

Use of Technologies and Social Nets in the Formative Process of Superior Education

Uso de tecnologías y redes sociales en el Formativo Proceso de Educación Superior

Karina Virginia Mero Suárez^{1,*}, Edwin Joao Merchán Carreño^{1,†}, and Alexander José Mackenzie Rivero^{1,‡}

¹Universidad Estatal del Sur de Manabí (UNESUM), Ecuador.

karinaunesum@yahoo.com

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Abstract—Social networks and the uses of technologies for the training process have become indispensable tools in each of the educational scenarios of Higher Education. These resources together with what the web provides become new way of teaching and learning, in which learners become the protagonists of the teaching processes. The present work aimed to analyze the relevance of social networks and the uses of technologies in the educational function in each of the training scenarios in higher education. The importance of social networks was described, as well as the uses of new technologies, highlighting what is related to the strengthening of the new lists of the teacher and student, the interaction of students through each of the resources provided by the Web, and collaborative work, which has substantially favored learning. It was concluded that social networks plow tools that together with the new technologies plows welcomed by the students, constitute to support for the formation process, strengthening autonomy, cooperative work and knowledge management, converting new innovative spaces for new forms of teaching and learning. In addition to the great impact that the internet have and will in the development of new social networks in different contexts; and therefore, teachers cannot ignore them. In this sense, it should also be considered that teachers plow responsible for this change of attitude with respect to the new educational models where it there is the mission to it produces changes in the communicative environment before social uses of the network.

Keywords—High education, social nets; technologies.

Resumen—Las redes sociales y los usos de las tecnologías para el proceso de capacitación se han convertido en herramientas indispensables en cada uno de los escenarios educativos de la Educación Superior. Estos recursos, junto con lo que ofrece la web, se convierten en una nueva forma de enseñanza y aprendizaje, en la que los alumnos se convierten en los protagonistas de los procesos de enseñanza. El presente trabajo tuvo como objetivo analizar la relevancia de las redes sociales y el usos de las tecnologías en la función educativa en cada uno de los escenarios de capacitación en educación más alta. Se describió la importancia de las redes sociales, así como los usos de las nuevas tecnologías, destacando lo relacionado con el fortalecimiento de las nuevas listas de docentes y estudiantes, la interacción de los estudiantes a través de cada uno de los recursos que brinda la Web, y la colaboración trabajo, que ha favorecido sustancialmente el aprendizaje. Se concluyó que las redes sociales utilizan herramientas que, junto con las nuevas tecnologías, son bienvenidas por los estudiantes y constituyen un apoyo para la formación. proceso, fortalecimiento de la autonomía, trabajo cooperativo y gestión del conocimiento, convirtiendo nuevos espacios innovadores para nuevas formas de enseñanza y aprendizaje. Además del gran impacto que Internet tiene y tendrá en el desarrollo de nuevas redes sociales en diferentes contextos; y por lo tanto, los maestros no pueden ignorarlos. En este sentido, también se debe considerar que los docentes son responsables de este cambio de La actitud con respecto a los nuevos modelos educativos en los que existe la misión produce cambios en el entorno comunicativo antes de los usos sociales de la red.

Palabras Clave—Educación Superior; Redes Sociales; Tecnologías.

INTRODUCTION

The use of new technologies has had a great impact in the population and the educational sector where the formative scenarios, offer an infinite universe of possibilities, since the Web, be this the 2.0 or 3.0 it offers a varied range of tools, for the learning with the possibility of expanding to a number of students every bigger time, in different contexts and with the capacity to socialize the knowledge; on the other hand there

is Web it has allowed the creation of environments of more flexible learnings that you/they favor the work collaborative, breaking up with the activities in the traditional education (Present), all this will allow the creation of new paradigms and new forms of teaching and of learning, locating the students in the list of main characters in teaching process (Manco-Vega, 2017).

For the technological advances and the vertiginous changes in the use of new learning scenarios like that provides the Web, the Institutions of Superior Education, show big challenges, for these, they should create new educational spaces and to adapt them to the society of the knowledge and the technological

*Msc. en Informatica Empresarial

†Msc. Universitario en Tecnologías de la Informacion

‡Especialista en Redes de Comunicación de Datos .

innovation that allow to the learner to face new innovative challenges for their formative process. For this reason, it is necessary that the universities implement innovative models of teaching, supported in the use of technological tools that you/they help to the educational ones to motivate the students to form communities learning collaboratives.

One of the innovative models of teaching - learning would be the use of technological tools that offers the web day by day. The social nets are one of those that have won great space for their potential collaborative and exchange of information, that which is constituted in a communication channel and interaction with high level of acceptance in the students, that which favors the educational practices.

According to Santamaría (2008) the social nets allow to create socialization forms, to visualize contents from a specific community or a minimum unit, like a class, besides being constituted in a support tool to the inclusive education. Next to the communities for the work collaborative the social nets can be constituted in spaces denominators and facilitators of the development of the digital identity. It fits to stand out that many of these nets, are gratuitous, of easy use and configuration for the publication of contents, that which allows the integration to the current educational scenarios.

The use of social nets in the centers of Superior Education at world level, they have propitiated that they become promoters of learning collaborative, but it will be necessary that the educational ones assume new functions and become facilitators, since the educational ones should propitiate in their practices that the students learn in an autonomous way, besides to guide and to support the students so that they can negotiate and to build new knowledge, it will also be transcendental to develop strategies that allow to include them in the daily activities, because they are means that can facilitate the educational innovation. It is important to consider each one of the activities of the education inside the institution of Superior Education, these will be crucial for the efficient use in the didactic incorporation of technological tools and the use of the web in the decencies, since the educational ones should support the processes of the students' learning, with the purpose of increasing their creative and innovative capacity, the faculty should use the resources and activities that the models of the educator's good practices manifest, it should also be present in each activity, in a special way in the less active moments, so that the dedicands feels accompanied. Trujillo Satin The main objective of the present work, is centered in the analysis of the use of technologies and of the social nets and its function in the formative process in the formative scenarios in the Superior Education.

USE OF TECHNOLOGIES AND THE SOCIAL NETS

At the present, the social nets represent the opening of very excellent spaces of socialization, encounter, exchange and knowledge. The use of technologies and the social nets leave aside the physical presence. It is well-known that the youths of nowadays they have the technology at your disposal and they use it mostly for the communication among them and it stops purposes of obtaining essential information for their

studies and employments. For them, this it is one in the ways easier of to share information and to socialize with other, since they have instantaneous access to a great number of people by means of platforms or places in the web like Facebook, Twitter, Instagram and YouTube.

The social nets, above any other consideration, have a lot to do with the new active methodologies and participative that are adopting in the European space of Superior Education in a massive way (EEES) and, especially, with the one denominated work collaborative, expert as the exchange and the development of knowledge on the part of reduced groups of same, guided to the attainment of identical academic ends García, and they could also work as platform of consolidation of certain learning communities.

Besides constituting in tools to the service of the work collaborative, the didactic possibilities of these computer tools and with the use of the technologies are almost infinite. This way, Hernández Requena (2008) qualified to the social nets of tools constructivists", in direct relationship with possibilities when put on to the service of the interaction inside the group, between the group and the faculty, inside the faculty, and everything it outside of the temporary and space demands of an I intone school. The virtual allows to break these coordinates and to facilitate the interaction, to share a numberless of files, of typology also varied, and to communicate in the way more similar to the current one, combining sound at the same time, videotape, documents... In this sense, Ortega y Gacitúa they impact in the multiplicity of educational possibilities of the social nets: "The construction of groups, the immediate connection or the decentralized system that they maintain the social nets they have facilitated the natural creation of a collective intelligence [...], a learning continuous fruit of the collaboration and the cooperation. Systems that are independent, personalized and, at the same time, tremendously diverse."

Abuín Vences (2009), consider that the social nets are applications that the interaction of groups and common spaces increase for the exchange of information and collaboration, social relationships and of users, everything based on a net environment.

In this respect Cobo y Roig (2011), describes to the social nets, as tools designed for the creation of spaces that promote or facilitate the conformation of communities and instances of social exchange; that which foments the possibility to share knowledge.

Boyd y Esteve (2009), define the social nets as a service based on the web that allows to people, to build a public profile or semipublic inside a defined system, to articulate a list of users with those that can share, to see and to explore that list of connections carried out by other users inside the system.

Cabero defines to the use of the social nets from a point more centered as a perspective of educational use, describing it to the same one as a platform multitone that allows the discussion of different types of problems in interactive and flexible spaces of learning; to it it should possibly be incorporated characteristic that allow to offer different types of materials to the students.

THE EMERGENCE OF THE SOCIAL NETS

In analyzed documents stand out that 1997 and 2001 countless applications web began to present the possibility to create personal profiles, professionals or of contacts, to add and to list friends without approval necessity on the part of the attached. It is so in the year 2000 that was founded, My People, continued by Ryze and Cyworld. Later other social nets arose, in the 2003 made, Tribe.net, Hi4 and Last.FM (Ponce, 2012).

Later on the year 2003 MySpace arises soon after the success of Friendster, Cris of Wolfe and Tom Anderson form in that time it leaves of a group of employees of Universe, a company of Internet of The Ángeles, California of the United States that develop the platform imitating its predecessor's essential characteristics Friendster in two weeks, at the little time is won the sympathy and the pleasure in the users of Internet.

Linkedin, was erected at the end of 2002, the author was Laugh Hoffman. At the present time bill with more than 225 million members and it grows to reason of 2 members per second. The mission is to connect the professionals from all over the world to help them to be more successful and more productive. It is a social community guided to the companies, to the business and the employment.

In the peculiar case of Facebook, this it was created by Mark Zuckerberg, the same one that was conceived initially like a platform to connect the students of the University of Harvard, is born in the 2004, later on it was being enlarged toward other universities, companies and, finally, to anyone that has an electronic mail. In the year 2016 some specialized means reported that it is it reached more than 1.860 million users (Roig, 2011).

In the 2005 Youtube is born and begins as service of lodging of videotapes, and MySpace that becomes a social net of great popularity in several countries. Twitter, arises in 2006, this net compute daily more than 65 million tweets. It is based on the microblogging, service that allows their users to send and to publish brief messages, generally only of text. For the 2010, another new social net, Pinterest is inaugurated Ponce (2012) on the other hand, in Spain, Tuenti is born in the year 2006, guided to the juvenile segment, its characteristics are very similar to the current nets, facilitating to add people, to go up videos and pictures, creation of events and applications for motive.

In June of 2011, Google+, the same one that is considered at the present time as one of the most popular, emerges allows to be linked with YouTube, it counts with more than 343 million active users. It has similar aspects to Facebook, it facilitates the conformation in very flexible and intuitive way of groups of independent contacts to each other; and without the same ones know how they were contained. It allows to add oneself person to several independent circles, without it is necessary the acceptance of the same one, to follow their public contents (Valenzuela Argüelles, 2013).

In a recent report of Business Insider that 2,7 thousand million people, approximately the world population's 40% uses social nets and that the educators and the students, use the social means to share news it has more than enough

technology and other advances in the field of the education, what evidences the strength of these tools. Advantages of the use of technologies and the social nets in the educational environment.

In the last years with the use of technological means an authentic revolution has existed, have been generalized the extension of applications; but the technological revolution and the use of the same one is only comparable with the appearance and the popularization of the electronic mail, due to its power to modify the human relationships by means of the net. It is so the social nets they have gone converting new and powerful interaction spaces among different social groups, some more and more specialized ones, where it is possible to go knowing people that share some same interests or to be rediscovered with them. In the concrete case of the application of these resources to the world of the education, we should recognize that, thanks to the web 2.0 and to their special stress in the social dynamics, the creation of virtual communities of learning has been favored that has borne to the creation of virtual environments of learning and of a multitude of nets of collaboration among (Santamaría, 2008), nets conceived according to the principles of reciprocity and cooperation, that the tug that you/they have services like Facebook, Twitter and other similar ones take advantage.

For the educational centers, the social means allow the bidirectional dialogue among students, educational and the own institution, in a less formal way that through other talkative means. It is this way that in most of centers of Superior Education, the educational ones use these tools in the professional practices and learning communities. In fact, the understanding of how the social nets can be taken advantage of for the social learning it is a key dexterity for the educational ones, and more and more, it is expected that they are included in the programs of educational formation.

Santamaría (2008), refers the following advantages of the use of the social nets:

Creation of a new socialization dimension, with the possibility of visualization of contents from the plurality and with the appropriate tool to create a community. The principle bases for the educational space, it is the classroom. "They provide bases for the thought to the being a tool for the inclusive education. "They serve as identity and personality in a campus, offering to the educator a sure and practical space to create bonds with other members of the community. "They can be good to the educational centers as tools to reduce the digital breaches of knowledge and technological. "They provide connection with companies that offer employment, for what the professional networking enters in game.

The social nets favor the publication of information, the autonomous learning, the work in team, the communication, the feedback, the access to other nets tunes and the contact with other experts. Everything it, so much among students in general, like among the binomial educating and professor; what benefits the learning constructivist and collaborative (Gómez et al., 2012).

It is of standing out that in the current educational scenarios the social nets are tools that allow to support the students in the administration of the learning in a social, more open context,

passing to become the social application of the knowledge, generating a constant process of the apprentices' reorientation. They also facilitate a better communication in an informal way between the educators and the educational ones around the proposed activities; (Llorens Cerdà and Capdeferro Planas, 2011).

Roig (2011), affirms that the social nets are dynamic and interactive environments that favor the exchange of information, the author it points out that through the social nets, it allows to the educational one to have the students' additional information, by means of the analysis of their profiles.

In this sense, it is necessary that the current pedagogic models, open the way to other innovative educational models, where the social tools are used in the teaching process and that at the same time it allows to create, to organize and to share contents, negotiating their own learning in the students. On the other hand, it will be unavoidable that the educational practices are designed in function of to facilitate and to guide the student so that it can consent to the contents and professional practices of a certain subject that it allows an autonomous learning.

The social nets in the educational scenarios: some experiences at international level.

The social nets have had a vertiginous development, that which has allowed the users to be expressed and to share in an atmosphere in which feel in absolute trust. These resources are able to modify a great variety in cultural ways, one of the most excellent characteristics is the work collaborative, it is that the means facilitate to the users, to be connected and to be able to share the content that themselves generates in the list of main characters in the net, many of these tools are in fact employees for the educator to achieve a learning constructivist (Mon and Cervet, 2011);(Herrera Batista, 2015).

On the other hand, Lee and McLoughlin affirm that the social nets are pedagogic tools that on the whole to the new technologies people can use them to support the social connectivity, the discovery and the collaboration, the exchange of information, the creation of contents, the aggregation of knowledge and information, as well as her later modification.

Cabero and Cry, argue that they allow to improve the learning and the development of actions of work collaborative, cooperative and graupel, these authors refer that the current students are in connected classrooms with portable and mobile technologies that favor a better administration of the knowledge.

For Abramson, these resources have caused a social interest, professional and didactic, mainly for the success that you/they are having in the teaching-learning process in the Superior Education. On the other hand, they offer the possibility to consent to videotapes to support the learning, they allow the student to be expressed by itself, to undertake relationships with other, as well as to assist to the demands characteristic of their learning. This author recommends that in the moment to implement them in the teaching process, those are used that are open, free and that he doesn't have restrictions so that they allow to improve the participation of the educators.

Cabero in their publication he/she argues that the use of technological resources and of the tools that it provides us the Web in contexts of the formal education, these they promote

the exchange of knowledge, by means of the different contributions of people that conform it, they favor the construction collaborative of the knowledge, they imply a change in the administration of the teaching processes, since these they foment a shared vision of the knowledge and they help to the socialization of the group, they are encounter space among the different actors of the process teaching - learning.

At the present time, a wide variety of social nets is reported, it doesn't fit doubt that the most popular for the university students is Facebook, fact that demonstrate different investigations that between the 85 and 99 % they use it in its daily life. In a sample of 36.950 students coming from 126 American universities, it has been notified that 90 % of the students used the social nets, and 97 % reveals to Facebook like the social net of preference, also pointing out that the students participated every day in an active way in the same one Jones and Fox.

It has been evidenced of successful experiences with the use of Google+. Reason to think about that it is a net conformed by several tools that can be taken advantage of in the teaching processes learning. One of these resources is the possibility of the creation of activities educational multimedia. Other excellent practices in the use of the social nets in the educational sector, inform the use of the social nets: Ning, Facebook, Myspace, in the subjects of Mathematical, Natural Sciences, Castilian Language, they stand out that the same ones, allow to create students' groups and have the possibility to be organized for each subject and being assisted for educational where their only objective is solving an educational work, to share resources and to debate a specific topic (Ponce, 2012).

Tuñes and Sixto, on the other hand, describe favorable results in the use of Facebook in the subject of Production of the Information, during the course 2010/2011, they point out that the percentage of students that voluntarily Facebook used to reinforce its learning it was superior, to the number of students that attended regularly the present classes and its valuation went conclusive when considering it a tool very accepted by the educators in the teaching process - learning.

Another study on the same topic García made it Sans, in the career of journalism of the University Beautiful Andrés, in Chile. The author points out that one worked with Facebook, points out that 90 % of the students knew it and they were users, it also describes that its use went like support to the classroom work, they reveal that the forum was the tool more used for the reflection and the critical thought and refer a bigger motivation in the students. On the other hand Sotomayor makes reference to the potentialities of the social nets, referring that they are support services for creation of environments collaboratives for the teaching learning for second languages and to refers the use of Facebook, Hi5 and Tuenti in the classes.

In Venezuela, in the University José María Vargas of Caracas, was carried out an experience in the use of Facebook and 86 % of the students they use this tool, it calculates that it agrees with that of other countries like United States, where 80 % of the students is users of Facebook. These results evidence the high degree of use of these nets in the classes , on the other hand the informs that is an employee to share connections, interactors with members of study groups and

to consult opinions, to coordinate sessions of study groups and to inform on that happened in the classes Román and Martín they studied the use of the Facebook in two universities in Venezuela and Spain and they found that it is a learning environment for the educators and that the motivation of the students increases.

From the year 2001 drifts in the Bicentennial University of Aragua Venezuela, the project virtual class which had as objective the teaching of the methodology class through a tool attended by computer. Basically, one has of a calculation laboratory and in each one of the teams this locally engraving a software in the one that this the didactic content of the subject Methodology I. besides the tool the laboratory has a connection to Internet, what allows to carry out the connection that is necessary. It is important to highlight that the learning is directed, in presence of the educational one, for what was necessary the training and formation of the educational ones in the use of the TIC so that this project consolidated, obtaining a total back to the project on the part of these, achievement to create a motivation atmosphere and total participation in the planned activities. In total 120 students of the schools of; Engineering of Systems, Electric Engineering, Public Accounting, Administration of Companies and Social Communication go biannually by this laboratory. Fuenmayor and Salazar. This project allowed in the university to take the first steps in the use of the TIC like teaching-learning tool, that that at the present time he/she makes him to exist almost the entirety of the thematic contents in digital formats and lean on in the social nets as half of diffusion and collective construction of the knowledge.

In the European Union, if we analyze in detail the competitions of the future European egressed, we can visualize this parallelism. The descriptors of Dublin and the different one normative Spanish that develops them (Real Ordinance 1393/2007), they mention the following competitions: the capacity of autonomous learning, the capacity to emit trials and of carrying out critical analysis, the capacity to apply the knowledge in the practice, or the argument capacity and communication of ideas. In turn, the Report Reflex (2007) it shows the importance of the capacity of to communicate and to be made understand; and the capacity to collaborate and to work in team, like some of the most necessary competitions in the work positions according to those already titled incorporate to the labor market. The European Parliament and the Council they establish eight competitions key for the permanent learning very related with those generated by the tools 2.0: 1. Communication in the maternal language. 2. communication in foreign languages. 3. mathematical competition and basic competitions in science and technology. 4. digital competition. 5. to learn how to learn. 6. interpersonal competitions, intercultural and social, and civic competition. 7. company spirit. 8. cultural expression. As we can observe, this new philosophy 2.0 guard clear relationship with the principles of the European Space of Superior Education and, for ends, it can be a very appropriate tool for the development of some of the main competitions in the one denominated Process of Esteve (2009).

In another investigation in the Metropolitan Autonomous

University Azcapotzalco of Mexico, developed in the year 2012; you could determine that the technology and the social nets, applied from an optic constructivist propitiate the development of new educational environments based on these resources, it is described that these virtual atmospheres will take advantage of the high potential of the technologies, on the other hand they refer that more than 95 % of the students it participates in some social net, being Facebook the more used and popular Herrera Herrera (2013).

In that same nation, in the University Center of the High ones of the University of Guadalajara he/she was carried out a study with 414 students of the 14 careers that offer in this institution, the investigation had as purpose, to know the use of the social nets as learning strategy. The investigation could reveal that 71% pointed out that they use them for school activities; 45% that which shows the relevance of the social nets in the educational process Islas Torres and Carranza Alcántar (2011).

Maple, shows us some important data related with the access to social nets in Costa Rica. It indicates that the age of most of the users, is between the 18 and the 24 years and Facebook it is the net more consulted 76 %, it continues him Twitter 19 %, Hi5 2 % and other 3 %. The investigator points out that it will be vital that they can be defined political educational that promote the use of the social nets in the university classes. It points out that these resources can become an ally to develop didactic activities, he/she relates that is the faculty who would correspond him to plan the learning type that is wanted to promote, and who should look for the form of involving active ly members of the net, offering a pursuit and effective feedback, agreeing with other authors that outline the importance of the use of the social nets in the educational practices in university contexts Rock and Arguedas-Méndez.

In another experience in the University Marries Big, of the City of Guayaquil, Ecuador you could verify in an investigation that the nets more used by the educational ones and students in the pedagogic activities, it was the Whatsapp, Youtube, Google+ and Instagram. Although they notify that they also use other social nets as it is the case of Twitter and Facebook, among others. On the other hand, the educational ones and students refer that these resources support the academic activities and they indicate that they can be of great utility to negotiate questions and answers like offering feedback, to carry out consultations, to propose debates, to carry out activities collaboratives Fong.

Referring to the challenges that face the Ecuadorian universities at the present time, is the permanent formation of the educational one where becomes unavoidable the innovation in the educational activities of the use of the TICs and of these tools that it provides the Web. In the process of the University, it is where new pedagogic models the same ones should be created that should be innovative and flexible necessary to guarantee the academic personnel's training that allows a better performance in the current educational scenarios, more and more impacted by the technologies.

In this sense in the State University of the South of Manabí, Ecuador, in the Ability of Technical Sciences, the same one that is composed by the Careers of Technologies of the

Information, Civil Engineering, Engineering in Calculation and Nets and Engineering in Systems Computational, a survey was applied 353 students to know the disposition of developing learning activities with these tools that it provides us the Web, you could evidence that 97 % manifests its pleasure to receive formation for this road, you could also determine that the social nets more used by the students they are: Google+, Facebook, Twitter, Instagram, Whatsapp; besides using Frenzy that is a social net based on Dropbox.

In the investigation, could be evidence that 100 % of the students has technological means as portable, tablets, intelligent telephones, the same ones that have access to the net institutional Wifi with service of Internet what favors the one inters learning. The authors of this work, consider that it is necessary to implement the use of the social nets in the institution, since it will allow to generate new learning scenarios, besides being of great support in the classes since it will be possible to motivate the students to the formation collaborative and the administration of the knowledge. Another aspect to highlight is that the students, at the present time are native digital, since these they have the dexterities and the innate abilities in the handling of these resources and in its majority, they have achieved them in an independent way, what favors the implementation of these tools in the educational practice. On the other hand, they point out that it will be vital that the educational ones can evaluate their list and they reveal that it will be unavoidable that they have the necessary competitions to develop activities educational innovators in the current scenarios.

II The social nets and the list of the educational one in the formation of the students

Camacho, argues that for a correct use of the social nets in the classes, it is necessary to establish a good communication among students and educational, some suitable conditions should also be given since it should be had technological resources that respond to the necessities of the educational ones, as well as to have an appropriate technology. It also points out that it is important to offer formative resources that allow to assure a correct acquisition of competitions on the part of the educational ones.

The professor should assume a new list, since he should become facilitator for that which should dominate the technology that will use in the educational practices, it should also guide little by little the students, so that they can be able to learn in a more autonomous way. It is necessary that the educational ones outline how to include the social nets in the daily practices, because they are resources that can facilitate the educational innovation (Álvarez, 2007).

Lee and Mc Loughlin affirm that to the being the nets social pedagogic tools that people can use to support the social connectivity, the discovery and the collaboration, the exchange of information, the creation of contents, the access to the information, as well as their later modification. They also point out that it is necessary to continue investigating in the educational use of the social nets in three axes: communication exchange, collaboration, and resources and materials.

Abuín Vences (2009), points out that the learning processes, they can improve that which will allow to perfect the teaching,

also relates that through the social nets, not alone knowledge are shared, but also experiences, the educational ones can support the students when looking for excellent information in a certain topic, in such a way that you/they can learn making things, coinciding with that outlined by Sotomayor that refers that it should take advantage of all the potentialities of these tools to transform a class into an environment and resource tecno - pedagogic in a learning collaborative, really significant.

Artful, in their publication argues that the educational one in the social web, is decisive, reveals that the educational one stops to be the transistor of knowledge for the students, because he/she makes allusion to the magnitude of the knowledge that is in the net, the educational one in the classroom it should assume guides attitude, tutor and mediator in the learning. This author describes that the faculty is committed to always develop abilities and competitions that allow him to carry out his work, willing to the change, not to already stop in methods or systems today obsolete before the advance of the technologies, and to the new communication forms that he offers us the net.

CONCLUSIONS

The social nets are tools very welcomed by the students since these they constitute a support since for the educational process they strengthen the autonomy, the cooperative work, the administration of the knowledge and they become innovative spaces for new forms of to teach and to learn in the Superior Education.

The use of technologies in the educational process next to the tools provided by the net has allowed to improve the level cognitive of the students since they have created spaces for the work collaborative and to negotiate new knowledge that which there is favoring the learning substantially, transforming the student into the main character of the teaching processes - learning where new paradigms have been created of teaching and to learn.

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