Grupos de trabajo administrados por redes sociales como apoyo a la práctica docente

Working groups managed by social networks as support for teaching practice

Os grupos de trabalho geridos por redes sociais de apoio à prática de ensino

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Resumen

El manejo de estrategias didácticas como apoyo a la práctica docente se diversifica, sobre todo si se considera a las TIC en la mayoría de los casos no como un aliado al momento de administrar planeaciones de cursos presenciales y distribuir horas complementarias que el estudiante debe realizar, sino como una barrera para el control y seguimiento de las planeaciones establecidas. Actualmente el uso de las redes sociales está permeando el modo de vida de los seres humanos, por lo que se ha convertido en un medio de socialización de gran demanda a nivel mundial. El presente artículo describe los resultados de un análisis realizado a grupos de trabajo específicos que el docente utiliza como apoyo en sus clases, conformados por estudiantes de ingeniería y algunos del sector salud.

Palabras clave: redes sociales, aprendizaje colaborativo, grupos.

Abstract

The management of teaching strategies as an aid to teaching practice gets diversified, especially considering ICT in the majority of cases not as an ally at the time of manage planning of courses on-site and distribute complementary hours that the student must perform, but as a barrier for the control and monitoring of the established planning. Currently the use of social networks is permeating the life style of the human beings, so it has become a means of socialization of high demand around the world. The present article describes the results of an analysis performed to specific work groups that the teacher uses as support in their classes, formed by engineering students and some of health sector.

Key words: social networks, collaborative learning, groups.

Resumo

A gestão de estratégias de ensino para apoiar diversifica prática de ensino, especialmente quando você considera as TIC na maioria dos casos não como um aliado na gestão de planejamentos de cursos e distribuir horas adicionais Os candidatos devem realizar, mas como uma barreira para o controle e monitoramento de planejamentos estabelecidos. Atualmente, o uso das mídias sociais está permeando o modo de vida dos seres humanos, por isso tornou-se um meio de socialização em grande demanda em todo o mundo. Este artigo descreve os resultados de uma análise de grupos de trabalho específicos que o professor usa para apoiar em suas aulas, compostas por estudantes de engenharia e alguns do sector da saúde.

Palavras-chave: redes sociais, grupos de aprendizagem colaborativa.

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Introduction

The education world cannot remain oblivious to social phenomena as the one mentioned, as the form as people communicate is changing.

The use of Information and Communications Technologies (ICT) at the Higher Education has been one of the main factors of induction to change and adapt to the new ways of thinking of the different sectors of society. In the academic area, these tools have facilitated to a great number of students the access to information, significantly modifying the process of teaching and learning (López de la Madrid, 2007).

The use of social media in higher education has acquired an important role since facilitates the interaction between students and teachers, and adapt in the classroom according to the student interests. The collaborative learning is the Exchange and development of knowledge of small or large groups aimed to the achievement of academic objectives. Can also be said that the collaborative learning increases the motivation of all the members of the Group towards the objectives and learning content, mainly in education (Sans, 2009).

Diversity in social networks is part of a demand and need within ICT, since they allow the user to choose the best option according to his preferences. The success lies in its use characteristics, in the public and the activities that can be performed in each of them. According to its impact around the world they can enlist in function and importance: 1. Facebook, 2. Twitter, 3. Myspace, 4. Ning, 5. Instagram, 6. Fotolog, 7. Hi5, 8. Sonico, 9. Tuenti, 10. LinkedIn. The functionality of these networks includes aspects such as sharing videos, images, publications, send direct messages to any friend, create friends lists, and mainly to encourage the creation of groups (Humanante Ramos, García Peñalvo, and Conde-González, 2016). With regard to its use importance, highlights that offer a great amount of tools and opportunities to improve the interaction between them various social sectors, mainly with the community of students and teachers, who are allowed to take make the most of the ICT (Vidal Martinez, Fortuño, and Cervera, 2011).

The impact of mobile devices has fostered the usability of social networks from anywhere and generated user mobility. So, there are people detached from fixed devices such as desktop computers and wireless communication linked to users, promoting communication Wi-Fi. Increased demand devices are smartphones, tablets and laptops, all phones that use different operating systems: Android, IOS, Windows and Linux. With regard to the demand for use of social networks, according to analyzes

obtained and provided, Facebook is positioned above all with 85% (Humanante Ramos Garcia Peñalvo, and Conde-González, 2016) (Vidal Martinez, Fortuño, and Cervera, 2011).

WORK GROUPS

One of the reasons that successful social networks is their promotion of collaborative exchange and group interests. The work is a link that allows you to select specific groups of like-minded people together, to share trivial activities or group work. In these working groups can generate unique spaces to share updates, photos, documents and / or sending messages to other group members.

For group work in social networks common criteria such as classification of public, closed and / or are still secret. The most used social network in the world, Facebook, has very clear roles groups according to their category. The description of these can be seen in Table 1 (Facebook, Servicio de Ayuda, 2016).

Table 1. Requirements for creating groups

Descripción	Público	Cerrado	Secreto
¿Quién puede ver la descripción del grupo?	Cualquiera	Cualquiera	Miembros actuales y anteriores
¿Quién puede ver las publicaciones de los miembros del grupo?	Cualquiera	Solo miembros actuales.	Solo miembros actuales
¿Quién puede encontrar el grupo con una búsqueda?	Cualquiera	Cualquiera	Miembros actuales y anteriores
¿Quién puede unirse?	Todo el mundo puede unirse y cualquier miembro puede invitar a alguien.	Todo el mundo puede solicitar unirse y cualquier miembro puede agregar o invitar a alguien.	Cualquiera pero tiene que agregarlo o invitarlo un miembro.
¿Quién puede ver los miembros del grupo?	Cualquiera	Cualquiera	Cualquiera
¿Quién puede ver el nombre del grupo?	Cualquiera	Cualquiera	Miembros actuales y anteriores

In Table 1 you can see that, according to established criteria, the social network Facebook has an advantage over the other social networks. Their reasons are compared with those of other social networks:

- **Twitter** has the drawback that when creating a group allowed only 20 members.
- **In MySpace** group it can be seen by everyone even if they are not included in it, which is not convenient because you only have a privacy option.
- **In Ning** only two privacy options, which are electing members or public groups. Once you have created the group privacy options, and can not be changed.
- **On LinkedIn** there are only two privacy options: the first administrator must choose or accept who can join the group, in the second any member of LinkedIn can join.
- **Sonic** is a social network expires, but when it was running had the characteristic that the groups were communities of users with common tastes and interests. Its members could participate in forums, share photos, videos, events and messages. Each group had its personalized level of privacy.

If some social networks with greater demand today are compared, it turns out that Facebook is the only one that meets the requirements for creating groups that are accepted by the user community, besides adapting to the needs of a specific sector for example, educational (Panckhurst and Marsh, 2011).

Importance of Facebook in education

Facebook's greatest strength and what makes it interesting for a possible educational use of collaborative nature, is its high penetration rate in the world population. It is one of the communities worldwide with the highest number of followers.

Facebook offers the services are free and provided online. One of the biggest facilities that Facebook offers is the location of people using their email and their interaction possibilities. As 'user' each person invites others to join their social network to exchange messages, pictures, videos, links, groups; Facebook is the social network that best fits the collaborative work and competency-based approach, since it is possible to generate portfolios of evidence and academic when exchanging documents histories, promote evaluation and follow its participants through strategies like forum for group and / or participation chat for individual communication.

In Spain, 75% of Internet users use social networks, becoming the fifth country that most uses, surpassing France and Germany.

Facebook is present in most Spanish institutions of higher education, with an average of 8,400 fans, 58% of them are students. Universities greater presence in the network are IE University, the Open University

of Madrid, the European University of Madrid and the University of Navarra (Gómez Aguilar, Roses Campos, and Farias-Batlle, 2012).

Countries that adopted Facebook as a means of learning are:

1. Spain
2. New Zealand
3. France
4. Germany
5. United States
6. Brazil (Sociales, 2011).

MANAGE GROUP

A closed Facebook group is a virtual space for members join according to common interests or connections. Group members can start discussions and feedback, share photos, videos and documents, plan events and add other members to the group (Leon, 14).

Group Manager

The group administrator can send messages, create publications, advertisements, and so on. It is the only one that can access the management functions and change these permissions.

Widespread activities performed in a closed Facebook group, are:

- Upload files.
- Share documents.
- Share photos / videos.
- Make debates.
- Make surveys.
- Make publications (Facebook, Servicio de ayuda, 2016).

Common reactions to the community of a group performs on Facebook, they are:

- **Viewed.** This is an option that is being deployed to all users and allows see who has seen the entries in the group's wall. This way you can know exactly what people have seen what is written in the group. Notice it does not say read but seen, so this feature does not allow to know if you've read anything, because the fact of displaying a group does not mean that its content is read.
- **Me gusta.** Becomes more significant publication and also indicates when a publication like either a working paper, photos, video, message, and so on.
- **Publications.** Are used to display any topic you think might be interesting for students, for example, tasks related to the educational environment links, news and so on. All publications appear in the workgroup and can be displayed in the news section of people who are included in the group.
- **Comments.** In a Facebook group consist of discussion of an issue or give views on what has been published and are interested in this case students and teachers in the group.

Statistics of cliques on Facebook

Closed groups that rely on Facebook led to the realization of this work. For this, the experience of four years of work with groups of some top-level teachers who teach in person in the areas of engineering and the health sector was gathered, all the UAGro (Autonomous University of Guerrero, Mexico). ten information cliques with features like those described in Table 2 was collected.

Table 2. Working groups analyzed

Grupo	Población	Área de conocimiento	Carrera	Institución
Objetos de aprendizaje	31	EFI	IC	UAI-UAGro
Plataformas CMSyLMS	24	EFI	IC	UAI-UAGro
MTICTOPO2013	38	EFI	ITyG	UAI-UAGro
CMTICCIVILSEP	46	EFI	ICivil	UAI-UAGro
Lógica-matemática &all	26	NAB	IC	UAI-UAGro
MTICCOMP13	31	EFI	IC	UAI-UAGro
Taller de sexualidad 601-602-603	55	EFP	LE	UAE-UAGro
Ingeniería en computación semestre único	24	EFI	IC	UAI-UAGro
Ingeniería de Software matutino	36	EFP	IC	UAI-UAGro
Tareas UAI 5to semestre	39	EFP	IC	UAI-UAGro

Ten groups created since the period 2013-2016, with diverse populations concentrated. The subjects which were applied mostly have to do with issues related to the management of ICT and the application of these as support tools. The materials were related to the Institutional Stage Training (EFI), the Stage Training (VET), the Academic Core Basic (NAB); besides belonging to races like Computer Engineering (IC), Engineering Surveying and Geomatics (ITyG), Civil Engineering (ICivil) and Nursing

(LE), and all the assigned races to the Autonomous University of Guerrero (UAGro) of Academic Engineering Units (UAI) and Nursing (UAE).

The analysis was to evaluate aspects measurable and observable actions "seen", "like", "comment" and "publications", which were quantified individually; percentage results were obtained to determine which of the actions described impacted more for those who formed the groups. The results were mixed and concentrated in Table 3.

Table 3. Result data obtained from the groups

Grupo	Visto	Publicación	Comentarios	Like
Objetos de Aprendizaje	62 %	12 %	8 %	18 %
Plataformas CMSyLMS	45 %	20 %	25 %	10 %
MTICTOPO2013	45 %	30 %	15 %	10 %
CMTICCIVILSEP	35 %	30 %	30 %	5 %
Lógica-matemática&all	47 %	28 %	20 %	5 %
MTICCOMP13	57 %	25 %	13 %	5 %
Taller de sexualidad 601-602-603	57 %	33 %	5 %	5 %
Ingeniería en computación semestre único	55 %	31 %	9 %	5 %
Ingeniería de Software matutino	57 %	23 %	13 %	7 %
Tareas UAI 5to semestre	57 %	28 %	10 %	5 %
Total	60 %	20 %	15 %	5 %

The results are percentage, where the "Visto" action is considered as the basis for this analysis, generally followed the others as "Publishing", "Comment" and "Like". Some considerations are made.

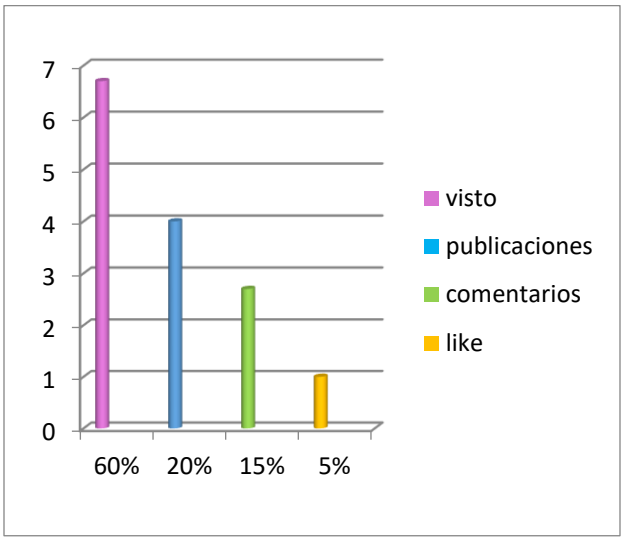
ANALYSIS

According to the categories analyzed in each group the following results were obtained:

- **Viewed.** With a 60% understood that social networks and in this case especially the management of closed Facebook groups, are being used by the educational community mainly to update and communicate instantly. It is an excellent way for users to be given by aware of the activities that take place there.
- **Ublications.** On this indicator with an overall share of 20%, we can say that sharing documents is a common task and accepted by users. It was detected within the analyzed groups share these documents as a significant support to the teaching process during a set period.
- **Comments.** This indicator is taken as a reference for publications. A rule of cliques was not published, so communication among members was through publications set by the administrator of the group, which was always a teacher and who found a way to manage tasks entrusted with this indicator fifteen %.
- **Me gusta.** The indicator "Like" or "Like" is ranked last 5%. For these information and consultation activities it was not important review, so it was little used by the members.

Based on the results analyzed and interpreted to Figure 1 corresponding Figure 1 where the overall results of the analyzed groups are presented according to the four criteria was generated: seen, publications, comments like.

Figure 1. Overall Group results



CONCLUSIONS

After analyzing the behavior of cliques of a representative sample might be interpreted some considerations:

- With a total population of 350 students divided into 10 groups and an average of 35 students per group, you can determine that the collaborative work supported with skills that apply in this intitución, can adopt as a means of support for classroom activities teachers use a social network for monitoring, control and sometime partial evaluation of the planning of the semester in turn.
- It is considered that to adopt a social network as a monitoring tool and / or support for a specific period of classes is not unique to the area of knowledge or subject to be taught, since the use of ICT is involved in all professions making possible combination of social networks ICT in the race being conducted.
- The results speak of the need to be updated when a new publication is presented in a spontaneous act. there is no justification for not being informed in time, so the action "seen" has a degree of reliability for who manages the closed group.
- The ability to communicate and share documents it was observed that depends more on the group administrator, but is not exclusive to it. If the administrator (teaching) is not adept at handling ICT can ask for help without any problem to any external or member of the group.

- It was evident that there was a lack of interest from the participants when commenting on publications, since these will only be generated each time the group administrator so required for control of evidence, ie, when requested a typical forum activity. For example, participants had to discuss previously raised by the administrator; Another case was when the manager asked an activity and the result of it had to be delivered to the group and discussed and / or linked to ascertain which was developed in time as indicated by the administrator. The latter has an important use in closed groups, as well as remaining evidence of the work done, the administrator can verify aspects such as delivery time, days and duplicate jobs.

Social networks are becoming a tool that allows the development of communication skills and can be used as a strategy for learning by students. Most use them almost always, although they do so without any specific benefits even though they include them in their academic activities.

Social networks are very important to society. More and more indispensable in daily life, so its use in education can make dynamic and participatory learning. They are an excellent opportunity to enhance learning, since they have the undeniable value of bringing the informal and formal learning. In addition, they allow students to express itself, building relationships with others and meet their own education needs.

Adopting a social network as a means of support for classroom plannings of a teacher in their class periods, it is a viable alternative. That way you can track and integrate the participants in this case, students-, because the consultation and / or practice of monitoring is not required form, as this digital media is permeating throughout society and has become a routine practice.

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