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# Pedagogical Trips as a Device for the Teacher Training Path

Viajes pedagógicos como dispositivo del trayecto de la formación docente

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Received: January 23, 2025

Approved: March 30, 2025

Puente, K., Aguirre, M. (2025)  
Educational Trips as a Device in the  
Journey of Teacher Training. *Espiraes*  
*Revista Multidisciplinaria de*  
*investigación científica*, 9 (2), 16-26

## Abstract

This paper analyzes the Pedagogical Journeys approach as a pedagogical-didactic engineering approach from a comprehensive perspective focused on the student's formative experience. To redefine the value of experience and its implementation in teacher training to enrich personal, cultural, and social growth, strengthening different competencies. This qualitative research presents the meanings attributed to the experience from a pedagogical-didactic engineering perspective that allows for the combination of sociocultural and geographical aspects with educational aspects in training. To maintain a political commitment to a curriculum management policy that involves student-centered pedagogical decisions and formative assessment throughout the entire training process. The experience requires a scaffolding process of the necessary tools to navigate the uniqueness that characterizes educational contexts.

**Keywords:** Pedagogical Journey; Competence; Geo-Education; Formative Value

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## Resumen

Este trabajo analiza el enfoque de los Itinerarios Pedagógicos como un enfoque de ingeniería pedagógico-didáctica desde una perspectiva integral centrada en la experiencia formativa del estudiante. Redefinir el valor de la experiencia y su implementación en la formación del profesorado para enriquecer el crecimiento personal, cultural y social, fortaleciendo diferentes competencias. Esta investigación cualitativa presenta los significados atribuidos a la experiencia desde una perspectiva de ingeniería pedagógico-didáctica que permite combinar aspectos socioculturales y geográficos con aspectos educativos en la formación. Mantener un compromiso político con una política de gestión curricular que implique decisiones pedagógicas centradas en el estudiante y una evaluación formativa a lo largo de todo el proceso de formación. La experiencia requiere un proceso de andamiaje de las herramientas necesarias para navegar por la singularidad que caracteriza a los contextos educativos.

**Palabras clave:** Viaje pedagógico; Experiencia; Competencia; Geoeducación; Valor formativo

## Introduction

In the contemporary educational context, which is characterized by being dynamic and changing, and by being influenced by various factors that shape the way of teaching, learning and conceiving education, the need to train teachers capable of facing the complex challenges of the 21st century becomes a challenge from the curricular management in the field of teaching practices. The planning of meaningful and relevant devices emerges in a pedagogical-didactic engineering that offers the opportunity to broaden academic horizons by inviting students in training at the Faculty of Education of the Catholic University of Salta to immerse themselves in multiple cultural, social and educational realities. The pedagogical trips are one of the relevant devices from an integral approach that promotes a holistic vision of teacher training, in which knowledge is constructed from interaction with the environment and from critical reflection on the experiences lived in the diverse geo-educational contexts as action in territories. Throughout the training process in the field of practice, students have the opportunity to learn about and experience the particularities of various regions of our country and neighboring countries, which allows them not only to learn about different geographical contexts, but also to understand the social and cultural dynamics that run through them. In these experiences, the pedagogical trips provide multiple opportunities for analysis that reveal the importance of the process of reflection, reasoned criticism and planning of teaching proposals that are situated and respectful of the identity and idiosyncrasies of each socio-cultural and educational scenario.

The value of the journey through each experience has led University Teacher Training Colleges for Primary Education and Early Childhood Education, as part of their training project in the field of practice, to institutionalize the Pedagogical Journeys as one of the substantial training sections.

Throughout the four years of the degree course, the students are immersed in the experiences of the educational trips that strengthen the development of specific and transversal competences, overcoming instrumental positions subordinated only to tasks without contextualizing the process of integral formation and giving way to a broader conception of the educational process.

These instances construct new collective work environments in the process of their practices, as opposed to the conventional ways of thinking about training as devices only linked to reduced spaces in disciplinary terms. The creation of these environments, in the meeting and the exchange, in the recognition and the valuation of the knowledge and the practices of the teachers and the students, provide new ways of approaching the educational event in the context of the "other".

On the other hand, the environments provided allow for an understanding of formal and non-formal educational institutions in their various contexts, recognizing their dynamics and giving meaning to the different realities that cross them as a condition of possibility and encounter. For Unda Bernal (2001) the device would break with the homogenizing pretension of teacher training designed according to a standardized school.

This is how the institutionalized device of the Pedagogical Trips puts the student at the center of the training, who becomes a passionate protagonist of his or her own learning process based on collaboration and synergy in collective work; vital competencies for the professional development of future graduates of the Faculty of Education of the Catholic University of Salta.

Without a doubt, providing the conditions for the development and strengthening of competencies of graduates of the aforementioned teacher training programs constitutes a political commitment to curricular management on the part of the Faculty of Education that has involved pedagogical decisions focused on the student and on formative evaluation throughout the entire training process.

The value of the experience lies in the possibility of thinking, saying and doing in the pedagogical field. Far from all dogmatism and experimentation, the experience allows the subject to reflect on himself from the point of view of passion, giving rise to the receptive, spontaneous and willing student from his own fragility.

The subject of the experience is not, in the first place, an active subject, but rather a passionate subject, predisposed, open, exposed. This does not mean that he is passive, inactive: from passion also emerges an epistemology and an ethics, perhaps even a politics, surely a pedagogy. But it is about always maintaining in the experience that principle of receptivity, of openness, of availability, that principle of passion, which is

what makes it so that, in the experience, what is discovered is one's own fragility, one's own vulnerability, one's own ignorance, one's own impotence, what again and again escapes our knowledge, our power and our will (Larrosa, 2003, p 4) The availability of the student in the transition from experience allows for the strengthening of one of the transversal competences of the training of UCASAL professionals with regard to participation in work teams in order to achieve training objectives in response to contextual challenges. In this respect, the device allows for the development of:

Skills related to interpersonal relationships and group work, which involves adopting a pedagogical paradigm based on listening and attentive and respectful dialogue with others in different contexts, motivated towards common goals in a substantial device of encounter with the other. In the process, students develop and strengthen these skills in the exercise before and after the pedagogical trip, since they are the protagonists of the tracing of the coordinates so that each trip becomes an experience that goes through them and does not position them as mere spectators. In this way, new bonds between students-teachers-community and environment are strengthened and re-created.

With regard to the specific skills of the teachers, the Pedagogical Trips program allows for the development and strengthening of the management of teaching and learning:

Skills related to the planning of teaching and learning from a multi-referential analysis, framed in the complexity of diverse scenarios. Students promote situated learning proposals that articulate identity axes of training (play and robotics) in the educational and social environment, from the commitment and dialogue with the local community and contemporary culture. The diversity of environments requires flexibility and openness in a before and after that allows for the analysis and significance of the experience from the subjectivity of each student.

## Materials and methods

Throughout 2024, spaces have been created after the Pedagogical Trips, with the purpose of collecting the traces that have crossed the students of both teacher training courses, from their experiences.

From a qualitative approach, the record has allowed us to analyze the meanings attributed to the device developed in the different contexts.

Students begin their pedagogical trips in their first year of the degree. The program for both teacher training courses is arranged in the first year around the institutions of the Calchaquí Valley Region with semi-rural characteristics. The experience is planned around School No. 4399 Adolfo Güemes, Locality of Barria, Department of San Carlos and School No. 8134 "San Agustín" in the Locality of Divisadero in the Department of Cafayate.

In the second year they travel through the Chaco Region, General José de San Martín Department at San José School No. 4100, Yacuy Locality and 12 de Octubre "Día de la Raza" School No. 4167 in the locality of Tartagal). The institutions have the characteristics of hostel and bilingual schools.

In the third year, the educational trip focuses on the Puna Region at School 4244 Nevado de Cachi, Rio las Trancas, with a rural characteristic, a hostel in the Department of Cachi.

As for the fourth year trip, they take part in other provinces of the country through inter-institutional agreements and protocols with the Ministry of Education of the host province. The students take part with proposals in educational institutions at the initial, primary and higher levels. From 2022, the trips took place in the provinces of Chaco, Córdoba and La Rioja.

As for the international trip, the experience to the city of Salta, Uruguay began in 2024, with visits and interventions in educational institutions (Catholic University of Uruguay - UCU Salto Campus; Salto "Rosa Silvestri" Teacher Training Institute, "Nuestra Señora del Carmen" Salesian School and institutions associated with teaching practice at the initial and primary level of the Teacher Training Institute). The program has not only focused on educational institutions, but also on visits to cultural, social, and natural spaces (Daymán Hot Springs) and engineering works (Salto Grande Hydroelectric Dam) specific to the region.

Each of the trips is planned jointly by both teachers, taking advantage of the richness of sharing experiences that promote cooperation, solidarity, empathy and pedagogical objectives around learning situated in diverse training contexts.

## Results

The relevance of the device lies in maintaining a clear position regarding the value of experience in teacher training as well as its instrumentation to construct what Dewey has called the "continuum of experience", a position opposed to the idea of supervision and control in scenarios planned and adjusted to an ideal of modeled performance that has little to do with the heterogeneity and complexity of contexts, without considering the social, cultural and political nature of all educational practice. Practices in the field that have led to a tendency towards mere educational simulation (Keck and Saldívar, 2016).

Considering the nature and identity of each context that students go through requires thinking about a teacher training project sustained by a comprehensive and dynamic approach that links the spatial with the educational, promoting meaningful learning through experience. Such an approach is based on the understanding that the geographical environment influences social and cultural realities, so that the analysis of different contexts enriches teacher training, by allowing the recognition of the various socio-educational dynamics as a condition of possibility and encounter.

The experiences of the Pedagogical Trips (a training device planned from a pedagogical-didactic engineering perspective) allow for the articulation of contributions from the geographical and socio-cultural spheres in order to navigate through the various contexts and understand the educational processes anchored spatially and socioculturally. This articulation is based on the concept of geo-education, which was born as a new expression to address education in its greatest complexity.

Understanding the processes of teaching and learning from a territorial perspective implies recognizing the fusion of subjects with the characteristics of their territory, beyond the criteria established by an institutional logic of the educational sphere. "The term Geo-Education, which was born as a neologism to address education in its geographical fullness, that is to say everything that is addressed from the territoriality where the school institution is located, to the development of teaching within the classroom and educational agents, passing through the formal and informal education that takes place inside and outside schools as we define it as educational geospaces. Where the environment is what provides education beyond the standards accepted by any institution. Emphasizing the symbiosis of the multiplicity of adaptations and reconfigurations of the individual in their territory in their geographical area to which they belong and is a symptom of the creation of belonging to a "geographical identity" by the individual". (Yáñez Aguilar, 2018, p 2).

The integration of geo-education as an analytical category of Pedagogical Journeys not only enriches the learning experience, but also prepares future teachers to address the diversity and complexity of educational realities that demand to be understood and named from their uniqueness. Furthermore, geo-education contributes to the formation of a critical citizenry that is aware of the social and cultural diversity in different territories.

In our current context and from a curricular policy of teacher training, recovering Dewey's concern for thinking about praxis within education, we maintain the need to interpret such experiences from the contributions of Jorge Larrosa. "Our own life is full of events. But, at the same time, almost nothing happens to us. [...] We see the world pass before our eyes and we remain external, oblivious, impassive [...] We know many things, but we ourselves do not change with what we know. This would be a relationship with knowledge that is not experience since it does not resolve itself in the formation or transformation of what we are" (Larrosa, 2003, p. 97). Analyzing the field of education from Larrosa's perspective allows us, on the one hand, to identify the barriers that hinder our ability to live experience as an expression of the best model of education for our students and, on the other hand, to scaffold the devices necessary to navigate singularity as a characteristic of educational contexts in terms of their conditions of "incomparable, unrepeatable, extraordinary, unique, unusual and surprising" (Villada-Rendón, 2017, p147)

These experiences not only enrich personal and social growth, but also generate interest and enthusiasm, foster inductive and deductive learning, encourage analytical, reflective and creative thinking and broaden the capacity to resolve problematic

situations by promoting collaboration throughout the entire training process. This dynamic involves a certain curricular disruption, which brings into play a logic of development that challenges what has become naturalized in the processes of teaching and learning, such as training purposes, organization of content, strategies, resources, evaluation criteria, times, spaces and groupings (Puente, 2023, p. 12).

The transit through the different contexts and realities offers an invaluable training value for the students of both teacher training programs. By providing the space for significance from the students' discourse, they express:

The contributions that the pedagogical trips left me were of great learning to get to know other contexts. By experiencing these trips I take with me an enriching experience with the children, where I was also able to learn a little about their cultures. Getting to know other realities on the trips helps me to understand the complexity of education, it is a whole to be understood.

Educational trips are essential for training as a future professional as they allow us to observe and have different perspectives on social realities and learn about them. They also allow us to identify different educational needs and reflect on some strategies. Learning about different areas of education, different ways of learning. The educational trips were moments of pure learning, unique experiences and, for the profession, places that leave an indelible mark, places with an authentic history and a thriving culture.

Educational trips are always an excellent way of being able to see and get closer to other realities and schools.

Sharing and being able to listen to other experienced teachers leaves us with many lessons and contributions for our training.

We were able to work in different contexts and learn about how people work in each of them, both in routine and non-routine moments.

Seeing the different realities of the students, making us aware that not everyone has the same opportunities

It helped me to become aware of the importance of the adequate preparation that is needed to face the role as a teacher in different sociocultural contexts. I always take away positive experiences, they helped me to grow personally and as a group, these trips helped me to get to know my colleagues better, their ways of teaching, of thinking and feeling.

Above all, it allowed me to immerse myself in other contexts and see beyond what a book can tell, it allowed me to experience (briefly) the experiences of each person. Teamwork and new knowledge from other realities and other contexts, each school is a different world.

It was an unforgettable experience from my first year, sharing, getting to know other environments, getting to know different institutional logics. When I started my degree I thought that all schools were the same, this helped me to see the whole system differently.

The trips changed my mind, my way of getting into education. It was my first trip and it helped me understand that education is different in each context despite its proximity and how cultural issues affect education. This trip to another country provided more elements to continue thinking about diversity. It was a beautiful experience from every point of view.

The trip to Uruguay crowned my graduation this year not only because I was able to put everything I had learned into practice freely, but also because it was my first experience abroad. The expressions expressed by students from the 1st to the 4th year of both teacher training courses only constitute a part of the data worked on in the research. The meanings given to the Pedagogical Trips allow us to understand the value of the device in the training of the student teacher as substantial and nodal to the course of their residencies.

The experiences linked to the field of practice from the beginning of the training process, in relation to the social and educational interactions they experience in diverse and real environments, progressively stimulate and strengthen the acquisition of the skills required to face the complex challenges of the 21st century, as well as the processes of construction of the knowledge that will serve as a basis for their professional practice and will transform and enrich the role of the teacher into that of a guide and a kind of companion on the journey, overcoming the vision of control of that roadmap

## Conclusions

Pedagogical and didactic engineering requires a comprehensive and dynamic approach that links the spatial with the educational, promoting meaningful learning through experience.

The training project for primary and early education teachers recognizes the value of classroom practice, in the words of Dussel and Caruso, 1999, as a core and irreplaceable element of educational institutions, and where, day after day, teaching and learning processes take place that address curricular content and, therefore, build the *raison d'être* of schools and universities. Its significance comes from its historical matrix, which shapes realities based on the norms, rituals and devices of traditional training models (Rivas, 2017). However, the richness of the project lies in a pedagogical-didactic engineering that allows the most relevant elements of those training processes in the classroom to be combined, as organizers of categories that allow us to reflect on different realities, with new training spaces designed from the device of pedagogical trips, which recover experience beyond analytical categories. They recover the diverse,

the divergent, the plural, the dynamic, the heterogeneous. A device that runs through us from the awareness of recovering the environment in which we live (Vilarrasa, 2003), also recognizing that this experience of leaving the classroom, of leaving the institutions, is an action with a high symbolic content.

It is thinking about training from the perspective of creativity in order to seek out and create spaces and opportunities to learn and teach in a different way (Elisondo, 2015) and a political commitment to curriculum management from the Faculty of Education

Thus, the importance of thinking of this device as a practice lies in the fact that the student manages to get closer to the surrounding, proximate, real reality, directly appropriating the complex and immediate environment. In this situation, theory and practice confront each other, as the concepts learned are corroborated and others are constructed (De Faveri, 2024). Furthermore, the educational problem can be approached from the perspective challenged by the socio-cultural context in order to achieve an approximation and understanding of the educational phenomenon or event as an action intrinsic to the practice. From a social point of view, this geo-pedagogical experience provides the possibility of interacting with others, breaking with the monotony of the classroom routine. It promotes research as the basis of teaching and the student enjoys learning and having fun.

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