



THE SOCIAL WEB IN UNIVERSITY STUDENTS

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Abstract

There are great advances regarding the practice of the social web to improve learning and its interaction with students. This study explores the thinking of students in the public university business administration program regarding the use of the web. The purpose is to understand how these practices can improve learning by having an interaction between students and the development of their skills. The ways in which the curriculum presents programmatic content that trains future professionals is examined through a review, as well as previous studies and theories related to the social web in education. The information collected is analyzed through a survey by convenience sampling, the result of the collaboration focusing on the collection of information and analysis in five collection and analysis this information for a joint reflection (students - teachers) on the importance of the social web, giving rise to some results and reflections applied to the university environment, finally concluding, what are the advantages of the social network in a university program at the undergraduate degree, contributing to the understanding of the use of the social web to enrich the educational experience by promoting more effective and participatory learning among students.

Keywords: Social web, learning, Education.

INTRODUCTION

In the digital age we live in, education is undergoing a major transformation due to advances in technology and changes in the way students access and interact with information. In this context, collaboration and the use of the social web have emerged as important factors that influence educational dynamics. This research project focuses on investigating and analyzing the benefits that these practices bring to students at all levels of academic performance. Social networks (Facebook, Edmodo, Twitter, etc.) respond to these collaborative patterns since they are based on social interaction and communication between their members to create knowledge. In other words, they draw on the experience among their members (Acosta Corporan et al., 2020). Collaboration, where students work together to achieve educational goals, and the social web, which facilitates online communication and interaction are becoming increasingly important in educational settings.

Generally, it has been used to deposit within different web resources on which students comment and that they themselves value; Likewise, it can also obtain from links to materials such as blogs or web pages to videos and photographs, which develops and enhances collaborative learning (Roman y Martín, 2014). The social web, encompassing social networks, online forums, blogs and other interactive platforms, has transformed the way students access information and communicate. Over the past few years, the use of various online collaborative writing tools, for example, blogs and wikis, has been integrated into educational settings (Brodahl and Hansen, 2014). The social web facilitates

the creation of online learning communities where students can share ideas, collaborate on projects, and access educational resources collaboratively.

ICTs are presented as an important resource at the service of career guidance professionals, favoring communication, collaborative work or interaction with users, among other aspects (Martínez-Clares et al., 2020). Information and Communication Technologies (ICT) play a crucial role in the field of career guidance. ICT offers valuable resources that benefit counseling professionals in several ways. Combining collaborative learning and online learning, students can pursue a better learning method called online collaborative learning. In other words, it is a learning method that focuses on collaboration and runs on an online platform (Hakim et al., 2020). The use of social networks provides the opportunity for teachers and students to be in continuous contact, transcending the conventional class and creating new teaching and learning environments (Ean and Lee, 2016, as cited in Froment et al., 2022). The use of social media offers a valuable opportunity for both teachers and students. Goes beyond traditional classroom interaction and creates new spaces for teaching and learning.

Social networks in higher education present enormous didactic potential, within the framework of a didactic process that values communication between educational agents, collaboration as a teaching methodology and active participation as a means to achieve more meaningful and contextualized learning. (Solano-Fernández, 2021). Social media has the ability to offer significant benefits in terms of teaching and learning in higher education. This implies that social networks can be an effective tool for promoting education. Platforms such as blogs, wikis, YouTube and, above all, Social Networks enhance meaningful and trustworthy interaction spaces that encourage participation at all levels and allow the reduction of the transactional distance between students and teachers (Giraldo Ospina et al., 2021). The importance of communication between the various actors involved in the educational process, such as teachers, students and other participants, is highlighted.

The use of social networks has emerged in recent years as a teaching tool of growing interest (Martínez Salazar et al., 2021). In recent years, the use of social networks has become increasingly relevant and interesting in the educational field, particularly as a tool for teaching and learning. To the extent that networks are a consolidated reality and are affecting the way of being, studying and relating, education professionals are interested in knowing how they influence the lives of students, even from ages before adolescence (López y Cascales, 2019, como se citó en Martín et al., 2021). Social networks have become a fundamental part of daily life, having a significant impact on the way people behave, study and relate to each other. In the educational context, this trend raises the need for teachers to understand how these social networks influence the lives of students.

METHODOLOGY

The quantitative content analysis technique, attempting to intentionally “limit” the information by accurately measuring the study variables (Hernández Sampieri et al., 2014). This study designed a survey of the possible advantages that can be presented when working in groups, thinking about collecting information according to the perceptions and experiences of students in relation to the social web, addressing the categories of questions related to the use of participation tools in academic social networks and the perception of benefits. By selection of the sample was non-probabilistic sampling for convenience, which allows an ease of access to the selected students, in addition to their availability to answer the survey, selected for their accessibility and availability for the data collection process and information analysis following the steps of the quantitative analysis technique.

Results

Based on the data analyzed based on the frequency table by marital status of the students, among whom are married, single, free union, widowed, as the survey was proposed, it is seen that a highest frequency single followed by free union, the table shows the information Frequencies by Marital Status of the student participated in the sample.

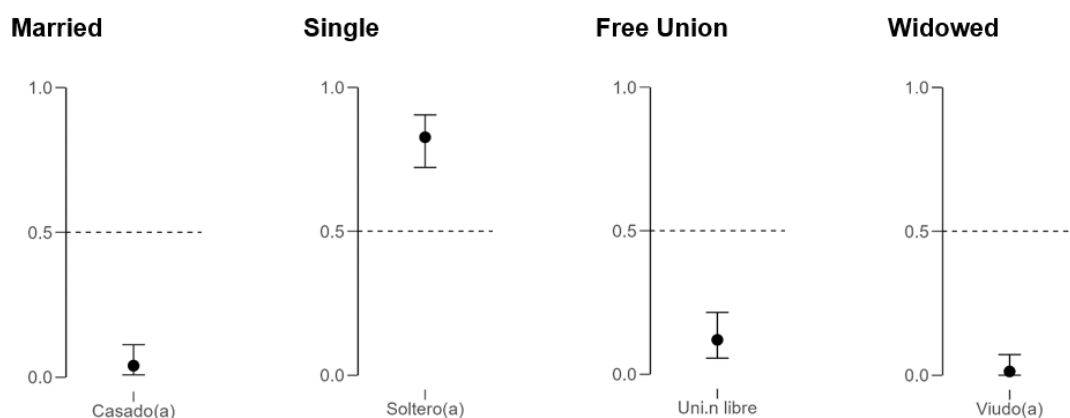
Table 1 Descriptive statistics - frequencies by student's marital status

Student's Marital Status	Frequency	Percentage	Valid Percentage	Accumulated Percentage
Married	3	3.797	4.000	4.000
Single	62	78.481	82.667	86.667
Free Union	9	11.392	12.000	98.667
Widowed	1	1.266	1.333	100.000
Missing	4	5.063		
Total	79	100.000		

Note. Taken based on JASP Team (2022). JASP (Version 0.16.3) [Computer software]. Haldane, J. B. S. (1932). A note on inverse probability. *Mathematical Proceedings of the Cambridge Philosophical Society*, 28, 55-61. Jeffreys, H. (1961). *Theory of Probability*. Oxford, Oxford University Press. O'Hagan, A., & Forster, J. (2004). *Kendall's advanced theory of statistics vol. 2B: Bayesian inference* (2nd ed.). London: Arnold.

The table shows how gender was distributed by percentage within the students of the administration program who participated in the sample, the female gender having a higher participation rate of 0.627 and the male gender participation rate being 0.373. Below is the distribution by student's marital status.

Figure 1 Descriptive graphs of the distribution by student's marital status



Based on the data analyzed based on the frequency table by marital status of the students, among whom are married, single, free union, widowed, as the survey was proposed, it is seen that a highest frequency single followed by free union, the table shows the frequencies information by marital status of the student who participated in the sample.

Based on the data analyzed based on the statistics of the frequency table of the student's employment situation, among which are unemployed - looking for a job, employed full-time, employed part-time, independent, as stated in the survey.

Table 2 statistics of the frequency table of the student's employment situation

Student's Employment Situation	Frequency	Percentage	Valid Percentage	Accumulated Percentage
Unemployed - looking for a job	3	3.797	4.000	4.000
Employed full-time	64	81.013	85.333	89.333
Employed part-time	3	3.797	4.000	93.333
Independent	5	6.329	6.667	100.000
Missing	4	5.063		
Total	79	100.000		

It can be seen how the frequency of the student's employment situation was distributed by percentage within the students of the administration program who participated in the sample, with a higher proportion of participation having a higher frequency Full-time Employee of 81.13% and with the participation proportion of Independent of 6.329%. Below is the distribution by student's marital status.

Figure 2 Descriptive graphs of the distribution by the student's employment status

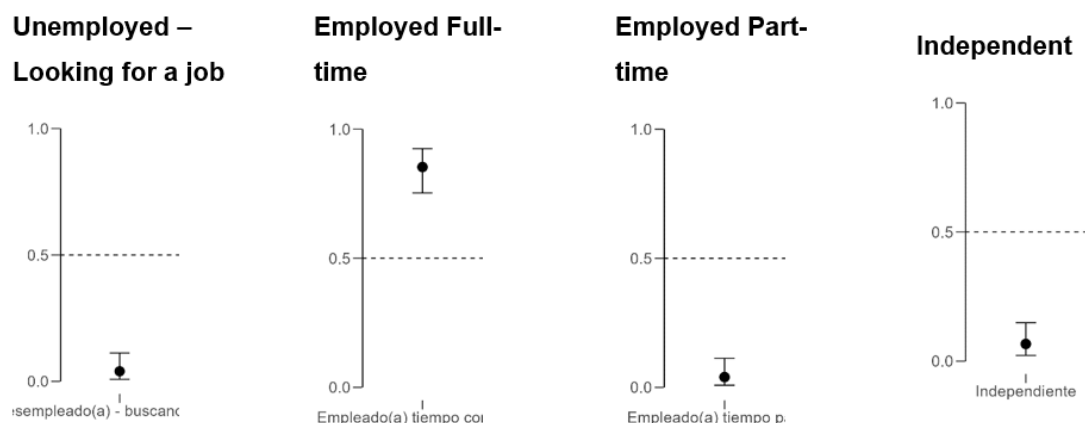


Table 3 provides the percentage of advantages that students feel they have when working with the social web, these are associated not only with a business administration program also with some other educational context or program.

Table 3 Advantages when working with the social web

Advantages	Percentage
Access to educational resources	12%
Collaboration and collaborative learning	11%
Instant communication and connectivity between students	15%
Develop digital skills	20%
Interact with people from different parts of the world	9%
Acquire different cultural and academic perspectives	16%
Stay up to date with the latest trends in their field of study	16%
Development of writing and communication skills	9%
TOTAL	100%

Provides a route of the advantages of the activity with a focus on aspects such as a list of advantages associated not only with a business administration program also with an educational context, each advantage has a percentage that represents the importance that students give to it when working with the social web are related to access to educational resources, collaboration and collaborative learning, instant communication and connectivity between students, develop digital skills, interact with people from different parts of the world, acquire different cultural and academic perspectives, stay up to date with the latest trends in their field of study, development of communication skills writing and communication.

CONCLUSIONS

This study provides the advantages of the social network in a university program at the undergraduate degree which contributes to the understanding in the use of the social web, provides a route of the advantages of the activity with a focus on aspects such as associated advantages of greater proportion developing digital skills followed with equal proportion value acquiring different cultural and academic perspectives with the advantage of staying abreast of the latest trends in their field of

study, such as working with web tools such as Blogger, Google Drive, Facebook itself, among others, hence teachers will be updated with new tools and technological advances.

The proportion of the percentage of advantages that they feel working with the social web are associated with the context of the program, where the frequency by marital status of the students distributed by gender in percentage of the students of the administration program with a higher proportion of participation the female gender followed by the proportion of participation of the male gender. The employment situation of the student among those who are unemployed-looking for a job, employed, full-time, employed part-time, independent, with a higher proportion of frequency Employed full-time followed by the proportion of participation of Independent.

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