

# MENDIVE



## REVISTA DE EDUCACIÓN

Review article

### Reflection and pedagogical contextualization in the development of innovative educational practices

### Reflexión y contextualización pedagógica en el desarrollo de las prácticas educativas innovadoras

### Reflexão e contextualização pedagógica no desenvolvimento de práticas educativas inovadoras

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#### ABSTRACT

The need to innovate educational practices centered on the student and adapted to constant changes highlights the importance of deepening reflection and pedagogical contextualization. The objective of the article was to identify the relationships between reflection and pedagogical contextualization. A systematic review of the relationship between reflection and pedagogical contextualization in innovative educational practices was carried out. The PRISMA methodology was used to guarantee rigor and transparency. The search was carried out in the SciELO, Dialnet and Redalyc databases, initially identifying 328 documents, selecting nine articles for the study. The interdependence between reflection and pedagogical contextualization is revealed, highlighting their crucial role in innovative educational practices. This drives innovation, being essential to question and adapt practices. Furthermore, adaptation to context and constant evaluation are essential for success, facing challenges such as equity and resistance to change. It is concluded that this interdependence will allow the design of educational interventions that promote a culture of reflection; Furthermore, the importance of adapting pedagogical practices to the context and the participation of the educational community in the innovation process is recognized.

**Keywords:** education; educational innovation; pedagogical reflection; contextualization.

#### RESUMEN

La necesidad de innovar las prácticas educativas centradas en el estudiante y adaptadas a cambios constantes destaca la importancia de profundizar en la reflexión y contextualización pedagógica. El objetivo del artículo fue identificar las relaciones entre la reflexión y la contextualización pedagógica. Se realizó una revisión sistemática de la relación entre reflexión y contextualización pedagógica en prácticas educativas innovadoras. Se utilizó la

metodología PRISMA para garantizar rigor y transparencia. La búsqueda se realizó en las bases de datos SciELO, Dialnet y Redalyc, identificando 328 documentos inicialmente, seleccionando para el estudio nueve artículos. Se revela la interdependencia entre la reflexión y la contextualización pedagógica, destacando su papel crucial en las prácticas educativas innovadoras. Esta impulsa la innovación, siendo esencial para cuestionar y adaptar las prácticas. Además, la adaptación al contexto y la evaluación constante son fundamentales para el éxito, enfrentando desafíos como la equidad y la resistencia al cambio. Se concluye que esta interdependencia permitirá diseñar intervenciones educativas que fomenten una cultura de reflexión; además, se reconoce la importancia de adaptar las prácticas pedagógicas al contexto y a la participación de la comunidad educativa en el proceso de innovación.

**Palabras clave:** educación; innovación educativa; reflexión pedagógica; contextualización.

## RESUMO

A necessidade de inovar práticas educativas centradas no aluno e adaptadas às constantes mudanças, evidencia a importância do aprofundamento da reflexão e da contextualização pedagógica. O objetivo do artigo foi identificar as relações entre reflexão e contextualização pedagógica. Foi realizada uma revisão sistemática da relação entre reflexão e contextualização pedagógica em práticas educativas inovadoras, utilizou-se a metodologia PRISMA para garantir rigor e transparência. A busca foi realizada nas bases de dados SciELO, Dialnet e Redalyc, identificando inicialmente 328 documentos, selecionando 9 artigos para o estudo. Revela-se a interdependência entre a reflexão e a contextualização pedagógica, evidenciando o seu papel crucial nas práticas educativas inovadoras; isto impulsiona a inovação, sendo essencial questionar e adaptar práticas. Além disso, a adaptação ao contexto e

a avaliação constante são essenciais para o sucesso, enfrentando desafios como a equidade e a resistência à mudança. Conclui-se que esta interdependência permitirá o desenho de intervenções educativas que promovam uma cultura de reflexão; além disso, é reconhecida a importância da adaptação das práticas pedagógicas ao contexto e da participação da comunidade educativa no processo de inovação.

**Palavras-chave:** educação; inovação educacional; reflexão pedagógica; contextualização.

## INTRODUCTION

New student-centered approaches to educational innovation must be addressed; that is, adjusted to their needs and context, because society itself is in permanent change. According to Zavala-Guirado *et al.* (2020) innovation must be on par with these changes, so the contents, learning objectives, curriculum, teaching methodologies, the role of each educational actor and all curricular elements must adapt to this constant transformation by creating pedagogical proposals adapted to current demands and challenges. This involves rethinking and redefining traditional teaching-learning approaches. Agreeing with this statement, Flores and Dominici (2022) say that education must be rethought, orienting it towards a humanistic approach, in which technology and research are the basis of training, so new forms of teaching must be innovated. that promote participation, creativity and problem solving.

This new rethinking of education adopts new approaches towards educational innovation, based on reflection and pedagogical contextualization. Donadel and Morelato (2022) go further by saying that it must be consolidated from creativity with art, sports, research, play and technology, which will develop meaningful and relevant learning for students. Baldwin and Ching (2017) propose that this new thinking

must be supported by technological empowerment, both of teachers and students, so that they are able to build and solve problems of daily life, with access to the freedom of selected knowledge.

This freedom of access to knowledge and technology is centered on the educational focus, which implies linking curricular content to real-life situations, in which this knowledge and skills must be promoted and transferred to the practical field. In addition, it seeks to promote the development of transversal skills that, according to García-Peñalvo (2015), help develop critical thinking, problem solving, collaboration and communication, essential for relating what they learn in the classroom with their environment and daily life, and thus contribute to society.

This reflection presents an essential component in the educational innovation process, because it allows educational professionals to critically examine their own practices. Torres *et al.* (2020) mentions that teachers, when renewing these pedagogical practices, must consider the current and real learning demands of the educational context; For this reason, reflective processes must be proposed about their strengths, weaknesses and decision-making to improve their teaching.

Bellamy (2021) states that reflection should not only analyze what and how to teach?, but also why teach? aligned to the context. It thus promotes the social purpose of teaching work; That is, reflection must be adapted and adjusted to the approach, seeking strategies that are effective and meaningful for teaching.

In this sense, reflection and pedagogical contextualization must play a fundamental role in the design of innovative proposals, this will allow for a better critical analysis of their own teaching practices; identifying and adjusting towards areas of improvement, which will involve making these adaptations to all curricular elements, considering the environment, culture and socioeconomic context of the educational

community. Armendariz-Nuñez (2022) adds that this reflection and contextualization must be promoted by the participation of the entire educational community, motivation, relevance and transfer of knowledge, which allows students to apply it in their daily lives and in their Professional future.

The proposals regarding educational innovation are diverse, but they are dispersed, poorly organized and systematized; Furthermore, we have differentiated, complex and multidimensional definitions and reference frameworks that imply difficulty in understanding the scope that each one of them generates; Therefore, its transferability and scalability are impossible. According to Pastor and Zubillaga (2021), reflection on innovation must allow access to it and the possibility of dissemination for the enrichment of other educational communities.

The transfer of learning must deepen existing knowledge. Rodríguez *et al.* (2022) ensures that it must be given in such a way that they provide a solid understanding, supported by a teaching-learning process aimed at obtaining greater successful educational practices. This research will allow us to identify not only the relationships between reflection and pedagogical contextualization, but will also allow us to obtain a panoramic view of the existing studies on reflection and pedagogical contextualization in educational innovation. This information will be very useful for teachers, researchers and those responsible for generating educational policies.

All of this will be based on empirical evidence collected through a systematic review related to reflection and pedagogical contextualization in the field of educational innovation, which will allow the collection, evaluation and critical synthesis of existing literature, providing more solid conclusions and an understanding. most robust of these concepts. By understanding how you can contribute to educational innovation, you can design interventions and programs that promote effective and meaningful educational practices. With the above, this systematic review

was based, the objective of which was to identify the relationships between reflection and pedagogical contextualization.

## DEVELOPMENT

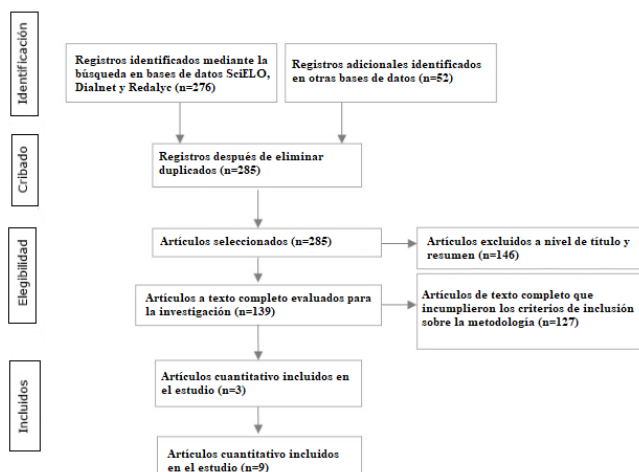
The systematic review allowed for exhaustive research and analysis of existing studies (Marmo *et al.*, 2022) on the relationship between reflection and pedagogical contextualization in innovative educational practices. This study was supported by the Preferred system Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA), which guaranteed rigor and transparency in the study selection process (Page *et al.*, 2023). The information collected was from the period 01/01/2019 to 06/01/2023 from the SciELO, Dialnet, Redalyc databases; The choice of these bases is based on their recognized relevance and breadth in the coverage of research related to education and pedagogical innovation in Latin America (Posso, 2023). The process of identification, evaluation of eligibility and inclusion of the studies took one month.

The search equations were carefully designed to comprehensively capture the relationship between the key concepts of pedagogical reflection-contextualization and educational innovation; These were: (Reflection) AND (Pedagogical Contextualization) AND (Educational Innovation); (Reflection) OR Pedagogical contextualization) OR (Educational innovation); (Pedagogical reflection) AND (Curriculum contextualization) AND (Innovative educational practices), initially identifying 328 documents that are described in table 1.

**Table 1-** Findings from the databases

Database	Keywords	Findings
SciELO	(Reflexión) AND (Contextualización pedagógica) AND (Innovación educativa)	5
	(Reflexión) OR (Contextualización pedagógica) OR (Innovación educativa)	1
	(Reflexión pedagógica) AND (Contextualización curricular) AND (Prácticas educativas innovadoras)	51
Dialnet	(Reflexión) AND (Contextualización pedagógica) AND (Innovación educativa)	14
	(Reflexión) OR (Contextualización pedagógica) OR (Innovación educativa)	14
	(Reflexión pedagógica) AND (Contextualización curricular) AND (Prácticas educativas innovadoras)	5
Redalyc	(Reflexión) AND (Contextualización pedagógica) AND (Innovación educativa)	83
	(Reflexión) OR (Contextualización pedagógica) OR (Innovación educativa)	79
	(Reflexión pedagógica) AND (Contextualización curricular) AND (Prácticas educativas innovadoras)	76
Total		328

Inclusion criteria were established for the 328 articles that were processed with the PRISMA methodology, leaving nine articles in total, whose process was to directly address the relationship between reflection and pedagogical contextualization in the context of educational innovation, as well as that they have been developed in quantitative and qualitative methodologies reviewed by blind peers; The articles that were excluded were those that were not available in Spanish and English, as well as those that did not meet the standards of quality and methodological rigor (Fig. 1).



**Fig. 1-** Selection of PRISMA matrix studies  
 Note: adaptation of PRISMA Flow Diagram

Once the review of the nine documents identified through the aforementioned inclusion criteria was carried out, the analysis of pedagogical reflection and contextualization in the context of educational innovation was carried out. Table 2 shows the results obtained from the research question: what are the relationships between reflection and pedagogical contextualization, according to the empirical evidence collected in the existing literature?

**Table 2-** Systematic review findings

No	Author and year	Reflection and pedagogical contextualization in the context of educational innovation
1	Pérez López (2023)	Educational innovation is considered essential in 21st century education, because it allows the teaching-learning processes to be modernized for the construction of knowledge effectively. Innovation is based on changes that seek improvements in education, but they must be sustainable over time, so teachers and students must be empowered to meet the demands of a changing society. Education must develop the skills of students, so that they are able to act, think and construct knowledge actively; It must also promote the

		updating of the curriculum, efficiency in processes, the modernization of technological resources and the development of equity; that is, all the fundamental pedagogical components for pedagogical contextualization.
2	Brevis-Yéber <i>et al.</i> (2022)	The relationship between reflection and participation of educational actors for educational innovation is close and fundamental. The teachers involved tend to engage more in pedagogical reflection, which stimulates the generation of new ideas and innovative proposals. Furthermore, this reflection is favored by collaborative work between teachers, which in turn can promote innovation. However, it is essential to contextualize both reflection and innovation in the school environment, to adapt them to specific needs. Critical reflection is also linked to greater political participation by teachers, which influences educational policies. However, reflection can pose challenges such as: limiting creativity, underscoring the need to balance it with openness to new ideas.
3	Herrera-Pavo <i>et al.</i> (2022)	Reflection and pedagogical contextualization are fundamental elements in the planning and execution of innovative educational practices. Reflection involves educators critically analyzing their actions in the classroom, understanding students' needs, and encouraging continuous improvement in their teaching methods. On the other hand, pedagogical contextualization requires adapting teaching to the specific context of the students, considering social, cultural and economic factors. The combination of both is essential for the success of innovative practices, allowing to evaluate how new technologies or approaches work in a specific context and ensuring that they fit the needs of students.
4	Ruiz-Bernardo	The study analyzes how the school context, the classroom and teaching

	<i>et al.</i> (2022)	methods influence the reflection of the latter. It is highlighted that the relationship between reflection and pedagogical contextualization is complex and varied, since different contexts can lead to different levels and types of reflection. The ability to relate theory to practice is considered essential for effective reflection, giving importance when evaluating the effectiveness of innovative educational practices and encouraging reflection in teacher training.			design and implementation of innovative practices.
			7	Carbonnel <i>et al.</i> (2019)	Pedagogical reflection emerges as a fundamental element to link education with the community and local productive activities, in which the curriculum and educational practices are adapted to their specific needs, which makes it relevant to the entire community environment. In this aspect, pedagogical contextualization also becomes a key factor for adapting the educational process to the needs of the students. On the other hand, pedagogical reflection allows for continuous adjustments and improvements in search of a successful educational approach in the real context.
5	Robles Barrantes & Arguedas Zúñiga (2020)	The importance of the development of critical pedagogical leadership by teachers is highlighted, which allows them to understand and transform their work in an environment marked by educational policies, although these tend to devalue teaching, which is reduced to a function technical and bureaucratic. Reflection is presented as an essential tool for this transformation, because it allows teachers to question and adapt their educational practices, depending on the needs of the students and the context in which they work. Pedagogical contextualization involves understanding and addressing the specific challenges in which teaching takes place; that is, reflection and pedagogical contextualization are essential to promote innovative educational practices and more equitable education.			Innovation in education is presented as a reflective and profound process, key to pedagogical contextualization, in which global and local realities are considered. Educators must question their practices and adapt them to changing social needs, due to the diversity of existing meanings; Furthermore, your collaboration in this process is essential for the multiple perspectives that enrich innovation. It is recognized that educational innovation is a political practice with ethical implications and that educators must consider its contribution to social justice, through the practice of historical consciousness. Educational innovation is part of a continuous process with lessons learned from its successful teaching practice.
			8	Martínez Bonafé & Rogero Anaya (2021)	
6	Ruiz-Bolívar & Ríos-Cabrera (2020)	The study highlights that the relationships between reflection and pedagogical contextualization in innovative educational practices are interdependent and fundamental to increase their effectiveness; This means that pedagogical reflection allows educators to critically evaluate innovations and adjust them according to the needs and observed results. This allows us to ensure that pedagogical contextualization is adapted to specific contexts, considering the particularities of the students and local conditions; both working together to improve the			The study mentions that there are various factors that influence learning, covering personal, cultural, social, group and institutional elements, as an essential part of educational innovation. The management of training potential is also highlighted; it promotes a positive relationship between the subject, the training and the context, with the aim of enhancing the capabilities of the students. Likewise, collaboration is highlighted as a means to learn from others and
				9)	Palacios Nuñez <i>et al.</i> (2021)

		rediscover oneself. Learning based on example is a key point to implement innovation, as well as the use of technologies. On the other hand, the focus on self-determination theory and the consideration of the learning environment are presented as key elements in the improvement of innovative educational practices, supported by a complex and systemic perspective on the learning process.
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The results found through this systematic review have thoroughly addressed the research question posed. The three dimensions identified have been analyzed through a narrative synthesis: interdependence between reflection and pedagogical contextualization; reflection as a driver of educational innovation; and adaptation to the context and constant evaluation. The above allowed a holistic and detailed understanding of the results, contributing to a complete interpretation of how these dimensions intertwine and affect each other in the context of educational practice.

### **Interdependence between reflection and pedagogical contextualization in innovative educational practices**

This interdependence emerges as a crucial aspect, based on pedagogical theories and their understanding of the nature of education in the 21st century. From this perspective, its basis is structured in constructivism as a pedagogical current, which supports learning as a process of construction of knowledge through the reflection of experiences; becoming an essential mechanism for teachers to evaluate and understand how students are assimilating content and innovative methodologies (Pérez López, 2023; Ruiz-Bolivar & Ríos-Cabrera, 2020; Posso *et al.*, 2022).

On the other hand, pedagogical contextualization aligns with constructivism in adapting teaching to the specific needs of students; For this, the sociocultural, economic

and emotional context must be taken into account. This situated learning is supported by interdependence, considering that knowledge is contextual and that it is acquired when the real environment is taken into account, agreeing with the process of knowledge construction based on the reflection of experiences within a specific context (Herrera-Pavo *et al.*, 2022; Pérez López, 2023).

In this sense, reflection becomes the bridge between abstract knowledge and its application in concrete contexts, which highlights the existence of educational innovation; It promotes pedagogical contextualization to be incorporated into new elements within the teaching-learning process. This reflection must be joint between teachers and students to promote the shared construction of knowledge, while pedagogical contextualization must facilitate the inclusion of diverse perspectives and cultural experiences in the educational process, enriching educational innovation (Herrera-Pavo *et al.*, 2022; Ruiz-Bolivar & Ríos-Cabrera, 2020).

Finally, this interdependence translates into the need for teachers to reflect on their pedagogical practice, on how it should be adjusted to the specific context of their students (Barba and Delgado, 2021). This involves critically analyzing the results of the innovative methodologies implemented and their adaptation to the needs and challenges identified in the educational environment. Completing these actions, pedagogical contextualization must take into account the characteristics and needs of students and their educational environment, as well as the sensitivity and flexibility of teachers in their innovative practices.

### **Reflection as a driver of educational innovation**

Innovation allows updating and improving teaching-learning processes, a fundamental action for the construction of knowledge. However, innovation cannot be limited to simple superficial changes, it must be sustainable over time; Therefore, teachers, authorities and

students must be empowered to face the demands of the globalized society. Along these lines, it is essential to understand that educational reflection implies a critical and conscious process in the analysis of pedagogical practices. This process allows teachers to identify the need for improvement and adaptation of the needs of the educational community, under autonomous thinking and continuous improvement, essential for innovation (Brevis-Yéber *et al.*, 2022; Martínez Bonafé & Rogero Anaya, 2021; Robles Barrantes & Arguedas Zúñiga, 2020; Ruiz-Bolivar & Ríos-Cabrera, 2020).

Following this aspect, educational innovation deepens in rethinking and transforming education to achieve learning results; Therefore, critical reflection is the starting point for this process, which allows educators to question their traditional practices to explore new ways of teaching. Instead, in the context of educational leadership, the necessary support and resources must be provided, as well as fostering a culture of reflection among teachers and students, which will inspire innovation and change (Carbonnel *et al.*, 2019; Palacios Nuñez *et al.*, 2021)

It should be mentioned that reflection is also closely related to adaptation to the context, because educators consider the individual characteristics of their students, as well as the social and cultural environment in which they find themselves. This allows you to adjust your teaching methods to address them effectively, automatically creating an inclusive and equitable educational environment. The above commits teachers to constant reflection in search of professional development opportunities and updating in educational trends; It contributes significantly to the quality of teaching and, therefore, to educational innovation (Robles Barrantes & Arguedas Zúñiga, 2020; Ruiz-Bernardo *et al.*, 2022; Ruiz-Bolivar & Ríos-Cabrera, 2020).

Closing this aspect, it can be said that reflection as a driver of educational innovation is a critical and conscious process that drives continuous

improvement in teaching and learning; all this from a psychopedagogical and educational leadership perspective, essential for the promotion of reflection among educators and the rest of the educational community, which contributes directly to educational transformation, by exploring and accepting new pedagogical approaches and their adaptation to the educational context.

### **Adaptation to context and constant evaluation**

Adaptation to the environment and constant evaluation emerge as crucial aspects for the success of educational initiatives. In other words, this adaptation is the ability of educational leaders to understand and respond to the specific needs of their educational community; is based on the premise that there is no universal educational approach that works for all situations, but rather it must be based on local culture, available resources, and the individual needs of students and teachers (Brevis-Yéber *et al.*, 2022; Carbonnel *et al.*, 2019; Pérez López, 2023).

Despite its importance, adaptation to the context presents several challenges such as the need to balance personalization with equity, for which it must be ensured that the adaptation does not lead to discrimination or exclusion (Brevis-Yéber *et al.*, 2022; Carbonnel *et al.*, 2019; Herrera-Pavo *et al.*, 2022). Another challenge is the management of limited resources, so an adaptation to the context must be made, which implies adjusting educational practices to meet the needs found (Martínez Bonafé & Rogero Anaya, 2021; Pérez López, 2023). Finally, the resistance to making adaptations to the context and implementing innovative educational practices is a challenge to work internally and from the educational authorities (Robles Barrantes & Arguedas Zúñiga, 2020; Ruiz-Bolivar & Ríos-Cabrera, 2020).

Constant evaluation in the educational context also faces challenges such as information overload, due to the large amount of data



requested by decentralized and central authorities, which makes their educational work difficult; and professional dissatisfaction, because they are not provided with permanent training and updating. Both are barriers that must be addressed immediately to improve the quality and efficiency of permanent evaluation (Martínez Bonafé & Rogero Anaya, 2021).

Adaptation to context and constant evaluation should not be considered as separate processes, because they are interconnected; On the one hand, adaptation requires precise and updated information, which can only be obtained through constant evaluation (Posso *et al.*, 2023); and on the other hand, constant evaluation provides data for making adaptation decisions. This synergy is essential for innovation to exist. Thus, educational leaders must implement solid practices, which include communication channels with the educational community and the promotion of participation in all aspects experienced by the institution.

## CONCLUSIONS

The research showed that the relationship between reflection and pedagogical contextualization highlights a crucial role in educational innovation. Meaning that reflection is presented as a fundamental engine to promote processes of continuous improvement and adaptation to the context, which contributes to the development of innovative educational practices.

It is also highlighted that the interdependence between these elements goes beyond a mere theoretical analysis, which is why teaching practice and the construction of knowledge is essential. These contextual factors must be considered to promote constant reflection that ensures effective innovative educational practices adapted to the real needs of students.

Understanding this interdependence is valuable for future designs of educational interventions

that foster a culture of reflection, both among teachers and students. Furthermore, the importance of adapting pedagogical practices to the context and the participation of the educational community in the innovation process is recognized.

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The authors declare not to have any interest conflicts.

**Authors' contribution:**

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.

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