

**Finding the use given by computer students to social networks (Case: DAIS-UJAT)****Descubriendo el uso que le dan los estudiantes de informática a las redes sociales (Caso: DAIS-UJAT)**

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**Abstract**

Social networks are part of our daily lives and the importance they have today is evident and indisputable, which have changed the way we communicate with friends, colleagues or even with teachers and classmates. Social networks are powerful tools that allow individuals to interact, but also develop skills and abilities such as socialization, teamwork or the importance of sharing, developing communication skills. In view of this situation, this quantitative study was carried out, with a descriptive exploratory approach, whose objective is to know the use given to social networks by students in the computer science area of the Universidad Juárez Autónoma of Tabasco. To this end, a questionnaire was used as a data collection instrument that was applied to the target population. Observing in the results, which networks have been used more frequently by students, as well as among the reasons for their use, it can be seen that they are already used in the educational field and for what purposes the teacher uses them.

**Social networks, Computing, UJAT**

**Resumen**

Las redes sociales forman parte de nuestra vida cotidiana y la importancia que tienen en la actualidad, es evidente e indiscutible, las cuales han cambiado la forma que tenemos de comunicarnos con amigos, compañeros de trabajo o, incluso, con profesores y compañeros de clase. Las redes sociales son poderosas herramientas, que permiten a los individuos interactuar, pero también desarrollar habilidades y aptitudes tales como la socialización, el trabajo en equipo o la importancia de compartir, desarrollando habilidades comunicativas. Ante tal situación se realizó este estudio de tipo cuantitativo, con un enfoque exploratorio descriptivo, que tiene como objetivo saber el uso que le dan a las redes sociales los estudiantes de área de informática de la Universidad Juárez Autónoma de Tabasco. Para ello se utilizó como instrumento de recolección de datos un cuestionario que fue aplicado a la población objetivo. Observándose en los resultados, cuáles redes han usado más frecuentemente los estudiantes, así también entre los motivos de su uso, se puede observar que ya se emplean en el ámbito educativo y con que fines las utiliza el profesor.

**Redes sociales, Informática, UJAT**

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## Introduction

Information and communication technologies (ICT) have changed the ways of communication, fun and work, especially in children, adolescents and young people called millennials. Society evolves and thanks to ICT, today we can say that our children and young people have access to a world of options and unlimited offers of communication.

If something characterizes the human being by nature is its social nature, for its need to have interpersonal relationships based on the act of communication and transmission of information between individuals. This aspect of human beings together with the rise of information and communication technologies, especially with the generalization of the use of the Internet, has meant a transcendental change in today's society as far as the cultural, communication and productive sphere is concerned. (Santiago, 2012).

The widespread use of new technologies, the Internet boom and the recent impact of Social Networks have led to profound changes in the way we relate, communicate and express ourselves, especially in the group of adolescents (Rodríguez, 2017).

Regarding the role of the student in social networks, and being the one who represents the central axis of the teaching-learning process, it is necessary to develop knowledge linked to the possibility of accessing the sources of information supported by technologies and, in addition, show technological competences that allow you to consume, use and produce more information.

Students in the context of social networks need to develop skills such as finding, assimilating, interpreting and reproducing information (Torres y Carranza, 2011).

The present work is the result of applying a pilot test of an instrument, which is currently being used in a wider investigation, involving both student and teachers.

In the aforementioned research, the aim is to investigate the use of computer science students, specifically those studying Computer Systems Engineering (ISC) of the Academic Division of Information Technology and Systems (DAIS), of the Universidad Juárez Autónoma de Tabasco (UJAT), they give to social networks.

## Theoretical aspects of research

It is important to review the theoretical concepts involved in this work, taken as an initial reference the concept of the Internet to understand how social networks are important today in educational processes.

### *a) Internet concept*

The Internet has now become a very important tool in education. The positive aspects that already involved the use of the computer in the classroom have been added to the fact of sharing knowledge in a more global way. Internet is also used within education as an administrative tool, continuing education, distance education, etc. (Puiggalí, 2004)

Conceptually, the Internet is a large network of networks that covers practically the entire planet and makes it possible for users from all over the world to connect. In its origins the American government, and more specifically the Department of Defense, built an initial network, known as ARPANet. This network was extended throughout the country and began to be used by North American universities, to use it mainly for the scientific and informative interest that the network had (UNSL, 2008)

### *b) From the Web to the Web 2.0*

The World Wide Web ("web of worldwide scope") or simply the Web, had its origins in 1989 in Geneva, Switzerland, in circumstances in which the British researcher Tim Berners-Lee was dedicated to find an effective solution to the problem of proliferation and the heterogeneity of information available on the Web. Integrating existing services on the Internet (such as the widely used Gopher at that time) Berners-Lee developed the basic architecture of what is currently the Web (Valzacchi, 2003)

Until 1990, the Internet was a set of unconnected computers and you could not navigate from one direction to another by clicking on a link. Neither the search engines existed, nor could images be integrated on the screen since graphic interfaces for the World Wide Web had not been developed.

The WWW is defined as a set of hypertext documents and / or hypermedia linked and accessible through the Internet. The WWW is a distributed system that allows us to navigate easily through huge amounts of information. With a Web browser, a user views pages that can contain text, images, videos or other multimedia content, and navigates through them using hyperlinks.

It was created by Tim Berners Lee and Robert Caillau in 1992, within the framework of the research carried out at CERN with the aim of integrating information accessible through a single computer network (Abuín and Vinader, 2011).

This World Wide Web or simply the Web, which has a basic form with text-only browsers quite fast, based on hypertext, which allows to classify information of various types and which is known as the great world spider web, is also called Web 1.0 . Which works as mentioned before, by hypertext and graphics and includes multimedia effects. It is considered as the most simple and comprehensible access to the universe of information available on the Internet, since it links pages or documents located in the network, regardless of their physical or geographical location (Lozada, 2009).

Much is heard today about Web 2.0. The term, coined for the first time in 2004, is now a recurring theme in corridor conversations, news, strategic communication campaigns and the like. However, before taking an active part in this new stage, it is necessary to understand exactly what it is about, how it changes us and what it is useful for us.

Web 2.0 must be seen not only as a social phenomenon, but also as the transition that gave the Internet with the aim of becoming closer to those who were on the other side of the screen. Its main objective was to focus production according to the end user, even counting on their active participation in the process. We talk about thinking content, developments and applications that meet the needs of the population (Cadena, 2010).

Web 2.0 is nothing more than the evolution of the Web in which users stop being passive users to become active users, who participate and contribute to the content of the network, being able to create, support and be part of a network society and / or communities both locally and globally; who are informed, generating knowledge and content.

Web 2.0 facilitates the interaction of users who participate by generating content and valuing applications and services, mainly in organizations that have large amounts of information, and provide knowledge that can be a very useful tool to innovate all types of products and services. It also allows to create content (texts, photos, audio, video) without having programming knowledge (Perera, 2017).

### *c.-) Social networks and their importance*

Through the history of humanity, human beings have used different ways to communicate, from communication with signs, to communication at a distance by means of advanced technological devices.

The emergence of social networks dates back to 1995, when Randy Conrads created the classmates.com website, so that people could recover or maintain contact with former colleagues at school, university, etc. (Deloitte, 2014).

The history of social networks, in the format we know them today, dates back to 1997, with the sixdegrees.com network that allowed users to create their profile and have a list of friends, and from 1998, navigate through it. Since then the growth in users and networks has been vertiginous. Facebook is an example of this; was born in 2004, until 2006 it was not allowed the registration of people who did not have a mail account of a North American university and in 2008 it only took five weeks to go from 150 million users to 175 and growing at a rate of 600,000 users per day (Celaya, 2008 cited in Pérez - Wiesner et al., 2014).

The human being is a social being. Therefore, social networks exist since human beings coexist in society. However, at the dawn of the 21st century, a new form of network socialization has emerged, combining social and technological elements. Linked to the emergence and development of the Internet, social networks have become one of the phenomena most studied in recent years, due to its enormous penetration in society, and therefore its impact at the global level (Vinuesa, 2015).

Social networks are currently everyday forms of social interaction, defined as a dynamic exchange between people, groups and institutions of high complexity that involves groups that identify with the same needs and problems.

Currently the trend of social networks is focused on the consumer market of society, such as fashions to dress, eat or even talk. More and more companies and institutions are striving to occupy that interactive medium to make a presence and gain market, becoming involved with the dynamics or generating diverse needs for expression, entertainment, etc. among users (Miranda et al., 2011).

Social networks are part of what is known as web 2.0 technologies, and that is why they have a great potential in education, since they promote students active and involved in their learning.

In the current statistics, both globally, and in our country, it is well known that their use is growing significantly, which is why it is convenient to consider them as feasible spaces to provide educational information to students who, once connected, they can take advantage of their time to consult educational content and interact with teachers and other students (Valenzuela, 2013).

Social networks are an excellent opportunity to enhance learning, given that they have the undeniable value of bringing informal and formal learning closer together. They allow the student to express themselves, to establish relationships with others, as well as to meet the demands of their education (Naso et al., 2012).

The incorporation of Web 2.0 applications in training processes implies adding new communication styles, roles, intervention forms, scenarios and a wide range of activities, which, in turn, require fulfilling a series of educational challenges; therefore, it is necessary for universities to assume the challenges that these tools represent within integrative approaches, which seek to create better educational spaces for exchange and training activity, and take advantage of the network potential (García, 2009 cited in Islas y Carranza, 2011).

Web 2.0 tools can be exploited with a competitive advantage to work collaboratively, as they are free and accessible platforms, which favor the motivation and interest of students when looking for strategies that benefit their learning (Islas and Carranza, 2011).

In this sense, this research was carried out with the intention of discovering the use given to social networks by students in the computer science area, specifically those studying Computer Systems Engineering (ISC), in the Academic Division of Computing and Systems (DAIS) of the Universidad Juárez Autónoma de Tabasco (UJAT).

Nowadays many people have become very dependent on mobile devices and pending what happens on social networks. Many see it as a way of being in communication with different people, who are divided by the geographical barrier of distance, but who are close to technology.

But as many people use it to socialize with other people, many others see it as a means where they can learn by reviewing educational materials that can range from handicrafts, recipes, decoration, nutrition or diets, to more specialized ones such as marketing or microelectronics to mention some of the many courses that circulate on social networks.

That is why the main objective of this work is to conduct a survey to discover the use that computer students give to social networks and determine if they use them to support their academic activities, within their school subjects. Worldwide, universities are becoming aware of this new world of opportunities offered by the Internet, where the teacher also acquires a very participatory role from the moment he himself provides teaching materials and even carries out virtual tutorials. The university is in a deep process of reorganization, which tries to keep pace with the changes that are taking place in today's society. Undoubtedly, we are facing new training spaces, which can complete face-to-face teaching that we have always known.

Social networks are precisely one of the ways that the Internet gives us to communicate with people. As mentioned in previous paragraphs, they are framed in the Web 2.0 denomination and they suppose a form of social interaction that is based on the interactive and dynamic exchange of different information between different people, groups or institutions. Social networks have especially favored group work and collaboration between peers. It is an ideal space to share knowledge that is attractive and motivating for students (Muñoz et al., 2013).

## Methodology

The present investigation is based on the qualitative approach where an objective reality is analyzed from numerical measurements and statistical analysis to determine predictions or behavior patterns of the phenomenon or problem posed, where at the end of the investigation a generalization of results must be achieved, predictions, control of phenomena and the possibility of making replicas with said research (Sampieri, 2014).

This research will be exploratory and descriptive since it is intended to give a general view, regarding the reality of ISC students of the DAIS-UJAT in the use of social networks, describing the reality of the groups that served as a sample.

For the data collection the survey was used as instruments, to obtain information from the students of Computer Systems Engineering.

The population that was used for this work was composed of the students of the Computer Systems Engineering (ISC) career, in the Computer and Systems Academic Division (DAIS) of the Universidad Juárez Autónoma de Tabasco (UJAT).

As mentioned at the beginning this work arises from a pilot test, where the sample that was used was obtained under a census type sample, formed all the groups that were studying the subject of Programming of the first semester of the ISC of the DAIS-UJAT, of which turned out to be only 3, same that were conformed with a total of 46 students, to as shown in Table 1.

The decision was made to work with first semester students, as they are the groups with the largest population within the academic division, since in the most advanced semester groups, this is quite scarce, where large groups can be represented by a plus 5 or 6 student.

It should be noted that this work comes from doing a pilot test, on an instrument that is currently being applied, in a larger project, where students and teachers will be involved..

Group	Number of students
A	15
B	18
C	13

**Table 1** Universe of data  
Source: Own Elaboration

The methodology that was used to conduct this work was its own elaboration, which is composed of the following stages: a) Gather information, b) Design the instrument, c) Apply questionnaire and d) analyze the data.

### Data collection instrument

The data collection instrument that was used to investigate the use that computer students give to social networks was composed of 25 questions, divided into two blocks of questions:

- **Block 1:** The most used social network and with what purpose

This block tried to obtain information from the social networks that the boy uses most and with what purpose.

- **Block 2:** Social networks and academic work

This block was intended to know that they have both used social networks as a means of academic communication and complement their subjects.

Below are some of the most significant (Table 2):

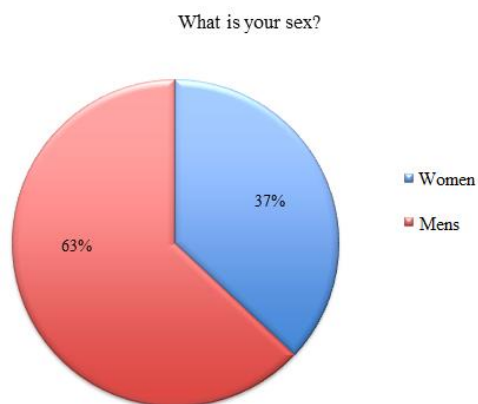
Student questionnaire	
Question	Answer
How much have you used social networks?	a) Much b) Sometimes c) Hardly ever d) I do not use them
Mark which social networks you have used	- Facebook - Whatsapp - Wechat - Instagram - LinkedIn - Snapchat - Youtube - Other
Of the following social networks, which one do you use the most?	- Facebook - WhatsApp - Wechat - Instagram - LinkedIn - Snapchat - YouTube - Other
With what intention have you used social networks? (You can choose more than one option):	- To make friends - For academic activity - To sell products - To look for a job - Other activity
Have you used any of the social networks as a complement to your classes that your teachers give you?	a) Forever b) Sometimes c) Rarely d) Never
Choose from the following list, what type of use you have given to social networks, when your teacher uses them as a complement to their classes (you can select more than one option)	- Send tasks - To receive course notes - For online advice - To receive tasks - To receive multimedia material (Videos or audios) - To receive notices related to the subject
Do you think it is good to use social networks as a complement to your teacher's classes ?, (choose an option)	- Totally agree - In agreement - In disagreement - Totally disagree

**Table 2** Sample instrument questions  
Source: Own Elaboration

### Results

Below are some of the most significant results of Block 1: The most used social network and for what purpose.

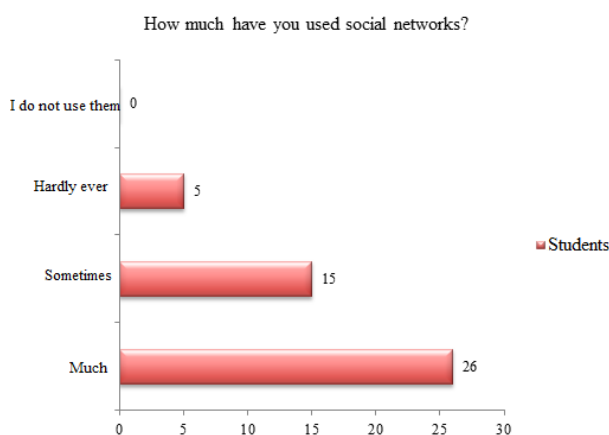
The students were asked: What is your gender?, resulting that 63% of the respondents are men and the rest are women.



**Graphic 1** Gender of the surveyed students

Source: Prepared by the authors

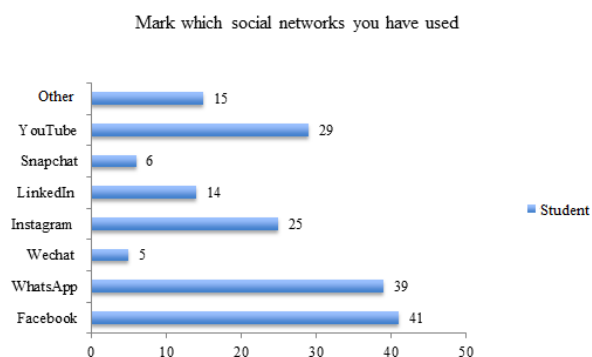
To the question, how much have you used social networks ?, 26 (57%) of the students answered that "Much", while the option "I do not use them", got 0%.



**Graphic 2** Times the student has used the networks sociales

Source: Own Elaboration

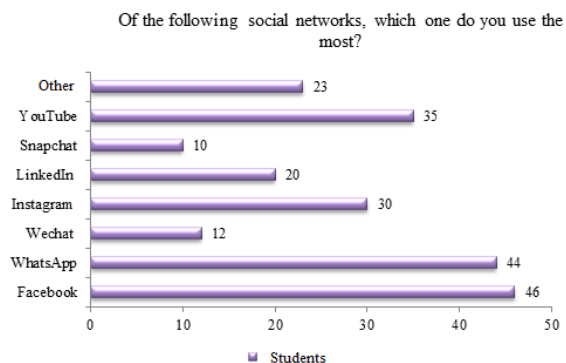
The students surveyed were asked to mark which social networks they had used, where it was noted that Facebook and WhatsApp were the most chosen, with 41 and 39 responses respectively, while WeChat only received 5 responses.



**Graphic 3** The social networks that the student has used

Source: Own Elaboration

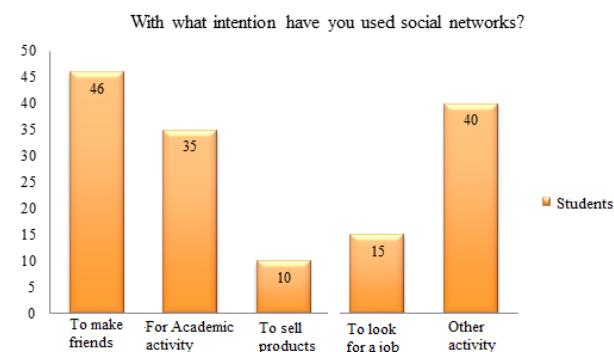
One of the questions was shown a list of social networks, where they were asked to mark only 3 of the most used, having as answers that Facebook and WhatsApp were the most chosen, with 46 and 44 responses respectively, while SnapChat he only got 10 answers.



**Graphic 4** The social networks that the student uses the most

Source: Own Elaboration

Students were also asked, with what intention have you used social networks? Giving them the option to choose more than one option, resulting in 46 of them choosing "To make friends", while only 10 of them said that "To sell products".

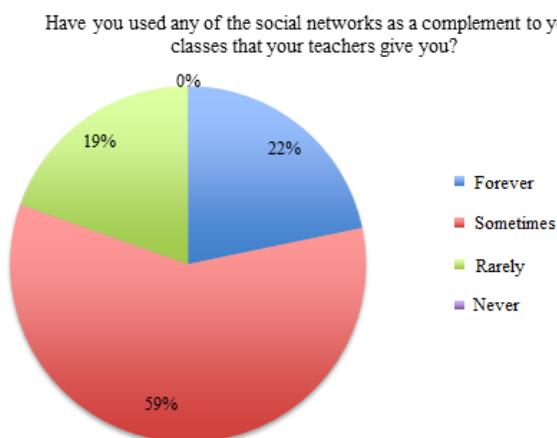


**Graphic 5** Intention to use social networks

Source: Own Elaboration

Below are some of the most significant results of Block 2: Social networks and academic work.

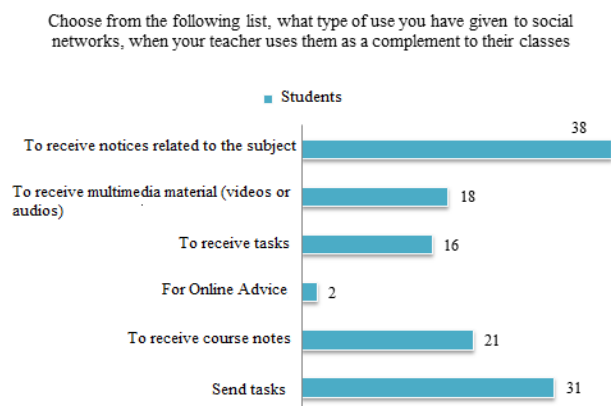
To the question, have you used any of the social networks as a complement to your classes that your teachers give you?, 59% (27) of the students answered "Sometimes", 22% said "Always", 19% selected " Rarely "and the option" Never "had 0%.



**Graphic 6** Use of social networks as a complement to classes

Source: Own Elaboration

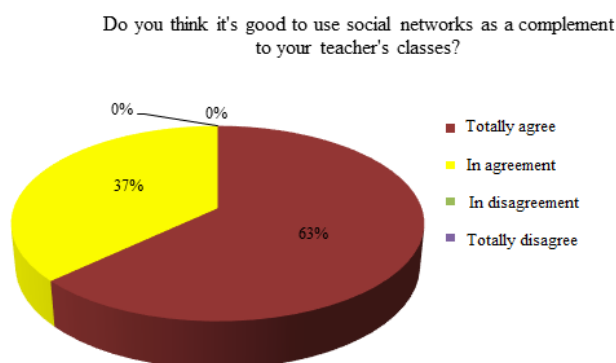
Students were asked to choose from a list of options, what type of use you have given to social networks, when their teacher uses them as a complement to their classes, where "To receive notices related to the subject", he got 38 answers and "Send homework" got 31, while "Online counseling" only had 2 answers.



**Graphic 7** Use of social networks as a complement to classes

Source: Own Elaboration

A very important question asked to the students was, Do you think it is good to use social networks as a complement to your teacher's classes?, where 29 (63%) of the respondents mentioned that they were "Strongly Agree", while 37 % (17 students) selected "Agree" and with 0% the answers "Disagree" and "Strongly disagree" were found.



**Graphic 8** Opinion to use social networks as a complement to the classes

Source: Own Elaboration

## Conclusions

As mentioned at the beginning of this document, this work was born out of the concern of doing a pilot test of an instrument, which is currently being used in a wider investigation, involving both students and teachers.

This work allowed us to corroborate what many authors and organizations mention, that the social network Facebook, is the one most used by young Mexicans nowadays and those of the computer science area, specifically those who are studying Computer Systems Engineering (ISC), in the Academic Division of Information Technology and Systems (DAIS) of the Universidad Juárez Autónoma de Tabasco (UJAT), followed that same trend.

You can also see that students, being immersed in social networks, their main purpose is to make friends, although it is noted that 76 percent of them have used it for academic activities.

It can also be observed that 59 percent of the students answered that they have sometimes used some of the social networks as a complement to their classes given by their teachers, but also 19 percent answered that rarely and this is where you have that work in the promotion of the same with the teachers, so that they begin to involve them in their academic activities.

It was also possible to observe the positioning of the surveyed boys, since 63 percent of them mentioned that they think it is good to use social networks as a complement to their teacher's classes.

For all the above is that this work gave guidelines for a larger project, to investigate how the use of social networks have an impact on the teaching and learning process.

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