



Artículo Revisión / Review Article

¿Qué es la pedagogía afectiva y qué evidencia científica tiene? Un repaso rápido Affective pedagogy What is it and what scientific evidence does it have? A quick review

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Resumen

En las últimas décadas han proliferado numerosos términos pedagógicos nuevos en la comunidad educativa, entre ellos el concepto de pedagogía afectiva. El objetivo de este trabajo es realizar una revisión rápida de los estudios científicos publicados hasta abril de 2023 que abordan la pedagogía afectiva en el ámbito educativo. Para ello, se siguieron las recomendaciones del protocolo PRISMA. Se optó por la revisión rápida en lugar de la sistemática debido a la falta de protocolos de estudio comunes. Se analizaron un total de 7 bases de datos principales: Web of Science, Scopus, Base, Phycinfo, Dimensions, ERIC y Dialnet. Como resultado, se obtuvo un bajo número de publicaciones científicas que abordaron la pedagogía afectiva como objeto de estudio. Inicialmente, se encontraron un total de 131 artículos, de los cuales solo se seleccionaron 8 tras eliminar los duplicados y aplicar los criterios de inclusión y exclusión. La pedagogía afectiva presenta un enfoque más conceptual y teórico, incluso filosófico y espiritual-emocional que empírico. Son muy pocos los estudios que han analizado sus efectos en el aula, ya sea cuantitativa o cualitativamente. De estas, la etapa universitaria se registra como la más estudiada, en comparación con la Educación Secundaria o Primaria. La mayoría de los autores que han publicado sobre pedagogía afectiva están adscritos a universidades de América Latina, seguidas de Europa y solo uno de Estados Unidos. Los estudios abordados tuvieron principalmente un enfoque etnográfico, ensayístico, reflexivo o cualitativo. Se concluye que la pedagogía afectiva se refiere a la forma de transmitir conocimientos desde un enfoque emocional, prestando más atención a la parte emocional de los estudiantes y a variables psicológicas y psicosociales como la empatía, la escucha activa, la comunicación interpersonal, la autoestima, la confianza, entre otras. Estos conceptos coinciden con las llamadas habilidades blandas, muy necesarias en la formación del alumnado en todas las etapas educativas. Se necesitan más estudios empíricos para apoyar la aplicación de la pedagogía afectiva en el aula.

Palabras clave: Habilidades blandas, pedagogía, pedagogía afectiva, pedagogía del afecto, docentes, revisión.

Abstract

In recent decades, new terms have been introduced in the field of education, one of these is the concept of affective pedagogy or pedagogy of affection. The aim of this paper is to carry out a rapid review of all scientific studies published up to April 2023 that address affective pedagogy in the field of education. The recommendations of the PRISMA protocol were followed. A total of 7 major databases were analysed: Web of Science, Scopus, Base, Phycinfo, Dimensions, ERIC y Dialnet. The result was a low number of scientific publications dealing with affective pedagogy as an object of study. Initially, a total of 131 articles were found, only 8 were selected after removing duplicates and applying the inclusion and exclusion criteria. This pedagogy has a more conceptual and theoretical approach, even philosophical and spiritual-emotional, than an empirical one. Few studies have analysed its effects in the classroom. We found mainly studies with an ethnographic, essay, reflexive or qualitative approach. Most of these define affective pedagogy as the educational practice that transmits knowledge by paying more attention to the emotional part of the students and their psychological and psychosocial variables. These include empathy, active listening, interpersonal communication, self-esteem,



confidence, among others. These concepts coincide with the so-called soft skills, which are very necessary in the training of students at all educational stages. More empirical studies are needed to support the application of affective pedagogy in the classroom.

Keywords: Soft skills, pedagogy, affective pedagogy, pedagogy of affection, teacher, review.

Introduction

In recent decades there has been an increase in new terms and concepts linked to the field of pedagogy and didactics. Some authors such as Manu Velasco or Roser Batlle speak of fireworks pedagogy or pedagogical pyroctenia referring to the excessive need to create new didactic experiences or use new concepts in the field of pedagogy, sometimes unnecessarily, and other times due to the fashions of implementing new methodologies in the classroom or coining new terms linked to the educational community. Among these terms and concepts is the pedagogy of affect or affective pedagogy. (Batlle, 2014; Velasco, 2017)

Pedagogy is defined by the Royal Spanish Academy of Language as the science that deals with education and teaching. It also has the meaning of educational or teaching practice in a certain aspect or area. Therefore, in a first approximation to the term "affective pedagogy" it could be defined as the science that deals with education and teaching from affect. (Royal Spanish Academy of Language, 2023)

When searching the term "affective pedagogy" in two different databases, a commercial one such as Web of Science that brings together around 170 million scientific documents and a non-commercial, open access one, such as Dimensions, which brings together 134 million scientific documents, we observe that the number of scientific publications linked to affective pedagogy is very irregular and scarce. by not having a high number of contributions.

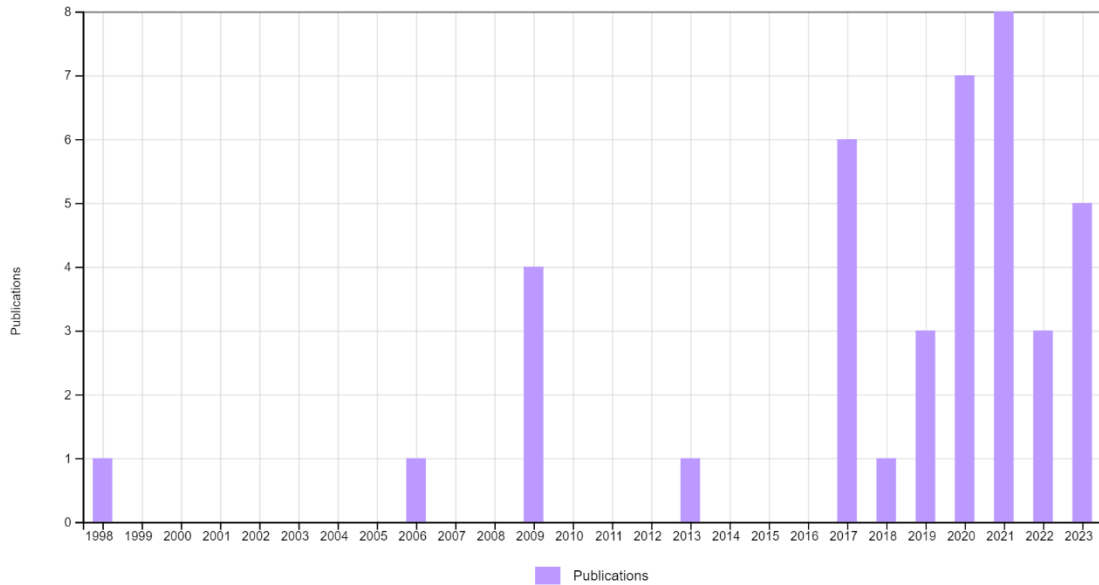


Figure 1. Graph of the evolution of the number of publications that include the concept of "affective pedagogy" in their title, keywords or summary. Source: Web of Science (Accessed November 27, 2023)

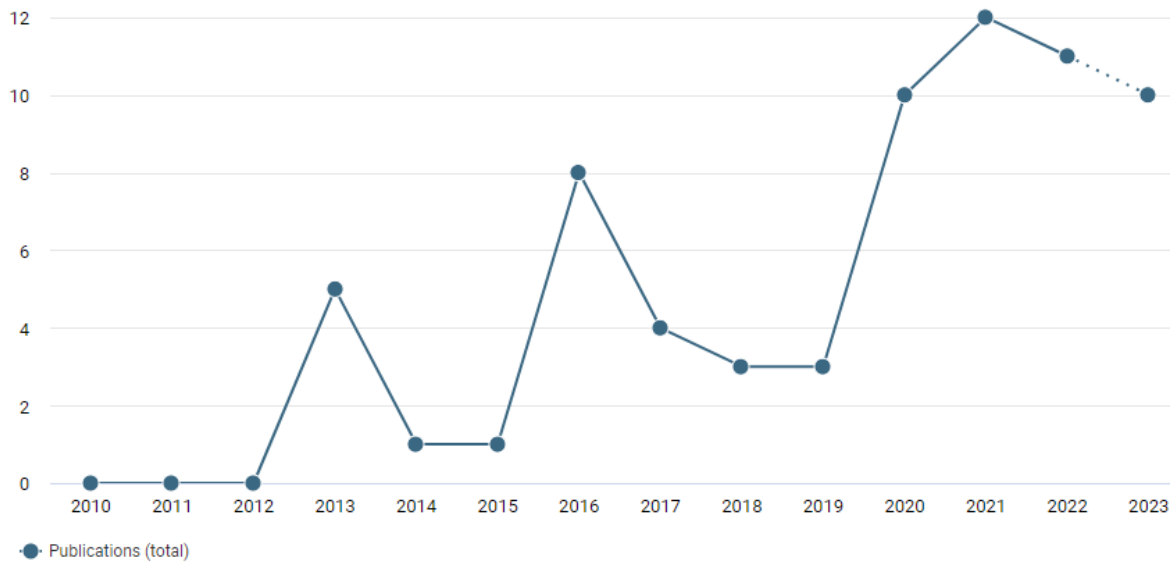


Figure 2. Graph of the evolution of the number of publications that include the concept of "affective pedagogy" in their title, keywords or summary. Source: Dimensions (Accessed November 27, 2023)

In the Web of Science database, a doctoral thesis entitled "Affective pedagogy in professional education" defended in 1998 appears as the first record linked to affective



pedagogy. Its author exposes certain problems when implementing it and concludes the need to train teachers in affective pedagogy. The data extracted from this work carried out in a sample of students, faculty and researchers were grouped into 5 large categories. The first addressed the limited knowledge that teachers have about affective pedagogy. The second considers the problems that teachers face when they implement it, including criticism from other colleagues. The third category tries to explain the difficulty of understanding affective pedagogy in a contextual framework where instruction and teaching prevail and not so much the experiences of social relationships. The fourth stresses the need to improve affective learning environments and the fifth suggests the need to connect affective pedagogy with cognitive pedagogy to improve its impact on learning. (Ondrejka , 1998)

In that same year, Peter Lang published in a chapter of a book a definition of "affective education" defining it as the part of the educational process that deals with attitudes, feelings, beliefs and emotions of students. The author addresses two important points that affect affective education, the first that involves the provision of support and guidance to students and the second addresses the interrelationship between the affective and cognitive dimensions. (1998)

After 1998, it was not until 2008 that a scientific essay article was registered in the Dimensions and Scopus databases that addresses an in-depth reflection on affective pedagogy, pointing out that it emerges as a contrast to the contemporary teaching practices apparently preferred in the educational systems of late modernity and that are identified as utilitarian pedagogy. These are carried out in selfish psychosocial zones that isolate individuals from each other and severely limit the scope of the curriculum. In contrast, affective pedagogy is as much about feelings and emotions as it is about learning outcomes. In fact, feelings and emotions are inseparable from learning outcomes. It is distinguished in the first instance by teacher-student interactions that echo Oakeshott's description of "dramatic friendship." The author concludes his article by concluding that affective pedagogical practice will give teachers the ability to recognize valuable things in their students, things they can trust, things that will help them grow personally, culturally and socially. Therefore, we are facing a first conceptualization of affective pedagogy that can be understood as that pedagogy applied by teachers who teach one or more disciplines valuing their associated practices. the challenge of learning achievements



respecting the intellect and development of the students, the evaluation of academic progress in a transparent and constructive way, and the ability to motivate students to leave their comfort zone in terms of knowledge. (Patience , 2008) (O'Sullivan , 2013)

Other authors point out the following as key aspects of the pedagogy of affection: emotional security, self-esteem and personal appreciation, tenderness, communication and feeling loved, interpersonal relationships, intimacy, attention to personal conditions, accompaniment, differentiation between affection and indiscriminate benefit and favoring the integral development of students. (Torres Martín & Maroto Aguilera, 2016)

For all these reasons, affective pedagogy can be considered as that pedagogy that not only instructs, but also addresses affectivity, enhancing respect, the feeling of love, cooperation and solidarity towards others and towards oneself, interpersonal communication and effective communication, affective needs, trust, empathy and active listening. among others. It therefore develops the personality of the student and the teacher, embracing a humanistic and cognitive perspective. It is important to note that a term very similar to the concept of affective pedagogy called "sentipensant pedagogy" has also been published. Its author Laura Rendóm defines it as a deep learning experience that culturally validates and addresses the harmonious balance between the development of intellectual, social, emotional and inner life skills. Sentipensant pedagogy also connects the learning experience with issues of equity and justice. To foster deep learning, illuminative knowledge tools/practices are employed to open the senses. Examples include: periods of silence, music, poetry, artistic projects, testimonies, socially driven art and photography, ritual and cultural immersions, among others. Therefore, this pedagogy could have aspects in common with affective pedagogy. (Pérez Bravo et al., 2016) (2009)

In this way, and in view of the low number of publications and their irregular evolution, the objective of this article has been to carry out a rapid review of the literature on affective pedagogy in the educational field, knowing what typology of articles have been published on it, what most relevant findings have been scientifically verified and what educational stages have been the object of study.

Method

Initially, a systematic review was going to be carried out, however, as there was not a large number of empirical scientific research, it has been decided to carry out a rapid review,

thus reviewing all the literature published on affective pedagogy until April 2023. This type of study has been chosen instead of a systematic review or meta-analysis due to the lack of experimental scientific work on this pedagogy and the absence of common protocols. Rapid reviews use a methodology similar to systematic reviews, but through shortcuts used in their development; they allow answers to be achieved in less than six months and with fewer resources, which is why they are used by managers and leaders in both America and Europe. For the rapid review, a total of 7 databases have been used for the search of scientific documents, applying as a criterion being databases with the highest volume of indexed scientific articles. An estimated value of 750 million scientific documents is estimated to be added together with all the databases consulted. These have been the 7 chosen: Web of Science (WoS), Scopus, Base, Phycinfo, Dimensions, ERIC and Dialnet. The combination of descriptors used was [(affective pedagogy OR Pedagogy of affection)] with search in the Title, Abstract and/or Keywords fields and without limiting any temporality filter. The research process was as shown in Figure 3. (Tapia-Benavente et al., 2021)

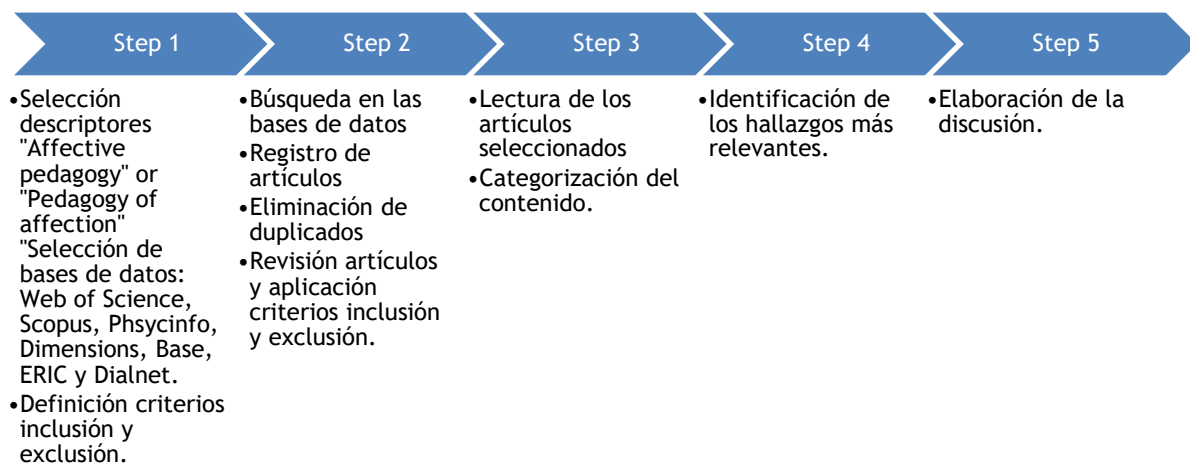


Figure 3. Information search process

The PRISMA protocol has been followed in the items that the investigators considered most relevant for the rapid review (Figure 4). Ethical recommendations for educational research were complied with at all times. (Page et al., 2021) (Paz Maldonado, 2018)

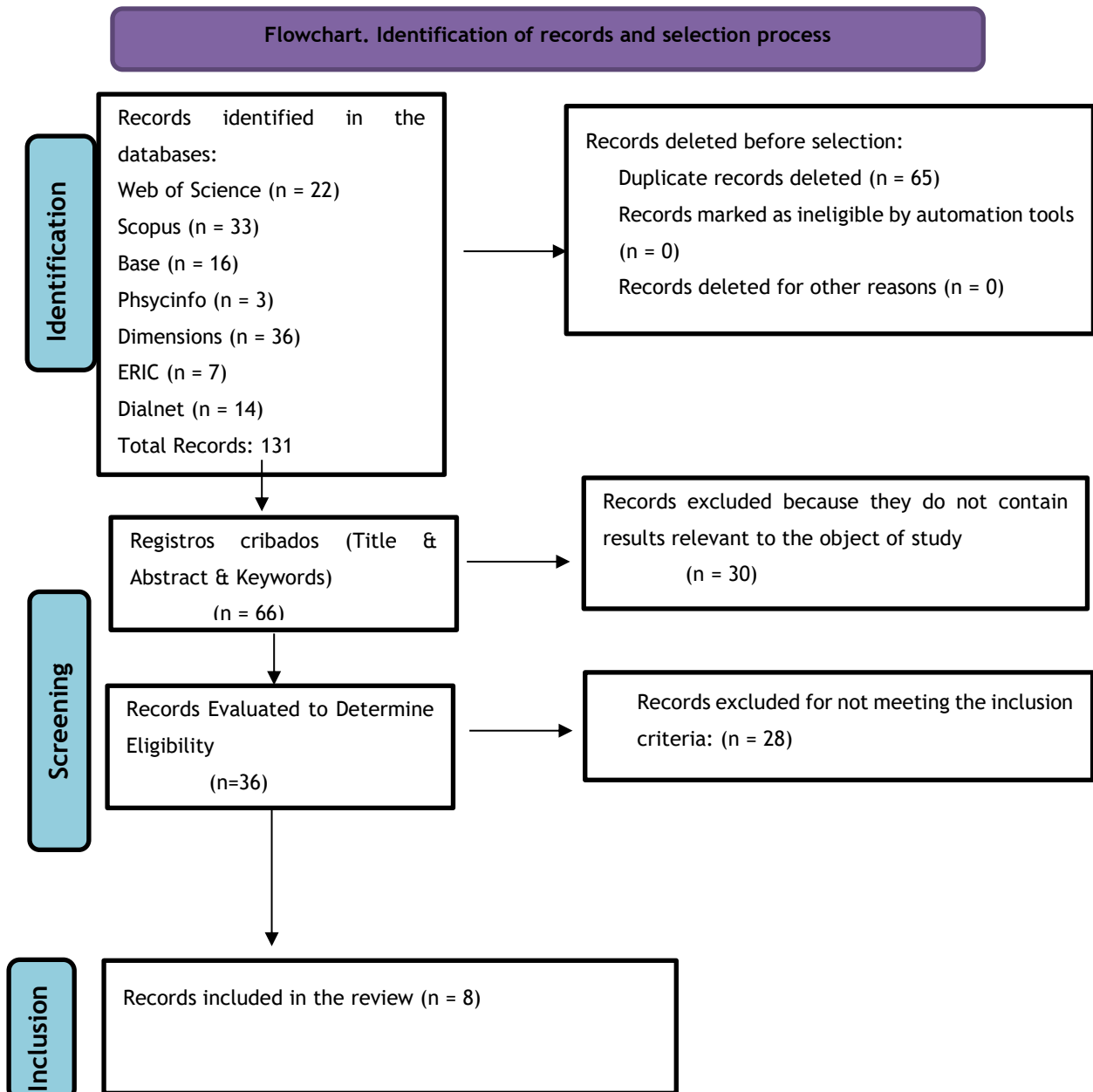


Figure 4. Flowchart



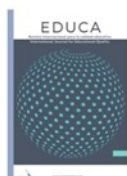
The search was conducted in April 2023. A total of 131 documents were found in the 7 databases consulted. Subsequently, the RefWorks® bibliographic manager was used and duplicate articles were eliminated, leaving a total of 66 articles. After applying the filter of scientific articles, the inclusion and exclusion criteria recorded in table 1 and the relevance of the papers for this rapid review, a total of 8 scientific articles were selected. From these studies, the most relevant information was selected that, in the opinion of the researchers participating in the search, was of interest for this work. Highlighting the most relevant aspects of each of them, their objectives, results and conclusions.

Inclusion criteria	Exclusion Criteria
1.a. Scientific articles published in peer-reviewed journals.	2.a. Documentary sources other than scientific articles: book chapters, conferences, books, doctoral theses, etc.
1.b. Scientific articles with an experimental, review, descriptive, essay, quantitative or qualitative research design.	2.b. Opinion articles or non-scientific dissemination, editorial notes, etc.
1.c. Research in affective pedagogy.	2.c. Research that has affective pedagogy in the background, which is not the object of study.
1.d. Scientific articles published in the databases consulted and that have at least in English or Spanish the title, keywords and abstract.	2.d. Duplicate items.
	2.e. Scientific articles that refer to affective pedagogy outside the educational field.

Table 1. Inclusion and exclusion criteria

Results

A total of 131 papers were found. After applying the inclusion and exclusion criteria, 8 scientific articles that met the requirements were selected. The vast majority of them were rejected because they approached affective pedagogy as an object of study in the background or because they approached it in contexts other than education. To a lesser extent, documents related to conference proceedings, editorial notes and doctoral theses were found that were also eliminated for rapid review.

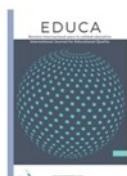


With the information from the 8 works analyzed, the following table was established that shows the country of origin of the main author, the objective of the study, the type of study, the educational stage it addresses and the main conclusions. It should be noted that most of the articles were published by authors from Latin America and with low representation from Europe and the United States. We did not find many empirical articles that can support the effectiveness of this pedagogy. In 3 of the articles, the educational stage is not specified and in another 3 affective pedagogy in the university was addressed.

Authors	Country	Objective	Study Type	Educational stage	Conclusions
Alcyone Nicolay (2015)	Brazil	Analyze the conceptual elements of the Nietzsche-Spinoza philosophical binomial, establishing the common points	Trial theorist	Not applicable	He concludes that both philosophers have points in common that merge with the pedagogy of affect. Being far from the pedagogies of consciousness. That which situates the individual as the exclusive product of historical reason or of the pedagogies of social reproducibility, that is, the practices that assign workers to the emerging capitalist market. Affective pedagogy constitutes a third way of human knowledge and, perhaps, a practice without predefined models. Learning in the pedagogy of affection must bring the person closer to life, enhancing positive encounters and the dynamics of human relationships at school. Establish joy as a key factor.



<p>da Cruz & Dal'Igna (2022)</p>	<p>Brazil</p>	<p>To analyze and describe the film "Between Walls" from the perspective of a pedagogical cultural artifact and its possible relationship with the pedagogy of affection</p>	<p>Ethnographic Screen Study</p>	<p>Not applicable</p>	<p>After analyzing the French film "Between the Walls", the authors conclude that gender, in conjunction with sexuality, makes it possible to construct a certain way of being a teacher that, when put into practice, operates constituting what we can call, based on Spinoz's contribution, a "pedagogy of affect". This understanding opens up a potential to investigate the way in which these and other social constructionisms operate in the constitution of this pedagogy through teaching in school and other non-school contexts.</p>
<p>Myers (2021)</p>	<p>United States</p>	<p>Analyze strategies used to support students' emotional well-being in an introductory sustainability class and climate change support group co-curricular program at Oregon State University.</p>	<p>Case Study</p>	<p>University</p>	<p>Psychologists and sustainability educators created a space for students and teachers to engage in authentic dialogues that confronted the emotional uncertainty of the climate crisis and worked together to define their roles in building a resilient future.</p>
<p>Hernández (2020)</p>	<p>Spain</p>	<p>To carry out a qualitative reflection on</p>	<p>Qualitative study of self-reflection</p>	<p>Secondary Education</p>	<p>The notion of affect is explored as part of a substantial change</p>



		the application of the pedagogy of affect as a teacher and researcher		and University	in relations around politics, research and pedagogy.
Sánchez Ortiz (2018)	Colombia	To analyze school coexistence from the perspective of affective pedagogy in educational institutions in the southeast of Barranquilla, to improve the treatment in community.	Qualitative and quantitative study with a hermeneutic analysis in concurrent triangulation design	Primary and Secondary Education	The application or practice of the affective or tenderness pedagogy, can improve school performance and the academic quality of public education. It also highlights the need for a joint community effort: teachers, students and families to improve emotional and social well-being.
Espinoza Polo et al. (2021)	Peru	To analyze how affective pedagogy energizes meaningful learning in university students	Quantitative non-experimental, cross-sectional, descriptive, causal correlational and explanatory study	University	It was found that affective pedagogy, love for others, love for the world and knowledge, significantly favor meaningful learning. On the other hand, self-love favors it in a non-significant way.
Berrío Quispe et al. (2023)	Peru	To know the students' perception of affective pedagogical	The design was field, cross-sectional, univariate,	University	It was concluded that the learning process of students is optimal when teachers exhibit a significant level of affectivity in their classes;



		practice in the learning process.	with a phenomenal-type interpretation perspective		
Hung (2014)	Luxembourg	To explore the notion of Affective Pedagogy of Human Rights Education (APHRE) at the theoretical level.	Trial theorist	Not applicable	The author suggests a concept of a curricular framework to work on human rights in education through affective pedagogy.

Table 2. Results of selected articles

Discussion and conclusions

The aim of this work was to carry out a rapid review of affective pedagogy in the educational field, knowing what typology of articles have been published on it, what most relevant findings have been scientifically verified and which educational stages have been studied. Many of the articles selected in the first instance in the databases were rejected because they did not meet the inclusion criterion of priority belonging to the educational field.

Thus, of the works that were rejected for this analysis that did not address affective pedagogy in the educational field, numerous references to spiritual and/or religious aspects were found, finding different articles that alluded to these fields of knowledge and that linked them to affective pedagogy. Likewise, works linked to the area of child psychomotor skills and the need to create a pedagogy of affection at that stage were found. In this sense, its authors conclude three important aspects about the pedagogy of affect and body movement: affective pedagogy allows bodies to be part of learning, affective pedagogy makes it possible to address the specificities of bodies and finally affective pedagogy proposes practices that affect and transform. (Jamil, 2019; Keiserman, 2021; Khoja-Moolji, 2016; Kopack, 2019; Selim, N., 2020; Selim, Nasima, 2020; Vicini, 2013) (Revelles Benavente, 2019)



The connection between the work of artistic content and affective pedagogy is also striking. In this way, some authors have secondarily addressed affective pedagogy as a means of promoting an artistic project by stimulating creative learning. Concluding that educators need theoretical frameworks that respond to certain material and emotional conditions and must approach these pedagogical considerations as a political project. (Harrison & Hickey-Moody)

Going into the analysis of the 8 selected works, it has been possible to verify that authors such as have theorized about the pedagogy of affect trying to find links in common with the thoughts of prominent philosophers. Parallels have been drawn between points in the discourse of Nietzsche, Spinoza and the pedagogy of affect: among them the rejection of the domain of consciousness as the only means to manifest human thought. And especially they establish joy as the most powerful of affections, being the engine of ethical conception, ways of life and affective relationships. The author ends his article by indicating that the pedagogy of affect is not the stuff of fiction. Alcione Nicolay (2015)

Hung (2014) He also tackles another essay on affective pedagogy like the previous author. In this case, she is writing an essay addressing the need to establish a curricular framework to work on human rights in the educational field under affective pedagogy. He begins his speech by pointing out that since the Universal Declaration of Human Rights established in 1948, no country fully satisfies these rights. Following this statement, we could confirm that in Europe the commitment to human rights is firmly consolidated with the 2030 Agenda and the establishment of the sustainable development goals, but it remains to be designed how these can be worked on in schools, to define a specific framework that includes sessions and activities to be implemented with students of different educational stages. The author focuses on conceptual clarification and the achievement of the fundamental ideas for the affective pedagogical approach to have an impact on the development of human rights, and this conceptual framework will be the basis for future empirical studies. (HER, 2015)

He insists that current education presents an excessively rationalistic approach, becoming a rote learning and impoverishing the meaning of education. Hence, the need to bet on an affective pedagogy that values affectivity, sensitivity, emotion, feeling and perception in learning. Finally, it establishes several key points in the design of the educational curriculum:



the promotion of more sensitive, aware and attentive students, greater sensitivity towards others and their suffering, the promotion of critical and creative thinking to reduce cruelty, injustice or misery, respect for dignity and the protection and voluntary promotion of the human rights of all people.

da Cruz & Dal'Igna (2022) They are the authors of the only ethnographic study found on affective pedagogy. In their study they analyzed the French film "Between the Walls" known in Spain as "The Class", addressing the profile of teachers that appeared in the film. This is inspired by a novel where the experiences of a language and literature teacher at a high school in Paris are narrated. The classroom where this teacher teaches is characterized by having students from different cultures and with different attitudinal profiles, which causes the teacher to exercise the function of tutor in turn. In this work, the film was viewed several times, recording all the key moments of connection between the teacher and the students, after months of class the teacher manages to gain the trust of the students, which translates into a pedagogy of affection in the face of an initial climate that is unfavorable to learning. Its contribution to the scientific advancement of affective pedagogy is that it is a means to change the climate of relationships between teachers and students in the classroom.

In his qualitative study, he addresses a reflection on the pedagogy of affect applied in two areas, the university and the Secondary Education. He understands the pedagogy of affect as the basis of an affirmative critique of learning and not in its negation. This approach can be carried out on the basis of the affects mobilized in the movements of desire that make pedagogical relationships possible. The author also highlights the relationships between teachers and students based on bodily and affective experiences, looking closely at what happens in corporeality – bodies as relational spaces. In addition, the knowledge that occurs when the spaces and times in which subjects, desires and knowledge – and not students, teachers and disciplinary contents – act in an intertwining that occurs and cannot be planned. She concludes her work by inviting the reader to think of educational institutions as places of strategic intervention, which implies designing a pedagogy that questions different aspects of the lives of pedagogical subjects. Hernández (2020)

There were three authors who addressed affective pedagogy in the university stage. A first work was found, the authors address an important concern in university students in the



field of sustainability and environmental sciences, stating that they do not enjoy good emotional health as they feel alone to deal with the transformative processes of climate change, having a great emotional load. This is common in people exposed to environmental change as they experience negative affect that is exacerbated by a sense of helplessness or lack of control over the unfolding process of change. The authors conclude that the use of affective pedagogy and the generation of authentic debates and conversations between teacher and students allows for the construction of long-term relationships with students and supports their development to become effective and resilient agents of change. They highlight the importance of involving them emotionally, since this study also found a certain difficulty for students to express their emotions. Myers (2021) (Albrecht et al., 2007)

In that same year, 2021, they published an interesting study carried out on a sample of 57 university students who experienced the pedagogy of affect. The data were collected through two questionnaires, one on affective pedagogy and the other on meaningful learning. It should be noted that the affective pedagogy questionnaire was composed of 3 dimensions: "Love for oneself", "Love for others" and "Love for the world and knowledge". It should be noted that this study was contextualized to the time of the global COVID-19 pandemic and its main findings confirm that the students, despite the fact that the classes were online, obtained a very good level in relation to the dimensions of affective pedagogy, highlighting the characteristics of happiness, dignity and enthusiasm to study despite the confinement situation; which could confirm that this pedagogy could be carried out in the online modality. In addition to verifying that the pedagogy of affect improved significant learning, a variable also analyzed in the study. Espinoza Polo et al. (2021)

Two years later, a publication was recorded that they carried out a study with a sample of university students, whose objective was to know the perception of students about the affective pedagogical practice in the learning process. Their sample was low, only six undergraduate participants from a Peruvian private university, to whom semi-structured interviews were applied. The design was field, cross-sectional, univariate, with a phenomenal interpretation perspective. The findings found by the researchers were categorized into 6 groups: meaningful learning, motivation, communication, self-esteem, academic performance, and personal development. Concluding that when teachers apply a higher level of affectivity in



their classes, learning improves in students. The absence of affective pedagogy decreases the positive achievement of learning. The authors conclude by stating that classes are more pleasant when a more motivating environment is created, students feel recognized and there is more communication between students and teachers. Berrío Quispe et al. (2023)

Finally, the study links affective pedagogy with the improvement of community coexistence. In their work, they analyzed four dimensions: reflection strategy, school coexistence, affective pedagogy, and human development; merging with each other, maintaining their independence in valuable and particular contributions, to the point of being able to infer emotional intelligence as the center or engine of the development and optimization of the others; since love represents the enthusiasm or fuel in the construction of reflective, dialoguing, democratic, free, peaceful and prosperous school environments. In their conclusions, they invite the educational authorities to practice democracy, favor the participation of students so that they acquire confidence and be attentive to the problems that they may have and solve them. Sánchez Ortiz (2018)

In general terms, in all the articles analyzed, a potential for improving the human capital of students through affective pedagogy is observed. Although they are almost all theoretical studies, it seems that affective pedagogy based on human relationships and the quality of these relationships can be a good pedagogy for the classroom at all educational stages. In addition to being able to improve significant learning and academic performance as some authors stated.

After this analysis, and in order to respond to the objective of this research, it can be concluded that affective pedagogy, despite its apparent relevance in the teaching-learning processes, currently has a low scientific endorsement, with a scarcity of works that empirically address its benefits in the different variables that affect learning. It has a greater theoretical and conceptual focus, including philosophical and spiritual. Perhaps, it can be said that it is a pedagogy linked to the teaching style, rather than a specific methodology to be followed, granting the need to implement in the classroom processes that favor the emotional development of the students, in addition to the purely cognitive or intellectual. Thus, many authors describe affective pedagogy as a pedagogy that affects variables and skills of the human being such as ethics, happiness, dignity, respect, self-esteem, dialogue, meaningful learning, motivation, communication, emotional security, tenderness, feeling loved, interpersonal



relationships, intimacy, active listening, empathy, attention to personal conditions or accompaniment, among other variables. These variables that have been associated with affective pedagogy coincide with soft skills, being very important in the teaching-learning process. More empirical scientific studies are needed that are capable of quantitatively or qualitatively measuring the benefits of applying an affective pedagogy in the classroom, establishing common protocols in their design, so that they can be reproduced by other teachers. It is concluded that affective pedagogy, from its theoretical and conceptual base, has a lot of potential to improve the climate of coexistence in the classroom and other variables of the teaching-learning process, but it requires more solid scientific evidence.

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