

DOI: <https://doi.org/10.63332/joph.v5i7.2952>

A Pedagogical Model for the Construction of Knowledge through Collaborative Learning in the Era of Connectivity

Rosa Aleida Gómez Barrientos¹, Anyela Patricia Villamizar-Carrillo², Richard Eliseo Mendoza Gáfaró³

Abstract

In the digital age, the integration of social networks into pedagogical practices presents an opportunity to transform traditional educational models. This study addresses the need to design a pedagogical model that facilitates collaborative learning mediated by technology in Colombian secondary education. To develop a pedagogical model that incorporates social networks into classroom practices, fostering collaborative learning environments and promoting the active construction of knowledge. The research follows a qualitative, interpretative paradigm with an ethnographic and phenomenological approach. Data were collected through semi-structured interviews and participant observation within the Presbítero Álvaro Suárez Educational Institution, Villa del Rosario, Colombia. Categorization and hermeneutic analysis were applied to derive key insights. The findings reveal a lack of integration of social networks in current pedagogical practices, due in part to rigid institutional structures and insufficient teacher training in digital tools. However, students demonstrate high potential for collaborative engagement when digital media are meaningfully incorporated. A pedagogical model based on the responsible use of social networks can enhance motivation, creativity, critical thinking, and the construction of collective knowledge. For such transformation to be effective, institutional commitment and comprehensive teacher training are essential.

Keywords: Collaborative learning; Pedagogical model; Social networks; Educational technology; Teacher training; Digital learning environments; Constructivism; Connectivism.

Introduction

In the educational field, the use of technologies is fundamental for the development of teaching-learning processes, the current advance of digital tools forces teachers to introduce changes in their teaching methods that promote learning, cultural, social and economic progress of societies, which lead them to modernity and the use of these new tools. In this sense, the progress of countries depends on social responsibility and the capacity they assume to be able to process information and make it; accessible and easy to understand by learners; and to achieve the construction of knowledge.

The central role in the development and dissemination of knowledge is the responsibility of education systems. Due to their design and motivation with the emergence of modern and innovative information technologies, educational institutions are constituted as important entities in society, since their ideas are fundamental for each stage of the production of goods and

¹ Universidad de Pamplona, Colombia, Email: rosa.gomez2@unipamplona.edu.co, ORCID: <https://orcid.org/0000-0002-7062-7656>

² Universidad de Pamplona, Colombia, Email: Anyela.villamizar@unipamplona.edu.co, ORCID: <https://orcid.org/0000-0001-6879-5119>

³ Universidad de Pamplona, Colombia, Email: remendezag@unipamplona.edu.co, ORCID: <https://orcid.org/0000-0003-2741-9525>



Teaching practice has a great ally in technological tools, as expressed (Litwin, 2010) who states that new technologies are important in teaching and learning, pedagogical models tend to be of great importance to efficiently use resources, new modalities, as well as contexts to instruct and develop new skills.

Due to the presence of technologies in education, the challenge arises to know and reason the imaginary in the use of technologies; as well as the implementation of appropriate symbolic representations of students in how these technological media: computers, tablets, video projectors, online platforms, the web; social networks, among others; they support teaching and learning activities that seek the development of competencies, capacities and skills in students.

From the above, it can be inferred that digital media can be used as a means to instruct, that these are not only to inform. At this point, it should be mentioned that sometimes teachers use the information, however, they do not interpret it properly; so it is an indication that must be taken into account in the development of pedagogical models that are completely based on technologies or make partial use of them, these must be designed in a way that is in accordance with the curriculum and the capacities that are desired to be developed in students, in such a way that the massive use of these technologies by young people can be taken advantage of; It should also be said that a large number of teachers continue to bet on traditional teaching, where the dominant factor is oral presentation, which leads to the low use of connectivity through networks.

In turn, the importance of the role of interactivity in learning is supported by learning theories such as *connectivism*, which highlights the connections and networks for teaching and knowledge acquisition in the digital age that recognizes the value of digital technology for motivation in the participation of learning communities. In addition, work on collaborative learning that emphasizes the role that technologies have in the progress of learning, also in the connection of people with digital tools (Jovanovic et al., 2012).

In this sense, learning environments change with the application of learning theories with which teachers implement the participation of their students through social networks with the support of digital tools, which promote greater connectivity for the construction of knowledge and the fulfillment of the goals of educational projects.

In accordance with the above, collaborative learning is based on social psychology that bases its studies on learning in interactive groups from a socio-cultural perspective and with pedagogical mechanisms in the promotion of experiences based on the need for mutual help (Galindo, 2015).

The recent literature regarding the use of social networks in learning considers its effect on teamwork, management and knowledge and problem solving, increasing the help in introverted students and the understanding of the fulfillment of their role in different learning environments where processes are ambiguous in interaction and social connection (Zhang et al., 2016), it should also be mentioned that it has effects on culture because the exchange that occurs in goods and services such as cable TV, entertainment platforms, software knowledge, among others, makes up symbolic as well as social and cultural relationships.

That is why the question arises whether the use of technologies guarantees the effectiveness of teaching-learning processes in education? To answer this question it is necessary to delve into the learning styles of students, so the use of network technologies would be more productive, it is noteworthy; although not all learning styles can be addressed; A way can be found to prepare

interactive and eye-catching materials that permeate the majority with the use of networks.

This confirms the need for teachers to acquire skills related to the use of technological tools. The above encourages the integration of social networks for collaborative learning, the various pedagogical processes determine the teacher's purpose with the student in support of the development of higher cognitive levels and their educational effects under real circumstances of their lives (Mugahed et al., 2015). The development of cognitive levels by students arises thanks to the greater flow of communication in mutual support as a form of life experience in learning with technological mediation.

Consequently, social networks provide the opportunity for students to promote learning communities by creating dialectics for the construction of knowledge under the possibilities of connectivity and dialogue, which produces in the student the support of peers in the development of academic activities in collaborative environments (Rodríguez et al., 2021).

In this regard, it should be said that recent experiences in collaborative learning through social networks favor student participation with high educational impact, with constant interaction and develop community building and communication with the use of Web 2.0 or Social Web tools (Seifert, 2016).

The above described is interesting to the extent that it serves as a reflection on the object of study from a set of perspectives that are inherent to it, from the epistemological, axiological and ontological approach, this leads to consider that through this study scientific knowledge is generated, verifiable facts and supported by evidence collected by the theories, not only opinions about reality, but postulates that lead to its explanation and interpretation.

This is how, given the nature of the object of study, it entails a convergence of disciplines such as business, administration, accounting, architecture, engineering, environmental engineering and sustainability, consequently, its full validity must be assumed within the sciences, conceived from an interdisciplinary and even transdisciplinary perspective, in this regard refers (Morín, 2009), it is the form of structure of knowledge, in which the methods that have been successfully used within one discipline, can be transferred to another discipline, hence everything raised, on the basis of a justification that always aims at an increase in possible discoveries or the foundation of these. As a result, an expansion and transformation in the transferred method can be obtained, or a total disciplinary change in order to benefit the pedagogical processes in the principals, administrators and school community.

With respect to the ontological, the nature of the object of study entails involvement in the social and the human; the study of social networks and pedagogical practices seen in collaborative learning environments under a pedagogical model such as the conception of being a teacher, in which their performance is of utmost importance for the operability in actions aimed at consolidating educational management, that is; that the various expressions of its reality, the institutional transformations, the theoretical positions, the ways of perceiving the educational act; they result in transformations of the circumstances in which society develops the processes related to the educational fact.

In this sense, social representations are established in individuals once they interact with their social environment. From the aspect of scientific management; it is not a neutral study, of which it should not have a position, the axiological aspects involved and the curriculum are contemplated; the development of values for harmonious coexistence in society; such as

tolerance, understanding of diversity, solidarity and human development.

From this circumstance arises the fact that the Colombian Curriculum must be more open to information technology, especially to social networks, in order to adapt to students, with the intention that they have the option of changing their learning schemes. Hence, the teacher must make use of technological tools with a well-defined sense that generate active students in learning, that the information they find on the network is used to develop reasoning, analysis, synthesis, and critical skills; as Carnoy (2018) presents, however, schools currently have more access to technological tools, the methodology for their teaching is insufficient or non-existent, in turn it is not innovative, possibly due to the lack of training in teachers, many of them have little or not enough knowledge to use them in their daily practice.

That is why the question arises if the use of technology and its adaptation is relevant as a new learning style? At this point, it is essential that these tools are included in the design of the planning of educational activities. This leads to meeting this need, in training teachers in the acquisition of theoretical bases and skills that allow them to integrate in their teaching practice, didactic media, especially based on technologies as a didactic tool, train them and reflect on their practice and evaluate their role and the contribution of the Web media to the teaching-learning process.

In this sense, social networks are reflected as creators of values and factors that offer opportunities, certainly in the teaching exercise it is their responsibility to promote creative, diverse, permanent and individualized learning experiences that create didactic-pedagogical transformations that raise the educational level. These technologies by themselves do not minimize social inequalities and even less digital divides, for this to happen socio-educational policies must be created, curricula must be modified to have a positive impact on the context and the impact of their use can be measured.

Therefore, it is necessary for teachers to choose strategies that allow their students to feel that using a technological medium will be of benefit to them based on the teacher's didactic planning and the interest in developing the student's abilities. This indicates that the teacher must promote a scenario where the student recognizes the importance and convenience of using technology as an instrument to facilitate his or her own learning. In this regard, the terms information, communication and knowledge are nowadays practically obligatory within the scientific field, in education as in other disciplines and in daily life, human beings since prehistory have developed means to communicate, such as language, therefore from the oral tradition to the language of the Internet, or the Web has been, understand and explain, how students communicate, transmit information that they then transform into knowledge, and how this changes their environment and themselves.

In this order of ideas, information and communication technology must play a very important role in education, using new technologies and more specifically virtual teaching, through social networks, to reinvent education. However, in the Conference on Management in Third Sector Organizations at the Di Tella University of Buenos Aires, Argentina, in November 2001, (cited by Álvarez, 2015), it is considered that: in Latin American countries, specifically in Colombia, the empowerment of social networks has been occurring more slowly in relation to other countries of the European and American continent.

However, it is evident that in the last decade a very rapid growth in activities and creation of

profiles on social networks such as Facebook, X and LinkedIn, Instagram, it is evident that the Internet/Web is presented as a place where you can connect with friends, listen to music, exchange experiences, content, videos, establish connections with people in other parts of the world, among others. Therefore, as more people use the Internet for professional, social, or educational purposes, they will have access to new media, places of communication, and new avenues of social interaction, with great implications and opportunities. According to (Serrano, 2015) In educational institutions, the implementation of networks has promoted a rapid development of their Web contents, institutions assume technological changes gradually but constantly. This allows the natural assimilation of social networks into the daily institutional life, familiarizing oneself with digital language, and provoking significant changes in the life of the school institution.

Therefore, one of the fields in which the use of social networks has had the greatest impact has been education. Educational institutions in European and Latin American countries have long used social networks to facilitate interaction between students, students with teachers, as well as to disseminate information, connect with future students, administrative processes, among others. In this sense, the importance of new technologies and what meaning they have in the educational act must be reconsidered, what would be the role of the teacher and the student role, their impact and meaning of the contents and, above all, the new configuration of the school context, as stated (Beltrán, 2013) states that integrating virtual teaching or new technologies in the classroom aims to make the student actively participate in the process of learning, that is, these tools must motivate the educational message so that the young person focuses attention, and thus facilitate the construction of knowledge.

Likewise, the student can internalize and personalize what they have learned through creativity and thinking crítico. In virtual teaching or integrate new technologies in the classroom, in educational practices, they try to take the student to the cognitive process of learning and use this teaching to develop all the stages of mental processes. what has to happen when learning, new technologies must promote and activate the motivation of the mechanisms of perception, memory, among others; In order to help build individual knowledge through creativity and critical thinking, transfer and evaluate it, in this way educational technology would be an invaluable aid for the constructive activity of students on their way to internalizing and regulating their new competencies

It should be noted that in Colombia there are few institutions that have a profile on the most popular social networks. At the same time, there has been no evidence of their integration into the learning processes, presenting them as isolated, non-formal activities with little development, as observed in the institutions of Villa del Rosario, a specific case, the *Presbítero Álvaro Suárez Educational Institution*, where it is evident that the application of educational technology is not complying with the mental processes exposed by the author cited above. since there are a series of problems that contradict the role that this phenomenon is representing, it seems that they are unaware of theoretical, legal and state educational policy foundations, emanating from the Ministry of Education, which exposes the weaknesses regarding their training in educational management, possibly lacking some of the skills required to take on the challenge of working with technological tools, by virtue of the fact that they were trained within traditional management theories.

Through observation, an inadequate pedagogical model is evidenced in the transmission of

programmatic content in the planning of teachers at the *Presbítero Álvaro Suárez Educational Institution in Villa Rosario*, beyond the activities programmed for the Computer area, where the use of social networks is not manifested. This means that the computers existing in the school are only used to learn about themselves, but they are not yet used within the content planning to facilitate the educational work of the teacher and give a new and updated approach to the teaching of any other area of knowledge other than computing.

In this direction, it is necessary to predict that in the absence of interdisciplinary teaching management, the negative and obvious consequences, both for their professional careers and for the improvement of institutions in the fulfillment of the objectives set by the Ministry of Education, as well as for teachers and the scientific-technological advances that future professionals must acquire, in addition to the damages for the personnel who work in the institution and society in general. It can also be said that management is developed under a rigid organization, not very permeable to changes and with a high degree of lack of coordination, which far from bringing benefits, has made it impossible to achieve greater effectiveness and efficiency in educational activities with technological tools, to be developed in educational facilities.

The paradigmatic positions indicated above will reflect the future: absence in the formation of study and work teams within the school institution, pedagogical practice in an isolated manner without group cohesion for the development of systemic and cooperative work, isolation between managers, teachers and students, poor fulfillment of objectives, insufficient continuous and permanent training of teachers, graduate students with little comprehensive training and academic preparation; therefore, deterioration of the institutional image, and therefore, school dropout, as well as non-compliance with institutional and family social responsibility, deterioration in institutional evaluation, finally continuing to do teaching tasks in the same way within an obsolete paradigm for the purposes of educational management, among others.

Now, all of the above about the promotion of social networks in the pedagogical practices of the *Presbítero Álvaro Suárez Educational Institution of Villa Rosario*, makes it appropriate to carry out the present study, which allows the researcher to formulate the following questions:

What categories emerged from the study on the pedagogical model of social networks in pedagogical practices in collaborative learning environments of the *Presbítero Álvaro Suárez Educational Institution of Villa Rosario*, in order to carry out the corresponding theorizing?

In what paradigm were teachers trained for the promotion of social networks in the pedagogical practices of the *Presbítero Álvaro Suárez Educational Institution of Villa Rosario*?

What learning theories are the educational management for the promotion of social networks based on in the pedagogical practices of the *Presbítero Álvaro Suárez Educational Institution of Villa Rosario*?

What epistemic approaches will be derived for the configuration of a theoretical construct from the educational management of teachers with respect to the promotion of social networks in the pedagogical practices of the *Presbítero Álvaro Suárez de Villa Rosario Educational Institution*?

From the questions mentioned above, the following objectives are derived

General Objective

To generate a pedagogical model for the integration of social networks and pedagogical practices

in collaborative learning environments at the Presbítero Álvaro Suárez Educational Institution in Villa Rosario.

Specific Objectives

To unveil the paradigmatic elements of teacher training for the promotion of social networks in the pedagogical practices of the Presbítero Álvaro Suárez Educational Institution of Villa Rosario.

To explore learning theories for the promotion of social networks in the pedagogical practices of the Presbítero Álvaro Suárez Educational Institution of Villa Rosario.

To derive the epistemic approaches for the configuration of a pedagogical model for the promotion of social networks in collaborative environments of the Presbítero Álvaro Suárez Educational Institution of Villa Rosario.

Justification

Education requires teachers with human quality, convinced that their mission is valuable, willing to live and share the enormous experience of training individuals who develop their potential until they become mature, responsible, free, critical and avant-garde human beings. New technologies must be promoted jointly by the family, the school, the media, and society in general, considering the learning of knowledge and skills focused on the use of them, to promote experiences that lead to reflection on the aspects that must be considered in the search for a comprehensive education that contributes to the development of new generations.

This study will allow teachers to include technological tools such as social networks in their strategic planning, thus participating in the promotion of new technologies to facilitate the development of the child according to the new teaching styles, and in turn discover the importance of their mission, and committing themselves to their own transformation and the preparation of a quality education. which implies a process of willingness to learn.

On the other hand, the learning of technologies in education is a slow and progressive process influenced by various factors such as the school and the media, among others, which will contribute to the participation of the community in the processes that have to do with scientific and technological development to learn and understand its potentialities. Thus, teachers have in their hands the delicate mission of helping their students to know the advantages and disadvantages of social networks. It should be noted that currently there is evidence of the lack of use of new technologies in the strategic planning of the teachers of the *Presbítero Álvaro Suárez Educational Institution of Villa Rosario*, where the lack of guidance on the subject can be noted.

The inclusion of technological tools in the planning of the teacher's activities contributes to their work of promoting the growth of the intellect of their students. Education does not create faculties in the student, but rather cooperates with his or her development and intellectual development. For this reason, this research benefits individuals in their inner development and their capacity for reasoning. In this way, in agreement with the author, through the use of technology in the classroom, the tedious can be turned into a pleasant activity, strengthening the learning process since activities that are pleasant and entertaining are processed in the long-term memory much better, allowing the student in some cases to establish his or her own learning rhythm and, in others, governed by the system itself according to the level of knowledge acquired.

Thus, it is justified by the technological contribution it introduces, given that the strategies are focused on encouraging and promoting teachers and students to use social networks in the classroom to improve learning (by students), teaching (by the teacher) and in general academic performance. From the methodological point of view, this study analyzes the problem posed in a structured and methodical way, evaluates the current situation and provides solutions to this problem and can also be taken as a conceptual framework and precedent for future research on the subject

Theoretical References

It consists of the selection of previous works, related to the object of study of this research, that is, research carried out previously; who has investigated this problem, even if it is with the same different variables, but in different temporality, which help to determine the state of the art of it. For this, a rigorous exploration of international, national and local studies was carried out. In this sense, in the opinion of the researcher, those that, from an initial review, are directly and indirectly identified with the phenomenon investigated, of which the following were taken into account:

The author Pérez (2014), developed a research work at the Doctoral level entitled Teaching 2.0: Use of Social Networks in Teaching Practices at the National Pedagogical University whose study against the traditional educational model presents a didactic model for the use of social networks offering new teaching methodologies from a reflective stance of the communicative processes through digital technologies.

Likewise, Morales (2015) wrote his doctoral thesis entitled Educational Aspects of Social Networks: An Analysis of the Factors That Determine Their Implementation. The purpose of this study was to know the use of social networks for the acquisition of social competencies in teacher professional training.

Similarly, Campos (2015), at the University of Granada, Spain, carried out a doctoral study entitled "The use of ICTs, mobile devices and social networks in a classroom of compulsory secondary education", whose main objective was to observe and identify the logics of incorporation (inclusion? and rejection (exclusion? of the use of ICT in a Compulsory Secondary Education center, with special attention to the existing interrelation on the vision and use of electronic devices in the educational context between the different agents, families, students, teachers and management, with a prominent role of ubiquitous devices, tablets and mobile phones, and their inherent associated functions, social networks, their contribution to the construction of identity and their logics and resistances, and to analyze how the verticality of social relations coexist in an increasingly horizontal nature of knowledge, which I believe, is a problem that our society has right now.

To achieve these objectives, it was necessary to design a methodological plan that was close to the contextual framework in which it was developed, both from a quantitative and qualitative point of view. This double paradigmatic perspective of ethnographic research differs in its strategies of information production and in the analysis they make, trying to follow a mixed, descriptive and comprehensive methodology in such a way that both the questionnaires and the interviews, the informal discussion groups, together with the information stored from the participant observation in the field diary, serve to better understand the interaction of ICT in the educational context from its different agents: parents, teachers, management and students.

The conclusions of the work focus on the inertia of the inclusion of ICTs in the face of the resistance generated that slows down their integration. It does not seem that the use of mobile phones or other ubiquitous devices in the context of the classroom are causes of school failure, since they are used in a generalized way, for everything, as a construction of social identity with respect to the other in a context of maximum horizontality. This youthful reasoning about the self-control of school time and performance denotes, in some way, a certain maturity and can be used by parents and teachers to generate an educational discourse capable of integrating all the devices under supervision and control: overcoming the digital divide mediated by cultural pressure, and the digital encounter on the horizontal logics of control and responsibility. These situations reinforce the positive view of ICTs and facilitate their inclusion.

Therefore, the most important aspect of this work has to do with the logics that regulate these social relations. On the one hand, fathers and mothers in front of their children, because they want to be a friend to a father and make these representations compatible; parents before teachers, who feel that the School is a place of service provision to clients with rights to everything, forgetting its basic principles in society: to educate and train for professional competence. On the other hand, management, which tries to mediate between the parties but aims to offer a complex set of services to maintain demand. Students before teachers, who are looking for an all-encompassing teacher who does more than just transmit content, who is an agent involved in their training, but with fraternal tasks. And all this, in a climate of horizontality and continuous communication through the technology they share in the same spaces and times.

For his part, García (2016), at the Polytechnic University of Madrid, carried out a doctoral thesis entitled "Educational innovation in online social networks", with the general objective of assessing the level of acceptance of the virtual learning environment for the students who participated in this study. In order to estimate the educational usefulness of online social networks, the Online Educational Resources Assessment (VREO) instrument was designed and validated, which was applied to another random sample of 452 students during the 2014/2015 academic year. The results confirm the success of this type of virtual spaces thanks to the high frequency of use achieved and the good scores obtained by students, who have a good opinion about the advantages of using online social networks in higher education.

Of all the resources analyzed, the online social network Formatio has been the best rated option, followed by Moodle and Facebook in second and third place, and Twitter and YouTube, in fourth and fifth position. This study establishes a starting point for future research aimed at obtaining certain qualitative and quantitative indicators that facilitate a fairer evaluation of the actors that make up the education systems, which helps to open the doors of our society to responsibility, efficiency, transparency and objectivity.

Di Napoli (2016), at the University of Buenos Aires, wrote a thesis entitled "Between school, social networks and nightlife spaces. conflicts between young people in secondary education". Especially those referring to the spaces in which conflicts and situations of violence between secondary school students unfold. He argues that the relational networks that young people weave among themselves go beyond the school environment without necessarily disconnecting from it. What happens there is intertwined with other physical and virtual areas of sociability, such as social networks and nightlife spaces. Based on a qualitative methodological strategy, sixty (60) in-depth interviews, five (5) focus groups and Facebook posts of students from two public high schools in the district of Avellaneda, province of Buenos Aires, Argentina, were analyzed. First,

the axes of conflicts raised by the students were briefly mentioned. Then the uses they make of social networks were addressed, with special emphasis on Facebook. Thirdly, they inquired about the nightlife activities they practice. Finally, a reflection was developed, as a hypothesis, around the fact that school represents for many young people a safe space to conflict with other peers.

Theoretical Perspectives

Nowadays, all research of this nature must be based on theories that explain its genesis or origin, allowing it to be scientifically rigorous, which leads to support over time. The aim was to organize the different points of view, give structure and coherence to the concepts and some propositions that would lead to the development of the research problem. In this regard, Ibañez (2014) points out that "fundamentals are analyzed that allow us to understand situations, events, contexts in order to order a research problem and to be able to provide final knowledge that explains the phenomenon being studied" (p. 8). In other words, the elements of the theories that guide the research are described, constituting an important step, because it is from the existing theories about the object of study, that new knowledge can be generated.

Pedagogical Models with Educational Technology

Training models arise from a philosophical point of view, considering an educational need, as a design that responds to a series of pedagogical functions in which the educational processes of teachers are appropriately developed in the psychological, sociological and communicative levels (Ortiz, 2011).

The needs of educational training can be satisfied through pedagogical models that group together a series of teaching processes. Transformational pedagogical models in methodologies, communication and evaluation of learning with an active student for the management and construction of knowledge for the promotion of autonomy and integral competencies for the social environment in an educational culture (Garcés, Ruiz & Martínez, 2014).

Indeed, the training in communication skills and social skills of an autonomous and participative being aware of his education in an autonomous and active way.

Flexible educational models with ICT have tools for the development of training, interaction and collaboration relationships that adapt to the new virtual and interconnected educational realities (Pérez, et al, 2016).

The incorporation of educational technology requires the adaptation of pedagogical models that allow the application of digital tools that, together with the web, allow the connection of educational agents for the interaction of knowledge and the construction of knowledge in a mediatized way.

Collaborative Work in Technology-Mediated Learning

Collaborative learning based on social psychology and with socio-cultural reference based on experiences of interactive groups for decision-making, as well as for communication and the construction of knowledge in the midst of social relations (Galindo, 2015).

Education as a socialized process in the exchange of ideas and knowledge, for the permanent formation of skills in a structured way in the provision of learning communities where the members of each group are assisted, allows joint and individual development for the fulfillment of educational goals.

Collaborative work is a form of group work which reflects an interactionist model for training in strategies and skills in the performance of tasks where each member assumes his or her responsibility and commitment as a member (Román, 2004)

Educational environments with technological support provided with a technical nature support the teaching work, particularly in the virtualization of management and design with a pedagogical model for the formation of learning societies, in conditions dictated by globalization and in the phenomenon of the immediacy of information as a context of current communication where the constant innovation of educational practices predominates (García, Angarita & Velandia, 2013).

The leading role of educational technology as a sociological phenomenon has brought about changes in people's habits and customs in the communicational plane and in the construction of social networks and the knowledge society.

Online collaborative learning environments allow the emergence of learning opportunities in the sharing of opinions and points of view during their discussions in real situations, generating in their members levels of commitment to bonds in relationships of communication skills (Cotan, García, & Gallardo, 2021).

Social Media

The new social networks such as Hi5, Messenger, MySpace, Facebook, among others; must be analyzed, to know their direct and real influence on adolescents. The idea is to study and teach why these networks keep the attention of young people so quickly that they do not interact in their contexts, do not use the appropriate spelling marks, do not respect punctuation marks, which is evidence of a new virtual language.

The networks and the Web have become another form of communication, because these pages are visited daily, it is also important to understand the purpose for which networks were created, and how these networks capture the user in a persuasive and unequivocal way.

An analysis of youth behavior was made, reviewing documents related to the subject, also conducting interviews, to find out what young people think about the subject, what their immediate behaviors are after having interacted in these networks, what good it has, what positive aspect they found in it, what they would change. And finally, an approach to technicality will be presented, and how it has been closely linked to communication, telling the story of how social networks appeared on the Internet. In this regard, social networks are currently very popular since it is about the interaction of young people. In recent years, technology has advanced and social networks much more because you have a great advantage such as the communication of young people with teachers, this could be very useful in learning as well as the student or the teacher. The use of information technologies in teaching is increasing (Garrigós, 2010) due to the advantages of social networks, which could be useful for non-face-to-face learning, enable more fluid communication between student and teacher, can promote student participation and help to instantly share all kinds of information among the members of the network. formats such as gamification in the teaching process are already evident.

It should be noted that social networks, although without definitive scientific consensus on their positive or negative impact, have established themselves as a powerful tool for human interaction. They allow the creation of channels of expression, encourage debate and exchange information, music and videos, democratizing the production of content. However, uncontrolled use can negatively affect academic performance. The great appeal of social media lies in its
posthumanism.co.uk

ability to foster personal connections. The more users who participate, the more attractive it is to students, allowing them direct contact with teachers and classmates. This generates a collaborative work environment, which is key to its success. Social media gives students a space to express themselves, build relationships, and fulfill their educational responsibilities. To boost participation, these platforms must be open and unrestricted. Limiting students' ability to customize their profiles or share media would be a mistake. In addition, according to Díaz (2015), social networks fulfill three essential functions such as communication that facilitate constant interaction with contacts, through cooperation they allow the organization of events or collaborative projects. With communities, they expand the circle of contacts, creating more extensive networks than could be formed in a face-to-face environment.

In the context of these areas, users of the social network have mechanisms to create their own objects of interest, these are usually in the form of text such as messages, comments on other objects, discussion forums, among others, images, sounds, blogs, embedded objects such as documents, presentations, among others, attachments and others. It must be said that the digital products of the network itself are somewhat limited, the ability to enter external objects of interest makes their versatility common to most in practice. For many people at first it was something strange that everyone wanted to explore, while today for most it is already part of daily life, to report about the places they visit, the thoughts or the acts they perform through a simple click on their computer or cell phone. According to Naso (2012):

Social networks are living in a moment of success, this modern invention of the web has taken root among Internet users since year after year it has experienced a notable increase around the world, there are several causes that have caused this increase in users among social networks (p. 20).

Certainly, social networks provide benefits to users, they allow them to share interests, concerns and/or needs, they give people the opportunity to feel often accepted by a group, it should also be noted that they have disadvantages most students use excessive information in their spaces, information without any kind of restriction which becomes a problem, This information can be used by criminals who are also already involved in these new technologies. The improper use of this technological tool can cause loss of time, distraction, violation of privacy among other negative aspects, well used provide important benefits. What is important to keep in mind is that social networks can be useful not only for professionals and companies; They are also an interesting tool for students as long as they are used properly. Among several of the benefits of social networks for students, firstly, it allows them to work in groups in an easy way, many times it is sometimes impossible to coordinate dates and times, meet with some classmates to do some work, some opt for different commitments, others may be sick and some simply will not want to leave their homes, as Jabalera (2012) states:

To be in communication and work faster on the assigned tasks, they will be able to make use of some of the existing applications in different networks such as chatting how the given topic will be distributed and researched and thus they will fulfill the task without having to be all in the same place to be able to perform it (p. 24).

Secondly, social networks keep a large number of people informed, the fact of tuning in to the news through social networks is much easier than watching them on a television or radio, publications on Facebook or following news media on social network X; It is an alternative to the traditional means of information. Thirdly, they can exchange ideas and meet students from

various educational institutions, also students from other countries and from different cultures, this would be one of the great benefits offered by these communication networks. Finally, the opportunity for the development of original projects; so for many students social networks are so new that they aspire to be able to develop an application to have more knowledge about them.

The Importance of Social Networks in Education

Probably some young people could be inferred to live in a real world, which at the same time shields or protects themselves with a digital world. Through the Internet, it has contributed to everyone having connectivity to various types of information with people they do not know or have never seen in their lives, only through a screen. The importance of work generated by networks and the Web should also be highlighted; you can work without leaving home, do shopping without going to the physical store and even carry out formal or non-formal studies in the Hybrid modality (virtual-distance).

In the past, it may have seemed impossible to even be the fantasy plot, however, nowadays, it is something as simple as clicking on a keyboard. Through the appropriate use of this type of tool, it can be put into practice for an education that is competitive, which also tries to promote current and innovative learning and teaching.

In Colombia in the mid-year 2000 was when social networks began to spread as Tuenti, Facebook or X (formerly Twitter), in 2008 Facebook became the most used social network in the world, with more than 200 million users, currently it has already exceeded 800 million. It can be said that the social network is included in a new interrelational structure, between people whose contact is established through the Internet, which is why with the new technologies the teaching-learning process participates in a profound transformation, in which the teaching methods and techniques useful until now begin to be questioned. proposed by Donolo (2014)

From early childhood education, students are already beginning to become familiar with the new tools of information. From the first beginnings of schooling, students do not stop improving and learning about everything that new technologies offer them. The Internet becomes one of the fundamental ones (p. 112).

Children have the ability to develop learning processes quickly, such as didactic and pedagogical adaptation, creating new ways of learning, making the most of their advantages; and demystifying that browsing the Internet is no longer a waste of time, it can be conceived as a new way of training students by establishing new communicative processes, A distinction must be made between using cyberspace to develop rather recreational activities, or using these media to develop and implement educational activities. This way of teaching does not represent some kind of danger; but the age of the student and the cognitive/mental processes that allow people to think, learn, remember and solve problems, such as memory, attention and reasoning, must be taken into account, as well as the role of the teacher, who must act as a guide, rather than as a mere instructor.

Advantages and Possibilities of the Use of New Technologies

Globally, educational institutions are becoming aware of this new world of opportunities offered by the Internet, and many of them already offer complete programs that can be accessed from the Web. As mentioned above, virtual platforms have been developed to support teaching in an attempt to improve student training. The teacher also acquires a very participatory role from the moment he or she provides teaching materials and even carries out virtual tutorials. The school
posthumanism.co.uk

is in a profound process of reorganization, which tries to keep pace with the changes that are taking place in today's society. Undoubtedly, there are new training spaces, which can complement the face-to-face teaching that everyone has always known.

Contributions to the educational world can be extraordinary, as long as they know how to use them properly. Social networks are precisely one of the ways that the internet offers to communicate between people, as stated (Cobo & Pardo, 2017) "They are framed in the name of Web 2.0., and are a form of social interaction that is based on the interactive and dynamic exchange of different information between different people, groups or institutions" (p. 63). Education is benefiting from this type of social networks, which have especially favored group work and collaboration and problem solving.

In addition to the above, it is not possible to refer to social networks in education without taking into account three points of view that Castañeda and Gutiérrez (2010) collect and that indicate to what extent they are essential today:

- (a) Learning through social media. The fact that young people use social networks so much gives us the opportunity to try to make the most of them;
- (b) Learning through social media. It is related to informal learning processes, where students can learn autonomously;
- and (c) Learning to live in a world of social networks. It is necessary to make new users aware of what social networks are and what they can use them for (p. 56).

As Camacho (2010) points out, in order to make adequate use of social networks to establish optimal communication between students and teachers, it is necessary that some ideal conditions are met:

- (a) It is necessary to have technological resources that respond to the needs of teachers, as well as to have adequate technology;
- and (b) It is essential to offer training resources that ensure the correct acquisition of skills by teachers (p. 23).

It is necessary for teachers to consider how to include social networks in daily practices, as they are means that can facilitate educational innovation. Undoubtedly, online tools can enrich the learning process and also improve and/or perfect teaching. For this reason, the contributions of social networks to the educational system are of great value. Abuín (2009) points out some of them:

- (a) To share not only knowledge, but also experiences;
- (b) Possibility for teachers to help students to fend for themselves, for example, when searching for information relevant to them, so that they can learn "by doing things";
- and (c) Promotion of cooperative work among the students themselves (p. 63).

To complete the classification made by the aforementioned author, Chóliz and Marco (2012) made a list of the advantages that the use of the Internet entails for people:

- (a) The Internet is the main source of information;
- (b) Storage is unlimited and access instant;
- (c) Speed of access to information;
- (d) Enables real-time contact with people anywhere in the world;
- and (e) It has become indispensable in our society.

In general, it can be pointed out that the use of the Internet in a balanced way would be constructive for the student in his learning, if there are many times when there is concern about the low motivation of students, is it pertinent to take advantage of the advances provided by new technologies? The use of social networks, as already mentioned, is one of them, but gamification

can also be used to help develop interactive learning through games and the countless educational platforms that exist today.

Teachers also benefit from the advantages that the Internet/Web provides, the use of social networks allows them to exchange information with students and their peers because it facilitates the opportunity to communicate with others to plan and work on work projects.

Each teacher can also create materials adapted to the needs of each of the students, as well as monitor their progress and difficulties in detail. One of the main objectives of including social networks in the student's curriculum is to develop and encourage work in a cooperative way. According to Barkley (2017): "Collaborative learning occurs when students and teachers work together to create knowledge... to develop reflective, autonomous and eloquent people" (p.19).

The use of the 2.0 platform not only allows knowledge to be transmitted, but also promotes and develops technological skills, which are essential today. These new ways of learning allow students to learn by "doing things." The electronic space that opens up allows the traditional educational models that have always been used to be expanded. In this way, students and teachers will be able to act and interact through the use of the Internet. Its value is of inestimable value, as it will allow us to go beyond the mere transmission of knowledge. Touriñán (2011) points out the need for teachers to act as guides through the network. "This forces us to approach in a different way the new ways of structuring information and even the time and rhythms of the student's learning" (p. 41). In conclusion, given the importance of preventing the harmful consequences of communication technologies that it sometimes hides, a great window also opens for us from which we can glimpse enormous creative possibilities that our young people have at their fingertips.

Difficulties in the Implementation of the Internet and Social Networks

At the same time, the benefits provided by the use of the Internet and social networks, the difficulties involved in the use of new technologies as an innovative element in the educational act cannot be ignored. As Sáez (2010) points out, it is essential that teachers accept in the curricular design the development of activities that promote the use of new technologies, highlighting the need for them to actively participate in training according to the networks, in such a way as to guarantee an appropriate use and with the maximum benefit. teachers in controlling their students, because an uncontrolled use of the Internet can lead to multiple problems for young people and adults, poses risks for children and young people, taking into account that they are the most vulnerable to scams, in addition to problems in some cases of anxiety due to the absence of connectivity

Sometimes, the eagerness to know and interact can cause them to enter pages that are not appropriate for their age and that can become dangerous if not supervised by an adult. Sometimes, the child can get frustrated by not getting an expected or immediate response from a social network such as chat, forums; something that can be dangerous for their mental stability.

It is very important that both parents and teachers are always alert when the child participates in conversations and forums on the network, this can lead to undesirable contacts that can end up in bad company and even in situations of harassment. All adult content such as sex or violence should be out of the reach of the child, so it is recommended that they be saved in special files with passwords different from theirs, and that the history of visits be reviewed when the child

connects, in order to make sure that the pages are safe and recommended. With the arrival of adolescence, the use of new technologies intensifies even more and as a consequence the problems also increase. Social networks, messages to mobile phones or the uncontrolled use of chats become the best ways that these groups use to relate to their peer groups. Everything that was seen as an opportunity for all of us to have a broader perspective of the world, an advance from which we were always going to be able to benefit, has been changing over time.

In recent years, pathologies related to Internet addiction have emerged, and even situations of harassment through the network are occurring. For this reason, there are already many authors who have begun to investigate and study what may be happening behind not only the computer, but also the minds of many young people. For this reason, there is a classification made by the authors (Hóliz & Marco, 2012) that highlights some drawbacks of Internet use. among some "(a) The contents are not always reliable; (b) Some content is not illegal or immoral; (c) They may interfere with other activities; (d) Is incompatible with other activities, or takes time; and (e) It hooks, it causes dependence" (p. 78).

To do this, reference is made to those people who are compulsive buyers, or others who dedicate many hours of their lives to gambling continuously and recurrently. For these people, the Internet is a way to calm anxiety, but they are not addicted to the Internet. If we focus on the age stages that include the end of childhood and also adolescence, it can be stated, according to (Echeburúa & Requesens, 2012) that an adolescent who makes excessive use of new technologies can manifest this lack of control of the hours of sleep less, lose track of time by being connected, isolate yourself socially, exaggerate the real time you are connected; and feeling an anomalous euphoria in front of the computer.

It should be noted that in young ages, the attractiveness of the Internet increases because it includes a virtual relationship with friends and strangers, also the absence of elements of non-verbal communication facilitates interaction and makes it possible to mask personal identity, a fact that can cause the living of a pleasant and exciting experience relieving boredom, tension, depression and anxiety; It also allows you to correspond with peers twenty-four hours a day, contact people who otherwise would not have been possible, keep in touch with friends at a minimum cost and be taken into account by others.

In short, the use of the Internet, which includes the use of social networks, becomes an important tool in the learning process of students, with new ways of teaching and also of learning. The relationships that can be established between teachers and students can be enriching and tremendously satisfactory.

Pedagogical Theories Underpinning the Use of ICT in Learning

The development of society has also revolutionized the psychological and pedagogical theories that support learning, with respect to the study of social networks have meant an important change in the educational environment. The theory of constructivist learning is one of the main theories that underpins the development of information and communication technologies and training models based on web technologies. According to Sosa, García, Sánchez, Moreno, and Reinoso (2015), the benefits of b-learning have been based on the theory of constructivism, they are easy to adapt to the model based on PBL problem solving, it focuses on obtaining learning at the student's initiative, motivating autonomy to promote the development of skills and abilities.

Similarly, e-learning, according to (Sánchez, 2011), is based on constructivist theory, .This

theory projects the internal actions of redesign, rearrangement and reconstruction of mental models in the learning processes, so it is the student who builds his reality in his context. In recent years, the theory of connectivism promoted by Stephen Downes and George Siemens has ventured into it. According to Ovalles (2014)

This theory of learning for the digital age supports that learning is a process that occurs anywhere, in diffuse and changing environments; that is, it resides outside of us when it is the average applicable knowledge of an organization or database, connecting a set or sets of specialized information (p. 118).

Connectivism is the application of network principles to conceptualize knowledge and the learning process. Knowledge is a particular pattern of relationships defined with intentionality; And learning can be said to be the creation of new connections and patterns and the ability to operate around existing networks or patterns. The principles of learning can be analyzed at numerous levels: *biological-neuronal*, *conceptual and social-external*; where the beginning of connectivism is the person from his personal knowledge that is made of a network, which encourages the dissemination of information to organizations and institutions, which in turn feed back information on the same network, which finally ends up providing new learning to the individual.

Therefore, it is interesting to observe the role that the interactions between teacher and student play in the formal learning processes, and the resources that will begin to be used to optimize these teaching-learning processes with the networks; that is why the teacher, who was previously practically the only source of knowledge for students, it must become a guide, a reference that motivates students to their own autonomy and emancipation, the ability to create knowledge thanks to the double assimilation-exposure path that characterizes learning based on the collective, both that of the class group and the global collective that is the Internet. Currently, elements of the different generations converge with a greater emphasis on the use of social networks, in their beginnings in the educational field, O'Keefe and Clarke (2018) emphasized on: "how the growing use of social networks was accompanied by the concern of parents about the possible damages that they entailed for the academic success of their children" (p. 800). In this sense, one of the pioneering studies in investigating the effect that social networks and more specifically Facebook, had on academic success was the one carried out by Kirschner and Kirpinski (2010):

... based on more than 200 surveys completed by university students, obtaining some of the results indicated below: those students who used the social network spent less time studying than those who did not use it; the participants who used the social network had few time management skills; the use of the tool postponed their study time, among others (p. 78).

It is evident that ICTs provide tools for the development of collaborative and cooperative activities in teaching, facilitating student interaction from a constructivist perspective inexorably linked to Vygotsky's theory (1978), or in other words, the importance of providing individual support or scaffolding to facilitate the cognitive development of students during the learning process. To this end, scaffolding is understood as the help provided by a teacher, an expert, or the most capable classmates themselves that allows the subject to solve a problem independently. With the development and incorporation of social software tools, subjects can interact with each other in the way that is best seen fit. More specifically, social networks are capable of modifying a wide variety of cultural forms. According to Cabero (2016):

One of the most important characteristics of collaborative work through social networks is that the media make it easier for users to be connected and to be able to share the content that they themselves generate on a global scale. People from different parts of the world, for example, can work together on a collaborative writing activity on wikis to produce a "social text." In other words, social networks provide subjects with a platform for integrating knowledge that can significantly support collaborative learning (p. 25).

Despite all that is published in relation to these topics, there is still a need to design and implement educational experiences with the support of web tools, based on psychological and pedagogical theories aimed at the development of meaningful and autonomous learning, through which students, together with their peers, build knowledge and the teacher is a mediator throughout the process. In summary, information and communication technologies bring about a significant change in the methodological and didactic order within any organization or educational institution, with its modalities such as e-learning and b-learning have emerged that, based on pedagogical theories such as constructivism and more recently connectivism, have revolutionized teaching, with a greater emphasis on meaningful and autonomous learning.

Methodological Framework

In this section, the epistemological, methodological and procedural foundations that guide the research approach are presented, in social development research is established as the interpretation of knowledge with perspectives according to a need, since it takes the specific connotation of creating knowledge about social reality, that is, about its structure, the relationships between its components and its functioning, always considering the emergent character of the process as an articulated movement of research actions that are permanently adapted to the ontological evolution of socio-educational dynamics, in this case particularly referred to the theoretical, methodological and axiological postulates for the promotion of networks in the pedagogical practices of the *Presbítero Alvaro Suárez Educational Institution of Villa Rosario*.

In this sense, the research will be framed in the postulates of the experiential interpretative paradigm, because it will focus on the study of the meanings of human actions and the social life of their actors. Its purpose is to understand various theoretical positions in which the promotion of networks in pedagogical practices takes place. Understood as the analogy of the discourse of the people who make the theory in relation to the point of view of the one who executes it; Considering what they say, do, feel and think, the importance of research lies in the possibility that the researcher has to ascertain the real conditions of this situation.

The present study adopts the qualitative research paradigm in its methodology, since Flick (2007) considers that open-mindedness is necessary in research action, with a broad methodological pluralism, as a result of the complexity of social relations, in the interaction with the media, in the disposition of a great sensitivity to the empirical aspects of the problems for their interpretation, in the diversification of the vital worlds.

An ethnographic approach study according to Martínez (2010) focuses on the traditions, norms and values of a social group that manifests its behavior according to its logical structure or reasoning in the cultural order. In such a way, this study aims to reflect the image of the group of students and teachers and their cultural way of interacting with social networks to promote collaborative learning environments with the support of technology. The study will be framed

within a hermeneutical-dialectical and phenomenological research because the information that will be collected will emerge from the real context studied during the time that the research merits. According to the characteristics, the study corresponds to the qualitative research modality. Regarding this interpretative qualitative paradigm, Martínez (2006) says that it is a matter of understanding the educational reality from the meanings of the people involved and studying their beliefs, intentions, motivations and other characteristics of the educational process that are not directly observable or susceptible to experimentation (p. 66).

According to Martínez, (2006) tries to identify the profound nature of realities, their dynamic structure, that which gives full reason for their behavior and manifestations. Similarly, Martínez (1998) based on qualitative methodology, this study means "the description (graphé) of the lifestyle of a group of people accustomed to living together (ethnos)" (p. 29). The unit of analysis that will be defined in the research will be people whose relationships are regulated by certain reciprocal obligations. Thus, the social unit studied will be the promotion of networks in the pedagogical practices of the *Presbítero Álvaro Suárez Educational Institution of Villa Rosario*.

For Martínez (1997), this approach will be based on "... the conviction that the traditions, roles, values and norms of the environment in which one lives are gradually internalized and generate regularities that can adequately explain individual and group behavior" (p. 30). Hence, teachers and management staff share their experiences, which will be reflected in the functioning of school action.

As for the method that fits this research, it will be the hermeneutical phenomenological. In fact, Quass (2003) considers that phenomenology seeks to know the meanings that individuals give to their experience, the important thing is to apprehend the process of interpretation by which people define the world and act accordingly. The phenomenologist tries to see things from other people's point of view, describing, understanding, and interpreting. The method is hermeneutics because all comprehensive reading is always also a form of reproduction of its pillars. In a broad sense, this is the method that every researcher uses consciously and unconsciously and at all times, since human mental dynamics is by its very nature, interpretive, that is, it tries to observe something and look for a meaning in the text to set its true objective.

As for the hermeneutical aspect, Gadamer (1984) points out that it is the one that is used, consciously or unconsciously, by every researcher and at all times, since the human mind is, by its very nature, interpretive, that is, hermeneutical: it tries to observe something and look for meaning in it. Strictly speaking, it is advisable to use the rules and procedures of these methods when the information requires a lasting hermeneutical action. In the case of this study, the perception of teachers' experiences on lifelong learning and the obstacles that could limit this process imbricated in the school institution will be interpreted. In this context, hermeneutics will facilitate the understanding of the written text and its own stories, of the words of the study informants and theoreticians. In the same order of ideas, for Guba (1990):

... The hermeneutical aspect consists of describing the individual constructions in as precise as possible, while the dialectical aspect consists of comparing and contrasting the existing individual constructions (including those of the researcher) so that each respondent must confront the constructions of others and reach agreements with them. (p. 77).

Hence, in view of these approaches, in the interpretative tradition, the ideal theories of explanation, prediction and control are replaced by those of understanding, meaning and action.

Which, in the specific case of this study, will be adjusted to the interpretation and understanding of the nature of these verbal references in relation to pedagogical practice. To this end, it is worth highlighting Hurtado and Toro (2003), who point out that:

... Hermeneutics must constitute both a theory and a praxis of critical interpretation, aimed at seeking the meaning that an action has for those who perform it and its underlying structure, since it is this meaning and the interpretation that animates it that convert a simple act or fact into human action (p. 25).

Therefore, in this interpretative paradigm, hermeneutics requires sufficient skills from the subject who investigates to recognize the basic strategies in the understanding of a reality, which although complex in its philosophical dimension, needs to be addressed textually and contextually, even more so when it comes to educational problems, which is argued in the phenomenon studied. since in this case it is observed from inside to outside the university campus. In this regard, Gómez and Quintero (1999) state that any interpretation that has to provide understanding must have already understood what has to be interpreted, understanding and interpreting texts clearly belongs to the human experience of the world. (p. 37).

For his part, Sandoval (1996) notes that hermeneutics is like interpretation:

He considers it an alternative in qualitative research, where it is not exhausted exclusively in its philosophical dimension, it also transcends to a methodological proposal in which the understanding of social reality is assumed under the metaphor of a text, susceptible to be interpreted through the use of methodological paths, with its own particularities that make it different from other research alternatives. in other words, the way of grasping and interpreting the external world. (p. 89).

The aspect of historicity and the link with language and texts are at the center of the concept of interpretation enunciated by Heidegger (2005); for whom man is thrown into the world, since his existence is always qualified by a certain pre-understanding of the world that is incarnated in the language that everyone can dispose of; interpreting is then Gadamer (2003) explains: the articulation of understanding that is constituted as existence (p. 93).

Odman (cited by Sandoval, 1996), complementing this view of hermeneutics, states that its purpose is to increase understanding to look at other cultures, groups, individuals, conditions and lifestyles, from a double perspective of present and past that announce a future. In this framework of ideas, the researcher's immediate intention is on the one hand a realistic and faithful image of the group to be studied, in order to contribute to the understanding of the exercise of the teaching function through pedagogical practices, through a series of in-depth interviews conducted by the researcher to understand this function in the promotion of social networks.

There are many techniques for gathering information such as interviews, participant observations, documents or records, field notes, films or videotapes, among others. The results obtained will be support for this type of research, which allows scrutinizing and analyzing the possibility of transforming or generating changes in the subject: theoretical, methodological and axiological postulates for the promotion of networks in pedagogical practices. *Case: Presbítero Álvaro Suárez Educational Institution of Villa Rosario*. In order to gather information during the development of the research, the interview will be used as an appropriate technique to have direct access to the practice of all those committed to the fulfillment of educational policies. The interview, according to Mckeman (2001), is an interpersonal interaction in which one person asks

another person questions pertaining to a particular research problem.

The interview has the property of allowing to specify the interest in a specific topic that can be studied with a high dimension and to discern what opinion the other has on the point in question in a face-to-face scenario which allows the researcher to observe, record, analyze and interpret the meta-languages and context where the interview is carried out. which may have some reciprocity with the answers provided by the interviewed actor. This will allow us to delve deeper into the issue related to the research. The answers to the interview are recorded in the semi-structured interview script, which consists of lists of questions accompanied by an open space as an option for the respondent to justify, reflect on, or depart from the pre-established questions (Mckeman 2001). This will allow, to a certain extent, to establish conversation or interaction with the interviewee. To this end, video recording will be used as a tool that guarantees the recording of true points of view, expressed by the interviewees, which will then be transcribed by the researcher.

In this regard, some necessary elements for the interview will be considered, such as: (a) Foresee and have all the implements required for the conduct of the interview and do not omit or forget the purposes of the investigation so as not to harm in any way the conduct of the interview; (b) Tell the interviewees what will be done, the objective of the work and the significance of the information to be reported, this will give them confidence and encouragement; and (c) Respect will be a determining element towards the interviewee, his environment, his guidelines, his rules, the precision in the questions, abiding by the agreed schedule, knowing how to listen and be attentive to his story, as well as providing information only at the right time, which contributes to remembering the narrator, will be requirements to be taken into account by the researcher, which will strengthen the confidence and security of the interviewee.

According to Taylor and Bogdan (1987), in-depth qualitative interviewing allows face-to-face interaction between informants and the researcher, with the possibility of exchanging experiences or situations in order to understand their perspective on life

The ethical question will be considered in this educational research. The ethical aspect is not always obvious, but often goes unnoticed or is ambiguous, so it is necessary to have certain formal codes that define the behaviors that are considered acceptable. In this sense, the researcher does not intend to inconvenience any participant, but rather will provide them with the right to fair and equitable treatment in addition to privacy. Honesty and honesty are vital in this activity. So what is considered moral and ethical in daily life is a matter of settlement between the investigated and the researcher. The researcher will consider the fundamental ethical principles (Belmont, 1974): beneficence, respect for human dignity and justice.

This activity will be based on the recommendations made by Martínez (2004), in relation to the practice for the categorization of information. Transcription of the interviews, categorization of the contents, division of the contents into thematic units, descriptive categorization, particular referential scheme, general referential scheme by sample strata, conceptual synthesis.

The information collected will be reviewed from the observational descriptive perspective, and will result in an interpretative and explanatory analysis of what is exposed and will allow the review of the information collected from the reflection of the actors committed to the research process, for the respective analysis and explanation. The conceptual development was elaborated considering the reflections, relationship and interpretation between the categories and attributes

found, to that extent links and similarities will be produced, thus originating a network of relationships between the categories that will translate into the production of the reflections generated in this research.

Next, Sandín, (2003), defines the scenario as "the place where the phenomenon is studied as it develops in its natural environment in the sense of not altering the conditions of reality" (p. 85). It begins with the immersion of the researcher in the scenario under study. The scenario represents the social situation that integrates people, their interactions and the objects present there, which is accessed to obtain the necessary information and carry out the study. In the particular case that it deals with and in reference to the contributions raised with respect to the scenarios, it is developed at the *Presbítero Álvaro Suárez Educational Institution, located in Villa del Rosario, Norte de Santander*.

For methodological reasons; Time, resources and geographical location The selection of this educational institution is based on characteristics assigned by the researchers. Such characteristics will be directed towards aspects of the participation and commitment of the actors who work in them, such as having a Director in charge or head of the organizational structure, located in an urban area of the city, a quick access route, without obstacles and very close to the researcher's place of work, that there is a collaborative disposition on the part of the selected actors; that the execution of the management gives signs of a reference advantage for the theory and that its strengths in the human and technical aspects allow it to decide not to include other institutions. These aspects will allow the research to be carried out smoothly and adjust to the object of study. In addition, physical proximity will facilitate continuous and frequent visits to the educational institution for coexistence and application of the interview to collect the required information.

The research was carried out at the *Presbítero Álvaro Suárez Educational Institution in Villa del Rosario, Norte de Santander*, taking into consideration the management and teaching staff who will become the protagonists of this research experience, reflected in the records selected in this work. The selection of the interviewees was made under the criteria proposed by Martínez (2004) "that is, exemplary or paradigmatic cases or situations: more representative and typical situations" (p. 42). In this regard, the selection of key informants will respond to the findings of the research; they are people who, from their ethical conception of education as a service to others, live their educational praxis in function of a social task that goes beyond its simple fulfillment.

Therefore, the actors that will make up the research were determined through the intentional method of qualitative research. For Ruiz (1999), the aforementioned method allows the selection of the subjects who participated in the research according to a criterion established by the person in charge of the study, that is, in some intentional way established by the researcher. For Latorre, Rincón and Arnal (2003): "A good informant is a person who has the knowledge and experience that the researcher needs, has communication skills, has time and is willing to participate in the study" (p. 11). Therefore, the choice of subjects will be made in relation to the good information they could provide for this study.

This activity will be based on the recommendations made by Martínez (2004) in relation to the practice of categorization. The information collected was reviewed from the observational, descriptive and conceptual theoretical perspective that will result in an interpretative and descriptive analysis, which will allow the review of the information collected from the reflection

of the actors committed to the research process, for the respective analysis and explanation. Researchers interpret the answers obtained through repetitive reading and in a careful way. To do this, relevant words and ideas are highlighted and videos will be carefully listened to for the recording and interpretation of expressions important to the research. The content was grouped into thematic units predetermined by the researcher and within these the categories that will arise during the process will be incorporated. In the case of open answers, representative categories of the arguments obtained were sought among the different answers given.

This moment is related in the first place to the socio-geographical context where the key informants, who are fundamental figures, will be located, for providing the necessary information on the promotion of networks in their pedagogical practices. It is important to highlight that the research offers an innovative stance as it is inscribed within the interpretative paradigm, under the hermeneutical-dialectical and phenomenological method, whose operational attributes are described by the methodological strategies assisted by this perspective in the epistemic and teleological sense of visualizing and understanding reality, through dialogicity. Thus, the information will be collected through the techniques of the interview, recordings that will be organized into categories to execute the process of analysis and subsequent submission of triangulation, in order to generate new theorizations, specifying and contrasting with the previous theories.

The categorization process according to Coffey and Atkison (2003) involves the segmentation of the data for their organization based on substantive research questions, with the help of the construction of concepts and categories for the analysis of the information from the data previously collected in the interviews with the key informants

After the above considerations, the categorization of significant and relevant value is described, since through it it will be possible to reduce research data, express them and describe them in a way (conceptual and graphic), responding to a systematic structure, intelligible to other people, and therefore significant. Information reduction is a type of operation that is carried out throughout the entire research process. In the same way, the categories in the study were classified, it will be possible to make contrasts and comparisons, the data were organized in a conceptual way and through this information was presented.

Categorization serves as a bridge to facilitate the simplification and classification of the recorded data. Categories: Teaching experiences and perceptions on the integration of social networks in the classroom, impact of social networks on student motivation and commitment, development of creativity and critical thinking through the production of content on networks and the tension between controlled and uncontrolled use of social networks in the educational field.

These are the segmentation into elements that are relevant and significant for the research, presented graphically integrating the answers of the informants into groups of categories to better visualize the result. Reliability based on the hermeneutical approach is based on intuition, interpretation and understanding, opening a process of construction of experiences without generalizing but explaining the particular, through triangulation. In any case, the researcher relates to the fact, interacts with it, and through language, what is perceived is externalized and thus will generate a process of transformation, constituting the phases of reflection. The lived experience will consider the exercise of the teacher and the other members and actions of the educational process, indicating time and space, strategies for dialogue and conversation, consultation and other aspects that will guarantee a clear vision of the process of discussion and

execution on the oral contributions of the routines in the visits. This approach of Martínez (2004) consists of relating and contrasting its results with equivalent studies presented in the referential context, that is, the triangulation of sources and theories that make it possible to contract the information in order to arrive at the analysis and interpretation of the results according to the purposes of the study; this comparison and contrast could infer corrections or reformulations, guaranteeing important advances in the area, that is, some theorizations could provide guidelines for interpreting the recorded data. When the fact of coincidences in the evidence is presented, it will be possible to have the conviction that in the process of analyzing information that leads to giving answers, there will be consistency in the results of the triangulation.

At this point according to the participants, some reflections can be given as a result of the analysis, connectivity is no longer a mere bridge, but a loom that intertwines students and teachers in a virtual community. A dissolution of the physical and temporal limits of the classroom is perceived, allowing interaction to flow with an immediacy and accessibility that were previously unthinkable. This digital closeness generates a sense of shared presence, a kind of co-existence in the virtual space, which promotes continuous participation and the collective construction of knowledge. It is an experience where the tool vanishes, becoming almost transparent, so that the focus falls on the action of learning itself.

At the same time, a revolution is observed in the conception of authorship, the student, previously a passive being of information, is now discovered as an active co-creator of knowledge, this experience of being able to generate and share content, of expressing himself freely through photos, videos or texts in his own digital space, gives him a sense of empowerment and agency. Creativity is not an external demand, but a natural expression that springs from this network interaction, where knowledge is built in a collaborative dance, dissolving the traditional boundaries between the expert. Knowledge is organized in a large network, and each element is a contribution that enriches the collective tapestry.

However, this transformation is not exempt from nuances that generate a tension between the undeniable appeal of social networks and the risk of their excessive use. Although they offer direct contact and promote a favorable work environment that captivates students, there is also the concern of uncontrolled use that could reduce academic performance. The questions that teachers ask themselves are not simple doubts, but the echo of a deep search: how can we embrace the immense potential of these platforms without succumbing to their possible deviations? It is an invitation to explore that delicate balance that allows collaboration and creativity to flourish without sacrificing discipline and rigor on the path to knowledge.

For all of the above, it is necessary to create a model that is based on teaching based on social networks, which configure an experiential space that redefines educational interaction, allowing a more dynamic, personalized and collective construction of knowledge. Its central purpose is to harness the potential of networks to activate deep learning mental processes, fostering motivation, attention, personalized knowledge building, creativity, and critical thinking. The model can contain collaborative projects in the network, creation of their personal digital profile, stable groups of opinion as expression and debate, everyone is the sender of the message, the teacher will design strategies such as integration of networks from meaningful learning, an environment of participation with confidence, feedback on activities, promoting the discourse of responsible use of networks, promote its use for academic and recreational purposes without overdoing it in connection time and becoming an addiction

References

- Abuín, N. (2009). *Social networks as an educational tool in the university environment*. In IV Conference on Pedagogical Innovation of the ADA Project. Madrid: Universidad Complutense de Madrid.
- Álvarez, M. (2015). *ICTs in teaching-learning processes*. [Online document] Available: <http://educatics.blogspot.com> (Accessed: 2020, August).
- Area, M. (2010) *What does the internet contribute to pedagogical change in higher education?* In R. Pérez (Coord.), *Multimedia networks and virtual designs*. Proceedings of the III International Congress of Communication, Technology and Education. Oviedo: University of Oviedo.
- Barkley, E. (2017). *Collaborative learning techniques*. Madrid: Morata.
- Beltrán, R. (2013). *Technology and communication in society*. Caracas: Venezuela.
- Cabero, J. (2016). *Social Networks and Information and Communication Technologies in Education: collaborative learning, gender differences, age and preferences*. [Online Journal] Available at: http://www.um.es/ead/red/cabero_et_al.pdf (Accessed: 2020, June).
- Camacho, M. (2010). *Social networks to teach and learn*. In L. Castañeda (Coord.), *Learning with social networks*. Seville: MAD.
- Campos, J. (2015). *The use of ICTs, mobile devices and social networks in a classroom of compulsory secondary education*. Unpublished doctoral thesis. Polytechnic University of Madrid, Spain.
- Carnoy M. (2018). *ICT in education: possibilities and challenges* [Online document]. Available: <http://www.uoc.edu/inaugural04/dt/esp/carnoy1004.pdf>. (Consulted: 2020, August).
- Carnoy, M. (2014). *ICT in education: possibilities and challenges*. [Online document] Available at: <http://www.uoc.edu/inaugural04/dt/esp/carnoy1004.pdf> (Accessed: 2020, June).
- Castañeda, L. & Gutiérrez, I. (2010). *Social networks and other online fabrics to connect people*. In L. Castañeda (Coord.), *Learning with social networks*. Seville: MAD.
- Chóliz, M. & Marco, C. (2012). *Addiction to the Internet and social networks. Psychological treatment*. Madrid: Alianza Editorial.
- Cobo, C., & Pardo, H. (2017). *Web Planet 2.0. Collective intelligence or fastfood media*. [Online document] Available at: http://web.flacso.edu.mx/planeta/blog/index.php?option=com_docman&task=doc_download&gid=12&Itemid=6 (Accessed: 2020, July).
- Coffey, A. and Atkison. P. (2003). *Finding the Meaning of Data*. University of Antioquia Press. Medellin.
- Cotan, A., García, I. & Gallardo, J. (2021). *Online collaborative work as a learning strategy in virtual environments: a research with university students of Early Childhood Education and Primary Education*. Available: <https://revistas.pucp.edu.pe/index.php/educacion/article/view/23575>
- Di Napoli, P. (2016). *Between school, social networks and nightlife spaces. Conflicts between young people in secondary education*. Unpublished doctoral thesis. University of Buenos Aires, Argentina.
- Díaz, M. (2015). *Importance of social networks in education*. [Online document] Available at: <http://medicinapreventivavn.blogspot.com/2015/08/importance-of-social-networks> (Accessed: 2020, June).

- Donolo, J. (2014). Education and telematic technologies. *Ibero-American Journal of Education* (24), 17-36.
- Echeburúa, E. & Requesens, A. (2012). *Addiction to social networks and new technologies in children and adolescents. Guide for educators*. Madrid: Pirámide.
- Echeverría, M. (2010). When young people imagine themselves on the Internet. *Cuadernos de Pedagogía*, 424, 54-57.
- Flick, U. (2007). *Introduction to Qualitative Research*. Morata Edition. Madrid.
- Galindo, L. (2015). Collaborative learning in virtual environments. Editorial Centro de Estudio de Investigaciones para el desarrollo del Docente. Mexico. Available: <https://dialnet.unirioja.es/descarga/libro/652184.pdf>.
- Garcés, M., Ruiz, R., & Martínez, D. (2014). Pedagogical transformation mediated by information and communication technologies (ICT). *Knowledge, Science and Freedom*. Vol. 9 No. 2. Available: <https://revistas.unilibre.edu.co/index.php/saber/article/view/2352>
- García, A., Angarita, J. and Velandia, C. (2013) Pedagogical implications of the use of ICT in higher education. *Technology Magazine*. Vol. 12, No Special. Available: <https://revistas.unbosque.edu.co/index.php/RevTec/article/view/1750>
- Garrigós, I. (2010). *The influence of social networks on collaborative learning*. [Online document] Available at: <https://upcommons.upc.edu/bitstream/handle/2099/11859/p67.pdf> (Accessed: 2020, July).
- Haro, J. J. de (2019). *Social networks applied to teaching practice. Didactics, Innovation and Multimedia*[Online document] Available at: <http://www.scoop.it/t/apuntes-de-un-doctorando/p/817076093/de-haro-las-redes-socialesaplicadas-a-la-practica-docente> (Accessed: 2020, July).
- Hurtado, I; & Toro, G. (2001). *Paradigms and methods in research in times of change*. Valencia, Venezuela: Episteme
- Jabalera, P. (2012). *Social media influences the behavior of college students*. [Online document] Available at: <http://digibug.ugr.es/handle/10481/21966> (Accessed: 2020, July).
- Jovanovic, J. et al., (2012). ,Social Network, Teaching and Learning. *Interdisciplinary Journal of Information, Knowledge and Management*. Vol. 7. Available: <http://www.ijikm.org/Volume7/IJIKMv7p039-043Editorial572.pdf>
- Kirschner, P. y Kirpinski, A. (2010). Facebook y performance académico. *Revista HumBehav*. 2010; 26:1237-1245.
- Litwin, E. (2010). *Distance education*. Argentina: Amorrortu editores.
- Martínez, M. (1997). *The New Science: Its Challenge, Logic and Method*. Mexico: Editorial Trillas.
- Martínez, M. (1998). *Qualitative research. Fundamentals and methodology*. Mexico: Paidós.
- Martínez, M. (2004). *Qualitative ethnographic research in education*. Caracas, Venezuela: Text
- Martínez, M. (2010) . *Qualitative ethnographic research in education*. Theoretical and Practical Manual. Editorial Trillas. Mexico.
- Morales (2015). She did her doctoral thesis called Educational Aspects of Social Networks: An analysis of the factors that determine their implementation. Dissertation. University of Seville. Available: <https://dialnet.unirioja.es/servlet/tesis?codigo=47343>.
- Mugahed W. y otros, (2015). Social Media collaborative leaning and engagement: Adoption Framework in Higher Education Institution Malaysia. *Mediterranean Journal of Social Sciences*. Vol. 6 No. 3. Disponible: <https://www.mcser.org/journal/index.php/mjss/article/view/6402/6136>.

- Naso, F. (2012). *The importance of social networks in the educational field*. Paper presented at the VII Congress of Technology in Education and Education in Technology. National University of La Plata. Buenos Aires.
- O'Keeffe, G. & Clarke, K. (2018). The Impact of the Internet on Children, Adolescents, and Families [Online Document] Available at: <https://pediatrics.aappublications.org/content/127/4/800> (Accessed: 2020, August).
- Ortiz, A. (2011). Towards a new classification of pedagogical models: Configurational thinking as a scientific and educational paradigm of the twenty-first century. *Praxis Magazine* No. 7. Available: <http://revistas.unimagdalena.edu.co/index.php/praxis/article/view/18>
- Ovalles, L. (2014). *Connectivism. A new paradigm in current education?* [Document online]. Available at: <https://dialnet.unirioja.es/servlet/articulo?codigo=4966244> (Accessed: 2020, June).
- Quass, D. (2003), *Methodology and epistemology of the social sciences*. Madrid; Ed. Ayuso.
- Pérez (2014), J. Teaching 2.0: Use of Social Networks in Teaching Practices. Doctoral Thesis National Pedagogical University of Colombia. Available: <http://repository.pedagogica.edu.co/bitstream/handle/20.500.12209/97/TO-17329.pdf?sequence=1&isAllowed=y>
- Pérez, R. et al, (2016). Contemporary educational models assisted by information and communication technologies. *Journal of Education and Development*. 39. Available: https://www.cucs.udg.mx/revistas/edu_desarrollo/antiores/39/39_Perez.pdf
- Rodríguez, J. y otros, (2021). The influence of digital tools and social networks on digital competence of University Students during COVID-19 pandemic. *International Journal Environmental Research and Public Health*. 18. Disponible: <https://www.mdpi.com/1660-4601/18/6/2835/pdf>.
- Román, P. (2004). Collaborative work environments and their application in teaching. University of Seville. Available: <http://blogs1.uoc.es/racev/files/2013/02/2004-entornosdetrabajocolaborativoyaplicacionenseanza-arial.pdf>
- Sáez, J. (2010). Teachers' attitudes towards ICTs, based on the development of a reflective practice. *EA, Escuela Abierta*, 13, 37-54.
- Sánchez, J. (2011). *Visible learning, invisible technology*. Santiago de Chile: Dolmen Ediciones.
- Sandoval, C. (1996). *Qualitative research*. Research modules. ICFES. Bogota. Colombia.
- Seifert, T (2016). Involvement, Collaboration and Engagement: Social Networks through a Pedagogical Lens. *Journal of Learning Design*. Vol. 9 No. 2. Disponible: <https://files.eric.ed.gov/fulltext/EJ1117665.pdf>
- Sosa, R.; García, S.; Sánchez, A.; Moreno, A. & Reinoso, A. (2015). *B-Learning and Constructivist Learning Theory in Computer Science Disciplines: An Example Outline to Apply* [Online Paper]. Available at: http://1.asset.soup.io/asset/2112/4657_4fa5.pdf (Accessed: 2020, August).
- Taylor, S. & Bogdan, R. (1987). *Introduction to qualitative research methods*. Paidós. Barcelona.
- Touriñan, C. (2011). *Research on Internet Addictive Behaviors Among European Adolescents* [Online document] Available in: http://www.protegeles.com/docs/estudio_conductas_internet.pdf (Consulted: 2020, June).
- Zhang, X. y otros, (2016). The role of social media collaborative learning: A coordination perspective. WHICEB 2016. Disponible: <https://core.ac.uk/download/pdf/301368636.pdf>.
- Zapata-Ros, M. (2018). *Theories and models on learning in connected and ubiquitous*

1650 *A Pedagogical Model for the Construction of Knowledge*

environments. Bases for a new theoretical model based on a critical vision of "connectivism"
[Online Journal]. Available at: <https://www.redalyc.org/articulo.oa?id=535554757006>
(Accessed: 2020, July).