Scientific and technological research article

How to cite: Pulido Acanda, E., & Márquez Marrero, J. L. (2026). Psycho-pedagogical guidance strategy for talent support at the Mantua Municipal University Center. *Estrategia y Gestión Universitaria*, 14, e9214. https://doi.org/10.5281/zenodo.22770354

Received: 02/09/2026
Accepted: 05/10/2026
Published: 23/10/2026

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Conflict of interest: the authors declare that they have no conflict of interest, which may have influenced the results obtained or the proposed interpretations.

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Psycho-pedagogical guidance strategy for talent support at the Mantua Municipal University Center

Estrategia de orientación psicopedagógica para la atención al talento en el Centro Universitario Municipal Mantua

Estratégia de orientação psicopedagógica para a atenção ao talento no Centro Universitário Municipal de Mantua

Abstract

Introduction: addressing talent in higher education requires contextualized psychopedagogical guidance strategies that facilitate the identification, development, and systematic monitoring of students with high potential. **Objective:** to present a psychopedagogical guidance strategy for addressing talent at the Mantua Municipal University Center. **Method:** a descriptive and proposal-oriented study with a mixed-methods approach was conducted, grounded in the dialectical materialist method. Undergraduate students and faculty members from the Bachelor's Degree Program in Preschool Education participated in the study. Document analysis, observation, surveys, individual interviews, group interviews, and methodological triangulation were used. Quantitative data were processed using descriptive statistics, while qualitative data were analyzed through thematic categorization. **Results:** the initial assessment revealed difficulties in the implementation of psychopedagogical guidance for addressing talent. In response, a strategy structured into exploration, intervention, and follow-up stages was designed. It comprised a faculty development program and a program of extracurricular activities. **Conclusion:** the strategy represents a relevant, contextualized, and inclusive alternative that strengthens psychopedagogical guidance for addressing talent through faculty preparation and the improvement of the university educational process.

Keywords: Higher Education, strategy, psychopedagogical guidance, talent

Resumen

Introducción: la atención al talento en la Educación Superior demanda estrategias de orientación psicopedagógica contextualizadas que favorezcan la identificación, el desarrollo y el seguimiento sistemático de estudiantes con altas potencialidades.

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Objetivo: socializar una estrategia de orientación psicopedagógica para la atención al talento en el Centro Universitario Municipal Mantua. **Método:** se desarrolló una investigación con diseño descriptivo-propositivo y enfoque mixto, sustentada en el método dialéctico-materialista. Participaron estudiantes y docentes de la Licenciatura en Educación Preescolar. Se empleó el análisis de documentos, observación, encuesta, entrevista individual, entrevista grupal y triangulación metodológica. Los datos cuantitativos se procesaron mediante estadística descriptiva y los cualitativos mediante categorización temática. **Resultados:** el diagnóstico inicial demostró la existencia de dificultades en el desarrollo de la orientación psicopedagógica para la atención al talento. En respuesta, se diseñó una estrategia estructurada en etapas de exploración, intervención y seguimiento, integrada por un programa de superación docente y un programa de actividades extracurriculares. **Conclusión:** la estrategia constituye una alternativa pertinente, contextualizada e inclusiva que fortalece la orientación psicopedagógica para la atención al talento a través de la preparación del profesorado y el perfeccionamiento del proceso formativo universitario.

Palabras clave: Educación Superior, estrategia, orientación psicopedagógica, talento

Resumo

Introdução: a atenção ao talento na Educação Superior requer estratégias contextualizadas de orientação psicopedagógica que favoreçam a identificação, o desenvolvimento e o acompanhamento sistemático de estudantes com altas potencialidades. **Objetivo:** apresentar uma estratégia de orientação psicopedagógica para a atenção ao talento no Centro Universitário Municipal de Mantua. **Método:** realizou-se uma pesquisa de caráter descritivo-propositivo e abordagem mista, fundamentada no método dialético-materialista. Participaram estudantes e docentes do curso de Licenciatura em Educação Pré-Escolar. Foram utilizados análise documental, observação, questionário, entrevista individual, entrevista em grupo e triangulação metodológica. Os dados quantitativos foram processados por meio de estatística descritiva, enquanto os qualitativos foram analisados mediante categorização temática. **Resultados:** o diagnóstico inicial evidenciou dificuldades no desenvolvimento da orientação psicopedagógica para a atenção ao talento. Como resposta, foi elaborada uma estratégia estruturada nas etapas de exploração, intervenção e acompanhamento, composta por um programa de formação continuada de docentes e um programa de atividades extracurriculares. **Conclusão:** a estratégia constitui uma alternativa pertinente, contextualizada e inclusiva, que fortalece a orientação psicopedagógica para a atenção ao talento por meio da preparação do corpo docente e do aperfeiçoamento do processo formativo universitário.

Palavras-chave: Educação Superior, estratégia, orientação psicopedagógica, talento



Introduction

Strategies have become an established subject of educational research because of their capacity to improve the quality of formative processes and the comprehensive development of learners. A strategy is a scientific outcome that supports the transition from an actual state to a desired one through the systematic, intentional organization of actions aimed at resolving problems identified in specific contexts. Martínez Cuba et al. (2020, p. 40) define it as something that "establishes the intelligent direction, from a broad and global perspective, of the actions intended to resolve the problems detected in a given segment of human activity."

Blanco Nápoles and López Álvarez (2020) and Marín Llaver et al. (2023) agree in viewing a strategy as a logical sequence of interrelated actions that rest on a prior diagnosis, pursue clearly defined objectives, and undergo systematic evaluation and feedback. These premises portray the strategy as a tool that brings resources and methods together to support decisions capable of intervening effectively in reality. Educational management that reconciles diverse strategic perspectives is better positioned to adapt to contextual variables, and Maldonado Mera et al. (2017), Santana-Mero and Barcia-Briones (2021) and Díaz-Romero et al. (2025) stress the processual nature that allows actions to be adjusted to the demands of the pedagogical environment.

Rodríguez Emiliano and Sarante (2025) note that a strategy is a scientific outcome that addresses difficulties identified in professional training. It follows that, in universities, implementing strategies contributes meaningfully to the effectiveness of the teaching, research, and outreach processes they carry out. This view is consistent with the aim of promoting inclusive, equitable, and high-quality education set out in the Sustainable Development Goals (Parr et al., 2022; Bracho-Fuenmayor et al., 2024).

Talent management in higher education has gained prominence among international academic priorities. A bibliometric study by Jafri et al. (2025) illustrates this, documenting growth in scientific output on talent development in universities between 1999 and 2023. A systematic review in Latin America likewise found that institutions implementing organizational strategies to identify and cultivate individual capabilities achieve significantly better educational outcomes and institutional development (Trujillo Robles et al., 2026). These studies, however, have focused mainly on the talent of teaching and administrative staff, leaving the management of student talent comparatively unexplored.

In Cuba, efforts to consolidate academic excellence rest on the relationship between university and society, which means that the formative process must foster the full development of future graduates' potential. Students attending municipal university centers are a diverse group, differing in age, interests, educational trajectories, sociocultural conditions, and access to resources, and this diversity gives rise to varied educational needs and to different ways in which talent manifests itself. Transferring general guidance strategies to any university setting is therefore inadequate: supporting talent requires attention to student diversity and the provision of psycho-pedagogical scaffolding suited to the organizational and institutional characteristics of the settings where it will be implemented.

The scientific literature recognizes psycho-pedagogical guidance as a process of comprehensive support that goes beyond traditional academic assistance. Hernández Carrera et al. (2022), Rafael Hidalgo et al. (2023), and Crespo Cancio et al. (2024) emphasize its preventive and inclusive character, while Bratu et al. (2025) broaden this understanding by showing that learning also depends on emotional and motivational factors. This study therefore assumes that developing talent means attending not only to students' knowledge but also to their affective and social dimensions.

Strategies are also used to promote more inclusive education; Martinez-Rosales and Gross-Tur (2024) point out that they make it possible to recognize each student's needs and build on their strengths. For a psycho-pedagogical guidance strategy to be effective, it must be organized coherently. Álvarez Cobas et al. (2022) propose a structure of introduction, diagnosis, general objective, strategic actions, and evaluation, an organization that matches the proposal developed here, which conceives psycho-pedagogical guidance as a continuous process of exploration, intervention, and monitoring.

Recent research on strategies underscores that psycho-pedagogical training and cooperative work are essential for transforming teaching practice. Martinez-Rosales et al. (2024) focus on strengthening academic, didactic, and communicative competencies, as well as professional ethics. Although these contributions promote inclusion, talent still occupies a secondary place in educational policy, which makes it necessary to prepare university professors to identify, guide, and support students with outstanding potential.

International and Cuban studies agree that talented students need differentiated attention to develop their abilities fully. In Cuba, Suárez Capdevila et al. (2024) and León Arencibia et al. (2020) place talent within classroom diversity and stress the importance of creating conditions for its development. Baccassino and Pinnelli (2023), Subotnik et al. (2023), and Merchán Gavilánez et al. (2024), for their part, maintain that talent reaches a high level only when it receives planned, sustained attention that turns initial potential into outstanding performance.

Despite these contributions, most studies concentrate on defining talent or explaining how it develops; far fewer connect diagnosis, intervention, and monitoring through psycho-pedagogical guidance in higher education. This gap matters especially in municipal university centers, where contextual characteristics call for strategies tailored to the conditions of each locality.

Among the closest proposals is that of Fernández González et al. (2026), who designed a pedagogical strategy built around diagnosis, planning, implementation, and assessment, with the active participation of teachers and students. Their main contribution lies in treating the stimulation of talent as an institutional responsibility, one that requires creating favorable spaces and redefining the work of the faculty. Because the strategy targets only pedagogical talent through the student teaching assistant movement, however, it does not address the general needs of municipal university centers.

The literature review and the preliminary diagnosis conducted at the Mantua

Municipal University Center show that no psycho-pedagogical guidance model has yet been designed specifically to support talent in this type of institution. Existing proposals center on general programs and overlook the material, human, and social conditions of each locality. This reveals a contradiction between the university's interest in training highly prepared, socially committed professionals and the absence of an organized psycho-pedagogical process for identifying, developing, and monitoring student talent.

The challenge, then, is not merely to recognize talented students but to provide theoretical and methodological references that guide teachers in fostering that potential in line with the particularities of the municipal university setting. This underscores the relevance of developing a psycho-pedagogical guidance strategy for talent support, one that strengthens teachers' guidance competencies and creates formative spaces for the exploration, intervention, and monitoring of talented students.

Implementing this proposal contributes to improving the university formative process, strengthening educational inclusion, and fulfilling the university's social mission in its locality. From this perspective, the objective of this article is to present a psycho-pedagogical guidance strategy for talent support at the Mantua Municipal University Center, grounded in the integration of teacher preparation and extracurricular activities as pathways for transforming guidance practice and fostering talent.

Methods and materials

The study was conducted at the Mantua Municipal University Center, part of the University of Pinar del Río Hermanos Saíz Montes de Oca. It followed a descriptive-propositional design: a first stage diagnosed the current state of psycho-pedagogical guidance for talent support, and a second stage produced a strategy comprising two specific strategic actions, faculty development and extracurricular activities.

A purposive sample of 47 students and 8 professors was drawn from the five-year Bachelor's Degree in Preschool Education, offered in the part-time, encounter-based format, at the Mantua Municipal University Center.

The research followed a mixed-methods approach. Quantitative data were processed with descriptive statistics, whereas qualitative information was analyzed through thematic categorization and source triangulation. This made it possible to characterize the current state of psycho-pedagogical guidance for talent support and to ground the design of a strategy aimed at strengthening that process at the Mantua Municipal University Center. The study rested on the dialectical-materialist approach as its general scientific method, which supported the integration of theory and practice and the use of theoretical, empirical, and statistical methods to address the object of study.

The theoretical methods included:

- Historical-logical: used to study the theoretical antecedents of psycho-

pedagogical guidance for talent support at the international and national levels.

- Systemic-structural method and modeling: used to develop a strategy that improves psycho-pedagogical guidance for talent support at the Mantua Municipal University Center.

The empirical methods and techniques used were:

- Document analysis: three methodological work plans (academic years 2023, 2024, and 2024–2025) and 38 student learning portfolios were reviewed to identify institutional and pedagogical evidence of inclusive actions for talent support.
- Classroom observation: this was a structured, nonparticipant observation guided by a previously prepared observation protocol. Each member of the faculty was observed in two in-person class sessions (one in each period of the course). The observations served to analyze the conduct of teaching and extracurricular activities and to identify forms of student participation and the pedagogical strategies teachers used.
- Student survey: a structured survey was administered to all 47 students enrolled in the Bachelor's Degree in Preschool Education at the Mantua Municipal University Center to gather their perceptions of guidance actions and of the opportunities available for talent support.
- Semistructured interview: each of the program's 8 professors was interviewed to explore the pedagogical practices and institutional conditions that shape the identification of, and support for, talent.
- Methodological triangulation: carried out by comparing and integrating the information obtained through the instruments used in the diagnosis.
- Group interview: key actors, namely the faculty of the Bachelor's Degree in Preschool Education and the administrators of the Mantua Municipal University Center, were interviewed before the strategy was implemented to learn their views on its feasibility for improving psycho-pedagogical guidance for talent support.

Results and discussion

The diagnostic results revealed shortcomings in psycho-pedagogical guidance for talent support at the Mantua Municipal University Center. Guidance actions focus mainly on academic difficulties, whereas identifying and supporting students with high potential happens unsystematically and depends on the initiative of individual faculty members.

The diagnosis also identified limitations in teachers' preparation to take on talent support as part of their guidance role, which restricts the planning, implementation, and monitoring of specialized actions. Likewise, although

extracurricular activities are valued as spaces for stimulating creativity, autonomy, research, and professional identity, they are not coherently integrated into an institutional guidance process, and their potential for talent development goes untapped.

These conditions justified designing a strategy that would provide contextualized, systematic, and inclusive support. At its core, the design sought to change this situation by preparing the teaching staff and by integrating guidance actions into extracurricular activities capable of stimulating students' talent.

Main theoretical bases from the educational sciences that underpin the psycho-pedagogical guidance strategy for talent support at the Mantua Municipal University Center

The strategy draws on the combined contributions of philosophy, sociology, psychology, pedagogy, psycho-pedagogy, and didactics. Together, these disciplines made it possible to understand talent as a socially mediated potential, conditioned by its historical-cultural context and open to development through intentional educational processes.

From its theoretical bases, the psycho-pedagogical guidance strategy for talent support should be understood as: a planned, contextualized, participatory, and integrative process of psycho-pedagogical actions, designed to identify, stimulate, and monitor students' talent potential within the university formative process. It rests on a diagnosis of needs and potential and incorporates teacher preparation and extracurricular activities as means of fostering the academic, professional, personal, and social development of the talented student.

Principles guiding the psycho-pedagogical guidance strategy for talent support at the Mantua Municipal University Center

Drawing on the trends identified in the theoretical analysis and on the results of the initial diagnosis at the Mantua Municipal University Center, the proposal must rest on ideas that regulate and energize psycho-pedagogical guidance for talent support, ensuring its coherence and effectiveness.

The principles thus express a humanistic view of talent development, based on the student's active, conscious role and on the influence of social relations on their formation. They are the preventive and remedial principle; the principle of promoting the individual development of the talented student; the principle of attention to individual differences; and the principle of collaborative work between the teaching staff and psycho-pedagogical advisors. From a historical-cultural perspective, these principles ensure guidance geared toward the talented student's comprehensive growth.

Foundations of the psycho-pedagogical guidance strategy for talent support at the Mantua Municipal University Center

- **Foundation 1:** the psycho-pedagogical guidance strategy for talent support at the Mantua Municipal University Center should unfold through the stages of exploration, intervention, and monitoring

  Psycho-pedagogical guidance for talent support is structured around the

stages of exploration, intervention, and monitoring, conceived as a continuous cycle. First, the aim is to get to know students and discover who has the potential to develop talent through modes of professional practice, using a combination of qualitative and quantitative diagnostic methods (exploration). Next, guidance and enrichment actions are carried out to help students develop that talent (intervention). Throughout, students' progress is observed systematically, the effectiveness of the actions is checked, and adjustments are made where needed (monitoring).

- **Foundation 2:** the psycho-pedagogical guidance strategy for talent support at the Mantua Municipal University Center should operate as a support process integrated into the university formative process

The strategy is conceived as a support process embedded in the university formative process through teaching, research, and outreach activities. From this perspective, guidance is a responsibility shared by the entire teaching staff and contributes to students' academic, professional, and personal growth.

- **Foundation 3:** the psycho-pedagogical guidance strategy for talent support at the Mantua Municipal University Center should be conceived as a contextual, participatory, and cooperative process that requires the empowerment of university faculty as an essential condition of its effectiveness

The strategy is built on four interdependent dimensions that give it a systemic, contextualized, and transformative character, rooted in the articulation among the university, teachers, peers, and the community. Contextualization ensures that the process is relevant and suited to territorial and institutional conditions. Active student participation makes students conscious, self-regulated agents of their own development. Interdisciplinary cooperation links actions within the teaching staff and between the staff and the community. Teacher preparation and empowerment serve as the necessary condition that secures the systematic character and sustainability of the process.

- **Foundation 4:** the psycho-pedagogical guidance strategy for talent support is structured around areas of development that integrate the academic, professional, personal, and social dimensions of talent

The areas of development form the structural core of the strategy and rest on the multidimensional nature of talent. They are contextualized within the guidance practice of the Municipal University Center, where they function as an organizational reference.

Academic area: aims to strengthen the cognitive and metacognitive dimension of talent. It seeks to make students active agents of their own formative process, able to plan, monitor, and evaluate their learning autonomously. At the municipal university center, this area becomes the starting point of guidance work, since it links academic training actions with the development of critical thinking, problem-solving, and research skills.

Professional area: a space for vocational self-discovery, future planning, and

the social contribution of the future graduate. Talent is conceived here as a creative, contextualized professional competence able to respond to the demands of the environment. At the Mantua Municipal University Center, this area takes shape through practice-based learning projects, the integration of talent into interdisciplinary teams, and guidance spaces shared by teachers and students.

Personal area: emphasizes the meaning that developing their own talent holds for students and helps them build a personal life project grounded in self-knowledge and emotion management. Its main focus is the development of the noncognitive components involved in talent.

Social area: helps students relate better to others and take part responsibly in society. It fosters leadership through teamwork and ethical development by creating spaces in which talented students can become agents of social transformation.

Structure of the psycho-pedagogical guidance strategy for talent support at the Mantua Municipal University Center

Introduction

The strategy is implemented through the stages of psycho-pedagogical guidance and the areas of talent development, and its rationale responds to the need to manage talent at the Mantua Municipal University Center. Joint work among professors, administrators, and psycho-pedagogical advisors strengthens its preventive character and personalized attention.

Diagnosis

The diagnosis is built on a baseline understanding of the initial situation, in terms of the strengths and weaknesses of the guidance process and of the students. It considers the dimensions of exploration, intervention, and monitoring and includes open group interviews that seek a coherent structure for the strategy based on the views of those involved.

General objective

To improve the psycho-pedagogical guidance provided at the Mantua Municipal University Center so as to raise the quality of the support offered to students with talent potential.

Specific strategic actions

Two main actions are proposed, which complement each other and allow the move from diagnosis to organized intervention. The first focuses on the identification, characterization, and initial support of talent, as a result of strengthening teachers' psycho-pedagogical training. The second centers on design, implementation, and monitoring in order to support students' comprehensive development in a systematic way.

Strategic action 1: Professional development of the teaching staff

Specific objective: To raise the level of preparation and awareness among the teaching staff of the Mantua Municipal University Center so that they direct the formative process inclusively, attending to the special educational needs associated

with talent and to the stages of psycho-pedagogical guidance for talent support.

The strategic action is organized into three main phases that correspond to the didactic units of the program:

Phase I. Theoretical foundations: the epistemological and conceptual base; its purpose is to ensure conscious mastery of the philosophical, psychological, pedagogical, psycho-pedagogical, and didactic foundations underlying psycho-pedagogical guidance for talent support.

Phase II. Competency development: the operational core; it puts theory into practice by building skills to diagnose, design, and implement inclusive actions for talented students.

Phase III. Institutional design: a phase of consolidation and institutionalization in which psycho-pedagogical guidance is integrated into the structural functioning of the Municipal University Center, ensuring sustainability, organizational coherence, and strategic outlook.

Table 1 summarizes the structure of the professional development program for the teaching staff, specifying the didactic units, the objectives of each, and the main training activities planned for its implementation.

Table 1

Didactic units, objectives, and activities of the professional development program for the teaching staff of the Mantua Municipal University Center

Didactic unit	Objective	Main activities
1. Foundations of psycho-pedagogical guidance for talent support	To understand and ground the theoretical, historical, epistemological, and methodological frameworks of psycho-pedagogical guidance for talent support from a historical-cultural, inclusive, and contextualized perspective.	Workshop on the historical contextualization of the evolution of psycho-pedagogical guidance. Construction of concept maps on guidance as an educational process and a form of social mediation. Seminar-debate on conceptions of talent, inclusion, and equity. Workshop on solving problem-based situations related to the methodological principles of guidance. Reflective forum on equity in talent support. Writing of a final reflective essay.
2. Exploration, intervention, and monitoring in psycho-pedagogical guidance for talent support	To develop competencies for diagnosing, intervening, and monitoring in psycho-pedagogical guidance through	Simulation workshop to design and apply psycho-pedagogical diagnostic instruments. Analysis of cases of students with outstanding potential.

	educational mediation strategies, differentiated tutoring, and socioemotional support.	Teaching innovation circle to study contemporary strategies for talent support. Development of an educational mediation matrix. Professional dramatization workshop using role-play. Design and implementation of a teaching intervention microproject. Session for systematizing and reflecting metacognitively on what was learned.
3. Design of the institutional psycho-pedagogical guidance system for talent support at the Mantua Municipal University Center	To consolidate the teaching staff's preparation to design and implement an institutional psycho-pedagogical guidance system that ensures collaborative, sustainable support for talent.	Development of an institutional action project for talent support. Round table on the roles of the tutor, the program coordinator, and the teaching staff. Workshop analyzing teaching practice and the actions implemented. Collective design of an institutional psycho-pedagogical guidance network. Presentation and defense of projects at a scientific-methodological seminar with peer feedback.

Source: Authors' own elaboration.

To carry out this strategic action, the proposed operations are to:

- Design a professional development program for the teaching staff (taking into account the diagnostic results and the foundations adopted).
- Issue the enrollment call and open the program, aimed primarily at the faculty of the Bachelor's Degree in Preschool Education at the Mantua Municipal University Center.
- Implement the professional development program.
- Evaluate the program using the following indicators:

  Level of teacher preparation resulting from the program.

  Level of teacher satisfaction with the program.

Strategic action 2: System of integrative extracurricular activities

Specific objective: To develop psycho-pedagogical guidance for talent support among students of the Bachelor's Degree in Preschool Education at the Mantua Municipal University Center through extracurricular workshops that foster creative thinking, autonomy, professional identity, metacognition, self-regulation, and the social commitment of future educators, in line with the needs of the social context.

The strategic action is organized into three general phases:

Phase I. Design: the stage of foundation and strategic planning. In this phase, extracurricular actions are structured in line with the initial diagnosis, the formative objectives, and the areas of psycho-pedagogical guidance for talent support. It takes into account the characteristics of the Municipal University Center and its links with institutions in the surrounding area.

Phase II. Implementation: the stage of practical realization through workshops that stimulate the cognitive, professional, personal, and social development of the talented student. The organization and purposes of the workshops that make up the program appear in Table 2.

Table 2

Relationship among the proposed workshops, the area each addresses, its purpose within the extracurricular activity program, and the main skill it supports

Area/Workshop	Objective	Skill
Academic/*Piensa, descubre, diseña* (Think, discover, design)	To develop critical thinking and creativity	Propose research-based solutions grounded in the analysis of educational problems
Professional/*Proyecta tu camino* (Map your path)	To strengthen professional identity	Plan their professional development in line with their potential and the social context
Personal/*EquilibrArte* (Balance and art)	To promote emotional well-being	Regulate emotions and behavior in ways that support academic performance and emotional well-being
Social/*En acción* (In action)	To foster social commitment	Intervene in the community through educational actions carried out with social responsibility
Integrative/*SoluciónArte* (Solutions and art)	To integrate learning	Solve educational problems by drawing creatively on knowledge from multiple disciplines

Source: Authors' own elaboration.

Phase III. Validation and evaluation: the stage of feedback and process improvement. It makes it possible to assess the impact of the actions undertaken on students' comprehensive growth and on the institution. Through formative evaluation, critical reflection, and the systematization of results, it ensures sustainability and consolidates the strategy as a continuous, transformative practice.

The operations for carrying out this action are to:

- Design an extracurricular activity program that supports the development of psycho-pedagogical guidance for talent support.
- Implement the activity program according to an execution schedule (based

on the methodological work system of the degree program and the academic year).

- Evaluate the extracurricular activity program using the following indicators:

Level of institutional coherence

Level of satisfaction among students (talented students and the group as a whole)

Level of satisfaction among implementing teachers

Evaluation of the strategy

Evaluation is a process aimed at assessing the changes that a given set of actions produces in a specific object. It establishes the magnitude of the transformations that occurred, the aspects affected, and the degree to which those changes support the continuous improvement of the object evaluated. On this basis, an evaluation system is proposed for the two strategic actions designed.

Indicators for evaluating strategic action 1:

Level of teacher preparation:

- Theoretical-methodological command: level of knowledge and understanding of the foundations of talent support and of specialized psycho-pedagogical guidance.
- Practical skills: extent to which teachers develop competencies for identifying potential and applying individual and group guidance strategies.
- Integration into educational practice: extent to which teachers incorporate the principles of the strategy into their lesson planning and their interactions with students.

Level of teacher satisfaction:

- Quality and usefulness: extent to which teachers consider the content of the development program current and practically applicable.
- Impact on performance: extent to which teachers perceive that the training received has improved their effectiveness as advisors to talented students.
- Organization and delivery: extent to which teachers are satisfied with the methodology, resources, and coordination of the development process.

Indicators for evaluating strategic action 2

- Level of institutional coherence: connection with the outreach activities of the degree program and the university center.
- Level of satisfaction among students (talented students and the group): perceptions of the relevance of the activities designed and the support received through them.
- Level of satisfaction among implementing teachers: satisfaction with the preliminary results observed in students and with the institutional support

received during implementation.

- To assess the presence of the indicators, measurement uses the following values:

  Low: indicators are present in less than 60%.

  Medium: indicators are present within a range of 60-85%.

  High: indicators are present in more than 85%.

At the university level, identifying student talent calls for assessment procedures different from those used in primary or secondary education. Vera Salazar and Vera Salazar (2024) emphasize that families supply valuable information for recognizing talent because they typically follow the educational process closely. At the Mantua Municipal University Center, however, students take a more active role in their professional training. For this reason, beginning with the exploration stage, the diagnostic instruments in the proposed strategy position students as the principal actors, who not only recognize their own abilities but also learn to direct them toward their personal and professional development.

The findings of this study show that the central problem is not merely identifying students with potential but connecting the diagnosis to educational actions and systematic monitoring. Palenzuela Trujillo et al. (2022) note that difficulties persist in the Cuban educational context because talent management is not sufficiently integrated into institutional work. Dal Forno et al. (2023) explain that recognizing outstanding abilities has little value if that information does not lead to decisions that promote students' comprehensive development. Both studies confirm that identification is only a first step and that what matters is turning it into effective support for the student.

Other authors add complementary elements to this process. Baccassino and Pinnelli (2023) argue that each student requires personalized attention; Costa-Lobo et al. (2021) add that talent develops only when the environment offers opportunities for it; and Merchán Gavilánez et al. (2024) underscore that teacher preparation is decisive for turning those needs into concrete pedagogical actions. Although each study emphasizes a different aspect of the process, all agree that talent support depends on the interplay among student characteristics, the learning environment, and the teacher's mediating role.

At the Mantua Municipal University Center, this interplay is especially relevant. Personalizing guidance is not enough if teachers lack the psycho-pedagogical skills to recognize their students' abilities, and good teacher preparation will have little effect if the university provides no spaces in which to apply it. The main strength of this proposal lies in integrating exploration, intervention, and monitoring into a continuous process of talent support.

The proposal also includes actions for building students' professional projects and supporting their personal development. Edwin and Fisher (2023) showed that specialized guidance substantially influences the academic and career decisions of high-ability students in the visual arts. Although their study addressed a specific field, its results suggest that talented students need room to reflect on their

expectations and on how to further their own development. A similar situation holds at the Mantua Municipal University Center, where professional training is tied to the life project; the proposed actions therefore span the academic, personal, professional, and social areas.

Extracurricular activities also hold an important place in research on talent development. Renzulli (1976) and Sternberg et al. (2024) consider them conducive to creativity, problem-solving, and the production of new knowledge, while Rodriguez Moscoso et al. (2025) highlight the formative opportunities they create outside the formal curriculum. This study combines both perspectives to conceive extracurricular activities not merely as an expansion of the educational offering but as spaces for developing the abilities identified during exploration.

Álvarez Cobas et al. (2022) and Ordaz Hernández et al. (2023) maintain that psycho-pedagogical practice yields better results when it is embedded across the educational process. Although their proposals were not designed specifically for talent management in higher education, their contributions fit the characteristics of the Mantua Municipal University Center. The proposed psycho-pedagogical guidance strategy thus does more than organize actions: it also fosters talent support that is more systematic, contextualized, and centered on students' comprehensive development.

Conclusions

The characterization of the current state of psycho-pedagogical guidance for talent support at the Mantua Municipal University Center shows that there are professors interested in supporting talented students. Difficulties remain, however, in identifying these students, guiding them according to their needs, and monitoring their development so that they can make the most of their abilities.

The psycho-pedagogical guidance process for talent support is grounded in the dimensions associated with talented functioning in professional training (namely, orientation toward creation in areas of the professional sphere, creative strategic learning, and educational contexts that cultivate talent in professional training) and in the characteristics that distinguish it: integration into the formative process, empowerment of the faculty and improvement of their professional performance, and contextualization. These characteristics become evident in the stages the process passes through: diagnosis and identification; guidance and advising for students, teachers, and administrators; and evaluation of actions.

The psycho-pedagogical guidance strategy for talent support at the Mantua Municipal University Center rests on an initial diagnosis, sets a clear objective, proposes actions for developing talent, and establishes how the process and its results will be evaluated. It includes teacher preparation and extracurricular activities aimed at identifying, guiding, and supporting talented students.

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Juan Lázaro Márquez Marrero 2: Data curation, Visualization, Writing – original draft, and Writing.

Special Acknowledgments:

Financing:

Own resources