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Pedagogical practice and learning strategies in higher education: a systematic review

Práctica pedagógica y estrategias de aprendizaje en la educación superior: una revisión sistemática

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Abstract

Pedagogical practice is an essential component for strengthening learning strategies and improving the quality of higher education. The objective of this review was to analyze and synthesize the scientific evidence on the relationship between pedagogical practices and learning strategies at this educational level. A systematic review with a qualitative approach was conducted, following the PRISMA guidelines. The search was carried out in Scopus, Web of Science, SciELO, Latindex, Dialnet, and Google Scholar, considering publications between 2020 and 2026. After applying the inclusion and exclusion criteria, 27 articles were selected for the qualitative synthesis. The results show that continuing professional development, teacher reflection, pedagogical support, and the development of digital and socio-emotional competencies strengthen educational practice. Likewise, active methodologies, such as collaborative learning, gamification, the flipped classroom, and project-based learning, promote participation, autonomy, and critical thinking. It is concluded that improving teaching practice requires a comprehensive approach that integrates teacher training, technological innovation, inclusion, active learning methodologies, and learning assessment. However, there remains a need for longitudinal and comparative studies to evaluate their sustained effects in different university contexts.

Keywords: learning strategies, teacher training, educational innovation, active learning methodologies, teaching practice.

Resumen

La práctica pedagógica constituye un componente esencial para fortalecer las estrategias de aprendizaje y mejorar la calidad de la educación superior. El objetivo de esta revisión fue analizar y sintetizar la evidencia científica sobre la relación entre las prácticas pedagógicas y las estrategias de aprendizaje en este nivel educativo. Se desarrolló una revisión sistemática de enfoque cualitativo, siguiendo las directrices PRISMA. La búsqueda se realizó en Scopus, Web of Science, SciELO, Latindex, Dialnet y Google Académico, considerando publicaciones entre 2020 y 2026. Tras aplicar los criterios de inclusión y exclusión, se seleccionaron 27 artículos para la síntesis cualitativa. Los resultados muestran que la formación continua, la reflexión docente, el acompañamiento pedagógico y el desarrollo de competencias digitales y socioemocionales fortalecen la práctica educativa. Asimismo, las metodologías activas, como el aprendizaje colaborativo, la gamificación, el aula invertida y el aprendizaje basado en proyectos, favorecen la participación, la autonomía y el pensamiento crítico. Se concluye que la mejora de la práctica pedagógica requiere una visión integral que articule formación docente, innovación tecnológica, inclusión,

metodologías activas y evaluación del aprendizaje. No obstante, persiste la necesidad de realizar estudios longitudinales y comparativos que permitan valorar sus efectos sostenidos en distintos contextos universitarios.

Palabras clave: estrategias de aprendizaje, formación docente, innovación educativa, metodologías activas, práctica pedagógica.

Introduction

Pedagogical practice and learning strategies have gained increasing prominence in recent years, given their bearing on the quality of educational processes and on learning outcomes more broadly. Over the past few decades, a substantial body of research has examined how the strategies students employ, together with the practices teachers develop in the classroom, shape competency acquisition, meaningful learning, and academic achievement. Yet the scientific output on this subject reflects considerable diversity in theoretical, methodological, and contextual approaches, which complicates efforts to build an integrated picture of the available knowledge.

García et al. (2022) noted that, in the United Kingdom, improving university-level teaching requires bringing together several components, including disciplinary mastery, ongoing professional development, and methodological strategies aimed at strengthening the teaching process. Professional values and ethical principles must also factor in, since university teaching is built continuously through the educator's own experience and commitment. Even so, a considerable share of faculty lacks the pedagogical training needed to design active classes and, as a result, tend to teach according to their own personal judgment (Aguado et al., 2024).

For this reason, educators need to continually revisit their pedagogical practice, understood as a set of planned actions designed to foster meaningful learning and support students' metacognitive development (Ribeiro et al., 2023). Teachers, in turn, must be familiar with their students' characteristics and reflect on the most appropriate ways of teaching in order to select methodological strategies consistent with the intended learning outcomes (Efimova et al., 2021). The educational process should likewise be structured around varied activities that place students in a leading role and prioritize teamwork, thereby encouraging the exchange of ideas and active participation (Frye & McCarron, 2021).

Teachers are likewise expected to cultivate critical thinking, encouraging students to voice their own views, question ideas, and take an active part in constructing knowledge. Doing so calls for authentic projects and situations that stimulate argumentation, reflection, and innovation. Recent literature suggests that this approach supports students' holistic development and strengthens the graduate profile they ultimately achieve (Xue, 2021).

Educational inclusion represents another essential axis, ensuring that all students, including those with special needs, have access to quality education. This orientation fosters respect for diversity and equal opportunity while contributing to the construction of a fairer, more inclusive society (Alzahrani, 2020).

Teacher performance, moreover, has a direct bearing on learning achievement. Sound performance requires that instructors be able to create meaningful learning experiences, integrate technological resources, encourage students' active participation, and adjust their practices to the demands of the surrounding sociocultural context (Chancay-Cedeño et al., 2021).

Pre-professional or practicum-based teaching experiences are likewise a core component of pre-service teacher education, as they not only build pedagogical skills but also ease trainees' gradual entry into, and adaptation to, educational settings from the earliest stages of their careers (Mendoza, 2020).

Matus (2020) further argues that today's educational landscape poses challenges demanding a deep understanding of the sociocultural factors at play in teaching, an understanding that cannot be reached through classroom theory alone. Along similar lines, Jaramillo and Orovio (2020), examining the paired-practicum teaching model, highlight the value of collaborative work among student teachers, noting that it strengthens their professional development. They identify communication, organization, implementation, inquiry, and shared evaluation among participants as central components of this approach.

Practical training, finally, has been widely recognized internationally as indispensable to teacher preparation, since it helps build professional confidence, classroom-management skills, and pedagogical adaptability (Castillo & Solís, 2025).

Against this backdrop, the present systematic review set out to examine and synthesize published studies on the relationship between pedagogical practice and learning strategies in higher education, with a view to identifying the main approaches, findings, trends, and gaps in the existing knowledge. In doing so, it aims to provide an up-to-date theoretical foundation that can inform future research and support decision-making aimed at improving educational quality at this level.

Methodology

This study took the form of a systematic literature review, adopting a qualitative approach with descriptive-interpretive scope, aimed at examining the scientific evidence on pedagogical practice and its impact on learning strategies in higher education. The procedure followed the PRISMA statement guidelines in order to ensure transparency, traceability, and reproducibility across the identification, screening, eligibility, and inclusion phases. The review question focused on determining which pedagogical practices, strategies, and conditions contribute to strengthening learning among university students.

The literature search was conducted in Scopus, Web of Science, SciELO, Latindex, Dialnet, and Google Scholar. Descriptors in Spanish, English, and Portuguese related to “pedagogical practice,” “learning strategies,” “higher education,” “active methodologies,” “teacher training,” and “educational innovation” were used, combined through the Boolean operators *AND* and *OR*. Publications were limited to the period between 2020 and 2026. Searches considered titles, abstracts, and keywords according to the options available in each source, and were supplemented by reviewing the reference lists of relevant studies.

Eligible studies were peer-reviewed articles published within the established time frame, written in Spanish, English, or Portuguese, and focused on pedagogical practices, learning strategies, or innovation processes in higher education institutions. Papers were also required to report empirical findings or reviews with explicit methodological procedures, and their content had to provide evidence directly relevant to the study's objective. Books, book chapters, theses, editorials, duplicate records, publications without access to the full text, studies conducted exclusively in early childhood, primary, or secondary education, and papers that mentioned pedagogical practice without examining its relationship to university-level learning were all excluded.

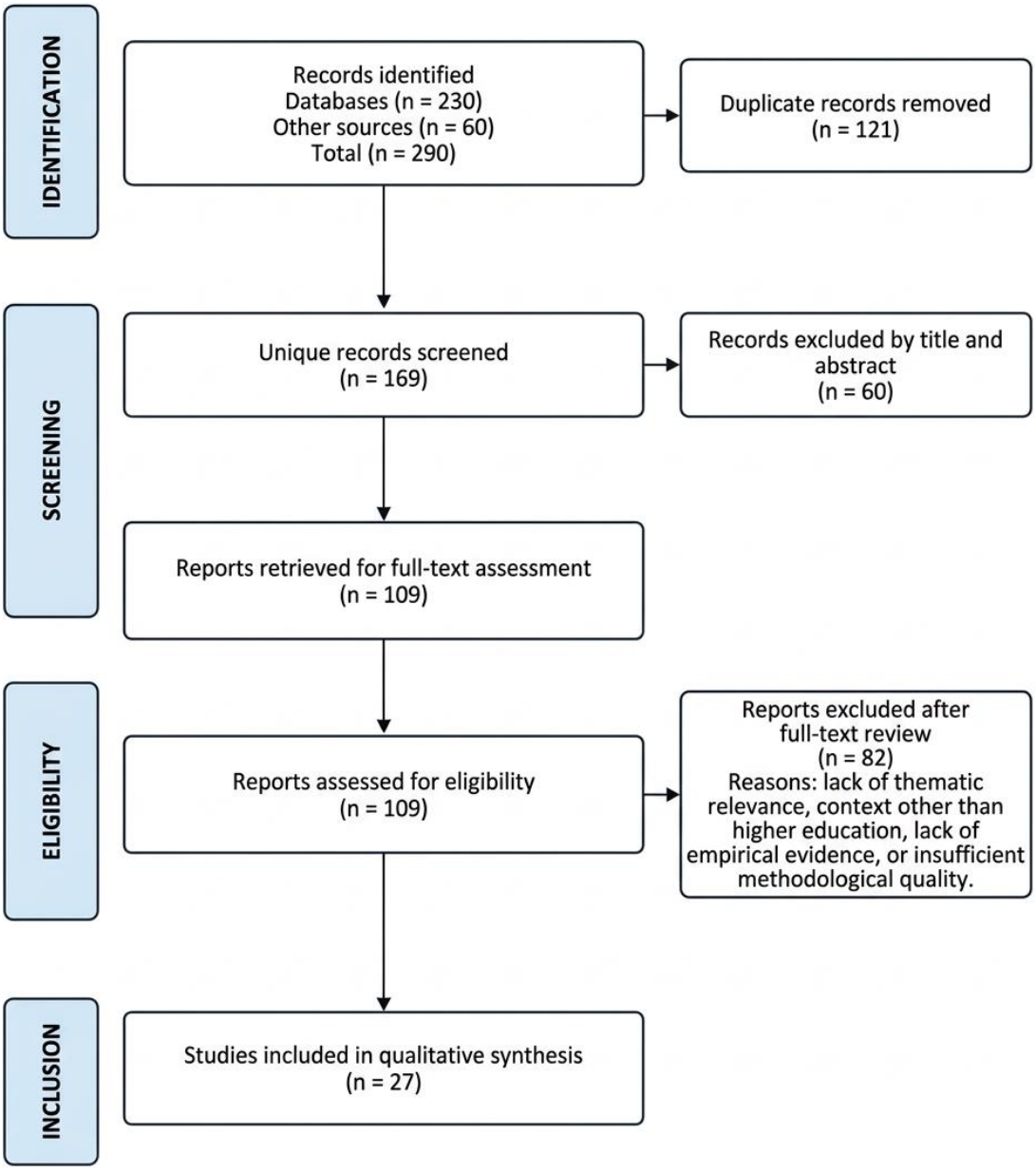
The search yielded 230 records from the databases and 60 additional documents from other sources, for a total of 290 references. After removing 121 duplicates, 169 unique records remained for title-and-abstract screening. Sixty of these were excluded at this stage for lacking thematic relevance, leaving 109 reports to be retrieved and assessed in full text. During the eligibility assessment, 82 publications were discarded for falling outside the higher-education context, providing insufficient empirical evidence, addressing the variables of interest only tangentially, or presenting methodological limitations that precluded their inclusion. In the end, 27 articles met all the criteria and were incorporated into the qualitative synthesis, consistent with the studies reported in the Results section.

Selection proceeded in two stages. Titles and abstracts were first screened independently to assess their fit with the study's objective, after which the full text of potentially eligible documents was examined. Any discrepancies were resolved through joint review and consensus. To strengthen the quality of the corpus, the reviewers assessed the clarity of each study's objective, the coherence between its design and method, the adequacy of its description of participants or sources, the appropriateness of its analytical techniques, and the correspondence between its results and conclusions.

Data were extracted using a matrix designed specifically for this review, recording authorship, year, country, database, purpose, methodological approach, characteristics of the pedagogical practice under study, the learning strategies examined, and the main contributions of each work. The data were then organized by thematic axis and analyzed through narrative synthesis and content analysis. This procedure made it possible to identify regularities, differences, and trends related to teacher training and professional development, active methodologies, technological innovation, inclusion, reflective practice, collaborative learning, and socio-emotional competencies.

Because the review drew exclusively on published documents and involved neither human participants nor personal data, formal ethics committee approval was not required; the principles of academic integrity, proper attribution of authorship, and methodological transparency were nonetheless upheld throughout.

Figure 1
PRISMA diagram of the systematic literature review



Results

A critical appraisal was carried out of 27 scientific papers addressing pedagogical practice and its effect on learning strategies in higher education, using systematic review as the methodological approach. The review considered studies published between 2020 and 2026, supplemented with theoretical contributions from key authors whose work underpins the conceptual foundations of pedagogical practice, educational innovation, and learning strategies.

Sources were drawn from academic databases, including Google Scholar, Latindex, Dialnet, SciELO, and Scopus. Consistent with the method adopted, the data were organized and presented in tables structured around different analytical axes, with the aim of summarizing the scientific evidence and identifying the most relevant trends, contributions, and challenges emerging from the literature.

Table 1
Articles included in the systematic review

N°	Authors/Year	Main Contribution	Country	Database
1	Cantor et al. (2021)	Learning communities	Colombia	Scielo
2	Espinoza et al. (2020)	Inclusive practices	Chile	Scielo
3	Alatrista-Aguilar & Saavedra-Carrion (2024)	Digital competencies	Peru	Scielo
4	Ullauri et al. (2026)	Teacher training	Ecuador	Scopus
5	Rocha-Márquez et al. (2026)	Social commitment	Colombia	Scopus
6	Solé et al. (2026)	Pedagogical reflection	Spain	Scopus
7	Flores (2023)	Emotional competence	Peru	Scielo
8	Díaz-Sacco et al. (2026)	Teacher mentoring	Chile	Scopus
9	Casimiro et al. (2025)	Pre-instructional strategies	Peru	Scopus
10	Herrera-Castrillo (2024)	Meaningful learning	Nicaragua	Latindex
11	González-Viloria (2022)	Teacher leadership	Colombia	Scielo
12	Mohor & Pérez (2025)	Teaching strategies	Chile	Scopus
13	Chávez et al. (2025)	Technological innovation	Ecuador	Scopus
14	Cruz & Cassungo (2025)	Collaborative learning	Angola	Latindex
15	Bata-Islas, et al., (2022)	Professional development	Mexico	Scielo
16	Bonilla et al. (2023)	Digital tools	Spain	Scielo
17	Hernández et al. (2021)	Cooperative learning	Colombia	Scopus
18	Jiménez et al. (2024)	Active methodologies	Ecuador	Latindex
19	Villota & Urbano (2024)	Teacher training	Peru	Dialnet
20	Berrú et al. (2024)	Personalized education	Ecuador	Scielo
21	Gallego et al. (2022)	Learning styles	Spain	Dialnet
22	Mejía & Salazar (2023)	Pedagogical mentoring	Panama	Latindex
23	Segovia-García et al. (2025)	Educational innovation	Ecuador	Latindex
24	Cajamarca-Correa et al. (2024)	Educational technology	Panama	Scopus
25	Quiñónez et al. (2024)	Continuing professional development	Spain	Latindex
26	Amaya et al. (2024)	Student motivation	Peru	Scielo
27	Vásquez (2023)	Reflective practice	Colombia	Latindex

Table 1 characterizes the 27 articles included in the review, published between 2020 and 2026 and originating mainly from Ecuador, Colombia, Peru, and Chile. The range of databases consulted, including SciELO, Dialnet, Latindex, and Scopus, reflects the breadth of the literature analyzed. Their contributions center on teacher training, pedagogical innovation, active methodologies, inclusive practices, collaborative learning, and the integration of educational technologies. Taken together, these studies underscore reflection on practice and continuing professional development as fundamental conditions for strengthening teaching and learning.

Table 2
Pedagogical strategies identified in the literature

Strategy	Authors	Main Contributions
Learning communities	Cantor et al. (2021)	Active participation through interactive groups and dialogic gatherings.
Cooperative learning	Hernández et al. (2021)	Development of research competencies.

Project-Based Learning	Jiménez et al. (2024)	Improved academic performance.
Gamification	Jiménez et al. (2024)	Increases motivation and participation.
Flipped classroom	Jiménez et al. (2024)	Promotes active learning.
Brainstorming and debates	Casimiro et al. (2025)	Promote critical thinking.
Collaborative practices	Cruz & Cassungo (2025)	Improve learning and conceptual understanding.
Games and technological resources	Amaya et al. (2023)	Foster autonomy and curiosity.

Table 2 summarizes the pedagogical strategies identified and their main contributions. The comparison reveals a clear predominance of active methodologies: learning communities, cooperative and project-based learning, gamification, the flipped classroom, debate, and collaborative practices among them. These strategies foster participation, motivation, critical thinking, autonomy, and the shared construction of knowledge.

Table 3
Factors that strengthen pedagogical practice

Factor	Evidence Found	Authors
Continuing professional development	Improves teaching competencies	Ullauri et al. (2026); Bata-Islas et al. (2022); Quiñónez et al. (2024)
Teacher reflection	Promotes continuous improvement	Solé et al. (2026); Vásquez (2023)
Self-assessment	Identifies strengths and weaknesses	Alatrista-Aguilar & Saavedra-Carrion (2024)
Pedagogical mentoring	Enhances professional skills	Mejía & Salazar (2023); Díaz-Sacco et al. (2026)
Emotional competence	Improves educational well-being	Flores (2023)
Ethical leadership	Strengthens the educational community	González-Viloria (2022); Rocha-Márquez et al. (2026)

Table 3 brings together the factors that strengthen pedagogical practice along with the evidence supporting each. Continuing professional development, teacher reflection, self-assessment, pedagogical mentoring, emotional competence, and ethical leadership emerge as complementary elements that foster professional growth, educational well-being, and the consolidation of academic communities committed to learning.

Table 4
Quantitative synthesis of the literature by identified thematic axis

Thematic Axis	2020–2022	2023–2024	2025–2026	Total (n)	%
Teacher training and professional development	3	4	4	11	40.7
Pedagogical innovation and active methodologies	2	4	3	9	33.3
Digital technologies and educational innovation	0	4	3	7	25.9
Inclusion and attention to diversity	1	1	1	3	11.1
Pedagogical reflection and reflective practice	0	1	2	3	11.1
Collaborative and cooperative learning	1	1	1	3	11.1
Well-being and socio-emotional competencies	0	2	0	2	7.4

Note: A single article may contribute to more than one thematic axis; consequently, the sum of the frequencies exceeds the total number of studies included (n = 27)

Table 4 shows that teacher training and professional development constitute the most frequent thematic axis (40.7%), followed by pedagogical innovation and active methodologies (33.3%) and by digital technologies and educational innovation (25.9%). Inclusion, reflective practice, collaborative learning, and socio-emotional competencies appear with lower frequency. These results indicate that recent scholarship prioritizes strengthening teachers' capacities and adopting innovative strategies to meet the current demands of higher education.

Discussion

The evidence synthesized here suggests that pedagogical practice cannot be reduced to an isolated set of techniques; rather, it is a professional, reflective, and context-bound process that brings together instructional decisions, teacher training, interaction with students, and institutional conditions. The predominance of studies centered on teacher training and professional development confirms that the quality of higher education teaching hinges on more than disciplinary mastery alone. It also demands the capacity to design meaningful learning experiences, read the needs of the group, and adjust strategies to increasingly diverse contexts.

This reading aligns with García et al. (2022), who stress the need to integrate disciplinary knowledge, professional development, ethical values, and methodological strategies, and with Aguado et al. (2024), who caution that a portion of university faculty continue to teach primarily from personal experience, without sufficiently consolidated pedagogical training.

Within this framework, continuing professional development only becomes meaningful when it is tied to the real problems of practice rather than confined to generic, decontextualized training. The findings suggest that teachers improve their performance when they engage in mentoring, self-assessment, and systematic reflection.

Teacher training should therefore not be treated as an occasional activity but as a sustained process that allows decisions to be revisited, results analyzed, and practices reconstructed over time. This view is consistent with understanding pedagogical practice as a set of deliberate actions aimed at learning and metacognition (Ribeiro et al., 2023), and with the need to know one's students and reflect on the most fitting ways of teaching them (Efimova et al., 2021).

Another notable finding is the growing presence of active methodologies, among them project-based learning, gamification, the flipped classroom, learning communities, and collaborative practices. Their adoption signals a shift away from lecture-centered models toward approaches that position students as active participants in constructing knowledge.

Their value, however, lies not simply in their novelty but in the quality of the pedagogical design underlying them. Applied without a clear purpose, these methodologies can become engaging activities that are only loosely connected to learning outcomes. When anchored in well-defined objectives, by contrast, they support argumentation, autonomy, cooperation, and problem-solving, as noted by Frye and Pagliarulo (2021), Hernández et al. (2021), and Jiménez et al. (2024).

The review further shows that the integration of digital technologies has become a central line of contemporary pedagogical practice. The results caution, however, that technology does not transform learning on its own; its contribution depends on teachers' ability to select, adapt, and deploy it with a clear instructional purpose.

This explains why digital competencies appear closely tied to pedagogical innovation and reflective practice (Alatrista-Aguilar & Saavedra-Carrion, 2024). Incorporating technological resources thus calls for coherent planning, sound criteria for relevance, and the ability to evaluate their effects; otherwise, there is a real risk of merely reproducing traditional practices through digital media without altering the underlying logic of teaching.

Although inclusion and attention to diversity appear less frequently in the corpus, their presence carries considerable conceptual weight. Quality pedagogical practice must acknowledge differences in learning pace, circumstances, trajectories, and needs. From this standpoint, diversity is not an obstacle to be corrected but a reality that calls for flexibility and professional sensitivity.

The findings of Cantor et al. (2021), Espinoza et al. (2020), and Alzahrani (2020) reinforce the need to design strategies that broaden participation and lower barriers, particularly in university settings marked by social, cultural, and technological inequality.

Teacher leadership, pedagogical mentoring, and socio-emotional competencies likewise emerge as factors that strengthen practice. Educational improvement depends not only on individual capacities but also on professional relationships that allow experiences to be shared, feedback to be received, and collective responses to be built.

In this regard, the mentoring described by Mejía and Salazar (2023) and Díaz-Sacco et al. (2026) can help cultivate a culture of learning among teachers, while the emotional competence discussed by Flores (2023)

contributes to managing the relationships and tensions inherent in the educational process. This is especially important in settings where faculty must respond simultaneously to technological, academic, and human demands.

The thematic evolution observed between 2020 and 2026 reflects a shift toward approaches linked to innovation, digital competencies, and active methodologies. This trend should not be read, however, as a replacement of traditional pedagogical foundations, but rather as an expansion of teachers' responsibilities. Innovation only gains real value when it is integrated with reflection, inclusion, professional ethics, and an understanding of context.

The review, finally, reveals certain limitations in the available scientific production. Descriptive, context-bound studies predominate, while longitudinal and comparative designs capable of demonstrating sustained effects remain far less common. There is also insufficient articulation, at present, among technological innovation, inclusion, socio-emotional well-being, and teacher training.

Future research should accordingly evaluate comprehensive models of pedagogical practice that address these dimensions jointly, shedding light not only on which strategies are applied but on the conditions under which they work, the students for whom they prove most effective, and how they can be sustained across different higher-education settings.

Conclusion

This systematic review establishes that pedagogical practice is a decisive component in strengthening learning strategies in higher education. The evidence analyzed shows that improving teaching depends on faculty's continuing professional development, systematic reflection on their own performance, and the ongoing development of pedagogical, technological, and socio-emotional competencies. Together, these elements support learning processes that are more relevant, flexible, and responsive to students' needs.

Active methodologies, collaborative learning, project-based learning, gamification, learning communities, and the flipped classroom among them, likewise stand out as relevant alternatives for promoting participation, autonomy, critical thinking, and meaningful knowledge construction. Their effectiveness, however, hinges on coherent planning, clearly defined objectives, and teachers' ability to adapt them to the particular features of the educational context.

The integration of digital technologies, moreover, represents a growing trend in higher education, though its pedagogical value lies not in the mere presence of tools but in their deliberate integration with teaching and assessment strategies. Educational inclusion, teacher leadership, pedagogical mentoring, emotional competence, and reflective practice should likewise be regarded as complementary dimensions of professional development, given their contribution to more equitable, collaborative, and diversity-sensitive learning environments.

In sum, strengthening pedagogical practice calls for a comprehensive vision that brings together teacher training, active methodologies, technological innovation, inclusion, and learning assessment. Although recent scientific output shows meaningful progress, gaps remain with respect to longitudinal and comparative studies. Future research should therefore evaluate comprehensive, sustainable pedagogical models across a range of university contexts.

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