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Interactive pedagogy and meaningful learning in students with socio-emotional difficulties: a systematic review of the literature

Pedagogía interactiva y aprendizaje significativo en estudiantes con dificultades socioemocionales: revisión sistemática de la literatura

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Abstract

This research analyzes scientific publications in Latin America between 2019 and 2023, with the aim of constructing a narrative and systematizing the relationship between pedagogical strategies and collaborative learning for students with attention difficulties. The central objective was to answer the question: What has been discovered about collaborative learning and pedagogical strategies in the database over the last five years? To this end, publications in Scopus, Web of Science, Google Scholar, Scielo, and Dialnet were reviewed, applying the Systematic Literature Review (SLR) method based on the PRISMA protocol criteria. Initially, 1,377 documents were identified, but after applying filters, 33 publications were selected, of which 18 articles were included in the study. The results show that the application of appropriate pedagogical strategies favors active student participation, which is especially beneficial for students with attention difficulties. These strategies promote responsibility and prepare students to face a constantly changing society. In conclusion, the analysis summarizes the available data on the effectiveness of pedagogical techniques in supporting students with learning difficulties. It also allows for comparing results between different approaches and identifying general trends in the field. However, a lack of interdisciplinary proposals that enhance the development of skills and competencies in these students was observed.

Keywords: collaborative learning, education, pedagogical strategy, systematic review.

Resumen

La investigación analiza publicaciones científicas en Latinoamérica entre 2019 y 2023, con el propósito de construir una narrativa y sistematizar la relación entre estrategias pedagógicas y aprendizaje colaborativo en estudiantes con dificultad de atención. El objetivo central fue responder a la pregunta: ¿Qué se ha descubierto sobre el aprendizaje colaborativo y las estrategias pedagógicas en la base de datos durante los últimos cinco años? Para ello, se revisaron publicaciones en Scopus, Web of Science, Google Scholar, Scielo y Dialnet, aplicando el método de Revisión Sistemática de Literatura (RSL) basado en los criterios del protocolo PRISMA. Inicialmente, se identificaron 1,377 documentos, pero tras aplicar filtros se seleccionaron 33 publicaciones, de las cuales 18 artículos fueron incluidos en el estudio. Los resultados muestran que la aplicación de estrategias pedagógicas adecuadas favorece la participación activa del alumnado, lo que es especialmente beneficioso para estudiantes con problemas de atención. Estas estrategias promueven la responsabilidad y preparan a los estudiantes para enfrentar una sociedad en constante cambio. En conclusión, el análisis sintetiza los datos disponibles sobre la efectividad de las técnicas pedagógicas en el apoyo a estudiantes con dificultades de aprendizaje. Además, permite comparar resultados entre distintos enfoques y reconocer tendencias generales en el campo. Sin embargo, se observó la ausencia de propuestas interdisciplinarias que potencien el desarrollo de habilidades y competencias en estos estudiantes.

Palabras clave: aprendizaje colaborativo, educación, estrategia pedagógica, revisión sistemática.

Introduction

Through pedagogical strategies, active student participation is promoted in a society that is in constant social, human, technological, economic, and scientific transformation. In this regard, Calderón and Loja (2021)

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indicate that appropriate pedagogical strategies facilitate smooth and effective collaboration in the classroom, fostering the individual development of each student through group interaction to enhance creativity. This implies that by implementing collaborative practices, educators can stimulate cooperation among students, strengthening unity and collective progress during the learning process.

On the other hand, Herrera and Guevara (2019) argue that active participation and communication among all members of a group generate meaningful learning, known as cooperative learning. They also maintain that teamwork reinforces other sociocultural educational strategies, which have demonstrated multiple benefits derived from collaborative interaction among students.

Similarly, students with specific learning difficulties, including those with attention problems, face uncertainties and obstacles in collaborative learning. These students often struggle to organize their activities and manage their time, which limits their ability to achieve their objectives. According to Villa-de Gregorio et al. (2022), attention problems can lead to problematic behaviors, learning deficits, low motor coordination, anxiety, and depression, thereby complicating the teaching process in the classroom. However, the current educational diversity allows for the development of strategies that promote optimal learning and the comprehensive development of skills in students.

This research is grounded in previous studies addressing the variables of pedagogical strategies and collaborative learning, based on studies retrieved from databases, to facilitate understanding and appropriation of knowledge during the research process. For example, Bravo (2008), cited by Solís (2021), posits that pedagogical strategies are essential for planning activities and interactions in the teaching-learning process, enabling the acquisition of knowledge, values, experiences, and procedures intrinsic to educational training. These curricular scenarios are designed using various methods and currently encourage participation in collective activities that enrich the school experience, enhancing students' ability for group interpretation.

Additionally, Ochoa (2020) indicates that pedagogical strategies facilitate the development of motor skills and the active participation of students with learning difficulties by implementing expressive tools that adapt the curriculum and strengthen their competencies. Similarly, Ordóñez-Arcia (2020) emphasizes that institutional flexibility in designing personalized curricula represents a pedagogical strategy that promotes participatory teaching linked to the reality of students. This underscores the need for active pedagogy to identify and understand the challenges faced by students with learning difficulties.

Moreover, Rivas and Espinoza (2023) regard collaborative learning as a tool that fosters team responsibility and knowledge constructed from joint reflection, facilitating an active and self-directed learning process that adapts to current educational demands. The incorporation of these methods into academic activities underscores the significance of meaningful, interdisciplinary, and social educational experiences.

Furthermore, Ruiz and Ruiz (2023) point out that participation in group activities allows students to play an active role in their education, connected to their daily lives. Establishing an effective communication system between educators and students, whether synchronous or asynchronous, strengthens involvement and commitment to the educational process, provided there is coherent planning and fluid, assertive communication.

Complementarily, Palacios-Núñez et al. (2023) highlight that collaborative learning creates new opportunities and challenges for knowledge appropriation through shared experiences that promote interaction and the development of critical thinking, preparing students to face contemporary social challenges.

Regarding conceptual definitions, Hidalgo et al. (2021) describe pedagogical strategies as a varied set of didactic tactics employed by educators to facilitate disciplinary training, emphasizing that these should encompass processes carefully developed in the classroom and not be limited to basic techniques. Similarly, Moreno et al. (2021) define them as actions aimed at continuing learning in multiple ways, with support from both educators and the educational community, to achieve comprehensive development and adaptation to the current context.

On the other hand, collaborative learning, according to Marín (2015) cited by Niño (2023), is a method that promotes group work to enhance individual and social skills and commitments through established strategies and methodological processes. Likewise, Chong-Baque and Marcillo-García (2020) conceptualize it as a way of learning in teams that improves various cognitive and communicative skills, underscoring the importance of flexible pedagogical strategies that allow students to develop their experiences.

Finally, Hidalgo et al. (2021) assert that the application of pedagogical strategies based on collaborative learning improves student performance and provides new meaningful knowledge, thereby supporting educators in their teaching roles. Currently, these strategies constitute essential tools for effectively guiding classroom activities and achieving positive outcomes in the educational process.

In this context, the educational field recognizes the importance of deepening the analysis of pedagogical strategies and collaborative learning. Thus, this research is developed through a systematic literature review (SLR) that addresses the question: What advancements have been recorded in the last five years regarding collaborative

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learning and pedagogical strategies in academic databases? The primary objective of this review is to examine the relationship between these strategies and collaborative learning in students with attention difficulties, providing key evidence to enhance educational practices.

Methodology

The method employed in this research was a systematic literature review (SLR). Tebes et al. (2020) highlight that this type of review involves analyzing an organized set of scientific articles available in digital repositories accessible via the Internet. These studies must be identified, evaluated, and synthesized based on predetermined criteria that minimize biases, using keywords to address specific questions related to the topic under investigation.

In line with this, Sánchez-Serrano et al. (2022) indicate that the SLR allows for obtaining reliable and precise answers, ensuring the quality and validity of scientific evidence, as well as identifying valuable data and codes to support future research. To select relevant studies, the SLR method was applied following the guidelines of the PRISMA protocol, an instrument that enhances transparency and clarity in systematic reviews. According to Rodríguez-Hidalgo et al. (2023), the essential steps of PRISMA include the identification, selection, inclusion, and assessment of the eligibility of studies, facilitating searches in academic databases.

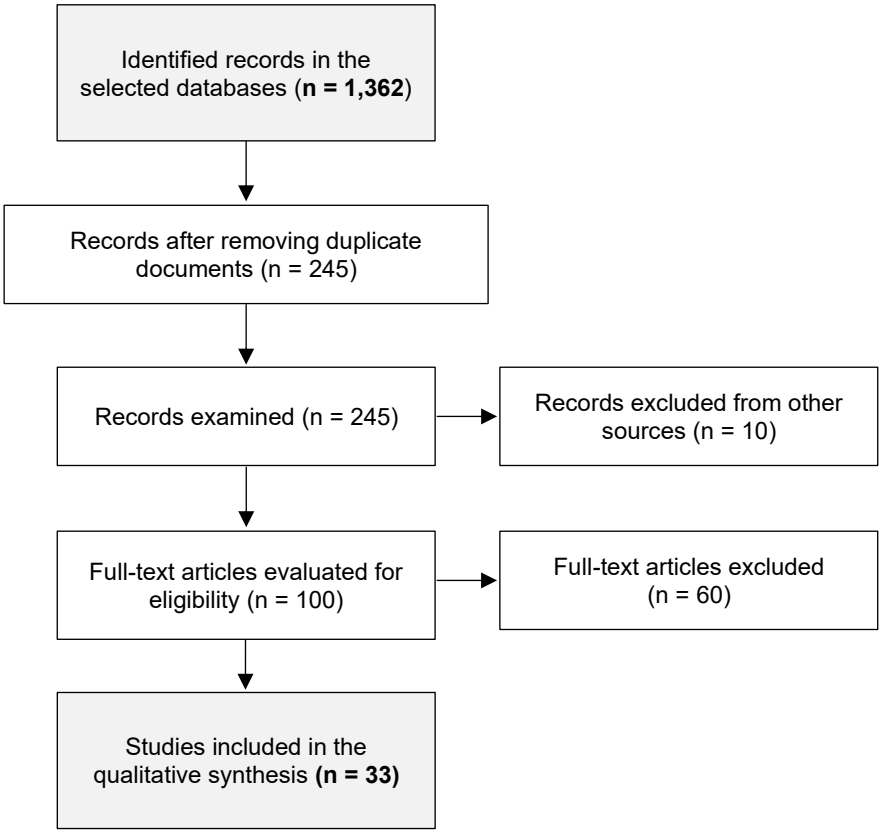
The search was conducted in repositories such as Scopus, Google Scholar, SciELO, Web of Science, and Dialnet, prioritizing publications related to pedagogical strategies and collaborative learning. Specific keywords were applied, combined with the Boolean operator AND, and temporal parameters (2019-2023), languages (Spanish, Portuguese, and English), and geographic location (Latin America) were established.

This approach enabled the development of a descriptive study aimed at identifying and systematizing scientific articles that contain information obtained through observation or experimentation. According to Rivera et al. (2023), this procedure facilitated the collection and analysis of the main scientific contributions on the addressed themes, particularly concerning students with attention difficulties.

Inclusion criteria considered studies in social sciences that mentioned the keywords (pedagogy, learning, education) and documents in the form of journal articles published in the last five years in the specified languages. Editorials, studies on teacher training or motivation, and materials in languages other than Spanish, Portuguese, and English were excluded.

In summary, this SLR presents significant advantages, emphasizing rigorous systematization based on PRISMA recommendations. Out of the 1,377 documents initially identified across the five databases, 245 articles were selected after applying filters, and ultimately, 33 were included for detailed analysis. The study encompasses both randomized controlled trials and observational studies, although the evaluation of effectiveness may have been limited by the inclusion and exclusion criteria applied.

Figure 1
PRISMA methodology



Note. Screening of examined articles - Own elaboration

Results and discussion

1. Descriptive results

The findings from the systematic literature review (SLR) are presented in tables that facilitate descriptive analysis.

1.1. Description of the population

Table 1
Selection of articles by database

Database Reviewed	Number of Documents	%
Scopus	13	39,39
Google Scholar	11	33,33
SciELO	6	18,18
Web of Science	2	6,06
Dialnet	1	3,03
TOTAL	**33**	**100,00**

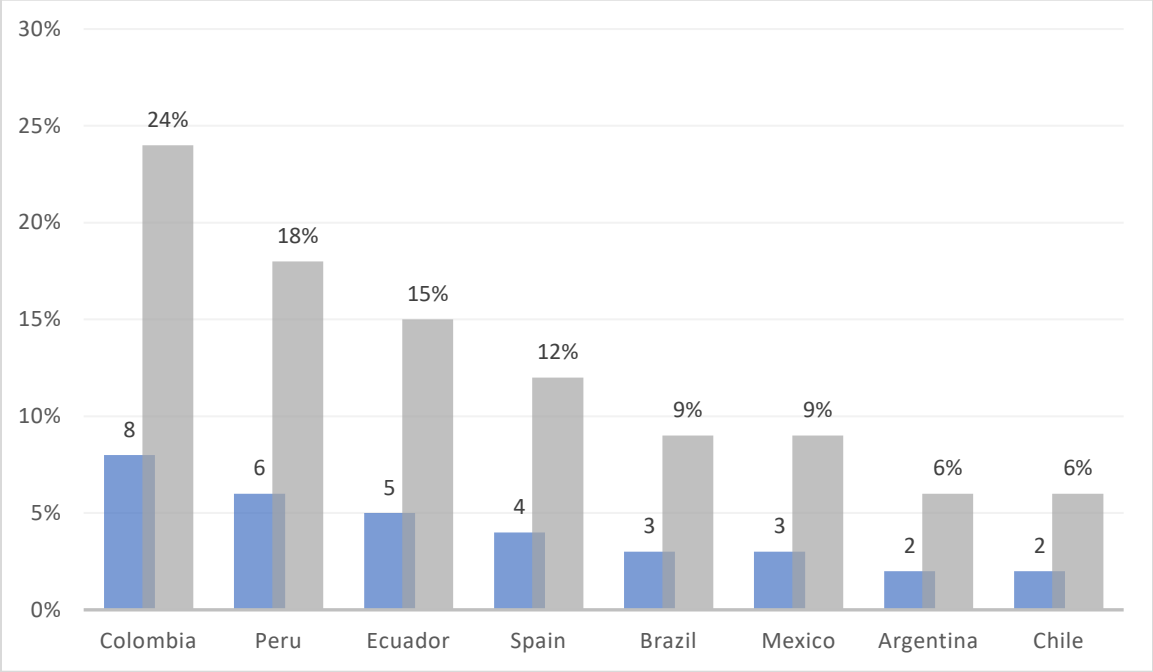
Note. Author's own elaboration

Table 1 shows that the search across five relevant databases yielded a total of 33 articles related to the variables of pedagogical strategy and collaborative learning. Scopus provided the largest number of documents at 39.39%, followed by Google Scholar at 33.33%. SciELO contributed 18.18%, while Web of Science and Dialnet accounted for 6.06% and 3.03%, respectively. All these articles met the established criteria for the research process, consolidating a representative sample for analysis.

1.2. Source of publications

Figure 2

Distribution of articles by country of origin



Note. Author's own elaboration

Figure 2 illustrates the geographical distribution of the reviewed articles by country of origin. Colombia leads with 24% of the documents, followed by Peru with 18% and Ecuador with 15%. Spain contributes 12%, while Brazil and Mexico each contribute 9%. Argentina and Chile each represent 6%, making them the countries with the least presence in the sample. Overall, most publications originate from Latin America, positioning the study's focus primarily in this region.

This trend aligns with what Moreno et al. (2021) highlight, noting that research conducted in Latin America provides valuable contributions to the development of pedagogical strategies grounded in contextualized educational methodologies. The contributions from these countries address the diverse challenges faced by students during their training, thereby enhancing skill development in collaborative learning environments.

1.3. Studies verified in databases

Table 2

Distribution of articles by year of publication

Year of Publication	Number of Documents	%
2019	1	3
2020	7	21
2021	9	27
2022	9	27
2023	7	21

TOTAL	**33**	**100**

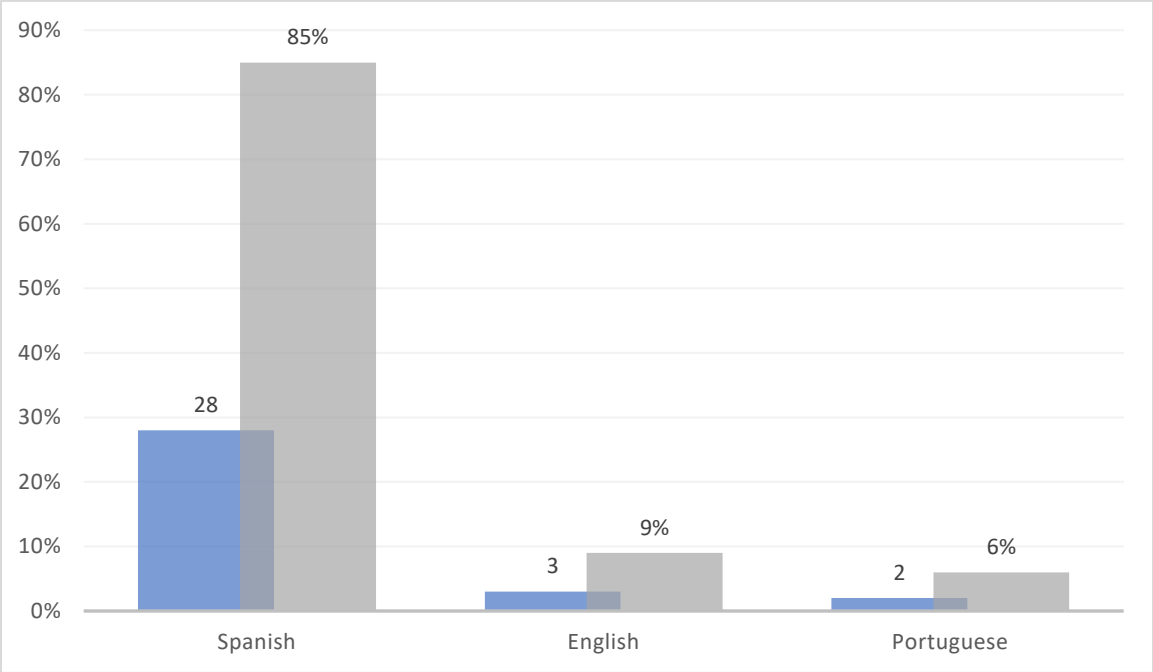
Note. Author's own elaboration

Table 2 presents the distribution of the 33 reviewed articles according to their year of publication during the period 2019-2023. The years 2021 and 2022 show the highest percentage, each at 27%, indicating an increase in scientific production during those periods. Meanwhile, 2020 and 2023 account for 21% each, while 2019 records the lowest percentage at only 3%.

This temporal behavior reflects a growing attention toward the variables of pedagogical strategies and collaborative learning in recent years, aligning with observations by Hidalgo et al. (2021), who emphasize that selecting this interval provides timely and relevant studies. These works contribute motivating approaches for students, integrating innovative pedagogical strategies and fostering inclusion through collaborative dynamics that accompany the teaching-learning processes.

1.4. Language of publications

Figure 3
Review of articles by language



Note. Author's own elaboration

Figure 3 shows the distribution of the articles according to the language in which they were published, after applying the relevant filters. Spanish dominates with 85% of the total, while English accounts for 9% and Portuguese for 6%.

As Sánchez-Serrano et al. (2022) point out, the language in which articles are presented is crucial for adequately understanding the context of the studies, facilitating the effective application of their findings, and ensuring the relevance of the topics in various environments. Therefore, considering language during the literature review is essential for obtaining a broad and accurate view of the field of study.

1.5. Articles obtained

Table 3
Distribution of articles by keywords

Keywords in research	Number of documents	%
Strategies AND pedagogical	14	42
Learning AND collaborative	11	33
Systematic Review AND PRISMA	4	12
Pedagogy AND learning	3	9
Difficulty AND learning	1	3
TOTAL	**33**	**100**

Note. Author's own elaboration

Table 3 presents the distribution of articles according to the keywords used in the search within the databases. The combination "Strategies AND pedagogical" represents 42% of the studies, followed by "Learning AND collaborative" at 33%. Other combinations, such as "Systematic Review AND PRISMA" (12%), "Pedagogy AND learning" (9%), and "Difficulty AND learning" (3%), also contributed to delineating relevant results for this research.

Tebes et al. (2020) emphasize that carefully analyzing keywords in academic searches involves reviewing metadata, references, and citations, and even direct communication with authors when necessary. This process is fundamental not only for understanding the scope and focus of the searches conducted but also for optimizing individual research strategies.

2. Main results

2.1. Contributions of selected research

Table 4
Main contributions

Contributions	Number of Documents	%
Procedures for adapted pedagogical strategies	14	42
Promoting educational activities	12	36
Research procedures aimed at obtaining evidence	4	12
Improvements for attention deficit in learning	3	9
TOTAL	**33**	**100**

Note. Author's own elaboration

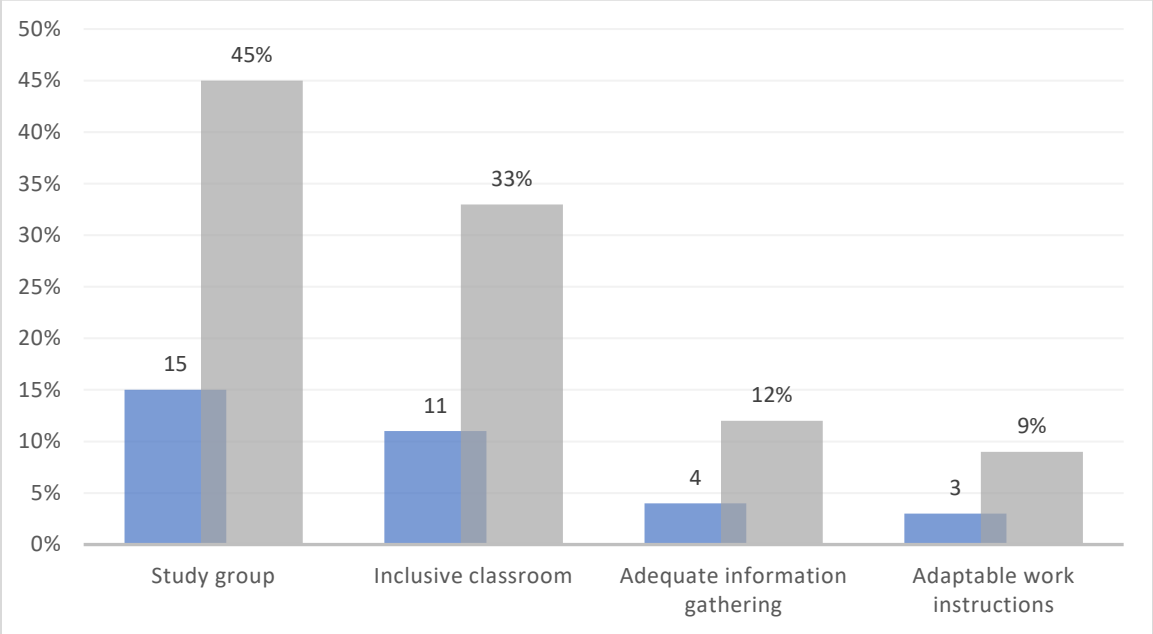
Table 4 reflects the main contributions found in the research on pedagogical strategies and collaborative learning. The adapted pedagogical strategies stand out first, representing 42% of the documents, followed by the promotion of educational activities at 36%. Research procedures aimed at obtaining evidence account for 12%, while specific improvements for attention deficit in learning reach 9%. These results demonstrate that the application of appropriate strategies is fundamental for addressing the challenges posed by constantly evolving knowledge.

In this regard, Niño (2023) provides valuable insights by demonstrating how collaborative learning and pedagogical strategies can enhance educational quality. His research emphasizes the importance of active pedagogical models that generate meaningful learning experiences, with impacts manifesting in the short, medium, and long term, thus offering new perspectives for optimizing the educational process in various contexts.

2.2. Instruments used

Figure 4

Instruments used in selected studies



Note. Author's own elaboration

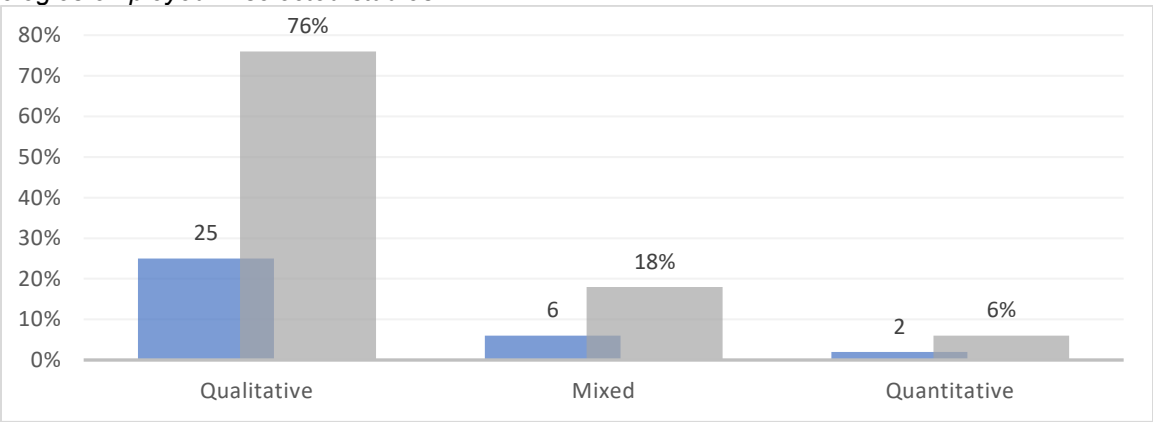
Figure 4 presents the distribution of instruments used in the analyzed studies. Study groups represent 45% of the instruments, primarily associated with procedures for adapted pedagogical strategies. On the other hand, inclusive classrooms constitute 33%, linked to the promotion of educational activities. Proper information collection encompasses 12%, facilitating the acquisition of scientific evidence, while adaptable work instructions, at 9%, relate to improvements for students with attention deficits. This diversity of instruments reflects the research's responsiveness to ongoing changes in the educational environment.

In accordance with Solís (2021), the selection of appropriate instruments responds to the objectives and design of each research study, being fundamental for incorporating competencies into the school curriculum. Furthermore, educators utilize these adaptations as tools that facilitate the effective implementation of pedagogical strategies, promoting reflection and responsibility in current learning processes.

2.3. Methodologies employed

Figure 5

Methodologies employed in selected studies



Note. Author's own elaboration

Figure 5 presents the predominant methodologies in the reviewed articles, highlighting qualitative methodology at 76%, followed by mixed approaches at 18%, and finally quantitative at 6%, which allows for statistical data analysis. Ordóñez-Arcia (2020) emphasizes that the choice of methodology should align with the posed problem, allowing for a deeper understanding of pedagogical strategies and thereby contributing to more robust results. Currently, this methodological variety facilitates studies' ability to adequately respond to research questions.

2.4. Applied methods

Table 5
Methods used in studies included in the research

Methods used in studies	Number of documents	%
Descriptive	10	30
Bibliographic review	9	27
Exploratory	5	15
Experimental	4	12
Descriptive-explanatory	2	6
Non-experimental	2	6
Inductive-deductive	1	3
TOTAL	**33**	**100**

Note. Author's own elaboration

Table 5 details the various methods used in the included research. The descriptive method accounts for 30%, being the most represented, as it allows for detailing the characteristics and findings of various studies; it is followed by the bibliographic review at 27%, which collects and analyzes existing literature on the topic. Other methods include exploratory (15%), providing a general understanding and guiding future research; experimental (12%), examining cause-and-effect relationships; descriptive-explanatory (6%), facilitating a deep interpretation of data; as well as non-experimental (6%), which observes phenomena in natural contexts, and inductive-deductive (3%), which integrates reasoning from both types.

Palacios-Núñez et al. (2023) note that using non-experimental designs in their research allowed for observing the relationship between new pedagogical strategies and academic performance without intervening in the educational environment or modifying teaching practices, contributing transparency and enabling replication and validation of results by other researchers.

3. Secondary results

The following presents the most relevant findings from research on pedagogical strategies and collaborative learning among students with learning difficulties, which demonstrate diverse benefits and significant contributions to educational improvement.

Table 6
Main findings

Main findings	Number of documents	%
Communication difficulties	12	36
Interdisciplinary projects	7	21
Conflict resolution	7	21
Updating guidelines	4	12
Autonomous learning	3	9
TOTAL	**33**	**100**

Note. Author's own elaboration

Table 6 synthesizes relevant findings related to the impact of pedagogical strategies and collaborative learning on students with learning difficulties. The main barriers identified include communication difficulties (36%), followed by the absence of interdisciplinary projects and issues in conflict resolution, both at 21%. There is also a noted need to update guidelines (12%) and promote autonomous learning (9%).

Rodríguez et al. (2023) emphasize that results such as these, obtained through systematic literature reviews, allow for a deep understanding of specific areas, identifying trends, gaps, and opportunities for improvement that guide future research and strengthen the educational field.

Conclusions

The conclusions drawn from the analysis of the studied population synthesize information from 18 investigations, providing a comprehensive view of pedagogical techniques and their effectiveness in supporting students with learning difficulties. This synthesis allowed for the comparison of various approaches and the detection of trends and general conclusions; however, a significant absence of interdisciplinary projects as a working method was evident, whose implementation could enhance the development of transversal skills and competencies.

Regarding descriptive results, the process of selecting and filtering studies across five databases successfully organized the information systematically, applying rigorous criteria related to publication period, language, keywords, and country of origin. This structuring facilitated the identification of effective educational practices and areas with potential for improvement to strengthen school learning.

The central results reflect that collaborative learning and pedagogical strategies positively impact different dimensions of student learning and development, especially for those facing difficulties. The contributions, instruments, types of research, and methods used in the studies provide a solid foundation for updating knowledge and promote the adoption of collaborative pedagogical methods as inclusive and effective practices.

On the other hand, secondary results highlight the importance of addressing aspects such as communication difficulties, the incorporation of interdisciplinary projects, conflict resolution, the promotion of autonomous learning, and the constant updating of pedagogical guidelines. These elements are essential for responding to the particular needs of students with learning difficulties.

Finally, strengths related to personalized learning, increased student engagement, and the development of social skills through innovative methodologies and the use of collaborative tools are emphasized. However, limitations were also identified, such as the exclusion of research outside the educational field, as well as editorials and bibliographic reviews. Prioritizing scientific articles with solid content contributed to generating a broad and valuable knowledge base for the academic and research community.

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ETHICAL PRINCIPLES:

This review article was developed in accordance with the ethical principles of academic integrity and methodological rigor. It did not involve the direct participation of human subjects nor the collection of sensitive data, thereby not requiring approval from an ethics committee. National and international regulations related to research ethics were duly respected.

AVAILABILITY OF DATA AND MATERIALS:

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