



The Academic Dossier as a Didactic Strategy for Critical Reading in Pedagogy Students of National and Foreign Languages at the ULEAM Chone Extension



Richard Javier Balderrama-Vargas ^a
Jesús Orley Reyes-Ávila ^b

Article history:

Submitted: 09 February 2024

Revised: 18 March 2024

Accepted: 27 April 2024

Keywords:

academic dossier;
collective synergy;
critical reading;
teaching strategy;

Abstract

Academic processes change through technological advances and play an important role in students at higher institutes, this is the focus of the proposal of the academic dossier as a didactic strategy to promote critical reading in pedagogy students of national languages and foreigners, from the ULEAM Chone Extension. The academic dossier is used as an alternative to archive information downloaded from the web and convert it into the innovation manual to motivate reading and individual learning that is taken as an example to follow for those who have collective synergy, therefore the objective is to determine the importance of the academic dossier as a didactic strategy for critical reading in pedagogy students of national and foreign languages of the ULEAM Chone Extension. The work is descriptive and adjusts to the dependent and independent variables. The methodology was quantitative in approach since the survey was applied to teachers and students of the program and a bibliographic and descriptive review was carried out to support the theoretical bases of the two variables proposed. The field technique was the structured survey that had a population of 287 students, applying the Sierra Bravo formula with the sample of 116 students and 15 teachers, it is concluded that the academic dossier as a strategy promotes interest and reading habits in students, thus forming analytical and critical professionals.

International journal of linguistics, literature and culture © 2024.

This is an open access article under the CC BY-NC-ND license

(<https://creativecommons.org/licenses/by-nc-nd/4.0/>).

Corresponding author:

Maestría en educación con mención en docencia e investigación en educación superior

Universidad Laica Eloy Alfaro de Manabí - Extensión Chone, Manabí, Ecuador.

Email address: richard.balderrama@pg.uleam.edu.ec

^a Maestría en educación con mención en docencia e investigación en educación superior. Universidad Laica Eloy Alfaro de Manabí - Extensión Chone, Manabí, Ecuador

^b Universidad Laica Eloy Alfaro de Manabí - Extensión Chone, Manabí, Ecuador

1 Introduction

The dossier is the type of text that has undergone transfer both in structure and function since etymologically it is a French word that translates a secret file of a particular matter. In the educational field, the dossier is a text that is included in many literary magazines that deal with various issues that do not have the form of archiving documents where there is no balance between the original acceptance and the transfer that it has suffered in the academic world, especially in popular literary magazines (Chourio, 2018; Álvarez & Ramírez, 2020).

The present investigative study is of vital importance since the preparation of an academic dossier facilitates the execution of internal and external teaching-learning processes; considering that the construction and arrangement of documents in physical or digital formats enhances the development of a critical reading that serves as a support for the relevant contributions of university students, with the intention that these constructions of texts are established and strengthened in a consolidated manner. in the brain and memory of the learners, awakening interest in reading at appropriate levels for higher education, capable of projecting in the community that the connection of a professional is eminently critical, constructive, and transformative of realities (León et al., 2018).

The dossier allows students to develop skills to understand, analyze and interpret complex historical processes since it must be organized, complete and understandable, it must be kept updated and presented in a clear and orderly manner so that it can be easily reviewed and evaluated by third parties (Pino, 2002).

According to the latest reports from the Regional Center for the Promotion of Books in Latin America and the Caribbean (CERLALC), reading rates in Spanish-speaking countries are far below those recommended, mainly because current generations consider that It is an activity of little interest (Páez Martínez, 2018).

The current deficit in reading comprehension and critical reading that is experienced worldwide constitutes a challenge for teachers and students. Nowadays, young people have little passion for reading and rarely explore other higher dimensions of comprehension and evaluation (Akin et al., 2015; Li & Wan, 2022). The problem worsens when teachers ignore this situation and do not generate scenarios to promote this cognitive capacity in students. For this reason, the planned use of mechanisms and devices conducive to promoting comprehensive, reflective, and critical reading in the university environment is important (García, 2019).

The evolution of young people in the teaching-learning process with online technology awakens interest in reading and information that will be of great support in the phases of evolution in higher education to cultivate students to acquire new knowledge with the usefulness of the technological tools available (Fuster-Guillén et al., 2020; Morán Borja et al., 2021).

Critical reading refers to the ability to analyze and evaluate texts in a reflective and argumentative manner. This skill is essential so that future teachers can understand and question different perspectives, interpretations and meanings in the texts that are presented to them or their future students (Puente, 2020). Active didactic teaching strategies are those methods, techniques, and strategies that teachers use in the teaching-learning process so that together with the students they achieve active training in the construction of knowledge (Armijos, 2018; Paredes Silva, 2016; Sandoval & Aguilar, 2018).

The mission of higher education is the key to the development of the country in such a way that it is the young students who have the future of work in their hands, generating the economic, family and societal impact by increasing worker production (Goñi-Saldaña et al., 2023). Ecuadorian education is currently developed based on the new legal educational context, in which the academic offer that applies in an interdisciplinary manner, research, connection and teaching is essential to contribute to the integral formation of the human being (Andrade Molina et al., 2018).

The problem indicated by the causes that were considered to work on the development of the scientific article is the analysis of the results in educational training with the COVID-19 pandemic, whose students faced various situations of poverty, connectivity and frustrations in the face of these events, They have gaps in the knowledge of the subjects or subjects that constitute the support for the development of critical reading of various topics at a professional level (Cedeño-Jama, 2022). There is an ephemeral critical acuity in university students, and this gives rise to risk factors in the training and preparation of the future professional to serve in society as the ideal professional to demonstrate the intellectual skills of analysis, paraphrasing and accurate and viable decisions. on any topic or act (Loachamin et al., 2023).

In this framework, university professors with gifts of creativity, innovation and research propose readings linked to real events that happen in the community as well as with systemic thinking, proposing global or regional readings that affect the way of looking at local progress. For this purpose, critical reading with its theory and the way of

practising it in class and outside of it will be one of the main tasks in the various topics that are addressed (Abdel halim, 2011).

The study aims to determine the importance of the academic dossier as a didactic strategy for critical reading in pedagogy students of national and foreign languages of the ULEAM Chone extension for the diagnosis of the weaknesses that students present in the process of critical reading and the analysis of teaching strategies (Chen et al., 2011; Kinio et al., 2019).

2 Materials and Methods

A scientific literature review related to the research topic was carried out, to obtain updated and substantiated information about the academic dossier as a didactic strategy for critical reading in students. For this reason, the research was developed from a quantitative approach since the survey was applied to teachers and students. The inductive-deductive method was applied, which began to search for the most important data to be able to infer the general conclusions and thus apply them in the framework of the research to understand the influence of the academic dossier on the critical reading of university students.

The statistical method was used to collect outstanding empirical data with the population of 287 university students of the national and foreign languages pedagogy program at ULEAM Chone extension with the sample of 116 students and 15 teachers with the support of the average, standard deviation and significance tests to extract statistically valid conclusions that allowed the research to be carried out rigorously and systematically, guaranteeing the validity and reliability of the results obtained, which were then tabulated, analyzed and interpreted in tables.

3 Results and Discussions

Critical reading in young people is one of the great educational challenges for schools globally. Literature has always had a predominant role, although it has varied with the development of various approaches and trends in language teaching. Currently, literature has the primary function of exposing the student to varied and creative registers of the language, in addition to being an indispensable vehicle for accessing different cultural visions of the world (Orrego & Díaz Monsalve, 2010; Ochoa Angrino & Aragón Espinosa, 2005).

Critical reading applies to nonfiction, writing in which the writer addresses the assertion, is active and involves understanding what a writer is saying with the help of learning a foreign language, improving memory and concentration, reducing stress, help having good spelling also allows you to expand your vocabulary and learn new things easily (Crespo Rodas, 2019; Diaz et al., 2010; Fernandez et al., 2018).

The best time to promote critical reading is when the person is still developing their early language skills since the brain plasticity of this stage allows reading comprehension to be consolidated as a key tool that accompanies them throughout life. Critical reading has been part of life since childhood and must stop being seen as an imposition and be approached as the right of every individual equipped with tools that allow him to make better decisions for himself and for the society in which he is immersed, as well as having access to quality information and the wonderful cultural heritage that literature offers that increases the quality of life (Camacho & Sánchez, 2019).

Critical reading also strengthens the ability to express oneself, listen and resist dominant, imposing discourses. Knowing how to read, understand, interpret and judge what we read can sow the seed that makes a difference in oppressed societies and be able to defend rights and interests because promoting critical reading in students at an early age is related to the component ethics of future professionals in society (Paredes Silva, 2016; Pinchao Benavides, 2020).

Critical reading allows you to activate transversal skills precisely because it can work with information, discriminating based on importance and reliability. For all this, the most advanced level of reading goes beyond traditional literacy, which is why a student survey was applied that reflects in Table 1 the level of students' critical reading comprehension (González, 2015).

Table 1
Comprehension of critical reading

Alternatives	Frequency	Percentage (%)
Always	54	47
Sometimes	55	47
Never	7	6
Total	116	100

It stated that 47% of the students stated that they always understood the concept of critical reading and 6% never. With the above, we can see that university students have extensive knowledge about the concept of critical reading, and it is good since it encourages establishing the objectives and habits of reading, in addition to the creation of their own opinions.

Critical reading involves going beyond the simple understanding of the text, it requires objectively analyzing and evaluating the information presented because it also involves questioning and examining the arguments, identifying the evidence presented, verifying the validity of the sources and evaluating the logic and Coherence of reasoning: Table 2 shows the students' research interest in the topics developed in class (Prado et al., 2022).

Table 2
Research interest in the topics developed in class

Alternatives	Frequency	Percentage (%)
Always	47	41
Sometimes	65	56
Never	4	3
Total	116	100

41% of students always normally investigate the topics that are developed in class, 56% sometimes and 3% never investigate. In all educational research tasks, pedagogy must be distinguished from education. For the construction of new knowledge, education can be studied from diverse, multiple, and contradictory references, which makes educational research heterogeneous, plural and paradoxical (Valle Vázquez, 2021).

Reading with a critical vision allows students to access the diversity of written works, adapt to the conceptual sequences in the texts and increase specialized knowledge of the disciplines, as well as develop critical and reflective thinking, therefore In Table 3, The strengthening of university tasks in critical reading is exposed.

Table 3
Strengthening university tasks in critical reading

Alternatives	Frequency	Percentage (%)
Always	30	26
Sometimes	73	63
Never	13	11
Total	116	100

26% stated that they always assume that the jobs left by the university do not enhance critical reading, 63% stated that sometimes and 11% never. It is vitally important to strengthen reading with a critical vision so that students increase the ability to recognize that texts and the reading and writing practices they carry out on them are instruments of power and have particular purposes in the various professional and social interactions in that act.

The survey was applied to the teachers where data was collected along with the surveys applied where they express the priority that is the development of the teaching of reading with critical compression since its purpose is to provide the student with diverse practices on various topics. Table 4 shows the teachers' level of understanding in critical reading.

Table 4
Level of understanding of the concept of critical reading

Alternatives	Frequency	Percentage (%)
Always	10	67
Sometimes	5	33
Total	15	100

67% of teachers stated that they always understand the concept of critical reading, and 33% sometimes understand the concept of critical reading. The recognition of critical reading is the instrument so that people can access and master the current sociocultural register in society, therefore the preparation of teachers is of vital importance since reading is the transcendent learning in the individual that allows access to cultural knowledge and knowledge of the disciplines of human knowledge.

Table 5
Critical position of essays and essays

Alternatives	Frequency	Percentage (%)
Always	5	33
Sometimes	7	47
Never	3	20
Total	15	100

47% of teachers objected that they sometimes create and recreate content, 33% always, and 20% never create and recreate content. Critical reading involves the interpretation of the text according to the defined meaning, being the activity that involves analysis and individual social perceptions. To this end, they propose various approach strategies for the development of an adequate text, highlighting that abstraction is how the objective that must be analyzed is achieved where the function is present in the textual structure. The analysis of all the parts constitutes the text in addition to the author's description with the respective particularities that imply the development of the arguments, as well as the synthesis, which is the activity related to the important components of writing, the summary identifying the characteristics essential that optimizes the message (Paucar et al., 2024).

Some strategies are useful in promoting written reading in university students, such as implementing pre-reading to ask questions before the lesson; and Encouraging students to establish their objectives and reading habits and, based on them, make summaries and express in their own words and summarise manner what was understood in the content; the construction of lists of the central ideas; conducting workshops that combine reading with other areas and subjects to strengthen critical thinking; searching for unknown words; the practice of reading on the Internet on topics that generate interest, motivate voluntary and focused participation; the creation of files and databases with bibliographic resources (Prado et al., 2022).

The interest of the authorship seeks to contribute to the mechanism of strengthening critical reading with arguments and criticality in current issues that form the pillar of a pre-categorical reading that reads in global and planetary contexts because this esteems the university student, because there is so much information present in the digital system, the use of the Internet, in turn, allows you to distinguish valid and invalid texts; making it correspond to the maturation of a professional in training; For this reason, it is considered that the academic dossier as a teaching resource generates great expectations as a strategy because the student will have the support in a file of the necessary information to be explored under the guidelines and profile of the university graduation that the ULEAM has in the syllabus. detailed strategies such as vision and mission in this and other fields of knowledge (Soraya et al., 2022).

University students have technological resources for their entertainment as well as for learning from smartphones, artificial intelligence, computers, applications and programs that with just a clip can be seen in the world that introduces them to the field of text construction. and graphics that keep your attention and creativity focused on the structure of a personal dossier oriented with an evaluative rubric that gives scope to innovations. When we talk about innovation, changes are generated through processes and adaptations that are carried out in a job, the idea is to strengthen the education of students in higher education, undoubtedly building an academic dossier

as a didactic strategy for critical reading is a great alternative solution to various learning problems (Spörer et al., 2009).

The academic dossier is the set of texts that appear in magazines and is identified with different colors that attract attention. The didactic portfolio of the dossier is where the chronologically ordered compilation of the students' productions and the materials delivered by the teacher are made, which are relevant to the understanding of the student's learning progress. The purpose of the teaching dossier is to complement and guide the work with the student to achieve the objectives set by the teacher (Ponce, 2020).

To prepare the dossier, it is advisable to follow the following steps, such as planning and organization that will allow the important aspects to be taken into account; the investigation and collection of relevant information that serves to carry out updated investigations; the analysis and selection of the information to obtain the most significant data; the preparation of the introduction and conclusion to have a clear idea of the dossier; the use of reliable sources, graphics, images to transmit information more visually and understandably; the examination and correction and finally the orderly presentation (Álvarez & Ramírez, 2020).

The teaching methodologies strategies are based on the cognitive abilities of the students and the teaching initiatives to innovate in the planning of the dynamic, active, reflective and evolutionary teaching-learning process, being useful in the construction of critical, creative and empowered students with the ability to create science, generating the university community to insert itself into the progress of the population with ease, gallantry and speaking on topics of academic construction following rules that collaborate with the purposes of the ideal professional (Pino, 2002).

4 Conclusion

It has been learned that the academic dossier is used as a strategy to promote critical reading since it helps to question the arguments presented by authors in the different texts. In addition, it allows you to organize, plan and evaluate topics related to reading to better understand the context and thus analyze it more critically.

It is necessary to change methodological strategies using technology and the Internet so that the aspect of critical reading is presented with broad creativity and that each way is personalized so that each student learns at his own pace and with planned support that allows him to assess his achievements. Therefore, the analogy of the academic dossier influences critical reading because the student will have the habit of reading each creation with pleasure and does so comprehensively and critically to reconstruct a text with a critical approach.

University teachers are clear about the pedagogy that this career includes, the use of critical reading to form the profile of the university graduate in the young man with a lot of citizenship because he is responsible with the discourse, honest and above all understands the context in which he is written a text (Burden et al., 2019; Van Rooij & Zirkle, 2016).

The use of the academic dossier is beneficial for students of Pedagogy of national and foreign languages at ULEAM Chone extension, allowing them to develop critical reading skills, promoting critical thinking and strengthening the capacity for argumentation and analysis, making them also acquire knowledge in different areas of interest, which enriches academic and professional training since the didactic strategy that serves to promote critical reading in students where it allows the development of analysis, interpretation and argumentation skills (Ng et al., 2022).

The academic dossier is important in the educational community because it is a didactic strategy with structure, and a sense of relevance in the compilation of records prepared from student skills so that cognitive processes of understanding, analysis and interpretation of complex historical processes are activated.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

Acknowledgements

We are grateful to two anonymous reviewers for their valuable comments on the earlier version of this paper.

References

- Abdel halim, S. M. (2011). Improving EFL majors' critical reading skills and political awareness: A proposed translation program. *International Journal of Educational Research*, 50(5-6), 336-348. <https://doi.org/10.1016/j.ijer.2011.11.003>
- Akin, F., Koray, Ö., & Tavukçu, K. (2015). How effective is critical reading in the understanding of scientific texts?. *Procedia-social and behavioral sciences*, 174, 2444-2451. <https://doi.org/10.1016/j.sbspro.2015.01.915>
- Andrade Molina, C. D., Aroca Farez, A. E., & Sono Toledo, D. D. (2018). Significación de la Licenciatura en Pedagogía del Idioma Inglés en la Universidad Técnica del Norte. *Conrado*, 14(62), 251-257.
- Armijos, C. (2018). Estrategias didácticas interactivas para mejorar la enseñanza del idioma inglés, en los estudiantes de sexto grado de la escuela Luis Humberto Benítez Costa, período 2017 - 2018. Tesis de Pre Grado. Universidad Nacional de Loja, Loja, Ecuador.
- Burden, K., Kearney, M., Schuck, S., & Hall, T. (2019). Investigating the use of innovative mobile pedagogies for school-aged students: A systematic literature review. *Computers & Education*, 138, 83-100. <https://doi.org/10.1016/j.compedu.2019.04.008>
- Camacho, B. N., & Sánchez, O. N. (2019). Comprensión de la lectura crítica con el edublog Leanet. *Revista vínculos*, 16(2), 219-231.
- Cedeño-Jama, K. E. (2022). Accesibilidad de los estudiantes universitarios a los entornos virtuales de aprendizaje implementados por la Universidad Laica Eloy Alfaro Extensión El Carmen. *Revista Científica Retos de la Ciencia*, 6(13), 145-155.
- Chen, N. S., Wei, C. W., & Liu, C. C. (2011). Effects of matching teaching strategy to thinking style on learner's quality of reflection in an online learning environment. *Computers & Education*, 56(1), 53-64. <https://doi.org/10.1016/j.compedu.2010.08.021>
- Chourio, N. (2018). El dossier como tipo de texto. *Investigación*, 81-105.
- Crespo Rodas, M. J. (2019). *El desarrollo de la lectura comprensiva en el idioma inglés a través de actividades que involucren el uso de páginas interactivas de internet* (Master's thesis, Universidad Andina Simón Bolívar, Sede Ecuador).
- Díaz, C., Martínez, P., Roa, I., & Sanhueza, M. G. (2010). La enseñanza y aprendizaje del inglés en el aula: una mirada a las cogniciones pedagógicas de un grupo de jóvenes estudiantes de pedagogía. *Investigación y Postgrado*, 25(2-3), 020-036.
- Fernandez, N., Intriago, J., & Mayora, C. (2018). Pensamiento crítico y comprensión de la lectura en un curso de inglés como lengua extranjera. *Revista IKARA*, 4(7), 115-119.
- Franco Moreno, R. (2022). Dossier en memoria de pailo freire en sus 100 años de natalicio .
- Fuster-Guillén, D. E., Serrato-Cherres, A., Gonzales Álvarez, R., Goicochea Euribe, N. F., & Guillén Aparicio, P. E. (2020). Uso de redes sociales en el desarrollo de estrategias de lectura crítica hipertextual en estudiantes universitarios. *Propósitos y Representaciones*, 8(1).
- García, P. (2019). Bases para la comprensión organizativa del texto. *Revista de Linguística y Lenguas Aplicadas*, 6(2), 125-137.
- Goñi-Saldaña, V. A., Cáceres-Santacruz, N. A., & Cáceres-Santacruz, R. (2023). El aprendizaje cooperativo y su relación con los factores del proceso de enseñanza-aprendizaje en estudiantes universitarios. *Revista Metropolitana de Ciencias Aplicadas*, 6(1), 246-253.
- González, A. C. (2015). Enseñanza del inglés como lengua extranjera, lectura crítica y literatura (diseño y aplicación de dos actividades didácticas). *Letras*, 57(92), 101-151.
- Kinio, A. E., Dufresne, L., Brandys, T., & Jetty, P. (2019). Break out of the classroom: the use of escape rooms as an alternative teaching strategy in surgical education. *Journal of surgical education*, 76(1), 134-139. <https://doi.org/10.1016/j.jsurg.2018.06.030>
- León Romero, A. A., Contreras Caicedo, B. J., Parrales Choez, C. G., Andrade Garófalo, C. A., Molina Villacís, C., Elizalde Cordero, C. I., ... & Saavedra Navarrete, V. (2018). Dossier Academico, Río 2018.
- Li, C. S., & Wan, R. (2022). Critical reading in higher education: A systematic review. *Thinking Skills and Creativity*, 44, 101028. <https://doi.org/10.1016/j.tsc.2022.101028>
- Loachamin, L. A. M., Bazantes, L. F. V., Reyes, A. R. V., Quilambaqui, R. G. G., & Anguisaca, A. M. S. (2023). Desafíos y oportunidades en la educación ecuatoriana postpandemia: una perspectiva desde la docencia y la tecnología educativa. *MENTOR revista de investigación educativa y deportiva*, 2(5), 205-219.

- Morán Borja, L. M., Camacho Tovar, G. L., & Parreño Sánchez, J. D. C. (2021). Herramientas digitales y su impacto en el desarrollo del pensamiento divergente. *Dilemas contemporáneos: educación, política y valores*, 9(1).
- Ng, D. T. K., Luo, W., Chan, H. M. Y., & Chu, S. K. W. (2022). Using digital story writing as a pedagogy to develop AI literacy among primary students. *Computers and Education: Artificial Intelligence*, 3, 100054. <https://doi.org/10.1016/j.caeai.2022.100054>
- Ochoa Angrino, S., & Aragón Espinosa, L. (2005). Comprensión lectora y funcionamiento metacognitivo en estudiantes universitarios. *Universitas Psychologica*, 4(2), 179-196.
- Orrego, L. M., & Díaz Monsalve, A. E. (2010). Empleo de estrategias de aprendizaje de lenguas extranjeras: inglés y francés. *Íkala, revista de lenguaje y cultura*, 15(24), 105-142.
- Ossa, M. E. Á., & Dávila, E. H. R. (2020). Prácticas pedagógicas y evaluativas para el desarrollo de competencias en inglés, lectura crítica, sociales y ciudadanas. *Boletín Redipe*, 9(6), 102-118.
- Páez Martínez, R. (2018). La lectura crítica. Propuestas para el aula derivadas de proyectos de investigación educativa (Primera ed.). Bogotá, Colombia: Kimpres.
- Paredes Silva, M. E. (2016). *Estrategia didáctica para la mejora de la lectura crítica en la enseñanza de Literatura en el bachillerato general unificado de Chibuleo* (Master's thesis, Pontificia Universidad Católica del Ecuador).
- Paucar, A. C., Llacsá Puma, L. J., & Meleán Romero, R. A. (2024). Reading Habit In Primary Education Students. *Aula Virtual*, 5(11), 29-43.
- Pinchao Benavides, L. (2020). Estrategia pedagógico-didáctica para promover la lectura crítica. *Educación*, 29(56), 146-169.
- Pino, CL (2002). The didactic dossier as support for university teaching: an experience at the level of initial students. *Educational Horizons*, (7), 30-38.
- Prado, J. E. Q., Palaquibay, J. E. G., Arrieta, S. D. R. G., & Espinoza, G. R. R. (2022). Estrategias de enseñanza aprendizaje para mejorar la lectura crítica. *Polo del Conocimiento: Revista científico-profesional*, 7(10), 64-81.
- Puente, A. (2020). Estrategia didáctica para desarrollar la competencia de lectura crítica en estudiantes de básica superior. Tesis de Postgrado. Universidad Técnica del Norte, Ibarra, Ecuator.
- Sandoval, G., & Aguilar, S. (2018). La motivación como estrategia didáctica para el estudio de los estudiantes de la Unidad Académica de Contaduría y Administración, Extensión Norte. Nayarit, XXI, 252-260. Obtenido de Proceedings T-XI
- Soraya, K., Eryani, F., Andiyan, A., & Astuti, P. (2022). Classroom management strategies on the teaching English to young learners at elementary school. *International Journal of Linguistics, Literature and Culture*, 8(6), 259–266. <https://doi.org/10.21744/ijllc.v8n6.2195>
- Spörer, N., Brunstein, J. C., & Kieschke, U. L. F. (2009). Improving students' reading comprehension skills: Effects of strategy instruction and reciprocal teaching. *Learning and instruction*, 19(3), 272-286. <https://doi.org/10.1016/j.learninstruc.2008.05.003>
- Valle Vázquez, A. M. (2021). Investigación educativa: problemática y carácter multidisciplinaria. Reflexiones teóricas y filosóficas. *Praxis & Saber*, 12(29), 166-182.
- Van Rooij, S. W., & Zirkle, K. (2016). Balancing pedagogy, student readiness and accessibility: A case study in collaborative online course development. *The Internet and Higher Education*, 28, 1-7. <https://doi.org/10.1016/j.iheduc.2015.08.001>