

## **THEORIES AND COUNTERHEGEMONIC EDUCATIONAL PRACTICES. ABOUT DISRUPTIVE PEDAGOGY**

*Teorías y prácticas educativas contrahegemónicas. Sobre la  
Pedagogía disruptiva*

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### ABSTRACT

The concept of pedagogical disruption has been related for years with pedagogical innovation, the break with traditional educational models, the use of ICT and the search for educational quality; even so, this concept, from a practical sense, is poorly defined so it is still an element of study, even more so when we refer to secondary education. In this research we present and analyse 47 pedagogical practices developed

in secondary schools that respond to the principles of disruptive pedagogies, both nationally and internationally. A systematic review of the literature is carried out using different databases (Scopus, Web of Science, ERIC, Jábega Catalogue, Dialnet). The results show, on the one hand, that pedagogical disruption can be used as a valuable tool to improve aspects of the quality of traditional education, especially in contexts where social transformation is required. On the other hand, it provides a set of strategies with which students feel more motivated and committed to their learning, obtaining better academic results.

*Keywords:* pedagogical innovation; pedagogical experience; high school; systematic literature review; disruptive pedagogy.

## RESUMEN

El concepto de ruptura pedagógica se ha relacionado durante años con la innovación pedagógica, la ruptura con modelos educativos tradicionales, el uso de las TIC y la búsqueda de la calidad educativa; aun así, dicho concepto, desde un sentido práctico, está poco definido, por lo que sigue siendo elemento de estudio, más aún cuando nos referimos a la enseñanza secundaria. En esta investigación presentamos y analizamos 47 prácticas pedagógicas desarrolladas en centros educativos de secundaria tanto de ámbito nacional como internacional que responden a los principios de las pedagogías disruptivas. Se desarrolla una revisión sistemática de la literatura considerando la información recogida en diferentes bases de datos (*Scopus, Web of Science, ERIC, Catálogo Jábega, Dialnet*). Los resultados muestran, por un lado, que la ruptura pedagógica puede utilizarse como una valiosa herramienta para mejorar aspectos sobre la calidad de la educación tradicional, especialmente en contextos donde se requiere una transformación social. Por otro lado, aporta un conjunto de estrategias con las que el alumnado se siente más motivado y comprometido con su aprendizaje a la par que le permite obtener mejores resultados académicos.

*Palabras clave:* innovación pedagógica; práctica pedagógica; enseñanza secundaria; revisión sistemática de la literatura; pedagogía disruptiva.

## 1. INTRODUCTION

This work is part of one of the actions promoted in two interconnected research projects. On the one hand, the national R+D+i project “*Nomads of Knowledge: Analysis of Disruptive Pedagogical Practices in Secondary Education*” funded by the State Research Agency in the 2018 Call for R+D Projects for Knowledge Generation and RETOS R+D+i Projects, with the code RTI2018-097144-B-I00. On the other hand, the project titled “*Knowmadic Knowledge and Disruptive Pedagogical Practices: Emerging Community Narratives in Secondary Education*”, funded by the Regional Ministry of Economy, Knowledge, Business and University within the framework of the FEDER Andalucía 2014-2020 operational programme, with the code UMA20-FEDERJA-121.

Following some of the results of both projects, we must consider that the present research focuses on disruptive educational practices that do not use technology and that are developed in secondary education. In this regard, we must consider that the concept of “disruptive” is not new in the field of education, since in the Anglo-Saxon sphere, disruption is associated with breaking the established order and challenging the hegemonic through the transgression of structures and rules of educational organisation. Currently, the term *disruptive* is associated with practices related to *innovation*, and in this context, terms such as *disruptive innovation* (Al-Imarah and Shields, 2019), *disruptive pedagogy* (Hedberg, 2011; Ocaña-Fernández *et al.*, 2020; Ortega and Llach, 2016; Vratulis *et al.*, 2011) and *disruptive education* (Abreu and Lorenzo, 2020; Eyzaguirre, 2022) have emerged. At first, *disruptiveness* takes on a multi-conceptual meaning in relation to the industrial, financial, and technological spheres, appropriating terms such as *disruptive technology* (Bower and Christensen, 1995) and *disruptive innovation* (Christensen and Raynor, 2003). Since the publication of the book *The Disruptive Classroom: How Disruptive Innovation Will Change the Way the World Learns* by Christensen *et al.* (2008), these terms have been treated from other conceptualisations.

According to this author, the term *disruptive innovation* should be considered in relation to educational practices that use technology and are open to other frames of reference that consider new needs, uses and values on an ongoing basis and with a forward-looking vision, anticipating socio-educational realities, situations and problems that challenge the hegemonic educational model and break with traditional educational models and practices (Christensen, 1997; Christensen *et al.*, 2006). In this sense, to speak of disruptive innovation is to question the traditional paradigm and to consider *the disruptiveness* as a process (McDonald *et al.*, 2017) that is transformative rather than punitive (Christensen *et al.*, 2008; Christensen, 1997) and that develops at the individual, collective, community and institutional levels (Quilty, 2017). This way of considering *the disruptiveness* implies using other counter-hegemonic logics, as disruptive innovation aims to consider other people, groups, and needs that are not usually addressed in the educational sphere. This involves changing the way of thinking and doing, i.e. transforming existing approaches and practices with the intention of creating more effective and relevant solutions. However, educational transformations imply challenges that require significant investments in technology, staff training, and development of new educational materials (Fullan, 2007), without which implementation and sustainability would be complex. Authors such as Christensen *et al.* (2008) suggest that one limitation is the need to balance innovation and educational quality, since when adopting disruptive approaches there is a risk of identifying educational quality with academic results and, therefore, considering it solely in terms of standards or rankings, hence, these authors warn of the need to ensure that disruptive innovation includes profound changes in the educational model while improving the quality of learning and student achievement.

*The disruptive* responds to a transgressive and radical attitude (Olvera *et al.*, 2023) that aims to improve educational processes, transform school life in a broad sense (Cortés *et al.*, 2020), and promote transformative learning (Acaso *et al.*, 2015), that is, to develop other ways of learning, other educational models (Valles-Baca and Acosta, 2022), and proposals to build other epistemologies. With this purpose on the horizon, disruptive processes link teaching and learning processes with the reality in which students are immersed (Johson, 2011) and aim to transform methodologies, school spaces, and classroom power hierarchies. Undoubtedly, we are dealing with a complex, systemic, and counter-hegemonic process that requires transformations of the educational context, didactic concepts, and educational objectives (Adell and Castañeda, 2012), which is a challenge and an opportunity.

In this regard, authors such as Fernández-Enguita (2018), Giroux (2011) and Rivas (2019, 2020, 2021) have argued that education systems are immersed in a neoliberal drift that leads them to develop educational practices that promote social reproduction, asymmetrical practices based on power relations, the homogenisation of processes, contexts and people, inequalities in access to education and the achievement of achievements and/or successes based on competitiveness, neglect and deterioration of community relations, the common good and the common good, homogenisation of processes, contexts and people, inequalities in access to education and achievement and/or success based on competitiveness, neglect and deterioration of community relations, the common good and natural spaces (Huerta-Charles and McLaren, 2021).

In the same vein, Mills (1997) argued at the time that educational practices reproduced oppressive power relations and were legitimised by the education system, which is why disruptive pedagogies are needed to challenge inequalities, dominant educational practices, and social injustice. As Pilonieta (2017) points out in this regard, it is about making education a politically “interesting” issue, which requires promoting distributed or horizontal leadership (Arribas and Torrego, 2007), promoting shared and participatory student responsibility, developing educational practices that facilitate research, reflection, application and dissemination of knowledge (Dede, 2007), and facilitating shared decision-making (Cortés *et al.*, 2020).

In a particular way, disruption - pedagogical, innovative, or educational - refers to challenging school epistemologies (Anderson and Justice, 2015) and systems of value and knowledge that maintain conventional (Litts *et al.*, 2020) and hierarchical ways of knowing and being (Litts *et al.*, 2020). In this context, *disruptiveness* is accompanied by principles and strategies that invite us to discover and formulate new questions, build other resources and tools (Pilonieta, 2017), create languages and paths that invite circularity in educational and socio-affective relationships (Ahmed, 2018), personalise education, make educational resources more flexible in terms of time and place, and encourage active learning by seeking the interest and participation of students in their own learning, since, as pointed out by Valverde-Berrocoso *et al.* (2023), in secondary education, transmissive and unmotivating methodologies that exclusively promote

memorisation are used to a large extent. In this sense, we present experiences, studies and research developed in secondary education that respond to the descriptors of disruptive innovation, disruptive pedagogy and/or disruptive education:

- 1) They are framed under the principles of critical pedagogy and have been the basis for a disruptive pedagogical practice.
- 2) They do not use technological tools.

## 2. METHODOLOGICAL FRAMEWORK

This paper presents a descriptive-retrospective systematic literature review (SLR) (Cuevas *et al.*, 2022; Gabarda *et al.*, 2022; Moraña *et al.*, 2023), where the following stages have been considered: a) consider questions to analyse the studies; b) define the search strategy (descriptors, databases, etc.); c) apply the inclusion-exclusion criteria (IE); d) select the papers that respond to the research questions; and, e) analyse the information through a system of codes and categories.

The starting questions were: What are the theoretical references that underpin disruptive practices in secondary schools? What are these disruptive dynamics in secondary education and who do they affect? What are the most relevant and transformative contributions of international research on the implementation of disruptive pedagogies in secondary schools?

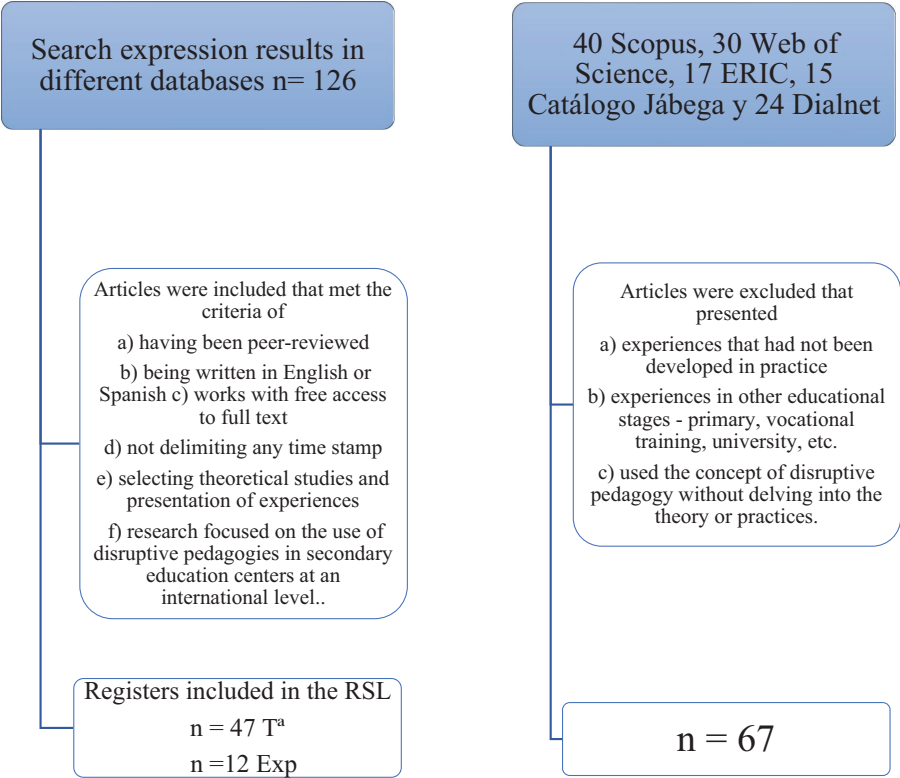
The selection of the scientific literature responds to an open practice in which research and works appearing in multiple databases have been considered: a) Scopus, currently considered a database with broad coverage in educational, social and humanistic studies (Marín-Suelves and Ramón-Llin, 2021; Torralbas *et al.*, 2021); b) Web of Science; c) ERIC (Institute of Education Science); d) Jábega catalogue (University of Málaga library catalogue); and, e) Dialnet. The Boolean descriptors used were TITLE-ABS-KEY “Culturally-disruptive pedagogy” OR “Critical Pedagogy” AND “Secondary School”, AND “Disruptive pedagogy” OR “Disruptive Education” OR “Disruptive Innovation”. The search carried out in March 2023 yielded 126 results in the different databases (40 Scopus, 30 Web of Science, 17 ERIC, 15 Jábega Catalogue and 24 Dialnet).

Afterwards, they were distributed and the researchers carried out a subsequent ad hoc scrutiny. The inclusion criteria were: a) peer-reviewed; b) written in English or Spanish; c) works with free access to the full text; d) not limiting any time frame; e) selecting theoretical studies and presentation of experiences; and f) considering research focused on the use of disruptive pedagogies in secondary schools at a national and international level. The exclusion criteria were: a) research that used the concept of disruptive pedagogy but had not been implemented in practice; b) experiences in other educational stages - primary, Vocational Training (VET), University, etc.- as they did not fit the objectives of the aforementioned projects framing this work. The document selection process (Figure 1) was carried out in three stages:

1. A total of 126 articles were identified in the different databases.
2. Out of these articles, a total of 42 were excluded because they did not meet the above criteria.
3. Twenty-five articles were eliminated, considering, a posteriori, that these articles did not meet the criteria for research quality. This process left n = 47 - theoretical articles or theoretical conceptualisation articles - which allowed us to construct the theoretical framework and justify the article from a theoretical perspective, and n= 12 articles of national and international disruptive experiences in secondary education centres.

In this regard, the PRISMA, 2020 (*Preferred Reporting Items for Systematic reviews and Meta-Analyses*) standards (Page et al., 2021) were considered (Page et al., 2021), which resulted in the following flow chart (Prieto, 2020) (Figure 1).

FIGURE 1  
FLOWCHART



Source: Own elaboration

In the last stage, and with the purpose of analysing and classifying the information through a system of codes and categories (Table 1), we have relied on the PICoS model (Participants, Topics of Interest, Context, Study Design) (González and Molero-Jurado, 2023) from which the different articles selected were subdivided and coded based on these and other variables that we consider of interest for the research such as: 1) questions on which this study was projected; 2) codes; and 3) categories of the same.

TABLE 1  
 QUESTIONS, CODES AND CATEGORIES

Categories	Codes
Descriptive data	Country Year Data collection instruments Design Topics of interest
Theoretical references	Authors Theoretical foundations
Pedagogical practices and who they affect	Participants Context Experiences
Relevant contributions	Results

Source: Own elaboration

### 2.1. *Descriptive data*

The reviewed documents present experiences developed in different settings: in rural schools (Ansell, 2002), in educational centres located in areas in need of social transformation (Alfrey and O'Connor, 2020; Cortés *et al.*, 2020), with special education students in residential contexts (Alfandari and Tsoubaris, 2021), with Spanish students in secondary education centres (Di Stefano *et al.*, 2021), with students in transition to post-secondary education (Lugueti *et al.*, 2023), and in secondary schools with projects focused on the environment in Physical Education and Health (Alfrey and O'Connor, 2020; Warne *et al.*, 2013), Religion (Hammer, 2023), Music and Visual Arts (Lousley, 1999; Ramos-Ramos, 2022).

The analysed studies were carried out in countries such as the United Kingdom, Norway, Spain, and Zimbabwe. With regard to the instruments used to collect information, the main methodological tools used in the analysed studies were: interviews, focus groups, Theatre of the Oppressed, reflection and discussion groups, visual recording, use of photographs, *photovoice*, and document review.

### 3. RESULTS

The systematic review and the analysis of the selected texts address different aspects categorised in the following questions: 1) theoretical references of disruptive pedagogy as onto-epistemological sources on which certain educational practices are based; 2) pedagogical practices that promote disruptive dynamics and on whom these practices have an impact; and 3) relevant and transformative contributions on the implementation of disruptive pedagogy in educational centres.

#### 3.1. *Theoretical references of Disruptive Pedagogy*

As Ibáñez (2016) points out, teaching in a disruptive way requires the use of flexible and diverse resources, both in terms of access and structure, to encourage cooperation between students. On the other hand, Ocaña-Fernández *et al.* (2020) point out that this way of teaching must favour processes of creativity and shared creation that promote processual evaluation, the social and meaningful construction of knowledge, commitment and motivation (Hedberg and Freebody, 2007).

For this reason, *disruptiveness* requires theoretical references that support the pedagogical approach, especially in such a vulnerable and changing stage as adolescence. At the secondary education stage, there is a need for actions that actively and participatively involve students, which implies breaking the hegemonic theoretical inertia in which a way of understanding the learning process is established. In this sense, the carried-out review points to the need to offer other epistemological references that address the keys to offering disruptive practices. These theoretical references address issues related to exclusion, poverty, gender, race, socio-political power structures, sustainability and ecology, cultural and linguistic heritage, dynamics of social and collective participation, and democracy. The identified references are the following:

- Paulo Freire's contributions as a reference for the liberation and emancipation of people and collectives through education (*Pedagogy of the Oppressed*, 1970) and its application in Boal's work (2009) through the *Theatre of the Oppressed*.
- bell hooks (2021) known for her book *Teaching to Transgress* and for her contributions to feminist theory or Henry Giroux (2011) and Michael Foucault (1975) whose critical and reflective look on the educational system and social structures, as well as the promotion of social awareness and transformation are key to the construction of "another" school.
- From an environmental perspective, critical references such as David Orr (2002) promote ecological awareness and address the intersection between environment, sustainability, and ecological awareness as inherent principles of education.
- The feminist theories of Braidotti (2015) and the cultural studies of Ahmed (2018), broaden the educational scope towards a diverse and plural look at what



it means to build citizenship, including the gender perspective in all educational issues. In this sense, one of the reviewed studies (Ansell, 2002) provides conceptual tools to analyse and question the social and cultural structures that perpetuate gender inequality in educational settings.

- The contributions of Alfandari and Tsoubaris (2021) question and challenge the foundations of existing educational structures, promoting the construction of new attitudes and behaviours in close interrelation between critical theory (Ball, 1994) and theories of social structures (Latour, 2007).
- Theories of power relations (Boal, 2009) and innovation, which are associated with emotional and social processes, are considered suitable theoretical foundations for addressing sensitive issues such as religious conceptions and their influence in educational contexts (Hammer, 2023).
- Finally, critical theories of art (Girault and Barthes, 2016) are presented as a valuable theoretical framework for addressing social and political issues in the field of education (Ramos-Ramos *et al.*, 2022). The same is true of the epistemological approaches that underpin research linked to the field of health pedagogy in schools promoting disruptive dynamics (Warne *et al.*, 2013). These critical theories applied to the art world have made it possible to explore and question artistic representations and their relationship with the dominant social and cultural structures, generating spaces for reflection and transformation in the educational sphere.

### 3.2. *Pedagogical actions that promote disruptive dynamics and who they influence*

Most of the pedagogical actions that are implemented in secondary schools and that are approached from a disruptive perspective arise as a response to tensions related to the curriculum and to structural, social, organisational, cultural, and neighbourhood issues, generally associated with depressed social contexts and vulnerable groups. The review shows a significant number of these pedagogical actions developed by teachers and which, at a methodological and strategic level, are presented under the umbrella of participatory action research (Hammer, 2023; Luguetti *et al.*, 2023; Ramos-Ramos *et al.*, 2022). These actions are as follows.

Alfandari and Tsoubaris (2021) and Hammer (2023) develop actions with interaction and role-playing dynamics in which students position themselves in different situations, assuming roles in a more empathetic and critical way towards different social situations. Alfandari and Tsoubaris (2021) propose a project with teachers at the *Milestone Academy* (United Kingdom) with the aim of seeking a scientific-critical education in various subjects, over ten classes lasting one hour each. The research used creative methodologies offering “alternative ground rules for communication”. They introduced body expression techniques, creative exchanges and body re-enactments based on the principles of the Theatre of the Oppressed

and developed creative workshops to reflect on the project and its impact from the students' experience. Hammer's (2023) experience was also based on an action research project in a secondary school in Oslo (Norway). They used the basis of the Theatre of the Oppressed to work on concepts related to power, oppression, and empowerment in order to raise students' awareness of social justice issues and the development of responsible and committed citizenship.

The research carried out by Cortés *et al.* (2020) presents the modifications to the curriculum by addressing structural and political issues of the school and how this has an impact on methodological and organisational dimensions. This study shows positive results of the implementation of a service-learning methodology in schools and how it generates spaces and times that favour collaborative work and the opening of the school to the community, giving rise to new relationships between social, educational, community, and business services.

The work of Luguetti *et al.* (2023) analyses how curricular transformation influences students' future projections after completing secondary education and shows a programme designed collaboratively between students and teachers to improve the process of transition to post-secondary studies. This programme was designed under the theoretical premises of bell hooks' engaged pedagogy (1994, 2003) and with the purpose of actively involving young people in developing strategies that would allow them to negotiate their future (life choices, studies, employment, etc.). The implementation of the programme allowed for an evaluation of the (co-)design and recommendations for the future. The process was recorded through recordings of group interviews and photographic records.

The introduction of critical pedagogy into the curriculum has also become commonplace within these disruptive practices. In this sense, teachers who adopt these references encounter barriers, resistance, and structural tensions when it comes to implementing these disruptive innovation projects. In this line, we highlight two projects developed in Zimbabwe; the first shows the effectiveness of enacting critical pedagogy within the curriculum of a Secondary School -Budirirai- in the Mwenezi district and in the subject of History during a regular academic year (Machingo, 2021). This project brought together six groups of learners (49 learners - 20 boys and 29 girls) from different villages (Musvoti, Zvihwa, Marufu, Sitera, Timire and Mangezi) with the aim of collaboratively showcasing the research that learners were doing by seeking and using primary sources for their learning and encouraging them to "feel comfortable critiquing their teacher and even textbooks" (Machingo, 2021, p. 6). As part of the research activities, students were encouraged to visit elders in the villages to obtain primary evidence and share their findings with their peers. This allowed them to critique the sources of the story and have meaningful interactions based on the reports of their peers. The second project presents a study conducted in the city of Lesotho (Ansell, 2002) and organised around two student focus groups. In these groups, opinions were raised and expressed and decisions

were made on issues relating to rural secondary schools in Lesotho. These issues focused on the construction of gender identities among rural girls in the school context. The areas, with a highly *gendered* component, dealt with three axes that broke with the tradition of these towns: job prospects and paid work, domestic and reproductive work, and decision-making within the household.

Other research that addresses curriculum transformations are those carried out by Alfrey and O'Connor (2020), Warne *et al.* (2013), and Di Stefano *et al.* (2021), using the subject of Spanish language teaching. The research by Di Stefano *et al.* (2021) presents the implementation of certain activities in the classroom, such as: readings, multimedia texts, research journals, lecture or workshop materials, etc. The results suggest that such activities promote inclusion, cultural respect, equity, social justice, identification, and the challenge of eliminating stereotypes related to gender, race, language, immigration, and nationality in Spanish classrooms in the United States.

The case study presented by Alfrey and O'Connor (2020) shows a curriculum transformation project carried out in the Physical Education and Health department in an Australian high school in suburban Melbourne. The project uses an action research methodology, implemented each year in a different year group. Meetings were held with students and teachers involved in the subject and with other teachers who were not involved in the subject. At the end of each year, and with the feedback from a shared evaluation and feedback process, proposals for improvement were implemented in the following year.

The study presented by Warne *et al.* (2013) was conducted with a group of 35 students from an upper secondary school in the municipality of Östersund in northern Sweden. Students were selected according to their social position and the identification of young people at risk, and 5 teachers were selected too. All selected persons participated in 3 *photovoice* workshops with a duration of 120 minutes each. This methodology aims to increase the empowerment and participation of students in school dynamics. During the workshops, photographs and texts were used to explore relevant themes. The main findings were that low socio-economic status was associated with lower levels of mental well-being and lack of social capital was related to young people's inability to participate in decision-making. However, at the same time, the student body came up with some salient proposals, such as: 1) more group work to improve classroom relationships; 2) provide teacher training to improve their pedagogical and leadership skills; 3) get more computers and repair broken ones to facilitate learning and reduce stress; 4) provide more tasty food in the school cafeteria to get energy for school work and wellbeing; 5) provide more food in the school cafeteria to get energy for school work and wellbeing; and 6) provide more food in the school cafeteria to get energy for school work and wellbeing.

Seeger *et al.*'s (2022) research, conducted in high-poverty high schools in the Washington D.C. metropolitan region, proposes dynamics in which students

collaborate with teachers to restructure the educational curriculum, both in content and methodology. This approach is accompanied by readings of texts by Martin Luther King and presentations by Chimamanda Ndiche that address issues of equity and social justice, among others.

Also, the research by Ramos-Ramos *et al.* (2022) and Lousley (1999), focused on the curriculum of Music and Visual and Plastic Arts subjects, proposes to have an impact on the nearby social contexts with the aim of bringing about changes in the immediate context. The research by Ramos-Ramos *et al.* (2022) is located in the surroundings of a secondary school in the maritime district of Valencia with students in the 3rd year of Compulsory Secondary Education. The intervention is carried out through participatory action research in which students work with artists and educators to create artworks that address social and environmental issues. In Lousley's (1999) research, based on critical ethnographic methodology and positioned within critical pedagogy, interventions were carried out in four environmental clubs in urban, multicultural high schools in the city of Metropolitan Toronto. This project conducted dialogues with all educational agents about culture, structures, relations, and discourses related to race, ethnicity, class and/or gender in order to understand and analyse how dominant environmental discourses are constructed.

### 3.3. *Relevant and transformative contributions on the implementation of disruptive pedagogies in educational centres.*

The consulted literature shows us successful experiences in terms of repercussions, transformations, and dynamics of change established in the educational centres in which they have been developed. The results presented by Alfandari and Tsoubaris (2021), Ansell (2002), Warne *et al.* (2013), and Hammer (2023) show that the use of critical pedagogies in the classroom has generated positive changes in the power relations between participants, both inside and outside the educational environment, contributing in an implicit and explicit way to the construction of a more democratic school and citizenship. In this sense, using theatre as a disruptive tool has allowed students the possibility of questioning their own ways of thinking, fostering change-oriented learning and generating modifications in the production of knowledge, as well as in the construction of subjectivities (Alfandari and Tsoubaris, 2021). In addition, students have improved their communication skills and their ability to resolve interpersonal conflicts, promote greater understanding, and accept diversity (Hammer, 2023); at the same time, teachers have positively valued their ability to act as facilitators (Warne *et al.*, 2013).

Similarly, the study by Cortés *et al.* (2020) highlights that the implementation of disruptive pedagogies in schools has led to changes in teachers' expectations by adopting a closer and more empathetic approach to students. There have also been transformations in the curriculum, which is beginning to be understood as a tool for transformation (Machingo, 2021) and not as a set of knowledge to be

transmitted from a banking (Freire, 1970) and hierarchical conception. On the other hand, the studies by Alfrey and O'Connor (2020) and Luguetti *et al.* (2023) suggest that there is a change in the role of students, facilitating their active involvement through role-playing strategies, discussion groups, and debates. The use of these collaborative, participatory and reflective strategies generates critical awareness and drives proposals for curriculum modification based on theoretical and ideological foundations such as justice, social and educational engagement, critical perspective, connection of curriculum content to the real world and diversity of voices, as well as approaches that promote educational and social equity (Seeger, 2023).

#### 4. CONCLUSIONS AND CHALLENGES

Just as the concept of 'disruption' is associated with innovation, it is difficult to address educational innovation without considering the use of Information and Communication Technologies (ICT), Learning and Knowledge Technologies (LKT), Technologies for Empowerment and Transformation (TEP) or Relationship, Information and Communication Technologies (RICT) (Del Río, 2023). In this regard, there are many authors who relate the concepts of disruptive innovation (Christensen, Raynor and McDonal, 2015; Pilonieta, 2017), disruptive pedagogy (Hedberg and Freebody, 2007; Ocaña-Fernández *et al.*, 2020), and disruptive education (León, 2021; Molano, 2018) with the use of technologies; however, being aware that there are many educational practices that respond to their principles and do not use technologies and within the framework of the projects in which this research emerges, we propose the present study. In this sense, considering the work of Bower and Christensen (1995) as a starting point, we have shown that there are (n = 196) publications developed in secondary education that respond to the principles of disruptive innovation, disruptive pedagogy and/or disruptive education without making use of technologies. This poses a challenge, as well as a limitation, in the sense of knowing what other educational practices are developed under the terms disruptive innovation, disruptive pedagogy, and disruptive education and whether they respond to educational practices that break with hegemonic and traditional educational logics in terms of organisation, the implementation of methodologies, the structural and political aspects of the educational system, and the assumption or not of other pedagogical epistemologies. In spite of this, we can find other research and disruptive experiences that have not been considered because they do not use the search criteria used, which can be considered as another of the limitations of this study.

In order to address innovative and disruptive educational practices, the 12 analysed studies include so-called disruptive practices that have been characterised as: (1) counter-hegemonic educational experiences; (2) have transformed school cultures in their curricular, organisational, methodological and participatory dimensions; (3) have been developed without relying on the use of technologies; and (4) have been implemented in secondary education.

In a particular way, the analysis of these works shows us that disruptive pedagogies:

- transform contexts, settings, school roles, learning situations, and ways of teaching and learning.
- are based on co-responsibility, shared decision-making (Cortés *et al.*, 2020), the search for social justice and the creation of constructive, dialogical and transformative educational relationships.
- improve school relations, coexistence and school climate (Cortés *et al.*, 2020) and break with a school organisation that is based on a traditional school culture.
- are developed as attractive, stimulating, challenging, creative (Alliaud and Antelo, 2009), critical, and visibility-enhancing learning practices for students.
- generate learning that is connected to the reality and interests of the students (Johson, 2011)
- promote democratic educational processes (Fernández-Enguita, 2018; Rivas, 2021) that facilitate other forms of communication, relationships, and dialogue that are more horizontal, polyphonic and constructive.

This systematic review study shows another view of what for years we have considered as innovation, pedagogy, education and/or disruptive experiences; in this respect, the analysed studies present *disruptiveness* as an issue linked to educational processes and/or experiences where the educational community in general and the students in particular are co-participants and co-creators of teaching and learning processes, thus providing a more concrete and limited view of what this concept implies.

Similarly, we have been able to highlight that the use of educational strategies with a certain social background, such as the Theatre of the Oppressed, the use of participatory dialogue, dialogic gatherings, the creation of collaborative work groups, the development of transformative projects, participatory action research, artistic and musical creation, corporal expression, among others, must be incorporated more habitually into the educational sphere, as they favour expression and communication, reflection, the expression of social and educational justice, equity and social awareness, that is, they contribute to the personal transformation of students, and therefore, to community transformation.

Despite the complexity of addressing practices that respond to the principles of disruptive pedagogy, given the wide spectrum of practices that can be taken into account, it can be affirmed that these practices promote meaningful and self-regulated learning (Miralles *et al.*, 2013). It places students at the centre of the learning process, increasing their protagonism as active agents (Cuetos-Revuelta *et al.*, 2020) in an educational scenario that promotes critical reflection, autonomy, and creativity

(Quiroz-Albán and Tubay-Zambrano, 2021). In light of these questions, is this not the school we want? This question challenges us in the search for a second challenge, that is, to build shared, democratic, constructive, dialogic educational processes that allow students to question and reflect on the hegemonic and neoliberal positions that dominate the educational, school, political, economic, and social space.

In this sense, we must consider some of the difficulties involved in introducing these disruptive practices in educational scenarios, either due to a lack of resources and support from institutional agents, or due to a lack of expectations regarding the projects being developed (Machingo, 2021), or due to friction and resistance on the part of teachers and students to the implementation of disruptive projects (Cortés *et al.*, 2020). These aspects constitute limiting dimensions for the development of educational practices and strategies that attempt to carry out structural, organisational and/or educational transformation. At the same time, it is a complex challenge that requires disruptive, joint, shared, creative and democratic educational actions that are articulated in practice in educational responses that transcend the classroom, teachers, students, families, including social agents, and allow for the construction of a more critical, plural, civic, fair, tolerant, dialogic, and democratic citizenship.

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