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## **Communication 2.0: A New Way for Education in Positive Discipline through Mobile Devices**

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*Abstract:* In the area of the family, the slap are still socially accepted practices as educational strategies despite the fact that their use has been shown to have a negative impact on the physical, psychological and moral integrity of children with direct impact on their human dignity and free development of personality. According to European guidelines regarding the prohibition of corporal punishment it is necessary to raise awareness on this issue to parents and all those who exercise the role of educators, while being trained in alternative educational strategies, such as positive discipline. In the current context, education can be enhanced through the incorporation of the technologies of relationships, information and communication and, consequently, through the exercise of educommunication 2.0. In the area that concerns us, the spaces generated by these form virtual communities around the education of children where parents, as users, obtain information and advice from experts, as well as from other fathers and mothers, sharing their experiences. Among the tools of educommunication 2.0 we find mobile applications. Under the web 2.0 model, mobile devices, smartphones and tablets offer new forms of relationship between individuals that define a new context in which knowledge is acquired and produced in a decontextualized way. Hence, it is necessary to analyze its usefulness in any project for educational purposes. Established the benefits of educomunicativo 2.0 approach and mobile applications, the objective of this work is to lay the foundations from which configure a mobile application that serves the eradication of child physical punishment. Based on the main objective, the following specific objectives are addressed, describing their configuration and execution process. The mobile application created forms a virtual community, initiated by experts, which offers online guidance to parents in their educational work based on the positive discipline model. It concludes on the effectiveness of mobile applications as learning tools for the change of attitudes and behaviors. In addition to training, the application pursues informative and awareness-raising objectives. Through its use appeals to the social conscience about the harmful effects of physical punishment awakening interest in alternative educational practices on which users can deepen by accessing other digital resources and / or seeking advice.

*Keywords:* apps – mobile devices – educommunication – positive discipline – e-parenting

### **1 Introduction**

We are facing a new context characterized by an unprecedented connectivity in which the recovery of information and the acquisition of knowledge takes place in a decontextualised and unstructured way. The web 2.0 model promotes knowledge management and competence acquisition resulting from a collaborative attitude of citizens, given the communicative possibilities of new digital scenarios (O'Reilly, 2005).

The democratization of communicative processes, their participatory and collaborative nature must be reflected in the learning processes to ensure the connection with the social reality in which they are developed and, in the same way, in educommunication. This concept, which arose before the arrival of the 2.0 model, and focuses on the learning and understanding of communication at the service of learning, must evolve in parallel with communication to adapt

and take advantage of all the advantages that hyper-connected and hyper-informed reality in which we live offers to education (Arroyo-Sagasta, 2017).

The family as a fundamental system in any social framework, essential for the physical, intellectual and emotional development of its members, has also evolved and has undergone transformations, such as the great variety of forms it can adopt, raising questions in around the norms to follow in the education of the following generations (Bas and Pérez de Guzmán, 2010), since it is evident that traditional forms do not work in the current context (De Jorge Martínez, 2012). As pointed out by Ramírez-García, González-Fernández and Salcines-Talledo, "the family is a dynamic and changing entity that adapts to social, economic and technological changes, which co-builds a common culture among its members" (2018: 27).

## **2 Problem Formulation**

In the field of educational strategies of Spanish parents, corporal punishment has been a common practice despite the fact that, as indicated in Recommendation Rec (2006) 19 of the Committee of Ministers of the Council of Europe, corporal punishment has a negative impact on the physical and psychological dignity and integrity of the children who suffer it and that is why corporal punishment should not be allowed according to the European Convention for the Protection of Human Rights and Fundamental Freedoms, the European Social Charter (Article 17) and the United Nations Convention on the Rights of the Child.

But, even in this context, previous research shows that, for a large part of society, it is still an effective, acceptable and recommended educational method, although its acceptance has been declining in recent years (Bussmann, Erthal and Schroth, 2009).

The described reality shows formative needs in the field of education by parents towards a positive parenting (Rec (2006) 19; Rodrigo, Máiquez and Martín, 2010) that can strengthen its effects by incorporating of the Technologies of Relations, Information and Communication (TRIC) (Marta-Lazo and Gabelas, 2016) and, consequently, through the exercise of educommunication 2.0 (Durán Becerra and Tejedor Calvo, 2017).

In the area that concerns us, the spaces generated by the TRIC (Marta-Lazo and Gabelas, 2016) are a source of information and help to exercise a responsible parenthood or motherhood that promotes the development and well-being of children. the family (Dworkin, Connell and Doty, 2013; Niela-Vilén, Axelin, Salanterä and Melender, 2014). The spaces generated by the TRICs serve for the creation of virtual communities around the education of the sons and daughters where the parents, as users, obtain information and advice from experts as well as from other parents sharing their experiences (Myers-Walls and Dworkin, 2015; Muñetón, Suárez and Rodrigo, 2015).

Amongst the tools of educommunication 2.0 we find mobile applications. Under the 2.0 web model, mobile devices, smartphones and tablets offer new forms of relationship between individuals that define a new context in which knowledge is acquired and produced in a decontextualized way. Hence, it is necessary to analyze its usefulness in any project for educational purposes.

Once established the benefits of eduCommunication 2.0 approach and mobile applications, the objective of this work is to lay down the foundations to configure a mobile application that serves the eradication of child physical punishment. Based on the main objective, the following specific objectives are addressed: to describe their configuration and execution process. The created mobile application forms a virtual community, initiated by experts, which offers online guidance to parents in their educational work based on the model of positive discipline under the maxim of eradicating childhood physical punishment.

## **3 Problem Solution**

The mobile application presented in this work has been made within the framework of the European project "Hands up - Promoting The Effective Elimination of Corporal Punishment Against Children" (JUST/2015/RDAP/AG/CORP), in which five countries participate: Portugal, Bulgaria, Germany, Greece and Spain. The project aims to increase cooperation, planning and training of organizations and entities to promote the adoption of positive discipline practices in

parents and professionals and raise awareness amongst the population about the need to eradicate the use of physical punishment with minors.

For the configuration, development and implementation of the app, the following four stages have been followed, essential in any strategic decision-making process (Pérez González and Massoni, 2009): 1) Analysis of the situation for the establishment and evaluation of the different alternatives of action; 2) Decision making on information architecture and content; 3) Planning, execution and pretest; and, 4) Launch of the app and evaluation of its diffusion and implementation.

Considering these results of the exploratory analysis and given the importance of functionality and entertainment (Hsiao et al., 2016; Verkasalo et al., 2010) as motivation of continued use of the apps, it was considered necessary to carry out an analysis amongst the most popular apps aimed at fathers and mothers, to identify which tools are efficient in this regard. All of them were considered for the design of the Hands Up App. In addition, following the indications on the characteristics suitable for this type of platforms provided by different experts (Ramírez, 2012, Wang, 2013, Olivas, 2015), a simple and accessible structure ordered in the different topics of interest for the promotion of a positive parental education was chosen.

#### **4 Conclusion**

The research carried out has allowed concluding about the effectiveness of educommunicative apps as training and learning tools for the change of attitudes and behaviours. However, the ultimate purpose of the Hands Up app is not only formative in educational strategies oriented from positive discipline, but also informative and awareness. Its use appeals to the social conscience about the harmful effects of physical punishment, awakening interest in alternative educational practices on which users can go into detail, if they wish, accessing other resources and digital platforms to deepen and/or request advice.

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