

Effectiveness of Project-Based Learning for Children's Social Skills Acquisition: A Systematic Review

Efectividad del Aprendizaje Basado en Proyectos para la adquisición de habilidades sociales en los niños: una revisión sistemática

Betty Karina Ordoñez Reino

<https://orcid.org/0009-0000-7116-4270>

agmendoza@uce.edu.ec

Universidad Estatal Amazónica
Ecuador.

Lineth Fernández Sánchez

<https://orcid.org/0000-0002-5986-9750>

lfernandez@uea.edu.ec

Universidad Estatal Amazónica
Ecuador.

David Sancho Aguilera

<https://orcid.org/0000-0001-5625-4198>

dsancho@uea.edu.ec

Universidad Estatal Amazónica
Ecuador.



Received: 10/02/2025 Accepted: 16/05/2025

2026. V6. N1.

Abstract

This study analyzes the effectiveness of Project-Based Learning (PBL) in the development of social skills in children aged 4 to 6 years, in response to the growing interest in active methodologies in early childhood education. The general objective was to evaluate the impact of PBL on the acquisition of social skills such as cooperation, communication, empathy and emotional self-regulation. A bibliographic review methodology was used, based on the analysis of 20 studies selected according to inclusion criteria and methodological quality. The review included research with qualitative, quantitative and mixed approaches, developed in various educational contexts, including face-to-face, virtual and highly socially vulnerable environments. The most relevant results showed that PBL favors the development of social skills through playful, recreational and collaborative activities that promote teamwork, mutual respect and conflict resolution. An increase in children's motivation, autonomy and critical thinking was also observed. Despite its benefits, some limitations were identified, such as the need for specific training for teachers, the scarcity of resources and the time required for its proper implementation. Compared to other pedagogical approaches, PBL proved to be an effective strategy, especially when adapted to the socio-cultural characteristics of the learners and the conditions of the educational environment.

Keywords: project-based learning, social skills, early childhood education.

Resumen

Este estudio analiza la efectividad del Aprendizaje Basado en Proyectos (ABP) en el desarrollo de habilidades sociales en niños de 4 a 6 años, en respuesta al creciente interés por las metodologías activas en la educación infantil. El objetivo general fue evaluar el impacto del ABP en la adquisición de competencias sociales como la cooperación, la comunicación, la empatía y la autorregulación emocional. Se empleó una metodología de revisión bibliográfica, basada en el análisis de 20 estudios seleccionados conforme a criterios de inclusión y calidad metodológica. La revisión incluyó investigaciones con enfoques cualitativo, cuantitativo y mixto, desarrolladas en diversos contextos educativos, incluyendo entornos presenciales, virtuales y de alta vulnerabilidad social. Los resultados más relevantes evidenciaron que el ABP favorece el desarrollo de habilidades sociales mediante actividades lúdicas, recreativas y colaborativas que promueven el trabajo en equipo, el respeto mutuo y la resolución de conflictos. También se observó un incremento en la motivación, la autonomía y el pensamiento crítico de los niños. A pesar de sus beneficios, se identificaron algunas limitaciones, como la necesidad de formación específica para el profesorado, la escasez de recursos y el tiempo requerido para su adecuada implementación. En comparación con otros enfoques pedagógicos, el ABP demostró ser una estrategia eficaz, especialmente cuando se adapta a las características socioculturales del alumnado y a las condiciones del entorno educativo.

Palabras clave: aprendizaje basado en proyectos, habilidades sociales, educación infantil.

Introduction

In recent years, early childhood learning has undergone a significant transformation, moving away from traditional approaches centered on memorization and repetition towards active methodologies that consider the cognitive, emotional, and social needs of the child. It has been demonstrated that between the ages of 4 and 6, not only are basic academic skills developed, but also the foundations of emotional and social intelligence. In this context, competencies such as collaboration, empathy, and peaceful conflict resolution acquire fundamental relevance in an increasingly interconnected world.

Project-Based Learning (PBL) has emerged as an innovative pedagogical strategy that promotes comprehensive development from an early age. This approach transforms learning into an active and meaningful experience, where children engage in authentic projects that address real-world problems or situations in their immediate environment. For instance, in early education classrooms, children may participate in initiatives such as creating a community garden, campaigns for water conservation, or emotional explorations through interactive storytelling. UNICEF (2018) supports this methodology by stating that learning through play, when socially interactive and meaningful, is highly effective for child development.

Various studies confirm the benefits of PBL in stimulating social skills during the preschool stage. Ramírez & Rodríguez (2021), in research conducted at the Central University of Ecuador, conclude that stimulating these skills in children aged 4 to 5 favors their overall development, improves their interpersonal relationships, and reduces stress. Unlike traditional methods, PBL facilitates an environment where children learn to communicate, negotiate, and respect diverse perspectives through collaborative problem-solving.

From a neuroeducational perspective, Orbe (2020) argues that the science of mind, brain, and education (MBE) provides a solid theoretical foundation for this methodology, recognizing that the structuring of the child's brain is directly influenced by social and emotional experiences. In this sense, PBL, by promoting decision-making, cooperative work, and autonomy, creates optimal conditions for meaningful and motivating learning (Botella & Ramos, 2019).

Recent empirical evidence also reinforces the effectiveness of PBL in developing social skills. Cristóbal (2024), through a study with a sample of 100 five-year-old children, found a moderate positive correlation ($r = 0.328$, $p < .05$) between assertive communication and emotional self-regulation, using instruments with high reliability ($\alpha = .864$ and $\alpha = .871$, respectively). Similarly, Saavedra (2024), in a municipal school in Las Condes, Chile, reported that PBL significantly improved student participation, content learning, and the development of transversal competencies such as teamwork and conflict resolution.

The general objective of this literature review is to analyze the effectiveness of Project-Based Learning in the acquisition of social skills in children aged 4 to 6, in order to determine its impact on interaction, cooperation, and communication within the educational environment.

PBL is conceived as a student-centered methodology that promotes autonomy, collaboration, and critical thinking through experiences connected to real life. From an early age, it facilitates active and meaningful learning. As noted by Pujol (2017), this strategy contrasts with traditional teaching based on repetition by fostering knowledge construction through practical activities.

Cáscales & Martínez (2018) emphasize that PBL has promoted significant pedagogical changes, replacing rigid practices with participatory dynamics that favor exploration and collaborative work. Similarly, Aguirregabiria & García (2020) argue that this methodology enhances key competencies through diverse formative activities that integrate logical learning with social interaction, as seen in projects related to nature or everyday environments.

Moreover, PBL is grounded in solid pedagogical foundations, such as meaningful learning, discovery, wholeness, and sociocultural constructivism. Brains Nursery School (2020) indicates that these foundations allow for a deep connection between school content and the child's experiences. In this sense, process-oriented assessment becomes important as it prioritizes continuous individual development over standardized outcomes.

Finally, PBL represents an effective tool for fostering essential social skills such as cooperation, emotional expression, and mutual respect. As highlighted by Caballo & Delgado (2021), these abilities are key to healthy social integration and the formation of a secure identity during childhood. Thus, this methodology not only transforms educational practice but also contributes to the holistic development of children at a crucial stage in their lives.

Methodology

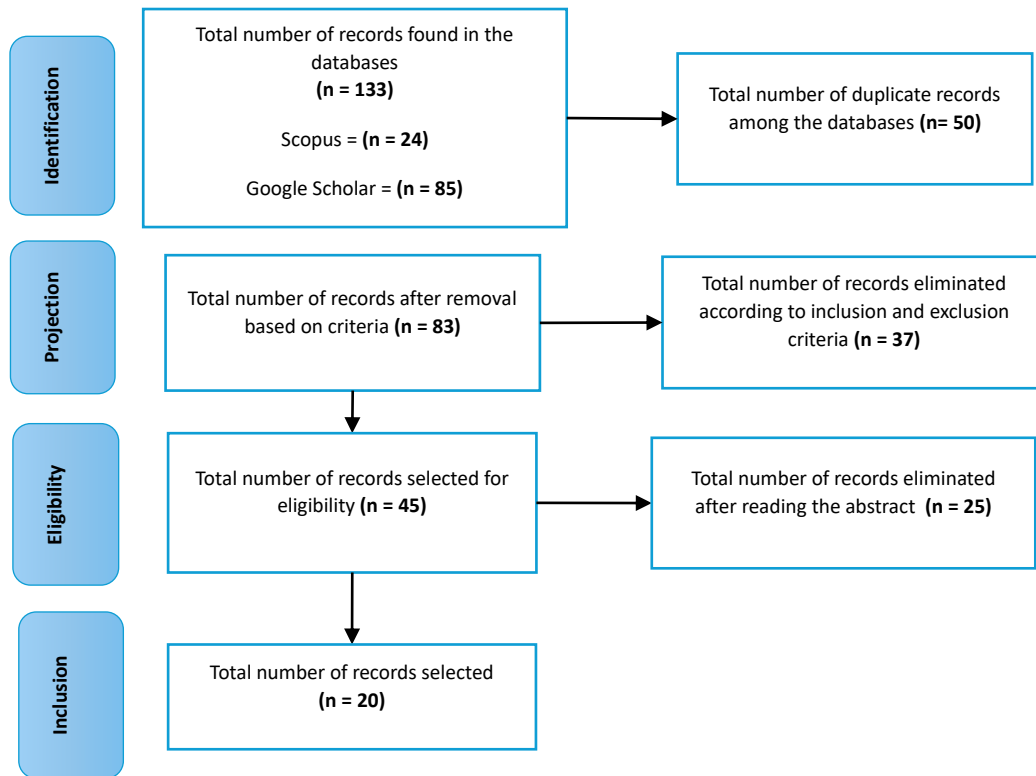
This study was based on the PRISMA Declaration (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), a set of evidence-based guidelines that provides the minimum required components for conducting systematic reviews and meta-analyses rigorously and transparently. This methodology includes 27 validation elements and a flow diagram, which were used to structure the review, ensure traceability of the research process, and appropriately address the research question.

The procedure began with the formulation of the research question: What is the effectiveness of Project-Based Learning (PBL) in the acquisition of social skills in children aged 4 to 6, and what is its impact on interaction, cooperation, and communication in educational settings? From this question, a bibliographic search was conducted in recognized scientific databases such as REDALYC (Network of Scientific Journals of Latin America and the Caribbean, Spain, and Portugal), SCIELO (Scientific Electronic Library Online), Scopus (Elsevier), and Google Scholar. The keywords used in Spanish were "Aprendizaje Basado en Proyectos," "Habilidades Sociales," and "Niños de 4 a 6 años," selected to locate relevant articles for the study's objectives.

Regarding inclusion criteria, scientific articles, undergraduate and graduate theses published in the last ten years were considered, sourced from recognized scientific databases such as Scopus, SciELO, Redalyc, and Google Scholar. Documents with open access and written in Spanish that addressed the topic from an educational perspective and involved populations within the studied age range were prioritized. Therefore, documents with restricted access, in other languages, focusing on non-formal education, or centered on populations outside the age range of 4 to 6 years were excluded to ensure thematic coherence and the validity of the results obtained.

For data extraction, key information from the selected studies was recorded and systematized, such as author, year of publication, article title, and main findings related to the effectiveness of PBL in developing social skills. This data was organized in an analysis matrix presented in Table 1. This process was conducted meticulously to ensure accuracy in the information collection that would be used in the subsequent stages of the analysis.

Figure 1. PRISMA flow diagram



Results

From the analysis of the 20 studies included in this systematic review, consistent patterns were identified that support the effectiveness of Project-Based Learning (PBL) in the acquisition of social skills among children aged 4 to 6 years. The findings reflect both the benefits and limitations of this methodology in various educational contexts.

Table 1. Findings from the search for scientific articles

No.	Author(s)	Year	Title	Population	PBL Strategy	Results
1	Saldaña & Reátegui	2017	The Role of Social Skills in Applying a Method for Developing Cooperative Learning: Project-Based Learning	Second Grade Children	Strategies based on cooperative play for learning rooted in cooperation, respect, and active listening.	The application of strategies shows that skills such as recommending changes and offering peer assistance improve group relationships, increase interest in the subject, and enhance responsibility, positively impacting the quality of work and student engagement.

Ordoñez, B., Fernández, L., & Sancho, D. (2026). Effectiveness of Project-Based Learning for Children's Social Skills Acquisition: A Systematic Review. *Revista InveCom*, 6 (1). 1-12. <https://zenodo.org/records/15501505>

No.	Author(s)	Year	Title	Population	PBL Strategy	Results
2	Gutiérrez et al.	2023	Development of Social Skills in Early Education Through the "Learning to Coexist" Program	Early Education Children	"Learning to Coexist" program for the development of social skills.	When evaluating the program, parents used terms like "excellent," "very good," "great contribution," and "innovative." They highlighted that the methodology was relevant, enjoyable, timely, and straightforward, facilitating the development of coexistence skills among children.
3	Uriostegui & Gamboa	2024	Project-Based Learning for the Development of Mathematical Competencies in Primary Education	Primary Education Children	Project-based teaching strategy.	The use of the strategy allowed students to develop critical thinking, problem-solving, collaboration, and communication skills.
4	Solís – Pinilla	2021	Project-Based Learning: A Didactic Proposal for Socio-Emotional Development	Third Grade Children	PBL strategy for developing socio-emotional competencies.	Project-Based Learning (PBL) provides personal development spaces focused on project management and self-development. Studies show it also promotes social skills through autonomous, reflective, and effective group work.
5	Catrina	2015	Social Skills in Four-Year-Old Children During Play Activities	Preschool Children	PBL strategy based on the game "Feelings in Free Play."	Play within PBL contributes to the personal development of children, helping them socialize appropriately, manage emotions, and cope with stressful or conflictual situations.
6	Martínez	2023	Project-Based Learning in Early Childhood Education: An	Early Education Children	PBL strategies to foster creativity and social skills.	PBL allows students to build knowledge based on their own interests and contexts through practical activities that

Ordoñez, B., Fernández, L., & Sancho, D. (2026). Effectiveness of Project-Based Learning for Children's Social Skills Acquisition: A Systematic Review. *Revista InveCom*, 6 (1). 1-12. <https://zenodo.org/records/15501505>

No.	Author(s)	Year	Title	Population	PBL Strategy	Results
7	Cascales & Carrillo	2018	Emerging Methodology Project-Based Learning in Early Childhood Education: Pedagogical and Social Change	Early Education Children	PBL strategy for developing socio-emotional competencies.	stimulate creativity. Activity and creativity are fundamental at this stage of development. Evidence shows that PBL is an effective tool for promoting social justice, as it respects the teaching and learning rhythms of both teachers and students.
8	Sánchez	2021	Project-Based Learning (PBL) as a Methodology in Early Childhood Education	Third Grade Children	PBL strategy designed in 14 sessions for skill and knowledge development.	Implementing PBL in the classroom was successful: students learned while having fun, which increased motivation and improved academic performance compared to previous methods.
9	Sanmartin	2022	Implementation of Project-Based Learning (PBL) as an Active Methodology to Increase Motivation and Academic Performance in Early Education II Children	Early Education II Children	PBL strategy using playful activities and songs.	In children aged 4 to 5 years, PBL strengthened motivation and academic performance, showing positive changes following its implementation in Early Education II.
10	Peñaherrera	2023	The Development of Autonomy Through the Application of Project-Based Learning (PBL) in 5-Year-Old Children from a Lima Educational Institution in the Context of Distance Education	First Grade Children	PBL strategy for developing autonomy.	Although PBL contributed partially to the development of autonomy in the distance learning modality, its effectiveness was limited by a lack of tools and interaction spaces. Strategies need to include peer discussions and debates to foster discernment.

No.	Author(s)	Year	Title	Population	PBL Strategy	Results
11	Hernández	2022	Active Methodologies in Early Childhood Education: A Didactic Proposal for Project-Based Learning (PBL)	Early Childhood Children	PBL strategy divided into 8 playful activities.	The cognitive level of students aligns with PBL, as many children were able to verbally express the content of works such as those by Diego Velázquez, demonstrating notable comprehension despite their young age.
12	Román & Erazo	2017	Project-Based Learning in Fourth-Year Basic Education Children at the Nuestro Mundo Eco-Rio School During the 2016-2017 School Year	Fourth Grade Children	PBL strategy for social development.	PBL increases knowledge and enhances intellectual skills in various areas, contributing to the comprehensive development of students.
13	Palomares	2017	Competency Development in Early Childhood Education Through Project-Based Learning in Educational Institutions in Jaén	Third Grade Children	PBL strategy for developing communication skills, divided into 4 sessions.	It was observed that students communicated their ideas effectively without fear of making mistakes or facing social reprimand, indicating the value of PBL in strengthening oral expression.
14	Santina & Villao	2023	Project-Based Learning in Assessing Skills in Children Aged 4 to 5 Years	Third Grade Children	PBL strategy for developing emotional skills.	The PBL approach supports skill development through a gradual and systematic process, allowing for the progressive consolidation of abilities.
15	Cifuentes & López	2022	Enhancing Listening and Speaking Skills Through Project-Based Learning	Third Grade Children	PBL strategy for developing social skills.	Evaluations were conducted at the beginning and end of the projects, confirming improvements in listening and oral expression, thereby validating the feasibility of the proposal.

Ordoñez, B., Fernández, L., & Sancho, D. (2026). Effectiveness of Project-Based Learning for Children's Social Skills Acquisition: A Systematic Review. *Revista InveCom*, 6 (1). 1-12. <https://zenodo.org/records/15501505>

No.	Author(s)	Year	Title	Population	PBL Strategy	Results
16	González & Maturana	2021	Implementation of PBL Methodology for Developing Cognitive Skills in Early Childhood, Improving Language and Mathematics Learning	First Grade Children	PBL strategy for developing cognitive skills.	The implementation of PBL developed skills such as language and memory in children, as well as strengthening problem-solving abilities, generating pedagogical and social benefits.
17	Abad et al.	2022	Project-Based Learning: A Didactic Strategy to Strengthen Social Skills in Students	Second Grade Children	PBL strategies outlined in a student implementation program.	PBL-based strategies promote thinking, social skills, and competencies, solidifying them as key resources in the comprehensive education of students.
18	Zambrano et al.	2022	Project-Based Learning as a Didactic Strategy	Fourth Grade Children	PBL strategy based on a didactic framework divided into three phases for implementation.	PBL activities encourage more active participation from students in their projects, increasing their engagement in the learning process.
19	Valverde & Esteves	2024	Project-Based Learning for Developing Critical Thinking from Early Ages	First and Second Grade Children	PBL strategy for developing critical thinking.	PBL is now fundamental in education, placing the student at the center of the process, making them the protagonist of their education through meaningful learning.
20	Gallego et al.	2024	The Role of PBL in Developing Communication Competencies in Students	Third and Fourth Grade Children	PBL strategy for developing communication skills.	This methodology has a positive impact on students' communication skills. The systematic approach promotes competencies for effective communication and collaborative work.

Source: Information extracted from the search for articles in databases.

The reviewed studies demonstrate that PBL constitutes an effective pedagogical strategy for fostering essential social competencies such as cooperation, communication, respect, and teamwork. These skills are strengthened through playful and collaborative dynamics that promote positive interpersonal relationships, as well as an inclusive, motivating, and meaningful educational environment for students.

Ordoñez, B., Fernández, L., & Sancho, D. (2026). Effectiveness of Project-Based Learning for Children's Social Skills Acquisition: A Systematic Review. *Revista InveCom*, 6 (1). 1-12. <https://zenodo.org/records/15501505>

Additionally, PBL enhances the socio-emotional development of children by fostering self-awareness, emotional self-regulation, empathy, and conflict resolution skills. Its child-centered approach stimulates autonomy, creativity, and active engagement in the learning process. Even in virtual or distance education settings, this methodology has proven to be adaptable and effective, allowing for sustained social interaction and the promotion of critical thinking and collaboration.

However, some studies also noted limitations in the implementation of PBL, such as the lack of specialized teacher training, the scarcity of adequate teaching resources, and restricted school times that hinder project planning and execution. Despite these challenges, comparative analyses show that PBL offers substantial advantages over traditional methodologies in the realm of social development for children.

Overall, the evidence collected suggests that when implemented appropriately and contextually, Project-Based Learning generates significant and sustainable positive impacts on the socialization of children in early education.

Discussion

The analysis of the 20 studies included in this systematic review reveals a clear consensus: Project-Based Learning (PBL) is an effective methodology for developing social skills in children aged 4 to 6 years. Beyond its innovative nature, PBL positions itself as a comprehensive pedagogical tool that strengthens both social and emotional competencies in diverse school environments. The variety of analyzed contexts and populations demonstrates its adaptability and transformative impact during early childhood.

One of the most consistent findings is that PBL significantly facilitates cooperation and communication. Saldaña & Reátegui (2017) and Cifuentes & López (2022) emphasize that this methodology creates interactive spaces where children formulate ideas, actively collaborate, and motivate one another. These dynamics foster active listening, respect for others' opinions, and teamwork—essential competencies for healthy socialization.

Furthermore, PBL enhances the socio-emotional component by promoting self-awareness and emotional self-regulation. Research by Solís-Pinilla (2021) and Martínez (2023) indicates that by being based on the child's own interests, this methodology stimulates autonomy, creativity, and meaningful learning, contributing to a holistic development that transcends strictly academic achievements.

Another significant contribution lies in motivation and performance. Gutiérrez et al. (2023) and Sanmartín (2022) report that enthusiasm levels increase when playful elements such as games, songs, or group dynamics are integrated. These strategies enhance active participation and social interaction, strengthening interpersonal bonds and the willingness to collaborate.

From an inclusive perspective, Cascales & Carrillo (2018) and Román & Erazo (2017) assert that PBL promotes the comprehensive development of children with diverse abilities, integrating intellectual, emotional, and social dimensions while adapting to individual needs in contexts of functional and cultural diversity. In this same regard, playful activities such as dramatizations, symbolic games, and storytelling play a central role. According to Catrina (2015) and Hernández (2022), these activities help children channel emotions, reduce stress, and resolve conflicts constructively.

The effectiveness of PBL has also been evidenced in non-presential contexts. Peñaherrera (2023) and Uriostegui & Gamboa (2024) highlight its utility in distance education settings, where, despite technological limitations, the approach has proven flexible and effective in fostering collaboration, critical thinking, and problem-solving.

However, various studies underscore significant challenges. Mendoza & Valencia (2020) point out the lack of teacher training as a recurring barrier to the effective implementation of PBL, especially in resource-limited contexts. Torres-Mendoza (2021) adds that the design, planning, and execution of projects require a significant investment of time, which can hinder their integration into conventional school routines.

In vulnerable contexts, Ramírez & Quintero (2023) observed that the lack of adequate materials and spaces directly impacts PBL outcomes. Fernández-Cabezas et al. (2022) alert about the difficulties in conducting precise individual assessments in group activities, which can limit the effective measurement of socio-emotional development.

Compared to other active methodologies, PBL presents notable advantages. Moreno-López & Sánchez (2022) compared this approach with the Reggio Emilia model and concluded that both favor social development; however, Reggio Emilia allows for more detailed documentation of processes, facilitating pedagogical analysis. Vázquez & Ordóñez (2021), when contrasting it with the Montessori method, noted that PBL promotes group collaboration more, while Montessori focuses on individual autonomy. This comparison suggests that a methodological integration could enhance both collective and individual development of the child.

The quasi-experimental research by Izquierdo-González (2023) provides solid empirical evidence regarding the effectiveness of PBL: significant improvements in empathy, self-confidence, and collaborative problem-solving were observed in children participating in projects compared to those in the control group. In a comparative study, Chen & Wu (2024) found that PBL is more effective than game-based learning (GBL) in fostering skills such as negotiation and consensus-building, while GBL benefited children with more introverted learning styles.

The meta-analysis by García-Rodríguez et al. (2024), based on 42 experimental studies, reinforces these findings by concluding that PBL surpasses methodologies such as problem-based learning or structured collaborative learning regarding social development, particularly in culturally diverse contexts. However, it also notes that learning communities achieve similar outcomes, particularly in vulnerable populations, emphasizing the need to contextualize educational interventions.

Other studies, such as that by Sánchez (2021), demonstrate that PBL promotes empathy and collaboration when projects are meaningful to children. Palomares (2017) highlights that planning and continuous assessment are crucial to ensuring the effectiveness of the social learning process. Santina & Villao (2023) approach PBL from an intercultural perspective, noting that it fosters respect for ethnic and cultural diversity, contributing to coexistence in plural classrooms.

González & Maturana (2021) emphasize how PBL enhances children's sense of belonging and self-esteem by allowing them to actively participate in group decision-making. Abad et al. (2022) underscore its preventive role against bullying by strengthening social skills and peaceful conflict resolution. Zambrano et al. (2022) demonstrate that when families are involved, PBL enhances intergenerational learning, improving the educational process's perception among both children and their caregivers.

Valverde & Esteves (2024) conclude that PBL can be successfully adapted to rural contexts by leveraging local resources and promoting child leadership. Gallego et al. (2024) show that integrating it with digital technologies—such as tablets and educational applications—enhances collaboration, emotional expression, and interest in learning.

In summary, the results confirm that PBL is a powerful methodology for developing social skills in early education. Its effective application requires contextual adaptation, teacher training, and careful planning, but its benefits in terms of inclusion, motivation, and emotional growth are widely recognized in recent scientific literature.

Conclusions

Project-Based Learning (PBL) is established as a highly effective methodology for developing social skills in children aged 4 to 6 years. Through dynamics centered on collaboration, communication, and teamwork, this pedagogical strategy not only facilitates peer interaction but also promotes emotional development, empathy, and mutual respect in diverse educational contexts.

The socio-emotional benefits of PBL are widely supported by empirical evidence; however, its implementation presents significant challenges. The lack of specialized teacher training, appropriate time management, and scarcity of material resources are barriers that can limit its effectiveness. In this regard, it is essential for educational policies to prioritize ongoing teacher training and institutional strengthening to ensure equitable and sustained application of this methodology across all school contexts.

Compared to other pedagogical proposals, such as the Reggio Emilia, Montessori, or game-based learning approaches, PBL shows particular advantages in developing complex social skills, such as negotiation, collective decision-making, and collaborative conflict resolution. However, its potential can be further enhanced through strategic integration with other methodological approaches, adapting its application to the specific characteristics and needs of each child group.

Ultimately, PBL represents a significant pedagogical opportunity to strengthen comprehensive development in early childhood education, provided that the necessary conditions for its proper contextualization, sustainability, and effectiveness are implemented.

References

- Abad, C., & Rodríguez, V. (2022). Aprendizaje basado en proyectos. Estrategia didáctica para fortalecer las habilidades sociales en estudiantes. *Revista Arbitrada Interdisciplinaria Koinonía*, 7(2), 400–416. <https://doi.org/10.35381/r.k.v7i2.156>
- Aguirregabiria, J., & García, A. (2020). Aprendizaje basado en proyectos y desarrollo sostenible en el Grado de Educación Primaria. *Enseñanza de las Ciencias*, 38(2), Artículo e2717. <https://ensciencias.uab.cat/article/view/v38-n2-aguirregabiria-barturen-garcia/2717-pdf-es>
- Ordoñez, B., Fernández, L., & Sancho, D. (2026). Effectiveness of Project-Based Learning for Children's Social Skills Acquisition: A Systematic Review. *Revista InveCom*, 6 (1). 1-12. <https://zenodo.org/records/15501505>

- Botella, A., & Ramos, P. (2019). La teoría de la autodeterminación: Un marco motivacional para el aprendizaje basado en proyectos. *Contextos Educativos. Revista de Educación*, 24, 109–124. <https://publicaciones.unirioja.es/ojs/index.php/contextos/article/view/3576/3547>
- Brains Nursery School. (2020). Método de aprendizaje mediante trabajo por proyectos en infantil. <https://brainsnursery.com/aprendizaje-por-proyectos-en-educacion-infantil/>
- Catrina, S. (2015). Habilidades sociales en niños de cuatro años durante sus actividades de juego [Tesis de licenciatura, Pontificia Universidad Católica del Perú].
- Cifuentes, L., & López, Y. (2022). Fortalecimiento de escucha y habla a través del aprendizaje basado en proyectos. *Revista Unimar*, 40(1), 92–113. <https://doi.org/10.31948/Rev.unimar/unimar40-1-art5>
- Cristobal, Z. (2024). Comunicación asertiva y autorregulación emocional en niños de 5 años de una Institución Educativa Inicial, San Juan de Lurigancho, 2024 [Tesis de licenciatura, Universidad César Vallejo]. https://repositorio.ucv.edu.pe/bitstream/handle/20.500.12692/159196/Cristobal_PZA-SD.pdf?sequence=1&isAllowed=y
- Delgado, C. (2021). Habilidades sociales en educación infantil [Trabajo de fin de grado, Universidad de Valladolid]. <https://uvadoc.uva.es/bitstream/handle/10324/41160/TFG-B.%201403.pdf>
- Fondo de las Naciones Unidas para la Infancia – UNICEF. (2018). Aprendizaje a través del juego. <https://www.unicef.org/sites/default/files/2019-01/UNICEF-Lego-Foundation-Aprendizaje-a-traves-del-juego.pdf>
- Gallego, M., Milán, A., & Reyes, H. (2024). El papel del ABP en el desarrollo de competencias comunicativas en estudiantes de educación: un enfoque cuantitativo. *European Public & Social Innovation Review*, 9, 1–16. <https://doi.org/10.31637/epsir-2024-1313>
- González, C., & Maturana, M. (2021). Implementación de metodología ABP para el desarrollo de habilidades cognitivas en primera infancia mejorando aprendizajes de lenguaje y matemáticas [Tesis de licenciatura, Universidad Andrés Bello]. <https://repositorio.unab.cl/items/9f8f614a-15bc-49d6-83bb-722f05431c7f>
- Gutiérrez, R., Fernández, M., & De León, P. (2023). Desarrollo de habilidades sociales en educación inicial a partir del programa Aprender a Convivir. *Revista de Investigación y Evaluación Educativa – Revie*, 10(1), 69–87. <https://doi.org/10.47554/revie.vol10.num1.2023.pp69-87>
- Orbe, C. (2020). El cerebro y su estructuración temprana como base del aprendizaje. https://www.usfq.edu.ec/sites/default/files/2020-07/0011_para_el_aula_05.pdf?itok=zmd0ACpuZv
- Pujol, F. (2017). El Aprendizaje Basado en Proyectos y el Aprendizaje por Descubrimiento Guiado como estrategias didácticas en Biología y Geología de 4º de ESO [Trabajo de fin de máster, Universidad Internacional de La Rioja]. <https://reunir.unir.net/bitstream/handle/123456789/6052/PUJOL%20CUNILL%2C%20FRANCISCA.pdf?sequence=1&isAllowed=y>
- Ramírez, M., & Rodríguez, D. (2021). Estimulación en el desarrollo de habilidades socioemocionales de los niños y niñas de 4 a 5 años en el año 2021 [Tesis de licenciatura, Universidad Central del Ecuador]. <https://www.dspace.uce.edu.ec/server/api/core/bitstreams/8b09b3f5-8b9b-4372-b090-44f5216bf621/content>
- Saavedra, M. (2024). Influencia del aprendizaje basado en proyectos sobre el proceso de enseñanza para el aprendizaje en estudiantes de 6º año básico de un colegio Municipal de las Condes [Tesis de licenciatura, Universidad del Desarrollo]. <https://repositorio.udd.cl/server/api/core/bitstreams/a89bb709-ffb7-47d5-b542-adc2629d3c62/content>
- Saldaña, C., & Reátegui, S. (2017). El rol de las habilidades sociales en la aplicación de un método para desarrollar el aprendizaje cooperativo: el aprendizaje basado en proyectos. Pontificia Universidad Católica del Perú.
- Sánchez, A. (2021). El Aprendizaje Basado en Proyectos (ABP) [Trabajo académico, Universidad Católica de Valencia]. <https://riucv.ucv.es/bitstream/handle/20.500.12466/2091/S%C3%A1nchez%20Garrido%2C%20Ana%20M%C2%AA.pdf?sequence=1&isAllowed=y>
- Sólis-Pinilla, J. (2021). Aprendizaje basado en proyectos: Una propuesta didáctica para el desarrollo socioemocional. *Revista Saberes Educativos*, (6), 76–94.
- Uriostegui, Y., & Gamboa, M. (2024). Aprendizaje basado en proyectos para el desarrollo de competencias matemáticas en la Educación Primaria. *Revista Didáctica y Educación*, 15(1), 256–284.

- Valverde, K., & Esteves, Z. (2024). Aprendizaje basado en proyectos para el desarrollo del pensamiento crítico desde tempranas edades. *Revista Arbitrada Interdisciplinaria Koinonía*, 8(1), 150–171. <https://doi.org/10.35381/r.k.v8i1.261>
- Zambrano, M., Hernández, A., & Mendoza, K. (2022). El aprendizaje basado en proyectos como estrategia didáctica. *Conrado*, 18(84), 172–182. http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1990-86442022000100172