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Redes sociales como estrategia y las competencias digitales de docentes

Social networks as a strategy and digital competences of teachers

Oscar Rojas Carrasco
Marlenis Marisol Martínez-Fuentes
Andrés Farias
Universidad Miguel de Cervantes, Santiago de Chile
ORCID. https://orcid.org/0000-0002-6739-555
https://orcid.org/0000-0002-5926-599X
https://orcid.org/0000-0003-3644-2698
Correos electrónicos:
oscar.rojas@umcervantesecontinua.cl
marlenism3@gmail.com
jose.farias@profe.umcervantes.cl

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Resumen: En este artículo sobre las redes sociales como estrategias y competencias digitales a nivel de la educación superior. El objetivo fue determinar las redes sociales como estrategia y las competencias digitales de docentes en los postgrados de Magíster a Distancia de la Universidad Miguel de Cervantes. La metodología centra en el enfoque cuantitativo, bajo una investigación descriptiva, donde se examinaron a 56 profesores y un cuestionario tipo Likert. Los principales hallazgos se ha verificado que las redes sociales como estrategia pueden ser positivas para conducir el magíster; los profesores logran fomentar la participación de los educandos en las diversas actividades.

Palabras clave: Redes; Sociales; Estrategia; Competencias; Digitales.

Abstract: This article about social networks as strategies and digital competences at the higher education level. The objective was to determine the social networks as a strategy and digital competences of teachers in the postgraduate distance learning Master of the Miguel de Cervantes University. The methodology focuses on the quantitative approach, under descriptive research, where 56 teachers and a Likert-type questionnaire were examined. The main findings verified that social networks as a strategy can be positive to conduct the master's degree; teachers manage to encourage the participation of students in various activities.

Keywords: Networks; Social; Strategy; Competencies; Digital

Introduction

In the globalized world, the training process is constantly undergoing transformations and evolutions. The challenges outlined in these transformations have been the subject of constant examination in various studies carried out in Latin America. Hence, the knowledge society is immersed in the collectivity of knowledge in an integrative manner and where education plays a determining role in the production of tactics or projects in terms of putting knowledge into practice (Aranguren, Franco & Silveira, 2016).

In that sense, social networks in the universe have expanded vertiginously in all administrative, political, environmental, economic areas and, especially in university educational contexts. Its major expansion has originated as a result of the sanitary crisis that has been experienced in recent years on the planet; accessing constant management through various technological tools. Therefore, in Latin America, its use has achieved the incorporation of a large number of subjects who connect through it to be in tune with the events occurring in the world.

For their part, Gómez et al. (2018) reflect that social networks at the higher level are intended for interpersonal interconnections that benefit the training and obtaining of competencies to all teaching staff working in universities. This has represented an innovation in the classrooms, since routine teaching schemes have been left aside and more interactive spaces have been incorporated, opportunities to handle deeper and more varied information with the use of technology and social networks.

Similarly, competencies have been one of the most widely used conceptions in learning and pedagogical discernments in postmodern times. Acevedo-Duque et al (2020) thought: competencies are constituted by everything that has to be learned, executed and put into practice what is assimilated in the promotion of skills, values and feelings that are immersed in training and instruction. Namely, the competences are focused on how the subject must acquire learning, emotions, talent and skills in any environment.

Therefore, digital competencies are understood as the talent to integrate and manage technology for educational purposes which involves the grouping of appropriate generic competencies in order to offer effective learning to students. Likewise, they are linked to the essential knowledge that is obtained, in a general way, which affects innovative, creative, led, interconnected thoughts and with a view to providing spaces for reflection and synergy in education (Torres-Flórez et al., 2022).

Now, in Chile, social networks have been affiliated with a major boom in universities, reason why they have been considered very valuable tools to guide teaching in students in distance education; favoring interconnection, effectiveness and correspondence between teacher and student and influencing academic

excellence (Cabrero et al., 2019). At the same time, it has accessed the use of technological tools that have been managed to enhance digital competencies in teachers and applicability with the use of platforms.

In this context, the University Miguel de Cervantes is located in the Metropolitan area of Santiago de Chile, offers undergraduate, diploma, postgraduate and master's degrees in education. In particular, the distance learning master's program, where it offers the Master's in Education with a focus on Curriculum and Evaluation Based on Competencies and the Master's in Education with a focus on Quality Management, both are developed through the use of the Moodle platform.

Hence, many teachers point out the importance of managing social networks as a strategy and strengthening digital competencies; however, there is a group of teachers who have had difficulties in the proper use of some social networks to enhance the knowledge of students and thus achieve adequate learning. Also, they have had limitations in motivating all students to actively participate in the discussion forums, which represent a unique opportunity to share all their knowledge with the teacher who conducts the subject and other classmates.

On the other hand, some professors stated that there is little encouragement in the construction of knowledge that benefits the development of digital competencies that induces the appropriation of information tactics, interconnection, collaborative learning, management of mechanisms, digital tools and innovation of the contents of the various branches that are taught in both master's degree programs.

Due to the above premises, improvements are sought to mediate the situation experienced by teachers, therefore the following research was carried out to determine the social networks as a strategy and digital skills of teachers in the postgraduate distance learning Master's program at the Miguel de Cervantes University, as an alternative to enhance human talent with technology and, therefore, in the requirements that are merited in the management of digital platforms and tools.

Development

Social networks are social structures that are formed by a grouping of individuals in which they are interconnected by one or several particularities of interactions and interceded by technological platforms that are part of the channel of exchanges that enable the dynamism between them. Lima and Vargas (2020) conceptualized social networks as a system that enables the creation of connections with other users and environments to collaborate with information and provoke the construction of interconnections and interactions between dissimilar subjects. Social networks access the interaction with other subjects where they maintain dialogues and spaces for the reciprocity of knowledge, thoughts and discernments.

Meanwhile, Cubero (2021) emphasizes that social networks have become connected to education as mechanisms that progress towards communicational environments of training and cooperation, where their care in being applied has had a lot of development in an exponential way; therefore, social networks as a strategy in educational contexts as a function of strengthening teaching and, in turn, affects the academic performance of students. In addition, they have great technological potential, because they offer a variety of services and benefits for the subjects that use them as they represent an adequate communication, break borders anywhere and give access to international level.

Social networks are valuable for teachers as a strategy, because they allow them to share information and set collaborative work environments, agreeing with a more dynamic, proactive, flexible training and with participatory evaluations among each of the students; in turn, it allows teachers to enhance their digital skills to perform a better job and emphasizes more appropriate and authentic decision making (Salinas, 2020).

In social networks, Casimiro et al. (2022) pointed out that in the structure of social networks that can be implemented by teachers; there is the dimension of virtual environments whose purpose is to specify spaces that provide the diversification of teaching features at different levels. Also, there is the functionality that allows the connection and dynamizes the process of training and instruction between teachers and students.

Also, there is the learning component, according to Intirago-Cedeño et al. (2022), focused on the use of methodologies and tools that access to facilitate instruction so that students can achieve autonomy capabilities, solutions to difficulties, creative thinking, greater impetus to collaborative work and a holistic education. From there, learning must be focused from an innovative perspective on a par with technology, to the production of thoughts, in the construction of valid and reliable knowledge to be taken to praxis and society.

At the same time, it involves meaningful learning centered on the one that involves previous knowledge of the learner and this accesses to fix a meaning of what has been learned and thus to be able to use it in other situations. This arises when there is current information obtained through the retention of the cognitive that precedes the student, that is, when the current knowledge is obtained in a fundamental, coherent, systematized and coexistent way at the level of knowledge. This learning coupled with social networks as a strategy, is exhibited by being spaces in which the interconnection between student-teacher includes cooperating, favoring, helping and exchanging information of interest, specifically as a channel of socialization and entertainment.

In this order and direction, digital competences in university education, much emphasis is placed on the use of technologies and communication channels as one of the essential commitments in teaching and for social cooperation; in this sense, it is undoubtedly that the scientific advance of technology, it is necessary that teachers and students in distance education form the solid foundations to settle the competences that allow them to develop in a creative, innovative and authentic way.

In this regard, Orosco et al. (2020), digital competencies is the grouping of the potential that allows teachers to take advantage of digital tools to facilitate the teaching process in an independent, participatory and permanent way. At the same time, it allows teachers to incorporate tools for the development of academic and competitive aspects, based on knowledge, skills, abilities and skills in their professional education.

Digital competencies in university teachers are considered as deeply effective tools that access to intervene in the ways, understandings and processes. Through these competencies, teachers hone in on the talent to develop skills to deliver knowledge and foster innovation; in essence these competencies become a key resource to promote relevant changes in students' behavior, optimizing their skills, knowledge and qualities, with the purpose of fostering their creativity and talent to manage new thoughts.

Digital competences involve the grouping of creativity and innovation, problem solving, learning to learn, particular commitment, appropriation of technologies, use of information and participation. Therefore, it is essential to train digital competencies in teachers at university level, which is why they must be competent to be in tune with the current information, to be trained in research skills, to appropriate the construction of interconnected knowledge, to be updated in the use of various platforms and digital tools.

Therefore, in the thinking of Levano et al. (2019), digital competences involve the Information and Communication Technologies that group the technologies to manage information and transfer it from one place to another; covering a wide group of solutions in which data is stored, stored and can be retrieved immediately, namely, the technology is part of the use of computer media to collect, solve and disseminate all types of information in the diversity of institutions.

Likewise, there is the dimension of virtual platforms that correspond to online spaces where teachers and students collaborate with information and where they can clear uncertainties, consultations and the estimation of their participation in forums, quizzes and virtual tests; what is relevant in this is that the student must have access to the Internet, computers or mobile devices.

Based on the above, the methodology used, in the present inquiry, was in a quantitative approach with a cross-sectional design of descriptive typology (Hernández-Sampieri & Mendoza, 2018). Likewise, the

population examined consisted of 56 teachers who teach the Master's Degree in Education mention in Curriculum and Evaluation Based on Competencies and Master's Degree in Education Mention in Quality Management at the Miguel de Cervantes University. In order to obtain the information, an anonymous survey was used as a technique that was applied in May 2022, using a Likert-type scaled questionnaire with five response alternatives, which was sent by Internet to teachers with due consent. The SPSS for Windows, version 25, was used for data processing, as well as descriptive statistics to examine the particularities of the participants.

Regarding the results, this symbolizes the grouping of strategies, methodologies and inquiry tools focused on precise demonstrations by means of numerical statistical studies through examinations or the application of questionnaires (Carrasco, 2019). Therefore, we proceeded to the development of the instrument where the operationalization of the variable with its dimensions and indicators was taken into account; it was given a validation by means of expert opinion and then proceeded to carry out the reliability of the same, obtaining a fairly significant value for its reliability.

Subsequently, the Statistical Package for Social Sciences (SPSS) was used, providing the observation of the data obtained from the application of the research instrument to the teachers. Descriptive statistics were also used, which allowed the information to be methodically organized for analysis. In synthesis, once the descriptive statistics were applied, the data were presented by means of tables that allowed the information to be arranged in rows and columns, making the respective analysis, supporting the results with studies related to it, the following is presented:

Dimensión	**Indicador**	**Ítems**	**% Muy de acuerdo**	**% De acuerdo**	**% Neutro**	**% En Desacuerdo**	**% Muy en Desacuerdo**
Entornos virtuales	WhatsApp	1	0%	79%	0%	21%	0%
	Facebook	2	0%	61%	14%	25%	0%
	Instagram	3	0%	75%	11%	14%	0%
Aprendizaje	Aprendizaje significativo	4	0%	65%	8%	27%	0%
	Aprendizaje participativo	5	0%	0%	13%	64%	23%
	Aprendizaje colaborativo	6	0%	0%	16%	59%	25%

Table 1: Variable: social networks as a strategy

Own elaboration`s source

Table 1 shows the synthesis of the percentages reached for the variable social networks as a strategy, it is accurate in the alternative Strongly Agree with 72%, 15% remained neutral and 13% in Disagreement, in which the virtual environment symbolizes the interaction and use of the application of Whatsapp, Instagram and Facebook, revealing that teachers use them to interact synchronously and asynchronously with students; enhancing learning and influencing a dynamism in it.

These results, previously raised are supported by Cedeño and Murillo (2019), virtual environments provide the transformation of the characteristics of teaching at the university level, because it has functionalities that must have access to an appropriate and active interconnection between all those who collaborate in the process. In addition, Roncancio's (2019) inquiry, virtual environments offer favorable environments for the crystallization of understandings from the interaction between teachers-students in teaching and, optimizes the use of techniques, didactic resources and appropriate mechanisms for the formation of students; likewise, the consolidation of precise teams to make actions aimed at strengthening learning.

Similarly, the dimension related to learning is observed in the learning indicator, 65% of which was located in the alternative in agreement, it urges learning that induces the student to internalize what he/she interacts on the platform. However, 62% were located in the Disagree category and 24% in the Strongly Disagree alternative, and the participatory and collaborative learning is not achieved, which is why there is a lack of competencies that have an impact on motivation, communication and empathy among those involved in the platform.

The aforementioned findings contradict what Cabrera and Tapia (2023) stated: collaborative learning enhances the interconnection among students and groups of students through socialization, unification and diversity as an essential component for their instruction. Therefore, teachers must manage digital strategies in which they can establish relationships together to achieve the proposed goals. Also, as stated by Altamirano (2018), collaborative learning together with social networks has high benefits, because they allow the construction of understandings that intervene in the interaction of teams; respecting and admitting the reasoning of each of the learners that make up the group and the intellect of the members is exposed in accepting suggestions or criticisms that can be generated.

Dimensión	**Indicador**	**Ítems**	**% Muy de**	**% De acuerdo**	**% Neutro**	**% En Desacuerdo**	**% Muy en**

			acuerdo				**Desacuerdo**
Tecnología de la Información y Comunicación	Conocimiento	7	0%	73%	6%	21%	0%
	Habilidades	9	0%	75%	11%	14%	0%
	Capacitación	8	0%	18%	7%	75%	0%
Plataformas Virtuales	Plataforma Moodle	10	0%	61%	14%	25%	0%
	Componente cognitivo	12	0%	75%	7%	18%	0%
	Componente afectivo	11	0%	21%	5%	74%	0%

Table 2: Variable: Digital competencies

Own elaboration`s source

Table 2 shows that 73% responded in the alternative Agree that they have the knowledge for the management of Information and Communication Technology and 21% were in the category Disagree. Meanwhile, 75% indicated in the alternative Agree that they have sufficient skills for the appropriate use of technology, which leads to say that teachers have the necessary strengths for the proper use of technology and that they are able to conduct virtual learning. The study conducted by Poveda-Pineda and Cifuentes-Medina (2020) support these results when they state that the use of ICT by teachers in virtual classrooms transcends to a mix of strategies that promote the benefit of online digital mechanisms and meaningful learning for the learner.

Meanwhile, the results obtained in the training indicator show that 75% responded in the Disagree alternative that they need to be more updated in the management of ICTs to access the insertion of a diversity of digital resources. This is in line with Bernate and Fonseca's (2023) thinking, constant training in ICT practices and skills is essential to achieve environments in which motivation, participation and management of digital tools with students is encouraged and, in turn, enhances the professional and particular capacity of teachers.

In this sense, in the Moodle platform indicator, 61% indicated in the alternative in agreement they have the digital competences that induce the effective management of the platform, which makes it clear that the teachers, for the most part, have the necessary knowledge for the execution of the activities programmed in the platform for the students studying the Masters in Curriculum and Evaluation Based on Competences

and Quality Management. Likewise, 75% were located in the category Agree the cognitive component is encouraged among students. These findings are in line with Torres-Flórez et al. (2022), digital competences in the use of platforms allow the teacher to be involved in particular teaching environments in the subject he/she is teaching, taking advantage, at all times, of the informal, technological, didactic, didactic, values, responsible and committed to distance education.

However, in the affective component indicator, 74% disagreed that this component should be strengthened because it is necessary to make more emphasis on the online environment that is more attractive, more motivating and interactive for the students. These findings are far from Flores' (2022) approach, the affective component should be focused on improving students' discernment and skills on emotions in order to optimize the challenges posed by the use of virtual platforms, strengthening interpersonal relationships between teachers and students as a way to achieve the programmed activities and academic excellence.

Conclusions

In order to respond to the objective of determining social networks as a strategy and digital competencies of teachers in the postgraduate distance learning master's degrees at Miguel de Cervantes University, it has been verified that social networks as a strategy can be positive to conduct these master's degrees at the University under review; teachers manage to encourage the participation of students in the various activities that are planned on the platform; influencing the promotion of critical thinking, innovative, communicative skills, meaningful, collaborative and participatory learning. Likewise, it has been revealed that digital competencies must be adequately developed because they are fundamental to effectively manage social networks and other technological mechanisms indispensable for distance learning.

Also, social networks as a strategy and digital competencies symbolize an integrative, competitive, participatory and collaborative component, because it facilitates the teaching process towards the consolidation of skills, abilities, cognitive components, affective, be more proactive and innovative. In addition to this, it must be immersed in pedagogical foundations, where the teacher groups behaviors, conscious and collaborative actions aimed at transforming aptitudes in students and, therefore, teachers in carrying different methods that induce to strengthen didactic perspectives, ethical values and an authentic training in tune with Information and Communication Technologies.

In the same way, social networks as a strategy and digital competences should be immersed in connectivism because they provide interactive elements in which it is sought to enhance the development of competences, capacities, knowledge and skills in the management of them; combining the participation and connection

of nodes of examination of self-sufficiency, autonomy and consolidation of understandings in virtual learning in an effective and appropriate way for students.

However, the reflections made based on the findings found, we cannot leave aside the deficiencies found in the study related to the permanent training that teachers should have to optimize the management of ICT, for this teachers are urged to be updated through courses, participation in conferences, seminars or others that have an impact on the professional training of teachers and, in turn, provide them with updated tools that allow them to move forward with more interactive, interesting, innovative, motivating learning and have an impact on students to be able to transform any environment in which they work and be transposed to the university context, its link with the environment and society.

Another weakness was centered on the affective component, which is essential to be developed in all the activities planned in the platform, since it enhances interpersonal intelligence, the skills to establish emotional interconnections between teachers-students, as well as to humanize the perception of the efforts, what is felt, the flexibility to understand the tasks in real time and to perceive the opinions of other colleagues, and also to deepen competences to solve conflictive situations and to be able to be communicated in an effective way to the teachers.

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