REVISTA UNIVERSIDAD DE GUAYAQUIL Vol. 140 No. 2 - 2026 (Julio-Diciembre)
ISSN: 2477-913X **e-ISSN:** 2806-5751

Club de debate online para el desarrollo de habilidades sociales en estudiantes universitarios

Online debate club for the development of social skills in university students

William Josué Artieda Rodríguez

Fecha de recepción: 23 de julio de 2025
Fecha de aceptación: 08 de octubre de 2025

REVISTA UNIVERSIDAD DE GUAYAQUIL Vol. 140 No. 2 - 2026 (Julio-Diciembre)
ISSN: 2477-913X **e-ISSN:** 2806-5751

Club de debate online para el desarrollo de habilidades sociales en estudiantes universitarios

Online debate club for the development of social skills in university students

William Josué Artieda Rodríguez[1]

Como citar: Artieda, W. (2026). Club de debate online para el desarrollo de habilidades sociales en estudiantes universitarios. *Revista Universidad de Guayaquil*. *140 (2)*, pp.: 153-165. DOI: https://doi.org/10.53591/revug.v140i2.2474

RESUMEN

El presente trabajo narra la experiencia de un grupo de estudiantes universitarios que conformaron un club de debate online durante la pandemia por COVID-19. El confinamiento provocó que las interacciones sociales se limitaran a la virtualidad, como consecuencia, en los jóvenes se incrementaron sentimientos de soledad, tristeza, ansiedad, estrés y depresión. El objetivo del estudio fue analizar la percepción de los estudiantes universitarios sobre su participación en el club de debate online, con el fin de comprender cómo la experiencia influyó en el desarrollo de sus habilidades sociales. Los materiales utilizados fueron herramientas digitales como Google Meet y Zoom. La metodología empleada fue de enfoque cualitativo, bajo el paradigma sociocrítico. Como instrumentos de análisis documental se utilizaron cuadros de registro del proceso vivido, fichas de trabajo y narraciones en video de carácter personal, los cuales permitieron analizar la experiencia y aportar a la reflexión final. Los resultados evidenciaron que, a través del club de debate online, los estudiantes universitarios contaron con un espacio para desarrollar habilidades de comunicación, tales como organizar mejor sus ideas al expresarse en público, respetar la diversidad de opiniones, profundizar en conocimientos teóricos, fortalecer la comunicación asertiva y el pensamiento crítico y argumentativo, así como establecer vínculos de amistad. Como conclusión, la participación en el club de debate online fue percibida como una experiencia altamente positiva, que contribuyó al desarrollo de habilidades sociales fundamentales para la interacción interpersonal y para el futuro desempeño en el campo laboral.

PALABRAS CLAVE: Desarrollo estudiantil, pensamiento crítico, habilidad social, virtualidad, pandemia por COVID-19

[1] Psicólogo, Universidad de Guayaquil, Guayaquil, Ecuador. Email: william.artiedar@ug.edu.ec. ORCID: https://orcid.org/0000-0002-9712-6712.

Esta obra está bajo licencia Creative Commons Reconocimiento-NoComercial-SinObraDerivada 4.0 Internacional. Para ver una copia de esta licencia, visite https://creativecommons.org/licenses/by-nc-nd/4.0/.

REVISTA UNIVERSIDAD DE GUAYAQUIL Vol. 140 No. 2 - 2026 (Julio-Diciembre)
ISSN: 2477-913X **e-ISSN:** 2806-5751

Club de debate online para el desarrollo de habilidades sociales en estudiantes universitarios

Online debate club for the development of social skills in university students

ABSTRACT

This study describes the experience of a group of university students who formed an online debate club during the COVID-19 pandemic. The period of confinement limited social interactions to virtual environments; as a result, young people experienced increased feelings of loneliness, sadness, anxiety, stress, and depression. The objective of the study was to analyze university students' perceptions of their participation in the online debate club in order to understand how this experience influenced the development of their social skills. The materials used included digital tools such as Google Meet and Zoom. A qualitative methodology was employed, based on the socio-critical paradigm. Documentary analysis instruments included process record logs, worksheets, and personal video narratives, which made it possible to analyze the experience and contribute to the final reflection. The results showed that, through the online debate club, university students had a space to develop communication skills, such as better organizing their ideas when speaking in public, respecting diversity of opinions, deepening theoretical knowledge, strengthening assertive communication, and fostering critical and argumentative thinking, as well as establishing bonds of friendship. In conclusion, participation in the online debate club was perceived as a highly positive experience that contributed to the development of essential social skills for interpersonal interaction and future professional performance.

KEYWORDS: Student development, critical thinking, social skills, virtuality, COVID-19 pandemic

Esta obra está bajo licencia Creative Commons Reconocimiento-NoComercial-SinObraDerivada 4.0 Internacional. Para ver una copia de esta licencia, visite https://creativecommons.org/licenses/by-nc-nd/4.0/.

ISSN: 2477-913X e-ISSN: 2806-5751

INTRODUCTION

During the COVID-19 pandemic, social interaction was significantly affected, primarily due to fear of contagion, which led to social isolation and limited face-to-face interactions, fostering feelings of loneliness, sadness, anxiety, stress, and depression (Ballena et al., 2021). This isolation exacerbated mental health problems, particularly affecting young people between the ages of 18 and 25, who lost essential spaces for socialization (Suárez Elías, 2021). Overall, the pandemic altered relational dynamics, revealing the fragility of support systems and highlighting the need to strengthen resilient social networks to face future crises (Guevara Gómez et al., 2021).

The creation of spaces for social interaction within virtual environments emerges as an alternative in situations that prevent in-person gatherings. These spaces facilitate direct and effective communication, break down geographical barriers, and enable the participation of individuals with physical limitations (Ortiz & Neira, 2018). In the workplace, where the use of digital tools is increasingly prevalent, virtual communication and remote work contribute to improved organizational functioning. Among young people, these strategies prevent loneliness and promote safe, comfortable spaces that strengthen empathy, assertive communication, emotional management, and conflict resolution. Likewise, participating in virtual communities with shared interests strengthens self-esteem, sense of belonging, and motivation (Córdova Cruz et al., 2022).

Following the pandemic, the use of digital resources for teaching was reinforced in Ecuador. Velásquez (2021) notes that virtual education acquired great relevance within the educational system, generating changes in pedagogical paradigms and promoting meaningful learning from digital environments. In this context, the creation of a virtual debate club oriented toward the development of social skills presents itself as an effective strategy for enhancing professional development and contributing to the formation of critical, communicative, and confident individuals in academic and professional settings (Valerio de May et al., 2017).

Virtual environments can be a motivating experience for young people, who need to build more complex social relationships outside the family sphere (Cortez et al., 2021). Participation in clubs fosters the creation of friendship bonds, support, and emotional understanding, generating well-being and personal satisfaction (Esteves Villanueva et al., 2020). The development of soft skills enables assertive communication, emotional expression, the establishment of healthy relationships, and coping with difficult situations, positively impacting self-esteem and mental health (Zavala Berbena et al., 2017).

The development of social skills during adolescence and young adulthood is influenced by psychological, behavioral, and emotional factors that intervene in the quality of interpersonal relationships. These skills are malleable and progressively strengthened through lived experiences (Moreno & Jurado, 2021).

Goldstein (1978) classifies social skills into six categories: basic social skills; advanced social skills; skills related to feelings; alternative skills to aggression; skills for coping with stress; and planning skills. These competencies are fundamental for personal autonomy and the achievement of goals in adult life.

Various studies show that the lack of socio-emotional strategies in young people is associated with unfavorable contexts characterized by low assertiveness, social maladjustment, and risk behaviors (Moreno & Jurado, 2022). In Ecuador, factors such as dysfunctional family environments represent a significant risk for juvenile delinquent behavior, with a correlation also existing between child maltreatment and the development of antisocial behaviors (Nieto et al., 2024).

ISSN: 2477-913X e-ISSN: 2806-5751

Educational institutions that promote extracurricular activities strengthen coexistence, teamwork, responsibility, and commitment, while also reducing stress and improving emotional well-being (Díaz & Elizalde, 2021).

With the purpose of understanding how participation in an online debate club contributes to the development of social skills in university students, this experience was developed over a period of two months, in a completely virtual environment and organized in different phases. Analyzing the students' perceptions involved a systematic reconstruction of the lived experience, allowing us to respond to the central research question: how does participation in an online debate club contribute to the development of social skills in university students?

MATERIALS AND METHODS

The study is framed within a qualitative, descriptive-interpretive research approach, developed through the systematization of experiences. The research made it possible to reconstruct the events lived in their natural context and analyze the students' perceptions (Coelho, 2020). The systematized experience corresponded to the participation of eight university students, men and women between the ages of 18 and 25, belonging to the Faculty of Psychological Sciences of the University of Guayaquil, during the 2021–2022 academic cycle.

The proposal was structured in three phases: dissemination and registration, development of debate sessions, and closing. Weekly sessions were held on Thursdays from 6:00 PM to 7:00 PM over two months, using the Google Meet platform. Activities included thematic sessions, a debate competition, and a closing session with feedback and final reflections.

The systematization of experiences was selected as the methodological strategy due to its relevance for analyzing educational processes from the participants' perspective, allowing for an understanding of the meanings constructed from the lived experience.

Data collection techniques included participant observation, documentary analysis, and audiovisual narration, operationalized through record sheets, systematization charts, and reflective videos.

Data analysis was conducted through a thematic categorization process, based on the review of testimonies, records, and narrative videos. The categories emerged from the participants' discourse and were organized according to recurring patterns related to communication skills, social interaction, and personal development.

ISSN: 2477-913X e-ISSN: 2806-5751

Table 1: *Proposal Design*

Objective: To establish an online debate club to improve communication among students, with the aim of creating professionals who are more critical and committed to their work.
Estimated time: Work sessions to be held once a week on Thursdays from 6:00 PM to 7:00 PM for two months.
Materials: Google Meet virtual platform.
Phase 1: Invitation via social networks, registration link, promotional image.
Phase 2: Debate sessions on the following topics:
Thursday, May 20 - Session 1: Welcome and socialization of norms.
Thursday, May 27 - Session 2: The right to life: Abortion and euthanasia
Thursday, June 3 - Session 3: Why study psychology?
Thursday, June 10 - Session 4: Professional performance of the psychologist
Thursday, June 17 - Session 5: Psychology from practice.
Thursday, June 24 - Session 6: Psychological currents
Thursday, July 1 - Session 7: Psychological issues
Thursday, July 8 - Session 8: The ethics of the psychologist
Thursday, July 15 - Session 9: Debate competition
Phase 3: Conclusion, farewell, and invitation to form a new board, feedback, videos narrating the lived experience.

The reconstruction of the lived process narrates how the activities were developed in chronological order. The first activity took place during the second week of March 2021, beginning with the invitation directed at university students to form part of the debate club, an invitation disseminated through social networks and in response to the form found in the description of the promotional image. The objective was to invite several university students to form the online debate club, and as a result, eight students decided to participate.

On May 20, 2021, the first meeting was held via the Google Meet application. Each participant was welcomed, and a brief introduction was made by the coordinators. In this first session, doubts, concerns, and future expectations were expressed by the attendees. The objective of the session was to welcome the club members and make them feel in a safe and comfortable environment. The first meeting was completed within the expected time, and the comments regarding the selected schedule were positive, as it did not coincide with other academic activities.

The third activity consisted of meetings held every Thursday for nearly a month and a half, with the purpose of debating topics of interest and current relevance for the training of psychologists. Its objective was to strengthen debate skills, such as argumentation, conviction in rhetoric, questioning arguments, refuting arguments, and final reflection within the debate. Each session was conducted under an activity guide with clear objectives, attendance lists, defined timeframes, and space for interaction. All sessions were developed online, and although on certain days there were connection failures on the part of some attendees, for the most part, all participants were able to grasp the message of each session.

The fourth activity was dedicated to the debate competition, which was held online with the invitation of a special jury, under a grading rubric and pre-established parameters. During the participants' interventions, the jury provided positive feedback on the presentations, and at the end, the three best performances were awarded. The competition was recorded and later published on social networks; all participants demonstrated good command of the topics, so deciding the competition winners required a thorough and impartial selection by the jury.

The fifth activity took place on July 22, 2021, during which the awards ceremony, closing, and final considerations by the club members were carried out. In this session, participation diplomas were distributed, prizes were awarded to the three best speakers during the competition, and a video compiling all the experiences was presented by the coordinators. It was a very emotional session, with mixed feelings due to the results obtained.

As part of a final activity, participants were asked to record a one-minute video expressing their opinion about their experience in the debate club. The videos showed the students' satisfaction at having been part of the club and highlighted the benefits they obtained, such as greater ease in public speaking, confidence in expressing their ideas, and critical and argumentative thinking. The videos were sent to the organizers, who determined the viability of replicating the organizational model for a future academic cycle. It is worth mentioning that, although students were not obligated to send their videos, most did so voluntarily.

Table 2: Recovery of the lived process

	Activity	Objective	Methodology	Results
May 13, 2021	Invite university students to join the debate club via social networks.	To invite university students to form part of the debate club.	The invitation was sent through social networks to all legally enrolled students during the 2021-2022 academic period to form part of the online debate club.	Approximately eighteen students accepted the invitation and decided to be part of the club by filling out their personal data in the virtual form.
May 20, 2021	First meeting of the 2021 debate club.	To welcome the student members of the club so that they would feel in a safe and comfortable environment.	The first meeting with the university students who completed the registration form was held via the Google Meet application.	All group members expressed their concerns, expectations, and coexistence agreements were established.
May 27 to	Meetings every Thursday at 4:00	To strengthen debate skills such	During the sessions, weekly activity sheets	An environment of intellectual and

July 8, 2021	PM to debate topics of interest and current relevance for psychologists.	as argumentation, conviction in rhetoric, questioning arguments, refuting arguments, and reflection.	were used, clear objectives were established, audiovisual material was utilized, attendance was monitored, defined timeframes for each intervention were set, and spaces for dynamics were provided.	cultural exchange was created, where members were free to present their ideas, opinions, and convictions. Additionally, a progressive increase in student participation was observed.
July 15, 2021	2021 Debate Competition	To present the skills developed during the debate sessions to the jury and the university community.	The competition was held via the Zoom application, where participants, moderator, and invited jury gathered.	During the competition, participants demonstrated good command of the selected topics, so deciding the winners required a rigorous and impartial selection.
July 22, 2021	Awards ceremony, closing, and farewell of the 2021 debate club.	To award the competition winners, conclude the debate club, and present a farewell video compiling all experiences.	The final session of the debate club was held via Google Meet, where the corresponding prizes were awarded to the competition winners and diplomas were distributed to all students. A video compiling all the experiences obtained	The club's final session was experienced with great emotion; there were mixed feelings on the part of the students, as they considered it a good experience in which they learned a great deal.

			during the sessions was also projected.	
July 29, 2021	Videos on students' perceptions of the 2021 debate club.	To record a video expressing their opinion about the experience they had in the debate club.	As part of a final activity, participants were asked to record a one-minute video about their lived experience.	The videos showed satisfaction at having been part of the club and highlighted the benefits obtained, such as greater ease in public speaking, confidence when speaking, and critical thinking.

The experiences collected from the participants show a highly positive appreciation of the proposal, describing it as a gratifying, enriching, and meaningful experience. Many highlighted it as a pleasant and enjoyable activity that generated a favorable environment for personal and academic growth. Regarding the learning obtained, participants noted clear improvements in their communication and argumentative skills, stating that they managed to better organize their ideas, express themselves with greater clarity, and defend their points of view with solid theoretical foundations. One of the most valued aspects was the interaction with peers, as it allowed contact with people from different academic levels, promoting the exchange of ideas and the creation of new and meaningful bonds. On a personal and emotional level, the experience facilitated the development of confidence, overcoming the fear of public speaking, and strengthening motivation, emphasizing that the club provided them with a safe space to express themselves freely and step out of their comfort zone. Lastly, all participants agreed in recommending the experience to other peers and expressed their desire for the club to continue in future editions, thus demonstrating the positive impact it had on their comprehensive formation.

Table 3: ***Systematization of experiences***

Category	Description	Examples of Testimonials
1. Overall Assessment	Positive, gratifying, enriching experience	"It was a gratifying experience" (P1) "Very enriching" (P6) "Very nice and great" (P4)
2. Learning Obtained	Improvement in communication, argumentative, and theoretical skills	"It helped me organize my ideas and speak more clearly" (P5) "Defend points of view adequately" (P2) "Debate with theoretical foundations" (P4)
3. Interaction with Peers	Appreciation of contact and coexistence with other participants	"I really liked the people I was able to have contact with" (P3) "Share quality moments" (P2) "I made unexpected friends" (P6)

4. Personal/Emotional Development	Overcoming fear, increased confidence, motivation	"We can express ourselves without fear" (P4) "It helped me open up more" (P5) "Step out of my comfort zone" (P7)
5. Recommendation and Continuity	Desire to repeat the experience and recommend to others	"I would do it again" (P1) "Of course I recommend it" (P4) "I would like this course to continue" (P3) "I recommend the club" (P7)

RESULTS AND DISCUSSION

The results obtained show that participation in the online debate club generated significant benefits in the development of social, communicative, and cognitive skills among university students. According to the testimonies collected, participants strengthened their ability to express themselves in public, organize ideas, argue with theoretical support, and communicate more assertively. These findings directly respond to the objective of the study, aimed at analyzing students' perceptions of their experience in the online debate club.

The improvement in oral communication and critical thinking observed in participants coincides with what was pointed out by Santos et al. (2020), who highlight that structured virtual spaces, when they promote active participation and reflective exchange, favor the development of higher cognitive skills, such as argumentation and critical reasoning. Likewise, respect for the diversity of opinions and the ability to sustain viewpoints from a reflective stance demonstrate progress in essential social competencies for academic and professional coexistence.

A relevant aspect of the results was the positive assessment of interaction among peers. Students highlighted the opportunity to relate to people from different academic levels, which favored the exchange of ideas and the construction of meaningful bonds. These findings indicate that extracurricular activities strengthen the sense of belonging, collaborative work, and emotional well-being in educational contexts.

From a socio-emotional perspective, the online debate club experience allowed participants to overcome the fear of public speaking, increase their personal confidence, and step out of their comfort zone. This demonstrates that the development of social skills has a positive impact on self-esteem, emotional regulation, and mental health among young people.

Despite the limitations inherent to virtual environments, such as internet connection difficulties, the development of the sessions was carried out effectively thanks to structured planning, appropriate use of digital tools, and the active participation of students. This result reinforces the idea that virtual environments are not an obstacle in themselves for social development, but rather, when used strategically, can become a resource that facilitates learning and social interaction.

CONCLUSION

The restrictions imposed by the COVID-19 pandemic represented a significant challenge for social interaction among university students; however, they also constituted an opportunity to explore and strengthen the use of digital tools for educational, communicative, and socio-emotional purposes. In this context, the online debate club experience made it possible to demonstrate that virtual environments, when supported by structured planning and adequate mediation, can become effective spaces for the development of social skills.

The study results, in coherence with the theoretical discussion, show that participation in the online debate club contributed significantly to strengthening communication skills, such as the organization of ideas, argumentation with theoretical support, and assertive communication, as well as to the development of critical and reflective thinking. Likewise, constant interaction among participants favored the construction of interpersonal bonds, increased personal confidence, and overcame the fear of speaking in public—fundamental aspects for emotional well-being and academic coexistence.

From a socio-educational perspective, the analyzed experience confirms that virtual environments should not be conceived as a limitation for social development, but rather as a viable and accessible alternative that, through appropriate strategies, can enhance collaborative learning and the comprehensive formation of students. In this sense, the online debate club was consolidated as a relevant formative practice, especially in crisis contexts, by offering a safe space for expression, exchange of ideas, and collective construction of knowledge.

Finally, the positive assessment expressed by the participants and their interest in the continuity of the proposal demonstrate the relevance of replicating this initiative in future academic cycles and in other educational contexts. Strengthening social, communicative, and critical skills through virtual experiences such as this one not only responds to the demands of the academic context but also lays solid foundations for students' professional performance in work environments increasingly mediated by technology.

REFERENCES

Ballena, C. L., Cabrejos, L., Dávila, Y., Gonzales, C. G., Mejía, G. E., Ramos, V., & Barboza, J. J. (2021). Impacto del confinamiento por COVID-19 en la calidad de vida y salud mental. Revista Del Cuerpo Médico Hospital Nacional Almanzor Aguinaga Asenjo, 14(1). https://doi.org/10.35434/rcmhnaaa.2021.141.904

Coelho, F. (2020). Metodología de la investigación. Significados.Com, September.

Cordova Cruz, J. A., Hidrobo Guzmán, J. F., Morejón Jácome, G. E., Coral Bastidas, D. I., Calvopiña Sarmiento, E. S., Jaramillo Jácome, K. V., Chávez Vaca, A. E., Mina Minda, D. M., Mina Minda, D. M., Díaz Collaguazo, E. E., & Amaya Cuasapaz, D. M. (2022). Factores conexos al desarrollo de habilidades Sociales en estudiantes de bachillerato. Ciencia Latina Revista Científica Multidisciplinar, 6(5). https://doi.org/10.37811/cl_rcm.v6i5.3417

Díaz Gorfinkiel, M., & Elizalde-San Miguel, B. (2021). Grupos de crianza comunitaria: ¿iniciativas comunitarias o grupos identitarios? Revista Española de Sociología, 30(2). https://doi.org/10.22325/fes/res.2021.30

Esteves Villanueva, A. R., Paredes Mamani, R. P., Calcina Condori, C. R., & Yapuchura Saico, C. R. (2020). Habilidades Sociales en adolescentes y Funcionalidad Familiar. Comuni@cción: Revista de Investigación En Comunicación y Desarrollo, 11(1). https://doi.org/10.33595/2226-1478.11.1.392

Goldstein, A. et al. (1978). ESCALA DE EVALUACION DE HABILIDADES SOCIALES. Biblioteca de Psicometría, 1(1).

Guevara Gómez, H. E., Huarachi Quintanilla, L. A., Lozano Zanelly, G. A., & Vértiz Osores, J. J. (2021). Gestión del cambio en organizaciones educativas pospandemia. Revista Venezolana de Gerencia, 26(93). https://doi.org/10.52080/rvg93.13

Moreno, A. G., & Jurado, M. D. M. M. (2022). Las habilidades sociales y su relación con otras variables en la etapa de la adolescencia: una revisión sistemática. Revista Iberoamericana de Psicología, 15(1), 113-123.

Moreno, A. G., & Jurado, M. D. M. M. (2021). Una revisión sistemática sobre las variables relacionadas con las habilidades sociales y la creatividad en el periodo de la adolescencia. Apuntes de Psicología, 39(3), 159-172.

Nieto, K. A. N., Gaibor, M. Á. Q., Salguero-Salcan, Á. V., & Iglesias-Quintana, J. X. (2024). Factores individuales y sociales asociados con la delincuencia en adolescentes infractores en Ecuador [Individual and social factors associated with delinquency in adolescent offenders in Ecuador]. Verdad y Derecho. Revista Arbitrada de Ciencias Jurídicas y Sociales, 3(especial), 179-186.

Ortiz, A. M. R., & Neira, E. A. S. (2018). Interactividad e interacción social: procesos esenciales en educación a distancia. Revista Virtual Universidad Católica del Norte, (55), 110-127.

Santos, V., Villanueva, I., Rivera, E., & Vega, E. (2020). Percepción docente sobre la educación a distancia en tiempos de COVID-19. CienciAmérica, 9(3). https://doi.org/10.33210/ca.v9i3.352

Suárez Elías, M. (2021). La Cruel Pedagogía del Virus. Cuadernos Fronterizos. https://doi.org/10.20983/cuadfront.2021.2de.30

Valerio de May, R. G., Gérard Angel, O., Ramírez Sánchez, A., Pereira de Souza, E., & Campaña, E. (2017). Impacto de las ruedas vinculantes en el contexto universitario y comunitário. Temas Em Educação e Saúde, 13(2). https://doi.org/10.26673/rtes.v13.n2.jul-dez.2017.9599

Velásquez, L. E. G. (2021). La enseñanza virtual de matemática en la Educación Universitaria en el Ecuador. Polo del Conocimiento: Revista científico-profesional, 6(7), 566-583.

Zavala Berbena, M. A., Valadez Sierra, M. D. los D., & Vargas Vivero, M. D. C. (2017). Inteligencia emocional y habilidades sociales en adolescentes con alta aceptación social. Electronic Journal of Research in Education Psychology, 6(15). https://doi.org/10.25115/ejrep.v6i15.129

CONFLICT OF INTEREST

The author reports no conflicts of interest.

ISSN: 2477-913X e-ISSN: 2806-5751

APPENDICES

APPENDIX 1

2021 DEBATE CLUB PROPOSAL DESIGN

Objective: The debate club arises from the need to improve communication among students from a virtual perspective, with the aim of creating professionals who are more critical and committed to their work.

Duration: 2 months.

Sessions will be held once a week on Thursdays from 6:00 PM to 7:00 PM.

Sessions will be conducted via Google Meet or Zoom.

Phase 1: Invitation to the club via social networks, registration link, and promotional artwork.

Phase 2: Debate sessions on the following topics:

- Thursday, May 20 - Session 1: Welcome and socialization of norms.
- Thursday, May 27 - Session 2: The right to life: Abortion and euthanasia
- Thursday, June 3 - Session 3: Why study psychology?
- Thursday, June 10 - Session 4: Professional performance of the psychologist
- Thursday, June 17 - Session 5: Psychology from practice.
- Thursday, June 24 - Session 6: Psychological currents
- Thursday, July 1 - Session 7: Psychological issues
- Thursday, July 8 - Session 8: The ethics of the psychologist
- Thursday, July 15 - Session 9: Debate competition

Phase 3: Conclusion, farewell, and invitation to form a new board, feedback, videos narrating the lived experience.

ISSN: 2477-913X e-ISSN: 2806-5751

APPENDIX 2
PERSONAL VIDEO NARRATION RECORD

Participant 1

"I consider that the debate club was a gratifying experience because it made me understand that other psychologists in my faculty are people who are constantly concerned with and looking at how to improve consistently in the profession, and they do not only focus on learning or acquiring more knowledge day by day. It was also a challenging experience because it raised the issue of confronting others and their way of thinking and what they considered correct or appropriate within psychology. Above all, I am left with a good feeling and a recommendation because it gives me the ability to express myself while putting my own ideas into question, so if there were another opportunity, I would do it again."

Participant 2

"Within the debate club, I had a great experience being able to interact with my peers from different semesters and learn about each of their perspectives on the different topics addressed within the debate club. Likewise, it was possible to observe the improvement that each one had in their skills when debating. I would recommend it because it is a great way to share quality moments with other people, in addition to encouraging us to present and explain our points of view and manage to defend them adequately, as well as contributing to nourishing the knowledge we have obtained over time we have been studying."

Participant 3

"Honestly, it has been a very gratifying experience, and I have learned a lot in this course, and I really liked the people I was able to have contact with. I would really like this course to continue and for initiatives like this to continue. Honestly, one notices that there is a lot of talent and a lot of intelligence among my peers. I really learned a lot."

Participant 4

"My experience was very nice, very gratifying. Honestly, the perspective that each one had on certain topics was interesting. I was able to learn a lot from each of the guys. I really liked the time shared with each one of them. I hope there is another club because honestly, the time spent is great; we can express ourselves without fear, and if we are afraid, we can overcome it or try to overcome it with the club because after all, that is what it is for: to be able to debate with our ideas and also, of course, with theoretical foundations. Of course I recommend it; it's great. I made a very good decision to have enrolled in the club and to have spent this time with you."

Participant 5

"My experience in the debate club is incredible; I think it helped me motivate myself a little and even open up more in my way of speaking, speak a little more fluently since I had problems organizing my ideas and being a little clearer with what I wanted to say. I would also like to recommend that more people join because they will have extraordinary peers."

Participant 6

"My experience was very good, very enriching, and I made friends I never imagined I would have. I recommend it because it broadens your way of expressing yourself and acquiring knowledge and makes you a bit more sociable."

Participant 7

"I describe my experience in the club as very enriching and pleasant because it allowed me to step out of my comfort zone, as well as acquire knowledge while meeting new people. I recommend the debate club because it is a good opportunity to acquire expression and socialization skills that are very important for personal growth."