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PSYCHOPEDAGOGICAL

**TRAINING OF THE TEACHER, A NECESSITY IN THE CURRENT
EDUCATIONAL FIELD**

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LA FORMACIÓN PSICOPEDAGÓGICA DEL DOCENTE, UNA NECESIDAD EN EL ÁMBITO EDUCATIVO ACTUAL

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ABSTRACT

The psychopedagogical training of teachers is essential to improve educational quality, since it allows them to understand the learning and development processes of their students, adapting pedagogical strategies to individual needs. The purpose of this article is to examine the needs of psycho-pedagogical training of teachers who study in the bachelor's degree in educational sciences at the Metropolitan University. An exploratory study is carried out to determine the psycho-pedagogical domains that contribute to more effective teaching performance and identify the areas of knowledge fundamental to their academic preparation. Although most teachers recognize the relevance of psychopedagogical training, many have only received short courses and workshops, which could limit their ability to implement profound changes in their educational practices. On the other hand, they value and apply psycho-pedagogical principles in their teaching, however, there is a tendency to focus more on solving existing problems, instead of adopting a preventive approach. The above indicates that comprehensive psychopedagogical training is essential so that teachers can respond to current educational demands, contributing to the academic success and personal development of their students.

Keywords:

Psychopedagogical, teacher training, educational quality.

RESUMEN

La capacitación psicopedagógica de los docentes es fundamental para mejorar la calidad educativa porque les permite comprender los procesos de aprendizaje y desarrollo de sus estudiantes y adaptar las estrategias pedagógicas a las necesidades individuales. El presente artículo caracteriza las necesidades de capacitación psicopedagógica de los docentes que cursan la carrera de Licenciatura en Ciencias de la Educación en la Universidad Metropolitana. Se realiza un estudio exploratorio con el propósito de identificar los dominios psicopedagógicos que contribuyen a un desempeño docente más efectivo y las áreas de conocimiento fundamentales para su preparación académica. A pesar de que la mayoría de los maestros son conscientes de la importancia de la capacitación psicopedagógica, muchos de ellos solo han recibido cursos cortos y talleres, lo que podría limitar su capacidad. Por otra parte, valoran y aplican principios psicopedagógicos en su enseñanza, sin embargo, se manifiesta una tendencia a centrarse más en resolver problemas existentes, en lugar de adoptar un enfoque preventivo. Lo anterior indica que la formación psicopedagógica integral es esencial para que los docentes puedan responder a las demandas educativas actuales, contribuyendo al éxito académico y al desarrollo personal de sus estudiantes.

Palabras clave:

Psicopedagógica, formación del profesorado, calidad educativa.

INTRODUCTION

Discussions on the epistemological foundations related to the psycho-pedagogical training of teachers are expressed in various scientific contexts, driven by the needs and concerns of education professionals, who seek to deepen aspects related to their educational practice.

In this context, the importance of the psycho-pedagogical preparation of the teacher is emphasized, considering that it implies the ability to understand how students learn, and which are the emotional and social factors that influence their learning process. This training can identify the different ways in which their students learn and thus adjust their teaching strategies to meet the diversity in the classroom, and create a learning environment that fosters metacognitive development, motivation and commitment to their learning.

Likewise, it provides teachers with the necessary tools to contribute significantly to the academic and personal success of their students, responding to the expectations of a society that demands quality education based on the potential and needs of all students.

Similarly, it provides teachers with the necessary tools to contribute significantly to the academic and personal success of their students, responding to the expectations of a society that demands quality education based on the potential and needs of all students.

Research related to the psycho-pedagogical training of teachers, we can mention Palomero (2006), who alludes to the quality of the educational system, which depends largely on the preparation of teachers, and in addition to being specialists in their area, they must have a psycho-pedagogical training appropriate to their functions and the level of performance that society expects from them.

Therefore, the psycho-pedagogical training of teachers seeks the integral development of each student, promoting both academic success and emotional and social well-being. In this area, psycho-pedagogical knowledge is a valuable resource for the entire educational community because, more than being a tool to solve problems, it is a proactive approach to improve the quality of life in the classroom.

The purpose of this article is to examine the psycho-pedagogical training needs of Bachelor of Science in Education students, through an exploratory study, to determine the psycho-pedagogical domains that contribute to a more effective teaching performance and to identify the essential areas of knowledge for their academic preparation.

The importance of teacher preparation is essential to improve education, so educational policies emphasize the importance of training, not only as a necessary action, but also as a professional function that determines the effectiveness of the process.

According to this idea, the psycho-pedagogical training of teachers has a significant impact on the improvement of educational quality, since it provides them with the ability to understand the learning and development processes of their students and to adapt their pedagogical strategies to their individual needs. This improves their educational practice and helps students' integral development, creating a more equitable and effective learning environment.

According to Ortiz & Mariño (2014), the conception of psychopedagogy becomes an applied science, which incorporates precepts and theoretical knowledge, composed of principles, categories and models, and which is used with a focus on the educational process. In this process, teachers and students participate interactively, all within a specific sociocultural and historical context.

Likewise, Solórzano (2017), refers that it is evident *that “teachers must consider psychopedagogy for their work. Much of the teaching malaise is due to the lack of this competence, which should be prior to the rest of the competences that the teacher should have”*. (p.186)

From this approach, the teacher becomes the main actor of the necessary transformations in the pedagogical activity of the current educational context. His role is fundamental to plan, design and carry out pedagogical practices that promote learning oriented to fully develop human potentialities, in accordance with the vision of the human being that society demands (Rojas et al., 2018).

Dorrego et al. (2019), allude that *“within the permanent improvement of teachers has a significant importance the psycho-pedagogical improvement with the objective of complementing the knowledge of Psychology and Pedagogy essential in the educational work”*. (p.147)

In this perspective Mantuano & Menéndez (2020), state that: *“it plays an important role the conceptual, procedural and strategic preparation of the teacher from psychopedagogy, where not only the performance in the classroom is derived from the knowledge he/she handles, but also his/her observation and study, as well as his/her reflection on aspects of everyday life intervened with the theoretical concepts, allow to generate the way to stage them with the purpose of building the new knowledge that students must acquire”*. (p.781)

According to Rodriguez et al. (2020), at present *“it is urgently required to detect the most relevant and specific failures in the psycho-pedagogical discipline of teachers, in this way it will be possible to intervene to find possible and viable solutions for learning to be inclusive and equitable”*. (p.568)

It is precisely the breadth of possibilities associated with human learning that gives meaning to the *raison d'être* of psycho-pedagogy in the educational field, as a scientific discipline that guides educational practice (Castillo & Núñez, 2023).

This is why the role of the teacher goes beyond the mere transmission of knowledge; it implies constant adaptation and creativity in putting this knowledge into practice, so that it is connected to the experiences and contexts of the students. Thus, the psycho-pedagogical preparation of the teacher becomes an essential tool to guide students in the acquisition of skills and competencies that will be useful not only in the academic environment, but also in their daily lives and personal development.

In this regard, Cumandá et al. (2023), refers that the role of the teacher *“becomes fundamental, applying his or her professional competencies to meet the diverse needs of students by offering new solutions for the professional training of young people and seeking strategies to help them face obstacles”*. (p. 123)

Psychopedagogy, as a discipline focused on learning and human development, is based on a series of essential principles to guide psychoeducational interventions and ensure that each person receives the necessary support to maximize his or her potential, both individually and socially.

The principle of prevention focuses on anticipating the needs that may arise during the learning process, not only involves providing the student with the necessary metacognitive tools to learn how to learn, but also with strategies that allow him/her to face and overcome the obstacles that may appear in his/her path. Early intervention and the creation of a favorable learning environment are prevention and focuses on the continuous growth of the student's abilities and skills. It is not only about overcoming the challenges that arise, but also about identifying and enhancing the development and specific skills of each student based on his or her particularities. This approach allows students not only to achieve their goals, but also to explore and develop their abilities beyond what is expected, promoting an integral development that fosters self-fulfillment and long-term success.

The principle of social action considers the social situation of development as a single whole, which is not limited to individual development, but also considers the ability to interact and adapt to their social environment. In this case, it is necessary to consider that the social environment has a significant impact on personal development and learning. Likewise, it is a fundamental element of psychoeducation because it allows people to develop effectively in society, thus contributing to their overall well-being. important aspects to consider, ensuring that needs are addressed before they become significant barriers, building on potentials.

In this sense, psychopedagogy focuses on the prevention, detection and intervention of learning problems in education. It is not limited to helping students with special needs; it also helps students who have integration problems, inappropriate classroom behaviors, low academic

performance or specific difficulties in certain areas. In addition, it offers professionals a variety of assessment techniques to effectively address students' learning problems. These include the fundamentals of empirical observation, forms and interviews, as well as the application of psychometric tests and questionnaires to identify possible difficulties or disorders in learning and development.

MATERIALS AND METHODS

The study was conducted under an analytical observational approach in the context of the Education Sciences Career at the Metropolitan University of Ecuador. This design allows observing and analyzing the psycho-pedagogical training process of teachers in training, as well as its application in the educational field. The population of the study is composed of 165 students, who participate in the psycho-pedagogical training process within the Career of Educational Sciences. The sample was selected in a non-probabilistic way, considering those teachers with experience in the educational field and who have received some type of training in this area.

A survey was used as the main data collection instrument, which was designed to obtain relevant information on various aspects of the teachers' psycho-pedagogical training process. The categories considered in the survey include:

- Experience in the educational field.
- Educational level at which they work.
- Type of psycho-pedagogical training received.
- Relevance of the perceived psycho-pedagogical training.
- Application of psycho-pedagogical principles in their teaching practice.
- Areas of psycho-pedagogy considered useful.
- Psychopedagogical resources used.
- Need for training in psycho-pedagogy.
- Type and modality of additional training desired.

The research process was carried out in the following stages:

1. the survey was distributed to the selected sample of teachers through digital platforms, guaranteeing the confidentiality and anonymity of the participants.
2. In parallel, documentary research was used as a qualitative technique to collect and select relevant information from the career evaluation system. This documentary analysis made it possible to identify patterns and regularities in the psycho-pedagogical training process, as well as its integration in the educational context.
3. The data collected through the survey were analyzed using descriptive statistical methods and qualitative

analysis, to identify trends and correlations between the variables investigated.

RESULTS AND DISCUSSION

The analysis of the data obtained in the survey of teachers about their psycho-pedagogical training and practice reveals the characteristics, needs and perceptions of the respondents. The main results are presented below.

1. Experience in the educational field.

Table 1. Experience in the educational field.

Years of experience in the educational field	
More than 10 years	62
4-6 years	41
7-10 years	35
1-3 years	22
Less than 1	5
Total, general	165

As can be perceived in Table 1, referring to years of experience in the educational field, it provides a detailed distribution of the number of people according to their years of experience in this sector. This total number of respondents is important to contextualize the representativeness of each group within the whole, allowing us to see the proportion of experience in the total sample.

To calculate the mean, a representative value is assigned to each group of years of experience and the midpoint of each range is taken, and for "More than 10 years" 15 years is assumed as a reasonable estimate.

- Less than 1 year: 0.5 years (5 teachers)
- 1-3 years: 2 years (22 teachers)
- 4-6 years: 5 years (41 teachers)
- 7-10 years: 8.5 years (35 teachers)
- More than 10 years: 15 years (62 teachers)

2. Educational level in which you work

Table 2. Educational level currently working.

Educational level currently working	
Basic Education	68
Early Childhood Education	49
High School	34
Other	14
Total, general	165

Most respondents work in basic education (68) and early childhood education (49), with a similar number working in other educational levels (24) and higher secondary education (24). This highlights the importance of

psycho-pedagogical training in the early stages of educational development (Table 2).

3. Type of psycho-pedagogical training received

Table 3. Psychopedagogical training receiver.

Type of training	
Short courses	94
Workshops and seminars	43
Other	22
Diplomas	4
Master's degrees	2
Total, general	165

Most respondents have received training through short courses (57.67%), followed by workshops and seminars (26.38%). Only a small percentage have participated in diploma courses (2.45%) or master's degrees (1.23%). This indicates a predominance of short training courses and a lack of more in-depth and extensive programs, which could limit the impact of the training received on educational practice (Table 3).

The predominance of short trainings, such as short courses and workshops, among the surveyed teachers reflects a tendency towards acquiring knowledge and skills in a quick and specific manner. However, while these types of training are valuable for addressing immediate and specific needs, their brief and generally more superficial nature may limit the scope and depth of learning.

In this context it is necessary to consider some criteria in this regard, as Campos & Ribeiro (2018), point out *"the challenges of teacher training policies in Brazil are numerous and surpass several obstacles, namely: the belief of higher instances where short courses will substantially raise the quality of teaching and learning processes"*. (p.2).

In this same idea, it is important to point out that short courses tend to focus on very specific competencies, which, although useful, does not always allow teachers to develop a deep understanding or critical capacity necessary to face complex challenges in daily educational practice. Moreover, these training formats do not always provide the necessary time for reflection, the integration of new knowledge into practice or the development of critical thinking skills, which are fundamental elements in quality education.

On the other hand, programs such as diploma and master's degrees are designed to offer a more comprehensive and in-depth training, as they allow a more comprehensive approach to the topics, facilitating a more holistic understanding of psychopedagogy and how to apply it in different educational contexts. By involving a greater number of hours, practical work and more rigorous evaluation processes, they also foster the development of research

skills, critical thinking, and the ability to implement innovative and evidence-based strategies.

According to other authors, such as Faria et al, (2016) and Mata et al, (2018), the importance of graduate studies lies in the acquisition of knowledge and methodologies that teachers can apply or transfer to their pedagogical practices. In this regard, Bailey Moreno (2021), alludes that *“postgraduate programs in education by their nature provide theoretical knowledge and pedagogical tools to promote teacher training”*. (p.8).

With this idea in mind, it should be considered that the low intention to participate in diploma and master’s programs, as reflected in the survey, suggests that many teachers may be limited in their ability to make significant changes in their educational practice due to the lack of this more in-depth training. This may result in teachers having a tendency toward more traditional and less effective pedagogical strategies, thus reducing the potential impact of the training received on student learning.

Therefore, to maximize the impact of psycho-pedagogical training on educational practice, it is significant to encourage participation in programs that offer comprehensive training and a more effective practical application in the educational context.

4. Relevance of psycho-pedagogical training

Table 4. Relevance of psycho-pedagogical training.

Relevance of Relevance of training	
Very relevant	127
Relevant	30
Somewhat relevant	5
Not very relevant	2
Not relevant at all	1
Total, general	165

A large majority consider psycho-pedagogical training as very relevant (77.44%) or relevant (18.29%) to their teaching practice. This high assessment highlights the need for educational institutions to offer training programs that are perceived as useful and directly applicable in the teaching environment (Table 4).

The above coincides with the criteria addressed around the need for psycho-pedagogical teacher training and how the distribution of experience in the educational setting aligns with the importance of psycho-pedagogical teacher training, a need widely recognized in the academic literature. According to the criteria established by several authors such as Dorrego et al. (2019); Mantuano & Menéndez (2020); Rodríguez et al. (2020); and Cumandá et al. (2023), training in psycho-pedagogy is essential for teachers to effectively perform their role in the classroom.

These authors emphasize that solid training in psycho-pedagogy enables teachers to address the diverse potentialities and needs of their students and not only improves teachers’ ability to transmit knowledge, but also provides them with tools to identify and support the individual development of each student, addressing both their strengths and difficulties.

Therefore, the coincidence between the experience data and the criteria on psycho-pedagogical training indicates that there is an implicit recognition of the need for this training throughout the teaching career. This reinforces the argument that ongoing training in psycho-pedagogy is essential for teachers to be able to respond adequately to the changing needs of their students and to fulfill their role effectively.

5. Application of Psycho-pedagogical Principles

Table 5. Application of psycho-pedagogical principles.

Frequency of application of psycho-pedagogical principles	
Frequently	81
Always	47
Sometimes	28
Rarely	7
Never	2
Total	165

Many respondents apply psycho-pedagogical principles frequently (49.09%) or always (28.48%) in their teaching, indicating an active implementation of this knowledge in the classroom. However, a smaller percentage apply these principles only sometimes (16.97%) or rarely (4.24%), suggesting that not all teachers are fully utilizing their psycho-pedagogical training (Table 5).

However, although they recognize the importance of applying psycho-pedagogical principles, they do not consider important aspects of these principles, such as prevention and development, and focus more on the problems that students already have. This points to a discrepancy between teachers’ recognition of the importance of psycho-pedagogical principles and their practical application in the classroom. Although teachers understand that the principles of prevention, development and social action are essential for a comprehensive educational approach, in practice they tend to focus more on solving the problems that students already present, rather than adopting a proactive and preventive approach.

The work focuses more on the focus on solving existing problems, when facing challenges in the classroom, they tend to concentrate on addressing the difficulties that students are already experiencing and this, although necessary in many cases, can lead to delayed intervention,

where the goal is to mitigate current problems rather than prevent their occurrence.

The difficulties before they become significant barriers to learning. By not focusing enough on prevention, teachers may be missing opportunities to create a learning environment that minimizes the occurrence of problems such as lack of motivation, low achievement or emotional difficulties.

This analysis of the result has as foundations referents from authors who emphasize the importance of prevention, such as Campos (2003); Mulas and Hernández (2004); Monduate Valderrama (2016), who emphasizes teachers should be aware of the importance of prevention and early detection given the irreversible consequences that can be caused by needs not detected in time (p.6). In this same line of thought, Reyes et al. (2021), allude that for a quality educational work implies *“assuming preventive work as a pedagogical principle, which is oriented from complying with conceptual, methodological and practical aspects throughout the educational process, in close relationship with all the educational agents involved in education”*. (p. 166)

6. Areas of psychopedagogy considered useful.

Table 6. Areas of psycho-pedagogy useful for work.

Areas of psycho-pedagogy considered most useful for work	
Teaching and learning	97
Assessment and diagnosis of educational needs	28
Educational inclusion	20
Guidance and counseling of students	12
Intervention in behavioral problems	5
Other	3
Total	165

The most valued areas are teaching and learning strategies (58.79%) and assessment and diagnosis of educational needs (16.97%). These areas are fundamental for improving educational quality, which reinforces the need to focus on these competencies during teacher training (Table 6).

7. Psycho-pedagogical resources used.

Table 7. Psycho-pedagogical resources you use.

Psycho-pedagogical resources used regularly in the classroom	
Adapted teaching materials	122
Emotional support programs	16
Diagnostic evaluations	10
Behavior modification techniques	8
Other	10
Total	165

Adapted teaching materials (73.94%) are the most frequently used resources, followed by emotional support programs (9.70%). This reflects a trend toward adapting content to meet individual student needs, although other important resources such as diagnostic assessments and behavior modification techniques are used less frequently (Table 7).

For teacher training in the field of psycho-pedagogy, it is relevant to take into account the areas of learning, attention to diversity, prevention, development and career guidance, which are related to the process of psycho-pedagogical guidance, according to Bisquerra (2009), as a result of historical development, four major areas of guidance can be identified: career guidance, guidance in the teaching-learning process, attention to diversity and guidance for prevention and development. In relation to this idea Rojas (2018), emphasizes that *“the areas that are conceived in this process show a perspective analysis from a broad and integrative vision”*.

Teaching and learning strategies are essential because they determine how knowledge is transmitted and how students interact with educational content. On the other hand, the assessment and diagnosis of educational needs is fundamental because it allows teachers to identify the strengths and areas for improvement of each student. This is key to designing personalized pedagogical interventions that respond to individual differences in the classroom, thus promoting a more equitable education. A proper diagnosis facilitates the early identification of learning difficulties, allowing the implementation of specific strategies to support at-risk students, which is crucial to reduce learning gaps.

8. Need for training in psycho-pedagogy

Table 8. Need for training in psycho-pedagogy.

Do you consider that you need more training in any specific area of psychopedagogy?	
Yes	155
No	10
Total	165

The 93.94% of respondents believe that they need more training in specific areas of psychopedagogy, indicating a clear demand for professional development opportunities that deepen their knowledge and skills in this field (Table 8).

The result indicates that 93.94% of the respondents believe that they need more training in specific areas of psychopedagogy. This data reflects a significant demand for professional development opportunities in this field, suggesting that many professionals feel that their current knowledge and skills are not sufficient and that they require further deepening to be more effective in their roles. If the previous question inquired about the importance of

training in psychoeducation, this result demonstrates that respondents not only value this training, but also recognize the need to constantly improve and update their skills in this area. This underscores the continued relevance of psychopedagogy in professional practice and the importance of offering specific professional development programs in this area.

9. Type and modality of additional training desired

Table 9. Type and mode of training.

Preferred training modality	
Online courses	84
On-site workshops	36
Master's degree	31
Diplomas	14
Total	165

Online courses are the preferred form of additional training (51%) (Table 9). This analysis shows a clear preference for online courses, with respondents choosing them as their preferred form of training. This underlines the importance of offering training programs that are accessible and flexible, tailored to the needs of professionals looking to learn without the time and location constraints that often come with face-to-face training.

However, it is also significant that 19.02% of respondents show interest in pursuing master's degrees, and 22.70% prefer face-to-face workshops. This suggests that, while the convenience and flexibility of online courses are highly valued, there is also a considerable group of professionals who appreciate the depth and face-to-face interaction that face-to-face training and longer programs, such as master's degrees, offer.

CONCLUSIONS

The teacher's psycho-pedagogical preparation is significant, and implies the ability to understand how students learn, how they develop cognitively, and what are the emotional and social factors that influence their learning process. A teacher with a solid psycho-pedagogical background can identify the different ways in which his or her students process information, adjust his or her teaching strategies to cater for diversity in the classroom, and create a learning environment that fosters motivation and engagement.

The fact that most of the teachers surveyed consider it necessary to receive more training in psycho-pedagogy underscores the need for educational institutions and agencies responsible for teacher professional development to offer more extensive and accessible training programs, considering that meeting this demand will not only contribute to the professional growth of teachers, but will also strengthen the capacity of schools to offer a more inclusive, equitable and effective education.

The analysis of the survey results and the information obtained through the research made it possible, on the one hand, to identify the main areas of psycho-pedagogy that teachers consider useful in their educational practice and, on the other hand, to evaluate the relevance and applicability of psycho-pedagogical principles in the educational context.

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