Digital Literacy to parents in the use of social networks

Alfabetización digital a padres de familia en el uso de las redes sociales

Research

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Abstract

The present article has as objective to describe the process of digital literacy directed at the parents of family in the recognition and use of social networks, in the educational institution Coopteboy O.C of the city of Tunja, Colombia. The study was a qualitative approach, type supported action research in the ecological model of Urie Bronfenbrenner (1987), the collection of information was carried out through the use of focus groups, participant observation described in the respective records and the stories as a technique of inquiry and reflection. The intervention process was based on the psychosocial approach of empowerment (Banda y Morales, 2015), using as an innovative strategy, the provision of the social service of teenagers of secondary of the educational institution, who digitally literate to their parents, under the accompaniment of the researchers. The preliminary results allowed to evidence the lack of awareness among the parents with respect to the use, risks and benefits of social networks that use teenagers, therefore the parents have no control and surveillance strategies in regard to the use of these, validating the importance of literacy for parents in the use of social networks most used at present. The project achieves the acquisition of digital competences in the use of social networks and the recognition of the risks to which they are exposed both parents and young people in the network.

Keywords: Digital literacy, family dynamic, Interpersonal communication, social networks, teenagers.

Resumen

El presente artículo tiene como objetivo describir el proceso de alfabetización digital dirigido a padres de familia en el reconocimiento y uso de las redes sociales, en la institución educativa Coopteboy O.C de la ciudad de Tunja, Colombia. El estudio fue de enfoque cualitativo, tipo investigación acción apoyada en el modelo ecológico de Urie Bronfenbrenner (1987), la recolección de la información se realizó mediante grupos focales, la observación participante descrita en los respectivos registros y el relato como técnica de indagación y reflexión. El proceso de intervención se basó en el enfoque psicosocial de Empowerment (Banda y Morales, 2015), utilizando como estrategia innovadora, la prestación del servicio social de los adolescentes de secundaria de la institución educativa, quienes alfabetizaron digitalmente a sus padres, bajo el acompañamiento de los investigadores. Los resultados preliminares permitieron evidenciar el desconocimiento que tienen los padres de familia con respecto al uso, riesgos y beneficios de las redes sociales que utilizan los adolescentes, por tanto, los padres no tienen estrategias de control y vigilancia en cuanto al uso de estas, validando la importancia de alfabetizar a los padres en el uso de las redes sociales más utilizadas en la actualidad. El proyecto logra la adquisición de competencias digitales en el uso de las redes sociales y el reconocimiento de los riesgos a los que se exponen tanto padres como jóvenes en la red.

Descriptores: Alfabetización digital, dinámica familiar, comunicación interpersonal, redes sociales, adolescentes.

Introduction[1]

Nowadays the arrival of technology has permeated the family environments, generating changes in their dynamics and traditional ways of relating. Also various media mediated by information technologies and ICT communication have arisen, generating innovation in the processes of Education, work and interpersonal relationships. . In the transition to the digital society, the generations were tracing a lag in the management and use of these tools, the adolescents in turn became the generation of digital natives and emerged a generational gap with their parents and digital illiteracy (Andrade , 2004). In the youth of today the frequent use of the internet is especially evident, especially in social networks, which are fundamental for their social interaction (Díaz and Bújez, 2011), allowing them to interact with many people from different parts of the world in real time, exchange information, Images, music, videos, as well as creating profiles and communities in the network, there are various social networks organized by interests and tastes, for example: educational, business or social (Gómez and Lara, 2010).

Social networks today are perhaps one of the main means of communication and interaction between societies, hence the importance of this subject, due to its influence on family dynamics and relationships (Galindo, 2009). The way to interact in social networks is changing the way of communication and integration of children and parents, and a concern is born of the reach of social networks in the daily life of adolescents, who make use of these with little control And surveillance, since parents are unaware of its use, functionality and the imminent risks to which they are exposed in the network. Thus, the present study sought to teach parents the recognition and use of the more frequently used social networks by adolescents, through the participation on social services of their children, who taught them and accompanied during the process. . Action research allowed for social and educational change based on the interaction with experts and reflection on the paternal filial role in the current ICT society, psychosocial intervention

based on the Empowerment approach consisted in the empowerment of the families' resources and the leadership of these in their own formation processes, the synthesis of the process is described in later lines.

Methodological and theoretical basis

The social networks

Social networks are virtual communities or internet platforms that congregate people who interact with each other by sharing and disseminating information of common interest (Bedoya and Londoño, 2014). The main objective is to make contact with people, to meet old links or to create new friendships, belonging to a social network gives the user the possibility to build a contact group that can be displayed as his list of friends, these friends can be personal friends or friends of friends, sometimes they are also contacts met online, through suggestions made by the same social network (Morduchowicz et al., 2010).

By the year 1995 a former university student from the United States designed a social network on the internet that he called classmates.com (classmates.com) that aimed to keep in touch with study friends (Morduchowicz et al., 2010). In 1997 appears Six Degrees. Com (six degrees.com) generates the first social networking site, as we know it today, allowing you to create user profiles and have a list of friends. At the beginning of the year 2000 between 2001 and 2002, the first web sites that are based on social networks with circles of online friends appear. These circles were extended with the development of specific social networks, whose purpose was not only to meet friends or to get new friends, but also spaces of similar interests (Morduchowicz et al., 2010). Social networks began to be used since 1997 and have become a favorite place for people to talk about different points of view (Pazmiño, 2011).

The most visited networks by adolescents according to Morduchowicz et al. (2010) are Facebook, WhatsApp and Twitter:

Facebook was created in 2004 by students from Harvard University in the United States, it is now a social network known around the world to make new friends or meet old ones, users have the option to post personal information, upload photos, share music or videos, chat and even create groups according to interests (Morduchowicz et al., 2010).

WhatsApp: by 2009, this social network was created by Jan Koum, who was the director of Yahoo's platform operations team, you just need an internet connection and in real time you'll be connected with your friends. Among young people the application had already more than 250,000 users and investors were needed, and $ 10 million were invested by Sequoia Capital to expand servers (Cascón, 2016).

Twitter: Born in 2006, it allows its users to send mini texts, very brief messages called tweets, of no more than 140 characters. Other networks used among adolescents are: Sonic, Orkut, Flickr, Yahoo 360, DevianART, (artistic) and Linkedin (professional). As of 2009, more than 850 million people worldwide were in a social network (Morduchowicz et al., 2010).

Teenagers and social networks

Adolescence is a stage in the life of the human being characterized by a series of changes on a psychological, biological and social level. Erikson (1987) postulates that the human being develops in eight states or stages during the life cycle, The interest of this study focuses on stage five of the life cycle, corresponding to adolescence, between the ages of 12 and 20, Is "the period of puberty and adolescence that begins with the combination of rapid growth of the body and psychosexual maturity, interests for sexuality and formation of sexual identity" (cited by Bordignon, 2005). This is a stage characterized by the constant search for identity and indepen-

dence, in which it is preferred to spend as much time as possible with the peer group, seeking the space of exchange of experiences that allow them to construct their self. Today the adolescent is permeated by the era of technology represented in social networks, to which most of them have access and the traditional way of relating has changed and is mediated by the internet generating a revolution in the form of accompanying of parents who do not yet have the necessary knowledge about the management and use of the social network (Bordignon, 2005).

Marc Prensky (2001), developed the term "digital natives" and as pointed out by several authors such as García, Portillo, Romo and Benito (2001):

> The digital natives are part of a generation that has grown immersed in new technologies, developing between information equipment, video consoles and all kinds of digital gadgets, making phone, email, instant messaging an integral part of their lives and reality (Cited by Sánchez and Martínez, 2011).

In the search for identity and its role in society; Popularity and acceptance in the social group is one of the aspects that the teenagers value the most. To be popular you need friends, humor, spontaneity, among others, tools with which the teenagers do not always have, but that can be solved mediated by the internet and social networks. However, in its search for popularity as a means of acceptance and social inclusion, the adolescent does not glimpse his exposure to the risk of being victim of the multiple crimes that are presented in the social networks.

In this sense, the Internet and social networks are an immense source that offers important opportunities for adolescents in areas such as entertainment, education, communication and participation, just as online use allows the development of skills that are essential to achieve integration and satisfactory social adjustment in today's society. However, the Internet brings risks to teenagers, such as compulsive use or addiction to the Internet, contacts with strangers, access to content considered inappropriate, cyberbullying or sexual harassment, Privacy exposure, among others (García and Cruz, 2013). Dangers that the parents and relatives should be aware of, in order to prevent the exposure of their children to these problems.

The family, measures of control and surveillance in social networks

There are many definitions of family, from a religious, political, sociological and psychological perspective. The family is a union of people who share and develop a common life project that is supposed to be lasting, within which strong feelings of belonging to this group are generated, there is a personal commitment among its members, and various relationships are established Intimacy, reciprocity and dependence (Oliva and Villa, 2013). As has been mentioned, the ICT have permeated each of the places in which the human being socializes and has a field of action, with young people being more submerged in a cyberculture that has grown along with them, reasons such as feeling popular and being at the forefront in the use of social networks allows the use of these open spaces of benefits and risks in which parents need to know the What? How? and how the use of social networks influences their children, to provide effective accompaniment in the control and monitoring of these spaces (López, 2007)

Parents have a diversified range of strategies to carry out this work that society has entrusted them with, the tactics of parental regulation are diverse according to the type of family, social and cultural aspects. They can range from the temporary control of the use of social networks aimed at avoiding negative repercussions in daily life such as school performance, restriction of exposure and contact with the Internet, among others. Control and surveillance measures can be implemented implicitly or explicitly, but this will depend on the parents' knowledge of social networks, their use and hazards. . In this context, the accompaniment should go beyond the restric-

tion and follow-up of the content they access and should be focused on the dialogue, awareness and self-control that adolescents should develop with the use of the Internet and social networks (Livingstone and Bovill 2001).

Despite the various strategies that parents can implement to monitor and regulate their children's use of social networks, some studies have indicated the low involvement of parents in accompanying their children on the Internet. According to Euro Barometer data, only 15% of Spanish parents had established a rule for Internet use in 2006 and 48% of parents of 6-17 year olds said in 2008 not to impose rules on their children when they use the internet. These data indicate that the lack of control exercised may be due, among others, to the lack of skills and technological know-how of the parents and the difficulty in exercising this supervision and supervision work when minors are confined in their dormitories, this associated with ignorance of the risks of the networks over their own children (Garcia and Cruz, 2013). In this context, it is fundamental to determine the type of measures and family dynamics that favor the empowerment of parents and adolescents so that they can make responsible use of social networks, minimizing the possible negative effects on the physical and psychological integrity of the young. . This is how the regulation aimed at promoting, facilitating or requiring certain adolescent activities in the network is positively valued through the use of dialogue and a positive dynamic of the paternal-filial relationship, and negatively any activity aimed at discouraging, preventing or Prohibit by means of standards or technical measures of monitoring and filtering (Livingstone and Bober, 2006 cited by García and Cruz, 2013).

Digital literacy

Literacy is the human ability to use a set of techniques to decode and produce written or printed material. The concept of literacy goes beyond solely the capacity to read and write; ;

literacy is that demonstrated competence, within the communicative skills, that allows the individual to function, according to his age, independently in society and with the potential to move within it, That is to say, literacy is the process according to the stages of life and the environment, through which one learns to interpret signs and symbols, to unify and interpret them, to be connected with reality, To establish together with other components, better social relations, to be at the forefront of changes and social dynamics, to improve performance in society (Bawden, 2002).

Having said that, and after the great advances and the emergence of new technologies and Internet, the digital term is added to literacy, according to its use, understanding the word digital, associated with technologies and information technology. Digital literacy is the ability to access and use computer network sources. The ability to understand and use the sources of information when presented through the computer or any technological device. Digital literacy is the process of learning to interpret and manage the devices and tools offered by new information and communication technologies, such as computers, smartphones, tablets and other digital devices, and their various applications, and navigation in the network, is how to search for and make good use of the information displayed on the screen (Bawden, 2002).

The ecological model

The ecological model is developed by Professor Urie Bronfenbrenner who was born in Moscow in 1917 and died in 2005 in New York. He proposed to understand the development of human behavior, which conceives the ecological environment from the set of concentric structures and structured in different Levels, where each level contains the other, focuses mainly on the different social contexts that influence the development of the individual throughout the life cycle (Chala, 2009).

The project of digital literacy is supported conceptually in the ecological model indicating as

the concentric systems in which the human being is immersed, from the closer relations like the family in the microsystem, to the sociocultural and historical aspects that are in the Macro and Chrono systems influence the behavior of the person. This model allows us to show how ICTs are transversal to all systems, modifying the traditional way of relating, interacting and generating changes in socially established roles. Chart 1 describes the five systems proposed by the model.

Chart 1. Environmental systems proposed in the Bronfenbrenner Ecological Model (1990)

Sistema Ambiental	Descripción	Personas o escenarios influyentes
Microsystem	It constitutes the most immediate level in which the individual develops is the primary relational system in which the individual spends most of the time.	Family peers school Neighborhood
Mesosystem	It comprises the interrelations of two or more concentric systems, ie links between microsystems.	Relationship between family and school. Relationship between family and neighborhood.
Exosystem	It is composed of the broader contexts that do not include the person as an active subject, but whose decisions or actions influence it.	The board of the school The Community Action Board of the neighborhood. The laws and branches of public power
Macrosystem	It is shaped by the culture and subculture in which the person and all the individuals of his society develop. It is community value, traditions, beliefs, the social worldview.	Values Custom Religious beliefs
Cronosystem	The larger system addresses the other four and understands the socio-historical conditions that influence the development of the individual.	At present, ICT information and communication technologies have modified the traditional way of living and relating, influencing the development of individuals with each of the contained systems.

Source: Chalá (2009).

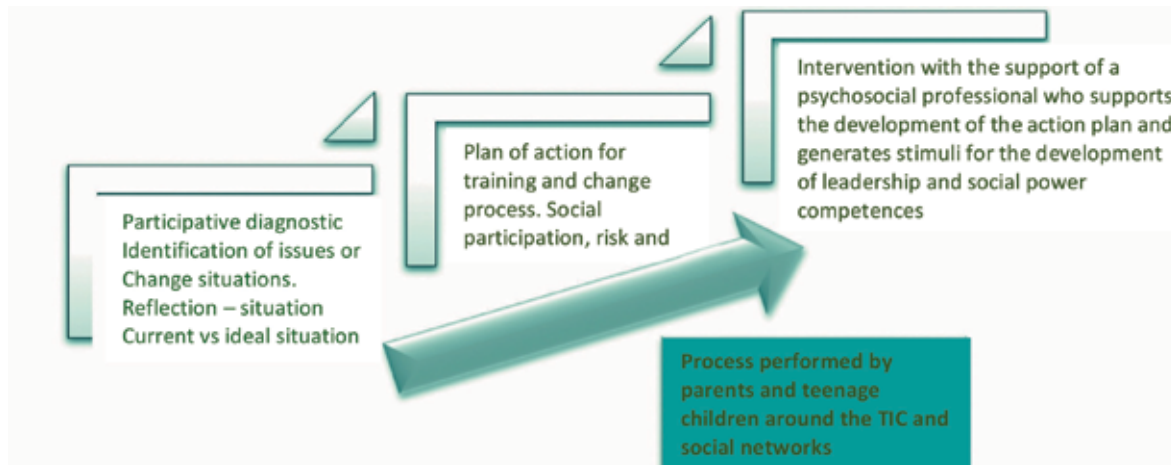## Psychosocial intervention through Empowerment

The intervention was based on the Empowerment approach, which has the methodological objective, empowerment, considered as the process by which individuals, organizations and communities achieve control over their problems or situations that, based on diagnosis and reflection, merit a change (Banda and Morales, 2015). See Figure 1.

Figure 1. Empowerment approach

Source: Banda y Morales (2015).

Approach and type of research

The study was carried out under the qualitative approach, of type Investigation Action IA, since it began with the analysis of the reality where several phenomena associated to the digital divide and info-poverty due to digital illiteracy were identified, The qualitative approach allowed an analysis of the causes and consequences of the invasion of ICT in daily life and from these the development of alternative solutions, condensed in an intervention plan to transform the reality of the digital and technological context of the Families, In this order of ideas, AI from its basic precept of conducting and promoting change incorporating in the research process the objective of inquiry, allowed to investigate at the same time as the intervention (Hernández, Fernández and Baptista, 2014), Integrating in the process the parents and their adolescent children as active researchers, based on a reflexive dialogue that led to the analysis of each of the internal and external factors caused by social networks, affecting the relationship and paternal-filial communication, In order to generate awareness of change and formation in each one of its members.

Population and sample

There was a population of 29 parents of the Coopteboy Educational Institution of the city of Tunja and their teenagers of 14 to 17 years old, belonging to the tenth grade of secondary school. The sample was selected by non-probabilistic sampling of an intentional type, taking into account the voluntary participation of the population and the objectives of the researchers, which was composed of 6 parents in a age range of 38 to 60 years and their teenage children, ages 15 and 17.

Techniques and instruments

The information was collected through the focal group, the participant observation described in the respective records and the narratives as a strategy of inquiry and reflection. For the analysis of the information, descriptive and comparative matrices were developed according to the phases of the research; this allowed condensing the results and most relevant findings.

Procedure

The project was developed in three phases including:

Phase 1. Diagnosis

Collection of information by focus groups, made up of parents and adolescents, to identify the social networks most frequently used by young people, the knowledge and management that the parents had about these networks and the initial perception about the project.

Phase 2. Action Plan

• In Colombia, Law 115 of 1994 establishes compulsory social service for students in grades 10 and 11 of secondary school education, which seeks students to generate a contribution to their environments during 80 hours of community work, as a requirement for graduation. From the social service delivery strategy, training was developed for parents in the knowledge and use of social networks most used by their children, a participatory intervention plan was formulated on the literacy process, which was developed through the guideline of a professional in Systems Engineering who guided the adolescents in the process and the accompaniment of the researchers.

Phase 3. Empowerment intervention

Participant observation was recorded during the process of digital literacy in social networks led by adolescents, strengthened in the psychosocial field to parents, generating a potentiation of their resources and communicative capacities, identifying the risks to which young people are exposed in social networks, and the control and surveillance strategies to be implemented, this through empowerment in an environment that favors relationships with their children and the opportunity to re-structure the paternal role in the society of the TIC through leadership, and the transformation of its surroundings.

Phase 4. Evaluation

From the stories the evaluation of the intervention was developed, the parents told their experience, the before, the after and what awaits them now with the knowledge acquired and the empowerment tools.

Analysis and results

Taking into account that the microsystem constitutes the immediate level in which the individual develops (Frías, López and Díaz, 2003) and is determined by the pattern of activities, roles and interpersonal relationships, of continuous formation that constitute the family from the Paternal-filial interaction, the first phase of diagnosis from the focus groups, managed to identify that parents have a low level in the management of ICT; Specifically in the ignorance and use of the social networks that the adolescents use, like facebook, whatsapp and twitter. This finding evidences the digital divide between parents and children in the use of social networks, affecting the interaction of the microsystem, represented in distance and resistance, giving way to conflicting paternal-filial relations.

Phase 2, allows the planning of the digital literacy exercise of adolescents to their parents in the use of the social networks that they use most. Accompanied by a systems engineer and researchers, adolescents and parents formulated the corresponding action plan for the fulfillment of the eighty hours of social service required by the Ministry of National Education for the graduation of middle school.

Phase 3 of the intervention project was led by the adolescents, who in the 80-hour process developed the digital literacy exercise for parents. This allowed us to highlight the improvement of communicative skills in the filial paternal relationship, in which the parents understood the

importance of ICTs and the use of social networks today, as well as the risks of these.

The teenager trainers focused on the Facebook, Twitter and WhatsApp networks, the parents advanced hands-on management exercises and social interactivity through the use of networks. For example, the creation of a group on Facebook, the search for information related to social networks to share information through the open group / profile in the social network" Digital Literacy for Parents UNAD Psychology" "Virtual Community" Digital Literacy for parents COOPTEBOY-UNAD, and in the WhatsApp communication group. Finally, through the Movie forum: "Risks of Social Networks" a process of socialization and dialectic was developed in order to know the perception of parents and their children about the risks to which they are exposed during inadequate use of the internet.

Phase 4 oriented in the evaluation of the process of literacy and supported by the analysis of the three previous phases, in addition through the testimony of the parents and the teenagers the scope of the process was shown, in the improvement of the paterno-filial relations from the improvement of communicative competences.

It is considered that the project has favored the communication and the family bond that was affected by the existing gap due to the use of constant technological devices by adolescents and the impossibility of understanding its use or exercising some type of control in the regulation of time of the use of the networks or accompaniment by the parents. It is accomplished that adolescents share with their parents the social networks in which they have a profile. Parents emphasize the importance of training in the use of ICT and other topics that their children manage to be at the forefront and to be able to make a more effective and efficient accompaniment to their children. Young people understand the importance of making good use of social networks and allowing the accompaniment of an adult.

Discussion and conclusions

Undoubtedly, Information and Communication Technologies are modifying the relational dynamics of the human beings, which forces families to develop strategies that allow them to exercise their socializing function. Unfortunately it is not always being done in the proper way taking into account the digital illiteracy gap that causes parents and children to be perceived in two different worlds, also increasing the parents' anguish in the accompaniment and management of authority that in their paternal role can do with their children and of them in front of not knowing how to make their parents understand the demands that the current context forces them to assume a digital role.

It is worrying how the immersion of social networks has caused an unfortunate interfamily distancing, fueled by diverse beliefs and myths, such as those found in the present study; Where for parents initially consider that the use of social networks "are for the unemployed", "for distraction", "to waste time", causing young people to feel rejected and therefore to radically exclude their parents and manifest inappropriate behavior in front of them. It is evidenced by the study found by Carrizo (2012), which highlighted the lack of control and knowledge that parents have regarding the content that their children manage on social networks such as Facebook.

This allows us to understand that the low level of knowledge about the use of ICTs and social networks by parents and older generations such as uncles and grandparents affects family dynamics, which highlights the importance of implementing strategies that can strengthen intra-family relations in which the gap in digital illiteracy is diminished. With the present study it was evidenced, that effectively the parents have a low knowledge in the use of Internet and social networks.

At the beginning of the process was notable the apathy on the part of the teenagers for fear of feeling watched and controlled by their parents, bearing in mind the thoughts that their parents

had about the internet and its use. In addition, taking into account that, in adolescence, the peer group becomes very important and maintain their privacy is fundamental, the control measures that parents may try to implement are not always well received and are even the trigger of interfamily conflicts. In addition to the above, the current situation brings with it a new factor, social networks, in which, without leaving home, the adolescent remains absent from family dynamics, causing parents to reinforce their beliefs regarding the use of the internet, relating them with loss of time and promoter of the leisure on their children (Livingstone and Bober, 2006).

However, it is also clear that by generating encounters between parents and teens, around social networks as the factor that distances them, it makes it possible for both parties to recognize advantages and disadvantages in the face of adequate and inadequate use of the Internet. Turning the risk factor into a protection factor, insofar as both parents and teens recognize that the internet is part of daily life, in the era of globalization, rethinking the importance of assuming this technological inclusion with ethics and responsibility.

This study showed the possibility of using the knowledge that adolescents have as digital natives for the implementation of digital literacy plans in which they include their parents in the new era of technological development. These educational strategies allow the generation of scenarios of interaction between parents and children, favoring the recognition of the risks to which they expose each other when this social network is inadequately managed (Carrizo, 2012). In the same way, parents and children identified the advantages of the adequate use of the networks, validating new cyberspaces of family encounter, such as the opening of family groups and the sharing of interfamilial experiences in cyberspace, where the role of authority was reaffirmed by the parents and the strengthening of the paternal-filial relationship. The value of education in the strengthening of human development is evident, so it is essential to welcome this resource

in order to best meet the demands of a new world, of new generations of "digital natives". In this sense, validating strategies such as digital literacy, in families invaded by ICTs, is part of the social responsibility of science, in order to safeguard the family as the cell of society and even cybersociety.

With the development of this process of digital literacy, the paternal-filial relationship was strengthened by training in the proper use of social networks, preventing their risks and rescuing their advantages in family dynamics.

The generation of educational spaces to reunite parents and children around the management of social networks, allows restoring the trust and respect of adolescents towards their parents and the management of communication and authority of parents towards adolescents.

It is fundamental to implement psychosocial strategies that allow the members of families to build themselves from ethics and responsibility in a world with new demands, such as those demanded by the era of information and communication technologies, in such a way that they are competent families To face the new family and social dynamics.

From the training in the use of social networks, it is evident the importance of replicating this project as a more active form of interaction within the strategies of strengthening family dynamics, such as in the "Parent School".

Digital literacy in the proper use of social networks aimed at parents and children minimizes risks and contributes to the improvement of family dynamics, from the strengthening of communicative skills, which in turn generate scenarios of participation and mutual support, optimizing the quality of the time that the parents give to their children as the first responsible in their care and education.

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