



Category: X Ibero-American Meeting on Innovation, Research and Best Practices in Education (UNAM)

EDITORIAL

X Ibero-American Meeting on Innovation, Research and Best Educational Practices (UNAM)

X Encuentro Iberoamericano de Innovación, Investigación y Buenas Prácticas Educativas (UNAM)

Organizing Committee

ABSTRACT

The X Encuentro Iberoamericano de Innovación, Investigación y Buenas Prácticas Educativas (EIBPE 2024), organized by UNAM, was held from November 4 to 6, 2024 in a virtual format. This event brought together teachers, researchers and professionals interested in exploring new emerging pedagogies, innovative activity design, emerging epistemologies and open educational resources. Key topics such as the use of digital technologies, educational inclusion and collaborative learning in post-pandemic contexts were addressed. Contributions on cognitive strategies, case studies for teacher training and creative teaching methodologies were highlighted. The meeting underscored the importance of universities as centers of innovation and action in the face of the educational challenges of the 21st century, strengthening academic networks and promoting the fulfillment of the Sustainable Development Goals. This event reaffirmed the commitment to educational excellence and social transformation.

Keywords: Educational Innovation, Emerging Pedagogies, Digital Inclusion, Open Educational Resources, Collaborative Learning.

RESUMEN

El X Encuentro Iberoamericano de Innovación, Investigación y Buenas Prácticas Educativas (EIBPE 2024), organizado por la UNAM, se celebró del 4 al 6 de noviembre de 2024 en formato virtual. Este evento reunió a docentes, investigadores y profesionales interesados en explorar nuevas pedagogías emergentes, diseño de actividades innovadoras, epistemologías emergentes y recursos educativos abiertos. Se abordaron temas clave como el uso de tecnologías digitales, la inclusión educativa y el aprendizaje colaborativo en contextos pospandemia. Destacaron aportes sobre estrategias cognitivas, casos prácticos para la formación docente y metodologías creativas para la enseñanza. El encuentro subrayó la importancia de las universidades como centros de innovación y acción frente a los desafíos educativos del siglo XXI, fortaleciendo redes académicas y promoviendo el cumplimiento de los Objetivos de Desarrollo Sostenible. Este evento reafirmó el compromiso con la excelencia educativa y la transformación social.

Palabras clave: Innovación Educativa, Pedagogías Emergentes, Inclusión Digital, Recursos Educativos Abiertos, Aprendizaje Colaborativo.

Dear readers:

It is with great enthusiasm that we share the highlights of the X Encuentro Iberoamericano de Innovación, Investigación y Buenas Prácticas Educativas (EIBPE 2024), organized by the Universidad Nacional Autónoma de México (UNAM) and convened by the academic networks REDES IDEA and RED RITUAL. This event, held from November 4 to 6, 2024, was consolidated as an exceptional space for the exchange of experiences, reflections and knowledge among teachers, researchers and professionals interested in educational transformations in post-pandemic times.

The meeting not only explored successful practices in the field of education, but also promoted a deep reflection on the adjustments needed to serve educational communities in uncertain conditions. In a context marked by adaptation to the new post-pandemic realities, the event offered a unique platform to share ideas, discuss innovative proposals and build an educational future aligned with UNESCO's Sustainable Development Goals (SDGs). Thanks to its synchronous and asynchronous virtual format, the meeting allowed the participation of a wide diversity of educational stakeholders.

One of the central themes of the meeting was the development of emerging pedagogies, focused on responding to learning needs in environments characterized by uncertainty. These pedagogies sought to integrate digital technologies with collaborative approaches to enrich the educational experience. The articles presented in this line highlighted how innovative strategies transformed teaching practices and adapted them to the demands of an ever-changing world.

The design of learning activities occupied a prominent place in the event, with research that addressed how to optimize educational processes through creative methodologies. These proposals emphasized the importance of technological tools and open educational resources to foster meaningful learning. In this context, the development of transversal competencies that prepared students for contemporary challenges was enhanced.

Emerging epistemologies were also a relevant topic at this meeting. The papers presented explored the process of transition from tacit to explicit knowledge, opening new possibilities for the construction of collective knowledge. This approach promoted the generation of theoretical and practical frameworks that allowed a better understanding and approach to current educational challenges.

Finally, the use of open educational resources (OER) was highlighted as a key tool for equity and inclusion in education. Research on this topic analyzed how OER were effectively incorporated into diverse educational contexts, promoting equal access to knowledge and the responsible use of technologies.

In total, the meeting included 14 published articles, which contributed diverse and enriching perspectives for the construction of new paths in Ibero-American education.

Final Reflection

The X Ibero-American Meeting on Innovation, Research and Best Educational Practices was not only a space for the generation of knowledge, but also for the construction of an international educational community committed to excellence. UNAM, as host and organizer, reaffirmed its role as a leading institution in the promotion of educational research and pedagogical innovation. Its commitment to events of this magnitude reinforced its mission to contribute to global educational development.

This event also underscored the importance of universities as centers of reflection and action to face the challenges of the 21st century. In a world marked by rapid change and increasing complexities, meetings such as EIBPE 2024 were vital in identifying collective solutions that transformed education systems and enhanced their impact on communities. We invite all participants to continue to promote collaboration, creativity and dialogue as fundamental pillars for building a more equitable and innovative educational future.

We are deeply grateful to all the speakers, attendees and collaborators who made this event possible. Their dedication and enthusiasm allowed this meeting to be a fruitful space for learning and reflection. On behalf of the Organizing Committee and the Scientific Committee, we renew our commitment to continue promoting innovation and educational excellence in future meetings.

Yours sincerely,
Organizing Committee and Scientific Committee of the EIBPE 2024

ORGANIZING COMMITTEE

- José Antonio Jerónimo Montes
- Amparo García González
- Mabel Osnaya Moreno
- Ofmara Yadira Zúñiga Hernández
- Lucía Ramírez Patlán
- Magda Lilallí Rendón García
- Luis Fernando Olvera Castaños
- Néstor Fernández Sánchez
- Mónica Vargas Grande
- María Fernanda González Robles

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- Jorgelina Cecilia Nadal- UTN-FRCU Argentina.
- Gustavo Daniel Constantino - CIAFIC, Argentina.
- Isabel María Gómez Trigueros - University of Alicante, Spain.
- Javier González Argote - Health, Science and Technology Foundation, Argentina.

PROGRAM OF CONFERENCES

First day of activities

- Encouraging the use and creation of Open Educational Resources of the EDIA project among university students (future teachers) to promote empowerment among their students with the 2030 Agenda when they teach - Piedad Isabel Garrido Ruiz, English teacher and territorial innovation advisor in Alicante, Spain.
- Innovative educational practices in the framework of an integrated curriculum in health sciences - Ema Schuler and Carina Leiva, Faculty of Health Sciences, UNER Argentina.
- Good Teaching Practices: A view from the university student body - Amparo García González and Andrea Vianey Barrera González, FES Zaragoza, UNAM.
- Maker Spaces to promote learning in children with ADHD - Otilia Georgina Maldonado Soto, Tecnológico Nacional de México, Instituto Tecnológico de Ciudad Madero.
- Augmented PLE: Merging Mixed Reality and Learning Analytics for a Personalized Maker Pedagogy - Urith N. Ramírez Mera, Universidad de Guadalajara.
- A Classroom Maker to boost learning in children with ADHD - Sarahí Lizbeth Chávez Ruiz and Bryan Emmanuel Guevara Gaytan, Tecnológico Nacional de México, Instituto Tecnológico de Ciudad Madero, Mexico.

- Presentation of the book: *Psychic Resilience: Self-Denial of Trauma and Mental Health* - María Fernanda González Robles.
- Educational fundamentalism in ICTs - Jorge Eduardo Carrillo Velázquez, Universidad Rosario Castellanos.
- What should a teacher know? Proposal from what good teachers do - Carlos Guzmán Jesús, Faculty of Psychology, UNAM.
- School violence: towards a multidimensional concept - José Francisco Alanís Jiménez, Universidad Autónoma del Estado de Morelos.
- Level of knowledge of dental surgeon students about the treatment of temporomandibular disorders - Martín Eduardo Reyes Barrera, Facultad de Estudios Superiores Zaragoza.
- Higher education in the digital era, the teaching role in the formation of human resources - Jesús Bernal Magaña, FES Zaragoza, UNAM.
- Importance of the use of computed tomography in the orthodontic-surgical management of dental malpositions - Omar Ángel Cuevas Gualito, Facultad de Estudios Superiores Zaragoza.

Second day of activities

- Research Methodologies of good teaching practices with technologies. The case of Argentine universities in the Province of Entre Ríos - Gustavo Daniel Constantino, Universidad Autónoma de Entre Ríos (UADER), Argentina.
- Virtual Conference: The pedagogy of Complexity and Transdiscipline in Higher Education - Octavio Valadez Blanco, Universidad Autónoma de la Ciudad de México, Mexico.
- Cosmoperception; *menku mimixekuarhu xeni parhajpirhini* (Cosmoperception; how the world is seen from the heart) - Elizabeth Téllez Juanpedro and Esteban Rodríguez Bustos, UNAM - FES Aragón, Mexico.
- El Bosque Pequeño: A Laboratory of Sustainability and Regenerative Production - Bonin Liliana Marina, UTN FRCU, Argentina.
- Critical Environmental Awareness - Miriam Rodríguez Nieves, Secretaría de Educación Pública Telesecundaria, Mexico.
- “The aesthetics of the grotesque”. Art project inspired by the reading of reality - Alberto Salazar Barrios, Centenary and Meritorious Normal School of the State of Querétaro “Andrés Balvanera”.
- Study of methodological choices made in Mathematics Education: the case of primary education - Carlos Mometti, Federal University of São Paulo, Brazil.
- International Educational Practices between Argentina and Mexico. Report on an experience of Mirror Classes between the FHAYCS of the UADER and the School of Performing Arts of the UAEM - Karla Eugenia Pineda Mondragón and Victoria Agustina Tommasi, Universidad Autónoma del Estado de México and UADER, Argentina.
- Innovative or improvised teaching? Some reflections from the systematization of experiences on political positioning in teaching practice - Fany Lucero González Carmona, Bernardo Ángel Delabra Ríos and María Esther Rodríguez de la Rosa, Facultad de Estudios Superiores Iztacala, UNAM.
- Teaching experiences. Perspectives in dialogue with students - Andrea Hernández Benítez, Juan José Yoseff Bernal and Elisa Paulina Romero Mancilla, Facultad de Estudios Superiores Iztacala, UNAM.
- Format and 3D printing; applied in learning processes in Health Sciences, in stomatology - Angélica Rosalba Martínez Rodríguez, José Antonio Jerónimo Montes and Juan Ignacio Cruz Ramírez, Facultad de Estudios Superiores Zaragoza, UNAM.
- Didactic techniques for virtual teaching and learning - David Mendoza Armas, Universidad Virtual del Estado de Michoacán, Mexico.
- Improving performance and competitiveness in HEIs by applying a model of ICT quality indicators, using AHP and TOPSIS methods - David Lerma Ledezma, Rosa G. Camero Berrones, José R. Hernández Mendoza, Georgina Castillo Valdez and Ana María Soto Hernández, Universidad Politécnica de Altamira, Mexico.

Third day of activities

- The need for adaptability of teachers to the requirements of CT and AI to achieve learning in competencies - Isabel María Gómez Trigueros, University of Alicante, Spain.
 - Design Thinking for the creation of OER and intervention for the achievement of skills in the framework of PAEC - Luis Fernando Olvera Castaños, María del Socorro Mejía and José Alfredo Avilés Ramírez, CECyTE ITACE Altamira, Mexico.
 - Development of intercultural competence of university teachers. Una experiencia de formación docente
 - Vargas Grande Mónica, Flores Gómez Melisa y Prisco Sainz Karla Leticia, Benemérita Universidad Autónoma de Puebla, México.
 - 3D printed models in the integration of knowledge of basic areas with the clinic in dentistry - Fernanda Vázquez H., Leticia Ruiz L., Priscila E. Valencia O., María Elena Jaimes Martínez and José Antonio Jerónimo Montes, Facultad de Estudios Superiores Zaragoza, UNAM, Mexico.
 - Technology and tools for popular education in the context of popular, social and solidarity economy (EPSS) - Magda Lillalí Rendón García, FCPS UNAM.
 - The use of learning cases in the training of educators - Carlos Arturo Alatraste Montiel and Mónica Vargas Grande, Benemérita Universidad Autónoma de Puebla.
 - Metacognition in autonomous learning - Lucía Ramírez Patlán, Red IDEA FES Zaragoza, UNAM.
 - Analysis of knowledge construction in connection with industry - Zeltzin Alina Liévano Campos, Mabel Osnaya Moreno and José Antonio Jerónimo Montes, Universidad Autónoma del Estado de Morelos and UNAM FES Zaragoza.
 - Social networks on the Internet as tools for psychology: reflections and possibilities in professional training - Fany Lucero González, Facultad de Estudios Superiores Iztacala, UNAM.
 - Participatory Social Documentary as a resource for historical research - Brito Rivera Luis Fernando and Rojas Chincoya Cruz Elena, Escuela Normal de Texcoco, Mexico.
 - Didactic use of languages in secondary school teachers - Silva Perez Andrea, UABC, Mexico.
 - Educational video: Innovation and active learning “Project of students for students” - Juan Fernando Espinoza Martínez, FES Zaragoza, UNAM.
 - Webinar: Educational video: Design, current tools and active learning (Students for Students approach)
 - Juan Fernando Espinoza Martínez, FES Zaragoza, UNAM.
- Videos available throughout the event on the Red Idea YouTube channel.
- Developing critical thinking from PBL teacher training, perspectives of active teachers and teachers in training - Héctor Santos Nava and Mabel Osnaya Moreno, Instituto de Ciencias de la Educación (ICE-UAEM), Mexico.
 - Guide specifications to promote project-based learning - Yolanda Saraí Villa Martínez, Faculty of Pedagogy and Educational Innovation.
 - Immunology at the reach of a Quick Response Code, Virtual Classroom and Padlet - María Elena Tejeda Rosales, FES Zaragoza, UNAM.
 - Implications of the Hegemonic Medical Model in Dental Practice - Ruiz Vega Karyme, Tolentino Pérez Óscar Leets, Moreno Villanueva Alan David, Milpas Rico Roberto Isaid and Valdez Penagos Remedios Guadalupe, FES Zaragoza, UNAM.
 - Risk factors in oral and written communication in high school students - Héctor Eduardo Araiza Robles, Universidad Autónoma de Baja California.
 - CT for the use and appropriation of 3D open educational resources for the integration of basic areas in clinical practice - José Antonio Jerónimo Montes, Angélica Martínez Rodríguez, Juan Ignacio Cruz Ramírez and Martín Eduardo Reyes Barrera, FES Zaragoza, UNAM.
 - Open Educational Resources (OER) and Good Educational Practices for Learning Pharmacology in Dentistry, PAPIME PE213123 - Susej Michelle Alexandra Aramburu Contreras, Barrios Pérez Elizabeth Montserrat and Jorge Andrés Guadalupe Guadarrama Montoya, FES Zaragoza, UNAM.

FINANCING

None.

CONFLICT OF INTEREST

None.