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Interactive pedagogy to strengthen meaningful learning in students with socio-emotional problems: a systematic review

Pedagogía interactiva para el fortalecimiento del aprendizaje significativo en estudiantes con problemas socioemocionales: revisión sistemática

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Abstract

The purpose of this research was to analyze the relationship between interactive pedagogy and meaningful learning in students with socioemotional difficulties. To this end, a systematic review was conducted in five databases: Scopus, Web of Science, Google Scholar, Scielo, and Dialnet, applying the PRISMA protocol. As a result, 9,154 documents were identified, from which 33 final papers were selected using rigorous filtering criteria. This selection allowed us to determine how technology contributes to improving students' learning and skills, fostering their development as critical, reflective individuals prepared to face future challenges. However, after the analysis, it was concluded that this integration has not been completely effective, mainly due to the lack of resources in institutions and the limited availability of educational platforms that support teachers in improving their pedagogical strategies and optimally integrate students into the learning processes.

Keywords: meaningful learning, interactive pedagogy, socioemotional.

Resumen

La presente investigación tuvo como objetivo analizar la relación entre la pedagogía interactiva y el aprendizaje significativo en estudiantes con dificultades socioemocionales. Para ello, se llevó a cabo una revisión sistemática en cinco bases de datos: Scopus, Web of Science, Google Scholar, Scielo y Dialnet, aplicando el protocolo PRISMA. Como resultado, se identificaron 9,154 documentos, de los cuales se seleccionaron 33 investigaciones finales mediante criterios de filtrado rigurosos. Esta selección permitió determinar de qué manera la tecnología contribuye a mejorar el aprendizaje y las habilidades de los estudiantes, favoreciendo su desarrollo como individuos críticos, reflexivos y preparados para enfrentar los desafíos futuros. Sin embargo, tras el análisis, se concluyó que esta integración no ha sido completamente efectiva, debido principalmente a la carencia de recursos en las instituciones y a la limitada disponibilidad de plataformas educativas que apoyen a los docentes en la mejora de sus estrategias pedagógicas e integren de manera óptima a los estudiantes en los procesos de aprendizaje.

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Palabras clave: aprendizaje significativo, pedagogía interactiva, socioemocional.

Introduction

Meaningful learning has emerged as one of the most relevant topics in pedagogy, to the extent that updates to existing theories are continually presented. Various authors have proposed diverse strategies to motivate students and maximize their performance in this type of learning, even suggesting that if a student fails to learn, the responsibility lies with the teacher rather than the method employed. Baque-Reyes and Portilla-Faican (2021) assert that meaningful learning in the educational context represents an objective aimed at improving and innovating the teaching process, thereby enhancing the quality of knowledge acquired by the student more efficiently and allowing for progressive evolution with each teaching cycle. Moreover, they contend that the strengthening of educational knowledge depends on the use of appropriate strategies that promote effective utilization of meaningful learning in the interaction between teachers and students.

On the other hand, pedagogy focused on the development of a few complex concepts tends to foster superficial knowledge, while that centered on the learning of multiple isolated concepts promotes the acquisition of deep knowledge. In this vein, Colina (2022) emphasizes that the strategies implemented by teachers to foster learning adapted to their students' circumstances encourage critical reflection, interdisciplinarity, and knowledge creation, generating learning environments that enhance students' capabilities. Additionally, careful planning and well-designed teaching materials contribute to strengthening a creative strategy aimed at teaching values and developing skills.

This process is highly valuable, but if the information obtained were subjected to meaningful treatment, it would transform into knowledge with a creative and personal connotation, surpassing mere passive reception of data. According to the Ministry of Education (2021), socio-emotional problems are common phenomena in general education institutions, where students of both genders exhibiting emotional or behavioral disorders demonstrate notable deviations in both personality and behavior.

The foundation of this research is grounded in previous studies collected through specialized databases that explore the variables of interactive pedagogy to strengthen meaningful learning. Regarding interactive pedagogy, Benavides and Pasto (2022) propose that education and the incorporation of digital tools enhance learning and educational development through activities that generate interest among students. Today, education supported by technology and digital tools plays a crucial role in knowledge construction and in improving students' learning levels.

Similarly, Arteaga (2023) argues that the new pedagogy supported by digital tools enhances creative and meaningful learning, highlighting gamification as a technique and interactivity as a means to reinforce content. This positively impacts reading comprehension and promotes inclusion through the use of educational platforms, evidencing the favorable impact of technology on learning and the development of student skills.

In a similar vein, Vico (2019) describes how the use of technological resources in pedagogy contributes to appropriate behavior for effective functional learning, favoring the implementation of methodologies adapted to virtual education. The transition from traditional methods to technological tools facilitates the achievement of educational objectives, creating an engaging experience for students.

In relation to meaningful learning, Molina et al. (2022) emphasize the importance of the interaction between new concepts and prior knowledge, highlighting that students' interest and the use of interactive materials are fundamental to this process. This approach helps prepare students for social challenges, fostering critical reflection among them.

Furthermore, Cabana et al. (2022) highlight that a project-based meaningful learning experience allows students to practice new methodologies with the continuous collaboration and communication of teachers, along with personalized support that strengthens their skills and builds confidence. When meaningful learning occurs, both teachers and students have the capacity to value and decide what they should learn, promoting student initiative and active participation.

Moreover, Maraza-Vilcanqui and Zevallos-Solís (2022) indicate that meaningful learning requires students to engage in significant metacognitive effort to comprehend the meaning, importance, and relevance of what is being taught, accompanied by appropriate materials. The use of innovative methodologies facilitates this type of learning, creating a trusting environment that stimulates creativity in students' daily lives.

Regarding the variable of interactive pedagogy, Bonilla et al. (2020) define it as a pedagogical process that utilizes technological tools to facilitate interaction between teachers and students, generating favorable environments for the educational process. Montaño et al. (2022) add that audiovisual platforms constitute a means of communication that shapes young people's perception and interest in learning in diverse ways.

As for meaningful learning, it relates to the integration of prior and new knowledge, enabling interpretation and classification of information, as well as the development of critical thinking (Sevillano et al., 2020). Flores (2021) posits that learning is a constructive process where students investigate, experiment, reflect, and interact with their teachers and peers, assuming an active and responsible role in their educational journey.

The incorporation of pedagogical technology enhances this process. Cotrina et al. (2023) highlight that digital tools not only improve learning but also increase student motivation and strengthen content retention. Interactive platforms facilitate dynamic learning, favoring the acquisition of relevant knowledge.

In this context, it is essential to implement renewed educational strategies in each school cycle. Furthermore, it is imperative to train teaching staff and provide them with the necessary technological and methodological resources to apply effective pedagogical approaches that integrate culture and values. In a constantly changing society, these elements are crucial for preparing students comprehensively and meaningfully. For this reason, the present article aims to analyze, through a systematic literature review, the relationship between interactive pedagogy and meaningful learning in students with socio-emotional difficulties, in order to identify

current strengths and challenges in its application, as well as to propose recommendations that contribute to optimizing educational processes and fostering the comprehensive development of these students.

Methodology

This study was developed through a systematic literature review (SLR). According to González and Sosa (2021), an SLR encompasses a set of procedures aimed at examining previous research, both in open-access and closed databases, in order to formulate questions about a new research topic and, in this way, generate a research problem. This type of review facilitates a clear identification of the problem and promotes critical reflection on the most relevant articles and data.

Furthermore, Rodríguez-Hidalgo et al. (2023) noted that the SLR, following the PRISMA model, collects various concepts and methodological innovations at its different stages: identification of review articles, screening of those deemed unnecessary for the research, eligibility assessment based on thematic relevance, and finally, inclusion of articles that align with the study's focus. This protocol ensures that the selected materials are consistent with the research objective.

According to Barrios et al. (2021), it is essential to consider the general characteristics and the object of study, as well as relevant variables, in the execution of an SLR to apply the PRISMA method effectively. In this process, emphasis was placed on the search and selection of research studies, as well as the critical evaluation of studies to conduct both the systematic review and meta-analysis when appropriate.

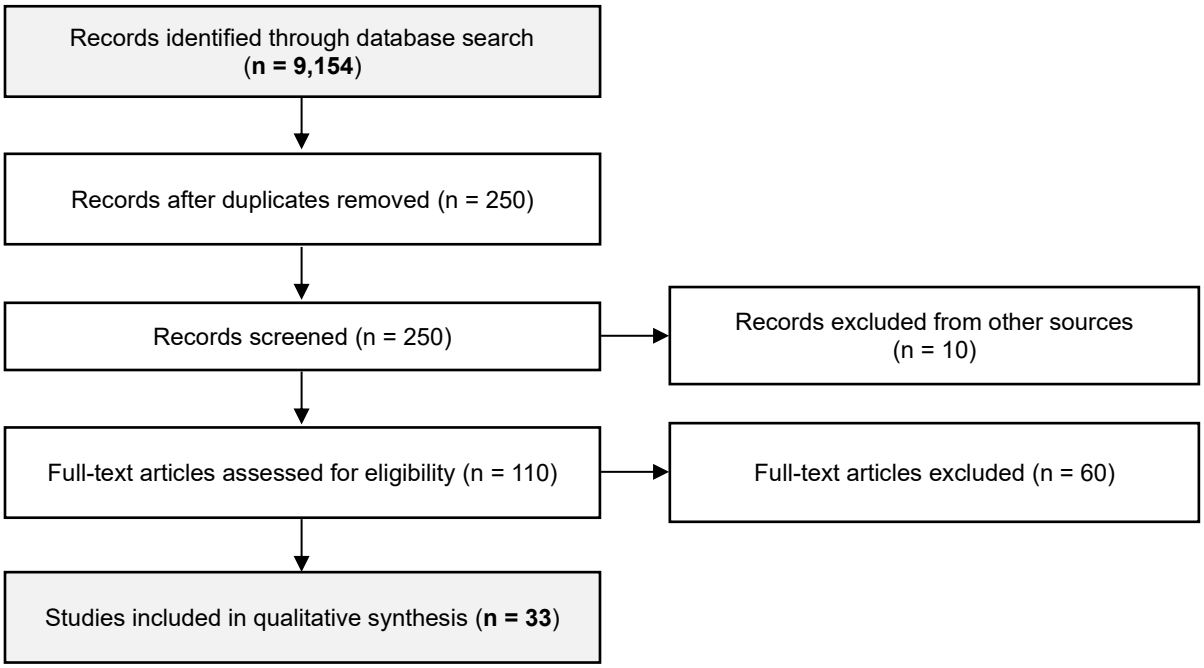
The review covered a period of five years, from 2019 to 2023, and included articles in Spanish, Portuguese, and English. Geographically, the research focused on studies conducted in Latin America. As Pavié et al. (2019) indicate, eligibility criteria are aimed at ensuring that included studies are relevant to the research topic, thereby contributing to the validation of the obtained results.

The research oriented itself towards a qualitative approach, reviewing databases such as Scopus, Web of Science, Google Scholar, Scielo, and Dialnet, in both open and closed virtual libraries, specifically concerning the variables of interactive pedagogy and meaningful learning. A total of 9,154 documents were retrieved, of which, after applying rigorous filters, 33 relevant studies were selected for a more detailed and appropriate analysis.

For the database search, the Boolean operator AND was used, combining key terms related to pedagogy and learning, which allowed for a focused result. The inclusion criteria stipulated that only articles in Spanish, Portuguese, and English within the fields of social sciences and education related to the study's theme would be considered. Conversely, notes, session documents, editorials, and those works whose keywords included terms such as "teaching" or "curriculum" were excluded, as they were deemed unrelated to the proposed focus.

Finally, the collection and selection of data were carried out following the PRISMA guidelines, ensuring the rigor and relevance of the variables to support the analysis in this systematic literature review.

Figure 1
PRISMA diagram



Note. Screening of examined articles. Author's own elaboration.

Results and discussion

The tables presented summarize the findings from 33 studies selected through a systematic literature review (SLR), which are described and analyzed below.

1. Descriptive results

1.1. Description of the population

The following provides a detailed breakdown of the number of articles selected from each of the databases used for this systematic literature review (SLR). This information is crucial for understanding the distribution of sources and the scope of the research conducted, as it reflects the diversity and relative weight of each database in the information gathering process.

Table 1
Number of articles reviewed by database

Database	Number of documents	Percentage (%)
Scopus	14	42
Scielo	8	24
Dialnet	6	18
Google Scholar	4	12
Web of Science	1	3
Total	**33**	**100**

Note. Author's own elaboration

Table 1 indicates that the five databases used for article selection reflect a varied distribution. Scopus contributes the highest number of documents (42%), while Web of Science records the lowest percentage (3%). Dialnet represents an intermediate percentage of 18%, positioned between the databases with the highest and lowest number of studies related to interactive pedagogy and meaningful learning.

1.2. Distribution of articles by country

The following section details the countries where articles related to interactive pedagogy and meaningful learning have been published. This breakdown allows for a better understanding of the geographic distribution of scientific production in this field.

Table 2

Distribution of articles by country

Country	Number of Documents	Percentage (%)
Ecuador	8	24
Spain	6	18
Peru	6	18
Chile	3	9
Colombia	3	9
Mexico	2	6
Argentina	1	3
Bolivia	1	3
Brazil	1	3
Panama	1	3
Venezuela	1	3
Total	**33**	**100**

Note. Author's own elaboration

Table 2 shows that Ecuador holds the highest percentage of publications (24%), while Argentina, Bolivia, Brazil, Panama, and Venezuela each contribute 3% of the total, representing the lowest number of articles in this review. Spain and Peru rank as the second countries with the highest scientific output in this field, each with 18% of the articles, followed by Chile and Colombia at 9%, and Mexico at 6%. This distribution highlights the importance attributed to meaningful learning and interactive pedagogy, as well as their role in reducing educational gaps.

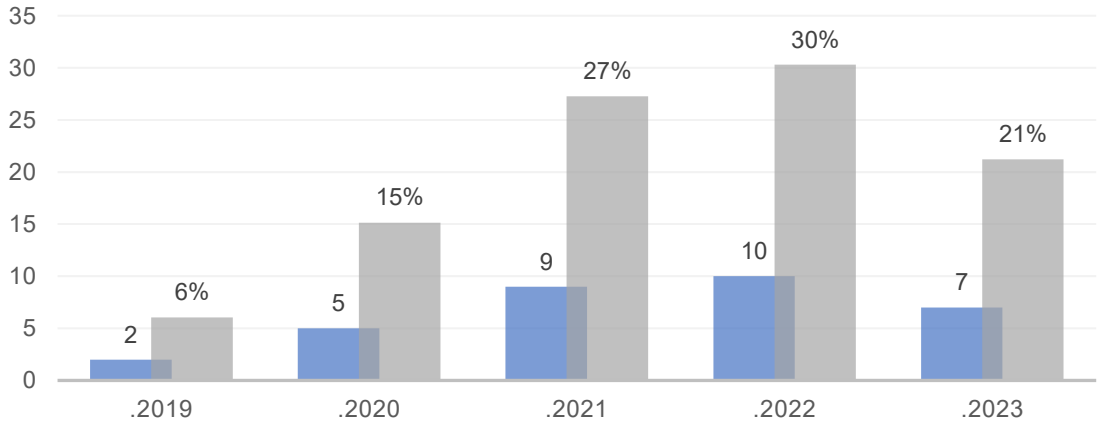
These findings are supported by Cotrina et al. (2023), who emphasize that research conducted in Latin America significantly contributes to understanding the educational and technological context reflected in the articles collected through rigorous protocols. The contributions from these countries are crucial for promoting the use of digital technology and strengthening skill development, supporting teaching practices, and enhancing digital competence in the region.

1.3. Years of publication of the articles

This section identifies the years in which the selected articles were published and analyzes how interest in the study variables has fluctuated over time.

Figure 2

Distribution of articles by year of publication



Note. Author's own elaboration

Figure 2 reveals that the percentage of publications was 6% in 2019, increasing to 15% in 2020, and peaking at 27% in 2021. Subsequently, there was a slight increase to 30% in 2022, followed by a decline to 21% in 2023. These data indicate that research on the variables of interactive pedagogy and meaningful learning has experienced fluctuations over the analyzed period.

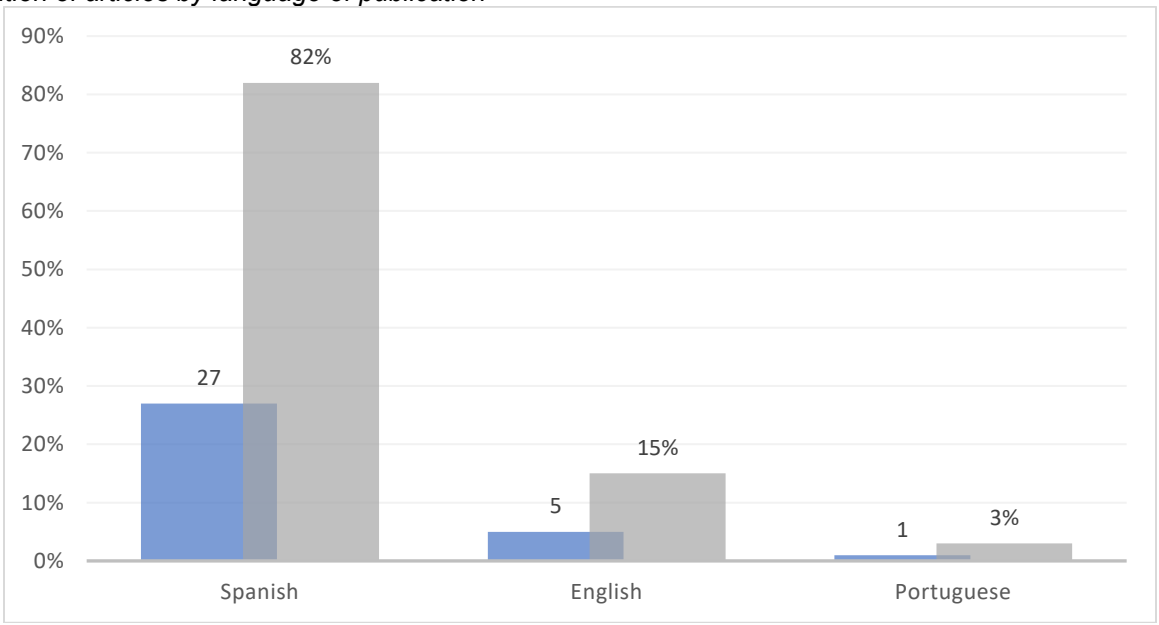
In relation to these results, Flores (2021) highlights that learning has progressively transformed, becoming participatory and assertive, where students assume an active and responsible role in their educational process. Additionally, he supports the relevance of long-term research projects developed in collaboration with organizations working with vulnerable sectors to foster learning.

1.4. Languages of the selected articles

This section analyzes the languages in which the articles related to interactive pedagogy and meaningful learning were published.

Figure 3

Distribution of articles by language of publication



Note. Author's own elaboration

According to Figure 3, 27% of the articles are in Spanish, 15% in English, and 3% in Portuguese. This indicates that the majority of the publications are in Spanish, with Portuguese being the least represented language.

These findings align with Cotrina et al. (2023), who emphasize that search strategies were limited to these languages to ensure the inclusion of the most relevant research from Latin America. They also highlight the potential of the Spanish language to facilitate knowledge retention and construction in the region.

1.5. Keywords used for article selection

This section examines the keywords employed in the search for articles linked to the variables of meaningful learning and interactive pedagogy.

Table 3

Distribution of articles by keywords

Keywords	Number of Documents	Percentage (%)
Learning AND Significant	14	42
Pedagogy AND Interactive	14	42
PRISMA Method AND SLR	3	9
Eligibility Criteria	1	3
Socio-emotional	1	3
Total	**33**	**100**

Note. Author's own elaboration

As shown in Table 3, 42% of the searches were based on the keywords "learning AND significant" and "pedagogy AND interactive," while 9% pertained to the use of "PRISMA Method AND SLR," and 3% included terms related to eligibility criteria and socio-emotional aspects.

These results complement the observations made by Bonilla et al. (2020), who indicate that the use of synthetic analysis facilitates theoretical review and discussion around the study variables, promoting the generation of debates among different works, contributing theories on teaching and learning, and highlighting the relevance of the investigated variables.

2. Main results

2.1. Main contributions of selected studies

This section describes the articles and their contributions in relation to the variables of meaningful learning and interactive pedagogy.

Table 4

Contributions to the study of research

Contributions to the study	Number of Documents	Percentage (%)
Improvements in Learning	22	67
Processes in Strategies	7	21
Updates in SLR	2	6
Emotional Support	1	3
Identification of Content	1	3
Total	**33**	**100**

Note. Author's own elaboration

According to Table 4, 67% of the articles focus their contributions on improvements in learning, while 21% concentrate on processes related to pedagogical strategies. 6% corresponds to methodological updates in

systematic literature reviews (SLR), and 3% addresses aspects of emotional support and content identification. These results clearly indicate a trend towards enhancing learning techniques.

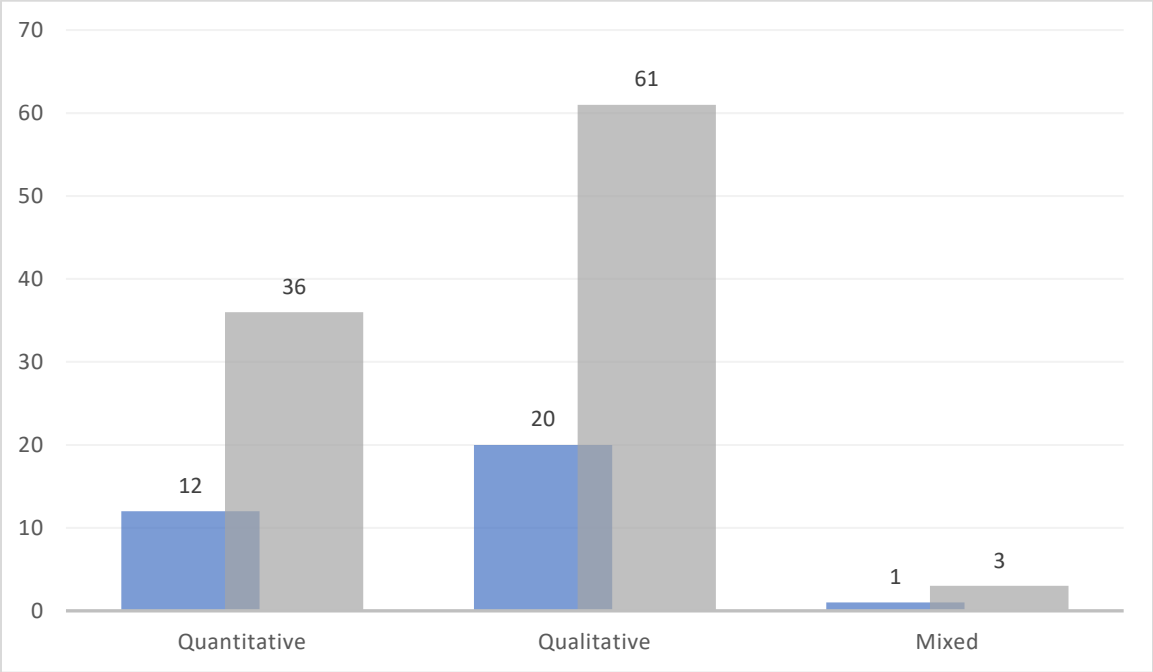
In this regard, Arteaga (2023) emphasizes the importance of seeking meaningful connections and relationships that enable the development of objective scientific understanding, ensuring the validity and relevance of each study's contributions. Research aimed at improving meaningful learning and interactive pedagogy offers valuable opportunities to develop new educational strategies and methodologies.

2.2 Methodologies addressed in selected studies

This section analyzes the predominant types of research in studies on meaningful learning and interactive pedagogy.

Figure 4

Distribution of methodologies used in reviewed articles



Note. Author's own elaboration

As shown in Figure 4, 61% of the studies correspond to qualitative research, followed by 36% of quantitative research and 3% of mixed methods. These data reflect a greater preference for qualitative approaches in this area, while mixed methods are the least represented.

Regarding this trend, Molina et al. (2022) argue that methodologies are essential for testing hypotheses and relating them to scientific principles, being fundamental for analyzing and measuring differences in educational contexts.

2.3 Research methods used in selected studies

The following identifies the research methods employed in the selected articles associated with the variables of meaningful learning and interactive pedagogy.

Table 5

Research methods

Research Method	Number of Documents	Percentage (%)
Descriptive	12	36
Experimental	9	27

Literature Review	8	24
Exploratory	3	9
Descriptive-Explanatory	1	3
Total	**33**	**100**

Note. Author's own elaboration

Table 5 shows that the descriptive method is the most commonly used, representing 36% of the studies, followed by the experimental method at 27%. The literature review constitutes 24%, while exploratory and descriptive-explanatory methods represent smaller proportions, at 9% and 3%, respectively.

These results support the observations made by González and Sosa (2021), who underline the importance of establishing precise indicators for conducting a comprehensive analysis and adequately understanding the collected data. Likewise, Cabana et al. (2022) highlight that the variety of methods used allows for organized description and analysis of information, thus facilitating the clear formulation of questions and objectives within the research process.

2.4 Key conceptual definitions

This section presents the conceptual definitions used in the articles related to the variables of meaningful learning and interactive pedagogy.

Table 6

Conceptual definitions

Definition of Research	Number of Documents	Percentage (%)
Learning Strategies	11	33
Technological Tools	11	33
Pedagogical Techniques	7	21
PRISMA Method	2	6
Matrix Development	1	3
Educational Psychology	1	3
Total	**33**	**100**

Note. Author's own elaboration

As shown in Table 6, 33% of the definitions refer to learning strategies and technological tools, while 21% focus on pedagogical techniques. The PRISMA method appears in 6% of cases, and the development of matrices along with educational psychology each represent 3%. This reflects a comprehensive strengthening of the study variables.

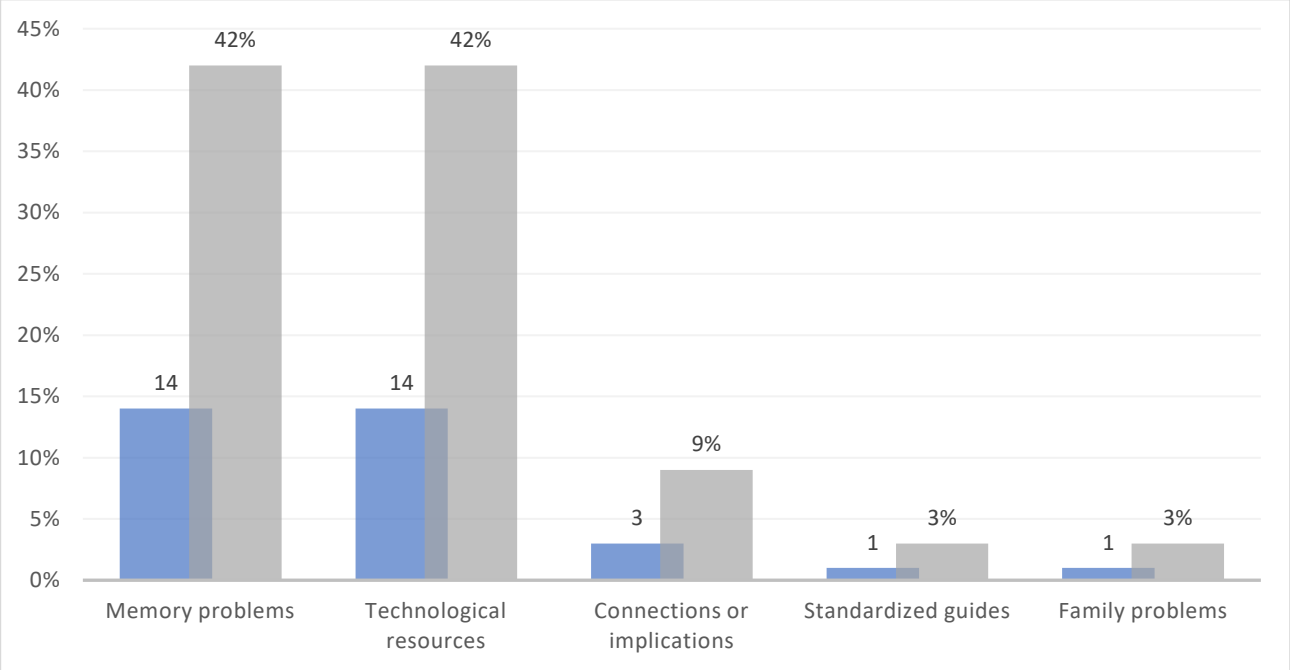
In this sense, Maraza-Vilcanqui and Zevallos-Solís (2022) highlight that the central concepts identified in the research adapt and align with the overall framework of the study, allowing for the integration and reformulation of ideas based on knowledge generated by previous research. Thus, the definitions evolve in accordance with new findings and theoretical contributions.

3. Secondary results

3.1. Key findings in selected research

This section presents the key findings related to the variables of meaningful learning and interactive pedagogy, derived from the analysis of the selected articles.

Figure 5
Key findings



Note. Author's own elaboration

Figure 5 reveals that 42% of the studies focus on issues related to memory and the use of technological resources, identifying these aspects as key challenges in the educational process. Conversely, 9% of the articles analyze the connections or implications arising from these problems, while topics such as standardized guides and family difficulties receive more limited attention, each representing only 3%.

In this context, Benavides and Pasto (2022) emphasize the importance of employing appropriate content combined with basic technological tools to overcome deficiencies in specific skills. They also highlight that this approach contributes to generating an interactive learning environment where students feel safe and confident. Thus, the learning and active participation of students are particularly enhanced when they receive constant support and guidance from teachers across different areas of knowledge.

Conclusions

Regarding the results of the studied population, the analysis of the 33 selected investigations confirms that interactive pedagogy constitutes a relevant teaching method for student learning. However, its effectiveness is not fully realized due to the lack of adequate resources in educational institutions and platforms that could support teachers in improving their pedagogical practices and integrating students more effectively into the learning process.

On the other hand, the descriptive results demonstrate that scientific articles have been identified in five main databases, considering criteria such as country, year of publication, language, and keywords. Most of these reviews yield significant results that highlight the importance of technology and innovative learning methods for the holistic development of students, aiming to achieve advancements in teaching and foster educational innovation.

Regarding the central results, based on the analysis of contributions, types, methods, and conceptual definitions from the reviewed studies, fundamental characteristics of interactive pedagogy and meaningful learning have been determined. These findings are essential for guiding researchers who may still lack clarity on the subject, as well as for establishing a robust model that serves as a reference in the educational and research fields.

Concerning the secondary results, it is evident that there are underexplored areas, particularly regarding content retention, the use of technological resources, and the development of standardized guidelines, indicating a need to delve deeper into these dimensions in future research.

Finally, this research acknowledges, on one hand, significant strengths: the positive relationship between the use of technological tools in pedagogy and the improvement of meaningful learning promotes a transformation in the educational system, stimulating students' ability to be reflective, critical, and prepared to face current social challenges. On the other hand, it accepts certain limitations, such as the exclusion of specific works—such as proceedings, session documents, and editorials—that did not align with the study's specific focus, concentrating only on articles with a broader and more rigorous perspective. In summary, the findings obtained open opportunities for future research and contribute to the ongoing pursuit of knowledge.

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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, thus it did not require approval from an ethics committee. National and international regulations related to research ethics were respected.

DATA AVAILABILITY AND MATERIALS:

This study is based on publicly available secondary sources. The references used can be found in the bibliography of the article. Any additional information can be requested directly from the author.

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