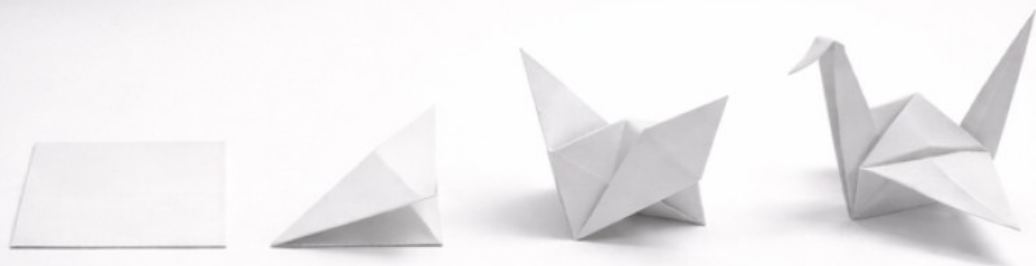




COLECCIÓN CONOCIMIENTO CONTEMPORÁNEO

# Pedagogías innovadoras en acción:

modelos, estrategias y prácticas  
para la transformación  
educativa



Coords.

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PRÁCTICA PARA LA TRANSFORMACIÓN EDUCATIVA**



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## ACTIVE METHODOLOGIES AS DRIVERS OF EMOTIONAL AND COMMUNICATIVE DEVELOPMENT IN HIGHER EDUCATION

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### 1. INTRODUCTION

Higher education is immersed in a profound transformation process, driven by the social, technological and organizational changes in our societies. The traditional teaching model, centered on the unidirectional transmission of content and the figure of the teacher as the main transmitter of knowledge, may not respond to the demands of a complex, dynamic and uncertain environment that higher education institution is going through. Universities are called upon not only to guarantee the acquisition of disciplinary knowledge, but also to favor the integral development of students, promoting their autonomy, critical thinking, responsibility and adaptation to changing contexts. In this scenario, learning is conceived as an active, situated and social process, in which participation, interaction and reflection acquire a central role.

One of the main challenges of this new paradigm is training the transversal competencies, understood as a set of personal, social and communicative skills that enable people to function effectively in diverse professional and social environments (Baig, et al., 2023). These include working oral communication, teamwork, self-confidence and emotional self-regulation in order to develop abilities for students to

collaborate and learn in an autonomous manner. In order to develop the mentioned competencies, it is necessary to work on active, participatory and contextualized learning experiences, in which students assume a leading role in the construction of their own learning and in the interaction with their peers (Arco-Tirado et al., 2020).

Within this framework, active methodologies, and in particular the flipped classroom model combined with peer teaching strategies, have been consolidated as pedagogical approaches capable of favoring both academic performance and the socioemotional development of students (Baig, et al., 2023). These methodologies promote autonomy, co-responsibility, cooperation and reflective practice, while redefining the role of the teacher towards functions of accompaniment, guidance and facilitation of learning (Foldnes, 2016). Beyond their methodological dimension, these approaches introduce a relation based on trust, in which students are recognized as competent agents, able of preparing, communicating, evacuating and sharing knowledge in a meaningful way.

In this way, pedagogical trust is configured as a key element of the educational process, generating a climate of psychological security that favors participation, the expression of ideas, the assumption of challenges and the constructive management of errors (Baig, et al., 2023; Foldnes, 2016). Teaching with trust implies sharing responsibilities, encouraging active involvement, promoting continuous feedback and building educational relationships based on respect, listening and mutual recognition. This approach is especially relevant when the educational objective includes strengthening communicative, emotional and social competencies, which are fundamental for professional performance and personal well-being (Freeman, et al., 2014).

In this context, this chapter analyzes an educational experience developed in three undergraduate degrees, in which the flipped classroom and peer learning are combined as strategies to enhance the integral development of students. The main objective is to examine the emotional and communicative impact of this active methodology, exploring its influence on self-confidence, public speaking skills, motivation, participation and the quality of interpersonal relationships in the classroom. Based on this experience, a reflection is proposed on the value of

teaching through trust as a pedagogical framework for the design of more humanistic, participatory learning environments oriented to the development of transversal competencies in higher education.

### 1.1. ACTIVE LEARNING IN HIGHER EDUCATION

Active methodologies are based on learning using constructive, situated and social tasks, in which students actively participate in the elaboration problem solving activities and the application of knowledge in real or simulated contexts, this help them understanding which is the situation and giving a logical solution (Murillo-Zamorano et al., 2019). As opposed to traditional models centered on the transmission of information, these approaches promote the cognitive, emotional and social involvement of students, favoring deeper, more meaningful and transferable learning. These methodologies not only transform the organization of classroom activity, but also redefine traditional roles, shifting the protagonism towards the student and placing the teacher as facilitator, guide and mediator of learning.

Within this general framework, this chapter focuses on three interrelated dimensions that explain the transformative potential of active methodologies: (i) collaborative learning and peer teaching, (ii) the emotional and communicative dimension of learning, and (iii) the role of trust, autonomy and motivation as drivers of academic engagement.

### 1.2. COLLABORATIVE LEARNING Y PEER TEACHING

Collaborative learning is based on the idea that knowledge is constructed socially through interaction, dialogue and negotiation among participants (Stigmar, 2016). Peer-to-peer exchange favors cognitive development, conceptual clarification and the development of metacognitive skills by forcing students to make their ideas explicit, argue and contrast them (van Vliet et al., 2015). Likewise, positive interdependence and shared responsibility strengthen group cohesion and a sense of belonging, key elements for commitment to learning.

Peer teaching is a specific form of collaborative learning in which students assume the role of teachers, designing, explaining and evaluating

content for their peers (Arcos et al., 2020). This approach enhances conceptual deepening, since teaching involves reorganizing information, anticipating difficulties, adapting language and using effective communicative strategies. At the same time, students develop transversal competencies linked to oral communication, leadership, planning and teamwork.

Several studies have shown that peer teaching increases active participation, motivation and the perception of self-efficacy by generating experiences of shared success and recognition among peers (Bureau et al., 2022; McLean & Attardi). In addition, this type of dynamics favors a more horizontal and participatory classroom climate, in which error is normalized as part of the learning process and mutual help is stimulated. The combination of peer teaching with the inverted classroom model reinforces these effects by shifting the initial acquisition of content outside the classroom and reserving face-to-face time for interaction, practical application and formative feedback (Baig, 2023).

### 1.3. EMOTIONAL Y LEARNING COMMUNICATIONAL DIMENSION

University learning in focus on the acquisition of specific knowledge that requires the development of emotional, motivational and relational variables (Chiu, 2022). Emotions such as confidence, anxiety, interest or sense of competition directly influence attention, persistence, quality of information processing and willingness to actively participate in academic activities (Baig, 2023). In this sense, learning environments that promote psychological safety, social support and active participation tend to favor more satisfying and effective learning experiences.

Communicative competence occupies a central role within this emotional dimension of learning, especially in university contexts oriented toward professional development (Chiu, 2022; van Vliet, 2015). The ability to express ideas clearly, to argue, to listen actively, to manage public exposure and to adapt to different interlocutors is a transversal competence that is indispensable in most work environments.

Active methodologies, particularly those based on peer interaction, create opportunities for communicative practice learning and working contexts. Progressive exposure to public communication situations,

cooperative work and continuous feedback contribute to the improvement of self-confidence, the reduction of stage anxiety and the strengthening of social and communicative skills. In this way, the classroom is transformed into an emotionally safe learning space where students can experiment, be challenged and learn in a mutually supportive framework (Vallerand, 1997; Mercier, 2017; Foldnes, 2016).

#### 1.4. TRUST, AUTONOMY AND MOTIVATION

Trust between peers is a key element for active and collaborative learning environments (Bureau et al., 2022; Freeman et al., 2014; Ryan & Deci, 2020). From a pedagogical perspective, trust implies recognizing the competence of students to assume responsibilities, make decisions and manage their own learning process (Foldnes, 2016). This recognition should favor autonomous behaviors between students, increasing academic commitment and strengthens the perception of self-efficacy.

Autonomy, understood as the capacity to self-regulate one's own learning, establish goals and make informed decisions, is reinforced when students actively participate in the design, implementation and evaluation of learning activities (Bureau et al., 2022). Active methodologies promote this autonomy by offering margins of choice, encouraging reflection on one's own performance and facilitating processes of self-evaluation and co-evaluation. In turn, autonomy is closely related to higher levels of intrinsic motivation, persistence and academic satisfaction (Ryan & Deci, 2020).

Academic motivation is influenced by the perception of commitment, the relevance of tasks and the quality of interpersonal relationships in the classroom. When students perceive that their participation is valued, that they have support to face challenges and that there is a climate of respect and collaboration, their willingness to become actively involved in learning increases (Foldnes, 2016). In this sense, the teaching through trust approach integrates trust, autonomy and motivation in a coherent framework that favors the development of humanistic educational environments, oriented to personal and professional growth (Ryan & Deci, 2020).

Thus, the studied dimensions which are collaborative learning, emotional and communicative development, and trust as a driver of autonomy and motivation, provide a solid theoretical framework for understanding the impact of active methodologies in university education.

## 2. OBJECTIVE

The main objective of this chapter is to analyze how collaborative learning y peer teaching activities improve university students emotional and communicative skills. Indeed, the conducted study will analyses characteristics such as student's self-confidence, public-speaking competence, and collaborative skills. This research will give further understanding of how peer-led sessions and continuous feedback contribute to motivation, participation, and a positive classroom climate.

## 3. METHODOLOGY

### 3.1. PROCEDURE

The educational experience was developed over a full academic semester and was designed according to an active methodology approach that integrated the flipped classroom model and peer teaching. The process was structured in four sequential phases, aimed at promoting student autonomy, collaborative interaction and continuous formative feedback.

In the first preparation phase, the faculty made theoretical and practical materials available to the students through the institutional digital platform. These resources allowed students to make an autonomous approach to the contents before the face-to-face sessions, favoring a first conceptual contact and the activation of previous knowledge.

The second design phase focused on the autonomous work of the student groups, who planned their own learning sessions. Each group elaborated proposals that combined brief theoretical presentations, practical activities and visual resources, with the aim of facilitating understanding of the contents and promoting the active participation of the rest of the class. During this stage, the role of the teachers was

mainly one of accompaniment and guidance, resolving doubts and offering methodological support when necessary.

The third phase corresponded to the execution of the sessions designed by the students. In this stage, the groups assumed the role of learning facilitators, imparting their proposals to the rest of the student body. The teachers intervened on an ad-hoc basis to guide the process, reinforce key concepts and offer formative feedback aimed at improvement.

Finally, in the evaluation and feedback phase, different formative evaluation strategies were implemented, including self-evaluation, peer co-evaluation and an intermediate evaluation. These mechanisms made it possible to monitor learning progress, encourage reflection on individual and group performance, and consolidate a culture of continuous improvement.

### 3.2. PARTICIPANTS

The sample consisted of a total of 49 university students enrolled in three undergraduate degrees: Primary Education, Physical Activity and Sport Sciences, and Corporal Expression. Participation was framed within the ordinary development of the corresponding subjects and was based on the active involvement of the students in the activities proposed during the academic semester.

The group presented a disciplinary diversity that allowed analyzing the implementation of the methodology in different formative contexts, enriching the interpretation of the results and favoring the potential transfer of the experience to other areas of higher education.

### 3.3. INSTRUMENTS

Data collection combined quantitative and qualitative techniques, with the aim of obtaining a broad and comprehensive view of the impact of the implemented methodology.

From a quantitative approach, Likert questionnaires were used to evaluate different dimensions of the learning process, such as academic motivation, conceptual understanding, confidence in oral presentations and the quality of interpersonal relationships. These instruments made

it possible to collect the students' perception of their progress throughout the semester and of the learning experience as a whole.

Complementarily, open-ended questions were incorporated that made it possible to collect qualitative information, aimed at exploring in greater depth the evaluations, subjective experiences, perceived strengths and areas for improvement identified by the students. This methodological combination facilitated a richer and more contextualized approach to the study phenomenon.

### 3.4. DATA ANALYSIS

The analysis of the quantitative data was carried out using descriptive procedures, examining the distribution of responses, general trends and levels of agreement in the different dimensions evaluated. This analysis made it possible to identify patterns of perception related to motivation, communicative competence, self-confidence and interpersonal relationships.

The qualitative data from the open-ended responses were analyzed through a process of thematic analysis, aimed at identifying emerging categories, discursive regularities and significant elements for the interpretation of the results. This analysis made it possible to complement the quantitative findings, providing interpretative depth and favoring the triangulation of information.

The integration of both types of data facilitated a global understanding of the impact of the educational experience, reinforcing the internal validity of the study and allowing a more nuanced interpretation of the effects of the active methodology implemented.

## 4. RESULTS

The results obtained show a positive impact of the active methodology implemented in the development of communicative, emotional and relational competencies of the students, as well as in their level of motivation and participation in the learning process. In general, the data indicate a substantial improvement in self-confidence and in the

perception of communicative competence, together with a strengthening of collaborative dynamics in the classroom.

In relation to communicative competence and oral expression, more than 80% of the participants reported feeling more comfortable speaking in public and having overcome, at least partially, the initial insecurity and nervousness associated with oral presentations. In addition, between 70% and 90% of the students reported an increase in their confidence in structuring presentations, managing anxiety and communicating more clearly and effectively in front of their peers.

Regarding collaboration and interpersonal relationships, the results show a strengthening of group cohesion and peer support. Students highlighted the improvement in the collaborative classroom climate and especially valued the opportunity to learn from the explanations of their peers, as well as the feeling of shared achievement derived from group recognition. These perceptions point to an increased sense of belonging and quality of social interactions, aspects closely linked to academic engagement and emotional well-being.

The qualitative analysis of the open-ended responses allowed us to deepen these positive assessments and, at the same time, to identify areas of improvement for future implementation. Among the main suggestions, students pointed out the convenience of incorporating brief introductory explanations by the faculty in order to contextualize the contents before the autonomous and collaborative work.

## 5. DISCUSSION

The results obtained confirm the potential of active methodologies, and in particular the combination of inverted classroom and peer teaching, to promote not only academic learning, but also the development of cross-cutting communicative, emotional and relational competencies in the university context. In coherence with the theoretical framework proposed, the experience analyzed shows that learning conceived as a participatory, social and reflective process favors greater student involvement and a more meaningful experience of the learning process.

One of the most relevant findings is the substantial improvement in self-confidence and in the perception of communicative competence. The fact that more than 80% of the students report feeling more comfortable speaking in public and have managed to reduce their initial nervousness reinforces the idea that progressive exposure to specific situation, within a supportive environment, is an effective mechanism for the development of oral competence. This result aligns with approaches that emphasize the value of experiential learning and deliberate practice in socially safe contexts, where error is understood as a natural part of the learning process rather than a source of threat (Foldness, 2016).

From the perspective of collaborative learning, the observed improvement in group cohesion, peer support and classroom climate confirm that peer teaching acts as a lever for meaningful interaction and shared knowledge contexts (Mercier, 2017). The positive appraisal of learning from peer explanations suggests that the active role of the student as an agent who simultaneously teaches and learns favors deeper cognitive elaboration processes, while strengthening social skills such as empathy, active listening and collective responsibility.

Likewise, the higher levels of intrinsic motivation and active participation with respect to traditional methodologies highlight the relevance of designing learning experiences that give meaning, autonomy and protagonism to students. Involvement in the planning and execution of the sessions, together with the perceived usefulness of the tasks and group recognition, seem to have increased academic commitment and persistence in the effort. This pattern is consistent with motivational models that emphasize the satisfaction of autonomy, competence and relationship needs as key factors for well-being and academic performance (Ryan & Deci, 2020).

In this sense, the concept of teaching through trust emerges as a relevant interpretative framework for understanding the results. Pedagogical trust is not only manifested in the delegation of responsibilities and in the ceding of control to the students, but also in the construction of a relational climate based on respect, psychological security and formative feedback (Stigmar, 2016; Bureau et al., 2022). This environment favors active participation, reduces fear of social evaluation and

facilitates communicative experimentation, essential elements for the development of emotional and social competencies (McLean & Attardi, 2018). Trust acts, therefore, as a cross-cutting facilitator that articulates autonomy, motivation and the quality of interactions. However, the results also highlight the need for an appropriate balance between autonomy and teacher assistance. Student suggestions regarding the desirability of incorporating brief introductory explanations by the teacher indicate that, even in highly participatory environments, the role of the teacher as cognitive orientor and organizer of the conceptual framework remains fundamental. This finding reinforces the idea that active methodologies do not imply the disappearance of the teacher, but rather a redefinition of his or her function towards a pedagogical leadership that combines accompaniment, structuring and facilitation.

Similarly, the demand for a greater diversity of practical activities points to the importance of designing flexible and varied methodological proposals that respond to different learning styles, levels of competence and student preferences (Chiu, 2022). Methodological diversity contributes not only to maintaining high levels of motivation, but also to broadening the opportunities for transferring learning to different professional contexts. Overall, the experience analyzed suggests that the coherent integration of active methodologies in a pedagogical framework based on trust favors the development of key competencies for contemporary university education. Beyond the immediate results in terms of self-confidence, communication and collaboration, this approach contributes to the construction of a learning culture oriented towards dialogue, co-responsibility and personal growth. From an institutional perspective, these findings support the need to promote educational models that transcend the exclusively instructional logic and move towards more humanistic, participatory proposals that are aligned with current social and professional demands (Ryan & Deci, 2020; Foldnes, 2016).

Finally, although the results are consistent and promising, they should be interpreted considering the specific characteristics of the sample and the context of implementation. Future studies could expand the sample size, incorporate longitudinal designs and deepen the analysis of

mediating variables, such as teaching style, previous level of communicative competence or group dynamics, in order to strengthen the generalization of the results and enrich the teaching through trust model as a transferable pedagogical framework.

## 6. CONCLUSIONS

This chapter has analyzed the impact of an educational experience based on active methodologies on the development of communicative, emotional and relational competencies in university students. The results obtained show that this pedagogical approach significantly favors the increase of self-confidence, the improvement of public speaking skills, the strengthening of peer collaboration and the increase of intrinsic motivation and active participation in learning.

From a theoretical perspective, the findings support the conception of learning as a social, participatory and emotionally mediated process, in which interaction, reflection and co-responsibility play a central role. Experience confirms that active methodologies not only facilitate the acquisition of academic content, but also act as a catalyst for the development of key transversal competencies for professional performance and for the personal well-being of the student (McLean & Attardi, 2018). In particular, the systematic practice of communication in authentic contexts and the progressive exposure to peer-teaching situations contribute to the consolidation of communicative skills, the reduction of anxiety and the construction of greater self-efficacy (Vallerand, 1997).

The concept of teaching through trust emerges as a relevant contribution of this work, by placing pedagogical trust at the center as an organizing principle of the teaching and learning processes. The creation of educational environments based on psychological safety, mutual recognition and formative feedback favors autonomy, active involvement and the quality of interpersonal relationships (Stigmar, 2016). Trust not only operates as an emotional facilitator, but also as a motivational and organizational engine that allows redistributing responsibilities,

empowering student protagonism and generating more horizontal and collaborative learning dynamics (Baig et al., 2023).

From an applied perspective, the results offer clear implications for the design of teaching practices in higher education. The planned integration of active methodologies, accompanied by adequate scaffolding on the part of the teaching staff, makes it possible to balance autonomy and structure, optimizing learning and avoiding possible disorientation effects. Likewise, the diversification of activities and the incorporation of spaces for initial contextualization contribute to improve the quality of the formative experience and to attend to the heterogeneity of the student body. Nevertheless, the study has limitations derived from the sample size, the exploratory nature of the design and the predominant use of self-report measures. These limitations invite us to interpret the results with caution and open the door to future research that expands the sample, incorporates objective performance indicators and longitudinally analyzes the impact of this type of methodology on competency development and professional insertion.

In conclusion, the experience analyzed reinforces the need to move towards more humanistic, participatory educational models oriented towards the integral development of students. A commitment to a pedagogy based on trust, collaboration and shared responsibility not only transforms classroom dynamics, but also contributes to the formation of more competent, reflective and socially committed professionals, capable of facing the complex challenges of contemporary environments.

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