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INNOVACIÓN, EDUCACIÓN, PERIODISMO Y TECNOLOGÍA EN LA UNIVERSIDAD



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Innovating education with technological applications

Innovando en la enseñanza con aplicaciones tecnológicas

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7.1. Introduction

Internet has become a powerful communication tool, capable of democratizing information, and thanks to the participative model offering 2.0 tools communicative flow acquires a tinge of bidirectionality that enriches the information, and through which the user Network becomes a consumer of content and participate in the construction and development of them.

Within this context in which New Technologies have become one of the most useful communication tools at our disposal, Education should taking advantage and know the different options offered by the Network in order to get better with our pedagogical discourse to an audience born into this digital age and that some authors as Prenski (2001) calls «digital natives».

The «digital natives» or the «Net Generation» (Tapscott, 1998) are those people born between 1980 and 1994 and whose lives are parallel to the development of New Technologies, young people who grow up surrounded by computers, video games, digital music players, mobile, smartphones and all kinds of toys and tools of a digital age that us to be constantly updated in the work while we're absorbed in a deep mediamorphosis.

The term mediamorphosis is closely related to its author, Roger Fidler (1997), who defines it as «the transformation of media from one form to another, usually as a result of the combination of cultural changes and the arrival of new technologies» and in this sense, different forms of

communication have continued to evolve and adapt in an environment in continuous expansion.

As occurs with the Communication, Education has had to reinvent itself, and it makes use of technological tools that can multiply the intellectual capacity and communication of its users. The education also lives his «mediamorphosis» in the sense that it uses every day tools used by generations to arouse interest of students and facilitate their learning inside and outside the classroom.

However, the availability of appropriate technology doesn't mean that rational use is made of it, and for this reason that education professionals attended, how could it be otherwise, in a substantial change to the role when we played in the society. Teachers must change their traditional role, we must stop being a speaker to become advisors, counselors, facilitators of learning and teaching process mediators between students and actually using the technology.

Within this context, teachers must change our goals and methods, away from a model focused on content transmission and later playback by students, lectures and individual work. Through a constructive approach based on the use of new Communication Technologies as tools that can be targeted at collaborative level, teachers have tried to improve the learning process of college students, make a new axis service that allows the student-user becomes a character of his teaching, while a greater understanding of the subject.

We have used the tools at our disposal to bring Web 2.0 univesitary students learning a new framework in high predominates the timeless interaction between students and teachers, a practice that has led to the final outcome more helpful for the students themselves, which is more pleased with the type of education they receive and that translates into increased monitoring of the academic curriculum and an increase in the number of generally approved and obtaining better final grades in the subjects taught.

7.2. New Information Technologies

Implementation of New Information Technologies in the field of Education has radically altered the social role of learning and opened a new field of teaching more interactive and less one-way giving rise to a redefinition of the traditional educational model and opening a wide range of possibilities in which to develop the process of instruction and learning.

Its application to teaching has a clear pedagogical value, since it allows to adapt the different rhythms that students bring into the classroom, in fact, there are educational experiences that confirm this. The addition to teaching a simple web page that are resources, documentation and exercises, allowing the teacher a more individualized instruction that is best suited to the different rhythms that take the students and assesses the progress of the

group and influence, so particularly in those areas where there has been less understanding of the academic curriculum.

This experience thus involves an adaptation of the traditional context of teaching new media, and the challenge is to find synergies in pursuit of a better Higher Education system which should combine the new opportunities offered by Information Technology and classroom training model.

The student dive only enough Internet for extensive documentation to complete notes and write papers, the teacher's role is to help forge a screening test, teach to discern what really matters, advise on the best way to combine all this information to build an intelligent discourse, beyond which you have copied and pasted the information from a website, so there is underlying learning in which students can understand writing and pass it their classmates.

This documentary selection strategy can be combined with learning management systems such as blogs, one of the communication tools of choice for students. Your chances of simple design and appearance similar to a web page to work issues related to continuing education, and it's the responsibility of students to update their content regularly, while offering plenty of scope for creativity, they can let their imagination in the field of design, including images, video and sound.

Teaching is also reinventing itself with the use of other tools derived from Web 2.0, which offer new features that allow the Internet to speak not only as a great resource, but as a platform on which to work with these resources and share information easily, and anyone with a basic understanding of the medium may deplete its various communication possibilities. This encourages students to become teachers of their own classmates and actively participate in the attainment of knowledge, acquiring and developing skills that will be very useful in educational and professional maturity, facing real problems and having to find solutions for them.

This aspect can be considered key in the systemic teaching method because it allows students to be able to face difficulties and resolve by themselves integrating background knowledge in curriculum and solving them in a practical way, which guarantees the acquisition of skills that will be very useful in their professional lives.

University forums also create a new space for learning, an environment open to everyone is invited and where to find solutions and advice on almost all subjects. The forums are assailable areas for collaboration among students, and which form a space in which each participant can recognize the contributions of others, reflect on them and build your own dialogue based on the knowledge acquired. Also become a nexus of interaction between participants with particular interests but, however, exchange of knowledge acquisition in various forms from notes to web addresses of videos and documentary material and support to complete the courses in which they are enrolled.

7.3. 2.0 Tools

2.0 Tools is a term created by Dale Dougherty of O'Reilly Media brainstormed with Craig Line Media Live, and referred to the web applications that facilitate information sharing, interoperability and collaboration on the World Wide Web.

A Web 2.0 site is one that allows users to interact and work together as creators of content originated by users in a virtual community. These cutting tools and computer technologies promote a flow of information, with easy, centralized access to content as well as their participation in both the classification of them as its own construction using tools easy and intuitive to use.

2.0 Tools could be defined as those that allow us to stop being a mere recipient of information and advance to have the opportunity to create and share information and opinions with other users, in the case of Education, with teachers and students, so wich contribute decisively to forget the new educational landscape and make learning something close.

For Mason (1998), the New Technologies in Education opens up new prospects for a better quality education, as the actual teaching strategies are adapted and now rediscovered in its virtual format.

In fact, Web 2.0 allows us to speak of Internet not only as a great resource, but as the platform to work on these resources as one of its characteristics is the ability to share information, a quality that has been reinforced the development of content management tools (CMS, Content Management System) which don't require a high level of computer literacy (Peña, 2006) and whose principal advantage is «allowing access to a large number of users to contribute and share stored data, rapid retrieval of information, control of content validity, improve ease of reporting and multiply the communication between users».

Videoconferencing, e-mail, blogs, forums, whiteboards and social networks, among other tools derived from Web 2.0, allow the student a comprehensive training and ensure two-way communication with teachers and students, while allowing access to content of the subject at any time of day and week.

The use of New Technologies in Education involves raising the quality of the educational process, the students themselves are actively involved in building the global knowledge, promoting what might be called «social learning» since they are the ones who «construct their own knowledge of the experiences of helping his team and observation and interaction of their roles» (Franco de la Rosa, 2009:13).

Academics we shouldn't become facilitators of the construction of knowledge in new electronic media consultants that allow students to be agents of their own learning, as they lead an interactive work environment that favors them at the time of «discovering new information and acquire knowledge without limit, make research, collaborate on projects, evaluate

and analyze the facts, those who reach a high level through experimentation, trial and error» (Peña, 2006).

Don Tapscott's words (1998:3), the Net Generation would consist of young people «evaluate and analyze the facts, as opposed to uncritical memorization, which are exceptionally curious and confident, intelligent, able to adapt, with high self-esteem and aglobal orientation». For this reason, methods of teaching should encompass the new times and new students, the use of technology increases their motivation and collaborative learning of the subject, while increasing, indirectly, their communication skills because, as Tapscott says, «even chat groups, celebrities chats, involving reading and writing».

Within this context, we could say that the use of New Technologies in Education enhances the quality of the training process, since, at an early stage, helping to overcome the barriers of space and time that traditionally requires education in the classroom, giving rise to greater interaction between teachers and students. Similarly, contribute to foster a collaborative learning, in which each individual grows personally and without fear of ridicule which has equal access to information so as to knowledge

Teachers also find many advantages in this new form of teaching, as the 2.0 tools help us manage content in a more flexible, anytime, anywhere without time and space constraints of the educational environment, assign tasks, applied testing, review and rate them so that we can have a global conception of the evolution of students quickly, easily and simply.

7.4. Changing roles

Technological tools and their application to teaching, they create a new code-sharing between students and teachers, a code that bridges the gap that hinders learning and uses all the resources at their disposal to improve the understanding of the content, a code in which digital materials and media become allies suited to expand the topics covered, deepen, contrasting, where videos, animations, simulations and sound files provided entrench the contents covered.

The emergence of this new code implies, as we have seen, the adoption of new roles by teachers and students. Among the new roles assumed by teachers would be the design of learning situations, selecting and organizing content, stating objectives, define activities, identify resources, set working times and develop strategies and assessment tools. In this sense, Saenz Barrio (1995:115) states that «the new teacher has to admit that in the technological galaxy role as «trainer» is quite modest, and as a unique channel of information has nothing to do».

Teachers should not compete with other information sources, teachers should be a unifying element and analyzer, we must become promoters of

participation, interaction and collaboration of group members through elements that involve cooperative learning.

In this sense, teachers should constantly that teaching tutoring (answering questions, doubts, suggesting resources and sources of information...) and subjected to a continuous assessment of student performance, which involves verifying that it is oriented towards the proposed objectives, providing feedback to support student's work and providing real opportunities for the dissemination of their work.

This feedback is generated will allow educators to verify the achievement of the objectives and identify learning difficulties at all times, can be corrected or modified, embarking on new strategies of knowledge transfer.

Similarly, teachers must assume the role of moderator of a forum from which to encourage students to participate in creating an environment of communicative interaction that is based on dialogue and confrontation as a means of learning.

Other direct implications for teachers in the production of teaching strategies go through the authorship of a multimedia educational materials appropriate to our field of operation, maintenance and constant updating, constant modernization of our knowledge and tools to ensure the flow 2.0 Tools communication with students and to ensure both face telematic tutoring to the group.

The use or application of New Technologies to teaching allows students to generate new knowledge from the information received through participation and interaction with the teacher and their peers, so that each individual can develop thinking skills such as analyzing, synthesizing, conceptualizing, relate, interpret, and enhance their social and communication skills (following rules on job sharing, disagreeing, group commitments, expressed in a clear and precise way...)

According to Cutting (1992) 2.0 Tools offered to students a process of knowledge construction and meaning individually different, goal-directed, self-regulated and collaborative. Because cumulative learning builds on what students already know and can do, and where they can select and process the new information to construct new meanings and develop new skills, self-regulated, because they assume more control of their teaching and less dependent teacher support, led to goals and achievements that are determined by the teacher but also by the apprentice. Collaborative knowledge is produced through participation in activities and practices, and individually different because learning varies with the different skills and attitudes demonstrated by the student during the teaching process.

To complement this role reversal experienced by teachers and students, Jesus Salinas (2004:6) argues for a clear involvement in the educational process of the competent authorities, and in this sense, states that «to meet the needs of today's society, institutions of higher education must be made more flexible and develop ways of integrating information technology and

communication in the training process. Parallel, it's necessary to apply a new conception of the student-users, and changing roles of teachers and administrative changes in relation to communication systems and the design and distribution of teaching. This implies, in turn, changes in standards of teaching and learning towards a more flexible.

This changing role of teachers is embodied in the fact of not being the source of all knowledge to become the «guide that will provide resources and tools they need to develop new knowledge and skills» (Salinas, 1998:194) and this implies new requirements in our professional training, and we must not only have technical resources and training to enable them to meet their needs but also needs to be constantly updated professional training in the field of New Information Technologies, while we must acquire new skills, behaviors and practices associated with the new reality of teaching.

For this reason, Salinas calls for the existence of support services and advice to teachers so we can have a knowledge and mastery of the potential of technology, interaction with the educational and social community in relation to the challenges of society knowledge, being aware of the precise training needs of society and be capable of planning the development of your career.

Spanish Ministry of Education has a portal, named Technology Observatory, in which all teachers have access to computer technology and where they can find support to manage the materials, offering hardware and software as well as content that can help us in our work: equipment, internet security and control, tools, all of which contribute to the performance of education is flexible and adapts to changing times.

7.5. Virtual teaching at the University of Seville

2.0 tools are an excellent field to arouse student's interest, however, the use of them must be in accordance with proper investment aimed at providing schools in various learning scenarios.

In this sense, the educational organization must under go profound changes that pass through the incorporation of virtual learning environments based on Information Technology and Communication, overcoming barriers and facilitating spatial, as well as methods of individual learning, collaborative learning.

With the addition of New Technologies to Education is to get a digital competition that allows the student to become an autonomous, efficient, responsible, critical and reflective to the selection, processing and use of information and its sources and media, either oral, print, audiovisual, multimedia or digital. This competition involves also learning and mastery of textual languages , iconic, visual and sound as well as patterns of decoding and transfer, so as to generate a critical attitude towards the assessment of available information.

At the level of Higher Education, and awareness of the importance of the information processing requires search, sort and process information with the resources and technology, the University of Seville, in a pioneering education, launched in september 2008 a new project offering free lap tops to all incoming students in any first cycle degree offered by the University of Seville, to encourage the use of computers and new technologies at the University.

The project: «A notebook, a student!» Currently in force, complete with the provision of classrooms with Internet connectivity and a range of technologies aimed to socialize, share information, discuss, present and communicate, and which they are located within an ambitious renovation of teaching methods more in line with achieving the goals established in the European Higher Education Area, which began with the Declarations of the Sorbonne (1998) and Bologna (1999).

Since the new higher education system so profound an impact on new ways of teaching and learning, the University of Seville adopting the corporate strategy of e-learning, has developed a virtual learning platform that aims to support the classroom teaching through own technological resources online training. These means facilitate student access to content and training materials anytime, anywhere and make the Seville a pioneer in the field, it marks a step in the path of self-learning and methods continuous assessment.

The University of Seville's platform is structured around four main areas covering the different needs of telematic education. The first is aimed at teacher training plan and in it we can find a whole series of training designed to train teachers in the technical management and training of virtual learning environments, that is, enable you to manage the Virtual Environment tools training at the University of Seville, the pedagogical basis of e-learning and virtual mentoring.

Within this training offer covering different areas of knowledge, one of these courses: «Planning, design and teaching over the Internet with WebCT CE6», with which teachers can learn «how to run their course content to the platform Virtual Teaching, standard format, using the tool CourseGenier, which is simply software that once installed as an integrated tool for Microsoft Word and allows the generation of web format files with large elements of added value to content such is the case with keypad navigation, index and table of contents, links to websites ... (León de Mora and others, 2008).

Second is the Support to the Creation of Content, an area in which the Secretariat of Audiovisual Resources and New Technologies (SAV) provides various services of teachers involved in the production, adaptation and advice in the field of Virtual Education.

A third application of this platform is the Informative Portal, which allows students and teachers access to the various calls for courses on E-Learning. It has technical support to help resolve doubts and training resources on E-learning platform. Similarly, «is supplemented by a knowledge database of frequently asked questions that the system administrator based

on criteria of return consultations received, prepared to keep the information relevant and of interest» (León de Mora and others, 2008:12).

Finally, we find the Course Platform, which guarantees access to material that the teacher uses in class as well as the support material that will allow students to pass the course, such is the case of pop-ups, video, audio, self-assessment exercises, and even an academic forum to address questions or share knowledge with others.

This tool has been enhanced through the creation of online courses, which the user can use as a basic reference or support the development of content and administration of their courses, serving also as a bid for self-training of the personnel of University of Seville.

The platform comes complete with OpenCourseWare, a site that promotes free access to knowledge through Internet, and offers a free tool that allows the publication of educational material, which promotes the exchange of knowledge generated in the classroom with other teachers and students who have at their disposal the contents of the subject on which they are working to further study or to continue to build on it in the classroom.

Similarly, and in order to complete its virtual platform, the University of Seville has been established to support actions to support the teachers and students and which are specified in the User Support Centre (CAU) and support dedicated staff on issues relating to e-learning. «The first level of support is offered from the SOS and is completed with a second level by receiving inquiries through various means: telephone, email and questions and suggestions section of the management portal teachings» (León de Mora and others, 2008:12).

After five years the Virtual Learning Platform at the University of Seville has 1.916 teachers, 4.477 courses, 45.772 students and 225.501 student enrollments in courses that are present on the Web (Blesa, 2011).

7.6. E-learning and classroom experiences

E-learning's tools at the University of Seville offers a wide range of possibilities to distribute notes, forums, chats, email, tasks, assessments, monitoring the development of the student ... so that the resources provided by new technologies ensure that the work of teaching, both from the stand point of the teacher and student are completed safely and easily.

Joining the university educational practice is part of a methodological framework that includes both elements of the learning activities and to regulate them based on the development: of metacognitive skills of pupils and assessment processes, all oriented main objective of teaching that is simply to give the best possible training to students.

The idea of betting on the use of 2.0 tools in learning various subjects of the degrees of Journalism and Communication studies at the University of Seville, based on improved teaching has been that students don't feel

neglected in their learning process and turn it into something close, allowing the student to solve his doubts at the moment in which they arise, that is, within the context of the study, and not have to wait until the next class time for get answers to their concerns, which has resulted in a high level of feedback between student's and teacher.

Similarly, and based on my experience over the last two academic years (2009-10 and 2010-11) in which, gradually, I have incorporated into my new teaching ritual 2.0 tools, I have check your reports regularly use additional information about the learning pace of each academic session, which allowed me to move the most popular issues to the classroom, sharing that explanation and / or clarification with the rest of their peers, and even rethink the teaching of certain subject, approaching from a different perspective to make it clear to students.

7.6.1. Audiovisual Writing Radio

In the case of the subject of Audiovisual Writing Radio, part of Journalism studies, the tools applied to improve the learning system has been basically video conferencing and voice tools, and the results can be considered very positive, both resources developed by teachers as teaching strategies used, which has resulted in quantitative and quantitative results quite helpful for students as academic statistics show.

In the course of Audiovisual Writing Radio during the 2009-10 academic year, the number of students who passed was 85.29% (45.7% approved, 32.29% remarkably, 5.7% significant outstanding and 1.6 % with honors) percentage, during 2010-11, after the inclusion of various e-learning tools, came to 92.7% (31.7% approved, 57.3% remarkably and 3.7% significant outstanding.) Similarly, the number of non-submitted and suspended on a total of 82 students were 9 and 1, respectively, in 2009-2010, an amount that was reduced to 6 students not shown and no suspense in the 2010-11 academic year.

In parallel, the rate of student satisfaction regarding teaching performance developed by the teacher as the students' opinion questionnaire developed by the Andalusian Centre for Forecasting, in both cases exceeded the score received by the Area of Knowledge, degree and the University, reaching even to get a positive deviation of 1.27% of total of 5 points, a very positive valuing criteria and evaluation systems (4.29), attention (4.50) and tutorials (4.50).

7.6.1.1. Videoconferencing

Audiovisual Radio Writing's classes have enriched with the addition of videoconferencing, a tool that can offer a live class from the computer, while providing the teacher questions, discuss the questions with colleagues and

consult the documentation provided in class. Videoconferencing allows the development of a virtual classroom where we have simultaneous access of students and teacher and for that alone you must have a computer with an Internet connection, microphone, speaker and webcam.

This virtual classroom «allows a chat area, both by public and private, there is a whiteboard to include comments and clarifications on inline images can be integrated presentation content, HTML, flash, pdf and images, allows surveys and polls, share applications and web Browning, a very useful option to describe the different areas of a web site while browsing and viewing goes for all» (Leon de Mora and others, 2008:17).

Similarly, the virtual space becomes a great learning platform which can be viewed educational videos and other supplemental materials necessary to understand the subject, videos in schools such as communication, are often prepared by the own students at the school as a more direct learning from reality and that the teacher can make available to the students through the virtual platform to complement and expand the content of the subject taught, eliminating thus the condition space-time so far carried with it the teaching.

Videoconferencing hasn't been used generically in the classroom, however it's an especially useful tool to guide the learning of students who were abroad enjoying an Erasmus and that, therefore, have left to work as fast as they did their peers in class.

I have broken geographical barriers through the use of Skype, I can provide my students via video-chat the subject content of Audiovisual Writing Radio, clarify doubts in real time, and even make an individualized correction practices, explaining both their mistakes and their successes so that they could pass the subject in an easy and giving them the opportunity to do so practically.

The videoconferencing has been complemented by the use of email for sending material in Powerpoint and Word (the wires that should serve as the basis for the different pieces of information that were required to pass the subject).

In the two academic years mentioned an average of four students have made use of these teaching tools, leading to approve a final grade for the course remarkable.

7.6.1.2. Voice Recordings

Other tools for collaboration and learning enrichment used in this course have been the voice recording offering the SVP at the University of Seville, and allow on-line tutorials (direct voice), or complete a message email voice elements to expand the capacity of communication (voice e-mail), both have been scarcely used in the effective development of this area and, therefore, I am not in a position to assess its use positive learning itself.

However, the voice recording tool that has proved particularly useful is the voice recorder, which allows a recording to be used as an introduction of classes or as a complement to them.

Audiovisual Writing Radio contributes to the study of journalistic audiovisual message from different perspectives and, therefore, transmit to students knowledge concerning the discourse and practices that guide them to initiate the drafting of the journalistic media.

Radio Journalism requires that information is disseminated in a clear and concise and to this end, it is necessary that the text is well organized and facilitate a smooth read and easy to say aloud, this is precisely where the voice recorder is teaching peak performance as it allows to focus the subject in a practical and dynamic.

This tool offers students some sound bites through which they learn to recognize that a careful and appropriate wording and the use of meaningful sentences from the conceptual point of view and phonics, are the key to a good radio message, while training in the detection of the major faults are present in the writing of news that come directly from misuse of the basic rules of composition, and learn to avoid them in the future.

The voice recorder also lets you work in learning development of rundowns, as the voice files that teachers can attach to pieces of audio helps students to distinguish the various sound elements involved in the drafting radio, measure time voices, commercial breaks ... ultimately unlearning to learn from the mistakes of media professionals.

7.6.2. Written Information Technologies

Written Information Technologies is a subject of first degree course of Communication Studies which is to review methodological principle of «learning to learn». Among the general powers of this course are that students develop the skills of analysis and synthesis, problem solving, information management and ability to organize and plan, which aims to promote qualities through the use of technologies.

In the effective development of this area has been instrumental use of blogs, which encourage students to be able to generate new knowledge from the information received and also has a very positive impact on academic performance, as can be demonstrated quantitatively, if we compare the last two courses in this area (2009-10 and 2010-11).

7.6.2.1. Blogs

Blogs as a resource on the subject of Written Information Technologies have been used in two different versions. First, we used the so-called academic

Weblog that as defined Orihuela (2006:40) serves «as a complement to the theory sessions, directory of links and documents, bulletin board, place of publication collaborative collection online feedback and memory of the chair».

In this case, blogs have been written by students divided into groups based on the different sections in which the subject is articulated. They are as blog themes, ensuring a depth documentary, which is quite useful for the exam, as it puts the subject matter available to therest of the class while the teacher serves as a reference for the on going assessment of work students during the semester. In addition to publishing content and constantly updated, we evaluate the design and organizational structure employed in them, because in this course are provided knowledge of multimedia design.

Second logs are used teacher-student-teacher who, as defined Aretio Garcia (2007:100), are «those administered by the teacher in which he is directing the learning process of their students, suggesting ways and guidelines for better address the matter. They may serve to provide a guide to study or to give certain notices».

This type of logs we use them with the clear aim of promoting interaction and collaboration between teacher and students and closely corresponds to our idea of group blog, as it responds to a mixed education model, which combines traditional teaching model (teacher as an instructor) and the innovative teaching model (teacher as a tutor or guide).

In all its forms, these blogs are used as more than an environment for publishing and distributing materials, and in this sense, in our course are aimed at creating a space for teaching and learning which raised and dealt with educational activities by creating an environment which encourages student participation and interaction with their classmates and teachers to obtain a substantial improvement in the performance of teaching in the cognitive, social and practical.

These improvements are translated into the development of different thinking skills in relation to the contents of the subject, as in the case of identifying main ideas, analyze and synthesize issues, broaden or deepen content, relate concepts to each other and integrate, reflect on what learned...

Similarly, increasing the participation and interaction among students as they can create and publish content in inputs and/ or comments, talk through the comment system, access to the work of other students and the corrections made by teachers. Also, the use of increases their ability to open new fields of interaction, overcoming reading and literature proposal, while encouraging their creativity and design capabilities.

Blogs on the subject of Written Information Technologies serves a dual role, first, shows that the student is more receptive to training if he can be himself, or in groups, who manages the contents of the subject while the teacher's work is setting the pace of study and monitor the contents, and pointing to expand those aspects that are less developed. On the other hand, contributes to these digital natives are familiar with the digital tools of writing

and drawing, learn to organize and prioritize information based on typographical and aesthetic criteria that are taught in the course and take responsibility for updating entries by the same subject or related articles or links to websites of interest.

7.6.2.2. Wikis

Considered as a content management system that allows easy editing of pages and that keeps a history of the changes made and the people who made them, Wikis are one of the 2.0 tools that greatly contribute to improving the practice of written expression and collaboration among students.

Its usefulness is found as a repository of information from the teacher who allows students to be completed from their knowledge and experience. This favors, as is the case with blogs, encourage students to read more about the topics covered in the classroom, teaching approach used with the proposed bibliography, enhance collaboration in group work and encourage students to share information and even to create new articles relating to the main theme, with the added benefit of teachers can track the work done by students, since various changes are reflected and their authors.

We conclude that the application and use of tools derived from Web 2.0 during the 2010-11 academic year for Written Information Technologies have increased the curricular success of students compared to traditional methods of teaching the subject used in the previous year. During 2009-2010, 43.4% of students were not submitted for consideration (11.7% and 31.7% respectively), while in 2010-11, the percentage dropped sharply, 5.6% (4.5% not submitted and 1.1% failures).

56.6% of students approve in 2009-10, 21.6% did so with a pass, 23.3% with remarkably, outstanding 8.3% and 3.3% with honors. 94.4% of students who passed the subject in 2010-11 did so mostly with remarkable (38.9%), distinction (34.4%), approved (16.7%) and 4.4% a distinction.

At the qualitative level, and as is clear from students' opinion questionnaire developed by the Centro Andaluz de Prospective, also increased by almost half a satisfaction rate of students regarding the teaching performance developed by the teacher, running from 2.88 to a 3.36 on a total of 5 points. The aspects assessed students more positive were the means used to provide teaching (from 2.74 in 2009 to 3.43 in 2010) and encouraging working atmosphere and participation (2.91 to 3.04).

7.7. Conclusions

New Information Technologies have transformed the social role of learning, which has prompted a change in teaching strategies of teachers in

communication systems and distribution of educational materials and therefore a change in roles traditionally taken by students and teachers.

Teaching begins to feed on a variety of tools derived from Web 2.0 involves conducting training activities more flexible and interchangeable continued beyond the limits of space-time traditional classroom and allow students to interact differently with the New Technologies that involve their lives and those used in the effective development of new skills for their future professional, integrating background knowledge in curriculum and solving them practically.

The student have an active part of a process in which to assimilate new learning practices and new educational situations in flux, but the teacher must change their traditional role as source of all knowledge by the guide, counselor and facilitator of tools and resources more in line with a new strategy for teaching more interactive and less unidirectional, a type of collaborative learning in the will have equal access to both information and knowledge.

For all these changes to be effective requires a strong institutional commitment that goes through the provision of students and teachers of technological equipment necessary to make a success of this new model, but also a strong technical support that goes for a good computer services and constant retraining of teachers in learning new tools that allow easy access and centralized content that help improve the quality of the educational process and to ensure innovation in teaching through Information Technology.

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