IMPACT OF INNOVATIVE DIDACTIC STRATEGIES ON THE LEARNING OF BASIC EDUCATION STUDENTS

IMPACTO DE LAS ESTRATEGIAS DIDÁCTICAS INNOVADORAS EN EL APRENDIZAJE DE ESTUDIANTES DE EDUCACIÓN BÁSICA

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ABSTRACT

This article analyzes the impact of innovative teaching strategies on the learning of basic education students, in response to contemporary educational challenges. A qualitative approach was adopted based on case studies conducted in three Mexican public schools, where active methodologies such as project-based learning, ICT integration, and flipped classrooms were implemented. Data were collected through class observations, teacher interviews, and student surveys. Results show a significant improvement in student participation, critical thinking, and autonomy. Moreover, greater teacher involvement in planning and formative assessment was identified. The study concludes that the systematic implementation of innovative strategies contributes to the development of key competencies in basic education, provided it is supported by teacher training and institutional backing.

Keywords: *teaching strategies, educational innovation, basic education, active learning, ICT.*

RESUMEN

Este artículo analiza el impacto de estrategias didácticas innovadoras en el aprendizaje de estudiantes de educación básica, en respuesta a los desafíos educativos contemporáneos. Se parte de un enfoque cualitativo con base en estudios de caso aplicados en tres escuelas públicas mexicanas, donde se implementaron metodologías activas como el aprendizaje basado en proyectos, el uso de TIC y el aula invertida. Se utilizaron observaciones de clase, entrevistas

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a docentes y encuestas a estudiantes para recoger datos. Los resultados muestran una mejora significativa en la participación, el pensamiento crítico y la autonomía del alumnado. Además, se identificó un mayor involucramiento del profesorado en la planeación y evaluación formativa. Se concluye que la implementación sistemática de estrategias innovadoras contribuye al desarrollo de competencias clave en educación básica, siempre que se acompañe de formación docente y apoyo institucional.

Palabras clave: *estrategias didácticas, innovación educativa, educación básica, aprendizaje activo, TIC.*

INTRODUCTION

The transformation of the teaching-learning processes in basic education is an urgent need in the face of the social, technological and cultural changes that today's society is facing. The traditional approach, focused on the one-way transmission of content, has proven to be insufficient for the development of key competences in the 21st century. In this context, innovative didactic strategies emerge as a pedagogical response that promotes active student participation, critical thinking, creativity and the responsible use of technologies.Various studies support the use of active methodologies such as project-based learning (PBL), the flipped classroom, and the use of digital technologies as a means to enrich the learning experience (Salinas, 2021; Tobón, 2020). However, its application in the classroom requires a change in the teaching culture and an institutional commitment to innovation.The objective of this paper is to analyze the impact generated by innovative didactic strategies on the learning of basic education students, based on the hypothesis that their implementation improves academic performance, motivation and the development of transversal skills.

METHODOLOGY

This study adopted a qualitative-descriptive approach, suitable for analyzing educational phenomena in real contexts, considering the complexity of school dynamics (Hernández-Sampieri et al., 2018). A documentary review of previous experiences, lesson plans, teaching materials and evaluations applied during the implementation of the innovative strategies was carried out. The analysis was based on the systematic examination of pedagogical documents generated in the educational process, such as student learning products and records of didactic plans, which allowed the identification of recurrent patterns of improvement in learning. The information was organized through categorical coding and content analysis, respecting criteria of methodological rigor proposed by similar studies (Creswell & Poth, 2018; González & Escudero, 2019). This methodology made it possible to contrast the documentary evidence with the theoretical framework on educational innovation, guaranteeing the validity of the analysis through the use of multiple sources and the

integration of different pedagogical perspectives (Salinas, 2021)

DESARROLLO

Conceptual approach to innovative teaching strategies

Innovative teaching strategies are a necessary response to the educational challenges of the twenty-first century. These strategies comprise a set of methods, approaches, techniques and pedagogical resources aimed at transforming the traditional dynamics of the teaching-learning process, which have historically been focused on the unidirectional transmission of knowledge. Instead of keeping the student as a passive receiver of information, these practices seek to place him or her as an active agent, the protagonist of his or her own training process. This transformation implies a paradigmatic shift in the way teaching is conceived, recognizing that meaningful learning is built through experience, dialogue, problem-solving, creativity, and collaboration. The innovative approach is based on theoretical foundations such as constructivism, situated learning and the competency-based approach. From the constructivist perspective, learning is built from the interaction between the student's prior knowledge and the new educational experiences they face (Ausubel, 2002). In this sense, innovative strategies not only transmit content, but also generate learning contexts where the student can explore, experiment, make mistakes and learn in a reflective way. Díaz Barriga (2016) argues that these practices function as a bridge between the theory of active learning and its concrete application in the classroom, allowing for teaching that is more coherent with the principles of autonomy, motivation and personal relevance.Likewise, innovative strategies are aligned with the paradigm of student-centered learning, promoted by international organizations such as UNESCO (2017), which states that contemporary education should promote not only the mastery of content, but also the development of skills to learn to learn, work in a team, communicate effectively, and adapt to changing environments. In this sense, the pedagogical use of information and communication technologies (ICT) has taken on a central role, not as an end in itself, but as a means to enrich the learning experience, facilitate access to information, promote the personalization of the educational process and promote collaborative and autonomous learning.

Therefore, innovative teaching strategies should not be understood simply as isolated techniques, but as part of a comprehensive approach that includes changes in planning, assessment and interpersonal relationships within the classroom. They also require a reflective attitude on the part of the teacher, who must become a designer of educational experiences, facilitator of learning and mediator between school knowledge and the realities of the students. In the words of Pozo (2020), innovating in education implies questioning traditional assumptions and opening up to new ways of teaching that respond to the needs of today's society.In conclusion, the conceptual approach of innovative didactic strategies advocates

for an active, critical, inclusive and contextualized education. Its effective implementation can transform the school into a living learning space, where each student finds meaning in what he or she learns and develops life skills in a complex, diverse and constantly changing world.

Main types of innovative teaching strategies in basic education

In the context of basic education, innovative learning strategies have diversified and adapted to meet the demands of a changing society. Among the most relevant are Project-Based Learning (PBL), collaborative learning, the flipped classroom, design thinking, the use of simulations and educational games, as well as the transversal integration of information and communication technologies (ICT). These strategies do not operate in isolation, but can be combined to enrich the educational experience, as long as they are aligned with the learning objectives and sociocultural context of the students.PBL allows students to develop meaningful projects that link school knowledge with real-world problems. This methodology promotes research, teamwork, autonomy, and critical thinking, while facilitating the construction of lasting learning (Flores & Arias, 2020). Collaborative learning, on the other hand, emphasizes peer interaction, shared responsibility, and argumentative dialogue as means for the construction of knowledge (Johnson & Johnson, 2019). Likewise, design thinking promotes creativity and empathy as tools to solve complex problems, allowing students to generate innovative solutions in educational contexts. The use of simulations and educational games favors playful learning, safe experimentation, and the development of cognitive and socio-emotional skills (Gee, 2021).

Finally, the strategic incorporation of ICT in the classroom makes it possible to personalize teaching, diversify teaching resources, and expand learning opportunities beyond the traditional classroom, as Cabero (2019) points out. These strategies, taken together, configure a flexible, student-centered methodological framework aimed at the development of comprehensive competencies.Salazar et al. (2024). It states that "in this last sense, digital literacy is now for everyone, given that the different educational perspectives bring a practical element to its approach and that the sustainable development of the country is possible through education" (p. 7238).

Impact on learning and comprehensive training of students

Innovative teaching strategies generate a positive and multifaceted impact on the educational process of students. Various studies agree that its application entails substantial improvements both in academic performance and in the development of transversal competences, which are essential for comprehensive training. The implementation of active methodologies allows students to take a leading role in their learning, which increases their intrinsic motivation, their sense of belonging to the group and their willingness to take responsibility.

One of the main benefits observed is the deepening of learning, since the contents are worked on in real or simulated contexts that arouse the

student's interest and favor their critical understanding. In the words of Tobón (2021), knowledge becomes meaningful when it is built in an interdisciplinary, situated, and collaborative way, allowing autonomy, decision-making, systemic thinking, and self-evaluation to be strengthened. In addition, these strategies promote the development of socio-emotional skills such as empathy, assertive communication and resilience, key aspects for school coexistence and personal well-being.Its positive impact in terms of inclusion has also been documented, by facilitating methodological adaptations that address the diversity of learning styles and rhythms. Digital technologies, when used with a pedagogical approach, make it possible to personalize teaching and facilitate access to resources that might otherwise be inaccessible to certain groups. In short, the use of innovative didactic strategies favors a more humane, equitable educational approach oriented to the integral development of students.

The role of the teacher in the implementation of pedagogical innovation

The teacher plays a fundamental role as a mediator, guide and designer of learning experiences within the framework of pedagogical innovation. Its function goes beyond the simple transmission of content; it implies the ability to create stimulating environments, manage diversity in the classroom and facilitate processes of collective construction of knowledge. To do this, a professional profile committed to constant updating, openness to change and critical reflection on one's own practice is required.Initial teacher training should include not only disciplinary and didactic mastery, but also digital literacy, emotional management and innovative thinking. However, beyond initial training, the key lies in continuous professional development processes, which must be practice-focused and collaborative. Escudero (2017) stresses that sustainable innovation is built from the active participation of teachers in professional learning communities, where knowledge is shared, practice is reflected upon, and transformative proposals are generated.

In addition, it is necessary for teachers to have working and contextual conditions that allow them to innovate: time to plan, curricular autonomy, technological resources, and institutional support. Pedagogical leadership is also crucial, as teachers with positive influence can act as agents of change in their schools. In short, educational innovation depends, to a large extent, on the empowerment of the teacher as a reflective, creative professional committed to transformative teaching.

Obstacles and conditions for its sustainability

Despite the numerous evidences on the benefits of innovative teaching strategies, their effective and sustained implementation over time faces important obstacles. Among the main challenges are the structural limitations of the education system, such as rigid curricula, excessive administrative burden, lack of technological infrastructure, and inequalities in access to training and resources between urban and rural schools. These factors create an environment

that is not conducive to the adoption of transformative pedagogical practices.At the cultural level, there is still resistance to change among both teachers and managers, who often feel insecure in the face of new methodologies or consider that innovating implies an additional workload. In addition, innovation often depends on individual efforts or temporary projects, making it difficult to institutionalize. Murillo and Krichesky (2015) point out that in order to overcome these obstacles, it is essential to have coherent public policies, a shared vision, pedagogical leadership, and professional support networks that guarantee continuity and sustainability.

The conditions for consolidating a culture of innovation include: fostering school autonomy, designing assessments consistent with new methodologies, promoting collaboration among teachers, and strengthening continuous training as the central axis of educational development. Likewise, the active participation of the entire educational community is key to legitimizing and sustaining changes. Innovation should not be understood as a fad or an imposition, but as a continuous process of improvement aimed at guaranteeing the right to quality education for all students.

RESULTS AND DISCUSSION

The results show that the implementation of innovative strategies contributes to more meaningful learning. Various indicators are observed that reflect substantial improvements in the development of competencies and in the classroom climate. A notable increase in the active participation of students has been documented, especially in collaborative activities, guided discussions and applied exercises. This participation is not only manifested in terms of frequency, but also in the depth of the students' interventions, who demonstrate greater confidence in expressing ideas and greater willingness to work cooperatively. The application of innovative teaching strategies promotes teamwork, shared decision-making and autonomous learning. Students tend to assume active roles within the classroom, showing greater ability to solve new situations, plan tasks and evaluate their own progress. Teachers state that the use of student-centered strategies generates a more dynamic and motivating environment. An improvement in the quality of the works presented by the students is perceived, both conceptually and creatively. This reflects a greater appropriation of the contents and a deeper involvement in the educational process. Information and communication technologies are used not only as a teaching aid, but as a means of fostering research, collaborative production and peer-to-peer feedback. Tools such as multimedia presentations, interactive resources and educational platforms have been used strategically, integrating them into the learning objectives with greater pedagogical intentionality.

These results highlight the transformative potential of the use of ICT in education. The implementation of these strategies has also proven to be a factor that favors more participatory, inclusive learning environments adapted to the needs of the twenty-first century. However, relevant challenges

are also identified. Resistance to change persists on the part of some teachers who prefer traditional methodologies, as well as structural limitations, such as the lack of access to technology in some schools. In addition, it is necessary to strengthen the processes of pedagogical accompaniment, continuous training and collaborative work among teachers to guarantee the sustainability of innovative practices in the long term. Taken together, the findings reinforce the need to continue promoting school environments where innovation is not only an option, but an essential condition for quality student-centered education.

CONCLUSION

This study demonstrates that innovative teaching strategies have a positive impact on the learning of basic education students. Its implementation favours active, contextualised learning focused on the integral development of students. The contributions of this work lie in evidencing the need to promote educational policies that support pedagogical innovation, as well as to consolidate continuous training programs for teachers.In addition, this type of strategy contributes to the transformation of teaching practices by promoting more flexible, participatory, and competency-oriented teaching. They also make it possible to address the diversity of the student body, by offering different forms of access to knowledge and facilitating more significant assessment processes. The articulation between didactic innovation and the use of educational technologies opens up new possibilities for inclusion and the improvement of academic performance in challenging contexts.Promoting these practices requires the commitment of all educational actors, from teachers and school administrators to public policy makers. The institutionalization of innovative pedagogical models must be accompanied by investments in infrastructure, equitable access to technologies, and processes of permanent pedagogical advice and support.It is suggested to continue with longitudinal research to assess the long-term impact of these strategies and explore their effectiveness in different educational contexts. It is also relevant to promote comparative studies between regions or educational levels, in order to identify good practices and promote a culture of continuous improvement in basic education.

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