

EDUCATIONAL INNOVATION: NEW PEDAGOGICAL STRATEGIES IN THE CLASSROOM, AN APPLIED CASE IN HIGHER EDUCATION

INOVAÇÃO EDUCACIONAL: NOVAS ESTRATÉGIAS PEDAGÓGICAS EM SALA DE AULA, UM CASO APLICADO NO ENSINO SUPERIOR

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Abstract

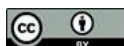
This paper describes the implementation and impact of a set of pedagogical innovations implemented by university professors in their courses after participating in teacher training sessions as part of their professional development to strengthen university teaching. Methodologically, this is a descriptive qualitative study based on an intrinsic case study. The results establish that the main pedagogical innovations implemented relate to the application of teaching and gamification strategies; the use of ICTs to promote group activities and dynamics; student self-assessment at the beginning and end of classes; the use of formative strategies for student learning; and technologically supported socio-emotional strategies. The paper also addresses the main difficulties related to student readiness, intrinsic motivation, strengthening of soft skills, and classroom climate. It also presents proposals for improvement, such as strengthening the use of gamification strategies and ICTs, and providing greater training on emotional issues to link them to teaching practice.

Keywords: Higher Education. University Teaching. Educational Innovations. Pedagogical Innovations. Gamification. Self-Assessment. Training Strategies.

Resumo

Este artigo descreve a implementação e o impacto de um conjunto de inovações pedagógicas implementadas por professores universitários em seus cursos após participarem de sessões de formação de professores como parte de seu desenvolvimento profissional para fortalecer a docência universitária. Metodologicamente, trata-se de um estudo qualitativo descritivo baseado em um estudo de caso intrínseco. Os resultados estabelecem que as principais inovações pedagógicas implementadas se relacionam com a aplicação de estratégias de ensino e gamificação. o uso de TICs para promover atividades e dinâmicas de grupo. a autoavaliação do aluno no início e no final das aulas. o uso de estratégias formativas para a aprendizagem do aluno. e estratégias socioemocionais apoiadas por tecnologia. O artigo também aborda as principais dificuldades relacionadas à prontidão do aluno, motivação intrínseca, fortalecimento de habilidades sociais e clima de sala de aula. Também apresenta propostas de melhoria, como o fortalecimento do uso de estratégias de gamificação e TICs, e a oferta de maior treinamento em questões emocionais para vinculá-las à prática docente.

Palavras-chave: Ensino Superior. Ensino Universitário. Inovações Educacionais. Inovações Pedagógicas. Gamificação. Autoavaliação. Estratégias de Treinamento.



1 INTRODUCTION

In recent decades, within the sphere of Higher Education, the need to reconsider and critically examine traditional educational practices has become increasingly evident. It is now widely recognized that institutions and their stakeholders must promote meaningful changes that enable them to adapt to the rapid transformations brought about by globalization—particularly the accelerated advancement of technology and the diversification of student profiles resulting from the democratization of access to higher education.

The structural transformations shaping the global landscape—intensive digitalization, labor automation, the expansion of artificial intelligence, and growing economic interdependence—have altered the conditions under which knowledge is produced and disseminated. In this context, higher education faces not only the challenge of updating curricular content but also the need to critically reassess its educational architecture. Educational innovation, therefore, should be understood as a systemic response to these structural shifts rather than as an instrumental strategy confined to the classroom.

Amid this context of transformation, higher education in the twenty-first century confronts significant challenges, including the preparation of competent professionals capable of thriving in a globalized, digitalized, and constantly evolving environment. Consequently, classroom-based educational and pedagogical innovations emerge as strategic tools to address these demands, fostering more meaningful, participatory, and student-centered learning experiences.

Higher Education Institutions must position themselves at the forefront of change, encouraging the continuous renewal of their practices and rethinking the type of technician or professional they aim to educate. In this sense, educational and pedagogical innovation in higher education does not arise spontaneously within universities. rather, it is shaped by broader institutional, cultural, and policy frameworks.

In this regard, Ríos and Ruíz (2020) developed a study on the guidelines for formulating public policies that generate innovations in educational centers in Latin America. Following this line of research, they argue that educational innovation in Latin America has gone through various stages from the 1960s to the present. The process of

educational innovation began in this decade, “linked to administrative sciences, as a synonym for modernization” (pp. 202-203). It was associated with the educational reform programs implemented at the time. However, it had no impact on educational transformation. It was in the 1970s and 80s that teachers took the lead in innovative educational processes and their relevance to promoting critical thinking and social transformation, which allowed them to develop a set of innovative experiences with pedagogical foundations.

In the 1990s, innovation focused on transforming education systems to improve equity, quality, and efficiency, promoting decentralization and school autonomy. Since the end of that decade and into the 21st century, the focus has shifted to developing capacities for change, strengthening continuous learning, and linking innovation with the use of information and communication technologies, as well as with the leading role of educational institutions in transformation processes (Ríos & Ruiz, 2020).

In the Chilean context, the concept of innovation gained public visibility during the 1990s, primarily linked to productive modernization and industrial competitiveness. Over time, however, its incorporation into the educational sphere entailed a significant semantic shift—from a logic of economic efficiency to one centered on formative improvement and academic quality. This transition demonstrates that educational innovation does not originate inherently within the pedagogical field. Instead, it is configured through cultural and institutional frameworks that redefine its purposes and scope.

In the book *State of the Art on Educational Innovations in Latin America* (2000), Blanco argues that, in Chile, the Center for Improvement, Experimentation, and Pedagogical Research (CPEIP) implemented a national program between 1990 and 1995 to promote educational innovations in the country's 13 regions and 86 municipalities. This program provided funding and technical assistance to schools seeking to systematically improve their pedagogical and administrative processes to increase their effectiveness. A total of 500 projects were submitted, of which 110 received support, and a database and inventory with summarized information on 320 experiences were generated (p. 48).

In the case of Universidad de las Américas (UDLA, Chile), which is the focus of the present study, the process of educational innovation began several years ago with the updating of its educational model. This, in turn, entailed the redesign and curricular

revision of its academic programs. As part of this process, the Office of the Vice President for Academic Affairs, through its Departments of Educational Innovation and Pedagogical Development, implemented a set of strategies and initiatives aimed at faculty members, with the purpose of translating educational innovation into concrete classroom actions through verifiable pedagogical innovations.

Accordingly, calls for proposals were created to motivate faculty to implement classroom innovations within their courses. These initiatives were complemented by mentoring, tutoring, and a free professional development program offered to faculty throughout the academic year, delivered in both online and face-to-face formats.

In Mexico, particularly at Monterrey Institute of Technology and Higher Education (TEC), educational and pedagogical innovations have been characterized by insert specific features, such as competency-based models, active learning approaches, digital transformation strategies, or institutional educational models. Indeed, the TEC, has established itself as one of the leading institutions in educational innovation in Latin America. For decades, its strategy has gone beyond simply adopting established technological tools, actively exploring the new possibilities offered by emerging technologies in education.

This commitment to educational transformation dates back to early milestones, such as the creation of its virtual university in 1996, a pioneering initiative that anticipated the growth of distance learning models. More recently, in 2018, Tec de Monterrey once again positioned itself at the forefront by implementing telepresence teaching using holograms, becoming an international benchmark in the use of immersive technologies applied to education.

In line with this trajectory, the institution has fostered the creation of internal structures dedicated to the development and integration of technological solutions for pedagogical innovation. A prime example is the Innov@TE Center, where tools are designed and developed to optimize teaching and learning processes. Among these initiatives, the TECgpt Portal stands out—a proprietary platform based on generative artificial intelligence, designed to support both faculty and students in their academic activities. In this way, Tec not only adopts technology but also creates and adapts it, reaffirming its role as a key player in the evolution of contemporary educational models.

In light of the current challenges facing higher education, the present study describes and analyzes, through a specific case, how a group of university faculty members integrated various pedagogical innovations into their courses and examines the effects of these initiatives. These transformations emerged from their participation in professional development processes aimed at strengthening their teaching practice and enhancing the quality of university education.

2 THEORETICAL RATIONALE

Beginning in the second decade of the twenty-first century, processes of globalization and technological expansion intensified the demands for transformation in higher education. Increasing global interconnectedness, the digitalization of information, and the automation of work began to challenge the adequacy of traditional pedagogical models centered on content transmission (Rodríguez-Rodríguez, 2024). This scenario prompted universities to critically review their curricular structures and to rethink professional education in response to dynamic and uncertain labor contexts.

Due to globalization and digitalization, higher education institutions have been compelled to transform their educational processes through significant and profound changes (Rodríguez-Rodríguez, 2024), providing and promoting responses in teaching, research, and outreach.

Today, the accelerated advancement of technology has fueled the rapid growth of a digital culture, generating changes both in teaching strategies and in the instructional resources used in the classroom. At the same time, we are witnessing a shift in roles: students are placed at the center with active participation. Faculty members are expected to assume the roles of facilitators and innovators. and the massive introduction of artificial intelligence has become a powerful ally (or potential adversary) in teaching. Thus, it becomes necessary to question and redefine what, why, how, and with what resources we aim to educate new generations of technicians and professional individuals capable of acting as global citizens with adaptability, flexibility, and creativity.

In addition, other significant challenges have emerged in higher education institutions, including student retention, motivation for autonomous learning, and the need to develop twenty-first-century competencies. The role of higher education must be

to prepare professionals or technicians capable of adapting to diverse and changing scenarios, as well as equipped with the tools to propose solutions to emerging problems. In this regard, the incorporation of innovation in education becomes a central element.

Within this context, educational innovation becomes a key factor in addressing the challenges arising from rapid paradigm shifts (Rodríguez-Rodríguez, 2024), ensuring relevant and high-quality education by providing learning experiences that foster collaboration, creativity, and higher-order skills. However, discussing educational innovation involves addressing a concept considered controversial and complex to define, generally referring to the modification of traditional methodologies (Rodríguez-Rodríguez, 2024. Arriaga-Cárdenas & Lara-Magaña, 2023. Moreno et al., 2021).

Classical approaches conceptualized innovation as a planned process aimed at transforming teaching practice (Fullan, 2002. Carbonell, 2006. Salinas, 2009). However, limiting it to strategic planning is insufficient to explain its contemporary complexity. Rather than a technical sequence of implementation, innovation constitutes a process of professional reconstruction and organizational learning involving cultural, symbolic, and structural dimensions (Margalef & Arenas, 2006. Romero, 2014). From this broader perspective, innovation implies reconfiguring pedagogical beliefs, academic power relations, and mechanisms for validating knowledge.

The notion of innovation linked to education did not originally emerge within the pedagogical field. According to Blanco (2000), in Latin America educational innovation emerged in the 1960s, influenced by management sciences and associated with the idea of modernization. Initially, it was driven by planners and experts as a program of planned and systematic change, linked to educational reforms designed by ministries of education. However, because it was conceived as a process external to educational institutions, many of these initiatives failed to transform school culture or fully respond to the real needs of teachers. Over time, the concept of innovation has evolved in response to political, social, cultural, and educational factors, as well as to differing conceptions of the purpose of education.

In the Chilean context, during the 1990s, innovation was primarily associated with business and industrial development, competitiveness, and productive modernization. Over time, this perspective gradually extended to the social and educational spheres,

where it acquired a meaning connected to improving educational processes and teaching quality.

The massification of access to higher education in Latin America during the second decade of the twenty-first century intensified student heterogeneity, placing additional pressure on traditional educational models. The diversification of academic trajectories required reconsidering assumptions of homogeneity underlying many teaching practices. In this scenario, pedagogical innovation became consolidated as a strategy aimed at equity and student retention (Arriaga-Cárdenas & Lara-Magaña, 2023), shifting the emphasis from mere methodological updating toward structural inclusion.

Between 2023 and 2026, the expansion of generative artificial intelligence introduced an additional turning point. The possibility of automating feedback, analyzing learning data, and personalizing learning pathways redefines the teaching role, shifting it from content transmission toward experience design and critical mediation. However, the integration of these technologies does not, in itself, guarantee pedagogical transformation. As Rodríguez-Rodríguez (2024) argues, its impact depends on the epistemological framework guiding its use. Without explicit reflection on authorship, assessment, and academic integrity (Carvalho & Ramos, 2025), technology may reproduce traditional logics under the appearance of modernization.

At the theoretical level, educational innovation has evolved toward a multidimensional understanding. It is defined as an intentional and contextualized process aimed at verifiable improvement in learning outcomes, which may manifest through incremental adjustments or profound transformations (Rodríguez-Rodríguez, 2024). This implies that innovation not only modifies methodologies but also reshapes teaching beliefs, institutional dynamics, and support structures.

In addition to the above, within the context of competency-based education, transforming teacher training is both timely and necessary, as teachers are key agents in managing innovative processes in education. Based on an analysis of best innovative practices in the teaching–learning process, Zavala et al. (2020) argue that innovative teachers tend to adopt humanistic roles, fostering environments of respect, empathy, and trust, while adapting to the constant changes required by educational transformation. These experiences also highlight the importance of pedagogical innovation as a dynamic

and contextual process that responds to the real needs of students and society, promoting practices that consolidate learning in real and meaningful contexts.

According to Aguiar et al. (2019), the use of information and communication technologies in educational innovation requires a conscious and contextualized process that transforms teaching practices and the role of the teacher, promoting an open institutional culture in which digital competencies and pedagogical innovation are key to adapting higher education to the knowledge society.

From a systemic perspective, educational innovation can be analyzed at three interdependent levels: pedagogical (methodologies, assessment, curricular design), cultural (beliefs about teaching and learning), and organizational (leadership, policies, and support structures). Disconnection among these levels explains why many innovative initiatives fail or lose momentum. When transformation is limited to the classroom without institutional alignment, its sustainability becomes fragile.

Research shows that innovative practices promote meaningful and deep learning (Acuña et al., 2021), particularly when oriented toward competency development and student collaboration (Aguiar et al., 2021). However, their impact depends on coherence between implemented changes and the needs of the social and professional environment (Mayorga & Pascual, 2019).

Organizationally, many innovative processes emerge from teaching communities that share experiences and build collaborative networks (Parejo et al., 2022. Stasewitsch et al., 2022). Yet their sustainability requires institutional leadership, continuous professional development policies, and systematic evaluation mechanisms (Carvalho & Ramos, 2025). Structural barriers such as resistance to change, technological limitations, and faculty workload persist (Acuña et al., 2021), making collective commitment and institutional support essential.

In summary, the historical trajectory of innovation in higher education—from its origins linked to the productive sector to its consolidation as a strategic axis between 2023 and 2026—demonstrates that it is not a circumstantial trend. Pedagogical innovation constitutes a systemic and sustained process that articulates classroom practices, organizational culture, and institutional policies. Only when these dimensions are coherently integrated can higher education effectively respond to the challenges of a globalized, digital, and constantly evolving environment.

Ultimately, Educational and Pedagogical Innovation must be understood as a structural and sustained process aimed not only at improving immediate academic indicators but also at preparing professionals capable of functioning in complex, globalized, and technologically mediated contexts. In the 2023–2026 period, its consolidation stands as an essential condition for the sustainability and relevance of contemporary higher education.

3 RESEARCH METHOD

The study is framed within an interpretive paradigm and adopts a qualitative approach based on an intrinsic case study, following Sandín (2003). Its purpose is to describe, explore, and examine in depth the pedagogical innovations implemented by a group of university faculty members in their respective courses after participating, during 2024, in faculty development programs—namely, Diploma programs in Innovation in University Teaching and Educational Assessment—offered by the Faculty Development Office (Dirección de Desarrollo Docente, DDD) at Universidad de las Américas.

The sample consisted of 20 faculty members from the programs of Nursing, Midwifery and Childcare, Veterinary Medicine, Public Accounting and Auditing, Elementary Education, and Higher-Level Technical Studies in Business Administration. On a voluntary basis and in accordance with ethical protocols, participants responded to a semi-structured perception questionnaire administered via Google Forms, which included ten open-ended questions.

4 RESEARCH FINDINGS, ANALYSIS, AND DISCUSSION

The analysis of these data was conducted through descriptive and thematic coding using ATLAS.ti version 23 and the thematic analysis method (Braun & Clarke, 2006). In this context, analytical patterns were identified within the consolidated data, drawing on Grounded Theory (Glaser & Strauss, 1967). Through this qualitative analysis, it was possible to examine in depth the pedagogical innovations implemented by faculty members in their courses. Six descriptive categories of analysis were generated, each

including a brief description of the innovation, its impact, the main difficulties encountered by faculty, and proposed improvements, as illustrated in Table 1.

Table 1

Descriptive Categories of Analysis

Innovation Category	Brief Description of the Innovation	Difficulties and Challenges	Proposed Improvements
Category 1: Application of teaching strategies and gamification	New teaching methodologies were implemented by integrating technologies and game-based elements, generating greater student participation.	Lack of adequate devices and internet access.	Implement gamified assessment strategies.
Category 2: Improvements in the use of ICT	The efficient use of ICT tools made classes more dynamic and encouraged active student participation.	No difficulties identified so far.	No improvements proposed at this time.
Category 3: Self-assessment at the beginning and end of class	Reflective activity at the beginning (“How much do I know?”) and at the end (“How much did I learn?”) to promote learning self-awareness.	Students’ lack of prior experience.	It is too early to evaluate results, but it is considered useful.
Category 4: Use of formative assessment tools	Formative resources were used to increase student motivation toward learning.	Resources were self-funded by the instructor.	Incorporate gamification tools.
Category 5: Technology-based dynamic activities	Integration of technological activities that motivate and promote active student participation.	Poor internet connection.	Improve internet access and quality.
Category 6: Socio-emotional strategies supported by technology	Activities integrating emotional and technological components, generating interest and participation.	Delays in students’ arrival.	Conduct more workshops focused on emotions.

Source: Author’s own elaboration (2025)

Based on the descriptive and analytical examination of innovations in teaching practice, it can be stated that the analysis of the innovations implemented in the educational context, as illustrated in Table 1, identifies various strategies focused on improving the teaching–learning process, with particular emphasis on the use of

technologies, gamification, the strengthening of socio-emotional skills, and the promotion of student participation. These innovations reflect a deliberate effort to transform traditional teaching practices toward more active, participatory, and student-centered models.

One of the most prominent categories is the application of gamification-based teaching strategies combined with the use of technology, which has led to increased student participation and the creation of more dynamic and interactive learning environments. However, these practices face significant challenges, such as limited access to technological devices and inadequate internet connectivity. This situation highlights the persistence of digital divides that constrain equity in access to learning.

There is also a growing interest in enhancing the pedagogical use of ICT, not merely as technical tools but as means of enriching the educational experience. Several faculty members report improvements in student participation and cognitive performance. Nevertheless, it is noted that in some cases digital resources have depended on instructors' personal funding, raising concerns about sustainability and institutional support.

Another relevant innovation has been the implementation of self-assessment and metacognitive strategies, such as the activity "How much do I know?" and "How much have I learned?", which has helped strengthen students' confidence in their learning. Although it is still too early to evaluate its results conclusively, it is considered a promising practice.

Moreover, the incorporation of socio-emotional activities supported by technology has proven effective in motivating students, although its implementation has been affected by logistical issues such as late student arrivals. This category underscores the importance of integrating the emotional component into educational processes, recognizing its impact on performance and readiness to learn.

As a general improvement, faculty propose integrating gamification tools at various stages of the educational process, both in teaching and assessment. These proposals reveal a clear intention among faculty to continue innovating through reflection on their own practice and student feedback.

Overall, the analysis shows a positive trend toward transforming teaching practices, while also highlighting the need for greater resources, continuous professional

development, and stronger institutional support to ensure that these innovations are sustainable, inclusive, and effective in the long term.

One of the main innovations reported is the use of active learning strategies combined with gamification, which has been shown to increase student participation. According to Su and Cheng (2015), gamification in educational contexts enhances intrinsic motivation and engagement, thereby facilitating more meaningful learning. This approach promotes a dynamic in which students become protagonists of their own learning, aligning with the principles of active learning advocated by Bonwell and Eison (1991). However, the cases analyzed reveal limitations such as limited availability of technological devices and inadequate internet access, reinforcing the need to reduce the digital divide to ensure educational equity (UNESCO, 2021).

Similarly, the pedagogical use of ICT has been a cross-cutting axis in the innovations implemented. Its integration not only modernizes teaching processes but also energizes classroom interaction. Cabero-Almenara and Llorente-Cejudo (2020) argue that when ICT is used intentionally and critically, it fosters more collaborative and enriched learning environments. Nonetheless, the analysis reveals that some faculty members have personally financed technological resources, highlighting the lack of institutional support and policies to sustain these transformations.

The implementation of formative assessment instruments is also highly relevant. According to Black and Wiliam (2009), such instruments are fundamental to improving learning, as they provide ongoing feedback and foster self-regulation. In this context, incorporating gamification tools into assessment emerges as an innovative proposal, allowing the combination of academic rigor with students' interest in playful dynamics.

The findings align with Rodríguez-Rodríguez (2024), who argues that strengthening higher education requires significant, deep, and strategic changes in teaching practices. Likewise, the transformation and innovation in university teaching are consistent with the proposals of Aguiar et al. (2019), enabling students to develop meaningful and deep learning, as supported by Acuña et al. (2021).

Educational innovation in university teaching constitutes a dynamic process aimed at transforming traditional pedagogical practices in response to students' needs and contemporary challenges. The experiences analyzed reveal a range of innovations centered on ICT use, gamification strategies, formative tools, and socio-emotional

approaches, all oriented toward improving the quality of the teaching–learning process. As Mayorga and Pascual (2019) note, innovation must recognize contextual needs and seek efficient and sustainable solutions.

Pedagogical innovations in higher education increasingly move away from traditional content-transmission models toward active methodologies that position students as agents of their own learning (Acuña et al., 2021), a trend confirmed by the results of this study. In this context, the combination of active strategies with gamification has emerged as one of the most promising approaches for enhancing engagement, motivation, and meaningful learning across educational levels (Zichermann & Cunningham, 2011. Salinas, 2012).

The findings confirm that active strategies foster interaction, participation, critical thinking, and collaborative knowledge construction (Bonwell & Eison, 1991). These strategies include problem-based learning, cooperative learning, the flipped classroom, case studies, project-based work, and challenge-based learning. When combined with gamification elements, their impact on motivation and student engagement can be significantly amplified.

The pedagogical experiences analyzed show that implementing active strategies alongside gamification elements has led to increased student participation. enhanced intrinsic motivation, particularly in contexts with low initial interest. strengthened soft skills such as teamwork, problem-solving, and self-regulation. and a more dynamic, collaborative, and learning-centered classroom climate.

However, these approaches also present challenges, including superficial pedagogical design—where gamification is reduced to aesthetic elements without genuine methodological transformation or alignment with learning objectives (Seaborn & Fels, 2015). increased faculty workload, as planning gamified active strategies requires substantial time investment. and technological infrastructure limitations, since lack of internet access or devices restricts the reach of these strategies, especially in contexts of digital inequality.

From a constructivist perspective, learning with technology does not mean simply learning about technology, but learning with and through it in meaningful and collaborative contexts (Jonassen et al., 2008), as reflected in how faculty use technology to support their educational innovations. Tools such as ChatGPT can expand access to

information, foster reflective writing, support problem-solving, and strengthen critical thinking when appropriately integrated by trained instructors.

Thus, incorporating ICT and AI tools such as ChatGPT into pedagogical innovations represents a unique opportunity to rethink teaching and learning processes in terms of inclusion, personalization, and the development of twenty-first-century competencies. However, their effectiveness depends not on the technology itself but on how, when, and for what purposes it is used. Proper pedagogical integration requires faculty training, clear educational policies, and a critical perspective on the ethical, social, and cognitive implications of these technologies.

The results confirm that incorporating metacognitive and self-assessment strategies in the classroom represents a significant step toward student-centered pedagogy that promotes self-regulation, critical reflection, and autonomous learning. One notable practice has been the implementation of self-reflection activities at the beginning and end of class (“How much do I know?” and “How much have I learned?”). Although simple in structure, this strategy is pedagogically powerful, as it places students at the center of the learning process and invites them to become aware of their own progress.

Zimmerman (2002) affirms that students with metacognitive skills tend to be more effective, persistent, and strategic learners. Therefore, promoting routines of self-assessment and reflection not only improves short-term learning outcomes but also cultivates transferable and enduring skills essential for lifelong learning.

5 CONCLUSIONS

The analysis of the educational innovations implemented shows significant progress toward more inclusive, active, and student-centered pedagogical practices. Nevertheless, challenges persist regarding technological infrastructure, resource sustainability, and the need for further faculty training. For these innovations to be effective and sustainable, a strong commitment from educational institutions is required, along with ongoing professional development for faculty and the meaningful integration of ICT with clear pedagogical purpose.

Likewise, pedagogical innovations that incorporate the socio-emotional dimension represent a solid pathway toward a more human, comprehensive, and

transformative education. When intentionally designed, these strategies promote not only academic development but also the construction of more empathetic, resilient, and community-oriented educational environments. For their effective implementation, continuous faculty training, institutional support, and educational policies that promote socio-emotional learning as both a right and a necessity are essential.

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Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

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