learning
17	(Minaya, 2022)	Virtual Education; Academic Performance; Teachers; Students; Educational Centers
18	(Bruna, Gutiérrez, Ortiz, Inzunza, & Zaror, 2022)	Higher Education; Generic Competencies; Collaborative Work; Multidisciplinary Education; Feedback
19	(Martínez & Alemany, 2022)	Digital Literacy; Collaborative Learning; Higher Education; Teacher Innovation; Social Networks
20	(Losada & Peña, 2022)	Digital Competencies; Teacher Competencies; Instructional Design; Virtual Learning Environments; Digital Resources
21	(Manzur, Balcázar, & Ponce, 2021)	Learning; Self-Management; Competencies; Virtual Learning Environments; Academic Management
22	(Fernández, Benítez, & Castillo, 2021)	Collaborative Learning; Training; University-Industry Integration; Technology Introduction; Program; Agricultural Producers
23	(Hidalgo, Salguero, Sandoval, & Iza, 2021)	Education; Distance Education; Technology; Educational Technology
24	(Farinango, 2021)	Organizational Communication; Transmedia Narrative; Project-Based Learning; Digital Platforms; Media Convergence
25	(Ponce, Acosta, & Buendía, 2021)	Collaborative Learning; Instructional Design; Constructivism; ASSURE
26	(Ferrada & Contreras, 2021)	Team-Based Learning; Active Methodologies; Teacher Training; Collaborative Work; Mixed Methods
27	(López, 2021)	Collaborative Learning; Nursing; Competencies; Dimensions
28	(Acosta, Hernández, & Martín, 2021)	Collaborative Learning; Teacher Role; Problem-Based Learning; Digital Competencies

Digital materials are revolutionizing the educational process, enriching classes. Despite the advantages of digitization, challenges arise for both teachers and students, especially if difficulties in interaction occur, requiring adaptation to new ways of teaching and learning, regardless of the environment in which they operate (Collazo et al., 2023).

The use of new technologies in modern times is essential for any teacher in the classroom. It is not only necessary to master digital tools, but also to know how to incorporate them into classes in a practical, assertive, and effective manner (García et al., 2022).

Teachers need adequate training to enhance the learning process. Today, they face various difficulties when using technology in class. To optimize the educational process, continuing education must be practical and flexible, enabling them to apply various tools daily with students (Doria et al., 2024).

To improve the knowledge acquisition process, both teachers and students must be in a constant state of preparation and adaptation to new methodologies. Proper use of technology, following new methods, and having suitable materials enhance learning and academic results (Minaya, 2022).

In the context of current demands, teaching strategies for teamwork using technology is crucial, as it enables students to develop digital skills. Achieving this requires collaborative methods and the appropriate technological tools in the classroom (Martínez et al., 2022).

Teachers aiming to enhance their skills and improve their competitiveness have demonstrated the importance of training all academic staff in key areas such as educational inclusion, current standards, school coexistence management, effective communication, and peaceful conflict resolution.

Continuing education makes a significant difference in schools (Sotomayor et al., 2023). It has been shown that teamwork encourages students to complete their tasks, as motivation diminishes when they are alone. Collaboration fosters perseverance and unity in the face of difficulties, making it less likely that they will abandon their tasks while validating collective learning (Camps et al., 2023).

Teamwork as a teaching method is effective not only in traditional educational settings but also improves learning processes even in challenging social situations where knowledge acquisition is compromised (Hechenleitner et al., 2023).

When evaluating teamwork with technology, certain shortcomings among teaching staff still emerge. Consequently, there is concern about making errors in educating and grading, which does not fairly represent the actual effort of students working collaboratively (Acosta et al., 2021).

Teachers are honing their digital skills, particularly in selecting technological resources, organizing collaborative work on virtual platforms, and using digital tools that facilitate the evaluation process. Adapting to advancements is key for professional development and education aligned with the digital era (Losada et al., 2022).

Institutions face the challenge of creating training spaces that invest sufficient resources to equip students with the necessary tools to meet labor market demands. Virtual learning environments are a practical solution, as they help develop both technical skills and the transversal competencies required by the market (Manzur et al., 2021).

The current world demands dynamic and practical communication, while many classrooms still teach theories that do not address the current needs of students. It is time to move away from outdated methods and adapt to more realistic approaches that align with professional field demands (Farinango, 2021).

Collaborative learning combines various constructivist views, seeking organized interaction among students, which helps integrate the social, academic, and pedagogical aspects. This integration enriches and improves how teachers teach and the knowledge acquisition process (López, 2021).

It is widely known that the labor market requires teamwork and collaboration across different areas. However, despite the notable presence of such necessary dynamics, they still do not satisfactorily apply within classroom settings (Bruna et al., 2022). When students choose to work in teams implementing digital tools in their projects, introspective, rich, and reflective discussions arise. Opportunities emerge for them to express ideas freely while maintaining theoretical foundations, developing self-awareness and a sense of group responsibility, ultimately enhancing the learning of all team members and providing a glimpse into how the labor world operates (Fernández et al., 2021).

By working together, teachers begin to create more innovative classes, integrating new technologies and interdisciplinary approaches. By focusing on the development of competencies, active methods such as projects and formative assessments are applied, enhancing learning. Teacher collaboration is essential for making education more dynamic (Añazco, 2024). Faculty emphasize that virtual teamwork not only develops digital skills in students but also fosters resilience and the ability to adapt key competencies such as adaptability, creative thinking, and better organization. Skills like empathy are vital for creating more cohesive and humane educational environments (Massuh, 2024).

Data shows that when students leverage visual, auditory resources and prior knowledge in assessments, the learning process flows smoothly. Working on tasks, collaborating, and predicting outcomes are techniques that have proven effective in facilitating comprehension and critical thinking (Solís et al., 2022).

It is crucial to cultivate digital skills in students for developing multiple tools that enable them to face the realities of today's labor market. While the advantages of digital training are undeniable, it should be noted that there is still resistance among students from rural communities, where various factors play a significant role and often obstruct their educational process (Fuentes et al., 2024).

With the advent of new technologies, teachers are aware of the importance of assessing digital environments, despite encountering issues such as poor internet connectivity and a lack of various technological skills. Students have expressed dissatisfaction, as instructions are often unclear and feedback is insufficient to meet their academic demands (Urrutia et al., 2024).

Virtual education has the potential to renew teaching, and the first step has already been taken; now, it is necessary to adjust educational methodologies specifically designed for better student learning (Hidalgo et al., 2021). Virtual teaching must adapt to each student, yet practice shows constant challenges: connectivity issues, lack of motivation, and difficulty maintaining attention in lengthy classes. These are real challenges that must be addressed to ensure that learning, adapted to new digital tools, truly works (Ponce et al., 2021).

Implementing new teaching methods requires patience, resources, and defined goals. Teachers show initiative, but when putting it into practice, key challenges arise: there is no one-size-fits-all method, as each career and group of students demands different approaches to train future professionals (Ferrada et al., 2021).

Further study is needed to understand how academic teamwork enhances students' digital skills. Despite evidence of the significant contributions of digital tools, it is still necessary to refine the evidence regarding the impact of new technologies on academia (Dávila et al., 2024). For the optimal development of students' digital skills, it is crucial to understand how they navigate teamwork within the classroom. Analyzing the true student experience with collaborative learning can improve individual participation within a given environment (Rivas, 2024).

Instructing is a process of acquiring skills that allows individuals to solve problems effectively, both individually and in collaborative work, by recognizing each person's strengths and weaknesses. It is essential to know how to organize, optimize resources, apply self-assessment for improvement, and maintain motivation and ethics in the face of challenges (Moctezuma et al., 2024).

Challenge-based learning innovates by connecting students with real problems, driving the development of key competencies such as analysis, collaboration, and adaptability. These methodologies prepare them to face workplace challenges with practical and creative solutions, thus enhancing students' employability as they enter the labor market (De La Cruz et al., 2022).

Collaborative teaching techniques transform classes into more active experiences. Students become genuinely engaged when they learn together, share ideas, and construct knowledge as a team, making the learning process more meaningful and motivating for all involved (Carrasco et al., 2022).

Conclusions

Addressing collaborative work and the continuing education that teachers represent in society highlights the importance of essential pillars for improving educational quality and fostering stimulating learning environments that promote the optimal holistic development of students, according to their educational level. Throughout the research, it becomes evident that teacher training should not be viewed as an isolated event that solely rests on the shoulders of educators but as a dynamic and ongoing process that responds to the pedagogical, social, and institutional needs of the environment. The tools provided by continuing education and fundamental competencies serve as a foundation for educators to become facilitators of knowledge and agents of change. By complementing this with collaborative learning, they are capable of confronting contemporary educational challenges and transforming traditional practices into innovative and collaborative methodologies adapted to post-modernism.

Joint planning, peer assessment, and the shared design of teaching strategies are pillars that structure the quality of collaborative teaching. Human practices promote the collective construction of knowledge, the creation of optimal educational solutions, and critical reflection on the methodologies used in the classroom. Furthermore, collective decision-making ensures an inclusive, universal, and democratic approach to managing pedagogical activities, contributing to the generation of healthy institutional environments conducive to educational revolution.

Emphasis is placed on competencies related to oral language acquisition and literacy, highlighting the importance of these skills in early education and teacher training. Competencies are not only fundamental for the integral learning and development of students but also constitute a central axis in the preparation and professional updating of educators, as they directly influence the quality of professionals integrated into society.

The progressive incorporation of these skills into teacher training programs ensures an optimized, coherent, and effective approach to developing students' communicative and cognitive capacities in both social and academic contexts.

The role of teachers as facilitators of knowledge underscores the immense need for a suitable work environment to carry out their responsibilities. Educators require spaces that foster creativity, critical thinking, and decision-making for both themselves and their students, providing the necessary tools to innovate and learn meaningfully with a significant social impact. Creating learning environments adapted to the modern needs of students that are stimulating, along with a complex process of appropriate and personalized pedagogical methodologies, is essential for consolidating high-quality education that is human-centered and tailored to the needs of students and their social and cultural context.

The uniqueness of the formative and collaborative competencies that teachers possess has a direct impact on educational quality and the human quality provided to the academic sector. A competitive teacher not only masters advanced pedagogical strategies but also has the ability to adapt to the needs and capabilities of students, promoting meaningful and motivating learning. Continuing education provides educators with self-awareness, which is a fundamental pillar for identifying areas for improvement and addressing the external and internal demands of the educational system. Observing, evaluating, and self-evaluating to develop a reflective and dedicated process enables educators to solidify their roles as key players in educational transformation, effectively responding to the needs of their students and the surrounding environment.

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