INTERACTIVITY AND SOCIAL NETWORKS

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&

Dr. David Caldevilla Domínguez, Universidad Complutense (Madrid, Spain)

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INTRODUCTION

This book, *Interactivity and Social Networks*, aims to show to the Academy original research in the field of teaching, research and innovation, applied mainly to the fields of Communication, Sociology, Audiovisual Technology and Communication.

To this end, three publishers, Visión Libros (Spain), Média XXI (Portugal) and Journal of alternative Perspectives in the Social Sciences (USA) have decided to join forces and edited in three languages chapters that help give a body to the new landscape Communication and Classrooms in the XXI century.

The following chapters are the results of new contributions within the American collection *'Educational innovations in higher education'* so that they are exposed through its dissemination to the scientific community specializing in the subject area of educational innovation and new teaching spaces.

Also, this project consciously makes a scientific effort to provide an updated, critical and evaluative study from specialized sources of information and analysis training of subject area in order to develop the present study.

For compliance with quality criteria with the necessary zeal, it was found that the chapters presented have not been previously published in full, and are therefore original, the result of research and / or self-reflection (for type essay) and that have never been nominated for other publications of whatever type.

It also notes that its publication has received the consent of all the authors and the responsible authorities (implicitly or explicitly) the research ones that some chapters are based.

In order to maintain a very high level of demand in terms of quality of content, always from the approach of scientific rigor in the U.S. or Edit (like their Spanish and Portuguese counterparts) of this Collection-university scientific and professional verifies that the manuscript review process has been done under the principle of arbitral review by categorical pairs, with two blind reports (and a deciding third for discrepancies between both), external to the editorial's three reviewers is (Visión Libros, Média XXI, and the Journal of Alternative Perspectives in the Social Sciences) and belonging to the International Academic Community.

The coordinator of these three collections and each Editor verifies that the job done by reviewers is assigned to the proper scholars in its arbitration work. Reviewers have evaluated the following aspects:

a) Originality of the manuscript;
b) Methodology employed;
c) Quality of the results and conclusions as well as consistency with the goals outlined in the book and in the Collection *'Educational innovations in higher education',* 'and
d) Quality of the consulted references.

All this effort for excellence in reporting on formal plans and content is reflected in the following pages, which combine innovation in teaching, leading to new curricular challenges, with the classic university tradition of the learner-teacher relationship.

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Drs. David Caldevilla Dominguez and Otto F. von Feigenblatt
Complutense University of Madrid (Spain) and Northwood University (Florida, USA)
Collection Coordinators of *'Educational innovations in Higher Education*

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"Love the art, among all lies it lies the least."

-Gustave Flaubert

PROLOGUE

"I offer the best to look like a firm chest of a delicate maid. Beauty has covered me with splendid garments that look like a display of jewelry. I am the recipient of musk, camphor and ambergris." The work of Khalaf.

Khalaf boat. Caliphate of Al Hakam II. Carved ivory, Hispanic Society of America

Interactivity and social networks ... and the question to the reader What does a pot of ivory, with that of interactivity and social networking? or what is the same, with the title of our book wonder. Apparently little, but actually much ... Patience.

The boat Khalaf, one of the jewels of the art of ivory carving Caliphate, made during the caliphate of Al Hakam II, is included in the group of boats called "talking" for inscription presented. Needless to say, it was performed by the best, using almost as noble as gold or silver own material.

Whatever the period of history in which we are, man has had the need to leave certain messages written to bequeath to posterity. In a way this is what we find in the boat Khalaf, a message posted on a support whose aim was to reveal a certain reality, would charge all the sense in the eyes of the beholder. Saying it was "interactive", you might make some cry out to heaven, but on a simple concept of the term, the boat, expensive, by the way, was thought to contain luxury products, and in a way to touch and interact with it. We will target only the caliph used to give these unique pieces talking to his beloved, and in some of the preserved specimens, there are real intentions of love, but that's another story ... but also posted messages on a support speaking to us of past realities.

In case anyone has not caught yet, we, in a more modest way, want to tell a story, not so beautiful, not erotic, "as the firm chest of a delicate maiden," but if you tell it and make the reader interact with us. We are children of our time, and although hopeless romantics, we would like to give him one of those little boats to our loves, our paths go by other means.

We attest to something, and that something is so great that probably still missing many pages to write, to even define it. Besides journalism and communication they have not yet given way to history. That something is called social networks, and it's crazy, for many reasons, but above all to change our habits to the limit ... With the boat everything was simple, clear as he communicated in version 1.0, and there was no feedback, either by collaborative creation of knowledge course, the Caliph spoke for all...

Certainly social networks have become instruments with which we deal every day. We, in this book we want to make our unique contribution to the state of the world of social networks and interactive possibilities of Web 2.0. Politics, sports, cinema, the arts (in the broad sense of the term), see enormous potential in using social media for their own purposes. Also education, which have much to say.

Roughly the accumulation of works that make up this "state of affairs" could be defined in two broad sets on the one hand, those who put on said the potential social, endless networks and the benefits that can removed from its proper use, and secondly the study of behavior of certain groups before them, and as we say in art history, the social dimension of them. Many faces and many different jobs, but all with the same goal, to add

our small contribution to this fascinating journey that we do through the paths of communication, on a ship called 2.0, whose path simply just started and whose paths better we collaborate together.

We are not so beautiful, our book, like ivory boat, but we also we cherish, always with clean hands, and if when we're done, we give quotations, and you spread for us *Interactivity and Social Media* have charged all the sense.

<div align="right">

Antonio Rafael Fernández Paradas
(U. Internacional de Andalucía -Spain-)

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I. TWITTER AS A DIFFUSOR OF INNOVATIONS

Eva Aladro Vico (U. Complutense de Madrid-Spain-)
Sixto Villalba De Benito (U. Complutense de Madrid –Spain-)

Twitter was born in 2006 as a social network. Originally, according to one of its founders, Jack Dorsey, was intended to follow the trail of the social network *Facebook*, but the emphasis of the network was put on a scoring system for exchanging opinions, statements or links, in what could be called a second generation in the social media, focusing on the dissemination of content, like *Tumblr, Pinterest and Stumble Upon*. In a few years, Twitter went on to become something other than a social network like *Facebook* or: the format in microtexts and its ability to link and unlink quickly about 200 million people interacting in it, made it a different social environment. Its vocation was directed to the cognitive needs of their users, rather than their personal life or their tastes: part of the so-called "pointless babble" of their microtexts of 140 characters became, for many users, links to interesting information, calls to mobilizing social purposes or to target the absorption of innovations. Twitter played an important role in the so-called Arab revolutions of the beginning of the century, as well as the Spanish 15M and other social mobilizations of great importance.

This article aims to show that Twitter is, like many of the new social media interactive, a powerful diffusor of innovation. We intend to prove that one of the fundamental roles of Twitter is to provide the « weak link » that allows networks and groups in innovative trends to evolve and absorbe innovations, according to Granovetter's theory of the 70. A more general objective will be to prove that the abundance of communication networks that characterizes the beginning of the XXI century is producing such an increase in the processes of assimilation of innovations that we can expect deep civilizational changes regarding current social systems.

1. The change of use in Twitter

In 2010, the research firm Pear Analytics, headquartered in San Antonio (Texas), analyzed 2,000 tweets (from the United States and in English) for a period of two weeks from 11:00 to 5:00 (CST) in August 2009 and separated them into six categories:

- Mindless chatter - 40 18%
- Conversations - 38%
- Retweets (RT) or repeated messages - 9%
- Self-promotion - 6%
- Messages (spam) – 4%
- Adds– 4%

The social networks researcher Danah Boyd responded to the study, arguing that a deeper analysis of what the researchers called "pointless babble" should consider the factual aspect of

maintaining the communicative interaction in social life, in many cases making a communication iterative or redundant, and another crucial aspect, keeping what she called "social peripheral attention" (2009: 1, emphasis added).

We especially like the appreciation of Boyd, as it recalls some of the basic functions that social cohesion needs in communication. Indeed, still according to Boyd, sharing interpersonal encounters with someone who is always a stranger may seem meaningless, especially if people are trying to know socially and demographically different persons. But this is the aspect that must have the media if, as in the old theories of diffusion we want to study, and apply, the possibility to avoid the tendency to homogenization and the so-called "homophily" group that impedes progress on human communities, as Everett Rogers studied in 1970 (Rogers, 1981 and 1983)

2010 -was also the year that Twitter arrived as a social network to Spain, when in the networks a mutation changed its orientation from a homophilically social network, in which the function of factual confirmation and social and mutual support is vital, and focused on the projection and extension of the individual, as happens to *Facebook* (see the comprehensive study of Sherry Turkle, 2011), to a function closer to what Boyd calls "social peripheral attention" connecting people with different features to meet the tendency to absorb new ideas (Rogers 1983). The proof of this network evolution of Twitter is the change in the wedge that requests the message to each user from the year 2010 on, which changed from "What are you doing?" To "What's happening?" (Nuttall, 2011).

This change clearly indicates the direction in which Twitter users move onto the network for information and peripheral attention and not to look for a direct interpersonal care, or responding to the current mainstream of general interest in media issues to masses, so Twitter attends different interests and concerns that are informative, participatory and marked by a very specific cognitive search. We will analyze the reasons for such orientation marked by users.

This study confirms other analyses done on the previous systems of online communication (emails) by my research group, which already showed the importance of the information needs of cognition in uses and motivations of audiovisual messages attached to emails (Padilla, Semova and Requeijo, 2011).

2. A social network for innovators

Since its inception, Twitter had attracted adult users. The percentage of young people (aged 10 to 17 years old (vid. *The study of age The Edison Research and Arbitron Internet Multimedia* cited. Below)) captured by the network is meager. There are reasons for that important cognitive maturity (between 30 and 45 years) that makes Twitter an innovative network: in the system of Twitter, the user must write briefly summarizing his thought, idea or action in 140 characters. In turn, the user must decode microtexts with sufficient knowledge of context, which forces to have well developed semantic memory pf information (about the use of semantic memory in network consult the analysis of Jonassen 1990).

2

The great virtue Twitter has revealed gradually is its ability to link with platforms, blogs or other media, and to follow, learn or develop those links that needed some cognitive expertise. Moreover, the dynamic Twitter User should choose what content tags (hashtags) puts on the search, and he/she must decide, in accordance with the microtexts that she/he reads, who to follow or who to stop following. The dynamic system of Twitter requires an attention span peripheral, which will explain their interesting evolution to our goal. This does not mean that Twitter does not have a shed as a massive network used to a system in homophilia, ie. mass, iterative way. So has occurred in some aspects of development around major pop star of the youth, media events or great symbolic events (Dayan, 1998) and in presidential elections in various countries, or in the death of famous singers or final competitions in TV. Twitter's growth in recent years is mainly a growing presence in society, impact and other means of expanding their circle of influence in massive media is also arriving (see the analysis provided by *The Edison Research and Internet Multimedia Group* cited below).

In the media, the social network is taking a different role, which is not the subject of our interest, but tangentially, as the use of Twitter as an advertising, leveraging, indirect nature-oriented innovation of the network is one of the engine marketing research around Twitter. We will try to show the limitations that are forcing Twitter to broadcast traditional advertising. This network has great success in many different countries, including USA, Brazil, Mexico and Spain. And the goals that people declare in the initial studies are clear indicators of cognitive uses and gratifications: the monitoring of live events, broadcasts of lectures and presentations to which few people have access, exchange of views during an event that people attend as audience or even comment on movies or debates broadcast on television.

Twitter is shown as a network of networks, namely as a binding system, devoid of content itself, but coupled with blogs, digital platforms, alternative media and other peripheral systems compared to traditional media. This tendency was asked to our respondents to confirm it effectively. In 2009, Nielsen Online reported that Twitter has a speed means to interrupt activity User. A study by Belinda Goldsmith, showed in 2011 that many users of this initial network abandon it a month after proving it. It seems clear that Twitter, like blogging activity, requires dynamic attitudes and adaptation to its changing system, and is not suitable for everyone.

3. Networks for innovation: Research background

In the 70's important communications theoricists in the United States reassumed the tradition of the study of communication in groups that traditional sociology has initiated with the work of Karl Mannheim, Ferdinand Tonnies, Gabriel Tarde and Georg Simmel. The analysis of the collective communication was interesting to Everett Rogers and Daniel Kincaid, among others, because it provided a different focus from individualistic or atomistic communication, in which the transfer of information was a key phenomenon, and particularly in the communication of organizations and social groups, that could be seen from the perspective of the assimilation of innovations and the evolution towards social integration.

According to Everett Rogers, what makes a change in behavior is people access to information, communication messages produced and transmitted through social and interpersonal

networks (Rogers, 1981: 90). This point raises a number of suitable structures that are analysed in advance, and are often related to the degree of interpersonal communication in a community or group, so that frequent communication, insistent and shared, works more effectively.

But a second component of the structure studied by Rogers and Kincaid was the openness, cosmopolitanism, heterogeneity of the communicative processes which are also is directly related to access to information and the assumption of innovations (Rogers 1981: 127). Rogers enunciated the principle of homophilia analyzing communication processes in networks of interpersonal different populations in areas of rural America in the '60s, and found that in these networks or groups, which he called cliques, the stubbornness and tendency to relate only to the same - individuals similar in attitudes, ways of behaving, opinions, social class, religion, etc became a serious impediment to adopt changes to undertake new developments in society.

Homophilia is the tendency to remain in the same cliques or groups (1983: 18) following the imitative behavior, a tendency that was widely known by sociologists in Europeans countries (Gabriel Tarde and Albert Bandura) while heterophily is the tendency to form groups formed by varied, diverse people in its composition, and that remain open to different ones. Rogers showed in his analysis that the natural tendency to homophilia increases redundancy and reduces communication group information in the network (1981: 255 ff) while heterophilia ensures greater adoption of changes and innovations, as well as makes creative the informative process in communication. Individuals can also distinguish between those who tend to adopt early developments and innovations, and those hesitant or reluctant to embrace information or changes, and also the group of those who could potentially be innovative but only if they are given adequate information on their personal networks (Rogers, 1983: 18).

In the structures of networks, therefore, vital processes of heterophily at certain times of the communication process are needed to diffuse innovations. The early adopters, who take the innovations more easily and recently, have access to new information, and they are often people situated at the periphery of the groups or social homophilic networks. These people are perceived as foreign, different or alien to the social system, but nevertheless, they play a fundamental role when they become leaders and when they exercise the function of linking the clique or group with important information.

The groups of people apt to innovating were what Rogers called "invisible colleges" (1983: 39), ie, cliques or networks of creative individuals who are not linked territorially or interpersonally, but share information and innovations. The early adopters of innovations and information are vital in mobilizing the evolution and dynamism of society, and where the cliques and networks tend to become reluctant to evolution, closed and conservative they do not appear.

The "invisible college" arises in the first moment of a process of diffusion of innovations. The creative and innovative people need peer support, and therefore they will be soon linked to networks in the creative environment that allows them to develop their creative freedom. The "invisible college" slowly disappears as the creative process can become much more academic in homophilic communication, required among early adopters of innovations and new ideas and more conservative people. The assimilation process of innovation is complex and requires activation

and heterophily and other moments of homophilia at various times, as we have mentioned. Thus, innovative societies, people open and cosmopolitan, usually grasp and understand the innovations and changes, have initially access to them, and begin to disseminate them to its whole group.

To produce the assimilation oif innovations, it is necessary to complement different phases of instruction, persuasion, decision and action that are not generated in the social network if there is no support by the homophilic basis, if the peer networks do not support the final assimilation of innovations (Rogers always 1983: 197).

The media turned out to be vital in the early stages of the process as well as interpersonal communication to decisions and action. As they increase the level of information and innovation whichis discussed and evaluated, it increases beyond a certain threshold, the probability of eventually adopted innovations. The more interconnected is a social system in all these processes, the more likely it is to change and adopt innovations and mobilize or act in a given context. (Rogers 1983: 236)

Mark Granovetter developed the theory of "weak links" whereby when individuals distant to a network or clique, with diverse information and not shared interest, have the opportunity to enter the group of peer individuals, they can trigger a process of opening of that network that finally, and by the very tendency of homophilia in network, can adopt or assume innovations.

Granovetter illustrated in the world of individuals and their process of information, how information diffusion works: the contact with people distant or different is a channel of access to new approaches that allow groups or individuals, to create new lines of world views. According to Granovetter, "weak links » different people often are bridges that connect two different groups or cliques. Rather than constituting atomic processes of leadership, individuals who make links or bridges allow the flow information that was previously inaccessible to the closed group.

The importance of this theory in terms of information led the author to call it "The Information Theory on the Strength of Weak Link in the networks" (Rogers 1983: 287). Granovetter has recently updated this theory applying it to communicate via mobile phone (2007).

4. Qualitative Analysis

If we do a content analysis on a random amount of Twits (200), the content appearing is distributed as follows:

1. a major proportion (35%) of the messages are captured by recipient news in newspapers, television, radio, and other means, which are discussed, linked or recommend. You also have first-hand information and massive interest generated by tweets or Twitter users.
2. information provided by mass media, by institutions, large companies, associations or public relations office constitute a significant percentage (30 percent) of the selected messages.

3. a percentage of 15% are links to blogs, to videos on Youtube and the like, and streaming sites, in support of a taste, hobby, musical group or style of opinion and analysis.
4. a significant 10% of the posts are quotes from writers, artists, philosophers and comedians.
5. 5% of scanned messages are ironic, personal, humorous, commenting on the report on the personal experience of a tweeter.
6. other interests are smaller deals, coupons, satires, traffic information, etc.

This scenario allows a clear qualitative interpretation where the medium itself offers us a snapshot of its functions and processes of social action. First, Twitter is a medium that transforms processes of massive impersonal information on processes mediated by individuals, filtered by users: the percentage of mediated information, and commented on by users connected personally to his followers is greater than the media directly from the Internet.

There is also a tendency to mock, criticize or distance the way the mass media approached the subjects, trying to manipulate information. Twitter has two development trends, a more pronounced toward heterophily and the pursuit of creative innovation, and another to the spread between equals, following in this the same pattern of Facebook but with a greater tendency to develop the links weak and function links between cliques.

Thus, we distinguish two types of fundamental connection: -The eople who are most successful in the network, treated as experts (see ratio followers / row), which are heterophilic "pure" (meaning that they are formed by the validity of the innovation or the prestige of such person as a personality in diffusing innovations). And secondly we have the connection and relationship of proximity between users, more based in homophilia. If someone does retweet the content of a member of their clique, interacts with me, etc., it will be much more likely that I will do the same with him. You can say in this case that the exchange of innovations also depends on trends homophylic in the network.

Secondly, there is a clear preference for filing, warn or disclose different or a different approach to the media, through the use of the links to blogs, videos, platforms, etc. Many Twitter links refer to platforms voting information (like *Stumble Upon* in USA or *Meneame* in Spain), where the receivers are the ones who decide the importance of news or curious facts.

These platforms protect innovations and information of interest and they have created a new type of user of a network, the curator, the user that preserves links, echoes or highlights information, acting as a gatekeeper in the network, by speaker trivia, innovations or information highly relevant.

Of particular importance are the cultural references, citations, mottos or sayings and all styles of epigrams or phrases that allow deep link with the world of reflection and thought. The role that these types of Tweets have is vital to strengthen the connection with the cultural hub that supports this network and the other, as we will talk later.

5. Discussion : Is Twitter an invisible college?

One of the keys that have not changed in the theory of absorption of innovations is the trait of cosmopolitanism that the early adopters of innovations show in the different systems of access to information. The "early adopters" of Rogers showed that ability to find different ways to accept and easily connect to innovative networks in their social systems.

What we are seeing on Twitter, on social development and content, is precisely a school of invisible people on the lookout for innovations peripheral and new, which become more common, in social life, with the link to their communities of followers.

Until now, the process tended to satisfy the curiosity of the people most anxious, mature and cosmopolitan, as were those who were part of the invisible colleges studied by Rogers and Granovetter in 1970.

Today the picture on the Internet is of a low homophily world in which we live in a universe tending to the incessant growth of the heterogeneity of the information through the various technological systems of access to them.

This low homophilia, ie. the changing environment subjected to constant diversity in which we live, can shoot down one of the barriers in the invisible flow of innovations, and it is more likely to spread processes that enable peripherals links, innovative networks or expedite the influence of the same. Now, one of the vital factors that our society has to study is that it does not seem to appear a degree of interconnection between networks with homo and with heterophilic nature.

While Twitter is playing, like many other peripheral support networks, a role of diffusing innovations, there needs to be a proper transition to influence, ie, to the homophilic cliques, that is, we have plenty of weak heterophylic links that do not care for networks centrally, and are not related to the media and other symbolic systems that simplify and focus social action.

What we see in this little overview of Twitter we have made is how to overlap two systems: the messages of the traditional mass media -press radio, agencies, TV- trying to command the massive and homogeneous flow of information, and the new messages mediated by personal users who comment, clarify, reinforce or counteract this influence through Twitter. If we analyze the influence of Twitter in the media, and the excessive interest that the media and marketing systems and traditional advertising have to control the process of absorption of innovations generated in the network, we will see that much of what we try is futile because users clearly distinguish advertising and self-promotion of genuine twits, and although there is an entire device to encourage the creation of waves homophilics on Twitter, is a means- hardly controllable enough as has happened to politicians, singers and the celebrities who have created a profile of self-promotion and ended by closing it because they have screwed up, literally, with this medium so viral and dynamic.

We must clarify, however, that in the highly creative environment that is today the Internet they are emerging mixed forms of content and distribution that break the stereotype of advertising targeting for purely commercial purposes and introduce new marketing opportunities through networking. The information attached to mobilizing publicity arises precisely in the social networks, because loyalty homophily adn innovative heterophily contribute with content, tips, and instructions in the same promotion.

Granovetter's theory of the « strength of the weak link », as well as Rogers' theory on « heterophily in innovative groups », came to consolidate the old knowledge of sociological analyst Charles Norton Cooley, who in the 20's had already warned of the force in the shaping personality of some axes of "vertical" communication that we have in social life. Cooley drew attention to the phenomenon where communication with the distant world of culture, in the worlds of interests in not contiguous or nearby tastes or aesthetics, and the interaction through education is vital to develope the creative personality. Recently, we have shown that the use of social networks to promote contact with the distant or different is key as a new axis of socialization in the training of young people (Aladro et al, 2012). We were able to show how social networks are fulfilling a role as a hub of socialization added to the complementary interpersonal primary, which is very important for the development of the richness and variety of influences on the young.

Twitter is consolidated with other networks that constitute an axis close to the cultural dimension and where the information is diversified and becomes more dynamic. Are the mass media still playing the role of monitoring peripheral life, or today this is the function of social networks? It seems to appear a mutation important as the mass media are primarily providers of processes of endorsement of the status quo, repetitive processes, increased redundancy and stability, whilst social network is monitoring peripheral world and other cultural and innovative interests in such a way that as *Twitter, Stumble Upon Tumblr* now provide a perfect backdrop to capture innovations and be aware of them.

It is necessary to study the distinct profile that shows these social networks: *Faceboo*k is more social and homophyilical, *Linkedin* is a professional and organizational, Twitter is more innovative, and we can analyze how articulate all of them, to energize and stabilize more dynamics processes in social life.

Finally, is our social system a system of greater interconnectedness? We can expect, according to the axiom enunciated by Rogers, according to which the increased frequency and intensity of intercommunication in a society or group, implies greater ability to adopt innovations and to reinvent a new era in social life that surrounds us. We think so. Just take a look at the changing landscape of political and economic world to realize that the revolution of social networks will necessarily lead to better forms of human development.

What it is needed to accelerate this process? Following Rogers' theory, the process is not just the existence of these « weak links » that constitute the creative networks. It is necessary that innovative networks articulate with the stragglers and the processes of decision and action with energy that homophilically remains in contact with heterophylic groups or individuals. And that process is much more complex and time consuming than it appears. We see that Twitter is a

network of innovation and access to the different, but in it we recorded the evanescence of the processes and the difficulty of creating circular discussions, debates or homophilic processes to the conservation of information. It seems that it will be necessary to articulate in detail the various social networks so to allow communicating energy innovation the power to affect social discussion groups. However, the frequency with which the innovative and creative networks appear in the social life of our time is much greater than ever in all modern centuries earlier. It is hoped, therefore, that these « weak links » start generating new social systems as their presence in social life is increasingly strong and inimitable

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II. CONDEMNED TO THE IMAGE: INTROVERTED COMMUNICATION ONLINE

Zeynep Arda (Izmir University of Economics -Turkey-)

In today's definition of interpersonal communication, social networking sites have already assumed significant roles, and seeing ourselves in the digital reflections of our online profiles became a seamless part of our daily lives. In constructing our social relationships, it comes to mean almost more than what face-to-face communication means to us: short, casual, no-compromise communication at the touch of our fingertips.

But this *cheapening* of socialization designates to something more. As webecome the (sole) focus of *our* own social life, the way we socializestarts to tend towards a relationship of voyeurism/exhibitionism – a tendency that, once again, indicates an excess in the amount of importance that we place on ourselves. As Baudrillard suggests, putting ourselves in the focus of everything and losing perspective on everything else is eventually drifting us away from ourselves. With no *Other* to define where we end, with no reference point to know where we stand – we do not end up in a process of *alienation* but that of *annihilation* of the self.

The purpose of this paper is to identify and analyze a section of the changes in the structure of online communication, especially its intended recipient, as a consequence of the latest technological developments, the advances of online social networks and mobile communication tools. Trying to develop an understanding of online identity/image and narcissism, this research aims to trace narcissistic behavior as a motive of communicating online through the execution of *The Digital Life Scale* (2011), a survey developed and evaluated by the author.

Placing ourselves in the focus of our social lives inevitably brings about the age-old/new neurosis of extreme self-love: Narcissism. What was defined to be "narcissistic" by Christopher Lasch in the 1970s was a sense of selfhood that depended on the validation of others. This definition coincides in many particulars with the description of the performing self in literary criticism, in the sociology of everyday life (Lasch, 1979: 94) –and on the social networking sites (Arda, 2011). In this context, raising questions to consider the intended recipient of our communication is significant.

Intending to dissect and undertake such complex and multi-disciplinary research, a methodology that includes several distinct instruments –literature review, online surveys and statistical evaluation of the results– was used trying to define the theoretical background of the issue as well as to provide empirical data on the current situation of online communication. This paper is based on the partial findings of the above mentioned survey, especially on the Intended Recipient of Communication Subscale (IRCS). Certain items that could be considered in relation to introverted communication behavior were also included in the survey to identify negative correlations between NPI-16, self-esteem and the online behavior. IRCS was

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factor analyzed and its interpretable factors were determined. Internal consistency of the scale was controlled by alpha and it was found to be reliable (Cronbach's α = **.841**).

Future research could be expanded to reach more specific conclusions on several of the paths delineated in this study on how human beings relate socially with one another and with their own selves in our contemporary society.

1. Online Social Network and Interpersonal Communication

"If we are today condemned to our own image (condemned to cultivate our body, our look, our identity, and our desire), this is not because of an alienation, but because of the end of alienation and because of the virtual disappearance of the other, which is a much worse fatality. In fact, the paradoxical limit of alienation is to take oneself as a focal point [commepoint de mire], as an object of care, of desire, of suffering, and of communication. This final short-circuiting of the other opens up an era of transparency" (Baudrillard, 1993: 55-56).

Communication is the practice of social relationships, it is defined as "social interaction through messages" – social interaction being the process by which "one person relates to others, or affects the behavior, state of mind or emotional response of another, and, vice versa" (Fiske, 1982: 2). When communicating online became an option for social interaction with the increasing availability of internet to wider audiences, it became crucial to find a new balance for verbal and nonverbal communication tools that were peculiar to this new medium.

With Web 2.0 our idea of online communication has changed substantially in comparison with the early days of the medium when communicating and socializing online meant being invisible, anonymous or pseudonymous. The advent of online social networks made it possible to *see through* people in ways not anticipated before and thus to create new performance arenas for the expression of self identity. However, as the new medium of communication also made it possible to receive instant feedback on our "social performances", the internauts left the play of identities behind to step up for a new online role – that of the protagonist.

One of the significant points about communicating on social networking sites in general, and Facebook in particular[1], is that it lets us communicate with an audience formed by our friends, but the definition of a "friend" in this case could be as ample as to cover the office boy at your previous job and a friend of a friend of a friend with whom you just chatted for half an hour in a bar last week. Hence one cannot talk about *actual* interpersonal communication unless the built-in private message utility tool is used.

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[1] Though the initial objective of the *Digital Life Scale* survey was not to focus on Facebook, the participants who have selected Facebook as the online social network where they spend most of their online time were the majority, as they constituted **83.1%** of the overall sample. Hence the research was restructured more towards an evaluation of Facebook behavior, as an ample data was available.

Even writing on your sister's or your best friend's Facebook wall signifies more than just giving a personal message to them and extends to give messages with second-order significations like "Look who I'm best friends with" or "Look at how affectionate I am".

Besides the confusion on the intended recipient of communication and the tendency to mass communicate our personal feelings, moods and philosophies, another aspect of the issue is the motive of our communication. Are we communicating in an extroverted manner, because we are interested in other people? Or are we experiencing a level of inversion where the others only serve for approval and admiration of our own virtues? Who are we communicating with/for?

In order to identify narcissistic tendencies of Facebook communication, the "extroversion" and "introversion" variables were set up as part of the *Digital Life Scale* (2011). The items to identify such behavior were meticulously selected out of the most apparent personality traits of narcissistic behavior, which were defined by Raskin & Terry as superiority, vanity, exhibitionism, entitlement, authority, exploitativeness and self-sufficiency (1988). Based on Goldberg's Five Factor Model (1993), narcissism is associated with high extroversion and low agreeableness. By the same token, all factors of NPI and especially exhibitionism were found to be positively correlated with extroversion (Coskan & Gencoz, 2008: 6).

This research does not intend to – nor is able to – define the social media behavior of online social network users as pathological narcissism, nonetheless, does not abolish the fact that some common behaviors and motives can easily be identified with narcissistic symptoms. Two specific concepts within the framework of self-esteem, self-love, self-hatred and narcissism can be investigated in this light, as factors that trigger excess of self-consciousness fueled by the online protagonism: Pseudo self-esteem (Branden, 1992) and the spotlight effect (Gilovich, Medvec & Savitsky, 2000).

2. Identifying the Self and the Other

Considering the perception of one's identity, we have to base our definition on the three concepts which also coincide with the three realms that form the basis of psychoanalysis. Identity, which is considered to be the *true* self, self-image, the mental image we have of our own self and image, the mental image that our self-presentation has created on the others as a representation of the self. Our image, as it is formed through the gaze of the *Other* is reflected onto our self-image either negatively or positively, in the form of an approval or a criticism. And as we unravel the properties of communication on Facebook, the new popular mirror of identity today, we observe that our self-image tends to change with the feedback our online image generates (Arda, 2011).

ACTUAL

REAL

PHYSICAL

VISUAL

DIGITAL IDENTITY

TODAY
MORE
IMPORTANCE
IS GIVEN TO
OUR IMAGES

PEOPLE DON'T JUDGE YOU
BY WHO YOU ARE,
IT IS MORE IMPORTANT
WHAT YOU LOOK LIKE

WE WERE ALREADY
OBJECTIFIED & COMMODIFIED,
BUT TODAY WE HAVE TO
INVEST IN OUR IMAGE
CAUSE PEOPLE TAKE US AT «FACE» VALUE!

ONCE
INVISIBLE
COMMUNICATING FROM
BEHIND THE SCREEN
(ANONYMOUS)

TODAY
WE ARE CONCERNED WITH OUR
DIGITAL VISUAL IDENTITIES
& OUR SOCIAL SUPEREGOS

BUT... WHO IS THE AUDIENCE?
WHO ARE THE MIRRORS WHERE WE
REFLECT OUR IDENTITY/IMAGES?

ARE WE MORE VISIBLE NOW?
WHAT IS THE DIFFERENCE?

Image 1.1 -Schema comparing actual identity with digital identity today.
Elaborated by Zeynep Arda (2010).

As the self is considered *meaningful* only in the context of one's relationship to others and one's position in social groups (Brewer, 2004: 6), the advent of the online social networks did have its impact. The online self-presentation (social introduction in a quite controlled way) as well as the online representation (the mental image, idea or concept created as a result of such presentation) of the individual in today's web strikes back to effect the *actual* daily life.As the modern society today takes a rhythm that is hard to keep up to, increasingly we take less and less time to know a person, and thus we judge a person by her/his appearance and we stay with the image of a person as her/his identity. And to make things even more superficial, we have our all-time judgement of favouring the beautiful.

3. Image Obsession

The extreme visibility, or the *obscenity* of human beings in Baudrillardian terms, in today's world, triggers a bigger obsession with the image, and a tendency to care about appearances and images, more than they would care about their actual identities. This point is expressed concisely by Hal Foster as "the package [becoming] almost as important as the product" in *Design and Crime*:

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"For today you don't have to be filthy rich to be projected not only as designer but as designed – whether the product in question is your home or your business, your sagging face (designer surgery) or your lagging personality (designer drugs), your historical memory (designer museums) or your DNA future (designer children). Might this 'designed subject' be the unintended offspring of the 'constructed subject' so vaunted in postmodern culture?" (Foster, 2002: 17).

With the introduction of profile albums, Facebook has intensified the need to play around with the way we decide to portray ourselves, encouraging users to display ever-changing depictions of their moods through time. And of course, this also means paying acute attention to the way your image is being displayed by others. According to the item fcb05 of the *Digital Life Scale*, which states "It is important for me to have a cool photo as my profile picture" 46.5% of the participants agree or strongly agree that having a *cool* profile picture on their Facebook profile is important, while 27.9% feel neutral about it and it is not important for the rest of the participants (Arda, 2011).

The image obsession is triggered by perceptions of physical attractiveness as contributing to generalized assumptions based on those attractions. Across cultures, what is beautiful is assumed to be good; attractive people are assumed to be more extroverted, popular, and happy. Studies show attractive students get more attention and higher evaluations from their teachers, good-looking patients get more personalized care from their doctors and handsome criminals receive lighter sentences than less attractive convicts (Lorenz, 2005). The *ugly* truth is that plain people earn 5% to 10% less than people of average looks, who in turn earn 3% to 8% less than those deemed good-looking (Hamermesh & Biddle: 1993).

On Facebook, people are invited to manage their identities, strategically providing a polished example of their idealized selfs, almost as an artistic representation. The pictures of social celebrations, holidays, weddings, and children, convey how people imagine themselves and how they would like to be imagined. Like a narcissist attempting to achieve the "unity" of her/himself that has long been considered fragmented, and in remembrance of the joyous, but at the same time deceptive and impossible narcissistic moment of the perfect baby, one tries to build the perfect image in a world where it is attainable: On the online social network.

Such is the tendency to create our ideal images on social networking sites and communicating from behind our edited identities – though we seem to be metaphorically stuck between our ideal ego and super ego in the light of these online personae that we create. As Aulagnier had put it; "To be like the image that others admire or to be like the image admired by those whom I admire are the two formulations that the narcissistic wish borrows from the field of identifications" (1975/2001:126). Thus we could even consider our "imaginary" digital attempts as futuristic ideals, maybe as identity drafts, as long as we know who is behind the image, for being, or rather, knowing who one is, is essentially knowing who one wants to become.

4. Narcissism, Pseudo Self-Esteem & The Spotlight Effect

Benjamin's flâneur (1986) that once strolled in the Parisian streets in the early days of the industrial revolution without becoming part neither of the inside, nor the outside, has moved over to the digital world today. On Facebook, we can have a sneak peak on the lives of friends of our friends, nobody knows, nobody gets hurt. We do inform ourselves about our friends or simply the people that we know, without a mere

touch, sometimes without even letting them know that we inform ourselves about them like a peeper or a voyeur would do.

Represented on Facebook, identities take on a new definition of virtuality. On one side, as we become advanced flâneurs, watching passively the lives of others as we click through profiles and albums, on the other hand we build up our digital performances to be observed by the other, fellow flâneurs. It starts to become less important what the *undefined* eyes out there know about the details of our daily lives and our private spheres. In today's online identity, flaneur survives in his strolling through the other's without intervening, without becoming part of it, but never disappearing into the crowd.

This new type of voyeurism gradually normalizes the curiosity of the other, makes it a routine of the daily live. The busy individual of the metropolitan life, that does not have enough time to get to know another deeply, finds pleasure in these small voyeurisms, contributing to the transformation of image into identity once again.

Identities constructed, edited and meticulously polished on social networking sites can and are willing to be subject to the opinion of the other. Whether it is given in the form of a positive feedback or perceived simply as the identity/image of the person behind the profile, these identities could serve as boosters of pseudo self-esteem for the narcissistically weak. Instead of seeking self-esteem through consciousness, responsibility, and integrity, one may seek it through popularity, prestige, material acquisitions or sexual exploits. Instead of valuing personal authenticity, one may value belonging to the right clubs. Instead of seeking self-respect through honesty, one may seek it through philanthropy.

On the online social network, the possibilities for self-deception are almost endless – all the blind alleys down which we can lose ourselves, not realizing that what we desire cannot be purchased with counterfeit currency. Self-esteem, as we have already identified, is an intimate experience; it resides in the core of our being. It is what we think and feel about ourselves, not what someone else thinks or feels about us. We can project images of assurance that fools virtually everyone and yet secretly we tremble with a sense of our inadequacy. We can fulfill the expectations of others and yet fail our own; we can win every honor, yet feel we have accomplished nothing; we can be adored by millions and yet wake up each morning with a sickening sense of fraudulence and emptiness. To attain "success" without attaining positive self-esteem is to be condemned to feeling like an impostor anxiously awaiting exposure (Branden, 1992: 37).

Nathaniel Branden labeled external validation as "pseudo self-esteem", arguing that "true self-esteem" comes from internal sources, such as self-responsibility, self-sufficiency and the knowledge of one's own competence and capability to deal with obstacles and adversity, regardless of what other people think. Pseudo-self-esteem is the illusion of self-efficacy and self-respect without the reality. It is a nonrational, self-protective device to diminish anxiety and to provide a spurious sense of security – to moderate our need for authentic self-esteem while allowing the real causes of its lack to be evaded. It is based on values that may be appropriate or inappropriate but that in either case are not intrinsically related to that which genuine self-efficacy and self-respect require (Branden, 1992: 36).

Thus in this context, the "spotlight effect" goes hand in hand with the pseudo self-esteem boost of online protagonism and the digital reach: Most of us stand out in our own minds. Whether in the midst of a personal triumph or an embarrassing mishap, we are usually quite focused on what is happening to us, its

significance to our lives, and how it appears to others. Each of us is the center of our own universe. Because we are so focused on our own behavior, it can be difficult to arrive at an accurate assessment of how much – or how little – our behavior is noticed by others. Indeed, close inspection reveals frequent disparities between the way we view our performance (and think others will view it) and the way it is actually seen by others. Whether making a brilliant point in a group discussion, contributing to a successful project, or executing the perfect jump shot on the basketball court, we sometimes find that the efforts we view as extraordinary and memorable go unnoticed or underappreciated by others (Gilovich, Medvec & Savitsky, 2000: 211). Gilovich, Medvec and Savitsky dub this "putative phenomenon" as the *spotlight effect*: People tend to believe that the social spotlight shines more brightly on them than it really does. Their research explores how egocentric tendencies akin to those they examined tend to distort people's assessments of the extent to which their efforts are the subject of others' attention (Gilovich, Medvec & Savitsky, 2000: 211).

By the same token, though we get exhausted to *maintain face* on the social networking sites, and to meticulously edit our online identity/images for personal impression management, the spotlight effect is at work. The majority of the times, energy dedicated to Facebook could be a disappointing waste of time as 95% of the status updates on Facebook go unnoticed (Blackman & Choquelle, 2011).

This is indeed how the reflection in the Web 2.0 mirror looks like. Though the narcissistic needs were always there, the new medium of reflection provided the facilities to attend to them much easier than ever before. Nonetheless, it is generally considered *normal* as long as the focus of the gaze is a symbolic or real other, for as the object of the gaze becomes one's own self, the symbolic is taken over by the narcissistic. It is through this narcissistic "introversion" as coined by Jung that, the individual closes upon oneself. While all that matters to her/him is her/his own reality, on the outside s/he seems to enjoy the company of the others, while her/his secret wish is their admiration, approval and acceptance – as it was the case with the first gaze of the (m)other (1953).

5. The Digital Life Scale

The *Digital Life Scale*[2] was the name given to the online survey carried out by the author to capture field data relevant to identify the introverted / extroverted nature of online communication as outlined above. The survey was realized online during January-March 2011 and the participants[3] were invited randomly to take the survey using the social online networks and online multi-player games where applicable. The DLS consisted of three sections:

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[2] All the details of the Digital Life Scale procedure and its sample can be found online at http://repositori.uji.es/xmlui/handle/10234/42228.

[3] A total of **946** users participated in the survey, however for assuring the soundness of results, the incomplete responses were removed and the replies of **635** participants were considered in the phase of statistical analysis.

1. The first section was the Rosenberg Self-Esteem Scale (1965), an instrument consisting of 10 items that was employed to measure "global self-esteem" of the participants, with the objective of identifying the effect of low self-esteem or high narcissictic regard with respect to online representation attitude.

2. The second section was the Narcissistic Personality Inventory-16 (NPI), originally developed by Raskin & Terry (1988) as a forty-item forced choice inventory that is very commonly employed in social psychological research. NPI-16 was thought of as a necessary component of the DLS, as narcissism is a very pervasive subject in our contemporaneity and there is possibility that it could be identified as a partial responsible for feelings of emptiness, difficulty with interpersonal functioning or inability to see any perspective other than our own that seem to prevail in our societies today.

3. The third section was called the *Presentation of the Self Online Scale* and it consisted of a selection of questions on the online attitude of the individuals, on the online social networks or multi-player games. With a particular focus on the level of involvement in these mediums mentioned, it included questions on self-image, interpersonal communication and self-expression[4].

6. The Intended Recipient of Communication Scale

Intented Recipient of Communication Subscale (IRCS) was a section of the DLS.The internal consistency of the subscale was controlled by alpha and it was found to be reliable (Cronbach's **α =.841**). Responses to the 12 items of IRCS were subjected to factor analysis using principal components analysis (PCA) with varimax rotation. The preliminary examination of initial eigenvalues, percentages of explained variance, and the scree plot suggested an apparent two-factor solution. These two factors explained **46.1%** of the total variance and the item loadings ranged from **.407** to **.785**. Seven items loaded on Factor 1 and five items loaded on Factor 2.

These two factors were identified as Extroversion and Introversion respectively based on the item details. "Facebook connects me to my friends that are far away from where I live, so I feel as if they were here" or "I like knowing more about the actual lives of my friends through Facebook" loaded on Factor 1 and indicated an extroverted use of the medium. Extroversion factor had an eigenvalue of **4.411** and it explained **36.7%** of the total variance. It was found to be internally consistent with an alpha reliability of **α = .792**.

Items like "I use Facebook to improve my social life" and "Facebook gives me the opportunity to really express myself" loaded on Factor 2 and indicated a more introverted Facebook use, with the users' focus more on her/himself than others. This factor was named as Introversion and had an eigenvalue of **1.133** while it explained **9.4%** of the total variance, its internal consistency was controlled with Cronbach's alpha and found to be reliable with **α = .692**.

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[4] Depending on the type of the question, the answers were expected to be given either on a Guttman or a Likert scale.

Table 6.4.2.4a: Intended Recipient of Communication Factor Loadings (Rotated Component Matrix)

Factors and Items	F1	F2
Factor 1 - «Extroversion»		
α= .792		
(fcb05) It is important for me to have a cool photo as my profile picture.	.659	.089
(fcb06) I try to inform my friends as much as possible about what's up in my life through my status updates, my albums and my videos.	.536	.370
(fcb10) I like knowing more about the actual lives of my friends through Facebook.	.734	.222
(fcb12) Checking out photos of people that I don't know very well on Facebook, makes me get to know them better.	.426	.390
(fcb16) My Facebook profile is an accurate reflection of who I am.	.565	.170
(fcb22) Facebook connects me to my friends that are far away from where I live, so I feel as if they were here.	.717	.033
(fcb32) I love receiving feedback from my friends for the things I post in my profile.	.687	.234
Factor 2 - «Introversion»		
α= 692		
(fcb17) I give my friends as much feedback as possible concerning what they share on their Facebook pages.	.465	.495
(fcb18) I use Facebook to improve my social life. (To find a girlfriend/boyfriend/partner, to make more friends, to go out more etc.)	.033	.785
(fcb24) Facebook gives me the opportunity to really express myself.	.404	.495
(fcb27) Facebook gave me the opportunity to find my long-lost old friends and now I have a livelier social life because I meet them regularly.	.405	.407
(fcb30) Facebook changes the way that I relate to myself.	.088	.737

6.1. Extroversion Subscale

This variable intends to compare and calculate the correlation between the exhibitionism items of the NPI-16 section with the Facebook section items such as "I like knowing more about the actual lives of my friends through Facebook" or reverse items like "I give my friends as much feedback as possible concerning what they share on their Facebook pages".

In terms of how we use Facebook, the tendency to be extroverted or introverted is one of the key factors. Though narcissism is correlated with higher extroversion, the way one keeps oneself as the focus of her/his gaze was still considered as a phenomenon that is interesting to investigate.

6.2. Introversion Subscale

Certain items that could be considered in relation to introverted behavior were also included in the survey to identify negative correlations between NPI-16, self-esteem and the online behavior – if any do exist. These items include "I love receiving feedback from my friends for the things I post in my profile" or "Facebook changes the way that I relate to myself".

Table 6.4.2.4b: Item Analysis for Extroversion Subscale

Summary Item Statistics	Corrected Item – Total Correlation	Cornbach's Alpha if Item Deleted
(fcb05) It is important for me to have a cool photo as my profile picture.	.526	.764
(fcb06) I try to inform my friends as much as possible about what's up in my life through my status updates, my albums and my videos.	.500	.769
(fcb10) I like knowing more about the actual lives of my friends through Facebook.	.657	.738
(fcb12) Checking out photos of people that I don't know very well on Facebook, makes me get to know them better.	.449	.778
(fcb16) My Facebook profile is an accurate reflection of who I am.	.425	.783
(fcb22) Facebook connects me to my friends that are far away from where I live, so I feel as if they were here.	.504	.768
(fcb32) I love receiving feedback from my friends for the things I post in my profile.	.580	.753

Table 6.4.2.4c: Item Analysis for Introversion Subscale

Summary Item Statistics	Corrected Item – Total Correlation	Cornbach's Alpha if Item Deleted
(fcb17) I give my friends as much feedback as possible concerning what they share on their Facebook pages.	.485	.626
(fcb18) I use Facebook to improve my social life. (To find a girlfriend/boyfriend/partner, to make more friends, to go out more etc.)	.450	.642
(fcb24) Facebook gives me the opportunity to really express myself.	.481	.628
(fcb27) Facebook gave me the opportunity to find my long-lost old friends and now I have a livelier social life because I meet them regularly.	.407	.660
(fcb30) Facebook changes the way that I relate to myself.	.414	.657

7. Research Findings and Conclusion

Identity is not merely an external theoretical construction of philosophers or sociologists, but is already embedded in everyday life and is part of our everyday awareness of ourselves. Nevertheless, communication is a bi-directional process, not a medium for displaying identities and receiving admiration, approval or critics from an audience. Therefore, the way communication transforms as people create profiles on Facebook, or other social networking sites, and how they socialize with these online identities constructed the basis of this research.

Narcissism appears realistically to represent the best way of coping with the tensions and anxieties of modern life, and the prevailing social conditions therefore tend to bring out narcissistic traits that are present, in varying degrees, in everyone. In this light, the Digital Life Scale data was evaluated through the factors defining the extroverted or introverted attitudes of the Facebook users. As the correlations found in this analysis suggest, there indeed seems to be significant correlations between several criteria introduced in this survey and Extroversion / Introversion factors.

Some significant positive correlations were observed between Extroversion and FaceID factors (r=.455 / p<.05); as well as between Introversion and FBComparison factors (r=.324 / p<.05). Lower but noteworthy positive correlations were found also between Extroversion and Nonanonymity; Extroversion and NPI-16; and Extroversionand Gender. And finally, as was expected, Introversion and Self-Esteem were found to be negatively correlated.

These findings shed some light on the question that was previously raised, "Are we communicating with the others or the mirror?" supporting the point that the sort of self-communication that stems from Youtube's "Broadcast Yourself" or, Tumblr's "Start Posting" does not necessarily indicate an extroverted social behavior. As argued in this paper interpersonal communication is based on the interest in the other, trying to know more about the others that surround us, but not in trying to express all that we are in a nutshell.

Regarding the issue of narcissism, in Goldberg's Five Factor Model (1993), high extroversion was considered to be one of the factors associated with narcissism. By the same token, a slight correlation of (r=.193 / p<.05) was observed between Extroversion and the total score for NPI-16. As a sub-factor of narcissism, exhibitionism is found to be highly correlated with extroversion, and a more specific research on this relation would reveal results that further support the initial hypothesis of this research.

Finally, a more introverted Facebook behavior was found to be negatively correlated with the total score of the participant on Rosenberg's Self-Esteem Scale (Introversion and Self-Esteem factors [r= -.217 / p <.05]). The lower the self-esteem, the more dangerous Facebook becomes for one's psychological health.

Michel de Certeau, before Facebook was even conceived, argues that "our society is characterized by a cancerous growth of vision, measuring everything by its ability to show or be shown and transmuting communication into a visual journey" (1984: xxi). This assertion is something that Henri Lefebvre in *The Production of Space* highlights as a similar point. For him the predominance of seeing and looking has become the mode through which people live and it has ultimately "turned into a trap". He argues that we work, consume, and understand "on the basis of image" (1991: 75-76). Hence is our behavior on the online social network, communicating from image to image, while any interpersonal communication hardly ever takes place.

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III. TELEVISION AND SOCIAL NETWORKS: TWITTER AS A TOOL TO BETTER KNOW THE AUDIENCE

José María Benito García (C.U. Villanueva -Spain-)
Santiago Gómez Amigo (C.U. Villanueva -Spain)

One of the problems they have faced since its inception the television is getting feedback from the public about its programs. Different systems audiometric only partially remedied this demand to, offering quantitative answers, but not qualitative.

"Knowledge of the behaviors, tastes and pretensions of the audience is very sobering, but are only a part of system operation. We can not forget that the hit TV show is to discover what will happen in the future. The greatest triumph is to invent something that does not exist at that time. Therefore, strategic focus of programming a chain analysis of what already happens is simply place a visor before our eyes that blinds us to the future." (Palacios and Contreras, 2003, 121).

Currently, all broadcasters will have research department dedicated to public and behaviors. The main tools used are data provided by Kantar Media daily through its panel of audiometric installed in 4.625 Spanish households. This information is supplemented with some qualitative studies on time, mainly focus groups, surveys or small coincidental.

The few initiatives that have been undertaken to complement the audiometric data with information on which excell viewer's opinion on a numerical figure have not finished establish itself as an alternative. Can serve as examples acceptance panel TVE had run for decades or Jury viewers developed by GFK analysts, which was implemented in some regional television, but found his niche in the national market[1].

1. Social networks as an alternative

The emergence of social networks as an alternative to the systems established to meet the opinions, preferences and likings of the audience platform. The specta tors have free access to these virtual communities and they can express their views without coercion. In particular, Twitter appears as generating greater possibilities and it is within this network of "microblogging" where more proposals are developed.

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[1] The study worked with a sample of 2,100 panelists over 15 years. Sign for the answers of at least 500 members are rotated daily.

At first it may seem a more democratic option, since the results of Kantar Media audience offered are limited to a constant panel of 11,758 individuals[2]. The likes of these people are extrapolated to the entire population and determine what the audience favorite. By contrast, according Tuitele, in December 2013 there were nearly 1,300,000 spectators social, ie Twitter users expressed their views on television sometime in the month. The difference is remarkable, and it is evident that reaches more people through social networks[3].

However, keep in mind a few considerations that go beyond the sheer number of pundits. If the criticism focuses on audiometric only offers a number without any assessment, does not seem appropriate to choose another system for the same reason. That offers a greater number of responses should be further analysis to determine who owns these answers and if they are representative of the entire Spanish audience.

Here we find a first problem. There is no census Twitter users and therefore do not know who is responsible. You can know the number of active accounts, but not many people are, or what have socio-demographic profile. These limits are increased if you just stick to Twitter users are saying on television.

Kantar Media panel is constituted by reference to data from the National Institute of Statistics and thereafter reproduces the profile of the viewer. The 11,758 individuals in the sample are proportionally representative of 44.4 million viewers.

In the table below you can see that there are hardly any differences between the data provided by the National Institute of Statistics and the composition of the panel Kantar Media in January 2014. There are minor variations which are typical of a panel that is updated permanently. Yes, changes are observed when compared with the typical profile of the viewer in 2013, because here comes into consideration the time spent each segment in front of the television. Consequently, women and viewers over 55 years have a higher weight than their share, as these are the groups that more time spent watching television.

As noted above, there are no accurate data on the user's Twitter profile. The available figures are achieved through surveys. We take as reference by Adigital (Spanish Association of the Digital Economy) in May 2012[4]. The results show that 49.3% are women and 50.7% men; here the first difference would be found, since most women there are both among the population and among the spectators.

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[2] According to the figures provided by Kantar Media for 2014. These figures are taken as reference for audience data offered from January 13, 2014.
[3] Tuitele data for the annual report of the company.
[4] The results are the response of 723 questionnaires answered by Twitter users.

	INE	Panel KM	Datos audiencia
Hombre	49,0	49,1	46,3
Mujer	51,0	50,9	53,7
4 a 12 años	9,7	10,1	5,9
13 a 24 años	12,1	11,7	7,3
25 a 34 años	13,9	13,5	11,5
35 a 54 años	33,4	33,7	34,0
55 a 64 años	12,0	12,7	15,4
Más de 65	18,9	18,3	25,9

Comparison of the demographic distribution
Source: Kantar Media

The largest differences occur in the age distribution. According to this survey, 6.2% of users were less than 24 years, 34.5% were between 25 and 34 years, and 42.4% between 35 and 44 years, with the two groups more numerous. Then users 45-54 years accounted for 14.0% of the total and only 2.4% had more than 55 years. Although the figures vary from one study to another, all agree that the great weight that the minor sectors 45 and the scarcity of public adults[5].

This deviation from the population and the type of television viewer, is an obstacle that must be taken into account at all times. The 55 largest groups represent 31% of the Spanish population, 41.3% of the TV audience, but only 2.4% of Twitter users. The disproportion between the two profiles makes it clear that the views expressed in this network mutes the views of a very important sector of the audience while magnifying the other age groups.

Secondly, the question is what representative are the views expressed by the users of social networks, beyond being his own; logically, it could be the same question about the tastes of the members of the panel Kantar Media. However, being a constant panel, information is accrued daily and allows you to set the behavior trends that have certain sociodemographic profiles: young people like a type of programs, while

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[5] In this sense also studies conducted by IAB Spain in January 2013 on all social networks or by beelove conducted in October 2012 on twitter users worldwide are manifest. We focus on the study of Adigital by focusing only on the Spanish case and exclusively on Twitter.

adults prefer other; the news of a chain getting more viewers than the other recursively, etc ... The main value of the audiometric comes from these trends over a single data analysis[6].

In the case of social networks, it is more difficult to establish these trends: first because the number of pundits varies continuously; there is no correlation between the users and the audience may have a program and, finally, the view expressed by a user is not able to represent anyone else: no opinion because it has a profile that helps to reflect a group (as It happens in the audiometric), but because you want to.

Can serve as an example the data referring to the end of the second edition of the "La Voz", issued by Telecinco. According to data provided by Global In Media, that day (December 18, 2013) it is one of the days with the highest number of comments on social networks related to television spots. Specifically, that day was 752.311 comments on "La Voz", the highest figure reached by a television; these comments were made by 234.689 people, with an average of three "tweets" per individual. These records should be compared with the data provided by Kantar Media audience: the program had an average audience of 5.453 million viewers; but to have a figure comparable to that of commentators on Twitter, you should look at the cumulative audience (the number of people who spend some time by the program), amounting to 11.742 million viewers.

What relationship can be established between program viewers and 234.689 people who reviewed the program on Twitter? Are they a representative sample of the audience? Can I apply these views to all viewers?

Although these comments are not representative of the entire audience of the program, that does not mean you have to dismiss these views as 750.000 comments provide a broad and relevant information. It can and should be studied, but without considering that those particulars belong to the whole public, since a very large majority has not expressed an opinion.

Without wanting to open another front, we would make a small mention of the differences between the different meters Twitter comments on television. Taking as an example the results of that day (December 18, 2013), we can see that do not match the data provided by the different meters: In Global Media adjudged a figure of 752.311 comments to "La Voz", while Tuitele is 689.256 remained in Vertele tweets and lowers the figure to 333.388 comments.

No less striking that these differences occur in a technology aimed at correcting the errors of the audiometric and is presented as a more effective and more representative gauge.

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[6] Kantar Media has insisted on numerous occasions that his audience measurement system is not prepared for specific events. The most striking case may be the 2010 World Cup final, which Spain won its first FIFA World Cup. According KM extension was seen by 33% of Spaniards, a figure that clearly falls short, as recorded hearings in public places (bars, screens in squares, etc ...) are not counted.

2. Differences in results

Beyond the analysis of a specific case, the differences that have been discussed earlier on the profile with television viewers and users of Twitter, directly affect the results that are offered. On the one hand, there are genres more auspicious to generate opinions on social networks (debates, reality shows, sports...), while others do not have this feature (news, cinema ...).

This gap can be seen very clearly by comparing the ranking of the most talked about programs in the most watched programs form. Between January and March 2014 some recurring patterns are repeated. Programs like "Mujeres y hombres y viceversa" broadcast by Telecinco, "El chiringuito de jugones" by Nitro TV channel or "Tiki taka" by Energy TV channel regularly appear among the television programs that generate more comments on Twitter.

It is particularly striking is the case of the two sports programs that are broadcast in minority channels that are not among the most-watched public. According to Kantar Media data usually fall below 2% audience share; in particular, in February 2014, Nitro reached 1.6% and Energy reached 1.2%.

The case of "Mujeres y hombres y viceversa" should be examined from another perspective as it is issued in a channel of large audience, but it does so at a time that is far from the times of peak consumption: from 12:30 14:00, watch TV about six million people, when between 22:00 and 24:00 the number of viewers rises to 20 million.

Another case that can also be analyzed is the interest that the news of Antena 3, which are those with the most mentions on social networks, while audience is overcome on a regular basis by Telecinco and TVE, the Spanish public TV Channel[7]. At first glance it might seem that this divergence is that Antena 3 viewers are younger and therefore more likely to use new technology, but according to this course, should have a greater impact news of Cuatro TV channel and la Sexta TV channel.

In many cases, the answer to this difference is due to a more active presence in social networks Antena 3, which leads to further comment and refer to company news with curious nuances that are more likely to be reviewed and sent to other users, which ends translating into more traffic citations.

These three examples show that Twitter users commenting television programs have criteria or parameters of consumption that can be assimilated to the set of viewers.

To better understand the relationship established between these two metrics can serve the comparison of the data obtained in two days: Monday 10 and Thursday March 13, 2014.

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[7] According to the results provided by the television in the middle of the desktop editions and prime time.

Lunes 10 marzo

	Programa	Cadena	Comentarios	Ranking aud	Aud. Media
1	La que se avecina	Tele 5	81.633	2	3.888.000
2	Fútbol: R. Sociedad -Rayo	Cuatro	25.997	29	1.222.000
3	Velvet	Antena 3	15.303	1	4.111.000
4	Mujeres y hombres...	Tele 5	14.419	39	926.000
5	Sálvame	Tele 5	12.885	12	1.817.000
6	Pesadilla en la cocina	La Sexta	12.401	11	1.826.000
7	El hormiguero	Antena 3	9.829	3	3.029.000
8	El chiringuito de jugones	Nitro	8.447	201	208.000
9	Tiki taka	Energy	5.280	250	167.000
10	Ciega a citas	Cuatro	3.882	40	912.000

Jueves 13 marzo

	Programa	Cadena	Comentarios	Ranking aud	Aud. Media
1	La voz Kids	Tele 5	455.117	1	5.559.000
2	Fútbol: Sevilla-Betis	Cuatro	203.575	4	3.211.000
3	Tu cara me suena	Antena 3	68.257	9	2.068.000
4	Mujeres y hombres...	Tele 5	17.713	39	912.000
5	Sálvame	Tele 5	9.551	15	1.803.000
6	El chiringuito de jugones	Nitro	8.916	227	176.000
7	Tiki taka	Energy	8.672	225	177.000
8	Cuéntame cómo pasó	La 1	7.238	3	3.566.000
9	El hormiguero	Antena 3	7.006	7	2.202.000
10	Fórmula 1	Antena 3	3.353	-	-

Comparison of audience data and comments on social networks
Source: Global Media and Kantar Media

In the analysis of the two days it is observed that there is no direct relationship between the obtained average audience and the number of comments. Examples of "El chiringuito de jugones" and "Tiki taka" which have been discussed, are highlighted: on both days appear among the 10 programs with the greatest number of comments, but not come to lie between 200 spaces with more share. There is a remarkable disproportion between the two programs, so that almost reaches detract from the results.

As had been mentioned, in both days it is also present in "Mujeres y hombres y viceversa"; curiously in the two days it ranks fourth in comments, but in terms of audience drops to 39th place.

These two days highlight the importance of sports for what has been called "social hearing"; besides the two sports gatherings two football matches appear. For the league match on Monday, 10, one can see that generates a lot of movement on Twitter (over 25,000 comments), but in the television aspect is more relegated as it falls to 29th place among the most watched of the day.

Moreover, F1 slips between the most talked about programs of the 13th, when it has not yet started the championship and that day has not yet produced any retransmission. This event generated more comments than almost all of the content broadcast throughout the day.

Another interesting point is the relationship between "La que se avecina" and "Velvet"; they get similar share (wins the serie of Antena 3 by more than 200,000 spectators), but with a clear disproportion in the number of citations: the serie of Telecinco rises to 81,000 comments and is five times the impact of its competitor.

In addition to these differences, you can also highlight positive aspects, such as the response to an event of great impact as the issue of "La Voz Kids" on Thursday, March 13, in which involved a girl who had just died. The number of comments grew enormously and approaching half a million, almost double the previous week, when the program got 282,504 comments.

3. Common profiles?

The disparity that could exist between audience data and social comments continues to be a small obstacle; It may be a problem that the two measurements do not respond to the same stimuli and therefore do not reflect the same kind of audience.

In the information provided as summarized Tuitele 2013, Telecinco is the string channel that accumulates more comments, more than 26 million. It places Telecinco as the channel that generates more Twitter mentions by far respect to the second, Antena 3, with more than 10 million; that is Telecinco get twice the comments Antena 3. This figure could be added 2.6 million comments that Antena 3 shares with TV3 for Formula 1.

	Cadena	Comentarios	Espectadores sociales
1	Telecinco	26.117.492	2.599.274
2	Antena 3	10.190.872	1.599.361
3	Cuatro	8.655.448	1.401.898
4	laSexta	4.259.481	827.247
5	La1	3.773.044	988.464
6	Canal + Liga / Gol TV	3.237.265	720.394
7	La 1 / TV3	3.192.475	803.752
8	Canal+ 1	2.648.823	603.648
9	Antena 3 / TV3	2.641.451	518.565
10	Intereconomía	2.083.705	354.584
11	MTV	1.931.547	484.107
12	Canal + Liga de Campeones	1.721.028	553.894
13	RTVE	760.485	230.408
14	Divinity	732.081	198.887
15	Neox	650.087	215.174

Channels with most comments in 2013
Source: Tuitele. Summary 2013

The distances between the other channels are also significant: Cuatro would be the third channel with 8.6 million comments; doubling the results of La Sexta, who stays at 4.2 million. In last position is for La 1 (TVE) with 3.7 million, but like Antena 3 could add 3.2 million comments Champions League, which

separates Tuitele and awarded jointly to La 1 (TVE) and TV3. Striking are the results achieved by Intereconomía and MTV, which are in the vicinity of the two million comments.

The table allows another interesting comparison, since the number of social admissions (Twitter users who made comments) does not maintain the same proportions. Telecinco users are the most active, and who have made an average of 10 comments, compared with less than seven made by Antena 3. In the case of Cuatro, the average number of comments stands at six social spectators, compared to five of La Sexta. Lastly it would be the 1, with an average of almost four mentions per user.

Therefore, the number of comments received Telecinco is much higher than its competitors because users are more related to network programming and repeated recursively. Undoubtedly, the presence of a program such as "Mujeres y hombres y viceversa" daily is among the most talked about, directly affects this deviation.

If these data are made in relation to the type profile that the user may have social networks and Twitter, which has been discussed on the front pages, one could conclude that Telecinco has the youngest audience of all strings, while La Sexta and La 1 TVE are those with a larger percentage of adult viewers, and therefore are less likely to express their opinion.

However, this analogy does not match what is concluded from the data provided by Kantar Media. According to the panel audimentría, Telecinco is the channel having a more adult profile, and getting their best data between over 55 years, even ahead of La 1, which has traditionally been the favorite channel viewers older.

Antena 3 is able to surpass Telecinco among viewers aged 13 to 54 years, theoretically more likely to use social networks. However, that difference does not translate into a greater presence in Twitter, but is the leading network Telecinco, by far, in spite of having more adult viewers. Something similar happens with Intereconomía, which has a very adult profile among viewers, but stands out for its results in social networks to the point of being in similar to MTV, which has a much younger audience levels.

	Tele 5	Antena 3	La1	Cuatro	La Sexta	Interec.	MTV
Ind. 4+	13,5	13,4	10,2	6,0	6,0	0,9	0,6
hombres	10,5	12,1	9,9	6,5	6,7	1,0	0,6
mujeres	16,0	14,5	10,5	5,5	5,5	0,7	0,6
4-12	5,1	8,0	4,2	3,6	2,0	0,1	0,7
13-24	11,1	13,0	5,7	7,1	3,9	0,4	2,1
25-34	11,8	12,2	7,2	7,7	5,9	0,5	1,3
35-54	12,1	13,8	9,3	7,0	6,8	0,5	0,5
55-64	15,9	14,5	12,3	5,6	7,3	0,9	0,2
65 y mas	17,1	13,9	14,1	4,3	5,8	1,7	0,1

Share of television in 2013. Breakdown by targets
Source: Kantar Media

Moreover, it appears that differences in terms of audience are not comparable to data that shed Tuitele or Global In Media. Telecinco and Antena 3 had almost the same share, with a tenth of only 0.1 points

throughout the year, but the difference in opinions is doubled for Telecinco. Likewise, Cuatro and La Sexta gets the same share in the year, but four gets almost twice mentions that his most direct competitor.

It seems that this difference can be attributed to the increased presence of reality shows and talent-show on network Mediaset Spain, which are genres that arouse greater interactivity in social networks. Therefore, the viewer's response on Twitter and other social networks would depend on the type of programming.

4. Conclusions

According to data that have been discussed in these pages, it seems clear that you can not use social networks as an alternative to the current audience measurement facilitates audiometric. Nor should we fall into the trap of believing that the opinions expressed in Twitter are representative of what the audience thinks, as has happened in some cases; the desire to keep abreast of the latest innovations and to take every opportunity, sometimes that causes excess exalt the opportunities presented by new developments.

Progress must be made in finding a setting that can be interpreted strictly the opinions expressed in social networks and to maximize the opportunities presented, which are numerous.

A first step might be to analyze the comments and entries from a qualitative point of view and not focus on the total number of views that are achieved. Beyond the numbers, interesting analysis can be developed if systems are developed that are able to validly group the issues that are being addressed and what viewers think of them. Currently some studies that determine whether the assessment of the expressions is positive or negative, but the current system makes it through the automatic identification of keywords, which is not always effective are made.

Sometimes it goes so far as to consider positive reach a high number of Trending Topics, without addressing whether you are talking about this issue in a positive tone or by harsh criticism. All the progress made and to systematize the analysis of these reviews will serve to get the most out of social networking.

At the same time, it should set some parameters that would weigh the opinions Twitter to suit the viewer profile. This could be done if more users of social networks have sex, age, residence ... now only become voluntarily. Within this line, it could also work in a team of pundits who were themselves representative of the audience.

In any case, it would be to maximize all the information that can be extracted from the views expressed in Twitter; for it must be enhanced qualitative analysis, determining what is actually said to each subject at the expense of quantity that adds significant value over traditional measurements.

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IV. POLITICAL POLARIZATION ON SOCIAL NETWORKS: THE CASE OF SPANISH CHANNEL OF COMMUNICATION IN TWITTER. THE STUDY OF DEBATE OF STATE OF THE UNION 2013

Javier Bustos Díaz (U. de Málaga -Spain-)

1. Introduction

Currently we are witnessing a time of massive consumption of information, together with the latest technological advances, conceives a beauty that social networks are no longer a fad and become an element of social communication and permanent political scene.

In the work of Francisco Paniagua (2007) we can see the advantages that the use of the Internet in election campaigns can bring to those directly involved in the collection of votes:

- The Internet scenario gives the candidates a progressive image, dynamism and innovative spirit, in line with the latest social trends.

- The *feeling of fashion* captures the attention and sympathy of traditional media. These tend to amplify spontaneous election of the content posted on the Internet, thus acting as unconscious much more than advertising when the attention of journalists trying to attract by more conventional means.

- The electoral advertising and the information set overturned by parties and candidates on the internet are much cheaper. The content variation strategies, updating and immediate interventions opponents are much more flexible reaction in any other information medium.

- Through its websites, candidates and parties have a line of contact with the voters, without the *hassle* of critical filter what is journalists and opponents.

In this context born social networks, an element which in theory is accessible to everyone and is seen as a tool that can bring the policy to the citizens dome (Rodriguez and Ureña, 2011).

Thus, social networks are increasingly present at all levels of society, in fact, currently 198 MPs of the Congress of Deputies are on *Twitter* according to the 2013 report of *Interactive Advertising Bureau*, plus the latest wave Observatory Social Networks 91% of Internet users have social networks of these users, 32% use Twitter, and this network has been the one that has increased from the previous wave doubling its penetration (Bustos & Capilla, 2013).

However, the picture described does not take into account certain variables, that is, it is true that the use of social networks like *Twitter* is driving the political debate, practical example of this is the study we are concerned, it became *trending topic*[1] several times throughout the two days that lasted the debate; But who or those participate in the debate? According to various studies such as those by Barberá and Rivero (2012) or Túñez and Sixto (2011), there is a tendency towards political polarization by users involved in such discussions.

The work presented by Golbeck and Hansen (2010) to understand the political preferences of the audiences of different media on Twitter, which is based on the scores (1.0 to liberal / 0.0 for conservative) published by the association Americans for Democratic Action (ADA) on the Congress, together with the survey by the Pew Internet and American Life, suggests that the social network Twitter is polarized.

Sartori (1976) explains the polarization as an ideological distance, framing himself here Polarized pluralistic system of Spain, and Hallin and Mancini (2004) with elements defined as a rapid democratic transition and a high level of political parallelism, among others, that Nosty (2005) explained through the Spanish media deficit. Montserrat Fernández Crespo (2013) states on this issue, that the ideological polarization of the traditional media is constantly announced and evidenced condition. Some studies have shown as news consumers have a significant preference for related media (Gelman, 2008), and using social internet tools to find those with similar views (Garret, 2009).

This means that a member of a deliberative group expected to move towards a more extreme point in the direction of their preconceived bias (Sustein, 2001).

Various experts as Magdalena Wojcieszak (2012) indicate on this matter:

"The political polarization has deepened with the expansion of new media. The more channels of information, the more likely a person chooses those whose content is consistent. With this, they are reinforcing their preconceptions. It happens that the exclusive consumption of media options pleasant stimulates the growing polarization "[2].

Twitter, as noted Barberá and Rivero (2012) offers a unique opportunity for the analysis of public opinion: the messages exchanged between members can contain valuable information about your

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[1]One of the words or phrases most often repeated at a specific time on Twitter. Ten the most important show in the home page, the user can choose the geographical area you prefer, global or localized, or customized, depending also on who follows the user. The great impact they are having on the media has caused this expression is also used to describe a topic of great interest, whether or not being discussed in the social network.

[2] Excerpt from the interview with Jennifer P.Roig to Margdalena Wojcieszak available en http://mba.americaeconomia.com/articulos/reportajes/wojcieszak-polarizacion-politica-el-lado-negro-de-las-redes-sociales. Accessed 7 October 2013.

preferences and reaction to messages and political events in an accessible environment to researcher. This thesis authors also speak as Conerver et al (2011):

"Clearly, most politically active Twitter users expressed a political identity in their tweets" (Conover et al, 2011. p. 93).

This political identification may seem a priori insignificant to note that the political polarization data, however, this makes users with a same ideas, principles, ideological trends, creating increasingly join a debate situated in one *of both sides³*:

In line with this aspect, *"Yardi work and Boyd (2010) suggests that cross ideological interactions may reinforce group identities and pre- exist outside the group, aggravating the problem of political polarization"* (Conover et al, 2011. P. 92).

The political science literature on voting behavior studies has demonstrated the importance of party identification in the anchoring of the vote in Spain as indicated by Barberá and Rivero (2012) quoting Torcal and Medina (2002).

This begs that the media system in that place Hallin and Mancini (2004) to Spain, he moved to the social networks, the theory proposed in his book *Comparing Media Systems. Three Models of Media and Politics* published in 2004, presents three media models depending on the geographical area in the country to be analyzed, so distinguished: *The model of the North* and *Central Europe or Corporate Democratic, model Atlantic or Liberal and Pluralistic Polarizad the Mediterranean or model* or, in the latter is where Spain.

The Mediterranean or Polarized pluralist model is characterized by an elite-oriented relatively short runs and a corresponding importance of electronic media. Freedom of the press and the development of media industries of private communication soon appeared (Hallin and Mancini, 2004).

And describe the Spanish model of communication means, but what about social networking? Are they also polarized? Have you changed the continent content? Or rather have you taken the polarization in traditional media to social network *Twitter?*

The beginning of the use of social networks in politics may have its origin in the victory of Barack Obama in the presidential election to the White House in 2008 as noted by authors such as Benítez (2012) or Castell (2009). The campaign is composed with the use of a sophisticated package of online tools supported by the social networking technologies in the message and success to involve his followers, helped bring to the White House and changed the way of doing politics in United States. (Túñez & Sixto, 2011)

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³ This term refers to the existence of polarization policy in Spain.

and may spread to Spain, being clear example the counseling of Obama's team to Alfredo Pérez Rubalcaba in the general election of 2011[4].

This process could be an evolution of what authors like Jose Luis Dader (1999), or Mancini and Swanson (1996), described as the *Americanization* hypothesis in the practices of political campaigns as a trend in which democracies around the world electoral practices are importing US (personalization of electoral confrontation, emphasis on the emotional aspect and stages, etc.), so that more and more candidates, political parties and the media follow the example of strategies, tactics and methods of organization, especially in marketing and advertising policy, but also, to a lesser extent, in the development of televised debates and other forms of media presentation of election proposals.

Still, cultural differences or media system of a nation prevent its total imports in other countries. Legal restrictions, such as limiting the explicit request of the vote to the immediately preceding election day, or prohibition of inserts political advertising on private television weeks, rather restrict the full implementation of the so-called model of *Americanization* but nevertheless, the central tendency seems to make its way over these obstacles, producing local adaptive formulas; or even influencing the gradual modification of the traditional legal frameworks (Sánchez Medero, 2009).

This process of *Americanization* is what makes the Spanish political parties are so present on the network, especially in time of electoral campaign.

This tendency of politicians and parties and candidates at election time to be present on *Twitter,* it is what might be called *second process of Americanization of political communication,* and yes as demonstrated Conover et al (2011), there is already political polarization in the United States, it is perfectly conceivable that as we brought up along the whole chapter, both in Spain occurs.

As we have stated so far, the social network *Twitter* may be developing a process of polarization accentuated in Spain as well as in the United States as we have already put some relevant studies identified as Conover et Al, 2011, and other works as Sunstein in 2001, 2002 or 2007 and Golbeck and Hansen in 2010, demonstrating or emphasizing the existence of political polarization in the American country and in the case of Gruzd 2012, which shows that this polarization is also evident in Canada, in fact it argues similarly:

"The presence of political polarization in the media social networking sites, blogs and other different platforms of Web 2.0 can be explained by a well-known sociology called homophilia (McPherson et al 2001)

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[4] Aizpeolea. Luis R.: The Obama team arrives in Madrid to advise to @conRubalcaba. On el País. Available in:http://politica.elpais.com/politica/2011/07/21/actualidad/1311274788_319386.html . Accessed: 18/10/2013

phenomenon, where people social networks tend to cluster around similar backgrounds and interests, including shared political points of view"(Gruzd, 2012).

These facts make the study of political polarization in Spain needed, because, since the arrival of the Obama at the White House in 2008, partly thanks to the use of social networks did the Obama's team (Fernández Torres & Paniagua Rojano, 2012), has increased the use of tools belonging to the social media, in fact, as noted above, Rubalcaba is advised for the 2011 elections by Obama's communication team and currently 198[5] parliamentarians of the House of Representatives are on*Twitter,* even *Congress* itself has a profile on the network to report on the various political events that are happening as an agenda.

The fact is that *Twitter* is increasingly introduced in political life, as happens in the United States, giving it a *spectacle* that takes to win elections in the media and on social networks.

2. Methodology

This paper will focus on a sample of 1,000 *tweets[6]* obtained from *Topsy[7]* under the *hashtag[8] # DEN2013.* The sample was drawn after the end of the debate the state of the nation which took place on 20 and February 21, 2013, obtaining a sample between both days.

Once the sample, the work is divided into the following phases:

- o 1st Phase, or direct observation: through the study of the profiles that are listed in the *hashtag # DEN2013,* at first similar to those presented in the introduction, study was proposed in which through the content of the *tweets* classifies the user ideologically. However, this study goes a step further and given that the profiles of the users of *Twitter* are public, it was found the literature of

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[5] Source: Interactive Advertising
Bureau. Available en: http://www.slideshare.net/uncommunitymanager/estudio-2012-del-uso-de-redes-sociales-en-espaa-de-iab Date of consultation: 21/10/2013.

[6] is the message type used in *Twitter,* it is short length text with a maximum of 140 characters.

[7] It is a tool that performs   recounted in real time through a measurement program, an index dynamically orderly social web, and data enrichment system.   Together, these technologies are one of the greatest projects, expected to index and measure about 250 million shipments in late 2012, with more than 16 trillion metric. By having pre computed, indexing and enrich *Twitter* data and real-time social web unprecedented scale, *Topsy.* It is able to offer unique technological innovations that power the world more powerful social analytics.
Available in: http://about.topsy.com/technology/overview/ .
Date of consultation: 10/21/2013.

[8] It is a character string consists of one or more concatenated words and preceded by a pad or cat (#). It is therefore a metadata tag preceded by a special character so that both the system and identify the user quickly.

each of the members listed in the sample, and have been classified into several groups according his ideological bent. This leads to the second phase of the project l.

- o Phase 2, a content-analysis: once the sample and how to analyze the biographies of user profiles *tweet* established, poses a tab of content based on the following profiles:

  - Popular Party: This party is classified as center-right conservative, is currently the largest party represented in parliament with 186 seats.

  - Socialist parties: this game is classified as leftist and progressive center, is currently the second game with 110 seats.

  - Mariano Rajoy: Current president of the Popular Party of Spain and Prime Minister.

  - Alfredo Pérez Rubalcaba: Current President of the Spanish Socialist Workers Party and leader of the opposition in Spain.

  - Other games: here the parties with less representation are included after the elections of 2011.

  - Left users: users have been considered leftist those who declare themselves leftist, liberal sistas, related to the PSOE, IU and positions of these parties or activists of the same.

  - Rights users: users have been considered rights to those who declare themselves right-wing, liberal or related to PP and charges the same party or militants.

  - Neutral users: it is all those users having participated in the debate on social networks, are not reported or inclined to any ideology, or at least not implicitly in his biography.

  - Media: media all those who participated in the debate, for analysis have been divided into: *El Pais* and *El Mundo,* being the two major media in Spain, also have been considered for the sample: *The Confidential*, *The Economist, ABC,* and *Rtve* to be the main public television in Spain. Also included is the field of other means such as purely digital media or news agency.

Journalists: given the large share of them, is necessary to collect and participation in this debate represents, has been considered as a journalist to anyone who is declared as such in his biography user and also indicate that in what media is it found or to what media had been belonged to check their credentials.

Person / Institution	Progressive	Conservatives	Neutral	Public Charge	
				Left	Right
Rajoy					
Rubalcaba					
Popular Party					
Socialist Party					
Media					
Left Users					
Right Users					
Neutral Users					

Table 1: Information Content
Source: Authors

3. Results

From the above methodology ideological inclination *Twitter* is extracted, here we can see whether there are *two banks* as happens with traditional media in Spanish society. The results of participation in the political debate on *Twitter,* so as the person or persons involved and lead this debate are shown in the following graph participation profiles analyzed:
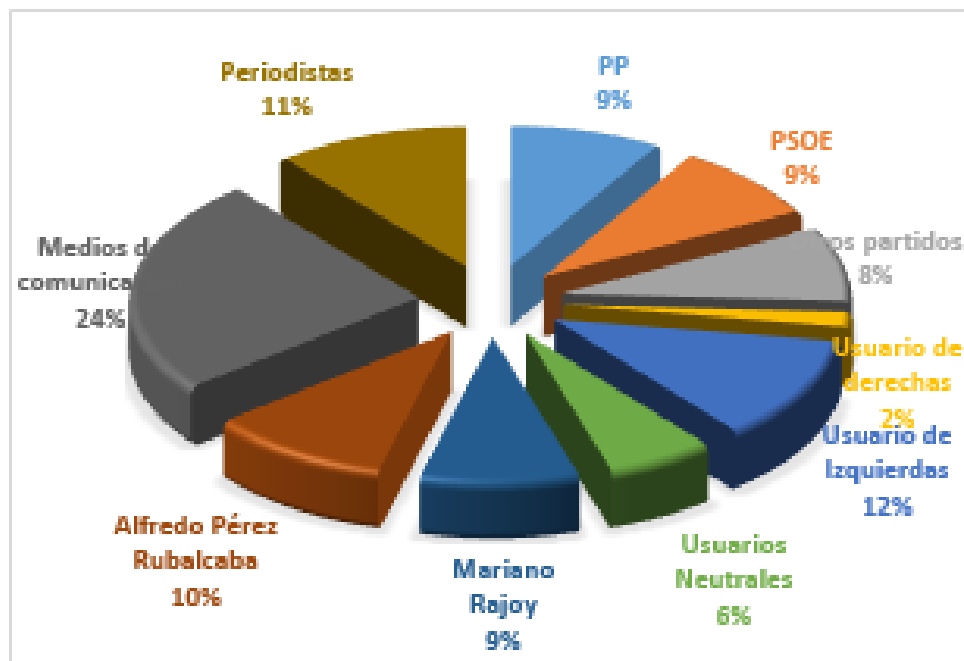
Figure 1 Division hashtag # DEN2013
Source: Self Elaboration

As we can see in the chart, at first, it may seem that divides d and equitable discussion at the network *microblogging,* however, emphasize here three variables: the first relating to the media present at the debate network involving 24% of the total and that users left with 12% of all *tweets* would be in second place in terms of participation is concerned. These first s data we glimpse two ideas: the first is that there is widespread monitoring by the media of political events on *Twitter,* similarly, there is a higher participation in such debates by users left.

On the type of user involved in the political debate on social networks, ie, the variable that will really show whether there is bias in the debate, the following graph is obtained:
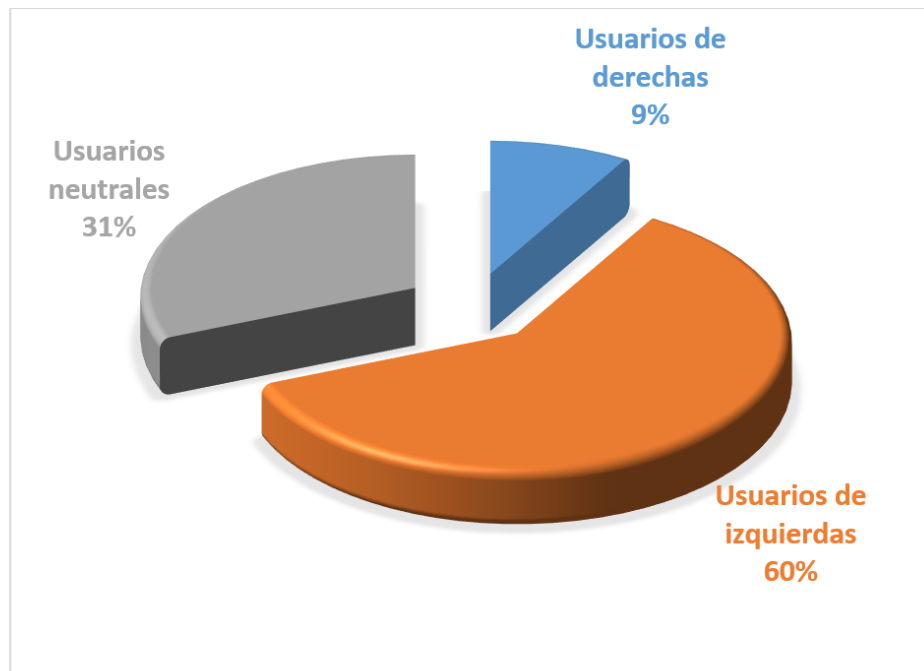
Figure 2 Without the intervention of parties or candidates
Source: Own Elaboration

This graph shows that there is evidently greater participation by users of the left, as seen accounting for 60% of the *tweets,* against rightist users represent only 9%. 31% remain neutral users participating in the debate in order to establish that there is no polarization figure this type of user should be located at 60% o 70%.

That is, facing neutrality debate and *Twitter* represent an open, democratic and in which all users participate network is seen as a clear trend to enable users who have a particular political ideology, in this case on all progressives, those most involved in the debate, this means that there is no uniformity and division and two poles and each opposing ideas are marked.

This predilection that users are left the most part is also reflected in political office involved in the debate as the following graph:
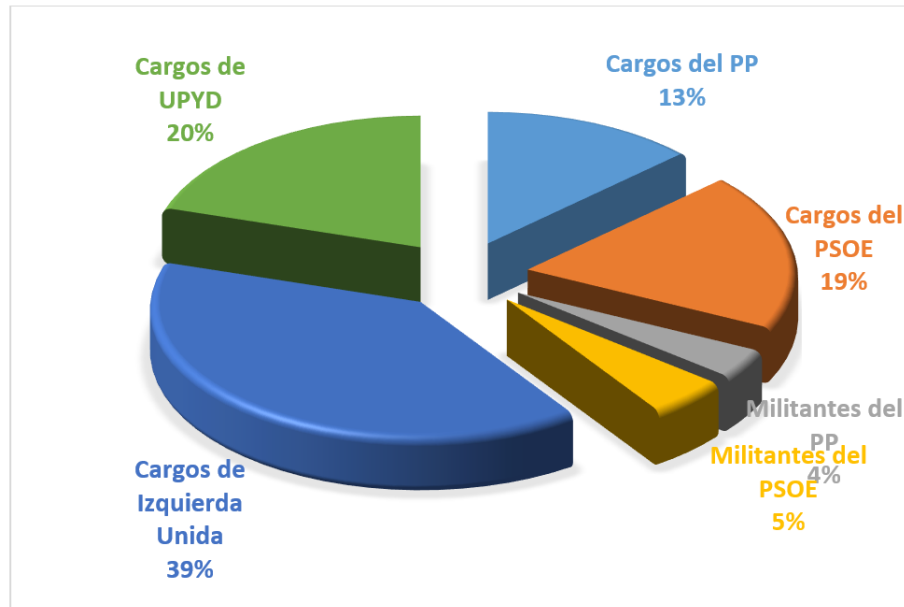
Figure 3 politicians and militants
Source: own elaboration

As we see, 83% of the *tweets* related to political actors and members of progressive parties are related parties, compared with 17% of right-wing politicians and activists actors.

Moreover, the major parties make up 18% of the *tweets* and shared completely equally:
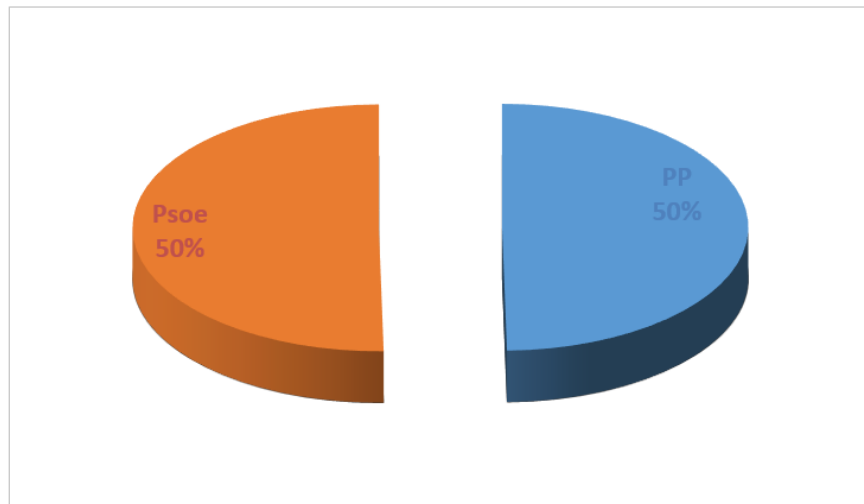
Figure 4: PP against PSOE
Source: Own elaboration

The same occurs with the main political leaders in Spain, both accounting for 19% of the total sample, although in this case a greater participation by the socialist candidate Alfredo Perez Rubalcaba is observed with 54% of *tweets* against a 46% of them by Mariano Rajoy:
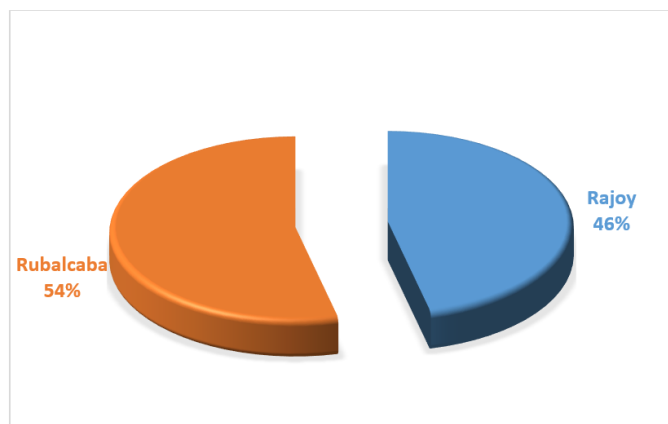
Figure 5: Rajoy against Rubalcaba
Source: Own elaboration

4. Conclusions

The social network *Twitter* is increasingly present in the daily life of the Spanish population and as discussed, not only in terms of citizenship but also among political actors of all ideologies.

This study has revolved around all times of political polarization, and more specifically has attempted to show that there is such a phenomenon in *Twitter* in the Spanish case as was already happening in the United States or Canada.

According to data from the process becomes established more and more in the case Spanish, that is, compared to 31% of neutral users there is a 69% of users that one ideology or another, it is stated, it is his public biography as *Twitter* user is identified with a political idea or a party.

Users of left or progressive are more involved in these events, ie, 69% of users with political inclination 60% are declared or identified with this ideological and political current.

Therefore, we can say that in Spain, the social network *Twitter* is retaining elements of traditional or printed Spanish press and reproducing elements of the same as the polarization, which would be equivalent to the ideological identity that are identified your readers.

The problem with this, is that if perpetuated can lead to the formation of circles polarize more and this can give as a result the radicalization of ideas.

On the other hand, participation is observed in the discussion of the state of the nation in 2013 is high, taking into account factors such as the digital divide or that not all users are involved or have a profile on this social network.

Also, bipartisanship is observed, although in this case, there is less difference between the PP and PSOE compared to the last elections where the Popular Party got 186 seats against 110 for the Socialist Party, social media followers are divided into 35% and 34% respectively, leaving the closest match with 12% of supporters of the total.

Moreover, it appears from the data that there is a causal relationship between the followers of a media outlet in the world off-line and on-line world. That is, according to OJD analyze the means that are discussed in this *article, ABC,* El *Pais and* El *Mundo* distribute the issue of the following form 26% to ABC, 31% to El *Mundo* and to the head el *País with 43%,* on Twitter the scale remains established of similar form: 62% for El *País* compared to 28% and 7% of El *Mundo* and *ABC* respectively.

With this we conclude that there is a clear tendency for the Spanish political model, marked by a clear bipartisanship, the social network *Twitter* to *replicate,* are also highlighted throughout the entire study Hallin and Mancini (2004), which established that the media in Spain are polarized in the social network *Twitter,* also is polarized, in this case through these network users involved in the political debate.

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V. SOCIAL NETWORKS, EDUCATION AND CONSTRUCTION OF IDENTITIES IN STUDENTS

David Caldevilla Domínguez (U. Complutense -Spain-)
Fernando Ramos Fernández (U. de Vigo -Spain-)

Social networking is the latest achievement in the realization of the consumer revolution as they have popularized the technology and have made available to the citizen infrastructures capable of supporting instant communications anywhere in the world. Therefore, they represent the most important achievement in the process of cultural homogenization or globalization of tastes and fashions that have spread throughout the planet ties such as a shared language provided with a universally comprehensible symbology.

The concept of social networking starts from the widespread theory of "six degrees of separation" that despite some fraudulent nuance in its application, is still accepted as plausible. Since 2002 Web sites related to networks circles of friends came online. Since 2003 the current general social networks began. Community, communication and cooperation enhance its effectiveness and efficiency, helping to build identities. The centrality, closeness and cohesion establish degrees in these identities, more or less extensive according to graph theory (Euler, 1736).

1. Freedom: The *homo videns* and dependence

Million users later, it is questionable how social networks whose real benefit to man and the vision of entertainment as the driving force of society could be reviewed today, leaving aside consideration of *Homo videns* (Giovanni Sartori, 1998) or even *Homo ludens* (Johan Huizinga, 1938) - act as homogenizing agents and canonizing acts and attitudes, actions and habits, artistic types, religious feelings and political ideologies and, in general, archetypes of all kinds. That is, a world in vertiginous and rapid change, the result of "liquid modernity" (in the words of the winner of the Prince of Asturias, Zygmunt Bauman in 2000), social networks exert as a protective mesh that holds people that already they cannot settle their personality only on the bases before the digital revolution (family, profession, party, church ...), and builds bridges between distant parts of the world and different levels of the social hierarchy with unprecedented speed.

Regarding the *Homo videns* concept we can indicate that its coiner, Giovanni Sartori (*Homo videns, the remote controlled society*, 1998) gave it a pejorative sense, but afterwards it has been (re-) interpreted to refer to an aptitude or reality rooted among the population. The basic thesis assumes that if a person loses the ability to attract "eo ipso" (by itself), being also unable to rationalize, he becomes a symbolic animal, without the means to support and maintain the world built by the "*Homo sapiens*" which is both his greatest achievement as a species: the capacity for abstraction. We must ask ourselves if these theses are valid in the face of which is Internet in our days or they only take effect in certain types of addicts to digital imaging, being it television or telematics.

Social networking is a complex universe in which the personal fears of a perceptual damage brought by inadequate information is reflected. Repression, isolation, regression, formation of fantasies, sublimation or projection are means of self-protection of the user at the sight of the reality that is offered. Network risks are offset to set aside the fear of the tensions arising from social relationships, thereby creating a perfect shelter or isolation bubble for those seeking an aseptic relationship with their environment without human contact.

2. Speed: intrinsic element in the Web 2.0

The minting in 2005 of the Web 2.0 term must be attributed to Dale Dougherty, an employee of the publishing company O'Reilly Media, although its dissemination to public opinion is due to Tim O'Reilly.

Researcher David Parra spoke about the reality of the Webs 2.0 in the field of communication in the following terms:

> *"No discard large warehouse functionality, Internet becomes a macro-agora where surfers from around the world establish a formidable and ongoing dialogue by sharing concerns, knowledge and experience. This step corresponds to social Internet and read-write access implies called for a growing number of authors, such as semantic Web manual "(Parra, 2008).*

In the book BlogUniversidad (2010), a group of researchers from the Complutense University of Madrid, integrated in the 'CYBER project: *(Blogs) Resources of added value for optimizing teaching in the Virtual Campus'*, refer the rapid transmission of information through Internet and what has been socially constructed around the Hawaiian word for quick, Wiki-Wiki, origin of the well-known Wikipedia, defined by researchers Leuf and Cunningham as:

> "*A collection of web pages interconnected freely expanding a hyper-textual storage and modification of information, data base easily editable by anyone with a browser system*" (Leuf and Cunningham, 2001).

The definition can be expanded further, since we agree with the words of Ramón Salaverría:

> "*The Wiki is a thriving collective drafting formula; it is the site where users share their knowledge altruistically and hyper-textual links to generate free sources of knowledge*" (Salaverría, 2005. p. 66).

Our time is of the domain of speed, inherent element to this Web 2.0, and social networking naturally and has been captured perfectly in the nominal term "wiki". The maximum *Tempus regit actus* has never enjoyed greater validity.

3. The virtual teaching and social networks: socializing agents of youth

The virtual learning (e-learning) is the practice of distance learning and interactive through the Technology of Information and Communication (TT.II.CC.); especially Internet and from some time now, social networks. It also relies on CC. LL. TT. (Cooperative learning techniques).

We teachers soon realize the capabilities of social networking in education, when trying to circumvent this dilemma so many times stated of the traditional learning -master classes, reading text ... - against the new learning, based on quick information and versatility obtained from new audiovisual sources: Television and the Internet. Although it has been considered that there is a lack of implementation in the Universities, the Virtual Campus or Professorial Log have expanded apace in the Spanish higher education landscape.

It starts from the premise that the teenager is embarked on an endless search for a *socius*, or partner. From the circle of the same sex he will pass to the mixed, and finally the couple relationships. Forming a dialectical protective-conflict with parents, the teenager explores his personal identity, he relates to a group of equals from which he gains self-esteem and with which to explore and develop values and tastes that do not have to be totally contrary to those exercised by his parents, but are almost never identical.

Applying the ecological theory of Bronfenbrenner, 1987, to social networks on the Internet, the concepts of "microsystem", "mesosystem", "exosystem" and "macrosystem" mix as all cases are only one, where everything-happens- the reversal of roles accelerate -passing from child to man- and the change of environment loses some of its content -moving in the Zone of Proximal Development of Vygotski-. These extreme works Bronfenbrenner have been well coded by Frias Armenta (2006) because in his work he analyzes models of antisocial behavior as elements of that ecological model.

According to the theory of social networks of D. Lewis, we check these multiply the social partners, as well as the objectives and interactions that arise. Therefore, his theory on the Internet grows exponentially, enriching and complicating drawing conclusions.

In Spain, Juan Jose De Haro is studying the current application of social networking to education. Prominent among them Grouply, Ning, Grou.ps, Edmodo, Twiducate, ShoutEm, Wall.fm and SocialGO as well as the more general Twitter and its use in teaching. De Haro (2010) is the author of the manual *Social networks for education*. These social networks, for him, would be strict and vertical, but would serve as an initiation. We agree with this assessment that projects the importance of the Web as a new axis of social personality (and even of emotional intelligence, Daniel Goleman, 1995).

By means of the early use of social networks by young people, including in the area of the classroom, they become familiar with the many options of the Internet, starting to define their inclinations in such a turbulent time as adolescence, the base of the construction of adult personality and identity. It is questionable to what degree of depth teaching with social networks will influence this construction. Today, this experience is bidirectional: 87% of young people claim to be members of a web site of social relationships online.

Social Networks become a useful tutorial tool before the new evaluation systems where the acquisition of competence prevails.

The Youth-Internet relation is essential to adapt the current teaching world to their new language. In the article "*Conceptual definition of the media by a group of young Spaniards: the value of the Internet*" by Ana Isabel Bernal Triviño (2010) we find an appraisal made by the adolescents themselves according to the survey which was conducted with them

"For most [of respondents] Internet is immediacy, and emphasize ease of use and comfort, so define it as a practical, modern and innovative means. They also emphasize its interactive quality. They consider that it has a very attractive, clean design and texts are concise. Other securities, less often, have been the Internet is a new medium that represents the future, allowing them unlimited access time and space, which is essential and universal" (Bernal, 2010).

All these outstanding characteristics highlighted by the youngsters and users themselves are not outside teaching, facilitating their acceptance in classrooms.

In Spain, its dissemination in the university field is still at an early stage. The logs facilitate the teacher-student relation, which influence the still informed personality when the latter takes as an example the image of the tutor. It can also accelerate the cooperative process and encourage self-learning, acting like a friendly-complementary system. The benefits of Web 2.0 in education are undeniable.

Education and identity in adolescence are closely linked. The role of TT.II.CC merely marks further relational features that the individual chooses, on one hand, and promotes new possibilities, on the other, helping him to define- generate his personality-(Córdoba, Reyes and Sierra, 2010).

The log also acts as a communicator of identities and personalities. A tool closely linked to social networks, being part of the model that we have meant for them, with particular attention to the definition of personality, the image, the identity formation and the emergence of charismatic opinion guides.

4. The alternative to traditional communication: also in social networks

The construction and alternative information dissemination has another of its paradigms in the so called "cyber-journalism" (D. Parra and J. Alvarez, 2004) or journalism intended for cyberspace, which has become partly motivated by the need to address "in real time" the urgent desire to know what is happening, whether or not proven, in a spontaneous journalism done by non-professionals. The citizen equipped with a mobile or other portable communication element can take the role of the journalist for his technical ability to cover what is happening in that instant where he is and share it online in seconds with the rest of the world.

The social networks act as an amplifier of the effects of the news. We could recognize even that, along with the particular blogs, they play the role of sounding board for news, opinion articulators and even notaries of current events, in its most mechanical version. Increasingly, the public with Internet access do not go to the classic writers of newspapers.

The media use social networks with a clear and consistent end, the maintenance and control of the public, reinforcing the attitudes and perspectives (Bryan Key, 1973).

It is possible to consider the context of the genesis of news about social networks in the daily press. If information is provided to relevant people, or whether it is permissible to speak of direction or motivation in selective leaks. For example, if we appreciate that in free newspapers of national or international circulation is reported that members of a social network, -though less numerous than those of other- are more educated and have greater purchasing power, would this be a proven news or rather an attempt to pseudo-informatively attract new members attracted by the possibility of being located in the social status they seek, or of which they believe to be part- through communication? The games of identity and acceptance are categorical for the formation of the self-image.

The same function of "do it yourself" that shows this new cyber-journalism, is played in the field of encyclopedic information, by the today well-known, Wikipedia. Following Flores Vivar:

> *"One thing that is striking is the clear commitment to a collaborative knowledge environment, in line with the Wiki culture and phenomena of social networks, the paradigm is already very famous Wikipedia"* (Flores Vivar, 2010).

Wikipedia be the culmination of a "buddy system" of knowledge that, although it was not its original intention, it threatens to destroy other sources of more accurate character.

Internet users are victims –and at the same time beneficiaries- of a storm of informative ideas whose challenge is to separate the essence of the presence, and where, following this idea, the quality of the essence can and should be questioned, because too many decisions are taken at the end, depending on incorrect information. Where free speech begins and where the right to accurate information ends?

The real social importance of the transmission of information through the new technology (Internet as the most visible example) has brought a social and economic restructuring at all levels. The challenges of the knowledge society always will entail a change of the scientific and technological culture, expanding to a cultural diversity that can lead, if it is not already doing so, to an exclusion of part of the population of the Welfare State.

5. Subliminal perception: charismatic new guidelines for youth through social networks

In our interpretation of how the motivations of the need for interaction function through social networks we can apply the concept of "subliminal perception" (Bryan Key, 1973). By this principle, the phenomenon would respond to sensory forces of the nervous system that surround it and are repressed by it. Democritus of Abdera (ad V century BC) stated that "*much of the perceptible is not perceived by us*" and the personality is not a measurable scale but it is detectable.

Structurally speaking, they are initiatives that are produced, not by stimulation of the issuer, but by a share of the social base, leading even to the usual hierarchies will being replaced by a charismatic "softer" hierarchies, that are linked with the population base, not by strict contracts of personal assignment, but by psychic needs thereof. People seek, the Internet offers, people find (Caldevilla, 2009). The social contract of Hobbes or Rousseau goes on to become a collectively-not forced and voluntary act in the communicative level, maintaining the usual rules in everyday life, but can be breached due to the anonymity of the binary codes.

The absence of coercion by the hierarchy before rejection moves the base to a certain "cainismo" before the disappointment (González Requena, 1988), very much in line with the times we live in, when the absence of behavior expected by the newly minted guide leads to frustration and disappointment. Furthermore, the question arises about how the dynamics of the clashes between these new caudillos work, of low profile if we focus on their merits, but with a great capacity to give the public what it wants in the moment it demands (Good, 2002)

And it is that social networks have become a means of personal promotion without possible comparison with branches in the productive world, and values, presenting a tremendous potential for the future.

The danger is that the youth, for mass consumption of screens (television and computers), is the weakest segment of this chain as an immature, erroneous or distorted conformation of personality in these years is a vital problem that the whole society will face in the coming years (Caldevilla, 2010).

6. Culture and economy in the construction of identities in social networks

In line with the above reasoning we bring up the fact that social differences have come from manifesting themselves in the field of economics to do so in the field of culture (idea of "hegemony" in Gramsci). The obvious differences prevent us to speak simply of a "middle class" (a classic mistake, because this concept would be denoted better as "middle income" as "class" refers to the relationship with work, not with the remuneration received or the level of income) that covers everything, we must admit that transversality monopolizes the present ideological-political-religious current paradigms. In this "middle class" most respondents in Spain so far are assigned, so that young people represent a *continuum* of the stratified social affiliation.

It is in itself quite unusual that the word 'class' is used to define 'income' as class (proletariat, bourgeoisie ...) would refer only to the relationship of the individual with the means of production (Marx, 1867) and income with revenue (high, medium, low ...). Today they have been mixed, obfuscating the ideology.

Current social groups consolidate their training every day, not on the basis of a priori credentials of obliged presence but from the personal affirmation of the will to join the group (Sorokin, 1947), so it is this same will that take the neophyte to enthusiastically adopt the characteristics identified with the group and they lead him to reject and be rejected by other groups.

Social networking is just a different reality of prestige goods, another manifestation of the need of belonging to a social group, and a positive brand curriculum. This, extrapolated to a global scale, in a context of masses composed by social groups, cultural globalization and homogenization of space for individual development are a done thing. We should not err in considering the rise of social networks as a psychological and massive derivative from a great phenomenon of addiction, to which the adolescents are so sensitive, due to deficiencies in personality, or a new different environment for personal relationships, and for the cognition are, thus, a phenomenon of planetary character, capable of reaching all levels of the social scale, although it is true that the use / abuse of social networks can cause pathological drifts before which we have to be alert, as to any other compulsive behavior.

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An avatar and an alias do not replace personality, but they speak loudly about the true character of the user as a projective Rorschach test, and they are placed before the possibility of exercising a legitimate right to play a role.

A society fragmented into isolated minorities, discriminated, which has devitalized their private networks with citizens lacking role in transforming processes, condemns itself to a restricted democracy. The intervention in a network is a reflective and organized medium of ordering such interactions and exchanges, where the subject reinvents himself thus achieving the much desired differentiation.

We could say that the driving force of human behavior in social networks is the fast and murky channel of cerebral decision, as Punset (2005) said. But according to studies inspected by this known popularizer, entertainment and knowledge must necessarily go hand in hand, and social networks are perhaps the ideal element for this purpose, especially in young people.

Knowledge acquisition can be rapid, like the stimuli, but its consolidation needs the motivation of the young (be a student academic knowledge -not a student -vital knowledge) and membership of this knowledge to their daily life as a person and the collective that integrates his inner circle. Thus, these elements eventually will lead to an identity, acquiring personality constituent elements operating in the traditional way.

We must never forget that "*identities are constantly building*" as postulated in numerous papers the historian Manuel Alvarez, and that the classroom accelerates these social processes, but not exclusively but solidly.

Teachers must participate in that building through which our students pass without exception. Inaction is not contemplable because there is not an option that students do not build his personality. Society as a whole by means of information and communication (and their opinion guides) would be responsible for this construction beyond the classroom for young not students and for students outside school hours.

7. Sociological sources in the construction of identities: the teaching of information dissemination through social networks

Beyond the dichotomy raised by the German Ferdinand Tonnies (1887) between community (*Gemeinschaft*) and association or partnership (*Gesellschaft*), this is a phenomenon product of a *Wesenville* or natural will, rather than an instrument will or *Kürville*, which would be product of calculation and manipulation. However, both live in constant tension, one complementing the other without exclusion. The personal / affective union, based on feelings of not instrumentalizable belonging, is more important in the formation of computer communication networks than it might initially seem.

More suited to the issues raised by Tonnies, from the thought of Talcott Parsons (1968), we should consider the reality governing the operation of social networks in their antagonistic partnership of effective affectivity-neutrality. If we now look at the review that Foucault makes of Durkheim, social networks are an integral part of the West as "reality" as a legislative and repressive community using revenge. Although in Internet concepts like caste, race or ethnicity have not lost all the importance that traditionally they wielded in social relationships, the extension of these dichotomies must not lead us to consider them invalid.

Our reality is halfway between the "ethical neutrality" -*Wertfreiheit*- of Weber (1914), as accepted and established knowledge that any hint of a critical review is seen as pedantic and out of place –to which we must add the socially shared value judgments, and the idea of recognizing that we cannot know the full truth, as postmodernists argue, thus degrading the knowledge of quasi anecdotal trivialities. The reference work and the text as a permanent concept, have been replaced by a myriad of Web pages filled with a simplistic information that "we can easily understand" in theory. This conceptual degrading may be the worst threat to the widespread use of TT.II.CC in classrooms and in the study time of students.

The fidelity to the maxim of Thompson (1991 referred to the need to maintain rigorous research, because the theory and evidence must maintain a constant dialogue, and presents a greater challenge.

The thirst for knowledge is quenched in the style of *ready-to-wear*. The new Cultural Revolution in the classroom will bring the electronic book (e-book) and personal work portfolios.

The technology provides an unimaginable help, but the person is and always will be the engine and the learning objective.

Specifically, in this case we can and must point out the proliferation of groups of students who join Facebook in order to improve performance and maximize their work, sharing notes, text, data, etc. It is a buddy system, but prone to circumvent the individual controls of personalized evaluation.

Criticism of history for Hayden White –to deny the scientific content- reaches all aspects of digital communication and transmission of knowledge; but in this case, discourse analysis is largely ignored. The true personality of the author and his intention is not questioned by the mass receiving the information, which has no method and critical culture and generally shows little skeptical impact before an information appeared at the right time. It is therefore important to form in judgment the young people to create a freer society: it is inseparable from the work of the media, the teachers and the teacher.

It is easy to deduce that these low profile misinformation penetrate the collective psyche of average Internet users, causing a long-term damage that ruins the slow and sustained job of teaching of all researchers engaged in implementing scientific thought structures.

Social networks serve as a global system repeaters in the style proposed by Immanuel Wallerstein, making the cultural universe of the Internet to have its center in the United States, with peripheral areas of importance in Europe and Asia and in turn semi peripheral subaltern areas. From that center the culture and ideas would flow to the rest. There would naturally exist a feedback, yes, but nothing to set aside the reality that the United States remains the cultural epicenter in which the Internet is based and, therefore, the social networks. Ontically the center influences the periphery, maintaining a more solidly based virtual *koine* so far, as it is constantly repeated and permeates everything who comes close to the network.

Dialogic teaching opens to a dangerous anonymity and this extreme must be taken as crucial as its uncontrolled use poses a risk to the formation of the new society.

8. Conclusions: realities and future goals

For years we have been hearing to proclaim the dangers of social networking sites in Internet, and yet they enjoy an unprecedented vitality. We can use this pull for the student-teacher relationship; the interrelationship of the students (for the first time in history, without obvious and established geographical criteria) and to the knowledge of all, are the ones that really generate knowledge through the binomial (dialogic, lest we forget) teaching / learning. The future of teaching goes -possibly or indefectibly- by the empowering of vertical Networks –different from generalistic transversal networks- formed by individuals with a specific purpose.

The tutor teacher, as sought by the EHEA as difficult to carry out given the brutal limited means in the Spanish University, is increasingly, an achievable goal through the appropriate use of new technological tools. The widespread access to these and the formulation of more pleasant strategies to approach the content will be empty if we do not care to stimulate the desire to shape more free personalities in the vast range of possibilities available.

The ideal to reach for the future of the student as a person, comes on the hand of the anthropologist Aaron Gurevich, since his work is based on the idea that a chaotic and heterogeneous current of perceptions and impressions is transformed through the work of the consciousness, in a vision of the orderly world that puts its mark on any human behavior (Aaron Gurevich, 2003).

And the ideal for the student as a learner derives from promoting through proper research and communication that the reflections of Marc Bloch (1941) become real, creating a collective consciousness formed by:

"*A multitude of individual consciences which constantly influence each other to learn; [Teaching serve to] form a clear picture of social needs and strive to spread it means introducing a grain of yeast in the common mentality; given a chance to change it a bit and, as a result, somehow tipping the course of events, which are governed, ultimately, by the psychology of men*" (Bloch, 1941).

We are defending the need to implement a collective consciousness and a critical attitude as part of the learning. The student is to be formed as a person that is self-participant in a collective identity as captor, being this figure the one who should mark the molds of our teaching models, based on the new technological language which for him is an everyday reality.

Although as Stephen Jay Gould says in Wolovelski (2006) "*Human beings are storytellers by nature; organize the world as a collection of stories*", we cherish an information quality in diversity and a high-level learning to adequately know it.

Let us hope not to find ourselves installed in Utopia, we believe in a hypostasis from the new teaching: the EHEA, like what Ludwig Feuerbach posed about the concept of God: "*to define what we seek describing the reverse image of what we have.*"

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VI. DIGITAL NARRATIVES OF LIFE

Soraya Calvo González (U. de Oviedo -Spain-)

1. Introduction

The concept of "digital storytelling" has been working from multiple approaches, taking into account various characteristics of each story and putting the focus of analysis depending on the context, intention and other features messages and expressions. Many of these narratives are fantastic stories or tell a story from a perspective that goes beyond the dominant worldview and showing new forms, new languages, new trends more personal representation. The strategy deployed to explain our own life story can also be a digital story, while following the basic characteristics of hypertext, interactivity and multimedia format (Murray, J., 1999).There is not enough significant literature that references a theoretical body about this type of narrative formally and, therefore, and from different sketches, have developed the concept independently as an attempt to get closer to the reality of Internet communication and the presence of digital identities interaction.

We talk about "nonfiction stories" or "digital narrative nonfiction" when we refer to the narratives built in digital environments that generate interaction in a more or less emotional, symbolic and intimate way. They are not either stories born of the imagination, intended to tell a story, disclose a particular topic or become academic axioms or dogmas. They are narratives orientated to convey the daily life of people, looking for relationship with others and others.

Digital life narratives propose an alternative to one-way communication "1.0", it is interesting to develop multimedia based on the potential that the Internet offers to us nowadays and through the plurality of channels and media from which to develop interaction processes. Based on these new spaces of affective and emotional relationship, it is possible to detect the different ways of articulating appropriate to the possibilities of each public space and private narratives.

2. Spaces, models, and digital narratives of life

Our way of analog communication is dominated by the word and, by extension, spoken or written language, a construct of socially accepted norms governing what we say and what we think. If there is no word to refer to something, then two things will happen: either we invent or use some of the words we know to try, with nuances, to adapt the concept to describe or demonstrate, because communication is built, you can also be destroyed and reconstructed by the actors themselves of societies and cultures (Herrera, 2010).

This set of ordered words, in constant motion and added meaning may be tinged with subjectivity, ideology, preconceptions and also life experiences. There are many languages and many speak, but the ones

we truly understand and use are those which are most important to us, which are related and focused on our everyday experience.

We could say there are several levels in language:

- The language of social use, which is the one that carries the messages you want to share with the world at large. We use this language when we put ourselves in a situation with several people with different type and level of affinity: colleagues from school or work, far, known and known relatives, etc.
- The code for private use, which has constant presence in our daily lives, with our nearest and emotionally closer: old friends and friends, partner, family, etc. The code of particular use is the most intimate, the most active personal creation entails. The language of social use is not as personal as the code for private use, and it becomes more of a standard for communication in a proper form of exchange. However, both levels coexist and develop parallel

If we translate the concepts of "social language use" and "private use code" to the types of digital narrative nonfiction, we can find ourselves as the privacy of the contexts in which these narratives come together, we make a distinction that help us to understand these ideas in a better way:

- The language of social use applied to digital narrative nonfiction is used when we are deploying digital stories in public settings, which are accessible to any person. We can also find such language in the semi-public narratives whether the group to which we are heading is extensive. An example to illustrate this last casuistry can be detected in publications in Facebook or any other social network orientated to all of our contacts, whether they are friends / personal, familiar or known as, work contacts, etc.

- The code of particular use is at stake in digital storytelling semi-public life (when the group to which we turn is more specific and more personal relationship with the group that in the previous case) and private narratives. The peculiarity of the particular application code is that its inertia of expression is, at once, which configures and builds: the code is changed depending on the stories and the people involved. We can say that there are many codes for private use, depending on the characteristics of the different relationships, simultaneous or not, we hold in our lives.

This code sharing is the result of bidirectional communication models to create a particular communicative code (and to implement languages of all kinds) ¿is required one or more other people, relationships, within it, make sense of that code? If digital life narratives are aimed at the expression of not using a code that would preclude or put obstacles to its development. As in other types of digital narrative, incorporating elements that support the development of feed-feed model brings dynamism to the message and possible participation in it. ¿This feed-feed model seeks to create a nexus vehicular and we understand that we are, in networks, and potential means for communication? (Aparicio, 2011). In the case of digital life narratives, participation and communication are translated into real relationship and, therefore, significant personal contact and continuous transformation stories: stories alive.

The word, even being present in the digital narrative, assumes the dominant character that can boast in the analog stories and is rather based on their virtuality, its possibilities as "virtual word '(Laure, 2004). In this type of new multimedia stories, there have been incorporated elements of meaning and sense that have also been involved in the reconstruction of the particular application code articulated in personal interactions. The communication mediated by computer or mobile phone is no longer "uni -media"(text or sound, mainly), to become multimedia (Aparicio, 2009, Manovich, 2005). Thus, we can create your own digital stories that involve the senses as a whole, expressing feelings, thoughts and emotions in multi-sensory key: we can hear the music playing on a video that, in turn, allows us to see an expressive landscape invites imagine sensitive and dreamy atmospheres. And if we do all this from a mobile touchscreen device (Smartphone, tablet, etc.), we start at least hearing, sight and touch!

The still image content (photographs, drawings ...) are elements that have been traditionally used to give more expression to written messages. In the analog version, images were limited by the format, presentation, and their origin. However, in a digital context narratives that incorporate images into your body can overcome many of these limitations through the mechanisms of image editing and viewing. Audio content and moving image (video, installations ...) are innovations that distinguish digital life narratives of analog personal stories, as though they could be present in the life of people (videotape or phone calls, among others), they disconnected other expressions and became non-daily "exceptions" without travel or presence in the day.

To nurture digital life, narratives can be used with their own content and content from third parties. There are repositories of audio and still image and motion accessible on the Internet as Tumblr, YouTube, Vimeo, etc. In addition to these specific repositories of multimedia content, there are general Websites offering us opportunities to share or add to our own expression. There are many ways to use images, audio or video on the nonfiction narratives ranging from sharing the video for a song, to compose their own images in a photo album or graphics of life in a social network.

Although it is common to speak of multimedia content as a way to give more expressiveness to the text messages, these initial supplements can become digital stories themselves. As in the digital fictional narrative, the text is not always necessary for a consistent and rich expression if the resources that create the stories manage to reach key personnel to the receiving person. Channels on YouTube, dedicated to public personal narratives launching a large group from a personal, individual and non-professional profile are a good example of this.

The possibility of including audio and image content will go very linked to the platform where the personal interaction and the intended intimacy is established.

A personal channel on YouTube or Tumblr profile launching digital narratives, allows public life, however, other platforms as ChatRoulette, Google + or Skype are more focused on the interaction and management of digital narratives of semi-public or private life. Most online spaces give the opportunity to play with different formats, relying on the integration of multimedia.

The presence of smartphones with built-in camera and joined the daily "webcam" are two phenomena that facilitate this activity, bringing the creation of audio content and moving image format to anyone who wants to rely on this format to set their own narratives. Smartphones, in turn, directly incorporate analog life of people with these stories, can add to digital expressions of any small remnants of everyday

life. Through different web applications, we can share a live stage, a sound, a location or a movement. WhatsApp program for mobile devices (especially smartphones) used daily by millions of people around the world, makes start on the level of private personal digital narratives in a new format are given to many of the experienced day by day stuff, allowing share videos, photos, files ... own or other sources. There ´s no need to sit at the computer to communicate via Internet: We can do it in the street, in a break between classes or at work or while going by train or bus. Leisure time becomes potentially available to interact and enrich our relationships.

It is also important to serve synchrony or asynchrony of the message. We can work with audio or video content as well as video conferencing or calling online, creating narratives "in situ" to encourage a synchronous exchange in which people communication can create stories intertwined which in turn enrich the code. However, we can also use videos or messages with prepared speech and pre-recorded (either by us or third parties), and use them asynchronously in a later account, a posting on a social network, an email, attached to an email, etc. Thus we overcome the temporary and even geographical barriers that non-digital narrative incorporated in their expressive nature.

3. Digital narratives interaction

Interpersonal interactions established from the interplay between digital identities, perpetuate certain distinctive features of new relational models, apparently self-constructed and "multimedia". These models are born in different, typical of the information society and have different frames and differential characteristics compared to traditional and relational spaces. Entering play different sides of a multifaceted reality, it is essential to meet the advances, from different angles, they have made on the subject, and how each paradigm understands building "relationships 2.0".

The interaction characteristics that make virtual environments result in significant complexity analysis, as far as relations-interactions between people are concerned, and this line is very important, to emphasize the "public-private" nature (Da Silva, 2006) Internet in general, and specifically social spaces; spaces in which models of experiential feedback and personal codes of friendship, seduction, love or family setting, among others. That public-private nature ends up influencing decisively in the digital stories created and explicited, depending on the framework for environment being modeled, these narratives are more or less explicit and more or less intentional. A broad audience (for example, my list of Facebook friends), is not the same target than a specific person or specific group (private message through Twitter, Facebook group secret, etc.). Although digital life narratives will always be linked to a greater or lesser extent to the digital identity of the person who runs, their deployment will be substantially differentiated according to the baseline scenario. The analog intimacy is captured in a peculiar way in digital environments (Kitsak, M., et al. 2010), and taken into account as legitimate expressions where space is needed in order to make a deep analysis of them. Both the level of emotional intensity of the narrative, as the more or less explicit nature, they will be different depending on the level of intimacy, or put another way, whether the setting is public, semi-public or private.

4. Narratives and relationships: What is told in the different scenarios?

In one, accessible to anyone, staff public stage narrative content tends to be more moderate, more symbolic and has an important use of metaphors or hidden messages, such as songs or evocative images. The

media used in this type of digital stories will be directly related to the universe of Internet, being common to use images, news or viral videos "trend" and popular external sources.

Digital stories in public platforms may be strongly linked to global cultural and political trends, making the "social" or group membership the priority area. A well-known case is that of Change.org, a website from and which Internet users can make requests and complaints about current issues. The involvement of the social aspect and citizen is one of the keys to understand public narratives in a time of upheaval citizen.

Public narratives need not necessarily be linked with the "day to day" analog of the person, but the offline personality has an influence on the implicit or explicit messages that are incorporated in them. Digital public nonfiction narratives are tied to the concept of "personal brand", which is important in these types of stories to represent a distinctive or determinant personal idea ¿No form of "added value"? These narratives, although precursors can become private and bidirectional narrative, dialogic not necessarily incorporate components for interaction derived from these stories, they are not necessarily evident: an entry in a blog can be used to learn about a topic, but is not essential that the one who enters the story generate direct feedback.

A clear example of this type of public digital narratives are blogs or personal vlogs created by individual or collective persons. Sometimes these blogs / vlogs can be oriented towards a specific topic (sports, cooking, music, fashion, etc.), and sometimes are more personal and they are looking to talk about the everyday, being multi-thematic and starting from a personal perspective.

Another possibility is that public narrative published in a social network, like Facebook, whose privacy is "public", so anyone with Internet connection is able to access to it without filters or contact limitations.

In a semi public setting, such as a forum, it is only possible to get access through registration, a publication with privacy Facebook "friends", etc ... follow a narrative similar to those deployed in public environments trend, but let visible most intimate aspects of people, stopping and prioriziting social aspects of "personal brand" to give more importance to emotional and sentimental expression. The semi-public narratives not necessarily have to be linked with the "day to day" analog of the person, but the relationship with the daily life is often more present in these narratives (as related group) than in public.

To be aimed at a more specific and targeted public, semi-public digital stories are often more conditioned by the context, so there may be many different life digital narratives, depending on the contexts in which the person moves. One user can write to a forum foodies and create stories in which talk about their culinary tastes, recipes, photographs pong to their creations and, in turn, have a Facebook profile where 400 friends plus kitchen talk, discuss their daily lives, helped by videos they make playing guitar and photos of their pets. The characters in the current social well-being make this peculiarity explicit, as shown in both their professional networks face or their work related to the world of the accounts, and daily face in their profiles more personal.

These narratives are more geared to public towards direct interaction and conversation, so it is very common to incorporate dialogic components such as, "What do you think of my new acquisition?" "You like this song" etc. They are also used to justify something that has happened in daily life or share a reflection

from a personal experience, among others. Many social networks incorporate feedback mechanisms to simplify communication along these lines, like the "I like" on Facebook.

In a private setting, digital stories of life depend directly on the specific group you are targeting to. Normally, private settings are shared with a small number of people, although there may be many private scenarios for the same user. For example, a user can have a private conversation on Twitter, keep daily email correspondence with several friends and make video or occasional chats with distant relatives. Each of these experiences of narrative will be different depending on the relationship that the user has with the various partners, ¿the time at which are at stake talks, etc.?

These stories are often very personal and explicit, and have very different issues that can be addressed in more public settings, with much reference to the day to day everyday, emotions or feelings, desires and tastes, opinions are dealt with sensitive and "politically correct in" etc. Private narratives are closely linked with the "day to day" analog of the person, and in many cases stories that enrich intimate relationships or management tools of communication to spatiotemporal difficulties; but in other cases, this narrative may have its own significance by itself, without having to be directly related to a life beyond the media, being the clearest example of the relationships or friendship built without physical contact, this is, from the Internet.

While it is more difficult to find examples of private narratives because (just) to its intimate character, is curious to see how narratives are "private" type deployed in public or semi-public spaces. This may be due to several reasons: lack of privacy management, forecasting little narrative or desire to integrate into the public up personal aspects of life, among others.

The variability of the platforms and the different relationships that are behind these narratives, make possible any format in the same, being a common structuring element of personal involvement and not just purely social sender and receiver. In this way, private narratives are varied, there are so many types, and relationships are established from them.

There are more aspects that will determine the nature of these digital narrative nonfictions. The technical possibilities of the platforms, on which the narrative unfold are aspects to consider also. The time to understand personal relationships and communications, as these stories will be very conditioned by the possibilities that are scenarios in which they have to develop: its multimedia character, its format, its aesthetic presentation, the supports can be meshed in the text, etc. These possibilities bring very different meanings to each personal expression.

Moreover, the literacy level of each of the people sharing digital stories of life will also be relevant in their buildings. Digital and media language is full of symbolism, emoticons and memes that will shape the narratives of their own personality. And this is that *"politics and economics, friendship and sexuality, health and art learn, appreciate and despise using ICT"* (Bernete, 2007, p. 89). The higher the level, the richer media and technical literacy of transmitters and receivers is digital storytelling in that it can be supported by different resources to expand the meanings and signifiers themselves. Each network application or platform offers the user proposed elements that set narratives, as a collection of "smileys", profit sharing actual photograph or audio or video facilities incorporate external internet links, etc.

A person who cannot make management Internet search, which is not familiar with emoticons, or do not have basic knowledge of use of such utilities, tend to develop flat digital narratives, without elements that bring the receiver emotions and to displace the simple text message. Expressed through stories created by oneself requires an effort of abstraction and creativity closely related to advanced use of networks, applications, and interfaces.

5. Some conclusions

The conclusions we can release from the study of digital narratives have much to do with the analysis from different currents and what the authors are making of digital identities, as we understand narrative as a product of interaction between identities game in which both are, and a feedback depend on the other.

Consistency and relationship between the analog level of the person and the digital level is one of the features to highlight. The narratives studied will be subject of social and relational experience, cyberspace is perceived as a continuation of the reality of cotidiane life (Busquet, 2013) and appear in interaction between them through public digital narratives, and usually connect to other tastes, interests or common events.

What happens in the presence and interaction of digital identities affects the analog experience. In addition, what is shown in those identities and what they are sharing through the narrative, though something constructed by the person according to their interests and aspirations, eventually becomes a reality "1.0" that will influence the rest of the person experiential scenes. What is shown and what is communicated influences on personal, social day, academic, etc., because it is *"looking at social networks personal contact and building their social being"* (Bernal & Angulo, 2013, p. 29).

The multimedia possibilities of Internet routes open symbolism in digital narratives of life. The involvement of the senses is one of the main objectives of the integration of multimedia digital life narratives as printed meanings and concepts that enrich and personalize the message, contextualize and even just defined. In short, we are in a universe with the potential to strengthen and give a new harmony to our personal relationships through a narrative articulated specifically for it. Using digital technology from the human, means putting technology at the service of citizens and their deepest desires, with everything that implies.

Appropriating these tools to incorporate binding effect in our daily experience helps us to have a closer and understand and can address this knowledge to a reconstruction of the channels and codes that make us easier management of interpersonal communication, solving problems derivated from them.

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VII. THE INTERACTIVE ONLINE COMMUNICATION OF PORTUGUESE COMPANIES IN THE FASHION INDUSTRY

Ana Castillo Díaz (U. de Extremadura -Spain-**)**
Ana Sofia André Bentes Marcelo (Instituto Politécnico de Castelo Branco -Portugal-)

1. Introduction

Management strategies of fashion companies are a subject that holds special interest due to the impact of fashion in European and world economy. According to Borges de Almeida *et al,* (2011), the fashion industry features for being one of the main sectors of wealth creation in the EU. With the use of Information and Communication Technologies, the fashion sector companies, following the example of companies in other industry sectors, seek to achieve an advantageous position in the current context of the "Digital Economy". Therefore, it is urgent to reflect on the impact and the effectiveness of new information and communication tools, among which the Internet, integrated in a marketing communication strategy is especially important in the challenges faced by companies in the "Age of globalization."

The *World Wide Web* technology conducts a significant part of the global business community to rethink their operating strategies in the market, globalized by virtue of tools such as the Internet nature, giving rise to profound changes in the negotiating context, namely in the relationship established between the companies and its stakeholders, in particular with their customers. These changes brought about a new way to communicate, and also to sell and buy *(e- commerce),* which has been converted into a competitiveness and productivity factor for most companies. The fashion sector companies are not indifferent to these changes.

In today's society must examine the key aspects of corporate communication strategy through the Internet. It is urgent to study, in particular, how companies use *online* tools, specifically the Internet, to improve their strategic action to the *branding* level since, according to Elias (2012, p.207), "... *new media, the Web, collective deeds are on the verge of converging into 'continuous experiences'. Those working on brands, that believe in these agitated times, brands are causing the birth of a "brandology". The turning point is that branding is changing society. More than ever, it is a society branded in media, vehicles, clothes, lifestyles, clubs, and networks.* "Brand management on the Internet requires not only the presence of the brand through an attractive *web* site on the Internet. Managing a brand in the *online* environment means going beyond, never forgetting the goals that underpin the brand communication strategy.

The growing interest in the study of corporate *web sites,* while assets of the brand communication strategy is justified not only because they constitute a communication platform with *e-consumer,* but also the potential of e-commerce, aspects which should not overlooked by companies. According to Constantinides (2002p., 64) *"the Web site is the company costumer interface, the prime source of experience and costumer. Therefore, it is the most important communication element of E-Commerce".*

The study that presents focuses on the use of the Internet, particularly the corporate *web,* and other communication materials *online*official, the Portuguese fashion designers, as a strategic communication tool, integrated in the new *web marketing* practices of companies the sector. Increasingly, companies seek different ways to establish contact with its stakeholders, customers and others, and to give them to know your brand in a statement strategy of products and Portuguese brands in an increasingly globalized market.

To our knowledge, the new marketing strategies of Portuguese fashion designers are directed to strengthening of relations with the public, a customized logic.

2. Objective and research question

2.1 Objective

In developing this research there were defined the following objective: whether the Portuguese fashion designers take advantage in the context of *online* brand management strategies, the potential interactivity of new *media* in order to promote, through the contents that include the corporate *web sites,* a close relationship between brands and their stakeholders *(brand relationship).*

2.2 Research Question

To reach the objectives, we define the following research question: do the Portuguese fashion designers use the potential of corporate *web sites,* the level of interactivity, to promote interaction with their different stakeholders?

3. Methodology

With regard to methodology, we opted for the qualitative and quantitative research. At first, we have privileged the qualitative research, proceeding to the respective bibliographical and critical review of research. This literature review aimed to assess the current status and recent developments in research on the topic under study. In the absence of a solid theoretical framework for the problem under study, we developed an exploratory research project that led us to define a research question, rather than assumptions that delineate the analysis context.

Qualitative analysis of information, we used the content analysis (Bardin, 1996; Krippendorf, 1997) as a methodological tool for privileged us to make the description and analysis of the data collected by analyzing the *web sites* of fashion designers in the sample.

Secondly we have privileged the quantitative research with conducting an empirical study, conducted by analyzing content of corporate *web sites* of twenty-four (24) Portuguese fashion designers, study sample: Aforest Design, Alves and Gonçalves, Carlos Gil, Claudia Garrido, Diana Matias, Dino Alves, Diogo Miranda, Fátima Lopes, Felipe Oliveira Baptista, Philip Sparks, Katty Xiomara, Lara Torres, Luis Buchinho, Miguel Vieira, Nuno Baltazar, The Burghers, Pedro Mourao, Ricardo Preto, SayMyName, Storytailors, Susana Bettencourt, Teresa Abrunhosa, Vitor and White Tent.

The sample of our study is not probabilistic and was selected a sampling model for convenience, defined by Neuendorf (2002, p.87) as *"this methods Relies on the selection of readily available units."*

A universe made up of forty-three (43) fashion designers presenting collections author of the two most representative fashion industry events in Portugal: Moda Lisboa / *Lisbon Fashion Week,* organized by the Association Moda Lisboa, *Portugal* and the *Fashion,*organized the Textile and Clothing Association of Portugal (ATP)**,** we selected a representative sample, consisting of twenty-nine (29) fashion designers, based on application of three selection criteria, specifically: (1) Fashion Designers with Portuguese nationality ; (2) Fashion Designers whose companies are based in Portugal; (3) Fashion Designers that have a corporate *web* site. Of the total twenty-nine (29) fashion designers in the sample, did not undergo analysis *web sites* of the five (5) Fashion designers: Alexandra Moura, Ana Salazar, Nuno Gama, Pedro Pedro and Ricardo Andrez, situation justified by the fact that *web sites* are, at the time held the *corpus* of analysis, remodeling, under construction, or to which access was denied. Relative to the size of the sample share, once again, the opinion of Neuendorf (2002, p.88), *"Unfortunaly there is the universally accepted set of criteria for selecting the size of sample. A too common practice is to sample size based on work by others in the area."* Results of the application criteria, this research has a sample of twenty-nine (29) fashion designers.

3.1 Variables and categories of analysis

With the necessary adaptation, taking into account the specificities of corporate *web sites* of Portuguese fashion designers, some studies (Tavares, 2004; Villagra García, 2004; Castillo Díaz, 2007; Diaz Sanchez *et al,* 2008; Smith, 2008; Philip, 2010; Fuente Martínez, 2011; Dias Soares, 2012; García García, 2012) served as a support to identify as an independent variable, Interactivity and as dependent variables the Interaction and Personalization.

In the analysis of Interactivity independent variable share the view Hoffman and Novak (1996, p.17) according to which, the emergence of new media requires *"a new marketing paradigm."* In this paradigm, consumers are no longer passive subjects and become active in looking not only relevant, but also assuming the role of content producers, taking into account their interests and objectives, and taking advantage of the features and capabilities the new environment offers as *"La interactividad de un web site constituye uno de los pilares fundamentales de la comunicación 2.0 en los que las compañías pierden parte del control del mensaje para dejar un rol al usuario como creador de contenidos"* (García García y Castillo Díaz, 2010, p.394).

The corporate *web sites* are almost mandatory use of communication tools for professionals operating in the fashion market, and they want to achieve positive results in a context of highly competitive as what characterizes this sector. This propels the fashion designers to adopt new *online* communication strategies, contextualized in new management models. It is vital to communicate with their public individual and personalized way. In this context, it justifies the choice of the dependent variables of interaction with a total of four (4) indicators and customization with one (1) indicator, to develop an analysis of how the Portuguese fashion designers take advantage of the potential, the level of interactivity, the corporate *web sites.*

3.1.1 Category Interaction: Indicator Subscription

The *newsletter,* associated with *Web* 1.0. It is a periodic publication signed by users of the *web* site that so request, providing a company's communication platform with its customers. The *newsletter* is sent regularly to customers, or potential customers through *email,* letting them know the latest information about the company, both in terms of products, and the services it sells (García García, 2012). Another way to access current information about the company is through the use of *Web* 2.0 systems, the *RSS (Really Simple Syndication)* and *WAP (Wireless Application Protocol)* that allow the construction of a new space for communication between the brand and their customers.

The presence *Subscription* indicator in this study highlights the importance of providing users with the tools to enable them to establish a closer contact with the fashion designers.

3.1.2 Category Interaction: Indicator News Archive

The news archive *(clipping)* brings together a set of news about the work of the fashion designers (collections, projects, awards, etc.), published in the most prestigious media in the fashion industry, among others, and through your file is available for consultation. In the opinion of Posner (2011, p.158), *"La prensa desarrolla un papel importante en la promoción de la moda. Las revistas de moda son un engranaje crítico para la maquinaria de la promoción de la moda en términos de publicidad editorial y de contenido, y que informan de los desfiles del diseñador, dan la primicia de las colecciones de la nueva temporada en sus editoriales, proporcionan detallada información sobre las tendencias…"*. In this context, the fashion designers should organize your *clipping* and publish it on your corporate *web* site, as this is an important tool of its *branding* strategy.

3.1.3 Category Interaction: Indicator Web Site Users Participation

In the relationship between companies / organizations and their stakeholders, the focus shifts from the transactional to relational ball. In this context arise a set of tools: *Web* 1.0 *(chats, e-mail, newsletter),* and *Web* 2.0 (blogs, microblogs, social networks, sharing platforms of video content *(YouTube, …)*, sharing platforms photographic content *(Flickr, …)*.

There are more static *Web* 1.0 platforms that do not take huge party potential of the *web* in terms of interactivity, for use only as a tool *e-mail.* There are dynamic *Web 1.0* platforms that promote interaction by, for instance, the discussion forums and *chats.* With the emergence of new tools, thanks to the evolution of *Web* 1.0 to *Web* 2.0, like blogs, microblogs, social networks, video sharing and photo content platforms, among others, on the *web,* anyone can produce, disseminate and share content.

Within the scope of corporate communication strategies of fashion designers, the use of *Web* 1.0 and *Web* 2.0 tools are transformed into vital tools in promoting interaction with their stakeholders, as they allow to establish a constant dialogue with them. Through its use, fashion designers can not only gather information on the profile and interests of its stakeholders, to establish a close and interactive relationship, which helps to foster brand loyalty.

We all know the potential of the Internet in terms of interactivity. But many other potentials are yet to be discovered, because the investment in creating new platforms is constant, by companies in the industry, and we are faced, often with news about new tools (eg *QR*Code), or the introduction new features in existing tools. Have mechanisms that enable user participation on the *Web* site is *a sine qua non*for that talk of *Web* 2.0, and it is in this context that gives a qualitative leap in interaction with users. The existence of these applications, which allow users from becoming content producers, marks a change of mindset needed to build the brand in the *web* context (García García, 2012), hence the importance of including this indicator in this study.

3.1.4 Category Interaction Indicator: Links of Interest in the Fashion Industry

Taking into account the characteristics of the fashion sector of activity, the indicator *links of interest in the fashion industry* values including the corporate *web sites* of fashion designers, *links* to fashion blogs, social networks *(Pinterest, Tumblr, ...)* specialized in fashion social networks *(Fashion me, Trend me, Pose, ...)*, video platforms on fashion *(Fashion TV, ...)*, apps like *Instagram,* spaces in which users can access very diverse information on the sector.

The indicator *interest of links in the fashion industry* is an indicator of relief, so it is important that the fashion designers include in their corporate *web sites* links to the most prestigious fashion magazines responsible for publishing a collection of information treasured by all who They are interested in the world of Fashion, and Fashion make their way of life. We can not forget that *"the press plays an important role in promoting fashion. [...] Provide detailed information on the key trends, summarized the novel looks of the season and report on trends in art and culture "* (Posner, 2011, p.158).

3.1.5 Category Personalization: Distinguished Public

The concept of customization is of vital importance in *web marketing* study. The use of new media, with interactive formats, facilitates customization of relations with the different stakeholders of the companies. The Internet, and specifically the use of corporate*web sites,* is a medium that allows, more than any other, gathering information about the interests and motivations of the public. The focus of the marketing strategies that deviate product for individuals looking to foster customization.

In the study conducted, Villagra Garcia (2004) highlights the changes operated in corporate management strategies today, that are not indifferent to the fashion sector companies, who have to adapt to the new negotiating framework, competitive by nature, and exploiting the full potential of ICT. Due to its characteristics, the *web sites* are an important tool to promote the personalization of relations between fashion designers and their different stakeholders. Customers, for example, look for unique products, tailored to your individual needs. Require of fashion designers, innovative proposals, able to fully meet these needs. Lages *et al* (2004) argue that the combination of informative dimension of the Internet, with its commercial dimension is an advantage of this tool compared to traditional marketing mediums. Refer also that customization is the reason that consumers perform *online* shopping.

In the fashion world gravitate many stakeholders, not just consumers, audiences with specific interests and motivations to which fashion designers have to respond. We refer to the specialized press, agents and distributors, and manufacturers / suppliers. Given that customization is one of the most valued features in

the use of corporate *web sites,* the fact that fashion designers make available various content, taking into account the different profiles of its stakeholders, is an aspect that should be cherished.

4. Results and Conclusions

In order to answer the research question of our study, in view of the results obtained from the use of different *web* platforms (Figure 1), we consider that the Portuguese fashion designers take advantage of the potential, the level of interactivity of the *web sites* corporate, as through platforms such as *Web 1.0,* and a more expressive form of *Web 2.0* platforms *(79.2%),* seeking to promote more active participation of the users of its *web sites.* Interactivity is a key aspect in the *online* corporate communication strategy of the fashion sector companies (Díaz Sánchez *et al,* 2008; Martínez Fuente, 2011; Dias Soares, 2012; García García, 2012).
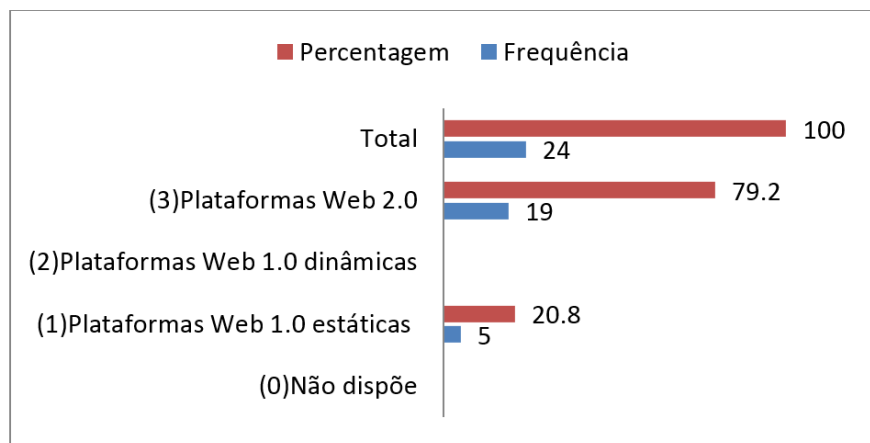
*Percentagem = Percentage
*Frequencia = Frequency
*(3) Plataformas Web 2.0 = Web 2.0
*(2) Plataformas Web 1.0 Dinamicas = Web 1.0 Dynamic
*(1) Palataformas Web 1.0 estaticas = Web 1.0 Static
*(0) Năo dispõe = Does not have

Figure 1: Analysis of Participation Web Site Members frequency and (%). Source: Authors

Despite the Portuguese fashion designers take advantage of the potential, the level of interactivity of corporate *web sites,* as confirmed by the generality of the results obtained from the empirical study (Figures 1, 4), this party is not total. By analyzing the results of some indicators, we can conclude that some of the features of corporate *web sites,* important to promote interactivity, such as the subscription and the news archive, they are untapped by the fashion designers, which translates into a low level interactivity. With regard*to* underwriting indicator (Graph: 2), the results indicate that a high percentage corresponding to 87.5% of *web sites* that make up the sample, does not offer users the possibility to subscribe to

both *RSS* applications */ WAP* and *Newsletter* / Bulletin. We can conclude that there is a clear lack of interest from fashion designers in using these constant communication platforms with its stakeholders, a situation which, in our view, may be explained by inability to generate a regular flow of news to cover the information needs of its stakeholders.
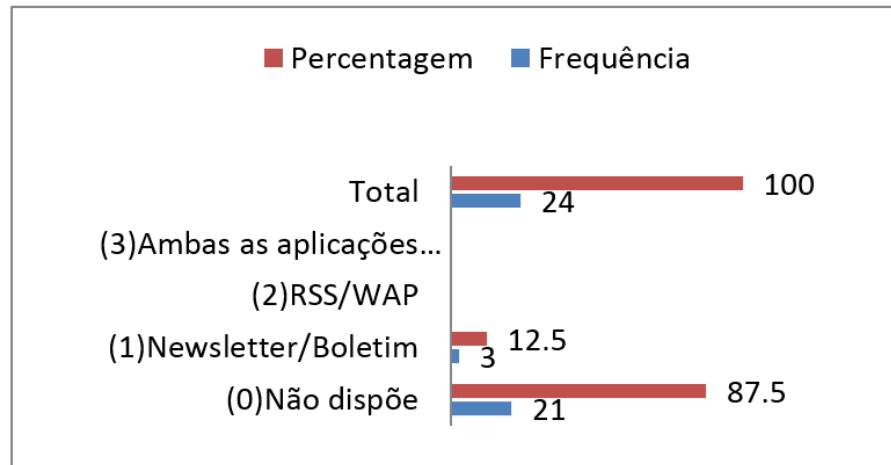
*Percentagem = Percentage
*Frequencia = Frequency
*(3) Ambas as aplicações = (3) both apps
*(2) RSS/WAP
*(1) Newsletter
*(0) Não dispõe = Does not have

Figure 2: Analysis Subscription by frequency and (%).
Source: Authors

Also in the indicator *News archive,* the results are not very encouraging (Figure: 3), since as we can ascertain, more than half of the sample (58.3%) does not have news archive. These results allow us to conclude that the Portuguese fashion designers do not value apparently the role of the fashion press in the communication strategy of this sector of activity, which might be justified, as explained earlier, manifested by difficulty producing a frequent flow news, which in turn prevents your file.
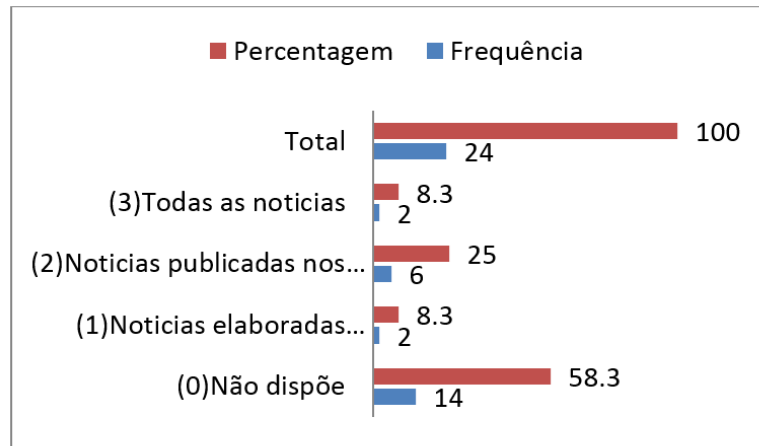
*Percentagem = Percentage
*Frequencia = Frequency
* (3) Todas as noticias = (3) All news
* (2) Noticias poblicadas nos = Own news
* (1) Noticias elaboradas = Other news
* (0) Não dispõe = Does not have

*Figure 3: Analysis News archive by frequency and
(%). Source: Authors*

The results show that there is growing concern of Portuguese fashion designers in using the potential of the respective corporate *web sites* as a means of communication, interactive by nature to nurture the customization (customization) of relations with its different stakeholders.

It was found that the Portuguese fashion designers use different communication tools, and differentiate the content posted *on the Web site* according to the profile of its stakeholders, distinguishing them in primary audience (customers), impacted public (trade press), marginal public (manufacturers) and relevant public (agents, distributors).

In view of the results (Figure: 4), the *online* communication strategy, all the fashion designers use the respective *web site to* coordinate communication with its stakeholders.
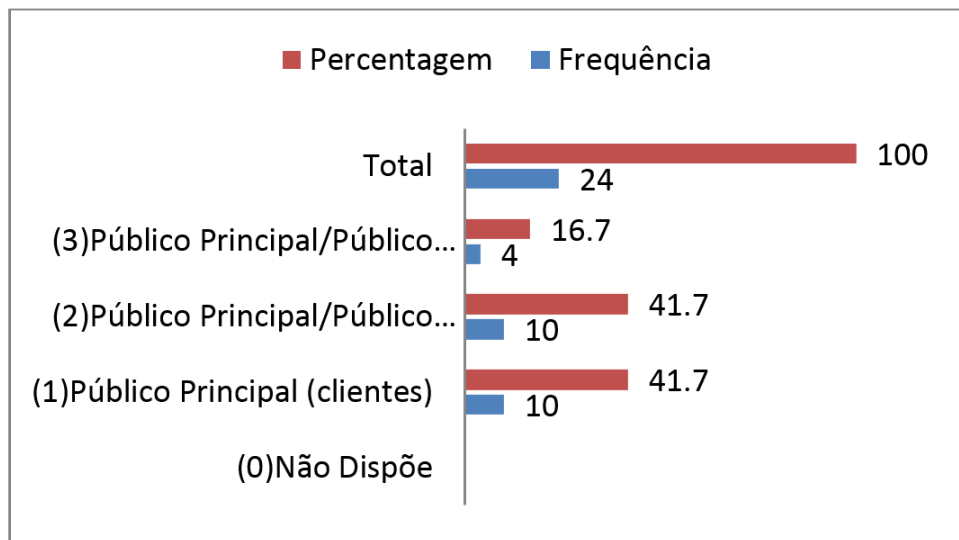
*Percentagem = Percentage
*Frequencia = Frequency
* (3) Publico Principal/Publico = Marginal and relevant public
* (2) Publico Principal/Problico = Impacted public
* (1) Publico Principal (Clientes) = Primary audience
* (0) Não dispõe = Does not have

Figure 4: Analysis distinguished by frequency and Public
(%). Source: Authors

We can say that all the Portuguese fashion designers favors the publication in their respective *web sites,* specifically targeted content to their customers (primary audience). In the context of the "author" design, consumers of fashion products require new proposals of designers, which is a challenge for these as they should create, from season to season, new collections of unique products made to measure, *in the strict sense,* individual needs of its customers. Thus, the results allow us to conclude that the contents of *web sites* about clothing, accessories, shoes, etc., reflect the creators of care in presenting its customers innovative proposals, able to influence their buying behavior and seeks to fully meet needs of each.

Due to its characteristics, the *web sites* become an important tool to promote the personalization of relations between fashion designers and their clients. *"The practice in the fashion / apparel sector activities, particularly in customer approach level with loyalty programs, thus terminating a whole new approach whose consequences were to be important for the transformation into a new paradigm, whose foundations are concentrated now in a turning final for the market* "(Caetano *et al,* 2011. p.52). The combination of informative dimension of the Internet, visible in the contents of *web sites* of designers in the sample, with its commercial dimension, is one of the advantages of this device, giving the customization, made possible by *web sites,* one of the reasons that induces customers to conduct*online* shopping (Lages *et al,* 2004).

The literature review and the empirical investigation also revealed that other stakeholders, not just customers, *gravitate* in the fashion world in Portugal, audiences with specific interests and motivations to which the fashion designers also give response through different content they publish on the *web sites*. We refer, specifically, the next half values (41.7%) (Figure: 4) of *web sites* that have specifically targeted content for the trade press *(press kit, e-mail* specific contact to the press area restricted access to the press etc.).

We can conclude that, in defining the *online* communication strategy, the Portuguese fashion designers emphasize public clients and public fashion press, easy to understand the situation because on the one hand customers are responsible for the commercial results of companies of fashion designers; On the other hand, the press specialized in fashion is an excellent vehicle to showcase to customers information about the collections, and other relevant content, using means as diverse as the news published in the *media* with the presentation of the collections, or fashion editorials.

In this context it is important also to highlight the results for the contents intended for marginal public (manufacturers / suppliers) and the relevant public (agents, distributors). Although the results (16.7%) are not significant compared to those mentioned above, we can conclude that there is clear intention on the part of fashion designers, to include in your *web site* privileged information and means of communication with these audiences which they are responsible not only for providing the raw materials, for introducing the proposals of*creators* in distribution networks, a circuit as closed as the "author of design."

On the *World Wide Web context,* personalization lets you communicate with each individual user, enabling more than any other medium, the search for information on the interests and motivations of the public, offered either implicitly or explicitly by them, which allows Fashion designers give response to the needs and expectations of the subjects that integrate the different stakeholders. If today the products are important, relations are even more important. Given the above, we can conclude that the new marketing strategies of Portuguese fashion designers are directed to strengthening of relations with the public, a customized logic. Empirical evidence, collected during this study will against advocated by Elias (2012, p.209), *"from the point of view of strategic communication, contemporary times seem to approve strategies where dialogue is imperative and consumer empowerment is the new rule*".

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VIII. USES AND FUNCTIONS OF NETWORKS IN THE NATIVE MEDIA TABLETS

Estrella Alonso del Barrio (U. de Valladolid -Spain-)

Any foray into the general social networks (Facebook and Twitter in particular) with the intention of observing the heads of the media shows a clear result: it's media that the media used more as a bulletin board as tools to interact with their readers.

On the other hand, the media often have two types of accounts in social networks: corresponding to the head, and those belonging to their workers, regardless of whether they were created in the spontaneous act or thanks to a strategy 2.0 Company or group including (mainly) to their editors.

If you join these two factors the result is that the basic function of accounts header is send traffic to the digital support medium: the followers in the social network are shown information that can be read on its website, accompanied by appropriate link, more or less art to provoke click. While the conversation with users is derived, in any case, through the accounts of the writers themselves.

But this practice is subject to the immediacy, as a feature of the Internet, take advantage of the digital editions of the means to advance information. The characteristic of immediacy is what promotes the symbiosis between website and social network. What makes this system truly effective is that the web is constantly being updated.

Now, what happens in digital media where the immediacy does not have to be the main feature? We are talking about media that are distributed in tablets. Means specifically designed for this support paperless version behind, especially without web version that send readers. If we remove the immediacy of a newspaper or magazine for *tablets,* loses sense that focused almost exclusively on generating readers use? Does the social network begins to make sense as a means in itself, not as a supplement to another? Is the really 'participatory' Turns account, defined as no mere communicative interactivity and selective interactivity?

In this work we try to clear these three unknowns through a review of the social accounts of selected header specifically created for tablets or only operate in this bracket. But let's see first what we mean by social networks, what their language and what can be expected of them according to the characteristics of the environment in which they operate: the Internet.

1. What is a social network

To study the use the media give to social networks, you must first be clear what a social network is in the traditional sense, and what we mean by a social network on the Internet context. A second question will devote the next section. See here what a social network and what is the social network analysis. We will

draw the excellent summary presented in July Leonidas Aguirre in his text 'Introduction to Social Network Analysis[1]. Leonidas Aguirre proposes the following definition of social network (p. 15):

"In analytical terms, a social network is a social structure made up of a finite set of actors and set around a series of relationships between them, which can be represented in the form of one or more graphs. Graphs are composed of nodes representing actors, and edges representing relationships between them. A third element of networking is the limit (boundarie) network (see Figure No. 1). The limit is the criterion by which the membrecía-, or an actor belonging to the network is determined; in other words, the criterion by which we define a particular set of actors (and not others) that make up ournetwork."

As will be apparent from a careful reading minimally, social network refers to relations between 'actors' and not to a carrier that offers that possibility. For this reason, the analysis of social networks in existence even before the Internet sense (at least as we know it) is much broader than check how many members have a network or how many times they interact with us.

We resorted to the same author and the same work to determine what is the social network analysis (p. 12):

"The ARS is focused on the lattice structure of social relations, seeking to account for the effect of the relationship on the behavior of individuals, social groups and society as a whole. Address social processes from a relational dimension involves account patterns and structures of social relations, and ARS seeks to study these from their particular network configuration. The objects of study of ARS are social networks, their morphology, their general behavior patterns and dialogic relationship with the individuals who compose them. "

The effect of relationships between individuals. That is the important issue for the traditional analysis. And yet, if someone told us that a company working on a tool (understood as software development) to provide, from keywords on social networks, where and when to produce a new "Arab Spring" the statement would sound we short of military intelligence, accustomed as we are, in the case of social networks 'Internet', to check quantitative data without further or, at most, where are the*influencers* of a particular area (fashion, gastronomy, travel ...) to take them into account when designing content marketing actions.

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[1] LEÓNIDAS AGUIRRE, J. (2011): *Introducción al Análisis de Redes Sociales*. Available in www.pensamientocomplejo.org/docs/files/J.%20Aguirre.%20Introducci%F3n%20al%20An%E1lisis%20de%20Redes%20Sociales.pdf. This is a working document (specifically No. 82) of the Interdisciplinary Center for the Study of Public Policy (CIEPP) of Argentina.

In short, we expect social networking Internet platforms understood as something quite different, but also should reflect on what they are and are not social networks. Some are more like spaces where it is necessary to have a mutual premiso to contact and provide a type of bidirectional communication eminently (profiles of Facebook, Tuenti, etc.), while others behave as mere content and spaces to hang himself if users so wish may even contact, but neither his philosophy nor the use made of them reminiscent of the concept of social network as a network of relationships.

Therefore, we distinguish between social network (the proposed examples Google+), microblogging (Twitter is the most prominent example) and online content sharing platforms (YouTube, Pinterest, Flickr, Instagram ...). We should remember this distinction because in this paper we look at the use of social networking and microblogging, not other platforms for sharing content.

2. Characteristics of social networks vs. Internet features

Communication in social networks requires not only their own language, but also their own codes. Ignoring other leads one to a suboptimal use of the opportunities provided a very powerful tool whose main feature is the interactivity and with it, the options of participation and conversation.

In addition to the language (conversation) and codes (no use of words or phrases entirely in capital letters, use of symbols such as meta, etc.), it is necessary to know the technical ins and outs of each one and its boundaries or legal implications.

Perhaps it is easier to define the social networks so that they are not what they are. And they are not broadcast platforms unidirectional information. Social networks, although in different proportions in each of them, participate in the following characteristics:

2.1 Bidirectionality

The recipient of such issuer becomes tremendous ease, which implies acceptance of the actions you can take.

- Selective interactivity often be limited to clicking on links provided in line with the updates.

- Communicative interactivity:

- He will share our content: it will act as an amplifier, re-tweeting or, in the case of other platforms, Pinning, embedding, etc.

- He will answer our updates via buttons "like", "fav", etc.

- Interact offering opinions (not always positive) or demanding information.

- It published in its spaces (or ours) with direct allusions by information, raids on the wall, etc.

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2.2. Multimedia

Social platforms support multiple formats. In some cases, specialization is evident (especially in the audiovisual). In others, it is possible to play with different combinations, as well as content including direct, either by way link from another platform.

Multimedia possibilities are one of the main values of a communication tools with which you can choose the format that best suits the message (or combine) without leaving a single platform. And this, without encorsetarse to rigid structures and narrative demands of traditional media.

2.3 Hypertextuality

Hypertext, at the base of the World Wide Web as we know it today, is crucial in social networks, since hyperlinks are the starting point for some of its key actions: from buttons including the foot of content which be shared on social networks to make actions in multimedia messages (a tweet with a link to a video, for example) or facilitate the interaction of individuals. That is, hypertext is precisely what makes 2.0 can become a tool for social network.

2.4 Instantaneity

It allows communication in real time and, together with the bidirectional facilitates conversation in the form of instant messaging. This makes social networks not only instruments capable of synchronously cover events, but talks as equals with other unpublished users in some areas, such as the institution / company / corporation-user / customer / citizen relationship.

Bidirectional and allow instantaneous 'humanize' the mark, and this corresponds to a company or an institution.

2.5. Universality

Another advantage of the Internet against any other media is that, in addition to spraying the barriers of time (as seen in the previous section), spray the space. For the first time it is possible to overcome geographical borders without more technology than the user who owns the destination, and whose length does not depend on the issuer of the information. To communicate with the Internet is not necessary to send a van (or a train, or boat, or plane) to a point where newspapers abroad and need expensive signing agreements with third countries to reach them by radio or any another type. Even the laws are often outweighed by the ease of communication offered by the new technologies are. This feature, applied to social networks, has some very powerful consequences in the form of direct, *one to one,* with partners located in any location.

Bidereccionality, multimedia, hypertext ... are common to any type of communication with the Internet as a means notes, but in their formulation through social networks qualities are enhanced exponentially. Forget involves treating communication in social networks like a traditional media (newspapers, radio, tv) were: media in which formats are conditioned by the support, the information is

subject to time and space corseted, instantaneity is limited the possibilities of expanding information barely exist ... and above all, the responsiveness is virtually nonexistent.

These issues not only determine the information through 2.0 tools, but the management is needed to communicate them properly and therefore effective. Efforts are often invisible and yet are essential part of a much broader process that actions they see the public light. The metaphor of the iceberg, so hackneyed, again comes to the rescue of what happens in the management of social networks.

3. What can you expect from social networks

From what we've seen so far, it would appear that the main feature of social networks is that they have not invented to launch one-way messages, but to converse with the user. They require therefore appropriate language and require availability that goes far beyond the five minutes to publish a *post,* tweet, etc. They should also be seen as tools of communication with its own strategy, which of course has to be aligned to the general of the organization, corporation, company, project, etc., but it requires its own content, their own schedule and their own time. In the same way that a TV ad campaign is not done and hopefully in radio commercials mess as audio of the *spots,* networks are designed not only to publish our news, but to offer something more. Or at least, otherwise: the right to support.Now, under this heading, what to expect of networks and some key concepts to understand.

3.1 Network applications

Social networks (the Internet) is a powerful and versatile communication tool. Therefore, it is easy to forget its main essence: social network in the classic sense. It is relatively common to see how the media use them as mere boards. But even in this case they do their job. The author Tíscar Lara, a great product straddling specialized journalism and dissemination of knowledge[2] describes five things you should include all communication media through their social networks: connectivity, service, quality open, dynamic orientation and participation, and knowledge management. Thus, summarizing and explanations, connectivity involves cultivating a close relationship with the audience[3] to the point that they can even *"create networks of trust and mutual cooperation";* the service would become the leap from a purely informative news content useful to the user content, which requires adapting these contents to "s *us creation and recreation needs of the reportingprocess."* Ie the contents in a draw not only be useful but are reusable, redifundibles, etc .; open participation and quality in direct relation to the previous point, would allude to the need for "t *ork with flexible licensing and formats that enable collaboration and recycling of citizens";* oriented and dynamic refers to the work of mediation, permítasemos redundancy, the media to

[2] LARA, Tíscar (2008). *La nueva esfera pública. Los medios de comunicación como redes sociales*. Artículo del Dossier sobre Redes Sociales del número 76 de la Revista Telos. Julio-Septiembre 2008. Accesible en Internet: http://tiscar.com/2008/09/03/los-medios-de-comunicacion-como-redes-sociales. Última consulta: 2 de abril de 2014.
[3] Rcorded 2.0 in the field, thanks to the bidirectional Internet, "listeners" are rather "users"

achieve a critical quality and public, for weighing more qualitative than quantitative aspects citizen participation;and as for knowledge management, finally, the author speaks to value the contributions of the members of the network and to achieve, as in the case of connectivity, these members connected together.

If these aspects are formulated in "network applications" by the media, we could summarize in the following points:

- Facilitate the creation of content by users: re-diffusion, creation and re-creation.

- Create community (in the original sense of social networks and not as is sometimes understood in the field of marketing, accounting and reduction to the more followers better).

- Generate participation, which inevitably will be one of the fruits of community building if done in the sense of the previous point.

- Mediating with that community, a sort of "agent" that would combine the characteristics of the influencer, the prescriber, cleaner sound and inspiring best practices.

3.2 Concepts

But when you talk about the role just fulfilling social networking media (which is usually the result of how they use their managers), we are faced with terms less extensive than the above meanings: with concepts that deepen both objectives. Some examples:

- Community: Generally, vocabulary applicable to the management of social networks, refers only to get a following. The group will be more valuable as meeting the objectives which may be required: qualitative (brand loyalty, for instance) or quantitative (many followers). Needless to say, the strategy put in place will be different depending on one or another goal. As you can tell, this is not necessary that the community be recognized and interact with each other.

- Interactions: It is often associated the fact, get the fact interactions, generate conversation. This happens, firstly, because to talk is essential to interact, but also because the concept of "conversation" is confused by the "noise" *buzz* in English. To gain visibility.

- Noise: Or *buzz,* as explained in the previous section. It is not a question of noise in the sense of interference in the communication signal, but to achieve the greatest possible extent. That the buzz, word of mouth works.

- Conversation: It is associated with two types of practices. On the one hand, the fact that the followers of a blog or a social network like Facebook: put comments to a text of the author of the post or profile, without necessarily much less answer it but the conversation occurs between them.Furthermore, in the case of microblogging, the fact commenting using a label *(hashtag)* that allows access to comments about a particular topic. The*hashtag,* in this case acts as a technical tool to filter messages: remove the noise (this time as interference in the signal of interest) to keep what is being said about a particular matter. Nor is it difficult to see the significance reduced enclosing here the signifier "conversation".

- Influence: What influence does a particular account of a network? Applications that the measure takes into account several criteria (each has its own formula), but it always influences the extent that manage messages and interactions (answers but, also, simple syndication) that are capable of generating. Someone who achieved great influence is a "influencer" an *influencer*. It is probably the term that comes closest to the classic "opinion leader" sense. You could say that this concept is close to the mediation, counseling, promotion ... But social networking really takes more value again which quantitative and qualitative aspects. What is sought to reach an "influencer" sometimes it has more to do with getting our message spread (let us speaker) that generate the search for an opinion on a subject.

- Traffic: Generating traffic is concerned, in the case of digital media, the channeling of readers to a website. Or, what it is the same, to increase readers. Social networks fulfill this function more often: they act as mere holders bulletin boards, including bond, so that the user click on it and land where the media really want to have the surfer: the online newspaper, not on social networks. With this, what does is degrade the user (reader that interacts and generates contents) to a mere reader. A hearing. It seems that too many times headers interested readers to have to "sell them" to potential advertisers who have a faithful, involved and participatory community, let alone criticism, educated and able to generate brand new content as mediator as actual leader of opinion of its members. Traffic speaks directly to the need to attract readers, not the knowledge to manage.

4. **The use of social networks by native media tablets**

There are many studies of how media use social networks, and findings suggest ideas like all those that have been bringing here (use of networks to generate traffic, as speaker of the news, etc.). But what happens when there is no website to send to readers, or the concept of immediacy is diluted and thus no longer necessary that our headline the first networks will spread? How to use social media networks that can do without these two easements? They are used effectively to create and enrich their community, to manage knowledge, to mediate public opinion...?

To remove these needs, these variables, it is logically necessary to remove the media that can not work around them. And, in turn, should be media that do have Internet features such as universality, hypertext, etc., without which it could not exist. And the media are created exclusively for tablets. Media that do not have a website. Finding them is not so simple. Almost no waiver of a domain in the network of networks. It exists in the field of so-called "trend publications" whose subject is relatively far from the general information in the sense that we understand it in the press: current information for the general public. This "trend" has a connotation extracted from advertising field: what is taking or what is going to take. What people start doing. The theme of these publications revolves around leisure, the characters "cool" technology, sophisticated cultural events...

For our survey we used as *table* t iPad, and the numbers for this support February or March, depending on the case, the Evoque magazines (number 6), Unbreak (number 11) Mine, the sins of man (No. 7) and Vis-à-vis (number 22). In all Twitter accounts we performed a quantitative analysis with the help of the Twitonomy tool, supported by a qualitative analysis. As for Facebook, we performed a content analysis. Unsurprisingly, given that most of the applications of social network analysis are left on the surface

meaning of concepts such as "interaction" or "conversation", if we look only at the results of Twitonomy one might think that these magazines interact a reasonably frequent with users through retweets, mentions and replies.

Quantitative data Evoke Magazine. Source: Screenshot from own studio in Twitonomy
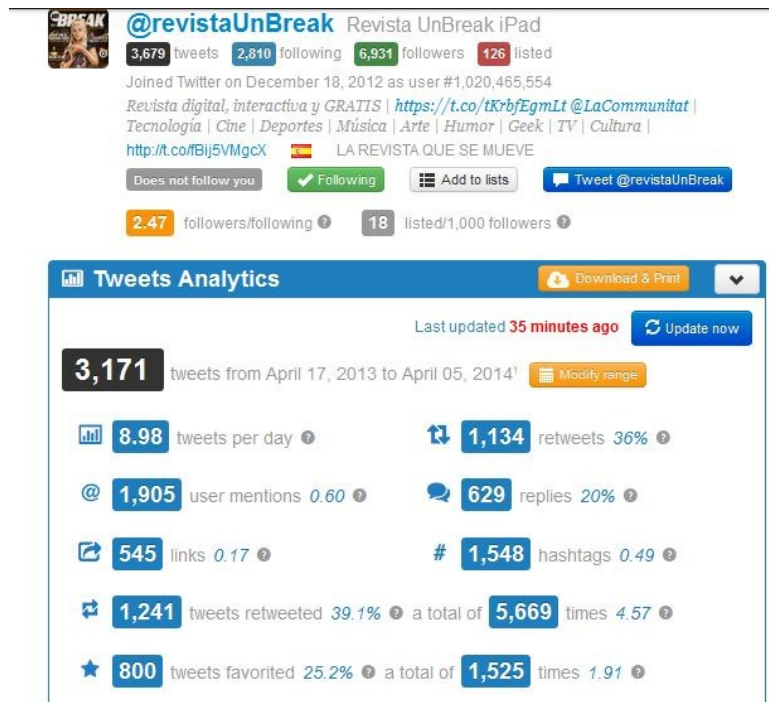
Quantitative data UnBreak Magazine. Source: Screenshot from own studio in Twitonomy
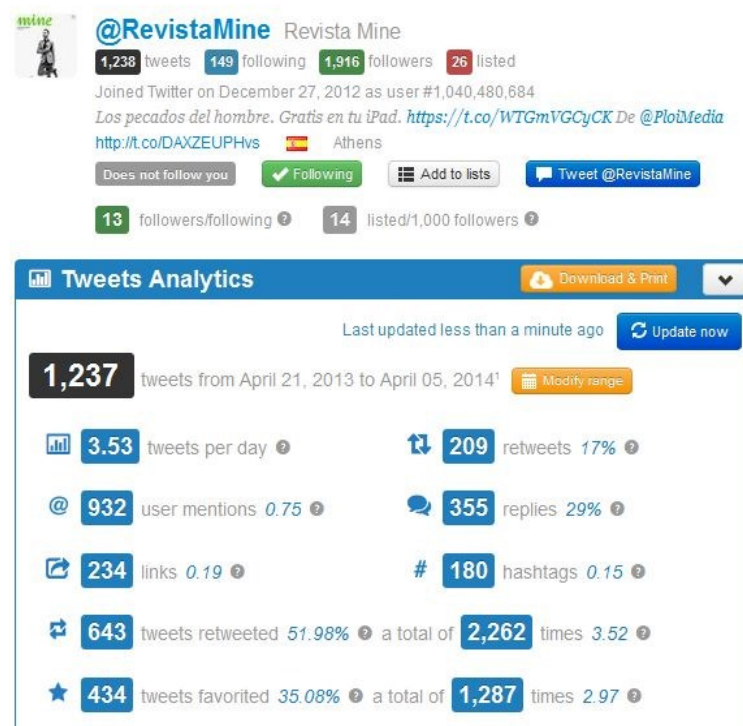
Quantitative data on the Mine Magazine. Source: Screenshot from own studio in Twitonomy

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Quantitative data Vis-à-Vis Magazine. Source: Screenshot from own studio in Twitonomy

However, a qualitative analysis provides a very different picture: magazines interact, yes, but with special attention to their own content. Just "talk" to the users of the topics that interest them and that are of interest to the journal; not even the topic being discussed in the magazine. It "speaks" the specific article that is published. Obviously, no possible hyperlink to access it, except for the purchase of the complete magazine in iTunes.

This, the inability to generate traffic through the hypertext, makes these journals extract good performance of another feature of the Internet: a lack of hypertext, turning to multimedia. Here yes, their social networks and microblogs appear riddled with images (snapshots) of these reports. When hypertext is used, it is to also link to multimedia resources For example, the magazine containing videos that are hosted on Youtube spaces. Thus, instead of linking content, it 'announces' the whole with the part.

The difference is palpable interest aroused in the way users are 'advertised' such content. Thus, the means they use a nearby language, natural, in "conversation mode" with more followers, interactions, etc. that means turning to a marketing language, or "bulletin board". Therefore, it is also clear that if the language used is not adapted to each platform 2.0, the message is not working. For example, hang exactly the same content on Facebook that Twitter makes the network where the language is not suited for being copied from the other will suffer.

Functions that require their social networks that meet detect describing the concepts described in the previous section: community (increasing followers), interactions (retuits of flattery, thanks to comments and

in some cases, answering questions users about the publication of the next issue), noise (the dissemination of content and new issues of journals) is sought, conversation (using labels as what subjects on Twitter or search for answers in the publications of Facebook) and influence (in the sense of reduced visibility). As for the concept of traffic, this study required precisely to eliminate it, but we have found that traffic is diverted to content hosted on other platforms (video on YouTube, for example) or to the shop where you purchased the complete magazine.

In any case of the studied there any trace of the uses described in section 4.1, except the last: act as a mediator. And that through the recommendations of its own content or by proposing other potentially interesting texts for the reader, but this second system occurs in very limited examples.

Since such publications respond to the classic concept of periodicity (updated at fixed periods, normally every month) and address their issues in depth, perhaps their editors are losing an excellent opportunity to extract a potential networks the media they can not afford because of the rapid obsolescence of its contents. Means subject to more urgent as traffic to their *sites* demands, constantly updating their websites, etc.

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IX. THE IMPLEMENTATION OF THE SOCIAL NETWORKS AT THE UNIVERSITY OF SEVILLE

Mª del Valle Carreras Álvarez (University de Sevilla - Spain -)

Research Group "Communication Strategies". Journalism II Department. School of Communication. University of Seville.

1. The partner network them in universities

Universities, in general, and the University of Seville, in particular, need to communicate with your target audience. Until recently, the s communicates relations have been way is based s in the use of mail for sending correspondence s between different Spanish universities, their faculties and departments, in order to publicize information of particular interest and relevance to their collective. The contents sent and received refer to a multitude of issues related to education, including the opening of deadlines to qualify for certain scholarships and / or grants, information on sports and cultural carried out by niversities U, reports Rector, calls for tips departments and research groups, opening of deadlines for exchange of mobility among researchers or professors from different Spanish and foreign universities, taking measurements of work-life balance work and family, the newsletter, etc.

The mail still works today, but also the information and contents are sent via e-mail, hoisted indispensable and useful tool for the vast majority of professionals working in universities, which allows downloading of documents in doc. pdf. ppt. allowing instant two-way communication, shortening timelines to provide documents, reducing printing cost s and displacement, the Mayo estuary efforts made at the computer.

The emergence of social networking is transforming n do the communication strategies of Spanish universities, including the University of Seville, onscientes c of advantages eno rm treasure from a communication point of view, such as allowing direct contact, in time real, immediate and thousands of kilometers away. We know that waves españ universities, including Seville, maintain numerous contacts with foreign universities, as well as researchers who are in other countries and that important v Linkages related to teaching are established, the exchange of faculty, teaching courses doctoral research stays, etc. And with a single click, maintain communication based e-mail, chat rooms, forums, videoconferencing, all used as tools in virtual teaching.

The users are not only faculties and departments. Other teachers and students, but these groups are not part of l studied. However, they want to be informed of everything that happens in the university environment but also use social networks with style opinionative to record their views, showing discomfort or pleasure against academic decisions taken by the various agencies, even to feeding certain currents of opinion and debates regarding certain issues.

In this respect, it is stated that

"Internet is assuming a revolution in behavior and in organizations. The fact that customers of a company to communicate immediately with each other, makes the company strives not only to meet the demands of its customers, but take care of your corporate image, and that the negative messages from clients can make a waste of money (...) in (...) social networking links are established, not only information, but all materials are exchanged, and professional exchange networks are set to birds of groups formed "(Paniagua Lopez, 2012, p AG. 29-30).

In relation to social networks, universities use Facebook and Twitter as suitable channels to communicate with their faculties and departments (in addition to teachers and students), work entrusted to the community manager. This is shown by a study published in the web www.avanzaentucarrera.com (2014). University of Granada is that, for the second consecutive year, leading the top in Twitter, to have more than 45,300 fans, 20,000 more than a year ago. Secondly, it highlights the UNED, from 19,000 to 43,000 followers in a year, overtaking the University of Seville in third place, with more than 37,160 followers.

The study also sheds Facebook data concerning the "Like" tab. UNED ranked first for the second consecutive year, with more than 47,700 'likes'. Followed by the European University of Madrid and the Autonomous University of Madrid, with 29,200 and 28,400 "Like", respectively. The University of Seville in this top 10, ranked seventh, with more than 20,500 'likes'.

As noted, the implementation of social networks at the University of Seville, its faculties and departments is being carried out fairly slow. I n today, it is difficult to understand the debate in academia without the use of ICT. It new panorama opens to the university and the web 2.0. E l way just beginning and there is still far to go. The University of Seville faces this challenge with enthusiasm, professionalism ay handed, knowing that you Jan to join the bandwagon of Web 2.0 is to incorporate the global world of the Internet and social networks.

2. Objective of study

The objective of study of this research is to analyze the use that the University of Seville, including its faculties and departments, make social networks. We present the list of the 19 colleges affiliated to the University of Seville, in alphabetical order and a list of the 130 assigned to these 19 faculty departments:

Faculties: Fine Arts, Biology, Education, Labor Sciences, Economics and Business, Communication, Law, Nursing, Physiotherapy, Pharmacy, Philology, Philosophy, Physics, Geography and History, Mathematics, Medicine, Dentistry, Psychology, Chemical and Tourism and Finance.

Departments: Business Administration and Marketing and Market Research (Marketing), Algebra, Economic Analysis and Political Economy, Mathematical Analysis, Human Anatomy and Embryology, Social Anthropology, Architecture and Computer Technology, Cell Biology, Plant Biology and Ecology, Medical Biochemistry and Molecular Biology and Immunology, Plant Biochemistry and Molecular Biology Biochemistry and Molecular Biology, Agroforestry Sciences, Computer Science and Artificial Intelligence, Basic Legal Sciences (Roman Law, History of Law and Ecclesiastical Law), surgery, cytology and histology

nomal and Pathology, Communication and Advertising and Literature, Architectural Technology I, Architectural Technology II, Accounting and Finance, Crystallography, Mineralogy and Agricultural Chemistry, Administrative Law, Civil Law and Private International Law, Constitutional Law, Labor Law and Social Security Tax Law, Public International Law and International Relations, Trade Law, Law and Procedure Pena, Drawing, Teaching Musical Expression and Plastic, Teaching Language and Literature and Modern Languages, Experimental Sciences Teaching and Social, Teaching Mathematics, Teaching and Educational Organization, Applied Economics, Applied Economics II, III Applied Economics, Economics and Economic History, Financial Economics and Operations Management, Differential Equations and Numerical Analysis, Physical Education and Sports, Electronic and electromagnetism, Nursing, Aesthetics and History of Philosophy, Stomatology, Building Structures and Geotechnical Engineering Graphic Expression and Engineering Building, Architectural Graphic Expression, Pharmacy and Pharmaceutical Technology, Pharmacology, Pharmacology, Pediatrics and Radiology, German Studies, French Studies, English Philology (English Language), English Philology (English and American Literature), Modern Languages, Philosophy of Law, Philosophy and Logic and Philosophy of Science, Applied Physics I, Applied Physics II;Applied Philosophy III, Atomic, Molecular and Nuclear; Condensed Matter Physics, Physiology, Medical Physiology and Biophysics, Physiotherapy, Genetics, Physical Geography and Regional Geographical Analysis, Human Geography, Geometry and Topology, Ancient History, Contemporary History, American History, Art History, Medieval History and Technical Sciences historiographical, Modern History, History, Theory and Architectural Composition, Aerospace Engineering and Fluid Mechanics, Construction Engineering and Engineering Projects, Systems and Automation Engineering, Design Engineering, Electrical Engineering, Electronics Engineering, Energy Engineering, Engineering Graphics, Mechanical and Manufacturing Engineering, Chemical Engineering, Chemistry and Environmental Engineering, Telematics Engineering, and Materials Science and Transportation, Spanish Language, Linguistics and Theory of Literature, Languages and Systems, Spanish Literature, Applied Mathematics I, Applied Mathematics II, Continuum Mechanics and Structural Analysis, Medicine, Preventive Medicine and Public Salus, Metaphysics and Current Trends in Philosophy, Ethics and Political Philosophy, Research Methods and Diagnosis in Education, Microbiology, Microbiology and Parasitology, Nutrition and Food Science, Toxicology and Medicine Lega, Industrial Organization and Management I, Industrial Organization and Management II, Journalism I, Journalism II, Personality, Evaluation and Psychological Treatment, Painting, Podiatry, Prehistory and Archaeology, Architectural Design, Evolutionary Psychology and Education, Experimental Psychology, Social Psychology, Psychiatry, Analytical Chemistry, Inorganic Chemistry, Organic Chemistry and Pharmacy, Sociology, Electronics, Signal Theory and Communications Theory and History of Education and Social Pedagogy, Urban and Regional Planning, Zoology.

3. Methodology: Field work

The fieldwork necessary to perform such a study has been carried out on 31 March, 1, 2, April 3, 2014, via a full investigation to gather the necessary data. T he main source of information are the websites of the University of Seville, with its **19 faculties** and **130 departments.** Through them, we analyzed the presence or absence of social re des based on the link that make each one of the social networks used in their respec tive portals, using the reference symbol of each.

Therefore, we have followed the methodology of non-participant observation, analyzing all websites (University of Seville, faculties and departments), allowing a quantitative analysis of data from 19 faculties and 130 departments, a total of 150 users as we mentioned above.

The field has developed in various phases. The first it consisted in the number of faculties and departament Children who have website. The second number in the faculties and departments that use RRSS (Facebook and Twitter, the most used tools for the online community).

4. An alysis of data: Results

From the University of Seville as the main institution of this study, and from where the structure based on the different faculties and departments analyzed branches, we can say that the institution, how could it be otherwise, has its own official website as Basic website where you can view any information emanating from that organization and is closely related to today in universities. It also analyzed the 19 faculties also have their own web page.

It is incomprehensible that of the 19 schools analyzed, which are 9 not make use of RRSS, representing 53% of the same. Blatantly entity, they are outside the study. This data shows that have zero interest to use this communication tool online that can bring many benefits to everyday academic management. The other 10 Facultade s do make use of RRSS. The powers that use Facebook and Twitter are Biology, Education and Medicine. Those who prefer to use only Facebook are Economics and Business; Communication, Law, Pharmacy, Philology and Dentistry, opposite the fac ultad Tourism and Finance opts for the exclusive use of Twitter.These powers with a presence in social networks account for the remaining 47%.

After counting data regarding the 130 departments, we can not use sign RRSS 81 departments (62%), compared to 7 departments that do make use of them (5%). Again, it shows the high percentage of department s not using the RRSS, although the reasons why have not decided to apply this tool online is not known. With respect to other departments analyzed, 6 of them failed the connection, in 1 message appeared indicating that the site was under construction and 35 are the ones who do not even have their own web page, which represents 27% of the sample.

Meanwhile, the departments that do make use of the social network Facebook are: Audiovisual Communication and Advertising and Literature; German Studies; and Spanish Language, Linguistics and Theory of Literature. For its part, the only department that opts for the use of Twitter is to Economics and Economic History. Departments of Medicine and Architectural Projects are the ones who make use of the two RRSSS discussed in this article; and the department of Philosophy and Logic and Philosophy of Science which refers to the website which contains the list of centers and departments window emerging from the website of the University of Seville.

The analysis of the data reveals that the use of RRSS by this university community is pretty minimal, if not almost zero. This shows that m u is slowly becoming aware of the benefits that social networks provide a When establishing communication channels and strategies with their target audiences. In this sense, we can say that show serious misgivings at the time of use, revealing an absolute lack of knowledge about how to take full advantage and performance.

However, faculties and departments that use RRSS They are aware of the urgent need to jump on the bandwagon of so-called Web 2.0. And they do pursue the same purpose; establish a direct communication and real time with their respective target groups (teachers and students) to keep them informed of everything that may be of interest to the community. At the same time, we also use social networks as a means to know the opinion of these groups to any matter relating to the university level, establishing an important information channel in which the feedback or feedback are essential.

This is a serious and rigorous commitment to serving and responding to requests, questions, doubts, concerns and opinions for and against. This is evidenced by the number of messages or tweets published through Facebook and Twitter, respectively. But to achieve this goal need a professional having the basics of using social networks and perfectly mastered these tools , called Community Manager, an expert in social edes r you can get the most performance benefit and may provide safe and accurate data about the right or wrong use Facultade s departments make social networks.

5. Conclusions

After analyzing the data, we have reached the following conclusions:

1. The implementation of the social networks in 19 faculties and 130 departments of the University of Seville is slowly making, demonstrating the vast majority (62%) still have misgivings to incorporate these tools online at their respective websites.

2. It can be said that has not yet become aware of the importance that involves using social networks as a communicator, strategic and unifying element of the different users that make this educational community. They must acquire a firm commitment to develop plans to enable real communication set objectives, define target and establish appropriate online tools that achieve success with their performance and strategies.

3. The use of social networks by faculties and departments of the University of Seville is fairly recent, judging by the information provided. Facebook is the most used social network, occupying the second position Twitter.

4. However, the faculties and departments of the University of Seville who do use social networks (5%) do so in order to establish a communication channel that allows real-time contact directly and continuously with their respective target audiences (primarily teachers and students) to inform and at the same time be informed of everything that happens within their university communities.

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X. 2.0 MEDIA CONSUMPTION IN CHILDREN: THE NETWORKS USED AMONG GALICIAN CHILDREN IN THE LAST ELEMENTARY SCHOOL YEAR

Beatriz Feijoo Fernández (Universidad de los Andes -Chile-)

1. Introduction

1.1. Social networks in numbers

The Cocktail Analysis, research agency specializing in strategic consulting and consumer trends, and new communication technologies, released a study versus time of explosion of social networking that took place in 2009, 2010 it appears as a year of consolidation and modest growth with 85% of social network users and considerable stability in the average number of active accounts, with two social networking accounts per user.

If attention to the specific statistics for each social network is provided, the report shows that Facebook is the predominant and are far behind Tuenti and Twitter. On the other side are Hi5, MySpace and Fotolog, which continue in a negative dynamic, representing the highest rates of abandonment of networks. Also keep in mind the expansion of thematic networks. Among the most important are those related to training and professional disciplines that have to do with hobbies, such as sports, entertainment and music.

If attention to Internet users make use of social networks is provided, Facebook and Tuenti are preferably used as tools of communication with friends and, in second place, to see photos and videos of the network of relatives. If accessed through a mobile device use becomes more passive, limited to read and see. Twitter is more focused on follow the activity of contacts and only a third published*tweets* often.

With regards to the connection of social networks through mobile, it has become one of the main uses of the internet to the device. The reasons, the new *smartphones,* flat rates and their related applications services and Facebook is the social network that has greater access to mobility.

1.2. Children and social networks

The link between youth and new technologies increasingly occurs in younger ages. Are the new members of a social category that Marc Prensky and defined in 2001 as "digital natives". The way you interact with these media, their omnipresence in their daily routines cause big differences with the other social group established by Prensky as opposed to digital natives, "technological immigrants", "people who are not born immersed in this new environment technologies, but they are forced to use "(Bringué & Sádaba, 2009: 16). If the first maintain a natural relationship with ICT, "are their mother tongue" for seconds "are a

foreign language" (Bringué & Sádaba, 2009: 16). Xavier Bringué and Charo Sádaba this digital gap caused mainly by the age variable affects sharply in the educational and family sector, as parents and teachers feel lost in the world of new media in your children take them far ahead. Hence, in recent years, scientific studies on young people and their use of ICT in order to answer endless questions were increased.

The computer has become a "virtual hegemony" screen, used especially by younger family members. But what do they do when they are connected? What use do the network? The study highlights four key activities: communicate, learn, share and entertainment. Interact with peers through the network appears as the main action, especially through the Messenger tool.

A major nationwide references to the scientific study of social networks in the lives of children is the Interactive Generations Forum, a non-profit organization composed of professionals from various fields, academic, educational, and nationalities whose business ... mission is "to promote the use of technology to make people better." Founded in December 2008, it is an organization promoted by Telefónica, the University of Navarra and the Inter-American University Organization (OUI).

A recent study, conducted by Brig and Sábada entitled *Children and social networks* includes data such that 78% of respondents use the Internet frequently, of which 22% said they carried out reckless behavior, 11% confess that they They have objection to strangers access to your files, while 17% admit that they find it fun to talk to strangers through the network.

Fernando Garcia Fernandez (2010), also a member of the research group Interactive Generations, reported that the most popular social network among the public is Tuenti, followed far behind by Facebook, in a ratio of 3 to 1. As being met years, there is increasing interest in Facebook at the same time decreasing the Tuenti. The study also highlights that there are many under 14 discharged from a social network, which is contradictory because in the conditions of use access to children under 14 is prohibited.

A report from Charo Sábada and Brig Xavier Fernandez stresses that the use of social networks influence the time devoted to internet: adolescents who use them are connected longer. As to the place from which you access the home itself it is the most common site. However, sailing in the company of the father or the mother follows a reverse pattern and descends as it advances the use of social networks.

Interactive Generations study (2010) which includes the features of the interactive generation in Spain, mainly characterized by a high possession of screens and digital technologies, which have allowed children access to new ways of relating to each other. In short, this is a generation equipped, mobile, early, multitasking and emancipated.

By gender you can establish a basic difference between boys and girls. The former see on screen develop an environment where action activities, in games, in games based on competition offers, etc. By contrast, girls prefer the relational use of screens, preferring to chat and interact with others.

But why social networks are attractive for younger? Fernando Garcia Fernandez (2010) in its publication mentioned above includes offering them:

- Interactivity: you can do things remaining assets.

- Sociability: they can stay in touch with their peers.

- Creating spaces of intimacy and privacy: they can be isolated from the adult world.

- Customization: they may feel different.

- Unlimited Information: access to many different sources to satisfy their curiosity, their doubts or problems.

As stated in the expert in new technologies in the Manual Mar Monsoriu social networking sites (2009), children have turned eagerly in social networks communication possibilities that give these platforms. He adds that children go through a stage of formation of his personality in whom they find their identity through the group and then they are so important social relationships, which explains its close ties with the new information technologies " First, and messaging programs, blogs later three years, social networks "(Monsoriu, 2009). In these stages the peer group acceptance is sought, that through the network is easier to achieve, "why have warmed to them and are the major users" (Monsoriu, 2009).

According to the Spanish Data Protection Agency, the largest of fourteen have precise conditions maturity to consent themselves, the automatic processing of personal data. In this respect, the Regulation of Development of the Law 15/1999, of December 13, Protection of Personal Data, clearly establishes in Article 13 that you can proceed to the processing of data over fourteen years with his consent in the case of children under fourteen consent of parents or guardians is required. In no case may the child collected data to obtain information on other household members or its characteristics.

Finally, from institutions like INTECO *networking* platforms it is encouraged to ensure that installed systems has proven effective age of users and the authenticity of the consent given by the parents or legal guardians. They are also implementing measures to prevent certain content to be displayed to users who, for the record, had indicated his minority.

In short, social networks are a service present in varying degrees in the lives of children. This article seeks to understand and compare their penetration levels Galician children between 10-11 years, who already make a significant consumption and highlight the internet.

2. Objectives and methodology

This study is carried out with extracted quantitative results of a survey on the relationship of the Galician children with different screens (television, video games and the internet).

Following Sierra Bravo (2001), the basic instrument of observation is the questionnaire survey can be of three types: simple questionnaire, interview or sociometric scales. In this study we resort to simple questionnaire, the respondents, after reading it, answer in writing, without direct intervention of any person from cooperating in the investigation. In this questionnaire closed, categorized and open questions designed to identify respondents, their positions on specific issues and motivations of this study were used. It is divided into classes of 6th grade, children between 11 and 12 years, because these ages especially sensitive from the point of view of generating a consumer mentality. Once obtained the consent of the schools, a

sample of approximately 2,200 individuals from 77 public and private schools in the four provinces of Galicia to represent the 41 889 children between 11 and 12 years of age residing in selected Galicia, according to the National Statistics Institute (INE 2008).

The questionnaire was provided as follows:

Sexo:
Colegio:
Hábitat:

1. ¿Tienes internet en casa?
   ☐ SI
   ☐ NO

2. ¿Cuál es tu sitio favorito de internet?
   - ....

3. ¿Participas en alguna red social de internet?
   ☐ Tuenti
   ☐ Facebook
   ☐ Fotolog
   ☐ Metroflog
   ☐ Otras

4. ¿Cuánto tiempo dedicas diariamente a estar en internet en días de cole?
   ☐ Menos de 1 hora
   ☐ De 1horas a 2horas
   ☐ De 2horas a 3horas
   ☐ De 3horas a 4horas
   ☐ Más de 4 horas

5. ¿Cuánto tiempo dedicas diariamente a estar en internet los fines de semana?
   ☐ Menos de 1 hora
   ☐ De 1horas a 2horas
   ☐ De 2horas a 3horas
   ☐ De 3horas a 4horas
   ☐ Más de 4 horas

6. Danos tu opinión sobre las siguientes actividades, valorando de 1 a 5, lo mucho (1) que te gusta y lo poco (5) que te gusta:

	1	2	3	4	5
Hacer deporte					
Ver la televisión					
Jugar con amigos					
Jugar con videojuegos					
Leer					
Ir de compras					
Jugar con los padres					
Ir al colegio					
Jugar con los hermanos					

Figure 1. Questionnaire supplied.
Source: Authors

The main variable of this study was to quantify the number of children in the sample who used social networks and also differentiate by sex. With this encoding many children aged 11-12 use some applications which in principle should not have access are met. It was also checked whether social networks are within their virtual preferences by asking them to name their favorite site network. To complete the study, he

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reflected the extent to which children value being on the Internet, and the time they devote to him during the week and weekend. Finally, they were asked if they have internet at home.

3. Results

3.1. Favorite web sites

In this open question you want to check the degree of 'presence' of social networks in the minds of children. So he asked without any guide, freely, what was your favorite website, a sort of *top of mind* of the most popular / most memorable places for muestra. Las actions that children often play by the network can be summarized in three: seek primarily to entertain, to share and communicate with their peers and, thirdly, also use it to learn and know. Figure 3 shows as favorites respondents are web spaces online games, free cited by nearly 7 in 10 children. Social networks (52.8%) and the containment and music video pages (39%) also occupy a prominent position in children's tastes. Visits to areas more related to learning or knowledge, but were remembered and included in their choices, have lower percentages. Corporate websites - especially characters series- officers, search engines (mainly Google) and digital media were among the most cited in this category spaces.
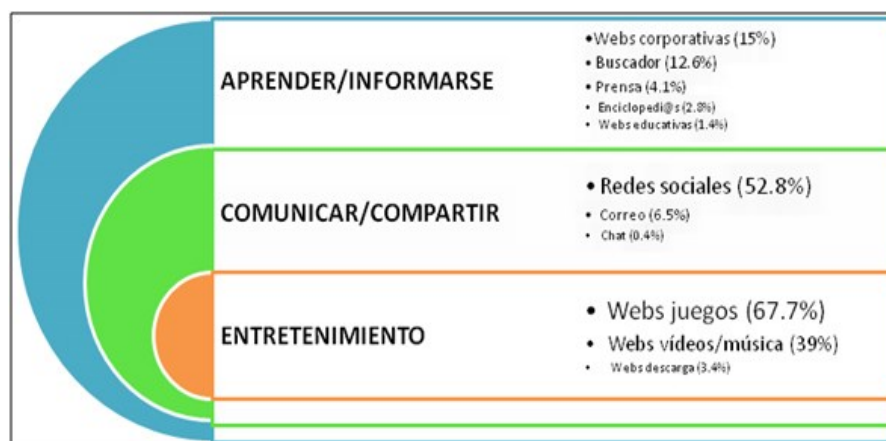
Figure 2. most visited web areas. Source: Authors

3.2. Social networks

This is a closed question multiple choice where children were able to mark the Tuenti, Facebook, Fotolog, Metroflog or other options, or not make any. In essence, the results are:

Windows Messenger services are achieving a greater presence to be remembered for 35.8% of the sample (Figure 5). A 24.4% Tuenti and Facebook with 13.3 occupy the second and third but not allow their access to legal conditions under these ages under study (10-11 years). Photographic Metroflog and social networks as they have lately lost Fotolog following among young people, complete the Top 5. Finally Habbo, designed for teenagers, closes the list with a 4.1% penetration.
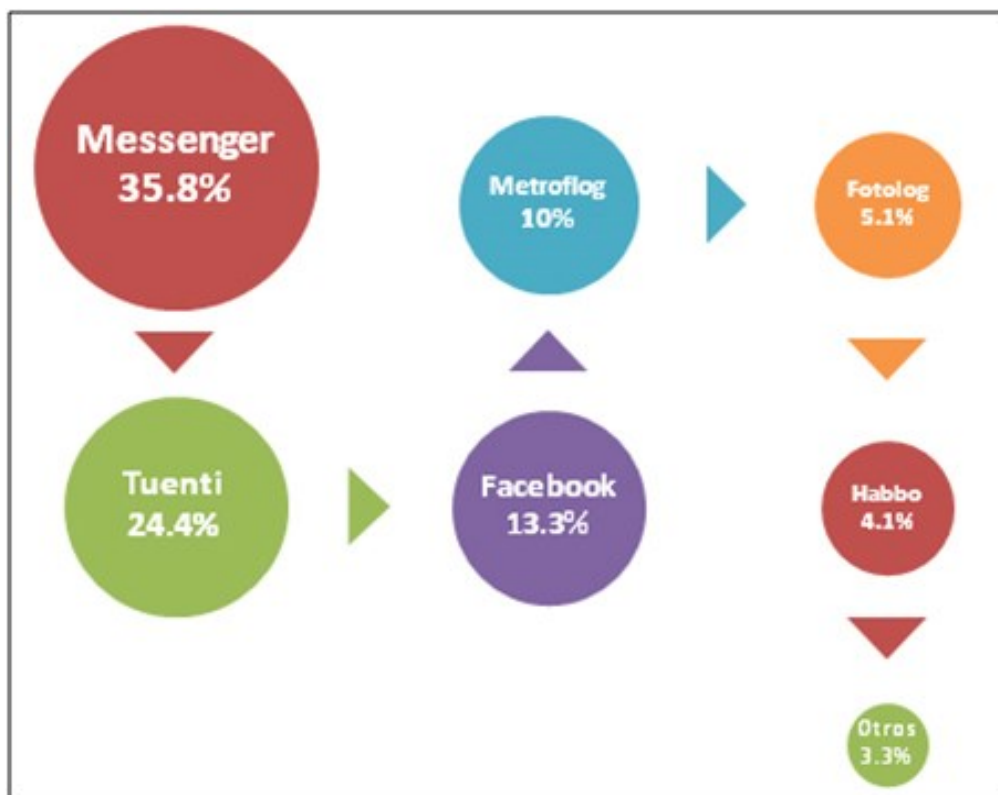
Figure 3. Social networks most cited.
Source: Prepared

Although large differences in gender are not seen, children are slightly less related to Tuenti (22.8%) and Messenger (31.6%) with superior tracking among the female audience (38.5%). For its part Habbo is preferred more by children than by girls.

3.3. Preference for web browsing

For children the importance accorded to surf the internet a Likert scale of 1 to 5 was designed where 1 corresponds to "I like" and five with "I hate". This type of scale measures attitudes or individual predispositions to particular social contexts. The scale is constructed based on a series of items that reflect a positive or negative attitude about a stimulus or reference, with five possible answers: a lot (1) pretty (2), indifferent (3), little (4) and nothing (5). If the percentages each having levels scale Internet like are studied, the following data are extracted:
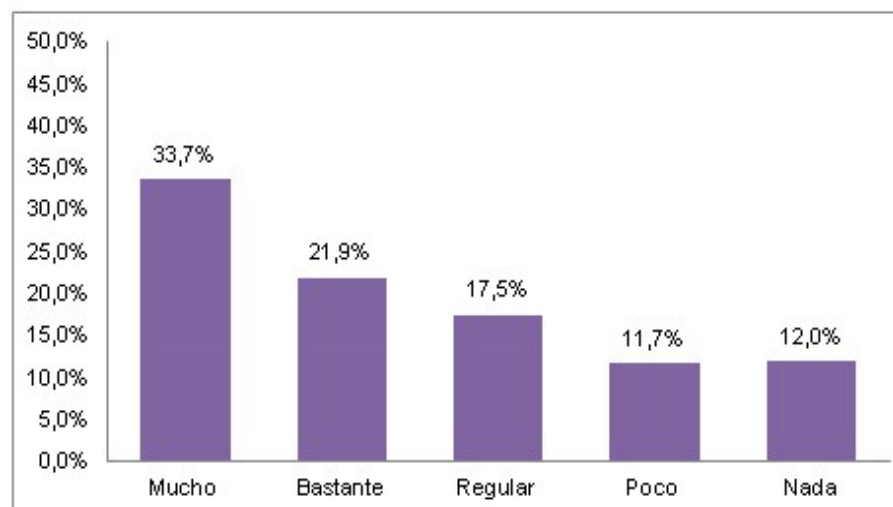
Figure 4. Preference online.
Source: Prepared

33.7% of the sample greatly appreciates navigation, percentage that stands out from that of other options, which are more homogeneous. Almost 22% admits he enjoys fairly, while nearly one in four like little or nothing. Although the percentage of children who feel little affinity for the network is significant, the 'I love' stands out from the others.

Compared the presence of the Internet in the lives of children with other typical activities at that age, it can be seen enjoying some favoritism in their tastes, beating affinity to other habits and attitudes so far very present in children's behavior, as 'reading', 'go to school', 'play with parents and siblings' and 'shopping'.

According to objective data, what he likes most is to develop social activities such company: (playing with friends, play sports and go outside/park). Second they are the interactive activities and new technologies (Internet, video games and television). Deserves reflection data show low 'play with parents or siblings'.

By sex big differences are observed: remain priority activities in sharing with peers, in a second position leaving audiovisual consumption. Family playing with presents in two low scores genres, to the point that girls appreciate worse (like anything) playing with parents to go to school. The activity 'shopping' is most valued by girls by boys, like reading.

3.4. Internet consumption

In this closed question the number of hours children spend online and hours difference between week and weekend took shape. The information is as follows:

Most of the sample (67.6%) recognizes connect to the Internet within 1 hour during school days; 17.9% do it 1-2 hours and less than 7% admits to being more than two hours. Over the weekend the trend changes and the results displayed as periods longer earn presence connection costs of less time, as

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shown in Figure 2. As you can see, children spend online is less than 1 time will be reduced to 37.5% (less than half that week) to increase by more than double the other options.
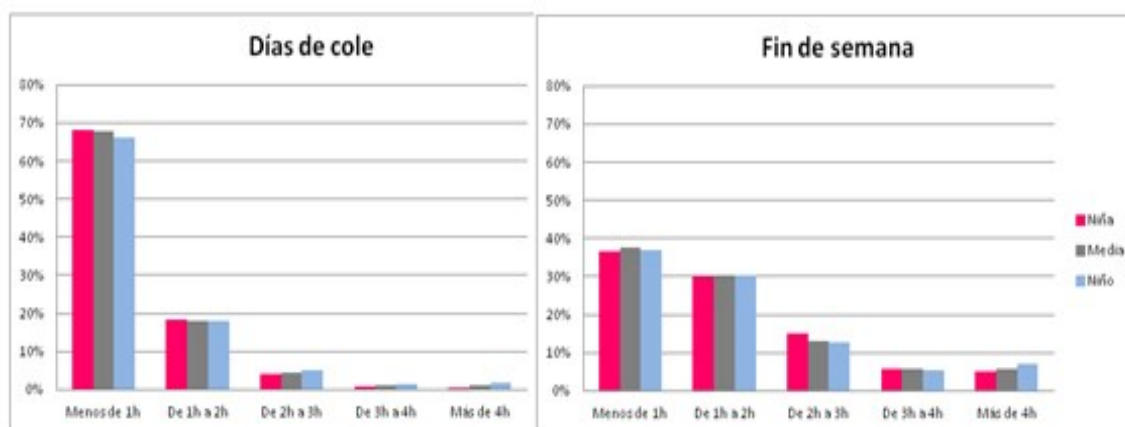
Figure 5. Internet hours differentiated by sex.
Source: Authors

Thus, 43.3% of the sample surf the net from 1 to 3 hours Saturday and Sunday and about 55% said it at least 1 hour. In essence, while the consumption of Internet is concentrated in less than 1 hour during the school day, the children take advantage of the weekend to spend more time online.

Taking account of gender, no significant differences were found, still children tend to spend more number of hours connected, especially during the week.

3.5. Connection at home

This question was tested what grade Internet has joined the pontevedreses households, recording the number of children in the province with direct connection from home. The data are quite revealing, as opposed to the popular belief that Galicia is at the bottom of the envelope of technology in homes.

The provision of Internet access at home is closely related to possession or not-that computer the device with the highest penetration among the sample, 86.4% say they have at least one in your hearth. Thus, 80.3% of children with CP also have access to the network, as opposed to 18% who have a computer but no connection. Geographically significant differences in the presence of internet at home are drawn: 80% penetration in urban habitat (over 10,000), compared to 60% in semi-urban (1,000 to 10,000) 33% in rural land (less than 1,000).

4. Discussion and conclusions

The results are striking: social networks have the favor, faithfulness and monitoring of smaller, 52.8% penetration. It seems an obvious result because social networks are based on an activity that exploit children seek and develop at that age, that of socializing and networking with peers. That nearly 25% of the sample (between 11 and 12 years), have Tuenti profile shows great insight that these*networking* platforms have

experienced at an early age. Do not forget that this network of national origin sets the minimum user to be 14 years old, so that one in four children interviewed breaks the rules, to lie about their age, leaving them unprotected.

As users of Facebook, the results showed that 13.3% have registered a profile on this network. Since these applications are at the limit of privacy and security, they are aware that children should not have access, but their measures to control entry are fairly weak, as to distort the box age possible create the profile.

Another significant finding of removable quantitative study is the privileged position that social networks get into the *top of mind* of the favorite websites for children. Second only to the pages of online games 52.8% of the children surveyed have been agreed in the first place without the influence of any external stimulus (do not forget that the question was open) social networks, to classify them on a second place as his favorite when accessing network place. This statistic reveals that these technologies are very present in their lives, because of all that the Internet offers, for children, are the second most memorable option.

You can not ignore that social networks are part of life and tastes of the smallest of the house, it is increasingly present in their habits reality and their environment, familiar and educational, so it should not be excepted. Internet, social networks and new technologies are present so that whoever wants to evolve and keep up can not stay out of this new reality; we must live and live with them, including them in the daily process with training, education and awareness and especially in children.

However, we must not forget that a web space that can only go so accompanied do so without proper parental guidance, which states that a generation with children 2.0 consolidates, with parents who have not reached the 1.0.

Moreover, to create a profile on any of these networks, children take hold of lies to achieve their goals, to enter an unknown location without knowing the terrain actually going to tread, and without taking a guide who east along the right paths.

It seems necessary to insist that parents should make an effort to upgrade and understand what they are, because the solution is not to close the doors to the navigation of minors. The great handicap for adults is that web browsing is still to be assimilated, understood and explained, with a dedication of hours.

The misuse of social networks produces the deterioration of some of the universally recognized human values like truth, to the point of exceeding the line of legality or affect such important issues as school performance or even future employment.

Especially social networks and new technologies in general, have brought a revolution and renewal in the concept of communication, overcoming barriers that until now we prevented full expression, and to achieve, above all, the democratization of opinion, with which everyone can express and everyone can access all data sources. In short, a closer approximation to the truth and the reality of the society in which everyone, regardless of status, gender, religion, culture ... get to exercise their voice.

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XI. TECHNOLOGY SYSTEMS BASED ON IMAGE IN BROKERAGE EVENTS

Cesáreo Fernández Fernández (U. Jaume I de Castellón – Spain)

1. Introduction: event and communication

Certainly event is to do what happens, what happens. Regardless of its complexity, it has been planned, it has structure that can be considered as an *act.* All phenomenology is in a way an event. And from this consideration, it is even questionable the very integrity of an event either in their own consecutive materialization through sub-events are events themselves. An event, as it happens, has in fact communication itself, as so; we could talk about a natural event, which is purer than speech communication.

But an event when something produced with the intention or essence of an *act,* carries in itself a function of communication. We speak here of *acting* before or to someone. And when that *audience* is wide, whether general or specialized, and also the objective of the act goes beyond mere self-expression, then we encounter the concept of event we could call as a *communication event,* in which precisely that essence in that single event happen, is not important. In the communication event, issues such as planning, design, production, realization, strategy, device, technology, etc., are of fundamental importance. Just the opposite in the natural event. On the other hand, regardless of whether they can be considered also parts and stages the event communication as something Awareness with integrity.

If they are conceptually in its verb form, *happen* and *happen* very close and are synonymous s almost perfect, in its noun form, distance *event occurrence* by a clear connotation of the first on the importance, size, relevance, what happened. Since in this paper we will confine the communication event (and in particular very pragmatic or applied, clearly far from philosophical considerations about the natural event issues) we reserve the term for event-as opposed to that of acaecimiento- to refer what we simplify, we will call on, *event.* So, we can e stablish the following equation / schematic as a starting point to address the approach to management issues audiovisual technology based on the events:
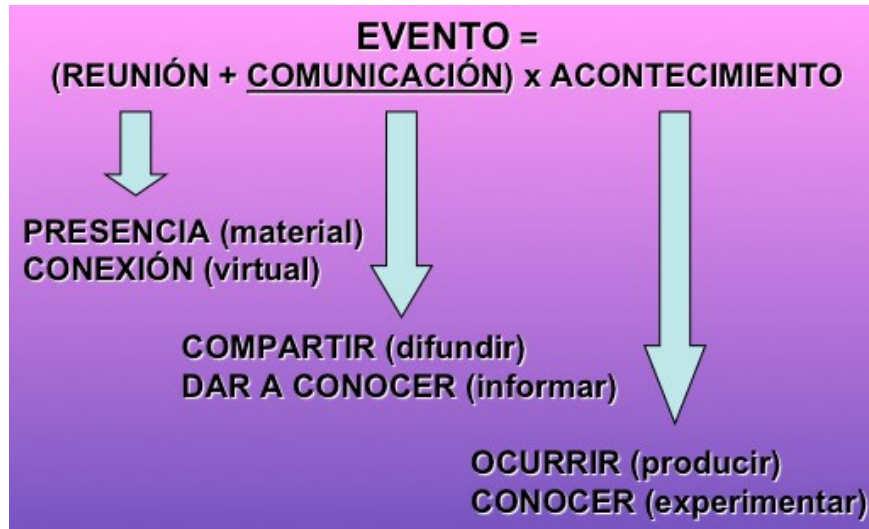
Equation / event scheme (Compiled)

Equation in which, fulfilling the distributive property of multiplication over addition, both the meeting and communication have the character of event, ie an event of importance, or should have her to conceive the event itself. Turning now to the paper, it can be *intra-event* or *extra-event.* In the second, the mass media have a major role, along with other forms and communication devices (web, social networks, mailing lists, etc.). In this text we do not address this communication (except any related matter), but the intra-event. In particular communication that leads, and underlies the event possible. That is, communication in and during the event, which is the event itself. And, specifically, we will take care of the *devices* and technology *provisions* based on the image in the event face, mainly when it is the very organization of the event which takes care of your communication design.

2. Think strategically the planning of audiovisual devices and arrangements of the event

Every event involves a visual device that enables them to rally and reach your audience / participants. The design and implementation of technological system vehicle the intra-event communication can greatly enhance the essence of the event, extend or amplify their goals even determine your success or failure. So, thinking the intra-event communication processes, not only must develop a reflection that goes from the conception of the event to your system and communication processes but also one that goes from the conception of communication itself, in essence (and systematic and operational), the event. Something, of course, do companies specializing in the communication of events but often neglect the organizing committees of events as they are responsible for the design, conception and implementation of their communication systems. It is to combine the symbolic power of communication (we will deal in particular in this text, image) with strategic action planning and implementation. If any event, in its conception and planning, you should consider the times and actions in advance, incidence and memory, we must also consider these three aspect when designing and planning devices and provisions that implement their communication.

In many of the events based on the speakers-public axis (which, apart from the actual musical and sporting events are the majority, or represent a significant part of the event), the / as speakers-speakers to communicate it requested organizing the technical requirements they will need when they should be taken for granted and directly provide the conditions that allow any communication possibility and compatibility as well as having established the provisions of communicative best monetize the whole essence of the event itself, without forgetting all audiovisual and / or technological complement possible, beyond the paper presentations or speeches itself.

Focusing on the picture, and making a generalization of the traditional computer terminology that distinguishes between hard systems and soft systems, we can set for the core technology of the image in the event the following categorical division will help us to ensure systematic management , layout and operation on the elements or technological items to consider:

Devices / items hard:

- Computers / peripherals
- Projectors
- Screens / monitors
- Cameras
- Rooms / spaces
- Wired / links / mixers

Devices / soft items:

- Computer / codecs programs
- Video / image / contributed presentations by speakers
- Video / image return of the speakers / public
- Video / image complements

At the time of giving, plan and combine all these items, mate relationships that go us to determine especially the provisions of the technological elements used and force us to think about the harmonization of all equipment, spaces and people. Often only think about the relationship between speakers and the audience, but the speakers-speakers and public-public relationships are forgotten. In fact, relations between speakers and the audience also worth thinking about them in detail in dual speakers-public and public-address speakers. All that, in the field of audio usually solved quite well, using mobile wireless microphones (though not always anticipated appropriately, considering all the technical implications, as it often couplings baffles are produced), in the field of image is often too simplified, without thinking strategically on the concepts of multiplicity and targeting, or the visibility, lighting and positioning relative.

3. Computer screens, projectors, lighting and rooms

It is true that in many case s, there are economic constraints that determine the possibility of a complex audiovisual technological equipment (and the team associated with the operation thereof), but today the costs of non-core technology high and good planning and strategic conception of it can capitalize much the

results of the event. So, when considering the items and relationships set out above, must be addressed to the following.

In the domain of hard, it is essential to have available to / as speakers a triple possibility of computers available. PC (Windows / open source), Mac type, connection own laptop (video and audio) Type and it is essential that in the first two cases, now in the soft domain, it becomes available image management software, sound and presentation is the most diverse possible. Similarly, we must not forget, which happens often, they have updated all *codecs* for these programs pro, so incompat bilities will not occur with files that provide the / as speakers, despite the availability of the relevant program for execution.

To service the / as (during, before and after their presentations) is also very important to have at their disposal, and planned a series of peripherals. In particular, before (and potentially beyond) the presentation, a scanner and a printer as well as several units Devices, to external (hard drives, USB keys, etc.) formatted, if possible, on the main standards -NTFS and Mac OS- or at least in FAT 32 (this formatting system will be compatible with both PC and Mac but we limit the extension or weight may have a single file). And, something not usually provide, but it is often of tremendous use during presentations, an opaque projector (consisting of a small camera vertically on a well-lit base), so that the / the rapporteur may show the entire audience, conspicuously and increased, any object, including any printed document that had not provided in its presentació n, or whose support was relevant show. Also, something that today almost always plans, worth having enabled control system remote devices, for activation, through remote home pages, etc.

With regard to the screen, we can say that are *the primary front that conveys communication and group-mass distribution in the event (and in general).* The screens endow, and how endow, primarily concerns the public-relations speakers but also to speakers-speakers and public-public relations. So, if the room is large and the audience, will have to assess whether access visual attendee is more or less homogeneous regardless of where they are and, if not, shall be installed for redundant projection screens in different places or locations of the room (as well as the speakers are distributed in multiple ways to along the rooms to ensure optimal hearing all / as). Also, apart from the question of homogeneous visibility to the public of the main content (presentation), it may be necessary or advisable, be additional screens to display, of Simultaneous or permanent, in parallel or occasionally, other images, whether moving or static, whether complement the main or setting presentation illustration of the event, promotional, sponsorship, including the return of the environment, public way or other areas of the event. In this case, when there are several screens, comes in factor multiplicity relationships and focus of atenció n, to be strategically considered in determining both the size and the location of the secondary displays or complement. In fact, the classification between *content* and *screens* will *complement screens* l based criteria when deciding on such matters and even about the possible sacrifice of any such screens, thinking, for example, no visual and / or saturation of care. In turn, all of them, but especially for screens redundancy main content, to facilitate the homogeneity of the visibility of the public, it is important that your site is in places do not involve forcing the position of the head to look at them, nor excessively Iarla desv address marking the position of the / as speakers because apart from that, otherwise, could create discomfort, would also reduce the feeling of co presence / as speakers - UAL c is fundamental in a comfortab n event- or integ ration in the event itself also may be necessary or advisable to locate redundant content screens outside the main hall, yes. As I was needed to overflow the capacity of it and arranged a suitable adjacent space (in this case, also think of this space as a space of the event, so that people can be comfortable also there during development).

As for the speakers-speakers relations, it is essential that there are monitors return to the set of speakers (usually back to the p antallas for the public) can continue the presentation of the rapporteur who is on the floor, without to twist the neck and staring at the audience. This shall be solved if there are several screens in the room where the presentations of redundant projects, and these are visually accessible correct and direct way for / as components of the table. You can even have a portable screen angle in the own platform, or close, to give visual feedback to the / as members of the board.

Speaking of screens is, in a way, speaking of the tandem screen projectors. That is, normally, for each screen must be a projector whose power and resolution should be appropriate to the lighting conditions of viewing environments and the quality required for parts or projections that want to implement. Today projectors have reduced their size and weight, and price, while greatly increased their efficiency, versatility and long lamp life. This gives much more agility and flexibility to your site, allowing multiplication of employment without incurring risk of visual obstructions and shadows by having to deploy large stands for projectors (you can even use wirelessly, avoiding the attendant complexities of wiring). However, you must think of optimizing your job, depending on their locations, angles, distances, etc. to get the best visual result with minimal spatial interference in the environment. Therefore, and whether to supply image pri screens n cipal or secondary content or complement, will have to decide between di alternative Versas, as you can be the use of *rear projection* systems, *LED* screens large / medium / small format *video-walls* systems, and even *video* techniques *mapp ing* (something we will discuss briefly later and although overflowing basic considerations we have been trying audiovisual technology and employment for presentations yes, even the very notion of screen, can be a visual complement -not strategy only ma s Exteriors- increasingly accessible and used and, of course, extremely showy and with a power of very high symbolic impact).

Architecture and material condition of the rooms will be a factor that will determine the requirements of both speakers and audience as projectors and screens. Also, it must be managed strategically, depending on the needs, the differential light of different significant areas of the room. In this regard, local enhanced lighting systems and use of potentiometers that allow regulation of partial currents, will help to control lighting accurately. But beyond this, and in general, it will be essential to at least keep under control the activation or lighting different areas of the room. And those areas are defined so to fit our needs. For example, the control areas based on an axis right / left can be useless (or not), while according to an axis front / back can be crucial (especially considering that the speakers and screen area principal is usually the front). Often this is complicated depending on the location of screens, decorative or informative elements, the need for the public to see to take notes (or vice versa, the same lighting should be soft). In any case, you should not rely on systems without switches and lighting distribution ng I had the room. If to be strengthened or changed, do it, even add a complementary system lighting.

With regard to the specific position of the / as speakers (we have been understood *rapporteur* / the star of the presentació n, address or driving significant and principal Act) the interference and complexity of lighting design and location of displays / projectors, depend the number of / as / as, which has table (or not) and how is the layout of the / as / as (with prominent positioning area computer / presenter or not), they are standing or sitting / ace, you have the possibility of movement, the need (or not) follow-up with lighting, etc. In any case, apart from the configurations that we plan worth leave open the possibility that practices wishing / as speakers itself (standing or sitting / as, moving or not, etc.). And, bearing in mind the need for the / as members of the board have access to return image easily, as mentioned above.

4. Recording systems, complementary projection, and dissemination

While technological equipment base, relative to the image, we have been considering, they are necessary in all production of an event, the cameras could be expendable. But well worth considering this type of equipment and its capabilities and management, p ues are going to bring a great diversity of values added to the event itself. With them, depending on the system design implementation and use do, we can get:

- Obtaining an entry / memory audiovisual event: speeches, events, attendees, etc.
- Image return during interventions, amplification or complementation, speakers, public, etc., aimed at secondary screens in the same room for such interventions.
- Image (and sound) to supply to other rooms or spaces of the event.
- Ability to broadcast the event live (Or delayed) by internet, by systems *streaming* or others.
- Implement a system of VOD for attendees at a time or successive day event.
- Implement creative imagination strategies based on the use of the image, etc.

Obviously, each of these things, not only we will be required to provide cameras and systems management thereof to the event, but also, as appropriate, we will demand other added requirements, such as facilities performing (mixers video, camera remotes, etc.), networking equipment (wiring, wireless, etc.), computer equipment and network (specialized programs, video servers, etc.), meeting and monitoring systems (eg if VOD) is implemented, etc., more team (with varying degrees of expertise) For the management of it.

The number and type of chamber view (and their operational and control) and the system of conducting, recording and projection, distribution and dissemination decisions that will constrain us the possibilities of obtaining added value of image making of the event, its acts and parts. In that sense, the ideal configuration would be to have a system of four cameras, two fixed such that would generally flat and closed of the protagonists of the presentations, other public fixed planes and the fourth mobile, various planes both actors and audiences, detail, creative plans, etc. These cameras, except for the mobile (which should be equipped with wireless link was) may be remoteadas and operated from the control of realization. If possible it is worth making an embodiment Live (necessary, of course, whether it will broadcast the event live via strea ming), without sacrificing image recording of each camera for further editing of parts of different types and purpose. Similarly, in the embodiment can mix the image source supplying cameras, with pieces that have already developed the ability with snap image, promotion, sponsorship, etc., or even with material provided by themselves as speakers (in addition to that they could use in their presentations themselves).

Furthermore, the small size and current cost of certain cameras, could allow the implementation of creative and participatory strategies with the image for secondary displays, as it could be to provide one or more cameras with web-cam type wireless link speakers and / or public (which was circulating among them), which selectively supply image projected on a screen dedicated tandem / slave projector, turning to the audience themselves to act / event add image source (which, logically, it would be penalty not project directly without going through the dedicated implementation control secondary display to avoid possible actions disadvantages images result from, say, hooliganism or misconduct on the part of those who had and were operating).

5. Projective Advanced technology and participatory

Along with everything that has been exposing regarding the core technology related to image events, they can be considered advanced and participatory or interactive systems (as described at the end of the previous section) that can be used to make spectacular a factor of interest and value, and increase both the impact of the event and the effectiveness of other communication strategies to implement them. Thus, from more modest and low-cost strategies, as would be the projection of image/static/s (single/s variable/s) standard format, on walls of the room (without display) with function, either, complementing or illustration of the presentation or event, whether ornamental, promotional, etc., you can implement video mapping systems, which can develop on exterior structures but also interiors, and even on people.

Video mapping about exterior structure

Video mapping about people

Video mapping about interior structure

Although this entails higher (and generally employ special services) costs, and advanced planning both technology and the specific dynamics of the events, it is becoming more accessible and impact strategy is, of course, very showy and powerful.

Another use of projective technology, in this participatory event, the exhibition consists of more or less real time (as has been said, it always pays to check what is thrown at the screen when the source is not self-manufactured) imaging and/or text from the use of social networks by attendees and participants in the event (even external people), for example, enabling a hashtag on twitter (or simply via SMS) and projecting a secondary display which is dedicated receives about (selectively and under control, worth repeating). Again here we must remember what was said earlier about controlling the focusing of attention and always evaluate these strategies may not involve a mere spectacular factor, banalizador or decreased attention and interest on the essence of the presentations and the core of the event itself.

XII.   INTERACTIVITY, MULTIMEDIA, AND HYPERTEXTUALITY IN DIGITAL SPORTS JOURNAILISM IN SPAIN

Joan Francesc Fondevila Gascón (U. Abat Oliba CEU -Spain-)
Ana Beriain Bañares (U. Abat Oliba CEU -Spain-)
Josep Lluís del Olmo Arriaga (U. Abat Oliba CEU -Spain-)
Juan Carlos Valero Hermosilla (U. Abat Oliba CEU –Spain-)

1.   Factors for increasing traffic in digital journalism

There are various ways of increasing user traffic in digital journalism, from those based on content production to those focused on positioning (Search Engine Optimisation, Search Engine Marketing, Social Media Marketing and so on). In this study, we focus on describing key ways of generating traffic by combining the three basic catalysts of content generation: hypertextuality, multimedia and interactivity. If correlations exist among any of these factors, more traffic will be generated (for example, more links or more multimedia elements can lead to online interviews receiving more interactions or comments, that is to say, more traffic). No formula can guarantee that quality content will translate into more visits, but any clues that we can find may provide invaluable help for the newspaper industry and journalists.

Hypertextuality is the factor that most differentiates digital journalism from traditional journalism (Díaz Noci and Salaverría, 2003). Unidirectionality and unilinearity have been rendered obsolete, and improvements in content semantics are now seen as the most attractive solution for increasing audiences (higher quality of content, which also entails higher costs) and generating more visits to publishing company media, thanks to the phenomenon of "hypertextual endogamy" (Fondevila, 2010b, 2011), something previously unthinkable.

Within a context of cloud journalism (Fondevila, 2010a) and urgent, constant demand for new content, one formula for increasing online newspaper revenue is to generate more traffic on the website, which leads to more advertising, the main source of income to date. The dynamic of visits, clicks and conversions underpins the goal of creating a homogenous community of readers, which results in consumption thanks to strategies crossed with e-commerce.

Other studies of news links (Deuze, 2003), comparing Europe and the United States (Quandt, 2008), on Slovenia (Oblak, 2005), on Scandinavia (Engebretsen, 2006) and on Colombia (Castellanos, 2011), do not take into account the relations between hypertextuality, multimedia and interactivity in terms of traffic generation.

With regard to multimedia (use of text, photography, video, audio and infographics), we start from the premise that video, audio and infographics are the main factors that differentiate the online press from the paper press. To date, online newspapers have made only moderate use of audiovisual resources, and the most frequently employed among these is photography (Fondevila, 2009). Study of content search and

retrieval systems shows an imbalance in the presence of photography, video and graphics, the steady though not increasing presence of multimedia elements, and substantial differences in the quality of multimedia searches (Guallar, Rovira and Ruiz, 2010). This article focuses on video, the most differentiating multimedia factor with respect to print journalism. In fact, video is the great devourer of broadband, thanks to the phenomenon of streaming and video on demand.

As the social networks demonstrate, interactivity increases the engagement of the medium reader. One particular goal in this respect is to personalise the user's experience (Quality of Experience, or QoE). An empirical study in Catalonia and Spain revealed that comments encourage participation in online newspapers (Fondevila, Beriain, Del Olmo, 2013). Gaps in the use of interactivity in Slovenia and the increasingly close links between newspaper and reader generated by the social networks in Colombia suggest the option of generating more traffic by increasing the use of interactivity, although this is occurring only in a limited way in Latin America (Bachmann and Harlow, 2012). In this study, we focus on the online interview, whose use to date has been characterised by conservatism. The traditional monolithic, unidirectional nature of the printed press and the need for broadband mean that interactivity continues to be a challenge still to be met (Goldenberg, 2005), something that is reflected in a certain timidity when it comes to using the resource of the online interview. Factors that restrict interactivity include lack of time, excessive communications, spam and the extremism of some readers. Interaction in mobility (so-called "mobile journalism") can give a boost to this tool. In fact, the combination of mobility, multiservice platforms, quality communications and interactivity may generate a scenario, during the Broadband Society, of "social journalism commerce" (Fondevila, 2013) mixed with journalism.

2. Research

At Universitat Abat Oliba CEU (UAO CEU), we are researching into the keys for generating traffic in digital journalism, in the framework of our search for sustainable business models for the publishing industry. The scientific methodology chosen is quantitative (i.e., it centres on aspects of social phenomena that can be quantified, normally using tools from statistical science) and comparative, based on comparison of variables between study and control groups that confirm or disprove certain hypotheses.

The research is synchronous, since the research period involved collecting data at a specific time or within a specific time span (two months, from 15 July to 15 September 2012, inclusive). The aim is for this research to lead to an evaluation study that will assess and judge the design, implementation, effects, usefulness and degree to which targets are achieved in the different fields of action. The purpose of the research is to resolve a simulated or real issue that affects the profession (in this case, the generation of digital traffic).

The study universe was formed by the four sports newspapers in Spain with the largest audiences (www.as.com, www.marca.com, www.mundodeportivo.com and www.sport.es). The content units on the homepage and the number of links, multimedia inserts and interactivity (online interviews) were recorded for 62 consecutive days.

The research hypothesis (H1) is that the intersection of hypertextuality, multimedia and interactivity in a digital newspaper is capable of generating more user traffic. As separate sub-hypotheses for each of the

parameters used to confirm H1, we established H2 (the use of hypertextuality in digital sports journalism in Spain is limited), H3 (there are a large amount of video multimedia inserts) and H4 (online interviews are limited in number).

3. Results

After conducting the fieldwork (Table 1), we noted a modest use of hypertextuality in digital sports journalism in Spain (H2 is confirmed), more so when we take into account the results of previous studies.

The results show that the ratio of links per news item is negligible (an average of just 0.14). The figures are similar for both *As* (0.16) and *Marca* (0.17), whose natural audience is Spanish for its printed version, and *MD* (0.11) and *Sport* (0.10), whose main audience focus is Catalonia. The UAO CEU Research Group into Digital Journalism and Broadband encourages a minimum of one link per content unit and advises one per paragraph. The figures reproduced here are far from meeting these recommendations, which foster greater quality and, probably, generate more traffic.

As regards multimedia inserts, once more we find a bipolarisation between *As* and *Marca* and the *MD-Sport* pair. The first two present similar figures (*As,* 433; *Marca,* 431), as do those aimed at Catalan audiences (*MD,* 279; *Sport,* 244). In the case of *As*, the average number of videos per day is 6.98, whilst for *Marca* the average is 6.95 per day. In *MD*, the average is 4.5 videos per day, in *Sport*, 3.93. These are high figures, confirming H3 (there are a large amount of video multimedia inserts). Video is one of the main catalysts of traffic, and more so in sports newspapers, in which it is an essential component. The possibility of downloading unusual and anecdotal images, spectacular goals, terrible mistakes and a wide variety of audiovisual narratives has the added advantage that a huge range of events can be shown thanks to the inherent ease of recording technology.

Taking interviews as the reference for interactivity, the figures are similar for all four components of the sample, though with a slight difference in favour of *Marca* (9) and *As* (8), which lead *MD* (7) and *Sport* (6) by a small amount. In any case, these figures are far from spectacular, confirming H4 (online interviews are limited in number).

	As	*Marca*	*MD*	*Sport*
News	2463	2462	2342	2300
Links	405	429	267	235
Multimedia inserts (video)	433	431	279	244
Interactivity (online interviews)	8	9	7	6
Links per news item	0.16	0.17	0.11	0.10

Table 1. Hypertextuality, multimedia and interactivity inserts in the four leading sports newspapers in Spain
Source: authors (sample, n = 62)

Another focus of analysis, comparative in nature (Table 2), confirms the trend described above. In effect, the newspapers aimed at Spanish audiences include more links (more hypertextuality), more multimedia inserts (video) and more interactivity (online interviews). In the first two cases, the differences are significant, in the third they are not. In any case, the amount of hypertext is very low. The total number of content units is similar, with the Spanish market papers slightly ahead.

	Spanish market papers	*Catalan market papers*
News	4925	4642
Links	834	502
Multimedia inserts (video)	864	523
Interactivity (online interviews)	17	13
Links per news item	0.17	0.11

*Table 2. Comparison of hypertextuality, multimedia and interactivity inserts between newspapers aimed at Spain (*As *and* Marca*) and Catalonia (*MD *and* Sport*)*
Source: authors (sample, n = 62)

In multimedia, the figures are significant. They show that, together, *As* and *Marca* have a combined total of 864 videos, an average of 13.93 per day. This indicates the importance attached to the inclusion of video on online newspapers as, apart from providing a differentiating factor from paper editions, they act as a magnet for viewers. In the case of *MD* and *Sport*, the combined total of 523 videos is equivalent to an average of 8.43 per day, a long way behind the other two, but still a high number. As regards interactivity (online interviews), the Spanish newspapers are more inclined to include this element, but with figures not much higher than for the Catalan sports papers. This being a formula that implies direct participation on the part of the reader, who can address the interviewee through questions and interventions in real time or asynchronously, higher numbers would be required in order to generate more traffic. The resource, still not frequently employed, is one of the challenges pending for online newspapers. The main obstacles are the difficulty of producing online interviews and certain broadband requirements.

One of the main attractions that readers perceive with regard to online interviews is the absence of intermediaries. The horizontality of this journalistic genre serves as a hook to encourage reader participation. Moreover, as the replies are usually short, not because of space restrictions, but to avoid overloading the reader, this is a more dynamic environment.

The next objective of the research was to determine any correlations amongst the three parameters chosen. The possible synergy between hypertextuality, multimedia and interactivity provides a clue for the production of content in newspapers with the aim of attracting readers. In the case of the newspaper *As* (Table 3), no significant correlations are detected between hypertextuality, multimedia and interactivity, though moderate correlations are found between hypertextuality and multimedia in *Marca*, *Mundo Deportivo* and *Sport* (a correlation of 0.70 or higher is considered to be significant). This moderate result may be due to the direct insertion of multimedia elements, which does not generate the need for hypertextuality in order to access such content.

Pearson correlation	Hypertextuality	Multimedia	Interactivity
Hypertextuality	1	0.3936	0.0173
Multimedia	0.3936	1	0.3041
Interactivity	0.0173	0.3041	1

Table 3. Pearson correlations in the sports newspaper As
Source: the authors (n=62)

Pearson correlation	Hypertextuality	Multimedia	Interactivity
Hypertextuality	1	0.5297	-0.1089
Multimedia	0.5297	1	0.0135
Interactivity	-0.1089	0.0135	1

Table 4. Pearson correlations in the sports newspaper Marca
Source: the authors (n=62)

Pearson correlation	Hypertextuality	Multimedia	Interactivity
Hypertextuality	1	0.5583	0.2436
Multimedia	0.5583	1	0.2416
Interactivity	0.2436	0.2416	1

Table 5. Pearson correlations in the sports newspaper MD
Source: the authors (n=62)

Pearson correlation	Hypertextuality	Multimedia	Interactivity
Hypertextuality	1	0.4754	-0.0592
Multimedia	0.4754	1	-0.0330
Interactivity	-0.0592	-0.0330	1

Table 6. Pearson correlations in the sports newspaper Sport
Source: the authors (n=62)

According to these results, research hypothesis H1 (the intersection of hypertextuality, multimedia, interactivity in a digital newspaper is capable of generating more user traffic) is partially confirmed (moderate positive correlation). It is true, then, that a trend is detected towards correlation between hypertextuality and multimedia, factors that generate an increase in the number of views of content units in digital newspapers. However, according to the data compiled by this study, the relation between multimedia and interactivity and between hypertextuality and interactivity is non-existent.

Nonetheless, in the case of interactivity it would be interesting to study whether the number of comments in the news forum has a correlation with hypertext and multimedia. An attractive video may encourage more participation, but an online interview can do the same thing. With this in mind, in the future, the type of people interviewed should also be analysed semantically (qualitatively) in order to determine the influence that different profiles have on the final result (participation, traffic).

4. Conclusions

Correct feedback between hypertextuality, multimedia and interactivity can generate more visitor traffic at a digital newspaper.

However, the statistical analysis shows a moderate correlation between hypertextuality and multimedia, but not between interactivity and hypertextuality or multimedia. The scarce amount of interactivity (online interviews) may be one of the causes of this phenomenon, and this will encourage us to study, in the future, the comments made on the forum, that other great hub of participation. Intuition suggests that the inclusion of videos (even more so if they are sports-themed, as these are often spectacular), which reaches high levels in the case studied, attracts readers and awakens the urge to participate. The same is true as regards types of link, especially if they are semantically attractive.

The intersection between hypertextuality, multimedia and interactivity in a digital newspaper is, therefore, capable of generating more user traffic, although it is translated into the hypertextual and multimedia key in them.

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XIII. SOCIAL NETWORKS: ADDICTION CONDUCT OR PROGRESSIVE TECHNOLOGY?

José A. García del Castillo (U. Miguel Hernández de Elche -Spain-)
Carmen López-Sánchez (U. de Alicante -Spain-)
Victoria Tur-Viñes (Universidad de Alicante -Spain-)
Álvaro García del Castillo-López (U. Miguel Hernández de Elche -Spain-)
Irene Ramos Soler (U. de Alicante -Spain-)

1. Introduction

In ancient times, before scientific advances, a large reactor that led to the great thinkers to consider the future as inconsistent and lacking in effectiveness, understanding that it would be much more harmful than beneficial is generated. Plato (370 BC) in his dialogue Phaedrus, puts into the mouth of Socrates and what is your opinion in writing, which would lose the tradition or the teacher and the disciples:

"Father of writing and excited about your invention, the attribute opposite of their true effects. But it will not produce forgetfulness in the souls of those who know, making them despise memory; trusting in this weird characters relief materials to leave the care to preserve the memories, whose track has lost its spirit. You have not found a way to cultivate the memory, but to awaken reminiscences; and give thy disciples shadow of science, not science itself. Because when they see they can learn "many things without teachers, they will have already learned, and will not be more ignorant, for the most part, and false trade intolerable life" (Plato, 370 *scholars.* C., 341).

Twenty centuries after Plato wrote this dialogue, McLuhan (1967) with its famous axiom "the medium is the message" leads us to think that technologies will we lose our privacy, among other things:

"The old and traditional concepts of thinking and of a private act, isolated patterns mechanically -the technology are very seriously threatened by new methods of electric instantaneous retrieval of stored information, the bank bundles electrically processed by computers ... that great gossip section unforgiving nor forgets, of which there is no redemption possible and that leaves clear the first 'errors' "(McLuhan, 1967, 12).

The new technologies have managed to establish themselves in the social spectrum of a meteoric and consistently reaching impact unthinkable a few years ago. We are witnessing a veritable technological revolution that powerfully affects social relationships, moving to the fore from the potentiality to become a universal interconnectivity engine. Basic in daily life of people like friendship, profession, teaching or science, among other things, become triggers for a new and complex system of relationships that completely change its primary sense, getting our lifestyle becomes.

Social networking, in its relatively short existence, we may be talking about two decades, have succeeded in changing the social reality. It has created a new environment for communication and

relationship where different technological developments that move in the same direction. In fact, a mobile phone is no longer just an instrument of oral communication, which was its traditional mission, have to pass extensive functionality with diverse communication applications in addition to conventional conversation (Flores, 2009).

In positive terms we can venture that has taken a big step forward, putting in direct and immediate contact millions of users, regardless of time, place or any other issue that may mediate the relationship between individuals and groups. In negative terms we have a more than possible addictive behavior, which leads to self-reinforcement, in addition to the particular connotations that contains this type of relationship between people.

But being aware of the great progress that involve social networks, as stated Diaz (2011), virtual networks become real networks with an important social function. We might add that for younger, the fact of not being in contact through these networks is a form of absence, of social exclusion, of not being integrated into the world of others, not to participate in the events of his environment, of becoming nothing.

For a lot of users, it is very gratifying to be for hours in front of the screen without interference and without having real contact with their partners, which can be translated into an uncontrollable desire to be constantly connected. In fact, according to a study by the Orange (2011) Foundation, 94.1% of young people between 16 and 24 they had used the Internet in the last three months and 85.3% between 25 and 34 years. Of these high percentages of users, t he epidemiological studies speak of 77% of young people between 18 and 24 who may be considered addicted to new technologies (Masip, 2014).

A rational and consistent use of social networks means personal development, professional, scientific and learning. Misuse leads to an addictive behavior also can induce latent to other addictions associated with these networks or cyberspace (sex, shopping, work, ...) form. Therefore, one of the paradoxes facing the rational use and addiction is just that the more active a user is displayed on social networks more likely they are to develop new personal, employment or academic opportunities and most likely have to create an addiction, ie and l feedback phenomenon.

The overall objective of this chapter is to analyze theoretical postulates, the advantages of social networking for personal, professional and academic development against the possibility of generating an addictive behavior irrational and abusive use.

2. Item and use of social networks

Internet is a virtual environment where users can publish and share multimedia content, play online with friends, acquaintances or strangers, gather information about anything, exchanged ideas, knowledge, opinions, teamwork distance and so, they do use an endless source of possibilities.

Social networking or social networking services, one of the many possibilities that promotes Internet, develop a little more than a decade (Social Media Marketing, 2011) and cause social impact of unusual proportions, which surprised even its creators. As defined by Boyd and Ellison (2008), we can say that social networks, or more specifically "social networking services" (SRS) (understood these as web pages or services) are virtual communities where people can create their own profile and capture all kinds of personal

information by interacting with the profiles of your friends in real life, and meet new people with whom to share any interest.

They propose three different stages between birth of social networks and the current situation:

1. The first period is characterized by the generation of numerous social networks to accommodate the different profiles of users and potential users.

2. The second period, by 2000, social networks are beginning to bind the economic spectrum through professional networks.

3. The third period is characterized by the rise of social networks that acquire and what they imply in communication research.

Historia y línea del tiempo de las redes sociales
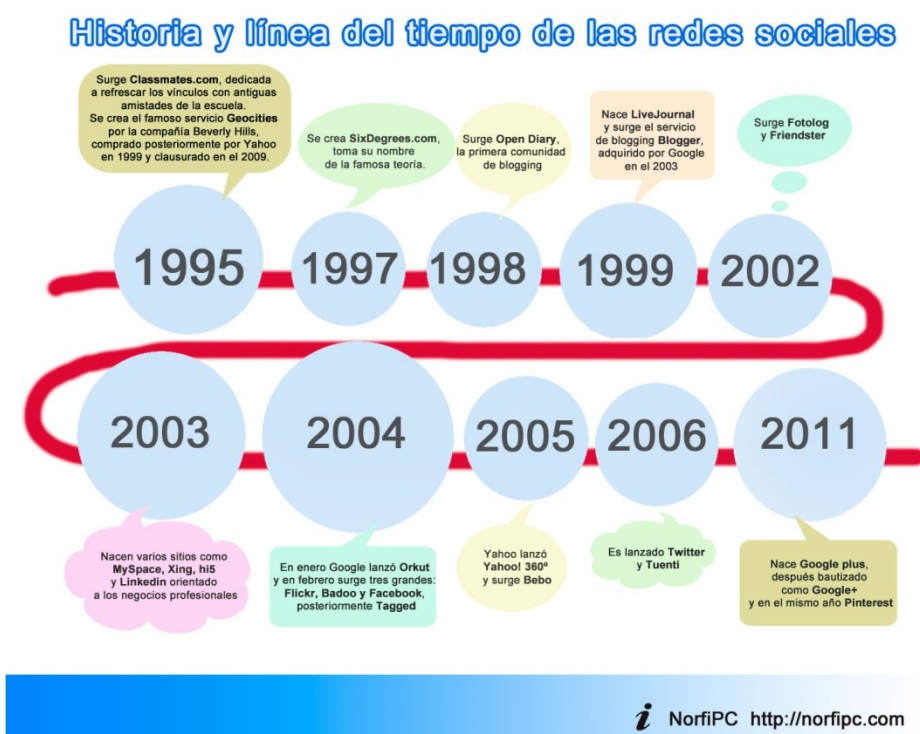
The almost massive use of these networks by the population of adolescent s and young people, carrea a number of different advantages and problems associated with social networks as most vulnerable. In addition to changing the form of conventional communication, as we indicated Carr (2013, 123) "to our direct experience of the world is beginning to see mediated" in social networks. P odríamos highlight other features that are uniquely towering and open up new trends to uses of social networks:

1. Structural change relationships

A first feature, which is developing rapidly in interpersonal relationships of the youngest, is the denial is the possibility of a face to face relationship and try considering it impossible relationship through

networks with the intention of giving to meet others and they change their way of thinking. In achieve can be a substantial advantage to overcome shyness or relationship problems, as long as the relationship na takes place inside and outside the network.

A good example of this is found in Boy d (2008), in the following account:

"If you are not on MySpace, you do not exist. I am 13 years old and in seventh grade. I am not a student representative, nor am I cheerleader, team leader or debate. I'm not a beautiful and popular girl in my class. I'm a little shy and is very difficult to impress my colleagues to be your friend.When I go on vacation with my parents I take lots of pictures and write about the places I visit and then hang them on social networks, because I think if my colleagues read what I say and how I say want to be my friends "(Boyd, 2008, 119).

2. Increased vulnerability.

A second characteristic is found in the exposure of the youngest in social networks, a fact that puts them in a situation of vulnerability to many potential dangers. Overconfidence is one of the most representative aspects of the s preteens and teens. Displays it is the study of Almansa, Fonseca and Castillo (2013), which concluded that the exposure of young people between 12 and 15 years in Facebook of Spanish and Colombian population is obvious. In fact indicate that allow strangers as friends and even put data mobile phone to contact. In this line of high vulnerability we found the problem *cyberbullying* (Gamez, Orue, Calvete and Smith, 2013), which generates problems harassed clinical depression, substance use and other behavioral problems. These extremes, highly problematic principle, can be seen cushioned by one's own learning within networks.

3. Decreased age of onset.

A third feature in the use of social networks results in the strong trend of increasing access earlier. In the study of Colas, Gonzalez and de Pablos (2013), with a sample of 1,487 young people aged between 13 and 19 years, over 94% starts to use social networks between 10 and 15 years age. In Portuguese population, a sample of 3,039 young people between 10 and 15 years, over 90% access social networks (Almeida, tender and Alves, 2008). Also from the OberCom (2010) report states that over 95% of young people between 10 and 15 years use Internet from home, visiting websites, games and social networks. In American samples, 93% of young people between 12 and 17 use the Internet and social networking services (Lenhart, Purcell, and Zickuhr Smith, 2010). It is an outstanding advantage that young people have contact with new technologies from an early age, if their use is minimally supervised by reference adults.

4. Motivations profiled using social networks.

Finally note that the motivations of young users of social networks are now increasingly seen in terms of accessing the boys intended to cover emotional needs and girls do more in terms of a relational or social use (Colas, Gonzalez and de Pablos, 2013; Costa, 2011; Flores, 2009; De Haro, 2010). The approach to social networks from these profiles favors a standardized development in young people, which can encourage new values According Espinar said. and Gonzalez (2009), the biggest attraction that young

people are virtual social networks is that fully meet their communication needs, effortlessly, in a fun way and with the maximum immediacy.

To have a good use of social networks, we should have some strategies for prevention or protection factors (Ramon, 2010; Velasco, 2014):

- Limit switching times of an agreed and rationally.
- Encourage and promote various activities to the connection (sports, hanging out with friends, reading, cinema, volunteerism, teamwork, ...).
- Be very careful with the information that is uploaded to social networks (personal data, photographs, videos, ...).
- Promote full communication with family, friends, acquaintances, ...

In the last years have acquired great relevance academic and professional social networking, contacting users seeking employment with employers in the professional character, and facilitating the visibility of scientific knowledge through academic social networks. Although as Barrajón point and Tur-Vines (2014): "There is great ignorance about the potential of new technologies as a means of enhancing the quality of communication, and more specifically social media as an educational resource, both by students and faculty, as the results show that teachers do an educational use of this tool "(Tur-Barrajón and Vines, 2014, 61).

3. Addictive behavior and social networks

Many of the borders between normal behavior and addictive behavior, yet to be determined, especially when we refer to the behavioral or psychological addiction. The first references to the psychological addictions are now classic, Marlatt and Gordon (1985) already identified about habitual behaviors such as shop, work, play, etc., which have highly reinforcing effects for the vast majority of people have to turn a feature of immediacy in the reinforcement, which makes them potentially addictive.

However, this argument so alarming, not we can give the impression that any builder and immediate behavior inevitably will lead to an addiction, because all these behaviors contain many potential benefits that most people know channel without generating a problem health (García del Castillo, 2013). Currently the American Psychiatric Association (APA) do not recognize most of these addictive behaviors such as, among other reasons because they continue to qualify as a problem of impulse control than an actual addiction (Brugal, Rodríguez-Martos and Villalbí, 2006).

Possibly the most accepted approach is based on the biopsychosocial model Griffiths (2005), which compares the substance abuse (alcohol, snuff and other drugs) with addiction to new technologies. Clinical criteria formulated can be grouped into the following (García del Castillo, 2013, 9).

- Saliencia: When a particular activity becomes the most important in the life of the person, dominating their thoughts, feelings and behaviors. Addiction oriented social networking example: "I spend most of the time observing what others are doing on social networks (or thinking about it)."
- Mood swings: Subjective experience that tell people to engage in a particular activity. It can be expressed as "feel a rush" desestresantes feelings or tranquilizer s exhaust dysphoria. Addiction

oriented social networking example: "When I'm actively participating in social networks, I completely forget all my problems."

- Tolerance: increase needed anything, to come to feel the same effects as in the beginning. An example addiction oriented social networks: "Every time I spend more time playing on social networks to feel good."
- Withdrawal: Feelings of discomfort or physical, psychological, social status unpleasant when an activity is reduced suddenly. An example oriented social networking addiction: "I feel very bad, if for some reason I can not devote my time to actively participate in social networks."
- Conflict: Interpersonal conflicts or himself (intra psychic). They are aware they have a problem but they can not control (subjective experience of loss of control). Addiction oriented social networking example: "spend too much time actively participating in social networks I had problems with my best friends."
- Relapse: Tendency to return to the original activity patterns after a period of abstinence. An example addiction oriented social networks: "If I spend some time without connecting to social networks when I do it again my activity remains the same".

Although not count even with a single diagnostic criterion, the abuse of new technologies necessarily involves the Internet as a prime mover, creating clear principles in two directions: On the one hand the consideration of being addicted to the networks themselves and secondly that Internet use will lead to other psychological addictions (sex, shopping, social networking, etc.) (García del Castillo, 2013).

We know that the higher the frequency of use, increased likelihood of future addiction. Users with a high frequency of use of Internet have a profile that has the following psychosocial variables is: cia TREND introversion; feelings of inability to relate to others; awkward social relationships; social reinforcements search without having actual contact (García del Castillo, Terol, Grandson, Lledo, Sanchez, Martin and Sitges, 2008).

As seen above, social networks do not in themselves a problem and have many potential benefits for moderate users. It can really generate a pattern of addiction to social networks it is not the pattern of behavior that is involved, but the relationship with a person establishes that behavior (Alonso, 1996; Echeburua and Corral, 2009).

Symptoms that may tell the difference between use and abuse of social networks the proposed Young (1998):

- High connection time (cutting the dream, obligations ...).
- Replacing be connected by other relevant activities (family contact, relationships with friends and acquaintances, ...).
- Obsessed with being connected.
- It is reprimanded for abusing the frequency and time using the network, even to lie real time you spend online.
- Less time trying to connect and fail.
- Reduce labor and academic performance.
- Feeling happy abnormally when connected.

The risk factors involved in the abuse of social networks can be grouped into the following variables (Echeburua, 2012):

- Psychological vulnerability.
- Stress.
- Dysfunctional families.
- Social pressure.
- High usage, which carries the risk of addiction to virtual social networks, is also associated with personality variables we could be grouped into the following (García del Castillo, 2013):
- Narcissistic personality (La Barbera, La Plagia and Valsavoia, 2009).
- Extroversion, neuroticism and openness to experience (Correa, Hinsley and Zuniga, 2010).
- Search boredom and loneliness (Zhou and Leung, 2012).
- Association between a high degree of extroversion and low commitment (Wilson, Fornasier and White, 2010).
- To improve relations extroversion and introversion to cushion the lack of relations (Kuss and Griffiths, 2011).
- A high anxiety, depressive states and lack of social skills (Herrera, Pacheco, Palomar and Zavala, 2010).

4. Conclusions

It is sufficiently proven that we are at a difficult crossroads to solve, because the potential benefits of virtual social networks are many and varied, and their potential dangers. We could guess that something similar happens, relatively speaking, with consumption alg substances of abuse, I cally have irreplaceable properties, such as opium, but used in an arbitrary and recreationally, become real disaster health and environment of those who consume them.

In principle moderate and controlled use virtual social networks is highly beneficial as we have indicated. Caldevilla (2010), meanwhile, says that help the advancement of technologies, modify the classic journalism providing the information immediately, allow learning and improve languages, develop new interests, enhance interactivity, etc. But as the author says, in the end the use made of the networks depends on the intentions and ethical and moral standards of the users. We may add that the problem is not in virtual social networks themselves, but in the use made of them, such a universal axiom that serve to many issues and situations.

Possibly one of the issues that hinder the detailed study of the addictive effects of social networks you are on the speed with which they develop and the many ramifications and referrals they generate. Carr's postulates (2013) about the curses that are promoting new technologies should have them very present. Basic patterns of thinking, vocabulary, concentration of ng among others, becoming more superficial change.

The risks of addiction, although not clearly defined and we still defining the diagnostic criteria are outlined hazardous for a large number of users who abuse the connection time, which hide behind technology to avoid having to face real relationships, which distort their lives with dummy data to recreate new identities that feel more secure, leaving their activities and obligations to meet the needs that generate social networks as a subterfuge for their own shortcomings.

We can not and should not generalize the problems of these technologies, but if we have an ethical, moral and professional obligation to try to channel them appropriately among the younger population. Positively we know what the risk factors and protection are to face a possible addiction to virtual social networks and so we will have to put in place the mechanisms that enable technology continues to advance and follow n decreasing the potential dangers that this entails.

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XIV. TEACHING INNOVATION AND NETWORKS: OPPORTUNITIES AND CHALLENGES

Francisco Javier García Castilla (U. Nacional de Educación a Distancia -Spain-)

1. Introduction

Facebook, Twitter, Tuenti, Google+, LinkedIn... until a few years ago, these words meant almost nothing in our societies. However, in less than five years, they have become paramount in the means we use to communicate, to relate and work, joining our daily lives and our vocabulary. They are social networks, and are part of the Web 2.0, a process which involved a quantitative and qualitative leap in the way in which information and communications technology (ICT) and the Internet in particular were used. With Web 2.0, the User passed from a static position, as receiver of the communication, another dynamic and interactive, in which it is both recipient and producer of information.

Social networks have been a major transformation of the ways of relating and communicating, and its impact has been greater in younger. They are true digital natives, born with the digital culture, are a fundamental part of its protagonists, if not the pioneers of change. Thus, much of the information reaching this group does through ICT, specifically social networks. What is not in them, simply do not exist, or is secondary. It is a more interactive, dynamic and with a strong presence of the media culture. And previous generations, those that are not digital natives, have had to quickly adapt to new realities, partly dragged by the needs arising from the professions and the job market, increasingly demanding greater knowledge and use of these tools.

This process has also been a challenge for educational systems. Do not forget that teaching methods have remained static for centuries. The teacher transmitting knowledge to the student, who assumed. However, the evolution of teaching gave way to a more dynamic, two-way conception of this relationship. ICT, Internet and social networks can be a definite change in the way of thinking about teaching and organizing. Our students now have mayore s stimuli and how they relate to the world, and with the information and knowledge, is very different. It's a more direct and interactive, dynamic and participatory, faster, communication and maybe more superficial.

Given this scenario, universities and teachers still go several steps behind in the use of ICT, Internet and social networks. Universities have their virtual campus and the like, with powerful tools for learning, since the creation of blogs, wikis, forums, etc., to the possibility of direct communication. However, social networks are still under incorporation. They have their strengths and opportunities, but also risks and the possibility of confusing the means with the end, as ICT and social networking can be an important tool for teaching and learning, especially linked to the European Higher Education Area Superior (EHEA).

2. The institutionalization of social networks

The evolution of the use of social networks has been unstoppable in recent years. They show how the different observatories have been implemented in society, especially the younger generation. Thus, the *demographic profile of Internet users. Analysis of INE 2013* National Observatory of Telecommunications *Data* and Information Society (ON T SI) showed how 18.6 million people aged 16 to 74 are connected to the Internet every day. Within this group, the 72.1% employed social networks, the fourth behind Internet use email (93%); read and / or download newspapers, news magazines and on-line (77.3%); finding information about goods and services (72.3%). The same analysis also indicated that 98.5% of individuals aged 16 to 24 years have accessed the Internet at some point. And user profiles were located in the strip age of 16-34 years involved more in social networks (ON T SI, 2014).

Moreover, the *Observatory of Social Networks,* in its fifth wave took place in 2013, reflected that Facebook is the social network with a higher level of penetration n: 83% of respondents, aged 14 to 55, has owned and used. A Youtube appeared a significant distance (52%) and Twitter (42%). Although Facebook remains the majority network shows signs of cooling, your audience is older, while Twitter is postulated as the emerging social network, greater presence among the young. In addition, Tuenti, which has had a significant presence in these groups, is displaced by the WhatsApp (Observatory of Social Networks, 2014: 24-34).

These indicators are only a small sample of the implementation of ICT, Internet and, to date, social networks in our societies, "is a case revolution only comparable with the advent and popularization of electronic mail, because of his power to change human relationships through the network. Thus, social networks have increasingly become powerful opportunities for interaction among different, some increasingly specialized social groups, where it is possible to get to know people who share the same interests or reunite with them "(Espuny *et al,* 2011:. 173).

The new generations are digital natives, whereas earlier have had to adapt to new processes and procedures. And it is a world in constant change and movement. An illustrative example is the advent of WhatsApp, which in just two years has ended with the SMS and has been a form of more direct, immediate and economic communication.

Social networks are part of our daily lives, and in the case of younger generac ions, further: "social networks have been universalized. Young's been fully incorporated into their lives. They have become an ideal space to share information and knowledge in a fast, simple and convenient way "(Gomez *et al,* 2012:. 132).

The use of social networks is linked largely to communication, in touch and informed people in the environment, with friends, family, etc. For example, the main reason for users of Facebook was "keeping in touch with acquaintances," with 32%, and 21% noted in the same position "communicate with my friends every day." That is, are social networks that are used primarily to "contact the nearest social circle", although in the case of Twitter there is a greater presence of motivation as "Information" and "Expression" (Observatory of Social Networks, 2014: 12).

But it is also an important tool to find, exchange and disseminate information and knowledge. And to produce it. Although these categories do not appear among the main motivations.

Immediacy, familiar, everyday, speed ... these are some of the values that social networks offer and that the younger gener ation have undertaken. They do not understand their reality without them, and also employ several time. But how you are inserted using these tools in higher education?, what social networks can offer the same ?, what are the opportunities and what its weaknesses and risks?

3. The changing demands of a new society

The teaching and learning methods have undergone an unprecedented transformation in recent years. They are new generations who do not respond to traditional patterns. At present, teachers should function more as facilitators, guides and directors in search of information and knowledge. These processes are also inserted in competency-based models, which are not only needed to enter the labor market but to participate as citizens in society.

The EHEA revolves around this concept and therefore "requires the University responsible for training students as citizens capable of inserting in the new work environment characterized by globality and technology push" (Rodrigo Iglesias, 2012-3: 300). The use of ICT and the Internet is also everyday at the university level, already inseparable. Democratizing access to information and knowledge is another factor that has marc ado this rapid process. Therefore, one of the fundamental skills that students must acquire is the search, selection and analysis of information and knowledge. We work with the raw material, and in many of the cases its source on the internet.

The universities have also adapted to these new re alities. Thus, the presence of campus virtuales and other tools try to exploit the potential of ICT These have evolved and gained new features, some which allow bidirectional communication and direct participation of students. Forums, blogs, chats, wikis, etc. Without embargo, the operation of the virtual campus also offers numerous difficulties, needs a great time management by teachers, and not infrequently requires training for it to be tapped. In addition, in projects related to teaching innovation they have a strong presence of ICT and Internet use as a means of learning. You could say that, at present, both concepts, innovative teaching and Internet and ICT are inseparable.

Therefore, we can not deny that ICT and the Internet have also become daily at the university level. And that respond to the needs and realities of the society in which they operate. However, what role social networks occupy in this process? Very small, almost residual, if you stick to the training area, although virtually all institutions have incorporated them as a tool of communication and visibility.

But social networks are not built to academia. Over recent years there have been initiatives and projects related to educational innovation, they have tried to leverage social networks in teaching and learning. Some of these experiences have been reflected in items (Fernandez, 2012; Francis, 2011; Gewerc *et al,* 2014; and Rodrigo Iglesias, 2012- 3; etc.) In addition, specific investigations have also been conducted that analyze this process (Gomez *et al,* 2012; Espuny *et al,* 2011; etc.) The appearance of empirical research on the issue, and his theorizing, is an indicator of interest in this matter in a part of university teachers, not forgetting that we have a very recent phenomenon.

Overall, the resulting experiences offer mixed results, but all based on the premise of using the potential of tools that are everyday for students, who are part of their daily lives, which are among their main means of communication and relate to, and who are motivated to use them, "we have tried to bring teaching to learning areas where this generation is comfortable, using tools that young people use for their daily social relations" (Iglesias and Rodrigo, 2012- 3: 303).

However, as the *Observatory of Social Networks* points out, these are used to communicate and interact with their near and distant environments as well as for information, although in this study did not refer to their characteristics and to express themselves. Different work on the issue indicate that there is no academic to social networks, or very limited, "college students make intensive use of social networks, which are part of their lives and their daily tasks -are virtually"connected" during all day. Furthermore, the implementation and use made of academic networks are scarce, since the frequency of performing all curricular activities outlined in the questionnaire was low according to their scores "(Gomez *et al,* 2012: 136).

Espuny, González, Lleixà, and Gisbert emphasize that the use of social networks is potential, that is, that although their surveyed claim they can use them in the academic context, does not mean they are going to do, "reality shows that, despite their knowledge and use of social networks as users in the academic context the expectations placed in them are considerably lower"(2011: 181).

The social networks are an undeniable reality, and part of that world in which they operate, and students will have to do when they leave the academic institution. Social networks show that double facet of Web 2.0: consumers and producers. And the universities have been adapted in part to the times, in order to meet the demands of a changing society.

4. Potentials and problems of the use of social networks in university education

Social networks are used by a minority in teaching and university teaching. While it is true that innovative teaching programs and diverse experiences trying to make wider use of them, the road is very long.

In this section we will show a number of strengths and positive aspects of using social media in learning at the university level. And also we point out some difficulties and problems that can be observed in the process. But we must begin by pointing out that it is no different stakeholders, and that their role, assessment and consideration of social networks, and actions to develop, will mark the starting point. In short, we can point to three major players:. The institution (college), teachers and students as reflected the various investigations referred to its position and attitude towards social networks is very different:

Agent	Positive aspects	Negatives
Institution	• Need to encourage its use: implementation of service stations • Institutionalization of educational innovation • Available tools: platforms, virtual campus	• Large structures with difficulties in adapting to change, especially if fast • Excessive formalization and bureaucratisation of processes
Teachers	• Some of them digital immigrants and very confident • Positive assessment of new tools such as teaching innovation • Motivation to approach students	• Heterogeneous group, with generally low use of social networks • Vision of social networks like something out of other groups (young)
Students	• Digital natives • Mass and daily use of social networks	• Using rede social s informal, communicative and relational aspects • No vision of social networks from an academic point of view

Table 1. Positioning of social networks based on the players in the university community
Source: Own, 2014

Table 1 shows, in a very general way, certain aspects that influence the vision that may exist on the part of each of these agents of social networks as a tool for learning and teaching. Thus, the institution is the need to adapt to the new requirements of society, including marking the EHEA. This means they have to be provided with means to do so, and that their resilience and their incorporation into the Information Society and Knowledge is a central aspect in the assessment of the institution. It must improve its use and provide their members, teachers and students the means to do so. But they are also very large and complex structures, with difficulty adapting to change or make it more slowly.

The teachers have a central value. We have no information about the university teachers to handle n with social networks and the use made of them, or per apparent that most are digital immigrants. However, among the teachers who use them, a great involvement and professional use it is observed. Furthermore, there are very specific social networks concrete s meeting certain aspects related to professional and labor, as LinkedIn are or Academia.edu.

Likewise, teaching innovation is a rising star among part of the university teaching community, either by conviction or by necessity to score points on their resumes. But teacher training in this area is also presented as scarce, and it is necessary to insist on this aspect. Also, social networks imply the focus on interpersonal relationships in a horizontal and in the generation of a continuous "feedback" reinforcing the

change of the roles of the teacher, who happens to be a guide and a facilitator of a mere transmitter contents thereof.

Despite the existence of conscientious teachers, a majority of others see social networking to teaching and learning. There is a high valuation and an awareness about the role that social networks: "Probably the limited educational use of networks by students is caused mainly because both the teachers and the institutions do not give them just importance "(Gomez *et al,* 2012: 136).

Ahead of the institution and faculty students are, as we have seen. Social networks are part of everyday life and are one of the basic means of communication and relationship, that is, they are informal aspects, while its use in formal settings is sporadic or nonexistent. How many students belong to Facebook or Twitter their universities? Even when the use of social networks for academic purposes, occurs for example to exchange files or links, what prevails is this informal setting.

With these assumptions, it is necessary to consider a number of issues concerning the use of social networks as a tool for teaching innovation. From a positive perspective, consider that:

- Social networks are part of the **daily lives** of students, an aspect to be taken into consideration in the face of increasing their motivation, as it does involve an effort for them.

- **Institutions and teachers do not have to be closed** to the transformations of society, incorporating social networks as a tool to improve teaching and learning.

- Social networks **respond to the challenges and requirements** of the Information Society and Knowledge, and the powers that collects the EHEA "allow and encourage publish and share information on self-learning; team work; communication, both among students and between student-teacher; feedback; access to other sources of information that support and even facilitate constructivist learning and collaborative learning; and contacting experts "(Gomez *et al,* 2012: 132).

- Through social networking processes to **exchange** information and knowledge and **relational aspects** would improve "our informants considered particularly profitable social networks from the educational standpoint favor because sharing files, whether documents, whether photographs. Also, these tools also valued for their potential as communication resources "(Espuny, 2011: 180).

On the opposite side, the risks and difficulties that may have social networks in teaching and learning, we note the following:

- The world of ICT and the Internet, including social networks, based on the **immediacy and speed,** which can cause a significant **superficiality** access to the contents occur. For example, in searching for information on the Internet, the first choices that appear in the different search engines have not have to be the best. It is necessary to articulate a systematic search and selection of information and knowledge, which is in contradiction with the speed of these means to overcome this difficulty is essential to promote the role of teachers as guides f acilitadores the whole process. " we must work with students skills and abilities relating to the search and critical selection of information,

the ability to build knowledge collaboratively and teamwork and re d "(Iglesias and Rodrigo, 2012- 3: 302)

- Not everyone, both among students and among teachers, likewise access to social networks and everyone of ICT and the Internet. In the aforementioned differences between natives and digital immigrants, we must add other mechanisms to enhance these **differences in access and digital divides,** such as the disposition of such tools, producing "risk of increasing the digital divide between the more advanced users on social networks and Web 2.0 regarding those whose activities, resources or age are not regular users of the same s "(Iglesias and Rodrigo, 2012- 3: 302)

- Teaching innovation is a process that requires **time commitment** by all stakeholders. For the use of social networks for teaching and learning, it may be still more necessary given the need to adapt training and teacher. But also mean increased time spent managing and coordinating the activity: "This opening to the use of social networks in teaching represents a management problem by the amount of information that will be analyzed for monitoring and evaluation students "(Gewerc*et al,* 2014: 57). Without doubt, this also is a barrier for teachers to assess these ways in their teaching, which stresses the need to invest in the enhancement and training to exploit the potential of these tools.

5. Conclusions

The world of education can not be closed to innovations and social changes, especially those from areas such as ICT. Social networks, the penultimate Internet revolution, have colonized our life, and especially the younger generations, those considered as digital natives.

Demand and the labor market requires continuous training in procedures and skills involving managing information through all possible means. Today, ICTs are part of everyday life in teaching and learning. But there are new challenges and opportunities, and the use of social networks as a means of teaching innovation, is still far from normal.

Social networks offer numerous opportunities for teaching and learning. Besides being an environment in which students feel comfortable and in which they are experts, it allows n share, communicate and find information, and in the same way you can n promote networking and collaborative work. Be communicated through Twitter, generate a specific group on Facebook, etc., are interesting possibilities that can arouse students' motivation to use their media and languages, far from the traditional, one-way models and that instead of motivating, away students However, for some authors, é sta remains the di direction that continues to prevail. "The usual trend walks to some innovative teaching models, which do not consider the process of classroom training and pedagogical alternatives, therefore, are based on systems in which, with slight variations, the teacher talks and the students listen "(Espuny *et al,* 2011: 182).

However, we must also be aware that articulate these procedures requires a significant dedication of teachers, beginning with the enhancement of themselves.Some of the teachers are not users of these networks and can even be seen as a means belonging to other age groups and collectives.

This fact must be taken into account when facing any experience of this type. Students use social networks in an informal way, even make for academic issues but to a much lesser extent than the relational

and communicative. Therefore, it is a horizontal and informal process. But apply it to the field of education can be seen contrary, as an "imposition" from top to bottom, or from a formal and informal settings, it is necessary that the students themselves perceive that they are protagonists of the process.

Finally, although social networks offer great opportunities, not to be confused the means with the end. In short, social networking tools can be proce both improve teaching and learning so as to develop the skills in an increasingly dynamic and changing world. But on many occasions, these adaptations have become an end in themselves, forgetting that are half mainly. The goal is for students to use social networks to learn, and through this process to improve their skills and competencies in the field of ICT.

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XV. IMPACT OF SOCIAL NETWORKS IN THE PUBLICATION OF SCIENTIFIC ARTICLES IN JOURNALS

Rafael Hernández Barros (U. Complutense de Madrid -Spain-)

1. Introduction

What is the secret to successfully publish in journals and improve the impact of research? Why do some doctoral students and researchers regularly publish in academic journals indexed while others struggle with the pressure of endless rest of their other academic and personal activities?

The problem is not just lack of knowledge about publishing, it is broader. The publishing industry is changing radically with the Open Access movement and citation metrics, in addition the new web 2.0 tools and the flood of Internet information are having too significant influence on the work of researchers and doctoral students.

Additionally, there are in the market about more than 100,000 indexed journals in all areas of knowledge and nationalities around the world, who are listed in directories and databases, sought by international academics, doctoral students, university professors and scientific researchers) the majority outside the United States and the European Union, with the same pressure to publish and disseminate their research.

For a university professor, publishing his research and articles in academic journals is fundamental to progress and successfully be credited as a professor at universities and business schools (Hernandez Barros, 2013). If you join the above requirement with the current highly competitive academic scenario, we can conclude that it is necessary to have more training and support to professors and researchers to publish in high impact journals.

On the other hand, academic journals constantly need authors and content as well as reviewers and members for their editorial teams. They also need to build trust and prestige, so seek to be included in directories and databases of academic journals, as the source of prestige for journals is the data base of readers, the quality of articles published and their authors, the system blind peer reviewed articles, and the board of directors with a clear editorial line (Hernandez Barros, 2013 b).

Closely linked to academic journals are the databases and directories, which play the role of a the assurance of quality of academic journals, thus having an important role in disseminating research (Hernandez Barros, 2014), but the power accumulated by some of them, particularly Journal Citations

Report (ISI Web of Knowledge), Thomson Reuters, has generated mistrust and suspicion within the global academic community, and they are seeking alternatives to the deviation from its initial task, as much as on the constructive side, such as repositories of articles, SSRN type of unrestricted access to to them (Open Access movement), and they are changing the rules of the game towards greater control by the professors; as the destructive side, creating more private directories for each country and field of knowledge, and even listings and assessments by university associations or groups of academic experts.

Finally, today we are experiencing a technological and social change: Social networks as a tool for the improvement of knowledge (Groenewgen and Moser, 2014) and for building relationships globally (Wenger et al., 2002), which now allow professors to communicate anywhere in the world, openly displaying their academic curriculum and research preferences, facilitating remote contribution. Besides, ther are now social networks and communities of practice specific to researchers, such as ResearchGate, Mendeley, or Academia.edu, which will be discussed later in this paper, that they allow the dissemination of their publications in order to be more visible to international peers in your field of knowledge.

1.1. Stated problem

When I started my career as a university professor, moved by my teaching vocation, I immediately realized the importance of research to improve as a professor to deepen knowledge in your area of expertise. The dissemination of research in academic journals was something new for me, and apart from that required for accreditation and by some universities, is the only way to maintain pressure for performing a first academic research activity level.

But academic disclosure requires some knowledge of academic journals and publishing that not all professors have or can devote, moreover the market of journals indexed in the catalog Journal Citations Report is very limited, so there is much demand from professors to publish in such journals, published mainly in English.

So I was wondering if it could be democratized the knowledge of professors and academic journals, and if we all, through a virtual community, could improve the lives of researchers in publishing their research, because the usual process by professors is to make a list of journals that can fit a given research paper, and go sending it to each journal, one after the other, for its review until it is accepted by any of them.

This research seeks to discover the need for professors to share knowledge and help each other, using social networks to make it globally, since the problem is the same for all fields of knowledge and geographic areas.

1.2. Methodology

The focus of this exploratory research was to obtain the views of professors and researchers on the issue raised at the international level, both through surveys (6 made in the blog www.howtopublishinjournals.com on academic publications during 2013 and 2014, see Table 1), direct opinions (about 250 on about the idea of the social network, collected in 2013 mainly through Linkedin tool) and the use of a social network test pilot (1,900 professors and 250 journal editors test in gaudeamusacademia.com, from November 2012), from at least 91 different countries and all areas of

knowledge (see Table 2). It did not mean that the sample is perfectly representative, given the large number of university professors in the world, which runs into the millions, and indexed journals, which number in the thousands; although I think we have reached a reasonable sample.

Survey	nº participants/ answers	Date
Scientists, web tools and social networks	900	February 2014
The current use of open access journals	700	September 2013
The future of research quality assessment and journals	800	June 2013
Reasons when selecting a journal to submit a paper	1,000	May 2013
Marketing your papers to be cited	650	April 2013
Journals that charge fees to authors	500	January 2013

Table 1. Surveys done
Source: Howtopublishinjournals.com

The main limitations of the approach are those of the methodology (qualitative analysis of the views of researchers and academics from around the world), because the sample is relatively small, although it was used the author's experience in academic journals and development the academic community to cover any gaps, with the conviction that this is only an exploratory research.

Knowledge fields		Regions	
Economics and Finance	35%	North America	20%
Sciences and Engineering	20%	European Union	30%
Health Sciences	15%	Rest of Europe	8%
Arts and Humanities	12%	Asia and the Pacific	23%
Other Social Sciences	18%	Latino America and the Caribbean	10%
		Arab States and Africa	9%

Table 2. Areas of knowledge and regions of the sample of professors and researchers. Source: Authors.

2. Finding 1. Social networks focused on academic collaboration on the dissemination of publications

The characteristics of academic social networks with more users are presented, which have been grouped in Table 3 as its main functionality in the research process:
- Academia.edu

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- Similar to some extent to ResearchGate, with 2.1 million researchers and professors. It is a platform dedicated to disseminating research and monitoring its impact.

- Epernicus

  - Epernicus is also an online system mainly focused on conducting the research itself, but also incorporates a limited social network to about 0.7 million researchers.

- Linkedin

  - It is a professional network where you have room for all the sectors, focused more to find work in the private sector than on the needs of professors, although it can serve to maintain relations with the private sector. Currently there may be around 1.7 million professors using it.

- Mendeley

  - It is rather a web-based program that helps organize, tag, share and discover research over 2 million scientists as users. It was sold to Elsevier in 2003.

- MyScienceWork

  - Another platform similar to above mentioned social networks, but focused on publications and French scientists.

- ResearchGate

  - Is a social network exclusively for scientists and academics, with the idea that science can do better if driven by collaboration. It has about 2.8 million scientists (2013).

Table 3. Value added process in scientific research and academic social networks. Source: Authors

It can be seen that most are generalists, differentiated or specialized in a particular phase, covering every stage of the research, but no one specializes in helping academics to publish their scholarly articles in academic journals and to service journal editors, as most surveys and contacted professors show (Hernandez Barros, 2013b).

If it is true that there are multiple directories and databases of academic journals that certainly help select the journal to publish the research, but they only provide information that you can find on the individual websites of each journal, leading researchers to send their papers at the expense of being accepted, or otherwise continue sending their papers to the next journal of the list, one after the other (Hernandez Barros, 2013a).

3. Finding 2: Too many web 2.0 research tools for university professors

A part of social networks and communities to scientists, the number of web tools that professors and scientists have at their disposal to help them in their research activity is very wide and varied (Hernandez Barros, 2013b). Below are some of the most relevant classified by stage of the research process:

- Search Information: Wikipedia, Blogs
- Document sharing: Google Drive, Dropbox or Microsoft Skydrive
- Organize research and content: Zotero, EndNote, Producteev.
- Surveys and tools to analyze the data.
- Data editing tools and image processing / graphics.
- Directories and databases of journals: Journal Citation Reports, Scopus, EBSCO, DOAJ, etc.
- Repositories type of SSRN.
- Appointments and metrics tools: Google Scholar, getCITED, Altmetrics

The problem is that each has its passwords and a special form of use, which is not easy for researchers, which is taken as something to do but that enslaves you to them being constantly engaged, with anxiety of having the feeling that you can still take more advantage of them (Hernandez Barros, 2014).

4. Discussion: A social network for professors and editors to improve the process publishing of scholarly articles?

In this situation of web tools for research activity that seems to be the formula that professors seek and use because the research process is complex and flexible; and given the advantages and features that social networks are providing professors, it has been worked on the suitability of a social network that helps professors to such an important task on your resume such as publications, to show that their research is of quality through the publication of their scientific manuscripts in academic journals.

4.1. Gaudeamus- The academic network for publishing in Journals

The main innovation presented is the launch of an academic community (Gaudeamusacademia.com) that brings together professors and researchers with the editors of academic journals, so we can publish more efficiently:

- Scientists need an international tool to get in touch with the editors of journals, publishing their research and improve their knowledge on how to publish.
- And academic journals need constantly authors and content as well as reviewers and members for their editorial teams, and a platform from which to disseminate their journals within the scientific community.

It is found, after a year of operation of the network that professors and editors the use of the above-described manner, but with the difficulties of its international scope, being a diverse and heterogeneous community, in which scientists mixed a multitude of different cultures, from over 90 different countries, and virtually balanced in gender terms of registered users.

It is appreciated a particular acceptance by academic journals, especially those newly established, those Open Accesses, or those with low indexing in journal databases, for which they need support to develop and find authors and quality papers.

Combined with the diversity, is the difficulty of the language. English has been used as the language of exchange in the community, which is certainly barrier because English is not spoken everywhere, although the majority of professors and researchers are English qualified and they need it for scientific collaborations and research. This is particularly critical in Latin America, Japan and China.

Another interesting aspect is that the network is open to all areas of knowledge, as the publishing process is the same, with the same pressure to publish in indexed journals, though this comprehensive approach may be slowing a little its growth.

In short, the experience of this community has been very positive for the group of professors and editors who are using it, although some reluctance can be seen by the amount and quality of current academic social networks, given the limited size of the test pilot.

5. Conclusions

Publishing is not only a need for professors, but an activity that will allow them to expand your knowledge, strengthen their network of contacts, and enhance their personal brand, thus obtaining more information about their work and accessing to international partners with complementary skills, continue improving as a professor. It is therefore important to support policy initiatives that enable professors disseminating its publications, particularly through web 2.0 social networks, which is where passes the future of academic publishing.

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XVI. UNIVERSITY STUDENTS AND USE OF FACEBOOK

Mar Iglesias-García (U. de Alicante –Spain-)
Cristina González-Díaz (U. de Alicante -Spain-)

1. Introduction

Social networks have been universalized. 93% of Spanish Internet user has at least one account in social networks and Facebook is still the absolute leader network in Spain, as recorded by the 5th Wave Observatory of Social Networks (The Cocktail Analysis, 2013), in which it is stated that 83% of respondents say they have an active account, followed by Twitter (42%). Therefore, it is not surprising that whenever more numerous studies covering the topic of using social networks, generically, and specifically Facebook, trying to gauge uses, behaviors, reception context, user profile, etc. Also, from the university teaching field you are already experimenting with educational uses of social networks. Faced with this challenge, it is necessary to have a deeper understanding of their use of the network of college students. Combining these two lines of research currently open, this paper describes the use of Facebook for college students trying to measure applications (entertainment versus education), behaviors when developing their profile and context, as well as their perception of teaching purposes social network.

2. Social networks, Facebook and the young population

Social networks are defined as web services that allow individuals to build a semi-public or public system within a limited system, allowing articulate a list of other users with whom they share a connection, and to provide the list of connections made by others within the system (Boyd and Ellison, 2007: 211). They are useful for a group of people to enhance their communication, feeling part of a community and cooperate with them in common tasks. So, social networks are "all those tools designed to create spaces that promote or facilitate the creation of communities and levels of social exchange" (Cobo and Pardo, 2007: 13).

The list is very large social networks: Facebook, Twitter, Tuenti, etc. Some are generic, others are specialized in various areas, but the common element that defines them is the clear role for the user who is who thickens with its contents (pictures, videos, links, comments ...) networks to which they belong (Nafría, 2007. Page 113; quoted in García Sans, 2008. 53 p.). Moreover, as point (Ricardo Barreto and Chavarro Jimenez, 2010. p. 5-6) is a simple tool for use with many applications, requiring no advanced computer knowledge, making it within reach of virtually all the world.

It should detail that Facebook is a social network created by a student at Harvard, Mark Zuckerberg, in 2004. In the beginning it was created as a version known as "Facebooks" performing American universities at the beginning of the year Academic publishing the names and photographs of students so that students can meet. Then its use has spread into a global social network available to any user with an email address.

In Spain, in 2013, there are now 18 million Internet users each month who access the social network Facebook, and 12 million are daily (Comscore, 2013). Stresses in the data provided to 72.2% (13 million) do so from your mobile phone. By age, the age group most in use is between 25-34 years, followed by that of 35-44 years and the group of 18-24 years.

The success that Facebook makes penetration rate among young people is almost hundred percent, but the habitual use made of them is leisure and do not seem to consider that can also serve for learning (Espuny Vidal Gonzalez Martinez, Lleixà Fortuño and Gisbert Cervera, 2011. Page 181;. Iglesias Garcia and Gonzalez Diaz, 2012. Page 114)..

The growth of this network is unprecedented. According to the Facebook Global Monitor (Smith, 2009), 34 million users who had at the beginning of 2008, he spent 95 million as of January 2009, an increase of 70%. In 2013, Facebook has 1.155 million users a month, namely 699 million people connect daily to the social network (Facebook, 2013).

Even being a subject of recent study, already published several studies on the use of social networks, Facebook and youth, as performed by Mongeo and Olabarri (2011), which compares the use of Facebook and Tuenti in college students; or of Almansa, Fonseca and Castillo (2012), which make a comparative study of the use of the network between Colombia and Spain teenagers; and the study on young Andalusian and social networks, and Angulo prepared by Bernal (2013).

3. Methodology

The study was conducted through a survey of 64 students of the subject Communication and Media Writings, first degree course in Advertising and Public Relations at the University of Alicante. The approach taken to develop this research has been the survey. Students of first degree in Advertising and Public Relations (University of Alicante) who were pursuing the subject of Communication and Media Writings during the academic year 2013/2014 was administered.

Of the 65 enrolled students they have participated in the investigation a total of 64. The data collection took place in January 2014, through the Virtual Campus which owns the university.

The survey consisted of 57 questions (56 were built with closed and open answer 1 replies).

The questions asked in the survey have been grouped in the following blocks: 1) possession for Facebook and frequency of use; 2) content on the network uses 3) privacy and personal data showing in Facebook; 4) review by students using Facebook to teaching purposes carried out along the course.

Following the development of the survey, the responses were overturned program SPSS statistical treatment of data. The set of data collected has been applied univariate statistical analysis.

4. Results

The survey was conducted to 64 students, of which 59.7% were men and 40.3% women. They all had Facebook profile before the start of the course.

4.1 Frequency Connection

With regard to the frequency of use, the majority (61.4%) admit to connect several times a day, 31.3% connect several times a week, while only 2 support that connect only counted times week / month, and a student she said never connect (see Table 1).
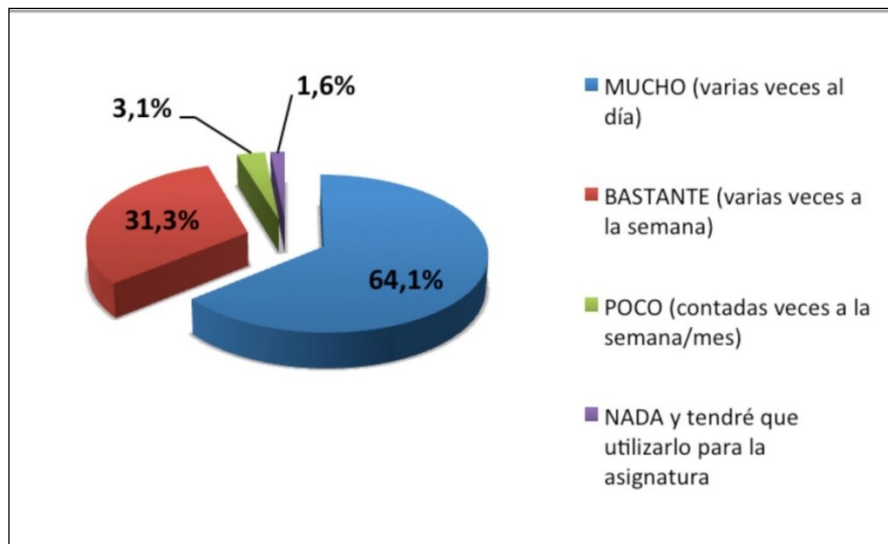
Table 1. Frequency of use of Facebook
Source: Authors

4.2 *Activities in Facebook*

The objective of this research is linked to the use of this network by the students as well as the implementation of Facebook in the teaching field of the subject Communication and Media Writings.

Strictly within the scope of entertainment, the use of Facebook by the respondents is varied. So, hang pictures (90.3%); publish news and / or links of interest (85.9%); comment on wall posts and put "like" (92.2%); and chat with friends (71.4%) are the activities that students make greater use. Among the average usage we include post videos, since half of respondents admit to use the network for this activity.

4. 3 *Privacy and personal data*

Before this generation denominad to the the "digital natives", has also been considered interesting to know the barriers or limits to privacy they put on their Facebook profiles. This aspect has been analyzed in research looking at the type of information that students exposed to their profiles, and knowledge and their use of the different tools that the social network has to preserve their privacy.

92.1% of the students surveyed have on your Facebook profile a photo in which is clearly identified. Now if virtually all respondents have a photo of yourself on your profile, as to whether it alone or accompanied is more divided: 56.3% appears alone, while the rest is done together. Of those who do not

appear alone in the profile picture, 61.5% do so accompanied by friends; 19.2% appears with the family; 15, 4% with the couple and the remaining 3.8% appears to other people or items not covered by the inquiry.

As additional information the picture, has also been analyzed what name used in the profile. The vast majority (96.8%) use their real name. In this figure we must add that the majority (87.3%) have some information on the personality, hobbies, religious beliefs, marital status, age, etc. of the user.

Respondents were asked directly if the privacy aspects of concern. 87.5% of students admitted that cares and set the privacy of their profile, while the remaining respondents said they did not care and had not set up their profile in response to this (see Table 2). So, 12.5% of young people do not pay attention to who can access their personal information and have a completely open profile.
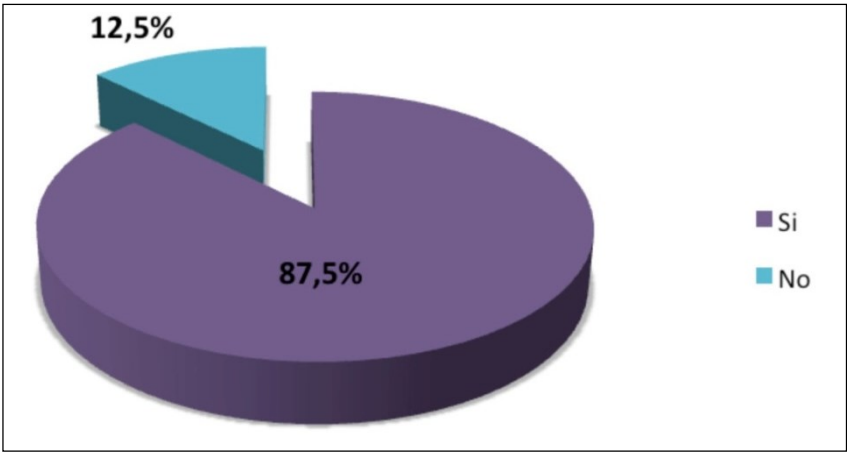
Table 2. Students who have configured the privacy of your Facebook profile
Source: Authors

Of students who said they were concerned about their privacy in the social network, 83.1% restricted access to their profile only to selected friends and / or groups; 13.6% are open to everyone information, but also restricts access to certain information; while only 3.4% of students who admit to being concerned about their privacy has the profile set to open (see Table 3).
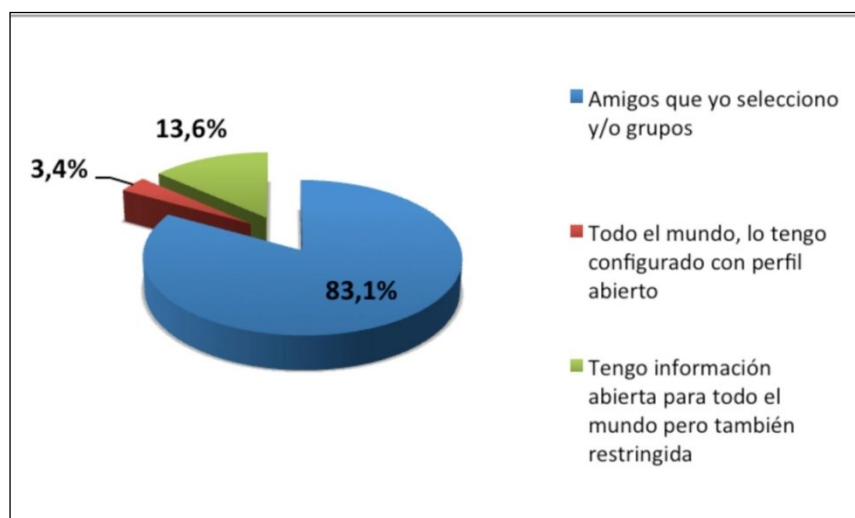
Table 3. Who has access to Facebook profile
Source: Authors

Students who had not set your profile privacy majority, 81.8%, assume it is because they are not concerned about your privacy. Surprises, although the percentage is minimal (18.2%), these students do not set their privacy because they simply do not know how (see Table 4).
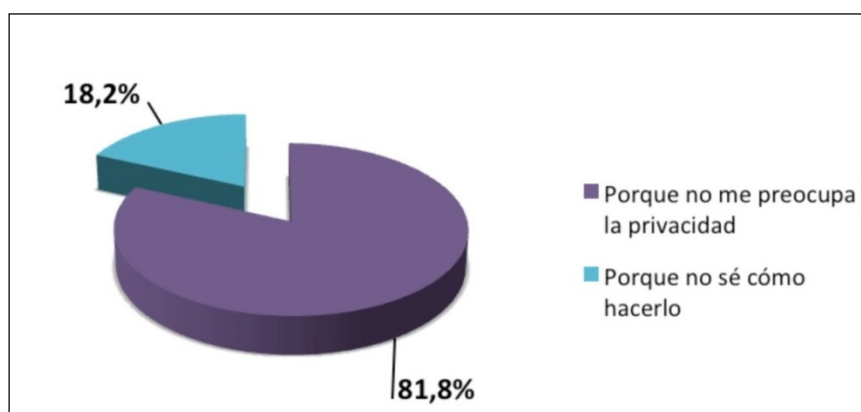
Table 4. Reasons not to set the privacy profile of Facebook
Source: Authors

4. 3 *Facebook and training*

With regard to the study linked to the use of Facebook in the educational field, and more specifically the use and uses tion Facebook profile in the subject Communication and Media Writings, 67.2% of respondents already using this network for educational purposes especially to share information with their peers about the scheduled tasks in different subjects, while the rest had not been a teacher use the social network.

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The frequency of use of the profile of the subject is not as major as the intended use with other entertainment, which prevailed access several times a day. In education the frequency of consultation is several times a week (65.6%) followed by few times a week / month (18.8%). Lower percentages are in routine use in several times a day (12.5%) or no (3.1%).

More activities carried out in this context are hanging training practices, consult doubts about the subject and share interesting links related to the content of the subject.

To this fact that 84.4% admit that the use of Facebook in the field have found it very useful, compared with 4.7% who think it has not helped them at all. In addition, 64.1% said that thanks to the use of the network has greatly improved the learning of the subject, while 9.4% believe that the Facebook profile has not improved the learning of the subject (see Table 5).
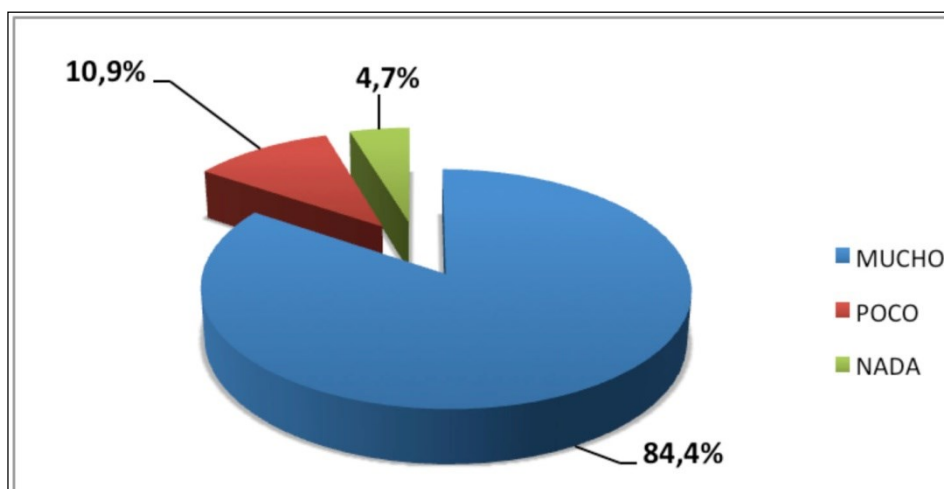
Table 5. Perception of improving student matters with the creation of the Facebook group
Source: Authors

With regard to the different uses that the student has made Facebook profile for the material to, in descending order are: 1) hang practices (87.1%); 2) answer questions along with the teacher, along with peers (84.1%); and 3) check links related to the subject (68.8%).

In addition to analyzing the degree of acceptance and use of the various areas in which we have worked the subject using the social network, indicated above mind, has also been studied in this research the degree of perceived usefulness by the student two work activities concrete: communication with the teacher and communication with peers. The entage to determining whether it is useful profile creation to promote them and / or improve them are very high porc. Thus, 82.5% admit that improved communication with the teacher and 62.7% has improved communication with classmates.

Finally, students on the one hand, the social network used for teaching purposes was also observed if, apart from Facebook of matter; and on the other hand, if other teachers of the Degree of Advertising had the same initiative had created a Facebook profile of the subject. In this regard, the results are not positive, marking guidelines in which, by the teaching staff should work. Thus, only 12.7% of respondents admit to

using Facebook for educational purposes several times a day, compared to 49.2% makes it one or two times a week. With regard to the use of Facebook for teaching purposes by teachers, only 1.6% (1 more teacher outside of matter) used Facebook in the teaching field.

5. Conclusions

From the results of this research it is concluded that social networks, especially Facebook, have been consolidated and are part of the daily routines of young people, as evidenced by the hundred percent of respondents have a profile on the social network majority and the connection is often daily.

Among the most common activities of the students are the first comment publications, share photos and publish news or links, in that order. It stresses that the use of instant messaging (chat), although still high (71%), does not exceed the above.

On the other hand, most respondents identified in the network with their real name and photo, and provides personal data. At the same time, young people are aware of the importance of managing privacy and security, thus restricting access to their profiles. Only 3.4% have set up open to all Internet users profile.

Regarding the use of a Facebook profile to teaching duties, despite not being as continuing, points out that most students value that is useful for learning. Also they consider that improves communication with teachers and peers. It is noted that the networks have an appeal that part of the rapprochement between formal and informal learning, simplicity and encouraging communication between students and teachers, in the capacity of decentralization and modulation of activities, highlighting the ease share content of interest. Through the Facebook group, students have access to related material content and access it from a theoretical and practical way.

Another advantage to note is that the functioning of groups of Facebook allows, on the one hand, access the contents with the necessary privacy to not be confused with the personal profile of the members.

However, although research shows that students consider useful the use of the network for teaching purposes because it helps them acquire and improve skills subscribed matter, seen as limiting the limited use that teachers do the same. So, if you have passed the barrier that marked the use of Facebook as an activity exclusively of entertainment by the learner, accustomed to fall at the same recreational and educational use you own, the great challenge now is to get teachers university implemented in their task using this tool to perform the tasks of teaching and learning.

On the other hand, and taking as reference various investigations identified, future studies in this regard shall address a wider scope. Thus, is a priority not only extend this work to other courses within the Degree of Advertising and Public Relations at the University of Alicante, but other studies pertaining to this university in order to: first, observe, taking account of areas of knowledge-if this network as a teaching tool is used; and secondly, the response and satisfaction that students perceive to implement the learning of the subject.

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XVII.   THE USE OF SOCIAL MEDIA AS A COMMUNICATION TOOL IN AN EDUCATIONAL ENVIRONMENT

Eva Jimenez Tenza (Universidad de Málaga - Spain -)

At the present time, we are facing an unprecedented educational challenge. Virtuality, immediacy, and permanent n eed to be connected creates the need for the students in our universities and schools are challenged to respond actively and responsibly in social networks what the environment demands them. But students are creating self-sufficient in this regard? What image moves from social networks to students? Or how schools managed from these networks? These are some of the questions in this paper are investigated and analyzed. The need to standardize these aspects of networking and education makes this communication is born from the experience and focus on certain aspects already investigated for progress on these issues.

In a broad view, it is to delve into this subject from three points of view. The first is concerning the social networks themselves. To do this, some related to the implementation of networks in our society and how they have moved into the everyday culture, including the educational world questions will be asked. This first aspect we will transfer you to the world of education.

A second area in which it seeks to influence is relative to how to introduce social networks in the educational curriculum of the current student. Since this communication will seek to defend the importance of this means of communication between young people and how it is necessary that they learn to use it, understand it, buy Derla and take her own reality responsibly. There is already digital competence, although it is must be continually updated content related to it.

And finally, from a firm commitment to introduce social networks in the educational world, it discusses how to insert into this world and who should be responsible for this new form of communication. In an educational setting, in principle alien to the world of communication, communicator figure in this regard will be discussed and what is the most appropriate professional profile of the person responsible for its use in educational settings.

1.   Creating a new culture in network

We begin with a statement given by Professors Maria Angeles and Nereida Cabrera González Cea *"network communication brought about by the Internet today has meant a revolution in the information society, the consequences are not yet fully known. Network (simplified way to refer to this new communication system) is characterized as a means of communication that undergoes dynamic changes almost as fast as technological progress "*(González Cabrera, Maria Angeles and Cea Esteruelas, Nereida, 2011, p. 596). In this definition the authors and introduced us to one of the characteristics of the network, dynamism and speed. In the same vein, Manuel Castells, the introduction of *mobile communication and*

society. A global *perspective,* the basis of this new reality by stating that the wireless communication networks are spreading worldwide at a rate ever recorded to date by any OTR to communication technology.

Marina Ramos Serrano said in its communication "social Software: new tools in the age of prosumers" in *New scenarios of communication and public opinion,*(page 46), *"the Internet is gaining importance as a social mediator and convergence with other media, such as mobile or television, it shows the triumph of communication against the technology. In this sense, those detractors of the new technologies were wrong when they said that isolated the individual. The truth is that the two most important technologies in recent years, the mobile and the Internet have favored even enhanced social relations"*

Moreover, Rosalba Mancinas Chavez and Antonio I. Nogales Goiter in its communication "Social Networks: general and Applications," on *Communication in Andalusia. History, structure and new technologies (page 667),* start saying *"When you're coming to the end of the first decade of the century, social online networks are revolutionizing the world's standards of information: in the media, in the institutional or business and marketing, but especially in interpersonal communication"communication.* This implies that social networks are s n tool that stimulates the creation of human social networks, which have always existed, but is now strongly potentiate As with the facilities offered by the web. This aspect implies a positive view of this reality that is being presented. In addition, the authors establish the reality of social networks such as Internet sites designed to facilitate the user's personal contact via publication of a profile. Thus, we can say that they are forms of social interaction, a dynamic exchange between individuals, groups and institutions in contexts of complexity. An open system and permanent construction involving sets identified in the same needs and problems and that organi zan to leverage their resources. The applications of social networking are as many as we can imagine, from the sharing of current information to the application to teachers, political, religious, etc. field, not to mention multiple des lays down the procedures of interpersonal relationship.

In this regard, the authors claim that *"and his type of communication tools offer us, then, a new reality. It is a hybrid of two types: platforms to create, edit and share content generated by the user, and on the other hand, sites focused on generating online services to promote social relationships "*They distinguish three types of networks, but the boundary between them is somewhat diffuse. Well set on page 671 networks can be mass or macro-communities (those created for social networking such as Facebook or Tuenti, or create comments like Twitter), open networks (to share files such as Youtube, Flickr, Slideshare, etc.) or thematic networks or micro-communities (with specific interests as Linkedin). Also they pose a debate whether the emergence of these new methods of communication conflicts are generated in interaction capacity of individuals. On the one hand, some authors as Christakis and Fowler, men vided by these autore s that offer a more optimistic view, stating that technologies extend and complement traditional forms of communication and that *"very complex, large and super modern networks that are social formed in cyberspace continue to reflect universal and fundamental human tendencies that appeared in our prehistory, when we tell stories around a campfire in the African savannah."*

These statements to begin this reflection lead us to pose certain questions about h ow the use of this new form of communication may affect the current way of life. The dynamism and speed are aspects that are introduced in the use of technology by all sectors of society. For example, how can it affect family life the possibility that its members, including children, carrying out activities with some independence and in permanent contact with their peers?, How to create a new communication between members the same

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family? And even in the aspect that this paper tries to analyze how it can transform the classroom because of the ability of students to simultaneously communicate face to face, via laptop and via mobile?

Castells suggests in the same reference, it is possible that mobile communication is favoring the emergence of a new youth culture that makes networks person-to-person at the center of an alternative lifestyle, with its own language based on the textual and multimodal communication, c on its own scale of values. In one of the previous hypotheses of their work, Castells says that mobile communication increases the autonomy of young people and p Lantea if this autonomy is real.

Network communication today is a changing phenomenon. If five years ago to be in facebook was a utopia, for two was almost an obligation; twitter now beginning to monopolize the social present and if no profile instagram, the Students are nobody. The need to communicate network has now modified their social preferences into a technological world, not always real profiles and preset parameters in a few characters. That is a reality that exists today in youth culture, rooted in the real imaginary and should not be alien to their education.

Manuel Castells, in Chapter No. 4 (page 205) "Mobile Youth Culture" presents answers to one of its initial *"the existence of a youth culture that mobile communication is in a suitable form of expression and affirmation"* hypothesis. One key to this is the dissemination of the technology explained by a combination of factors including the opening of the youth to new technologies and their ability to appropriate them and use them for their own purposes. Castells says on page 226 that new technologies youth away from the sphere of influence of traditional social structures such as the home, the education system and traditional media. Adolescents are immersed in a digital lifestyle that provides them new ways of being, made possible new value chains and new sensitivities about space, time and cultural events.The use of mobile phones and social networks in general is raising fears concerning the disappearance of children by the weakening of family relationships or disappearance of the border as far as access to adult content is concerned.

Moreover especially open up new possibilities for the world of education, since these media provide quick access to information, direct contact, and the possibility of introducing in the same communicative space multitude of features, making it the co mpletos more real educational environments, and with what students are able to get, so most significant for better learning performance.

One of the risks of using networks of young people is to promote the culture of individualism. According says Castells, this culture does not lead to isolation but changes the patterns of sociability and contacts are increasingly selective and self-directed. Therefore, network sociability leads both focused on the individual, specific to him, as to the formation of peer groups, network when the network becomes the context of behavior of its participants. Thus a collective identity (shared language, shared fashions, etc.) arises.

In conclusion to this point we can say that the mobile youth culture, as a new set of values and attitudes that form the practice among younger generations, is a culture typically network. Peer groups are formed at school or in educational communities often form the basis of it. The popularization of mobile phone networks strengthens and extends existing youth and leading to a higher level of sociability network, where

the interaction face-to-face communication is matched by mobile phone, and when it is part of a full-time intimate community.

2. Teaching the network: Digital competence

The use of social networks as a communication has become a necessity. Immediacy is a powerful weapon in that well-managed educational environment, it must be effective. At the same time, it is a fickle, changeable and adaptable to the society in which it develops tool. It is necessary that the brevity and conciseness of them do not modify the message to be transferred to potential customers the use of social networks in the learning environment: students, families, members of the school community and ultimately, society at large.

Moreover, immediacy, self-management and solvency in the use of these tools is needed and since schools must learn to include them in the learning environment. Networks must be a part of the educational curriculum and this content should appear since students are in their early stages of learning. Inclusion as the foundation of basic skills in education work, it may encourage the use of the same with proper responsibility. In fact, the digital competence is one of the major bases of education today, although not always up to date. According Charo Sádaba of the University of Navarra in its communication "Young people and new spaces for communication. The interactive generation *"New scenarios of communication and public opinion,* (page 173)," *the relationship of youth with technology is particularly strong at the expense of use of traditional media. This points to the configuration of new spaces of communication where this interactive generation performs most significant exchanges of communication.*" This is also an aspect that binds the same author notes, *"his mastery of the technology makes it difficult for media companies to capture their attention and their time."*

This means that young people who aim to educate on the reality of today, in most cases, know more than we are able to teach. As says Professor Sádaba *"To generation we see today as children and youth is the first to have grown up in an environment where information technology and communication are omnipresent"* (page 174). As they have not undergone processes of adaptation to the digital reality, *"its focus on technology is much more spontaneous, light and flexible."*

It is interesting then, framing what the interactive generation to refer not only to a particular technology but the cam bios that the adoption of ICT (information and communications technology) are assuming the modes of behavior, relationship, and communication.

Several factors influence this interactive generation, including immediacy, attention diversified capacity for multitasking and the importance of image.Regarding this last point, for students, an image, a symbol, or even music, are much more effective vehicles for transmitting ideas and emotions that you communicate sentimental words. To this we must add that this generation is impatient and and scattered and that these contexts, this age group develops a flurry of activity, the result of the possibility of constant contact with others and with the access to infinite content.

What then is the reality of teaching these networks in the educational curriculum? The first is that this generation f ferent, the adults-parents, educators, content creators, technology developers, public and private institutions are aware of the huge advantages of the technology may be overshadowed by the problems u n

Improper use can generate. Adults encounter problems added to the use of these networks by the social relations that are established in them and the result of this new youth culture that we mentioned in the first part of this work. A nte this situation, different options arise. One is the prohibition of the use of networks by young people.Another option is to educate them. In this second aspect seeks to answer the Digital Competence education. This competition, inserted into the educational curriculum of a cross shape is brought into the classroom in various ways. Currently, the use of computers, tablets and phones is starting his career in the educational environment, especially in higher education. Even in the children's environment you have some "apprehension" the use of this technology. But is this a reality with which students live and can not ignore their educational journey.

According to the study conducted by the aforementioned author on interactive generations, we find that young people established through screens (video games, mobile, and internet) environments new expression with isual preeminence of the audio-visual, flexible and instant. And the thread provides a reflection on whether t he youth would be willing to media convergence through their mobile phones (ie, use of television, press, etc., through a single device, the phone).

One of the aspects that lead to the need to include social networks in the educational curriculum is the need to bring education to the reality of students. And one of the starting points of the importance of education is the attraction have the information technology and communication for young people: the interactivity that allows the development of active communication, sociability (need primary group relations in this age group), creating intimate spaces, private (as the case MySpace and Tuenti), personalization (the different feel) and unlimited information to which they have access. These points are part of the reality in which students live today and should govern the educational aspects of interpersonal and intrapersonal intelligence they need to complete development.

Mancinas and Nogales in its abovementioned communication on page 680, including a reflection of what social networks are used. The aut ore s mention the report of the National Institute of Communication Technologies (INTECO), which states that more than half of the users of social networks use them to send private messages and share photos while only 15% use them to download games and applications work bus and car. T he autore s focus on investigating the relationship between social networks and education. The principle is devastating because they claim that *"in most schools social networks are vetoed, however, its educational potential is huge if used correctly* (Vila Rosas, 2010)." And this is where correct operation of digital competence education comes into play. Before the veto is necessary to know what veto, and for this you need to know to use.

Fortunately, the field has been changing as the authors say in their study and proven in daily use of social networks, and there are many examples of using them in the field of education, where many networks have been created social or corporate supervised by a public or private institution for teaching purposes. Private companies such as Telefonica, SM or Santillana publishers, institutions such as UNESCO and government departments or ministries of education have created this kind of virtual communities aimed at teachers. Teachers also rely more and more on social networks as a research tool both for themselves and for their students, and this is something that encourages the use thereof as well as greater confidence in the educational environment always reluctant to news.

Therefore, although there are still some fears in the use of social networks, as well as implementing them in an educational setting, the theoretical background on digital competence and the use by students is already moving, so we must normalize its use throughout the educational community. In this normalization us several questions about its use arise. One of them is whether they will be used only as a means of informative communication as a platform for exchange between members, as regards education or social education community between teachers and students, and a long list of issues to be addressed in this regard.

3. The network management in the educational environment

In this third section we try to answer the question of who should be managed corporate social networks educational environments as how to communicate on the part of the organization depends largely on the person who manages these tools of communication and use thereof propose Therefore, we will now focus information on the use of social networks communicatively -.. informative Thus, the use of social networks in the educational environment equates to using channels traditional media, as were the circular text messages of students or recent corporate websites of schools or virtual platforms.

In that sense, educational institutions must consider the importance of a press office, or more generic communication present in the state since as Stanek said Maria Jose Fermin at the Pontifical University of Salamanca in "Cabinets COMMUNICATION , professionalize a task. L to information transparency is a target*"New scenarios of communication and public opinion,* (page 131), *"The press office is a tool to bring together two groups: the organization that means something and means they want to know something."* About the professionalization of the person responsible for managing the communication Stanek says *"many members of the cabinets that are currently operating are formed by journalists"* and continues: *"stand on the other side of the counter advances in the professionalization of the task to communicate. Know and understand the media allows for the cabinets out more effectively you can carry this task to convey ".* Even if you are talking about an educational setting, in this regard it has to be considered as a business and as such, the communication must be a strategic value. As Stanek says, *"reliability, truthfulness, and responsibility are principles that should inspire this task communicator".*

At this point, it is interesting to mention Bella Palo mo communication at the University of Malaga, "Origin and evolution of digital newspapers online"*Communication in Andalusia. History, structure and new technologies (page 631),* which states that professionals have become aware of the importance of new technologies in this sector since 2003 and the Association of Journalists of Andalucía Digital is based. This shows the importance according to the author of this "new professional branch."

The importance of knowing what to communicate is the basis for claiming to be a communications specialist manager of social networks in any environment, and even more in the educational environment. This environment, in which are involved many community members (parents, teachers, students, etc.) must be rigorous and respectful, as these values are basic pillars of education. What to communicate? When?, and communicate, communicate how ?, should be the questions that arise in every interaction on social networks arising in the educational environment.

Finally, it is necessary to respond to the needs that society will pose in the use of information and communications technology. Teacher training in this regard should be daily, continuous and specific about

the problems, causes and possible solutions that have to comply each day. A communication manager must know how to use these training aspects and when in your immediate environment.

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XVIII. STRATEGY 2.0: ONLINE COMMUNICATION MANAGEMENT IN EUROPEAN UNIVERSITIES CHAMPIONSHIPS

Carla López Rodríguez (U. de Vigo -Spain-)

1. Introduction

The Internet is a set up element in the information society. It has radically changed our habits and the way of meeting and communicating. Its evolution and development lead us to talk about Web 2.0 and its two-way communication, transparency and immediacy and social media. A Social and technological complex phenomenon with a changing nature that has changed the traditional communication flow: it has facilitated the passage from the directionality and totalitarianism of the media, to the bidirectionality in the communication process. With these elements, the user has experienced a change in his level of participation and has evolved from simple content publishing (Web 1.0), to participation, collaboration and interaction (features attributed to Web 2.0). The user is now the main protagonist of the network, playing an active role in the communication process and becoming an issuer at any time.

Driven by technological democratization, social media[1] has overcome private barriers. They have settled in the professional field, in which organizations are aware of their potential, their rapid adoption by the society and also of the many benefits they can bring into their daily work (e.g. improves communication with the public, promotes interactivity, the ability of segmentation, generates information or opinions in real time, etc). In this context, organizations are faced with the need to reformulate and adapt their traditional communication strategies to this new reality, to link up with their audiences and creating new links and communication channels.

This need for change impacts in the world of sports and its related organizations, which are undergoing a similar transformation, and are beginning to target their communication strategies and actions to the online medium. Organizations that, promoted by the generalization of sports in society, are multiplying and popularizing sports events. They are turning them in one of the most used communication strategy, since

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[1] Social media are "Blogs, Photoblogs, microblogs, social networks, professional networks (…) and, in general, any medium that offers its users the ability to generate content, which can be shared" (IAB, 2009).

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they are profitable not only in economic, but also in terms of organiser´s projected image, reputation and promotion.

This situation of new technologies and its interactivity, of changes in user roles, of transformation of communicative models, creating new communication requirements in organizations, leads us to question if we can really talk about a management and an online communication strategy accordingly adapted to the demands of the social media environment at sport events.

2. Objective and Methodology

To try to give an answer to this initial question, we focus our field of research in the study of European Universities Championships (EUC). Bounded our field of study, the overall objective that we pursue is to study and analyze the management and online communication strategy followed by the University of Uppsala, Sweden, in communicating its European Badminton Championship in 2013.

To carry it out, we propose the following secondary objectives:

1. To determine the presence and activity of the social platforms.

2. To analyze the online communication, examining and classifying the content made by the organizer.

3. To determine the user's response to the messages sent by the organization.

To collect the data, we performed a quantitative descriptive analysis mainly based on direct observation and analysis of the contents of the website and social media which were created exclusively for the event communication.

The content analysis as "a set of techniques for analyzing communications designed to obtain indicators (…), allowing the inference of knowledge concerning the conditions of production / reception (inferred) of these messages variables" (Laurence Bardin, 1996. p. 32), allow us to conduct a comprehensive approach to the treatment of social media at events.

Sporting events, besides their great impact on social life, bring numerous benefits to the organizer. For this reason, the importance of a good organization and communication become essential to its success. However, due to the fast social media changes, there is a lack of specific documents that cover both perspectives: the organization of sporting events and its online communication, creating a lack of knowledge in which the organizers don't know how use social media platforms to communicate their events. Therefore, and motivated by concerns both personal and professional, it is a challenge for us to contribute with this study to reduce this gap.

3. Theoretical approach

3.1. Online Communication and Social media

Regarding the Internet and social media we find that from the 90´s publications multiply, finding two clear ways to approach. On the one hand, we find countless reports and studies based on more quantitative

aspects made by media companies as AIMC (Association for Research of Media) in Spain, or IAB, Elogia, The Cocktail Analysis or Nielsen reports, on an international level. These measures the return on their communications with data and market analysis, consumer habits, user profiles, connection times, etc.

At the opposite pole we discover detractors of this purely quantitative use, who consider essential knowledge of the culture of users to customize services on the Internet. In this line of argument there are numerous studies that put Internet as the defining element of today's society and that emphasize the role of social media and the influence of the user. As its definition says "Social media are digital communications platforms that give to the users the power to create content and share information through private or public profiles"(IAB, 2009).

In this new context, companies have to create and be part of the conversation with the user in order to defend their prestige and online reputation. They have in front of them an human who belongs to an intelligent group (Nicolas Ojeda, 2012) and is in this new environment where they have to plan their strategies, using social media platforms as strategic tools which facilitate the relationship with their audiences.

As Nicolas Ojeda says (2012. p. 15) "We must recognize social media as an integrated digital network and a heterogeneous reality. A reality that allows institutions to listen, to entertain and to converse with their audiences."

3.2. Social networks

In recent years, social networks have experienced a deep change and evolution. The main are:

2008: Emerging phenomenon. Sociability and communication are the basis that support its growth and prominence.

2010: Consolidation and Globalization. Coexistence of multiple networks and platforms.

2011: The use of the mobile as emerging device to access to network. Also it is detected an user with a selective attitude concerning to the social networks.

In 2013 starts a stage of maturity and complexity with a high offer. A more sophisticated user leads to an active content management by companies. In this context, the companies have the anxiety of being part of the conversation as a result of the "obligation" to be there. In addition, the mobile is consolidated as a consumer device to access to the social networks.

3.2.1. Social Networks classification and typology

Social media allow to create new relationships, both personal and professional. Depending on the intended use, Javier Celaya (2009) distinguishes three groups:

- General networks like Facebook, Myspace or Tuenti. General networks are characterized by a large numbers of users with differents profiles and behaviors, but offer the possibility to create sub-groups with

common interests. These networks are also known as horizontal networks, that is, are seeking to provide tools to facilitate a general interaction.

- Professional networks like LinkedIn, Xing or Viadeo. Professional networks seek to promote employment through the interaction between professionals and companies. They have a homogeneous growth and similar user profile. These networks are used to increase and manage the people network for professional purposes, that is, they are used to give more visibility to the professional profiles through the development of the digital version of the traditional cv.

- Specialized networks as Ediciona or Cinemavip. Specialized networks serve users to find other people with the same interests or needs. These networks are also known as vertical social networks which facilitate communication between companies and people with similar professional or personal concerns. This networks provide a great profitability and effectiveness in online communication campaigns due to the high segmentation of the public.

3.3. Online communication strategy

It is complex to establish a common guide of strategies used by institutions in social networks due to the diversity of networks, companies resources and objectives. As Nicolas Ojeda (2012) says

"All communication strategy on social networks begin with the definition of the objectives, user segmentation and its desired level of intervention, the definition of the action plan, content and tools for spreading the message between networks, and end with the definition and selection of metrics, software or companies that measure the effectiveness of our actions".

In general, companies can develop two different profiles in social networks: a corporate profile, which helps to manage and establish a regular communication with the users. A concrete profile for a specific campaign. Here the communication can be managed in two ways:

- Conventional: the content is a result of the conventional practices. In this case the objectives are focused on the impact (clicks, number of likes...).

- Unconventional: the content strategy will depend on the user interest and his participation.

Once you know the nature of the profile created, the main reasons that lead companies or institutions to perform on social networks are:

- Reduce the gap between the user and the company.

- To dialogue and to create a community.

- Measure / listen conversations, behaviors and user preferences.

- User segmentation.

- Credibility and online influence.

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- Volume and impact.

3.4. Users

Once determined the nature of the profile, the company should identify their users. Nicolás Ojeda (2012) emphasizes that the main user activities on social networks are create, share, enjoy and inquire. In this context, Facebook and Twitter allow the four types of interaction.

By specifying the roles, users can be considered:

- Passive: those who seek, consult and read content.

- Active: those who interact with the content.

- Collaborative: those who create general content and interact with others.

4. Results

4.1. The event

The 9th European University Badminton Championship was held in Uppsala, Sweden, between 5 and 11 May 2013.

4.2. The online communication

One year before the event, the organization created a Website and a Facebook page.

4.2.1. Web strategy: messages and activity

The central issue belongs to the Public Relations category (37%): most of the messages seek to publicize the event and report its development (usually through news that they write during the event).

The next category is the Technical-Sport (20%): they used to provide information about the organization, volunteers, rules, format and timetables.

In Logistics (18%) dominated news about facilities and sport venues.

In Tourism (15%) the information provided is about accommodation, restaurants and activities.

On the bottom of the list are posts relating to the Protocol category (5%), especially issues about awards and another activities. And the Administrative category (5%), with issues about the accreditation and registration processes, and useful information for the athlete and employees.

All subjects concentrate their activity before the event. Noted that Tourism, Administration and Logistic information only have publications at this time. Only Technical-Sport and PR have activity during

the three phases of the event. And Protocol category focuses its activity before and after the event. Before, with issues concerning protocol rules, and after, concerning awards.

4.2.2. Social Media Strategy: messages, activity and participation

Event organizers have decided to use only Facebook to communicate the event in social media.

As happens with the web, the main category in Facebook is PR (33%). The publications cover issues relating to publicize the event and the university (all made before the event) and news about it.

Following by Technical-Sport category (32%), which is almost at the same level, the main topics here are training calendars, the competition and its development.

The third and fourth categories are the Administrative (13%), with issues about accreditation and registration, and Protocol (10%), about the opening and closing ceremonies, and award ceremonies.

In the last positions are publications about Tourism (topics about tourist information and popular activities) and Logistics (topics about the stadium), both of them, with 6%, are the less interesting themes to communicate in social networks.

Regarding the activity, Logistics and Tourism only generate publications before the event, and Administrative before and during, but most of them before (82%).

Technical- Sport category, Protocol and PR show activity during the three phases of the event but with different characteristics. The first category concentrates it during the event, allowing to follow the championship. Also the second, but it offers an equitable distribution between the phases, generating more content during and after the event. And finally, PR generates more information before the event whose purpose is publicize it.

In respect of the user's response and its level of participation in social media, its favorite activity is like the publication (310 likes, 20 comments and 11 shared have been registered in 87 publications).

Technical-Sport and PR are the categories that generate most of the likes and comments. The main reason for this result could be that both of them are the popular topics which concentrate the majority of publications. Also they refer to the event and its development. In addition have been recorded comments in the Administrative section, most of them are questions asking for information.

Except Tourist and Administrative, the others categories generate shared. In particular the publications relating to facilities (logistics) are often shared.

Finally, original user's publications are only 8, and 5 of them are made by the same person, probably related to the event as a part of the organization.

5. Conclusions

The online profile has been created exclusively due to the development of a particular campaign.

It highlights an informative purpose on the Website and Facebook: the fact that most of the publications are made before the event reflects an informative use, seeking to publicize and report on the event.

Facebook is used as an important platform during the event, allowing to follow it. Its main uses was to create new content, report on the event and promote it. To a lesser extent, they have tried to seek participation and collaboration with the user.

The strategy is based on impact. They have only sought to increase its online visibility by increasing its audience. However, a high number of followers does not indicate an user's involvement.

It has been detected a low user's participation, whose actions have been largely limited to like. For this reason, the user has been determinated as a passive user who has used the social network in a informative way.

Therefore, despite of the facilities that Facebook offers to encourage user's interaction, the use of this platform to communicate the sport event was very limited. The organizers have not sought to establish relationships with their audiences and they have managed the online communication in a conventional and unidirectional way.

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XIX.   PRACTICE OF WRITING ON TWITTER. @CAMPOFRÍO_ES

Estrella Martínez-Rodrigo (Universidad de Granada – Spain-)
Pura Raya-González (Universidad de Granada – Spain-)

1. Introduction

Reading and writing have undergone a revolutionary change with the advent of new information and communications technology.

Now we read through the *multi with* a very particular depth level, and write at high speed, messages *multichannel* brief and "ornate" hypertext, icons, emoticons and labels, in some cases.

Given this and that in this new stage communicative language is the basis, experts have been engaged in the study of writing in the so-called new media and, of course, in digital social networks.

Nor should we forget that today any information contained in the internet about a person, institution or company brings substantial and valuable data, both positive and negative nature on them. Therefore, it is more than necessary the work of caring that content does, because it depends on his *online reputation.* And how Ferran Gonzalez (2012 p. 59) pointed, *"today more than ever necessary to remain vigilant, not just watch what we say, but also watch what others say about us".*

Martínez Rodrigo y Raya González (2013) point out that the phenomenon of social networks has not only penetrated the private sphere of citizens, but also in their professional performance in the advertising and marketing strategies, and the sale of products.

In short, today, we have a great power of communication and because of that, we will use responsibility when using them.

2. Changes in reading, changes in writing

With the advent of *online* media, the depth reading has decreased. Neither the full text or read linearly. *"In Internet, extension and prioritization of content is key" (Steen,* 2012. p. 44). The surfer wants to detect quickly and easily centers of interest through a scanning option page without boredom. Therefore, we have to adapt to these conditions scripture reading.

Still, in the universe of new media are readers and scanners readers word for word, with the highest prevalence of the first.

Therefore, we can establish three types of patterns of online reading. The pattern of F (F-Shape Pattern for Reading Web Content), with a horizontal movement at the beginning of the screen, another in the same direction but slightly shorter than the previous and eventually a vertical movement on the left side. There is

also the reading pattern E which is to carry the same paths as in the previous case, but adding a horizontal trace the bottom of the screen. Finally, we talk about reading pattern inverted L when horizontally sweeps the top of the screen and then left their space vertically.

For all this, writing online environment must take into account these habits by the reader, to get their content to capture the attention of the same.

3. Recommendations of style and form

3.1. General advice

There are numerous studies that recommended sort information using the so-called inverted pyramid, ie, from highest to lowest degree of importance, and use elements that break the uniformity of the text (bold, links, intertitles, enumerations ...). Also, to build a short and direct message must avoid the tautology and irrelevant or words without meaning, especially at the beginning of the sentence and the archisilabismo, or use unnecessarily long words, so-called weak verbs and the superfluous foreign words (The Yahoo! Style Guide, 2010). Of course, the scope and impact of our message will be greater if we use a neutral Spanish, no localism, and care we are faithful to our spelling.

Moreover, in digital communication is inescapable care or treatment courtesy to the netizen, using unambiguous, clear and adapted to your reader, with an appropriate choice of you or your messages. Hence arises *No label* or *"number of tips adopted worldwide governing the proper conduct of our virtual events, namely: how to behave politely in the network"* (Gomez Sanchez & Guerra, 2012. p. 52).

According to Shea (2002), the ten basic rules of *netiquette* are:
- Remember the human aspect.
- Follow the same behavior in the web environment in real life.
- In cyberspace *Netiquette* varies depending on the domain in which we find ourselves.
- Respect time and bandwidth the rest.
- To do our part.
- Share expert knowledge.
- Control disputes.
- Respect the privacy of others.
- Do not abuse the advantages that we have.
- Excuse the mistakes of others.

Finally, the experts also recommend avoiding the complete words capitalized, understanding that is interpreted as a cry and insults and profanity. In tone, warning of the need to assess the environment, the goal and the audience we are addressing.

But also they note that, regardless of language, the image of the person, company or institution behind a website, a blog, or a social network, depends on the image of your profile information input, frequency and quality publications, friends or followers, etc.

3.2. Tips for Twitter

It is analysis of language on *Twitter* is especially interesting because of the fact that this *microblogging* outlines the space of publications to 140 characters. In the words of Orihuela (2011 p. 31), "in Twitter the words are worth a thousand pictures". Write in this network requires expressed in headlines but poses a danger: the use of grammatical and stylistic shortcuts that contribute to the impoverishment of language, not through ignorance, in most cases-but by economics.

Although there are no "recipes" or fixed rules on language on *Twitter,* there are authors who speak of stylistic recommendations implemented this network. Yes some point that this network can connect with the audience in a more transparent and humane way (Hermida, 2009).

Think owner is and diversify their type with irony, humor, questions, metaphors and games of words, be creative, avoid abbreviations, do not split a *tweet* in two innings, using short sentences, brief and to apply the horizontal inverted pyramid are the key tips, according to Franco (2008).

This author collects some tricks DustinWax, project manager Stepcase Lifehack to shorten the writing of a *tweet* without losing meaning: Use the active voice, prioritize subject-verb-predicate structure, prevent abuse of the exclamation well as personal pronouns, articles, gerunds and repeated words, and finally, do not use the "college" words - almost all the long words in English have a short vers ion with the same meaning.

But we must also address suggestions in order to favor the *retweets* of a publication. In this sense, we must opt for proper nouns, plural nouns and verbs in the third person singular. In addition, it must accompany the text links and *hashtag,* flee the semicolon, and leave at least 25 characters for whom RT *Retweet* place, name of the original author and comment, if desired.

Other authors speak of practices to avoid as turning the platform into a pool of bonds, blocking dialogue with the audience, ignoring the criticism or not to break the routine to surprise the surfer, among others (Vargas, 2012).

Aside from the stylistic rules, it described good practices related to the presence of media on *Twitter* but can also be applied to our field of study, that is, companies and brands.

Recommendations are fleeing the authoritarian and impersonal tone against the human and personal, do self-promotion by information and *retweets,* include links to external content, listen and talk to the audience, provide useful information in an attractive way, doing surveys among fans, promote events relevant in an attractive way, use the *hashtag* effective and creative way to add value multimedia publications and link to other networks where you have presence means (Herrera and Requejo, 2011).

4. Case Study: @Campofrio_es

Then we will see how the advice given to an individual case applies. We have chosen the profile *Twitter* the Campofrío food chain. This choice responds to several reasons. First, it is consolidated in its sector, with great international projection and presence in this *microblogging* platform since 15

October 2009. Second, now that the latest advertising campaign launched by the company, "The Curriculum for all". He managed to be *trending topic* and it is in this event in which we will focus our analysis. Specifically, we have selected 29 *tweets* (4 of them, RT) published on Wednesday December 26, 2012 - the date of first *tweet* after the launch of the campaign on television on 24 - to 28 the same year, which was the last *tweet* of 2012.

Therefore, we will monitor the level of compliance by *Campofrio* some advice -only those who have considered re lift applied to the sample -marking experts writing in new media.

Let's start with the **general recommendations:**

- Dispense the capital.
- Not divide the tweet in two innings.
- Take care to avoid spelling and grammatical stylistic shortcuts.

In this case, we see that *Campofrio* follow them one hundred percent. In fact, in conversations with followers, the difference is noticeable, because usually they do not care much detail.

> *@Campofrio_es. <<@Campofrio_es Undoubtedly the character !!! And of course, passion !!!! >>. December 27, 2012, 5:24 a.m.*

In this example, the user has abused the exclamation mark and has used only at the beginning of sentences.

In addition, @Campofrio_es not use insults or profanity, so we can say that the company is characterized by a good **use of the so-called *label*,** with a close pitch and not authoritarian, as experts advise An example this *tweet.:*

> *@Campofrio_es. << Good morning. Less is left! Where you will celebrate New Year's Eve? >>. December 27, 2012, 10:34 a.m.*

In the following table, we analyze the degree of loyalty to the **stylistic rules @Campofrio_es for shorter messages** chosen variables are:

-       Tructure subject-verb and preach or (SVP).
-       Active voice.
-       Using exclamations.
-       Avoid items.
-       Avoid gerund.
-       Avoid personal pronoun.
-       Avoid universitary and repeats words.

	%	
No *tweets*		
SVP	7	24.13
Active voice	29	100
!	9	31.03
Article	17	58.62
Gerund	1	3.44
Pron.Pers	4	13.79
P. Univ	0	0
Rep. Word	0	0

Table 1
Source: Authors

As you can see, and according to the chosen sample, @Campofrio_es uses the active voice in all cases, and never uses words and repetitions of words called university. Therefore, in this sense, it meets the stylistic and editorial tips exposed.

However, although the horizontal pyramid used in the construction of the *tweets,* there are few cases in which structure subject-verb-predicate follows, as is done in only 24.13%. Here are some examples.

@Campofrio_es. << Archaeologists find an à 6 euros http://www.elmundotoday.com/2012/12/arqueologos-encuentran-un-menu-a-6-euros/ ... >>. December 26, 2012, 2:13 p.m.

@Campofrio_es. << Free evening activities: the cold full moon or the moon long shall spring nights Friday >>. December 27, 2012, 11:32 a.m.

@Campofrio_es. << Who does not have a family Christmas photo unusual eh? http://awkwardfamilyphotos.com/category/photos/holidays/ ... >>. December 26, 2012, 11:59 pm

The first case is a clear example of subject-verb-predicate structure while gaining momentum in the second horizontal pyramid structure with that first separated by colons phrase. In the last *tweet,* we observed no grammatical structure is met It recommended that, in most cases, responds to *marketiniano* character profile under analysis, focused on surprise and conquer the surfer with a close pitch and appellation.

Moreover, while avoiding the gerund - only appears in a publication that also is a *retweet* of @Campofrio_es- and the personal pronoun, the article is used in a 58.62% and 31.03% exclamation. The presence of this interjection is due to the same reason mentioned in the previous paragraph, that is, the relationship that the brand is established with the audience one of its brand values is positive, especially from his last two advertising campaigns based on a frontar the crisis with optimism and good use of *netiquette.* bundan greetings to complimentary profile. These are two examples where the article is used and the exclamation:

@Campofrio_es. << # You MujeresApañadas and the eternal question: Is it more rich has the most or the least need? What do you

*think?https://www.facebook.com/photo.php?fbid=10152333771355012&set=a.369182360011.353690.28
1308195011&type=1&theater ... >>. December 28, 2012, 11:39 a.m.*

*@Campofrio_es. << Good morning. What next year will bring? 365 opportunities! And you? What purpose   or   desire   you   have   for 2013?https://www.facebook.com/photo.php?fbid=10151162865143344&set=a.277031523343.136541.12
5093133343&type=1&theater ... >>. December 28, 2012, 11:38 PM*

Now, we do the same, but with the **advice to be *retweeted* a *tweet*:**

- Using the name.
- Using the plural noun.
- Using the 3rd person singular.
- Appearance of links and *hashtag*.
- Avoid the use of the semicolon.
- Publication of *tweets* of up to 25 characters.

No tweets	%	
Own name	6	20.68
Noun Plural	11	37.93
3rd Pers. S ingular	3	10.34
Link	17	58.62
#	10	34.48
;	0	0
Up to 25 characters	21	72.41

Table 2
Source: Authors

This table shows that @Campofrio_es use the name in a 20.68% and plural noun-and in any case weak in 37.93%. Similarly, the brand makes good use of the*hashtag* link, do not use semicolons in any case, and uses the most appropriate extension to encourage *retuiteo tweet*. However, the recommendation to write in the third person singular, it is not too satisfied, because only found in 10.34% of the sample. The fact that the treatment to the audience very close, leading to @Campofrio_es to use quite often "you" or second person singular (sometimes also the plural). Worth as an example of the latter two messages:

@Campofrio_es. << Know that if you have a couple of sausages and have a http://www.recetin.com/recetas-originales-3-arroces-rudolf-navidad.html reno ... Power to the imagination! >>. December 27, 2012, 11:50 a.m.

@Campofrio_es. << Anyone or anything we remove our way of enjoying life #elcurriculumdetodos >>. December 27, 2012, 11:47 a.m.

Finally, we note that it applies in its publications @Campofrio_es **other recommendations,** as favoreced dialogue with the audience - abound mentions and *retweets* and questions are formulated for the surfer co nteste-, using external links or other Brand Profiles - normally, to *Facebook* - add a media value, add this useful information - usually over food, health ... - and markets itself brand. In this case, through his campaign publicitarian "The curriculum of all" In addition, it is used at all times the neutral Spanish and displaying a correct use of language is, without such odds with creativity or humor.

@Campofrio_es. << But look like PCs drink in the river ... Merry Christmas! You know some other letter Carol absurd? https://www.facebook.com/photo.php?fbid=10151160083098344&set=a.277031523343.136541. 125093133343&type=1&theater ... >>. December 26, 2012, 11:48 a.m.

5. Conclusions

With the results, we can draw the following conclusions:

- The company *Campofrio,* in his *Twitter profile,* meets in good as with the stylistic and formal recommendations of the experts who study *online language features.*

- As the purpose of the brand is more advertising than informative, the 3rd person singular is used, but the 2nd singular or plural. This also reflects the closeness line marked by the company regarding the hearing.

- In this sense, although in the most informative *tweets* horizontal pyramid and subject-verb-predicate structure is used, there are many others with great creativity load, the surfer looking to hit, it interpellate, using another formula.

- Although it is not advisable to abuse the exclamation @Campofrio_es it uses frequently, just as we have noted. One of its brand values, especially from its latest advertising campaign, is to lift the mood of the audience and generate messages full of positivity and optimism.

- Overall, @Campofrio_es you know take advantage of this network of *microblogging,* through an effective and creative use of *hashtag,* self-promotion through 140 characters, and the successful use of links and multimedia content.

- @Campofrio_es is a clear example that the correction in the language is not incompatible with creativity.

In short, the contributions in this regard, the *online* language seeking to acquire life and causes the surfer to think before writing the message. As stated Carrasquel and Garcia Ballesteros (2012 p. 19), *"is still in our hands, in us, [...] to make beneficial use of the Internet, rather than the Red make profitable use of us".*

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XX. HOW TO RAISE SOCIAL NETWORKING RESEARCHERS IN INTERNET: GUIDELINES WORK FROM A NETWORK ON FILM STUDIES

Sandra Martorell (U. Politécnica de Valencia -Spain-)
Fernando Canet (U. Politécnica de Valencia -Spain-)
Lluís Codina (U. Pompeu Fabra -Spain-)

1. Introduction

Social networking has taken great prominence in recent times on the Internet, in its known as the social web version. Its core value is to provide users with a meeting place, communication and cooperation serving some interests or shared characteristics. This is in general networks but also those aimed at uniting members of specific groups such as researchers, targeting platforms which have multiplied in the network in order to make science and academic research point of union debate, however, progress. Academic and social networks are becoming a working tool in the conduct of research.

Now, it can happen that these networks already exist, at least for certain groups or specialties, or on the contrary the need to create them; and this is what we plan to investigate the field of film studies. After thoroughly analyzing how it could be an ideal platform for academics is a matter, we found that there was so far no social network that could fit into this optimal model (at least, based on our criteria), so we decided to lay the groundwork to create one. The experience gained in this process made us realize that, independently very specific aspects, in general the approach could serve as a model for any other discipline of theoretical, academic and point to some minor character (which requires even greater involvement of actors), and we committed to share through studies of various kinds among which is the present work. Here we try to point some phases of key work (in which you can further deepening), but mainly focus on the idea of how the analysis of other social networks (and the social web) will help to shape our own from an evidence-based analysis of existing platforms model. This will allow us to assess our network the feasibility of including certain services and used in other different and make a theoretical reflection of the influences that exist between social networking services and the value thereof in the evolution and growth of the web tools.

2. Theoretical framework

The twentieth century boosted decisively a new social paradigm that took positions thanks, among other factors, the growing value placed on information technology development and globalization, which over time has shaped the Internet age and with it network society. The latter is presented as a new social form that results from the interaction between social and technological developments, as championed by Internet and interactive media as an essential infrastructure network organization in all areas of life (Castells et al., 2002).

Thus internet has become a key tool that extends its influence ma s various areas, among which we can mention, for its strategic dimension, educational, financial, political or cultural, among many others that make up the current social structure; and u n from its evolution to the so-called social web, whose principles were clearly identified by the hand of Tim O'Reilly under the name of web 2.0. This primarily to a spirit of active participation, interaction and collaboration of its users; which is possible thanks to the wide range of tools and applications that offers, among which stands in social networks?

When we talk about social networks in contexts like this in reality we are referring to virtual platforms that allow us to connect with other users with whom you have some thing in common, and provide it with services such as publishing profiles, exchange messages or distribution of content among other collaborative activities.

They come in many types always under the premise of grouping users with any type of connection or common interest, such as those that have led to the writing of this text, aimed at the academic community and in particular the researcher collective interest. These form part of the third scientific revolution speaking Diego Gracia (2005) who gains weight relations outside scientific publication in journals and books, which brings us to the concept of invisible colleges.

2.1 The invisible colleges and social networking sites

The invisible colleges respond to the need for researchers to network with fellow beyond the formal spaces of scientific exchange as magazines or institutions. They are, as Diana Crane defined them, informal communities of scientists working on the same issue and exchange information on a recurring basis (1972). In particular *"They act as a network of communication and exchange, as a forum for education and socialization of new scientists begin their work in a particular line of inquiry"* (Quispe Geronimo, 2009).

An tes, these relationships were by appointment, at conferences, through visits to other centers or circulation of preprints (de Solla Price and Beaver, 1966); today thanks to the internet this comunicac ion speeding aú n more, with the academic social networks for researchers ideal meeting point that allow:

- Form research groups and working groups around common themes and thus, achieve common goals in less time thanks to collective intelligence.
- Increase the visibility and recognition of an individual researcher or a group among its peers.
- Encourage debate and p romote the multiplicity of views about the same issues, allowing errors or impact on tackling the issue from different perspectives, and therefore stimulate research.
- Extend the possibility of participation by independent researchers.

- More and better profitability of financing for the collective progress[1].

These would be some aspects that would result from the use of academic social networks, whose main objectives can be summarized with three large C: communicate, collaborate and share, as we noticed in previous work[2].

2.2 academic social networks

Academic researchers in social networks are a reality. It might be objected that have not yet reached the level of use and participation would be necessary to give a resounding turnaround in the forms of interaction between researchers move towards a transparent, without barriers and collectively; but it is undeniable that they are making a hole in the academic world, advancing every day with new proposals for improvement. This trend, if anything, is possible thanks mainly to two factors:

1. The influence of other social networks: networks of general and Facebook have served as a model when considering other social networks, regardless of the topic to address. So, when you create a social network it is important to the observation of others, to see patterns that follow or ientas Tool and services they offer.

2. The transformative experience of users: we can make an approach or even an initial design, but knowing that it will evolve with the use of participants. And it is the users themselves who go from shaping their current needs.

3. How to raise an academic social network

In the process of creating a social network we propose a system based on the triad analysis-design-implementation and a model based on the evidence. To accomplish the first aspect, three stages of work are required: (1) comparative analysis of similar networks by a well established system of indicators, (2) the conceptual design of an optimal model based on the results of phase above and justifying our preference for results based on evidence and (3) the implementation of the model.

It notes that these three phases are very different nature. While the first two correspond to respective theoretical stages and that, in principle, can be carried out without funding scale, the third involves the actual implementation, and therefore totally escapes the theoretical and conceptual context in which it moves our work in its current state. Therefore, in our concrete experience, when considering an academic social network on film studies, we have fully completed the first two stages. The third has been only theoretical

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[1] Sharing data and prevents duplicate studies and thus allocate economic progress to new items. Perhaps it is more utopian point, yet one of the most important thinking about human progress in macro sense, beyond territorial, institutional and governmental barriers.

[2] Remi Tirse Martorell and Canet, 2013.

considerations, since it corresponds to a stage and completely different work and being available for possible future implementation.

Then we will make an approach to the relationship of aspects to consider in each of them, to focus then on something we have been warning in the studies we have carried out: the relationship of academic social networks with other networks and resources the social web.

3.1 Comparative analysis

In this first phase we have determined what the key to rely, distinguishing between multidisciplinary and focusing on a particular subject are academic networks.

The first we've chosen for its pop ularidad, c onsidering the amount of registered users, documents and harboring the impact on the media. They are: ResearchGate, and Academia.edu Mendeley.

The second we chose for proximity to the field of study. So we established three categories according to the degree of proximity:
- Related: Social Science Research Network and Communication Portal.
- Allied with a specific section on film studies: hNET (with its H-Film) and ECREA.
- Specific: NECS, and Society for Cinema and Media Studies.

The next step has been to establish a series of indicators of analysis depending on the features and resources offered n the s different network is[3] in order to go based on analyzing them. Hence, by comparison and sharing of matching points s, we have obtained the most important aspects that an academic social network would have to contemplate, something necessary p ara to base our proposal.

There is a situation that after this first stage we discover that there is already a network that fits what we're looking and not necessary to create it again, but in the opposite case we give the keys to carry it out.

3.2 Conceptual design

Once the initial comparative analysis performed (whose characteristics are presented in other works of authors[4]), the next step is to trace the design of the structure of the network following a series of guidelines:

1. **Determine the public.** For it is necessary to identify, as far as seems possible, the type of user that will be directed (if they will be researchers only, if we want to go also to professionals, or students of a particular grade, etc.). It will be useful to use here the technique known *characters and scenarios.*

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[3] In our case, we have determined a total of 70 variables.
[4] See references.

2. **Set the type of content** and ways to access them (if you have n only academic, whether they be text only or also graphics, type of license, if you will read only or may be downloaded, if they are stored in own repository or will access them through links to external sites).

3. **Determine the s ervices and resources** that offer, for which the results of the comparative analysis and user profiles will be needed.

4. **Propose TANDARDS f initials encourage participation,** such as s reward system or organization of events for network users, among others.

5. **Propose a first version of a rquitectura of information:** what will the network sections, which form part of each section, the labeling system and the various indices and other forms of access to content including possible taxonomic system and other resources (metadata tags nu bes, information retrieval systems, etc.).

3.3 Implementation

This is a more advanced state that would materialize n compositional issues, typographic, color and type of adaptability that fostered the usability and thus a pleasant and comfortable experience for the user. For this phase is only possible to give some theoretical orientations, but e n any case, will determine the choice of specific software for social networking that suits our needs, considering questions like the following:

- If we want to be free software or proprietary.
- In what language we want to work interface.
- What services must provide the user: creating working groups, privacy management, etc.
- Tools offered.
- How establishes the connexion to s between users and what forms of communication and interaction allowed.
- As it allows customization (if it works with immovable templates, if allowed by programming changes, or if you have plugins, etc.).

After these three key phases and once we have developed the first prototype of the network (because as we have previously said will not be definitive, but will evolve), the next step would be testing first for us as creators, and then User, in order to see if everything works smoothly and if the relations between the different sections, functions and resources offered match.

4. The model of the social web

Social networks that we analyzed in the first instance are academic in nature, since logically are, by type, which have served as a starting point and that allowed us to determine the resources we want to contemplate our network, namely:

Chat, forum, internal messaging system feeds, repository, schedule calls and events, manager quotes and references, statistics, current information, social bookmarking and search engine.

However, most of these resources are not necessarily linked to academic social networks, but may be found in other types of networks or services offered by the social web, which is what we will stop in this section.

Of all those mentioned perhaps the most linked to the academic community is that concerning the management of appointments and referrals. It is a resource that can develop, organize and share quotes and/or references themselves or from others, something very important in the work of a researcher, so that most resources for this are aimed primarily at this group.

Thus we find that option in managers like RefWorks, EndNote, Zotero TextCite or extension for search engines. However the interest are not programs themselves, but the managers of social, found in the Internet as a platform and have social functions, among which are three:

1. **Mendeley:** is one of the academic social networks analyzed for this study, but not only that, but this is a fairly complete management platform research material that also has a management application references, we model.

2. **CiteULike:** is a manager that usually categorized within social markers. These managers join the social networking capabilities. This in particular is open to anyone who wishes to conserve, manage and share system references, which are stored as their own but are visible to all (Alonso Arevalo, 2009). Has other resources and functions specific to social networks (academic or not) as lists that allow us to follow users related to us or our research, the creation of groups or what CiteULike termed as CiteGeist, a list of the most popular references (something like what in Twitter trending topics but know as citations).

3. **Bibsonomy:** This is a system that could also include both the managers and the resources of social markers which we shall discuss below. Have a social character in that it allows both references and links shared through a network of users, create groups, users keep in touch or see the publications, labels, authors, most popular concepts or debates.

When we speak of social bookmarking, one of the most popular services while we made the reference is Delicious. Allows orderly save links and share them with other users, thanks to a collaborative based classification label (what is known as folksonomy). The inclusion of such services in our network could facilitate the work of users as well as contribute to the interaction thereof.

Another resource of great interest to an academic social network that we have seen in such networks are repositories. This is virtual containers where the documents are contributing users and can be consulted and / or downloaded are stored. This concept (committed to cataloging rules and other more orthodox aspects such as the need for a permanent URL) used to routinely refer to those who are academic in nature, related to libraries and universities, but if we look at a macro view of the concept (understood merely as a container), we could extend it to other platforms, not just text, but also other, like video (Youtube or Vimeo), which may be of interest along with other social repositories of documents such as Scribd (popular especially for the large number of books that houses), SlideShare (mainly to share slideshows as its name suggests) or Issuu, also marked social character.

The issue of subscription is another possibility that is increasingly in vogue, which brings us to the feeds. This system allows users to subscribe to those channels that interest through aggregators that will alert you when new information is published.

Another feature of the new website is the greed of new content, greatly encouraged by the positioning system of the search engines. This makes valuable copper-date information. We see it in social networks, which need to have a constant rate of publication. How to present these developments is normally done through the covers or walls, which is interesting adopt to our academic network. For this we make reference model generalist networks like Facebook or Twitter.

Regarding statistics can be useful both when referring to a particular user (for his activity, how it interacts with other us arent, PUBLICATION volume is, etc., which can be translated even variables to consider a possible system of rewards), or network level to assess overall movement that involves or utility for the sector to which it is addressed, among others. In this case we can take as a model (beyond the options that we provide academic networks ResearchGate) the increasingly complete statistics proposes Facebook for your pages (not to their profiles). They offer alluding to the views received, to the publications mentioned, the 'Like' obtained, among other information, and yet the scope achieved through figures and graphs.

On the forums should say they are a tool that is already consolidated in what is known as Web 1.0; however they have survived the evolution of the web being a service that users value. They expose questions and raise discussions awaiting responses from their peers, which we have seen the need to consider for our social network, and promotes the involvement and cooperation of different users to jointly address problems and issues that allow them to move forward together.

The usefulness of search engines is also evolving with the Web and still great presence. In fact if we look at the academic social networks we will see that what s included. These seekers also typically allow search according to various criteria to make them even more accurate s (by author, document type, by title, keywords ...). It is a common tool to virtually all social networks that we know, from Twitter to Pinterest or any other, in order to easily find the desired information, interest groups or users.

As for chats and messaging services that are not real-time, we refer back to Facebook, because it combines both options into one. While the user is connected we can contact him via chat. In case we can not be sending an internal message, but the conversation is the same. In historical'd both the talk when used as chat and what is sent as a message, unlike other chats or internal mail services that are presented separately. As the conversation between the same two people taking it interesting to contemplate this union model to extrapolate the ideal of our social network.

As we see what is at issue is a review of the various tools of the social web and take them as far as possible that might be useful for our social network based on the needs we have previously established. For observe what works we can grow in the right direction, providing users with services that give them more opportunities in their research tasks.

5. Conclusions

Social networks are proposed as a new option in research with increasing acceptance. Although the most popular are those that house in one platform diverse disciplines, often prefer to join the collective through networks intended only to them, in an attempt to cope with a more limited framework linked solely materials and experts meet his field of study. With this option, first you lose the opportunity to cross-cutting of different materials but on the other, it can concentrate more specialization around a single field, which is so in our case we tried to get as far as film studies referred. The reason is that it is a rather specific matter whose scholars are dispersed both in relation to space and even in theoretical approaches, and a platform of this kind as a meeting could contribute to a greater exchange of knowledge, entrepreneurship new discussion and yet better cohesion among members the benefit of all progress.

These were the reasons that led us to raise it, of which have led some thoughts among which is the idea that, in the same way that within a social network is the members themselves who work with each other can advance (both individually and in groups), from a global perspective of the social web is given the same situation: the existing tools on one platform can motivate the performance of those based on other needs allowing inclusion of new standards with different uses, and can inspire the emergence of new proposals or benefit based approach to address new problems; so have we seen in creating our ideal base not only observing other social networks but also different types of tools offered by the social network website.

Our experience has led us to base a system of academic development of social networks based on two main aspects: first in the analysis-design-implementation triad, and secondly in what we call development model based on evidence.

To carry out the first phase of the triad our system proposes a comparative analysis based on a set of well-defined indicators system data collection and tabulation of results. These results are based on evidence that is the basis for our conceptual model proposed. Finally, our proposal is at a later stage of implantation, whose implementation requires investment scale and that an embodiment is independent of the studies that have been based.

However, the issues raised in this paper demonstrate the need to pool knowledge and experience to move forward together championed by collective intelligence. Academic research serves as a pretext to make that clear.

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XXI.   THE UBIQUITY OF ART: THE DISCLOSURE THROUGH SOCIAL NETWORKS

Santos M. Mateos Rusillo (U. de Vic -Spain-)

The astonishing growth of our media,
flexibility and accuracy that can be achieved,
and introducing ideas and customs,
We guarantee upcoming changes and very deep
in the old industry of Beauty
(Paul Valéry)

Since the birth of the first modern, back in the eighteenth century, museums have always incorporated these disclosure as a variable over its genetic sequence. A cultural mediation initially performed *in situ,* but over the decades would also expanding outside them, which resituará and exponentially increase its role and importance as a vehicle for mediation and cultural transmission.

Devices used by art museums to "disclose a distance" its artistic heritage have traditionally been the books, catalogs, guides, pamphlets and varied literature.Material that point topped, for many decades, the role of "ambassador of contents" of the museum.

With the advent of the digital revolution, will arrive and will also impact the museum world, these "old" means they have been joined by other "new", which again allow an increase in diffusing power, the difference now the media coverage that can reach is global and instantaneous. Where once you had to physically access to the museum or any material created by the same, now, thank to the internet, applications of the Web social and mobile devices, the museum can meet anywhere, anytime to spread their genetic impulse: wherever you are a person with an interest in the artistic heritage of a museum, beyond the museum "move" to satisfy you. Museums and art in custody they have acquired a kind of ubiquity, making the prognosis that Paul Valery raised in 1928 (19 99) became reality.

Museums aim to reach universal coverage and instantly have a perfect ally in the Internet, the natural habitat of the now classic corporate web portals and younger social networks. Thanks to this new media ecosystem, and as Paul Valery moved to the music, it's so easy to access the image of a work of art like having electricity and water in our homes: just the tip of our index finger touch screen of a mobile device to art leave home and come to us.

This article reflects theoretically on the role they can play in social networks work about art museums, presenting and analyzing two case studies of Spanish museums serving to demonstrate the applications of Web 2.0 They are more than mere information, corporate and promotional channels, becoming powerful platforms of cultural mediation in the service of museums, artistic heritage and its users.

1. Museums and dissemination: A historical conjun indissoluble and evolution

"Giving impetus to two missions: to produce science, more is known about what preserves, and disseminate, make available to society for public works such very different, so much a school as a university professor. When museums were invented as we know them today, in the era of the French Revolution, they did for that."

These statements by the director of the Museo del Prado, Miguel Zugaza (Ruiz Mantilla, 2014:25), which serve to initiate this first chapter, are a declaration of principles and intentions of one of the main missions of museums.

Museums have spent decades socializing cultural content they generate. If until the mid-twentieth century what is really important for their managers was research and conservation and restoration, from the sixties mediation or cultural diffusion it has been integrated as a variable over the museum management.

Among the different possibilities to deploy the potential of cultural mediation, here we talk about disclosure. And disclose means "to get some knowledge to the common people or those outside the field is specific to that knowledge. Make available to the generality of the people something that was previously reserved for a minority"(Miller, 1990: 1026).

In this work closer to society, even from many years ago is intended that the meeting museum-visitor does not materialize only within the four walls of the institution. As an historic event, serve as an example the efforts of the Government of the Second Republic to bring some masterpieces of Spanish artistic heritage by the Spanish depressed rural geography, the project "Circulating Museum" or "Village Museum" Mission Educational devised and created in 1931 (Caudet, 1993: 83-106; Dennis, 2006).

His mentor and president, Manuel Bartolomé Cossio (2006: 363) was very clear that that particular mobile museum was addressing:

"All those humble people who live in remote villages that have not left them or have come only to the heads of party, where there Museums; that if they have seen any picture, you have never seen real pictures; They know no painting of the great artists. Missions wanted to bring this museum to the poorest, most remote and hidden villages as far been doing with other things, because these people are mainly Missions, for the disinherited."

A museum whose collection was based on 24 excellent copies of masterpieces by Velazquez, El Greco and Goya, who came to those limbs of animality of speaking Francisco Giner, to meet "the humble people of this country, no book to be eyes and little else to put in their mouth" (Zugaza, 2011: 2). For example,"Museum Village" visited the province of Salamanca in the summer of 1933, three localities roaming. Sequeros, Alba de Tormes and Peñaranda de Bracamonte. Its passage by these peoples not only left in memory of those who were there the indelible mark of a rare event, but also framed photographic reproductions of the paintings on display and other small reproductions that visitors were given out (Martín, 2002: 169-170).

Much has changed our country and the world since then. Therefore, as for such projects appear to us today as something far away. The possibilities certainly limited, at his disposal No museum institutions to achieve their educational and informative function, will be increased so brutal with the emergence of internet the late twentieth century. A new reality that will have a direct effect on efforts to move closer to art and society l forcing to reconsider terms such as accessibility, enjoyment and interactivity (Thomas and Mintz, 1998). A real leap of time in the words of Sara Monaci (2005: 25-29).

The dazzling burst, and during the XXI century new media platforms like social networks and new digital mobile devices such as *smartphones* and tablets, have brought new communication possibilities, promoting a new relationship between them and their users and growing considerably instantaneity and ubiquity of cultural content generated by heritage institutions. Today, the "Circulating Museum" is available in a single click, 24 hours a day, 365 days a year.

The renowned museum curators such as Philippe de Montebello, Mark Jones and Maxwell L. Anderson, had very clear statement a few years ago. The first, in an interview in 2009[1], recognized that impelled internet museums to reinvent inevitably forced to communicate with the younger generation using its channels and language.Meanwhile, Mark Jones, director of the Victoria and Albert Museum in London, showed not only convinced that growing importance of the Internet, but came to consider new technologies as important for accessibility and understanding of the objects preserved in museums as it was Johann Gutenberg's invention of movable type for accessibility and understanding of texts (Jones, 2010: 135). Finally, Anderson thought that interactive communication directly and the only way to justify the relevance of cultural heritage (Anderson, 2010: 146).

Seeing as mobile devices and social networks as are increasingly present among us, that the ranks of the new generation of digital omnivores thicken rapidly and that these hyper-users increasingly occupy interstitial leisure bubbles of which spoke Igarza (2009), it is clear that a significant portion of the disclosure from art museums will be held at the bits governed by the ecosystem.

2. The "world groundswell 'platform mass dissemination of artistic heritage

In social networks we tire of the exhibition and start looking utility. That is the second revolution that will make our lives easier

(Paul Mockapetris)

One of the bridges that serves to unite the artistic patrimony treasured by museums and interested in it, you can build thanks to the Internet and Web 2.0 or social network, particularly through applications such

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[1] At that time I had just left the direction of the Metropolitan Museum of Art in New York, an institution that had run for about 31 years (1977-2008). *La Vanguardia,* March 16, 2009, p. 28.

as Facebook or Twitter, which allow museums to deploy all its communicative potential, facilitating the transmission of messages of cultural content through interactive platforms (Castells, 2001).

The rapid evolution of the Internet has posed a new challenge for museums, since few years ago the emergence of so-called Web 2.0 (O'Reilly, 2005) has finally materialized some of the principles of the World Wide Web, as imagined by its creator for social purposes and not as a mere technological toy (Berners-Lee, 2000: 15).

It has gone from a web of data to a web of people, new applications that enhance a type of interactive, able to encourage participation and co-creation (Crenn and Vidal, 2007) appearing communication. The static, asymmetrical and unidirectional (features 1.0) has passed the dynamic, symmetric and bidirectional (DNA 2.0).

Virtual social networks would become a sort of virtual bar: a space of free and universal access that people interested in this museum come together to learn, talk and discuss without barriers that urge. Communication from the truth: return (Matthew, 2012: 124). A virtual bar that helps museums to establish more direct and stable links, and therefore more effective, with its public, to encourage, facilitate and lead the interaction (Lladó and Athens, 2010). Beyond its use as mere tools of information, public relations or márquetin, use them to release specific cultural content allows museums walking towards full interaction with users, favoring a symmetrical, bidirectional and collaborative relationship, in which the Users not only consume content but can also talk about them, evaluate, criticize and even increase them (Johnson, Witchey, Smith, Levine and Haywood, 2010: 13-15).

To strengthen those ties, it is clear that managers need to change their way of understanding the relationship between the museum and its public. As shown in the scientific literature that has analyzed the issue in recent years (Ellis and Kelly, 2007; Kelly and Russo, 2008; Ingenhoff and Koelling, 2009; Dicker, 2010; Simon, 2010: 2; Allen-Greil, Edwards, Ludden and Johnson, 2011; Richardson, 2011), if the managers of the museums understand that their institution can be a dialogic platform (speak and let speak), moving away from its traditional monologic genetics (speaking only the museum and its public only listen), bar work, becoming a welcoming forum where everyone wins.

Let's look at a couple of examples to assess whether the immediacy and interactivity of time and cyberspace and virtual space delocalized that we comfortably installed internet, social networks and mobile devices allow museums to spread the art for users good content can enjoy anywhere and anytime, redeeming the culture consumption here and now.

3. The atom we add the bit: the canonical itinerary at Prado National Museum

With regard to the territory of 140 characters, the words of Miguel Zugaza which we used to open the first chapter are supplemented by these other Elena Garrido (Zurro, 2014), head of the Department of Communication of the Prado Museum:

"The 140 characters are enough to convey a concise message that will arouse the interest. The possibility of complementing through images, links to videos, audio guides or explanatory texts allows us to create stories that help our fans know better the museum and enjoy their collections."

Although he had a beginning rather complicated in this network, in a few months there has been a change that has been at the Madrid gallery as a reference when the disclosure of its artistic heritage by using this application of the social network.

Among the many examples that could be taken to illustrate the use of the Madrid gallery makes Twitter such as informative platform, I will put one belonging to a project that had its beginnings away from Internet: "The guest work".

This program, launched in 2009, brings to the Prado remarkable works of other museums with the intent to temporarily make the visit and allow dialogue with works from its own collection. "The guest work" has allowed Madrid enjoy *Magdalena penitente* by Georges de La Tour (on loan from the Louvre), *El Descendimiento* of Caravaggio (Vatican Museums) or the last to date, *La Virgen con el Niño y ángeles* by Jean Fouquet (the Royal Museum of Fine Antwerp).

This latest masterpiece of the French Renaissance painting will be precisely that I will use to explain how the Prado has introduced social networks in their informative work.

Among traditional media to disseminate the work, the museum had before it the classic *in situ (see* Figure1). Namely: a small room Text (bilingual, in Castilian and English) and a brochure made available to the visitor. This booklet is an interesting plus: the reproduction of the guest book, allowing visitors to "take with the work."

Figure 1. Division of the Prado Museum with the work and the elements of mediation.
Source: del Prado National Museum

Informative actions that were completed with the delivery of a lecture delivered by Pilar Silva[2], in the museum's auditorium on 19 February.

Beyond these "old" media format atom, were added others in bit format: the corporate website of the museum[3] and, between 12 and February 13, 2014, the Twitter (@museodelprado), in which a collection of tweets on the subject were published.

Tweets collection totaled nine, three of which were informative (information about its exposure and the project to which it belongs, and identification of the work and its origin) and the remaining six, informative.

The first tweet (see Figure 2) of informational content with a picture of the work and the #laobrainvitada label, said: "The museum exhibits in the room 57A until May 25," The Virgin and Child with Angels "by Jean Fouquet"

Among the tweets whose aim was clearly informative, one of them (see Figure 3.) Spoke of the influence of Jan van Eyck in the work of Jean Fouquet: "The effects on the surface of the 2 balls of light as a reflection of the window Throne refer to Jan van Eyck".

That is, with this and other projects, the Prado Museum demonstrates a clear commitment Twitter as a platform for dissemination of art.

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[2] Head of the Department of Spanish Painting (1100-1500) and Flemish Painting Schools North (1400-1600) Museum. Conference attendance would be made available to Internet users in the web portal: www.museodelprado.es/pradomedia/multimedia/virgen-de-la-leche-con-nino-y-angeles-de-jean-fouquet/.

[3] In an informative web portal space with textual information and a video about the work and its author was provided. Meanwhile, in his Facebook they simply report the arrival of the piece through a *post* published on February 11 and another published Feb. 27 reporting the availability of conference Pilar Silva.

Figure 2. First tweet from the collection on "The guest work".
Source: del Prado National Museum

Figure 3. One of the tweets of informative content about "The guest work".
Source: del Prado National Museum

4. The bit fits the atom: the disruptive journey of the Thyssen-Bornemisza Museum

The Thyssen-Bornemisza Museum in 140 characters: # Thyssen140. Or what is the same, the initiative of its artistic director, Guillermo Solana, to build an essential guide to the museum's collection using Twitter as a channel to disseminate the artistic heritage of the Madrid museum[4]. According to the author (Rodriguez, 2013), an outlet for all the accumulated knowledge of the museum, offered in pills, chewed and digested so that everyone understands.

The first part of the project ran from 7 to May 22, 2013, period during which 308 tweets, grouped into 11 lessons were published under the umbrella label # Thyssen140 (see. Figure 4).

Figure 4. Tweet on the diptych of the Annunciation of Jan van Eyck.
Source: Guillermo Solana

The idea of putting an initiative of this kind came up as follows (Rodríguez, 2013):

"Well, I learned that Steven Soderbergh, in a Twitter account called Bitchuation, was doing a serial novel. A novel in tweets. I walked investigating Internet and discovered it was not the first attempt, there had been other attempts before. I followed the novel by Soderbergh and I heard no big deal, it was a series of tweets with photos, a diary of travel fabled half. But the idea of forcing a -Twitter- means that at first seems refractory to inject large doses content, the idea of getting to do this tour de force of meter complex,

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[4] It is worth pointing out that the project was published from the personal profile of its artistic director (guillermosolana), not from the museum (museothyssen).

long and continuous content, seemed an attractive challenge. Because I naturally would not write a literary text: neither know, nor would make sense. But I thought well, a guide to the collection makes sense and has the advantage over a novel that continuity requirements are lower. A guide at the end is "this picture, and this picture, and this picture." And the reading of each of the pictures is relatively independent of the other, while a novel has to maintain continuity. I thought he could do. I pulled back and I finished it in ten days. What happens is that was a tremendous effort cost me a lot of work to maintain the commitment and do it in those ten days in a row, putting twenty or thirty tweets every day."

To settle the work and do not disappear in the "Twittersphere" was published a Storify. The author's interest to have something physical (Cuellar, 2013), concluded in the second part of the project, unforeseen, disruptive: the edition of a book composed of 308 tweets (see Figure 5.).

Figure 5. Different pages of the book # Thyssen140.
Source: Thyssen-Bornemisza Museum

Thyssen140, a person born in and for the digital ecosystem initiative is transmuted into an issue paper by city, performed in this case by the gallery.

5. Conclusions

As for the news that museums have in their power to transmit cultural, worth making a final consideration on its presence in the "groundswell world" (Li and Bernoff, 2008).

Strategy considerations. As in absolutely all areas that have to do with communication of museums, those who want to use social networks to disseminate content should have a clear digital communication strategy. Something's wrong with the initiative of the artistic director of the Thyssen-Bornemisza Museum, which presented a project like # Thyssen140 from your personal profile, which then end up assuming the institution to publish in book form. Strategic mismatch establishing a so interesting from the point of view informative (Merin, 2013) initiative was criticized.

Considerations on the end goal of the informative work. It is not good that the informative efforts of museums to respond exclusively to a strategy of Content Marketing (Mateos, 2013). When folded a promotional objective, the museum shows an absolute manipulation of its informative work.

Considerations on the routine. Museums such as the Prado and the Thyssen, which introduced its Twitter outreach strategy treasured artistic heritage, have been criticized for it among certain sectors refractory to these new platforms: simply use was described as frivolous and use them for informative necessities, pasteurization of the contents come into play. If new generations spend a significant portion of their time connected to social networks, it would be quite logical to understand and accept that museums should participate. Not doing so would go against the evolution of the institution, emasculating its enormous potential as disseminators of art.

Concluding. Beyond the necessary adjustments and warnings, the managers of museums should not forget that the Web 2.0, coupled with mobile devices, has created a new relational forms and new forms of consumption of cultural content. The emergence of social networks has enabled cultural institutions maintain a close relationship with its public, something unusual. Moreover, the nomadic nature of mobile devices has increased virtually ad infinitum possibilities of content and connectivity between users leisure covering interstitial bubbles that are avidly used to microcontents consumption by generating digital omnivores (Igarza, 2009). Not having in mind this scenario would turn its back on him, something that museums should not be permitted if they would be valid protagonists of our cultural and social life.

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XXII. AN OUTLIER IN SPAIN: THE RESIGNATION OF ASTURIAS TO PARTICIPATE IN THE INFORMATION SOCIETY

Próspero Manuel Morán López (U. de Oviedo -Spain-)

The author is identified by: http://orcid.org/0000-0002-7510-001X
and http://scholar.google.es/citations?user=HStzxsoAAAAJ&hl=es

1. Introduction

The media not only have strengthened since the mid-twentieth century as decisive socialization space but also as the driving motor of cultural industries and key element to sustain an increasingly vital social and cultural visibility in a globalized world. And Asturias was characterized by stopping at the social promotion of those associated with the industrial revolution and the sectors that sustained it. While the rest of the political and cultural societies that populate Spain have adapted to the media map emerged after the processes of change that the crisis of traditional industries brought in the democratic transition, the Principality of Asturias has been anchored in a structure of communication that can not overcome the Gutenberg Galaxy to enter once and for all, and with all the consequences, in The Internet Galaxy.

The title of the reference work of Manuel Castells seems prescient to the case study at hand. Asturias not only had the privilege to lead the Castells single strategic work aimed to re-industrialize the region (Castells, 1994) but also was involved still ten years after tangentially in the Asturian political illuminating obvious to where efforts should be directed real society and the local economy at the time analyzing the potential of European cities and territories in the attention economy and made perfectly diagnosing the problem of Asturian society and economy, a mixture of victimhood and self-destructive capacity of elites:

"Llanes has another important obstacle to development, shared with Asturias. And victimhood and welfare reflection that characterize the region. Expect that the solution comes from above, from Madrid and Oviedo, lamenting the good old days of the public company and claim subsidies. True that Llanes has always been more open to the sea and the capital bureaucratic corporate culture that marked Asturias over time. But it is also true that many of their employers, like so many of the rest of Asturias, entrepreneurs were migrating. The capacity for self-destruction of the social and political elites Asturian is remarkable. And when seasoned with unfairness and reliance Madrid becomes a dead end. Or at least no other way to break for good with that culture of dependency and develop what you can with the resources that are available and what is controlled from the local."(Castells, 1999)

And to endorse this diagnosis, another decade later, his recipes and his team ERA (Castells, 1994) have not yet crystallized or in its obvious symbolic and proposals, tangible, let alone the abstract as the creation of a cultural industry around a language and culture[5].

The resignation to bet on audiovisual production and cultural industries has generally been evident in Asturias and supposed divert these investments to other sectors under future but glorious past in Asturias. In recent years some authors have emphasized these issues strategic greater or lesser degree (Moran, 1988, 1995a, 1995b, 1996, 2013) (Fernández Peña, 1999b, 2000a) (Galán, 2007, 2011) (Ruitiña, 2011, 2013) (Moran and Martin-Llames, 2013) (Barreiro, 2014) while others have neglected the question, "probably because the political history of the current Asturias, where the media plays a crucial role, remains a forgotten aspect Asturian historians, more concerned history of journalism in the first half of the twentieth century by the transition journalism or the decades of rapid development of mediated communication "(Moran, 2014)[6].

In any case, the coincidence of the civil society has been fully about the future importance of building an information system and communication in Asturias, based on a model that would enhance the local audiovisual industry and own language and culture as It occurs in the European context (Moran, 1985, 1989, 1996, 2004a, 2009, 2013, 2014) (Quílez Sánchez, 1991) (XDLA, 1996, 2013) (Cantalapiedra, 1997) (Bauske, 1998) (López, 1999) (Fernández Peña, 2000a) (Diaz-Noci, 1998, 2002, 2009) (Llera Ramos, 2003) (Cantalapiedra et al., 2004, 2006) (López García, 2005) (St. Martin Antunes, 2006) (Galán and González, 2007, 2001) (Garcia Arias, 2010) (Azurmendi, 2013). Also a vital role for the survival of the language itself, apparently above any privileged political status for it:

"It may be more hope in the future Radio Television Asturiana, if anyone definitely not the grain that the official status.Today, for socialization and normalization of languages they are more important media, especially television, that education.Because unfortunately the small screen more educated the teacher in the classroom "(Caveda and Nava Foundation, 2003: 14)[7].

2. Languages as an engine of cultural industry

Regional channels across Europe as the Welsh in the UK or the Galician, Catalan and Basque, the Spanish, have always been considered as an important element of the process of cultural and linguistic

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[5] See the editorial in The New Spain: "Asturias what is missing is the will to change." Available in: www.lne.es/opinion/2013/04/14/asturias-le-falta-voluntad-cambio/1397175.html . Retrieved April 14, 2013.

[6] The lack of studies of Information Science and Policy in Oviedo contribute to forget this crucial issue in explaining the political characterization of the Asturian community.

[7] In reality, and how much further and civil society advocate, the time has come to demonstrate that no official status there is no option to demand equal presence of Asturian institutions that provide social visibility, as public media communication as partial language laws, not statutorily endorsed on equality between majority and minority lengaus always end up not met.

recovery. Even there have been mixed experiences as BBC Alba[8] (2008) with apparent success of audience who focused on the potential of audiovisual production in minority languages. And the process has been driven and supported by a significant decentralization wave in Europe that has crystallized even further in Spain thanks to the impulse that led the democratic transition and reorganization as a state of the Kingdom of Spain from the 80s.

2.1. The regional television in Spain and the successive resignations of Asturian

The decentralization trend seen in the map of Europe is no stranger any regional television project in Spain, as explicitly referring to Quilez Sanchez Valencia RTVV project and observe the historical primacy of cultural objectives in the European audiovisual decentralization:

"Only recently, with the help of its technological and industrial implications, has taken up the structural nature of" economic "in play, once cleared as technological determinism or democratizing utopia underlying long ago in various forward on telematics which coming upon us (Quilez Sánchez, 1991: 144)"

The demand for a regional television itself is inextricably linked to the vindication of linguistic standardization and real autonomy in Asturias, but remained hidden by the subsidiary unit of Madrid of the Asturian political parties, succinctly described by Castells (1999).

The project stayed away from the parliamentary discussion in the eighties, leaving Asturias outside the intense cycle of creation of the first regional state-owned TV (ETB, 1982, TV3 de Catalunya, 1983; Television de Galicia, 1985; Canal South Canal 9 and Telemadrid, 1989) and even the time the second channels pimeros were promoted (ETB-2, 1986, Channel 33, 1989).

And coinciding with the second cycle of creation of autonomous entities audiovisual communication and the splitting of existing (Channel 2 Andalusia, 1998; Television Canaria, 1999; Castilla La Mancha TV, 2001), the four political parties represented on the Board General Principality (PP, PSOE, IU and PAS) closed in 1999 a reform of the Statute of Autonomy which included Article 17 the authority of the autonomous community to regulate, create and maintain social media. But after that power, the absolute unwillingness (Moran, 2014) was shown. The Socialist Party, led by the then mayor of Gijón, Vicente Alvarez Areces, had achieved an absolute majority in the elections of June 1999 and although his electoral program included the creation of the Asturian TV, infighting (Moran and Faes, 2004) (Ruitiña, 2013a, 2013b) (Barreiro, 2014) (Moran, 2013, 2014) prevented it on.

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[8] Hearings more than half a million spectators for just 65,000 speakers are a great reference (Barreiro, 2014)

2.2. Dual renouncing issue

After two years of hibernation project, the General Meeting called to consultations in the fall of 2002, experts, media professionals and different social groups, to know the position of civil society on the bill of future television.

In the first round professionals (journalists, cienastas) and associations such as the Academy of the Asturian Language (ALLA) Xunta Pola Defense of the Asturian Language (XDLA) and pol Asturianu Journalists participated, among others. And the coincidence was large. The president of the ALLA, Ana Cano, called for a minimum of 50% of programming in Asturian, as I was pointing this institution for some time, and also the possibility of a dual system for the rest of the program, as initially proposed by some issue specialists (Moran 1995b and 1996) who returned to put on the table as an alternative:

"I would like to draw attention to the importance of all programming broadcast in the vernacular is guaranteed at 100 by 100, something that current technology allows a simultaneous broadcast to 100 100 in Castilian. This tacit allowing bilingualism in all areas, television, radio and digital, current technologies, is the only way that guarantees the rights of 24% of Asturian calling for a broadcasting entirely in Asturian language without harming the 28% of Asturias which, according to the Second sociollingüística survey commissioned by the Government and dated in May 2002, rather than the 90% of emissions is in Castilian and devote only 10% or less to the Asturian language"(JGPA, 2002).

A decade after the dual issue has not crystallized even having two channels (A7 and A8) by issuing identical content, in what can only be described as communicative economic waste, and sociolinguistic.

3. The information society

3.1. The competitive advantage of Asturian

As happened and described with the emergence of television in the Asturian regional picture, the advent of internet and broadband Asturias is significantly faster than in most peripheral regions and even in major cities. Gijón internet leads the implementation of both the population and the media (Moran and Martin-Llames, 2013) (Moran, 2014). The University of Oviedo is the first, together with the Jaume I, in offering a web in Spain and in 1994 the newspaper El Comercio de Gijon and do get their news readers, stabilizing the service in 1995.

In those moments the digital gap between regions and between the Spanish mainland and the rest of the Spanish-speaking world begins to observe and underlines the importance of not losing this new train (Cantalapiedra et al., 2006, 2007) (Del Hoyo Hurtado et al., 2009).

In this context, Asturias not only enjoys the aforementioned advance in the academic and media, areas but a significant competitive advantage with a cable company that gets bring broadband to 3 cities in the region (Oviedo, Gijón and Avilés) that bring together more than half of the Asturian population. That competitive advantage is already observed when starting the implementation of cable services in Spain and reaches its climax with the new century:

"In the city of Gijon, Telecable, who has spent 98% of the town, it had 37,000 subscribers to cable television services in the fall of 2000, according to the AOC, the greater number Via Digital and CSD together and Retecal in Salamanca available 45,000 customers compared to 41,000 CSD (AOC 2000) "(Fernández Peña, 2002: 222).

The advantage of implementing internet and broadband is reflected in the comparison of the evolution of the users in Asturias, Gijon and national levels (Fig. 1), since the first wave in the early 96 to late 2000, when the entry into force of the flat rate triggers further data.
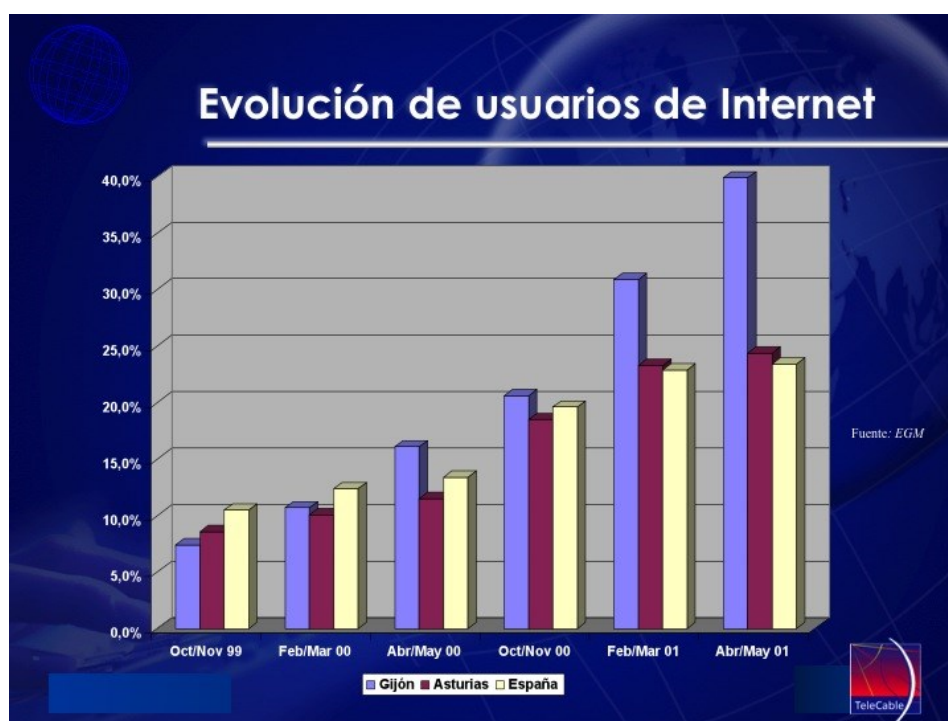
Figure 1. Source: Telecable 2002

The entry into force of a flat rate in the Asturian Cable is another competitive advantage is fully reflected in connection habits countries: While all neighboring countries shows ten days and no more than eight hours of monthly connection, the Asturian figures are overwhelming lead in 2001 (Fig. 2): 19.5 hours a week, which would give a total of 78 hours per month. Even 6% of users claimed connect more than 40 hours a week and 7% between 31 and 40 hours. (Telecable, 2002)
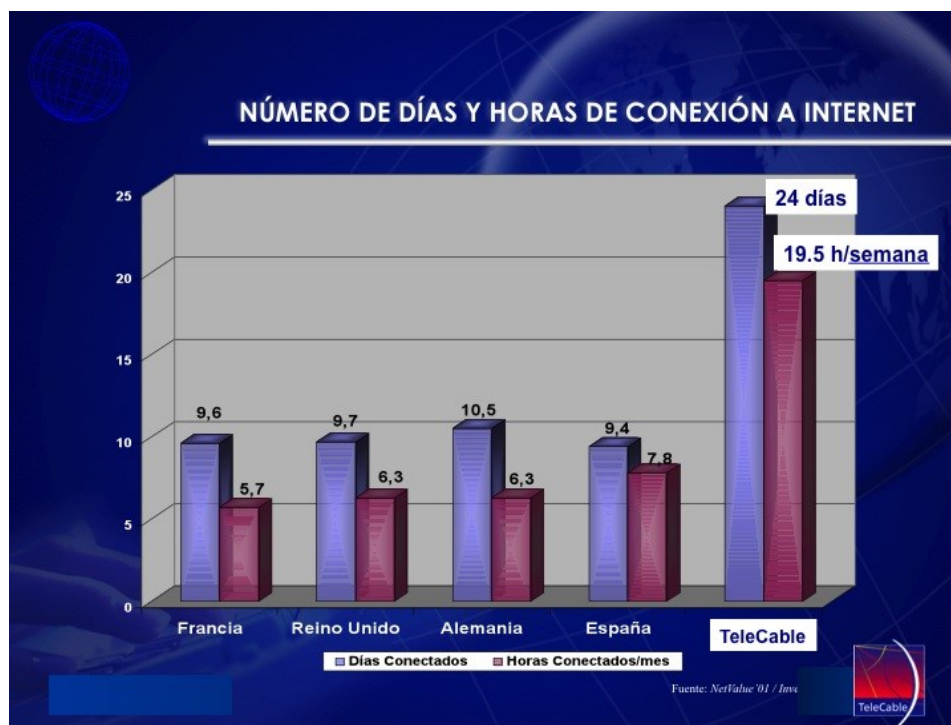
Figure 2. Source: Telecable 2002

3.2. The final waiver

By the time we met, the run-up to end 2006 start of the Asturian regional television, and there have been several resignations to set up a communication structure with strategic public intervention in Asturias. The first would be to have a regional television in the 80s (Fernández Peña, 2000a) (Ruitiña, 2012, 2013a, 2013b) (Barreiro, 2014) (Moran, 2013, 2014). The second, when it finally decides the creation of the Ente, that the broadcaster has a minimal presence signficativa of the language and, therefore, of the Asturian culture. And finally, the absolute resignation to take any advantage of the competitive advantage that the region was on the Internet when it began the XXI century:

"For all this is so paradoxical the current poor development of digital communication in RTPA: A semi-derelict digital portal justified by the excuse of budget cuts, some barely active social networks and poor integration of different media (radio, television and website digital) despite the technological bet documentary of the beginning of the Asturian public television "(Moran, 2014)

The question is even more significant in terms of the impact of the Internet:

"In 2007 some chains already offer" VOD "as with the Andalusian, the moment that starts the Asturian regional. However, the TPA will not until much later, specifically in 2011. That year is dating the most watched even today with just over 30 thousand views "(Moran, 2014).

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And it is most significant because that service shows that the true preference of the Asturian audience is in the programs in their own language, which occupy only a small percentage of programming as a denunciation of civil society (XDLA, 1996, 2013) and yet multiply up to four hearings programs in Spanish and symbolic cases tenfold in the first dubbed film as the Spaniard issued in December 2013 which obtained 50,000 copies in four months on the website of TPA[9] (Fig. 3), three times more than the most watched program in Castilian in more than a year[10].

Figure 3. Source: Service "TPA to the Charter".

4. Conclusions

Journalism has a number of different types of effects on the public, which is why it seems clear that being a means of communication, or through it, necessarily serves to foster the critical sense of the receivers are the type or age to be. This issue is of greater importance in the case of Asturias by the two special features presented in the Spanish context. On the one hand, the high consumption of information, in combination with the diglosia and other sociolinguistic phenomena have significantly damaged the social normalization of *Language,* there has been maintaining traditional culture hidden benefit of imported cultural aspects of ideology and dominant language in the state. And, secondly, that has driven import artificial conscious building a structure of communication about the culture resignation, which is vital for

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[9] See www.rtpa.es/alacarta

[10] See daily Asturnews.com "The Face Impenetrable reached 50,000 copies in the TPA". Retrieved April 23, 2014 Available at:www.asturnews.com/index2008.php?idn=13908

all investments in this field have economic and cultural social profitability, as evidenced by all cases reported in both Spain and Europe.

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XXIII. PERSUASIVE COMMUNICATION ON MOBILE DEVICES: THE ROAD TO A PERFECT MEASURE OF EFFICIENCY ADVERTISING

José Ignacio Niño González (U. Complutense de Madrid -Spain-)
Juan Enrique Gonzálvez Vallés (U. Complutense de Madrid -Spain-)

For many years, one of the great challenges of advertising has been the identification of measurement systems that could give reliable data on the effectiveness of campaigns. Traditional media have never possible to know exactly how an ad influenced on consumer behavior, are mass media, with anonymous audiences and is therefore very difficult to define a measurement system that allows pinpoint the effectiveness of an advertising campaign. Technological developments and their subsequent translation into the world of advertising have led to the emergence of a new media which modify not only the parameters of contact with the receiver, but the role it plays in the communicative relationship. This work wants to delimit such as for advertising contributions of new technologies and innovative capabilities if these may be the culmination of a rigorous system for measuring advertising effectiveness.

1. Advertising in the frame as the new technologies

The development experienced by the Society in recent years cannot be explained not only in response to a single factor, to understand the process of evolution eyes to different areas have worked together to become the engine that has made it possible to have to address this progression.

Social, economic, political, legal and technological variables are responsible for the profound changes experienced by societies in countries that are identified as advanced economies and particularly Spain have changed so profoundly. But we would not be true to life if within these variables we highlight in a special way the transformation experienced in technological terms.

Undoubtedly, our quality of life is better every day in all areas thanks to the development of technology. It is constantly present in our daily reality and often we are only aware of what this gives us when we do not. But why human beings are so essential with technology? The answer is simple: individuals are always willing to use any new technology if they understand that the use will make their life easier.

Therefore, in the true capabilities of the new technologies of information and communication technologies *(ICTs)* within the framework of the so-called Information Society humans act accordingly in a truly pragmatic way. If to increase their standard of living in modern societies need to be informed, they need to know and need to learn, no doubt for understandin the reasons for the success of the Internet.

Today it is impossible to conceive that there was before the Internet when their widespread use does not take more than 20 years running. But really the performance that has put at our disposal are so important that these have changed the communication world and has generated a new type of digital audiences.

From 1994 internet plays a vital role for advertising when begin the first structured digital campaigns. Companies with online presence soon realize that they can publish messages quickly and effectively establishing a customized dialogue with the receiver, but also tested and can perform very efficient campaigns with a very limited level of financial investment. The perceived advantages are so many that no company communication strategies arises outside the new digital reality or want to leave out of their media plans new online channel characterized by exceptional unique attributes that open novel avenues for exploitation shares of persuasive communication. This environment of extraordinary interest for what it offers internet foster the emergence of innovative digital advertising formats and applications that contribute to the development of a new form of advertising: *bidi codes,* augmented reality, social networking, geolocation, etc.

The screen of any computer connected to the Internet will become a showcase for advertising campaigns in which users discover a new way to experience their relationship with brands. The traditional scheme used for persuasive communication for decades is no longer valid, internet as a means of communication is not an area in which the receivers / consumers are expecting a unilateral proposal by the issuer / advertiser that moves them to action, we are in a universe in which the receptors are those from the interactive capabilities of Internet create their own content, they are saying they want to see and they are interested. The increase of users for companies / brands on the Internet is fundamental:

"From a commercial point of view, for example, one can say that the ability to influence a user on the network is higher than it is in real life: a review thrown about a product or service can be received by potentially, millions of users if placed in strategic location"(Sádaba, 2002: 474).

We are witnessing a new audience characterized by a high level of influence, demand, commitment and capacity audiences, but mostly we are to individuals who want to uncheck the concept of "mass audience" and want to be unique individuals and therefore treated as individuals. Advertising can no longer create campaigns that apply to everyone, or at least for large groups, it must be in a position to create as many campaigns as individuals want to contact. In short, persuasive communication for the issue is clear: if it wants to succeed must be able to search the system and the means to deliver personalized advertising content. And it is under this necessity on which our gaze headed back towards technological advancement and met another factor: the mobile phone.

Once again the needs to find solutions that make it easier everyday tasks culminate in the appearance of the mobile phone, a device that in a few years has become an indispensable element in the lives of people. Quarterly Report III 2013 of the National Commission of Markets and Competition (CNMC) shows that in Spain had discharged a total of 50,222,144 mobile lines compared to 46,609,652 million inhabitants registered in Spain on 1 July 2013 according to data from the National Statistics Institute (INE). These figures not only confirm the incredible degree of penetration of mobile telephony, or even internet can offer some adoption as categorical data.

From a personal perspective, for the individual mobile phone it is a unique tool and accompanying portable communication at all times and to facilitate their daily tasks. From the advertising perspective, this device represents an open universe of opportunity in which to develop to its full extent new forms of advertising required by individuals. The possibilities of the mobile phone as an advertising medium is based on a personal communication tool that allows the development of personalized advertising campaigns and

therefore a very precise level of segmentation, since the action is not aimed at mass audiences, target individuals identified one by one. In advanced modern societies, one of the priorities for consumers is object linking and brands that allow them to distinguish themselves from others. At all times it seeks differentiation and this is why the prevailing products that support customization intense degrees. This is the case of mobile, a device that meets up from a utilitarian essentially communicative functions, but it is also personal and allows its owners to set specifications that apart from others: ring tones, screensavers, icons and you can even add external elements that enhance this differentiation: covers, adhesives, tapes, housings, etc.

In fact, the mobile is not only personal because it is used in a nontransferable way to communicate, it is also personal because it reveals and defines many aspects of the personality of the owner and often the simple observation of this device allows frame to its owner in one of the different social groups that coexist today.

His "personal" condition is so strong that reaches extremes really curious:

"The mobile phone is so closely linked to an individual, colleagues and friends will never respond to a phone ringing and that is not yours, even though it belonged to his wife" (Ito, 2005: 8).

Until a few years ago, the ability to perform certain steps was impossible without came in person and options for working outside the office with all the resources were scarce. Thanks to mobile phone and connectivity, today we can do many things from any place where we are: bank transfers, reading digital newspaper, send emails, receive alert subscription to various services and a long list of possibilities that have provided us comfort and speed.

With the mobile phone we not only have in hand a device to call as we need it, we have in our hands a tool that simplifies our tasks: we can say that much of our daily lives become portable.

It is an interactive medium that allows a permanent dialogue with the receptor and therefore it provides a very accurate information.This knowledge is what allows developing very similar content, since they are developed according to the tastes and preferences declared by the receiver of the communication. It is essential to note that thanks to new technologies, we have a medium where the receivers are also first become generators of content and this is a feature that provides a wide field of action for that advertising on the mobile phone that you know to be where the content developed by users are.

Exposure to advertising messages in this environment occurs on a voluntary basis as it is the receiver who gives authorization to deploy to messages on the screen of your terminal. It is a medium where advertising is not intrusive and where you can also choose the type of advertising you want to receive.

Obviously, the level of information we have throughout the process allows to control the effectiveness of the actions that are being developed, correct real-time parameters that do not work and enhance that work. It's a media in which advertising strategies are resettable communication in real time.

In conclusion, the mobile phone is for advertising a new channel with a performance that opened a huge potential for exploitation, and based on the potential of new technologies is postulated as the predominant means in the short-term future.

If the persuasive communication of the new digital era demanded by potential consumers must be a targeted advertising, taking into account their needs and personal tastes, then: can be a better way of communication to meet this objective that a device that allows to reach individuals one by one identified on which much information is known and therefore it is easy to contact them with advertising content "customized"? Of course it is hard to think of a better choice for an advertising campaign, but that the opportunities offered by the mobile phone may be able to go further, what if further through this new device and new technological capabilities could be established exactly how it worked the campaign and thus measure their effectiveness with absolute accuracy?

2. Measurement of advertising effectiveness

When the subject of advertising effectiveness is addressed is entered in a field of discussion in which it is difficult to find a consensus as there is a universal and standardized according to a precisely defined concept. No doubt we are talking about a term that live installed in the field of persuasive communication and what it does is isolate data to measure as an advertising campaign works. But the existing clearly in the above statement becomes widespread doubt when speaking of the need to measure and how to measure.

The advertising industry needs to know how to influence their activity on the behavior patterns of consumers, not only from the perspective of process improvement, but as "justification" argument to demonstrate to advertisers as ad spending it is an ultimate weapon to win market positions:

"Without the right measurement, we really don't know how well our Efforts work. We need a method to determine the effectiveness of our efforts" (Stengal, 2004).*

*Translation: "Without proper measurement, do not really know the effectiveness of our efforts. We need a method to determine the effectiveness of our efforts" (Stengal, 2004).

Accurately measure involves having clearly defined the *KPI (Key Performance Indicators)* of the advertising campaign to be analyzed and how they behave, because compliance with these key indicators will depend on the achievement of the objectives.

We realize that every action of persuasive communication seeks to achieve specific advertising goals, but keep in mind that these objectives are not met in a linear fashion, are reached on the basis of coordinated work of different key indicators: coverage, keepsake, notoriety, scope, purchase intent, comprehension, etc.

If an advertising campaign to be effective must attain specific objectives, it is interesting to see how Aaker, Batra and Mayers (1992) point out that these must be identified unambiguously and:

"They have to have a point of reference, that is, one must know what the starting conditions are established to avoid setting goals that have already been achieved." (Aaker, Batra & Myers, 1992: 14)

It seems obvious that if you clearly know what you want to measure the complexity involved in the process is reduced and can be carried out with less difficulty. But this situation more or less assumed simplicity is not present in the case of the current advertising that is made by using sophisticated tools

framed in the so-called *marketing mix,* which bases its operation on the deployment of a strategy that includes the use of multiple indicators linked to each other and in which the overall success of the action will depend on all operating simultaneously. In this scenario, it is very difficult to establish without any confusion how they behave the *KPI* and therefore it is difficult to set goals, no clear references chosen to reach data that can be considered reliable. We can not forget that an advertising campaign is a response to the communication needs of companies in all that is related to your brand and how it is "perceived" by potential consumers. The degree of presence of the brand in the consumer's mind can be established through different indices, among which we highlight mainly notoriety, memory and perception. But for the company, an advertising campaign is also a tool for achieving commercial objectives that somehow and in the end are the real reason for companies: you have to sell the product.

Measurement of an advertising campaign is a complex challenge that we have seen many factors, but this difficulty has never been an obstacle to the advertising activity that is always in a constant search for ways to offer a solution to this issue.

For many years the answer to the needs of measuring effectiveness has been resolved through the creation of predictive models that provide data on the behavior of the key indicators in an advertising campaign. As we have seen, in an action of persuasive communication in general terms there is a double intention: it seeks to achieve both objectives advertising and commercial objectives. Establishing a simple parallel, we see as purely advertising goals are analyzed from the formulation of models of hierarchy of effects arising from a psychological perspective and help to understand how the variables related to factors of memory or perception behave. On the other hand we have selling models direct response to what is established is how involved the variables analyzed in achieving a sale of product.

And it is in the aspect that proposes this second type of models in which we want to influence, since as we have seen before, the mobile phone has very specific requirements when identifying precisely how the user of this device behaves.

3. Measuring advertising effectiveness and mobile phone

In the current advertising actually talk about advertising effectiveness is talking about the *ROI (Return on Investment)* concept or what is the same, ROI:

> *"Marketing return on investment (ROI) is positive acerca creating value for a business or brand through demonstrating cost versus payback"* (Young, 2007: 16). *

> ** Translation: "The return on marketing investment (ROI) is about creating positive value for a business or brand through the evaluation of the cost against the money recovered"* (Young, 2007: 16).

Advertisers today are very interested in being able to measure the coverage of their campaigns, the impact of your brand or advertising causes reaction in the target audience, but the really essential for them to know that return is earned for every euro you spend in advertising campaigns. In short, and without walking with unnecessary detours, now simply what the advertiser wants to know is how much you will get sell based on your advertising budget. The so-called marketing *ROI through* sophisticated mathematical

models built from bases and statistics which seeks to isolate the relationship between advertising and sales, thereby to have on hand a method that enables one to know precisely what the return on investment, but also allows to build increasingly effective or, in terms of the current need, top-selling campaigns advertising campaigns. As we understand, this target will be achievable are the better environmental conditions through the campaign conveys to provide specific data on the behavior of the recipient of the advertising message.

The mobile phone has undeniable conditions to be the great ally of advertising known as Mobile Marketing and *Mobile Marketing*especially in the environment for direct response campaigns thanks to their abilities, and certainly these particular conditions may also be the basis for the *ROI* can be measured with absolute accuracy. The *MMA (Mobile Marketing Association)* defines mobile marketing:

> *"[...] As the use of mobile as a channel for distributing content and direct response integrated with other means, or used individually campaigns" (MMA,* 2008: 15)

Importantly for the advertising industry, a sector hit hard by the global economic crisis since 2007 and in which the level of investment by advertisers is progressively reduced in almost all the usual forms of campaigning, have a form of advertising operation that provides hope in these trying times is a very positive development that opens the door to a much brighter future potential.
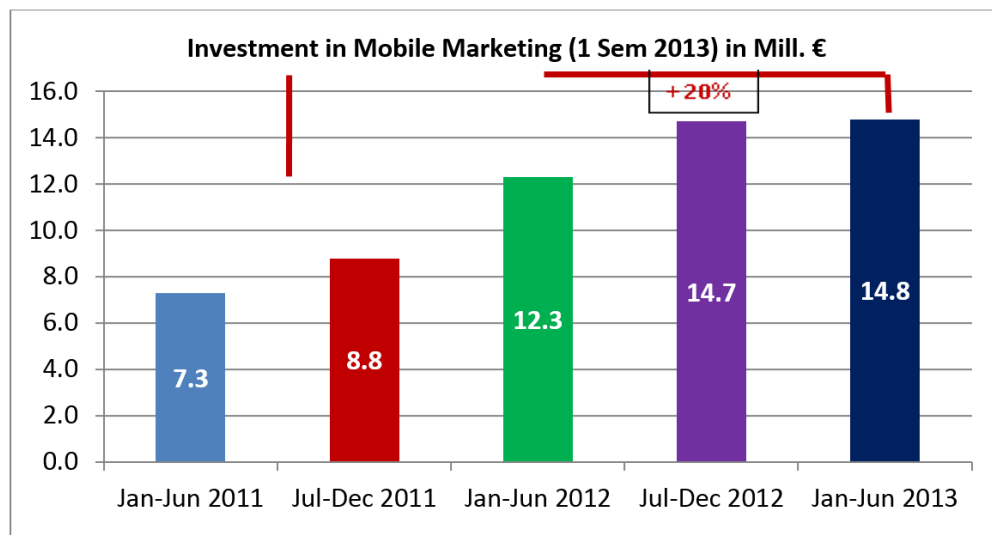
Source: IAB Interactive Advertising Bureau (First Semester 2013)

The total investment in advertising in conventional media in 2007 was EUR 7.983 million already closing in 2013 the overall fall in investment is estimated at around 3,700 million euros, losses are spread over the different lines of advertising activity. Internet with *Mobile Marketing* are the only areas that grow in a sustained despite the crisis and in the case of Mobile Marketing, as seen in the chart above, with ratios of not insignificant growth: 20% increase in the first half of 2013 over the same period of 2012. It is true that the total annual investment in Mobile Marketing are still far from the 1.703 million euros invested in TV during the period 2013 and that despite the current difficulties continues remaining the first half in

importance still far from that ranks second in investment that is the Internet, which with 812 million euros of investment has moved beyond traditional media such as the radio and the press and consolidates as a means of increasing importance. But what is really remarkable about these data is that only advertising disciplines framed by nature in the field of new technologies get not only maintain but increase their levels of investment in these difficult times, which leads to think that the classic model advertising is beginning to turn to new approaches and this must be consolidated in the new route marked by digital advertising.

Any time you are aware of the importance for advertising the *Mobile Marketing,* if we start from the premise that an ad to be considered effective and know that ROI obtained need to know who of receiving the message buys product, the Mobile Marketing offers the way to achieve this goal. To understand this statement, we have to look to one of the own technological features of the mobile phone that is in the process of penetration in Spain but end up being so widespread as to call functionality: make payment transactions through the device. In this regard collect the thrust being given to such payments from sectors with a lot of weight in economic activity and that are materializing in new projects such as BBVA or Vodafone Wallet Wallet, two relevant examples of the many that are in progress.

We understand that the reflection proposed here is not an easy process and could have overtones to become reality in the long term, but creating a data platform that can be integrated advertising and mobile payment system is not a chimera, especially if we look at the existence of other platforms that already integrate complex processes that offer advertising solutions based on cross-checking of different sources.

If every time a potential client on your mobile device receives an advertisement prepared based on the information we have of him, and this message includes a proposal with unique advantages multiply if the acquisition of the product is carried out through a mobile payment, we face a system in which the calculation of return on advertising investment will be known with immediacy and precision.

We talk about creating a knowledge platform on which a cross data between host and buyers of advertising campaigns through mobile phone would give the precious information sought would occur. Without forgetting for a moment that the whole system should be governed by a strict legislative framework to prime the confidentiality of the process so that the user has ensured the protection of their rights. We can not ignore that pay through a handset involves a mobile internet access, and when the connection is made, the risks to which they are exposed are exactly the same as the fixed internet, but still with a big difference: While Internet users have become aware of the risks and most have programs that help you protect your equipment from fraudulent use, users of mobile phones have not put this concern and possible measures to bad practices. While the computer software industry has worked hard on this line, and even the major manufacturers offer integrated solutions of protection, the mobile telephony sector has long way to go in this direction. Few users who think your mobile phone you can get a virus to end its terminal and with all the information you have, and can be dramatic in the case of people who use mobile phones as mobile database, addresses, payment system, etc.

Therefore we should develop an educational effort to convey to users the existing problems and which would cause difficulties things "hackers" but today this seems a difficult goal when there is still a high level of irresponsibility, as corroborated by the words of Fernando Aparicio, CEO of PayPal Spain following the survey for your company by Ipsos Research:

"Almost 20% of social network users in Spain have their passwords available from the information they share with other users of such networks" (Aparicio, 2009).

Although the objective is to kill all these fraudulent applications, it will be difficult while criminals obtain benefits, and now for them is still a very lucrative activity grounded in little social awareness.

But not only the legal and security framework must undergo changes, to reach the proposed park mobile terminals must be renewed for the *NFC (Near Field Communications)* technology that enables payment by mobile scenario extends also it is necessary that more outlets, either physical or online have terminal capable of processing such payments, and it is essential that the advertising industry according advertisers are able to develop custom content that will work in a coordinated manner with This new payment system, but we believe that the path has begun and is a road that has no turning back. According VISA Spain, 40% of establishments already have a *POS (Point of Sale)* equipped with this technology, making and 300,000 outlets can pay with mobile and the number is growing.

The realization of an integrated payments / advertising that allows to know exactly who buys a particular product to a particular advertising stimulus may not result in more benefits for all players in the value chain system: advertisers know the precise return of investment and want to invest more in this type of action, will the advertising data to make better campaigns in a sector that enjoy growing economic resources and in turn the payment systems via mobile will benefit from a mass of users who opt by this payment system as compared to conventional.

This idea may seem a more appropriate script for a science fiction story than a reality, but we can not forget that in recent years the progress made in the field of advertising by technological developments were unthinkable only a few decades ago.

In this paper we did not want to complicate more than necessary our approach, but we firmly believe that the added possibilities offered this future system of measuring the simultaneous use of other tools that are currently in the service of advertising such as technical marketing geolocation could give a stranger to advertising that we know today dimension.

In short, if one day becomes reality knowledge platform in a "visionary" way here we guess, measuring advertising effectiveness in direct response campaigns in the mobile phone will be a straightforward process and must finally be stopped uncertainties aside today.

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XXIV. INNOVATION AND MULTIDISCIPLINARY: DOCTORAL THESIS FOUNDATIONS OF SOCIAL NETWORKS IN SPANISH UNIVERSITIES BY TESEO

Carlos Oliva Marañón (Universidad Rey Juan Carlos -Spain-)

1. Introduction

After the birth, development, and consolidation of Web 2.0 in the so-called Information Society, sponsored by the Information Technology and Communication (ICT), use of the Social Networks has become a hallmark and social prestige, especially among Spanish adolescents. According to Diaz Gandasegui (2011), *"the relevance to acquire Social Networks nowadays among the younger population is such that the fact of belonging to a Social Network in many cases is no longer a fun option intended while free to become an obligation, a need to be in contact with the known".*

Furthermore, in the opinion of Orihuela (2008), refer you to *online* Social Networks as *"based on the Web that allow users to interact with services, share in training, coordinate actions and generally keep in touch".* The Social Networks contradict, in this sense, the words of McLuhan *"the medium is the message" McLuhan, 1964), although the Social Networks would not exist without technology, whose progress is consolidated day by day in a vertiginous way, since the important thing is the knowledge that is transmitted, conforming the premise that the message is transfigured as a medium.*

Meanwhile, Gomez Roses and Farias (2012) state that *"all applications or social media, Web 2.0 emerged, involving the active participation of users, becoming both producers and recipients".* In addition, they assert that *"The Social networks have been universalized. The younger fully incorporated in their lives. They have become an ideal space to share information and knowledge in a fast, simple and convenient".*

With regard to educational, Imbernón, Silva and Guzmán (2011) promulgated: *"Taken together, these applications and resources make learning more interactive and significant and especially that they develop a more dynamic environment".*

Regarding security in Social Networks, Roig (2009) states: *"Technological risks to privacy or the privacy not limited to the issue of databases. Social Network, RFID tags, ubiquitous computing and robotics, for example, are other examples of privacy risk. Social Network also have economic value and therefore each again mills seeking personal information about its users are created".*

Hogben (2007) refers to the *Report of the European Network and Information Security Agency* in which some recommendations are cit

- Social Networks should use, whenever possible, information adapted to the context, aiming to educate in real time.

- Awareness campaigns should be targeted also software developers, in order to promote business practices and policies that respect privacy.

- It is necessary to make a careful study of the regulation that can be applied to Networks.

- It should inform users of what is done with its data before and after closing the account.

- The phenomenon of networks should be treated so controlled and transparent, prohibit or discourage, with campaigns aimed at children, teachers and parents.

2. Objectives

The objectives of this research are:

- Investigate the scientific production in the area of Social Networks through Doctoral Theses defended in Spanish universities.
- Knowing what year was performed.
- Find out what University have been defended.
- Find out what Department has been responsible for the registration and presentation.

3. Methodology

It is relevant to investigate the scientific production in the area of Social Networks through Doctoral Thesis defended in Spanish universities. To this end, it has taken into account the fact that already consolidated the European Higher Education Area (EHEA) and the Third Cycle.

Similarly, there has been a strengthening of the Graduate by Royal Decree 99/2011 of 28 January (BOE of February 10, 2011), by which the official doctoral regulated. These curricula consist of two periods:

a) Training, where the student shall issue an Official Masters at least 60 CR. ECTS.

b) Research, culminating in the defense of the Doctoral Thesis in any area of knowledge.

The methodology I used was based on the use of TESEO, database of the Ministry of Education, Culture and Sports (MECD) in which are collected Doctoral Theses defended in Spanish Universities since 1976. Thus, these documents are configured as one of the most relevant documentary sources to study the

state of research in a country through its literature. In addition, the database TESEO[1] it is referential and each record contains the following information fields:

- Title.
- Author.
- Director.
- University.
- Faculty.
- Tribunal.
- Department.
- Academic course.
- Location.
- Descriptors materials.
- UNESCO descriptors.
- Summary.

With regard to the documentary search string, and n the field of "exact phrase", and selecting "Title", is inserted the lexical unit "Social Networks". The results are 55 doctoral theses.

Moreover, given the multiple meanings of the term "Social Networks", it has seen fit to join in this research both the significance from the point of "technological" view as "social", which have been reviewed Doctoral Thesis from these two perspectives.

Once compiled Doctoral Thesis relevant to the investigation, has been made an analysis information using three variables:

- **Year of publication:** Its purpose is to check the volume of scientific production during the years investigated. The years of Doctoral Theses often differ from one database to another. Therefore, to establish common criteria, it has taken the year recorded in the database TESEO.

- **University:** Its aim is to find out which Universities have made the defense of Doctoral Theses under investigation.

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[1]www.educacion.gob.es/teseo/irGestionarConsulta.do;jsessionid=B083AF995566BCA82A6654161BAA1F4B
Retrieved Febrary 18, 2014.

www.enisa.europa.eu/doc/pdf/deliverables/enisa_pp_social_networks.pdf.
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- **Department:** Through this variable demonstrates how Departments have completed the Doctoral Thesis.

4. **Royal Decree 99/2011**[2]

   Article 6

o   In general, for access to an official doctoral program you will need to be in possession of the Spanish official degree, or equivalent, and Master.

o   They can access those who are in any of the following cases:

- Be in possession of a Spanish official university degree or another member country of the European Higher Education Area (EHEA), which enable access to the Master in accordance with the provisions of Article 16 of Royal Decree 1393/2007, 29 October, and have passed at least 300 ECTS credits in the set of official university studies, of which at least 60, there will be Masters level.
- Be in possession of a Spanish official title of graduate or graduate whose duration, in accordance with rules of Community law, whether of at least 300 ECTS credits. These graduates must take mandatory training allowances in Article 7.2 of this standard applies, except that the curriculum of the corresponding degree title includes research training credits, credits equivalent to research from studies Master.
- College graduates who, after obtaining a place in training in the relevant entrance examination positions for specialist medical training, have passed positive evaluation at least two years of training of a program for official qualification of some of the specialties Health Sciences.
- Being in possession of evidence obtained in accordance with foreign educational systems, without your approval, after verification by the University that thi accredits a level of education equivalent to the Master's Degree Spanish and empowered in the country issuing the degree for access to doctoral studies. This admission does not imply the recognition of the previous title of which is held by the applicant.
- Possess another Spanish PhD degree under previous university legislation.

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[2]www.boe.es/boe/dias/2011/02/10/pdfs/BOE-A-2011-2541.pdf
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5. Results

It was considered appropriate to pool the results obtained in this research in three areas:

- Scientific production for years, from 1986-2014.
- Universities which have defended Doctoral Thesis related to the field of Social Networks.
- University Departments responsible for the registration, custody, and defense of the Doctoral Thesis.

5.1. Scientific production by years

YEARS	FREQUENCY	PERCENTAGE
1986	1	1.82%
1989	1	1.82%
1993	1	1.82%
1996	2	3.63%
1997	1	1.82%
2000	3	5.45%
2002	2	3.63%
2003	1	1.82%
2005	2	3.63%
2006	1	1.82%
2008	4	7.28%
2009	4	7.28%
2010	7	12.72%
2011	2	3.63%
2012	11	20.00%
2013	11	20.00%
2014	1	1.82%

Table 1: V olume of scientific production by years
(Keywords in the field of TITLE: Social Networks)
Source: Own Elaboration

After analyzing the scientific production for years, we can draw the following premises:

- The total number of Doctoral Theses defended in Spanish Universities on the subject of Social Networks amounted to 55 between 1986 and 2014.
- It follows that in the period 1986-2000, the volume of Doctoral Thesis defended in the field of Social Networks was 9 (16.36%), while between 2001 and 2014 was 46 (83.63%). These data reveal a growing interest in this investigation to the consolidation of Information Technology and Communication (ICT) area.
- Similarly, evidence the development of Social Networks as a new form of communication between citizens and especially by journalists who use communication as a tool in their professional field.
- Moreover, scientific production reaches its peak in the years 2012 and 2013, with 11 Theses (20.00%) by year; followed by 2010, 7 (12.72%).
- However, the years with less scientific production are 2008 and 2009, with 4 Doctoral Theses each (7.28%); followed by 2000, with 3 (5.45%); 1996, 2005 and 2011, with 2 each (3.63%); and 1986, 1989, 1993, 1997, 2003, 2006 and 2014, with 1 per year (1.82%).

5.2. Universities

UNIVERSITY	FREQUENCY	PERCENTAGE
Universidad Complutense de Madrid	7	12.73%
Universidad de Granada	6	10.92%
Universidad de Sevilla	5	9.09%
Universitat Autònoma de Barcelona	5	9.09%
Universitat Politècnica de València	3	5.45%
Universidad del País Vasco	2	3.63%
Universidad Pablo de Olavide	2	3.63%
Universidad de Santiago de Compostela	2	3.63%
Universidad de Castilla La Mancha	2	3.63%
Universidad de Málaga	2	3.63%
Universidad de Oviedo	2	3.63%
Universidad Camilo José Cela	1	1.82%
Universidad Carlos III	1	1.82%
Universidad de Alicante	1	1.82%
Universitat de Vic	1	1.82%
Universitat Politècnica de Catalunya	1	1.82%
Universidad de Las Palmas de Gran Canaria	1	1.82%
Universidad Rey Juan Carlos	1	1.82%
Universidad de Salamanca	1	1.82%
Universitat Ramón Llull	1	182%
Universidad CEU Cardenal Herrera	1	1.82%
Universidad de León	1	1.82%
Universidad Antonio de Nebrija	1	1.82%

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Universidade da Coruña	1	1.82%
Universidad de Almería	1	1.82%
Universidad de Córdoba	1	1.82%
Universitat de València	1	1.82%
Universitat de Vic	1	1.82%
Universidad de Alicante	1	1.82%
Universidad de Burgos	1	1.82%

Table 2: Universities that have defended the Doctoral Thesis
Source: Own Elaboration

In order to investigate how Spanish Universities have defended these Theses, we proceeded to group them by University. The results were:

- 30.91% were performed at the Universities of the Andalusian Autonomous Community: 10.92% at the University of Granada; 9.09% at the University of Seville; March 1.63% at the University of Málaga and Pablo de Olavide; and 1.82% in the Universities of Córdoba and Almería.
- 20.01% of all theses defended have been conducted in Universities located in the Community of Madrid: 12.73% in the Complutense University of Madrid, and 1.82% in the University's King Juan Carlos Camilo José Cela, Carlos III and Antonio de Nebrija.
- 14.55% of all Theses defended have been made in Universities located in Catalonia: 9.09% Autonoma University of Barcelona, and 1.82% in Polytechnic University of Catalonia, Ramón Llull and Vic.
- 10.91% have been presented at the Universities of Valencia: 5.45% in Polytechnic University in Valencia; and 1.82% at the Universities of Valencia, Alicante and CEU Cardenal Herrera.
- 5.46% have been screened at the Universities of Castilla y León: 1.82% in the Universities of Burgos, León and Salamanca.
- 5.45% have been defended in the universities of Galicia: 3.63% at the University of Santiago de Compostela; and 1.82% at the University of A Coruña.
- 3.63% have been advocated in Universities of País Vasco, Castilla La Mancha and Oviedo.
- 1.82% was made in the Canary Islands through the University of Las Palmas de Gran Canaria.

5.3. Departments

DEPARTMENT	FREQUENCY	PERCENTAGE
Economics and Business Administration	15	27.26%
History and Social and Cultural Anthropology	11	20.00%
Sociology	6	10.92%
Communication	5	9.09%
Medicine	4	7.28%

Law	2	3.63%
Sciences	2	3.63%
Education	2	3.63%
Sculpture	1	1.82%
Psychology	1	1.82%
Library and Information	1	1.82%
Mathematics	1	1.82%
Modern Philology	1	1.82%
Linguistics and Theory of Literature	1	1.82%
Computer Languages and Systems	1	1.82%
Engineering	1	1.82%

Table 3: List of Departments that have Doctoral Thesis Defense

With regards to the Departments of the Universities in which they have defended dissertations, one can extrapolate the following:

- The Department of Economics and Business Administration is where most have been pres ented thesis PhD them (15), representing 27.26%. Then the Departments of History and Social and Cultural Anthropology, with 11 (20, 00%) are located; Sociology, with 6 (10.92%); Communication, 5 (9.09%); and Medicine, 4 (7.28%).
- And with a little relevant representation, they include Department of Law, Sciences and Education Doctoral Thesis 2 each, as well as Engineering, Languages and Systems, Sculpture, Psychology, Library and Information Science, Mathematics, Modern and Linguistic and Theory of Literature, Doctoral Thesis 1 Philology Department.

6. Doctoral Thesis

Title	University
Immigration and Social Networks	Universidad Complutense de Madrid
Social Network Analysis and History: a methodology for the study of client networks	Universidad Complutense de Madrid

The diffusion process of European identity and attitudes towards the Union through Social Networks	Universidad Complutense de Madrid
Participatory planning from the perspective of Social Networks	Universidad Complutense de Madrid
Social networking and communications approach from Game Theory	Universidad Complutense de Madrid
Social Networks oligarchy of the town of Valladolid (1450-1520)	Universidad Complutense de Madrid
Poverty, Inequality and Social Networks in two European cities. A comparison between Madrid and London, 1550-1700	Universidad Complutense de Madrid
Influence of Social Media Policies in organizational strategic flexibility: a contingent approach	Universidad de Granada
Relations between psychopathology and schizophrenia social networks	Universidad de Granada
Analysis of the effect of the topological structure of complex social networks on the genesis of social capital through agent-based computer simulations	Universidad de Granada
Labor integration strategies. A sociological approach to the process of transition to adult life of young people through social networks	Universidad de Granada
Consumer response to advertising on social networks: analysis of the effect of advertising pressure and experience	Universidad de Granada
The speech in digital media. Principles of classical rhetoric on social networks.If *Facebook*	Universidad de Granada
Incubators, start-ups and Social Networks	Universidad de Sevilla
Social networks and ethnic self-identification of the Andalusians in Barberá del Vallés (Barcelona)	Universidad de Sevilla
Moroccan immigration in El Ejido: Social Networks and adaptation processes	Universidad de Sevilla
Web intelligence systems: analysis Social Networks	Universidad de Sevilla
Presence in Social Networks and Media: representation and journalistic participation in the new social context Systems Web intelligence analysis Social Networks	Universidad de Sevilla
Social networks and political culture.Atempan cases and Huitzilan of Serdan, Puebla, Mexico	Universitat Autònoma de Barcelona

Social networks, communication and mobility and settlement processes of Maghrebi immigrants in Alicante (1985-1995)	Universitat Autònoma de Barcelona
Social networks and civic models of communication agencies	Universitat Autònoma de Barcelona
The analysis of social networks.Applications to the study of culture in organizations	Universitat Autònoma de Barcelona
Social networks as a predictor of disability situations at the beginning of old age	Universitat Autònoma de Barcelona
Social networks and scientific production: the case of collaborative networks of Group R & D of the Polytechnic University of Valencia	Universitat Politècnica de València
Intangible objects in digital social networks. The object transactor as new artistic category.	Universitat Politècnica de València
Critical success factors in using social networks: *Twitter* application	Universitat Politècnica de València
Social networks and policies for urban regeneration: the case of Metropolitan Bilbao	Universidad del País Vasco
Basque elites in the government of the Bourbon monarchy: Social Networks, careers and hegemony in the eighteenth century (1700-1746)	Universidad del País Vasco
The other globalization. Movements, social networks and culture of the Rights: from resistance to alternatives	Universidad Pablo de Olavide
Social networks and disability. Socio study from the paradigm of complexity	Universidad Pablo de Olavide
Social and communication networking.Environmental and citizen participation in Mexico	Universidad de Santiago de Compostela
Communication Management brand on social networks. Three case studies of campaigns in Ecuador Facebook	Universidad de Santiago de Compostela
Malaga titled nobility in the eighteenth century and their social networks.Interrelations between the regional nobility and courtiers	Universidad de Málaga
The role of social networks on the social integration of immigrants. The construction of an index of integration from the national survey immigration	Universidad de Málaga
The bilingualism of francophones in Sudbury (Canada). Study of Social Networks and trends in the choice of language.	Universidad de Castilla La Mancha

Adoption and use of virtual social networks. A cross-cultural approach	Universidad de Castilla La Mancha
Impact of Social Networks on the quality of life. NGO case "Singles" of the urban area of Guadalajara (Jalisco-Mexico)	Universidad de Oviedo
Social networking and interaction spaces in Spanish of Mar del Plata (1895-1930)	Universidad de Oviedo
The interactivity of digital communication on the competitiveness of organizations and maximizing the needs and desires of individuals when they assume the role of consumers through social networks in Portugal. A paradigm of marketing	Universitat de Vic
The journalistic use of social networks by the online media: analysis of profiles and case studies	Universidad Rey Juan Carlos
Three essays on Social Networks (three essays on Social Networks)	Universidad de Alicante
Social Network Analysis implemented on free software: application to the community of fishermen in the center of the province of Santa Cruz area	Universidad de Las Palmas de Gran Canaria
Influence of Social Networks in the performance of organizations: a study in the health sector	Universidad de León
Journalists and Social Networks in Spain: 11-M to 15 M (2004-2011)	Universidad Carlos III de Madrid
Advertising strategies in Web 2.0: Business customer orientation, segmentation and virality. Online Social Networks as advertising	Universidad CEU Cardenal Herrera
Live in virtual social networks. Design, development and evaluation of program CONRED, a psychoeducational intervention based on evidence	Universidad de Córdoba
Analysis of the Panamanian national system of innovation from the university environment by focusing on Social Networks	Universidad de Salamanca
Influence of Social Networks in the purchasing behavior of youth clothing.New parameters that affect the business model of companies in the textile sector. Focus on the segment of university students between 18 and 25 living in Madrid	Universidad Antonio de Nebrija
Analysis of Social Networks of students from the University of San Carlos of Guatemala	Universidad de Almería

The comparative study of the use of Social Networks among adolescents in three Spanish Communities: Andalusia, Catalonia and Madrid	Universidad Camilo José Cela
Influence of the complexity of tasks and Social Networks in the exchange of knowledge (IC)	Universitat Ramón Llull
Social networking addicts. A descriptive study	Universitat de València
Three Essays on Social Networks and Corporate governance	Universidad de Burgos
Exploration in the operation and modeling of Social Networks of communication for rural development in poor areas of Latin America	Universitat Politècnica de Catalunya
Discursive practices, Social Networks and identities in Bergantiños (Galicia)	Universidade da Coruña

Table 4: Titles of Doctoral Thesis and Name of the Universities
Source: Own Elaboration

7. Conclusions

Treatment of scientific literature by quantitative analysis methods of counting serves not only to analyze the volume of publications, productivity, magazines or materials, but also in a broader sense, to the knowledge of the processes and nature of Sciences. Through Bibliometry is possible to see the activity, structure and evolution of science, quantify their results and apply them in different fields. Consequently, in recent years, studies and research have emerged from different authors about the scientific production through analysis of Doctoral Theses in different areas of knowledge. It has also contributed to this consolidation of databases as information sources for references entities pertaining visibility of publications.

During the period 1986-2014 have increased Doctoral Thesis defense in Spanish Universities in the area of Social Networks whereby the Universities of Andalusia contains the largest volume. As for the departments responsible for their defense, projecting the area Economics and Business Administration, History and Social and Cultural Anthropology, Sociology and Communication. Therefore, consolidation of Social Networks as a field of scientific research in the knowledge society of the XXI century is found.

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XXV. SOCIAL NETWORK AND DISINHIBITION: THE CASE OF FACEBOOK

Aurora Rodríguez Rodenas (U. Internacional de La Rioja - Spain-)
Inmaculada Berlanga Fernández (U. Internacional de La Rioja -Spain-)
Adoración Merino Arribas (U. Internacional de la Rioja -Spain-)

1. Introduction

We are immersed in a global society where the Internet is a major part in our daily lives. It is a fact that most modern societies homes are connected to the network via fixed and mobile devices, and use the service frequently for many tasks. The globalization of mass media and the exponential introduction of Internet in the daily lives of people led to a new paradigm of web. It appeared Web 2.0 where the user went from mere recipient to active subject in communication activities that took place in the network. Many of these users have become transmitters of information, creating their own blogs and disseminating their opinions on any topic of discussion; feedback from the media and consumers of the media and new users of the network became known as 'prosumer' (Toffler, 1980) was developed. Later, as a result of these changes, called social networks that extend automatically driven by the universal internet access and popularized by the change of role of the Internet as an active subject in the digital world they are created. Thereafter Internet users begin to set a digital identity becoming part of professional and personal networks, developing their circle of contacts and selecting your areas of interest. According to the study of social media (The Nielsen Company, 2012) employed people more time on social networks than any other category of web sites (20% of the time from their computers and 30% from their phones). Further notes that 17% of the time computer users occupy in Facebook.

What is it that drives us to be part of social networks? As discussed in 'Connected in cyberspace' (Aparicio, 2010) on the theory of David Gauntlett, connectivity and participation in social networks are linked to several factors: people want to make their mark in the world; people want to be social and therefore connect; more value is given to do things if they can be shared, and it is believed that collaboration with others contributes to the happiness and welfare.

However, as can be read in the guide of recommendations for Internet users of the Spanish Agency for Data Protection, social networks involve a number of negative connotations: "This is a phenomenon that has been a real revolution (.. .) In practice, the operation of these services requires each user available to many others, with which need not have a relationship of trust, a multitude of personal information "(Spanish Data Protection Agency, 2009).

Furthermore, we know from recent studies that the social network Facebook, also promotes negative feelings of envy and frustration (Universia, 2013). Still, it is evident the growing interest in social networks a few years before. To demonstrate, no more than launch a search in Google Trends to know it's a topic of interest.

At this point we can only say that Facebook (created in 2004 at the University of Harvard) is present, the network has more users worldwide and generates more visits and exchanges. Aspect that is evident within the network map created by iRedes (Esteban & Quirós, 2013). One of the reasons for its success is given to everyone to be creators of content, receive and impart information and interact with this possibility. Communication is very convenient, it does not require much effort. It has also broken geographical barriers and can maintain a relationship with people from other countries or cultures meet through Facebook.

1.1 The network disinhibition

To get closer to understanding the network disinhibition could introduce the use of these platforms within any of the stages of the pyramid of needs according to Abraham Maslow (2005). The last three steps of the pyramid speak, in ascending order of membership, recognition and self-realization.

Specifically Facebook is a tool that could serve the need for affiliation as it is primarily used to contact and engage in social relations; also have a place in the ranks of recognition as a window of ourselves we launched the world and after which we expect reactions (mostly positive) people around us. It is also a platform for self-realization because it allows us to develop our creativity in different ways. In some cases, we may also include Facebook in security step as we see every day, which users as discussed intimate matters or personal data released through the walls without fear of uncovering.

Figure 1. Maslow pyramid
Source: own.

As concluded Juan Faerman (2010): *"So, Facebook is not flirting, need for approval to reaffirm the self-esteem, exposure or memory but all of them at the same time as a member is to expose the product itself, offering a kind of showcase to meet people who share emotional and intimate codes, with intentions that may vary by civil, social and concerns of each individual state."*

As for drawbacks, they have been examined from different points of view. Continued use prevents us deep thinking and encourages superficiality and dispersion: in 2011 the thesis of Nicholas Carr (2011) based on neurophysiology who criticized the negative influence of Google became popular. Chóliz and Marco (2012) and Oliva Delgado (2012) also warn about addictions that create these online platforms; Cotino West

(2011) outlines the rights and freedoms that are at stake in the network. Currently, there is a widespread feeling among users that consider waste too much time browsing Facebook. Another negative consequence of the use of virtual social networks is the high subjectivity, which leads us to see the world from our perspective and externalize our thoughts as absolute truth. This subjectivity comes attached to the possession of a unique space where you can do whatever you want; the logical consequence may be the lack of control of your own digital identity. Countless cases where the effects of hanging a picture or make a comment on Facebook have been very harmful known; such as automatic deletion candidate a job selection process (Quinn, 2013).

What is clear is that the user average digital identity on social networks, creating an "I" ideal and hiding defects can have your "I" physical. According to the psychologist Amaya Lump *"consciously or not, we all try to project a more positive image of ourselves. Who would you like to go wrong in a profile picture? So there are many psychologists say that behind a picture a whole world to discover hidden "(Lump,* 2013).

In building our digital entity, become part the means we use to build: how to write, slang, grammar, expressions, themes, etc.Therefore, one of the negative and most significant aspects is the lack of standards when it comes to expressing themselves and this leads not only spelling errors or dissemination of unreliable information; but also lack of education and the maxim of "anything goes" (Rissoan, 2011).

Currently few people who do not know it is a social network that does not have a profile on at least one of the most widespread: Facebook, Twitter or Tuenti. It is, therefore, an issue of general interest better understand user behavior within the digital realm. Our personal experience as regular users of various social networks leads us to affirm that there is a certain freedom in the way of expressing thoughts and opinions, ultimately, on how to behave in these ways of digital communication. It is safe to ensure that suffered a state of disinhibition in networks called pure. We are in an area where there are no obvious limitations when it comes to expressing feelings. It seems that the surfer has a feeling of self-confidence of an anonymous person to say and do whatever he wants. And sometimes, this disinhibition is such that it reaches the publication of very harsh comments that has no place in an aggressive vocabulary. The narcissistic aspect of the human being and the impact of new technologies makes a situation described in the study "Narcissism on Facebook" (Carpenter, 2012) which states, affirming that the exhibitionist be ostentatiously and explosive personality flow into the right to do and say everything aggressively. Another key aspect to consider is the presence of multimedia resources we got to share with all our contacts: photographs showing our environment; images that we label home videos of a private nature. We show more confident part of our lives and in many cases, what appears is the most intimate aspect of an individual.

According to psychologist John Suler who has extensively studied the "disinhibition effect" network (Suler, 2004), a person does and says things in cyberspace that is not able to say and do in the offline life, face to face. This disinhibition leads to many forms of action: you can get to express very deep and intimate feelings, pour aggressive and threatening comments or perform actions of affection that do not happen very often. This expert postulates that the expression through writing takes tied an effect of significant disinhibition because the people who disseminate are not seen or heard by anyone at that time, which makes opening more and may say things that they would not say in person. This form of expression is encouraged by the speed with which we reflect (writing a straight answer) to answer for the "false" anonymity that gives

us being behind a device without confront the person we spoke and lack real or tangible consequences that result from a comment on the Internet. On anonymity there is an interesting study of Stephen A. Rains and Craig R. Scot (2007). Given the social significance of many years ago anonymity and variety of contexts in which it is used, the model of these authors offers a theoretical perspective to better explain and predict anonymous communications from the perspective of the recipients of the message.

2. Methodology

The purpose of this paper is to analyze and verify the behavior of users through the social network Facebook. The perception is that Facebook has become a channel of release and expression favored by its structure and ease of use. It is the social network that allows you more interaction with the rest of the digital world as well as providing a unique and exclusive space for you, which obviously enhances the ego and brings out the "I" narcissistic surface. In this light we find out what the dominant trend: the negative and aggressive presence or conversely, positive and reconciliatory communication. This study is verificative kind since it is intended to get to know the effect of communication tool in users checking the existence or absence of the ability to disinhibition, making the turn and intensity.

The hypothesis could be formulated as follows, H1: We act differently in the two areas of our lives; and you can specify in H1: In the area off line control and consciously think what we will say or do. And H2: In the area we desinhibit online in the way we express in our actions and in general, showing our "I" more intimate, deeper.

The general objective we will:

- Analyze and test the majority trend in performance and communication of certain users, configuring two broad categories: negativity / positivity aggressiveness and / reconciliation.

The specific objectives to achieve are:

- Know the intensity in the expression of opinion by the selected users.
- Conduct an analysis of the multimedia resources of these users to check for that trend to disinhibition and display of privacy in the digital world.

In this way we will verify or reject the hypothesis that social networks and more specifically Facebook, acting in behavior uninhibited by the most people in the digital realm.

Our universe is made, well, users of social networks Spanish population in 2013. And the sample comprised 100 Facebook users belonging to 9 micro networks representing the profiles defined in the 4th report of the observatory of social networks agency The Cocktail Analysis (2013). For micro networks understand the shared between a user of a social network and all its contacts space. The choice thereof is directly and intentionally made because the need for easy access to user walls. It is therefore a casual or incidental sampling.Communications analyzed correspond to a period of 30 days from May to June 2013.

As for the choice of the network on which the analysis centers is also justified by the data presented in this report. In him the absolute control of the social network Facebook, which reaches 85% of Internet

users highlighted while Tuenti (36%) is stagnant and Twitter (32%) experienced tremendous growth and becomes the third network penetration.

To achieve the proposed objectives has conducted a literature search that serves to contextualize the phenomenon analyzed; So, a series of related materials sector Internet, social networks and behavior of Internet users in the digital realm is collected. The documents found refers to conduct and release available on the Internet or in the digital world without details or specific cases but also is a useful and relevant game. The strength of the research is set by the content analysis of speeches generated in the walls of 100 Facebook users. The methodology used for this analysis of wall-capture user content and subsequent analysis-is based on the research system as used above, tried and tested in previous research (Berlanga, Alberich, 2012; Berlanga, García, Victoria, 2013).

To perform this analysis contained a homemade chips that measure the variables that are considered important for the resolution of the objectives were passed. Thus we have studied the degree of disinhibition of Facebook users in its written submissions, in its audiovisual resources (video and images) and use the resource "like".

TEXT ANALYSIS SHEET			
Micro-red No.Group	User holder	Other contacts	Total number
Pejorative expressions			
Offensive expressions			
Hype			
Communications they touch the threshold of transgression			

Table 1. Summary sheet of text.
Source: Prepared

ANALYSIS SHEET PHOTOS, IMAGES, VIDEOS			
Micro-red No. Group	User holder	Other contacts	Total number
Audiovisual communications show some disinhibition			
Audiovisual communications rub the threshold of transgression			

Table 2. Summary sheet of pictures, images, and videos
Source: Prepared

ANALYSIS SHEET SHARES A ND "LIKE"			
Micro-red No. **Group**	User holder	Other contacts	Total number
Click communications showing some disinhibition			
Click on audiovisual communications rub the threshold of transgression			

Table 3. Summary sheet of shares and "likes"
Source: Prepared

3. Results

Control data reveal that the predominant age is between 26 and 33 years (55%) and level of studies: Bachelor / Graduate (36%) followed by master's or postgraduate (24%), diploma (18%) and FP (15%).

Total count results obtained each of the tabs of content analysis were as follows:

ANALYSIS OF WRITTEN TEXT	
Pejorative expressions	3.2%
Offensive expressions	6.9%
Hype	16%
Communications they touch the threshold of transgression	3.6%

Table 4. Results of the analysis of the written text
Source: Prepared

ANALYSIS OF VIDEO AND PHOTOGRAPHY	
Audiovisual resources showing some disinhibition	9.2%
Audiovisual communications rub the threshold of transgression	8%

Table 5. Results of the analysis of video and photography
Source: Prepared

APPEAL "LIKE"	
Click communications showing some disinhibition	5.2%
Click on audiovisual communications rub the threshold of transgression	2.8%

Table 6. Results of the resource "like"
Source: Prepared

The analysis of written, audiovisual and communications that are made through resource "like" reflect a small index of disinhibition on users of social network Facebook. In the written text only pejorative expressions have been used by 3.2% of the activities of users and offensive expressions 6.9% of them. The communications can be seen as transgressive are only 3% of all interventions. A somewhat higher rate seen in the hype understood as the use of hyperbole figure of speech, typical of conversational language and regularly employed by users of the network (Berlanga, García and Victoria, 2013).

The analysis of communications through video and photography follow the line of a low rate of disinhibition although somewhat higher reflecting the written conversations (9.2%).

As for the positivity or negativity of this inhibition, in the text of these two parameters is quite balanced with a slight predominance of positive terms. Despite the aggressiveness of these terms it shows only 14.5% compared to 84.5% a clearly positive and reconciliatory intensity.

The appeal "like" communications that have been listed as uninhibited used with a percentage of 5.2% of total clicks, and of them only 2.8% are communications that can touch the threshold of transgression.

On the positive or negative tint qualified as positive theme uninhibited communication doubles the number of texts or audiovisual resources with negative themes (53% of the interventions are reconciling, animantes and fun compared to 29% who are aggressive or negative).

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4. Conclusions

First is relevant to note that the use made by users of the social network is considered moderate. At the stage of observation and collection of walls, it was found that there is a limited use, with a more or less continuous but not daily interaction. The majority of respondents connect to Facebook less than an hour of clock but remains one of the sites most accessed by Internet users (45% say go more than 5 times a day). Facebook is the living and permanent environment and the conditions (the network and the technological possibilities) have influenced the communications field in today's society as the first stage and the way of thinking and acting, in the background example.

In terms of privacy, openness amplified by the social network Facebook is observed. Most users have released sometime sensitive and personal pictures showing situations or elements of its private sector data; but acting responsibly at all times that only break in specific cases is removed. One might conclude that, with the extensive experience of use of Facebook users and their baggage in the online world, there is a growing trend in the care of the digital image.

A clear majority penchant for positivity and reconciliation in Facebook in vocabulary and meaning of expressions used as the theme on which you interact is observed. An almost imperceptible use of pejorative expressions and a bit more common in rude terms or exaggerations but always encompassed a kind of relaxed conversation, jokingly or ironic warns. No aggressive interactions found in any case and negative in minority situations. Also, the fact that Facebook is positioned in most stages of Maslow's pyramid is reinforced; It is not just a social network (affiliation), but promotes recognition (always linked to positivity) and self-realization of the person with possession of a space (the wall) and its use in a conciliatory.

As for multimedia, if you see a tendency to show private life but in a controlled manner, ie, limiting the field of view to "selected" photographs to provide the best picture of yourself always depending on personal desires. In this regard, we attach some answers from people who have called for the withdrawal of the label in a photograph:

"The photo was many years and did not correspond to my current state of normal person" (ie, in the photo was a teenager and left with a bottle of alcohol in hand). What a picture! (Female, 26-33 years).

"By leaving committed way with visibility to groups that do not want" (Male, 26-33 years).

"It affected my criteria according to my private / personal life" (Female, 34-41 years).

This mild disinhibition and lack of negative traits respond to communication users in a social network where adults predominate. Also a time that has already passed the initial furor networks where knowledge of the intricacies of it is deeper. After six years of intensive use of Facebook user it has witnessed firsthand how this affects his private life. At the same time, are public the numerous cases in which the consequences

of hanging a picture or make a comment on Facebook have had very negative consequences for personal and collective users.

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XXVI. COLLABORATIVE EDUCATIONAL ENVIRONMENT: ADAPTATION AND CONSISTENCY OF CONTENTS USING ONTOLOGIES

J. Javier Samper Zapater (U. de València -Spain-)

1. Introduction

1.1. Problem Statement

All administrations are interested in ICT education as essential to learn, obtain information and communicate. During 2010, the Spanish Ministry of Education created the distinctive quality *"Sello Escuela 2.0"[1]*, which aims to introduce the use of new technologies in the classroom and that students can improve their learning through them and using laptops, as well as increase the quality of teaching.

The European Union is subsidizing a large number of projects that aim to promote the use of ICT in education and in particular in the teaching of mathematics. In this regard, the main challenges in relation to mathematics are to develop a method capable of ensuring a positive attitude towards mathematics, encourage pupils to develop and maintain their knowledge in this area and define teaching, when possible, skills and common skills in math to be mastered.

Wikis every day play a more prominent role in such traditional environments, giving systems that incorporate them as a tool for the realization of educational activities that require some of its technical characteristics. An example of this integration is *"Moodle"[2]*.

We can find wikis applications in this field in various papers, for example, the monograph f r o m January 2010 in the *"Journal of Distance Education (RED) at the University of Murcia"[3]*

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[1] http://www.boe.es/boe/dias/2010/06/07/pdfs/BOE-A-2010-9026.pdf

[2] http://moodle.org/

[3] http://ww.um.es/ead/red/M11/

and the *"technological observatory MEC"*[4]. On the website *"best practices in the Web 2.0"*[5] Institute of Educational Technologies of MEC and *"Introduction to the Wiki"* (LOT, 2005) a series of educational features that can provide wikis are cited:

- In general, a wiki can serve as a communication tool and space class, either using with or without a traditional virtual teaching / learning.

- Foster collaborative work. Interact with the student. The tasks performed by students during a course, can be hung on a wiki to review and / or t o evaluate by teachers or other community of system users.

- Schedule jobs and perform them without being physically present. Having tutoring outside school hours.

- Evaluate and grade the work progress of students through the history of modifications.

Therefore, wikis, being an important component of Web 2.0, have the ideal characteristics to manage a constructivist model of collaborative learning. As it is described in "*Wikis in Teaching*" (BRUNS, 2005) learn in a wiki environment is to learn technology literacy, create content in a digital environment, collaboration, build consensus, create explicit knowledge from tacit understanding and communicate ideas effectively to others through network communication environments.

Now, this form of learning, we must add the consistency of knowledge to be acquired for that process not be complex. The development of educational material is one of the main aspects referred to the application of the standard UNE-EN ISO 9001: 2008 in the education sector. Therefore, it is intended to facilitate the task of academically interrelating the various levels and educational degrees, reviewing the relevance between them.

As we will see, there are several studies that suggest the application of artificial intelligence techniques based on ontologies for managing mathematical information. However, the potential of the technologies used in the most popular wikis, is not exploited.

For semantic mathematic content management, a number of manual processes have to be carried out, as far as possible, domain experts are needed:

- On the one hand, the definition of ontologies, by experts in different subjects, to facilitate the semantic content management,

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[4] http://observatorio.cnice.mec.es/modules.php?op=modload&name=News & file = article & sid = 378

[5] http://descartes.cnice.mec.es/heda/escuela20/escuela20.html

- On the other hand, manual annotation of such content, by reviewers.

1.2. Objectives

The purpose of this research was to design a proposal of semantic content manager, which had as its main feature checking the consistency of the information to share by an educational community.

Keep in mind that the main users of the system are the study coordinators and teachers, as content publishers, and students as principal recipients of the information contained in the system.

As application domain, the project focused basically in the domain of mathematics education. However, the approach is flexible enough to allow for future incorporation of content in other areas. For this, an open and standardized ontological infrastructure and flexible methodology for its incorporation into a content management system, useful for the whole school community was defined.

The principal advantage of the proposal should be apply the semantic to reach consistency of added content, for a correct learning of new concepts, considering the previous ones.

In all, the main objectives of the project were:

- Apply ontological engineering process to the domain of mathematics education for creating an ontological infrastructure, promoting reuse vocabularies.

- Integrate the ontological infrastructure in a wiki semantic (WS) and check its advantages. Definition of procedures to ensure consistency.

2. State of the art

A study on existing semantic wikis engines and management projects semantics using ontologies of mathematical content was performed.

2.1 Engines for Semantic Wikis

One of the basic decisions to be taken in the project was the choice of the base of the system that would implement the proposal ontological infrastructure. As a WS system was intended to be used as a collaborative system, a study was initiated to analyze the main proposals:

In *"From Wiki to Semantics"* (SCHAFFERT, 2006) there is an analysis of the application of semantic wikis in teaching / learning, and *"SweetWiki"* (Buffa, 2008) an excellent study on the various options for its creation. However, the best source of information is on page about software

"semantic wikis"[6].

In the analysis allowed to conclude that these sources consider *"Semantic Media Wiki, SMW"* (KRÖTZSCH, 2007) and could be beneficial environment for testing ontologies in this research and, above all, very profitable in the future, and that is in continuous expansion and improvement.

SMW is a module that extends the MediaWiki software, so the characteristics of the Wikimedia are not lost when using semantic extension. With the election of SMW we get a WS application *opensource* engine, which is in an active and stable state, allowing guarantee of success in any project.

2.2. Semantic mathematical knowledge management

Moreover, previous projects for the management of information using mathematical ontology were analyzed.

2.2.1. ActiveMath

"ActiveMath"[7] is an environment for teaching mathematics based on the use of the Web. It includes artificial intelligence techniques as user adaptability, generating courses, cognitive tools, generating exercises, forums, diagnostics, oriented tutoring strategies, etc. Knowledge representation is based on standard for mathematical documents *"OMDoc"*[8], therefore it uses a ontology defined from this standard to describe the domain of mathematics.

2.2.2. Intergeo project

"Intergeo" (LIBBRECHT, 2008). It aims to promote the use of different existing material on Dynamic Geometry in math classes.

2.2.3. Monet Project[9]

It is one of the most ambitious projects on the definition and use of mathematical ontology

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[6] http://semanticweb.org/wiki/Semantic_wiki_projects

[7] http://www.activemath.org/

[8] http://www.omdoc.org/

[9] http://monet.nag.co.uk/

with Web services. In it was intended to perform dynamic processing of mathematical objects.

2.2.4 KEA system

"Knowledge management system" (JESCHKE, 2008),extracts mathematical information from different sources such as textbooks and journals, creating ontologies, and integrates that information into knowledge bases in a suitable format, using the Jena manager.

2.2.5. mArachna

"Computerlinguistic Analysis of Mathematical Language and Semantic Retrieval" (JESCHKE, 2006), is a system of mathematical relations extraction from texts and integrating this information in a knowledge base.

2.2.6. HELM

"Helping Engineers Learn Mathematics"[10] (ASPERTI, 2003) is a project that raises the management of large repositories of mathematical knowledge and uses the metadata provided by the authors for semantic annotation of mathematical texts used in digital libraries.

2.2.7. SWiM

"SWiM"[11] (LANGE, 2007) is a WS that lets you edit, navigate and present mathematical knowledge. SWiM supports for mathematical languages: *"OpenMath"* [12]*"MathML"*[13] and OMDoc.

3. Project development

Our research was intended to experience the main advantages of WS engine, through the integration of ontological infrastructure created, so the following phases were distinguished:

1. First, a collection of works using ontologies for use in mathematical information management was performed.
2. Subsequently, we proceeded to the implementation of ontological engineering process, in order

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[10] http://www.lboro.ac.uk/research/helm/

[11] http://kwarc.info/projects/swim/

[12] http:/www.openmath.org

[13] http://www.w3.org/Math

to define an infrastructure in the field of mathematics education.
3. Moreover, a state of the art of the various engines for semantic wikis was made, and w a s c h o s e n the best option for making the integration of defined ontologies.
4. Finally, we carried out the integration of ontologies in the SMW, checking the additional contributions that can provide the system with respect to other settings.

3.1. Ontological Engineering Process

The researchers have followed the steps in the *"development guide ontologies"* (NOY, 2005) represented, simplified, in the following figure:
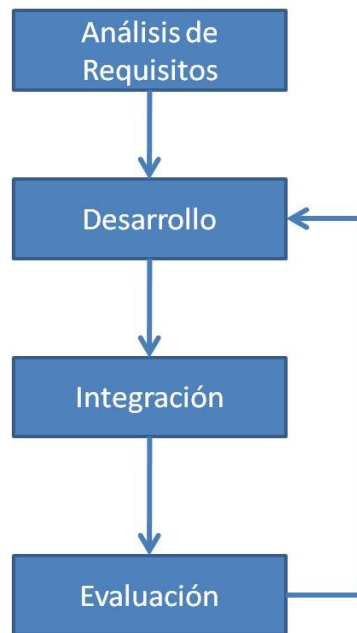
Phases of ontological engineering Source: Authors

In the previous phase, two actions were taken:

- Determination domain and scope of the ontology
- Consideration reuse of existing ontologies.

To facilitate the first step, a list of questions of competence was defined. On the other hand, to analyze the possible use of other ontologies, a number of important terms that should be represented in the knowledge base, were listed. Then, the phases of development and integration of ontologies in the SMW, creating instances of classes to allow evaluation were performed.

3.1.1. The study of existing ontologies

In *"Unifying Math Ontologies"* (DAVENPORT, 2009) the two major XML-based standards for the transmission of mathematical knowledge are compared.

MathML is a W3C recommendation, principally for the "presentation" of mathematical objects, that is, the format of mathematical expressions. It may include some semantic information, but in a very limited way.

OpenMath provides mechanisms for semantic representations of mathematical objects.

Furthermore, for finding ontologies related to the scope of the project, various sources of information were reviewed. The following repositories of ontologies are distinguished:

- Protege Ontology Library[14]:
- "Swoogle"[15]:
- Project "TONES"[16]:
- "SchemaWeb"[17]
- Library "DAML"[18]

Only they reused ontologies with proven quality, both for the institution in charge of development and maintenance, and the absence of inconsistencies in content. Some of ontologies analyzed:

Semantic MathML. *"Semantic MathML"[19]* is a proposal to express MathML language in the RDF format.

Monet. The ontologies of the *"MONET"[20]* were mainly used to describe the deployment of Web services, facilitate the descriptionof customer problems and queries. These ontologies do not contain instances.

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[14] http://protegewiki.stanford.edu/wiki/Protegeóntology_Library

[15] http://swoogle.umbc.edu/

[16] http://owl.cs.manchester.ac.uk/repository/

[17] http://www.schemaweb.info

[18] http://www.daml.org/ontologies/

[19] http://semanticweb.org/wiki/Semantic_MathML

[20] http://monet.nag.co.uk/monet/publicdocs/monet_ontologies.html

OMDoc (Open Mathematical Documents) is a format of semantic markup o f mathematical documents. OMDoc unlike MathML, covers the entire range of written mathematics.

Others such as: Intergeo, ActiveMath, EngMath, SWEET, *"SUMO"[21]*, *"OpenMath units and dimension"[22]* etc. And finally, mathematical Thesaurus as *"UDC"[23]* and *"TEEE"[24]* etc.

3.1.2. Study on existing ontologies

It is proposed to use a structure ontologies at different levels, distinguishing the specific part of the tool which will be the basis of the system, another general part of the education system and two upper specific layers of the discipline to be modeled, in our case, the domain of mathematics.

Two levels were considered, since a distinction of ontologies was made to support the mathematical content and specify the main part of the knowledge base (vocabulary of the domain), regarding the use of a mathematical thesaurus for instantiation of concepts (set of statements) on other levels.

This proposal provided system flexibility as to incorporate new content of materials other than math, only the definition and integration into the system, o f the top two layers with concepts, properties, terms and instances of the new domain will be required. The layered structure of ontologies for managing the information proposed in this methodology can be seen in the figure below.

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[21] http://www.ontologyportal.org/

[22] http://www.openmath.org/

[23] Universal Decimal Classification. http://www.udcc.org/udcsummary/php/index.php?id=25074&lang=es

[24] Tesauro Europeo de Educación http://www.redined.mec.es/es/publicaciones.html
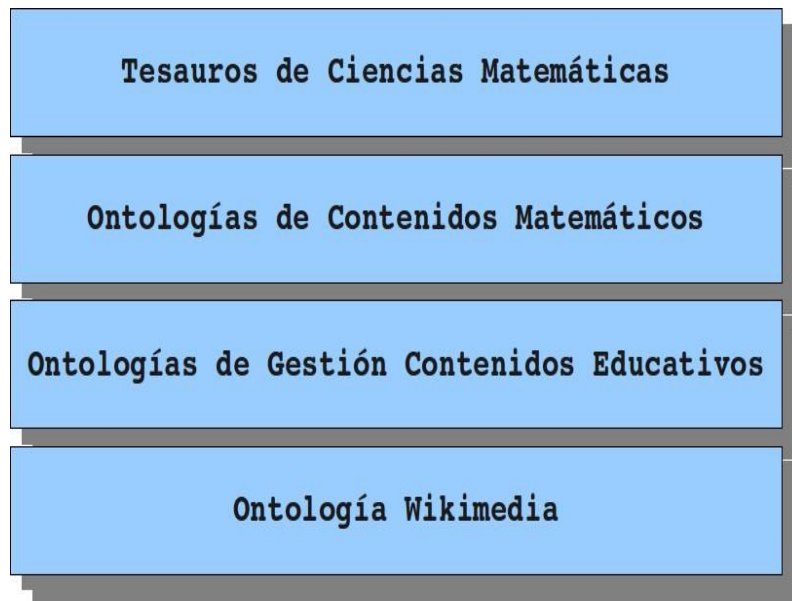
Proposed Ontological Infrastructure.
Source: Authors

Let's see what options were chosen at each level:

1. Ontology Wikimedia

There are mainly two ontologies to facilitate management in a semantic wiki:

o For the SMW, ontology "SWIFT" is used[25]

o "WikiOnt"[26]: Ontology for modeling Wikipedia articles. In our case, since the choice was SMW only was used SWIFT ontology.

2. Ontology management of educational content

There are several standards in the philosophy of the semantic web that can be used to facilitate the management of educational content. Among them are:

o Foaf, *"friend of a friend"*[27] : Permit annotations to describe people, relationships

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[25] http://semantic-mediawiki.org/swivt/1.0

[26] http://sw.deri.org/2005/04/wikipedia/wikiont.html

[27] http://www.foaf-project.org/

between them, jobs, etc.
- *"Dublin core"*[28]: metadata model for describing any resource.

Also, a good source of information for the definition of the elements that can have an educational system is the *"TESE"*[29], since it is the recommended reference work from the *"European information network on education Eurydice"*[30].

3. Ontologies of mathematical content

In relation to the ontologies of mathematical content after study and further analysis of existing ontologies, we chose to reuse some of them, to be developed by experts. In particular, OMDoc seemed the best choice for our purpose.

4. Mathematical Sciences Thesaurus

In order to consider the best option, initially, was choicen CDU, because it is used in the main libraries around the world as the standard for the thematic organization. In addition, TESAMAT main mathematical thesaurus in Spanish, also contains the reference to the terms with appearing in CDU, thereby, the integration of the terminology that appears in both in our system would be simple.

In the following figure, it is shown schematically how were integrated all ontologies and thesaurus chosen in the infrastructure designed.
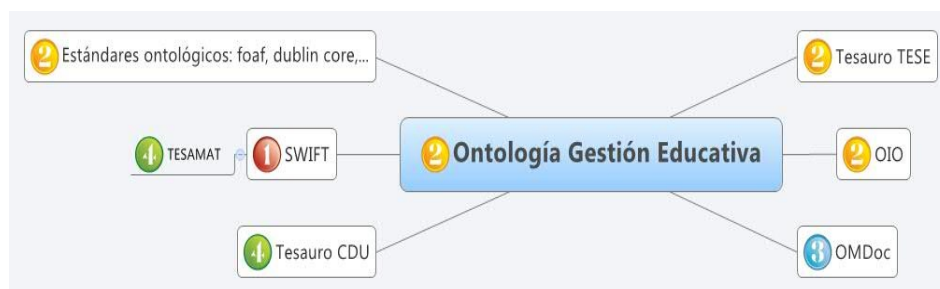
Ontological scheme infrastructure.
Source: Authors

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[28] http://dublincore.org/

[29]Tesauro Europeo de los Sistemas Educativos http://www.ucm.es/BUCM/edu/doc11798.pdf

[30] http://www.educacion.es/cide/jsp/plantillaAncho.jsp?id=eurydice

Numbering is inserted next to the names of ontologies used to indicate the 'level' in which could be classified, with the '1' the lowest of all.

The proposal is to have a single point of access ("Ontología de Gestión Educativa / Ontology of Educational Management") to all information infrastruc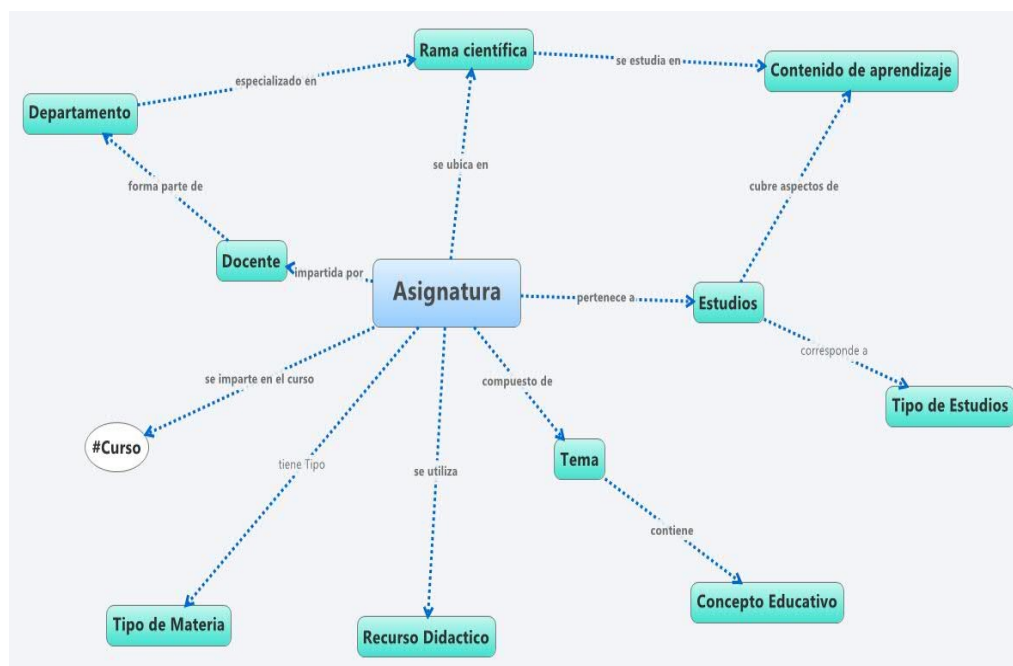ture because, this ontology makes the*"import"* of other ontologies and thesauri. Thus, through it we can indirectly get the rest of terms and concepts of the entire infrastructure.

Ontology Educational Management

The high-level representation of this ontology can be seen in the model below.

Main Entities of the Educational Management ontology Source: Authors

The central concept was considered from the outset was "Asignatura/Subject", because the procedure would be similar to the creation of a teaching guide to a subject. In this model only are the main entities of ontology, but in the complete infrastructure are more classes and properties.

Relationships between classes that appear in the above figure, together with their inverse to harness the use of inference system properties added in the ontology. For example, we defined the properties "requiere Concepto Educativo / requires Educational Concept" and "es requerido por Concepto Educativo / required by Education Concept" as an inverse of the other. Thus, indicating only that an 'X' concept requires another concept 'Y', and will have automatically inverse relationship. With this procedure the inclusion of inconsistencies in the wiki system is avoided.

Given the different classes of the Ontology, the rest of ontologies which built the infrastructure were integrated.

3.2. Construction and testing of the information system

3.2.1. Integration of ontologies in the SMW

A prerequisite in the system was performing the integration of ontologies in the SMW to ease the use by the users. In addition, to improve and facilitate searches, it was convenient the use of certain types of annotations based on the ontological infrastructure created, should be encouraged.

The system should have a set of procedures to improve, significantly, usability and application flexibility, both for managers and for the other participants.

Once defined the consensed ontological infrastructure for the whole community, it should make available a clear and precise manner.

The formalization of the integration of ontologías in SMW was performed following the *"Standard Procedure"[31]* that this system offers. For security and internal consistency of the knowledge base, system administrators will be responsible for maintaining ontologies, which will be the only ones who can change them. The rest of systemusers only have read permissions.

This control allows the secure management of content.

3.2.2. Usability and interoperability

Although the annotation of content process is manually performed, the system has a number of methods that improve, significantly, usability and application flexibility, both for administrators and other participants.

Improving usability is achieved by SMW extensions (see figure below).

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[31] http://semantic-mediawiki.org/wiki/Help:Import_vocabulary

Improving usability by extension SMWHalo.
Source: Authors

3.2.1. Using annotations and mathematical symbols

As research has emerged in the domain of mathematics, support should be given to the system editing and labeling of formulas and symbols, along with the correct display by browsers.

3.2.2. Consistency of the information system

It must be checked in real time every time new concepts are introduced, the consistency of all existing information in the system. This automatic process is performed at the same time a user adds information so that if any inconsistency is detected, the system can inform the user of the problem.

For example should verify the need to meet certain prerequisites to learn new concepts. The process is summarized schematically in the figure below.
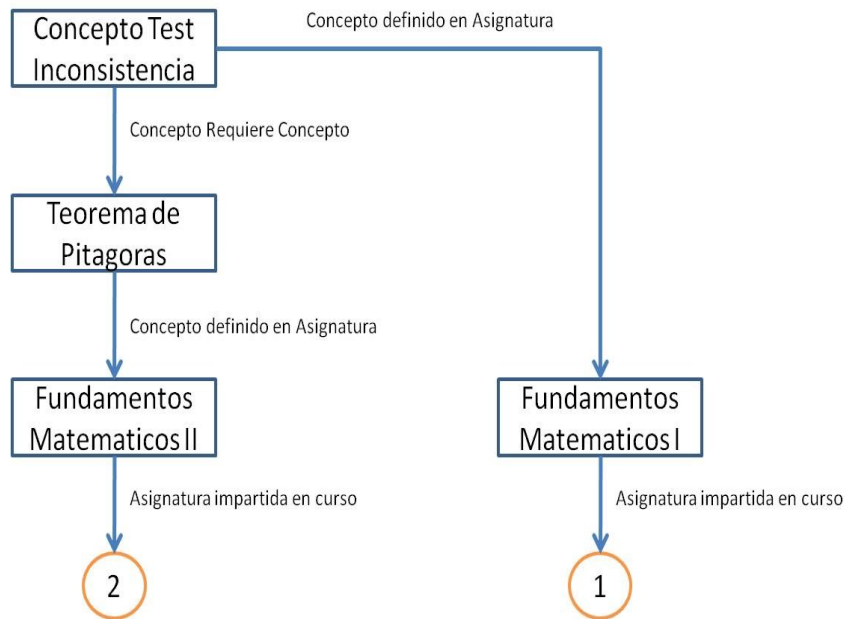
Graph inconsistency example triplets.
Source: Authors

Instances are represented by nodes in the graph and, with arrows, properties that relate instances listed. As we can see 2> 1, so is shown in the figure, the message "EXISTEN CONCEPTOS QUE NO SON PREVIOS / THERE ARE CONCEPTS WHICH ARE NOT PREVIOUS: 1".

Test result forced inconsistency in the system.
Source: Authors

3.2.5. List generation

They should be used whenever dynamic lists that are generated automatically from the information held on other pages possible. This is one of the main advantages of SMW.

As an example of this process are the following lists:

- News selected by certain criteria.
- List of teachers with their names and the subjects they teach.

- List of demonstrations of each statement, indicating only that statement refers to. It will automatically update the list of demonstrations we have on the page of the statement.

Through a query it´s possible display the list of subjects taught by a teacher with their course:

Automatic list of subjects taught by a professor
Source: Authors

3.2.6. Application of Inference

In this regard, it should mention that, currently, the SMW has not got an important application of default inference. However, the use of certain quiries, extensions as halo and templates, provide some additional functionality in relation to the reasoning. For example, inference fom the inverse properties of the ontological model.

3.2.7. Reutilization

The possibility of experting the information in the system, in RDF and OWL formats, will enable be reused by any external tool that is able to process files of these types.

Furthermore, they have extensions that allow integration of external systems based KAON2 or Jena.

In the following figure, a situation content adaptation is shown.
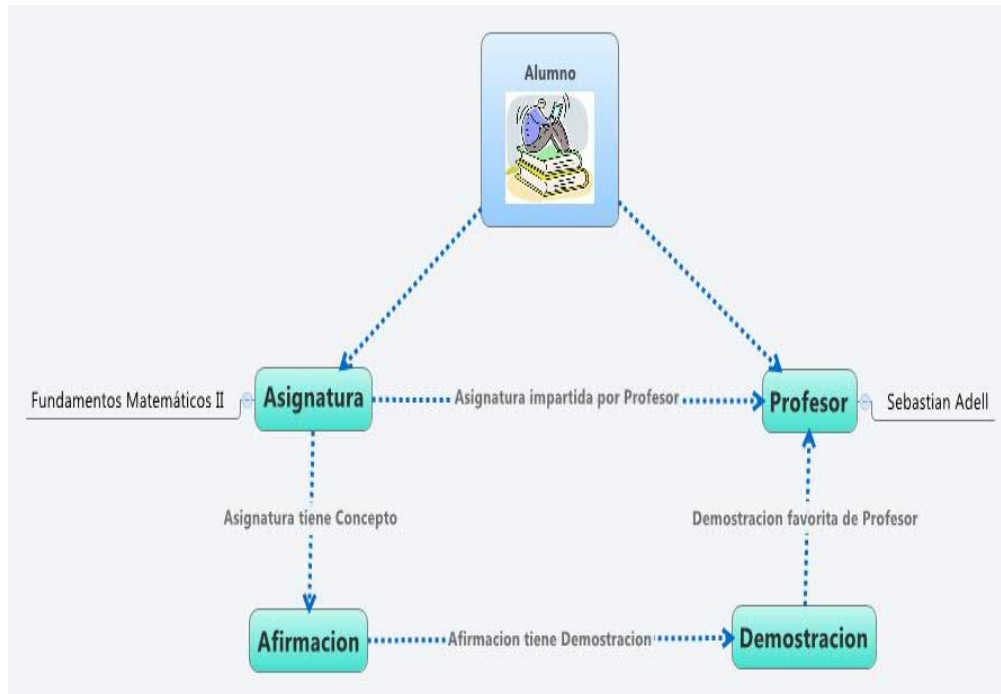
The Adaptation of the Contents. Source: Authors

The boxes represent the categories to be consulted and the arrows indicate their semantic relationships. With all this, a user registered in the "Asignatura / Subject", called "Fundamentos Matemáticos II / Mathematical Foundations II", taught by a particular teacher, "Sebastian Adell," will know that " demostraciones / demonstrations" the "afirmaciones / statements" that occur in the course are the favorite of the teacher. To find this out can be made using the following SPARQL query.

Using Jena Triple Store Connector 1.5
Source: Authors

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As we see, the various demonstrations that have the "Teorema de Pitágoras / Pythagorean Theorem" (concept taught in the course "Fundamentos de Matemáticas II / Mathematical Foundations II"), Professor "Sebastian Adell" has one as a favorite: "Demostración de Bashkara / Demonstration Bashkara". Thus, by custom queries, you can compose pages of information tailored to each user according to their required contents.

4. Conclusions

The study of the existence of works based on mathematical ontologies has highlighted the large number of projects using semantic techniques. In our case, as we intended the definition of a ontological infrastructure for the education sector, which would be integrated in a, proceeded to the reuse of vocabularies more standardized in the domain of mathematics, and expanded with the concepts required specifically to manage information.

The correct application of the ontological infrastructure in the WS has proven that a system designed in this way offers great improvements regarding a conventional collaborative content management system because, by semantic annotation can ensure consistency of information, content adaptation and performing intelligent searches more precise.

Ontology-based annotation, imported into the system, ensures reuse of existing knowledge base in the system.

Taking into account the usability of the system, the forms with semantic annotations, transparently to the user, do not need to know the corresponding semantic tags.

From the point of view of management and teaching, using a system such as that proposed can help when elaborating, in an open collaborative way, the teaching guides pertaining to different degrees, because we have all related concepts, subjects, teachers, courses, etc. and ensured consistency.

From the perspective of students, the proposed configuration of WS ensures a learning content in a structured and reliable way, because we have the evidence of the consistency of information to be studied.

In short, the main proposals and contributions have been:

    o Definition of a flexible infrastructure for managing mathematical information in educational environments, being easily expandable to other learning content.

o A system configuration which meets:

- Ontological simple integration.
- Using ontologies transparently to users.
- Application of certain "smart" processes to the content information: consistency checks, automatic generation of lists, etc.
- It can serve as a knowledge base for use by external tools, especially semantic tools.

Undoubtedly, the use of ontology-based semantic annotations in a wiki tool, which focuses on the philosophy of "doing things simply and quickly" has been successful in achieving the objectives in this project, and ventures very helpful in future research.

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XXVII. TWITTER AS CENTER OF CONVERSATION: SOCIAL DEBATE ON EDUCATION

Sonia Mª Santoveña Casal
(U. Nacional de Educación a Distancia -Spain-)

1. Introduction

New public spaces of discussion have emerged and developed communication processes defined therein being horizontal and democratic, allowing all participants to put on the same level of influence, and no one can prevent the expression of others' opinions or make a prefilter of the information published. Manuel Castells (2002) advocated a concept based on Internet Network Society as a primary means of communication and relationship.

It is a fact that social networks have developed multiple possibilities for communication and distribution of mass information. Currently, power processes are modified by the influence of digital communication networks, for global communication processes developed by citizens, making it necessary to study these communication systems socialized if we understand these power relations (Castells Oliván, 2009).

Through horizontal social networks, it is carried out a so-called mass self-defined as a process of communication "for the masses, by the masses", where the issuer is autonomous to decide what Information distributed and to whom it is sent, placing communication outside the control of governments (Castells Oliván, 2012. p. 24).

In short, from this cultural perspective that the research presented in this paper is based is understood that a network is a communication structure that rely on digital technologies (Castells Oliván, 2009) and as Barry Wellman (1983) notes They are considered the result of the connections which occur among individuals, which occur with some frequency and not sporadically. The generated relationships are independent of the actors, their beliefs or principles.

2. Twitter as conversational center ("conversational hubs")

It has begun to validate the data they provide, in general, social networks and, in particular, Twitter. As Mohamed Mostafa (2013) noted million views expressed on a given topic are unlikely to be biased. Alexandra Segerberg and Walter Lance Bennett (2011) consider Twitter as a place of greater influence in the public that the mainstream media.

Seem to constitute spaces of political influence (Ceron, et al, 2013.), through which it is possible to know the public opinion regarding different areas (Madge et al, 2009; Woodly, 2007; Mostafa, 2013), especially those of concern to the public at a given time. These spaces have given citizens greater ability to review and disseminate public information without the limits imposed by more traditional means of communication.

Giuseppe Alessandro Veltri (2013) presents an analysis of the representations of nanotechnology on Twitter. It performed a content analysis of 24,000 tweets. He studied the metric and feeling reflected in the messages. First, it highlights the messages reflected in the tweets were generally of a positive mood, not hostile or aggressive messages were observed and, secondly, said that despite the high volume of messages sent, few conversations are recorded.

Along these lines, others have noted the lack of conversation recorded in their investigations on Twitter. They believe that the network can be defined as an interaction space, but not as a space for debate and dialogue (Waters and Jamal, 2011; Kristen Lovejoy et al, 2012.).

Richard Waters and Jia and Jamal (2011) conclude that the communication process is mainly developed in Twitter unidirectional. The content analysis of published tweets by members of the Philanthropy 200 organization shows that communication is performed in one direction. However, users feel satisfied with this way of communication; that is, the general feeling regarding this communication is carried out positive. Based on these data, the authors conclude that further research is needed in this area to see if Twitter users consider it possible to establish a dialogue through the tool or really think that is an area primarily for the exchange of information.

Similar results they find Kristen Lovejoy et al., (2012) in the study of the use made of Twitter's 73 non-profit-largest US profit. Twitter is concluded that it is used as unidirectional communication means, only 20% of tuits conversations can be considered.

In short, as Michele Zappavigna (2011) points out this is a interesting topic to discuss.

The results obtained by Anders Olof Larsson and Hallvard Moe (2012) in research on communication developed by Twitter, in the company of the general election in Sweden 2010. The investigation focused on users to complete more highlights prestige (according Twittersphera policy) and the generated networks among these users. The Gephi software to generate graphs used networks. 99.832 tweets related to the event were analyzed.

Of the entire population, selected a sample of more active participants and classify them into different profiles. Among its conclusions, it noted that the most active users are those who enjoy privileged positions in their professions, such as political and / or journalists.

An important aspect of this study is to analyze the potential of Twitter as a communication center tool. Through the kind of tweets sent, classify the types of messages such as: retwitter (forwarding a message) and @ (communication set citing directly to another Twitterer) by allowing them to reciprocity mention (two users are quoted each other) and bidirectional communication process. From this analysis they establish two types of categories of users for both.

First, the profile of users of Twitter to @ messages, including classified:

- *Issuers*: Subject characterized by being active in the messaging and communicating their views, although they are not getting answers
- *Receivers*: Users who receive more direct messages but are less active in shipping.

- *Transceivers*: They use more sending messages addressed to a specific person or more (with @), showing higher shipping and receiving messages levels.

Second, users of Twitter profiles for retweeting:

- *Retweets (RTs):* Users characterized by high activity in spreading messages through retweets.
- *Elites:* Subjects that their messages are being retweeted.
- *Networkers*: Users who tend to retuit like to be retweeted.

3. Research objectives

The overall research objective is to analyze whether it is possible to establish a debate through the tool or really should be considered a space exclusively for the exchange of information. The study is based on analysis of the debate on the Organic Law 8/2013, of 9 December, for the improvement of educational quality (LOMCE).

The specific objectives of the research are:

1. Study the type of user profile considering two types of communication: retweet and direct message (using @).

2. Analyze the main mechanisms used for communication: retuiting and direct message or direct quotation (using @).

3. Study the content of messages sent, giving special emphasis to the days with higher participation rates (activity peaks).

4. Knowing the correlation between messages sent, citations and retuited messages.

4. Method

4.1. Population and sample

Due to the flexible nature of the Twitter tool, which deletes databases oldest tweets, before performing data analysis has been carried out a new search for the selection of the population and the sample. The procedure is described.

Topsy was used to select the tool last month messages with greater impact on the network based on the hashtag indicated *(Top Tweets)* and *TAGS v5.1.* that collects all the messages posted in the last month.

Throughout the study, the population has been modified. At first, January 14 data collection is performed and an original sample of 1,360 the most relevant tweets are obtained, the hashtag #LOMCE and #leywert, according to *Topsy* tool and what is the number of messages tweet s account. The maximum sampling error was 3% with a p-value of 0.5 and a confidence level of 99%.

Posteriorly, dated March 27, 2014, takes place a new data collection and a sample of 2415 is #LOMCE hashtag tweets. At this point in the investigation, it is downloaded separately analyze messages with hashtag #leywert since it is found that many of them are included in messages that use the #LOMCE label. The first tweet is collected from 08/02/2014 and the last of the 27/03/2014. It was decided to use the latter shows, as warranted further study to date and complete, tweets are retrieved current dates and a larger number of messages is retrieved.

4.2. Research design and instruments

We used a mixed quantitative and qualitative design: descriptive, correlational and content analysis.

Initially, a descriptive analysis of user profiles and subsequently conducted a content analysis of the messages sent develops the following elements were analyzed: Number of links, retweets, tweets, answers and media obtained.

Moreover, the relationship between sending messages analyzed, citations received and retweeted messages.

To find out if you really Twitter is a communication center performed the study of communication profiles and the types of content (broadly) published. On the basis of these data it seeks to know what profile indicated by Anders Olof Larsson and Hallvard Moe (2012) are met in the case studied.

For the analysis of tweets has used the technique of content analysis, with particular relevance to the days with higher participation rates (activity peaks). Moreover, the frequency of the terms used in messages analyzed.

5. Results

5.1. Profiles of participants

For the profile of participants in Twitter has done a quantitative analysis of the messages. Data obtained from the analysis of the tweets are presented below:

- tweeters Number: 1831
- Number of RTs: 1764
- Number of Tweets: 2415
- No. tweeters cited: 726
- No messages or using @ (at least mentioning another tutitero): 234
- In response to "Ids": 34
- In response to "s": 49
- Tweet ratio (tw / min) 0.2 (Tweets / min)
- Media Tweets / Person: 1.26

Participants send messages received 34 responses that result in response to a communication initiated by others and 49 responses to messages that have been cited. It is noted that the @ 234 messages used (within the same message are in many cases several appointments), citing in this way to other twitterers and

1764 Retweets (RTs). Moreover, it is found that the average person messages sent was 1.26 and the average of messages cited another is 0.096.

Regarding profile Twitter users for messages to with @, the total number of users (1831) LOMCE hashtag, is quoted as 726 of them, representing a 39.65% of the total. In short, with respect to profile messages to users with @, it can be said that most of the users can be labeled as "Issuers", as the 60.35% has never been cited by other. That is, most of the subjects are characterized by being active in the messaging and communicating their views, although they are not getting answers.

37.9% of the citations figures correspond to organizations or socio-political relevance (PP, PSOE, CCOO, ect.). These users could be considered as receivers, since they receive more direct messages but are less active in shipping.

Only 4% of respondents have a transmitter-receiver profile.

With regard to profile retweeting is that 73.04% of the messages sent are RTs, with an average of RT user sent by close to 1 point (0.96). Given that the average messages in its entirety is 1.26, it can be said that most subjects can be classified as Retweets.

All tuiterios only 10% receive some retuits (197 tweeters) and within this group can be classified as Elites, to those cases in which their messages are often retweeted (see Table No. 1). In general, most retweeted tweets were those sent by the media: Antena 3, RTVE, 24h_tve and ABC may be considered Elites. We also find student asociaciaciones (FELMalaga, ligaestudantil, Folga20F), citizens' associations (AgoraBdn), and individual initiatives (itoguille, manelmarquez, jordi_a, john_canals, isabelgalvin), parties and / or political associations (JovenesIU) and educational networks (Tiching, notisdeprofes) (See Table 1).

1.25% (23 users) can be classified as Networkers: users tend to retuitear as to be retweetable.

Top Tweeters	No. tweets	Citations	RT
antena3com	1	2	121
AgoraBdn	1	0	107
rtve	3	1	81
abc_es	1	2	53
FELMalaga	1	0	45
itoguille	1	2	45
ligaestudantil	4	0	41
JovenesIU	2	3	39
24h_tve	1	0	36
tiching	3	2	33
manelmarquez	1	0	28
Folga20F	9	1	25
notisdeprofes	1	0	25
jordi_a	4	0	24
john_canals	1	0	23

isabelgalvin	5	0	20
carlesarmengol	14	1	19
adrianrbravo	9	0	19
JMPerez__	5	0	19
joanfelizz	1	0	19
GalizaNovaVigo	3	0	17
jcafcomanzano	1	0	16
CCOOeducacio	9	1	15
iko_stx	5	0	14
MadridSindical	4	1	14
mareagroga	3	0	14
begiakirekiz	2	0	13
ccoopv	1	0	13
lavozdegalicia	1	0	13
Magisnet	17	0	12
SoyPublica	3	0	12
laccent	1	1	12
Madridiario	1	0	12
andoni_o	9	0	11
PuraDuart	1	0	11
OscarAradelAmo	11	0	10

Table 1. Tweets, quotes and messages received RTs

Furthermore, the correlation has been found between the messages sent and received messages dating retweeted by other users. We observed a positive correlation 0.217 0.01 (bilateral) between the three variables. That is, there is a tendency for those most active tweeters more likely to be cited and that their messages to be retweeted (See Table No. 2).

			N_Tweets	Citation_Received	RT_Received
Rho de Spearman	N_Tweets	Coef. Corr.	1,000	,217[**]	,299[**]
		Sig. (bi.)	.	,000	,000
		N	1764	1764	1764
	Citation_Received	Coef. Corr.	,217[**]	1,000	,213[**]
		Sig. (bi.)	,000	.	,000
		N	1764	1764	1764
	RT_Received	Coef. Corr.	,299[**]	,213[**]	1,000
		Sig. (bi.)	,000	,000	.
		N	1764	1764	1764

Table 2. Correlations between Tweets, Quotes and RT.
**. Correlation is significant at the 0.01 level (bilateral).

5.2. *Communication mechanisms*

The main mechanism of communication is through retuiteo (73% of messages sent), only 39.65% are direct messages and 9.6% of messages quoting another user (using "@"), using mechanism for interaction with others.

5.3. *Analysis of message content*

1439 links mostly have as OBJECTIVE further information are, this means that 59% of the messages sent additional links to written text links exchanged more frequently come from media, among them.: *Antena 3, RTVE, ABC, El Mundo, El Pais, Europa Press.* In addition, there are links to other media, such as newspapers *(The Diary of l 'educació, Madrid Journal, News Navarra),* trade unions (CCOO, student union), Organizations (Change.org), among others. It is used also Youtube (76 times) and different classification systems photographs.

The frequency analysis of the words used show that the term most often used was "strike" and secondly "students" (See Table No. 3).

Words	Total Count
Huelga (Strike)	736
Estudiantes (Students)	679
Marzo (March)	261
Educación (Education)	233
Recortes (Trimmings)	158
Universidad (University)	154
Acceso (Access)	142
Reválidas (Revalidation)	137
Wert	109
Sindicato (Union)	106

Table3. Frequency of words used

Messages highest incidence in the study population were sent in February on 26th, 27th and 28 thFebruary and subsequently throughout the month of March 04th, 12th and 27th. The content posted on 27th and 28 thFebruary related to the strike in education in the Generalitat de Catalunya.

Dates busiest on the network in March, relate to: the call for educational strike; the declaration of the Ombudsman to guarantee inclusion and non-discrimination of students with disabilities; and the general strike of students of 26th and 27th March.

"@Fundacion_once: The Ombudsman's requests for Me #LOMCE ensure the inclusion and non-discrimination of disabled students scam # http://t.co/L1DhcU3kCC"

"@ Fundacion_once: The Ombudsman's requests for Me # LOMCE ensure the inclusion and non-discrimination of disabled students scam # http://t.co/L1DhcU3kCC"

"@John_canals 26 and March 27, Student General Strike. # # # Huelgaestudiantes26y27M LOMCE http://t.co/jdvSM9MsLd NoALaLOMCE @ SindicaEstudian"

The major peak of activity observed in the last two days of March (26th and 27 thMarch) with the following tweet (See Figure No. 1)

"@ RTVE: convened NEAR 50 demonstrations throughout Spain in the second round of educational strike: http://t.co/pAvdviJdad # LOMCE"
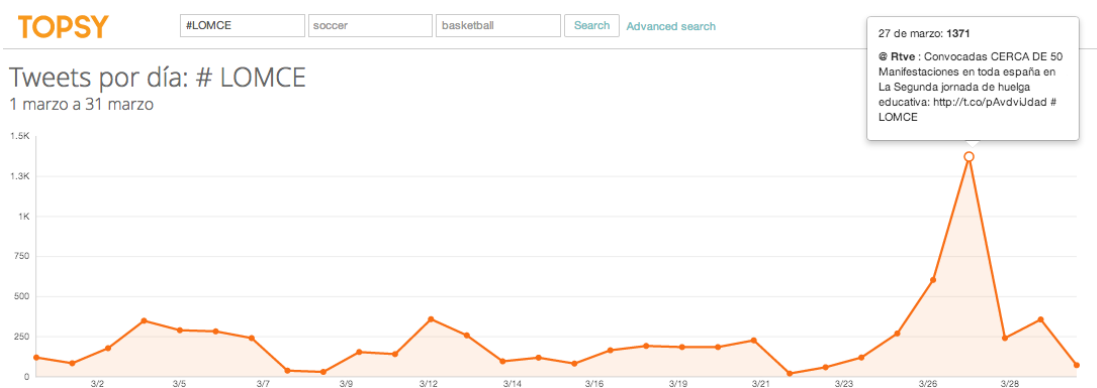
Figure 1. Tweets #LOMCE activity.
Source: Prepared by the Topsy tool

In short, the study of the most relevant tweets in the last 30 days has shown the following themes:

- The application of LOMCE in Catalonia: Report the attack on and invasion immersion in educational skills. This subject has been treated in four tweets that have come from the most retweeted

> *"Catalonia leads the Lomce the Constitutional portion attack and invade Immersion Skills # Lomce"*

- Education general strike February 27 th 2014: Follow-up on events. 272 RT.
- General message of complaint to the policy of the current government, encouraging participation in the demonstrations: on the amendment of the Abortion Act, the LOMCE and what they have called "gag law" to refer to 'Protection Act Public Safety". 154 RT.

> *"# EnMarcha22M we will win! Born to win! No # LeyMordaza #Leyaborto No # LOMCE # 22Marzo all LA"*

- Reports of the disappearance of the music as a subject in the classroom it is retweeted by: 119; 294; 189 times.

> *"Music disappears classroom - (...) # Education # LOMCE"*

- Primary Stage: Information on the changes taking place in the new law: 81 RT.

> *"#EnMarcha22M we will win! Born to win! No # LeyMordaza # Leyaborto No # LOMCE # 22Marzo all LA"*

- Reports of the disappearance of the music as a subject in the classroom it is retweeted by: 119; 294; 189 times.

> *"Music disappears classroom -(...) # Education # LOMCE"*

- Primary Stage: Information on the changes taking place in the new law: 81 RT.
- Presentation of resources unconstitutionality against LOMCE: 178 RT.
- Promotion against LOMCE: RT 348.
- Promotion of law as a need for education: 274 RT.
- The role of the PSOE in denouncing the law before the Constitutional Court: RT 238

"The PSOE uses the #Lomce in the Constitutional Court"
- The discussion of the law in the Andalusian Parliament: RT 140
- The Ombudsman calls for #LOMCE ensuring the inclusion and nondiscrimination: 365 RT.
- 248 RT: Wert intend to resign if the law is even considered unconstitutional by the Constitutional Court said.
- Overview and critique of law These messages is in (?) three peak frequency at three points to be retweeted: 94; 184; 56 times.

"Want to know more about the #LOMCE? Do not miss this guide"
- Reporting of changes in a document of "Physical Education": 117 RT.
- Rejection of the system of access by universities: RT 164

"Universities refuse access the new system d d #LOMCE and committed to equal opportunities d,el_pais"
- Student occupation and eviction of a nursery school closed by cuts 225 RT.
- Criticism of the law LOMCE as ideological aims daughters are workers or cheap labor bra: 119.
- They start 48-hour strike called by the Union of Students: 608.

6. Conclusions

Twitter, characterized by high daily activity in messages no longer than 140 characters, is one of the most active social networks, witnessing generated multiple citizen initiatives and social movements in recent years. The study is based on one case: the analysis of the debate on the Organic Law 8/2013, of 9 December, for the improvement of educational quality (LOMCE, *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa*).

Of the 2415 messages sent, it appears that there are only 34 responses to these messages and answers to 49 appointments, both aspects which would indicate clear interaction and communication among tweeters. In addition, the average posts cited another participant is very low (0.096); in most of the messages is not mentioned to anyone, not directly interact with others. Their main objectives are information distribution and publication of opinions, but not the debate.

Following the classification of Anders Olof Larsson and Hallvard Moe (2012), one can conclude that the sample studied mainly has a profile of *the Issuer* (60.35%). These users are characterized by being active in sending messages and communication their views, but usually not receive answers.

Within tweeters analyzed shows that only 4% could be classified within the *transmitter-receiver* profile, users who send messages and receive direct appointments with @. Moreover, it could be concluded that users with profile *Receivers* -users who receive more direct messages but are less active in shipping- are socio-political organizations (political parties, trade unions, etc.) and the *media* (newspapers, chains TV, TV...) which do not actively participate in the conversation #LOMCE. Theirs interventions are made through the *mass media.*

With regard to profile *retweeting,* it has been observed that most of the participants fit the profile of *Retweets (RTs),* since they are characterized by high activity in the dissemination of messages through the use of retweets users. RTs is 1764, which is 73% of the messages sent LOMCE related.

Despite the large number of retweeted messages, it is that only some tweeters are retweeted: 10% of participants, ie retweeted messages are usually a few of the participants. In short, within this percentage could be classified as *Elites*, those users that their messages are often retweeted. Among them consolidated media as Antena 3, RTVE, 24h_tve and ABC, but also individual initiatives, citizen and student organizations and political and / or trade unions are.

Manuel Castells (2002) described the new public spaces of communication processes as horizontal and democratic and the case study it can be concluded that the dissemination of information and the organization of socio-political initiatives have been accomplished through the collaboration of all participants, since they have only detected a small number of users *Elites*. Participants are defined mostly by having a profile of *the Issuer* and *Retweet*. That is to say, of all spreads and tweeting information. The distribution of information is not in the hands of a few. Citizens acquire a leading role in organizing socio-political actions, such as the call for a strike and monitoring (the term being more utili Zado in messages sent) and most retweeted message during the months of February and March. As Andrea Ceron (2013) claim, Twitter seems to be a forum for political influence, allowing us to hear the views of citizens (Madge et al, 2009;. Woodly, 2007, Mostafa, 2013)

The data do not support the view of Anders Olof Larsson and Hallvard Moe (2012) indicating that the most active users were those who enjoyed privileged positions in their professions, such as political and / or journalists. It is noted that although the messages sent by the *media* are more likely to be retweeted, one can not say that these professionals have been the most active in the network.

The main mechanism of communication has been through retweet and is only found in 9.6% of quoted messages to another user (using "@"). Quote another user or reply and appointments are considered the two main mechanisms that provides the tool for the establishment of debate. Both clearly underutilized elements. Therefore, it is not possible to conclude that Twitter constitutes a center of conversation since few conversations are recorded, and the communication process is mainly unidirectional. Similar to those found by Giuseppe Alessandro Veltri (2013) and Richard Waters and results by Jia and Jamal (2011) and Kristen Lovejoy et al., (2012). As stated by the authors, it is possible to conclude that Twitter is an interaction space, but a space for debate and dialogue.

Most of the published content is directly related to the LOMCE criticism. The most retweeted and commented on the net posts have been related to the implementation of the law in Catalonia (language immersion), the disappearance of the subject of music, education strikes, information about the complaint to the Constitutional Court Law, presentation of specific cases of occupation by students and, later, eviction.

Twitter is serving a function primarily of disseminating information and is demonstrated by the very high link sent number (1439), which means that more than half of the messages sent (59%). It will be interesting to investigate how it is possible that Twitter reaches considered a space of greater public influence, even more than mainstream media (Segerberg and Bennett, 2011), when the communication process carried out is defined to be unidirectional and without debate. In fact, the evidence suggests that indeed is an area of great influence on mobilizations, observing a coincidence between increased network activity and call and development of social-political events. As noted, content analysis, it seems to show that Twitter is serving two functions: a tool for disseminating information and complaint and promoting social activism or protest actions.

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XXVIII. VIDEO COMMUNICATION: EFFECTIVE ALTERNATIVE TO THE TRANSFER OF KNOWLEDGE IN THE FIELD OF ART TEACHER TRAINING

Ángeles Saura Pérez(U. Autónoma de Madrid -Spain-)

1. Introduction

We live in a networked society where image, the language of art has become clear lead in the mass media. The use of the multimedia image in your video format has grown exponentially and in the field of private communication that currently develops from all types of mobile devices. Teacher communication is no stranger to this trend and in that sense, evolving with the development of society (Aparicio, 2010). The process shown on Internet of scientific and artistic production increasingly requires the use of video communication format.

The trigger for the initiation and development of research and teaching activities presented here, has been watching the gradual disappearance of the Art Education in the formal education curriculum.

We are witnessing the gradual disappearance of the Art Education curriculum at all educational levels; Kindergarten, primary, secondary and high schools. However Arts Education is developing the skills of students to the proper reading and interpretation of the image and the development of the capacity of visual expression using images.

Within the European Higher Education Area (EHEA) it has also happened this in Teacher Education. During 2013 arts education has come to disappear as a specialty in all subjects Mention must be offered in the final year of the Degree of Child and Primary Teachers in most European universities. Maintenance is an exception in all subjects Mention must be offered in the final year of the Degree of Child and Primary Teaching at the Faculty of Teacher Training and Education of the Autonomous University of Madrid.

We needed to compensate for the lack of time for the development of cultural and artistic skills of teachers and that piqued our interest in finding an ideal format for our teaching communication in general and communication of innovative experiences and research projects in particular. We designed a model of non-formal education; casual, free mass based on the use of video communication. This model, of interest to the entire educational community, can be exported to other areas of knowledge in the context of current educational landscape.

In 2009 we proposed the implementation of a model based solely on science video communication, dissemination on social networks and using mobile devices. Hundreds of trainers of arts education in the world, connected through the networkE@ (www.arteweb.ning.com) (Saura, 2013) have regularly responded

to our annual call (since 2009) to the meeting through the network and remote. Using the digital format allows each and everyone on this network, a regular update of content relating to the development of skills related to artistic and educational innovation.

As recommended by Hernandez (2011), action research practice. Between 2009 and 2013 they have been finalized, presented, developed, observed and analyzed five editions of the Conference on Arts Education in key 2.0. (Hereinafter JornadasE@).
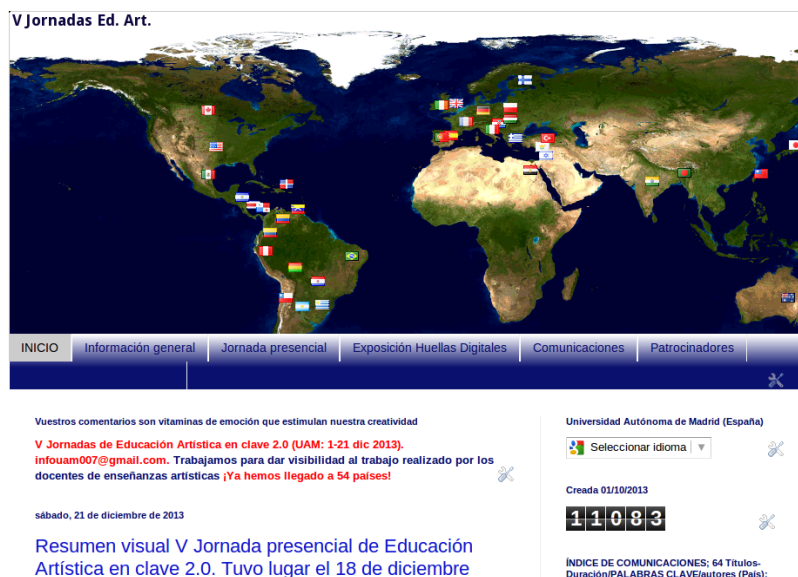
Figure 1. Home web space of the V Conference on Arts Education in key 2.0. Source accessed on April 1, 2014 in http://quintajornadaeducacionartistica.blogspot.com.es/,

JornadasE@, created from our research group UAM: PR-007, have the unique feature of using the proposal as an exclusive format video communication media. They are convened annually during the month of December, as part of the program of activities of the Department of Art Education, Plastic and Visual UAM. More than 11,000 visits were made in its latest edition, the fifth, from 43 different countries as shown in the picture above and: http://quintajornadaeducacionartistica.blogspot.com.es/

2. Formative dimension of video communication format

From the Autonomous University of Madrid (UAM) aim to facilitate the process of viewing the Internet of scientific and creative output produced in Visual Arts, Performing arts, design and music. This we especially interested in their formative dimension, we want to facilitate the process of updating the training of teachers in arts education.

A feature of the visual language of the video is its potential to transmit certain   concepts and relationships, is a language that can facilitate transmission   certain information and content more effectively than verbal language or the still image (Onrubia, 2005).

As explained in the presentation of our thesis (Saura, 2005) and extended in subsequent publications (Saura, 2011), movies can be used at different times of teacher intervention. We will be mentioning them here giving concrete examples of use of video communications published in successive editions of the Conference on Arts Education in key 2.0.

- **Before the training process:** summarizing the contents later   presented, encouraging student interest in the subject to be developed. Example:http://cort.as/8xiI (MeTaEducArte; Workshop collage, 7'16 ", Author: Cristina Moreno. Explanation of the Method for workshops from the Art Education. This experiment was conducted in a visit with students at UAM Esteban Vicente Museum Segovia.

- **During the training process:** new data broadcasting; developing   demonstrations or explanations; presenting models and cases for   analysis. Example: http://cort.as/8xiZ(Students Teachers, 8'12 ", the Collective NúBOL (Megías Clara, Eva Morales) Madrid, is Spain.

- **After completing the training:** as a summary or enriching   information on certain concepts or processes in more detail. The versatility of multimedia technology can display information   alternative. Lets get closer to the realities and customize user   teaching according to student needs.Example: http://cort.as/8xir (Caught by the ART, 9'34 ". Authors: Andrew Agudo, Davila Pontes, Antonio Gisbert, Diego Diaz, Marta Rentero). This video communication student-actors are abducted to join a strange box-contest. To save himself must answer some questions correctly thus helping the development of cultural competence of other students.   They did a visual summary of Chapter IX *(This is not a pipe)* the book entitled *Teaching Ed. Art   Ricardo Marin* (ed.). (2003); Madrid: Pearson.   This video communication can then be consulted for reviewing the contents taught in class.

With regard to the structuring of the contents of the video we define, two types of structures in the audiovisual presentations: closed and open.

Closed   It is one in which the information is presented in an accurate way   a clear link between the different ideas presented in the message and redundancy of information by verbal and auditory symbolic systems; the   function such documents would be to explain thoroughly and do display   a particular phenomenon.

Open   characterized by a less linear arrangement between ideas,   encouraging the involvement of students in the final results, possessing an   clear function of awareness and motivation. Both structures intended   different objectives, the first of instructional type and the second with a strong motivator character.

The importance of video as a teaching tool and as a specific language   transmission of information is that it is so important how the   message, the continent and content. This is best understood by analyzing each   the functions for which videos are used in education:

Vicarious: ability to display images that there were other context   education. From this perspective, the video is a complement to the observation Direct substitute when it is impossible. We as an example the

work entitled tangled Project Exhibition (Torres Eça, 2013) presented in web format, with many videos in http://exposicionesenredadas.blogspot.com.es/

Fact: function normally assigned to the text, is extended to video. The image can complement a text or constitute information itself when, for example, a traffic sign prohibiting reports access to certain road or in the next life where we We find a hospital or a parking lot. Example of informative video communication in: http://cort.as/8xjI (ARTESANO potter, 1'44 " by Joseph Dulac (Spain)

Basically, there are the following ways of using video as an information medium:

Explanatory: diagrams, arrows and diagrams exercised, in many cases, a explanatory function of what the student must do to develop exercises or deepen content. But see the teacher doing the action is much better. This mode continuously holds the Bachelor of Arts from internet imparted from the Distance Learning Institute of Andalusia IEDA). For an explanation of artistic processes as the realization of a sculpture, it is essential. Example: "Volume: ART baccalaureate distance" (16") Author: José María Reyes, professor of IEDA. Summary of work done in the course of Bacheto Volumen1º Arts, during the course 2011/12 in *online* distance mode: http: / /cort.as/38--

Redundant: say the same thing in different ways helps understanding certain concepts and their assimilation. Example: http://cort.as/8xju (Assist teachers in the new digital ways, 3'37 ", conducted by Manuel Vuelta).

Catalyst: sequential image is a technological tool for analysis and exploration of reality to show students in a few seconds events happening in large periods of time. Example: http://cort.as/74uy . (Graffiti Gratos, where 10 'a project in two years in the IES Severo Ochoa de Madrid explains project are the students themselves who you tell and we can see the many murals they did and activities developed.

Modelizadora: you learn transfer. For example, a teacher draws to teach students how. Moreover, several studies have highlighted the importance of learning as a means of imitative purchasing behavior, and the role played by the media mass acquisition of aggressive behavior in children. Exemplifies the given for explaining a process through Internet sculpture (IADE)

Motivating: the interest of the communicative act focusing on the student, looking somehow affect their willingness to increase the chances of a certain type of answer. The motivation is ultimately to act on a delimited, in order to increase their awareness around a subject group. The video is more effective than the word and the books when it comes to arouse emotions and affections. I nternet is revealed as a particularly useful means of animation different groups. It becomes a meeting place both during performing an exercise (production interviews, reports, surveys, documentaries, etc.) as during the broadcast (Creation and promotion of debates, confrontations, etc.). Example: http://cort.as/8xkV (Tempo of Samain, 3'09", conducted by IES light Beloso as Barxas, Pontevedra. Animation fantasy filled by students using pencil and animation desk, an application of the Ipad).

Expressive: the rapporteur, as issuer, expressed in the message their own emotions or simply he expressed himself. The expressive function references any expression of the inner self. Subjecting the,

both physical and human, social environment framing   a video camera encourages taking personal and collective consciousness, and the critical sense to this reality. Example: http://cort.as/8xkv (NOTE Performance).

Autoevaluation: the interest of the communicative act is in the valuation of   behaviors, attitudes or skills of individuals captured on an image. In the picture   and video I discover how others see me. I look to understand me. The   fact see and hear me leads me to an awareness of myself, of my image, the sound of my voice, of reality and amount of my gestures, my attitudes, my attitudes, my way of acting and being.

Researcher: l Video can also serve   tool for analysis and coding of the external world. It is an instrument   particularly suitable for research, field work, observation of detail and nuance that we would lose the eye.

In everyday life, many events are fleeting and unrepeatable. The   Direct observation is also frequently hampered by the emotional charge   with many living experiences. The same experiences videotaped. They can be repeated as often as necessary to unravel its mechanism. This   observation facilitates data collection and subsequent analysis thereof.

The use of video as a research tool favors the development of   a methodology of investigation by the group; It is a mediator element   It facilitates observation, recording and handling examples, facts and phenomena.

Therefore their use does not refer to recording indiscriminate situations,   phenomena and experiences, but the recording and analysis of phenomena that have   They have been predetermined in advance, in order to achieve certain objectives. No   we forget that working with instruments that are used not only for   transmitting information, but also to select and interpret.

Playful: the interest of the communicative act is centered on the game,   entertainment, pleasure or gratification. The playful nature of technology media can optimize the learning process, especially when it allows   the user's active participation. Although an activity of students not   nothing but the recreational function is proposed, you will have a significant educational value,   because it will take students to perform at least a double learning: Group discovery and the discovery of new dimensions of reality.

Metalinguistic: the interest of the communicative act focusing on the code used.   That is, we talk about metalinguistic function when the image is used (for   moving example) to make a speech on the visual language or,   simply to facilitate the learning of this form of expression.

3. Proposal Development

The JornadasE @ have been organized in the UAM since 2009. They are called from space in our social network www.arteweb.ning.com . The growing interest aroused in Ibero-America is reflected in the exponential increase in the participation of their teachers over the years. This has served to introduce the tradition of an annual celebration that is consolidated with the fifth edition, developed between 1 and December 21, 2013 days.

In relation to other Congresses Conference or developed in the same field of knowledge, we find as a differentiator bet by video format as a means of communication. It is a prerequisite for the acceptance of work and research requirement. Everyone should be in video format, with the duration between 1 and 10 minutes.

We talked about art and education in a language with a visual code in which teachers and their students will be learning to work with different techniques and different materials. Both will serve as a vehicle of communication and expression and during these processes will learn something more about themselves and the world around them.

As mentioned in the introduction, the language of art is the language of image and therefore seemed logical to raise teachers arts education the possibility of having their projects and innovative experiences using own audiovisual communication strategies. As committed to this format allows you to display in a pleasant and attractive lot of work in a short time. Put a face to the protagonists (teachers and students involved), see all the details of the context (the classroom, the workshop, the city), among other things. Hear the music and original voices, very motivating but that's not all. The current art is developed in audiovisual formats and formulas educational content presentation have evolved into multimedia formulas easily accessible from the Internet, Arts Education needs to enter the field of self-education 2.0 S. XXI.

The Information Technology and Communication provide new formats for enjoyment of art and also for the development of cultural and artistic skills. No need to move closer to home to see the details of a large number of artistic works exhibited through the websites of thousands of museums. For example Art Project (http://cort.as/8U7X) allows access to works of art otherwise can approach anything we want with a mouse, to see details that in reality the room museum, we could not access.

We also seemed necessary to publish all work on key 2.0, facilitating consultation directly from the Internet. From the third year, each with its own web address.

The third edition of the conference can be accessed from:

http://tercerajornadaeducacionartistica.blogspot.com.es/

The fourth edition of the conference can be accessed from:

http://cuartajornadaeducacionartistica.blogspot.com.es/

The fifth edition of the conference can be accessed from: http://quintajornadaeducacionartistica.blogspot.com.es/

JornadasE@ have served as a forum for ideas and discussion Department for teachers of our university, and they have participated in numerous art education teachers from different educational levels, doctoral and postgraduate students and collaborators students in different universities worldwide. Each of them have enriched the conference by setting a broad and diverse landscape, which have covered a variety of fields and topics in the Arts Education, Plastic, and Visual.

The minutes, published annually in DVD format with its own ISBN are not a direct reflection of the held conference, but it is a sample of the works that have been and are carried out within the Department of Art Education, Plastic and Visual of the Autonomous University of Madrid and other universities worldwide. It is for this reason that we considered important to its proper publication because even though the visibility and dissemination of our work is already being done through social networks, a publication of this nature is essential for the assessment of our activity by the rest of the scientific community and the general public.

4. Conclusions and ratings

It is currently not maximizing the potential of video as a communication resource teacher. The findings of our observation, analysis and comparison of the field of art education scientific meetings offer few formats disclosure of the written text. Artistic Teaching documents that provide these spaces are not very integrated into the new digital educational spaces located in the cloud.

Making a prospective future we can speak of a tendency to use self-created video as didactic communication resource teacher par excellence. The proliferation of massive open *online* courses (MOOCs), with this feature, are proof of this. New educational scenarios in non formal education are moving towards a new model of massive, open and free through a methodology based on the presentation of content in audiovisual format based on the use of video. However the vast majority of journals in the field of arts education offer few multimedia formats disclosure and these are not very integrated into the new massive, ubiquitous and collaborative courses using as main resource, which we have called puzzle piece of audiovisual creation own. It not is taking advantage of the great potential that these resources and what they mean for science; probably due to its unique format the text written disclosure is necessary in transition, progressive and unstoppable to the video format.

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XXIX.   *NOT WITHOUT MY SMARTPHONE!* EMOTIONS, IDENTITY AND DIGITAL TECHNOLOGY

Javier Serrano-Puche (University of Navarra -Spain-)

1. Introduction

From the point of view of communication, and in a society like ours-characterized by the hiperconnectivity-, it is clear the importance acquired today by mobile phones. Like other digital technologies, there is a "double articulation" (Silverstone and Hirsch, 1992) in them. On one side is a material object that operates as a communication medium that connects us with the world and with others; on the other, it is a cultural object which by its ubiquitous connectivity, its customizability and omnipresence is closely linked to the daily activity and identity and social relationships of their owners. Therefore, the mobile phone not only serves as a meta-technology device with multiple functions (camera, calendar, game console, audio and video recorder, GPS ...), but has a symbolic dimension that entails "*new social meanings constructed from interaction with others, so that the technological device becomes, in addition to means of communication, a tool, an instrument of control or independence according to what suits-, a security element or a status symbol* "(Yarto Wong, 2010: 193).

The peculiarities of mobile communication, which releases the constraints of physical proximity and spatial immobility (Geser, 2004), lead to a reconfiguration of our relationship with space and time (Ling and Campbell, 2009). Mobility is therefore a disruptive factor (McGuire, 2007; Vacas Aguilar, 2009), it introduces new scenarios in the cultural and media consumption and enables a person to connect anywhere, also when traveling or in the waiting times, thus enabling the development of a "nomadic privacy" in public spaces of interaction (Fortunati, 2002) and also blurring the traditional boundaries between work, family and leisure areas (Wajcman, Bittman and Brown, 2009).

In everyday communication practices and uses of people through their mobile phones it should be noted clearly one of the distinctive features of our time: the growing importance of emotions in all areas of human and social reality. Compared to previous times when the "sentient dimension" of the person was relegated to the background, today's society is characterized by a strong emotional culture (González, 2012).In interpersonal relationships mediated by mobile it is found most notably the "affective turn" (Clough and Halley, 2007) and its influence on the construction of personal identity (Stald, 2008; Lasén, 2009). Moreover, mobile devices themselves come to raise the affections of their owners, they can generate an emotional dependence on them (Vincent, 2005).

In order to understand the peculiarities of communicative interactions through the mobile from the point of view of the construction of personal identity and as part of the emotional culture distinctive of contemporary society; we will address on the following pages: First, the digital environment (and the simultaneous convergence of the *online* and *offline* areas) as an enabling environment for the upwelling of intense emotions both positive and negative; secondly and more specifically, we describe the emotions or recurrent feelings that emerge in the use of mobile phones.

2. Digital realm as an emotional space

With the widespread deployment of digital technology the field of sociability has spread, so that that people relate in both offline and online environments. Today *"daily online sociability form part of the daily lives of people; and (...) social relations are already hybridized between both contexts* "(Fresno, 2011: 93). Thus the (slower, localized) traditional social life coexists with (faster and uprooted) digital social life. As Ana Marta González stated,

"We are facing two regimes space-time, each accompanied by its corresponding emotional regime (...) Unlike traditional emotional regime, technological emotional regime [is] above all a system of emotional intensities: foremost matter how much emotion, how we cried, how we laughed. In contrast, the traditional system is primarily a system of emotional qualities: not in the sense that it guarantees themself, but in the sense that really makes them possible" (2013: 13).

The emotional intensity of the digital realm not occurs equally in all applications and environments. In the words of Lasén (2010), each of the technological devices, applications or communication channels (video call, instant messaging, etc.) carries with a particular "affective bandwidth", i.e., you can send a certain amount of emotional information. Moreover, Internet in turn encompasses different socio-technical environments that allow emotions to surface to varying degrees. The expressive possibilities of each one of these environments (blogs, social networks, chats, etc.), themes and topics around which the interaction revolves; the context and purpose of use; the degree of anonymity or self-revelation in interactions and the investment of time or frequency with which users connect to the digital domain are some of these "emotionality factors" of the Net (Cabranes Gómez, 2013: 219-223). In any case, we agree with Gonzalez that *"we must not fear that the technological scheme may someday to cancel the traditional one; this is the condition of possibility of that. At the same time, however, it is clear that the coexistence of both regimes generates emotional interference between each own emotional logic"* (2013: 13-14).

Indeed, the ability of digital media to unfold the presence of the person, who can thus simultaneously be in two places (the context in which physically is and the realm technologically mediated being accessed through screens) results situations in which the decision to meet one or other interaction space triggers emotional reactions in the user or the people around[1]. This phenomenon is exacerbated by the realization

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[1] On the linguistic level, has led to the creation of neologisms as *phubbing,* an English word made from the words 'phone' and 'snubbing', which describes the situation in which the person remains attention

that, particularly among young people (Reig and Vilchez, 2013), the hyperconnectivity is not just a habit, but an essential component in the way they build and manage their friendships and social life. In this sense, it is very illustrative an experiment called *The World Unplugged* (Moeller, Powers and Roberts, 2012), in which more than 1,000 students from twelve universities worldwide were asked to refrain of using Internet and all mobile technologies during 24 hours and write a little diary of that day, to become aware of how was their media consumption and their level of dependence on digital connectivity. Some of the most important conclusions of those 24 hours of abstinence, as written by the participants of the study are the following:

a) Students from all countries, repeatedly used the term 'addiction' and 'dependence' to describe their habits with digital technologies.

b) A majority of young people from all countries admitted his inability to disconnect. The students concluded that communicating devices, especially mobile phones, have literally become an extension of themselves and are part of their personal identity. For many, the disconnect test revealed the situation of isolation in which they find themselves.

c) Some young people reflected the positive qualitative differences, including their close relationships, they experienced during the period of disconnection. Many students identified as benefits of temporary digital disconnect the sense of liberation, peace and better communication with their families and close friends.

Other recent research seems to corroborate the conclusions drawn in *The World Unplugged.* Jeffrey Hall and Nancy Baym (2012) find that too intense use of digital technologies often arouses in people a tension between the desire to be united through technology and at the same time the feeling of being trapped by it. One of the phenomena arising from it is described as "FOMO syndrome" *(Fear Of Missing Out):* the fear of being missing something takes the user to the the incapability to quit temporary Internet (Przybylski *et al, 2013.).* It is also reflected in the fear of some users to become invisible in front of their contacts, if they fail to update their status on different social networks. As noted Winocur (2009: 69), being connected means essentially be visible as

"Visibility guarantees inclusion in a world whose representation has shifted from the palpable *to the* communicable *(...). The key that explains what it has become important to be visible lies in what is*

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to his companions to dedicate to his/her mobile phone or other electronic devices. Also in the English-speaking world has been coined the term *pizzled* as the combination of "pissed off" and "puzzled". It's the feeling of who is suffering the *phubbing,* i.e., see how the person he is talking with prefers the digital interaction instead of the face-to-face conversation.

threatening to invisibility. In terms of social impact, for young people what can not be seen in the media or uploaded to the network does not *exist."*

Moreover, the speed inherent in digital communications together with the huge amount of information available online, can cause negative emotional reactions when the person lacks tools or skills to properly assimilate the excessive volume of information. "Technostress" (Brod, 1984), "Information Anxiety" (Wurman, 1989) and even boredom (Klapp, 1986) are some of the conditions described in the scientific literature, and highlight the the need for a responsible and healthy media consumption (Serrano-Puche, 2013).

3. Emotions related to the use of mobile phone

Digital technologies, as we have seen, are "affective technology" (Lasén, 2009), in the sense that they are a channel for the expression of emotions (Vincent and Fortunati, 2009) and participate in the formation of subjectivities and identities. They have the ability to set emotions, to transform them into "digital inscriptions" (Lasén, 2010), objects that we can store, manage, view, compare, share, etc. Thus they have been erected in what Foucault (1988) calls "technologies of the self", especially the cell phone, given its status as mobile device that is always with his owner. The wide range of models available in the market and the ability to customize many of its features, both external and internal (cases or covers, ringer, notifications, wallpaper, downloaded applications ...), make it an artifact where the user's identity (Katz and Sugiyama, 2005; Sugiyama, 2009) is reflected, either intentionally or not.

Moreover, due to constant connectivity is now a widespread reality, being available in the mobile phone has become almost a social obligation (Baron, 2011). They have generated expectations of ubiquitous use (Ling, 2014), as reflected by the fact that "for most young people [...] position 'off' has been deleted from its cultural model of mobile phone. From a phenomenological point of view, simply does not exist" (Caron and Caronia, 2007: 41). This "perpetual contact" (Katz and Aakhus, 2002) is not without certain emotional dissonance as

> *"When we send an SMS, we hope that the customer is 'connected' permanently and thus a delay in response may be considered as a personal disaffection. The mobile phone 'free us' (to give us mobility) but becomes a tether, as it is expected that we are always reachable, always "on call"* (Hjorth, 2009: 129).

In this respect and as pointed out by Jane Vincent (2010), which has been researching mobile sociocultural practices in the UK for more than a decade, one of the most common emotions among users is panic at the prospect of having to distance themselves from the phone or its battery dies. It is also common feelings of anxiety or stress (Höflich, 2009), when one is contacted undesirably or in an uncomfortable situation, causing the person has to "manage" their emotions (Hochschild, 1979) in two simultaneous fronts: people co-present and one that is mediated by technology. The obligation to maintain the ritual due attention in those two fronts *"leads, for example, the need for "staging of the call", ie the (mostly nonverbal) signals to the co-present indicating that the focus on phone is short, or imposed, etc."* (Sandoval, 2013: 7-8). The complexity of social interactions when both physical and digital planes converge is even greater*,* when they occur outside the domestic sphere. One of the phenomena that demonstrate the social impact and social

relations (Castells *et al.,* 2006; Ling, 2008) which brings the daily implementation of the phones is how they are contributing to redefine the boundaries between public and private. Information and private feelings become public through mobile. In fact, between mobile users surveyed by Vincent (2010), another recurring emotion is excitement when receiving messages or calls intimate in a public space. As exemplified Sophie Arkette, *"the path of the user of public transport has become a succession of indications of position and short excerpts of narratives"* (2004: 164).

In this sense, it is undeniable that the public space and behavior have been modified with the common use of mobile media. People who communicate by mobile not lose awareness of where they are (Höflich, 2005; Höflich and Schlote, 2009); further, instead of disconnect them from the environment, the phones allow new connections and uses of the elements and urban spaces, so that *"architectural elements such as thresholds, windowsills and facades (...) become improvised seating, tables and supports where you can talk, write messages, play games, watch the screen or take notes of what is told to you on the phone "* (Lasén, 2006: 44).

From another point of view, those who use the phone in public help to change the atmosphere, the mood of the shared space. They have influence in the affective materiality of the urban space *"by disclosing information and feelings through the content of their conversations and with their bodies by showing moods, emotions related to what they are talking about, such as joy, sadness, worry, anger, hilarity "* (Lasén, 2006: 46).

4. Conclusions

As has been exposed in the preceding pages, the technology not only serves as a channel for the expression of the affections of the people, but also contributes to model them. Specifically, in the daily use of mobile phones it is clearly reveals the importance that emotions have gained in our time, and how they, with the help of digital technology in turn influence how people's identity is configured and displayed.

The mobile not only transforms the relationship between people, but also the relationships between these and the spaces they occupy, thus blurring the boundaries between private and public, between the personal and the social.

In short, technological innovations, the way in which social relationships develop (with the expression of emotions that arise in them) and the formation of identities are closely linked realities; and they call for an approach that takes into account the multiple and complex linkages between them.

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XXX.   IFRS QUALITATIVE RESEARCH STUDY APPROACH

Edel Lemus (Carlos Albizu University –USA-)

1.   Abstract

The purpose of the methodology chapter is to discuss in-depth the advantage of adopting IFRS in the U.S. market by bringing uniformity, consistency, and comparability in financial statements. The researcher's rationale for studying the adoption of IFRS as a naturalistic inquiry was based on understanding the resistance to change from GAAP to IFRS and embracing participants' acceptance of the existing rationale. The researcher utilized a qualitative research method design study and a phenomenological research approach. For example, Figure 4 shows a comparison of the main key epistemic criteria between quantitative versus qualitative research studies.

The data collection encompassed triangulation, integrity, transferability, trustworthiness, coding, classifying, and categorizing/labeling, and reflexivity researcher's voice. Therefore, qualitative study can be traced back to ancient Egypt in the 25th BC.

2.   Methodology

The advantage of adopting IFRS in the U.S. market is to bring uniformity, consistency, and comparability in financial statements. The IASB claims IFRS have certain advantages over local accounting standards. For example, IFRS are capital oriented and supported by investors. The principles-based method helps reduce accounting regulations and improve financial accounting quality. Dennis (2010) indicated that the accounting practices under IFRS are precise and provide better economic benefits to multinational enterprises (MNEs).

The firm and shareholders under IFRS are required to maintain a singular communication channel. Elena et al. (2009) illustrated that the main areas of differences under GAAP and IFRS include revenue recognition and its classification, lease accounting treatment, impairment asset classification, stock based compensation, and financial statement analysis. As a result, the IFRS were designed and equipped to increase financial quality across markets and nations. For instance, the accounting philosophy under GAAP is subjective by nature. Therefore, the convergence process from GAAP and IFRS may lead internal and external auditors to different professional opinions (Dennis, 2010).

According to Yallapragada, Roe, and Toma (2014), on July 13, 2012, the SEC issued a final report on the work plan to adopt IFRS in the United States. In the final report work plan the SEC posed one important question: Can IFRS be incorporated to the U.S. financial reporting system? As a result, the SEC (as cited in Zell & Rapp, 2012) recommended that prior to the adoption of IFRS, the seven points illustrated below need further study by accountant regulators:

- The Staff identified several IFRS areas as continuing to be underdeveloped. These areas include accounting for extractive industries, insurance and rate-regulated industries among others.

- The interpretive body of IFRS, the "IFRS Interpretations Committee." Has not demonstrated the ability to review and provide authoritative guidance on a timely basis.
- There still exists significant diversity in practice or interpretive guidance in multiple jurisdictions.
- The Staff's review of financial statements prepared in accordance with IFRS led to a conclusion that global application of IFRS could be improved to narrow diversity.
- The Staff believes that without further mechanisms put in place, the overall design and governance structure of the IFRS Foundation, the governing body of the IASB, may not be able to sufficiently protect the US capital markets. The IASB does not have such a mandate in place.
- There is concern for adequate future funding of the IFRS Foundation. The Staff observed that the IFRS Foundation is a private, not-for-profit organization that ultimately has no ability to require or compel funding.
- The Staff notes that, at present, investor education on accounting issues and changes in accounting standards is not uniform today and believes that more consideration is needed to improve investor education. (Yallapragada et al., 2014, pp. 241-242)

Therefore, according to Rosivich (2012), the optional adoption of IFRS in the United States may not happen and the SEC is expected to change the course of action toward the convergence process (Yallapragada et al., 2014).

The main focus of the current study was to comprehend how CPAs utilize IFRS as a financial reporting language in the U.S. market as well as to understand and analyze the resistance to change from GAAP to IFRS. The researcher decided to centralize the research study in the United States because the United States is in the process of providing the option to adopt IFRS as a singular accounting language reporting method by 2016. Therefore, theSEC has granted the top 500 publicly traded companies on the NYSE the option to adopt IFRS as early as 2015 (SEC, 2011).

2.1. Quantitative Versus Qualitative Research Methods

The testing of theories or objectives among existing variables is understood as quantitative research. According to Creswell (2009), qualitative research "is a means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem" (p. 4).

Quantitative research allows researchers to make predictions by utilizing survey-type instruments to measure the performance of the study by running statistical data analysis. On the other hand, a qualitative research study is more subjective than a quantitative study, because a researcher conducting a qualitative study gathers preliminary results from interviews using open-ended questions and observing participants in the study. Also, the researcher is able to analyze the data from categories and themes. As a result, a researcher can propose generalization or theories based on past experience (Creswell, 2009). Figure 4 shows a comparison of the main key epistemic criteria between quantitative versus qualitative research studies.

Table 1: Key epistemic criteria

Quantitative research		Qualitative research	
Criterion	Meaning and procedure	Criterion	Meaning and procedure
Reliability	Same findings upon replication? Test-retest & interrater reliability	Dependability; trustworthiness; consistency	Similar context yields similar findings? Inquiry audit
Internal validity	Measured what intention was? Experimental control; statistical triangulation	Credibility	Compatibility between respondents' and reported perceptions? Prolonged engagement; member checks; quality record; narrative triangulation
External validity	Generalisability to population? Random sampling	Transferability	Applicable to other cases and contexts? Purposive sampling; detailed descriptions of process
'Objectivity'	Reflecting own views? Control over subjective factors	Confirmability	Findings not function of biases of researcher? Audit trail; trust & rapport with subject; intersubjectivity
Replicability	Can next researcher replicate the study? Peer reviewed publication	Replicability	Clear description of procedures? Appropriate peer-reviewed publication

Figure 4. Key epistemic criteria (Marias, 2012, p. 252).

2.2. Quantitative Method

The quantitative research approach is analyzed from outsiders' perspectives, while the qualitative research approach is analyzed from the insiders or the subjects' perspectives. The phenomenon under study in a quantitative study is isolated because this approach is guided by numerical indicators; the methodology of the study is formalized in advance, the structure of the study is rigid, and data are recorded using statistical means.

2.3. Qualitative Method

The term qualitative research encompasses several approaches that to some extent differ from one another. In addition, qualitative research focuses on two primary factors: using natural settings such as the real world, and capturing and studying the complexity within the phenomenon. Research studies indicate qualitative researchers recognize the phenomenon or issue and simplify what they observe in different dimensions of the study. For instance, as noted by Creswell (2007) and Lincoln and Guba (1985), the main goal of a qualitative study is to reveal the nature of multiple perspectives of experiences of a critical social phenomenon.

According to Leedy and Ormrod (2013), qualitative research studies serve four purposes:

Description. They can reveal the multifaceted nature of certain situations, settings, processes, relationships, systems, or people.
Interpretation. They enable the researcher to (a) gain new insights about a particular phenomenon, (b) develop new concepts or theoretical perspectives about the phenomenon, and/or (c) discover problems that exist within the phenomenon.

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Verification.   They allow a researcher to test the validity of certain assumptions, claims, theories, or generalizations within real-world contexts.

Evaluation. They provide a means through which a researcher can judge the effectiveness of particular policies, practices, or innovations. (p. 140).

Also, Cibangu (2013) attested that qualitative researchers interpret the social science meaning by evaluating social behaviors, because qualitative research helps to understand both grounds in the literature and the lifeworks surrounded to the phenomenon of the study. Qualitative study can be traced back to ancient Egypt in the 25th BC. A researcher conducting a qualitative research study is not just simply identifying the cause-and-effect relationship (Leedy & Ormrod, 2013).

2.4. Mixed-Methods Research

Mixed-methods research uses a combination of the qualitative and quantitative research approaches. Many researchers agree that when there is a problem in the methodology of a study the dimension of qualitative and quantitative research method is the most appropriate. Research studies indicate that mixed-methods studies are the most complex. Mixed-methods are the most complex, because a researcher is combining two different methodological approaches. A good mixed-methods research is one that effectively embraces the two research approaches. As a result, a mixed-methods study is the most challenging research a researcher can undertake, because it requires extensive research skills in both qualitative and quantitative methods. Leedy and Ormrod (2013) prescribed a researcher conducting a mixed-methods study should possess the following skills:

- Identifying focused and useful research questions
- Formulating and strategically testing hypotheses
- Choosing one or more samples that enable appropriate inferences about a larger population
- Controlling for confounding variables
- Creating and using measurement instruments that have validity and reliability for their purposes
- Conducting structured, semi-structured, or open-ended interviews
- Analyzing qualitative data (e.g., identifying units suitable for coding, applying the codes, discerning general themes, etc.)
- Drawing and persuasively arguing for reasonable conclusions from qualitative data (e.g., through triangulation, negative case analysis, thick description, etc.)
- Calculating and drawing inferences from descriptive and inferential statistics (p. 258).

2.5. Researcher Rationale for Principles-Based and Naturalistic Inquiry

The researcher's rationale for studying the adoption of IFRS as a naturalistic inquiry was based on understanding the resistance to change from GAAP to IFRS and embracing participants' acceptance of the existing rationale. The researcher was able to capture participants' experiences with the background problem in the study. The researcher and participants understood that the adoption cost of IFRS is high and similarities and differences remain under the two standards (Agostinho, 2004).

3. Research Design

The researcher utilized a qualitative research method design study and a phenomenological research approach. According to Jamal et al. (2008), the phenomenological research method design was an effective qualitative strategy approach to help evaluate the similarities and differences that presently exist under U.S. GAAP versus IFRS. Furthermore, as defined by Creswell (2009) "Phenomenological research is a strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants" (p. 13).

Tomkins and Eatough (2013) wrote that "in empirical phenomenological research, the notion of experience is the glue that binds otherwise fairly disparate readings of the philosophical legacy together" (p. 261). Boateng (2012) indicated that "the Focus Group Discussion (FGD), which is also referred to as group interviewing, is essentially a qualitative research methodology" (p. 54). As a result, the focus group was used to bring clarity to the semi-structured interview questions and to provide several participants the opportunity to validate their professional expertise by suggesting solutions to the research problem presented in Chapter 1 (Babbie, 2011). As a result, the focus group discussion (Creswell, 2007; Neuman, 2011) added value to the research project because the participants felt comfortable in sharing their thoughts about the resistance to change from GAAP to IFRS. Therefore, the triangulation of the research study consisted of bringing together data from individual interviews and a focus group, which lead the researcher to an effective method to evaluate the accounting technical differences that exist between rules-based and principles-based.

3.1. Research Question

The researcher designed the study to focus on the similarities and differences between GAAP and IFRS. The central research question was designed to address whether IFRS can be adopted optionally in the United States by 2016:

What are the similarities and differences between the financial reporting standards under GAAP versus IFRS?

There were also three sub questions in the study:

1. What is the optional adoption status of IFRS in the United States?
2. What are the accounting technical differences between rules-based versus principles-based?
3. How will the optional adoption of IFRS attract more capital investment in the U.S. market?

3.2. Sample Size

In order to determine a sample size, the researcher needed to address an important question: What is the appropriate sample size for a qualitative research study? The qualitative research study sample was gathered from 10 out of 20 CPA firms located in Miami Dade County. The sample of individuals from these CPA firms had a degree of knowledge on the official adoption date of IFRS in the United States. For instance, public accounting firms knew where many listed publicly traded companies and foreign firms could report under United States GAAP or IFRS by providing interpretation, comprehension, and

explanation of the principles-based standards. The participants in the study were contacted via telephone call and interviews were scheduled in advance. The sample consisted of individuals from 10 out of 20 CPA firms located in Miami Dade County to provide accurate results and not result in high computational cost. On the other hand, the researcher's primary intention was to avoid a small sample size, because it would be difficult to measure in practice and is likely expected to provide a poor quality result. Royset (2013) prescribed that "clearly, the number of possible sample sizes is infinite and the interaction between different stages of the calculations complicates the matter" (p. 266). As a result, the desire was to reduce possible sampling error; the researcher would create short computation time and develop a consistent approach (Royset, 2013).

3.3. Instrumentation

The primary data were generated by conducting semi-structured interviews and a focus group. The participants had extensive experience in the accounting industry. The interviews were scheduled individually for a period of 40 to 60 minutes to provide an opportunity for the participants to directly share their professional opinions about the optional adoption of IFRS in the U.S. market. The responses provided by the individual participants and a focus group allowed the researcher to gain an in-depth understanding of the convergence process from rules-based to principles-based.

The interviews were held in each individual accounting firm using pre-planned general open-ended questions (Creswell, 2009). Participants' answers to the semi-structured interview questions (Tennant & Fernie, 2013) were recorded, transcribed, and analyzed utilizing a qualitative approach. The researcher was guided by the previously mentioned process to get clarity and establish rapport with the participants in the study to better understand the resistance to the change to IFRS.

The six semi-structured interview questions with each individual accounting firm included the following:

1. What is the current status of the convergence process from GAAP to IFRS?
2. As a CPA, what challenges did you face in the adoption of IFRS in the United States and how the SEC would overcome them?
3. What are the accounting technical differences between GAAP and IFRS?
4. How will the adoption of IFRS in the United States impact the higher accounting education arena?
5. Can the adoption of IFRS attract more capital investment in the U.S. market?
6. How will the principle quality standards of IFRS protect investors' confidence in the U.S. financial market?

The researcher used the NVivo software to record each individual interview. NVivo is a qualitative data analysis software that helps users to organize and analyze unstructured data. A consent form was provided to each individual participant in the study (Creswell, 2009).

3.4. Procedures

The primary data of the research study were generated by interviewing individuals from 10 out of 20 CPA firms located in Miami-Dade County. The individual semi-structured interviews were held in each

individual accounting firm using open-ended questions, which enabled the researcher to develop the questions in advance. An informed consent form was provided to the participants in the research study (See Appendix E). Data collection included a minimum of a monthly visit for 40 to 60 minute recorded interviews with the semi-structured initial interview questions. The focus group interview was conducted in Carlos Albizu University with three participants for a duration of 2 hours. Six open ended interview questions were provided to the participants in the study to better understand the resistance to change from GAAP to IFRS (See Appendix F). The responses provided by the participants in the research study were mainly based on six open-ended questions. This enabled the researcher to further explore and understand the resistance to change from GAAP to IFRS based upon the responses provided by the participants in the study. The interviews were recorded utilizing NVivo software. Informed consent was provided to the participants for their authorization in the interview open-ended questionnaire analysis (See Appendix E). As a result, this provided an opportunity for participants to directly share their experience about the optional adoption of IFRS in the U.S. market. The aim of collecting the data in the research study was to analyze the participant responses based on the evaluation and comprehension of the similarities and differences that exists under the two accounting setting standards known as GAAP and IFRS.

4. Data Coding and Analysis Techniques

Creswell (2009) defined *coding* as "the process of organizing the material into chunks or segments of text before bringing meaning to information" (p. 186). The researcher gathered the data collected in the study and analyzed them utilizing coding patterns (Walsh, Rutherford, & Kuzmak, 2010).

As prescribed by Lu and Currie (2010) and mentioned by Fielding (2007), there are two types of general classification data: "1. Hierarchical Classification: methods that transform a raw data matrix, similarity matrix or dissimilarity matrix into a dendrogram; 2. Partitioning: methods that split the set of objects into groups" (Lu & Currie, 2010, p. 122).

4.1. Coding

Coding is understood as organizing the materials into chunks by bringing meaningful information together (Creswell, 2009). The coding was derived directly and inductively from the data. The researcher, when collecting data, used open discussion, data reflection, and negotiation skills to accurately classify the data into themes and categories. For example, the researcher used different codes to describe the data. The researcher developed a common coding system to describe responses (Creswell, 2009).

4.2. Classifying

The researcher classified the activities in the study by allocating smaller activities into similar activities. Fielding (2007) showed that the two types of classification are hierarchical classification and partitioning classification. In *hierarchical classification*, the researcher was able to transform the data collected from participants in a comparison and contrast position. In the *partitioning classification*, the researcher separated the participants into a focus group and individual participants (Lu & Currie, 2010).

4.3. Categorizing and Labeling

The researcher utilized an open coding method to label and categorize the data, which helped to establish categories and sub-categories. Pandit (1996) reinforced that axial coding is the process of forming main categories in the study. The collected data from the participants were categorized and analyzed using NVivo software (Akhavan & Jafari, 2006).

Data collection and data analysis should overlap to allow flexibility between the researcher and participants in the study by bringing new ideas and perspectives for discussion. The data collected during the interviews were related directly to the phenomenon of the study. Therefore, the process the researcher adopted to collect data from the participants in the study (Bogdan & Biklen, 1982) was working with data, organizing data, breaking data, summarizing data, searching new patterns, exploring new accounting research trends, and determining what the researcher could learn and tell others (Lawrence & Tar, 2013).

4.4. Data Analysis Critique Process

The data analysis critique process consisted of theme abstraction and categories. The researcher evaluated the qualitative study by embracing three aspects. The first aspect in the study was to find flexibility between the researcher and participants. The second aspect was to build trustworthiness and authenticity between the researcher and participants. For example, Agostinho (2004) indicated:

> The trustworthiness criteria of credibility, transferability, dependability, and conformability were operationalized by the following nine activities: prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, member checks, providing thick descriptions of the two cases, compiling an electronic audit trail (stored on CD-ROM to facilitate retrieval of data), and the maintenance of a reflexive journal for the duration of the study. (p. 11)

As a result, the authenticity of the study was obtained through open dialogue. The third aspect was to find useful information provided by the participants in the study by adding contribution value to the purpose of the study (Agostinho, 2004).

The researcher throughout the research study illustrated a sound quality judgment toward the adoption of IFRS in the U.S. capital market. For instance, Creswell (2009) indicated that good quality judgment in a qualitative study is expected to be complex and Lincoln and Guba (1985) affirmed that a good topic discussion should create a positive debate. As a result, Agostinho (2004) mentioned that the foundation of a qualitative study should be built on three criteria:

Quality criterion 1: Appropriateness of the research design

Quality criterion 2: Demonstration of rigor

Quality criterion 3: Usefulness of the research product. (p. 8 &11)

5. Quality, Credibility, and Ethical Issues

The research study should present with a degree of trustworthiness. In addition, the credibility of a research study should act as one singular voice, because Creswell (2009) pointed out that "qualitative reliability indicates that the researcher's approach is consistent across different researchers and different projects" (p. 190). Moreover, Singh and Shelton (2011) revealed that ethical issues can raise questions. For example, as prescribed by Crompvoets (2010), ethical issues can be prevented in a research study by providing credibility and transparency of the research work and by a high degree of scholarly competency. The researcher provided a consent form to each individual participant to prevent ethical issues from arising. A researcher's reflexivity is the triangulation of reliability, validity, and consent (Singh & Shelton, 2011). The data collection encompassed triangulation, integrity, transferability, trustworthiness, coding, classifying, and categorizing/labeling, and reflexivity researcher's voice (Leedy & Ormrod, 2013).

5.1. Integrity

Integrity in any field of research and profession is important. In the accounting profession, professional accountants build a reliable opinion to make a sound judgment (AICPA, 2009). For instance, the new generation of accountants, when dealing with two different accounting standards, are expected to have the ability to identify limitations based on the information provided, assure the completeness of the information, promote accuracy and reliability of the information, and critically assess the information. In any event, integrity in the accounting profession is measured under completeness, currency, accuracy, and authorization (Berger & Boritz, 2012).

5.2. Triangulation

Triangulation in the social sciences consists of gathering data through several theories or research methods. Jick (1979) defined triangulation as several strategies to be reinforced in the study phenomena. Empirical research studies indicate that triangulation can take many forms, such as theoretical triangulation, data triangulation, or research triangulation (Hopper & Hoque, 2006; Hoque & Hopper, 1997).

The most popular triangulation method is theoretical triangulation, because it considers different factors from the social phenomena (Hopper & Hoque, 2006; Hoque & Hopper, 1997). For example, in accounting research studies, the triangulation method that accountant scholars usually adopt is theoretical triangulation. Theoretical triangulation (Covaleski, Dirsmith, & Samuel, 1996; Hopper & Hoque, 2006; Humphrey & Scapens, 1996) creates a particular theory rather than forcing the data to create a category. As a result, a triangulation theory use different factors and perspectives to examine the research problem. For example, the researcher needed to hear different participants' opinions in the research study to create constructive criteria. Therefore, the triangulation theory was constructed by accounting organizations and society (Hoque, Covaleski, & Gooneratne, 2013).

5.3. Transferability

Transferability is understood as external validity or generalizability. It depends (Crawford, Leybourne, & Arnott, 2000) on which research context the researcher wants to use to address the transferability in the study (Nicholson, Lindgreen, & Kitchen, 2009). In qualitative research, transferability

is applicable in a specific context because the notion of specific context provides external validity functionality (Guba & Lincoln, 1989; Lincoln & Guba, 1985). As a result, transferability dictates where the specific context of the research should be held by including time, context, and place. Transferability is the categorization of significant rules, research assessment, and facilitating a degree of influence to social science studies (Sinkovics, Penz, & Ghauri, 2008).

5.4. Trustworthiness

In qualitative research studies, trustworthiness is the extent of verification standards (Schwandt, 2001; Yeh & Inman, 2007). The relationship of trustworthiness and reliability is ideal, because in a qualitative research process the researcher is able to identify any bias, revise the accuracy of participants' statements, and challenge the views of the data collection among verification strategies (Morrow, 2005). For instance, Creswell (2007) attested that trustworthiness and credibility verify and evaluate qualitative data. The researcher's reflexivity is the trustworthiness and credibility of a study (Corbin & Strauss, 2008; Morrow, 2005; Patton, 2002). Therefore, Morrow (2005) suggested that trustworthiness is researcher reflexivity (Singh & Shelton, 2011).

6. Reflexivity and Researcher's Voice

Reflexivity is a word that differentiates a qualitative study from a quantitative study (Hsiung, 2008). The key concept of reflexivity has reshaped the world of qualitative research. Most importantly, reflexivity (Guillemin & Gillam, 2004) in the study guaranteed and validated the resistance to change from GAAP to IFRS (Cui, 2012).

Reflexivity proposes a method of ethnography that is traced back to anthropology. The researcher maintained a neutral position, was unbiased, and did not make any judgment calls, but rather understood participants' responses and experiences with the convergence process from rules-based to principles-based. The researcher took different elements into consideration such as research value, assumptions, and biases. As a result, the researcher pursued rigorous neutrality and objectivity to collect the data, analyze the data, and write up the results. Therefore, reflexivity is defined as "self-awareness and an awareness of the relationship between the investigator and the research environment" (Lamb & Huttlinger, 1989, p. 766). This supports the researcher's position, identity, interest, values, and findings in relation to the study (Kanyangale & Pearse, 2012).

With regard to the phenomenological perspective, the researcher brought his individual experience, personal background, and pre-existing understanding of the research phenomenon (Finlay, 2002). Credibility and validity served as the active voice in the study, because reflexivity is a learning aspect that is delivered as a reflection method. In this study the researcher utilized a phenomenological research approach by addressing one central question: What are the similarities and differences between the financial reporting standards under GAAP versus IFRS?
As a result, the methodical process allowed the researcher to learn from the participants, others, and the research content to shed new meanings about the adoption of IFRS from a theoretical, ethical, and epistemological aspect, departing from a reflexivity conceptuality (Kanyangale & Pearse, 2012).

The researcher, by using reflexivity, encouraged participants to be comfortable when discussing the research topic. In order to maintain ethical quality standards the researcher provided a consent form to the participants to prevent any negative impact on the study and participants' emotions. The grounds of reflexivity are planning, conducting, and writing up the research. This process involves a crucial reflection of knowledge. In this qualitative study, the researcher built a professional relationship with participants by gaining valuable results (Cui, 2012).

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