

Gestión educativa para el estudio proceso histórico-pedagógico de la formación de pregrado del maestro primary

Educational management for the study of the historical-pedagogical process of undergraduate primary teacher training

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Resumen: El presente artículo aborda la necesidad de la gestión educativa sobre el conocimiento del devenir histórico-pedagógico de la formación de pregrado de maestro primary en Santiago de Cuba, el desarrollo de la identidad, la cultura de la profesión para afianzar la motivación y reafirmación profesional pedagógica. El objetivo es sistematizar los referentes epistemológicos que sustentan la gestión educativa, desde un sistema teórico conceptual de sistematización del proceso histórico-pedagógico de la formación de pregrado del maestro primary de Santiago de Cuba (1959-2019), como parte indispensable para el enriquecimiento de las Ciencias de la Educación. Todo lo anterior favorece el análisis del proceder para la comprensión, ordenamiento y reconstrucción de este nuevo saber.

Palabras clave: Gestión educativa; Sistema teórico-conceptual; Sistematización; Proceso histórico-pedagógico; Formación de pregrado.

Abstract: This article addresses the need of educational management on the knowledge of the historical-pedagogical evolution of the undergraduate primary teacher training in Santiago de Cuba, the development of identity, the culture of the profession to strengthen the motivation and professional pedagogical reaffirmation. The objective is to systematize the epistemological referents that sustain the educational management, from a conceptual theoretical system of systematization of the historical-pedagogical process of the undergraduate training of the primary teacher in Santiago de Cuba (1959-2019), as an indispensable part for the enrichment of Educational Sciences. All this favors the analysis of the procedure for the understanding, ordering and reconstruction of this new knowledge.

Keywords: Educational management; Theoretical-conceptual system; Systematization; Historical-pedagogical process; Undergraduate training.

Introduction

Cuban Higher Education in the 21st century is committed to its social project and guarantees the sustainable and integral human development of the new generations of professionals in order to preserve the Cuban identity and identity. To this end, young people must achieve a dialectical interrelationship between culture and its historical, political, economic and social context that responds to the approach of the human essence, seen from the social and individual experience. This allows them to be in tune with their time, with the scientific-technological advances of the world, the demands of society and historical traditions.

The study of pedagogical practices in different periods allows to assimilate the antecedents of education and to reconstruct the presence of the teaching profession as an essential task of the present time. In this way, the legacy of educational work is sustained in time as a transcendental way of transmission of new knowledge preceding the advanced experiences of the precursors.

The History of Pedagogy considers the study of the formative processes of all the educational subsystems of the National System of Education (SNE), from which the pedagogical formation of undergraduate or initial formation of the specialties or careers, especially of primary teachers, is signified. The categories of the historical-pedagogical process are reflected in the memory: educational systems, educational institutions, pedagogical conceptions of training, curriculum and notable personalities. This makes it possible to give continuity to the best traditions of the teaching profession in order to enrich the training of present and future generations.

The need to solve through the implementation of modern processes of the educational management as procedure, allows to focus, in a wide way, the real possibilities of the career Licentiate in Education. The need to solve the lack of knowledge and the complexity of understanding of the historical-pedagogical process alluded to.

Based on the above, it is necessary to prepare the student to understand personal and social needs in order to know how to face with initiatives, the solution of the problems of the pedagogical

practice, and to incorporate the value system of the Cuban Revolution, as the professional identity, in addition to humanism, which is established in the Professional Model for the formative and pedagogical/didactic or academic management. In fact, this preparation is the main action of management and is an intermediate link between planning and the fulfillment of the objectives to be achieved.

The formative and pedagogical/didactic or academic educational management is assumed from the considerations of Céspedes (2008); Senú, López & García (2021), as the vehicle for the development of processes and actions, from the educational vision to propitiate the direction of the teaching-learning process for the study of the historical-pedagogical process of the undergraduate training of the primary teacher in Santiago de Cuba (1959-2019). This is a worthy tribute to the traditions of Santiago's teaching profession, at the same time that it allows the fulfillment of the services, from an innovative strategic planning, which takes into consideration the accurate diagnosis of the university community and its environment with the sources of local historical-pedagogical knowledge.

From this perspective, the integral formation of the elementary teacher is conducted to face the current and future demands that promote a pedagogical formation for the sustainable development of an inclusive, equitable and quality education to promote lifelong learning opportunities for all. Consequently, the History of Pedagogy and Education is enriched, as well as the motivation and professional pedagogical reaffirmation of the students of the Bachelor's Degree in Education Elementary Education.

After the factual diagnosis carried out in the Bachelor's Degree in Elementary Education, at the University of Oriente, through research methods and techniques such as: documentary analysis, testimonies and life stories, interviews, surveys to students and professors, it is revealed a lack of knowledge in the university community about the subject, from a totalizing perspective; which limits the understanding of the genesis and course of the historical-pedagogical process of the undergraduate training of the elementary teacher between 1959-2019 in Santiago de Cuba.

That is why this article aims to systematize the epistemological referents that support educational management, from a conceptual theoretical system of systematization of the historical-pedagogical

process of the undergraduate training of the elementary teacher in Santiago de Cuba (1959-2019), as an indispensable part for the enrichment of Educational Sciences.

Development

Educational management: conceptual framework for the study of the historical-pedagogical process of primary teacher training.

The term management has its origin in the Latin "gestio", it evokes the action and the consequence of carrying out procedures efficiently and promptly, which makes it possible to carry out an operation, a matter, a project, a project, a desire, among others. This term is different from administration, which focuses on the ideas of directing, arranging, governing, organizing or ordering a certain situation. To manage is to generate and maintain the resources available for the achievement of objectives; it is to articulate the mental representations, to unite the ideals, as well as the feelings, discourse and purposes of the individuals involved in the development of the processes.

In the profile of the Sectorial Project of the University of Oriente on Quality Management: a superior perspective for sustainable development, management is referred to as the action or effect of a certain collective for the achievement of the proposed objectives. The study of the evolution of management made it possible to observe that "planning, organizing, regulating and controlling" to obtain superior results are not only functions for organizations, but are also a necessity in the institutions in charge of preserving, developing and promoting the culture of society.

According to Senú, García and López (2020), it is possible to understand management as one:

series of different actions and procedures, equivalent to a wide range of performances that are deployed by those involved, around a specific purpose, under the consideration that the greatest possible number of obstacles and interferences can be eliminated, as well as the successful achievement of the intended goal; in its essence, management implies everything that refers to doing, in order to achieve the intended objectives or goals (p.3).

Similarly, derived from the previous scientific perspective, a definition of the Quality Management System is connoted, understood as an operational work structure, well documented and integrated

to the technical and management procedures, to coordinate the actions of the participants, in the rational use of all resources, the management of the organization's information in a practical and coordinated way, to ensure the satisfaction of managers, workers, students, graduates, employers in correspondence with the system of values shared by the organization.

Management can be directed to different spheres of economic, political and social life. For this reason, emphasis will be placed on the educational sphere, as it increases the efficiency of the educational institution, which institutes a process of continuous learning of individuals, work and/or study groups, throughout the institution.

Educational, educational or school management, approached from different epistemological positions, is visualized in recent years, within the denomination of educational management, being considered the art of anticipating change in order to create strategies permanently to ensure the desired future or a way to align efforts and resources to achieve a particular goal from the process of planning, organization, regulation and control of the pedagogical process.

The term process management takes into account how the school organization systematically and intentionally develops the institutional sub-processes that, in their various dimensions, are implemented in order to achieve quality results, such as: curricular and pedagogical management, the development of the regular processes of the establishment and the administrative support of teaching management; and likewise, the way in which the concern for continuous improvement and the promotion of the search for innovative solutions to management problems are evidenced.

With respect to the dimensions or areas of educational management, these are understood as areas of intervention, where tasks of a homogeneous nature can be grouped, since they include curricular, administrative, institutional governance, services and human resources. It encompasses pedagogical, administrative and social aspects. Therefore, the main dimensions of such management are: organizational, administrative, pedagogical-didactic and community.

Hence, the types or levels of educational management: pedagogical/educational or academic, administrative and socio-humanistic or community have as a basic principle of this process the

collective participation to achieve involvement, awareness and therefore consensus to achieve the desired results.

The formative management is subordinated to the educational management as an educational macro-process that allows collegial working partnerships of the actors of the center for the education and set of knowledge of an individual, starting from the school management to give accurate and effective answers to the insufficiencies of training of the students. This management allows appropriate synergies between all the actors and managers in an educational center and tries to put this function in relation to the collegial work of the staff and to make it part of the relationships established between the different actors of the educational community.

According to Quiala (2008), pedagogical/didactic or academic management is the "...strategy of impact on the quality of education systems, it reflects the role played by the school establishment as a whole and in its unitary, local and regional specificity to incorporate, promote and develop actions aimed at improving current educational practices." (p. 29).

This management is characterized by the links in the construction of knowledge and the didactic models that underlie teaching practices, the value and meaning given to knowledge, and the criteria for evaluating processes and results. In addition, it covers: the design of the curricular offer, its implementation and pedagogical aspects, from the support to the management of teaching and learning processes of students. This is an essential axis in the training process, since it orients its action to ensure that students learn and develop the necessary competencies for their social, professional and personal performance.

In this article, this management considers actions and processes aimed at the design and permanent updating of teaching methodologies, learning strategies in the different socio-cultural contexts, from the assumption of the curriculum in a process of continuous interaction between the actors of the educational process. This allows the implementation of the pedagogical model, the improvement of students' learning with the purpose of forming them as active members of society.

In fact, this guarantees quality and preparation for life, since learning management is linked as a process of relationships between: structure, strategy, systems, styles, capacities, actors and higher

objectives, both within the institution and towards the environment. All this helps to favor the working world, whose main dynamizer is the academic community, and whose contributions in knowledge, experiences, innovations or research of the different educational agents, contribute to the development and improvement of the institution for the achievement of the proposed goals and objectives.

In effect, the community dimension is strengthened, understood as the participation and cooperation of the university community (students, professors, community members and community organizations), which constitute an important factor to achieve quality in teaching. Thus, community management refers to the set of activities that promote the participation of the different actors in the activities of the career and aims at relations between society and the institution itself (local community and its school institution and community sectors); as well as obtaining information from the various sources of local historical-pedagogical knowledge.

For this reason, in the area in which the actions of this management are developed, all the actors of the community are linked to strengthen the development of professional identity and the sense of belonging to the institution. In this way, performance improves if two-way bridges are built between teachers and community actors, so that both exchange cultures, because only in this way, they can deploy efforts to achieve progress in the socio-cultural system inefficient about the pedagogical culture of the profession.

For the study of the historical-pedagogical process, the formative and pedagogical management is assumed from the community dimension since it implies the planning of actions, distribution of tasks and responsibilities to direct, coordinate and evaluate processes and make known the results and, at the same time, include actions related to the curriculum, decision-making in the methodological bodies, social organizations and that, evidently, are aspects that cannot be left under the exclusive responsibility of the administrative personnel of the training center or a school center where the work practices are carried out.

All this enhances the knowledge of the historical-pedagogical process of the undergraduate teacher training in the Santiago locality and its reflection in the national, notable personalities, aspects noted by Oliva, Senú & Santiesteban (2022); in the same way, the curricular and training

pedagogical conceptions are promoted. That is why, in this study, the pedagogical/didactic educational management and the community dimension are advocated, from the treatment to the evolution of the pedagogical traces and traditions of such training between 1959-2022, from a theoretical-conceptual system of systematization of the historical-pedagogical formative process.

The History of Education and Pedagogy, as an integrating nucleus of the Educational Sciences, in integration with Philosophy and Sociology of Education, Psychology and Educational Technology, offers a more solid theoretical corpus to them. Underlying these sciences are laws of a pedagogical nature such as: the relationship of instruction with education, school with life and the social context, valid to foster the historical-professional culture of primary teachers. Undoubtedly, historical-pedagogical researches become a challenge for these sciences in contemporaneity.

This allows giving continuity to the best traditions of the teaching profession to enrich the training of present and future generations. There have been considerable pedagogues and epistemologists who stimulate historical-educational research, among which stand out: Miranda (2005); Ramos (2019); Vidal, Bravo & Senú (2021-2022); among others. In this regard, the historical-pedagogical process is understood as: "the constant transformation of the educational system, the school institution and pedagogical conceptions throughout history, its production in stages and its relationship with laws of a social nature" (Ramos, 2019, p.4).

In the historical-pedagogical process as a social and cultural process, the student will be able to visualize the transforming capacity of the Santiago teachers involved in this process in the different contexts of the emergent and regular formation. He/she will be able to establish the dynamics of the relationships between subjects in society, in a constant and systematic relationship, capable of empowering and transforming their behavior in knowing, knowing how to do, being and living together. This enables to take up the best experiences of these traces of historical development to make them their own, from their modes of action and pedagogical traditions, which enhance the pedagogical professional reaffirmation, identity and love for the profession.

This knowledge is dealt with through pedagogical management, from the study plans and subjects of the curriculum in a teaching-learning process, where the university community is involved in function of this particular. The different components of training receive special attention in this

process. From the academic component, in particular, it is evidenced in the coherent output of the study of the categories of the process, emphasizing the Disciplines: General Pedagogical Formation (Pedagogy I) and the Main Integrating Discipline; among others. With the proposal of a conceptual theoretical system, a theoretical construct is offered that reveals the relationships between subsystems and components with new semantic and procedural categories for the study and understanding of the historical-pedagogical process, which establishes a procedure to reveal the reconstruction of new knowledge.

From the research point of view, the investigation of the historical evolution of the educational system with its educational institutions, the pedagogical conceptions and the generalization of contributions through the leading role of the Student Scientific Group "I am the teacher" is enhanced. In the Work Practice, the deepening of the formative process is highlighted on the basis of the study of life stories, testimonies, as well as the use in the formative pedagogical practice of good practices to enrich history, through advanced experiences, the generational exchange with which valuable information will be collected and a Biographical Dictionary of notable personalities of the training in the different contexts and formative institutions will be formed. All this will have its value to enrich, in addition, the process of university extension.

From the educational context, the category teaching-learning process is highlighted, linked to the processes: education-instruction, teaching-learning, training-development, denoting between them, a dialectical interdependence, occurred during past times, called historical-pedagogical process, as an object of study of the History of Pedagogy.

Theoretical-conceptual system: a new construct to the Educational Sciences for the systematization of the historical-pedagogical process of undergraduate education.

In the study of the process, given the limitations of its knowledge and complexity of its understanding, a theoretical-conceptual system of systematization is proposed, based on the general theory of systems. This system, with its subsystems and components, emerges as new semantic and procedural theoretical constructs where new concepts and categories are revealed from systematization.

This construct allows penetrating into the essence of past phenomena and processes, to explain the nature and multiplicity of existing relationships between actors. It is based on critical interpretation as the process of reconstruction of knowledge about a social practice of the historical-pedagogical process of the initial training of the elementary school teacher. This construct constitutes an effective way to raise the quality, the establishment of the culture and identity of the profession in the training of local teachers.

Among the scholars who have directed their contributions, from the theoretical-conceptual system, are: Lema (2016) around the evaluation of the teacher's professional performance in the Higher Technological Institutes in Ecuador. In turn, Arias (2019) addresses the training of university students of pedagogical careers as promoters of scientific culture, in the socio-school context. While, Rebollar (2019) outlines the socio-educational orientation to the basic high school student for the management of a developmental life project. These researchers consider that the theoretical-conceptual system describes and explains the essential pedagogical categories and concepts of the subsystems and their dialectical relationships that allow a new organization and interpretation of the training process.

This article considers a theoretical construct of generalized knowledge, from the semantic and procedural point of view, which allows a detailed explanation and description to reflect the peculiarities and dialectical relationships that are established in the articulation of ideas with an organizational approach, which reveal new concepts and theoretical categories, through the interrelation between subsystems and components to access an interpretative, contextualized and systematized procedure that guides the hermeneutic procedure of the historical-pedagogical process of the undergraduate training of the primary teacher.

The structuring of the theoretical-conceptual system is a new contribution to the Educational Sciences. It is based, essentially, on a new vision of the study of the historical-pedagogical process of the elementary school teacher's undergraduate training. It can be classified as open due to the exchange relations of the object with the context, through its subsystems and its components. It adapts to the conditions of the context and attends to the particularities and essential categories of the alluded process. The more the synergic effect of the deepening of the authenticity of the

teacher's work and praxis, the more possibilities of success they will have to build, from the historical process of training, their pedagogical professional identity.

The epistemological approach to undergraduate elementary school teacher training in Santiago de Cuba (1959-2019) and its theoretical systematization, revealed the need to consider a theoretical-conceptual system of systematization as a process of understanding and interpretation of semantic and procedural generalized knowledge, which guides the interpretative procedure of the historical-pedagogical process. This system favors the explanation, description and communication of concrete practical experiences for the participative creation of those involved in the training process, since it enables the reconstruction of theoretical-practical knowledge, ordered from the transformations of educational institutions, pedagogical conceptions of training, curriculum and notable personalities, for the learning of national and local educational traditions.

The theoretical-conceptual system of systematization of the historical-pedagogical process of undergraduate elementary school teacher training is composed of two subsystems:

- **- Subsystem historical-pedagogical analysis of undergraduate elementary school teacher training aimed at the conceptual preparation of the pedagogical phenomenon and its course;** of initial inquiry, reflection and contextualization of the historical-pedagogical process of elementary teacher training, based on the influence of the different agents or socializing actors involved; of documentary sources where the components of the socio-historical-cultural understanding emerge, which allow a documentary update of the process.
- **Subsystem of pedagogical systematization of training oriented to unravel,** reason, deduce and argue the true sense of a process or phenomenon of the objective reality, which enables the ordering, the value reproduction, in addition to enabling the restoration, from the interpretation and extrapolation, to the current process of teacher training, of the inherited local pedagogical culture with readjustment to reality. In this way it will be able to become new teaching knowledge with the perception of its impact, from the didactic management of the teaching of the History of Pedagogy and Educational Sciences of this training process in the locality.

The first subsystem, historical-pedagogical analysis of training, is made up of the following components:

- **El análisis histórico de la formación**
- **Caracterización del contexto socio-histórico-cultural de la formación**
- **La contextualización de las tradiciones pedagógicas santiagueras**
- **Actualización documental de la formación**

El segundo subsistema sistematización pedagógica de la formación está conformado por tres componentes en íntima interrelación:

- **Reconstrucción valorativa de la formación**
- **Actualización de la cultura pedagógica local**
- **Generalización histórico-pedagógica del proceso de formación**
- **Visibilidad e impacto del proceso histórico-pedagógico santiaguero**

From these subsystems and components, the interpretative procedure for the systematization of the historical-pedagogical process of training is distinguished through the following procedures: analysis, characterization, evaluation, interpretation, description, arrangement, explanation, argumentation and extrapolation for systematization.

In this way, the systematization of the historical-pedagogical process of the undergraduate training of the elementary school teacher is considered as the critical restoration of practices or procedural modes of the preceding historical-pedagogical knowledge, from the conceptual theoretical system, for the logical ordering of the lived process and the factors that have intervened in this process, which facilitates the construction of new theoretical knowledge in function of the improvement of the educational management of the locality in relation to the training of the professional in the present times.

The aforementioned enables the establishment of foundations that generate new knowledge in the process of training elementary school teachers:

1. In the matrix of pedagogical, didactic and community changes, the teacher assumes the undergraduate training process, starting from the purposes of the Professional Model of the Bachelor's Degree in Education. Elementary education, considering the local pedagogical traditions.
2. The values and attitudes of professional performance inherited from the Santiago teaching profession are revealed as a resource of national identity. In this context, the teaching-learning process, from the developmental perspectives of the study plan, assumes the adaptation and implementation of the basic and proper curriculum in the training of primary teachers.
The learning of the educational community is promoted through the investigation of the contributions of educational institutions, notable local personalities and pedagogical conceptions of pedagogical training, as well as curricular conceptions that guarantee the rescue of the historical memory and the defense of the best traditions of Cuban and Santiago's pedagogical thought.
4. The development of pedagogical skills such as: diagnosing, planning, organizing, controlling and evaluating, among others, is boosted by the creative protagonism of operational managers, the educational community and institutions responsible for the training of primary teachers.
5. It is possible to contribute to the integral formation of the teacher in training, highlighting his identity towards the profession, the solidity of his historical-pedagogical knowledge about training, all of which favors his professional responsibility and social recognition.
6. The management and updating of study plans of the training process is promoted, as well as related strategies related to: teaching methodologies, the development of transversal projects, research processes, the student evaluation system, the organization and socio-educational climate, the communicative environment, among others, in order to fulfill the goals and objectives of the initial training of the primary teacher.
7. It ensures the learning of the teaching of the disciplines and subjects: Pedagogy I and II, Labor Research Practice, as well as its incidence in extracurricular or extensionist activities.
8. The close relationship of the components of the theoretical-conceptual system of the systematization of the historical-pedagogical process, enables the determination of the indicators for the analysis and characterization of training stages, since it enables the coherence and logic of

the analysis and interpretation of the stages of the historical-pedagogical process in its historical-social development. They have a causal relationship, since they synthesize the information contained in the referential framework of the research, to the extent that they result in a theoretical synthesis of the assumptions assumed by the researcher, which in its use reveals the degree of adequacy of the analysis with respect to the purposes planned in the research.

9. The management indicators make it possible to evaluate the performance of the students and their self-management. These are: effectiveness to measure the level of fulfillment of the objectives according to the systematization content keys; relevance based on truthful information in accordance with the stage; efficiency for the correlation between the results of the information obtained and the sources and resources used with the maximum possible real information; and the satisfaction of the needs of the stakeholders.

Conclusions

Educational management, from a theoretical-conceptual system, assumes the epistemological bases assigned to systematization to favor the study of the historical-pedagogical process of undergraduate elementary school teacher training (1959-2019). It is fundamentally based on the system theory, on the planned and staged formation of mental actions. From the referents, a system of meanings of concepts and procedures is conceived, which harmoniously form two subsystems with their components from which new categories and dialectical relationships emerge. These constitute a guide of the interpretative procedure to favor the reconstruction of the process that bets on an organizational culture in teacher training manifested in participative, prospective and creative performances.

The proposed theoretical-conceptual system allows the study and analysis of other historical processes, thus constituting a contribution to the theory and historiography in the Educational Sciences that, until now, has not been revealed, from the criterion of this essential construct, which gives grounds to consider it as a novelty in the context of these sciences.

The explanation of the system flows through the reasoning of the epistemic construction of the systematization of the historical-pedagogical process of the elementary school teacher's training process in Santiago de Cuba between 1959-2019, from the dialectical relationships between the

system. These relationships allow establishing its structure, functions and the interrelation among its components, and mark the imprint of the interpretative procedure in the study of this process, since they propitiate the constructive logic to solve the research problem.

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