

DOSSIER*Teaching Practices of Undergraduate Teacher Trainers***Teaching excellence practices and barriers in the training of educators: A study at the University of Ciego de Ávila Máximo Gómez Báez*****Prácticas docentes de excelencia y barreras en la formación de educadores: Un estudio en la Universidad de Ciego de Ávila Máximo Gómez Báez******Práticas docentes de excelência e barreiras na formação de educadores: um estudo na Universidade de Ciego de Ávila Máximo Gómez Báez*****Oruam Cadex Marichal Guevara^a**
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barbara@unica.cu**ABSTRACT**

This qualitative research aimed to identify excellent pedagogical practices and the barriers faced by teacher trainers in undergraduate courses at the Faculty of Pedagogical Sciences (FCP) of the Universidad de Ciego de Ávila Máximo Gómez Báez (UNICA), Cuba. Through a semi-structured interview applied to 20 teachers, the pedagogical strategies used, the evaluation methods used, the use of technological and didactic resources, and the challenges in the implementation of these practices were explored. The qualitative methodology included content analysis of the responses, allowing the identification of the main active pedagogical strategies, such as problem-based learning, although a strong dependence on traditional evaluation methods was observed. Teachers also pointed out difficulties in addressing the diversity of learning styles and the integration of educational technologies due to the limited availability of resources. In addition, they highlighted the importance of supervised professional practice, but pointed out the lack of coordination between the university and educational institutions. It is recommended to improve technological infrastructure and offer continuing education programs that address the diversity of pedagogical methodologies. It is also essential

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to reduce administrative overload to allow teachers to implement more innovative and effective strategies in the training of future educators.

Keywords: Pedagogical practices. Teacher Training. Higher Education. Diversity of Learning Styles. Formative Assessment.

RESUMEN

Esta investigación cualitativa tuvo como objetivo identificar las prácticas pedagógicas de excelencia y las barreras que enfrentan los formadores de docentes en cursos de pregrado en la Facultad de Ciencias Pedagógicas (FCP) de la Universidad de Ciego de Ávila Máximo Gómez Báez (UNICA), Cuba. Mediante una entrevista semiestructurada aplicada a 20 docentes, se exploraron las estrategias pedagógicas empleadas, los métodos de evaluación utilizados, el uso de recursos tecnológicos y didácticos, y los desafíos en la implementación de estas prácticas. La metodología cualitativa incluyó el análisis de contenido de las respuestas, permitiendo identificar las principales estrategias pedagógicas activas, como el aprendizaje basado en problemas, aunque se observó una fuerte dependencia de los métodos tradicionales de evaluación. Los docentes también señalaron dificultades en la atención a la diversidad de estilos de aprendizaje y la integración de tecnologías educativas debido a la limitada disponibilidad de recursos. Además, destacaron la importancia de la práctica profesional supervisada, pero señalaron la falta de coordinación entre la universidad y las instituciones educativas. Se recomienda mejorar la infraestructura tecnológica y ofrecer programas de formación continua que aborden la diversidad de metodologías pedagógicas. Asimismo, es esencial reducir la sobrecarga administrativa para permitir que los docentes implementen estrategias más innovadoras y efectivas en la formación de futuros educadores.

Palabras claves: Prácticas Pedagógicas. Formación Docente. Educación Superior. Diversidad de Estilos de Aprendizaje. Evaluación Formativa.

RESUMO

Esta pesquisa qualitativa teve como objetivo identificar as práticas pedagógicas de excelência e as barreiras enfrentadas pelos formadores de professores nos cursos de graduação da Faculdade de Ciências Pedagógicas (FCP) da Universidade de Ciego de Ávila Máximo Gómez Báez (UNICA), Cuba. Por meio de entrevista semiestructurada aplicada a 20 professores, foram exploradas as estratégias pedagógicas utilizadas, os métodos de avaliação utilizados, a utilização de recursos tecnológicos e didáticos e os desafios na implementação dessas práticas. A metodologia qualitativa incluiu a análise de conteúdo das respostas, permitindo identificar as principais estratégias pedagógicas ativas, como a aprendizagem baseada em problemas, embora tenha sido observada uma forte dependência dos métodos tradicionais de avaliação. Os professores também apontaram dificuldades em abordar a diversidade de estilos de aprendizagem e a integração de tecnologias educativas devido à disponibilidade limitada de recursos. Além disso, destacaram a importância da prática profissional supervisionada, mas apontaram a falta de coordenação entre a universidade e as instituições de ensino. Recomenda-se melhorar a infraestrutura tecnológica e oferecer programas de formação contínua que abordem a diversidade de metodologias pedagógicas. Da mesma forma, é fundamental reduzir a sobrecarga administrativa para permitir que os professores implementem estratégias mais inovadoras e eficazes na formação dos futuros educadores.

Palavras-chave: Práticas Pedagógicas. Formação Docente. Ensino Superior. Diversidade de Estilos de Aprendizagem. Avaliação Formativa.

Introduction

The quality of teacher training is a crucial factor in improving any country's education system, especially in contexts where higher education faces both structural and pedagogical challenges. In this sense, teaching in undergraduate courses plays a fundamental role in preparing future teachers to face the complexities of the teaching-learning process at various educational levels. The teaching practices of those who train future educators are the linchpin around which the transmission of knowledge, values, and pedagogical skills that undergraduate students will need in their future professional work revolves (Bolívar, 2019). However, these practices are not without obstacles, including technological, infrastructural, and organizational limitations that can hinder their effectiveness (Loyola-Illescas, 2021).

In Cuba, teacher training has been a priority of the education system since the Revolution, but in recent decades, new challenges related to methodological updating and the use of educational technologies have emerged (Martín Sospedra, 2015). The University of Ciego de Ávila Máximo Gómez Báez (UNICA), in particular, has played a key role in the preparation of educators, producing professionals with a solid pedagogical foundation and a commitment to social transformation. However, a deeper understanding of current teaching practices is needed to identify those of excellence, as well as the barriers that impede their full implementation.

This study aims to explore the teaching practices of teacher educators in undergraduate courses at the Faculty of Pedagogical Sciences (FCP) at UNICA and analyze both successful strategies and the challenges teachers face in their teaching work. Using a qualitative approach, semi-structured interviews were conducted with a sample of 20 FCP teachers. The phenomenological methodology allowed participants' experiences and perceptions to be captured, contributing to an in-depth analysis of their teaching practices and the barriers they face (Creswell, 2018).

The interviews revealed a remarkable variety of pedagogical practices aimed at developing critical thinking and integrating educational technologies. However, teachers also pointed out significant limitations, such as a lack of adequate technological resources and administrative overload, which negatively impact the quality of teaching. This article offers a detailed overview of these practices and presents recommendations for improving teacher training in the context of UNICA.

Materials and Methods

This qualitative study was conducted to analyze teaching practices in the training of future educators at the Faculty of Pedagogical Sciences (FCP) of the University of Ciego de Ávila Máximo Gómez Báez (UNICA). To achieve this objective, a phenomenological approach was used, which is especially suited to exploring teachers' experiences and perceptions in their natural context (Creswell, 2018).

Sample

The research included a sample of 20 FCP teachers, selected through purposive sampling. This type of sampling is common in qualitative studies, as it allows participants to be selected based on specific criteria, such as university teaching experience and their role in the training of future teachers (Fuster y Guillen, 2019). The sample was considered adequate to obtain a representative view of teaching practices and the barriers faced in the context of undergraduate courses.

Instrument

The main data collection instrument was a semi-structured interview, designed to capture teachers' experiences, attitudes, and perceptions regarding their educational practices in depth. Open-ended questions allowed participants to express their ideas without restrictions, facilitating the identification of emerging patterns and themes. This methodology, as Carl Rogers put it, seeks to "understand the individual from their own frame of reference" (Fuster y Guillen, 2019).

Procedure

The interviews were conducted over a period of two months, in a comfortable environment for the teachers, ensuring confidentiality and creating a trusting space for open dialogue. The interviews were subsequently transcribed, and a thematic analysis was conducted following Braun and Clarke's (2006) approach, which allows for the identification, analysis, and reporting of patterns of meaning within qualitative data.

Data Analysis

The analysis of the transcripts focused on coding the responses to identify recurring and exceptional themes. NVivo software was used to manage the data and systematically code emerging themes. According to Denzin and Lincoln (2017), the use of specialized software facilitates the organization of complex qualitative data and helps ensure rigor in the analysis.

Methodology

The research used a phenomenological qualitative approach, which is ideal for exploring the subjectivity of human experiences. This approach is based on understanding how individuals experience and assign meaning to their everyday practices, in this case, teaching practices in undergraduate education (Fuster y Guillen, 2019). Phenomenology seeks to "return to things

themselves,” that is, to understand experiences as they are lived, without the intervention of preexisting theories (Fuster y Guillen, 2019).

The qualitative approach was selected due to its ability to generate a deep understanding of the phenomena studied and its flexibility in capturing the complexities of the educational context, a critical aspect when studying teaching practices. According to Fuster y Guillen, 2019), “qualitative research is an adventure to discover the essence of human experience”, which fits with the objective of the present study.

Results

The analysis of the semi-structured interviews conducted with 20 faculty members from the Faculty of Pedagogical Sciences (FCP) at the Universidad de Ciego de Ávila Máximo Gómez Báez (UNICA) allowed us to identify both excellent practices and the barriers they face in their teaching work. The most relevant results are presented below, grouped according to the research questions.

Main pedagogical strategies used in the training of future teachers

Faculty members highlighted the use of active teaching methods, such as problem-based learning (PBL), group discussions, and collaborative teaching. Many faculty members indicated that these strategies promote active student participation and the development of critical skills for their future work as educators. However, some mentioned that a lack of time to plan complex activities limits the systematic implementation of these strategies.

Assessment Methods Used to Measure Progress and Learning

Most teachers use a combination of formative and summative assessments, including written exams, group projects, and continuous assessment through classroom observation. Some also mentioned the use of portfolios to document learning progress. However, they emphasized that the traditional exam approach still plays a significant role, making it difficult to implement more dynamic and reflective assessments.

Adaptations to Address Diversity of Learning Styles

Several teachers indicated that they apply different methodologies to address diversity of learning styles, such as the use of visualizations, practical activities, and multimedia resources. However, they mentioned that addressing diversity is a constant challenge due to the size of student groups and the lack of ongoing training on this topic.

Technological and Teaching Resources Used

Teachers indicated that they use educational technologies such as projectors, virtual platforms, and multimedia resources. The use of platforms such as Moodle has established itself as a key tool for monitoring student learning. However, some commented on the limited availability of technological resources, which sometimes forces them to rely on traditional teaching methods.

Promoting Critical Thinking and Pedagogical Reflection

Most teachers stated that they promote critical thinking through debates, case study analyses, and reflections on teaching practice. However, it was noted that students often struggle to participate in these processes due to a lack of prior skills in critical analysis and problem-solving.

Importance of Supervised Professional Practice

All teachers agreed that supervised professional practice is an essential component of future teacher training, allowing them to apply theoretical knowledge in real-life contexts. However, some noted that internships can be limited by a lack of coordination with the educational institutions where they are held, which prevents them from making the most of these experiences.

Feedback Provided to Students

Teachers highlighted the importance of providing continuous and personalized feedback to improve students' teaching skills. The majority indicated that they provide both oral and written feedback, but mentioned that the volume of students sometimes makes it difficult to provide detailed and timely feedback.

Integration of Educational Research into Teaching Practices

A significant portion of teachers stated that they integrate educational research into their classes, through the analysis of previous studies and the promotion of research projects. However, some mentioned that administrative overload and the demands of the academic program make it difficult to conduct more in-depth and applied research.

Challenges Faced in the Implementation of Teaching Practices

Among the main challenges identified, teachers mentioned a lack of time to prepare innovative lessons, a shortage of technological resources, and a lack of ongoing training in new

teaching methodologies. They also pointed to administrative pressure and workload as factors that hinder the implementation of more dynamic strategies.

Evaluation of the Impact of Teaching on Student Preparation

In general, teachers considered that their teaching contributes significantly to the preparation of future teachers to face the challenges of the Cuban education system. However, some pointed out that current training needs a greater focus on the use of emerging technologies and greater coordination between theory and practice in training programs.

The study revealed that, although FCP teachers apply various pedagogical strategies that seek to develop the necessary competencies in future educators, there are significant barriers that hinder the full implementation of these practices. Greater institutional support is recommended for the provision of technological resources and ongoing professional development programs for teacher trainers.

Discussion

The results of this study offer a deeper understanding of the pedagogical practices used by faculty members at the Faculty of Pedagogical Sciences (FCP) of the University of Ciego de Ávila Máximo Gómez Báez (UNICA), and how these align with current pedagogical trends and challenges documented in the literature. In particular, the active pedagogical strategies used by faculty members, such as problem-based learning and collaborative teaching, are consistent with the recommendations of authors such as Bolívar (2019), who emphasizes that student-centered practices facilitate the acquisition of critical pedagogical competencies, such as critical thinking and problem-solving.

Active pedagogical strategies

The adoption of active teaching methods, such as problem-based learning, has been highlighted in multiple studies as an effective strategy for teacher training (Shulman, 2005). This type of approach, also called experiential learning, places students at the center of the learning process, allowing them to apply knowledge in practical situations. According to Kolb (2015), experiential learning favors the development of reflective and critical skills, something that FCP teachers mentioned as a key objective in their teaching. However, as participants indicated, the consistent implementation of these methodologies is often hampered by a lack of time and resources, a limitation also observed by Loyola-Illescas (2021) in their studies on teacher training in Cuba.

Assessment and Feedback Methods

The assessment methods described by teachers, which combine formative and summative assessment, align with the best pedagogical practices mentioned by Black and Wiliam (2009), who emphasize the importance of continuous assessment for the development of teaching skills. However, the reliance on traditional tests remains a barrier to authentic assessment, an aspect that coincides with that pointed out by Stiggins (2014), who advocates for more diverse and performance-oriented forms of assessment. Furthermore, ongoing feedback was identified as a core practice by the teachers interviewed, supporting the assertion of Hattie and Timperley (2007), who highlight that effective feedback is one of the most influential factors in learning.

Attention to the Diversity of Learning Styles

Adapting teaching to address the diversity of learning styles, although mentioned by teachers as a desired practice, faces significant challenges. As Tomlinson (2017) and Hargreaves (2003) emphasize, recognizing diversity in the classroom is essential for pedagogical success. However, the teachers in the study indicated that the lack of ongoing training in this field hinders the effective implementation of these adaptations, reinforcing the need for professional development programs focused on pedagogical differentiation.

Use of Educational Technologies

The use of educational technologies, such as virtual platforms and multimedia resources, reflects a move toward the digitalization of teaching. This finding aligns with what Martín Sospedra (2015) proposed, who emphasizes that the integration of technologies is essential for modernizing higher education in Cuba. However, the scarcity of technological resources remains a significant limitation, as also mentioned by Leiva Vázquez, Martillo Alcivar y Castro Aguilar (2022), who points out that the limited technological infrastructure in many Cuban institutions hinders educational innovation. This problem is especially critical in undergraduate education, where training in technological skills is essential for contemporary teaching practice (Prensky, 2012).

Promoting Critical Thinking and Pedagogical Reflection

Promoting critical thinking and pedagogical reflection was a recurring theme in the interviews, which is consistent with existing literature. Brookfield (2017) emphasizes that critical thinking is an essential skill in teacher training, as it enables future educators to question and improve their own pedagogical practices. However, participating teachers expressed that students often lack the prerequisite skills necessary to engage in critical thinking activities, suggesting the need for a more systematic approach to teaching these skills from an early age.

Supervised Professional Practice

The importance of supervised professional practice was highlighted by all the teachers interviewed, which is in line with what Zeichner (2010) mentioned, who considers supervised practice to be the “heart” of teacher training, as it offers the opportunity to apply pedagogical theories in real-life situations. However, coordination problems between the university and the educational institutions where the practices are carried out can limit the potential of these experiences. This is a common problem in teacher training, as noted by authors such as Darling-Hammond (2006), who suggests that the integration of theory and practice remains a challenge in higher education.

Challenges and Barriers to Implementation

Among the challenges mentioned by teachers were administrative overload and a lack of time to plan innovative activities, a situation similar to that described by Hargreaves (2003) in her analysis of the “emotional labor” of teachers. This author highlights that non-pedagogical demands on teachers can negatively affect their ability to implement more student-centered teaching strategies. In turn, a lack of technological resources and a lack of ongoing training were recurring problems, reflecting the broader structural challenges facing the Cuban education system (Loyola-Illescas, 2021).

Evaluating the Impact of Teaching

Finally, teachers positively evaluated its impact on student development, although they acknowledged that current teaching requires greater integration of technologies and better coordination between theory and practice. This is consistent with the conclusions of Bolívar (2019), who argues that teacher training must be more adaptable and dynamic to respond to the demands of the current educational environment.

The results of this research confirm that teachers in the FCP at UNICA are committed to implementing innovative pedagogical practices, but face significant challenges that limit their effectiveness. Greater institutional support is needed to overcome these barriers, especially regarding the provision of technological resources and ongoing training.

Educational leadership is key to the continuous improvement of pedagogical practices in teacher training, as it allows educators to be guided and oriented toward the implementation of innovative, student-centered methodologies. In the context of the Faculty of Pedagogical Sciences (FCP) at the University of Ciego de Ávila, leadership plays an essential role in overcoming the barriers teachers face, such as the lack of technological resources and limited time to plan more effective strategies. Strong educational leadership promotes the creation of a collaborative environment where teachers feel supported to experiment with new forms of teaching and assessment, and

where pedagogical reflection and continuous professional development are encouraged. Leaders' ability to generate a clear vision for educational improvement facilitates the implementation of excellent pedagogical practices aligned with current challenges in higher education.

The research assumes the criteria of the studies by Marichal Guevara *et al.* (2021a); Marichal Guevara *et al.* (2021b); Marichal Guevara *et al.* (2021c); Marichal Guevara and Barrientos Piñeiro (2019); Marichal Guevara; Barrientos Piñeiro and Hernández Crespo (2019); Marichal Guevara; Barrientos Piñeiro and Martínez Contreras (2019); Marichal Guevara, Buendía Espinosa and Rey Benguría (2018a); Marichal Guevara, Buendía Espinosa and Rey Benguría (2018b); Marichal Guevara *et al.* (2018); Marichal Guevara, Rodríguez García and Cáceres Reche (2018); Marichal Guevara and Zamora Reyes (2018); Marichal Guevara; Ramos Bañobre and Rey Benguría (2017); Marichal Guevara, Ramos Bañobre and Rey Benguría (2017a); Marichal Guevara, Ramos Bañobre and Rey Benguría (2017b); Marichal Guevara, Rey Benguría and Hernández Crespo (2017), Marichal Guevara, Ramos Bañobre and Hernández Crespo (2015) draw on a decade of research on the behavior and manifestation of this process in challenging contexts, taking into account processes of educational inclusion. Furthermore, educational leadership has the power to directly influence the impact teachers achieve in the preparation of future education professionals. Leadership committed to educational quality facilitates the integration of educational research into teaching practices, encouraging teacher educators not only to transmit knowledge but also to develop critical and reflective skills in their students. In this way, educational leadership becomes an engine of change that, by empowering teachers, drives the adoption of more inclusive and effective pedagogical approaches, which is essential to address the challenges of diverse learning styles and the demands of the 21st century. Ultimately, the transformation of educational practice requires leaders capable of articulating an innovative educational vision, coordinating resources, strategies, and ongoing training to improve the quality of teaching at all levels.

In this regard, several authors such as: García Gutiérrez *et al.* (2023); Pla López *et al.* (2023); Ramos Bañobre *et al.* (2023) and Marichal Guevara (2018); Agudelo Velásquez *et al.* (2023); Barrientos Piñeiro, Campos Méndez and Marichal Guevara (2022); Barrientos Piñeiro *et al.* (2022); García Gutiérrez and Marichal Guevara (2022); Hinojo Lucena *et al.* (2022); Misas Hernández, López Rodríguez Del Rey and Marichal Guevara (2022a); Misas Hernández, López Rodríguez Del Rey and Marichal Guevara (2022b); Navarro Corona, Marichal Guevara and Mazariegos Biolis (2022); Rodríguez Torres, Marichal Guevara and Meneses Martín (2022); Maradiagas Chirinos *et al.* (2021); Barrientos Piñeiro and Marichal Guevara (2019); Hernández Crespo, Marichal Guevara and San Gil Treto (2017); Hernández Crespo, Marichal Guevara and San Gil Treto (2015); Ramos Bañobre *et al.* (2015a); highlight the importance of training trainers using tools from pedagogy as a science.

Another group of researchers, such as Agudelo Velásquez *et al.* (2024); Barrientos Piñeiro *et al.* (2024); Barrientos Piñeiro *et al.* (2023); Céspedes Carreño *et al.* (2024); Espinosa Fernández *et al.* (2024); González González *et al.* (2023); Marichal Guevara *et al.* (2024); Marichal Guevara *et al.* (2023); Valeria Iglesias *et al.* (2024); Valeria Iglesias, Marichal Guevara and Moscoso Portillo (2023); Santovenia Díaz *et al.* (2024); Marichal Guevara *et al.* (2018); Marichal Guevara and Ramos Bañobre

(2016); Marichal Guevara *et al* (2016b) y Ramos Bañobre *et al* (2015b) and Trillo *et al* (2021). From their research, they highlight the importance of working in research networks for training from an international dimension.

Conclusions

The study conducted with 20 faculty members from the Faculty of Pedagogical Sciences (FCP) at the University of Ciego de Ávila Máximo Gómez Báez (UNICA) has identified both excellent pedagogical practices and barriers that limit their implementation in the training of future teachers. The results show that faculty members are committed to adopting active and collaborative methodologies, as well as promoting critical thinking and pedagogical reflection. However, significant challenges are evident related to the availability of resources, administrative overload, and a lack of time to develop more innovative pedagogical strategies.

Regarding learning assessment, faculty members combine formative and summative techniques, but there is still a strong reliance on traditional methods. Furthermore, attention to the diversity of learning styles, although recognized as crucial, is limited by a lack of specific training and available resources.

The importance teachers place on supervised professional practice is highlighted, a key component for the comprehensive training of future educators. However, coordination between the university and the educational institutions where the internships are carried out requires improvement to maximize the impact of these experiences.

The findings also underscore the need for greater integration of educational research into teaching practices, something that remains a challenge due to the demands of the academic program and teachers' workload. Despite the barriers, teachers positively evaluate its impact on student training, although they recognize the need to strengthen the focus on emerging technologies and the connection between theory and practice.

In short, it is essential that higher education institutions offer greater institutional support to teacher educators by providing technological resources, reducing administrative burdens, and promoting continuing education programs in pedagogical methodologies and attention to diversity. These steps would contribute to improving the quality of teacher training and, ultimately, the education system as a whole.

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