



UNIVERSIDAD
DE ATACAMA

FACULTAD DE HUMANIDADES Y EDUCACIÓN

DEPARTAMENTO DE IDIOMAS

**RECURSOS DE LAS REDES SOCIALES Y EDUCACIÓN: UN BENEFICIO O
UN PROBLEMA PARA PROFESORES Y ESTUDIANTES?**

Trabajo de titulación presentado en conformidad a los requisitos para obtener el grado de
Licenciado en Educación y Título de Profesor(a) de inglés.

Profesora Patrocinante: Mg. Marcia Poblete Ríos

Esteban Bórquez Tolmo

Jenifert Manzano Araya

Copiapó, Chile 2021



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**SOCIAL MEDIA RESOURCES AND EDUCATION: A BENEFIT OR A
PROBLEM FOR TEACHERS AND STUDENTS?**

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This research is dedicated to the memory of my mother, who is the light that guides and never leaves me. I dedicated this to my siblings and friends who know how hard I have worked to become a good teacher. It is dedicated to my teachers, who have been supportive during all my academic years. And finally, I want to thank my research partner, for being a good friend and for doing good teamwork.

Jenifert Manzano

In the first instance, I want to dedicate this research to my teachers, who filled me with knowledge and made it possible for me to reach this point where I am. To continue, I would also like to dedicate this work to my family and friends who have supported and cared about me in many ways. Finally, I want to thank my dear friend and research partner who took care of encouraging me to continue in this process.

Esteban Bórquez

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RESUMEN

El uso que se le ha dado a los recursos de las redes sociales dentro de la educación es un hecho que se ha normalizado en estos últimos años. Su desarrollo se debe entre otras cosas a que es una forma de comunicación efectiva utilizada mayormente en clases virtuales. Con la finalidad de profundizar en la relación beneficios-problemas y redes sociales es que se formularon los siguientes objetivos de investigación: a) Identificar los recursos de las redes sociales que se utilizan en la educación y la forma en que se utilizan; b) Analizar cómo los recursos de las redes sociales pueden ser beneficiosos o perjudiciales para el rendimiento académico de los estudiantes; c) Analizar las ventajas y desventajas que implican los recursos de las redes sociales para los profesores. Esta investigación es descriptiva, no experimental; por lo tanto, está basada en diferentes autores que han escrito sobre este tema, entregándonos una postura sobre los posibles beneficios o problemas del uso de las redes sociales en la educación. La investigación realizada da a entender que dentro del internet y las redes sociales existen muchas herramientas que pueden ayudar a un propósito educativo, pero a la vez también existen otros aspectos que pueden generar problemas tanto para los estudiantes como para los profesores.

Palabras clave: REDES SOCIALES- BENEFICIOS- PROBLEMAS- ESTUDIANTES - PROFESORES.

ABSTRACT

The use that has been given to the resources of social media within education is a fact that has been normalized in recent years. Its development is due among other things to the fact that it is an effective form of communication used mostly in virtual classes. In order to deepen the relationship between benefits-problems and social media, the following research objectives were formulated: a) Identify the social media resources that are used in education and the way they are used; b) Analyze how social media resources can be beneficial or detrimental to the academic performance of students; c) Analyze the advantages and disadvantages that social media resources imply for teachers. This research is descriptive, not experimental; therefore, it is based on different authors who have written on this topic,

giving us their position on the possible benefits or problems of social media in education. The research carried out suggests that within the internet and social media there are many tools that can help an educational purpose, but at the same time there are other aspects in which problems can be created for both students and teachers.

Keywords: SOCIAL MEDIA- - BENEFITS- PROBLEMS- STUDENTS- TEACHERS.

1. INTRODUCTION

The Internet and social media over time have expanded all over the world. What started as a network for a small number of people has now grown into a global network for millions of individuals.

Social media have opened a space for virtual socialization, allowing interaction between millions of users with a close or far away distance to express opinions, preferences, thoughts, or even feelings. This technological tool brings with it a diversity of information from which children, adolescents, and adults can choose.

In the educational field, there are varieties of contents to improve academic performance, widely increasing the strategies and methodologies to apply in students with the current contingency. This technological tool has increased more and more in education, reducing the digital gap foreseen in previous years.

However, it is still uncertain on the part of teachers, the usefulness that students give to the internet and social media for their personal development and academic performance. The appropriate or inappropriate way that students give to the resources that social media offer for the acquisition of knowledge is unknown.

The research question, which is to be discussed is, "The use that students have of social media remains uncertain for teachers because it is unknown if the student uses social media and their technology appropriately or improperly".

For this, the general objective of this present work is to determine how the resources of social networks influence the teaching-learning process and to know the uses by students for cognitive processes within the educational field.

To do this, the research team identifies and analyzes how social media resources can be beneficial or detrimental to student performance in the academic field, in addition to analyzing the advantages and disadvantages that social media resources imply for teachers.

This research carried out by the research team is descriptive since it is limited only to describing the research. Therefore, for this study the design used is non-experimental,

since it does not manipulate or alter variables of any kind, it only measures and analyzes how contexts occur.

In chapter I, the focus of the research, the context of the problem, and its limits are presented. In addition, the research questions are also presented.

Chapter II explains the theoretical aspects related to the topic to be analyzed. The questions proposed by the research group are resolved in the theoretical framework to understand and respond to the benefits and problems found in social media.

In chapter III, the general objectives are presented, which is to determine the way in which the digital resources of social networks influence the teaching-learning process of the student. The specific objectives are explained to give the reader clarity when it comes to understanding the research. In addition, the methodology and the concepts about it are presented in the research.

In chapter V, the procedures that were carried out by the research team are addressed, where the planning tool used to execute the activities and tasks is shown.

In chapter VI, an analysis of the topic already developed and examined is presented. At this point, the use that children and adolescents give to the internet and social media inside and outside the educational field will be deepened, analyzing the benefits and problems of this wide network.

In chapter VII, the conclusion of the research work is presented, in which the neutral position of the group of the degree work is made known, supporting it with the data and sources presented in the previous chapters.

1.1. THE RESEARCH PROBLEM

1.1.1. Context of the problem

The use of social media has opened a limit where the beneficial and harmful become increasingly diffuse. In recent years, at the world level, there has been an increase in the use of the internet and information and communication technologies (ICTs) to eliminate the existing generational digital gap. However, “digital natives” have been able to bridge these existing gaps between youth and adults, with young people primarily educating older people in this broad area.

In the educational field, technology and the internet introduce students to the development of their identity and personality, generating multiple contexts to express themselves and interact with other people in a digital space. For example, through applications or social media students can share photographs, stories, or texts to show part of their identity to others.

In recent years, a new educational model has been implemented through social media due to the health crisis that millions of people are going through. According to this, “online teaching” is established, which refers to the development of the teaching-learning dynamics that some teens have virtually carried out. That is, there is an educational format where teachers and students can interact differently from face-to-face space. Generating a great change for all families in different areas, as the medical journal points out, “the daily life of millions of Chileans changed radically (...) because pandemic brought restrictions of movements, having to reconcile the tasks of teaching with the task of the home and work inside their homes, even to have to stop greeting each other by the hand, kisses or hugs as before” (Zúñiga, 2020, paragraph 3). It has forced parents to fulfill the function of supervising in different interventions, due to the paralysis in face-to-face education and an opening in digital schools, leading the educational community to take control of this tool, incorporating changes that translate into the use of applications by teachers and students for task management, online classes, etc.

1.1.2. Statement of the problem

A problem that appears within the educational field is the use that students give to social media and the technological resources that they offer, which serve to improve the acquisition of knowledge, the student's academic performance, and support the development of their own identity. "The profiles of adolescents in online social networks, or the blogs they create, have a prominent role in clarifying, explaining, and accepting what they feel and think (...) Their profiles also serve to have social value, strengthen and create links, to acquire social norms and self-control" (Educalike, 2015, paragraph 2). This means that, when teenagers create a profile, they always look for their best version of themselves, obtaining a personal and positive analysis, showing their skills and virtues. While it is said that social media are a lie, it is also a place to express and free oneself with people who they do not know but who share common thoughts, seeking support, encouragement, among other things. However, there is still a problem, and it is "The use that students have of social media remains uncertain for teachers because it is unknown if the student uses social media and their technology appropriately or improperly."

1.1.3. Relevance of the problem

The operation and use that young people have given these tools within the educational system, both in the previous context and in the current context, has left teachers in uncertainty. This wide range of applications and websites that exist today, opens the way to various useful ways.

The relevance of this study lies in identifying the benefits and problems social media implies so that teachers can know whether these tools help or they do not help in the student's cognitive processes, as well as being aware of the possible uses given by part of the students for their acquisition of knowledge and the improvement of academic performance within the educational field.

1.1.4. Delimitation of the problem

This research is a general review of the benefits and problems of the use of social media in education to understand the situation in all contexts currently. It will not make any difference in aspects such as a particular place, kind of school, sex of the users, among other factors, because it just tries to understand the role of social media in education, considering the massive use that social media resources have today.

1.1.5. Research questions and researchers' assumptions

According to what has been reflected in the previous paragraphs, the research group is thinking about answering the questions that are presented as follows, in order to understand the problem of this study in a deeper form:

1.1.5.1 What is understood by social media?

1.1.5.2 What are some examples of social media that could be used for educational purposes?

1.1.5.3 What are the benefits of using social media in education?

1.1.5.4 What are the problems of using social media in education?

1.1.5.5 Is there any relationship between the use of social media and students' academic performance?

1.1.5.6 What is the digital gap in education?

1.1.5.7 How could students use social media for educational purposes?

1.1.5.8 What could educators do about social media to have a benefit from them?

1.1.5.9 Would social media strategies be feasible after the pandemic is over?

2. THEORETICAL FRAMEWORK

The exponential growth of social media has not gone unnoticed in the daily life of all individuals, since they are tools where people meet and interact digitally, opening the way to a more connected world. These tools are used by people of all ages, whether for entertainment, research, information, etc. The study group examined the negative and positive side of social media in the field of education and will proceed to answer the following research questions:

2.1 What is understood by social media?

Sociology and Social Media, a research project on online communication; refers to the concept of social media as, "in sociology, social media are the networks of relationships that we establish and through which we form our personality, express our identity and participate in social interactions" (De Rivera, 2010, paragraph 1)

At present, this concept has been modified, since social media have little by little been integrated into technology, becoming a space that opens to a virtual environment. The tools that they imply, allow the connection between several users or individuals from far away or nearby places, allowing interaction with people from different parts of the world, on a common topic or opinions on specific facts, thus understanding the similarities and differences when expressing themselves with users. They may not know each other physically, but they understand each other very well psychologically by communicating in virtuality, engaging in very deep and real conversations.

Similarly, these events have occurred in education because within the same applications on social media, they share their concerns about academic areas. Also, other users can provide help through various means of applications to resolve these concerns, and some users even share study support material or virtual classes for free or for a reasonable price.

Other authors mention that "social media constitute powerful means of expression, communication and agile exchange of multi-format information between users, capable of favoring the socialization of students themselves" (Del moral & Villalustre, 2012, p. 1). So, social media go much further than exchanging opinions or messages in a virtual environment; social media are associated with expression through digital media, and this is reflected in the different tools that they have given us.

2.2 What are some examples of social media that could be used for educational purposes?

Having a clear concept of what is understood by social media, the research group can provide some examples of the uses that are given to the tools they offer in the educational field. Although the younger generations integrate the technology of social media naturally, it is the teacher and future teacher who must integrate digital tools to be applied in the training of students. "Social media are used as a means to develop activities and training practices" (Del moral & Villalustre, 2012, p. 8). Generally, social media are used as a means of interaction, being an activity that occupies the greatest part of the time of students and teachers. It is found that "76% of university students use this resource to develop different jobs and activities with their classmates" (Del moral & Villalustre, 2012, p. 9). The fact that students use social media as a resource for training and academic performance gives a glimpse of their abilities and aptitudes from an educational point of view.

On the other hand, the teacher must know the technologies currently used by students and investigate other applications to be used in the corresponding subjects to develop digital skills and get closer to students through small classroom activities. With this, social media have platforms or websites that open space in the world of learning. Some examples of social media that can be used for educational purposes and that were obtained from "Educational social networks and their importance" are Educaplay, which consists of the creation of multimedia educational activities, characterized by their attractive and professional results. Another application is Nearpod that allows you to

create interactive presentations that include activities where the teacher is in control of the presentation. Kahoot is another very useful educational tool to learn and review concepts in a playful way, like a quiz. These tools and some others of the same type are very useful for both virtual and face-to-face classes, these tools give teachers access to different effective teaching methods and today they are improving due to the benefits that they obtained by using social media resources.

2.3 What are the benefits of using social media in education?

Considering some of the examples previously mentioned the research group will focus on the benefits that can be found within social media in the educational field. To begin, it is possible to say that digital media generate multiple contexts for each person, especially adolescents, in which they can express aspects of their identity or generate enriching interpersonal experiences. It will depend on the way they use the tools offered by social media. According to studies, "Internet stimulates a greater number of brain regions, increases working memory and produces greater perceptual capacity" (Arab & Diaz, 2015, p. 11).

The use of social media such as websites, for example, develops a reinforcement in offline relationships, in knowledge about sexual education and health prevention such as tobacco, drugs, and eating habits. In addition to this, social media have support in academic achievement, having groups in collaborative work to perform tasks and improve learning.

This social tool contains various benefits, it is mentioned that it increases motivation, favors higher levels of academic performance (since individual and group learning feed each other); improves retention of what has been learned; enhances critical thinking, and multiplies the diversity of knowledge and experiences that are acquired (Hernandez et al., 2014, quoted by Alvarez & Muñoz, 2016, p. 22).

Another way to reinforce the main idea of the benefits in the use of social media resources is what other authors say:

The unprecedented rise of mobile technology in recent years has had a positive impact on interaction and collaboration between teachers and students. Social media provide unique features such as open-loop comments and two-way communication. These characteristics allow many people to easily share their ideas, opinions, experiences, perspectives, information, and knowledge freely through social media (Rau et al., 2008; Al-Rahmi et al., 2018, quoted by Khan et al., 2021, p. 4).

Likewise, it is stated that "social media have great educational value, highlighting the opportunities they offer to promote communication, increase socialization and the exchange of information" (Del moral & Villalustre, 2012, p. 1). In other words, the immersion of social media is increasing to carry out all kinds of activities, whether recreational, educational, or communicative. Due to its ability to promote more flexible and open learning, social media have generated new forms of interaction between people; "They seek to awaken in students their imagination and ability to perform different tasks within these new technological environments" (Del moral & Villalustre, 2012, p. 2). Considering the benefits of the use of social media in the educational field, it is also important to know the other side of these tools, the problems.

2.4 What are the problems of using social media in education?

As it can be seen in the development of the previous question, there are benefits in the use of social media in the educational field, but problems can also be found in the use of social media in the same field due to the inappropriate use of them. "Every March 12 is a day dedicated to combating abuse by social media, since it is the day of cyberbullying (...) 72 complaints were received related to physical and psychological abuse among

students, with an increase in complaints regarding previous years” (Aumenta porcentaje de denuncias por ciberbullying durante, 2021, paragraph 5).

The abuse of social media is intertwined with depression, attention deficit, insomnia, decreased academic performance, repetition, and school dropout. "Adolescents have been exposed to psychosocial problems due to the wide range of violence in the media, video games and social media; increasing aggressive interactions in children and adolescents in society" (Arab & Diaz, 2015, p. 10).

In the same way, the internet and social media can stimulate inappropriate behavior due to anonymity and identity distortions, being exposed to dangers such as grooming, cyberbullying, or sexting, causing a danger in the life of each affected person. These dangers are exposed in the applications that are widely used by young people and adults, such as WhatsApp, Instagram, Facebook, Twitter, among other messaging applications.

Another relevant aspect of the problems of the use of social media is the addiction it generates. This type of addiction affects active participation in sports or physical activity, communication in real life, and ignoring realities on the ground. "Teens spend most of their time socializing on websites and less time socializing on social media, due to the lack of body cues and other non-verbal cues like tone and inflection, social media sites are not a suitable replacement for face to face" (Raut & Patil, 2016, p. 284)

The technological advance in social media has caused dilemmas such as the declining of the real values of life that form most users who interact through the use of social media sites. There are various social media sites exposed on the Internet that students are tempted to lose motivation in their homework and prefer to chat or surf the net. “

The advanced and improved usage of social media platforms such as Facebook has become a worldwide phenomenon for quite some time. Though it all started as a hobby for several computers literate’s individual have changed to become a social norm and existence-style for students around the world (Ellison, 2007, quoted by Okyeadie & Nizam, 2016, p. 2).

All these problems and benefits affect the student's life as well as his academic performance, which will be discussed in the next point.

2.5 Is there any relationship between the use of social media and students' academic performance?

Having a clear knowledge of the benefits and problems produced using social media by teachers and students, it is also important to recognize the effect they have on academic performance. "Social networking sites (SNSs) are online Communities of Internet users who want to communicate with other users about areas of mutual interest whether from personal, business, or academic perspectives" (William et al., 2009, quoted by Project Regards, 2021, Background to the study section). About social media usage and academic performance of students, it is clear to state that there is a direct relationship. A relationship that is possible to look at in two terms; benefits and problems, that is why the research group is centered on both sides.

On the one hand, social media focus on building and reflecting social relationships among people who share interests or activities, not only helps to acquire knowledge but also establishing enduring relationships with real people, connecting with fellow dorm residents through Facebook, Twitter and various social sites can help students overcome the kind of isolation that otherwise might lead them to drop out of school. Twitter accounts can provide a shy student with information about events that facilitate face-to-face encounters with other students. Such personal interactions are vital to creating and sustaining a sense of belonging (Raut & Patil, 2016, p 282).

On the other hand, with this relationship, there is also a darker side caused by technological advancement, which has caused dilemmas such as the setback of real values of life especially among students who form most users interacting using social media sites or resources. There are so many social media sites exposed on the internet that students

are tempted to lose their motivation on their homework, in preference for chatting or surfing the net.

The improved usage of Websites has become a worldwide phenomenon for quite some time. What began out as being a hobby for several computer literate people has converted to a social norm and existence-style for individuals from around the globe (Ellison, 2007, quoted by Osharive, pp. 29-30).

The academic performance of students, although affected by different factors, seems to be seriously affected by the digital gap, which is an aspect the research team will focus on in the next paragraph.

2.6 What is the digital gap in education?

The academic performance can vary according to the place, social or economic condition of each student, and between one of these factors enters the digital gap. To begin with, an educational gap is an event that occurs when students have not been related to technological tools or are poorly instructed in their use. To reinforce the main idea “The digital divide in education is the gap between those with sufficient knowledge of and access to technology and those without (Moore et al, 2018, p. 2). Indeed, in the article: The Digital Skills Gap in Education and Beyond, it is explained that “it is essential that there is also a solid origin from the beginning of the interaction with technology, or else the gap will widen more overtime” (Lutz, 2017, What is the digital skills gap? section).

Within the same article quoted in the previous paragraph the author mentioned, Tom Ryan, who explained that the students who do best with the use of technology are those who use it for more than just answering or solving tests; that is why students must use technology to watch videos, draw, play games, comment on social media, etc. Since that makes them part of the technology itself and in the process, they develop creativity.

The article: What Is the Achievement Gap and What Can Educators Do About It? it is mentioned that:

We like to call it the opportunity gap because children from low-income areas do not have the opportunity to experience enrichments in the arts, physical activities, and academic enrichment that support their learning as children from upper and middle-income households. Children need to be exposed to a variety of activities that allow them to experience self-confidence along with small group tutoring that helps them focus on their academic needs (Ingvavet, 2018, quoted by Abramson, 2018, What's driving the achievement gap? section).

“It has less to do with time in the classroom and more to do with after-hours enrichment and learning opportunities, such as summer camp, tutors and after-school or extra-curricular activities.” (Ingvavet, 2018, quoted by Abramson, 2018, What's driving the achievement gap? section).

The group's opinion regarding what is rescued in the research articles is that the difference in economic ranks is a factor that influences the digital divide. The reason is that to access technological devices and their respective mobile technology to connect devices to the Internet, monetary participation is needed, of which not all people agree to pay a certain amount, generating an inequality of conditions. “Technological discrimination constitutes a form of poverty and social exclusion, by depriving a part of the citizenry of essential resources to develop and generate wealth.” (Iberdrola, 2020, Consequences on digital GAP section) If the digital divide is brought into the context of a pandemic, a study carried out at UNESCO indicates that "more than half of the 1,500 million students confined by the pandemic do not have a computer to follow classes at a distance". (Garay, 2020, Paragraph 3). As they do not have a computer, students will have to use another device for studying online, being a little more difficult to attract attention in classes taught by teachers. Although the Ministry of Education of Chile has overseen providing computers and internet to each family of students who does not have technological devices to better connect to classes, there continues to be a wide digital

divide, since only one computer is available delivered when there is more than one student per family, thus having to share the technological device, preventing the student from attending their usual classes. To reinforce the group's approach, "While in households with fewer resources, 29.4% of the students accessed through their own computer and 19.3% with a shared computer at home." (Library of the National Congress of Chile, 2020, Paragraph 4)

2.7 How could students use social media for educational purposes?

Having already explained what social media are and their useful applications for educational purposes, it is crucial to know that this question will cover how students can use these tools and perform well with the help of social media. The use of the Internet has spread massively among the world's population, which has facilitated universal access to knowledge, thus building a new form of digitized globalization for everyone, especially adolescents, that use the internet as a space for their social and professional relationships. Within the world of education, social media have helped to create a much more interactive and creative space for students, thus creating a multitude of resources and didactic tools. A space whose purpose has been to increase the participation and motivation of young people to learn. Moreover, "It has been shown that the internet stimulates a greater number of brain regions, increases working memory, and produces, and increases perceptual learning ability" (Arab & Díaz, 2015, p. 11).

Social media cover a wide range of tools that integrate exponential growth, including in the educational field. These social media are being used more and more, not only by students but also by teachers, presenting several educational benefits for both parties and providing opportunities for greater learning.

To reinforce, Faizi et al. mentioned that there are social media as communication channels. This refers to the fact that the successful functioning of any learning experience depends on effective communication between students and teachers (2013, p. 51).

In the context of social media, it is a bit more difficult to get the same communication but anyway, people can achieve successful effective communication since social media are the new world of interactions, but online. In the same way, there are multiple benefits for students and teachers in the academic field that will be explained below.

2.8 What could educators do about social media to have a benefit from them?

The research team knows that social media are useful for both teachers and students to find benefits for educational purposes and therefore there are various benefits that are discussed below. Both children and adolescents are digital natives, and it is often they who are the ones in charge of teaching and educating their parents or teachers in this area. In this way, a generational digital gap which is a reality, generates a risk of use and exposure to minors since some teachers have few strategies for adequate supervision and monitoring. Children and adolescents handle social media so well that they believe they have control over them. "Information and communication technologies have generated changes in recent decades (...) among which we find the internet, which has influenced especially young people since they have regularly incorporated socialization and entertainment for their training" (Jasso et al., 2017, p. 1).

That is why teachers and adults must educate themselves and learn everything related to the internet and social media, so they can be able to exercise adequate accompaniment in the most important stages for the development of the person. Digital media generate multiple contexts to express themselves, generating diverse identities that are changing and that can generate enriching or destructive interpersonal and intrapersonal experiences, depending on the use they give to online communication. On this basis, as a research group, it is suggested that an adult, whether parents or teachers, should fulfill the functions of supervision through interventions such as talking to the adolescent about the use of the Internet, showing their confidence and not naivety in the criteria, generating a dialogue or even a negotiation, avoiding accessing them with a controlling attitude. An

endorsement of the aforementioned is: “We must be a model of an adequate use of the tools provided by the internet” (Arab & Diaz, 2015, p. 11).

Teachers and parents must be attentive to the proper use of internet tools, since social media will accompany and enter the school period both in face-to-face and online mode, using various strategies to improve the academic performance of each of them as is explained in the next question.

2.9 Would social media strategies be feasible after the pandemic is over?

As the research group noted in the previous question on the support of educators in the use of social media and considering all the questions answered above, the research team is going to respond if social media have a space on education in a future context. Social media opened a quick and unplanned step within the field of education, and it seems that teachers were not ready to enter this new model. All this because it existed, and in some cases, there is still a low level of training of educators, along with a low level of preparation and a lack of technological resources on the part of students, as well as teachers. In the article “Social Networks for Language Teaching: The Case of Teachers”, Borrromeo said “However, there are obstacles to their use (ICTs). Among them are the knowledge and skills needed for the use of ICTs, institutional policies, planning for their implementation, and the social differences between teachers and students” (2016, p. 42).

But, from a different point of view: “...social networks enable teachers to deliver information, interact with students, and offer students various teaching methods, encouraging them to become active students” (Merle & Freberg, 2016, quoted by Khan et al., 2021, p. 6). As well as that, social media have opened doors to two new models, the online model, and the hybrid model. Both modalities are designed to be worked by people who do not have enough time or the capacity to attend the educational center personally. In addition, before the pandemic began, the new generation of teachers had already begun to use social media resources within classrooms, so within the pandemic, the use and

reinforcement of these tools have increased. This fact could be a detonator that helps social media to make its use more common or perhaps mandatory within the educational field, both within the pandemic and after it is over.

Moreover, some of the authors indicate the following words: “Utilizing social networking sites in education has not only enhanced the learning process itself, but has also enhanced students' psychological health, social interaction, and skills” (Sugimoto et al, 2015, quoted by Khan et al., 2021, p. 6). Indicating with these words that social media have characteristics that could be useful to be used within the classroom, as well as in the future for academic purposes. All the opinions presented above, added to the process of globalization that the whole of humanity is currently in, are giving way to a world where the characteristics that are being observed about social media in virtual classes can be repeated in the coming years due to the effectiveness and utility it has demonstrated to have on education.

3. OBJECTIVES

3.1. General Objective

Determine the way in which the resources of social media influence the teaching-learning process.

3.2. Specific Objectives

- Identify the social media resources that are used in education and the way they are used.
- Analyze how social media resources can be beneficial or detrimental to the academic performance of students.
- Analyze the advantages and disadvantages that social media resources imply for teachers.

4. METHODOLOGY

The research carried out by this research team is of a descriptive type since based on the book *Methodology of the Research*:

Descriptive studies seek to specify the properties, characteristics, and profiles of people, groups, communities, processes, objects, or any other phenomenon that is subjected to analysis. That is mean, they only intend to measure or collect information independently or jointly on the concepts or variables to which they refer, that is, their objective is not to indicate how they relate (Hernández et al., 1991, p. 92).

The design of research used by the group of investigation is “non-experimental”. In the article aforementioned it is indicated that these types of designs are: “Studies that are done without deliberate manipulation of variables and in which phenomena are only observed in their natural environment to analyze them” (Hernández et al., 1991, p. 152).

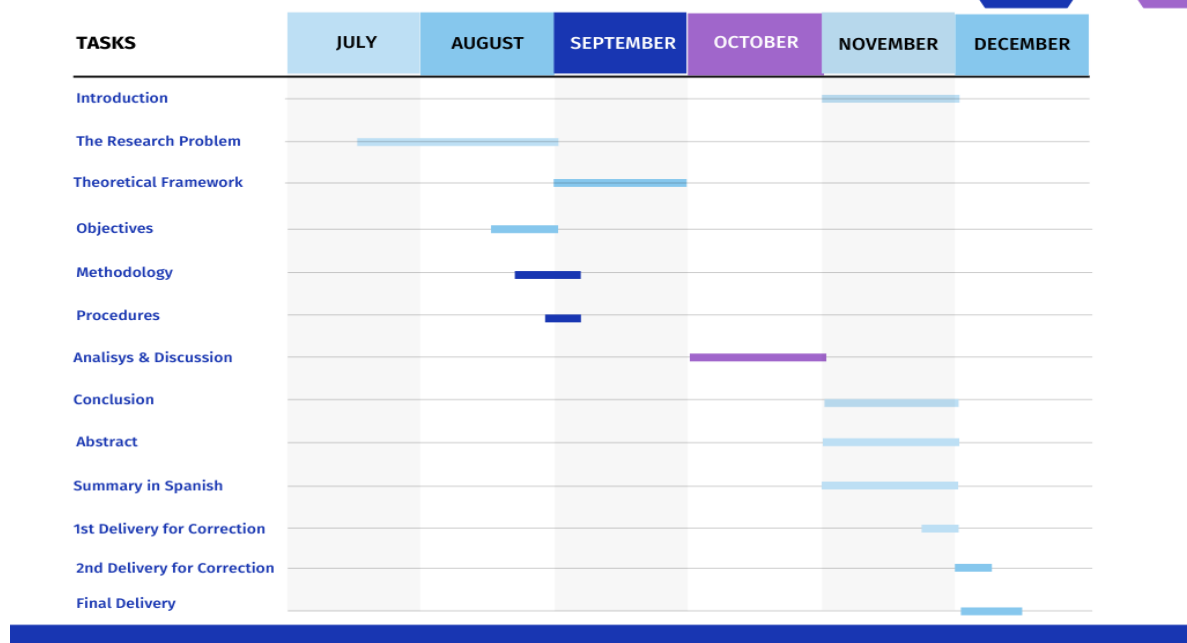
Along with, it is mentioned that non-experimental design: “could be defined as research that is carried out without deliberately manipulating variables. In other words, these are studies in which we do not intentionally vary the independent variables to see their effect on other variables. What we do in non-experimental research is to observe phenomena as they occur in their natural context, to analyze them” (Hernández et al., 1991, p. 152).

5. PROCEDURES

The procedures that were carried out by the research team to develop this study are shown in the following planning tool, in which different tasks are presented at their respective times. This tool helped the research team to execute the project activities in their determined times and thus create an order for the completion and delivery of the document.



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6. ANALYSIS

In the next stage, the research group will present an analysis on the subject that was reviewed. Based on a reflection on the different articles and documents that are cited in this research report. In this part of the study, the researchers will analyze the benefits and problems of using social media resources in education. At this point, the use that children and adolescents give to the internet and social networks within and outside the educational field will be addressed, as well as the knowledge that teachers have about the use that students give the internet.

6.1. Initial Evaluations of the Research Question

As indicated above, the points to be analyzed will be the benefits and problems implied using social media in educational contexts, emphasizing the use that has been given to it and the use that could be given to it and how they both affect the academic

achievement of students. As this research is descriptive and not experimental, the research team did not have experimental results or variables that could affect the analysis of the main research topic. For this study, the team only uses the information presented in the available literature to understand the current state of the phenomenon and to be able to analyze the information collected during the process.

To start with the analysis of the benefits of using social media in education, it is important to know that these tools are quite easy to use either by a user with advanced knowledge, as well as for a user who is just a beginner in the world of technology. In addition, it has been established that most teens currently have at least one profile on social media, "Regarding the creation of profiles, 78% of children and adolescent's internet users in Chile have a profile created on a social network or in a game" (Cabello et al, 2017, p. 31).

As a result of all these social media participants, it was possible to establish that users can enrich their personal experiences and their own identity, as well as share this information online. At the same time, it is important to say, as it was mentioned in the theoretical framework of this study, that social media provide knowledge about different areas of life such as sexual education, personal and interpersonal relationships, drug prevention, among others. Furthermore, social media imply a collaborative and motivating space for works or tasks that can be executed in a group, as well as individually, and at the same time, provide collaborative or individual feedback depending on the task in which they are used, creating a great possibility that the students increase their academic performance considerably.

Moreover, social media resources increase the use of critical thinking by students by including different types of exercises or tasks that serve this purpose. One of the ways in which these tools are a benefit is that it increases two-way communication. Those ways could be student-teacher, teacher-teacher, student-student. This fact has enabled the development, in a more effective manner, of the communication of ideas, opinions, information, experiences, etc. All this has promoted a more flexible and personalized education regarding the educational needs of today's world.

Social media are a wide communication tool that brings endless benefits for humanization in different areas such as academic, social, psychological, and even emotional. However, the immersion of social networks is still a very new and fast tool, so it is normal to find problems when using technology.

One of the most common problems is online abuse caused by other people, that is, cyberbullying. “Adolescents have been exposed to psychosocial problems due to the wide range of violence in the media, video games and social networks; the increase in aggressive interactions in children and adolescents in society” (Arab & Diaz, 2015, p. 10).

The psychological or social problems that are obtained by cyberbullying are generally created by being verbally attacked by different social media for communication purposes. Consequently, risk factors arise in the child or adolescent, such as mood disorders, anxiety, lack of social support, alcohol and drug use, or worse, suicide in extreme situations. In support of the above, “An adolescent patient with no psychiatric history and without risk factors for suicidal behavior is a victim of cyberbullying, which results in the appearance of depressive symptoms and facilitates the structuring of suicidal ideation that leads to a first suicide attempt and, by not stopping cyberbullying, a second attempt ”(Escobar et al, 2017, p. 249) In social media, there is a page in Chile to support students who have suffered from cyberbullying, where the psychological and emotional well-being of students who suffer from harassment is promoted.

Another aspect of social media is encouraging inappropriate behaviors, but this time in adults, distorting identities and creating anonymity to carry out inappropriate activities, such as grooming or sexting through messaging networks, with minors, without their knowledge or consent. So, the technological advance in social media has caused a lack of awareness in people, generating misuse of them, inciting cyberbullying to become an addiction, and subsequently the problems with social media increase. “An adolescent may have developed an internet addiction when he is habitually unable to control the time, he remains connected, relegates his main obligations, avoids or abandons other important activities, loses social contacts, reduces sleep hours, neglects eating habits, health, personal hygiene, and physical activity and he tends to be irritable” (Mató, 2021, Main risks associated to a bad use of internet Section).

As a research group, the data and information necessary to reach a consensus on the subject to be investigated have been collected, and the position taken is neutral. The reason for decision-making is because there are benefits, and there are problems, but everything will depend on how the students and teachers use it to fulfill educational purposes and increase their academic performance.

The internet and social networks are technological tools created several years ago, but new updates continue to appear, new content for users who browse it. The information that can be found within it can be very beneficial for the person who uses it to navigate correctly. On the contrary, it can be very harmful if the person inquires about unnecessary information.

In various articles and documents analyzed, it is highlighted that children and adolescents are the ones who surf the internet and social networks the most on a regular and constant basis, with messaging networks being the most visited 24 hours a day. "In 2016, 91% of Chilean children and young people used the internet to do schoolwork and homework, while 80% surfed on social networks and another 79% played on the internet" (Zabaleta, 2017, Paragraph 2)

As stated in the previous quote, the figures on the use of the internet in children occurred five years ago, with the passing of time the figures are increasing, and each time children and adolescents become more dependent on technological devices. Therefore, it is essential that minors have supervision of their use of the internet because this turns out to be a double-edged sword. If you use the tool, you can find endless benefits for areas such as economic, social, psychological, and educational but if this tool is misused you can find problems from the slightest to uncontrollable problems.

For teachers, every time that time passes, they must investigate and update their classes and their ways of teaching according to the new tools that exist and that can be used for students' learning. "Various studies have shown that, in learning through play, the friendliest and educational content helps girls and boys to reinforce all the knowledge they have already acquired in class" (Bravo, 2016, Gamification in the classroom section). However, caution must be exercised when choosing the correct tool for the classes. Because the application must meet the requirements for the student to learn through games

and recreational activities without being distracted. After all, distraction is the risk factor of the decrease in student academic performance, “Distraction consists of a diversion of our attention towards objects other than the one initially proposed. As a result, it prevents reaching high levels of concentration and makes the study session extremely difficult” (Vergara, 2021, paragraph 1)

Finally, the internet is in all parts of the world, and the utility that people give to the network will not only affect the life of each person, but the life of an entire community, either positively or negatively. Then social media in education will be a benefit as the student uses them properly and will be a problem if the student does not fully know the consequences of misusing a network as important as the internet and social media.

That’s why teachers are urged to use a little of their pedagogical time to begin by dialogue with students about the correct use of technological devices to improve their lives in the educational field. And consequently, demonstrating the problems that have occurred when misusing social media affect both the person himself and the rest of the people. For the students, to make the best decision for themselves through their thoughts and criteria.

7. CONCLUSION

The research group concluded that there are both benefits and problems in the use of social media resources in the educational field. In this regard, it should be noted that since the beginning of the pandemic, it has been necessary to modify the teaching methods applied to students while ensuring that they are effective in achieving meaningful learning. In this sense, teachers have had to update their knowledge about new information and communication technologies, with emphasis on maintaining students' interest and motivation when acquiring new knowledge.

On the one hand, the research team found the advantages that are brought by social media to the educational process such as the generation of instances in which people can express ideas, knowledge, and experiences. In addition, they can keep on working collaboratively, among many other advantages. At the same time, social media have facilitated two-way communication, giving students the opportunity to express doubts,

opinions, and ideas about a specific topic, helping them to develop critical thinking abilities. Supporting this idea are the authors Del Moral et al. (2012) who indicate that: social media have great educational value, highlighting the opportunities they offer to promote communication, increase socialization, and the exchange of information (p. 1).

Other authors have indicated the following:

The unprecedented rise of mobile technology in recent years has had a positive impact on interaction and collaboration between teachers and students. Social media provide unique features such as open-loop comments and two-way communication. These characteristics allow many people to easily share their ideas, opinions, experiences, perspectives, information, and knowledge freely through social media (Rau et al., 2008; Al-Rahmi et al., 2018, quoted by Khan et al., 2021, p. 4).

The research group found the disadvantages that social media cause in the student, which will be mentioned as follows: The abuse that students will have on social media tools which can lead to depression, attention deficit, insomnia, decreased academic performance, repetition, and even school dropout. This idea is confirmed by Arab & Diaz (2015) who indicate that Adolescents have been exposed to psychosocial problems due to the wide range of violence in the media, video games, and social media, increasing aggressive interactions in children and adolescents in society (p. 10). Continuing with the idea, it is necessary to emphasize that within the disadvantages found was cyberbullying, which was discussed in the theoretical framework and supported by information gathered from some authors. "Every March 12 is a day dedicated to combating abuse by social media, since it is the day of cyberbullying (...) 72 complaints were received related to physical and psychological abuse among students, with an increase in complaints regarding previous years " (Percentage of reports of cyberbullying increase during, 2021, paragraph 5).

Considering the benefits and problems that social media resources bring to the learning-teaching process for students, it is necessary to clarify that there are also advantages and disadvantages for teachers. The main factors that affect the realization of classes are the existing digital gap, which creates a disadvantage for those students who do not have the resources for acquiring technological devices or the knowledge to use the appropriate technology, to enter the classes or activities carried out and designed by the educator and even by the teacher himself who has not fully developed the knowledge of the ICTs currently in use. Another point to consider among the disadvantages that can be pointed out to the teacher is the distraction that students may have because there is no effective way to check if the student is attentive or not to the classes or activities that are being carried out because there is no authority figure while classes are being imparted virtually or remotely.

Considering all the information obtained from this research, the team considers that the resources of social media in the educational context generate both benefits and problems, the position taken on this research is therefore neutral. Undoubtedly, there are social media tools that help the educational purpose, however, there are also problems caused by these tools, as are the problems mentioned above. That is why as a research group it was decided to take a neutral stance on the work done.

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This thesis entitled:

Social Media Resources and Education: A Benefit or a Problem for Teacher and Students?

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