Transcontinental Comparative Analysis of the Genealogy of Pedagogical Practices, Teacher Training and Educational Innovation: Perspectives from Latin America and Europe

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Abstract

This article presents the approach of three key categories for this research, which are of interest to the educational sciences, such as the issues of Teacher Training, Pedagogical Practices and Educational Innovation. The categories are studied from a critical documentary analysis, based on a genealogy of concepts. The central objective of this type of review was to identify theoretical approaches, through a critical documentary analysis of academic texts and articles derived from research published in the last 10 years, referenced from searches in specialized databases such as Web of Science, Scopus, Redalyc, Dialnet, Google Scholar and university repositories at a national and international level. This study makes visible the direct impact on the quality of the educational process and the influence on the conception and practice of education in various contexts, where teacher training and pedagogical practices require competencies in accordance with the challenges of the context, the historical moment and the sociocultural conditions of the environment. At the same time, educational innovation promotes the adaptation and adjustments necessary for education to evolve at the pace of society's dynamics. It is recommended that the subject of education be understood as an active agent of his or her own learning process, taking into account his or her cultural and social context. The conception of the educational subject is enriched with a transcontinental perspective, which implies a comparative analysis of the educational realities of the countries in question, identifying common challenges and innovative solutions, which facilitate the development of situated pedagogical approaches and reinforces the transformative role of education, promoting an understanding of the diverse needs and potentialities of students. and responding to the demands of a changing world.

Keywords: pedagogical practices, teacher training, educational innovation, genealogy of concepts.

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Introduction

Emphasis is placed on categories; Teacher Training, Pedagogical Practices and Educational Innovation, not only structure the conceptual framework of the field of education and pedagogy, but also have a direct impact on the quality of the educational process, and influence the conception and practice of education in various contexts, where teacher training and pedagogical practices require competencies according to the challenges of the context, the historical moment and the sociocultural conditions of the environment. At the same time, educational innovation promotes the adaptation and adjustments necessary for education to evolve at the pace of society's dynamics.

On the other hand, it is important to understand the subject of education as an active agent of his or her own learning process, taking into account his or her cultural and social context. The conception of the educational subject is enriched with a transcontinental perspective, which implies a comparative analysis of the educational realities of the countries in question, identifying common challenges and innovative solutions, which facilitate the development of situated pedagogical approaches and reinforces the transformative role of education, promoting an understanding of the diverse needs and potentialities of students. and responding to the demands of a changing world.

As for the analysis, first we reflected on the current state of the existing and observed the theoretical evolutions, comparing research methods and offering an interpretation of the results obtained. When making a transcontinental analysis to explore the epistemic genealogy of these three conceptual categories, it was crucial to consider the network of influences that are configured in relationships across different geographical contexts, historical and cultural moments. In Latin America, for example, roots were identified that go back to indigenous, pre-Hispanic, colonial, postcolonial, and Porfiriato/post-revolution educational traditions, which have left a significant mark on pedagogical methodologies and teacher training (initial - in-service).

These historical contexts intersect with key moments in humanity, culture, politics, academia, and the pedagogical renewal movements of the late 1960s in Western Europe and the United States. Thus, theories such as constructivism and educational innovation were implemented in different countries, highlighting the importance of integrating international perspectives in teacher training and pedagogical practices, in order to strengthen professional competencies to face the challenges of educational contexts.

These movements, ideologically grouped according to the leftist political tradition, and characterized by their reaction to authoritarian regimes, questioned traditional teaching methods and promoted more participatory, student-centered forms of learning. For example, in the United States they promoted constructivism, which placed the student at the center of the educational process. This approach had an impact on initial teacher training in Latin America, promoting methodologies focused on active learning.

In turn, educational experiences from Europe bring more structured approaches, such as the dual training model in Germany, which combines practical and theoretical training, and innovative practices in early childhood education in Finland, with an emphasis on personalized learning and holistic development. These European approaches differed from

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the American models by offering a more formal structure and a balance between theory and practice, and aroused global interest by providing effective alternatives to improve the quality of education within the framework of the goals set by the Organization for Economic Cooperation and Development (OECD) and the European Union.

In short, the transcontinental perspective not only implies the adoption of common pedagogical practices and teacher training models, but also encourages the exchange of ideas, methodologies and didactics for teaching, the collective construction of educational evaluation models and the sharing of ICTs and digital resources. These exchanges have enriched the global educational landscape by enabling the integration of innovative approaches and the adaptation of successful practices in very diverse contexts.

On the other hand, in order to establish these theoretical evolutions, compare research methods and offer an interpretation of the results obtained, three guiding questions were used for each of the categories. With regard to the category of teacher education, which seeks to examine key aspects of professional qualification, improve educational attainment, impact on school contexts and responsiveness to changes in a globalized and changing world, the following questions were asked:

> What theories are studied in training programs for in-service teachers?

> What historical and social contexts drove the need to formalize this training?

> How have these programs been adapted to meet contemporary challenges in education?

In relation to pedagogical practices, theoretical evolutions, comparisons between research methods and the interpretation of the results obtained were also studied. To do this, the following questions were used:

> How is pedagogical knowledge developed from the interaction between teaching and learning?

> What is the epistemological mark of pedagogical practice in the configuration of this concept?

> What are the predominant discourses in the contexts that influence pedagogical practice?

Regarding the category of educational innovation, it was interrelated with the evolution of teacher training and pedagogical practice, thus formulating the following questions:

> What theories of knowledge underpin approaches to educational innovation?

> What theoretical models explain changes in educational training through innovation?

It should be noted that from the perspective of critical documentary analysis based on a cartography of concepts, the fundamental purpose of genealogy, as conceived by Foucault (1992), is not to trace a linear and gradual evolution, but to reconstruct the various scenes in which a process or institution has played different roles or has even been absent. This approach makes it possible to make visible the discontinuities and ruptures of key concepts, such as teacher training, pedagogical practices and educational innovation. Therefore, this

document is presented as a critical documentary analysis that was nourished by various historical sources documented through articles derived from research. To this end, criteria were defined to identify each country as a case study and its respective production.

Inclusion Criteria for Critical Documentary Analysis

The first inclusion criterion has to do with the place where the studies were carried out, taking into account that they were pioneering countries in the creation of Normal Schools or other centres for teacher training, and that, in addition, they had given rise to groups and/or movements that promoted educational and pedagogical reforms of great impact. both in America and in Europe.

In the case of the countries of Chile, Argentina, Brazil, Ecuador, Mexico and Colombia, these countries have been pioneers in Latin America by establishing educational reforms that adapt to the education system in changing social and economic contexts, whether urban or rural, implementing modern and inclusive pedagogical methodologies. Since the beginning of the twentieth century, the first Normal Schools and pedagogical universities were promoted, becoming benchmarks in teacher training, for its part Mexico stands out for its extensive network of Normal Schools that advocate for active pedagogy; Argentina has consolidated teaching institutes that integrate theory and practice, serving as models of innovation in countries such as Brazil, where the pedagogy and contributions of Paulo Freire revolutionized education with an emancipatory and critical approach.

Cultural and social diversity is another aspect to be highlighted, because it allows the promotion of inclusive and adaptive practices, such as bilingual intercultural education in Mexico, Ecuador, Chile, which responds to the needs of native peoples. In Colombia, rural education policies under the Escuela Nueva model have made it possible to serve the marginalized population living in remote areas affected by the armed conflict, among other problems inherited year after year. Universities and research centers in Argentina, Brazil, and Mexico have promoted innovations in areas such as STEM and ICT integration, inspiring other Latin American education systems. Also, social movements, such as those in Chile and Colombia, have promoted greater equity in education, consolidating the role of these countries as benchmarks for change and modernization.

For their part, Germany, France, Spain and England have been historical references in pedagogy, educational innovation and teacher training due to their fundamental contributions to educational theory and practice. In Germany, the influence of figures such as Johann Heinrich Pestalozzi and Friedrich Fröbel was crucial for the development and contributions to pedagogy. France, on the other hand, has been the cradle of modern pedagogical thought with authors such as Jean-Jacques Rousseau, in addition, the French centralized educational system, with institutions such as the Lycée and the École Normale Supérieure, developed a model of teacher training and an organized curriculum that has been replicated in many countries. Spain has contributed with its innovative approach promoting intellectual freedom and secularism in education, influencing Latin America and finally England, through figures such as John Dewey and the early adoption of active and student-centered teaching methods, laid the foundations of modern education. The creation of colleges and universities in

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England also professionalized teaching, becoming an example of teacher training for the world.

The second inclusion criterion was based on the dates of publication of the studies, selecting those published in the last decade, i.e. between 2014 and 2024. However, some documents with publication dates outside the established range were included, thanks to the historical relevance and theoretical contribution to the categories studied. Finally, the type of document was also considered as an inclusion criterion, prioritizing the solidity and rigor of research from doctoral studies, master's degrees, and reports from recognized international organizations. These criteria guaranteed the selection of academic sources relevant to the objectives of this research.

Exclusion Criteria for Critical Documentary Analysis

Articles published outside the previously selected countries and that were not benchmarks in education in both Latin America and Europe were excluded. In addition, research whose study population was university professors was excluded. Likewise, articles published in languages other than English and Spanish were not taken into account.

First Analysis: Teacher Education in Latin America and Europe, Perspectives from Countries Cases

The category of teacher training encompassed a variety of interpretations depending on the context, being linked to terms such as qualification, training, professionalization, professional development, educational updating, and growth in teaching skills. This process is developed from the initial stage to higher levels, integrating culture, technology, personal development and citizenship training, which involves incorporating new ways of acting, reflecting, feeling and relating to oneself and to the other(s). The objective is focused on the teacher acquiring broader and more specialized competencies in one or more fields of knowledge, allowing optimal performance and in accordance with the demands of the contemporary world, hence the importance that the perspectives and approaches of teacher training include readings of the pedagogy of memory, decolonial views, the meaning of the school and the role of the teacher from a know-how that requires a framework of continuous training.

There are four main models dedicated to teacher training, described by Vaillant, D. (2018), universities through faculties of education, pedagogical universities that are located in the transit of teacher training institutions at the tertiary level, higher pedagogical institutes and normal schools, which are defined as secondary education institutions. In this context, educational programs often inherited traditionalist structures inspired by foreign thinkers and models, which made the initial and continuous training of teachers one of the greatest challenges to face and improve educational policies, especially in Latin America and the Caribbean (Vaillant, D 2018).

This external influence generated disjointed approaches to local realities, limiting themselves to the transmission and reproduction of knowledge. This disconnection represented an important breaking point, since it restricted the development of contextualized and critical

teaching, which responded to local and current needs. From this logic, the critical documentary and comparative analysis highlights how theoretical perspectives and history have influenced the professional development of teachers in some Latin American and European countries.

Historical Influence and Reforms in Teacher Education in the Latin American Context

Educational systems, as a key instrument in the formation of the Nation-State, were structured around functional models of bureaucratic organization defined by hierarchical and vertical structures. From the 1960s and 1970s, Marxism had a significant influence on Latin American universities, consolidating itself as a vigorous theoretical current in teaching and research (Sánchez, 1998). This historical context allowed teacher training to be aligned with social, political and institutional changes, and provided a solid basis to face new realities such as the international initiatives promoted by UNESCO in the decade of the 70s until the year 2000. During this period, theories of development, modernization, and human capital were highlighted, as well as reforms that were seen as state attempts to restructure their education systems. This demanded an understanding of the holistic vision of the world, evidencing the signs of exhaustion of the functional model in the face of the rise of development ideologies, changes in the socio-political matrix (relationship between the State, development models and actors) and the constant ruptures in the forms of regulation at the global and regional levels.

On the other hand, the educational reforms of the 1990s placed teacher training at the center of the process of change, which sought to improve technical skills (modernization) and redefine their professional identity, which encouraged the adoption of more comprehensive roles that took into account socioeconomic, cultural, and contextual factors. Teacher training, inspired by Bernstein (1998), was oriented towards a recontextualizing approach, adapting educational theories and practices to specific contexts to prepare teachers as active and reflective agents of change, capable of moving towards new educational theories, forms of production and validation of knowledge through the institutionalization of research. These changes question the traditional school, defining its meaning as an engine of change (the 70s in the process of expansion towards rurality), a modernizing agent, from a technical-professional understanding subject to productive structures. These new functions of the school accompanied the renewed conception of the role of the teacher and its professionalization, focused on improving its pedagogical practices.

At the end of the nineteenth century, along with the universities, other institutions dedicated to the training of teachers emerged in Latin America, such as the Higher Normal School. However, it was not until the twentieth century, with political, social and cultural changes, that a true institutional evolution took place, the university reform (1918) that promoted the modernization of curricula, generating a cultural climate open to scientific novelties and favoring the incorporation of teachers with new training. It should be noted that the oil crisis and the global economic recession had strong repercussions in Latin America, leading it to external indebtedness, which led to the reorientation of the world economy and the decline of developmentalist ideas.

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This change of ideas gave way to neoliberalism, globalization and internationalization, positioning education as the pillar of development, under the premise of education and knowledge: the axis of productive transformation with equity (ECLAC, 1992). The educational reforms of the 90s materialized policies aimed at decentralization, targeting, school autonomy and the application of instruments such as curriculum, evaluation and project financing, impacting the school and educational practices.

According to Suasnábar (2017), the reforms of the 90s incorporated a set of specific policies and new government devices; Its technical-pedagogical rationality blurred a structural vision of educational problems, which led to countries almost never modifying the organizational structure of the school. Years later, this led to an increase in inequality, a loss of educational quality, an increase in exclusion and social cohesion, and political instability.

At the end of the 2000s, the results of educational quality marked a turning point/tension in the debates on education policy, evidenced in the public development agendas of different international organizations. These agendas promoted public policies aimed at rebuilding the social fabric and improving the quality of life to reverse the effects of the economic crises of previous years. This period was characterized by three specific features: expansion of access to education at all levels; recognition of excluded and marginalized populations (racial, ethnic and/or gender groups); and the notable increase in education financing (Suasnábar, 2017; López, & Buitrón, 2007; Dussel, 2001).

Along these lines, various Latin American authors approached teacher training from different perspectives. Ávalos (2001) focused on critical reflection and reflective practice as fundamental tools in the professionalization of teachers; Tentti (2007), based on education in Finland, highlighted the importance of a solid theoretical basis in educational research; Shulman (1987) emphasized the integration of disciplinary knowledge and specific pedagogical strategies for effective teaching; Vaillant (2017) and Opertti (2022) highlighted the need for teaching competencies that transcended borders and adapted to global and local demands.

On the other hand, the Sustainable Development Goals (SDGs) represented a significant challenge for initial teacher training. The implementation of active methodologies, such as the Flipped Classroom (FC), and the development of communicative skills were key to preparing future teachers. According to Boix Mansilla and Jackson (2022), the twenty-first century requires students and teachers capable of facing an interconnected and complex world, which was reflected in current educational trends.

Below, some reference cases for the transcontinental comparative analysis are presented, taking as a point of discussion the guiding questions associated with each of the categories, in the particular case, the questions concerning the issue of teacher training.

1. **What theories are studied in training programs for the practicing teacher?**

First, the case of Argentina will be cited, where teacher training has gone through different stages of evolution. During the nineteenth century, pedagogical theories were strongly influenced by positivist thinking and scientific pedagogy, as in the case of pedagogical congresses that promoted new methodologies (Vezub, 2009). Already in the twentieth century, the theories with the greatest resonance were psychoanalysis and critical pedagogy, with authors such as Souto (1999) who integrated French psychoanalysis into the

understanding of teacher training. These theories focused on the dynamic change of the teacher as a subject of social transformation (Souto, 2017). In addition, training has expanded towards twenty-first-century competencies, such as critical thinking, creativity, and digital literacy, adopting a competency-based approach (Molinari & Ruiz, 2023).

On the other hand, in Mexico, teacher training programs have been influenced by constructivist and autonomous learning theories, focusing on the development of pedagogical and didactic competencies to promote the ability to learn how to learn (Ferry, 1990). Recent educational reforms, promoted by international organizations, have highlighted the need to prepare teachers in bilingual intercultural training, especially to address the cultural diversity of indigenous areas (Rivera Ceseña, et al., 2019).

Continuing with the case of Chile, the twentieth century brought the influence of Herbartian pedagogy (Mansilla, J. 2018; Bastías-Bastías & Iturra-Herrera, 2022) and later by John Dewey, promoting participatory and active student-centred methods. More recently, teaching theories have been included that promote solid disciplinary and didactic knowledge, situated knowledge, and theories of critical reflection, which seek to get future teachers to question and understand their educational context (Gravett, et al., 2019).

In the case of Brazil, since the 1980s, a comprehensive approach has been promoted that combines cognitive, attitudinal and practical skills development, inspired by Schön (1992), to integrate reflection and critical analysis of educational practice. In addition, something very similar has happened to the case of Argentina, since the programs have included theories on pedagogical transformation and continuous learning, highlighting the role of the teacher in a globalized and digital society (Aguirre-Canales et al., 2021).

Placing the question in the national context, it should be noted that in Colombia teacher training programs are influenced by pedagogical theories that promote a critical and reflective vision of educational practice, something that coincides in a certain way with the case of Brazil. Among the theories that stand out are active pedagogies, focused on experience and critical observation (such as those implemented by the National Pedagogical University since the 60s). It is also worth highlighting theories on teacher professionalization, such as continuous training and capacity development, which are essential according to what Ávalos (2000) states about the continuous trajectory of teacher professional development. In this framework, epistemological approaches are studied that reinforce the importance of pedagogy as scientific knowledge, and theories that combine pedagogy with research and evaluation of the educational process are included (Trujillo Losada et al., 2023).

Placing the analysis in the European context, it is highlighted that the first normal schools, founded in the seventeenth century, were created there with the aim of training teachers in methodological processes and disciplinary knowledge. These institutions evolved over time, consolidating themselves as centres specialising in pedagogical preparation. In Germany, at the beginning of the twentieth century, normal schools were replaced by "Pedagogical Academies", which integrated pedagogical theory and practice, marking a change in the approach to teacher training (Müller de Ceballos, 2010).

At the global level, teacher training has been influenced by international organizations such as the OECD, which has urged to improve the selection of future teachers by evaluating their knowledge, motivation, and skills before entering training programs (OECD, 2005). This

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panorama has generated the need to innovate in teacher training processes, seeking to improve educational quality through strategies that integrate ICTs and promote continuous professional development (Romero, 2018; European Commission/EACEA/Eurydice, 2015).

In recent decades, changes in society have driven new forms of knowledge that affect learning environments. The transition to a knowledge society and the adoption of emerging technologies has highlighted the importance of teacher professionalisation in Europe. The Education and Training Strategy 2020 seeks to improve the quality of education through the incorporation of technologies and the promotion of innovative practices (Barber and Moushend, 2007). In addition, organizations such as UNESCO and the OECD have formulated policies that emphasize the quality of teachers, their continuous professional development, and adaptation to the new demands of the twenty-first century (Castillo Vega & Neubauer, 2024). These efforts are reflected in a continuous evaluation of teacher performance and in the training of teachers capable of adapting to social and technological changes, which highlights the growing importance of pedagogical innovation and collaboration among teachers to improve teaching (Egido Gálvez, 2020; Donaire Gallardo et al., 2022).

However, focusing the analysis on the case countries, it should be noted that in France, teacher training programs focus on theories that promote the professional autonomy of teachers and the importance of responding to cultural diversity in the classroom. Theories that favour competency-based teaching are included, with an emphasis on adaptation to diverse contexts and continuous training in the use of new technologies (Alonso-Sainz & Thoilliez, 2020).

In the case of Spain, didactic theories related to ICT, multiple intelligences and emotional education stand out (Escudero Muñoz, 2020; Mayorga-Fernández et al., 2024), while in the United Kingdom, programs have been influenced by neoliberal principles, prioritizing the improvement of training standards through a rigorous assessment of teaching competencies in areas such as literacy, mathematics, and scientific knowledge (Vaillant & Manso, 2012). It should be noted here that many of these neoliberal principles have had great influence and resonance in several Latin American countries, including Colombia.

Finally, Germany has also traditionally been a benchmark for Latin America in pedagogical training, with a strong influence of classical pedagogues such as Pestalozzi, Herbart, and Humboldt, who promoted moral education and comprehensive teacher training (Müller de Ceballos, 2010).

2. What historical and social contexts drove the need to formalize teacher training?

Starting again with Argentina, the process of formalizing teacher training there began with the creation of the Normal Schools in 1870. As the nation developed, the shortage of professionals and the need to standardize teacher training prompted reforms that led to the creation of new educational institutions and pedagogical congresses (Vezub, 2009). Professionalization was consolidated in 1985 with the national statute that recognized teacher improvement as a right and an obligation (Murdochowicz, 2002). However, the educational reform of the 1990s, influenced by the Latin American educational transformation, also played a crucial role in promoting the mass training of teachers, promoting more autonomous and evaluated training (Feldfeber & Gluz, 2011).

As for Mexico, it should be noted that the need to regulate teacher training arose from independence and was consolidated with the creation of the Ministry of Public Education in 1921. Throughout the twentieth century, the reforms promoted by the Mexican State sought to turn teaching into a state profession, with the creation of normal schools that increasingly specialized in pedagogical content (Arnaut, 1996). However, Tenti (2007) points out that the devaluation of teaching and the growing demand for educational quality generated the need to regularize and professionalize teacher training, especially in the context of globalization and the expansion of basic education.

According to Macedo (2004), in Brazil the social and political context of the mid-twentieth century, particularly under the military regime (1964-1985), prompted a series of educational reforms aimed at expanding public education, and the formalization of teacher training to improve educational quality. A similar situation occurred in Chile, where the need to regulate teacher training was boosted by the educational reforms of the military dictatorship (1973-1990), which centralized and standardized education in the country. According to Hernández and Mella (2012), this reform generated a strong focus on the professionalization of teachers through more structured universities and training programs.

In the case of Colombia, the formalization of teacher training was influenced by several historical contexts. Since colonial times, and especially since independence, the educational reforms promoted by the different governments, such as the Santander reforms and the reforms of the twentieth century, were fundamental in shaping the educational structure. Violence in the 1950s and 1960s, forced displacement, and urban growth forced the creation of educational policies aimed at reducing inequalities between public and private education (Quiceno Sáenz & Vahos, 2004). At the end of the 1950s, the creation of FECODE contributed to the vindication of the teaching profession, giving rise to a formalized approach to the professionalization of teachers (Calvo, 2004).

On the other hand, in France, the first impulse to formalize teacher training was thanks to the French Revolution and its consolidation of the modern State, which led to the creation of a centralized public service and the professionalization of the education sector. But on the other hand, Vaillant & Marcelo (2018) state that another aspect that promoted the regularization of teacher training was the publication of international reports such as those of the OECD, which underlined the importance of teacher training.

In Spain, this need also arose in a context of social and educational transformation, where the diversity of the student body and the demands for inclusive education drove a change in educational programs (Ainscow, 2002; Castro Suárez, 2019).

Citing the case of the United Kingdom, the reforms of the 1980s were a response to criticisms about teacher training and the need to improve student performance, under a neoliberal framework that promoted competitiveness among training institutions (Knight et al., 2004). Finally, in Germany, the professionalization of teachers dates back to the reforms of the early nineteenth century, when the University of Berlin was created under Wilhelm von Humboldt, reflecting a pedagogical tradition of academic excellence and comprehensive teacher training.

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3. How have these programs been adapted to meet contemporary challenges in education?

In Argentina, teacher training has responded to contemporary challenges through the integration of new technologies and a thoughtful approach to globalization and the COVID-19 pandemic. Programs such as the Kirchner government's pedagogical renewal in 2003-2007 have promoted the updating of educational resources and the adoption of digital approaches to enrich teaching (Litwin, 2005; Forestello, 2022). In addition, teaching competencies have been strengthened in areas such as critical didactic planning, the use of ICTs, and education in diverse contexts (Monetti & Molina, 2024). Adaptation has also included continuous training and critical reflection on pedagogical practice, which has allowed teachers to keep up to date and respond to new educational challenges (Vezub, 2009).

For their part, in Mexico, teacher training programs have also responded to contemporary challenges through the incorporation of new technologies and the development of digital competencies for teachers, which has allowed curricular updating and the improvement of pedagogical methods (Figueroa, 2000). Likewise, the General Law on Professional Teaching Service and recent educational reforms have underlined the importance of teacher quality and continuous training, adapting training programs to the demands of the twenty-first century, such as digital literacy and the inclusion of intercultural competencies, especially in indigenous areas (Cuevas-Cajiga & Moreno-Olivos, 2022; Rivera Ceseña et al., 2019).

Meanwhile, contemporary reforms in Brazil have led to the implementation of continuing education programs for teachers, integrating pedagogical theories focused on inclusion, equity, and attention to diversity (Perrenoud, 2004; Garay et al., 2023). Training has been expanded with the use of digital technologies and distance education, seeking to reach a greater number of teachers and adapt to the social and cultural realities of the country.

At the other end of South America, that is, in Chile, the case is very similar to that of Brazil, since the contemporary challenge has been to improve the quality of teachers through periodic evaluations, continuous professional development programs, and a focus on pedagogical innovation (Hernández & Mella, 2012). This is reflected in the process called universityization of teacher training in both countries, which has allowed for more specialized education aligned with international standards of educational quality (Rativa Velandia & Lima-Jardilino, 2022).

Citing the Colombian case, it should be noted that teacher training programs have also been adapted to face contemporary challenges such as globalization, the use of new technologies, and diversity in the classroom. In this regard, in 2022, the MEN defined a framework for teacher training in three subsystems that seeks to guarantee educational quality through disciplinary updating, research, and the strengthening of institutional capacities. This is in line with the international reforms promoted by organizations such as UNESCO and the OECD (Ávalos, 2000). In addition, the programs seek to develop teachers in a critical way, strengthening emotional and pedagogical skills that are key to facing new educational challenges (MEN, 2013).

On the other hand, in the case of the selected European countries, it could be summarised as follows. In France, programmes have been adapted by prioritising student-centred teaching and cultural diversity, incorporating teaching methods that integrate new technologies and

promoting the professional autonomy of teachers (Alonso-Sainz & Thoilliez, 2020). In Spain, the integration of ICTs, the focus on emotional education, and the development of critical thinking skills have been fundamental responses to adapt teacher training to contemporary challenges, promoting inclusive and equitable education (Mayorga-Fernández et al., 2024). In the United Kingdom, programmes have responded by tightly regulating teaching competences and using digital technologies to provide flexibility in lifelong learning (Vaillant & Manso, 2012). Whereas, in Germany, teacher training has followed an approach of constant updating through pedagogical research and the implementation of new didactic strategies that cater to diversity in the classroom, maintaining the balance between tradition and pedagogical innovation.

Pedagogical Practice in Latin America and Europe, Perspectives from Countries Cases

Pedagogical practices have evolved in Latin America in response to various influences. During the sixteenth, seventeenth, and eighteenth centuries, the Western world underwent profound changes, from scholasticism to the Enlightenment, which included evangelization, conquests, colonization, and independence processes. These events affected the configuration of religious doctrines and the structuring of educational systems, adapting to the dominant political, economic and cultural models of the time. The spread of these ideas in Latin America was marked by Enlightenment thought and revolutionary movements.

From the nineteenth century onwards, pedagogy was consolidated as an autonomous discipline, detached from philosophy and acquiring its own epistemological status. Among the main referents of pedagogical discourse are Decroly, Dewey, Kerschensteiner, Claparede, Montessori and Freinet, who developed an educational thought that distanced itself from the positivist rationality of modernity. In this regard, Ocampo Cardona (2009) identifies three pillars that supported this consolidation: "causal determinism in the explanation of phenomena, the need for a specialized language, and the acceptance of a single scientific method" (p. 152).

In the twentieth century, events such as modernity, post-industrialization, globalization, and technological advancement drove significant transformations in the field of education. These circumstances led to reforms, government plans and international alliances to face the challenges of social, economic and educational inequality. This process required an in-depth reflection on the role of the teacher and his or her practices, involving an analysis of educational actions in terms of what, how, why and for what purpose they are carried out.

For his part, Foucault (1970) highlighted the importance of analyzing pedagogical practice in relation to the knowledge and episteme of each era, stating that education was much more than the simple transmission of information. On the contrary, it constituted a field of power where relations between teachers and students were negotiated. Likewise, Freire (1970) shared a critical vision of education, promoting a reflexive praxis that overcame the instrumentalization of knowledge.

From an epistemological approach, pedagogical practice in Latin America represents a space for the production of knowledge, where theory and praxis merge in a dialectical process of reflection and action. Habermas (1981) highlighted communicative action, underlining the value of dialogue in the educational context. In addition, Bourdieu (1977) demonstrated how

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habitus and cultural capital influence teacher training and the reproduction of inequalities in the education system.

For his part, Escobar Domínguez (2024) observed that, despite teacher training plans, the teaching model in Latin America continues to be traditional and rote, which limits the effectiveness of didactic strategies to interpret the context. This situation raises doubts about the school's ability to foster constructivist dialogue and reflection. Finally, it should be noted that critical pedagogy, influenced by Freire (2009) and Giroux (2001), highlights that teachers must reflect on their practices to promote a transformative education that is aware of the structures of power and domination.

Following the dynamics of answering the key questions to establish these theoretical and conceptual relationships, and to achieve a deeper interpretation, the guiding axes are then deployed in relation to the category of pedagogical practices.

1. **How is pedagogical knowledge developed from the interaction between teaching and learning?**

Starting with the case of Colombia, it can be said that pedagogical knowledge is built from the interaction between teaching and learning through a dynamic and collaborative process. Restrepo Ortiz and Monroy Velasco (2023) highlight that the Active Urban School (EAU) model facilitates this development by promoting experiential and bidirectional learning. From this perspective, teaching is conceived as an act of collaboration, while learning is understood as a process of continuous and dialogic construction, where knowledge is reconstructed from the interaction between teacher and student.

In this way, the concept of pedagogical knowledge is not reduced to the transmission of knowledge, but also to the critical reflection that teachers carry out on their own practices, a process that allows pedagogical methodologies to be adapted and adjusted according to the specific context of the classroom (Parra-Bernal et al., 2021). In addition, Pérez Balza et al. (2022) highlight that this reflection facilitates the development of cognitive and emotional skills in teachers, which have a positive impact on learning and respond to the sociocultural particularities of their students.

The Chilean case is very similar to the Colombian case, where it is considered that pedagogical knowledge arises from the dynamic interaction between teaching and learning, with the teacher adapting his or her practice to address the specific needs of students, promoting understanding and the achievement of clear educational objectives. According to Martínez-Maldonado, Armengol Asparó, & Muñoz Moreno (2019), this process involves constant feedback, identification of achievements, and adjustment to school learning problems, which allows the teacher to exceed initial expectations. Therefore, the concept of pedagogical knowledge is based on effective practice, in which conceptual mastery, evaluation, class preparation and classroom management converge.

Citing the other countries, it can be summarized that in Mexico, Arreola, Palmares, and Ávila (2019) point out that meaningful learning is fostered by incorporating students' prior knowledge, through collaborative work and project-based methodologies, which allows knowledge to be built on previous experiences. Meanwhile, in Ecuador, the adoption of the active school inspired by Dewey (1989) and Decroly in the 1940s also reflects this interaction, promoting active student participation in the construction of knowledge, which

facilitates contextualized and meaningful learning. Closing with the case of Brazil, Grinberg (2017) highlights that pedagogical practice is configured as a space of experiences that build the subject through co-teaching, collaborative work, and reflective and participatory learning, especially in multigrade environments (Freire-Contreras et al., 2021).

Pedagogical knowledge in Europe is developed through an interaction between theory and practice, a reflective and cyclical process where teaching and learning enrich each other. In this sense, Cívico Ariza et al. (2021) highlight that pedagogical practice allows teachers to contrast the theoretical with the reality of the classroom, helping them to consolidate their pedagogical knowledge. This reflective approach is fundamental, since knowledge is not linear but cyclical, allowing teachers to adapt their pedagogical strategies to the needs of the educational context. In countries such as Spain, where the transition to democracy profoundly influenced the reconfiguration of the education system, this type of continuous reflection is essential for the adaptation of pedagogical practices to social and political changes (López, 2023). Likewise, in Germany, the integration of critical reflection with teaching practice has been central to the development of the concept of inclusive education, which seeks to improve the teacher's competencies to manage diverse classrooms.

2. **What is the epistemological mark of pedagogical practice in the configuration of this concept?**

In the Colombian case, the epistemological mark of pedagogical practice lies in its focus on the relationship between theory and practice, on critical reflection and on the social and cultural context. Zuluaga (1987), influenced by Foucault, proposes a perspective in which pedagogical knowledge is understood as a set of knowledge and practices that are constructed and reproduced in pedagogical discourse, in a process of historical-discursive sedimentation. This epistemological approach is configured in three elements: the institution, the subject, and pedagogical knowledge, as pointed out by Pineda-Rodríguez and Loaiza-Zuluaga (2018), who consider that these elements are fundamental to determine the focus of pedagogical practice, adapting to the sociocultural needs of the context. Foucault's archaeology of knowledge allows Zuluaga and other theorists to investigate how pedagogical knowledge and discourses have been historically constructed and how they have delimited the field of knowledge and practices in pedagogy.

As mentioned above, pedagogical practice in Chile has been marked by epistemological influences from different historical contexts, especially by European theories in the nineteenth and early twentieth centuries. From the implementation of enlightened education as an emancipatory tool in the nineteenth century, to the consolidation of positivism and the influence of German thought at the end of the nineteenth century, pedagogical knowledge oriented towards progress and social development has been configured. This practice not only implies the professional knowledge generated by teachers, but also a knowledge formalized as an academic discipline (Luzuriaga, 1969). In addition, Shulman (1987) defines this knowledge as a process of professionalization of the teacher, in which knowledge becomes a practical, results-oriented science.

In Ecuador, pedagogy was initially influenced by positivism and German intuitive pedagogy, with an orientation towards empiricism and scientific observation. From the 40s onwards, more progressive methods inspired by Dewey and Decroly were incorporated, which emphasized student activity and participation. On the other hand, in Brazil, pedagogical

practice incorporates three fundamental dimensions (Grinberg, 2017): possible knowledge, normative matrices of behavior, and the mode of existence of possible subjects, which configures a field of experiences that shapes pedagogical knowledge. This epistemological matrix, influenced by Foucauldian theory, highlights the experiences and subjective position of the teacher in the educational process, emphasizing the normalization and forms of verification that influence the formation of the subject in the educational context.

In sum, studies on pedagogical practice in Latin America have revealed a diversity of approaches and models that reflect the context and paradigms in which they are developed. Zeichner (1983), Montero (1987) and Zabalza (1988) identify traditional, technical, humanistic, critical and investigative approaches that guide the teaching work and have remained valid. According to these authors, pedagogical practice constitutes the essential knowledge of the profession, allowing teachers to develop an awareness and appropriation of their work in various contexts, influenced by historical, social and pedagogical factors. In addition, Bernate (2021) emphasizes the importance of resizing this practice as an interactive and reflective space, in which new projects adapted to the current reality are articulated, recognizing the need to transform traditional practices to respond to current educational challenges.

European pedagogical practice, particularly in countries such as France and Germany, is characterized by an epistemology that integrates pedagogical theory with reflection on practice. Cívico Ariza et al. (2021) and Maturana (2001) underline the need for teachers not only to impart knowledge, but also to foster critical and participatory skills in students, through a reflective approach that is based on both philosophical theories and classroom realities. This epistemological approach has its roots in the Greek Paideia, an educational tradition that profoundly influenced philosophers such as Plato and Socrates, who, in the context of the European Enlightenment, transformed pedagogy through autonomy and reason. Meanwhile, in France, the relationship between teaching and knowledge has been central, especially in discussions about the role of the school in the construction of a democratic society (López, 2024), while in Germany the educational approach tends to integrate robust disciplinary knowledge with an ethical reflection on the formation of the individual within the social community.

3. **What are the predominant discourses in the contexts that influence pedagogical practice? Colombia Case**

In the case of Colombia, the predominant discourses in pedagogical practice are marked by tensions between international influences and local traditions. During the nineteenth century, the Lancastrian method and the German pedagogical missions introduced new perspectives and methodologies that generated friction with the conservative sectors of the country, especially with the Church, which sought to maintain educational control (Barragán et al., 2012). The implementation of Pestalozzi's objective or intuitive pedagogies, oriented towards instrumental and scientific teaching, was one of the significant contributions of the German missions, leaving a lasting influence on teacher training (text provided).

In the twentieth century, pedagogical practice in Colombia was influenced by the approaches of Foucault (1992) and Bernstein (1998), which led to a shift towards a critical and reflective pedagogy, focused on the autonomy of the teacher and the relevance of educational practice in specific contexts (Zuluaga, 1978). In this framework, the National Pedagogical Movement

(MPN) and the History of Pedagogical Practices Group promoted a critical and questioning approach, where the teacher is recognized as a subject of pedagogical knowledge capable of analyzing his environment and adapting his practice according to the socio-political context (Zuluaga, 1987).

In the Chilean context, the predominant discourses in pedagogical practice include both historical influences and contemporary critical approaches. During the nineteenth century, positivism and enlightened rationality oriented educational reforms towards progress and national development. In the twentieth century, Freire introduced a critical and revolutionary approach, questioning "banking education" and promoting a participatory education focused on the everyday reality of students, especially the disadvantaged. Freire advocated for circles of culture and the role of the teacher as a facilitator of learning, encouraging a critical reflection of the student's reality and the social context. In the 1990s, with the influence of neoliberal policies, pedagogical practice focused on teacher training, leadership, and evaluation of results, seeking to respond to the demands of quality and continuous improvement in the Chilean education system (Vaillant, 2004; Gajardo, 2005).

In the European context, the predominant discourses in pedagogical practice are profoundly influenced by the political, social and philosophical changes of each era. In Spain, the end of the Franco dictatorship and the arrival of democracy in 1978 reconfigured the education system towards a more democratic and inclusive approach, as mentioned in López's (2023) text, with the school conceived as a "learning workshop at the service of democratic coexistence". This change marked the beginning of a pedagogical discourse that emphasizes the integral formation of the student, citizen participation and social inclusion. In addition, in France, pedagogical discourse has historically focused on the importance of secularism and civic education, with an emphasis on students' freedom and autonomy to think critically and actively participate in public life (López, 2023).

In England, the discourse of pedagogy has focused, especially in recent years, on the need for a competency-based education that prepares students for the globalised labour market. This approach also highlights the importance of integrating innovative technologies and teaching methods. Gros (2015) underlines the importance of digital technologies as a key axis in the modernization of pedagogical practices, which is also evident in Germany, where the use of technology in classrooms has become a dominant discourse to improve learning and cope with the demands of the digital society.

Finally, pedagogical discourses in France, Spain, England and Germany have also been strongly marked by a focus on the ethical and moral formation of students, where not only the transmission of knowledge is sought, but also the formation of critical, reflective and participatory citizens. In the European context, education is conceived as a process of socialization and emancipation, which reflects ideals of autonomy, democracy, and social justice (Cívico Ariza et al., 2021; Maturana, 2001).

Educational Innovation in Latin America and Europe, Perspectives from Countries Cases

Educational innovation is a recurring theme in academia and a key driver of changes and reforms in education systems. It emerged in the 60s, influenced by the advances of the

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industrial revolution, in countries with sustained economic growth. Its definition has evolved according to different approaches. Some key concepts include: innovation as an intentional and specific process (Gonzales & Escudero, 1987), creative organization of resources (Richland, 1978), and improvement or modification of the educational process (Sack, 1891). Regardless of its definition, educational innovation is configured through content and a transformative vision of the school, oriented towards the transformation of procedures, knowledge and structures. It encompasses pedagogical, epistemological, and didactic aspects, as well as the resources necessary to transform teaching-learning relationships and generate mobility in knowledge (Arancibia et al., 2018).

According to Fiore (2019), educational innovation is articulated in three dimensions: epistemological (updating of knowledge and content), pedagogical (school improvement through teacher reflection) and didactic (flexibility of the curricular approach). The theories that support educational innovation include constructivist, cognitivist and critical approaches, which have been fundamental to understanding the learning process and the acquisition of knowledge in education.

Next, the two guiding questions will be answered in relation to the concept of educational innovation, both in Latin America and in Europe.

1. **What theories of knowledge underpin approaches to educational innovation?**

Approaches to educational innovation in Latin America are mainly based on constructivist theories, as mentioned by various authors. Aguilar-Forero and Cifuentes (2020) emphasize that educational innovation in Colombia is influenced by constructivist theories, which state that learning is a social, interrelated, and contextual phenomenon. On the other hand, Pereira Meireles da Silva and Díaz Gómez (2019) point out that the innovative approach in Brazil integrates socio-constructivism and situated theory. Socio-constructivism emphasizes the importance of interactions between people and how these mediations favor learning, while situated theory emphasizes learning in real and specific contexts. ICTs are also considered fundamental tools to improve learning.

Likewise, Troncoso et al. (2022) state that theories of knowledge in Chile that support educational innovation include constructivism, situated learning theories, reflective practice theory, and complexity theory. These theories allow teachers to reflect on their practices, contextualize learning, and adapt content to contemporary challenges.

A similar approach has been adopted in Mexico, since, as Agudelo Velásquez et al. (2023) point out, educational innovation is mainly based on constructivism, supported by empiricist and rationalist approaches. These theories favor active learning and student interaction with their environment, with special emphasis on the use of emerging technologies to enrich pedagogical processes and provide new methodologies.

In Argentina, as Moreira and Villao (2023) explain, the perception of technology changed with the pandemic, and educational innovation was supported by theories that favor the active interaction of the student in his or her environment. The importance of constructivism as a theoretical basis is highlighted, combined with empiricism and rationalism, which promote dynamic and active learning.

To close the case countries in Latin America, the case of Ecuador is cited, where Calsin Ramos (2022) states that it advocates educational innovation based on reflective approaches, metacognition, and interaction between students and teachers. It should be clarified that, although no explicit reference is made to a single theory, the importance of cognitive competencies and ICT management is highlighted, which is aligned with theories of reflective and constructive learning that facilitate the integration of theory with educational practice.

As far as the European context is concerned, the arrival of the Internet in the 90s profoundly transformed the educational field, promoting a continuous process of change in which digital technology, information and communication technologies (ICT) played a central role. This shift has led to the incorporation of advanced technologies such as artificial intelligence, robotics, and computational thinking, as well as technologies that extend physical reality, such as augmented, virtual, and extended reality. In education, these innovations have given rise to applications such as virtual simulators, virtual environments, video games, 3D printers, and smart devices. This advancement has also driven the integration of technological tools into pedagogical concepts such as adaptive learning, flipped classrooms, smart classrooms, learning ecologies, and the STEAM (Science, Technology, Engineering, Arts, and Mathematics) trend.

With regard to epistemological frameworks, Cupeiro and Penedo (2016) state that educational innovation in Europe is based on Foucault's theories, who suggests that knowledge and ways of thinking in a given era are configured within a specific epistemological context. In this case, ICTs contribute to creating an epistemological gap in today's society, which implies that the education system may be tied to obsolete epistemological frameworks of the industrial revolution, without adapting to the new needs of the information society.

From another perspective, authors such as Sánchez Moreno and Murillo Estepa (2010) and García-Peñalvo (2015) advocate a constructivist approach, which understands learning as an active process where students build their own knowledge based on previous experiences. This approach is linked to student-centered learning and the development of computational thinking (Wing, 2006; Zapata-Ros, 2015).

For their part, Palacios Núñez, Toribio López, and Deroncele Acosta (2021) mention the theory of multiple intelligences, which states that learning should focus on students' specific skills, which may imply a change in teaching and assessment practices.

2. **What theoretical models explain changes in educational training through innovation?**

As for the theoretical models that explain changes in educational training through innovation, they are also diverse and adapted to the contexts of each country. In Colombia, Aguilar-Forero and Cifuentes (2020) explain that educational innovation does not follow a linear process, but is a dynamic process that is constantly adapted. Here the socio-material model stands out, which highlights the importance of technology and other material factors in the educational process. This model allows us to understand how technological tools, as mediators of knowledge, can facilitate or limit learning, depending on their integration into pedagogical processes.

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In the case of Brazil, as indicated by Pereira Meireles da Silva and Díaz Gómez (2019), the theoretical model that has influenced educational changes is the socio-constructivist model, which considers learning as a social and contextual process. This model emphasizes the importance of interactions between individuals in the learning process. Learning is not only an individual cognitive act, but a collective construction that involves all educational actors.

In the case of Chile, Troncoso et al. (2022) point out that educational innovation is influenced by theoretical models such as situated learning, complexity, and reflective practice. These models allow learning to be contextualized in real situations and adapted to the needs of the student, promoting a more flexible and dynamic education. These approaches allow the integration of theoretical knowledge with everyday classroom practice.

As highlighted above, in Argentina (Cabero and Llorente 2020), it does not follow a single model, but adapts to the flexibility of the educational context (post-pandemic effect; Moreira & Villao, 2023). With respect to Mexico, Agudelo Velásquez et al. (2023) suggest that the model is related to emerging models, which include both technologies and active methodologies. These approaches are designed to encourage active student participation and generate collaborative learning, in which the digital environment plays a fundamental role in the transformation of pedagogical practices.

According to Calsin Ramos (2022), in Ecuador the theoretical model of educational innovation is based on analysis-synthesis and inductive-deductive methods. These approaches allow us to study how technology and classroom interactions affect learning processes, and how innovation can be managed to generate structural change within education systems.

In summary, although models and theories vary according to the context of each Latin American country, it can be observed that there is a common focus on social interaction, adaptation to the context and the integration of new technologies as key elements in the processes of educational innovation.

On the other hand, making the comparative analysis with the European context, one of the models to highlight is Everett Rogers' innovation diffusion, since according to Palacios Núñez et al. (2021), this model explains how new ideas, technologies and pedagogical practices are adopted in educational environments. It is also integrated with the action research approach, which allows teachers to reflect on their pedagogical practice and at the same time improve it.

Another model that stands out in the European context, particularly in the United Kingdom, is competency-based learning. In this regard, Cupeiro and Penedo (2016) mention that active learning models seek to transform pedagogical practices to adapt to the new forms of knowledge of digital natives. These models are part of a set of strategies designed to respond to the challenges of the 21st century, focusing on creativity, innovation, and the skills needed to compete in a globalized world.

Finally, it is worth mentioning the blended learning model, which according to Gil Albarova et al. (2021) has been key in the adoption of educational innovation, especially during the pandemic. This model mixes face-to-face and online education, allowing learning to be personalized and promoting inclusion.

Conclusions

Teacher training programs have gone through various stages, integrating theories such as psychoanalysis, critical pedagogy, and constructivism, and more recently, the focus on twenty-first century competencies, such as digital literacy and critical thinking (Souto, 1999; Molinari & Ruiz, 2023).

With regard to the formalization or regularization of teacher training, it has originated in contexts of shortage of professionals and in educational reforms driven by globalization, cultural diversity, and the demands for quality education (Tenti, 2007; Vaillant & Marcelo, 2018). Understanding the latter, teacher training programs have integrated new technologies, inclusive approaches, and emotional competencies to respond to contemporary challenges (Litwin, 2005; Mayorga-Fernández et al., 2024).

On the other hand, based on the analysis of the genealogy of concepts, it is important to highlight that, in the Latin American context, especially in Colombia and Chile, it is recognized that pedagogical knowledge and practices are not limited to the transmission of content, but are a dynamic process of interaction between teacher and student (Restrepo Ortiz and Monroy Velasco, 2023). With respect to pedagogical practices, it is also highlighted that they are marked by constant critical reflection on the practice itself, which allows teachers to adapt and enrich their methodologies (Martínez-Maldonado et al., 2019). In addition, it was possible to identify that within these practices, collaborative work and co-teaching are taken into account, as key elements to promote collective reflection and improve educational quality (Grinberg, 2017). In Latin America, constructivist theories such as socio-constructivism, situated learning, and reflective practice are fundamental to create a dynamic learning environment adapted to specific contexts, where social interaction and the use of technologies play a crucial role in the construction of knowledge.

It is highlighted that educational innovation in Latin America and Europe is based on a variety of theories of knowledge that, when integrated with the use of emerging technologies, transform traditional pedagogical processes, in this sense Bonilla, O., Patiño, A., & Cardona., M. (2024) and Bonilla., O & González., M. (2024) recognize in educational innovation a possibility to carry out dissemination processes from educational research in which it is sought to inspire a greater discussion and collaboration to provoke the conceptual relationship between Pedagogical Practices, Teacher Training and Educational Innovation, with the purpose of providing quality education that prepares students and teachers for the challenges of the twenty-first century. The above, reaffirmed by Leones, S., & Bonilla, O. (2024) in which he motivates the need to identify the tensions and conceptual, theoretical, and methodological gaps from transcontinental studies in order to recover, reconstruct, and reflect on the critical view of education in rural contexts.

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