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SOCIAL AND DIGITAL COMPETENCES FOR COMMUNICATION AND LEARNING

Competencias sociales y digitales para la comunicación y el aprendizaje


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We live in the Society of Information and Knowledge, in which Information and Communication Technologies (ICT), which promote the creation, distribution and use of information, play an essential role in most social sectors. In this society, information has become a specific form of social organization in which its creation, management and transference represent the main pillars of productivity and power, due to the new technological conditions that have emerged (Castells, 1999). Also, knowledge is the principle that governs and determines our social structure, and a critical and selective appropriation of knowledge by the citizens is a significant driving force for well-being and progress for the people (Mateo, 2006). Ultimately, it is a society in which “information is a public asset, rather than merchandise; communication is a participatory and interactive process; knowledge is a shared social construction, rather than private property; and technologies are a medium for all of it, without becoming an end in themselves” (Burch, 2005).

The last report about the Society of Information in Spain (Fundación Telefónica, 2016), a yearly publication that shows the situation, advances and use of communications and digital services in Spain, describes this country as a leader of innovation in the European area in which the digital future is already here. The complexity of the current models and the increasing globalization reveal the need for a type of training that makes it possible to understand how this world works. And to do so, it is necessary to implement an educational model which is different from those of the industrial and post-industrial societies, in order to develop new knowledge, procedures and attitudes in which social and digital competences represent two essential elements for this new literacy, in line with the Society of Information and Knowledge.

Technology and its global implementation have led to changes in different fields and, very particularly, in institutions. The disappearance of the barriers of time and space, the possibility to store information and transmit it instantly, the use of different media and channels, are only some of the characteristics that explain the enormous transformation potential offered by these technologies.

Social and digital competences must become cross-sectional capacities in the training of citizens, who will be professionals in a complex and interconnected world which is constantly undergoing

accelerated technological, cultural, economic, information and demographic changes (Kampliyis, Punie & Devine, 2015).

This reality led us to present this monograph about “social and digital competences for communication and learning”, which includes eight articles:

The first one, “The relevance of working on critical and safe internet use in the school as a key to strengthen digital competence” (Gamito, Aristizabal, Vizcarra & Tresserras, 2017) focuses on the habits of ICT use, the risks of the internet and the importance of discussing these subjects in the schools.

The article by Morales (2017), called “Cinema as social mass media. Hits and misses from a gender perspective”, discusses cinema as a medium, and focuses on its repercussions and social contributions. “The youtuber phenomenon and its transmedia expansion. Analysis of youth empowerment in social media” (Hidalgo & Segarra, 2017), approaches the phenomenon of youth empowerment as a synonym with the success achieved through social networks, which can generate a personal brand and economic revenue.

In the fourth place, “Young university students and their patterns of consumption and dissemination of news according to ideological trends” (Catalina, Montes & García, 2017) is an article that analyzes the results of an exploratory survey among university students to study in what ways and to what degree the political position affects the consumption and access to digital news.

“Implementation of ICT in the Dominican Republic. An approach to teachers’ perception” (Sena, 2017) researches the perception of their training in ICT use among teachers of Youth and Adult Education Programs.

Feijoo & García (2017), in “Analysis of children consumption of TV, videogames and the internet: differences based on gender in their selection of audiovisual content”, present a piece of research in which they try to verify whether schoolchildren follow the gender patterns established by the audiovisual industry with regard to content segmentation for television, videogames and the internet.

Cabezas & Casillas (2017), in their article “Do gender and age affect the level of digital competence? A study with university students”, present the results of their research in which they observe the level of digital competence among university students of undergraduate programs in the Faculty of Education, and to find out whether the variables of gender and age have any influence on it.

Finally, Sancho (2017), with her article “Discourses and practices around competences in education”, presents a reflection on different aspects related to current education and the topic of competences.

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