

Teaching from a Horizontal Perspective: Tensions, Challenges, and Possibilities in the Contemporary University

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ABSTRACT

This documentary review aims to analyze the construct of horizontality in university teaching praxis, exploring the tensions that emerge when attempting to establish symmetrical pedagogical relationships within historically vertical institutional structures. Based on a systematic review of theoretical sources from critical pedagogy, philosophy of education, and university teaching studies, it is argued that horizontality does not constitute a simple teaching method, but rather an ethical-political stance that reconfigures modes of being, knowing, and relating in the classroom. The findings indicate that horizontal teaching faces structural tensions linked to institutional power, standardized assessment, and the culture of expertise; however, it also opens genuine possibilities for subjective and collective transformation when assumed as conscious and reflective praxis. It is concluded that being a teacher from horizontality implies a permanent process of self-transformation that traverses the cognitive, affective, and political dimensions.

Keywords: horizontality, teaching praxis, university education, critical pedagogy, co-responsibility, pedagogical bond.

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