Sánchez Gonzales, Hada M.; Méndez Muros, Sandra

Figuras profesionales 2.0 en Periodismo y cambio tecnológico-emocional en el currículo universitario español

Professional figures 2.0 in Journalism and technological-emotional change in the Spanish university curriculum

Hada M. Sánchez Gonzales*
Sandra Méndez Muros**

Abstract

The new profiles 2.0 have revolutionized the landscape of Journalism to the growing demand of the labour market. Our goal is to know the use and expectations of these profiles in the journalistic business and to examine the relationship degree between the labour demand and the offer of the university background of journalists and communicators. We use quantitative and qualitative techniques in micro analysis (at a local level) that determine the labour demand and in macro analysis (at a national level) of the subjects on technologies offered by public and private double degrees in Journalism together with other university disciplines. The results indicate that the curricula provide shyly related contents, although social media is increasingly employed in the profession.

Keywords: Professional profiles 2.0. Labour market. Journalism. Education. Spanish university system.

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* PhD in Journalism, professor of the Faculty of Communication of the University of Seville, Seville (Spain), belonging to the Journalism Department II. E-mail: misago@us.es

** PhD in Journalism, professor of the Faculty of Communication of the University of Seville, Seville (Spain), belonging to the Journalism Department II. E-mail: sanmenmur@us.es

New professional profiles in the educational curricular system

The Spanish university system has changed the educational paradigm into constructivist approaches within the model of the European Higher Education Area (EEES), progressively introduced in the academic year 2009/10 in universities. There is a tendency in changing the curricular axes, the European Credit Transfer and Accumulation System (ECTS) and the roles. Being structured around learning and the student's amount of autonomous work, it is stated through specific, transversal and generic competences.

The university moves forward within contexts involving the knowledge society and the correlation existing between subject and knowledge. Changes that would lead us to talk about the pairing "learning-teaching" as a driving force for the real transformation of teaching. This means, placing learning before teaching within the social cognitive model and consider universities active centres open to new challenges.

Spain, one of the countries involved in the EEES convergence process since 1999, has been encouraging the University Strategy from 2008 to 2015 which is aimed at "the modernization of Spanish universities by means of coordinating the corresponding regional educational systems and the development of a modern Spanish Educational System", as shown in the report presented by the Ministry of Science and Innovation (2011) to promote social economic efficiency and effectiveness for the well-being of the society and in accordance to the principles of the Magna Charta Universitatum Europaeum (1988) signed in Bologna on September 18th, which takes into consideration academic freedom, critical spirit, independence, etc.

The curricular reform in Spain in accordance with the Royal Decree 1393/2007, October 29th, regulating official university education and modified by the Royal Decree 861/2010, July 2nd, consists of a number of measures following the EEES educational model and it is structured in three academic cycles: Degree,

Master's degree and Doctorate, promoting innovation and diversifying the curricular arrangement. In this line of action, the possibility of students being admitted to attend a double official education of the same cycle is offered, allowing them to achieve a double degree. For instance, the student can do: Double Degree in Journalism and Audiovisual Communication; Double Degree in Journalism, Marketing and Public Relations; Double Degree in Journalism and Law, etc., which nowadays is demanded by students because it makes their employability easier.

Spanish universities have a wide range of double degrees related to Journalism being offered through the regulation mentioned above. Firstly, the student can do double degree (both official) which had been required by the educational institution; Secondly, the student is the one who chooses, depending on his/her needs, doing a second degree simultaneously and thirdly, interuniversity programs are found, previously agreed with other Spanish or foreign universities. It consists of academic offers valid both at a Spanish and international level in order to promote student exchange, not to mention obtaining the accreditation of two degrees from two different universities in different countries.

Double degrees can be an alternative choice within the student's educational plan because they favour knowledge specialization and broaden offers in the job market. Furthermore, they promote versatile professionals with a double professional profile adapted to society's current demand which requires university graduates to function in different environments.

It is clear that a university education offers a wide range of educational possibilities which gears towards a better development of professional competences. However, what do we understand by competences? Following Sánchez (2012a, p.32), we can define them as the:

> Group of abilities which allows us to use declarative, procedural and functional knowledge and skills (group of specific abilities) within an emotional educational context which take into consideration the levels operating on the verbs.

For a Degree in Journalism, the *Libro Blanco de Comunicación* (ANECA -National Agency of Quality and Accreditation Evaluation-, 2005), which is the official document about the curricular design of Communication studies in Spain, establishes up to fifteen abilities that the student needs to develop according to four professional profiles: editor of journalistic information in any medium, editor of institutional press or communication, researcher, communications teacher and consultant and website content manager and content editor. The latter is the one which best adapts to the new professional demands offered by the media and the is encouraged on the Internet as a result of the evolution of Web 2.0, given that it executes the work of drafting and "general editing for publishing companies or informative and cultural production companies" and is an "expert in processing, managing and editing all types of content by means of, preferably, digital systems" (ANECA, 2005).

As we have commented, the student will develop some abilities and skills more than others according to the profile described in the *Libro Blanco de Comunicación*. The development of each competence and ability for the website content manager and content editor's profiles, previously mentioned, appears in the following percentages (ANECA, 2005): 3.71%, the ability and skill to use computer systems and resources stand out from the rest; 3.59% refers to the ability and skill to use informative and communicative technologies and techniques; 3.56%, the development of the ability and skill to design formal and aesthetic aspects is encouraged; 3.47%, the student is encouraged to acquire the ability and skill to communicate in the language of each traditional means of communication (press, photography, radio, television), its combined modern forms (multimedia) or new digital supports (Internet) by means of hypertextuality; 3.39% refers to the ability and skill to recover, organize, analyse and process information and communication; 3.31% refers to the ability and skill to express oneself fluently and with communicative efficiency; 3.24%, we find the ability and skill to search, select and prioritize any type of source or document; 3.22%, the

ability and skill to conceptualize, plan and implement informative or communicative projects are encouraged; 3.21% is for the basic ability to understand the informative production in standard English; 3.17% belongs to the ability to read and analyse specialised texts and documents; 3.13%, students experiment and innovate by means of knowledge and the use of applied techniques and methods, 3.05%, the ability and skill to carry out the main journalistic duties is developed; 2.73%, the understanding of data and mathematical operations related to it, common in media, is highlighted; 2.72% refers to the ability and skill to explain ideas reasonably and finally, 2.44%, the basic ability to communicate in other neighbouring languages is developed.

It is evident that, within professional competences, we observe the abilities and the skills. In both cases, it is necessary to understand competences which can be applied to the student's practical, professional and emotional knowledge as a "process which implies a model focused on learning and on the student's commitment to his/her education as well as a change in the role of teachers regarding its design and approach" (SÁNCHEZ, 2012a, p.33).

In the student's professional education, we conceive the development of emotional competences at a cognitive level paying attention to emotional intelligence because it allows recognising one's feelings towards others. Furthermore, it promotes management and identification of feelings when working within a team; it also helps to understand the emotions of the others. We can mention four general categories which, at the same time, consider other variants: personal competence, social competences, self-management and relationship management (GOLEMAN; CHERNISS, 2005, p.63-65).

It is important to educate and prepare the students when dealing with emotional competences in order for them to make information available efficiently, since it is that the media "can act as transmitters of emotional education transmitting resources, programs, etc." (BISQUERRA; FILELLA, 2003, p.65), even more when interaction and effective participation is encouraged by users through the Internet and traditional means. It is appropriate to

mention the *Casel*[1] organization, which has been established as the main reference of this topic with close to 80 disseminated programs and where emotional literacy has been developed. In *Casel*, they work to advance in people's social and emotional learning as well as improving the development of self-management, self-control and relationships at all levels, decreasing the number of conflicts and helping young people to be successful in life.

It is clear that emotional competences are important in education and work because they will allow for media innovation and literacy on a large scale. Pairing which tends to the success of the traditional means of communication and, above all, new means in new environments, more participative due to the audience. The journalist must be ready for the new challenges that he/she has to face in front of a more proactive receiver.

The habits and customs of the citizen have changed towards multimedia spaces and mobile platforms with access to the Internet. 75% of individuals connected in 2011 are users of social networks and 40% of them access them through their mobile phone. According to the social demographic profile of people connected, 31% are women and 39% are men. Regarding the user's age, on one hand, we find those aged between 18 and 30 years old and between 31 and 39 years old, representing 34% in both cases and on the other hand, those aged between 40 and 55 years old represent 32%. Finally, the most valued networks remain YouTube with 7.8% and Facebook with 7.5%, followed by Flickr with 7.2%, Google+ with 7.1% and Twitter with 6.8% (IAB-ELOGIA, 2011).

Mobile platforms are gaining importance, this is true to the point that 3G technology has entered in people's lives on a global level. Three out of ten mobile Internet users in Spain download applications (30%) and connect to social networks (29%). Other activities that users carry out on their mobile devices are: streaming music, location services, mobile banking, videos and the downloading of graphics, ringtones, music, games, etc. (TNS, 2011). The key for the success of these types of platforms is due

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1 See www.casel.org

to being connected to the Internet. By 2004, according to AM-ETIC -Electronic, Information Technology, Telecommunication and Digital Content Company Association- (2011), it is predicted that 3G technology will have reached 43%.

It is unquestionable that mobile telephone technology has become the citizen's ideal support because "it is rooted in the usability and synchronization between mobile applications and the web server". As well, it is a useful tool for the journalist given that it allows "ubiquity and immediacy of information and furthermore, it promotes interactivity and participation with regards to the user. Four qualities that favour the development of mobile journalism" (SÁNCHEZ, 2012b).

Universities must be ready to face the challenge of the socio-labour demand which media enterprises require due to the evolution of the Internet, the social web and digital convergence and together with it, the creation of new professional profiles. Data from *Randstad* (2012) point out that the "most demanded profile will be that of the 'Community Manager', related to the online world and social media, a fact that confirms the demand of 2.0 management during these last years", in light of the opinion of the company's experts in human resources and talent search and selection.

Eduardo Ruiz, representative of the website junto ? *OficinaEmpleo*[2,] points out, personally, that companies are currently demanding professional profiles belonging to the 2.0 environment, with medium-high knowledge in management of new platforms and digital tools of communication, being the "Community Manager" and Content Manager profiles the most demanded, followed by Content Editor, for company blogs. He also admits that visits to *OficinaEmpleo* in 2011 in search of offers for this profile were twice the amount than those in 2010.

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[2] Data appointed was obtained from the interview with Eduardo Ruiz, manager of *OficinaEmpleo* within the *Proyecto de Investigación Docente* (Teaching Research Project) funded by the University of Seville in the framework of the *I Plan Propio de Docencia* (1st Teaching Own Plan) named *"Adecuación entre la formación previa recibida y la exigida por la titulación"* (Adaptation between previous education received and that required by the degree).

The change in the journalist's employability is evident due to digital concurrence which has taken place in the last years. For Crucianelli (2010, p.173), "the scenery couldn't be better. Although some people consider it chaotic, we rather think of it as a moment of great opportunities". However, other journalists such as Soledad Gallego Díaz, correspondent of *El País*, stands against this and warns that, with the Internet, we risk confusing communication and journalism due to instantaneous information and lack of reflexiveness since it does not "allow content assimilation" (EUROPA PRESS, 2012). Debates aside, various Spanish newspapers such as *El País*, *Marca*, *La Vanguardia* or *Diario Sur* and international well-known media such as *The New York Times* have incorporated the role of "Community Manager", "Social Media Editor" or social media manager to their editorial department.

Given all this, the journalist must be aware of the digital and media mutation happening in the media and must be ready for multi-connectivity, where an identity relationship with the audience is created. Likewise, university graduates should consider that employability is geared towards innovation, entrepreneurship and the acquisition of digital and emotional abilities and skills but, evidently, not without mastering the real foundations of journalism and digital communication.

Methodological approach

The aim of our research has a dual purpose. On one hand, we intend to know the use and expectations of these new profiles in the media enterprise and, on the other hand, we analyse the degree of relationship between the media's employment demand and the university educational offer of journalists and communicators in general. Our initial hypothesis is that the most effective use of technological resources of the Web 2.0 to train new communicative profiles demanded by the job market is not taken into consideration in university classrooms. For this, we take into account two essential axes in terms of methodology which employ techniques of a quantitative and qualitative nature.

In the first axe, we use the quantitative and qualitative technique by means of a survey to determine labour demand projected through a local analysis, based on questions asked to professionals from the *Abc* newspaper in Seville. The objective is none other than approaching the closest reality of journalism, that is to say, pointing out the expectation level of experienced journalist and the use and need of social media training as a tool for their daily work. The fact of selecting the working journalist profile as a professional model is directly related to journalistic activity, common factor shared by any professional profile trained in any of the double degrees offered by the examined universities.

We use a nationwide analysis for the second axis focused on the research of the teaching guides of all the subjects about journalistic technologies included in the study plans of all public and private Spanish universities which offer double degrees in Journalism together with other disciplines such as Marketing and Public Relations, Audiovisual Communications, Law or Economics, in order to, afterwards, carry out a comparative study which leads us to formulate accurate explanations about the real situation of the academic offerings. Behind this, there is the idea of improvement of the new professional profile, located in a communicative context that demands tasks not exclusively journalistic but located in the multimedia environment where more elements than those purely journalistic intervene.
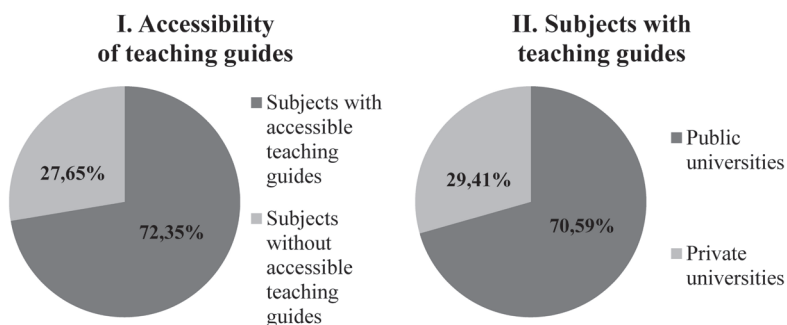
The study's sample is formed by all Technology subjects taught in all of the faculties and centres which offer double degree studies, meeting the requirement that Journalism is one of the degrees, whose programs are valid during the 2010/2011 and 2011/2012 academic years. This has resulted in a total of 94 subjects belonging to 32 double degrees taught in a total of 11 public and private universities. These are: Antonio de Nebrija University (Madrid), Camilo José Cela University (Madrid), Cardenal Herrera University (CEU) (Valencia), San Antonio Catholic University (Murcia), CEES European University (Madrid), Francisco de Vitoria University (Madrid), Miguel de Cervantes University (Valladolid), University of Navarra, Rey Juan Carlos University

(Madrid), San Pablo CEU University (Madrid) and San Jorge University (Zaragoza).

It is worth mentioning that there are currently programs of subjects, pending implementation, that are not developed due to the fact that they belong to subject matters taught in the final years of the degree. Therefore, we establish a division between accessible teaching guides and those that are not accessible in order to refer to those whose contents are available and/or we were able to consult and those which are not available respectively.

Following this, it is noteworthy that 72.35% of the examined subjects have accessible teaching guides compared to 27.65% of subjects whose guides were to be developed in the period where our study was carried out (see figure 1.I), indicating a medium-high reliability of the results obtained. In differentiating between public and private universities, in the former, 100% of the subjects (20) have accessible teaching guides while in the latter, 64.86% (48 subjects) suggest accessible guides and 35.13% (26 subjects) are pending on being developed. If we establish the ratio between subjects with teaching guides, we find that 29.41% belong to public universities (20 subjects) compared to 70.59% (48 subjects) located in private universities, as can be seen in figure 1.II.

Figure 1. Teaching guides of Technology subjects in double degrees in Spanish universities

I. Accessibility of teaching guides

27,65%

72,35%

■ Subjects with accessible teaching guides

■ Subjects without accessible teaching guides

II. Subjects with teaching guides

29,41%

70,59%

■ Public universities

■ Private universities

Source: Compilation by the authors

PROFESSIONAL FIGURES 2.0 IN JOURNALISM AND TECHNOLOGICAL-EMOTIONAL

In the study of the universities in the different autonomous communities, we had access to a higher number of subjects belonging to the Community of Madrid with a clear 54.41%, followed by the Community of Murcia (20.58%) and Castile and León (10.29%). The rest of the communities where double degrees are offered are: the Valencian Community (8.82%), Navarra (4.41%) and Aragon (1.47%).

The analysis of the contents about Technology in the teaching guides is contemplated according to the establishment of three levels in descending order. We talk about Level I to refer to subjects that teach general Technology contents, Level II for subjects dealing with the social network environment and Level III or advanced for subjects dealing with specific topics about new professional profiles on the Internet. In relation to subjects with non-accessible teaching guides, which represent 27.65% of the total number of subjects, exclusively registered in private universities, we use an affinity or non-affinity criterion in subject nomenclature with respect to the description of our subject of study, social network environment and new professional profile education.

Results

a) Professional expectations

The level of social media acceptance by the working professionals of the *Abc* newspaper in Seville in the digital field is absolute, as shown in the fact that 100% of survey respondents answered in the affirmative to the question about its use. All the professionals admit that, as a working tool for the journalist, social media is important (50%) or very important (50%). Among social networks where they have a profile, Facebook is the most successful social network. 100% of survey respondents state that they have a profile on it. It is followed, in order of importance, by Tuenti, Twitter and YouTube with 83.33% each, while Flickr and Foursquare are followed by two thirds of the survey respondents (66.66%) and LinkedIn is followed by half of the professionals. In the last positions are Xing (16.66%) and Orkut, which does not find acceptance among survey respondents. Smallword.net, Bimeo and Blip. TV are other social media used by journalists as observed in figure 2.

Figure 2. Social media used by *Abc* professionals (%)
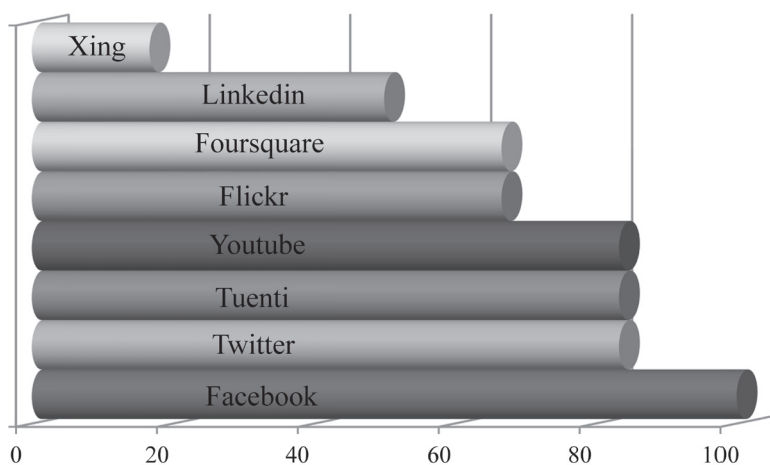
Source: Compilation by the authors

Regardless of their personal use, 83.33% of survey respondents declare having sometimes used social media as a tool in their professional research, the same percentage that assert having used it to promote their journalistic media or work. Most of the survey journalists (83.33%) affirm knowing the application through which Twitter permits to create lists that have been used for journalistic purposes, as a source add-on for live coverage, for example, the Egypt riots, and even 100% of those who state it, have sometimes used these lists in their journalistic work.

We find a greater disparity when talking about the credibility of the information found on social media. Although 50% give it a passing grade (between 5 and 6 points), 33.33% give it a failing grade (between 3 and 4 points) and only 16.66% give it an outstanding grade (between 9 and 10 points). Among the aspects which professionals value most when using social media (see figure 3), we find, in the first place, its mobilisation ability and its

orientation towards service, as it is pointed out in the fact that 100% value it as having a medium (33.33%) or high (66.66%) importance. In the second place, we find the participation and collaborative work criterion. 66.66% consider it to be somewhat important and 16.66%, highly important. It is followed, in order of importance, by the construction of a personal and/or virtual identity, criterion supported by 66.66% of those who think that it is somewhat or highly important.

Figure 3. Most valued criteria when using social media by *Abc* professionals

CRITERIA	IMPORTANCE (%)			
	Low	Medium	High	NR/DK
Help and cooperation among users/conflict resolution	50.00	0.00	50.00	0.00
Social media mobilisation ability/orientation towards service	0.00	33.00	66.66	0.00
Construction of a personal and/or virtual identity	0.00	33.33	33.33	33.33
Easiness to get in contact with other users/adaptability	16.00	0.00	33.33	50.00
Participation in the collective intelligence training process	16.66	33.33	33.33	16.66
Participation and collaborative work	0.00	66.66	16.66	16.66
Relationship with other people without social or geographical barriers/empathic aptitude	16.66	33.33	33.33	16.66

Source: Compilation by the authors

Being able to take part in the collective intelligence training process and permit relationships with other people, without social or geographical barriers, and promoting a more empathic aptitude are more arguable criteria. Even though 66.66% consider that it has a medium or high importance in both cases, 16.66% think it has low importance. The opinion is also definitive regarding help and cooperation among users with respect to conflict resolution, and it is divided at 50% among those who consider it not very important and those considering it very important. The least valued criterion is to provide the ease to establish contact with other users and encourage adaptability. If 33.33% think that it is highly important, 16.66% believe it is not very important. 50% do not have an opinion.

In terms of university education of future journalists, the grading they provide regarding the repercussion of Spanish universities in the media is unequal, although a failing grade is deduced. 66.66% fail (a grade between 1 and 4 points), meanwhile, 33.33% are awarded a *very good* grade (between 7 and 8 points). There is

also no unanimity whether Spanish universities are recycling their educational programmes in relation to new professional demands. Half of the survey respondents believe they have and the other half believes they have not. The results regarding agreement or disagreement with the new professional profiles that are emerging with the incursion of social media are most telling. 66.66% of survey respondents agree or totally agree as opposed to 33.33% who expressed their discrepancy.

b) New professional profiles in university education

The first relevant result of our analysis is related to the most general level of teaching-learning in digital environments and new professional profiles of subjects that present accessible teaching guides. In this sense, we find that 58.82% of subjects present contents linked to the subject of our study, while 41.17% teach a general educational level about Technology. The subjects belonging to double degrees in public universities reach 50% among the subject matters which, in absolute terms, present related or non-related content, while the proportion is considerably higher among subjects that offer multimedia content (63.5%) and those that do not (37.5%), as can be seen in figure 4.

Figure 4. Technological contents of public and private double degree subjects (%)
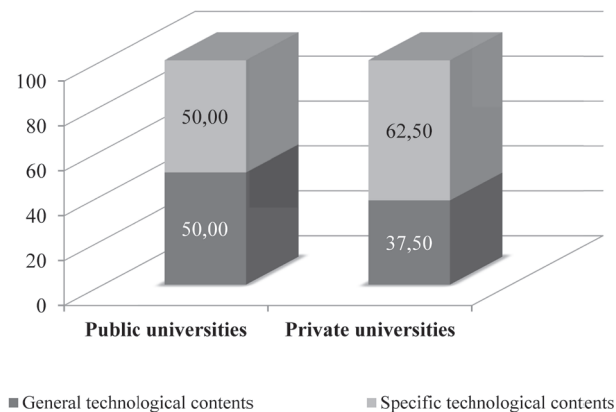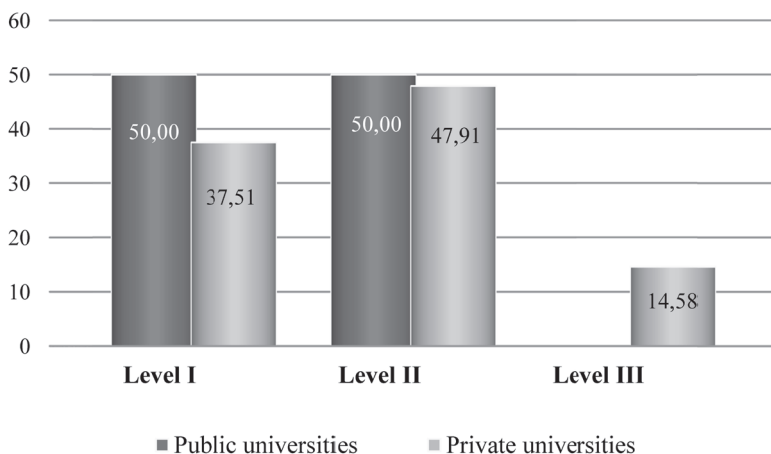

Source: Compiled by the authors

More specifically, regarding levels of knowledge, it is shown that Level I or general technological content subjects constitute 35.71% in public university double degrees and 64.28% in private universities, a percentage somewhat lower than Level II subjects, which deal with current digital environment topics (Web 2.0) and are found to be at 30.30% in public double degrees and 69.69% in private double degrees. There is a huge gap in Level III subjects, that is, those that cover specific topics about new professional profiles on the Internet, given that 100% are situated in private universities.

Level I and II subjects share the same percentage, 50%, in public universities. Greater differences are seen in private universities, whose double degrees have subjects from the three levels with an accentuated 47.91% of subjects from Level II, followed by 37.51% from Level I and 14.58% from Level III (see figure 5). Thus, in general terms, it is deduced that Level I subjects (41.17%) and Level II subjects (48.52%) are only separated by approximately seven percentage points, while a considerable gap exists with respect to Level III subjects (10.29%).

Figure 5. Technological specificity levels in public and private double degree subjects (%)
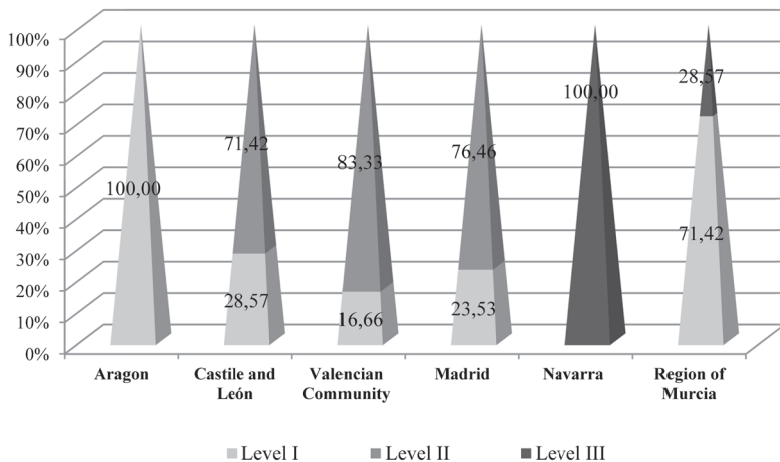

Source: Compiled by the authors

When we focus on subjects from the non accessible teaching guides, we pay attention to the description in the nomenclature of the subject of study. In this respect, we can only find subjects of this type in private universities at 83.33% of affinity and 16.66% of subjects without affinity.

Results of autonomous communities reveal that the Community of Madrid not only has a large number of double degree journalistic technology subjects but also offers a greater diversity of levels both in public universities (it is the only community where journalistic double degrees together with other disciplines are offered) and in private universities. In the overall proportion, it is observed that university Level II private subjects are the most numerous (35.13%), followed by the same percentage (27.02%) of public universities Level I and II subjects and in last place we find Level I subjects of private universities (10.81%).

The rest of the communities only offer subjects of one or two levels in private universities. This way, 100% of the subjects that are offered by the double degrees of the universities of Aragon are circumscribed to Level I, while 100% of the subjects from the University of Navarra pertain to Level III, as seen in figure 6. In the case of communities that have two levels of subjects, it should be noted that considerable differences exist, like in the Region of Murcia where Level II subjects are not available, while a high percentage are of Level I (71.42%), considerably more than those of Level III (28.57%). In Castile and León and the Valencian Community, we can find university prototypes where Level II subjects have exceeded those of Level I by a considerable 83.33%, compared to 16.66% in the case of the Valencian Community and 71.42%, compared to 28.57% in the case of Castile and León.

100% of Level I and II subjects are available in public universities in Madrid. There is greater diversity in private universities, particularly in Level I subjects. Highlighted are the Region of Murcia with 55.55%, followed by Madrid (22.22%), Castile and León (11.11%) and Aragon and the Valencian Community with 5% each (see figure 7). Level II subjects are located in three autonomous communities: Madrid (56.52%), Castile and León and

**Figure 6. Technological content levels in private double degrees
by autonomous communities**

Source: Compiled by the authors

**Figure 7. Range of subjects by technological levels in private universities
of the Spanish autonomous communities (%)**
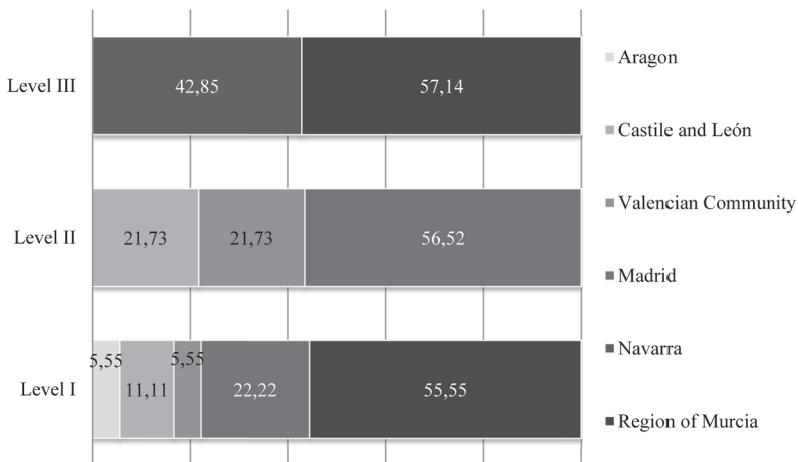
Source: Compiled by the authors

the Valencian Community with 21.73% each. Only two communities offer Level III subjects: the Region of Murcia with 57.14% and Navarra with 42.85%.

Final considerations

The results shows us that journalists in the exercise of their profession use social media as tools to research or promote their works, the most valued criteria being their mobilising ability and their orientation towards service, as well as collaborative work and participation. However, the professionals give a majority failing grade to the repercussion that Spanish universities have in social media and 50% consider that Spanish universities are not recycling their educational programmes in relation to new professional demands.

The fact that almost 60% of Technology subjects include contents about the social web and the new professional profiles shows that, generally speaking, the curricula of the double degrees of Journalism of Spanish universities are betting, to a lesser extent, on content directed at new journalist profiles developed through the Internet, as a little more than 40% still maintain contents of a general level. This is more evident in public universities where the percentages are equal at 50% in absolute terms regarding the approach of knowledge related or not with the new multimedia environment, while they do not deal with the management of professional profiles 2.0.

Private universities, on their part, exceed the general framework and the percentage of subjects that project multimedia content is much higher with more than 60% and those that do not, are closer to 40%. Certainly the private universities that address the learning of new communication and cognitive skills and the use of new social and multimedia tools in the education of new professional profiles, are more striking.

It should be noted that double degrees are much more present in private universities, while in public universities do not contain subjects related to new professional demands. In the same way,

worthy of note is that there is a greater geographic proportion and distribution of subjects of a more general level in private universities with a noticeable percentage in the Region of Murcia. Subjects related to the Web environment are more present in Madrid universities and although it was hoped for more territorial diversity, they are also concentrated in the Valencian Community and Castile and León. Only Navarra and the Region of Murcia place a strong bet on formative content which is specific in new professional profile competences, above all, on the part of the former noticing that the level of subject content is exclusively Level III.

In the coming years, a greater level of specialised content regarding the development of digital environments for the education of the journalist is expected in subjects of private universities more than in those of public universities, whose non accessible teaching guides will be developed in the following courses with the implementation of the degrees, which more than 80%, present affinity with the new professional profiles. In spite of this, a general adaptation is required between the university offer, specialised in the new working profiles according to the companies' demands, and the expectations of the working journalist in order to achieve a development equal to the journalistic activity from the first courses of a double degree. This is required so that subjects and professional practice can be correlated in order for future journalists to master digital and emotional-cognitive competences provided by the Internet.

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Hada M. Sánchez Gonzales
Bachelor and PhD in Journalism. Information Analysis and Technique (HUM-212) Research Team Coordinator. Academic Coordinator of the *Programa de Título Propio* about "*Experto Universitario en Periodismo Local, Medio Ambiente y Sociedad Civil e Innovación*" (University Expert in Local Journalism, the Environment and Civil Society and Innovation) from the University of Seville. Member of Action COST ISO906 (European Cooperation in Science and Technology): "Transforming Audiences, Transforming Societies". Passionate about technology, educational innovation, new journalistic narratives, social media and emotional connectivity with the audience.

Sandra Méndez Muros
Bachelor and PhD in Journalism, University of Seville. Professor of the *Programa de Título Propio* about "*Experto Universitario en Periodismo Local, Medio Ambiente y Sociedad Civil e Innovación*" from the University of Seville.