Oct 2013. Vol. 3, No.2 ISSN 2307-227X
International Journal of Research In Social Sciences

www.ijsk.org/ijrss

WEB 2.0 TOOLS FOR SOCIAL EDUCATOR TRAINING IN HIGHER EDUCATION

Dr. Eloy López-Meneses[1], Dr. Esteban Vázquez-Cano

Pablo de Olavide University, Seville (Spain) Faculty of Education[1].
Spanish National University of Distance Education (UNED), Madrid (Spain) Faculty of Education[2]
elopmen@upo.es[1], evazquez@edu.uned.es[2]

ABSTRACT

This article describes a learning experience for the integration of new technologies, using online tools of social software (especially weblogs and Prezi presentation graphics program) in the context of Web 2.0, held at the University Pablo de Olavide, Seville (Spain). It was developed at the Faculty of Social Sciences, in two university degrees of training social workers, with the participation of 115 novel students, during a full academic year. The main goal pursued was to encourage self-employment and active students' construction of knowledge, enabling them to use new interactive tools present on the Internet, useful for their future professional work. For monitoring, research and analysis of the experience, qualitative and descriptive methodology was used and the main result obtained was that the application of metacognitive methodological strategies with the support of new technologies favors the categorization of the main concepts of social field and develops positively creative thinking of students. This leads us to defend the appropriateness of a positive educational integration of digital tools in the field of higher education.

Keywords: *Web 2.0, Social Education, Higher Education, ICT Learning Network, Educational Strategies, Teaching Innovation.*

1. Approach to the problem: the integration of new technologies in higher education

New technologies are having such importance in our society that they are transforming it completely; there is a growing interest in studying the advantages and disadvantages that they can offer in education. We consider their presence in higher education relevant because every professional with a college degree, regardless of subject area in which he/she enrolls, must have adequate training for the use of these tools if he/she wants to perform productively any activity in the technological society in which we live.

However, nowadays there is not, in the initial training or continuing education of teaching professionals, the appropriate training for real needs that, because of the characteristics described above, the new society demands of us. The most recent international studies, such as Lauri, Borg, Gunnel and Gillum (2010) or Solvberg, Rismark and Haaland (2009) demonstrate it. That is why all the initiatives undertaken in this area represent a genuine educational innovation and they must be properly tested for effectiveness in instructional contexts.

In recent years, the exponential growth of web-based applications has been emerging as an important point in education (Saeed, Yang and Sinnappan, 2009). In fact, for lecturer training at university they have become a key factor in the teaching innovation university experiences, in the context of the new challenges of European Higher Education Area. University education has been based on a model focused on the professor, with emphasis on lectures, individual work, content transmission and reproduction by the students. But teaching through new information and communication technologies (ICT) demands a series of changes that create a breach of this model, while at the same time, they may represent a step towards the quality of University Education.

One of the major challenges that Education has to face is, therefore, the use of new technologies, which deserve to be seen as educational techno-didactic tools to strengthen the practice of the professor and for making more effective and meaningful the re-signification of everyday learning by students in educational contexts. Within ICT, we can fit the Web 2.0, that is to say, the use of Internet in both directions, sharing information and creating content together, etc.

Also, within it, is enhanced greatly the possibilities of searching for information through a complex hypertext network of fundamental importance in Education. In this regard, authors such as Scolari (2008; 2010) praised the possibilities of hypertext in the social and cultural development.

Similarly, teachers or digital immigrants (Prensky, 2004), with the emergence of more open, collaborative, free and interactive environments 2.0; can used them as teaching resources for the implementation of more flexible active and participatory methods, in line with the convergence in Europe. Thus, the digital immigrants must use, to a lesser extent, teacher-centered methods (expository and passive) to keep evolving into other methodologies where the student is the protagonist (active, dynamic and interactive).

Different studies conducted on online learning are becoming clear that virtual training mode is a matter significantly different from simply using a different platform as a repository of learning objects. The use of this in higher education poses new pedagogical challenges and implications for the educational process in face, virtual or hybrid way (Suárez and López Meneses, 2011).

In the information and knowledge society, the development of the Internet seems to bring, along with other changes of a different nature, the possibility of a deep transformation in the field of interpersonal communication and, in general, in all processes of information flow. Furthermore, this network of networks can be used as an interesting resource in the social field, both for the expression of ideas and opinions and to strengthen communication and links among organizations, communities or individuals who share an interest or a common project. It also allows that individuals or groups have quick and easy access to information. That is why, as advocated by Krums-vik (2009), is so important the integration of all these tools in educational settings.

In this sense, we believe that in the virtual and classroom training, one of the keys for the learning process is the interactions among students, interactions between teachers and students and collaboration in learning process that results from these interactions. Or, in other words, it is of vital importance in shaping the creation of online learning communities through which the knowledge and experiences are shared and meaning is created in collaboration. This implies, of course, a university teacher training in new technologies and social software (Gómez López Meneses and Galán, 2010). Of course under this style of learning, we have developed innovative experience in higher education that we describe in this article.

2. Study context and methodology

Particularly, our investigation stems from a university experience with interactive concept maps developed during the 2010-2011 academic year with 115 students who were enrolled in the subject: "Information Technologies and Communication in Social Education", belonging to the first course of two university degrees (Degree in Social Education and Double Degree in Social Education and Social Work) that are developed at the Faculty of Social Sciences at Pablo de Olavide University. The networked learning experience, which is part of the research entitled: *Teaching innovation 2.0. with Information and Communication Technologies in the European Higher Education Area (EHEA)*, developed in the framework of Action 2; Teaching Innovation and Development Projects, funded by the Vicecancellorship for Teaching and European Convergence of this University, it aims to use new emerging technology trends so that university students can participate in the active construction of knowledge, acquisition of digital skills and reflect on the strengths and weaknesses of ICT in learning contexts.

The major objectives of this experience, contextualised within the needs that we consider relevant in the training of any professional in the field of higher education (in our case, future social educators, with the relevance that this implies) and facing currently challenges in the technological society we live in, we can point out, the following:

1. Promoting active and independent role of students in the process of knowledge construction.
2. Encourage multimodal learning among the students.
3. Design and develop interactive multimedia presentations with applications related to social software (in our case, we use as a model, Prezi and Blogs).
4. Reflect and analyze the main strengths and weaknesses of information and communication technologies in educational and social services, using hypermedia presentations as a teaching resource.
5. Promote the socio-cognitive development.
6. Promote creativity through digital media 2.0 resources.

For monitoring and analysis of the experiment, we carried out essentially a qualitative and descriptive methodology, with the evaluator in charge to extract, process and interpret the results through a cyclical process, simultaneous and interactive. The sample was composed initially by students of the two university degrees —115 students—, although for our study were examined the 74 interactive concept maps that were operational. The others could not be analyzed due to technical problems or human error when sending the links, but they were assessed in face practical lessons.

For qualitative analysis of computerized slides received in the Edublog activity (http://presentaciones-educativas.blogspot.com/) was reviewed the interactive presentations by analyzing the words and visual sets of meanings as registration units. Subsequently, the visual-conceptual frame was transcribed and categorized taking as reference the guidelines established by different authors (Miles and Huberman, 1994; Stebbins, 2001; Lindlof and Taylor, 2002; Denzin and Lincoln, 2011):

- Phase One: Data Reduction. It constitutes the realization of rational procedures that involve the categorization and coding of data, identifying and differentiating units of meaning. The procedures are:

✓ Categorization of data. The categorization involves simplification and selection of information to make it more manageable. This process involves several sub-phases:

- Separation of units. It consists of separate pieces of information in some sort of criteria such as spatial, temporal, thematic and grammatical.
- Identification and classification of units. It is to classify conceptually the units which are covered by a single topical meaning. The procedure can be inductive, ergo, as data is being examined, or deductive, having established previously the system of categories on which to categorize, after a review of specific literature on the subject under study. Usually, this classification is mixed.
- Synthesis and grouping. This phase is actually attached to the previous one, because the categorization itself involves the synthesis. It is also present once it has completed the process of categorization and some categories are grouped into a meta-category.

✓ Encoding. It is really a concrete and manipulative operation in which each category is assigned to each textual unit. In this sense, each selected unit has been coded for frequency counting.

- Phase Two: Interpretation and inference. Finally, the data analysis process was completed with a stage where we proceeded to the interpretation of the different pieces of information categorized and ordered systematically in tables and graphs in order to facilitate the interpretation and explanation of the results.

The following section shows the development of virtual university practice, results, conclusions and possible limitations of the research.

3. Process of development of the experience of educational innovation

The experience of innovation was developed, as noted, in the subject called "Information Technologies and Communication in Social Education" of the first year of the Degree and Double Degree from the University Pablo de Olavide, during the academic course 2010/11. It consists of ten practice sessions that teach the design, development and implementation of different utilities, applications and resources 2.0 (wikis, blogs, news syndication, discussion forums, word clouds, concept mapping online, educational presentations on network, implementation of social and professional networks...) of great interest to the educator and social worker. Some of these are available at the following repository:
http://alacenadigital.blogspot.com/ (Figure 1).

Figure 1. Blog about 2.0 resources for the university community. [http://alacenadigital.blogspot.com/].

So that each student participates actively in building their new knowledge —one of the targets set in the project— it was intended that the future professionals of Social Education and Social Work analyze and reflect on the potential advantages and disadvantages of ICT in learning contexts. All this through the use of educational multimedia presentations and blogs and educational resources for academic and professional development. First, the tutorial of the subjects of the two courses is organized around four thematic blocks on ICT (Figure 1). Specifically, the study refers to the first thematic block (item 2) that aims to study the implications of ICT in teaching education.

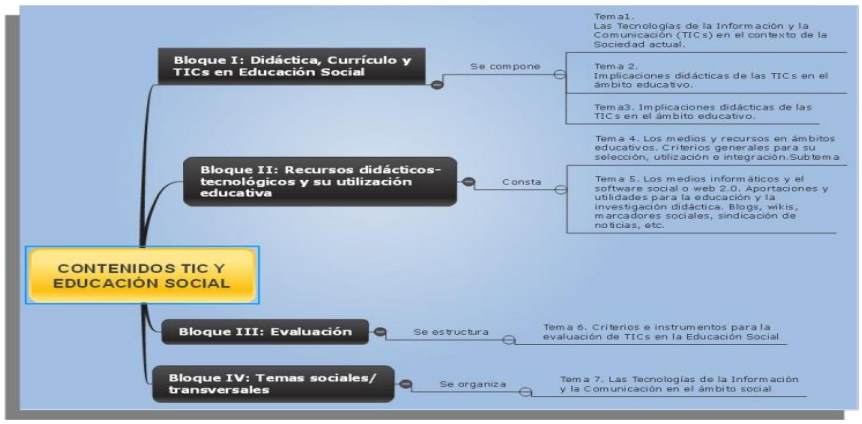


Figure 2. Conceptual flowchart of content blocks of the subject. [http://www.mindomo.com/view.htm?m=6cd2bf5f280e4e7bb7cca11b77b8beb1].

For the realization of the virtual learning experience it was necessary that the students become familiar with blogs in order that they might send comments (post) to the Edublog of e-activity:
http://presentaciones-educativas.blogspot.com/
(Figure 2).

Figure 3. Edublog on educational presentations prepared by students in Social Education and Social Education Double Degree and Social Work Degree.
[http://presentaciones-educativas.blogspot.com].

To this end, two practice sessions were held in the computer room in early February of about one hour and a half, to meet the most significant features of edublogs with the application "Blogger" https://www.blogger.com (application outlined in listing 2.0 tools for learning by the Center for learning & Performance Technologies (C4LPT) (*Centre for Learning y Performance Technologies*, 2011). One example is the blog of a Double Degree student of Social Education and Social Work (Figure 4).

Figure 4. Edublog by a Double Degree student of Social Work and Social Education.
[http://ticdoblegrado.blogspot.com/].

With reference to the blogs, it should be noted, as advocated by Huffaker (2005), that they are an excellent educational tool as is a publishing network that allows users to create and edit web page content with a minimal technical knowledge. When they are placed in an educational context, they are often called edublogs. They usually consist of one page of entries which are accessible by the public, arranged chronologically in reverse order and have links to other blogs or websites. Blogs, properly used, are potentially a transformational technology for teaching and learning. Blogs allow a range of shared experiences that provide students with reflection and the possibility of contrasting their own and others´ ideas (Bohórquez, 2008). They may be a proper and useful practice for the development of an active role of the student, higher learning skills development and fostering learning communities. Besides, they are a tool for collaboration and communication (Ray, 2006).

This initial training that we conducted was subsequently complemented later, in the didactic use of edublogs, with the development of an intensive training seminar in two university degrees to enhance the design and implementation of multimedia presentations with educational characteristics, using the 2.0 application called Prezi (http://prezi.com/) ranks fifth in the Learning & Performance Technologies Center (C4LPT) (*Centre for Learning y Performance Technologies*, 2011). In addition,

the training seminar was geared towards denotative building computerized slides (morphological, temporal and scalar elements), verbal-iconic language and critical literacy (concept maps, texts, videos, images and graphics) and socio-connotative assessments of the mass media regarding the strengths and weaknesses of ICT in educational and social services. One example is the Prezi done by a student of the Degree of Social Work and Social Education (Figure 5).

Figure 5. Activity done by a student of the Dual DegreeSocial Work and Social Education. [http://prezi.com/presentation/amjsgs@gmail.com/npyq1qp/].

In addition, each student had free choice for making the presentation in the most creative way, so that some of them included pictures, videos and other educational resources such as the comic (Figure 6) to specify the different advantages and disadvantages they wanted to highlight:

Figure 6. Prezi by a student of the Double Degree of Social Work and Social Education. [http://prezi.com/0nrf5n9ivhu4/presentacion-para-tic-ventajas-e-inconvenientes-de-las-tic/].

During the academic year, it was necessary to conduct a process of evaluation of students, in addition, this evaluation provided us useful information about the objectives achieved. It must be taken into account that any development of summative-tylor function of the evaluation has as main goal to determine to what extent the objectives previously established have been achieved (Gómez Galan, 1998), objectives developed, in this case, as evaluation criteria. In this context, it was also a way to determine the success of the students through the instructional process. The activity was assessed on 10% of the final grade of the subject. Then, the assessment matrix or rubric of e-business is presented (Table 1). It is remarkable in this sense that nearly all of

the students obtained a success rate above 80% in almost all the evaluation criteria, reflecting the effectiveness of the process that was endorsed by the results of research carried out with the methodology described above.

EVALUATION CRITERIA	VALUE
LEARNING ENVIRONMENT	**5 POINTS**
Identify the most important advantages and disadvantages of ICT in educational contexts.	2
Include some schematics, diagrams, concept maps to facilitate understanding.	1
Each multimedia slide describes key ideas in few words.	1
The examples are significant for understanding the subject.	1
TECHNICAL ENVIRONMENT	**3 POINTS**
The presentation, in general, meets the criteria of simplicity.	1
The design is smooth and with an appropriate navigability.	1
The use of multimedia elements (text, images, graphics, videos...) is readable with colors and friendly typography.	1
OTHER ASPECTS	**2 POINTS**
Clear writing, appropriate and relevant vocabulary, no spelling mistakes.	1
The presentation is creative and innovative.	1

SUBMISSION OF WORKS
No negative score
The work was presented at the appropriate time.
-0,5
The work is delivered late (1 day).
-1
The work is delivered late (3 days).
-2
The work is delivered late (1 week).
Not accepted
More than two weeks.

Table 1. E-rubric from the experience of university innovation. [http://presentaciones-educativas.blogspot.com/p/rubrica-de-la-actividad-prezi.html].

4. Main results

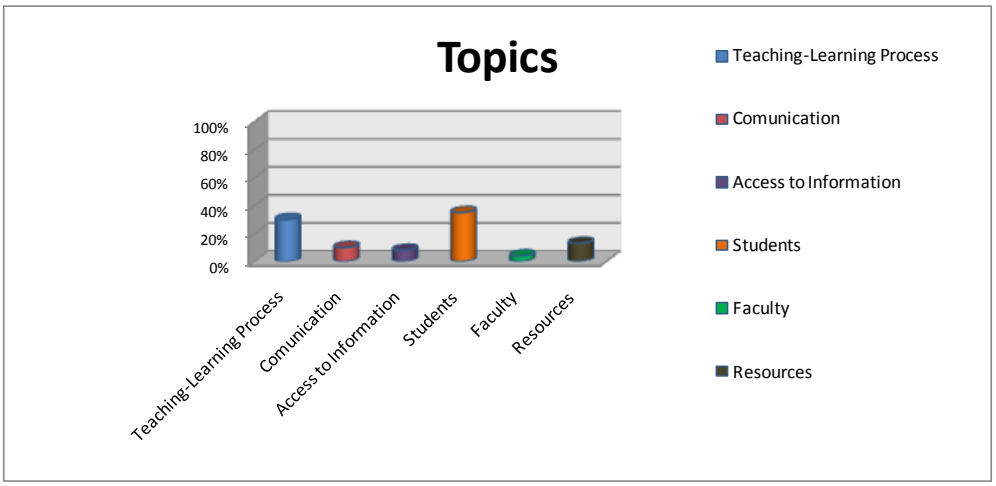
First, it is worth mentioning that when analyzing the work done by students we did not establish a system of previous categories, but we followed an inductive categorization process. To this end, the analysis focused on those words or sets of meanings that students contribute in their digital multimedia presentation and those that were considered as reporting units. In turn, each selected unit has been encoded with its frequency

count. Because of this coding system, there is a wide variety of similar meaning units, but marked by the students in different ways, so these units were recoded, being grouped under a common meaning. Then we present the results obtained from the analysis of coding multimedia presentations prepared by students in relation to the main benefits of ICT (Table 2).

RECODING	WORDS UNITS WITH MEANING
Teaching-Learning process	
• Interaction / Interactive Learning • Continuous interaction. Intellectual activity (stimulate thinking) Enhancement of skills, expression and technological development • Learning from mistakes • Provide useful tools that facilitate learning • Avoid repetitive jobs • Cooperative learning and group: facets provide teamwork and (high) Interdisciplinarity • Facilitate learning • Customize the teaching-learning processes • Using an attractive instrument • Distance education: education is accessible to more people • Dissemination of the Non-Formal Education • Productivity • Flexible schedules and studies • Economical • Familiarity	
Communication	
• Promotes / facilitates / improvements. Greater communication between teachers and students. • Increased communication: feedback • Global Networks • Globalization • Resource for creation and expression	
Access to information	
• Window information. Access to all kinds of information for free. Find information faster. • New forms of communication • Plenty of information • Easy access to information • Digital and audiovisual literacy • Unforgettable experiences	
Students	
• Increased motivation / interest of the students (versatility attracts and holds your attention) • Increased creativity. Development of student's personal initiative (promoting self-employment) • Cooperation: facilitates group work and cultivation of social attitudes • Development of skills • Motivation • Partnership and collaboration • Self Assessment • Improves creativity and expression and all kinds of information • Interest and motivation • Stimulates the activity and thought • Attractive, new and innovative for students • Interaction and development of the initiative	

Table 2. Coding related textual units with the advantages of using ICT.

Once this information was organized, those textual units related to the benefits of ICT use were recounted, as we reflect, for clarity of exposition, in Graph 1.



Graph 1. Frequencies related to textual units with the advantages of the use of ICT as subjects related.

As shown in the graph, the advantages that students consider most important are related to the benefits they bring to themselves as students, with 35% frequency of occurrence of textual units. These benefits are focused on improving the motivation, skills development, stimulation of creativity or self-improvement, among others. In this sense, can be very enlightening the multimedia presentation prepared by a student in the Dual Degree in Social Education and Social Work (Figure 7).

Figure 7. Activity done by a student of the Double Degree of Social Work and Social Education [http://prezi.com/ewexholaup5t/ventajas-e-incovenientes-de-las-tic-en-ambitos-educativos/].

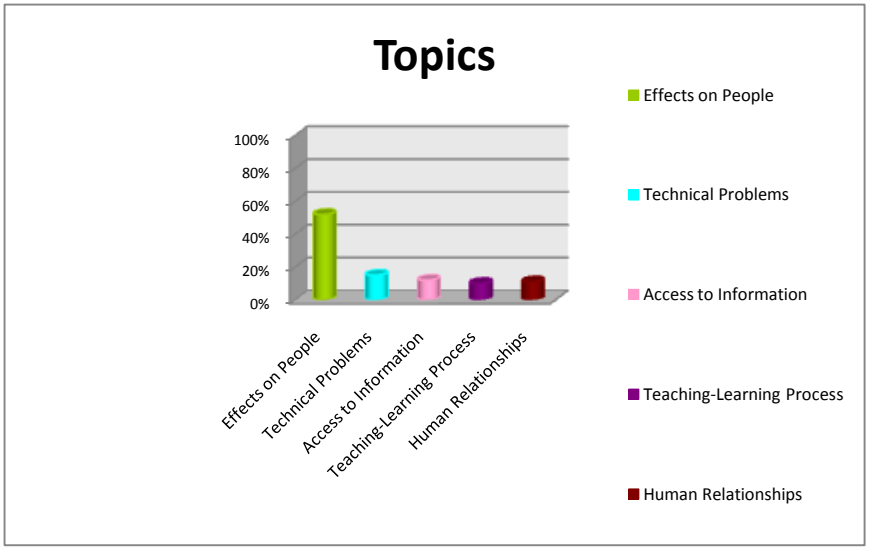
30% refer to the improvements they bring to the teaching-learning process, focusing on the possibility of interaction in learning and cooperative learning, as well as the flexibility of schedules that allow reducing costs, which it is consistent with previous studies of other authors (Harasim, 2000; Cabero, 2005; Cenih and Santos, 2005; Area, 2009; Tello and Aguaded, 2009). To a lesser extent (f=13), it indicates that ICT is a valuable source of learning resources. 8% of students point out that the new technological resources promote improvements in communication processes and increasing mentoring opportunities. Finally, only 4% believe that ICT can positively serve resources to the educator for teacher professionalization.

In regard to the drawbacks mentioned, the use of ICT is considerably less than the benefits found. These are grouped into five broad themes: adverse effects on people, technical problems, virtual access to information, digital learning process and human relations. Significantly more than half of the students (f=52), believe the most important drawbacks are the different detrimental problems that affect people: fatigue, stress, anxiety, addiction, distraction or depersonalization, among others (Table 3).

RECODING	WORDS UNITS WITH MEANING
Effects on people	• Fatigue (visual), monotony • Effort • Anxiety, dependence and addiction: Psychological • Stress • Feeling of isolation • Feeling overflow • Objectionable behavior • Loss of time • Sedentary • Depersonalization • Foster the development of minimal effort strategies • Involve distraction and dispersion with increasing loss of time • Need for continuous learning
Technical Problems	• Need more dedication and technical maintenance • Lack of knowledge of appropriate languages • Need to manage computer resources • Virus. Problems of maintenance of computers
Access to information	• Unreliable information (superficial, incomplete, inaccurate) • Saturation of information • Access to banned content
Teaching-learning process	• Superficial Learning • High cost of training • Educational resources with low educational achievement • Use of media out of context • Insufficient quality control in Teleformation
Human Relationships	• Disconnected from reality • Partial view of reality • Impoverishment of human relationships • Rigid dialogues

Table 3. Coding related textual units with the advantages of using ICT.

Here we displayed the results of the frequency of occurrence of textual units related to the main drawbacks of ICT, following the same process described above (Graph 2).



Graph 2. Frequencies related to textual units with the disadvantages of the use of ICT as subjects related.

In relation to the negative effects associated with people, it should be noted that the remaining textual units are positioned approximately at the same level of importance. 15% are related the technical problems that can occur when using these technologies, greatly impairing the utilization of these technologies, as well as access to unreliable information. Another drawback (f=12), is related to the difficulties regarding their use of human relationships. This issue focuses on the dispersion of social relations and disconnection from reality. Ultimately, 11% are various disadvantages associated with their own teaching-learning process: it is said that the use of ICT can promote superficial learning and involve high costs for training. It also suggests that there are currently no adequate control mechanisms in the field of distance learning.

5. Discusion and conclusions

It is obvious that, today, and with increasing frequency, transmissive models of teaching, rote learning and their control through written tests are more questioned. On the contrary, it is emphasized that teaching methods should enhance the capacity for autonomous learning of the students, the development of social, intellectual and technological skills; promoting collective reflection and formative evaluation (López Meneses, Dominguez, Álvarez and Jaén, 2011).

It is hard to imagine nowadays a quality University functioning without the support of ICT because great part of the teaching, research and transfer that university performs, is based on the same technologies (Aguaded and Hernando, 2011). In this sense, social software has become a key factor for the implementation of university experiences of educational innovation in the context of new challenges that are proposed from the European Higher Education Area. In this sense, we confirm that the new emerging technology trends are valuable resources for the construction of knowledge in the learning process, leading to the reformulation of socio-constructivist methodologies and research. Also they facilitate information management, social development and university teaching innovation.

The conclusions that we can draw most clearly, it is worth mentioning that the main objectives of the project (encourage active and independent role of students in the process of knowledge construction, reflect and analyze the main strengths and weaknesses of Technology Information and Communication in educational and social services using hypermedia presentations as a teaching resource) have been fully achieved, as evidenced by the work of students in the Edublog of the subject (http://presentaciones-ducativas.blogspot.com).

We can also conclude as a result of this research that students mostly considered that the use of ICT in the teaching-learning process offers more advantages than disadvantages, as it encourages the development of skills needed to their subsequent incorporation into workplace: teamwork, building interpersonal skills, development of autonomy, etc. Finally, students also greatly appreciate the assistance provided to teachers in the development of their teaching, promoting innovation and

facilitating the evaluation of teaching-learning process.

Even with all these benefits and positive aspects, the use of ICT in training also involves some drawbacks, being the most important ones those that are related to the psychosocial environment and health in the broadest sense: stress, sedentary lifestyle, isolation etc. They also have (or may have) some negative effects related to access to not biased information and technical difficulties. In this regard, it is essential to add that, in our opinion, a qualified technical maintenance of all computers and communication resources in higher educational institutions (where we have focused our study but it can be extended to any institution) otherwise any instructive process based on ICT would be doomed to failure.

Moreover, as corroborated by the results of our study, multimedia educational presentations are suitable for multimodal university learning processes. It has been fully achieved that the students were active agents in their own learning process, to design and develop presentations independently of interactive educational materials, selecting and structuring the main strengths and weaknesses of ICT in educational ecosystems. Finally, the integration of blogs in the college experience has allowed the development of repositories of learning experiences and teaching resources for educational research; targets all of them considered key when developing generic skills in the new curricula for university degrees. It can be inferred from the study that e-activities allow to assess the educational understanding of the contents of the subject and are interesting methodological strategies that foster metacognitive didactic comprehension, categorization and conceptual structure of the different content blocks; in our case, selecting and organizing mentally by the student, through multimodal language, strengths and weaknesses of ICT in training areas. Similarly, we find that educational digital experience can facilitate socio-cognitive scaffolding for the construction of digital, creative and divergent thinking.

Regarding the limitations of this research, we should emphasize both the lack of time as overcrowded classrooms of the Spanish university. It would be very interesting to know the results of this experience in other international universities and to contrast the findings. Different ways of collaboration among universities and international collaborative studies, it would be ideal to advance the knowledge of these training proposals.

It is also interesting to note that in some interactive visual compositions performed by the students the texts prevailed over the visual and in most of the comments posted to the blog of the subject, the students simply pointed out some advantages and disadvantages of ICT on training, without reflection or a deeper look into the personal impact and implications. On the other hand, it is necessary to include self and hetero assessment processes among students to promote more thoughtful and enriching evaluation processes. In the case of our study, we could not implement it because of the lack of time but we believe that it is necessary to develop this strategy in subsequent approximations.

We would close our discussion by highlighting that the range of applications related to Web 2.0 is very broad and can offer in education new spaces for communication, collaboration, imagination and creating shared knowledge communities. They could be, in fact, the new walking trails through the forest of educational innovation and teacher professional development (Domínguez, Torres and López Meneses, 2010). Our intention, within the framework of this teaching innovation project in accordance with 2.0 and another recent study (Usurriaga, 2011), is that Social Education maintains its ability to promote active learning processes, training and development with the intention of a transformation and social change, at least, in those conditions and circumstances that contribute to wellbeing and improving the quality of life; contributing to the development of cultural communication competence of social and cultural values. In this new society in which we lived, dominated by the digital paradigm, all becomes a necessity.

References

1. Aguaded, J. I. y Hernando, A. Recursos Tecnológicos en la Universidad de Huelva: Hacia la Universidad Digital. En J. Cabero, J. I. Aguaded, E. López Meneses et al. *Experiencias Innovadoras Hispano-Colombianas con Tecnologías de la Información y la Comunicación.* Sevilla: Mergablum. 2011, p. 65-85.
2. Area, M. (2009). *Manual Electrónico: Introducción a la Tecnología Educativa. Universidad de La Laguna,* 2009.

http://webpages.ull.es/users/manarea/ebookte.pdf [Consultado 09-10-2011].
3. Bohórquez, E. (2008). *El Blog como Recurso Educativo*. http://edutec.rediris.es/Revelec2/revelec26/edutec26_el_blog_como_recurso_educativo.html [Consultado el 07-11-2011].
4. Cabero, J. (2005). Las TIC y las Universidades: Retos, Posibilidades y Preocupaciones. *Revista de la Educación Superior*, 34 (3), 77-100.
5. Cenih, G. y Santos, G. (2005). Propuesta de Aprendizaje Basado en Proyectos y Trabajo Colaborativo: Experiencia de un Curso en Línea. *Revista Electrónica de Investigación Educativa*, 7 (2). http://redie.uabc.mx/vol13no2/contenido-contenido.html [Consultado 09-10-2011].
6. Denzin, N. K. y Lincoln, Y. S. (eds.). (2011). *The Sage Handbook of Qualitative Research*, 4th Edition, Thousand Oaks, CA: Sage Publications.
7. Domínguez, G., Torres, Mª. L. y López Meneses, E. (2010). *Aprendizaje con Wikis. Usos Didácticos y Casos Prácticos.* Sevilla: MAD.
8. Gómez Galán, J. (1998). *Educational System Evaluation and Quality*. Minneapolis: College of Education and Human Development, University of Minnesota.
9. Harasim, L. (2000) *Redes de aprendizaje. Guía para la enseñanza y el aprendizaje en red.* Barcelona: Gedisa.
10. Huffaker, D. (2005). The Educated Blogger: Using Weblogs to Promote Literacy in the Classroom. *AACE Journal*, 13 (2), 91-98.
11. Krumsvik, R. (2009). Situated Learning in the Network Society and the Digitised School. *European Journal of Teacher Education*, 32, 167-185.
12. Lauri, M. A., Borg, J., Gunnel, T., y Gillum, R. (2010). Attitudes of a Sample of English, Maltese and German Teachers Towards Media Education. *European Journal of Teacher Education*, 33, 79-98.
13. Lindlof, T. R., y Taylor, B. C. (2002). *Qualitative Communication Research Methods*, Second edition. Thousand Oaks, CA: Sage Publications.
14. López Meneses, E. y Gómez Galán, J. (2010). Prácticas Universitarias Constructivistas e Investigadoras con Software Social. *Praxis*, 5, 23-45
15. López Meneses, E; Domínguez, G; Álvarez, F. J. y Jaén, A. (2011). Experiencia Didáctica con Estudiantes de Postgrado sobre los Roles del Educador en la Sociedad del Conocimiento y la Comunicación con Tecnologías 2.0. *Revista Latinoamericana de Tecnología Educativa*, 10(1), 49-58.
16. Miles, M. B. Y Huberman, A. (1994). *Qualitative Data Analysis: An Expanded Sourcebook.* Newbury Park: Sage Publications.
17. Prensky, M. (2011). *The Emerging Online Life of the Digital Natives: What they do Differently Because of Technology, and How they do it. Work in Progress.* 2004. http://www.marcprensky.com/writing/Prensky-The_Emerging_Online_Life_of_the_Digital_Native-03.pdf [Consultado 08-10-2011].
18. Ray, J. (2006). Welcome to the Blogosphere: The Educational use of blogs". *Kappa Delta Pi Record*, 42 (4), 175-177.
19. Saeed, N., Yang, Y. y Sinnappan, S. (2009). Las Tecnologías Web Emergentes en la Educación Superior. *Educational Technology & Society*, 12 (4), 98–109.
20. Scolari, C. (2008). *Hipermediaciones. Elementos para una Teoría de la Comunicación Digital Interactiva*. Barcelona: Gedisa.
21. Scolari, C. (2010). Ecología de los Medios. *Revista Quaderns*, 13 (1), 17-25.
22. Solvberg, A. M., Rismark, M., y Haaland, E. (2009). Teachers and Technology in the Making: Developing Didactic Competence. *World Conference on Educational Sciences-New Trends and Issues in Educational Sciences*, 1, 2791-2794.
23. Stebbins, R. A. (2001). *Exploratory Research in the Social Sciences*. Thousand Oaks, CA: Sage Publications.
24. Suárez, C. y López Meneses, E. (2011). La Universidad y los Entornos Educativos Virtuales 2.0. En J. Cabero y otros. *Experiencias Innovadoras Hispano-Colombianas con Tecnologías de la Información y la Comunicación.* Sevilla: Mergablum. 2011.
25. Tello, J. y Aguaded, J. I. (2009). Desarrollo Profesional Docente ante los Nuevos Retos de las Tecnologías de la Información y la Comunicación en los Centros Educativos. *Píxel-Bit. Revista de Medios y Educación*, 34, 31-47.
26. Usurriaga, J. (2011). Marco Conceptual de las Funciones y Competencias del Educador/a Social. *Revista de Educación Social*, 13, 1-20.
27. VV.AA. (2011). *The Top 100 Tools for Learning 2011 List. Centre for Learning y Performance Technologies. (C4PLT.)*2011. http://c4lpt.co.uk/top-tools/top-100-tools-for-learning-2011/ [Consultado el 29-10-2011].