

University Academic Colloquiums: An Analysis Of The Strategic Practices And Communicative Competences Involved In The Training Of Students

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ABSTRACT

This qualitative study explores how the strategic practices that students demonstrate in the preparation, delivery, and reflection of their research or intervention project presentations during academic colloquia influence communicative effectiveness and their formative impact. To this end, the study analyzed experiences across three stages—preparation, execution, and evaluation—where categories such as strategic thinking, effective communication, metacognition, collaborative feedback, and situated learning were identified.

The results reveal that early planning, clear and concise organization of information, and the appropriate use of visual resources are essential for capturing and maintaining the audience's attention. Likewise, active interaction during the presentation and openness to integrating feedback enrich the learning process and strengthen transversal competencies such as critical thinking and self-regulated learning.

Metacognition, manifested through subsequent reflection and self-evaluation, facilitates continuous adjustments and improvements. In addition, collaboration with advisors and peers contributes to the creation of an authentic and motivating environment that fosters situated learning, that is, the practical and contextualized application of knowledge.

This research provides evidence of the formative value of academic colloquia as spaces for the holistic development of communicative, cognitive, and social skills, highlighting the importance of integrating communicative strategies with strategic thinking to optimize students' future academic and professional impact.

Keywords: *Academic colloquiums, communicative skills, strategic practices, training development.*

INTRODUCTION

In the university context, both undergraduate and graduate, academic colloquiums represent key spaces to build knowledge, to socialize and share learning in situ, as well as to develop communicative skills in students, since through the preparation, execution, evaluation and reflection on the presentation of their processes experienced in their research and/or projects, the participants not only present their results, but also develop essential transversal competencies, such as critical thinking, strategic thinking, argumentation and self-management of learning (Betancourt Castellanos & López Martínez, 2023; Betancourth Zambrano, et al. 2021; Díaz-Barriga, 2020).

In this process, communicative competencies play a central role, as they allow students to produce the information necessary for the design of presentations with intention, purpose and a clear argumentative structure and also the integration of strategic thinking skills, understood as the ability to plan, anticipate, make decisions and adapt to complex situations in a reflective way (Nückles, Schraw & Wittwer, 2020).

In addition, the experiences lived in the colloquia favor metacognition processes, since students monitor their performance, evaluate the clarity of their ideas and adjust their communication strategies. Likewise, the collaborative feedback they receive from their peers and teachers during these spaces contributes to situated learning, by generating opportunities for improvement in an authentic environment (González & Wagenaar, 2022).

In this framework, the present research proposes to analyze how the strategic practices applied for the preparation, during and after the academic presentations influence the communicative effectiveness and the formative impact of university students, based on the experiences lived in a colloquium.

PROBLEM

In the context of higher education, the development of transversal competencies is increasingly promoted that transcend the simple acquisition of content, to the solution of problems in a context where critical thinking, argumentation, metacognition, the ability to communicate ideas effectively and collaborate are put into practice. In this framework, academic colloquiums have established themselves as valuable training spaces, in which students not only present and communicate their research or intervention results that they develop throughout

a project or a training process, but also exercise synthesis, reflection and effective communication skills in learning contexts focused on dialogue and feedback.

Many educational programs make use of colloquiums or seminars where students present their experiences and progress of projects and research, however, despite the pedagogical potential of these, it is not always clear how these competencies are manifested and developed during the process, nor what strategic practices effectively favor their development. Prior to a colloquium, the nervousness of the students can be observed, as well as the difficulties in selecting and organizing relevant information, articulating their ideas clearly, or integrating meaningful feedback. In addition, there are differences in the way in which each student interprets and applies the purpose of the colloquium, which can directly influence the communicative effectiveness of their presentations and their formative impact.

Therefore, this research poses the following research question: What role do the strategic practices that students apply before, during and after their participation in a colloquium play, and how do these influence the development of their communicative competencies, as well as critical thinking and metacognition?

The lack of clarity about these processes limits the possibility of improving the didactic design of the colloquiums and of accompanying students more effectively in their training journey. Therefore, it is necessary to investigate how this experience is lived and structured from the perspective of the students themselves, and what elements are activated to turn it into learning experiences that transcend a more complex knowledge of their work and professional future.

The central affirmation of this research recognizes that the application of strategic practices before, during, and after presentations in an academic colloquium, based on communicative competencies, promotes the development of critical thinking, metacognition, and collaborative feedback, optimizing their effectiveness and enhancing the formative impact on participating students.

The objective of the research is to analyze how the strategic practices for the preparation, execution and reflection of the academic presentations developed in a university colloquium reveal their communicative competencies that affect the effectiveness and impact of training.

METHODOLOGY

This research is developed from a qualitative-interpretative approach, which allows exploring the experiences, perceptions and subjective processes lived by students before, during and after their participation in academic colloquiums. This approach is pertinent since it seeks to understand educational phenomena in depth, considering the context, the perspective of the participants, and the social construction of knowledge (Merriam & Tisdell, 2016).

The type of study is multiple-case, as various individual experiences are analyzed within the same phenomenon. This type of study allows us to identify common patterns, particularities, and variations in the strategies used by students (Stake, 2005).

The sample is made up of university-level students who participated in one of the academic colloquiums of the Bachelor's Degree in Educational Development, presenting projects developed over two semesters at different times of their training career. The subject of Project is characterized by the development of an educational project based on a methodology that involves several stages ranging from identifying a problem, investigating, diagnosing, planning, intervening and evaluating.

The selection was intentional, considering those students who prepared a synthesis sheet and who were willing to share their experience. In total, 25 participants were considered. Two main techniques were used for data collection: Open written questions, applied to the students to know how they selected and organized the information included in their synthesis sheets, as well as their reflections on the process and observations of the elaboration process, recorded through field notes, review of the files and analysis of the products delivered.

These techniques allowed access to both the meanings attributed by the students and the concrete evidence of their strategic decisions, metacognitive processes and levels of communicative performance.

For the analysis, a qualitative thematic study was applied through exploratory review and open coding of the responses. The grouping of codes can be seen in the following table (See table 1) which is organized into the 3 moments of the strategic practice implemented for decision-making in each of them.

Coding of categories of the 3 communicative moments of the colloquium

Moment of the Colloquium	Emerging categories	Subcategories
Moment 1: Preparation Pre-Filing	Strategic Thinking Critical Content Selection Self-Management of Learning	- Systematic review of the project - Synthesis based on objectives and audience - Use of institutional guidelines and criteria
Moment 2: During the presentation	Effective communication Strategic performance Adaptability in discourse	- Clarity, confidence, mastery of the subject matter - Use of visual and technological resources - Ability to answer questions and adjust in real time
Moment 3: After the presentation	Metacognition, self-regulation and self-evaluation Collaborative feedback Situated learning and projective improvement	- Recognition of areas for improvement - Assessment of the impact of the project - Future application of suggestions received and transformed self-perception

Table 1 Prepared by the authors

The results were interpreted considering the theoretical frameworks on strategic thinking, academic communication, metacognition, situated learning and generation of emotions, which allowed identifying patterns, tensions and learning that emerge during the process of preparation, presentation, evaluation and reflection around the colloquiums.

As part of the confidentiality of the research, the participants were informed about the purpose of the study, their voluntary act and anonymity of the information, which was used exclusively for academic purposes. Therefore, the research was adjusted to the ethical principles of respect, informed consent, and responsible use of information (Flick, 2018).

RESULTS

A) Moment 1 Preparation prior to the academic presentation:

According to the qualitative interpretative methodology, a thematic analysis was applied to the responses of university students participating in an academic colloquium. Data collection was carried out based on open-ended written questions, aimed at exploring how they selected the key aspects of their project and what skills or learning they developed during this preparation process. The information was coded and grouped into emerging thematic categories, under an inductive analysis that allowed interpreting the meanings constructed by the participants (Merriam & Tisdell, 2016).

1. Strategic selection of information:

One of the most outstanding practices in the moment prior to the presentation was the strategic selection of the content to be communicated. The students demonstrated that they took into account factors such as the internal coherence of the project, the expected impact, the criteria of the colloquium and the perception of the audience. This denotes the exercise of strategic thinking skills, understood as the ability to make deliberate decisions to achieve a clear communicative purpose (Costa & Kallick, 2014).

The participants' textual responses stated: "I chose a central idea with foundations and from there I selected the information that would allow complementation." "I tried to synthesize my project as much as I could, taking into account the specifications that were requested." "I prioritized information that responded directly to the evaluation criteria of the colloquium." "The importance of projecting only key information, while the other information is expressed orally."

These responses show evidence of a concern for the clarity, pertinence and argumentative structure of the content, as well as an awareness of the times, formats and modalities of the academic event.

2. Support in guides, feedback and external resources:

During the preparation stage, the students relied on institutional and pedagogical scaffolding that guided the organization of their ideas. This accompaniment – either in the form of advisors or the format called the synthesis sheet and the rubric – was key to making the right decisions regarding the content to be included.

Some evidence is the following: "With the help of my advisors and their feedback." "I was guided by the requirements of the synthesis sheet." "Based on the questions: What is the project for?, What do you intend to improve?" "With the support of my advisor and asking the school staff."

This finding coincides with what Vygotsky (1979) proposes, who highlights the role of scaffolding and social mediation in the construction of meaningful learning. The interaction with advisors and structuring materials strengthened the ability to make decisions with criteria.

3. Metacognitive processes and self-regulation:

As part of the selection process related to what to show and how to organize the information, it implied an active reflection on one's own performance and on the objectives of the project. This metacognitive dimension was expressed both in critical rereading and in the planning and monitoring of discourse.

Some of the students' voices are clearly reflected in the following answers: "To reread my work to see those details that may fail me." "I organized all my ideas to have a clearer concept." "When selecting the most important aspects, I used different criteria depending on the context and objectives of my project." "I developed a greater ability to synthesize complex ideas, adapting them to an accessible format without losing their essence."

According to Schraw and Moshman (1995), metacognition involves the active supervision of the learning process, which is visible in the previous testimonies. Students show awareness of their decisions and constant evaluation of their progress.

4. Emotional management and coping with challenges:

Although it was not the most representative category, some students expressed emotions associated with the pressure and uncertainty typical of the stage prior to an academic presentation. Confronting a critical audience or demanding advisors was recognized as a challenge, but also as an opportunity for personal learning.

The testimony of a student who expressed: "I faced my own self, since I had not had the opportunity to have a presentation with several advisors" and another who pointed out: "The fear of exposing to other groups and time management."

These types of responses show processes of emotional self-regulation, such as those described by Pekrun (2006), in which academic emotions can mobilize productive or inhibiting coping strategies for learning.

5. Situated Application of Knowledge:

Finally, the students identified that the decisions made in the preparation of the colloquium were based on real experiences and concrete contexts. This shows situated learning, in which knowledge is not abstract, but applicable to meaningful environments.

This is indicated by phrases such as: "Based on school problems". "I understood the process of an intervention project in an organization." "Renew the institution". "It serves to identify the objectives, where you are located and where you want to go with the project."

From the perspective of situated learning (Lave & Wenger, 1991), these experiences contribute to the appropriation of knowledge through practice in authentic contexts.

6. Emerging transversal competences

In addition to the above categories, the responses identified learning related to key competencies for academic and professional life, as can be seen in the following responses:

Written and oral communication: "I improved my skills in written communication", "I learned to be specific for a good presentation".

Critical thinking and analysis: "I learned to do better analysis", "ability to synthesize and select".

Digital skills: "I learned to use Genially and web design platforms", "I improved my skills in technology".

Organization and time management: "Time management", "organize all my ideas".

This evidence allows us to affirm that the moment prior to the colloquium acts as a pedagogical space where students activate cognitive, technical, communicative, and socio-emotional skills in a challenging academic environment.

This first moment shows findings on the process of preparation for the academic colloquium generates rich conditions for the development of key competencies. Far from being a mechanical or routine activity, students manage, reflect, and make strategic decisions, while facing emotional challenges, integrating previous learning, and projecting contextualized solutions. The previous moment is, therefore, an essential formative stage, where strategic planning, metacognition and the situated application of knowledge converge.

B) Moment 2 During the presentation:

This second moment is integrated from the aspects related to the interactions and key elements perceived by the students:

1. Aspects with the greatest impact on the audience:

The students identified that the main impact of their presentation lay in the clear structure, visual organization, and thematic relevance of their projects. They stressed the importance of the presentation being well organized and accompanied by fluent explanations that would allow them to connect with the audience.

They also highlighted the value of novel or socially relevant topics, such as the use of ICT in education or common school problems, which captured the interest and attention of teachers and classmates. Direct

interaction, especially when answering questions with mastery and accuracy, strengthened the connection and increased the impact of their learning.

Some representative responses to the above are observed in the following expressions: "The visual and organized structure facilitated understanding." "The presentation accompanied by the explanation." "The proposal developed was different and innovative." "The issue of the project has to do with ICT, which is very important today."

2. Questions, comments, and feedback management;

During the presentation, students faced varied questions, from methodological and thematic aspects to observations on specific details or suggestions for improvement. The management of these interactions reflected key skills of strategic communication, critical thinking, and emotional regulation. Among the communication skills they showed were: Active listening and clear, well-founded and respectful responses; Acceptance of constructive criticism as opportunities for improvement; Recognition of limitations and willingness to integrate suggestions on future occasions.

Situations of momentary uncertainty or confusion were observed, but most of them maintained a positive and professional attitude, valuing the feedback received as a resource for learning.

Some illustrative vignettes can be seen in the following answers: "I handled the questions by listening carefully and answering clearly." "I accepted the ideas and made the suggested changes." "I received constructive criticism and I will accept it to work on the next colloquium." "I was confused by a question, but I knew how to answer"

3. Key elements for presentation effectiveness:

The students agreed that several factors contributed decisively to the effectiveness of their presentations, among them the following stand out:

- Advance preparation: Rehearsing, knowing the topic and anticipating possible questions allowed them to better organize the information and convey security.
- Accompaniment and teaching guidance: Advice and clear criteria for the presentation were essential to structure and focus the discourse.
- Clarity and visual design: The proper use of slides, images, evidence of the project and an uncluttered design facilitated the understanding and interest of the audience.
- Security and emotional management: Although some experienced nervousness, confidence in knowledge of the subject allowed them to convey security and control anxiety.
- Empathic interaction: Maintaining respectful contact and generating interest in the audience increased communicative effectiveness.

Some relevant answers are the following: "Preparation in advance." "The advice of my teachers was fundamental." "The presentation was clear, precise, with a clear design." "Feeling safe, even though I was a little nervous." "Not to read the slides, but to explain with my words."

During the central moment of the presentation, the students mobilized a combination of cognitive, communicative, and emotional strategies that favorably impacted the audience and strengthened their own learning. The interaction with the audience through questions and comments was constituted in a space for formative dialogue, where openness to feedback and the ability to adapt were crucial for communicative success. Likewise, prior preparation, teacher advice and the strategic use of visual and technological supports facilitated the clarity and fluidity of the message, contributing to a high level of effectiveness in the presentations.

C) Moment 3: Post-Presentation (self-assessment and reflection)

1. Self-awareness and metacognitive evaluation:

The students' responses reflect a clear ability to identify strengths and weaknesses in the presentation, recognizing aspects such as the clarity of the message, the visual structure, the use of time and the need to improve the safety of speaking. This accounts for metacognition processes understood as the ability to self-regulate one's own learning (Flavell, 1979; Schraw & Moshman, 1995).

Among the most representative answers are the following: "I felt proud and that my time was worth it." "I rearranged my presentation and I feel like it was much better." "I think I learned a lot from this experience"

These responses show a reflective process in which students evaluate the impact of their presentation and project improvements, strengthening their self-concept as exhibitors and autonomous learners.

2. Impact of collaborative feedback:

The responses show that the feedback was valuable not only to correct technical aspects, but also to reframe the perception of the project itself, identify new routes for improvement and validate the achievements.

Some of the answers are the following: "The most valuable feedback was from businessmen, because they noticed progress." "It helped me see that the project was much more complete than I thought." "The comments motivated me widely." This type of interaction reinforces the role of feedback as a formative dialogue (Boud & Molloy, 2013), where the student is recognized as an active subject in the improvement process.

3. *Strategic thinking applied to improvement:*

Based on reflections on what they would do differently, students project strategic actions for future improvement, such as better managing time, adjusting slide design, or including omitted elements such as legal context or budget. These decisions account for an evolving strategic thinking, where actions are anticipated to optimize the impact of future presentations (Nückles et al., 2020).

Among the reflections that give evidence of this, the following student responses are shared: "Strengthen the methodology and do previous rehearsals with the advisor." "Integrate more dynamic visual resources." "Be more concise and address fewer topics in more depth"

4. *Development of communication and emotional skills:*

Students recognize that aspects such as speaking confidence, use of visual aids, ability to answer questions, and fluency in presentation were key to the effectiveness of their presentation. At the same time, many pointed out that managing nervousness and confidence are areas to continue working on.

Some of the answers are as follows: "Security, although I was nervous I feel that it is essential." "I lack more ability to express fluently", "Not reading the text of the slides, but explaining your experiences". This highlights the link between strategic communication and emotional self-regulation as relevant transversal competencies in contexts of academic socialization (Pekrun, 2006; Zerfass et al., 2019).

5. *Situated learning and real application:*

The responses also highlight that the colloquium allowed them to understand the practical sense of their proposals, by receiving comments that link the project with real scenarios (schools, students, organizations). Some significant responses from the students express: "It made me see that my project did have a real impact." "I understood that children have to be supported with connectors to create narratives." "It was positive, because in a real environment I will know how to make the most meaningful interventions." This shows how the colloquium acts as a situated learning space (Lave & Wenger, 1991), where knowledge is validated not only in academic terms, but also in its social and educational applicability.

The post-presentation moment represents a key phase of reflection, validation and learning. In it, metacognitive, strategic, communicative and emotional processes converge that strengthen the integral development of the student as a speaker, researcher and agent of educational change. The evidence analyzed allows us to affirm that the colloquium is not only an evaluation event, but also a pedagogical device of high formative power, where situated reflection and collaborative feedback generate significant learning.

DISCUSSION

This discussion integrates the findings derived from the qualitative thematic analysis of the experiences of university students in three key moments of the academic presentation process in colloquiums: preparation, execution and evaluation/reflection. The data allow us to understand how complex training processes are configured mediated by strategic communication, metacognition, collaborative feedback and strategic thinking.

A) **Moment 1: Before the Presentation.**

The findings reveal that students mobilize strategic planning processes from the beginning. The most recurrent criterion in the selection of the key information was the relevance of the content with respect to the objectives of the project and its coherence with the activities carried out. Participants showed a reflective attitude that involved reviewing their progress, consulting feedback from advisors, analyzing the potential impact of their proposals, and anticipating the presentation structure. One student mentioned having followed a "systematic process that began with the exhaustive review of the progress of my project developed during the different semesters," which evidences a solid metacognitive practice.

In terms of strategic thinking, actions were identified such as the prioritization of information, the use of differentiated visual formats and the adaptation of content to facilitate its understanding in the colloquium. These actions are linked to what Nückles, Schraw, and Wittwer (2020) define as the ability to "anticipate outcomes, analyze options, and make decisions based on communication objectives" (p. 218).

Teacher accompaniment was also key, guiding the selection criteria and giving pedagogical meaning to the process. This is in line with what Boud, Cohen, and Sampson (2014) have argued, who highlight that

collaborative learning environments enhance intellectual autonomy when constructive feedback is favored from the early stages of the project.

B) Moment 2: During the Presentation.

During the execution of the academic presentation, the elements that generated the greatest impact on the audience were the clarity of the presentation, the connection with real problems, the visual design of the resources used and the mastery of the content. Interaction with the audience was also positioned as a determining factor. One student shared that "the visual and organized structure of the synthesis sheet facilitated comprehension," and another added that "the interaction during the conversation, answering questions accurately, reinforced the impact."

The questions and comments received triggered valuable collaborative feedback processes. Most of the participants mentioned that they knew how to handle the questions from openness, active listening and recognition of the contributions of their peers and advisors. This reinforces the idea that the colloquium is not only an evaluative space, but an environment of horizontal dialogue that encourages critical thinking (Díaz-Barriga, 2020).

Likewise, the importance of prior preparation, advance practice and the use of technological tools as effective strategies was recognized. The students attribute the success of their presentation to elements such as "the guidance provided to structure the presentation", the accompaniment of the teachers and the experience accumulated in previous colloquiums. In this sense, it is confirmed that strategic communication not only requires technical skills, but also a reflective positioning of the student in front of knowledge and its audience (González & Wagenaar, 2022).

C) Moment 3: After the Presentation

The subsequent reflective stage made it possible to make visible significant learning derived from the entire process. The feedback was valued as an opportunity to improve both the content and the form of the presentations. The students mentioned that they were able to recognize unexpected strengths, such as their ability to synthesize, articulate arguments, and dialogue with a critical audience. For example, one said: "the favourable comments from the last colloquium, together with the observations on how to strengthen implementation, allowed me to perceive my proposal from a more critical and applied perspective".

In addition, self-awareness of the lived process was strengthened, evidencing an active metacognition by identifying aspects to improve, such as precision in objectives, time management and the use of accessible technical language. As Flavell (1979) points out, metacognition implies knowledge about one's own knowledge and the regulation of cognitive processes, dimensions clearly present at this stage.

Many students highlighted that this experience allowed them to understand the formative value of error, as well as the importance of prior testing, validation of the proposal with other actors and the integration of legal and technical elements. A relevant testimony indicates: "I realized that I did miss a very important point in my project, which was the legal one".

Finally, the feedback was seen as an impetus to expand the scope of the project, rethink ethical or legal aspects, strengthen its methodological design and improve the visual presentation. The experience was perceived as transformative in terms of professional identity and commitment to the educational environment.

As for the formative impact of academic colloquiums as an integrating learning experience, they represent, for university students, a profound formative experience that articulates theory with practice, and promotes the development of essential transversal competencies in their training. From the qualitative analysis of the student experiences recorded in three moments (before, during and after the presentation), it is possible to identify a series of dimensions that show the formative impact of these spaces:

a) One of the first dimensions that emerge clearly is the development of *strategic thinking and self-regulation*. Where the students reported how the organization of their ideas, the selection of key information and the structuring of the content of their file or presentation required conscious planning. One participant noted that he conducted his synthesis "following a systematic process that began with a thorough review of my project's progress," reflecting a deliberate use of metacognitive strategies. This skill is linked to what Nückles, Schraw, and Wittwer (2020) have argued, who state that strategic thinking involves "planning, monitoring, and adapting actions according to the demands of the task and feedback" (p. 194).

b) Second, the colloquiums led to the strengthening of *effective communication*, both oral and written. Throughout their testimonies, the students valued the ability to clearly explain their projects, visually organize information and connect with the public. One student mentioned, "I think it was clear, precise, with clear design," while another commented, "I conveyed and implied the contents of my presentation." These types of

experiences are directly related to what Hyland (2009) describes as a discursive competence that goes beyond informing, since in academic contexts "communication is a way of negotiating meaning within specific disciplinary and social frameworks" (p. 5).

c) A key element for formative impact was the **collaborative feedback** received during and after the presentations. The students recognized the value of the feedback received, both from their advisors and peers. This feedback not only allowed them to adjust technical aspects of the project, but also to rethink the meaning and applicability of their proposals. One student expressed, "I appreciated the feedback, integrating it as feedback for future improvements." This receptive stance confirms the importance of feedback as a dialogic process and continuous improvement, as Carless and Boud (2018) argue, for whom effective feedback allows "closing the gap between current and desired performance" (p. 1311).

d) Strengthening of *metacognitive and critical reflection skills*. In the aftermath of the colloquium, many participants shared that they gained a better understanding of their own learning process. One said: "I understood everything I did throughout the semesters studied," while another student commented that after the feedback she understood that her project "was much more complete than I had anticipated." These statements demonstrate that the colloquium is not only an evaluation of the final product, but an opportunity to consolidate self-regulated learning, in line with what Schraw and Moshman (1995) propose, who define metacognition as the ability to plan, monitor and evaluate one's own knowledge.

e) Experience *learning in authentic contexts*. Many of the students expressed that this experience helped them connect what they learned with real situations. One participant said: "It was positive because in a real environment I will already know what I should do to make the interventions more interactive and meaningful," while another commented: "It made me see that my project did have a real impact on the participants." These statements account for how knowledge is more deeply constructed when it is anchored to practice and experience, as Lave and Wenger (1991) argue when they state that "learning is a form of participation in communities of practice where meaning is negotiated in authentic contexts" (p. 4).

Overall, the data analysed show that colloquia are more than an exposition exercise: they constitute a powerful pedagogical space for experiential, reflective and situated learning. Not only do they make academic achievements visible, but they also strengthen critical thinking, strategic communication, metacognition and self-confidence of university students. For this reason, it is key to promote its systematization as a recurrent practice in training paths, thus favoring an education focused on understanding, action and transformation.

CONCLUSIONS

This study addressed the analysis of the strategic practices implemented by university students during their participation in an academic colloquium, considering the moments before, during and after the presentation. The objective was to understand how these practices, based on strategic communication principles, influence the development of training competencies such as critical thinking, metacognition, collaborative feedback and situated learning.

The research question that guided this work: How do the strategic practices of preparation, execution and reflection, based on principles of strategic communication, influence the effectiveness and impact of academic presentations in the context of a colloquium? The response was through a qualitative thematic analysis that evidenced the articulation between communicative actions and the reflective learning of the students.

As for the objective of the study where it was intended to analyze the strategic communicative practices, identify the processes of reflection and improvement, and understand the formative impact of the experience, it was fulfilled in a coherent way, since the analysis revealed that the colloquia are constituted as scenarios of experiential learning (Kolb, 1984), where students activate complex cognitive processes, such as self-regulation (Schraw & Moshman, 1995), communicative design with intention (Nückles, Schraw & Wittwer, 2020), and improvement based on feedback received (Boud & Molloy, 2013).

The coherence of the study was maintained throughout the process, from the statement of the problem, focused on the formative potential of the colloquia, to the detailed analysis of the student experiences. It is concluded that the pedagogical design of these spaces must continue to strengthen the integration of communicative, technological and reflective tools, to ensure not only the effective presentation of the projects, but also the consolidation of significant learning.

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