The praxeological approach in the pedagogical practices of the Bachelor's Degree in Early Childhood Education*

El enfoque praxeológico en las prácticas pedagógicas de la Licenciatura en Educación Infantil

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Abstract

The objective of this study was to analyze the experiences derived from the teaching practices developed by students in the Bachelor's Degree in Early Childhood Education at the Minuto de Dios University Corporation (UNIMINUTO), based on a praxeological approach, while recognizing the perspectives of both practitioners and supervising teachers. The research was conducted through a systematic and descriptive documentary review, using a qualitative approach. Ethnographic accounts and innovative products presented at the *LEID 2021 Meeting: The Early Childhood Education Bachelor's Degree student and their opportunities for further study* were used as primary sources. The process was grounded in objectification achieved through an organized and consensual reconstruction with the participants, based on emerging themes. Among the most relevant findings, it is noteworthy that the praxeological approach, with its four phases (*seeing, judging, acting*, and *creative feedback*), constitutes a method that articulates the theoretical knowledge acquired in the curriculum with pedagogical practice in real educational contexts. Students are able to link critical reflection with action, thereby generating meaningful learning on both personal and professional levels. However, it was evident that the initial phases of the approach (*seeing, judging*, and *acting*) predominated in the analyzed documents, while creative *feedback* showed limited evidence of the social impact of the practices. Likewise, the need to strengthen the use of technological mediation and to reformulate pedagogical practice from a didactic perspective, in articulation with institutional educational projects, was identified. In conclusion, pedagogical practices are consolidated as privileged scenarios for the construction of knowledge from praxis, enabling students to advance towards a comprehensive education that integrates theory and experience. The praxeological approach not only guides pedagogical work but also promotes social responsibility and professional commitment among future graduates in Early Childhood Education, as reflected in proposals that contribute to the transformation of diverse communities and contexts.

Keywords:

teaching, innovation, praxeological approach, pedagogical practice.

Resumen

El objetivo de este estudio fue analizar las experiencias de las prácticas pedagógicas desarrolladas por los estudiantes del programa de Licenciatura en Educación Infantil de la Corporación Universitaria Minuto de Dios (UNIMINUTO), a partir del enfoque praxeológico, reconociendo las perspectivas de los practicantes y de los docentes orientadores. La investigación se realizó mediante una revisión documental sistemática y descriptiva, con enfoque cualitativo, y se tomaron como insumos los relatos etnográficos y productos innovadores presentados en el Encuentro LEID 2021: *El estudiante de Licenciatura en Educación Infantil y sus posibilidades de profundización*. El proceso se fundamentó en la objetivación lograda a través de la reconstrucción organizada y consensuada con los sujetos investigados, a partir de las temáticas emergentes. Entre los hallazgos más relevantes se destaca que el enfoque praxeológico, en sus cuatro fases (*ver, juzgar, actuar y devolución creativa*), constituye un método que articula la teoría adquirida en el currículo con la práctica pedagógica desarrollada en contextos educativos reales. Los estudiantes logran vincular la reflexión crítica con la acción y generan así aprendizajes significativos tanto a nivel personal como profesional. Sin embargo, se evidenció que en los documentos analizados predominaron las fases iniciales del enfoque (*ver, juzgar y actuar*), mientras que la *devolución creativa* presentó escasa evidencia del impacto social de las prácticas. Asimismo, se identificó la necesidad de fortalecer el uso de mediaciones tecnológicas y de reformular la práctica pedagógica desde la didáctica, articulándola con los proyectos educativos institucionales. En conclusión, las prácticas pedagógicas se consolidan como escenarios privilegiados para la construcción de conocimiento desde la praxis que les permiten a los estudiantes avanzar hacia una formación integral que combina teoría y experiencia. El enfoque praxeológico no solo orienta el quehacer pedagógico, sino también

It is based on experiences developed within the framework of pedagogical practices and an academic meeting organized by the program in 2021. No external funding was received.

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impulsa la responsabilidad social y el compromiso profesional de los futuros licenciados en Educación Infantil, lo que se refleja en propuestas que contribuyen a la transformación de comunidades y contextos diversos.

Palabras clave:
didáctica, innovación, enfoque praxeológico, práctica pedagógica.

Introduction

In 2021, the Bachelor's Degree in Early Childhood Education of the Minuto de Dios University Corporation (UNIMINUTO) organized the *LEID 2021 Meeting: The Early Childhood Education Bachelor's Degree student and their opportunities for further study* as an initiative to create spaces for active participation of students in this program. During this event, they shared significant experiences from their teaching practices, demonstrating the impact on their development as teachers in training in the areas of Didactics, Innovation, and Teaching Practice, which are part of the LEID program. This space was created within the academic framework of the LEID-UVD program to enable administrators, teachers, and students to reflect on various factors that may contribute to strengthening the professional profile of future graduates in Early Childhood Education.

For the presentation of student's proposals, it was established as a selection criterion that participants must have been involved in innovative experiences developed in the courses Observation Practice I, II, and III; Formative Practice I, II, and III; and In-Depth Study I, II, and III. Applications were required to describe the educational context in which the practical experience took place and to explicitly indicate the innovative and/or didactic resources implemented, grounded in theoretical frameworks, so that the results presented could contribute to the reflections generated during the meeting. These reflections, inputs, and proposals were aimed at identifying improvement actions within the program, with an impact on strengthening the professional profile of its future graduates. In the call for paper submissions, presenters were required to sign a statement authorizing UNIMINUTO to disseminate their work through the media it deemed appropriate for academic purposes.

This event was organized within the framework of the research line *Innovation and Didactics in Pedagogical Practices*, which emerged from a review of various bibliographic sources and was structured in accordance with the methodology proposed by Uribe Roldán (2013), as adopted by the Distance Learning Bachelor's Degree in Early Childhood Education at UNIMINUTO. Epistemological frameworks were defined, sources were selected and analyzed, and conclusions were formulated, which constituted the theoretical foundation of this research line.

The study employed a qualitative analysis methodology to examine the collected experiences. These were organized into an analysis matrix to enable information triangulation. Subsequently, the phases were defined according to the stages proposed by the praxeological approach—*seeing, judging, acting*, and *creative feedback* (Juliao Vargas, 2010). This made it possible to identify the presence of this approach within the training process of the program's students during their teaching practices. The analysis provided elements for discussion regarding realities observed in the teaching practices of students in training, allowing for the development of arguments that support subsequent processes of reflection and action, which ground pedagogical practices within the program's curriculum, in accordance with the praxeological approach that promotes knowledge production according to the realities and needs of the community.

Context

Teaching practice

Teaching practice is a face-to-face component of bachelor's degree programs, in accordance with Resolution 18583 of 2017 of the Ministry of National Education (Ministerio de Educación Nacional, 2017). Article 2,

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which addresses quality characteristics, and section 3.3, related to methodology, establish the guidelines to be considered. In line with these guidelines, teaching practice is incorporated into the curriculum of bachelor's degree programs from the second to the tenth semester, through the following courses in a progressive sequence: Observation Practice I, II, and III (semesters 2, 3, and 4), Formative Practice I, II, and III (semesters 5, 6, and 7), and In-Depth Practice I, II, and III (semesters 8, 9, and 10).

According to García Cardona et al. (2023), pedagogical practices aim to encourage students to be critical, reflective, research-oriented, and, above all, sensitive to the realities that surround them. These are key conditions pursued in higher education—teaching, research, and social outreach—which are also aligned with the praxeological approach that frames pedagogy at UNIMINUTO, seeking to articulate theory and practice.

Zabalza (2013) argues that educational practice should be carried out through interactions between teachers and students. From this perspective, educational practice must be understood as a dynamic and reflective activity that includes pedagogical intervention both before and after classroom interactions. The Ministry of National Education (Ministerio de Educación Nacional, 2013), in its publication *Colombian Educator Training System and Policy Guidelines*, presents a contemporary historical contextualization of teacher training. This document serves as the foundation for teacher training policy in Colombia, as reflected in the cross-cutting components that articulate the system—pedagogy, research, and evaluation—which are structured into three subsystems: initial training, in-service training, and advanced training. These subsystems correspond to the foundational preparation required by teachers at different stages of their professional development (García Cardona et al., 2023).

Regarding practices and their raison d'être in educational contexts, Martinand (1989) cited in Gómez Mendoza (2005), highlights the need to move beyond a narrow conception of practice by recognizing its relationship with school activities, teaching actions, and the very nature of teaching itself. Thus, contemporary teacher training requires active engagement with the social, economic, educational, and historical contexts. This involves adopting a discourse that enables the formulation of proposals fostering a reciprocal relationship between what is learned and what is practiced, in accordance with the discipline in question, and teacher's professional practice and own experience. Such a process contributes to the transformation of both pedagogical discourse and professional practice.

The relationship between classroom discourse and professional practice represents a major challenge. Therefore, higher education institutions must promote both the construction and deconstruction of knowledge in the classroom in order to generate responses to the challenges posed by these realities.

Line of inquiry and praxeological approach

The rationale for the line of inquiry entitled Innovation and Didactics in *Pedagogical Practices* is grounded in the review and systematic documentation of diverse sources for the conceptual understanding of innovation and didactics by the teachers involved. This line is articulated within the praxeological approach adopted by UNIMINUTO as its pedagogical identity. According to Juliao Vargas (2010), this approach proposes a reflective analysis of the practitioner's actions from a theoretical perspective, in which knowledge is constructed through reflective practice. This process is developed through four phases: *seeing, judging, acting,* and *creative feedback*. These phases guide the actions undertaken in professional practice and, at the same time, generate a research perspective that enables the recognition, understanding, transformation, and implementation of pedagogical practices.

Praxis, the concept from which praxeology derives, underpins pedagogical practices as actions recognized through their very execution. In this sense, praxis is acknowledged through the experience it provides to those who perform it. It addresses the knowledge gained through experience and practice, while also recognizing the perspective of the subject as part of a collective, shaped by the contributions of its members. It entails identifying a problem and the ways in which it is addressed in order to reach a solution (or question-answer);

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and, from this understanding, advancing toward the construction of knowledge derived from practice itself (Betancur Rojas et al., 2021; Juliao Vargas, 2010).

The author Juliao Vargas (2010) conceptualizes this process as a cycle of "action-reflection-action," in which the experiences of the subject engaged in practice are made visible. In this framework, the subject is not only an observer of phenomena—although this is important—but also an active participant who generates knowledge through the four phases (*seeing, judging, acting*, and *creative feedback*) (Betancur Rojas et al., 2021). This process strengthens the validation of knowledge that emerges from the practice, based on the recognition provided by each of these phases.

Each phase corresponds to actions with clear intentions that pursue the aforementioned purpose. The process begins with the *seeing* phase, in which critical analysis is conducted and actions of self-observation, problematization, and research-intervention planning are identified, with the aim of understanding the phenomenon under study. This stage constitutes the starting point, where the subject engage in reflective processes that lead to critique and self-critique of what has been previously observed. In turn, this transforms the subject's perception of the environment and the perceived reality. This dynamic generates new knowledge that must be critically reviewed before being accepted as an explanation of the phenomenon (Betancur Rojas et al., 2021; Juliao Vargas, 2010).

In the *judging* phase, the subject's interpretation is consolidated through the identification of actions that relate the problem to the disciplinary field, considering its causes and enabling an informed reading of the situation. This phase is developed based on criteria associated with the purpose of practice, including the sense of reality, personal and collective development, the relationship with transcendence, and an ethical perspective. These elements guide the identification of activities to be implemented based on the previous phase (Betancur Rojas et al., 2021). At this stage, a diagnosis of the phenomenon that leads to the action of the actors involved is constructed. The observer, together with the participants, assumes a shared role grounded in participation, thereby making visible the action-reflection cycle described by Juliao Vargas (2010).

Subsequently, in the *acting phase*, the operational re-elaboration derived from the previous phase is recognized, along with the implementation of the intervention project, the effects of interpretation on practice, and the development of an action plan. This phase culminates in changes or transformations aimed at improving the phenomenon, with the intention of making these interventions transferable to other contexts. At this stage, what needs to be done is clearly defined (Betancur Rojas et al., 2021). However, it is understood that any achieved change remains open to further transformation as the cycle begins anew.

Finally, the *creative feedback* phase corresponds to the stage of evaluation and projection. It involves the assessment of practice, the analysis of the impact of praxeological research on the practitioner, and the identification of actions, tools, and proposals considered appropriate for transforming the context. These elements may also be used in other situations and by other actors under similar conditions, aiming not only to transform the context but also to generate learning from the praxeological experience (Betancur Rojas et al., 2021; Juliao Vargas, 2010).

The praxeological approach seeks to generate models that can be applied in different contexts and by various actors who share similar characteristics and objectives, based on their development, application, and validation. Juliao Vargas (2010) refers to these as models of action, which are grounded in the relationship between objective transformation and subjective action. These two dimensions are interrelated: subjective action underpins objective transformation, while the latter accompanies the former through processes of implementation, questioning, guidance, and its critical reflection (Sánchez, 1987, cited in Juliao Vargas, 2010).

This approach stands out as a constructivist pedagogical framework that supports student learning through their own cognitive process, linking prior knowledge with new knowledge to generate further understanding. This learning becomes evident in student's actions and productions, with the teacher acting as a mediator. While guiding the students, the teacher also stimulates and challenges them by placing them in learning

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situations rooted in their own reality, which contributes to the enrichment of both their training and their experience (Dueñas Gaitán, 2020).

Innovation

Educational innovation involves the implementation of significant changes in the teaching-learning process. Murillo (2017) states that such changes must be incorporated into the materials, methods, content, or contexts involved in teaching. According to this author, the world is constantly evolving, and 21st-century teachers must be aware of the leading role they play, as student learning largely depends on them. The aim is to respond to emerging challenges by anticipating change. However, contemporary teachers face multiple pressures within the school environment, generated by various factors, some of which are inherent to the teaching profession.

From an understanding of innovation in the educational context as a complex and dynamic process—where projects, expectations, reactions, and emotions converge, influenced by both external and internal demands of the participants—three key elements are identified: students, teachers, and technology, all of whom are central agents in education (Becerra, 2016). From this perspective, innovation becomes evident in the context-specific processes. From the students' standpoint, it is necessary to recognize that they are constantly exposed to large volumes of information accessed through various electronic media in order to understand and interact with their world through different languages and codes. In this sense, innovation depends on the objective pursued and the degree of usability of the implemented strategies, with the aim of generating more meaningful learning in the teaching process (Sandí Delgado & Cruz Alvarado, 2016).

Teaching

The concepts of teaching and methodology must be understood in relation to the knowledge associated with the teacher's professional practice, including content knowledge, pedagogical content knowledge, and general pedagogical knowledge (Eggen & Kauchack, 1999). These correspond to three of the four types of knowledge mentioned by various researchers, including (Shulman 1986, cited by Eggen & Kauchack, 1999).

In this regard, content knowledge refers to the knowledge that teachers must master in their disciplinary field, including its connections with other areas, in order to understand the context of the subject matter. Pedagogical content knowledge, in turn, relates to the ways in which teachers represent the topics of the discipline to make it understandable to students. Finally, general pedagogical knowledge refers to teachers' mastery of instructional strategies and classroom management processes that support knowledge construction and learning (Eggen & Kauchack, 1999).

Methodology

This research was conducted through a systematic and descriptive documentary review with a qualitative approach, aiming to understand the experiences of pedagogical practices carried out by students of the Bachelor's Degree in Early Childhood Education at UNIMINUTO, from a praxeological perspective that considers both their viewpoints and those of supervising teachers (Hernández Sampieri et al., 2014).

The methodological process was based on the proposal by Uribe Roldán (2013), which organizes documentary research into three stages. In the first stage, documents were reviewed and selected, including ethnographic accounts and innovative works presented at the *LEID 2021 Meeting: The Early Childhood Education Bachelor's Degree student and their opportunities for further study*, as well as theoretical references that enabled the contextualization of these experiences. In the second stage, the experiences were described and analyzed through category triangulation, organized in a matrix structured according to the components of the praxeological approach and its respective phases (seeing, judging, acting, and creative feedback), following Cisterna Cabrera

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(2005). Finally, in the third stage, the findings were systematized and the results obtained were presented.

To ensure rigor, the analysis combined two complementary processes: on the one hand, an interpretive and comprehensive approach aimed at deepening the meanings attributed by participants; and on the other, a categorization process that enabled the findings to be connected with relevant theoretical frameworks, ensuring coherence between theory and practice.

The selection of the analyzed experiences was based on the criteria established by the program for student research projects, organized into four components: 1) proposal, including introduction, justification, problem statement, and objectives; 2) conceptual framework, which assesses the use of theoretical references; 3) methodological design, which identifies the population, objectives, methodological coherence, and instruments from a praxeological perspective; and 4) conclusions, which address the objectives and consolidate the contribution of the practice.

In summary, this methodology made it possible to articulate the documentary review with a rigorous qualitative analysis, ensuring a comprehensive understanding of the pedagogical practice experiences and their formative contribution within the framework of the praxeological approach.

Results and discussion

The proposals presented from pedagogical practice are aligned with the research line Pedagogical Practices, Didactics, Social and Educational Innovation. The selected projects correspond to pedagogical practices carried out within the Bachelor's Degree in Early Childhood Education program. A total of 176 reports were submitted, prepared by students enrolled in the courses Observation Practice I, II, and III; Formative Practice I, II, and III; and In-Depth Practice I, II, and III. These reports were previously reviewed and evaluated both quantitatively and qualitatively by the course instructors, who selected them based on their innovative contributions. From the total submissions, 10 documents, authored by 34 students, were selected and subsequently evaluated by six faculty members responsible for teaching practice and program coordination, according to established criteria.

The 10 selected documents, along with their corresponding courses are listed below. Their respective evaluations are presented in table 1:

- Observation Practice II: "Social cartography: child development center in an institutional setting," presented by six students.
- Formative Practice I: "Pedagogical proposal for toilet training in early childhood development," presented by four students.
- Formative Practice II: 1) "Dialogue document: childhood in a sociocultural context," presented by four students; 2) "Contextualization of the Gimnasio Santamaría del Alcázar Institution," presented by two students; and 3) "Comprehensive development and learning of children at the Mil Semillas Foundation in Bogotá," presented by five students.
- Formative Practice III: 1) "Operational plan: pedagogical strategies to improve attention and concentration processes in preschool children," presented by two students; and 2) "Annual operational plan," presented by four students.
- In-Depth Practice I: "Meaningful experience in a second language," presented by two students.
- In-Depth Practice II: 1) "Proposed strategies to improve interest in each of the SIGE's core areas," presented by one student; and 2) "Designing an educational proposal: strategies for academic support for transition students during the pandemic," presented by four students.

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Tabla 1. Pedagogical practice proposals submitted for selection

Title	Product	Practice	Evaluation
Childhood in a sociocultural context	Dialogue document	Formative II	2.64
Contextualization of the Gimnasio Santamaría del Alcázar Institution	Dialogue document	Formative I	**4.00**
Pedagogical strategies to improve attention and concentration processes in preschool children: proposal on pedagogical and didactic strategies according to attention modalities	Pedagogical proposal	Observation III	**3.86**
Child development center in an institutional setting	Social cartography	Observation II	**4.00**
The fun of going to the bathroom: educational proposal for toilet training in early childhood development	Educational proposal	Formative I	**3.86**
Dialogue document	Dialogue document	Formative II	1.86
Significant experience in a second language	Video*	In-Depth Practice I	2.29
Strategies for academic support for transition students during the pandemic	POA	In-Depth Practice II	**3.36**
Cultivating productive seeds of love, respect, trust, and hope for healthy and happy development	Curriculum proposal	Formative II	**3.36**
Proposal to improve the SIGE	Matrix	In-Depth Practice II	**3.14**

Note: Ten teaching practices were analyzed, of which seven (7) obtained a score higher than 3.0, indicated in bold.
Source: own elaboration.

These documents were stored in a repository, with the corresponding authorization from their authors. Subsequently, the works were evaluated using an assessment instrument aligned with the aforementioned criteria, and the results were consolidated into a matrix. This process made it possible to determine whether the experiences contributed to knowledge generation, technological development, innovation, and problem solving within a given context through a process of creative feedback.

Once the information had been compiled, each experience was re-examined, considering the phases of the praxeological approach as a key reference for content analysis. For each document, its frequency was identified, and its presence and relevance, as recognized by the students in their teaching practices, were assessed (Cisterna Cabrera, 2005).

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Data analysis

The four phases of the praxeological approach adopted by UNIMINUTO were used as the basis for analyzing each of the selected experiences. Through this framework, contributions to knowledge production, technological development, innovation, and problem solving within specific contexts were identified through a process of creative feedback.

In the analysis of the *seeing* phase, presented in table 2, six categories emerged. According to the results, 40 % of the students in the Bachelor's Degree in Early Childhood Education demonstrated, in their professional practice, the need to propose diverse strategies in the classroom aimed at improving educational quality. Likewise, 20 % identified the importance of implementing innovative activities, projects, and pedagogical proposals in the classroom, and 20 % established clear and coherent relationships between the current situation of early childhood education in the country and the teaching practices implemented in educational settings. These findings highlight that children require not only care in terms of health and nutrition but also educational processes that respond to their specific needs.

Table 2. Results of the seeing phase

Category	**Frequency (%)**
Learning	20
Educational quality	40
Comprehensive development	40
Early childhood education	20
Innovation	20
Recognition of the pedagogical model	20

Note: Five categories were identified in the seeing phase.
Source: own elaboration.

Furthermore, reflection and awareness regarding early childhood education policies and ongoing educational reforms were evident. This led to the emergence of the category of comprehensive development, where 40 % of the students recognized children as holistic beings whose dimensions, abilities, and challenges must be considered. Based on this perspective, efforts toward contextualization were promoted, enabling a deeper understanding of children's needs and facilitating the application of pedagogical proposals in specific contexts.

One of the most representative experiences within this category was social cartography, which encouraged participants to understand educational institutions from a comprehensive and systemic perspective, highlighting their connections with other institutions that directly or indirectly support children's pedagogical processes. Additionally, 20 % of the students recognized the importance of institutional dynamics guiding teachers' work, particularly through the pedagogical model adopted by each institution as a key tool for planning and implementing educational practices. Some excerpts from the analyzed documents are presented in table 3.

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Table 3. Excerpts from documents analyzed regarding comprehensive development

Category	**Subcategory / Approach**	**Document Excerpt**
Comprehensive development (40 %)	Holistic child perspective & Contextualization	"Lorem ipsum dolor sit airmet, consectetur adipiscing elit. Children are recognized as holistic beings whose dimensions must be considered..." *[Insert excerpt here]*
	Social cartography (Systemic approach)	"The institutional mapping allowed us to understand the systemic connections with other supporting entities..." *[Insert excerpt here]*
Institutional dynamics (20 %)	Pedagogical model & Planning	"The adoption of the institutional pedagogical model serves as a key tool for planning and implementing practices..." *[Insert excerpt here]*

Note: Excerpts correspond to the qualitatively analyzed student reflections from the seeing phase.
Source: own elaboration.

In the analysis of the *judging* phase, as presented in table 4, the identified categories emerge from the previous stage and are grounded in the descriptions derived from the analyzed practices. These categories exhibit the students' reflections, as they approached the identified problems from the perspective of various theoretical frameworks, adopting a critical stance aimed at understanding the situation and establishing an empathetic basis for action. Based on the document review, five categories were identified, each with a frequency of 20 %. One of these is the pedagogical model, which determines the relationship with the pedagogical frameworks that guide the curricula of the educational institutions where the practices are carried out. This framework is commonly referred to as an approach or, in this context, a pedagogical model.

Table 4. Results of the judging phase

Category	**Frequency (%)**
Pedagogical model	20
Planning and learning processes	20
Comprehensive development	20
Problem identification	20
Motivation	20

Note: Five categories were identified in the judging phase.
Source: own elaboration.

The remaining categories include: planning and learning processes, which encompass intervention proposals derived from a critical review of theoretical references that support their formulation; comprehensive development, which integrates the dimensions intended to be strengthened in children's learning, particularly cognitive, communicative, socio-emotional, and motor development; problem identification, a key element in the judging phase that involves clearly defining the situation to be addressed in order to achieve the intended learning outcomes in the target population; and motivation, an essential aspect considered one of the

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fundamental drivers of learning, which must be taken into account to facilitate the learning process, especially within the school environment. Some excerpts from the documents are presented in table 5.

Table 5. Excerpts from documents related to the judging phase

Proposal	**Excerpt identified in the document**
1. Childhood in a sociocultural context	"[…] the pedagogical model used in this institution is the Montessori method, characterized by prepared environments in which each element contributes to children's development. This approach articulates learning and evaluation with the formation of individuals for life."
6. Dialogue document	"[…] educational models consider the innate potential of each individual and the active role of both children and significant adults in the comprehensive development of these capacities. [...] intentional and structured pedagogical actions are designed in response to the children's needs, abilities, interests, and ways of developing, learning, interacting, interpreting the world, and recognizing others in their diversity."
10. Proposal to improve SIGE	"[...] from the Ministry of Education [...] learning gaps, student and family demotivation, as well as a loss of autonomy among students, complaints from families regarding support for their children's learning processes, and increased teacher workload." "[...] recognizing the unique characteristics of children from a rights-based perspective enables the design of educational activities to strengthen their skills and abilities during early childhood as a foundation for learning." "[...] interactions between children, adults, and environments, shaping their world view and cultural formation as a learning tool, promoting teaching and learning through play, without forgetting the goals, intentions, and educational purposes."
1. Childhood in a sociocultural context	"The role of the teacher is to act as an effective guide, promoting children's maximum comprehensive development."
10. Proposal to improve SIGE	"[...] priority is given to protection, care, and learning; recognizing that this stage requires appropriate support that considers children's developmental characteristics and particularities."
1. Childhood in a sociocultural context	"[...] it is an institution that sets future-oriented goals, such as promoting innovation in various fields of knowledge to support its graduates, as mentioned in its vision."
3. Proposal on pedagogical and didactic strategies according to the types of care	"[...] creative strategies that foster motivation for knowledge, facilitate the learning process, and strengthen the comprehensive development of the individual. […] The practice was designed based on the needs and interests of both the children and the teachers at the institute."
5. Educational proposal: PIPO, the fun of going to the bathroom	"Children's emotional needs—such as love, self-confidence, self-esteem, and satisfying relationships with others—are essential to achieve fulfilment in adulthood."

Note: The selected excerpts reflect the intentions of students in training in their proposal.
Source: own elaboration.

In the analysis of the *acting* phase, as presented in table 6, several categories were identified, from which it can be deduced that this phase reflects and deepens the dynamics generated in the *seeing* and *judging*

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phases. This enables teacher trainees to gain a comprehensive overview that serves as a starting point for their research processes or the systematization of experiences.

Table 6. Results of the acting phase

Category	**Frequency (%)**
Research processes and systematization of experiences	[20]
Integration of seeing and judging dynamics	[20]
Comprehensive overview of pedagogical practice	[20]
[Insert category 4]	[20]
[Insert category 5]	[20]

Note: Five categories were identified in the acting phase, reflecting a synthesis of previous stages as a starting point for research.
Source: own elaboration.

Among the categories identified in the *acting* phase, eight are related to the previous phases (*seeing* and *judging*). Notably, the use of technological resources (30 %) emerges as a distinguishing element in student's practices, possibly influenced by the virtual and distance-learning nature of their training. Teaching processes are also highlighted as key elements for promoting meaningful learning within the classroom practice.

Additionally, pedagogical strategies (20 %) are identified as tools that foster research and innovation in pedagogical practices. Educational quality (20 %) is associated with the formation of participatory and active subjects, as well as critical citizens who contribute to academic, social, and cultural processes in a constantly changing society (20 %), supported by innovation (20 %). The category of social vulnerability (20 %), a central aspect of the university's mission, is understood as a key element for interpreting the realities of educational communities and, based on these contexts, proposing pedagogical actions that contribute to social transformation. Finally, learning (10 %) emerges as a significant component at both the cognitive and procedural levels within the classroom. Table 7 shows some excerpts for these categories.

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Table 7. Excerpts from documents related to the categories identified in the acting phase

Category	**Excerpt identified in the document**
Use of technological resources (30 %)	*[Insert excerpt regarding virtuality, distance-learning, and digital tools used in the classroom practice]*
Teaching processes	*[Insert excerpt regarding key elements that promote meaningful learning within the classroom]*
Pedagogical strategies (20 %)	*[Insert excerpt regarding strategies as tools that foster research and innovation in pedagogical practices]*
Educational quality (20 %)	*[Insert excerpt regarding the formation of participatory, active, and critical citizens in a changing society]*
Innovation (20 %)	*[Insert excerpt regarding academic, social, and cultural processes in a constantly changing society]*
Social vulnerability (20 %)	*[Insert excerpt regarding the university's mission, interpreting communities' realities, and social transformation]*
Learning (10 %)	*[Insert excerpt regarding significant components at both the cognitive and procedural levels]*

Note: The categories reflect the expansion of the acting phase, incorporating elements from previous phases alongside emergent context-driven themes.
Source: own elaboration.

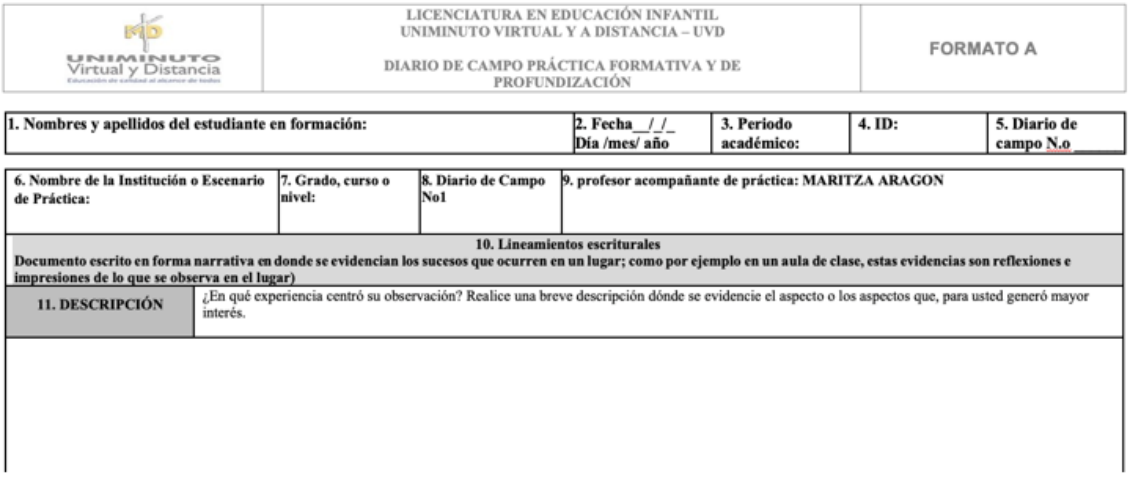
Discussion

The concept of seeing is linked to processes of observation from a critical perspective, enabling students to engage in the development of proposals that respond to the demands of the various pedagogical contexts in which they are situated. For this reason, it is important to recognize that the praxeological approach "contextualizes the processes and structures of practice, including the organizations and actors involved, within their historical dimension. In this way, biased, fragmented, and/or individualized perspectives are neutralized" (Juliao Vargas, 2010, p. 17).

Accordingly, the different proposals developed by students require a systemic observation process, which is documented through instruments such as field journals (format A), with the aim of identifying problems within the institutional contexts where they carry out their practice. In this sense, "praxis is a conscious and reflective practice, not spontaneous but deliberate, involving an intellectual process rather than mere mechanical repetition" (Juliao Vargas, 2010, p. 34).

Figure 1

Format A for Field Journals



UNIMINUTO Virtual y Distancia	LICENCIATURA EN EDUCACIÓN INFANTIL UNIMINUTO VIRTUAL Y A DISTANCIA – UVD DIARIO DE CAMPO PRÁCTICA FORMATIVA Y DE PROFUNDIZACIÓN	FORMATO A

1. Nombres y apellidos del estudiante en formación:	2. Fecha__/_/_ Día /mes/ año	3. Periodo académico:	4. ID:	5. Diario de campo N.o

6. Nombre de la Institución o Escenario de Práctica:	7. Grado, curso o nivel:	8. Diario de Campo No1	9. profesor acompañante de práctica: MARITZA ARAGON

10. Lineamientos escriturales Documento escrito en forma narrativa en donde se evidencian los sucesos que ocurren en un lugar; como por ejemplo en un aula de clase, estas evidencias son reflexiones e impresiones de lo que se observa en el lugar)	
11. DESCRIPCIÓN	¿En qué experiencia centró su observación? Realice una breve descripción dónde se evidencie el aspecto o los aspectos que, para usted generó mayor interés.

Source: UNIMINUTO.

Note: This format consists of three pages designed to record sixteen pieces of information, including the identification of actors, as well as the description, interpretation, and evaluation of the class. It also includes observations and references necessary for the subsequent monitoring of the trainees' learning processes.

On the other hand, it is important to recognize that "an action must be intentional to be considered an act; therefore, feelings and impressions are not considered actions, since they do not have an intentional moment on the part of the individual" (Conejo Carrasco et al., 2020). Thus, the proposals developed by the students are driven by a pedagogical intention that requires specific actions aimed at addressing the problems identified, seeking to establish a cognitive process of understanding the context surrounding the institution.

However, when analyzing the results of this phase, the category of innovation emerges. In this regard, it is important to note that this concept "must respond to needs for transformation, optimization, and means-ends congruence. Although individual are not required to innovate constantly, their constructive potential can be strengthened through training for innovation" (Moreno, 2000, p. 30).

Thus, students recognize the importance of proposing strategies and activities that promote innovation within the classroom, generate a significant impact on the educational community, and encourage new ways of enhancing children's comprehensive development, while also facilitating learning processes. In this sense, Barraza Macías (2005) states:

> Educational innovation is a process that involves the selection, organization, and creative use of elements related to institutional management, curriculum, or teaching. It typically impacts more than one area, as it responds to needs or problems that require comprehensive solutions. (p. 30)

The demands of teaching practice for students in the Bachelor's Degree in Early Childhood Education require them to use this space not merely to perform mechanical actions, but to reconstruct concepts that contribute to their comprehensive professional development as teachers. In this sense, "it is possible to develop the capacity for openness to conceptual change through engagement with diverse problematic situations in which differences in meaning are highlighted" (Moreno, 2000, p. 26). This implies that teaching practice at UNIMINUTO, by incorporating different emphases in training and in-depth study, enables students to construct multiple meanings that lead to a comprehensive understanding of early childhood education.

In the professional field, students are required to put their knowledge into practice to reconstruct their concepts in a meaningful way and to develop an open and flexible attitude toward the social changes and demands

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present in the education sector. In this context, learning becomes central during their professional practice as early childhood educators. As Mallart (2001) states, "Didactics is the science of education that studies and intervenes in the teaching-learning process in order to achieve the intellectual formation of the learner" (p. 7).

Ensuring that pedagogical proposals are articulated from the perspective of the student in training allows for a coherent integration of theory and practice. Through this process, teachers are able to reflect on and understand the theoretical frameworks constructed over time, transforming them into meaningful experiences that contribute to the construction of knowledge and concepts. However, when theories is perceived as disconnected from contextual realities, it may be reduced to a set of bibliographic references that fail to address the social realities of their immediate environments. In this regard, "practitioners distrust theorists who do not solve their problems and who present themselves as 'experts' that, without taking practitioners into account, attempt to prescribe what should be done" (Mallart, 2001, p. 7).

In the *judging* phase, the praxeological approach enables the subject to promote and participate in the dialogue between action and discourse, as well as in professional practice, through action-reflection-action cycles aimed at its improvement. The purpose of this approach is to highlight what emerges from practice as a source of knowledge, generated through the subject's action and experience (Juliao Vargas, 2020).

Implicitly, the application of the praxeological approach recognizes the shift in perspective among students, derived from the reflection generated through pedagogical practices and grounded in the essence of the program. Thus, innovation and didactics become visible, particularly in the *creative feedback* phase, although they are not always fully evident in their experience reports or in other phases of the process. The students demonstrate elements of innovation and didactics when they recognize key concepts—such as pedagogical models, planning and learning processes, comprehensive development, problem identification, and motivation—which appear most frequently in their written work presented at the program meeting. While some of these categories are more closely related to innovation and others to didactics, both dimensions converge in multiple aspects of education.

From a praxeological perspective, the categories identified in the *judging* phase allow for the validation of the actions involved in this stage. Students, through their practice, engage in a process of reflection on the situations identified in the seeing phase, examining theoretical references that support and guide their future actions. This process enables them to project a work plan, particularly with the category of planning.

Based on Becerra (2016) conception of innovation, it is also possible to identify actions that involve the use of technological mediation by teachers and students to support pedagogical practice. These actions emerge from critical reflection that guides teachers as subjects with the experience and academic preparation necessary to guide such processes (Juliao Vargas, 2020). In this sense, pedagogical discourse is constructed from the inputs generated in the previous phase, allowing students to develop informed judgments. This involves reviewing and contrasting theoretical references with the categories identified by the students, such as pedagogical models, planning and learning processes, comprehensive development, problem identification, and motivation (Juliao Vargas, 2010). As a result, educational processes are transformed through innovation.

From a didactic perspective, the *judging* phase presents clear elements based on the pedagogical models reported by the educational institutions where students carried out their teaching practices. These were identified through the analysis of each institution's formal documentation. In this sense, the notion of the model is validated as being equivalent to pedagogical approaches, as recognized by several authors. Likewise, this aspect should be of particular interest to education professionals, since in students' discourse it is consistently referred to as a "model", aligning with the conception proposed by De Zubiría Samper (2006).

Regarding the acting phase, it is important to note that the *LEID 2021 Meeting: the Early Childhood Education Bachelor's Degree student and their opportunities for further study* was held during the COVID-19 pandemic. This context required trainee teachers to face situations that demanded resilience. According to Juliao Vargas (2020), teachers must remain attentive to their students' reactions, while also addressing the multiple elements involved in this phase, as they seek to improve their practice. Consequently, they must adopt a purposeful

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attitude that enables them to think, feel, and make decisions in the response to each situation, which in turn leads to new learning. In this regard, Juliao Vargas (2017) describes this as another way of experiencing life, reaffirming the role of the teacher as a learner within their own practice.

The *acting* phase refers to the moment in which trainee teachers make decisions that stimulate reflection on their practices and propose action plans aimed at addressing the identified situations, as established in the *Master's Degree Document* (Corporación Universitaria Minuto de Dios, 2018). In this context, action is related to the ways in which students address different issues within their practice settings, generating action plans that may involve the use of technology or, as noted by Sandí Delgado and Cruz Alvarado (2016), the development of innovative strategies that promote meaningful learnings.

From Becerra's (2016) perspective, innovation is understood as the set of actions generated by teachers and students through technological mediation within pedagogical practice, supported by processes of reflection, argumentation, and critical thinking. These actions aim to promote meaningful experiences and strengthen academic training. Furthermore, Juliao Vargas (2017) emphasizes that these processes draw on the inputs generated in previous phases, allowing them to be connected with the categories identified in the *seeing* and *judging* phases—such as pedagogical models, planning and learning processes, comprehensive development, problem identification, and motivation—thus enabling new transformations in pedagogical practices.

On the other hand, the study has addressed teaching practices, recognizing that, in the current context of technological, communicative, social, and cultural transformations, multiple aspects of teaching must be considered, particularly the way of teaching. One response to these emerging paradigms is that teachers in training are exploring new ways of integrating technology to facilitate alternative forms of accessing knowledge. According to Juliao Vargas (2017), virtual education and knowledge appropriation with praxeological educational processes are particularly relevant, as evidenced by the categories identified, which highlight the use of technological resources as distinguishing elements of the program's practices.

It is essential to emphasize the role of the teacher in training, whose function as a teacher-manager is incorporated into the university curriculum (In-Depth Practice III), enabling them to make informed decisions about how to achieve educational quality and through which means, moving beyond the mere formulation of objectives. In this context, educational quality also becomes a strategic concept in the formulation of educational policies, requiring higher education institutions to ensure accountability and align with regulatory frameworks. As noted by Casanova (2012), it constitutes a category of academic recognition.

Conclusions

The praxeological approach comprises four phases—*seeing, judging, acting*, and *creative feedback*—that function as a method for validating knowledge constructed through the interaction between the theoretical learning acquired by students during their training process and the experiential knowledge developed through pedagogical practices. In this sense, theory and practice are complementary, and pedagogical practice becomes the space that facilitates this interaction as a source of knowledge generation.

It was identified that it is necessary to develop pedagogical strategies that integrate technological mediation with the institutional educational projects in which teaching practice takes places. This implies a reformulation of pedagogical practice from a didactic perspective, incorporating visualization and communication tools that align with the mission of the Bachelor's Degree in Early Childhood Education. In this way, both the epistemological foundation and the pedagogical approach adopted by UNIMINUTO are reinforced.

The documents presented at the meeting predominantly reflect the initial phases of the praxeological approach—*seeing, judging*, and *acting*. This evidence provides a baseline that represents the universe of practical experiences developed by the students in the program. However, the analysis revealed limited evidence of the social impact of interventions in educational institutions within the *creative feedback* phase, largely due to insufficient documentation. Therefore, it is necessary to reflect on how the contributions of

pedagogical practices can be more clearly evidenced in this final stage, as well as on the learning outcomes derived from the praxeological approach.

Students are thus required to respond proactively and prepare for the autonomous and collaborative construction of knowledge emerging from contemporary educational modalities. This includes the development of theoretical, practical, and research competencies that support both the attainment of a university degree and future professional growth. In this sense, students achieve their status as professionals through experience and practice, as emphasized by the praxeological approach, which highlights practical actions that seek pedagogical results as the core of their training. At the same time, praxis enables the construction of transformed knowledge derived from practice itself.

UNIMINUTO contributes to social impact by promoting improvements in the living conditions of individuals, communities, and regions. This impact is reflected in the pedagogical proposals designed, implemented, and evaluated by trainee teachers across different contexts through their pedagogical practices.

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