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Horizons for understand the didactics of the philosophy in the university classroom

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Abstract: - This research aims to rethink the epistemological place of the didactic of philosophy within the Philosophy of Education; to highlight the importance of teaching philosophy within the sciences of education as a mechanism for the integral formation of the human being; establish teaching methods and strategies for classroom implementation with the aim of achieving meaningful learning in the student.

Key-Words: - Teaching – Methods – Strategies – Educational philosophy – Phylosopy

1 Introduction

Nowadays, the didactics of philosophy have gained special interest for those who believe in philosophy as the best tool for individual and social transformation and struggle to maintain its vitality in the academic field of which the recent government policies of some Latin American countries have sought to overthrow it to the point that it has disappeared from the curricular networks of high school at the level of secondary education and the consequent elimination of philosophical careers at the university level. The so called curriculum redesigns have few or almost no philosophical components that have gradually resulted in uncritical and unpropositive subjects. The central question is not only to promote the teaching of certain philosophical contents but to teach and teach them, hence, the didactics of philosophy entails two fundamental problems: the teaching of philosophy and the teaching of philosophy.

To teach to philosophize and teach philosophy are mutually necessary because the first requires the problems, concepts and theories arisen as a consequence of the historical-social process provided by the second (philosophy understood as a system) and the second requires wonder and everyday problems arising from human attitude and actions. Thinking about the didactics of philosophy involves reflecting on the space it occupies between the sciences of education and within the multifaceted conglomerate of the sciences and problems of philosophy; involves re-thinking about the profiles of the philosophy teacher and the student who is intended to train.

So, if it is assumed that one of the ultimate aims of philosophy teaching lies in the development of the critical, creative and propositional thinking of the student, The teacher of philosophy must present an attitude of inquiry and reflection as well as defined and consequent personality traits between thinking, feeling, doing and saying. The research aims to explain that the didactics of philosophy and the didactic of philosophical are part of the philosophical activity proper to the academic environments guided by a culture of interrogation, of learning and the construction of knowledge. This work makes a conceptual approach to the didactic of philosophy and its location among the sciences; it reflects on the aims of the teaching of philosophy in university education; deliberates on the characteristics and functions of the teacher of philosophy; and, proposes philosophical methods and didactic strategies the teaching of philosophy and to teach to philosophize

2 Problem Formulation

Among the most pressing problems of the didactic of philosophy are: to determine what is its epistemological space within the world of the Philosophy of Education? ; what is the space occupied by the didactics of philosophy within the sciences of education? And what is the place of the didactics of philosophy within the sciences and problems of philosophy?. Thinking of the tentative answers to the questions asked, comes to mind what Octavi Fullat questioned when trying to respond on the epistemological basis of the philosophy of education within the sciences of education, considered that:

Some frequent and still pending questions are: what is taught in philosophy: ¿philosophy, philosophizing? and following the questions raised by Gomez (2003): Is teaching philosophy a personal art… , a universal
neutral technique or a psychopedagogical science valid for every professor of philosophy? There is a unique methodology and didactics in the teaching of philosophy or rather the very activity of the class of philosophy requires adopting a certain pluralism and methodological eclecticism? … (p. 12).

In the Didactic of Philosophy are present the six components that constitute every didactic act and all of them fulfill an important role in the process. The components are the teacher in charge of guiding the learning; the student subject to whom the teaching is directed; the learning goals or purposes that constitute the educational goals that represent the achievements and/or learning outcomes that apprentices wish to achieve (why teach?); the content embodied in the curriculum; content to be taught and learned (what to teach?); teaching methods as a set of procedures, strategies, techniques to carry forward learning (how to teach?); the context of learning (where does the teaching-learning process take place?), questions that require new analysis and reflections.

3 Problem Solution

Conceptual approach to the didactic philosophy

The Didactics of Philosophy is a species of specific Didactics with the incorporation of different methods that are used according to the fundamental problems to which the object of study which is a specific field of philosophy. It is necessary to think of teaching-learning strategies, of the forms of appropriate use of methods and strategies that allow better links with philosophical knowledge.

The didactics of philosophy can be understood: theoretically, because it provides epistemological, axiological, descriptive, explanatory and fundamental predictive categories that allow us to understand being, the meaning, the orientation and the reason for being of education; practically because it provides the main methodological, contextual, technological tools, prescriptive and normative that allow to put into practice any pedagogical theory or doctrine without losing the eye of the subject that is intended to form.

To fulfill this dual understanding, the didactics of philosophy require a whole corpus of scientific auxiliary like philosophical anthropology, logic, the sociology of education, the psychology of education, the history of education, the cognitive sciences which together provide the necessary inputs to understand the didactic act and its fundamental components.

Purpose of teaching philosophy in university education

Considering that philosophy is the mother of all sciences, it must be presented as the most important within the corpus of knowledge and culture of humanity, in this sense its teaching can be compared with that of other disciplines. According to Salazar Bondy (2002), the teaching of philosophy can be conceived as a form of knowledge and as a type of education. For this reason, it is necessary to incorporate its contents into the university curriculum regardless of the career in which the apprentice is. This makes it possible to review the conditions and limits of this type of teaching.

Among the aims that guide philosophical education in university education are: the transformative purpose; the theoretical purpose, the formative purpose, the pragmatic purpose, the humanistic and axiological purpose of teaching philosophy aimed at providing mechanisms for understanding the being, meaning, and purpose of being human, as Salazar Bondy somehow proposed (2002).

This places the teacher of philosophy in relation to the other sciences between philosophy, pedagogy, science, literature, art, etc.; aspects that must be cleared to locate the sciences of education and to understand that their action requires knowing fundamental aspects of the philosophy of education. Therefore the teachers of philosophy must keep in mind the existing relationship between man-education-society.

The professor of philosophy

It is important to distinguish between the thinker of philosophy and the one who teaches philosophy, although sometimes the teacher of philosophy is also a thinker and vice versa, but on other occasions, the thinker or philosopher is not involved in teaching, however, the teacher of philosophy should not be divorced from the creative function of critical reflection, thinking, researching and building knowledge. Those who teach philosophy must be committed to truth, honesty and loyalty; they must be a conscious, comprehensive and integral human being in whom full coherence is evident between what they think, feel, say and do.

The professor of didactics of philosophy must know on the fundamental elements of the theory of argumentation and all in coordination with the demands of a culture of research basic pedagogical and psychological for efficiently fulfill your task as a teacher. The professor of philosophy should know about didactic philosophy, about fundamental elements of theory of argumentation and everything in coordination
with the demands of a research culture, basic pedagogical and psychological in order to efficiently fulfill his task as a teacher.

**Philosophical methods for the teaching of philosophy**

Socratic method, through the formulation of questions and the generation of answers dialogue is established, According to which the teacher can obtain from the educator the previous knowledge with which he counts and questions it leading to the discovery of new knowledge. Strategies such as:
- How would… … if… ……?.
- A philosophical tale
- Analogy
- What is more important?
- CMI (comparison by interrogation) (Aguilar-Gordón, 2007, p. 51)

Activities suggested for the fulfillment of the above stated: Approach of moral dilemmas; analysis and comparison of currents of thought, postulates, phrases and philosophical problems; debates or discussion tables; sociodramas or simulations; Teaching to doubt and ask; teaching to justify, argue, analyze; proposing case studies; performing critical reading and commenting on philosophical texts; applying the learning technique based on problems (APB).

Baconian method is used. This method allows the discovery of new knowledge after displacing a set of idols, obstacles or obstacles present in the subject who knows and builds. Induction is the most suitable path leading to knowledge, just as in the teaching-learning process it offers some possibilities. Applying the Baconian method in all the contents of the philosophical disciplines, in a didactic way the procedure to be executed in the classroom would be:

1. Identification of a topic, the object, fact, phenomenon or formulation of a question on a problem.
2. Observation of fact, phenomenon, situation, problem, conflict or specific experience.
3. Recording of all information collected on the subject, object, situation or problem raised.
4. Systematic management of information collected
5. Development of an outline of interpretation
6. Structuring of conclusions, decision making, generation of new options, anticipation of consequences according to the research carried out.

So teaching philosophy with the Baconian method involves following a process linked to the practical and direct reality of the scenario in which the subject finds himself.

Hermeneutic method: This method contains different horizons of understanding and meaning that allow us to evaluate the different scenarios in which those involved find themselves, so it is significant to be applied in the educational field. This method is effective in order to avoid distortions of the messages that texts and contexts want to provide. For the application of the hermeneutic method in the teaching of philosophy, the following procedure shall be considered: identification of the problem; identification of relevant texts and contexts; validation of texts; search for guidelines in texts and contexts; explanation of guidelines: generation of an interpretation; relationship of the new interpretation with existing interpretations: The communal dialectics; dissemination to a large number of readers. This method can be complemented by the technique Analysis, Interpretation, Judgment, Inference (AIJI).

The implementation of this method, the technique and the suggested activities are essential in all classes of philosophical subjects. The applications of activities to understand and think about the contents, for this purpose the IAEF technique is suggested (identify, analyses, evaluate and formulate). Likewise, for the complementation of the hermeneutic method it is interesting to carry out activities that allow conceptualization, problematization, philosophical argumentation and the construction of essays, articles, papers, etc.

**4 Conclusion**

The Didactics of Philosophy is a complex and integrating discipline of knowledge, located in the three fundamental problems of philosophy. He finds himself in the problem of being because he reviews the very foundations of the educational reality, he cares about finding the essence and existence of the didactic act. It
belongs to the problem of knowledge, as it arises as a consequence of the human intellect, uses principles, laws and logical structures that energize teaching-learning, employs methods, procedures, techniques and tools for implementing the various learning theories and proposals. It corresponds to the problem of working as it is also a normative science, it has a markedly axiological tint that directs the construction of acting as it is also, contributes to the formation of the subject and contributes to social transformation.

The Didactic of Philosophy has its foundations in philosophy and stipulates specific features of the philosophy of education; is a species of specific Didactics with the incorporation of different methods that are used according to the fundamental problems to which the object of study belongs, which is a specific field of philosophy. The didactics of philosophy study the philosophical methods and the didactic activities that aim to teach the different disciplines specific to philosophy.

To speak of the comprehension and the praxology of the didactic of the philosophy, implies:

"to return to the subject, to consider the logical structure of the human action and to value the plurality of those actions that, they form a history, a system of multidisciplinary, inter and intra disciplinary knowledge, a proper epistemological statute and an integrative tendency of the educational phenomenon, in which a set of knowledge converge" (Aguilar-Gordón, 2013, p. 11).

When one thinks of the teaching of philosophy one must consider the foundation of this type of teaching, it is necessary to have clarity on the subject to be formed as well as to define the essence and the purposes of this type of knowledge and from there to construct a consistent and coherent methodology based on principles, standards, approaches, perspectives, strategies, structures, discourses, scope and possibilities of contextual application specific to an epistemological statute. The didactic methodology of philosophy should privilege thinking, questioning and proposing, should be: "interstructuring and dialoguing, claiming the role of the mediation of the teacher and the active role of the student..." (Aguilar-Gordón, 2017, p. 88).

The teacher of philosophy must be well trained to support ideas with his actions and nurture them mutually to strengthen thought; he must be interested in the subject that forms, for his being, to know, to do and to live.

To teach philosophy and to teach philosophy, it is necessary to use active and critical methodologies in which the student is the main protagonist of the process, where the student is directly involved as suggested by the use of learning techniques based on problems, learning based on projects, case studies and techniques that attract interest, learning based on projects, case studies and techniques that arouse interest, curiosity to learn, that motivate meaningful learning and that favor a true autonomous learning and developer of all the potentialities of the human being.

References:
Music Listening as Emotional Tool in Primary School

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Abstract: Music, due to its direct relationship with emotions, is an excellent tool for emotional and affective development, and the school environment offers us a wide range of possibilities. One of the contents to work in music education in Primary Education is music listening, focused mainly on listening to musical pieces of different styles. Authors such as Bisquerra (2017) recognize that listening to music implies a form of conscience and emotional regulation. Hence, our research is based on the use of musical hearing as an instrument for the emotional and affective development of primary school students. The aims we set are to find out how children use music according to their mood, to know the musical tastes of the students and to determine what emotions they felt with different pieces of music. In this study two classrooms of the fifth year of Primary Education (n = 44 students) have collaborated. Within a musical listening session, students had a questionnaire in which they were asked about their musical tastes, as well as the music they listen in function of their mood. Next, eight excerpts of musical pieces of different styles were presented to discover what emotions awake them and whether they like (or not) that musical proposal. The results show that the students hardly listen to "classical" music. This fact make us aware of the importance of including this type of music in school, to promote their hearing and contribute to increase the presence of younger listeners in the auditoriums. In addition, students prefer and identify mostly with the emotional response of joy and they associate music they do not like with negative valence emotions.

Key – Words: Musical education – Emotion – Musical hearing – Musical tastes – Primary Education

1 Introduction
The aim of education is the integral development of the person. This development involves both cognitive and emotional aspects (Bisquerra Alzina, 2003) [1]. However, we are aware of how educational practice gives excessive importance to the cognitive dimension to the detriment of the emotional dimension. Nevertheless, in recent years, interest in emotional education has increased considerably and there are already many schools that include educational programs in their classrooms (Campayo and Cabedo, 2017) [2].

Music integrates physical, cognitive, emotional and social dimensions (Almoguera Martón, 2016) [3]. Numerous studies confirm that music provokes emotions (Blood and Zatorre, 2001[4]; Sloboda and Juslin, 2010 [5]; Gabrielsson, 2011[6]). For Saarikallio (2011) [7] the emotional experiences related to music have a functional and significant value in human behavior and psychosocial development. Music makes us move and moves us. Practically no one is nonchalant to music, due to the inherent response that rhythm and musicality cause in most people (Blasco, 2016) [8]. And as different researches show, through the music we can reach levels of emotion rarely experienced in daily life.

Consequently, due to its direct relationship with emotions, music becomes an excellent tool for emotional and affective development, and the school environment offers us a wide range of possibilities. It is a motivating and playful discipline that arouses great enthusiasm in students (Blasco, 2016).

Music listening is one of the issues developed in music education in Primary Education and it is based mainly on listening to musical pieces of different styles, from which we can program different activities such as analysis of musical structure, recognition of different elements of the music, knowledge of the musical characteristics of the different musical periods, etc... But also, musical listening implies a form of conscience and emotional regulation (Bisquerra, 2017) [9]. There are different researches that study the emotional response of the listener to different pieces or musical excerpts (Panksepp and Bernatzky, 2002 [10]; Rickard, 2004 [11]; Zentner, Grandjean and Scherer, 2008 [12]). In fact, authors like Mohn, Agstatter and Wilker (2011) [13] point out that basic emotions can be perceived independently of the musical ability of the listener. And, if we also consider that emotions in children are in a pure state, manifesting without censorship (Buzzian and Herrera, 2014) [14], music listening becomes an important tool for emotional development in Primary Education.
2 Problem formulation

The aims that we set in this research are to find out how children use music according to their mood (emotional regulation), to know their musical tastes and to determine which emotions produce different pieces of music.

3 Problem Solution

In this study two classrooms of the fifth year of Primary Education (n = 44 students) have collaborated. A musical listening session is programmed in which students are administered two questionnaires.

In the first one we try to know the musical tastes of the students, as well as to find out what kind of music they listen according to their mood.

Then, a musical listening activity is programmed in which we present eight excerpts of musical pieces of different styles, and pupils must to discover, by means of another questionnaire, what emotions they felt and whether they like (or not) the musical proposal.

In this research we determine to analyze five types of emotional response: joy, sadness, fear, anger and surprise; based on the different classifications of the basic emotions.

The eight musical fragments were of different styles ("classical", pop, BSO, ...) and for their selection a validation was carried out with the collaboration of four musicians.

The results show that the students hardly listen to "classical" music and that the music they listen to is modern or pop music. This fact leads us to think about the importance of including this type of music in school, to promote their hearing and contribute to increase the younger listeners in the auditoriums. We have also found that, in general, they do not like instrumental music (without lyrics). This disagree was shown when we asked them to give a title to each of the excerpts and it is precisely with pure music that they had the most difficulties. Perhaps, the presence and understanding of the lyrics helps and motivates them to identify with an emotion and to be able to title the musical extract. In addition, as in the study conducted by Buzzian and Herrera (2014) [14], students prefer and identify mostly with the emotional response of joy.

As Saarikallio (2017) [15] points out, one of the functions of music in adolescents is relaxation, playing an important role for his well-being. In this case, the answers obtained about the music that they listen to relax were varied and we believe that they are conditioned by the different ways of conceiving relaxation: as a state of calm and quiet moments, but also as a moment of release and disinhibition.

Another aspect that we must highlight is that, in general, they associate negative valence emotions with music that they do not like. We have found that there is a certain rejection towards "classical" music. Arévalo (2009) [16] points out that young people consider this type of music obsolete and archaic. That is why we should reflect on the revitalization in the classrooms of these musics that the students do not reach due to ignorance and unfamiliarity.

4 Conclusion

Music, and specifically music listening, is an excellent tool for emotional development in primary education classrooms. Through musical listening, students can identify their emotions (emotional awareness) and change their mood (emotional regulation). We have seen, as in the study by Nieminen, Isto, Brattico and Tervaniemi (2012) [17] that children are able of making emotional and aesthetic judgments of unknown musical pieces.

Therefore, music listening, contributes to the emotional development of students and implies the development of the aesthetic sense and critical judgment and enables us to increase the musical horizons of the youngest. In addition, we can affirm that the approach of emotions through music helps the understanding of musical works as a "complete musical fact" (Maizières, 2018), since music integrates physical, cognitive, social and emotional dimensions, hence its powerful for the develop to affective world of the child, in a playful and motivating way.

References:


Characterization of the teaching representations of university professors about argumentation as a promoter of critical thinking in first-year students

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Abstract:-The objective of the current investigation is describing the educational representations that university teachers have on the approach of the argumentation, as a linguistic cognitive skill, that promotes critical thinking in first year students who participate in academic leveling programs. The study is based on a qualitative methodology supported by the application of a quantitative instrument, which in this case is the CoRe questionnaire (content representation), that acts as a tool of inquiry and evaluation of knowledge about a certain content that allows to recognize, categorize and quantify the representations and assessments made by teachers in terms of the teaching of argumentation and its characteristics, as a promoter of critical thinking. From this perspective, it is possible to distinguish, from a first source, beliefs and practices that are carried out by the teachers of the Bernardo O’Higgins University, in relation to the teaching of argumentation as a promoter of critical and fundamental thinking skills for the professional practice of students. The results of this study, intended to contribute to the analysis and review of teacher self-evaluation processes, as well as institutional, evaluative and pedagogical analysis that accounts for the effectiveness and quality of teaching.

Key – Words:- Teaching Representation – Critical Thinking – Argumentation – Teaching – University professors

1 Introduction

Higher education in Chile during the last two decades has undergone sustained changes, mainly focused on improving the quality of undergraduate training. Based on this, the Chilean State has designed and implemented a series of policies and instruments that promote improvement in the management of Higher Education Institutions (HEIs). These actions have contributed to the redesign and harmonization of the curriculum, generating an academic thinking of innovation regarding pedagogical methods and mechanisms of teaching and student support that allow the institution to adapt to the characteristics and heterogeneity of students who enter the houses of study annually, which as a whole have contributed to the strengthening of the teaching and learning process, positioning the student as a focus of academic training.[1]

Being a quality institution commits universities to the fulfillment and maintenance of high standards of academic performance, sustains a high degree of compliance with the mission and the institutional objectives that it declares, protects the performance of the resources invested and finally enhances the capacity of transformation that the institution possesses, installing a critical, reflective culture and permanent evaluation of its processes. [2]

University teaching, although one of the many institutional factors that influence academic training, has now become one of the fundamental tasks of higher education institutions. The sociopolitical, cultural and economic transformations, added to the massive access to knowledge, call these institutions to reflect on the belief system, values, norms and practices at the base of the teaching, as well as their attempts to adapt to this context, as an way to improve their competitiveness and link with the environment to increase their internal efficiency.[3]

2 Problem Formulation

According to Bruna & Villarroel (2017), it is possible to affirm that teaching is one of the most important components in the training process, since an effective or deficient teaching practice marks the difference in the quality of professional training [4]. What implies to consider that the exercise of teaching is composed of
knowledge (disciplinary content and knowledge of the teaching / learning process), specific skills (communication, methodologies and evaluation), and attitudes (professional ethics, disposition, empathy and intellectual rigor), which must be previously organized and represented, at the same time, in the classroom; elements that distinguish teaching and its organization, as a process of high complexity, due to the multiplicity of factors that converge in the teaching exercise [5]. For this reason, it is fundamental to study the representations, characteristics, motivations and practices in the classroom, from the voice and construction of their own protagonists.

The role of the university teacher is defined "not only as a subject that trains intellectual production, but also as a promoter of the development of critical thinking skills that lead students to be generators of knowledge" [6], which is why need to have, at this stage of training, teachers who can promote the construction of knowledge in their students, favoring the development of cognitive abilities of a higher order, through the formal learning opportunities offered in the classroom.

Faced with the above, it is that the acquisition of linguistic skills and the strengthening of these cognitive structures that tend to the development of critical thinking, has become a challenge for tertiary education, articulating the development of academic processes in pursuit of training of subjects capable of analyzing large amounts of information, questioning and arguing their judgments, is what is expected of HEIs, in response to the demands that arise from the productive society. This materializing in the training of future professionals to act with criteria in the search for solutions to problems related to their field of action, being able to give creative responses to the situations they face and from there being able to produce new knowledge, such as proposed by UNESCO, 2013.[7]

Based on these new challenges that coerce the construction of higher education as a learning community, there is a need to generate spaces, conditions and dialogues that allow each of its members to learn how to learn, develop skills and abilities that ultimately give them tools to face the challenges of the professional life of both students and teachers. Urging them, to be promoters of active methodologies, to guide their work in the classroom towards the preparation of students capable of converting information into useful knowledge, produce new knowledge and evolve to be builders of their own learning, that is, to promote the development of intellectual skills and abilities that contribute to the formation of autonomous, critical and transforming subjects. The concern to level and academically alphabetize their students, has led the IES to install within their undergraduate programs, located mostly at the beginning of the training cycle, workshops and / or courses aimed at understanding and writing, for the purpose of teaching to read, to understand and to write from the discipline, as a strategy of curricular support of insertion to the academy. This type of mechanism contributes to the approval of the subjects, as well as to reduce the high dropout rates that occur in the first two years of training. [8]

Recognizing the importance of the above, it is necessary to write the teaching representations that university teachers have about the approach to argumentation, as linguistic cognitive ability, which promotes critical thinking in first year students who participate in leveling programs, in which the argument is formed as a result of a cognitive activity that drives the development of critical thinking in a planned way [9], using skills such as: analyzing, comparing, evaluating arguments and positions, ranking, contrast, categorize and discuss.

3 Problem Solution

From the implementation of the study and in accordance with its objectives, to explore and describe the teaching capacity that university teachers have regarding argumentation as a cognitive linguistic skill that promotes critical thinking, allows us to know what teachers know about argumentation as content, and from that, if they know how to teach it as a linguistic cognitive skill that promotes the development of critical thinking in the context of professional training.

In this sense, to describe the representations of these university professors about the teaching of argumentation as a skill, in first-year students who participate in leveling programs, account for those variables and categories that influence the teaching process of this skill and at the same time, it allows identifying internal factors that affect the ability of the teacher to approach this content.

In the same way, the real needs recognized by university professors will be determined, as elementary ones, to broaden their knowledge and teaching of argumentation as linguistic cognitive content and the ability to promote the development of critical thinking.
Then, we will distinguish what are the preconceptions that teachers show about what students should know or master the argument, as content and linguistic cognitive ability, depending on the degree of autonomy that implies the mastery of this skill at different educational levels.

Later, this will allow contrasting the expectation of the teacher with the degree of mastery that the student has regarding their formative moment, as well as identifying the forms of training declared by the teacher, based on the construction and appropriation of knowledge, for the achievement of those learning objectives that pursue the training of responsible professionals who participate in socio-professional decisions through critical thinking.

Finally, understanding the teacher as a fundamental agent in the development of critical thinking, this study will contribute in the reflection of the teaching exercise for the improvement of teaching methodologies, incorporation of reflexive and systematic self-evaluation processes, and the lifting of learning communities of teachers, that as a whole allow the collaborative, analytical and proactive work of the classroom practices, framed in the demands and challenges of the XXI century.

4 Conclusion

Characterizing the teaching representations around the argumentation as content allows to identify the attributes they have regarding the way of teaching, explicitly, argumentation as cognitive linguistic ability, from the disciplinary perspective that defines professional training, a situation that implies adapting to a new formative context and therefore to the new demands that arise from it.

Within the inputs to reflect and contribute to the discussion of internal processes of the university such as teacher support and adjustments in the syllabus of the leveling program, it is important to consider that when a student enters the university, the expectations they build around their academic performance, they take it for granted that they are able to argue properly according to the profession they have chosen. In circumstances that should be expected, according to Carlino, 2013 [10] y Castro & Sánchez, 2013 [11], it is that they learn the different ways of arguing from specialized cultures, and at the same time use these processes of argumentative production, as tools of appropriation of the knowledge of their discipline. This is reflected in the variety of tasks related to the argumentation that students are required to produce, in higher education contexts, and which require that they be able to respond and give their reasoned opinion before issues, questions and problems of the discipline that be controversial, according to Báñales et al, 2015.[12]

In this context, it is also possible to conclude that although teachers who work with university students can be experts in their disciplinary subjects, they have not necessarily been trained in competences for the explicit teaching of argumentation, and therefore, as Andrews points out ( 2009); Beaufort, (2007); Gottschalk & Hjortshoj, (2004); Thaiss and Zawacki, (2006), can present difficulties when designing, sequencing tasks, facilitating aids or scaffolding, teaching specific argumentation techniques, evaluating and giving feedback to the argumentative production generated by the students.

Bañales et al. (2014), points out that university students consider the learning of disciplinary argumentation competences important in the context of their professional training, corroborating the need to be literate in this aspect explicitly throughout their academic trajectory [13]. Declaring in this context needs referred to understand the tasks and inquiry questions linked to the disciplinary argument, recognize the characteristics related to the argumentation in the academic culture, know how to evaluate without using personal insights and question the knowledge of the experts without assuming it as an absolute truth. Therefore, knowing the discourses of teachers who take classes in the first year of university, and who work in leveling programs that address the work of cognitive-linguistic skills, such as argumentation, reaffirm the relationship that this content has with the academic literacy understood as a process of high relevance that begins in the first year of university and the relationship of argumentation content with the development of critical thinking.

References:


Abstract: - This study shows the pedagogical knowledge of the content developed by primary school teacher training students, after the application of a didactic proposal that included content related to the nature of science in their training curriculum. The average scores reached in the Opinion Questionnaire on Science, Technology and Society - COCTS and in the Content Representation-Re-Co matrix, instruments used in the study, showed that explicit and reflective teaching of aspects of the nature of the science, gives future teachers greater elements to contextualize the contents to work with children.

Key – Words: - Nature of science – Pedagogical Content Knowledge – Teacher Training – Science Teaching – COCTS

1 Introduction

The need to have citizens who can understand the functioning of the world and make decisions for their personal and social life, makes it urgent for the school to contribute to the development of thinking tools that allow them to contribute significantly to the growth and sustainability of their society. And in this, science is its ally par excellence, since its learning prepares students to make decisions, solve problems, live in solidarity with people and responsible for the environment (Calagua et al., 2016) [5]. However, even in classrooms, many teachers continue to focus their efforts on the transmission of definitive and irrefutable scientific knowledge, which is not very useful for the daily and personal use of children and young people, leaving aside the content on science. These contents about science are those that cover the nature of science and are absent in the teacher training curriculum of Peru.

The research presented below, has aimed to analyze to what extent the teaching of aspects related to the nature of science improves the pedagogical knowledge of the content of primary school teacher training students.

2 Problem Formulation

The period of teacher professional training is the time in which the vision of knowledge, the learning processes of students and the lines of action that can be developed in the classroom are presented. These epistemological frameworks, of learning and teaching of the future teacher, merge with their own identity, their personal and professional history and their daily experiences, constituting the teacher's knowledge, which although it is not divided (Tardif, 2004) can be distinguished in it four broad categories: general pedagogical knowledge, content knowledge, pedagogical content knowledge and context knowledge, following the proposal given by Grossman in 1990 (Salazar, 2012) [13], [10].

From these categories, the pedagogical knowledge of the content proposed by Shulman (1986), acquires special relevance in the teaching of science, for allowing to understand how the subjects are organized to be taught according to the interests and abilities of the students (Tamayo and Orrego, 2005) [11], [12]. However, despite research and advances in science teaching, it is still common for science classes to continue promoting memory learning, characterized by an operational presentation of science, where abusive use of formulas for explain very elaborate concepts that make little or little sense to students (Vilches and Furió, 1999) [20]. It is necessary for this, to bring future teachers to knowledge about science, which shows a close and current science, not alien to the problems that are experienced in society, which promotes in future teachers the taste and interest in their study.

This knowledge about science is what the nature of science contains, a meta-knowledge about science, which goes beyond the results of science itself (Vázquez et al., 2004) because it covers the way in which the science is produced and validated. scientific knowledge, the values that imply their activities, the relations
between science, technology and society, the social relations within the scientific community (Acevedo and García-Carmona, 2016) [18], [3]. The nature of science is, in turn, a basic domain of knowledge of every science teacher (Tamayo and Orrego, 2005), since its teaching helps to understand the problems of today’s society and allows it to make informed and responsible decisions related to the management and control of the world, its immediate environment and its own body (Macedo, 2008; Martín 2017) [12], [7], [9].

In this sense, the study presented below, was raised as a question: To what extent does the teaching of the nature of science improve the pedagogical knowledge of the content of primary school teacher education students?

3 Problem Solution

Based on the problem outlined, it was considered to characterize the research as an experimental study, of the type of pre-test and re-test with a single group, whose sample was made up of the fourth-year teacher training students of the primary education specialty of a teacher training institution of Lima, Peru. The students of the sample were organized in pairs attending the ways of execution of the pre-professional practice in the primary level.

To determine the pedagogical knowledge of the content developed from the explicit and reflective teaching of the nature of science, the average of the average scores achieved in 21 questions of the Opinion Questionnaire on Science, Technology and Society - COCTS (Manassero et al., 2004; Acevedo et al., 2002a; 2002b; Vásquez et al., 2006a; 2006b; 2006c; Vázquez and Manassero, 2012), with the assessment of the Re-Co Content Representation matrix (Loughran et al., 2004), prepared before and after the application of the didactic proposal, which are shown in the following table [8], [1], [2], [15] [16], [17], [19] , [6].

<table>
<thead>
<tr>
<th>Coupe</th>
<th>COCTS Pre-test</th>
<th>COCTS Re-test</th>
<th>COCTS Before</th>
<th>COCTS After</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-0.014</td>
<td>-0.003</td>
<td>1</td>
<td>-0.014</td>
</tr>
<tr>
<td>2</td>
<td>-0.181</td>
<td>-0.019</td>
<td>2</td>
<td>-0.181</td>
</tr>
<tr>
<td>3</td>
<td>-0.006</td>
<td>-0.003</td>
<td>3</td>
<td>-0.006</td>
</tr>
<tr>
<td>4</td>
<td>0.049</td>
<td>0.046</td>
<td>4</td>
<td>0.049</td>
</tr>
<tr>
<td>5</td>
<td>0.048</td>
<td>0.034</td>
<td>5</td>
<td>0.048</td>
</tr>
<tr>
<td>6</td>
<td>-0.078</td>
<td>0.032</td>
<td>6</td>
<td>-0.078</td>
</tr>
<tr>
<td>7</td>
<td>0.042</td>
<td>0.074</td>
<td>7</td>
<td>0.042</td>
</tr>
<tr>
<td>8</td>
<td>-0.150</td>
<td>-0.081</td>
<td>8</td>
<td>-0.150</td>
</tr>
<tr>
<td>9</td>
<td>0.004</td>
<td>0.058</td>
<td>9</td>
<td>0.004</td>
</tr>
<tr>
<td>10</td>
<td>-0.027</td>
<td>-0.002</td>
<td>10</td>
<td>-0.027</td>
</tr>
<tr>
<td>11</td>
<td>-0.068</td>
<td>0.004</td>
<td>11</td>
<td>-0.068</td>
</tr>
<tr>
<td>12</td>
<td>0.015</td>
<td>0.056</td>
<td>12</td>
<td>0.015</td>
</tr>
<tr>
<td>13</td>
<td>-0.071</td>
<td>-0.028</td>
<td>13</td>
<td>-0.071</td>
</tr>
<tr>
<td>14</td>
<td>-0.013</td>
<td>0.009</td>
<td>14</td>
<td>-0.013</td>
</tr>
<tr>
<td>15</td>
<td>-0.060</td>
<td>-0.025</td>
<td>15</td>
<td>-0.060</td>
</tr>
</tbody>
</table>

Table 1. Results obtained by each couple before and after the application of the didactic proposal.

The results show that, although the averages obtained in the retest are optimized in 86.6% of the couples, they are still very close to zero. However, 80% of couples improve their pedagogical knowledge of the content, although it only becomes Excellent in a couple that is equivalent to 6.6% of the sample. To have a clearer vision of the specific contribution that each item makes to the weighted global index, table 2 is presented that shows the detail of the attitudinal indices of each appropriate, plausible and naive category, obtained in the pre-test and re-test.
<table>
<thead>
<tr>
<th>Item</th>
<th>Weighted Global Index</th>
<th>Adequate</th>
<th>Plausible</th>
<th>Naive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Re-test</td>
<td>Pre-test</td>
<td>Re-test</td>
</tr>
<tr>
<td>1011</td>
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<td>0.153</td>
<td>0.530</td>
<td>0.457</td>
</tr>
<tr>
<td>1011</td>
<td>0.028</td>
<td>0.060</td>
<td>0.534</td>
<td>0.457</td>
</tr>
<tr>
<td>1021</td>
<td>0.051</td>
<td>0.001</td>
<td>0.586</td>
<td>0.276</td>
</tr>
<tr>
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</tr>
<tr>
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<td>0.170</td>
<td>0.750</td>
<td>0.716</td>
</tr>
<tr>
<td>3011</td>
<td>0.066</td>
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<td>0.461</td>
</tr>
<tr>
<td>4011</td>
<td>0.170</td>
<td>0.226</td>
<td>0.453</td>
<td>0.405</td>
</tr>
<tr>
<td>4051</td>
<td>0.222</td>
<td>0.227</td>
<td>0.675</td>
<td>0.629</td>
</tr>
<tr>
<td>5011</td>
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<td>0.172</td>
<td>0.345</td>
<td>0.595</td>
</tr>
<tr>
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<td>0.069</td>
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<tr>
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<tr>
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<td>0.115</td>
<td>0.190</td>
<td>0.233</td>
</tr>
<tr>
<td>6041</td>
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<td>0.463</td>
</tr>
<tr>
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<td>0.154</td>
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<td>0.784</td>
</tr>
<tr>
<td>7051</td>
<td>0.082</td>
<td>0.093</td>
<td>---</td>
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<td>0.164</td>
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<tr>
<td>9021</td>
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<td>0.315</td>
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<td>0.569</td>
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<td>0.095</td>
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<td>9062</td>
<td>0.003</td>
<td>0.014</td>
<td>0.534</td>
<td>0.569</td>
</tr>
</tbody>
</table>
Table 2. Normalized attitudinal indices (-1, +1) corresponding to the sample responses regarding each item and category of COCTS applied in the pre-test and re-test

As shown, both in the pre-test and in the re-test, item 20511 that corresponds to the influence of society on science / technology obtained the best average, while item 90611 of the subject nature of scientific knowledge, shows the lowest weighted global index. It is relevant that the perceptions on these issues remain as predominant in both their positive and negative values even after the didactic application, showing how ingrained this knowledge is in the students who formed the sample. This result coincides with those obtained by Tecpan and Zavala (2012) in a study conducted with science professors who were pursuing postgraduate studies [14].

4 Conclusion

The improvement, although slight, in aspects related to the nature of science, changed the possibility of teaching in the students of the sample, by offering them greater elements to contextualize. In this regard Bennàssar et al. (2007) postulate that even less affordable curriculum concepts can be adapted through their social, technological and scientific contextualization, in accordance with the principles of the nature of science [4]. The aspect of greater evolution in the students of the sample, was given in the orientations of the teaching, going from focusing their objectives in the acquisition of concepts to the application of the same. However, there is a tendency not to establish relations of inference about the previous ideas of their students and the actions they postulate in the classroom to cause real learning in them.

The results constitute a valuable contribution to give meaning and coherence to the role of future primary school teachers, as there is a tendency to prioritize courses such as mathematics and communication, leaving science relegated and thereby losing all the contribution that its teaching allows the child from ages early.

References:


Drafting course handbooks

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Abstract: The course handbook is the document that specifies all of the relevant aspects of a university degree programme or course. This document describes the learning objectives, the skills to be acquired, the curriculum, the methodology and the reading list.
This article covers the essential requirements for the correct drafting of a University of Oviedo course handbook, as well as the administrative steps encountered throughout the approval process.

Key – Words: Drafting – Handbook – Course – Fields – Approval

1 Introduction

Developments in information and communications technology have forced educators to adopt teaching methodologies that go beyond just a blackboard, a transparency and a book [1]. This new way of planning university courses is implemented via the “learning handbook,” which over time has been renamed as the “course handbook.” The first universities to require course handbooks were distance education centres [4]. The first references to the essential requirements for a distance learning course handbook date from 1993 [2].
The course handbook is the document that directs the study process, bringing the educational materials in line with students’ own cognition so that they can work through them autonomously [3]. For a course handbook to be well drafted, it must be highly motivating and student-oriented, so as to kindle their interest in the subject or course. As such, this article covers the essential requirements for the correct drafting of a University of Oviedo course handbook, as well as the administrative steps encountered throughout the approval process.

2 Problem Formulation

For universities that have signed on to the requirements of the European Higher Education Area (EHEA), the course handbook is a document detailing the plans for each course. This document is for the benefit of both (1) the professor, as the plan that expresses all of the aspects that students need to know in order to pass the course; and (2) students, as the reference that will allow them to optimize their work and get the most out of the teaching-learning process.

This official document performs the following functions:
It is the medium through which a university makes public its course offerings, along with the course content, the expected learning outcomes, the teaching-learning activities and the evaluation criteria.
It is an information tool, as it lays out what students are expected to learn, how they will learn it, and how and under what conditions they will be evaluated.
It is a learning contract expressing the instructor’s commitments on various issues such as course content, teaching and evaluation methods, etc., which will be developed throughout the duration of the course.
It constitutes a transparent teaching plan since, at the end of the course, students will be able to compare whether the course has met the objectives and plans contained in the handbook.
Now that we have seen the functions carried out by the course handbooks, we will go on to define the fields needed in order to organize all of this information.

3 Problem Solution

The standard outline for University of Oviedo course handbooks contains ten main points. Below we will briefly examine each one of these items:
Course and instructor information: basic information on the subject matter and teaching team. Information commonly found in this section includes course title, materials, module, code, area, degree programme, centre, type (core or elective), year offered and number of ECTS credits. Instructor information should include head
instructor or coordinator, department(s) involved, field(s) and each instructor’s contact details (phone and email).

Course contextualization: the course should be contextualized within the overall degree programme, highlighting the interest of the subject matter to be addressed.

Prerequisites: coursework students should or must have already completed in order to enrol in the course.

Skills and learning outcomes: the overall knowledge, values and attitudes that a person possesses or has acquired, and which they use in a given context, giving rise a set of skills and knowledge that in turn yield a form of know-how. They are related to the ability to understand the basic principles of the profession and to apply them in practice.

Content: this is another term for the course syllabus.

Methodology and work plan: the coherent set of techniques and actions logically coordinated in order to guide students’ learning toward specific outcomes.

Career orientation for each course: aimed at making students familiar with possible career opportunities related to the course.

Commitment to defend and protect the environment: involves helping students understand the importance of a firm commitment to environmental conservation and protection, and the pressing need to care for the planet, nature, animals, forests, the oceans and water in general.

Learning evaluation: the real, assessable results that students are expected to achieve by the time they have completed the course.

Course readings: aimed at offering students the basic readings they will need for all sessions both on and off campus, along with complementary readings as a reference or in order to reinforce or expand their understanding of the subject matter.

Fig. 1 summarizes the fields to include in University of Oviedo course handbooks.
As mentioned above, a course can have one or several instructors. Should there be just one, this person will automatically be the head instructor and course coordinator. However, when a course is taught by several instructors, only one of them will be chosen as coordinator. The coordinator is in charge of ensuring that all instructors are aware of the work plan to be implemented so that the methodology is fulfilled in the relevant time frame (semester or year). In this way all instructors will teach the same content on the established dates.

Another task of the course coordinator is to keep the course handbook up to date. This is carried out on a yearly basis, and involves updating the course content, the learning evaluation system, the reading list, etc.

For approval, the course handbook must be reviewed first by the Department Board and then by the Quality Committee of the centre where the class is taught. Should it fail to meet one or more of the quality standards set out by either of these two internal bodies, the course coordinator must correct the required fields before the handbook may be published.

4 Conclusion

This paper discusses the requirements that every University of Oviedo course handbook must fulfil. It defines a total of ten mandatory fields to include when drafting the handbooks. Course handbooks are drafted and kept up to date by the course’s coordinator or head instructor. The Department Board and the centre’s Quality Committee are responsible for assessing the suitability of each handbook.

Should a course handbook fail to fulfil the minimum requirements established by the university, it must be corrected prior to publication.

References:


Oral expression at University: a set of indicators for its assess

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Abstract:- Oral expression is an essential key competence in higher education from the professional development perspective. The didactic dimension of the oral expression implies four components: a) linguistic correctness b) clarity and consistency of oral texts c) personal characteristics and d) empathy or self-confidence. However, the scientific evidence shows a diffuse and unsystematic usage in the university teaching. In this sense, one of the main limitations is its evaluation. The definition and design of rigorous evaluation indicators is an ongoing challenge in the teaching field. Therefore, the aim of this study was to identify a set of indicators to evaluate oral expression at university. The method study combined two strategies: a documental analysis was conducted to obtain relevant literature from international data bases (SCOPUS® - Elsevier® & WoS® - Clarivate Analytics®) and an expert group (n=10) was applied to validate the set of indicators. The results founded were an original set of six indicators: 1) Identification of oral text to be elaborated; 2) Selection of the necessary information; 3) Cognitive and metalinguistic structuring of the oral text; 4) Formal correction; 5) Semantic adjustment of the oral text elaborated and 6) Characteristics of the speaker’s psychological profile. In sum up, this proposal allows to establish an adequate way learning results and the elaboration of a formative rubric of evaluation.

Key – Words: Communicative competence – oral expression – general skills – higher education – learning

1 Introduction

The approach to the teaching and learning of the transversal skills and competences is a key challenge at university. The European Higher Education Area has driven education reform that have tended to promote the pedagogical usages of the transversal skills and competences (EU, 2018; Glasbeek, 2019). This is due to the transversal skills and competences are an essential factor for the student's professional and personal development, and the teachers agrees. In fact, these competences are included in the teaching guides of all the subjects of all the degrees of European universities and no voices have been raised against them (Alonso-Martín, 2010). Among these competences we emphasize the communicative and more specifically the dimension referred to the oral expression. Speaking in public, expressing opinions aloud, describing, exposing, narrating or arguing in a justified manner is, without a doubt, a required skill in any academic and professional field. However, it is important to consider how their acquisition and development in the teaching practice is addressed.

There are different experiences that range from a direct and systematic treatment in the classroom to its non-absolute approach, including its inclusion in the tutorial action program or anecdotal treatment through suggestions or guidelines once the oral expression activity has been carried out. Among the examples of systematic treatment, we find those degrees that in their curriculum, have a subject of oral expression, as is the case of degrees such as Journalism or Audiovisual Communication. It is also worth noting their teaching and systematic learning in subjects of degrees that require especially the development of this competence as in some subjects of the degree of Law (Galván-Bovaira, Sánchez-Santamaría & Manzanares, 2019). Some universities have tried to respond to this requirement by including the learning of oral expression in their tutorial action program. For example, the Pompeu Fabra University (2011) offers students an oral expression learning guide. This learning instrument allows students to assess the degree of development of the transversal skills and competences. Other example: the University of Castilla-La Mancha (Spain) have created a complementary training: Aula de Competencias Transversales (UCLM, 2019) through student’s volunteer online courses. In all cases, the clarity, the coherence and the fluency are used for the elaboration and emission of oral texts.
2 Problem Formulation

According to the introduction, there are two different conceptions in relation to study the oral expression at university: firstly, the oral expression is an own area of scientific knowledge due to its generic nature. In this case, it would be about learning to communicate, acquiring the ability to construct an intelligible discourse as general strategies. Later, the learned skill would be applied to academic and professional situations making the appropriate adjustments. Secondly, the acquisition and development of oral expression is to start from the context of a specific area of knowledge by adopting criteria of functionality. Thus, the learning would be circumscribed to the environment of a subject in order to work on the preparation of oral texts related to the specific competences of the different subjects.

From this second approach, in a previous study conducted at the University of Castilla-La Mancha (Galván-Bovaira, Sánchez-Santamaría & Manzanares, 2019) the teachers of the Cuenca campus were asked, through a survey, about the teaching of the competence of oral expression. In addition to how they defined it and what they thought were its components, they inquired about how they approached it in their subjects. The results showed that the important part of teachers recognized that, despite knowing that this competence was included in their teaching guides, they attended it, when they did, through suggestions and corrections once the activity where that oral expression had occurred was completed. It means that even when the instructional design envisaged the development of these activities, learning outcomes and systematic evaluation of oral expression contents had not previously been defined. It was also found that the components of this competence were too general, and they did not help to discern what the contents could be worked. The clarity and the coherence are elements essential in an oral text to be understood an interlocutor, but it is not enough. This places us in the need to establish denotative indicators of oral expression in order to specify the objectives for its work and evaluation.

3 Problem Solution

In order to fulfill the objective of this study, a literature review from the functional theories regarding acquisition and development of oral expression has carried out. Two databases were consulted: SCOPUS® - Elsevier® and WoS® - Clarivate Analytics®. In this review, up to four different approaches have been identified, each of which points out certain defining indicators on the oral expression (table 1):

I. The perspective of language teaching (Lomas, 2014; Vilà, 2018). The order and the organization area established as fundamental components to provide the oral text with coherence and clarity and thus ensure understanding by the interlocutor. It be complemented with linguistic correctness as language form and empathy to establish the relation to the audience.

II. Conversation in the classroom as a learning mediating tool (Waite, Jackson & Diwan, 2003; Sánchez-Cano, 2009; Walsh, 2013). Its principal components are: The work in small groups as the backbone of the learning of oral expression; its indicators would be related to the communicative structure and its management embodied in the alternation of turns and active listening as well as the teacher's performance as a guide to the cognitive process for the construction of discourse.

III. Public speaking for professionals. It brings together a whole range of training and bibliography aimed at marketing experts (Hernández & García, 2004; Álvarez, 2012) in which persuasive ability is a determining factor in their job success. That is why in the indicators of oral expression is decisive the relation to the interlocutors as well as non-verbal communication, suprasegmental aspects of language such as timbre and volume and what they call narration as an explanation of the product.

IV. Conversational methodology (Del Rio, 1995; Gràcia et al, 2015; Del Rio, Calvet, Galván-Bovaira & Sánchez-Cano, 2016). This approach is included within the so-called functional theories of the development of oral language. The functions of the oral language from a pragmatic perspective and deepen both metalinguistic and cognitive aspects in oral texts are studied. From this approach, learning, for example, to give information as a function of language, requires identifying type of message that the speaker wants to transfer to the interlocutor in order to decide what type of oral text needs to be elaborated: descriptive, argumentative, explanatory or others. If the communication is to obtain information, it will be necessary to learn to build good interrogative oral texts or what is the same to learn to make good and timely questions according to the information sought. Thus, the reflection on language and the application of thinking and reflexive learning strategies (Sabariego, 2018) constitute in this approach necessary indicators for oral expression. The strategies
of information selection depending on its objective and the structuring of information following an order marked by the type of oral text together the communicative needs. They are the cognitive guidelines to follow. The management of communicative space is also defined as the competence of oral expression.

Table 1. Summary of the approaches to the development of oral expression and defining indicators

<table>
<thead>
<tr>
<th>Approach</th>
<th>Authors</th>
<th>Goal</th>
<th>Activities</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactics of oral language (LO)</td>
<td>Vilà (2018)</td>
<td>Oral language study in the initial and continuous training</td>
<td>Reading out loud, Debates, Oral presentations, Use oral language in formal and informal contexts</td>
<td>Clarity, Coherence Correction, Fluency, Empathy</td>
</tr>
<tr>
<td></td>
<td>Lomas (2014)</td>
<td></td>
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<tr>
<td>Conversation in the classroom</td>
<td>Walsh (2013)</td>
<td>Communicative interaction in formal educational context</td>
<td>Conversation between students and teachers</td>
<td>Shifts alternation, Respect, Reflect to elaborate oral texts</td>
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<tr>
<td></td>
<td>Sánchez-Cano (2009)</td>
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<tr>
<td></td>
<td>Waite, Jackson &amp; Diwan (2003)</td>
<td></td>
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<tr>
<td>Public speaking for professionals</td>
<td>Álvarez (2012)</td>
<td>Training professionals to communicate effectively</td>
<td>Analysis of presentations</td>
<td>Public connection, Narration, Non-verbal communication, Voice bell, Volume</td>
</tr>
<tr>
<td></td>
<td>Hernández &amp; García (2004)</td>
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</tbody>
</table>

Thus, all indicators identified make up the elaboration of the oral discourse in each approach. The first proposes the clarity and the coherence without specifying the pattern of endowing a text of intelligibility. The last refers to cognitive strategies. It provides the sequence to develop it. On the other hand, the formal and suprasegmental aspects are inseparable from this pragmatic dimension in which we situate ourselves; undoubtedly linguistic correction is an essential condition for communication as well as a good projection of the voice with a timbre and volume adjusted to the conditions of the interlocutors. Further, it should be considered the shifts alternation or to know how to listen to what the other has to say to us from the management of communicative space. Lastly, other components as personal aspects related to the connection with the audience, to capture and maintain their attention can be clearly a priority in pedagogical uses of oral expression at university. Therefore, the set of indicators can be defined oral expression are: 1) Identification of oral text to be elaborated; 2) Selection of the necessary information; 3) Cognitive and metalinguistic structuring of the oral text; 4) Formal correction; 5) Semantic adjustment of the oral text elaborated and 6) Characteristics of the speaker’s psychological profile.

4 Conclusion

In the society of the 21st century the professional learning of oral expression as a transversal competence implies an authentic educational challenge. Reading and writing have occupied and occupy a preferential place in the concerns of teachers who see in higher education the difficulties that often and according to degrees, students. However, the oral expression is blurred in this scenario in which more than one reader remembered
having written in another time 50 times or perhaps more, "I will not speak in class". Oral expression has been absent from the study plans within the Spanish educational system until the General Organic Law of the Educational System (LOGSE, 1990). Since then there have been many efforts in the classroom and in higher education, the challenge here is the learning of specialized oral expression. A good oral discourse is considered a personal talent in which the intentional learning has played no role. However, this is not the case, oral expression is learned if the proper framework is created. For this, a key question is to decide: firstly, it is going to be confined to the margin of the specific contents of each subject or if, on the contrary, it is going to be linked to them. The answer draws a very different picture by the consequences that result in the instructional design. In the first case it will be necessary to include it in the complementary training offer or to promote in the student body the search for external training to the university itself. If, on the contrary, it is related to the environment of each subject, it will imply a qualitative change for the programming and teaching performance.

On the one hand, it will require a systematic pedagogical work. This will begin with the definition and inclusion of oral expression learning results as well as the design of activities and their evaluation. On the other hand, it will demand to the teacher training to facility the student learning and will allow them to develop better theirs subject. Let's say, for example, the subject of Structural Engineering is into the curriculum of the Bachelor degree of Building Engineering of the University of Castilla-La Mancha. What oral expression should teachers teach in this subject? They teach would be to explain, describe, argue and ask about the building structures. Therefore, it would not constitute anything alien to the area of knowledge, quite the contrary. It seems a logical and functional proposal to promote the oral expression in class and it can be contributed to a better generalization of learning. If oral expression is used in each subject, there is no doubt that our students will be in a better position to develop their skills and transversal competence as the oral expression.

To sum up, we need tools to evaluate the transversal competences as expression oral to know its impact in the university student learning. Our proposal of the set of indicators will allow the design of a formative evaluation rubric. Thus, new research lines are drawn to test the metric quality of indicators.

References:


Musical Groups as an Educational Tool

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Abstract: - In this project, Musical Learning is taken into consideration, from the collective interpretation, as an educational tool which contributes to the entire training of an individual and the educational values. This concept is not a breakthrough, because in Ancient Greece it was believed that music exerted a certain influence on character, mood and ethos (Salazar, 1954), this is why music was included as a part of General Education as a relevant discipline, a prominence that unfortunately is not in current Educational Planning.

In this proposal, an experience developed in an educational center in Tenerife (Canary Islands, Spain) is presented, which, during November 2018 through to May 2019, collective instrumental practices were developed amongst 18 students, between the ages of 7 to 11. The researcher prepared an onsite report where the most exceptional social behaviours were recorded and then analysed to see if they could be determined whether the group's interaction improved or not.

Key – Words: Musical groups – Education in values – Educational tool – Complete training – Micro-societies.

1 Introduction
We are witnesses of an increase in social behaviours which have their origins in the absence of values. Traditionally, it is considered that schools prepare the academic environment for young people to facilitate job insertion and the families, therefore, must take charge of Humanistic Education, providing values and model behaviours to follow to prepare for their social insertion. However, schools and family must work together so that, as proposed by Ortiz (2011), the educational system is reinforced with the help of both parents.

We find ourselves before an insurmountable obstacle; we can also observe that family time is considerably reduced due to long working hours, therefore deteriorating the internalisation of ethical and moral values, which get passed down from generation to generation simply by mere imitation. The family, which has traditionally been the first social training environment (Musgrove, 1975), seems to be gradually reducing this learning time.

We live in a changing society, to paraphrase Bauman (2010), a world that is in constant evolution in which values and structures are dissolved, a liquid society which adapts its shape to that of the container that holds it. A succession of necessary modifications which generate new beginnings and bring forth new endings. This project is a proposal to bring back music as an essential tool into the integral studies of young people, using Orchestras, Choirs and Music Bands which are, in effect in themselves, micro-societies in which we are able to train for life.

2 Problem Formulation
As mentioned earlier in the introduction, family leisure time is not favoured by long working hours. The increase in working hours of the parents has a direct impact on the necessity of enrolling children in extracurricular activities, due to the impossibility of going to pick them up from school.

The need to undergo training in areas considered essential (such as languages, sports, new technologies, amongst others) is essential for the insertion into a competitive society and work environment, which demands more training in many of these areas, this, however, reduces a great deal, the amount of time for talking, enjoying or even sharing family experiences (de León, 2011).

It seems that an agreement has been reached to consider that it is in the infant stage, where social and adaptive skills are established, pro-social behaviours, emotional regulation, conflict management and resolution (Alonso-Jartín and Chao-Fernández, 2018; Cuervo, 2010). The temperament and growth in the parenting style directly influence the socio-emotional adjustment (Ato, Galíán and Huéscar, 2007), to which a democratic parenting style generates an adaptive capacity, while an authoritarian one leads to an increase in insecurity.
(Richard, 2005). To the style of parenting, there is a substantial reduction in the quantity and quality of family time, which means that the school, partly assumes the education of values.

It is appreciated that in this society, a generalised absence of values and, even though in education these values are a priority in the Educational Projects, research into how this problem is addressed, from the point of view of Music Education, is extremely scarce. The reason why being that this paper intends to offer new contributions to the development of moral values, with the intention to generate social change (Gisbert, 2017). Music education is a tool with a driving force of education in values (Conejo, 2012), available to the teaching staff with the intention of promoting the acquisition of skills.

3 Problem Solution

In this project, steering well away from limiting ourselves as only an observer to the problem, it is intended to provide a possible tool to improve and acquire the values in young people. It would be a way to learn, based on the collective experience, through the micro-societies established in Musical Groups.

From the point of view of the participant, as a qualitative method of research, the informants will interact with the researcher and the exchange of information will allow the collection of data through an onsite report, without that uncomfortable feeling of intrusion (Taylor and Bogdan, 1984).

Being a group member, acquiring work habits, learning to respect colleagues, empathising when errors are made and evaluating the collective result, are some of the objectives set up at the beginning of the experience, and will show the result of a study with the intention of determining if an improvement is significantly observed along with the musical implementation.

A tried experience was undertaken during the 2018-19 academic year with a group of 18 students aged between 7 and 11 years, in an educational center in the province of Tenerife (Canary Islands). Weekly sessions of one hour of group practice were developed, under the watchful eye of the teacher in charge of making musical arrangements. The teacher was also developing group dynamics intending to hold a concert at the end of May. One of the researchers of this proposal played an active part in the center's teaching team to which the students participating in this experience belonged. She attended weekly sessions, taking notes on the behaviour coming out during musical practice, and attended to social behaviour that the members of the group manifested. The analysis of the collected data between November 2018 and May 2019 showed encouraging conclusions about this type of practice.

4 Conclusion

The group was brought together with students of different levels in musical knowledge. The musical instruments were varied: guitars, violins, saxophones, clarinets, cellos, and piano. There were several minor discussions as the activity began, some members had specific difficulties in managing their frustrations. However, as the sessions and collective work dynamics progressed, an improvement in their relationships could be perceived.

During small breaks made by the teacher, while giving some explanations, the student's behaviour started to be frequently disrespectful; in general, they showed difficulty attending and keeping silent. As time went by, interruptions and their lack of respect were reduced. For example, the teasing of a member who made a mistake, was one of the first signs of improvement, a few weeks after the experience had begun, they had stopped entirely.

The predisposition that students began to show by helping their classmates solve rhythmic or melodic difficulties was extraordinary after the fifth week of the sessions. Interpersonal relationships have been solidifying during the months of the course and which have generated a relationship of collective complicity, where they have participated in celebrations (birthdays, communions, births in the family, etc...) which have established an external link to the classroom, where several members of the group have been observed (specifically, the older ones). When the final concert was held, the group said goodbye with a collective hug and congratulations for their interpretation.

The evaluation of the proposal has been very positive, and all the students have expressed their interest in continuing throughout the next course. The observation and systematic collection of data has allowed us to conclude that the objectives set at the beginning of the experience were reached and that the results would probably be predictably positive if they were developed with other groups, since they coincide with previous
investigations, such as those carried out by Chao-Fernández, Mato-Vázquez, and López-Pena (2015) and Chao-Fernández, Román-García, Chao-Fernández (2017).

References:


Abstract:- Knowledge of the evolutionary development of children at an early age, studies on neuronal plasticity, and the application of neuroscientific findings on the functioning of the brain are becoming essential areas of study to be transferred to Early Childhood Education classrooms. These practical applications will generate compensatory mechanisms for learning difficulties and/or disorders and lead to due attention being paid to the current diversity in Early Childhood Education.

Key-Words: - Development – Early Childhood Education – neuroscience – attention to diversity - learning

1 Introduction

Although there are predictable sequences in the development of a child, it should be noted that each child is a unique person and different from the rest, with his or her own biological configuration [1]. In this sense, each child has his or her own way of being, temperament, learning capacity, time to grow up, and family environment, among other factors. All these factors directly influence their learning, degree of confidence, level of autonomy, and knowledge base, among other things. Child development encompasses different fields: motor skills, language, cognition, socialisation, emotions, adaptive capacity [2], [3], [4], [5] and the aim of this chapter is to present these areas and link their knowledge to our initiatives in Early Childhood Education classrooms.

2 Problem Formulation

Infant Education must pursue a twofold purpose: on the one hand, to take maximum advantage of the development possibilities of boys and girls, encouraging them and bolstering them through educational action; and on the other hand, it must provide them with the competencies, skills, habits, and attitudes that may facilitate their subsequent adaptation to Primary Education [6]. This twofold purpose is materialised in more specific goals related to abilities in the areas of motor development, cognitive and linguistic development, development of personal balance, of interpersonal relations, and of social action and insertion. The fundamental question is how to or ganise the experiences and curricular knowledge in which students participate in such a way that they can more easily integrate them into their schemes of meaning and then transfer them to new situations. It is evident that children internalise knowledge better if it is understandable and important for them, if it is part of their environment, if they can apply it in their daily lives, and if they can internalise it, make it their own, they will undoubtedly be able to remember it, and retrieve it more easily [7]. This approach reinforces the need to understand how the brain learns and use it as a key element in education [8].

3 Problem Solution

In this chapter we focus on the evolutionary development to which children are subject from birth to the age of six, a period covered by the Early Childhood Education stage. We will describe which are the fundamental skills in the different areas of child development (motor, communicative, cognitive, adaptive and personal-social), and why they are important to learning. It is evident that it would be very unfair to demand the same things from students who are so different from each other [9], “difference is a fortune that enriches us all” (p. 11), because “the school of differences humanises us, makes us better” (p. 12). Thus, attention to diversity is the cause of justice as it is not a question of having the right to be equal, but of having equal rights to be different. It is fundamental that children feel safe and comfortable in school, creating an environment based on policies of equality, on egalitarian principles, taking into account the needs of all the students, as well as those
of the members of the educational community, fostering in teachers the skills that facilitate their students’ learning through cooperation, and overcoming competitive and individualistic models in favour of cooperative learning models, in which participation and mutual help become the basis of the model, and where students in need of support have the quality care they deserve and to which they are due [10].

It is for this reason that teachers must have in-depth training in the areas of development in the infancy stage, so that they can act directly, and from a very early age, in any areas in which they detect difficulties. The greater their knowledge, the easier it will be for them to perceive any shortcomings and intervene to solve them [11]. This confers on teachers and educators an unavoidable responsibility since, as Rousseau declared, it is the child who is at the core of the educational process, the adult is responsible for possessing the methodological and didactic resources, the knowledge of the particularities of each phase of development, and being able to bolster the capacities and qualities of each child through the careful selection and design of didactic actions [5].

4 Conclusion

Education poses a great challenge, since the fundamental aim of the educational process is to promote the integral and harmonious development of children’s personalities [12]. The importance of education is evident in the development of the person, and it is in ECE when the bases for a correct and complete evolution take root. Capacities, aptitudes, strategies of all kinds (learning, conflict resolution, coping, etc.), abilities, personality, etc., are all forged in this initial stage [13]. It is for this reason that if children receive adequate attention, they will achieve greater achievements in the different skills: cognitive, communicative, affective, social, motor, and adaptive, and this will lead to greater success, not only in learning, but in their future life and in all spheres: professional, personal, affective, etc. The classroom should always implement programmes that act comprehensively in all areas of development [5]. We should not work exclusively by means of a motor activity, or a memory exercise, or a self-control technique, etc., but rather take advantage of each of the actions that we carry out in the classroom routines to work on all of them, promoting integral learning. This is one of the main goals of IE and only if our teachers have a deep and extensive knowledge of both the developments in IE and of different educational practices that have been properly substantiated to promote comprehensive and meaningful learning will it be achieved.

In this sense, we proceed to describe how to address the diversity of students in Early Childhood Education respecting and considering the evolutionary and biological aspects that characterise the profile of this student body, based on generating appropriate educational care that promotes the comprehensive development of all children while respecting diversity and, in turn, addressing individuality. In this sense, as some authors propose, and supported by neuroscience [14], [15], [16], [17], we will deal with important issues related to neurodevelopment by seeking its application in the field of education and presenting pedagogical strategies based on knowledge of brain functioning and brain plasticity as a compensatory mechanism for learning related disorders [8].

References:


Active Learning with a Reflective Process: a teaching innovation to increase responsible consumption in the student body

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Abstract: - At present, trade on an international scale is a reality, accompanied by all the advantages that this implies, but, among the disadvantages, there has been an exponential growth in the appearance of fakes, illegal of different products, piracy and illegal e-commerce. The new generations, digital natives, handle their devices with total dexterity, but what is not so clear is if, when surfing, they are sufficiently aware of the risks of the consumption of fakes, copies of products or fake pages. In this context, the research question as to whether digital university students are aware of the aforementioned dangers arises. This work, with the use of active learning, presents a longitudinal educational experiment, framed within the matrix of the “Consume the Original. Be Authentic” project carried out jointly with the Asociación General de Consumidores de España (ASGECO – the General Association of Spanish Consumers). Specifically, the activity is linked to the “Consume the Original Program III” (Programa Consume Original III) during the academic year 2017/2018, and to the “Consume the Original Program IV” (Programa Consume Original IV) in 2018/2019 and was undertaken with third year students on the Economics degree course at the University of Alicante (Spain). It is an activity in which students undertake a reflective process on their responsibilities as consumers towards society and themselves. Two instruments are used for the evaluation of educational innovation, a national questionnaire used by ASGECO and an evaluation rubric of fake and real websites. The results have made it possible to verify that with the use of the active learning methodology combined with a reflective process (together with national awareness campaigns), one achieves a greater internalization of the procedures, attitudes and knowledge, which improves responsible purchasing behaviour. Finally, this methodology motivates and involves the student body.

Key –Words: Active learning – reflective process – educational innovation – responsible consumption – fake websites

1 Introduction

Active learning places attention upon the students and considers that knowledge is constructed on the basis of interaction with other individuals, relying on reflection and experiences gained from a given context [1]. Moreover, it is the teaching staff who facilitate learning, structuring the different teaching activities and creating a direct relationship between theory and practice, and, finally, being able to put the theoretical knowledge into practice in different contexts [2]. For active learning to be effective, it is essential that students are involved. To achieve this, it is inevitable that during the process a succession of skills are developed, and those skills as proposed by experts [[3]and [2]] must be the following: 1) plan, 2) contextualize, 3) individual reflection, 4) action / put into practice, 5) collective reflection and 6) continuous evaluation and improvement. In addition, this sequence must be accompanied by the implementation of tasks that imply thought processes of a certain complexity, active collaboration at the time of learning and reflection on your own beliefs and values [4]. By actively reflecting, firstly individually and later jointly, the group knows its successes and failures and each individual can build their knowledge in such a way that their learning is associated with greater responsibility and self-management [5].

The general Association of Spanish Consumers (ASGECO), created in 1980, is a nationwide confederation that brings together numerous consumer organizations and federations having over 383 offices open to the public and over 216,400 members joining forces throughout Spain [6]. Among its aims, those which stand out are: the promotion of various aspects related to consumers, such as sustainable development, protection for consumers against health and safety risks and the protection of their legitimate financial and social interests. Along these lines, the “Consume the Original. Be Authentic” campaign arose in order to raise awareness and
inform individuals of the risks they could be exposed to as consumers, as well as to make them aware of how they could harm the correct development of the economy if they do not act in a responsible manner. The Spanish Ministry of Health, Social Services and Equality, the Spanish Office of Patents and Trademarks, the Association for the Defence of Brands in Spain and the Spanish Agency for Food safety and Nutrition are also participating in the campaign. According to ASGECO, consumers, either consciously or unconsciously, collaborate with the development of certain fraudulent activities, such as the trade in fakes, illegal copies of different products, piracy, or even illegal trade. These activities may, in some cases, put their own safety, health and even life at risk, as in the case of fake medicines, or products which, because they are not original, escape the control measures which guarantee their safety. Moreover, the acquisition of these products is linked to serious socio-economic effects which greatly affect the economy and social structure of any country.

The aim of this educational innovation is twofold; on the one hand to improve the quality of higher education in the field of economics education and, specifically, in a marketing subject in the context of the behaviour of the responsible consumer. On the other hand, it is to expand knowledge and promote a consumer behaviour among students on this subject.

Active learning is evident from the students’ contact with four experts from one of the most important consumer associations in the country, ASGECO. As part of the experiential methodology, it is proposed that the students carry out several activities that demand relatively complicated thought processes, which internalize procedures, attitudes and knowledge, and that, in the context of marketing, improve their awareness of the risks of the consumption of fakes and copies of products, as well as illegal trading on the Internet. The experiment makes students actively participate while learning and questioning their own beliefs and values regarding social responsibility issues.

2 Problem Formulation

This work shows a teaching innovation action where the research carried out is of an exploratory type, therefore, no initial hypothesis is stated [7]. The research questions posed are: to what extent can university students distinguish between real and fake websites?; to what extent can they be considered, or are they in fact, responsible consumers?; does the use of the active learning methodology increase student awareness of responsible consumption?, that is to say, has there been a greater internalization of the processes, attitudes and knowledge which improve responsible consumption through marketing?

3 Problem Solution

Description of the context and the participants. To put the experiment into practice, the 3rd year “Fundamentals of Marketing” group, from the Economics degree course at the University of Alicante (UA) during the academic years 2017/2018 and 2018/2019 undertook the “Consume the Original. Be Authentic” workshop within one of the syllabus blocks on consumer behaviour.

Instruments. The evaluation of this educational innovation has been carried out using several instruments: 1) “the original ASGECO questionnaire on responsible consumption” together with “the quality of the participation and intervention in the debate generated in the classroom by the experts”; 2) an evaluation rubric of eight web pages (real and fake) according to the various criteria designed by the ASGECO Legal Department according to the probability of false or illegal questions, among others. A total of 202 students, of average age 20, participated in the experiment. Table 1 shows the details of the participants. by academic year.

<table>
<thead>
<tr>
<th>Item</th>
<th>Academic Year 2017/18</th>
<th>Academic Year 2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>%</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1: Sample Descriptives.
Table 2 shows the results obtained regarding knowledge about the web pages. To carry out this part of the experiment, the students formed working groups and, after due deliberation, decided jointly on which they considered the appropriate answer. As already stated, they had to decide from a total of eight web pages which were fake, and which were real.

Table 2: Web Page Knowledge

<table>
<thead>
<tr>
<th>Correct Answers</th>
<th>Academic Year 2017/18</th>
<th></th>
<th>Academic Year 2018/19</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Groups</td>
<td>%</td>
<td>Groups</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>16.7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>22.2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>11.1</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>11.1</td>
<td>5</td>
<td>22.7</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>22.2</td>
<td>7</td>
<td>31.8</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>16.7</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100%</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: prepared by the authors.

In the academic year 2017/18, the number of groups was 18, of which 9 passed (having 4 or more correct answers) and the other 9 failed. In the academic year 2018/19, the number of groups formed was 22, of which 19 passed and 3 failed. It is worth mentioning that, in addition to a higher percentage of academic year 2018/2019 groups passing (96.4% against 50%), there is no group with only 1 or 2 correct answers, only 3 groups (13.6%) failed and there was 1 group with all correct answers. The average score for knowledge of web pages for academic year 2017/2018 was 3.67 with an average S.E. of 0.49 (min. = 1 and max: = 7). The average for academic year 2018/2019 was 5.05 with an average S. E. of 0.30 (min. = 3 and max. = 8). Table 3 shows the results obtained for the perception and behaviour of students regarding responsible consumption. To carry out this part of the experiment, students individually answered a ten-question test on their knowledge and behaviour regarding responsible consumption.

Table 3: Students’ perception and behaviour regarding responsible consumption

<table>
<thead>
<tr>
<th>Correct answers</th>
<th>Academic Year 2017/18</th>
<th></th>
<th>Academic Year 2018/19</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>N° of Students</td>
<td>%</td>
<td>N° of Students</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2.4</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>8.3</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>10.7</td>
<td>8</td>
<td>6.8</td>
</tr>
<tr>
<td>7</td>
<td>17</td>
<td>20.2</td>
<td>25</td>
<td>21.2</td>
</tr>
</tbody>
</table>

Source: prepared by the authors.
In academic year 2017/2018 there were 84 students, of which 78 passed (having 5 or more questions correct) and 6 failed. In academic year 2018/2019, the number of students rose to 118, of which 115 passed and 3 failed. As in the case of web page knowledge, the percentage passing the test in academic year 2018/2019 is higher (97.5% against 92.7%).

The average for the students’ perception and behaviour in terms of responsible consumption in 2017/2018 is 7.38, with an average S.E. of 0.19 (min.= 2 and max. = 10). The average for the academic year 2018/2019 is 7.89, with an average S.E. of 0.13 (min.= 2 and max. = 10).

4 Conclusion

The educational experiment carried out with experts from a national consumer association has helped to improve the quality of higher education with digital native students in the field of marketing. It has also been able to increase students’ knowledge and promote responsible consumption behaviour in students. It should be highlighted that one of the aims of the ASGECO national campaigns is protection against the risks affecting the health and safety of consumers and, especially, in the detection of fake pharmacy web pages where the students have had the most failures. What should be noted is that, despite the importance and effectiveness of general communication campaigns and educational activities, it is necessary to insist on the responsible education of consumers. From the results of the tests, the development of the activity and the involvement of the students, the authors conclude that the methodology employed has contributed to the motivation of students in this field. Their involvement has been extremely positive, and they have internalized both knowledge and attitudes to improve responsible consumption through marketing. In addition, they have improved their teamwork skills and have expressed that this educational experiment has allowed them to internalize knowledge to a greater extent than they would have by employing other traditional teaching methodologies.

References:


ACKNOWLEDGEMENTS: This exercise has been subsidized by the Spanish Ministry of Health, Social Services and Equality, the Spanish Consumer, Food Safety and Nutrition Agency. The authors would like to thank the following people for their invaluable collaboration on this educational innovation: Sergio Miñano Muñoz, member of the IDoi Teachers’ Network at the University of Alicante, Laura Isabel Ruiz Palomino (ASGECO Project Area), and Cristina Maroto (ASGECO Legal Department) for the academic year 2017/2018.
and Alodia Fuster Lahoz (ASGECO Legal Department) and Joaquín Negro Abascal (ASGECO Project Coordinator). Without their support, we could not have undertaken a project of this magnitude.
On-line Learning of Impoliteness in English as a Foreign Language: Sources of documentation and their efficiency assessment

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Abstract: - Impoliteness is hardly ever included in the English as a Foreign Language classroom, and with the Internet and the communicative approach based methodologies students are exposed to bad language, insults, taboo words and impoliteness in general. This study explores the documentation sources used by university students when wanting to gather information about this kind of words and expressions and also assesses the efficiency of the sources. A questionnaire was administered to 80 university students. Results showed the most used resource were on-line dictionaries; however, resources that showed the higher degree of efficiency were Web2.0 when used in an interactive way.

Key–Words:- Impoliteness – Teaching English as a Foreign Language (TEFL) – Didactics of English Language – Curricular Content – documental sources

1 Introduction
When dealing with EFL teaching, for several reasons, impoliteness has not been traditionally taught, despite teachers’ own language use (Dewaele, 2008: 262) [1]. This lack of available training regarding a specific illocutive act has many times been proved a limitation in the learner’s abilities and led to many uncomfortable situations and misunderstanding (Mugford, 2008) [2]. Besides, as impoliteness is hardly ever present in regular teaching materials, when wanting to understand or express rudeness, EFL speakers have to recur to other sources.

2 Problem Formulation
Furthermore, new teaching methodologies based on communicative approaches and real materials, together with the democratization of the access to original content in English through the Internet, make students highly susceptible of being exposed to communicative situations in which they need to understand or even to use taboo or impolite expressions. As impoliteness does not seem to have a place in EFL, it is believed that when dealing with impoliteness or the taboo, students are going to use documentation sources they are familiarised with and at hand.

Taking that situation into consideration, the aim of this work consists on exploring the different documentation sources on-line advanced English students’ use when gathering information about bad language, insults, taboo words or impolite expressions. Once the documentation sources have been identified students were asked to value their efficiency.

3 Problem Solution
This work explores the information sources of 80 EFL university students when dealing with impoliteness and with their degree of satisfaction and usefulness regarding the information obtained. An on-line questionnaire was administered. The instrument was divided in three sections: personal data, use of documentation sources on-line and assessment of documentation sources on-line. Results show that, even if a high percentage of the subject used on-line sources, those using the Web 2.0 in an interactive way achieved the answers with a higher degree of satisfaction and usefulness.

4 Conclusion
This paper has discussed the reasons for the lack of inclusion of impoliteness in the formal EFL teaching practice. One of the most significant findings in the study to emerge from this study is that, due to the
democratization of the access to original contents in English and the communicative approach based teaching methods, EFL students find themselves in situations in which they need to understand or use their foreign language impolitely. Even if most of students reported the use of on-line dictionaries, those resources that showed the higher degree of efficiency were Web2.0 when used in an interactive way. The question raised by this study is if impoliteness should be taught in the EFL classroom using the communicative way and promoting interaction. Although the current study is based on a small sample of participants, the findings suggests, that the recommendation Horan (2013) [3], Mercury (1995) [4], Mourat (2004)[5] and Mugford (2008)[1] for including impoliteness in the EFL teaching curricula needs to be followed.

References:

On the issue of using new learning and teaching technologies in Spanish history and culture courses at Russian universities

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Abstract: - The article presents the analysis of the most popular new technologies in the classes on the history and culture of Spain in Russian universities. The article discusses the activities and their impact on the thinking, priorities, values and long-term development and success of the student in a professional career.


1 Introduction
Currently, the faculties at Russian universities face the challenge of providing quality education that meets modern standards. This requires the development and introduction of new learning technologies into the learning process, which allow for more efficient use of study time, developing tolerance and positive thinking.

This report discusses the most successful, in our view, pedagogical technologies that not only contribute to the development of students' initiative and increase interest in the studied historical and cultural material, but also serve the overall development of the personality.

2 Problem Formulation
Modern teachers should analyze, select and combine new technologies in the classes on the history and culture of Spain focuses on how students can discern facts, publishing outlets, and the technology behind them. There’s a strong focus on determining trustworthy sources and factual information to separate it from the misinformation that floods the Internet. Moreover, according to Sv. Ter-Minasova, national thinking and stereotypes have a strong influence on the choice of educational strategies and tactics, especially in the field of teaching Humanities [1].

3 Problem Solution
First of all, this is the technology of problem-based learning. Problem-based learning implies guided modeling of problem situations that students have to resolve. This increases cognitive activity, information analysis, develops the ability to see patterns in individual historical facts. Problem situations can be taken from any stage of learning history in order to explain and consolidate new material or for summative assessment.

For this purpose, the following methodological techniques are used: outlining the problem situation for which a resolution method should be found; consideration of the same issues and phenomena from different points of view; comparison, contrast and summary of facts, which helps to draw conclusions from the situation; creating situations of conflict or inconsistency, when new data and facts contradict the established historical facts.

Another widely-used technology is modular-reductive training. The reduction represents the process of converting information from complex to simpler and easier for better understanding and analysis. When the technology of module-reductive learning is used in teaching history, keywords are used - students are asked to select keywords from the target material and explain their choice, as well as the three sentence method, which involves highlighting three simple sentences that can summarize the content of what they heard or read. This technique allows to learn how to find the main information, which lays the basis for the ability to navigate in a large information flow, develop plans and take notes.

Gamification is also actively used today in studying and teaching the history and culture of Spain. Game is one of the educational technologies in the teaching history where various phenomena of the past are modeled and the characters in history ‘come to life’. The main goal in this case is to create a specific emotional attitude
of students to historical phenomena, which requires maximal mobilization of knowledge and skills, as well as encourages further exploration.

The teacher can combine different types of games. A business game is modeling situations where the action takes place later than the facts under consideration and the student is given the role of a ‘descendant’ (archaeologist, writer, journalist) who analyzes events in history. The research game implies the reconstruction of a current study of historical events. It is based on individual work, which is expressed in writing a letter, article for a newspaper, an essay, a fragment of a book or a textbook about a chosen historical fact.

The discussion game is similar to the previous version, however the imaginary situation is analyzed in the framework of group discussions and round tables. A retrospective game involves creating situations where students take the position of participants or eyewitnesses of historical events. The main condition is determined by the “presence effect” since all participants assume that this could be possible. The gamified form of teaching allows to perceive historical events more clearly, to find and use different sources of information. It should evoke positive emotions and sustained interest, which will grow in the course of the action.

While playing, students unknowingly seek to find the right answers and start thinking because very few people want to be in the position of “lagging behind.” The winners are often not those who have greater knowledge, but those who can observe, react faster and use their imagination.

Well-established and project activities that mean the project involves a detailed study of the problem with the subsequent practical result, during which the necessary knowledge and skills are mastered. This technology of learning and teaching history allows to develop analytical and creative skills and the ability to solve specific problems. The time frame for one project can be: short-term (for several classes); medium term (up to 1 month); long-term (up to several months).

This may be individual or group work, and depending on the prevailing type of activity, projects may be research, creative, informational, or applied. The specific type of project is selected depending on the age and level of students.

4 Conclusion

This way, the use of new technologies allows to develop professional, personal and social qualities of students in the classes on the history and culture of Spain. Flexibility, as deviating from plans as needed, is one of these skills all pertain to someone’s personal life, but they also bleed into professional settings. “Flexibility is the expression of someone’s ability to adapt to changing circumstances. This is one of the most challenging qualities to learn for students because it’s based on two uncomfortable ideas: 1) Your way isn’t always the best way; 2) You have to know and admit when you’re wrong. Flexibility requires them to show humility and accept that they’ll always have a lot to learn — even when they’re experienced. Still, flexibility is crucial to a student’s long-term success in a career. Knowing when to change, how to change, and how to react to change is a skill that’ll pay dividends for someone’s entire life.” [2].

References:

Teaching and learning in the classroom: a non-linear process

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Abstract: - When it comes to talking about the characteristics of an educative framework, we must bear in mind that each educational context is unique and different, since the individuals that integrate it are diverse and the processes that compose it are different. Therefore, what will be good for a given learning process does not necessarily have to be adequate for others, which means that teachers and the methodologies used need to adapt to the realities presented.

Key-Words: - Education – Teaching-learning process – Nonlinear – Influential – Students

1 Introduction

These days, fortunately, education systems are increasingly flexible and try to adapt to the new times and needs presented by society. However, as society progresses, the number of changes that the educational process needs to make increases. This process of adaptation is necessary, since each teaching-learning process represents a different reality and is influenced in one way or another to a certain extent. This level of distinction makes each learning process unique and the existence of certain factors that configure it and give it its uniqueness.

Because of the peculiarities of each pedagogical reality, there are factors that, while they may exert a considerable influence on a given situation, are barely visible in other specific cases. This is not surprising, if we observe carefully that each educational system presents a series of peculiarities according to the country in which it is located; and around the individuals that compose it; for which it will be influenced in a concrete way. But we must appreciate that beyond the disparities generated around the country in which the educational reality exists, we also encounter dissimilarities at the level of each center, and of course, at the level of the classroom, since each human being is single and irreplaceable.

In addition, we cannot forget that apart from the educational climate and its members, there is also a considerable number of external factors that determine teaching practice in one way or another and that affect the results achieved in the teaching-learning process. For all these reasons, it is essential to stop and think about all these elements when analysing educational practices or the results obtained during the learning processes.

2 Problem Formulation

Based on the above, the main objective of this study is to carry out an analysis of issues related to education-learning activities to determine the factors that may have an impact on these procedures. Similarly, this review seeks to see to what extent these factors have an effect on educational achievement; and if they do so in a negative way, to attempt to identify possible solutions. With the purpose of reaching these objectives, we will undertake a revision of the references that will focus its attention on everything related to that which may condition what will be the instructional course.

To this end, it is essential to establish an order and to start from the base of searching for all the relevant information, in this way being able to focus attention on the most relevant and specific sections for the review. Thus, the databases visited will be diverse, so as to be able to make a more in-depth selection of the articles that are most relevant for the analysis. Thus, it will be possible to identify the most influential determinants and see to what extent they may affect the whole school learning environment; although we must bear in mind that it will be possible to attend to a set of real situations that show influences that may become relevant only to certain environments or contexts.

3 Problem Solution
To this point, it is interesting to pause to analyze all the information that has been obtained and evaluated throughout this study, so as to achieve the goals that have been exposed and to answer all the interrogations that have arisen throughout the analysis. In this vein, it can be established that this research has pursued the idea of providing clarity on the various aspects related to possible factors that may influence educational performance. Among these aspects, we can locate factors such as the influencers who impact the educational performance of instructors in a more extrinsic or intrinsic way. To name a few, we could speak, for example, of teachers’ internal necessities for more training; teachers’ role of helping students develop self-confidence and achieve personal goals; positive relationships of teachers with students and teachers’ role on the achievement and personal growth of the students, among others (Nawaz & Yasin, 2015).

On these premises, it would be worth saying that all these conditioning factors affect in some degree the way in which all teachers do teaching, and at the same time the learning process of the students, and consequently, all of this will have an impact on the educational experience. Among other levels of influence on educational practice stands out for example, the number of students per class which is one of the issues that can have a possible influence on the pedagogic teaching practice (Moleni & Ndalama, 2004). In this view, teachers could be more effective if there are not many students per class because, if the number is very high, teachers will have the feeling of not being able to attend each student correctly. And it can get worse if we consider that there are many teachers that must attend to students that may possess special needs, since this type of student may require the continuous presence and attention of teachers.

Other elements that can be considered in this context may be the absence of satisfactory feedback provided to teachers (Hoy & Miskel, 2004) or the existence of a positive atmosphere in the class, among others. The first indicates that students who receive information about how they are developing their own educational process have greater autonomy and confidence to make decisions and advance their own learning, while the latter leads to a good attitude on the part of the students, since if there is a context of negativity on the part of the educators or the pupils, adequate learning will not take place. This is also reflected by other authors who speak in terms of "collaborative atmosphere" (Gregersen, 2003:30) to refer to a pleasant classroom climate where students collaborate with each other and have a good attitude towards learning.

As well, the availability of appropriate learning resources is essential for the teacher to be able to develop his or her methodologies in an efficient manner, since even if a teacher and his or her students are motivated to work according to a specific method, if they do not have the necessary resources, it will be impossible to execute the selected methodology; and this will lead to a loss of enthusiasm on the part of both the teachers and the learners, and as a consequence, the learning process will be affected.

On the other hand, we could speak of an influence that is appreciated in the specific case of Spain and that has been registered through a study. This consists of the lack of authority of teachers when they develop their teaching practices. This situation is reflected in a research that was carried out and reflects that teachers in Spain, in some cases, experience bad treatment by students and their families, which decreases their levels of authority, making this situation can lead to depressing problems on some occasions, causing educational practice to be influenced and damaged (Otero, Castro, Santiago & Villardefrancos, 2010).

We can observe that several factors can have an impact on the education-learning system, determining in a certain way the achievable results. For all the above reasons, but that these criteria cannot be considered as homogeneous because they vary according to the educational contexts and around the individuals who interact in each specific situation; therefore, we cannot speak of definitive influences, although we can speak of the most common ones and of those that appear in a greater number of situations.

4 Conclusions

After the elaboration of this report on the factors that shape educational practices, it can be understood that although there is a lot of research in this regard, there are still a series of questions that are not completely clear, which results in the existence of some limitations in certain studies. Therefore, it must be stipulated that in pursuing further progress in this concrete area, it is required that more research is conducted on influencing factors and their nature, in providing a more precise analysis of the influences that they may generate.

For this reason and even though there are many studies on these notions, the fact that the origin of these phenomena and their possible repercussions are not investigated leads certain analyses to misinterpretations and, consequently, to the use of incorrect solutions. and this is partly because the number of influential is so large that this may result in studies not focusing on the most relevant factors, which again directs our attention
to increasing the number of investigations trying to determine the most critical influencers at the time of learning and their source.

Likewise, it has been detected that regardless of the type of influence exercised by a given factor at a given time, this degree of influence can increase or decrease around how the learning process develops, which makes certain influential are temporary and that what one day could be beneficial for learning, another day becomes a negative effect. All this indicates that each educational system should reconsider the possible elements that can control its evolution and decide to what extent they can regulate those that can evolve towards harmful forces.

It is important to indicate in a more particular way that this study specifies that within all the influential, it emphasizes the force exerted by the teachers who have the power to mark in a very specific way what will be the learning of their students. As we know, educators are very representative figures who have the capacity to direct their students' learning where they want, since teaching practices are powerful agents that influence students' learning.

And that is why the findings of the study point out that it is vital to investigate more precisely the factors that can affect the way in which educators carry out their teaching process. Undoubtedly, its importance lies in the connection that can exist between the educational practices of teachers and the learning achieved by their students. So, we understand that what can influence a teacher in some way can also shape what the student's learning will be.

References:
Building up teacher´s professional identity as an innovative and researcher teacher

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Abstract:- This paper aims to study the building up process of the teaching identity of first-year students of Elementary Education Bachelor Degree based on an innovative and researcher profile. For this, we analyze their level of participation and knowledge of the training activities offered by the University of Burgos, their previous beliefs about the Teacher Professional Identity and their satisfaction with the election of your studies.

Key–Words:- Teacher’s Professional Identity – Primary Education – University – Bologna process – Educational innovation

1 Introduction
The establishment of the Bologna Process in Higher Education fostered new academic and functional roles for university teachers to respond to the training needs of future professionals. Therefore, the teachers’ own teaching practice, as well as the structure of the Elementary Education Bachelor Degree must help students acquire training according to current and future educational demands, with special emphasis on the creation of a teacher’s professional identity that integrates educational innovation and the research profile.

In this process, it is important not to fall into naivety and consider that students will adopt a Teacher’s Professional Identity (TPI) by the simple fact of joining the teaching-learning activities (Villaruel, 2012). But the exchange of experiences with active professionals, the reflective practices and the involvement of the student in knowledge promote the development of this construct (Martín-Cuadrado, García-Vargas, González-Fernández, Leve-Orta & Holgueras-González, 2017; Perrenoud, 2010; Sutherland, Howard & Markauskaitė, 2010).

It is about building spaces continued from the beginning of their university education, in all subjects, always taking into account that the process is built up both in a collectively, contextually and singularly (Cattonar, 2006).

Therefore, in this work we have proposed four objectives: to analyze their level of participation and knowledge of the training activities offered by the University of Burgos, their previous beliefs about the TPI, their satisfaction with the election of your studies and the best and worst rated academic activities.

2 Problem Formulation
In this study 51 students participated (age M=19,20; SD=1,866). The tool for collecting information was a questionnaire prepared ad hoc previously revised by university research experts and teachers of Elementary Education in active, all of them with extensive teaching experience.

The research methodology has been quantitative, descriptive and cross-sectional. With the data a comparison of frequencies was made to ascertain the previous participation in training activities and the previous knowledge about the TPI.

To know the satisfaction with the choice and the evaluation of the activities offered by the University, descriptive statistical analyzes were performed (percentages, means and standard deviations). Throughout the process, the Statistical Package for Social Sciences (SPSS) was used in the version of Statistics 23 for Windows.

3 Problem Solution
Regarding the first objective, to know what were the training activities in which each student had participated at the time of conducting the survey, as expected, most students have not experienced many of them yet, as many activities are offered in later courses.

In contrast, many have studied with cooperative methodology or using ICT. Another fact of interest: 80.4% say they have not participated in any innovative project so far. Although the majority has not been a speaker in any congress, it is noteworthy that at least about 18% have attended this type of activity as a student.

Regarding the second objective, to ascertain the previous knowledge about the TPI, most have a clear picture of the kind of teacher they would like to be, believe that feeling as a teacher influences the quality of their future work and believe that a teacher of Elementary Education (ages 6-12) has a unique and identifiable profile.

Likewise, almost 75% consider that their teachers from previous educational stages have influenced their choice to study Elementary Education. When asked about their main concern in the future, the majority response is that their students obtain low academic results in their subjects. Having little knowledge of the subject to teach or speak in public seems to be secondary to them.

Regarding the third objective, most are satisfied with their professional choice and would choose the same Bachelor Degree again. The main attractions of the profession are the social aspects, the social responsibility of the teaching profession and the challenge of producing changes in education. On the other hand, the worst rated aspects are the training received so far, including the contribution of this training in the construction of the TPI, the degree to which initial expectations about what it is to be a teacher have been met, working conditions and social status.

Finally, in the fourth objective, the most valued activities are: innovative projects and experiences (58.8%), classroom expositions (57.5%) and classroom exercises (64.7%). On the contrary, the least valued activities are academic research projects.

4 Conclusions

The results of this study allow us to highlight some interesting conclusions, although it is necessary to bear in mind that the research has been carried out with first-year students who still have not had the opportunity to participate in many of the activities offered in subsequent courses. Therefore, they cannot evaluate their suitability yet.

First, it should be noted that the students perceive in a positive way the use of cooperative methodologies and ICT in the classes.

Another important fact is that most students, already in the first year of the Bachelor Degree, have a clear picture of the type of teacher they want to be in the future. They also believe that the professional identity of teachers influences the quality of work and that it is different from that of other professions.

The arguments that justify their satisfaction with the choice of this Bachelor Degree are related mainly to the social work that a teacher exercises. Nonetheless, aspects linked to the innovative and investigative role are not so attractive or are not considered as competencies of the profession. It seems that students have been developing a mental image of the role of a teacher, mainly from their previous experiences in previous educational stages, in which these aspects intrinsic to the teaching role have not been perceived.

Half of the students surveyed are satisfied with the studies they have chosen. The other half is likely to be influenced by the fact that they are studying very general subjects or that they have not been able to access (for different reasons) other degrees.

Finally, it is important to highlight that the activities perceived as more helpful in the built up of their TPI are innovative projects and experiences, oral presentations and classroom exercises. In this line, Apple (2011) believes that the teaching task has experienced in recent decades a significant increase in functions and complexity in their performance that require other dedications and a different preparation for new tasks, such as the management of learning processes and modern complex pedagogical methods. We must not forget that these aspects are part of the TPI that should be developed throughout the university education.

References


The programmed obsolescence of knowledge. New challenges for education

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Abstract: The educational system is characterized by a low correspondence between the learning system and the productive system. The productive system undergoes great changes and demands other changes, in terms of learning. Learning is no longer "cumulative" but is characterized by obsolescence of acquired knowledge. The education demanded and developed in the classes is much more visual. Therefore, the technical content has a smaller presence. Using and renewing, characterizes knowledge and new generations learn that. We spend more time recovering acquired knowledge, recovering files, etc. than doing new searches for changing knowledge online. That is why it is necessary to implement systems that make reliable the knowledge transferred in the network.

Key Words: Obsolescence knowledge – higher education change – visual training system – teaching paradigms – cumulative knowledge

1 Introduction
The digital society has highlighted the need for major transformations in the training and methodological field. Education nowadays has a lower theoretical content and a greater visual content, precisely because students demand and understand better (habituated in their personal development) that the visual model and because those responsible, understand that the workplace has to correspond to the current context, producing one according to the circumstances. This significant change suggests other changes of the system level.

No correspondence with the training system in a different productive society (we are not in the production stage of the capitalist system, the productive system has undergone great changes and demands so many at the training level.) Training is no longer "cumulative" but is obsolescence of acquired knowledge. Use and renew. We use more time recovering acquired knowledge, recovering files, etc. than searching the internet, which is why it is necessary to implement systems that make reliable the knowledge transferred.

2 Problem Formulation
This work is a project started a few years ago as a result of the interest in making inquiries about procedures for more technical learning of students and the need to work on new strategies and proposals in higher education, in accordance with technological changes of current society. [1] [2]. Knowledge and work, as well as knowledge and forms of production are united. If the teaching methodologies we use do not work or do not correspond to the current market, it is evident that they have come to an end. Knowledge is also subject to "an obsolescence programmed" by the passage of time, the acceleration of the rhythm of daily life, communication and access to that knowledge.

Teachers, and more in the case of higher education, cannot be excluded from these changes. If this happened, there would be a statism in the system, which would result in an inability to innovate in other aspects of daily life. Both, human capital and scientific research, would be damaged.

The purpose of this work is to contribute to a methodological rethinking in higher education, starting, first, from a debate regarding the suitability of the procedures and demands of teacher training.

3 Problem Solution
Almansa Martínez (2012) [3] says: "When new or old problems arise that we can not solve with the known answers, it highlights the need to think in a different way, to reinvent, to redefine, to create innovative solutions and originals".
One of the problems that we face today in the field of education, is statism, because of the impossibility of adapting our training systems to an era completely different to that of the industrial revolution, an era in which knowledge is easy to access, multiplier and multitasking. Not adapting the training system to the productive one in addition to anachronism, already announced by the researchers in education (Ken Robinson), an irresponsibility. We create and design degrees prepared for labor demand and tasks of earlier times, that's why irresponsibility is mentioned. The task of new designs corresponds to the educational authorities, but also to the teachers, who are in charge of preparing for the future world of work. For this reason, the methodologies and contents, the competences and capacities, must be directed according to the digital society. It is easy for teachers to be satisfied by making small adaptations in this sense, focused on the adoption of technological devices. But this represents only the form and not the background of adapting to the new challenges in training for the society of the future.

In the digital age, the image has gained ground in the face of more technical and specialized content. Students cannot tolerate boredom in the classroom, and this is perhaps contrary to that of master classes, eminently theoretical, but also with a greater content in terminology and specialized content.

The challenge of the new teaching will be to improve the understanding of more technical knowledge, without losing innovative content, to be able to generate new research, and provide high-level visual methodologies in terms of content. (For example, the computer is usually used for academic work.) The programs have incorporated systems for online searching of images and correction of words or searches through content navigation. These systems must be improved in order for the new projects to be carried out are backed by reliable sources (one of the problems of today's academic work), so that the result is high level. The same must happen at a classroom level. The use of methodologies that improve PDF and Power Point files for instant and online learning.

Very elaborate languages have to be build. Along with the terminological wear and tear and the use of non-academic categories that belong to a less elaborate code, which are common today in training due to this "programmed obsolescence" of knowledge.

Formative change is a process of adaptation and evolution, a replacement of methods and programs or contents, since the need arises for a preparation in human groups for life.

More traditional societies use systems of representation and teaching to new, more visual members; opposite to complex societies that use more complex contents.

What we can not affirm is that there has been a change in representation and training systems, from the most schematic and simple to the broadest and most developed. Probably, in training, it always gives more results the simplest, as it is probably the most effective. It is feasible to use what, with less effort, makes possible better results.

But how to contribute to the development of creativity in increasingly complex educational environments, in which an original and effective response is required due to demands for greater competitiveness and work demands?

**Results**

The new tendencies in terms of type of more visual methodologies, do not seem a fashion, but associated with new forms of teaching work. It is likely that in the years to come they will consolidate, giving rise to other forms of work in the more interactive classroom that aims to search for effectiveness, combined with an illustrative academic knowledge. The interviews showed revealing results preferably among younger teachers.

**4 Conclusion**

The research shows the initial consolidation of a new way of understanding the teaching methodology, a more visual teaching paradigm. It seems possible that teachers adapt to the characteristics and demands of students by sacrificing content and more academic theoretical corpus, for a greater interest.

In addition to a less specialized language and use, with a tendency to replace scientific terminology with a more generic one, we observe the possibility of using more active and participatory methodologies focused on practice and dissemination (sacrificing to some extent the analysis, but not the observation or discussion).

The specialized learning in each one of the academic subjects and its correct use, based on a discourse and an academic content, is essential for the promotion of a scientific culture. This perspective is based instead of a
socializing culture directed to the students, instead of a dialogical culture of opposite sides. It is advisable to be
alert to control as much as possible unwanted deviations that influence the less specialized academic content.
Educational institutions pursue communicative interaction and it could be responsible for certain deficits,
not only in procedures and training but also in the construction and reproduction of knowledge.

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Key competences for the development of autonomy in the 2nd cycle of childhood education

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Abstract: - The principles of Autonomy, Activity, Individualization, Socialization, Interest and Globalization as the backbone of learning in this cycle, whose contributions go back to the school's New Educational trend. Among them we highlight the principles of Autonomy of Maria Montessori, known for her teaching method, who already anticipated during the first half of the twentieth century the importance acquired by the development of autonomy during the learning phase of the student. In this submission, we have proposed an exploratory study whose objective is to know the key competences that would help to highlight professionals of Early Childhood Education to promote autonomy in children between three and five years, based on the contributions of Reeve [1]. Knowing these competences will be able to design objectives and more effective contents for the development of the autonomy in this educative stage. Finally, we can conclude that development of autonomy is very important in the 2nd cycle of childhood education.

Key – Words: Autonomy – Early Childhood Education – Competences – Initiative – Learning

1 Introduction

Nowadays, legislation governing the Early Childhood Education stage refers to the principles of Autonomy, Activity, Individualization, Socialization, Interest and Globalization as the backbone of learning in this cycle [3], whose contributions go back to the school's New Educational trend. Among them we highlight the principles of Autonomy of Maria Montessori, known for her teaching method, who already anticipated during the first half of the twentieth century the importance acquired by the development of autonomy during the learning phase of the student.

On the other hand, Rousseau, one of the fathers of Early Childhood Education, with Comenius and Pestalozzi, also considered the full autonomy of the child. Likewise, Froëbel joined this principle of activity and autonomy [2]

2 Problem Formulation

This work is an approximation to the development of autonomy in the 2nd cycle of childhood education. For this, the following objective is proposed:

• To determine, in the judgment of the professionals, the necessary key competences that should be enabled in child education to develop the autonomy of children

3 Problem Solution

Reeve [1] based on the research of various authors, establishes the behaviors that works as facilitators and drivers of autonomy in the preschool classrooms:

• Listen actively.
• Guarantee the student initiative and freedom in the execution of activities.
• Establish conversations with children.
• Use teaching materials that encourage manipulation, exploration and conversation in front of observation and passive listening in the student.
• Encourage effort and perseverance.
• Applaud the child's achievement and progress.
• Guide the child.
• Give clues to the child during the execution of an activity if it is complex.

Based on the contributions of Reeve [1] we have proposed an exploratory study whose objective is to know the key competences that would help to highlight professionals of Early Childhood Education to promote autonomy in children between three and five years.

4 Conclusion
Knowing these competences will be able to design objectives and more effective contents for the development of the autonomy in this educative stage.

References:
Storytelling Mindfulness: Storytelling program for meditations

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Abstract: Our chapter aims at the design of an empirical program for the optimal use of Storytelling for the construction and verbalization of meditations with different objectives: Mindfulness and the art of Storytelling. Why Storytelling? Storytelling is dynamic, imaginative and interactive. It has a way of reaching a part of the mind and body that integrates us and makes us feel complete. It deepens our understanding of who we are and the skills we already have inside. I really believe that in our core we are playful and imaginative beings and that this part of ourselves is what allows us to transform, grow and heal.

Key – Words: Storytelling – meditations – mindfulness – metaphors – narrations

1 Introduction
Our chapter aims at the design of an empirical program for the optimal use of Storytelling for the construction and verbalization of meditations with different objectives: Mindfulness and the art of Storytelling. Why Storytelling? Storytelling is dynamic, imaginative and interactive. It has a way of reaching a part of the mind and body that integrates us and makes us feel complete. It deepens our understanding of who we are and the skills we already have inside. I really believe that in our core we are playful and imaginative beings and that this part of ourselves is what allows us to transform, grow and heal.

2 Problem Formulation
First we will make a brief introduction about Mindfulness and the art of telling stories. In point 3, we will define the main keys when we build a story to create a meditation. At the point, the narrative objectives of a meditation: constructive, deconstructive and focused. In point 4 we will delve into the Storytelling process (Beginning, development, healing, landing and epilogue of the story). In point 5 we will define the types of Mindfulness (SM) of Storytelling: SM I (12 minutes duration): for awareness, concentration processes, SM II (30 minutes duration): identification of emotions and observation) and SM III (45 minutes duration): acceptance and emotional healing.

3 Problem Solution
In points 6, 7, 8 and 9 we will deal with key linguistic aspects when constructing a story to create a meditation: person employed in the narration, verb tenses, key words and perspectives of the narrator. In points 10, 11 and 12 we will deal, from the content perspective: the optimal use of metaphors when constructing a story in a concrete meditation, the morphology of emotions (size, shapes and temperature) and spatial narrative (the body As a creative canvas, artistic deepening through the body, spatial location in cardinal points through the body to anchor the story In points 13, 14 and 15 we will deal with the nonverbal-paralinguistic formal aspects: intonation, anchors of attention and consciousness, and the management of the therapeutic aspects derived from the use of the Storytelling program for meditations.

4 Conclusion
We discover the creative and pragmatic essence of the novel concept of mental narration. The fundamental objective is the design of an empirical program for the best use of narration for construction, verbalization, meditation with different objectives: mindfulness and the art of storytelling. The formal practices are a fundamental axis in the processes of full attention and the methodology of the story a way to face them with efficiency. To carry out a narrative production, the best form of meditations, the form, the series of factors, the way of sharing, the power, the conscience, the keys, the time to share and the power to connect with the receiver. : Clarity in the language, communicative precision, the use of an accessible language, the awareness
of the characters and their connotative impact, the conflicts in the story of an activity, the archetypes, myths, rites, productive economy, narrative sensoriality, gerundium employment, narrative, type of mindfulness of stories, determinant articles, use of metaphors, acceptance, structure, field of possibilities in the receiver of an activity, morphology in the emotions, time of the meditations, therapeutic process in the formal practices, silence and narration.

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Description of an educational intervention with flash cards in children with language delay

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Abstract:- The purpose of this paper is to describe the process of an educational intervention with children with language disorders using flash cards; an adapted material has been designed, based on these Glenn Doman’s flash cards. The results describe the three phases of intervention in which each session is divided: first phase, in which the flash cards are shown and a denomination exercise is performed by visual comparison; second phase, in which activities are carried out with the selected words (due to ignorance of the children or due to problems of oral expression with those words) and, last phase, in which the children return to observe and name the flash cards. The results show the behavior of children of three years with language delay while applying the method. In conclusion, we observe the need to continue evaluating the intervention process and the results of the children, to resolve the apparent confusion in the initial phase of the children, and to increase the attention periods of the children in the second phase.

Key – Words:- Flash cards – Doman – Intervention – Language – Delay

1 Introduction

The Institutes for the Achievement of Human Potential (IAHP) was founded by Glenn Doman in 1955, with the aim of improving the quality of life and development of children with cerebral palsy. Over time, Doman generalized the methods that were carried out in these institutes with children without any disability or disorder, with the aim of achieving development milestones earlier [4] [5] [6]. Within the description of these programs we find the flash cards, which are "cards that represent a unit of information that is prepared with a drawing or a faithful illustration or with a high-quality photograph" [5]. The flash cards should have precision, discretion, unambiguity and modernity,[6]. The procedure consists of teaching the PowerPoint slide to the children in sets of 10, several times a day (3 or 4 times), for one second per slide.

There is research that shows that Doman methods improves neurodevelopment but the method has been criticized. The critics shows that the method has a simplistic theoretical foundation, lack of scientific evidence, saturation of work for the families and, therefore, the demand and the economic overload that it produces families [1] [2] [3]. We believe it is necessary to apply it because early language disorders, in general, affect oral and written language skills, not only at early ages but at later ages. It is very important to address it as soon as possible from school. These disorders are subdivided into two types, secondary language disorders and primary language disorders. The secondary ones are language disorders that appear due to other disabilities, for example, cerebral palsy, autism, hearing impairment ... The primary ones occur when the child's non-linguistic development and physical abilities are normotypical [10].

2 Problem Formulation

The main objective of this article is to describe the process of an educational intervention with children with language disorder with the help of flash cards. An adapted material based on the Glenn Doman’s flashcards has been designed in order to do that. We have used a Case Study with a qualitative approach of a descriptive nature [7] [8] [9], with the objective of knowing in depth the practice that we are carrying out.

The participants are children with language delay.

The data recognition techniques are the videos of the intervention sessions with the flash cards, the systematic observation in the field notebook and the interviews with the families.

Collecting the corresponding “Informed consent” from the families was previous, and then 9 video recordings of the events with the flash cards have been recorded.
The duration of the whole program varies according to the age of each child. 3 years old children, for example, need between 14 and 28 sessions. Contrary to what Doman proposes, we use the flash cards only two times during the lesson. It is not necessary that the family use them at home, in this way the overload given to families with the method will be reduced [1].

The material of the flash cards, that is used in the intervention sessions is different depending on the age of each child. The words used in the flash cards are chosen among those nouns that children of 3, 4 and 5 years most often say and listen to. For its selection we use the Spontaneous Spanish Children's Speech Corpus (CHIEDE), with the words different PowerPuntos are created with about 20 slides each, it includes a graphic symbol, property of the Government of Aragon and Sergio Palao for ARASAAC (official blog of the Portal Aragonés de la Comunicación Augmentada y Alternativa), which is distributed under the Creative Commons license (BY-NC-SA), along with the word written in capital letters at the top.

3 Problem Solution

The results obtained allow us to know in depth the adapted method and the description of the process carried out. The phases of an intervention session are three, we explain the results below:

In the first phase, which lasts about 5 minutes, we ask the children: What do you see?". When the child does not know the word, it is recorded in a register, it is explained to him and he is asked to repeat it correctly. When the child makes many phonetic-phonological errors, we repeat the word correctly. The code "Low voice tone" is frequently displayed in the first documents, and it is not shown in the last document corresponding to the last intervention.

Then, the second phase begins, it lasts about 10 minutes, where we carry out different activities with the words pronounced incorrectly or unknow words for the children. We use flash cards printed on cardboards for these activities, but professionals are left free to choose the activity that best suits each child. An example of activity with flash cards, which we have been used with the participants separately consists in placing the selected flash cards in different corners of the classroom and when we call out one of them, the child runs and picks it up; Once we have it in our hand, we ask "What did you find?", Waiting for the children to correctly name the word; When he does not, We have urged to repeat it.

We have verified that in this phase there are certainly disconcerting behaviors. We notice that the code "Erroneous semantic comprehension" is repeated before the same word at different moments of the transcription, even when it has been explained, and other times an explanation is made and the next time the same word appears the code changes to "Right semantic comprehension" for what the child has learned the first time, the term "crane" was a term that had to be repeated countless times until I understood it, instead of the term "seal" was explained or understood from the start.

The third and final phase begins immediately after the previous phase, and lasts about 2 minutes since it consists in showing the flash cards again in the computer to the children, but this time we pronounce the words aloud and the flash cards are shown faster than in the first phase, about 3 seconds each. In this phase we can observe that the code "High voice tone" is reciprocally associated with the code "Verbal imitation with flash cards", this we can observe in the third and last phase in which children have to repeat the words while they observe the flash cards, the children speak louder, and they tend to concur and code in the same quotes.

On the other hand, We don’t use the codes "Frustration" or “unrealized action” to express opposition to the activity, anger or disappointment at the failure. That means that frustration has not appear in the intervention.

Once the session is over, preparation for the next session will start, the approach will also focus on the evolution of each child. There are two possibilities: continue with the same PowerPoint, or move on to the next one.

• If the child has made too many mistakes, you must continue with the same PowerPoint - PowerPoint can be used for a maximum of two days - the final decision, whether or not to move to the next PowerPoint, falls on the professional who applies it.
• In the event that the child has not made too many mistakes, you can move on to the next PowerPoint.

The children of 3 years who have participated in this study are using a PowerPoint per session, it is not necessary to repeat the same PowerPoint the next day. The professional applies the method in the nursery school two days a week, so we are seeing two PowerPoint per week.

4 Conclusion
All these results oblige us to consider the need to continue carrying out an evaluation of this process and the results obtained by these children and the rest of the children from other parts of Spain who participate in this study. In addition, it is of interest to analyse why children use a lower volume of voice in the first sessions and then it is increasing.

We consider that the adapted application of this method to children with language disorders and analyse their results will undoubtedly contribute to open new horizons and advance in useful and specific methodologies for this group of language disorders.

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Double Teaching and Communication Strategy based on designing a Portfolio
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Abstract:- During the academic year 2018-2019, we carried out a teaching experience based on the portfolio with the students of the Final Master Project of the Master's Degree in Inspection, Rehabilitation and Energy Efficiency of Building. The portfolio was designed to ease the ongoing assessment in order to prepare the synthesized documentation of each project that would be later published in a course book. However, the portfolio methodology has exceeded the initial expectations because it has been a useful tool to improve the communications skills of future graduates.


1 Introduction
The degree programs in Technical Architecture or Building Engineering in Spain have always included the development of a final project to assess the professional skills acquired. The implementation of the European Higher Education Area generalized the development of a final degree project for the rest of the university study fields. In this new framework, the Final Degree/Master Project was included like any other subject in the syllabus, with an assignment of ECTS credits and a temporary distribution for teaching.

The fulfillment of the Final Degree/Master Project for students of Technical Architecture has kept the very essence of the previous study plans. It is a similar project to any professional projects according to the technical complexity, but it is made under the tutelage of professors, so students do not assume the commitment of the reality of the building. For students, this period is actually a training practice or a simulation of their professional future.

This paper explains a teaching experience carried out during the academic year 2018-2019 with the first promotion of students of the Final Master Project (TFM) of the Master's Degree in Inspection, Rehabilitation and Energy Efficiency of Building (MIRE) at the Universidad de Burgos. The MIRE is a new university master's degree, although it has been taught since 2013 as a specific master of the Universidad de Burgos.

Since its creation as a specific master, the syllabus was designed to meet the demand for specialization of architects, technical architects and building engineers in the diagnosis of building pathologies, rehabilitation and energy efficiency. After three years of teaching professionals of the building sector in Asturias, Vizcaya and Burgos, we have tested the quality of the academic proposal of MIRE regarding the continuous training requirements of professionals to adapt to the needs and technological changes of the construction sector. In 2016, the MIRE was recognized as a university master's degree and now it is a complement for the academic itinerary of the students of the Degree in Technical Architecture seeking to improve their qualification or want to access doctoral studies to start a research career.

2 The Portfolio as a Teaching Strategy for the Final Master Project
According to the master program, the TFM-MIRE can be developed under two modalities: an integrating project of the received training contents to prove the competences acquired, or a research project of techniques, methodologies, processes and new materials for the rehabilitation of buildings in any of the research fields of the departments involved in teaching [1].

In the academic year 2018-2019, the Departments of Graphic Expression and Architectural Constructions have established among their teaching objectives publishing a book about the TFMs made during the course. In its initial approach, the edition had an informative purpose to give visibility to the projects and thereby reinforce and consolidate the academic offer of this master's degree within the Universidad de Burgos.
100% of the students chose the modality of drafting the TFM as a rehabilitation project. Therefore, the role of the professor of graphic expression was focused on designing and planning a compilation book with all the rehabilitation projects as particular case studies. This book could be used in coming years as a reference.

The best teaching tool to develop this strategy was a TFM portfolio. The portfolio is a folder that includes everything done by the student during his training process and it must be ordered according to a certain criterion [2]. The value of the portfolio as a learning and evaluation tool lies in its potential to stimulate experimentation, reflection and research [3].

All of them are essential skills for the professional future of the MIRE graduate. According to other authors [4], the portfolio is an effective tool for those who are being evaluated, in order to demonstrate, build, or develop a product or solution based on defined conditions and standards, in a particular time.

There are different types of portfolios depending on their use and their format. Thus we can distinguish between teaching portfolios, learning portfolios and professional portfolios depending on the purpose for which they are made. In terms of the format they use, they can be classified into physical or traditional portfolios and digital or electronic portfolios.

For the development of this teaching strategy, we chose a digital professional portfolio. Every student would prepare a digital document as a synthesis of his rehabilitation project. This document, considered as a professional portfolio, could be used for the evaluation of the acquired competences and at the same time, the compilation of all of them would be the course book.

The aim of this type of portfolio, as some authors have pointed out, is to boost some general and specific competences of great importance for the future of the students in their professional career, like the ability to promote critical self-diagnosis about their training [5]. Many studies have proven that their training and updating professional skills needs appear during the process of making a professional portfolio.

3 Design and development of the TFM Portfolio

According to the "practical guide for the application of the portfolio methodology" [6], the first step was to establish a TFM portfolio planning. The content of the final document should synthesize the skills of the future professional graduate in terms of the identification, diagnosis and resolution of building pathologies and the proposal of accessibility and energy efficiency solutions to achieve the integral rehabilitation of buildings.

In addition, in this specific case, several starting premises were taken into account in order to achieve the aim of gathering all the individual portfolios in a digital publication:

- All the documents had to have a similar structure of contents and a uniform design in terms of the division into columns, text distribution, typography, headers and footers, etc.
- We used the computer application Adobe InDesign, one of the most widely used software for digital composition of pages.
- We established a planning timeline.
- Once the revisions and assessment of the TFMs were carried out, we established a period of time for the correction of texts and layout prior to the beginning of the publication process.

Regarding the structure of contents, the TFM portfolio had to include the methodology process of the project, the sequence of activities, the proposed solutions and a critical evaluation of them. In addition, all the portfolios had to have a similar structure, so the first step was to list the sections and the minimum contents to each of them, taken the professional rehabilitation projects as a reference: introduction or summary, description of the current state, analysis of pathologies of every construction elements and facilities, evaluation of the accessibility and energy efficiency of the building, proposal of rehabilitation solutions and critical appraisal of them and estimated budget of the works.

The graphic design of the document was provided to the students in a digital format model, so that the final appearance of all the documents was homogeneous. In any case, the layout model was flexible enough to allow each student to create an original document in which their work could be evaluated individually.

The portfolio methodology is a process that enables the continuous interaction between student and teacher. The ongoing assessment allows us to detect mistakes in time and put the means to solve them properly, so the projects are gradually guided to achieve the best results. Since the aim of the course was to gather all the portfolios in a book, two mandatory deadlines were established. At the beginning of the course the students had
to submit the necessary documentation to make a promotional poster; a profile photograph, the title of the rehabilitation project with a brief summary of approximately three hundred words and three representative images. The final submission for evaluation was established for the same day of the oral presentation of the TFM. TFM. Between both dates they had the ongoing assessment process required by the portfolio.

4 The Portfolio as a Technical Architect's Curricular Tool

There are many authors who have dealt the design of the professional portfolio for teachers in Secondary Education and University Higher Education [7] [8]. However, the origin of the portfolio is found in the professional field. "Since the mid-twentieth century, plastic artists, designers, photographers, publicists and architects, are using a container, called portfolio, to show their best jobs to their potential clients" [9]. Nowadays, the use of the digital portfolio is generalized as a tool to prepare the professional curricular profile in the fields of architecture and engineering.

The new generations of students belong to a digital culture that proves their ease and willingness to handle many digital media and resources. Within this group, the students of Technical Architecture or Building Engineering have a high qualification using digital tools of drawing, graphic design, architectural modelling, etc., which they have been learning in the successive subjects of graphic expression distributed in the studies degree.

None of these subjects is focused on teaching how to prepare oral presentations of the projects, or the development of curricula in which they can show their professional skills. The oral presentation of the final project is the only oral exam they have at the university and the students do not receive specific training for it.

One of the first reflections arisen as feedback of the implementation of the teaching strategy of the TFM portfolio has been the need to take advantage of all its possibilities as a communication and marketing strategy, not only for the academic promotion of the university master's degree, but especially focused on the curricular marketing of future graduates. The students discovered in the portfolio a useful tool for the preparation of the public presentation of the TFM, so this experience could serve to guide them in the preparation of their professional curricular profile as a digital portfolio or for future job interviews.

5 Conclusions

The application of the portfolio methodology to prepare the synthesized documentation of each project has exceeded initial expectations. 100% of the students used their portfolio to prepare the mandatory oral presentation of the TFM. Therefore, for the coming years, we will focus on the development of communication skills for academic results and the curricular marketing of students in order to enhance the employability of our future graduates.

In addition, the experience of involving students in editing a book of their projects has been very positive to encourage active participation in group projects and interpersonal collaborations. 86% of the students participated with their portfolio in the book TFM 2018-2019 of the Master in Inspection, Rehabilitation and Energy Efficiency that is currently being edited. Once the results of this pioneering experience have been analyzed, the next objective is to consolidate the teaching strategy within coming years and to extrapolate the model to the rest of the degrees and master's degree of the Higher Polytechnic School of the Universidad de Burgos.

The teaching strategy of the portfolio was proposed to ease teacher-student interaction in TFM tutoring, but it has become an indispensable self-assessment tool for future graduates. 71% of the students took the initiative to use this tool for the developing of their professional curricula applying the supervision of the professors of the course. From the teaching point of view, these data confirm the potential of this tool in the evaluation and communication of professional skills.

References:


Fiction books as a tool to improve reading habits and knowledge acquisition in Economics

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Abstract: - In this teaching innovation proposal, we seek to encourage reading among university students enrolled in degrees related to Economics and Business, and to increase their motivation. To this end, we propose students to voluntarily choose and read one of the fiction books with economic content they are offered, and then reflect on its content with their teacher, either orally or in writing. Our project includes the collection of quantitative information to statistically analyse the link between the students' reading habits and their academic performance, as well as to generate the possibility of introducing guidelines to improve these habits.

Key – Words:- Teaching innovation – Economics and literature – Fiction books – Reading habits – Motivation

1 Introduction

Several factors have combined to make us think about the project we present in this paper. Firstly, in recent years, according to official surveys both in Europe (Eurobarometer) and in Spain (Ministry of Education), the number of young people who had not read any books in the previous year has increased. This fact points to a worsening in young people’s reading habits. Secondly and focusing on our most immediate context, data provided by the Library of the Faculty of Economics and Business Studies of the University of León show a decrease in the use thereof by students. Finally, different research has shown a link between good reading habits and academic results at different levels (see [1], [2] or [3], for instance). These elements, not to mention the fact that literature is a fundamental vehicle for disseminating culture, seem to require from faculty a greater effort to improve the reading habits of our students.

Besides, we need to consider the specifics of Economics as a discipline. In effect, in recent decades it has evolved towards an increasing mathematical formalization while the link between this discipline, as taught in universities, and the world around us, is no longer explicit. In this sense, as has been suggested by [4], [5] or [6], among others, Literature might be useful to make this link explicit, contributing thus to reinforce student motivation in the study of Economics. Therefore, our project is based on these links between Economics and Literature.

2 Problem formulation

With this project we attempt to achieve the following goals:

General goals:
- To improve the reading habits of our students.
- To reinforce their motivation in the study of economic phenomena.
- To increase the visibility of the existing links between economic phenomena and their historical and social conditions.
- To make it easier for students to improve their academic results.

Specific (and measurable) goals:
- To increase the number of books that students read.
- To increase the use of the Library.
- To analyse the reading habits of university students.
- To determine and quantify the relationship between reading habits and academic results.
To build a database containing information on the two previous objectives.

3 Problem solution

The project combines Literature with Economics in an experience that consists of a previous selection of several fiction books, both classical and contemporary, with a high and/or evident economic content. Those books are selected according to the contents of each course and instructors prepare a synopsis for each book, in order to make the choice easier for students. Students choose and read one or more of these books within a semester period, and then discuss them (verbally or in writing) with their professor(s). Their comment is expected to mainly focus on the economic aspects included in the book, as it is specified in the instructions they receive. In this way, the students face the reading of new books that deal with Economics but from a less formal perspective. Additionally, this serves to improve their reading habits and to understand the link between the analytical tools provided in their course and the reality as it is grasped in Literature, contributing thereby to give visibility to this link between Economics and the rest of the social body.

Besides, in order to get more useful information on the experience, we introduced several variations in it. Given that the activity was planned as voluntary in all cases, those students who did not want to participate were considered as control groups. In some courses, the instructor(s) offered a reward in the form of extra grading (never higher than 0.25 points out of 10) while in others, they did not (to control the reward effect). Moreover, in two groups it was decided to give the extra marks only to half of the participating students, not knowing them nor the responsible professor(s) who were able to be rewarded and who were not (it was the project coordinator the only one who knew it). Finally, in some groups the activity was organized in such a way that those who participated would have to write a short essay at the end and, in others, the activity would be assessed through a seminar discussion.

In order to gather relevant information to make comparisons, we prepared a survey on: 1) academic results to date; 2) reading habits; and 3) Library use habits. All students, whether they chose to read the fiction books or not, had to complete the survey, which was not anonymous in order to track the reading habits of university students over time, something that will be feasible having brought together the faculty in charge of, at least, one course per year in the Economics degree. The results of this survey nurture specific goal no. 5 and are the fundamental tool for achieving goals 3 and 4. As it has been pointed out, in order to determine the achievement of goal no. 1, the activity was evaluated, in some cases, by means of a face-to-face seminar and, in others, by means of the delivery of a written essay. Once the experience ended, the participating students assessed it in order to face possible problems and to correct them in future emulations. The achievement of goal no. 2 has been checked with data provided by the Library.

4 Conclusion

On the whole, we have data for around two thirds of the enrolled students during two courses. The participation in the reading experience was much lower, though (with less than ten percent of the students taking part in it). Concerning reading habits, as it could be expected given that they are university students, our students read in a higher proportion than the general population. We confirmed that all those who took part in the project really had read the chosen books which, in some cases, would not have read otherwise. At the same time, since the Head of the Library took part in the design of the project, we made that some of the participating students had to borrow the books from the Library, thus increasing its use rate. Consequently, all the specific objectives have been met, despite the abovementioned low participation.

Contrary to other similar experience [7], we found that the reward offered in the form of a higher grade was important, since students were greater in number in those courses where it was done, and particularly because no students took part in other courses where we pointed that there would be no reward.

We have also found no difference in participation according to the way of evaluating the experience, this is, either through a seminar or a short-written essay. However, we confirmed that discussions could be more detailed (and guided towards the economic topics of the books) when celebrating seminars.

Finally, the feedbacks we received through the final survey were very positive.

As it has been mentioned, even though the participation rate has been low, the specific goals have been met. From this but specially from the feedback we have received, our conclusion is that the project is useful to involve students in achieving better reading habits. The experience has proved to be clearly innovative and this has been expressed to us from very different agents (students, other colleagues, academic authorities, etc.).
is not to say that there have not been drawbacks: certainly, the main one is the low participation of students, a limitation on which we will have to work in future replications of the experience. In fact, in order to address it, we have already collected information from the students who did not took part in the experience to get an insight on their reasons, being the lack of time to dedicate to an activity without a direct reward the most relevant.

References:
The teaching and learning forms and the current skills of students in higher education-the case of design training in Portugal

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Abstract: - With the restructuring of higher education in the European area, based on the Bologna process, in the case of Design training in Portugal, several changes occurred. In addition to the duration of the new cycles, new lines of action, instruments and strategies were defined and implemented. The teaching paradigm has been made based on the development of competences, the approximation of spaces of formative and professional knowledge and the dimensions, experimentation, research, innovation and entrepreneurship began to have a more significant weight within higher education institutions, in order to create new and solid solutions, to ensure effective responses to the demands of contemporary society.

Key – Words: - Design teaching – Higher education – Skills – Teaching and learning methodologies – Bologna Process

1 Introduction

In the context of education, training and research, there has been a strong need to invest in individuals and their lifelong learning, because they became the dynamic element of the knowledge economy. After the implementation of the Bologna process, spaces of knowledge such as formative and professional have passed to be more connected, with the intention of graduating professionals with capacities to face new situations technological, scientific and professional fields.

Within the framework of the planned strategies, some also defined in the Lisbon Strategy (during the Portuguese presidency, it was defined as an objective to make the European Union in the knowledge economy, the world's most competitive and dynamic, in order to generate more and better jobs and social cohesion), specific proposals at national level for each sector, in the circle of training and education, in 2002, the Education and training work program was adopted 2010, Education, Youth and Culture Council and the European Commission. In 2010 the new Europe 2020 Strategy was launched and, in the area of education, the strategic framework Education and Training 2020, with the objective of raising the quality level of education systems, and as a way of addressing the challenges of the future, in order to create a knowledge-based Europe and make lifelong learning a reality for all (JO C353 E; 2013; pp.56-61) [1].

In Portugal, a specific legal regime was created, to respond to the new needs and thus monitor the development that was occurring in Europe, as well as supporting documents for restructuring, such as the opinions of the Council of Rectors of Portuguese Universities (CRUP) in 2001, of the Coordinator of the Polytechnic Institutes (CCISP) in 2004, and guiding documents developed by the universities of Oporto, Coimbra, and the National Group of Experts of Bologna (GNPB).

All training areas were restructured, new lines of action were applied (three study cycles), instruments (ECTS - European Credit Transfer and Accumulation System; European scale of comparability of classifications), and strategies, some created based on projects (Tuning Project, Dublin Descriptors, MCES report).

The transition and adaptation to the new directives, with the accession to the Bologna Declaration on 19 June 1999, provided the passage of a “a passive teaching paradigm, based on acquiring knowledge, for a model based on the development of competences” (Decree-law n.º 74/2006, march 24) [2].

The link between higher education institutions and society more specifically with the business fabric has provided an approximation the areas of research and development, with the aim of creating new and solid solutions, to ensure effective responses to the demands of contemporary society.

2 Problem Formulation

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In view of the context defined in the present work, we intend to identify and verify whether the current and different forms of teaching and competences implemented, are appropriate to the current needs of society.

3 Problem Solution

We aim to contribute to an improvement in the quality and efficiency of students in their academic career, in the area of Design in Portugal.

We intend to contribute to an improvement of the quality and efficiency of the students in their academic course and appreciation of the training in the area of Design in Portugal.

Given the nature of the present research project, the analysis of the object of study required the use of the qualitative paradigm (Denzin and Lincoln, 1994) [3], following a phenomenological approach, focused on the analysis of paradigms changes in higher education, using an intensive analysis method or, according to Yin (2005) [4], the case study. As techniques, strategies and instruments we used documentary analysis, observation, semi-structured interviews to coordinators/directors of the courses, and survey surveys of two focus groups of students, the student of Design courses of the 1st and 2nd cycles of higher education.

This article was created based on one of the chapters of this research project, entitled “The impact of university reform in the teaching of Design in Portugal in degrees of graduate and Master ”, Faculty of Architecture of the University of Lisbon.

With the implementation of the Bologna process in Portugal, a specific legal regime was created, regulations were implemented in all areas of training as like as new lines of action.

In terms of the education system, the transition from a teaching based on the idea of the transmission of knowledge for a system based on the development of competences and, based on some of the created instruments, such as the Tuning Project, the Dublin Descriptors and, at national level, the report "Implementation of the Bologna process at national level by areas of knowledge and group of areas of knowledge- in Arts and Design" made by the Ministry of Science and Higher Education (MCES) the new guidelines were applied in order to respond effectively. Other instruments have been adapted to the European context, as was the case with the European credit transfer and accumulation system (ECTS).

According to the Tuning Design project, in the 1st training cycle, the capacities that a student must acquire in the course are very similar to some of the capacities identified in the MCES report. Both the designation of competences and the description there of are more specific and clear in Tuning Design and more general in the MCES report. We also verified that there are identical competences in both processes - Tuning Design and MCES report- but are inserted into groups with different names. In the Tuning Design project, in the case of skills that a student must acquire in the context of vocational training, they are distributed by the various groups (conceptual, ideation, creative, procedural and communication skills), and competences relating to professional insertion, appear as generic entrepreneurial competences. In the case of the MCES report, they appear in the group of general competences.

The Dublin descriptors, unlike the Tuning and Tuning Design projects and the national MCES report, identify generic competences, which must be acquired by the student during the course of his.

While in the first cycle competencies are more focused on building knowledge, it's application in various contexts, the development of communicational capacities, autonomy, and the ambition to learn throughout life; in the 2nd cycle it is intended that students know how to demonstrate that dominate the knowledge acquired in the first cycle, in order to develop or apply ideas, mainly in research contexts, which have different problem-solving capacities, in different and multidisciplinary contexts, and are able to convey their conclusions and concepts to specialists, professionals and the general public.

In view of the current changes, regarding the formation of higher education, especially in the area of Design, the future professionals began to assume a social-formative role, according to Dupont (2010) [5], more bound to society, thus elevating its social responsibility.

In terms of the capacities to be acquired in each of the cycles, according to the Tuning Design project, in the 2nd cycle the competences are slightly different from those defined in the first cycle, because they are directed to an area of specialization, of a more advanced scope, as in the case of theoretical competences or even in ideation.

In the identification of competences, we measure that although they obey a student profile, they do not have profound distinctions between domain, other than those that are specific to each domain, or to the value of certain matters.
In the case of the 2nd cycle, irrespective of the existing areas in the Design area, the general competences are equivalent in the two subsystems. Academic competences, irrespective of the domains and subsystems, defined by a criterion based on defining concepts (MCES, 2004) [6], are subdivided into different sciences (basic science; science of the scientific area; specialty sciences; optional disciplines; and complementary disciplines), and each science groups curricular units with their own and complementary competences, according to the domain and the weight it occupies in the curricular plan of the course. The competences that a student must acquire, in the context of vocational training, are disseminated in academic competences by area (scientific sciences, specialty sciences, complementary disciplines, optional disciplines) and competences related to professional insertion, appear as general competences.

4 Conclusions

In the case of the training area in Design we affixed that while in the Polytechnic subsystem the graduate should have capacities in more targeted dimensions for the interpersonal and multicultural relationship, individual relationship/team and initiative, or research of multiple creative proposals, in the university subsystem, in addition to the indicated competencies, should also bet on dimensions such as experimentation, research, innovation and entrepreneurship. In identifying competences, we measure that although they obey a student profile, they do not have deep distinctions between domains, other than those that are specific to each domain, or to the value of certain matters.

With regard to competences, while in the first cycle competences are more focused on building knowledge and its implementation in various contexts, the development of communicational capacities, autonomy, and the ambition to learn throughout life. In the 2nd cycle, students should be able to demonstrate that they dominate the knowledge acquired in the 1st cycle, in order to develop or apply ideas, especially in research contexts; that have different problem-solving capabilities, in different and multidisciplinary contexts and, being able to convey their conclusions and concepts to specialists, professionals and the public.

The new reform in higher education has not provided the creation of equal courses in all universities and countries, but potentiated the recognition, comparison and validation of knowledge acquired by students, facilitating the mobility of pupils between institutions, employability and lifelong learning.

References:

Channels DOOH and challenge based learning as innovative methodological resources: practical case of an advertising communication subject (course 2018-2019)

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Abstract: - The present study explains how the choice of outdoor advertising channels in Digital Out of Home (DOOH) format and the cooperation of companies for the realization of an evaluatable project within a subject of the Degree in Advertising Communication have been determining factors for the application of valid and innovative university teaching methodologies inspired by the Challenge Based Learning concept. The initiative entitled “Education DOOH: Collaborative innovation with the European University of the Canary Islands”, carried out during the first semester of the 2018-2019 academic year by a group of twenty seven students (2nd grade in Advertising Communication of the aforementioned university), supervised by the teacher subscribes this chapter of the book, in collaboration with the companies +LED, Libby’s, and Ikea, won the National Award for Best Practices in CBL at the 1st Challenge Based Learning Congress that the Faculty of Social Sciences and Communication of the European University organized in Madrid in May 2019. This analysis aims to respond to the hypothesis that arises in relation to the contributions that this type of PBL projects can offer the student from the point of view of teaching innovation, its validation and possible improvements, motivational aspects for students, learning outcomes solids and study of the impact of this type of advertising formats.

Key – Words: Outdoor advertising – Digital out of home – Challenge based learning – Problems based learning – Teaching innovation

1 Introduction
A description of the project in all its phases of development, including a schedule of work sessions, follow-up actions, review, feedback, design of statements, deliverables and final evaluation, adds an exhaustive review of statistical studies and articles in the academic field that continue to give foreign advertising a high rate of impact and interest, and therefore a proven effectiveness for the advertiser that works successfully parallel to the rise of programmatic digital marketing campaigns so present today. At the end of the semester the students expressed their satisfaction with regard to the learning results obtained, the skills acquired and the experience reflected in their portfolios in order to face future job interviews. On the other hand, and with respect to the collaborating companies, after the end of the project, it was found that they were particularly interested in continuing with future collaborations in line with their social responsibility policies. Authors such as Gurumoorthy (2015), Lee & Cho (2019) [2], [2], or López (2011) [3], insist on the favorable perceptive attitudes of consumers and on the impact conditions of the electronic outdoor screens that program their advertising circuits in a loop, and as still today, despite the huge deployment of campaigns within the online environment, DOOH communication continues to be one of the options most demanded by advertisers.

2 Problem Formulation
The project consisted of designing a Christmas Campaign for real clients (Libby's, the juice, nectars and sauces manufacturer, and Ikea, the Swedish international furniture company) with the innovative concept of outdoor advertising under a circuit of screens electronic (Digital Out of Home -DOOH Advertising) managed by the agency +LED with the following three objectives:
1) Design a communication strategy based on a real client briefing (Explain Phases Creativity / Messages). Realization of two storyboards, one per brand.
2) Recording / Editing a 10-second advertising spot without sound.
3) Submit proposals. The client would choose 1 winning spot and another finalist that would go to the digital screens and social networks on Christmas dates according to the specifications of the briefings delivered by the brands.

1.a. The main problem was based on the following question: How do we manage to create an advertising spot ‘without sound’ that impacts from the creative point of view and can be understood its message (insight) in 10 seconds?

2.a. Then, another great dilemma was raised: In addition to the limitations in terms of the duration of the pieces (the usual standard duration of a spot is 20 seconds, not 10), there was a problem: many of the groups wanted to record with children who will star the ads. Difficulties that would have delayed the recording process due to restrictive regulations were raised, since, in addition to image rights, the regulation specifies several exceptionalities, such as the presence of a supervising adult, the control of working hours, and other needs.

3 Problem Solution

3.a. With the data of the briefings in hand, working groups were organized and several brainstorming sessions were held to discuss different creative proposals. To face the creative challenge, each group (consisting of four or five students) would share the different tasks inherent in the development of an audiovisual work: recording, sound recording, casting / dramaturgy in almost necessary, lighting, direction, editing, post-production / effects. They were given the option to choose one of the two brands, Ikea or Libby's, or both, to present creative proposals. Each group would present a maximum of 1 idea per brand.

During the time the project lasted, from September 2018 to November 2018, students were working both in the classroom (at designated hours) and outside the classroom. During those periods, the students developed the production, production and post-production phases of the video. The companies made continuous monitoring of the creative proposals that were generated by the students and were contributing their feedback reports with the mediation of the teacher, both in person and through email.

Likewise, the students received an extra help: a masterclass in neuromarketing by Professor Andrés Fernández, researcher in neuroscience and advertising, and a professor at the UNIR and collaborator of the Neurocog laboratory at the University of La Laguna. Fernandez offered them a masterclass and tutorials (through email) to guide and help students to impact more effectively on their creative proposals. Dr. Fernández, based on his experience in the perceptual analysis of stimuli in the field of advertising, gave them some practical advice to try to ensure that the visual elements were perceived effectively by the viewer.

3.b. Some ideas were reconsidered without the presence of children. The teacher was supervising the different groups the tasks of conception of the final ideas, taking into account that each group had to offer proposals according to what was requested in the briefings. These ideas were sent to Libby's and Ikea in the form of storyboards. Libby's gave their feedback via email and Ikea offered his point of view at the event held at the company's facilities in Tenerife.

4 Conclusion

Among the works presented by the students, two were selected by Libby's, one winner, recorded and edited by the group composed of Lucía Carrasco, Elisa Llombet and Felipe Gómez, focused on the slogan "The same as always, now easier ", and a finalist who used the headline "Life goes by, good things stay ", prepared by students María Méndez, Helena Díaz, Pablo Pérez and Jaime Fernández.

The winning piece recreated a simple image with a white background in which a tomato rolled across the screen to touch the new container, and the finalist spot showed the unfocused image of a group of people performing different activities in a kitchen as an ellipsis, and fast camera, presenting the new container with anti-drip lid in the foreground. Although they were published without sound, both pieces were added the most characteristic jingle of the brand Libby's, widely recognized for years between different generations.

The winning spot was aired for a week on the digital screens that the company +LED manages along the Tram of Tenerife route, while the finalist was published during the same period on the most visited social networks of the Libby's brand (Facebook and Instagram). The screen circuit of the outdoor advertising company +LED covers, in addition to other points, the main street network of the Tram of Tenerife between Santa Cruz de Tenerife and San Cristóbal de La Laguna and emits creative pieces without sound from different advertisers through a loop that is renewed in these screens according to the duration of the advertising campaigns.
The "New Ketchup Libby's campaign with new container and anti-drip cap" was advertised on eight screens of the Santa Cruz-La Laguna circuit (Metropolitan Area) during the month of March 2019. The winning spot for Libby’s appeared every minute and a half during a loop that lasted 17 hours every day. The calculation of potential public (user of the tram) is between 1.5 and two million passengers per month.

Citing Michael Goldhamer, who spoke about the 'attention economy' in his famous article published in the magazine Wired, Gurumoorthy remarks the theories of that author in the sense that the currency of the new economy was not money, but consumer attention. This is a very accurate definition that reaffirms the role played by the outdoor advertising support by issuing notices, short messages and advertisements in a very dynamic way and under the concept of fast, changing and scheduled content. This type of communication is very effective in a globalized world where the user who goes down the street is bombarded by persistent messages, from posters to mupis, opis and digital screens that are programmed by a remote transmitter.

Having developed different creative pieces to be disseminated through the outdoor advertising channels, provided in this case by the Canarian company + LED, students have been able to see the impact of their work on the public users of these screens.

References:
Relationship of conventional, alternative and innovative teaching styles with learning styles

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Abstract: - Education seeks to seek strategies, techniques and ways of teaching classes where individualized and meaningful learning is generated in the student. Some teachers do not know their learning style, nor do their teaching methods, so they transmit the information in the best possible way, but without possibly considering whether this information reaches all students. The aim of this research is to know which learning styles and teaching styles currently prevail in future primary school teachers and whether there are changes over the three years of evaluation. In addition, according to the learning styles with which teaching style it relates. The target population is future primary school teachers in three different years from 2017 to 2019. To carry out this research, the questionnaire on learning styles and the questionnaire on pedagogical beliefs have been used. The methodology used is therefore ethnographic, longitudinal and quantitative. It has been found that teachers with an active learning style, Pragmatic, theoretical are oriented to a more alternative than conventional teaching style and teachers who have a reflective learning style have a more innovative teaching style. It is important that teachers know their own learning styles and teaching styles to be aware of how they transmit information and what kind of students it can reach. The purpose of education is to generate learning where prior knowledge is linked to new knowledge and where its teaching is personalized. As teachers do not know their teaching style and learning style, they will not be able to modify or adjust the information to each in the classroom.

Key – Words: - Pedagogical beliefs – Learning styles – Conventional education – Alternative education – Innovative education

1 Introduction

In colleges and higher education, there are currently teachers committed to a change in the way they teach. Fulfilling the object of study of the psychology of education that are processes of teaching and learning. The first refers to the actions of the teacher and the second refers to the changes that are generated in the students both in their knowledge and behavior. In this research, it is based on the first paragraph, the teacher to know what the performances are, it is necessary that he knows himself, the ways of teaching and the learning styles that he presents, because it can influence the transmission of information, because it is what you know and feel comfortable. When one speaks of ways of teaching or teaching styles are also "Concepts and methodologies used in the study of professional knowledge of teachers", "A set of attitudes and actions supported and manifested by the teacher, expressed in a defined educational environment and related to aspects such as teacher relationship, planning, conducting and controlling the learning teaching process” [1].

There are many classifications such as [2] [3] [4] [5] pen teaching, are teachers who like to work on new content that is not included in the program, promote new activities, use real problems of the environment and are original in the accomplishment of tasks. The formal teaching style are teachers who plan in detail their teaching, do not allow improvisation, Therefore, they do not usually provide content that is not included in the program and the structured teaching style are teachers who plan in detail their contents with a broad, articulated and systematic theoretical framework. The functional teaching style is used by a teacher who plans the classes, cares about practice and is related to problems of everyday life [6].

Another classification at the level of teaching styles is the manager, facilitator and collaborator. The manager is the teacher who thinks that all the responsibility in the teaching is only of him, the interaction between teacher and student is low, for these teachers it is very important the introduction of new knowledge. The style of teacher facilitator is one that negotiates the objectives, structure and activities with the students, that is, responsibility divides it among all, at the level of interaction. It maintains a relationship of trust teacher, student and there is a permanent feedback. Collaborating teaching style, teacher and students are responsible
for learning, team work is promoted and there must be a high level of trust and commitment between teacher and student.

Finally, another classification, on teaching styles, we can find very conventional and traditional teacher, teacher more conventional than alternative, teacher more alternative than conventional and alternative teacher, innovative, which is the classification to be taken into account for this research [7]

The most conventional and traditional teaching style is the one that focuses on its contents, its tasks are difficult, impose the order and rules in class so that there is uniformity, with a marked schedule, strictly and its teaching is based on the textbook. In terms of evaluation, it only promotes those students who have met the minimum requirements. The more conventional than alternative teacher is similar to the teaching style described above, but without as much rigidity. The more alternative than conventional teacher is the one who performs classroom activities thinking about the students, learn playing, with flexible hours, work with chips and exercises, their promotion is automatic for the next course, only uses observation that tests or tests. Finally, the innovative teacher style has much of the above exposed, with the variety that tries to create new ideas and experiment in class.

Continuing with the interest of this research in that the teacher should not only know the teaching styles but also know the learning styles [8] this author classifies it into four types of styles: active, pragmatic, theoretical and reflective. The style of active learning is characterized by learning surrounded by people, testing new ideas, being protagonists and short activities. Those who present a reflective learning style, usually learn by analyzing the information to reach a conclusion, opt for an observer role. The pragmatic learning style, they learn through experimentation, where they relate theory and practice, plan and order their actions. The theoretical learning style, they like to learn from theories, synthesize the information, contrast the information and clarify any doubts you may have.

2 Problem formulation

The methodology used in this research in ethnographic, longitudinal and quantitative. The aims of this research are to learn about the teaching styles presented in future primary school teachers, know which learning styles predominate in each of the evaluated courses and relate learning styles to teaching styles. Objectives aimed at answering the following questions What kind of teaching styles are we currently in future primary school teachers? What kind of learning styles are presented in future primary school teachers? Is there a relationship between teaching style and learning style?

The groups involved are three different groups of future primary school teachers from 2017, 2018 and 2019, with a total of 152 pupils. The following tools are used to carry out this research: the CHAEA questionnaire [8] to determine the prevailing learning style in the different groups and the pedagogical belief questionnaire [7] to learn about the teaching style currently presented by future teachers.

The procedure that has been carried out, in the first place, the groups are informed of the subjects of psychology of education and psychology of development, which are the styles of learning, they are then presented with the challenged learning styles so that they appreciate and know their way of learning. Subsequently, during the four months and according to the given topic, they are given information on the teaching styles, followed by the questionnaire of pedagogical beliefs to be completed and to know their teaching style. Groups are given feedback on the information they have gathered about their learning style and teaching style, and ask themselves if it matches what they think they are as teachers and how they learn today.

3 Problem solution

Taking into account the objectives of this research, statistical analysis is carried out using the SPSS programme 22.0. With regard to the first objective of knowing the teaching styles that are presented in future primary school teachers, it is found that in 2017 the active learning style predominates by 91% and theoretical by 60%. In 2018 active learning styles predominate in 53% and pragmatic in 65% and in 2019 active learning style predominates in 55%. In total, it can be observed that in the three consecutive years the predominant style is the active 60%, followed by the pragmatic style 46% (Fig. 1).

With regard to the second objective, regarding the type of teaching style of future primary school teachers, it is noted that in the three years the predominant teaching style is 72% alternative in 2017, 54% in 2018 and 51% in 2019. As years go by, for example, 2018 and 2019 increase the percentage in innovative teaching style by 37.5% and 38.4% respectively (Fig. 2)
Concerning the relationship between learning style and teaching style, it is observed that future teachers who have an active learning style (Fig. 3), pragmatic (Fig. 4) and theoretical (Fig. 6) have a more alternative teaching style of 47.61% and innovative in 31.74%. Future teachers with a reflective learning style relate to an innovative teaching style of 14.28% (Fig. 5). It is also worth noting, as we evaluate in years, that there are future teachers who are directed in a conventional style except those who have a reflective learning style.

**4 Conclusion**

According to the results, it can be observed that in each year there is a predominant learning style in each course, without forgetting the other learning styles. Therefore, it is necessary as a teacher to take them into
account to adapt the subject to the group of students with their learning style so that the information reaches each of the assistants, statement that is supported by the research of [9].

As for the style of learning that predominates in the three consecutive years is the active one, which indicates that the subject should be prepared with contents that have short activities, that the participants are protagonists, they can generate new ideas, by encouraging creativity and by forming working groups.

On the other hand, it is noted that the future teachers present an alternative teaching style, where they will offer their classes taking into account their students, creating dynamic classes with games, using chips and exercises. They do not want to use examinations but rather observation in the student’s own performance as a way of promoting their students. Also, it can be deduced that they want to be teachers where another type of teaching is promoted beyond the traditional and conventional style used in education. Observed, an increase in the innovative teaching style in the years 2018 and 2019. Research such as [10] finds something similar to what is presented in this research where students have a high preference for open and functional styles, and a low preference for structured and formal styles. As for the relationship between learning style and teaching style, it is found that active, pragmatic and theoretical learning styles are directed by more alternative and innovative teaching style. Some authors mention in their research the importance of taking into account learning styles and teaching styles in order to achieve a didactic change and individualized teaching [11] [12].

With all this, it is necessary to carry out research that answers the following questions: Does the way of teaching that a teacher uses reach the entire student according to the style of learning? Does the learning style and style of teaching influence the preparation of classes? It is emphasized that there is a need for "appropriate tools for the evaluation of teaching styles that consider didactic and pedagogical aspects” [13] as used in this research.

References:

Education for sustainability. A systemic and integrative learning experience at the University of Seville

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Abstract: - This work presents the results of a systemic and integrative learning experience based on the research of a real-life problem; the aim of the exercise is to teach students to confront said problem critically and creatively. The activity was developed by an interdisciplinary group of students from the Tourism, Geography and Territorial Management, and Archaeology degrees, at the University of Seville. It aimed to identify, assess, and address the impact of tourism on the former Tobacco Factory, currently the University of Seville’s headquarters. A systemic vision was intended: the building seen as an ecosystem; it is necessary to identify and protect the processes that guarantee survival, and the spaces and species that compose the ecosystem. The programme provided students with a cooperative interdisciplinary learning experience, increasing their skills for problem-solving from a systemic and complex perspective that goes beyond the division of knowledge into closed curricular areas. The project also provides them with other general skills: organisation and planning, the adoption of critical and self-critical approaches, training of ‘knowhow’, management of uncertainty, etc.

Key Words: Cooperative work – Interdisciplinary – Systemic vision – Integrative learning proposal – Education for sustainability

1 Introduction

Spanish university is part of the European Space of Higher Education, which promotes the replacement of traditional, content-based educational models for skill-based education, that is, an education in which the acquisition of knowledge is directed at solving complex problems [1][2].

Skill-based education assumes that solving real-life problems requires expertise and interdisciplinarity, and not only the accumulation of knowledge, no matter how solid.

Similarly, the training of new and better professionals demands for the students to be aware of the state of the world and of the practices that need to be undertaken in order to address current socio-environmental and economic problems –climate change, endangered energy self-supply, etc. [3]. For this reason, we need to undergo a transition between everyday, simplifying notions to a more adaptive and complex thought pattern [4] [5] [6], based on the adoption of systemic approaches, cooperation and interdisciplinarity.

For lecturers, the challenge is to design teaching-learning practices which help the student to acquire said skills and enjoy a fruitful learning experience. In order to meet the new educational paradigm –in which the lecturer is no longer a vehicle and the student a mere passive recipient of knowledge– new teaching methods are being proposed [7]. These include, among others, problem-based learning; the teaching contract; project-oriented learning; flipped learning [8] [9], etc. One of these methods deals with cooperative learning, through which students work together, sharing resources, information and effort, in a mutually-supporting environment [10].

This work presents a learning activity entitled ‘Education for sustainability: a lateral challenge. How to incorporate it to our teaching methods?’, organised by the Institute of Teaching Sciences of the University of Seville. The activity has been undertaken by an interdisciplinary group of students from the Tourism, Geography and Territorial Management, and Archaeology degrees.

2 Problem Formulation

Located in the Centre of Seville, the former Royal Tobacco Factory was listed as a Cultural Heritage Asset in 1959. The Factory was finished in 1770 to house the royal monopoly over tobacco, and between 1954 and 1956 it was taken over by the University of Seville. Currently, it houses the university’s headquarters, as well
as the Geography and History and Philology faculties. Half way between baroque and neo-classicism, the building is one of the largest industrial facilities built during the European Ancien Régime. It is the stage of the events portrayed in the hugely popular novel Carmen, by Prosper Mérimée, published in 1845.

The singular character of this architectural complex makes it one of the city’s main touristic attractions. The increase in the number of visitors, which threatens to exceed the building’s capacity, has become a cause of concern for some members of the university community and staff.

The work undertaken by the students aims to identify, assess and address the impact of tourism on the former Tobacco Factory. The aim is to adopt a systemic approach in which the building is perceived as an ecosystem, and the species and spaces that constitute it are outlined and protected. In order to carry out the project ten students –an ideal number for this sort of undertaking– were selected (three from Archaeology, two from Geography and five from Tourism).

3 Problem Solution

The work was divided into 5 stages.

Stage 1. Introductory meeting, with three parts:
- Presentation of the students and creation of a Whatsapp group for all participants, including lecturers.
- Presentation by the lecturers of a series of basic concepts for the development of systemic thought: systems and systemic thought; ecosystems; processes and relations; load capacity’ ecological print; sustainability; key species; native and exogenous species.
- Presentation by the lecturers of the activity.

Stage 2. Introductory visit to the former Tobacco Factory:
- Geography and Territorial Management Students introduced the rest to the space to be examined, the former Tobacco Factory. Owing to its location, in the centre of the city, the building is included in multiple touristic tours; this introduction dealt with such issues as its dimensions, patios, uses (recreational, educational, religious, cultural, etc.) and its interaction with the immediate urban environment (a pedestrian thoroughfare), whose use, originally diverse but generally oriented towards the University community (gyms, bookshops, stationery shops, private residences, cafes, shops, hotels) have in recent years veered towards touristic services (currently, along with a few remaining private residences, most businesses are touristic restaurants with touristic prices).
- Afterwards, the Geography and Archaeology students contextualised and assessed the building from a cultural, historical and artistic perspective.
- Once the building had been characterised from a geographical, historical and artistic perspective, the students identified the spaces and species that constitute the ecosystem. The native species identified included students, lecturers, professional services staff, cleaners and security personnel (the last three were defined as key species, for their significant contribution to the maintenance of the ecosystem). Tourists were defined as non-native species.
- In addition, the students identified up to eleven types of space (exterior gardens, three courtyards, classrooms, canteen and dining room, toilets, study rooms, chapel and gipsoteca).
- Once the spaces and species had been identified, and their mutual relationships outlined, students identified the need to carry out a survey among the species, and measure the presence of tourists in common areas (toilets, courtyards, café, exterior gardens, gipsoteca). A different survey was designed for each species, and measurements carried out for a week, every three hours.

Stage 3 involved the processing of survey and quantitative data, and the putting together of conclusions and proposals. Some of the most significant results are:
- Touristic impact is particularly high in specific spaces and during specific time ranges (café, toilets, central courtyard, between 12:00 and 18:00 hours).

- Students, lecturers and cleaners were the most heavily affected species, and those which rejected the tourist presence the most.

- Measurements revealed that the ecosystem’s load capacity was already exceeded by the presence of the native species, and that one key species, cleaners, was at breaking point.

- The need to establish behaviour patterns for the tourists was established.

- The need to limit the number of tourists, and to establish restricted access areas, was also established.

- In Stage 4, the students presented this activity to their classmates.
4 Conclusion

This work presents the learning experience coordinated by two lecturers from the University of Seville and carried out by students from three different degree programmes. This cooperative and interdisciplinary programme has allowed students to gain a holistic understanding of the overexploitation of resources, limits and sustainability. In addition, the experience has stimulated critical thinking, as the students were allowed to contribute with their own ideas through research.

The adoption of a systemic approach must be regarded as especially interesting. In addition, the students have understood the need to combine different disciplines to tackle current challenges. At the beginning of the programme, the participants were interrogated about their understanding of current global challenges, and their knowledge on such issues as ‘sustainability’, ‘load capacity’, ‘climate change’, etc. was also assessed. The results of this preliminary survey revealed that students have a poor understanding of these issues. The high number of students per classroom, especially among Tourism students, and their low motivation, was one of the obstacles faced by the programme. Finally, as noted, the programme also helped the students to build up some generic skills, such as planning and organising, critical and self-critical thinking, training of ‘knowhow’, oral expression, management of uncertainty, etc.

References:

Cross-connection of Undergraduate Subjects in Response to Interdepartmental Work Flow in Advertising Agencies: a Teaching Innovation Project

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Abstract: - The implementation of the Bologna directives and academic institutions’ need to adapt to current society and to its demand for new professional profiles has led to the development of teaching innovation projects that pursue the connection of the student with the labor situation. This teaching innovation project responds to the work flow that is produced in actual advertising development, cross-connecting the subjects of Account Management, Advertising Creativity and Media Planning in the Undergraduate Degrees in Advertising and Public Relations, and in Marketing, with each one representing the corresponding Department within an advertising agency. The students reproduce roles and responsibilities as members of said departments/subjects in order to take on an actual project requested by a real client/advertiser in a pitch format or a competition of advertising agencies, providing them with new stimuli and proficiencies that facilitate their incorporation to the professional world.

Key – Words: - Teaching innovation – Advertising – Creativity – Account Planning – Media Planning

1 Introduction

The European Higher Education Area (EHEA) has modified the educational paradigm, whose proposal is based on learning being more effective when it is the student himself who assumes the responsibility for the management and performance of the academic work [1]. Since the implementation of the Bologna Plan in the year 2010, educators of Spanish universities have created, developed and/or applied different teaching methodologies to promote those aspects that can lead to better learning by the students.

In this respect, Fidalgo [2] points out that student participation and involvement in the learning process increases their attention and their interest in the knowledge they must acquire.

According to Kolb [3] learning follows a process in which a certain experience or situation activates the individual’s knowledge, in such a way that he begins to compile, store, know and examine information in order to subsequently interiorize the acquired knowledge and skills.

Project-based learning (PBL), therefore, can be structured; its function is to bring together the students and a specific reality -within an academic setting- by means of the realization of a work project. Also, this technique entails the students’ applying the acquired knowledge and, furthermore, it stimulates the students to develop the skills necessary to solve actual situations, which is an added motivation for learning [4].

In the same way, PBL requires the students to group together in teams formed by individuals of different profiles, disciplines, languages and/or cultures to carry out a job that solves an actual problem. This diversity signifies a great opportunity for the learning process, as well as preparation for the students, qualifying them to work in a multidisciplinary and changing environment, such as that of commercial communication at present; an environment where this paper is framed.

Within this learning process, the professors carry out a fundamental role: on the one hand, that of the principal professorial tasks which is to teach the student to “learn to learn”, and to form cognitive structures that allow him to process the available information, examine it, codify it, categorize it, evaluate it and understand it for its correct use [5].

On the other hand, authors such as Canós and Mauri [6], affirm that the professors have to know how to adapt the knowledge and their application to the labor world, ensuring that the students enter into contact with this reality; a key task, especially in a scenario such as that described by Brewer [7] where many young people have difficulties in finding professional outlets due to a certain distance between their academic training and the skills required by the labor market.
Thus, this paper deals with approaching this dual labor in which the professors must teach the students not only to interiorize the transmitted knowledge but also to know how to connect the different subjects and disciplines together in order to be able to apply them effectively in a completely real and professionalizing situation.

Within this context, the project that has been carried out has combined different methodologies: project-based learning and experience-based learning; but it adds an innovative approach by combining them in a pre-professional practicum in which the different phases that are carried out in the actual advertising development have been replicated, from the start of the process to the final design and, even, the execution of some of the parts.

2 Problem Formulation

The origin of the project emerges in light of the need to bring together, in 3rd-year Undergraduate students of Advertising and Public Relations and in Marketing, knowledge which up to now was fragmented for them, with the aim of their learning to connect key concepts and consolidate them within the different areas that make up the commercial communication sector: accounts, creativity and media.

It was detected that the 3rd-year students were not capable of understanding in their totality the relationship and connection between the three areas, knowing that the students not only must acquire knowledge but they must also be capable of applying it to solve actual situations.

In the same vein, the development of qualifying teamwork skills and presentation and public speaking were sought, since the students must end their academic training prepared not only to carry out a professional task, but also to be able to manage themselves fully in this setting.

Finally, learning was pursued by means of the applied practice of the teaching and knowledge imparted in the three subjects involved in the project: Account Management, Advertising Creativity and Media Planning.

Thus, the specific objectives that are framed for the project are:

To teach the professional skills of the students.
To expand the professionalizing practicums of the students.
To encourage the university-enterprise relationship and to generate professional networking.
To achieve the learning results provided in the undergraduate degrees in Advertising and Public Relations and in Marketing.
To enhance the development of the subjects, taking them to a more practical focus, allowing the students to carry out part of the professional tasks for which they are preparing.

3 Problem Solution

With this premise, what is posed is the realization of a teaching innovation project that is designed as a practicum in which we try to replicate the work flow that is produced in actual advertising development, from receiving the briefing to the phase of presentation to the client, passing through the development of research, brainstorming and planning.

In the project, the subjects of Account Management, Advertising Creativity and Media Planning of the Undergraduate Degree in Advertising and Public Relations and the Undergraduate Degree in Marketing replicate the role and responsibilities of the corresponding department within an advertising agency.

The practicum begins with defining hybrid work groups comprised by members from the three subjects. Each student of the group assumes and exercises a specific role -Accounts/Strategy, Creativity, Research/Media Planning- which he performs throughout the entire development of the task.

Once the groups are defined, a first contact with client/advertiser executives and their advertising agency in a meeting to present the briefing. From that time, the Account teams have to design research and analysis prior to the development of a creative brief, which they must agree on with their colleagues of Creativity and Media and, jointly, draw up, present and carry out a strategic proposal, a creative approach and articulation, and its distribution; as well as an innovative solution that solves the problem posed by the client.

Constant monitoring and tutoring is done throughout the semester of each work group by the three intervening professors, who offer the different perspectives according to the corresponding subject. This phase of the process culminates with a prior presentation to the teachers as a “general rehearsal” that allows transmitting final shared feedback to the three knowledge areas, in terms of content and formal issues -soft skills- of presentation of each project.
The proposal of each group is presented as a pitch or agency competition, where the executives of the advertiser and its advertising agency, together with the three professors involved, evaluate each of the proposals from professional and academic criteria.

For the evaluation, an ad hoc rubric is used which is filled out by all the members of the tribunal, where the following items are evaluated:

- Oral expression and expositive clarity.
- Fulfillment of the objectives of the briefing.
- Innovation of the proposed solution.
- Research and findings of insight.
- Articulation of the concept.
- Shaping and integration of the action/campaign.
- Supports and visual attractiveness.
- Answers to the Tribunal’s questions.

4 Conclusion

According to the evaluation of the participating students, achievement is confirmed in the conceptual connection of the intervening undergraduate degree subjects that, until the realization of the project, the students perceived as compartmentalized, managing to connect them together in a fully effective manner.

Considering the observation of the professionals intervening in the project, a notable improvement is verified in terms of performance approaching the reality of the advertising industry, stressing the consistency, coherence and solidity of the integrated proposals of the students.

Contemplating the academic response to the involved subjects and the teaching criterion, a considerable advance was observed both in terms of comprehension of the subject and putting it into practice as well as in the degree of involvement, participation and extremely positive motivation of the students.

This motivation goes beyond the promoting subjects of the project, pervading the rest of the Undergraduate Degree subjects to achieve a new stimulus by the participating students who clearly perceive a reduction of the distance existing between the academic training and the labor outlets [8] that facilitate their incorporation to the professional world.

This prototype of the project ends by defining the next steps for its subsequent editions in reference to the design of dimensions for the evaluation of the quality [9] that facilitates the dissemination and implementation of this teaching innovation.

References:


Elementary Education Students and YouTube: Modes, Media and Frequency of access

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Abstract:- This contribution presents an investigation into the potential of YouTube as an educational tool in the Elementary classroom. For this, it is intended to show an approach to the use made by the pupils of this application in their leisure time through a mixed methodology study that investigates the start and frequency of use, the devices used, the autonomy of use and search, the themes of the videos viewed and the monitoring of youtubers. For the collection of data, a self-report instrument was developed with a total of 18 items that were completed online by 103 students of all Elementary courses –47.6%, boys and 52.4% girls–, aged between 6 and 12 years of a total of seven Spanish provinces. After the analysis of the data obtained, there is a daily access to the excessive social network and without adequate supervision by those responsible for the minors. The themes displayed are mainly video games and youtubers (mainly those classified by YouTube in the categories of “entertainment” and “video games”). The analyzed youtubers, which the participants actively follow and feel admiration for them, do not at all represent an appropriate reference for their age and the contents they share –considered funny and entertaining by the participants– are banal and counter-educational.

Key-Words:- Elementary Education – YouTube – New technologies – Leisure – Electronic devices

1 Introduction
Numerous studies on the use of YouTube in school consider video to be a powerful means to mobilize a broad spectrum of content. As Lavado (2010) [4] points out, YouTube is an individualized multimedia tool in which “its users are fully active participants, able to freely select the contents of this platform and, in addition, they are allowed to answer, comment and share the different audiovisual pieces” (p.78).

Jenkins, Purushotma, Weigel, Clinton and Robinson (2009) [3] conceptualize the participatory culture of the new media created by young people, pointing out social skills: play, performance, simulation, appropriation of media content, collective intelligence, judgement to evaluate the credibility of sources, networking, among others.

In this context, we can talk about the emergence of the youtuber phenomenon, generally young characters that began to open channels on the platform to upload videos in which to share the topics that interest them from a playful, comic, casual and fresh perspective. However, today, many of these have transformed this activity “into a business that has made them rise to fame, making them mass idols for millions of people and publishing their own books that become best sellers in just one day” (Rego & Romero-Rodríguez, 2016, p. 199 [5]). Many of their unconditional fans are boys and girls who spend a large part of their leisure time following what they share, and recognize them as public figures and microcelebrities (Aran-Ramspott, Fedele & Tarragó, 2018 [1]), impregnated with content questionably suitable for their age, whose effect we will see in the long term (Fernández Torres & Chamizo, 2016 [2]).

This chapter aims to show an approach to the use made by the pupils of the YouTube social network in their leisure time through a mixed methodology study that investigates the start and frequency of access, the devices used (and the ownership of these), the autonomy of use and search (company with the consumption of the videos and who performs and supervises their searches), the themes of the videos displayed and their interaction with the youtubers (follow-up, conception they have of them, admiration and desire to emulate them).

2 Problem Formulation
A total of 103 Elementary Education students participated in this research –of all courses: from 1st to 6th– in the 2018-2019 academic year. Boys represent 47.6% of the sample and girls, 52.4%, aged between 6 and 12
years. The participants came from seven Spanish provinces, belonging to the communities of Andalusia, Balearic Islands, Valencian Community, Extremadura and La Rioja.

For the collection of data, an instrument was prepared with a total of 18 items (11 closed and 7 open), in addition to a brief introductory section with a series of academic and biographical data (age, sex, course and province), which participants completed online through a Google form, with the permission and supervision of their parents or legal guardians. The answers to the closed items—the simple alternative answers and the multiple-choice ones—as well as the open items of constructed elaborate response, were analyzed by means of descriptive statistics with the SPSS statistical analysis software (v. 24). Open items of long elaborated response were analyzed by content analysis categorizing the responses obtained.

3 Problem Solution

Start and access frequency

The start and frequency of access to the social network YouTube was investigated through three items (items 1, 2 and 3). According to the answers obtained in item 1, children affirm with a frequency greater than the beginning of use of YouTube ranges from 3 to 6 years (with a percentage of 64.10% of respondents). When asked how much time a day they watch videos on YouTube (item 2), 61.10% of the participants state that they spend 30 to 120 minutes a day on this activity. Only 24.40% of respondents said they spend less than half an hour a day and only 9.70% say they spend between two and a half hours and four hours a day watching videos. However, only 35.92% of the participants claim to use YouTube every day (item 3).

Support or device

They were asked about the support on which they view YouTube, allowing them to select more than one option (item 4). All devices are used significantly, highlighting the mobile (56.31%) and the tablet (54.37%). It is worthy of attention that at such early ages the mobile phone is the most used support, with a percentage much higher than that of television, as would have been predictable.

Regarding the ownership of the devices they use to watch YouTube (item 5), a question in which they could also select more than one answer, the children pointed out that these supports were mainly theirs or their parents’, with the 59.22% and 55.34%, respectively.

Autonomy of use

The autonomy of use was investigated through items 6 and 7. Regarding the company with which they view the videos (item 6, multiple choice), the fact that a high percentage of the surveyed students claims to watch YouTube alone or with other minors stands out (siblings and friends), 67.96% in the first case and 47.57% in the second, respectively. Only 31.06% say they use the social network accompanied by an adult (parents, grandparents, uncles or carers).

Taking into account the previous answer, it is not surprising that when indicating whether they are looking for videos that they see or ask for help from another person (item 7), the boys and girls point out that they are themselves those who perform the search and only sometimes ask for help. It highlights the small percentage of parents—4.85%—who seek and choose what their children see.

Thematic

When reviewing the findings obtained in item 8—which inquired about the themes in which the videos viewed by the participants are framed (they could choose more than one option)—, we observe that youtubers videos are the most followed by students, with more than half of the sample (53.40%). Likewise, these also feel interest, mainly, for music video clips (33.01%), videos that teach how to use video games (30.10%), and videos that propose challenges (30.10%), perform crafts (30.10%) and implement experiments (29.13%). 24.27% of children state they watch videos for academic purposes, to learn things about school, study or do their homework.

The themes that the participating students identify as their favorite when accessing YouTube (item 9) are those that represent the videos that teach the use of video games (23.30%) and the videos made by youtubers
(19.42%). We must consider that most of the videos that YouTube classifies in the category of “Videogames” are made by youtubers. The other topics present in the survey are indicated as preferred by a percentage less than 10% of the informants.

**Youtubers**

Finally, they were asked about the youtubers they know (item 10), which of them are their favorites (item 11), their interaction with them (items 12 to 15) and if they would like to be youtubers themselves (item 16) –or if they already are (item 17)– and what do their parents think about it (item 18).

Regarding the youtubers most followed by the students who carried out the survey and who completed item 11 (n = 67), a high percentage belongs to the categories of “entertainment” (43.28%) and “videogames” (31.31%).

As for the follow-up of their favorite youtubers (items 12–15), 48.54% of the participants declare to be a subscriber of them, 53.40% say they like their videos (like) 28.16%; yes; 25.24%; sometimes), 46.61% claims they watch their videos live (29.13%; yes; 17.48%; sometimes) and, to a lesser extent –the 28.15%–, write comments (11.65%; yes; 15.50%; sometimes).

Half of the respondents state that they want to be youtuber or that it already is (wants to be: 47.57%; it already is: 2.91%), compared to 46.60% who do not have that concern and 2.91 % that is not clear (item 16). 9.71% of respondents say they want to have their own channel (item 17). 35.92% of the participants do not express the reason why they want or not to be youtuber. The reasons provided by the students who do justify their response can be classified as positive –fun, fame, money, more friends, etc.– (68.25%) and negative (31.75%) –I don't like it, I bored, I'm afraid they see me, etc.–.

Finally, by requiring what their parents respond when they are told that they want to have their own YouTube channel (item 18), 59.22% left this question blank or replied that they do not tell it because they do not want to have it or because they already have. According to respondents who answered this question, only 7.14% of parents tell them that they give their consent, while most of them explain that they must first study, be older and have a stable job (45, 24%) or gives them a resounding no –sometimes, in a bad way– (38.09%) or vague answers that amount to no –“we will see”, “that is a lot of trouble”, etc.– (9.52 %).

**4 Conclusion**

By analyzing the findings obtained in the survey applied to Elementary students, and as they refer, we can conclude that the participating boys and girls are initiated into the use of YouTube at a very early age and that access daily to this social network is of an excessive duration in most cases, with a weighted average of approximately one hour per day (66.66 min / day), from all the devices in which this tool is available, highlighting phones and tablets that are primarily theirs or their parents. A high percentage of the respondents affirm that they carry out the searches on YouTube alone and view the videos alone or in the company of other minors, so there is little monitoring and control of this activity by the parents or guardians.

As for the theme of the videos they view, they prefer mostly in their preferences for everything related to video games and the world of youtubers, among these, the most referred to belong to the categories of "entertainment" and "video games." The participants largely follow these youtubers, admire them and interact virtually with them, they are part of a parallel universe to their own where they basically seek entertainment and feel part of a community, but because of the content analyzed therein it does not seem to be the most edifying thing for students to have them as a reference in this very basic stage in their vital, ethical, social, emotional and intellectual training. Instead, they access content full of negative stereotypes and counter values such as aggressiveness, cynicism, vulgarity, superficiality and consumerism. However, many of these videos are funny and entertaining, and they would like to be youtubers to have fun, be famous and earn money easily as the characters they admire and those who sometimes feel closer than the people they have around them, just when they look up from the tablet.

**References:**


Creativity and innovation in PBL: involving society as part of the university learning process

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Abstract: The aim of this article is to explain three different experiences on teaching innovation implemented in the Bachelor of Advertising and Public Relations and in the Erasmus Mundus European Master in Tourism Management at the University of Girona (Catalonia, Spain). All of them have in common that students were involved with social agents while working on real cases through a project-based learning (PBL) approach. The involvement of different social groups can be useful for several reasons in the different stages of a student learning process. On the one hand, social agents are convenient as they represent a real case study for developing a specific project. On the other hand, they can also be involved in the teaching process by providing feedback in the final assessment. This article specifically explains our experience with involving students with local business owners, tourism professionals and people with visual impairment, and how their interactions enriched the university learning process. Moreover, we also identified that by involving social agents with a PBL methodology, students showed higher motivation as well as received a more qualitative and experience-based feedback, in line with their future professional life.

Key – Words: Project-based learning (PBL) – Innovative teaching – Online marketing – Role playing – Social agents

1 Introduction
It has already been researched by several scholars that applying Project-based Learning (PBL) at a university level as a teaching methodology provides students with a much richer way to learn than most traditional teaching methods are able to achieve. As Espinoza-Mirabet, Ferrer, Giménez, Puig & Soler [1] explained in their last PBL guide, “projects are complex tasks, based on real questions, challenges or problems, involving students in their design and resolution”. These projects provide the students with the opportunity to work relatively independently for more or less long periods of time, culminating in real products or presentations [2]. In addition, PBL also means students can have practical experience and are able to develop skills related to cross-curricular competencies, as well as the possibility of observing and reflecting on attitudes and values that, with the conventional teaching method, could hardly be developed [2].

2 Problem Formulation
This article describes three innovative teaching experiences created and implemented in the BA of Advertising and Public Relations and in the Erasmus Mundus European Master in Tourism Management, both taught at the Faculty of Tourism and Communication at the University of Girona (Catalonia, Spain). In all cases teachers developed PBL following the classic method already described in the 60s by the Canadian University of McMaster [3] by suggesting challenging starting points to be able to develop professional skills and abilities. Therefore, teachers moved aside and let all the weight of the project fall into the students’ hands, while they became tutors during the whole process playing different roles (i.e. coach, expert, animator, etc.) to, more effectively, promote the different skills of the students involved.

3 Problem Solution
The three innovative teaching experiences share three common features. First, students directly interacted with social agents. Second, very few or none of them had previous experience with PBL methodology. Finally, two of the examples detailed below (case 1 and case 3) were developed with class groups bigger than 70 students, something that specialized literature in the subject does not recommend [4]. In fact, in their
Bibliographic review of PBL implementation, Moreno and Martínez [4] pointed out the inherent difficulties of working with this methodology with large groups of students.

Case Study 1: Find a store and create an online marketing campaign

Three teachers of the BA of Advertising and Public Relations, in charge of the compulsory subject “Audiovisual Writing and Languages” (2nd year) designed the PBL challenge that 80 students of the 2017-2018 academic year would face. The students were requested to create, in teams of 10-12 people, a communication agency – with their own company name and logo – to be able to introduce themselves properly to their clients. Their task was to find a small business store in Girona without online presence and convince the owner that they were the right team to create for free an online marketing campaign. The campaign lasted a semester and students had to create content to promote the business online. Thus, all projects had a website, including a blog, several audiovisual pieces, photographs, small videos to be shared, a spot, podcasts, as well as an account on Facebook, Twitter and Instagram.

Each team internally coordinated the different tasks through the Slack project management tool, which proved to be very useful for coordinating large teams that work asynchronously, as well as Google Drive to share documents and Hangouts for video conferencing. Students had to learn to deal with real customers and teachers provided on-going tutorials to help them throughout. All business owners had to previously authorise publication of any online content. Some of them were so pleased with the students’ work that are still nowadays using it, such as the Travel Bookshop Ulyssus.

Case Study 2: Be a consultant in a real tourism destination

Students from the Erasmus Mundus European Master in Tourism Management (EMTM) studying their third semester at the University of Girona had a paper on destination management. Out of 36 students, the group class was divided in three groups to visit three different tourism destinations - Andorra, La Cerdanya and Lloret de Mar - and were required to act as if ‘hired’ by local destination managers to help them audit on three technical aspects: destination product development, destination branding and destination marketing, and make recommendations or proposals when adequate. Before the field trip, students had time to get familiar with the destination as well as had tutorials with the teachers throughout the process.

During the trip they collected data from face-to-face interviews and on-site observations, and afterwards had a couple of weeks to write their final consultancy report and prepare their presentation. We encouraged the final oral presentation to be as if they would be ‘real’ consultants (i.e. formal dress code), as they were presenting to the real destination managers. Undoubtedly, this enhanced the learning experience not only as they were able to receive direct industry feedback, but also their motivation was exponentially increased due to the pressure of having real destination managers listening to their analysis, assessment and recommendations.

Case Study 3: Radio Art - Explain a story without saying a word

The first time we have involved visually impaired people in our university was during the subject “Theory and Techniques in Radiophonic Language”, taught on the 2nd year of the BA of Advertising and Public Relations. Students were required to produce five minutes of Radio Art, in teams of five, creating radiophonic stories using music, sound effects and silence, while rejecting narrative voices in order to boost creativity. They had to present their final piece to a jury composed by six blind people, because it was considered that their perception when listening sound would not be ‘contaminated’ by visual stimuli and therefore would take into account everything sound can express. The O.N.C.E. organization in Girona agreed to support the initiative.

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1 Check the Facebook page of the Ulyssus bookshop here: [https://www.facebook.com/liliberia.ulyssus/]
2 The EMTM is a fully integrated two-year joint Erasmus Mundus European programme promoted and tailor-made by three university partners: The University of Girona (Catalonia, Spain), the University of Southern Denmark (Denmark), and the University of Ljubljana (Slovenia).
3 In this experience, teachers had to previously select the destinations where PBL would be implemented, in order to provide geographical and political diversity for our international cohort.
4 O.N.C.E. is the Spanish organization that works for the inclusion of blind people in society.
The jury gave qualitative assessments to all students. They commented or corrected aspects that could have gone totally unnoticed by someone not blind, such as “too many sirens... weren’t necessary because I could hear one and understand your story.” Also encouraging comments: “Listening to this Radio Art... for those of us who lived through the 70s was like watching a film.” The local press attended the presentations and the next day published a front-page article.

4 Conclusion

Dealing with real clients is never easy. In the first case, the teachers had to intervene to balance the negotiations between the company and the students. Overall it was successful and three out of six teams still nowadays maintain a professional relationship with the client, in some cases with a minimum remuneration. Based on this experience, improvements were made for later editions. For instance, the store entrepreneurs are now required to give written consent in order to avoid possible accusations of interference by the professional sector and make sure the intellectual property remains on students’ hands. In the second case students demonstrated their analytical skills applied to a real case, since their reflections and recommendations offered professional nuances. In fact, all stakeholders asked the teachers for a copy of the reports to develop, if necessary and with students’ permission, some of the initiatives proposed to improve their destination. For example, in the case of Lloret de Mar’s negative reputation, some students suggested a relocation of the nightlife areas to move away from the urban centre, thus enabling balance with family life. Finally, the Radio Art provided an enriching experience as it allowed students to think without images. The exercise stimulated them so much that in some cases they even investigated new ways of communicating, like writing in Braille to facilitate the work of the blind jury. In most cases, it took between 20 and 50 hours of work to produce these five minutes of Radio Art, but no complaints were made.

To sum up, in all three cases students worked on a transversal skill: team working. Moreover, the autonomous search of information was also promoted as well as the improvement of oral and writing skills. Students learned to organize themselves as an agency, a consultancy or as radio producers, creating professional profiles in each team based on the skills that each student had in order to achieve the best results. They transitioned from working as a group of friends to set up interdependent and collaborative professional teams [5].

There are three positive aspects that can be identified from the three case studies. First, the overall students’ motivation was considerably higher than normal, likely because they worked on practical exercises and knew in advance that they have to deliver a presentation to a real audience. If these practical exercises also creatively incorporated roleplay to represent what they will later do during their professional career, the level of motivation was even higher. Second, PBL is a natural way of team working along with tutorials with teachers. Students learned to work in teams, which is a PBL’ transversal and intrinsic competence essential for the virtual and global world in the 21st Century. Finally, the involvement of different social groups in a learning process can be useful not only because they might represent the trigger of the challenge at the beginning of the project, but also they can participate in the teaching process by providing comments during evaluation, a qualitative feedback highly appreciated by students.

References:

Differences in teacher evaluation and the evaluation among students by using eRubrics

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Abstract: In recent years, the importance of focusing university teaching on the learning process has highlighted that students must acquire, through a process of reflection and self-evaluation, the envisaged skills. Group work is one of the mechanisms to promote the integration of knowledge [1], but it must be supported by objective criteria to evaluate whether certain competencies have been acquired, communication being key in this process [2].

Through a teaching innovation project, the CoRubric programme, developed by the Globalization, Technology, Education and Learning Research Group (GTEA) of the University of Malaga, is used to evaluate the specific competences of the work developed by the students in the sociology courses of the University of Malaga that are the object of this research. With this tool it is possible to evaluate the different works carried out by the students in teams both by the teacher and by the students themselves towards their classmates. This encourages active learning and the valorization of the different competences linked to this practical activity. The teachers previously specified which were the competences to be evaluated in the small groups of the course, and agreed about the indicators for each of the competences in order to specify what they wanted to measure.

The aim of the research is to analyse the differences in the average assessment given by the students as opposed to that given by the teachers to each of the members of the work teams. For this purpose, the data are analyzed by means of a mean contrast (analysis of variance - ANOVA). The preliminary results point to the existence of significant differences in the average of the differences between the assessment of the students and that made by the teaching staff, according to some characteristics of the evaluated students, especially by sex.

Key Words: Competences assessment – Gender perspective – Rubrics – Teaching innovation – Self-assessment

1 Introduction

In 2000 the European Commission [3] published a memorandum on lifelong learning as an essential component of higher education. The Commission pointed out the need for: “a drastic shift towards user-centred learning systems, with permeable borders between sectors and levels. For individuals to be able to actively learn, current practices need to be improved and new and varied approaches developed” (p.15).

In the context of the new European Higher Education Area (EHEA), in recent years the importance of focusing university teaching on the learning process has highlighted that students must acquire, through a process of reflection and self-evaluation, the envisaged skills. Assessment and learning are interdependent elements of university teaching, both of which often show differences between students and teachers. One of the strategies to solve these differences has been to strengthen communication in this process [2]. The eRubrics emerged to facilitate this communication, seeking more objective criteria to assess whether certain competencies had been acquired. The eRubrics allow teachers and students to share indicators, criteria and evidence, as well as their weight and application in the evaluation of learning objects [4]. According to Cebrián de la Serna and Bergman [2], evaluation with eRubrics has experienced a boom in recent years due to two reasons: methodological changes in European convergence, which have focused the teaching process on student learning; and the virtualization and digitization of university education.

Cooperative learning has been one of the most widespread methodologies in education to achieve learning competences [1]. In this type of learning, unlike collaborative learning, students are provided with greater structuring and guidance and teachers are given greater control (ibid.). Peer learning has proven to be especially
beneficial when it focuses on assessment processes, but for such cooperative assessment to be effective, it is necessary for all students to know the criteria by which they are assessed and the evidence taken into account in order to show that they have learned the required competencies, for which the eRubric has been proven to be a useful tool. The eRubrics also help teachers to design in an efficient, clear and objective way which are the criteria to evaluate competencies, facilitating their work.

According to Cebrián Robles [1], the use of eRubrics is characterized by the following positive aspects:

- Immediate communication between teacher and student.
- Speed so that the teachers detect the most difficult skills to be learnt and evaluated.
- Easy for students to reflect on their current state of learning and its evolution.
- Greater student involvement and greater responsibility for their own learning.

However, these authors also list some limitations, such as:

- The difficulty, on the part of teachers and students, of moving from the traditional model of learning and assessment to the new one without having experienced a period of transition between the two.
- It is complex to collect, describe and interpret the various forms of evidence that will be used as indicators of the competencies that students must acquire.
- The success of the eRubric tool depends on the size of the group, as it needs to be small.

2 Problem formulation

This paper aims to promote new teaching-learning methodologies, in this case through the use of eRubrics. The innovation project presented was funded by the University of Malaga (PIE 17-187) and applied to four first-year courses: Sociology of Communication (Audiovisual Communication and Journalism), Sociology (Management and Public Administration) and Sociology of Social Problems (Social Education).

The teaching innovation project is based on the creation of an eRubric for each of the courses and groups that took part in it. To this end, the "eRubric" programme developed by the Globalisation, Technology, Education and Learning Research Group (GTEA) of the University of Malaga was used. At the beginning of the academic year, the teachers participating in the project met to design the eRubric. Most of the competences were similar (given that the contents in all the degrees are about an initiation to Sociology) but the contents of the tool were also adapted to specific competences of each degree. In all groups, sessions consisted of two parts: 1) a lecture to the whole group (theoretical contents of the course) and 2) two separated small groups (practical activities of the course). This innovation project focuses on small groups, in which students work in teams on topics of sociological interest and expose the results to the rest of their peers. It was decided to use the tool in the smaller groups because the success is normally greater when the group is small [1].

The teachers specified the competencies that they wanted to evaluate in the small groups of the course. Subsequently, the teachers agreed on the indicators for each of the competencies in order to specify what they wanted to measure. Finally, the evidences were indicated, that is, the results that clearly show the learning that has been achieved in each indicator. In this project, the focus was on the student reflecting on his or her own learning process and acquisition of skills, so it was the self-evaluation (individual and group) that gained the most importance.

Once the eRubric was designed, the teachers explained to the students the purpose of its use, how to access the e-Rubric, through an e-mail account, and how to use it to evaluate their own learning process. From then on, as the groups made their presentations, the students were asked to use the e-Rubric to evaluate themselves and their classmates.

All the information collected has been analysed and grouped to obtain the average assessment made by all the students of the student being assessed and the teacher's assessment of that same student. In this way, we can reach the final objective of our research: To analyse the differences in the average assessment given by the student body compared to that given by the teacher to each of the members of the work teams. For this purpose, the data are analysed by means of a mean contrast (analysis of variance - ANOVA). The preliminary results point to the existence of significant differences in the average of the differences between the assessment of the students and that made by the teaching staff according to some characteristics of the students assessed, especially by sex.
3 Problem solution
This section includes the preliminary results of the anonymous assessments carried out by the students at the end of the academic year. The students were asked to evaluate the different aspects considered in the different indicators, in order to finally construct an average evaluation of the whole group with respect to the student. In the same way, the average grade that the teacher gave to the student was compared, and the differences in the teacher’s grades with respect to the general class group were observed. This distance between the teacher’s qualification and the average qualification of all the students has been the dependent variable in our analysis, and statistically significant differences have been observed depending on the sex of the students.

Table 1. Mean differences between the average grade of the total students and the teacher’s grade, according to the sex of the evaluated student

<table>
<thead>
<tr>
<th>Sex</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1.8395</td>
<td>0.08741</td>
</tr>
<tr>
<td>Female</td>
<td>2.9061</td>
<td>0.104870</td>
</tr>
<tr>
<td>Total</td>
<td>2.7299</td>
<td>0.103849</td>
</tr>
</tbody>
</table>

Source: Authors’analysis.

Table 2: Analysis of variance (ANOVA) of the differences between the average grade of the total students and the teacher’s grade, according to the sex of the evaluated student

<table>
<thead>
<tr>
<th>Dif * Sex</th>
<th>Sum of squares</th>
<th>df</th>
<th>Quadratic average</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter-group</td>
<td>1012.081</td>
<td>1</td>
<td>1012.081</td>
<td>9.846</td>
<td>.002</td>
</tr>
<tr>
<td>Intra-group</td>
<td>18399.425</td>
<td>179</td>
<td>102.790</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>19411.506</td>
<td>180</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Authors’analysis.

4 Conclusions
The fact that the students themselves evaluate the specific competences of the work developed by them in the practice of university courses has been proved to be a tool that encourages active learning and the implementation of new competences. However, it had not been used for the analysis of the possible differences between the whole student body and the teacher. This is the main contribution of this study, that has been applied to the case of sociology students at the University of Malaga (Spain). It is important to point out that there are statistically significant differences between the evaluation made by the class as a whole and that made by the teacher. If the evaluated student is a man, the group-grade for him is usually higher than the teacher’s, whereas for the evaluated female students it is totally the opposite. To our knowledge, there are no studies that have delved into these issues so we believe that this work marks a possible line of research to be developed.

References:
Teaching Innovation Project. Business Case Method Applied to Creative and Technical Workshops

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Abstract: - The MUA (Master in Architecture) gives the future architect new tools related to project management in collaboration with the important business school IESE, which belongs also to the University of Navarra. This kind of center use the case methodology in their pedagogy where a professor presents the case to the students for its resolution. The master implements this methodology to architectural subjects and studios, adapting the method employed in Business [1] or Medical Schools to the architectural demands. The goal of this communication is to explain the methodology used that can be employed in workshops of other subjects of a creative or technical nature [2]. Recently a presentation was made to the heads of modules for their application in the MDGA (Master in Design and Environmental Management of Buildings).

Key-Words:- Protagonist – Problem – Solution – Assistant – Assessment

1 Introduction
The MUA give the future architect new tools related to project management in collaboration with the important business school IESE, which belongs also to the University of Navarra. This kind of center use the case methodology in their pedagogy where a professor presents the case to the students for its resolution. The master implements this methodology to our architecture classes and studios, adapting the method employed in business or medical schools to the architectural demands.

2 Problem formulation
The goal of this communication is to explain the methodology used that can be employed in workshops of other subjects of a creative or technical nature. Recently a presentation was made to the heads of modules for their application in the MDGA (Master in Design and Environmental Management of Buildings).

The different architectural workshops where this method is applied correspond to the six main architectural subjects: Design, Urbanism, History, Structures, Construction and Facilities. Each one of them will have a guest, mainly the protagonist of the presented cases. The selected guest and protagonist for this academic year have been:

Design / Beate Holmebakk / Manthey Kula Oslo
Urbanism / Alfonso Vergara / Isla Bitam
Construcción / Xavier Ferres / Cambra de Comerç Barcelona
History / Wilfried Wang / Philharmonie Berlin
Structures / Agustí Obiol / Equipamiento deportivo Camp del Ferro
Facilities / Antonio Villanueva / Edificio Red Eléctrica Tres Cantos

Each one of the workshops last two weeks. The first day is devoted to present the case and organize the work and the last one to solve it and to see and evaluate the work the students have done during that week. The students will be required to look for alternative solutions. During that week they will have assistant professors to help them with the development of the work.

3 Problem solution
The preparatory work from the guest instructor is the description of the case synopsis, the development of a bibliography and reading list, the definition of key factors, learning aims, and preliminary questions to be considered by the students [3]. The preparatory work from the assistant professor is focus on the creation of
teaching note. In collaboration with guest instructor. The preparatory work from the student is the group arrangement and readings. The students must be thoroughly familiarised with the case, as the sessions will deal with the process of its development rather than with the building as such [4]. The cronogram of the different days, sessions, and teacher involved is:

**DAY 1. 4h. Case presentation. Guest instructor**

The case consist in the description of a built project that presents questions for debate and/or problems that are to be analysed. There should be a balance between diagnosing and giving of solutions. The idea is to enable the students the revision of preconceived ideas and the examination of previous assumptions. The presentation should gather the just necessary information for analysing the problem: neither too much of it, nor a lack of it.

First session: The guest instructor is to present the case and design alternatives. First, there will be general introduction of the building. Following it, a more focused presentation on the specific aspect of the workshop (composition, project, urbanism, services, structures, construction). The different phases and particularities of them will be explored around the decision-making that took place. It is not a presentation of the project as such, but rather of its designing process.

A series of *key factors* will be introduced in the proposal (6, at least). These factors will be selected by the different groups of students in order to be analysed and developed.

The students will take notes for the writing of the case, focused on one particular key factor. Each of the students can carry out a different role within the group: transcription of the case, interviewer, drawer, recorder…

Second session: First meetings for the students group and the guest instructor and teaching assistant. This will help the framing of the key factor, the writing of the case and the proposal of alternatives.

**DAY 2. 8h. Friday. Case analysis and development. Assistant professor**

The workshops on architecture developed by the MUA will be based on active methodologies in which the student is protagonist of the process and the assistant professor develops a role of coordinating that process. This document will allow the student to acquire the multidisciplinary and teamwork skills that help his/her critical reasoning and capacity for responding.

First session: Each students group will meet at the beginning of the session in order to elaborate the strategy to be followed.

Second session: The assistant professor will review the ANALYSIS work proposed by each group (dimensions, spatial transits, accessibility, building elements…). The assistant will also review the storyboard for each team’s writing.

Third session: Each group will present to the others (storyboard, 9 slides of the idea, no alternative design yet). Debate.

Forth part: The teaching assistant will review the DEVELOPMENT work proposed by each group (optimisation, development of a particular system or element…). The assistant will also review the final writing of each group.

**DAY 3. 8h. Case discussion. Proposal assessment. Guest instructor**

Assessment and rubric. This last session will use—on top of the guest instructor’s and the teaching assistant’s assessment—other methodologies of self-evaluation of the learning. This will foster reflexive and critical thinking, as well as tolerance and collaboration towards different points of view. This will take the form of co-assessment and self-assessment.

First session: Crit session with a general presentation (Pechakucha) of all the groups in Madrid and London [streaming]. Multifocal. Each group will present its case and possible iterations. Alternative solutions. Leporelli of the case writing.

Second session: The guest instructor presents the final resolution of the case.

**4 Results**

Methodology written as a guide for its application to other courses.

Publication of the project result of the workshops with deployable Leporellis.

Publication of cases.

**References:**


Cinema and Landscape.
Audiovisual Experience about the City and Its Relationship with Contemporary Poetics

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Abstract: - The main purpose in the subject “Cinema and Landscape”, located in the last course of the Degree in Fundamentals of Architecture of the University of Malaga, is to achieve that the cinematographic language becomes an instrument of architecture learning in its projective and compositional aspect, being the moving image code the producer of a new space-time, capable of ordering different fragments according to a particular rhythm. For this, it is necessary previously that the students manage a sufficient abacus of general concepts about contemporary art and architecture, starting from the relationships manifested in the city with the most important poetics or ways of doing and thinking developed in the twentieth century. In other words, the students must know and understand the concepts initiated by the vanguards of the beginning of the century and how they have been updated up to the present time, in their application to the urban phenomenon. Once assimilated and understood the codes that these poetics have implanted, the students should express this understanding through an audiovisual document, with a staging that relates the poetics chosen with its possible manifestation in the city, in this case the city of Malaga. All this is focused on learning through the practice of a project process consisting of looking, selecting, filming, extracting and assembling a specific material.

Key – Words: Poetics – Film – Interpretation – Contemporary city – Staging.

1 Introduction
Since the appearance of the cinematographic discipline, the world began to be represented as a set of phenomena and relationships in constant movement. The concept “film” –movement-image in words of Deleuze– started to form a generating tool of a new space-time, capable of synchronizing different temporal fragments according to a certain rhythm. This concept, taken to the architecture, the city and the landscape and, especially to its teaching, supposes a novel instrument in the proyectual practice. If we understand the exercise of projecting as a kind of script that describes and configures an architectural work, a cinematographic script applied to it would introduce temporal coordinates through the movement-image, which would provide information about the projected object, unable to be represented with the traditional graphics techniques.

This project conception, based on the sequence composition-recomposition-assembly of a specific material, has been transferred to teaching at the School of Architecture of Malaga, to test a learning methodology aimed at the interpretation and representation of an urban reality –in this in the case the city of Malaga–, in an audiovisual exercise based on the look, selection and recomposition of a material –both real and virtual–, according to a proposed contemporary “poetics”.

The exercise has started from the mentioned notion of “poetics”, understood as a concept that, applied to architecture and the city, has managed to create an absolutely new relationship between different objects and themes in an uncommon way, communicating an unusual emotion at the same time that a certain meaning [1].

In this sense, the “poetic” result inherent in the audiovisual document would come from a certain way of using a language, the filmed one, giving information that implicitly contributes the meaning. It is then the reuse of a material that was already significant (artistic or poetic) in the city, assumed in a cultural circuit, and its insertion in a new spatio-temporal formal context, propitiating its re-reading.

2 Problem formulation
The proposed contemporary poetics on which the audiovisual projects have been based are:
a) Modernity. From the Modernity of the early twentieth century, the history of order becomes the history of change and difference. This will imply a gradual production in the city of living and changing architectures, subject to the laws of growth and change, adaptability, versatility, free of symmetries, alignments and fixed relationships.

b) Phenomenology. Exceptional architectural experiences are beyond self-control, they transport the mind to a very high consciousness and can cause a fundamental transformation of the being. The essence of the architecture and the place can be experienced but not defined, it can be felt but finally it is indescribable. The true appreciation of architecture involves an exceptional phenomenology that confers a fundamental intuitive understanding and therefore it is the source of the highest learning [2].

c) Minimalism. “The minimal art denies the relational character and mainly affirms the values of the whole as something indivisible. The «minimalist» is more interested in the totality of the work than in the relations between the singular parts or their compositional arrangement. This renouncement explains the preferential use of primary forms that are not dissolved in parts nor establish mutual relations, but constitute an indivisible whole. The minimalism bears some resemblance to Russian constructivism, in terms of its relationship with the technological world” [3].

"The reduction of architecture to the elementary forms of gestalt perception is what guides the search for basic vocabularies in minimalist repertoires. It's about reaching permanent codes, pure experiences” [4].

d) Pop and mass culture. It can be said that pop is the result of a lifestyle, the plastic manifestation of a culture characterized by technology, democracy, fashion and consumption, where objects cease to be unique to be produced in series. In this kind of culture, art also ceases to be unique and becomes an object of consumption.

“It becomes necessary to «semantize» architecture, to justify each new creation through the adoption of forms that are semantically obvious and clearly communicable. To «re-semantize» would then be to institute a code between technicians and mass society, a common point of contact in which the values and meanings of this new mass medium can be accepted or discussed” [5].

e) Landscape. The continuous reinvention of landscapes is possible and necessary.

“It goes through our ability to imagine, to eliminate prejudices and to propose new situations in accordance with the changes that developed societies experience at the same time. Positioning and contextualization, awareness of what each action represents in the landscape and honesty in the project, are the only ways to intervene in the landscape, making all the disciplines that affect it compatible. Landscape, new culture, derived from collaboration with nature” [6].

The students must, with this prior knowledge, consider the city as a descriptive model capable of evidencing the structure of the different proposed poetics, looking for similarities, reflections, resonances, etc. The approach of the problem, the way of facing it space-temporarily, will contemplate choosing his own descriptive system of departure, a fundamental code that refers to the pertinent interpretation of poetics.

Thus, the expected result would come from a certain way of using audiovisual language away from the typical, promoting the possibility of giving unusual information through the use of cinematographic spatio-temporal structures, the result of a certain level of interpretation.

It will be taken into account that today's culture is characterized by the freedom of visual and imaginative associations, that can be caused by the artificial disposition of the images according to certain suggestive intentions. The students are asked not only to study the associations that the stimulus complex (the city) suggests, but also to use, verify and reflect on the artificial object that caused them a certain experience.

3 Problem solution

“An architectural or urban presence of first order in a film or in certain sequences of it can act at two levels: as an element that defines and circumscribes the space in which the action takes place, or simply as a reference, quotation or allusion impregnated with symbolic contents, linking the meaning of the action to a second meaning” [7].

These works should investigate the different visions of the contemporary city from specific perspectives, interpreting its diverse possibilities and complexities from an audiovisual thought, starting from the premise of a creative and critical dimension with the aim of broadening the understanding of the phenomena on which the city evolves.
As a confluence between film and city, “(...)it is not so much about showing the intersections or symmetries between cinema and architecture in certain trends or artistic lines, where the presence of borders or boundaries between their different expression media is not evident: painting, music, literature, etc. It does not even matter here the presence of the built architecture, of some building of known relevance in the history of architecture, as an essential container where to develop a story of fiction or film a cinematographic documentary, (...) but to determine the specificity of the means used by the cinema, understanding this as the art of space and time, that which is most essential in terms of the art of the gaze and which makes it be, among all arts, the most affine to architecture. (...) Space-time, thus considered as a category, would not differ from the same condition it holds in architecture” [8].

In the cinema, the staging constitutes the essential notion that encloses the existing analogy between the spatio-temporal idea -that presides over the conception of an architectural project-, and the planning carried out by the filmmaker for the filming of a shot or a sequence (among of all the planes and sequences that make up the whole film). That is to say: for the audiovisual to be coherent, the filmic form can not be separated from its content (...). It means that the theme (in this case the poetics applied to the city) should be translated into specifically cinematographic images, endowed with a complex meaning as well. These works should be able to project in their images, through their staging, a personal vision of the contemporary city [8].

This process goes from the realization of a previous conceptual script to the use of the graphic tool of the story board, as planning and organization prior to the vision that is going to be registered. Subsequently, the filming takes place –as a creative potential, as a technique, training and development of the gaze of architectural space-time, and montage, as a fundamental element of film syntax, juxtaposing and semantically confronting temporal fragments that formulate immediate hypotheses about the narrative meaning of specific events.

4 Conclusion

This re-reading of the audiovisual document is inevitably related to the semiological concept of an open work, since it is evident that the work of art is becoming more and more an open, ambiguous work that tends to suggest not an ordered and univocal world of values, but a polyvalent showcase of meanings, a field of possibilities. To achieve this, an increasingly active intervention of the viewer is necessary, who must choose an interpretive option to be operative [9].

Somehow, in most of the documents filmed, the chosen spaces and their architectures have generally hosted a series of situations in which the characters are entangled in stories, emotional responses, product of a technological reality, disjointed and disrupted. They represent narratives full of a certain psychological reality, which have been subjected to a process of abstraction and symbolization.

The student who has taken the course has proven his knowledge and understanding of the transversal relationship between cinema, architectural practice and the landscape of the city, all relevant to the future project practice. The subject has promoted critical reflection on the usefulness of the cinematographic tool to address complex and different visions of the city, and has allowed constructing conceptual approaches on the interrelation between cinema and architecture, incorporating general notions of cinema in its history, its evolution and its present, and understanding its value as a mechanism of interpretation, representation and creation of space-time, transcending the conception of mere entertainment and commonplaces.

References:


Results of a study of Neurolinguistic Programing, Free Emotional Techniques and Coaching in University education

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Abstract:- Through these techniques, educational problems that have been dragged on for a lifetime, especially in the adult age, can be solved. Likewise, these techniques can be used to solve fears, phobias and so on mainly in university pupils.

Key-Words:- Coaching – NLP – FTE – dynamics – Trainee

1 Introduction
In this paper the dynamics of NLP and FTE coaching that were developed in the seventies in the USA are shown. The study was mainly carried out on verbal and nonverbal Language. Surprisingly enough the study results showed that more information was obtained from gestural nonverbal language. From this point is where NLP representing systems evolved.

2 Problem Formulation
The main objective is to know the type of person with whom we are with as per NLP; if they are visual, auditory or kinaesthetic and if one of their senses is more developed, such as sight, hearing, touch. In the case that you suffer from some kind of phobia, this can be resolved by using the techniques known as F.T.E.

Coaching sessions aim to solve all these problems using different techniques with the Trainee, who is the person who receives the therapy session. In this study, two people of different sexes but both with similar ages and with university degrees, are chosen.

Based on the results from the different tests carried out in the following order: firstly the test that gives information about the representational system [1], then the test that measures the triadic coefficient [1], followed by the test in beliefs [1] and finally the test of the wheel of life [1,2], the following results are observed.

![Fig.1. Results of the representational system.](image-url)
Fig. 2. *Triadic coefficient results*.

Fig. 3. *Results of the basic beliefs of both coachees of the triadic coefficient*. 

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3 Problem Solution

By means of the use of the different types of test, it is possible to know which is the most developed cerebral hemisphere of the person, and some sessions are carried out previous to the coaching to know more in depth the problems of the coachees, in all the levels, as conscious and as subconscious.

From these results shown in Figures 1-4, a report is made and based on this, we proceed to develop and carry out the necessary sessions, where the following dynamics are developed. We start with the SCORE technique, then follows the alignment, the grid technique and attention focus. In each of these sessions, different aspects of the Coachees are resolved. Commonly, this series of fears are in the subconscious of the coached, if you follow the instructions of Coach, in a few sessions, the problems are solved. It is also necessary to take into account the inner points of the coached, which reflect where the root of the problem comes from. Based on this, the entire coaching process was developed and the problem that led to the consultation was solved.

4 Conclusion

Through the realization of this series of therapies and sessions, many problems that have accumulated throughout life are resolved, you learn to have self-control, both with the use of Coaching, such as FTE and NLP.

References:
Investigative training and skills of scientific reasoning: a dynamic relationship
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Abstract: The goal of this research is to propose a model of research training in postgraduate studies on the development of scientific reasoning skills in the Masters Programs. The research conception is Projective, according to Hurtado (2000). It consists in drawing up a model, as a solution to the problem of scientific reasoning through research skills. The model has served as a framework to study the interaction skills used in scientific reasoning and scientific research. This research looked on an accurate diagnosis of the needs involved in scientific reasoning, examining the development and use of strategies in order to examine the conditions under which involves alternatives to change the theory-practice relation from reflexive and critical positions in a pedagogical process. This method should encourage students to investigate, questioning a theory and practice, finding evidence, developing hypotheses, making predictions, coordinating theory and evidence, and develop mental processes for the dual purposes of scientific reasoning and research training.

Key Words: Scientific reasoning – Projective – Research training – Holistic – Develop abilities

1 Introduction
Nowadays, in the Latin America countries, master’s studius is an advanced. Academic degree or 'second-cycle', level, building on existing undergraduate qualifications or professional experience. By completing a Master degree, you will gain higher-level skills and more specialised understanding of your subject area or professional studies and research are the main pillars for the development of scientific knowledge and its application in the development of scientific thought.

The field of science education includes work in scientific contents, reasoning skills, scientific literacy and teaching research training. As in many other countries, the need of a reform is a necessity. The mastery of the scientific reasoning skills, scientific methods of investigative process is an expectación of the outcomes of master education in the 21st century.

Most master students at this level [1] [2] [3] [4] point out that the quality of graduate programs has declined because there is not enough control or clear policies to guide it. Considering this reality, research training at the postgraduate level should configure a three-way relationship between science, practice and reasoning. Consequently, postgraduate education has to develop scientific reasoning through research skills. Similarly, will be able to apply the methodology of scientific research to propose an innovative model based on creativity, a technical contribution to the doctrinal field of a science or branch of knowledge.

2 Problem Formulation
Although, in the master's programs of the National University Pedro Ruiz Gallo, there have been attempts to train post graduate students, to generate scientific knowledge, analyze and interpret diagnoses of reality, difficulties have been identified in relation to training to research, they show low satisfaction with research training. They pointed to the need for an increase in research and science education. It has been observed that postgraduate students show difficulty in the development of mental operations of analysis, generalization, and inference; skills needed to address research problems. Likewise, they said that the instructional process in the practice of a master class and in the investigative activity has not contributed to a quality research training. Furthermore, expectations of the outcomes of education in the 21st century increasingly focus on higher order thinking of synthesis, analysis and evaluation, thus far postgraduate science education and lower cognitive level demands.

3 Problem Solution
The present study presented the research training and its components in the development of the scientific reasoning skills, concentrating the interest in how to contribute to the research training but without limited the knowledge of methods and techniques, the understanding and the use of them. We briefly introduce the indexes of selecting literature and its outcomes, to give an overview of related studies on scientific reasoning skills and research training in master studies its impact on learning the educational science and research training. We used different methods to select and identify the data.

The methodological approach centered its analysis on the holistic understanding of the science research. Taking as a starting point the literature review, the respective techniques and tools for data collection. The proposal exploration and inquiry process required description, analysis, comparison, explanation and prediction. The type of the research developed was projective, which involves, describing, explaining and proposing a model. We examined our proposal using interpretative phenomenological analysis and a constructivist epistemological approach. Because constructivism relies on a relativist ontology, it assumes multiple realities and a subjectivist epistemology [5] [6]. This methodology allowed us to gain an understanding in how participants create meaning and develop an understanding [7].

Philosophical, Sociological, Psychological and pedagogical methodologies engaged positions about the educational phenomenon and the contributions of pedagogical didactic thinking. Science also involves both the discovery of regularities, laws, or generalizations. The acquisition of complex learning and the development of scientific reasoning takes into account the main aspects of the different theoretical models developed so far to explain the acquisition of scientific reasoning competence. It includes one of the key factors considered in the development of scientific reasoning, the ability to organize knowledge [8]. The configuration of the research-training model is based on:

1.- The training environment of the master's degrees in the proposed model should be committed to permanent mentoring, teamwork, involvement in networks and research nodes, multidisciplinary work directed by the teacher in research. 2.- The responsibility of the participants of the training process, attending to the national, institutional problems, to the training discipline and to its potentialities. 3.- The scheme that the formative process adopts in the teaching process and the students in order to achieve knowledge, the development of skills and qualities for teamwork. 4.- The objectives, competences and skills in the model are important for the training and the achievement of research skills. 5.- Scientific and humanistic contents, values, motivation to promote students.

This model envisions a formation based on theory as an explanatory unit, and a point of view on the way of scrutinized, which established from the beginning of the research: Theory – Comprehensive explanation – relational system – Explanation – Field of knowledge. The dynamism of the model is in permanent movement since each analyzed stage raises new doubts and questions. The vital dynamism of the model is shown in Identity of knowledge – Problem – Hypothesis – Contrasting – Laws – Theories – Method.

To evaluate the designed proposal, the criteria method of specialists used, aimed at validating the internal and external aspects of the designed proposal. This method had different requirements for its application, for that reason, they designed two assessment cards and the specialists in the subject had to fulfill certain requirements as the degree of Master or PhD in Educational Sciences. The evaluation per item was deficient (score 1), low (score 2), fair (score 3), good (score 4) and very good (score 5).

Based on the indicators, modeling and highlighting the educational, curricular and pedagogical purposes, replied to the reality of the problem. It contains detailed orientations for the teacher to apply in the classes. The proposal has scientific rigor; the proposal and the diagnosis responds to the problem. Additionally, the model can be applied in other context. The final product is congruent with the objective set. In general, in each validation sheet, a score greater than fifty points obtained, which together make one hundred points and that in the assessment table represented as follows:

| Source: Staff of researchers from the Pedro Ruiz Gallo University |
| --- | --- | --- | --- | --- |
| Valuation | Scale | Deficient | Poor | Low | Good |
| **Table 1. Valuation table** |
| Evaluation of the strategy designed by specialists |
| **Table 2. Average of the Valuation** |

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### Total Summary of Valuation

<table>
<thead>
<tr>
<th>Average Valuation</th>
<th>Valuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.33</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

**Source:** Staff of researchers from the Pedro Ruiz Gallo University

The evaluation given by the specialists is positive; it stated that it is possible to apply the proposed model in the level, designed. They make it explicit that due to the rigor of its scientific theoretical base and its flexible nature it can be generalized to other areas and ensure the professional qualification of the professors in charge to get into practice in the process of research training to achieve scientific reasoning.

The theoretical referents analyzed allow affirming that developer learning should promote as an alternative to enhance the research training and the scientific reasoning by integrating the activation-self-regulation dimension, the significance and motivation to learn in students. Its dialectical nature allows educational activities to interact from an inter-psychological level to the intra-psychic, transforming students’ ways of thinking, feeling and doing in a specific context [9]. Training researchers [10] [11] in an arduous task, in various publications has made more pedagogical-didactic contributions regarding the processes of training researchers. On the other hand, researches [12] investigated the type of graduate perspective in education on researchers and students, in order to make explicit three types of beliefs such as time, collaboration and process of formation in the postgraduate course.

The main idea about investigative skills can be grouped into 1. Investigative ability, 2. Research ability 3. Scientific research skills that allow the rational regulation of the activity, with the help of knowledge and habits that the subject search the solution through scientific research and scientific reasoning.

This approach has historic origins in the pioneering work of Piaget, who was interested in the development of concepts such as life, consciousness, daynight cycles, weather, time, number, space, movement, and velocity [13] [14]. [15]. [16].

### 4 Conclusion

To face the challenges of the 21st century, the master studies need to empower students to develop skills of scientific reasoning and research training so that they can be able to face the various problems in their context and contribute to the transformation of the educational reality. The proposal of the model contributes to the improvement of the scientific research and the development of the skill of scientific reasoning.

### References:


Analysis of the role-playing game’s impact in the development of the scientific competence in relation to the argumentative process from the students of science in A levels

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Abstract: - The present work belongs to a line of investigation about the design, development and assessment of the role-playing game as an innovative methodological strategy for the teaching of sciences and the environmental education in secondary education. The first advances in this line, referred to the design and launch of the role-playing game, were presented in the International University Conference about the communication working and at the university nowadays: CUICIID 2014. Likewise, the preliminary results in relation to the students’ attitudinal change promoted by the role-playing activity, were presented in the edition CUICIID 2015.

Continuing with the same line of investigation, this third phase is dedicated to the assessment of the role-playing game as a methodological strategy to promote the development of the scientific competence through the argumentation. Thus, it is focused on the impact of the activity in students’ argumentation process, analysing their written productions before and after their participation in the role-playing game (Pre-Post Test). These written productions include the students’ opinions about the construction of a wind marine park in a coast next to their city (a proposal which was debated in the role-playing activity). Firstly, a methodology based on the Toulmin Model was employed to determine the complexity of the students’ arguments. Then, the arguments given by the students before and after the activity were compared, in order to appreciate a possible development due to the influence of the role-playing game.

The preliminary results show a positive impact of the role-playing game in the students’ argumentation process, since the opinions given after the activity present, mostly, more complexity (measured according to the number of justifications, arguments which support these justifications and the appearance of modifiers).

Finally, proposals are formulated to improve the application of the role-playing game as an effective tool in the students’ argumentation process.

Key – Words: Teaching of sciences – Methodological innovation – Scientific competence – Role-playing game – Argumentation

1 Introduction

The relevance of the argumentative reasoning for the teaching of sciences has been stated by several authors [4], [5], since one of the objectives of the scientific investigation is the generation and justification of statements and actions for the comprehension of the nature [2]. For this reason, the teaching of sciences should give the opportunity to develop, among others, the capacity of reasoning and arguing, so it is necessary to develop strategies which promote the process of argumentation and the development of the critical though, understood as the capacity of reflection about socioscientific issues and the intervention in Society [2].

One of these strategies could be the role-playing game, whose educational advantages have been studied deeply by authors like [6] and [1], among others. In addition, the contributions from [4] and [5] can be found, in relation to the argumentation, which is a very important process in the development of role-playing activities.

In the present investigation, the role-playing game is stated as a strategy to the environmental education in the formal education able to answer the methodological necessities which are shown when working with socioenvironmental problems in class nowadays. Thus, it is considered that the role-playing game could contribute to the development of the scientific competence in issues related to the searching and selection of information, the development of critical thoughts and the development of the students’ argumentation process.
2 Problem formulation
The role playing-game was put into practice with two groups in class: social science A level (31 participant) and science and technology A level (23 participant). Three sessions were used in each group. In the first session, a discussion was carried out, in order to know the students’ previous ideas about the proposal (the construction of a wind marine park in a coast next to their city). The students’ initial opinions about the proposal were gathered (Pre-Test) and the presentation of the activity was made (distribution of roles and tasks, and preparation of groups). The second session was focused on the dramatization of the role-playing game in class and the picking up of the students’ opinions after the process of investigation and exposition made for the activity (Post-Test). In the third session, the assessment of the activity and the students’ reflection were made.

The Toulmin Model was used to analyse the students’ opinions, picked up both by the Pre-Test and the Post-Test. The objective of this analysis was determining a possible development in the arguments used by the students before and after the role-playing game, in order to assess their influence in the students’ argumentation process.

3 Problem solution
During the analysis of the students’ opinions before and after the role-playing activity, it was observed the existence of a development in the arguments used by the participants in the following aspects:

Before the role-playing game, the opinions given by the students supported or rejected the proposal focusing on their previous ideas. These previous ideas were employed in the text to justify their decision (I agree/disagree, because...), but they did not present any kind of justification (since...), exception (except for...) or modifier (probably... surely... in some instances...). Therefore, the opinions which constitute the Pre-Test are not complex, since they are in the first level of the diagram based on the Toulmin Model (see Fig.1).

The opinions given by the students after the role-playing game, supported or rejected the proposal according to the information obtained during the preparation of the activity and in relation to the data presented by the different roles during the dramatization. Thus, the arguments from the Post-Test were more complex (justifications, exceptions and modifiers) than those from the Pre-Test (see Fig.2).
Fig. 2: Example of the opinion written by a student in the Pre-Test.

**QUESTION POSED:**
For or against the construction of the offshore wind farm??

- I disagree
  - because
    - (J1) marine animals will be affected
    - (J2) also the tourism
    - so...

- Against this project...
  - because
    - (J1) it would affect marine life
    - (J2) build it would be very expensive
    - (J3) it would have a great visual impact
    - (J4) turbines would endanger many species of birds and fish
    - (J5) it could change the currents...

- QUESTION POSED:
  - For or against the construction of the offshore wind farm??
  - so...
    - to avoid visual impact
    - to avoid loss of biodiversity

- I would agree if they are placed in areas far from the coast
4 Conclusion

After analysing the arguments used by the students before and after the role-playing activity, the preliminary results seem to show a positive impact of this activity in the development of the students’ argumentation process in A level. Therefore, it is considered that the role-playing game can be an appropriate strategy for the development of the scientific competence in relation to the argumentative process and the development of the critical thought. These aspects are benefited by the abilities which the students have to put into practice to develop the role-playing activity: searching and selection of information to prepare the roles, formulating statements to justify a reasoning and discussing the information presented by the different participants.

Finally, it is interesting for the investigation to continue with this analysis of the argument in other groups, especially in those from the secondary education, in order to determine if this positive impact also appears in the students at this stage.

References:


RPGs as an educational tool in Ibero-America

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Abstract: Role Playing Games (RPGs) have traditionally had a controversial public image in several countries, including Spain [23], associated with danger and violence. However, this point of view lacks a scientific basis [5] [7] [18]; role-playing games could be useful in classrooms. In this sense, educational trends as gamification [10] are helping to change this perspective by incorporating elements of role-playing games in applications like the Learning Management System (LMS) Classcraft [9] [20]

The objective of this study is to review the impact of RPG in Ibero-American education researches. For analysis and search of data, the Systematic Literature Review (SLR) is taken as a reference [11], although from a perspective closer to mapping as an initial contact strategy. Despite being originally oriented to other fields, SLR it is easily adaptable to other areas, such as the social sciences [14]. The following criteria have been used: articles in journals indexed in Latindex founded in the virtual repository Dialnet, with full text within the field of Education, between 2010 and 2019. The search chain was "role-playing games" and subsequently those whose topic was not related have been erased. There are several references, more than twenty even though it does not seem to have reached a great impact. It can be concluded that there is an interest in these games in Education, especially in Spain, but their potential is still to be developed.

Key - Words: Role playing games – Game based Learning – Gamification – Didactics – Systematic Literature Review

1 Introduction

Role Playing Games (RPG) may be defined as a system for creating stories based on rules; . They allow a group of players and a game director (also known as Game Master or Narrator) to participate and interact using their imagination in order to determine what could happen [13]. It is important to know that there are different kinds of RPGs. Some of the most popular types are computer RPG (CRPG) or online computer RPG (Multi Massive Online RPG or MMORPG as World of Warcraft); the original RPGs (sometimes called table top RPG or pen and paper RPG) are the starting point of their digital cousins (CRPG and MMORPG) and use mainly speech and imagination (some technology may be used in some cases for communication like Skype or Virtual Table Tops, VTTs). RPGs played sending post in forums, emails ... are called Play by Post (PbP) and they are also part of RPG. There are some RPGs that require live interaction, in a similar way to the theatre, called Live Action Role Play (LARP), that have found wide acceptation/ in the North of Europe [19].

Certainly, RPG have had a really bad press. [23] [1]. But these fears do not have any scientific proof as it has been demonstrated in several investigations. [5] [7] [18]. Some researchers and teachers around the world have shown a deep interest in RPGs as an educational tool, indeed. [2] [3] [4] [6] [7] [8] [12] [15] [16] [21] [22] [24]

Nowadays educational trends such as gamification [10] may change this perspective, incorporating elements of role-playing games in applications for example the LMS Classcraft [9] [20], an online program that helps to gamify curricular contents with elements based on classic RPG, as characters, experience points, levels...

2 Problem Formulation

The main purpose of this study is to analyse the impact of RPG in Ibero-American education research and to establish the state of the question. Many reviews of scientific articles, within the educational field included in the virtual repository Dialnet, have been taken as reference, as well as the bibliographic data that it offers. Data search is confined to the field of Psychology and Education. The terms used for the search were “role playing games”, in journals with full text included in Latindex. The criteria also included: full text and years of publishing between 2010 and 2019. After searching, those topics that have not been related, have been deleted. For analysis and search of the information, Systematic Literature Review (SLR) is taken as a reference [11],
from a perspective closer to mapping. Although SLR was originally oriented to other fields, it is easily adaptable to social sciences [14].

3 Problem Solution
There are several references, twenty-two, although it does not seem to have reached a great impact. Four articles had been erased, because they are not really related with RPGs. (Table 1. Articles founded about RPGs in Dialnet, 2010-2019. Available online http://doi.org/10.6084/m9.figshare.8124194).

All articles of the year 2010 (nine in all), came from a monograph about RPGs of Education in Knowledge Society, a journal from University of Salamanca (Spain) with a monographic issue about RPGs in 2010. In the rest of journals there is one article, with the only exception of Revista Complutense de Educación, with two articles.

About the geographical situation, all articles come from Spanish journals, except four of them. Each of them from one of the following countries: Colombia, Cuba, Chile y Costa Rica.

Only one of the journals is in Q1 or Q2 Scopus (Revista Complutense de Educación); the others are mainly in Q3 or Q4 of Scopus (and not all the years). Three journals have never been indexed in Scopus.

About the main theme of the article, two references talk about video games, four about LARP / role play (sometimes it is difficult to set clear boundaries), and the others about RPGs.

4 Conclusion
There is some interest in these games in Education, particularly in Spain, but their potential is still to be developed. It is remarkable small impact of RPGs, especially with the popularity of gamification [10], for example using LMS Classcraft [9] [20] or Game based Learning with a strong relationship with RPGs.

Besides, their negative publicity [23] or some practical problems in their educational application [7] would be part of the problem; perhaps an approach to CRPGs seems more attractive for new generations.

To conclude, we consider that this review can serve as a basis to go deeper into the topic within the Spanish and Latin American environment. Maybe extended in subsequent researches, through analysis of scientific contributions in other languages or in other non-educational areas, to do further comparisons

References:


Good practices, innovation or scientific research in education? A conceptual reflection

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Abstract: - In this work a conceptual delimitation of "good teaching practices", "educational innovation" and "educational research" is proposed, based on both the experimental design and the quality of the evidence provided by these studies. This terminological clarification should help teachers to recognize the scientific research specific to pedagogy, in order to distinguish them from studies that do not have enough elements to be considered fully scientific although, occasionally, they may work for some teachers. Thus, in a near future, an educational science should be established in which teachers can trust.

Key – Words: Good teaching practices – Educational research – Educational innovation – Evidence Based Teaching – Terminology

1 Introduction

Recently Perines (2018) meditated on the reasons that keep teachers away, in their professional practice, from educational research [1]. In addition to her interesting review of the subject, centered in part on the distance of teachers from the university "academy" and the disconnection of the political class (which legislates in educational matters) from the praxis and the educational reality [1, 2], it should be added to her approach that part of the problem is related to certain terminological confusion, topic on which we will reflect here. This is a problematic fact because it exposes all the teachers, who intend to access scientific research in their field, to trends and tendencies without a scientific basis, but which supposedly "work", although the quality of empirical evidence is low in many cases and convert these theoretical models into pseudoscientific ones [3,4]. While in physics or in medical practice, a clear, systematic and revisable state of art has been generated over the centuries, although always under construction and with constant updates coming from research (as it happens in all science [4]), this has not happened in pedagogy. In this way, teachers are lost when faced with a large number of studies, often focused on low quality evidence, which coexist with trends derived from some best-sellers (books with very few evidence-based content, or that mix studies reliable with materials of dubious quality). It is worth adding the “Infoxication” that has arrived in the 21st century due to the irruption of the Internet and the huge number of unreliable sources of information, despite some efforts to establish some order in the chaos [5].

Tejedor (2007), from his experience in medical studies, already pointed to the need to promote educational innovation based on scientific evidence (Evidence-Based Teaching), in the bungean line [6]. Tejedor systematically classified the quality of evidence according to objective data (number of study subjects [6], biases...), following well-established parameters of educational research [7]. The extrapolation of the medical context to the education reviewed by Tejedor is not trivial, but it establishes at least a point of departure that has its advantages and in which strong parallels are found with the pedagogical context [6]:

In both education and medicine there may be remedies that do not work for the entire population, but for a majority.

The quality of the evidence depends above all on the size of the samples for which the study has been carried out and on the good experimental designs.

Finally, there may be good teaching practices that are potential candidates to be part of the future scientific heritage of the discipline, although they are not yet empirically tested (falsifiable in a Popperian sense).

In this way, in the search for empirical evidence in education there are often confusions between what are “good teaching practices”, what “educational innovation” implies and what is a contrasted scientific research, within the margins that every science linked to psychology possesses and, of course, considering the extreme complexity of research in education [8].

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In this context, it has been tried here to make an initial terminological effort of delimitation (in an etymological sense, establishing limits) rather than definition. Thus, in table 1 this general distinction has been succinctly stated in the pedagogical context between the three hierarchical levels that are often confused in the literature: "Good teaching practices", "Educational innovation" and "Scientific research", relating them with the quality of the evidence according to [6]. The approach is delimiting rather than defining, as has been mentioned above, in a continuous qualitative reality that certainly does not fit only in three 'boxes', as happens with the colors that we categorize by names even though the wavelengths of light are continuous, so it is not always clear what name to assign to some tonalities that we find in the colorful visual world.

Table 1. Distinction between the concepts of "good teaching practices", "educational innovation" and "scientific research", according to the quality of the evidence that they provide and some general characteristics (inspired but expanded from [6]).

<table>
<thead>
<tr>
<th>Typology of the study</th>
<th>Evidence Quality</th>
<th>Main features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good teaching practices</td>
<td>Low /Very low</td>
<td>Often circumscribed to a single teacher and / or class group.</td>
</tr>
<tr>
<td></td>
<td>/Null</td>
<td>Cases those are difficult to extrapolate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There are many descriptive studies that cannot be replicated.</td>
</tr>
<tr>
<td>Educational innovation</td>
<td>Regular</td>
<td>Controlled studies or with control group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The groups can be numerous and the protocols can be replicated and extrapolated to other classrooms.</td>
</tr>
<tr>
<td>Science Education</td>
<td>Good/Very good</td>
<td>Solid and contrasted studies in numerous occasions and contexts, with randomization.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Systematic reviews or meta-analyses with large samples.</td>
</tr>
</tbody>
</table>

However, despite this continuum of reality and the reductionism that this type of classification implies, the idea is to allow teachers to easily distinguish between scientific studies and those that are not, despite their efforts since they start from good ideas or approaches: only studies with good evidence should be considered worthy to be part of educational science, a science perhaps still under construction, as can happen to Linguistics and some of the formerly called “Social Sciences”.

2 Problem formulation

Thus, "good teaching practices" are those methodologies that teachers apply in their classes and that, although they involve a qualitative or quantitative improvement of the results of their students, are difficult to replicate or extrapolate to other classrooms or pedagogical contexts. Good practices can follow general criteria established theoretically for a long time [9] and are the equivalent of the "it works for me" topic that in medicine can be the prelude to scientific studies of contrasted remedies, but also of pseudosciences [4]. Good teaching practices abound in descriptive studies of one or few teachers, sometimes incorporating technological elements or innovations that can be shared with the teaching staff, but in the absence of control groups in which the educational intervention has not been applied, with bad or non-existent experimental designs or with samples that are too small [7, 10], so that the quality of evidence can be considered low (or very low or even null).

Teachers who perform good practices in their classes, especially in pre-university education, tend to settle for them because they are not usually interested in research professionally, nor do they have enough time to devote to it: the daily activities of the secondary and primary classrooms go beyond classroom hours and consume their time [11]. Then, on the one hand, the academy moves away from the reality of teachers [2], isolated in its ivory towers, and on the other hand the teachers find that they must take on more responsibilities...
every day, they live overwhelmed by extinguishing daily fires, while reducing the potential time it could have to lead the educational research or, at least, cooperate in it.

On the other hand, it has been argued that innovative actions tend to search for new practices, through the use of varied methodologies and to favor interdisciplinary interaction among teachers [12, 13]. The interaction between teachers requires spaces and moments in which to share, design and develop common projects. Because educational innovation goes beyond good practices: it implies that there is a possibility of clear replication, with respect to good practices, so that in educational innovation protocols are planned, can be extrapolated and evaluated, good experimental designs are fundamental [7] and, in general, they will require the intervention of more than one teacher to avoid the ‘teacher effect’ as much as possible, that is, the expectations and the subjectivity in the application of the research protocols by the teacher influence the results [14].

Innovation is a very broad concept which is addressed by many definitions that vary depending on the specific area of application and the point of view adopted [15]. Educational innovation implies a change with respect to previous contexts, a change that can be local, perhaps in the classroom of a single teacher, but that must have been able to contrast at least with another (homogeneous) group of the same teacher, or in the same group with different teachers, controlling the variables and factors involved in the study and experimental design [7]. Some authors focus on the subjective perception of "novelty" [16], while others suggest that innovation is the application of a new resource or approach that is better or more effective than its predecessor, which implies a change in practice with added value [17].

3 Problem solution

Therefore, how to avoid subjectivity seems to be opposed to the educational practice itself, since the teacher in the educational practice inevitably intervenes, either through the pedagogical act or creating the conditions for the student to achieve meaningful learning of knowledge [18], in order to jump from educational innovation to educational research, something similar to what happens in clinical trials will happen [6]: solid and contrasted studies must be considered and replicated on numerous occasions, with randomization and with different teachers and in diverse educational contexts. Because despite the control and the possibility of replication of educational innovation, the protocols should therefore have been contrasted on numerous occasions, with large samples, analogous to how it is done with drugs in clinical trials, prior to commercialization, in order to increase the quality of the evidence from "regular" to "good" (or "very good"). The sample size seems then essential to achieve this empirical solidity, as for example the systematic reviews, randomized and with longitudinal studies of some protocols against bullying has contributed, such as the KiVa method [19], which have been shown solid and effective over the years [20].

Finally, there is also an ethical component, to consider regarding the groups of students to whom all educational innovation applies [21]: why leave a group of students without an intervention that, hypothetically, the teacher-researchers point out that it will have a positive effect? The answer is clear: its effectiveness is to be demonstrated, it is precisely being investigated for it. A feasible option is to alternate the control groups, for example, along a course, so that first a group receives the educational intervention object of study in a moment of the course and then it becomes the control group in another moment, and vice versa. Dosing interventions in groups of students is also desirable from the professional and experiential ethics of teachers [21].

4 Conclusion

An improvement in the quality of the empirical evidences of the studies in pedagogy would allow a leap of quality to education, what happens through a theoretical and conceptual improvement of educational science [22]. Finally, we can define:

Good teaching practices: are methodologies that teachers apply in their classes and which, although they involve a qualitative or quantitative improvement of the competences of their students, are difficult to replicate or extrapolate to other classrooms or pedagogical contexts.

Educational innovation: are methodologies that involve new changes that can be local (in a classroom with a single teacher), but that must have been able to contrast at least with more than one experimental group of the same teacher, or in the same group with different teachers, controlling the variables and factors involved in the study, and always following the correct research methods [7].
Educational research: implies that a solid study has been carried out and contrasted on numerous occasions, with randomization and with different teachers and, therefore, in different educational contexts and following the appropriate methods according to the experiment carried out [7].

"Good teaching practices" and "educational innovation" are very important, and useful for the work of many teachers, but they have a limited quality of the empirical evidence they provide. This fact makes teachers doubt the possibility of establishing an educational science and, by extension, of the academy and pedagogy as a whole [1, 2]. Educational science must be crucially built through sound pedagogical research that is not easy to implement [8]. Sometimes, these pedagogical investigations can be based on good practices or innovations of teachers that improve their experimental designs, increase their samples and randomize their studies, in the line of clinical research [6]. Perhaps this way, through an educational science, we can achieve that the educational community believes in the academy and its fruits, and we distance the phantom of the pseudoscience from the educational reality of the classroom.

References:

Analysis of a listening test in English to undergraduate students

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Abstract: Oral comprehension plays a fundamental role in learning a language that, in addition to being a skill associated with oral expression within the framework of the conversation, has sufficient relevance to be studied in isolation from its receptive or comprehension side (Harris & Hewitt, 2005) [1]. This contribution aims to assess the level of oral comprehension in English of the students of the Degree in Primary Education of the University of Malaga enrolled in the 2018/19 academic year. For this, a standardized test of oral comprehension provided by the Cambridge corporation has been available (Cambridge English Language Assessment, 2016) [2], this test consists of four parts with one or several oral texts and 30 questions of oral comprehension (multiple choice, sentence completion, multiple matching) with a maximum duration of forty minutes. The test establishes an equivalence with the level reached according to the Common European Framework of Reference for Languages (hereinafter MCERL) [3] ranging from a level below A2 to a C1. Through this test we have been able to relate the variables course, age and sex with the level of competence developed. The results show that students do not improve their proficiency as they progress through the course, but that this level of performance is mainly influenced by the age of the participants because, at a younger age, higher level of language proficiency. As for sex, although women have a slightly higher performance than men, these differences are not statistically significant.

Key Words: Teacher training - Oral comprehension - Primary education - Learning a language - English as a foreign language.

1 Introduction

The first skill that human beings develop is listening; According to Chomsky (1965) [4], this innate ability of humans is essential for the development of oral language, since oral messages received by a newborn are the first linguistic act and will be essential to learn a language.

When learning a foreign language, understanding a conversation or the speech of a native speaker is an active-receptive process that is a great challenge for students and whose mastery will depend on the knowledge acquired and stored in their memory (Morley, 2001) [5]. The more knowledge the speaker has stored, the greater the amount of information accessed, which will facilitate the interpretation of the message. In this regard, Ur (1994) [6] states that hearing to an oral text entails establishing a relationship between the expectations and the interest that the listener has to listen to a specific topic. According to the author, this relationship is linked to understanding, since listening to a speech that responds to what the listener expects or needs to hear facilitates understanding much more than if the audio is irrelevant, unexpected or useless for their needs.

The auditory text that the listener listens to and how it is interpreted in relation to prior knowledge assumes two different levels of cognitive processes; on the one hand, the recognition of words, sounds and elements of speech from a lower level (Bottom-up) and, on the other hand, an understanding of meaning at a higher level (Top-down). It is the interaction between these two sources of knowledge that makes listening an active process. Bottom-up is a synthetic linguistic process by which we try to recognize a sound using the knowledge of the language we have (Harris & Hewitt, 2005) [7]; It is a linear decoding process, ranging from the phoneme to a full text (Nunan, 1997) [8].

Given that the lexical and grammatical skills of the listener are essential for a complete development of the Bottom-up process (Richards, 2008) [9], students who face oral comprehension activities based on the synthetic procedure need to have a extensive vocabulary, in addition to having a practical knowledge of the structure of the sentence to examine an audio text. Most of the typical oral comprehension activities require a thorough recognition of the information, therefore, to perform tasks to fill in blank, multiple-choice gaps or complete a sentence, students must: 1) record the information while processing , 2) observe the divisions of words and
sentences, 3) examine the key words, 4) consider the essential transitions of a speech, 5) remember the grammatical relationships between the basic elements of sentences, and 6) use intonation and the accentuation to identify the functions of words and sentences (Richards, 2008) [9].

In this model, students incur a series of errors in the understanding that Field (2003) [10] attributes to the following causes: the learner knows the word, but gives it the wrong meaning, fails to recognize a phonetic variation of a known word, knows the written word but does not recognize it when listening and, finally, is unable to segment the word out of the connected speech. In Brown's opinion (2017) [11], at the level of segmentation or fragmentation it is difficult to differentiate some vowel and consonant sounds, which makes it difficult to recognize the word used. Other obstacles in understanding are the rhythm and speed of the speaker, since many syllables are pronounced so narrowly that they disappear within the speech. The difficulty for non-native listeners, as this author states, lies in the fact that they do not know how many words have been omitted or the boundaries between them. Accentuation will be decisive for word recognition.

On the other hand, regarding the analytical process - top-down -, Nunan (1997) [8] explains that the receiver reconstructs what he hears using the previous knowledge of the context in which the audio is developed to understand what he hears. According to Hedge (2000) [12], this prior knowledge comes from a general understanding of the world, sociocultural knowledge, understanding of the subject and gender. Personal experiences and cultural differences play a fundamental role in the understanding of speakers, even misunderstandings occur between speakers of the same language (Harris & Hewitt, 2005) [7]; since, our cultural patterns determine oral communication.

The background knowledge that the listener has will provide details about the audio message, creating expectations about the information he is going to hear and allowing the gaps to be filled in the information he receives. The top-down procedure develops the following abilities in students: having keywords to build the outline of a speech, identify the configuration of a text, infer the role of the participants and their objectives, conclude causes or effects, deduce details not declared of the situation and anticipate questions related to the subject (Richards, 2008) [9].

2 Problem Formulation

This research is based on an essential question: Do the students of the Degree in Primary Education of the University of Malaga possess the basic linguistic knowledge for the future exercise of their teaching profession, specifically, in one of the essential skills in the domain of a Foreign Language how is oral comprehension?

3 Problem Solution

In this work we have tried to understand and describe a specific reality in order to propose future solutions to the possible problems posed. In this sense, the results obtained are not intended to be extrapolated, but to open a line of reflection. From a quantitative approach, it is a descriptive study since, from the applied tests, a competency profile of the future teachers in the auditory skill has been obtained, in addition to checking the evolution in the level of development of this competence as advance in their degree studies.

3.1 Methodology

Participants

The sample consists of 646 students of the Degree in Primary Education of the University of Malaga who took the test during the 2018/2019 academic year. The general distribution by sex shows a predominance of women: 72.8% compared to 27.2% of men. The majority of the students, 91.3%, are between 18 and 23 years old, the age at which the degree studies are scheduled to begin and end; 6.8% are between 24 and 29 years old and 1.9% are 30 or older. As for the distribution by courses, 24.8% belong to first, 33% to second, 28.5% to third and 13.8% to fourth.

Instrument

For the collection of the data, a standardized test of oral comprehension provided by the Cambridge corporation (Cambridge English Language Assessment, 2016) [2] has been used, consisting of four parts, with one or several oral texts and 30 comprehension questions (multiple choice, sentence completion, multiple matching), with a maximum duration of forty minutes.
Procedure

The tests were applied during class hours with the collaboration of the teachers in charge of each of the groups surveyed. Once the tests were carried out, an ad hoc matrix was created where the data obtained were recorded, which has allowed filtering by results and social subgroups and performing statistical analyzes with the IBM SPSS Statistics 22 package to identify the weight of the different variables sex, age and course in the level of auditory competence reached.

3.2 Results

First, the number of successes obtained by the participating students is collected and then the classification by levels according to the CEFR [3] is reflected. Three variables will be taken into account: course, sex and age.

3.2.1 Results according to number of correct answers

The number of correct answers in all courses is less than 12 points, which would correspond to a B1 level. The data is very similar since the averages of each course appear practically at the same level, standing between 10 and 11 points of the total of 30. By having such similar means in all courses, the analysis of the variance of an ANOVA factor accepts the null hypothesis of equality of means and confirms that there are no significant differences between the results obtained by courses since their significance value between groups is greater than 0.05. Therefore, there is no improvement in students' oral comprehension in English as they progress through the Primary Education Degree.

Regarding the sex variable, the average number of successes for both subgroups is very similar: 10.22 in men versus 11.07 in women. This means that statistically there are no differences between the two sociolects and we can conclude that sex is not a significant variable. However, the average number of successes of the subgroups into which the age variable is divided presents greater differences. The youngest students, between 18 and 23 years old, have correctly answered 11.10 questions on average while those who go from 24 to 29 years old to 7.77 questions and the older ones - 30 or more - to 9 questions.

To know if there is a significant linear relationship between the age variable and the independent variable of the number of correct answers, we have performed a bivariate correlation analysis. Pearson's correlation coefficient is -0.114 and the correlation is significant at the 0.01 level, so that the lower the age of the informants, the greater the number of correct answers.

3.2.2 Results according to the level reached

The oral comprehension test applied establishes a level equivalence according to the CEFR. The results indicate that the level that the students possess ranges from a level equal to or lower than A2 to a C1 level. Regarding the percentages calculated according to the level reached, the highest percentage of students with a level below A2 is concentrated in the second and third courses, in both cases with 42% of the sample. The course with the highest percentage of students with a level A2 and B1 is third. In the upper levels, B2 and C1, the highest percentage of respondents is registered in the first course, although those students who have achieved a level equivalent to a C1 are only 12, which is equivalent to 2.2% of the total the sample.

4 Conclusions

The students of the Degree in Primary Education of the University of Malaga faced a typical exam situation in which it was intended to determine the competence in oral comprehension that these students demonstrated through a standardized test of oral comprehension (Cambridge English Language assessment, 2016) [2]. It can be concluded, after the analysis of the findings, that the course and sex variables are not decisive in terms of the level reached by the students. The first student is the one who obtains the best results (11.46 points on average) compared to the third, whose average is the lowest (10.57). The average reached by the male and female sociolect is very similar, although women have obtained better results than men (11.07 and 10.22 points respectively). These results coincide with those of previous research.

Age is the most determining factor in the mastery of oral comprehension skills since younger students are the ones who get the best results. However, during university studies, some students have had the option to
choose the English or bilingual modality and, therefore, take courses in English, improving oral comprehension throughout the courses and, therefore, being older.

In the academic field, it should be noted that students must accredit a B1 level according to the CEFR in order to finish their undergraduate studies, mostly English being the chosen language. In contrast, 60.7% of students in fourth grade have obtained a score lower than that required for a B1. Likewise, the Order of January 31, 2011, which regulates validations between secondary education studies and language studies [13], establishes in its article 6, that the level of accreditation of student competence when the Baccalaureate ends is corresponds to a level A2. This implies that practically all the students must have a minimum of an A2 when accessing university studies. However, 39.6% of the students reached a level lower than A2 in the test.

Regarding the future professional, the Order of June 28, 2011, which regulates bilingual education in the teaching centers of the Autonomous Community of Andalusia [14], establishes that teachers must accredit a minimum level of B2 to be able to teach in a foreign language, either in bilingual education or as specialists. In this study, only 19.8% of the sample has obtained results equivalent to a B2 or C1. Therefore, the need to take measures aimed at improving the initial training of the future teaching staff in a foreign language becomes evident.

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The Orientation Services in the University: analysis of the situation of the Secretariat of Educational and Vocational Orientation of the University of Almería

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Abstract:- Educational guidance is a basic element to promote the integral education of any person. The orientation most used in the educational field is guidance in the stages of compulsory education. However, we can not forget that orientation is fundamental throughout a person's life, becoming essential during the university period. For this reason, in most universities in Spain, a service is offered in which students are guided throughout their stay at the institution to promote academic guidance regarding their studies. At the same time, he is advised to discover the student's vocational path and advance the greatest work opportunities available to him. Our study is based on the analysis of orientation processes at the University, specifically at the University of Almería. To do this, we will analyze the adequacy of our actions to the needs, uses and demands required by students. Our main objective at the time of research has been to know the opinion of the students of the University of Almeria about the service offered by the Secretariat of Educational and Vocational Guidance (SOEV), as well as to find out what services they use to a greater extent and which they consider essential at both personally and university level. On the other hand, we wanted to find out what type of students knew and used the Secretariat (age, sex and degree). Finally, we wanted to perceive what the students are proposing when it comes to improving our service. Throughout the research process we have predominantly adopted a quantitative methodological approach of a descriptive nature. A study like ours, based on a quantitative methodology, supposes an approach with which we will access reality in order to carry out a comparative exploration of the opinion of the participating subjects. Given the results obtained, we must highlight that most of the respondents claim to know the SOEV but have not used the services offered. However, it is noteworthy that a high percentage does not know of the existence of SOEV. This fact agrees with the conclusions in which the students demand more diffusion of the Secretariat. That is, the students require more information about the Secretariat and its services and, above all, it requires more individualized attention.

Key – Words:- Orientation – University – Attention to disability – University services – Intervention tutorial strategies

1 Introduction

The European Universities are framed in a process of change due to the demands of the neoliberal society of the 21st century [2][3]. The educational quality is claimed and a new change of organization is taking place in order to create a common space: the European Higher Education Area (Álvarez Pérez & González Afonso, 2008) [1]. As a consequence, readjustments and strategies are being carried out to achieve the objectives of this approach [13][14]. Among the strategies we can contemplate the importance given to tutoring, guidance and attention to disability in the university context to promote the autonomy and comprehensive education of students. Tutoring, as part of educational and vocational guidance, has a direct impact on our field of study, becoming increasingly relevant throughout higher education courses [6].

Orientation in Europe emerged at the beginning of the 20th century in relation to the world of work [5][12]. The orientation is then divided into two areas: professional guidance linked to the world of work and educational guidance related to student practice. Europe, Germany, Belgium, France, the United Kingdom and Spain are identified as the pioneering countries in the development of guidance [4][9]. Nowadays, all countries consider guidance as a fundamental aspect of integral education at all educational levels [8][10][11].

In Spain, it was at the beginning of the 90s when the educational and vocational guidance in the university environment began to be introduced. Prior to these years, there are several isolated cases of orientation, but only related to careers attached to the faculties of polytechnic.
In this way, the Spanish universities have been developing different programs in order to respond to the demands that departed from the students, being this way the University of Almeria considered the creation of a service of orientation and attention to the disability in 2006 [7].

Although each university has autonomy and the situations that arise are different, all orientation services ultimately try to offer an answer to what would become an attention to the diversity of the students, responding to their educational needs in an individualized way, in order to achieve their maximum personal development and an adequate social and labor insertion.

Thus, this service has been developing during its inception such as the following:
- Academic and vocational advice, for decision making throughout the study process.
- Service of attention to the student with special educational needs, which provides integral attention to the student who requests it, to facilitate their academic and personal social inclusion, through the specific programs for it.
- Courses, workshops and conferences related to learning tools, organization of time and group work.

After a decade of operation, a study was proposed to analyze the opinion of the students about the service and the demands of its reformulation, as a result of which a new structure of attention to disability has been established through a Delegation of the University President and, after an unsuccessful intention to establish a Guidance Tutorship in 2011, an attempt has been made to decentralize guidance and tutoring services at the faculty level, an aspect that remains to be developed.

I would like to point out that, although the majority of universities in the country are geographically divided according to the faculties that compose them, the University of Almeria has a large campus that includes all the faculties and organs, which allows greater access for all organs and services to students, including the guidance service, which is always available to all students at any time.

2 Problem Formulation

Our main objective when researching is to know the opinion of the students of the University of Almeria about the service offered by the SOEV, as well as to find out which services they use most and which are essential both personally and university level. On the other hand, we wanted to find out what type of students knew and used the Secretariat (age, sex and degree). Finally, we wanted to perceive what the students propose when it comes to improving our service.

Throughout the research process we have predominantly adopted a quantitative methodological approach of descriptive nature.

We assume our object of analysis an observable, measurable and accurate reality, so that this methodology is adequate to meet our main objectives. At the same time, we have tried to establish cause - effect relationships with the results obtained about the opinion of the students of the University of Almeria about the SOEV. With the results of our sample, we have tried to have a generalized and global vision of the university student community, in order to establish proposals for improvement for the SOEV.

The subjects participating in the process have been randomized, and the sample was formed by students enrolled in the University of Almeria in the 2014/2015 academic year.

Once the survey has been prepared, we send it to all these students enrolled in the University of Almeria through a dissemination platform of the university itself. This questionnaire allowed us to know the assessment and use that students have regarding this service.

3 Problem Solution

It is appreciated that a large part of the students do not know the services offered from this unit, having not participated in them.

According to the answers obtained, the best-known actions of our Secretariat would be the courses and workshops. That is to say, those theoretical and practical training activities of medium duration, as well as commemorative events and conferences. These are followed by measures and actions related to attention to diversity. Finally, the least known action among students is personalized tutoring, which contrasts with being the type of service most valued by students and which should be the predominant form of service performance.

For the students, the services that would benefit them the most would be the courses and workshops, followed very closely by the personalized attention tutoring.
Regarding this attention, we see that personal orientation predominates over academic or vocational ones.

On the other hand, we observe that the areas most valued by the students are the specific services in the faculties and the orientation tutors, giving little importance to the centralized services.

Regarding the proposals for improvement that have been made, they focus on the following aspects: improving accessibility to students, greater individualized attention, greater dissemination of secretarial services through social networks, advice to foreign students, free workshops, organizing courses and activities related to all degrees, international conferences for doctorate, more resources for students with special educational needs and more information about job opportunities in careers.

![Proposal for improvements and student opinion](image)

Fig.1. Proposal for improvements and student opinion

Of all of them, the demand for more individualized attention and greater diffusion of secretarial services predominate.

It should be noted that the students appreciate and congratulate the general satisfaction with the effort and dedication that is being made by the institution.

4 Conclusion

Given the results obtained, the low participation obtained by completing the questionnaire highlights. Even so, most of the respondents claim to know the SOEV but have not used the services offered. However, it is noteworthy that a high percentage does not know of its existence. This fact agrees with the conclusions in which the students demand more diffusion of the Secretariat. That is, the students require more information about the Secretariat and its services, and above all they require more individualized attention.

The predominant task of the Secretariat focuses on attention to diversity. However, it is among the least recognized by students. We could attribute this fact to the minority number of students enrolled in the University of Almeria that requires this service.

Finally, we emphasize that the students value the implementation of courses, workshops and conferences that we organize, placing them in the first positions of most esteemed performances, together with the individualized attention.

It is the intention to advance the research presented, deepening the results with the intention of progressively establishing a service that covers all the needs that our students demand, trying to respond to the approaches reflected here.

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The dialogic gatherings as improvement of results in the university. case study

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Abstract: The way in which learning is designed by the university can condition the way in which students build their knowledge, but also, in the case of future teachers, will also condition their way of teaching children at schools. In this article, a way of working is proposed, with ample scientific endorsement, as such Dialogical gatherings. In this case study, we have worked in the books that should be read in class. Because this subject is divided into two semesters, in each of them we have proposed to deepen in the books with Dialogical gatherings and with a more traditional model of summaries. The results confirm that the work with Dialogical gatherings are better and also the students demand them for all the books.


1 Introduction

Society has changed at a fast pace in recent times; the shift from industrial society to the information and communication society is a real change of paradigm, which Aubert, Flecha, García, Flecha and Racionero [i] define as dialogical turn. This change of paradigm was already a reality when Flecha [ii] defines the dialogical learning and its seven principles as a consequence of the contributions of the great masters (Freire, Vygotsky, Habermas, Mead or Bruner). This dialogical learning is the basis of the first dialogical gatherings of the School for Adults of La Verneda in Barcelona [iii]. Subsequently, in 2009, the INCLUDED [iv] research will be developed, which will be the starting point for the so-called Successful Educational Actions (SEAs) i that Flecha and Molina [v] define as "actions that have already had this social impact, because they have shown to improve educational levels and reduce inequalities where they have been implemented, and this improvement has been verified through research "(page 6). The same authors classify them into two large groups: those that propose a certain type of grouping of students and those that promote the participation of the entire educational community.

On the on hand, the subjects that are the object of our study are Social Sciences and its Didactic 1 and 2. The competences and contents of both subjects are similar and related both to the study of the human being as a social being, as well as to the social sciences in relationship to natural sciences. On the other hand, in both, the curriculum of this subject for Primary Education is worked on which is included in the Decree 236/2015, of December 22, which establishes the Basic Education curriculum and is implemented in the Autonomous Community of the Basque Country.

In order to verify the achievement of these competences, students are asked for different products, which basically refer to different didactic proposals (annual programming, learning activities related to didactic resources and didactic unit) and those that look at the social sciences (books of social sciences, examinations of basic social knowledge and essays on documents of global impact). The object of our investigation is related to the section of the books that we work in the subjects: while in the first semester they work with Dialogical gatherings, in the second they are asked for more individual work and with the traditional work sheets of books.
2 Problem formulation

The working hypothesis that we try to demonstrate is that the work on the books in the Social Sciences subjects and its Didactic 1 and 2 through Dialogical gatherings improves the final results of the subjects and improves the results of the section referred to the books of both subjects. We also want to show that these hypotheses are corroborated by the assessments made by the students themselves.

The class in which we carry out the research is in the University of Deusto of the Bilbao campus and in the Faculty of Psychology and Education. They are students of the double degree of Primary Education and Sciences of Physical Activity and Sport. In class there are 51 students, of which 16 are girls. Both subjects are completed in the fourth course of the five in which their double degree is composed. In addition, the subject is done in Basque, although the books we study are also offered in Spanish.

3 Problem solution

As mentioned in the introduction, SEA are ways of working that improve the results in any field or context [vi]. Among them, the Dialogical gatherings appear. The CONFAPEA [vii] defines them as meetings in which books of universal literature (literary) or works endorsed by international research (pedagogical) are shared and debated. In recent years, these gatherings have been diversified, but always with works endorsed by the international scientific community. Flecha [viii] contrasts the results in a contrasted way. On their behalf, Mercer, Hargreaves and García-Carrión [ix] insist on the strength of interactions with egalitarian dialogue in order to generate shared knowledge.

The books that are worked on in this subject use two different methodologies: in the first semester, it is done with Dialogical gatherings and in the second semester a more traditional methodology of summaries is used to check the degree of comprehension of the students.

The books of the first semester are related to two types of very diverse societies: the one of the Odyssey of the 13th century before Christ and the one of principles of the 20th century reflected by Unamuno in the Tía Tula.


In both semesters, students must read the books within the deadlines set in the schedule.

In the first semester a Dialogical gatherings (in this literary case) is celebrated with each of the books for two hours. The students are distributed randomly in groups of 10-12 students. At the beginning of each group, a moderator will carry out the following functions: encourage participation, guarantee respect and order in the interventions, deepen the arguments and promote interaction among colleagues. At the end of the gathering, the moderator, helped by peers and teacher, qualifies the students of the group according to their participation, arguments, respect and search... The work of the Gathering is completed with a small essay on both societies, that of Ulysses and Gertrude.

In the second semester each student must complete a traditional summary in which they are asked to complete the following elements: summary of the book; activities to do with students of Primary Education; selection of a significant phrase from the book and a well-argued explanation of the sentence related to Primary Education.

4 Conclusions

As it has been said in the hypothesis, we wanted to compare the final results of the students in both studied subjects and the results in the book section of both subjects. To check the results, we used the Student's t test. Although we have a low number of students, we consider it a reliable test to check the comparison.

In reference to the first hypothesis (the results of the subject used by the Dialogical gatherings are better than those of the subject that uses a more traditional methodology to work the books). The results appear in table 1. As you can see, although the difference of means is not very broad, the results of the subject in which the gatherings have been held are 90% significant.

Table 1. Comparison of final results

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<th>Table 1. Comparison of final results</th>
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<td>145</td>
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</table>
In reference to the second hypothesis (the scores of the book section are higher when working through gatherings) the results appear in table 2. As you can see, the difference is 99% significant.

### Table 2. Comparison of the results of the books section

<table>
<thead>
<tr>
<th>Data</th>
<th>Tertulias Dialógicas</th>
<th>Método de fichas</th>
</tr>
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<tbody>
<tr>
<td>Average</td>
<td>8.94</td>
<td>7.05</td>
</tr>
<tr>
<td>Variance</td>
<td>0.31</td>
<td>1.97</td>
</tr>
<tr>
<td>Degrees of freedom</td>
<td>50</td>
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<td>Statistic t</td>
<td>10.02</td>
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<td>P</td>
<td>1.48E-13</td>
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Source: calculations made with the Excel program.

Finally, the students themselves value the gatherings as an (average of 4.5 out of 5), while they value the summary methodology as 2.6. They also provide testimonies such as: "I think it would be good if the books are worked with gatherings"; "The gatherings help us internalize more the books because we can contrast opinions"; "With the worksheets you aren't able to know if the books have been read"; "I like dialogic gatherings because we can talk about what we understand in books"; "I have not understood the books that we have worked on so well because I had not have the dialogic gatherings"; "We should have worked the books of the second semester through dialogic gatherings"; "I like dialogic gatherings because it helps me understand better what my colleagues think". Not all students made comments like these, but no one thought that the methodology of summaries is better than the gatherings.

With the results that we present we can affirm that in view of the academic results, the use of the gatherings is more effective for its improvement than the traditional sheets. But in addition to the results, the students' evaluations contribute a lot of meaning to the use of the gatherings because they favor interaction and with it the improvement in the comprehension of the books. This affirmation is corroborated by other investigations that point in the same direction [1, 2, 3] and [4]. As a consequence and supporting the request of the students, the following course will use Dialogical gatherings in both semesters (Literary in the first and Pedagogical in the second).

### References


Field practice in nursing
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Abstract: Teaching and learning are two actions forming a process in the nursing discipline, and they can be developed in different environments such as the classroom, laboratories, health and educational institutions. The student acquires basic tools in the classroom and laboratories but the way to apply knowledge and acquire skill, as well as to be able to perform essential actions that are palpable, is only through real environments with people through field practices. Objective: to know the perception of a group of undergraduate students in nursing about the importance of field practice. Methodology: qualitative research, a focus group was used to eight students of the educational experience of reproductive health, launching a leading question to know if the field practice in a theoretical educational experience, where the program includes their hours in classroom being a course; it could be a technical support in the formation of students. We worked with six women and two men between 19 and 21 years of age from the nursing undergraduate program, in compliance with the general health law on research in Mexico. Likewise, only audio of them was recorded with previous informed consent, it was done in a comfortable and noise-free environment. Results: During the focus group with the participants, they identified themselves with letters; likewise, they highlighted two dimensions; field practice and professional training. Conclusions: field practice is an activity in which nursing students see the opportunity to interact with people and be able to participate early and in a timely manner in health practices, as well as the importance of being evaluated with better results than traditional exams.

Key – Words: Field practice – Training – Nursing – Education – Learning

1 Introduction
The Nursing profession is a complete career, it is a discipline in which health professionals are trained with a sense of service, vocation and are motivated to provide comprehensive care at all levels, both the first level and the second level. Third, that is, from basic actions such as those complex for the student, highlighting the sensitivity of the human being and of nursing.

Currently the nursing programs of the universities have an educational experience of a theoretical or practical type or with some in which the students go conjugating the theory with the practice.

In the educational experiences of practical type the students carry out field practices in most of the time and spend their hours in health or educational institutions, providing attention to users, implementing what they learned in the theory, while the theoretical experiences in them students only receive classes with different activities and through different techniques, however they do not go to field practices, that is to say, only cases or experiences of events are discussed, likewise students are taught to visualize future scenarios, in mixed educational experiences that is to say in those where theory is taught and practiced regularly is done in laboratories by simulation, however it would be interesting that in each and every one of the educational experiences the students will practice in real environments.

The learning acquired with the practice is recorded in the memory, that is, the students learn it, review it in the laboratory or in the classroom and do it, this implies using the previously acquired knowledge allowing to incorporate the principles and the sense of the same emotions that play an important role in learning the care provided by the nursing professional, is the emotional aspect of the profession is not learned in the classroom only in front of the patient at the time care is given and lives closely with the person, that's when empathy, solidarity and humanism arise and that's when we talk about complete professional training.

The student during his training requires developing technical skills, but also requires some affective type and these are not acquired in front of the simulator, the mannequin or in a laboratory, they will only be developed in an integral way when the students meet the students. Users face to face and live these learning events directly. That is, to achieve these aspects requires more than just the transmission of content of teaching materials.
All this process involves incorporating an act of holistic care, based on scientific knowledge and the reference of personal experience. That is, adding the actions of nursing care to the attention of the users, the commitment to the other, respect and empathy, the values and ethical principle of the discipline.

Participating with students in their formative process brings with it a great responsibility, a shared commitment between the three actors: teacher, user and student. In this sense, we can reaffirm a need for understanding on the part of all health professionals and education professionals in the formulation of plans and programs of study.

The theory without the practice leaves a gap, so the student of the nursing career or of some career in order to health sciences must give priority to field practices, this gives them better learning opportunities, as well as the opportunity to solve real problems and not only fictitious as it is done in the classroom, this pays to the scientific information that students consult in different sources and databases, so when combining theory with practice they receive the double benefit of learning doing.

Nursing for years has implemented field practices in their educational programs however there are subjects in which they are not given that opportunity, however students in the classrooms express interest in going out to give talks, to promote health issues, to talk about some problem with different groups of people that would provide them with relevant data about the problem or the topic that is only addressed in the classrooms.

Going out to field practices involves preparation, planning, management and execution of the action as well as the evaluation of it, this can be more complex than it seems, it takes extra time and you should look for the opportunity set with the required times, which often turns out to be an obstacle and not a strength for the professor who teaches and who must also go with the group to the field and live the experience of implementing what has been seen in the classroom. In addition to this, extra-class activities must be recorded; management programs must be modified among other institutional bureaucracies that often do not facilitate this process.

Hence, the importance of the practices in all educational experience is important and attractive for students but not done because it is not the same way for the person who teaches a class is three hours and concludes as a Field practice requires more than five hours plus the time of transfer and the expenses it may generate.

2 Problem Formulation

Given this scenario, it was considered whether field practice was interesting in the theoretical educational experiences from the perception of the reproductive health students, who study a theoretical whole in order to implement the project of carrying out practical activities in institutions. Of health and education. To this end, a focus group was conducted with eight students who wished to participate voluntarily, consisting of six women and two men, between 19 and 21 years old, of the nursing undergraduate program, in accordance with the general health law in the field of nursing. Research in Mexico. Likewise, only audio of the same was recorded with previous informed consent, it was made in a comfortable and noise-free environment in one hour and 25 minutes.

The formulation of the problem was made through the question of knowing what was the perception that students have about the importance of practice in theoretical experiences during nursing training.

A qualitative research was carried out, where the data collection technique used was that of a focus group, a guide was designed and used with key questions generating codes and information, which was applied with the participating group, was recorded with audio and we worked with an observer who recorded the most significant events during the interview. The text was transcribed and the categories and subcategories were identified, without altering what the participants said.

3 Problem Solution

The results obtained with the focus group were interesting, we worked with the participants and identified themselves with letters not to mention their names, likewise two dimensions were identified; field practice and professional training where the point of coincidence occurred when mentioning ... the practice outside the classroom is the reality, is where we will face when we leave the university ... "If we go now students is better, because when we work maybe we do not know how to act or talk about a topic, because it is not the same among us as with ladies or teenagers ". "Practices should be better evaluable than exams or written assignments that most times are worth more to assign final grade" "this would be useful for some teachers as well as they would learn how to work outside the classroom and not only we would spend exposing the topics and the truth
sometimes we do not prepare well "..." the strong work of nursing is with people, so you should go with them in all subjects and not only when they are practical".

4 Conclusion

Field practice is an activity in which nursing students see the opportunity to interact with people and to participate early and in a timely manner in health practices, as well as the importance of being evaluated with better results than traditional exams.

References:


Detection and prevention of plagiarism in higher education
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Abstract: - Internet access in the classroom has brought many benefits in terms of the teaching-learning process at all levels, but above all in university teaching. Numerous studies confirm that the use of information and communication technologies generates learning. But we must be able to control that good use, both in the classroom and in the homes. The Spanish University underwent changes in how to structure the ECTS by dividing the subjects into theory and practice. It is in these practices, individual and group work where we find a lot of copy & paste by the students. Spanish universities make available to their teachers, in addition to a large number of free access programs on the market. The objective of this study is to analyze and compare two anti-plagiarism programs, TURNITIN and URKUND through a case study. After the analysis, we can see the benefits that both programs offer to teachers, as well as their differences. We know that university teachers are overburdened, especially at the end of semesters, which is when the jobs are corrected. The anti-plagiarism control must be easy and practical for them if not, the easiest thing is that they do not pass this type of controls. Throughout this study, the benefits of improving teaching quality are explained. Teachers must strengthen the culture of effort and know how to make good use of resources on the Internet.

Key – Words: University teaching – Innovation – Quality – Copy & Paste – Anti-plagiarism program

1 Introduction
The detection and prevention of plagiarism in higher education arises from the need to fight against a phenomenon that according to studies carried out within the framework of the European Higher Education Area, is increasing thanks to new technologies in the form of the Internet. Nowadays, access to electronic documents by students encourages the bad habit of Copy & Paste, that is, copying and pasting content without identifying the real origin of the sources used [1]. In this work we try to verify whether this practice is normalized among university students or, on the contrary, that plagiarism is not abused. But do we really know that% of students use plagiarism? From a thorough analysis of the existing literature, in which the main described causes, Sureda [2] added to those already identified by Dordoy five new attributions, the first of which it is that copies were collected because some students perceive these "shortcuts" as an intelligent and acceptable demonstration; that is, they copy because they have internalized false values. A second cause is to understand plagiarism as a challenge, a way of confronting authority. Demotivation, believing that the teacher's demand is irrelevant or that he does not value it adequately is the third cause that points out this analysis. The fourth is in the conviction of some students that what they do is not bad. Finally, the results point to the total or partial absence of deterrent mechanisms: it is copied because the students, when comparing the risks and the benefits of plagiarism, consider the seconds to be much higher than the first ones.

We continue with Comas and Sureda [3] when they affirm that plagiarism in the academic field seems to have always existed. Now, most of the studies and analyzes that have been done on the subject point to the exponential increase in internet penetration; the greater ease of access to digital content in general and those hosted on the web in particular, have led to a boom in plagiarism among university students.

2 Problem Formulation
According to Balbuena cited in Soto the crime of plagiarism directly attacks the copyright of a particular work, since every work must be able to be distinguished from other similar works. By committing plagiarism, the moral rights of the author on his work are damaged, since he is not given his due accreditation and paternity on the same, as well as the patrimonial or exploitation rights, due to his entering the market another work that copies to a large extent the first one making both compete with each other [4] [5].
For all this, we see the need to standardize the use of the anti-plagiarism programs that each University makes available to professors and researchers. In turn, there are numerous programs available on the network for free. In this work we will focus on the analysis carried out through two Urkund and Turnintin programs.

The main objective of this paper is to analyze, through a case study, if plagiarism has been standardized practices among students in Grade of Education at the University of Valencia.

3 Problem Solution

To achieve the objectives, we have taken as sample a group of 62 students of the Degree of Pedagogy of the University of Valencia during the academic year 2016/2017. The anti-plagiarism program used has been the URKUND, used by the University of Valencia. 108 works have been analyzed. 54 corresponding to a summary-critique of a book and 54 didactic units that the students have been developing during the second semester. In order to know the effectiveness of URKUND, the works that have obtained a significant percentage of plagiarism have been sent to the TURNITIN program.

URKUND offers a fully automatic system to manage possible plagiarism. The system can be used in several ways, for example, from the Moodle or sending jobs by email. For this, the teacher must contact the computer services of the university. These will create a user account and an email to which the jobs will be sent. Automatically reports arrive at the teacher’s email. URKUND does not judge whether it has been plagiarized or not, it simply gives the% of the text that has been found in other sources, and also lists them. You do not need to install any software and it does not use complicated interfaces. This means that it is very easy to use [6].

The anti-plagiarism program has been within the subject "Research, development and innovation Curriculum" degree in pedagogy, third course, course 2016/2017, second quarter. Out of a total of 62 students enrolled, the sample was 57 students, 48 women and 6 men. The tasks analyzed have been two: summary-analysis of a book chosen by the students of the proposed bibliography (54 works) and teaching unit (54 works).

The plagiarism has been analyzed from three sources:
1) Internet
2) Published material
3) Other students
4) Websites to copy

Table 1. Number of jobs with% plagiarism

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<th>0%</th>
<th>1-5%</th>
<th>6-10%</th>
<th>11-20%</th>
<th>21-30%</th>
<th>31-40%</th>
<th>41-50%</th>
<th>+50%</th>
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<tr>
<td>UNITY D</td>
<td>16</td>
<td>13</td>
<td>12</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>DIDACTIC</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUMMA</td>
<td>31</td>
<td>12</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4</td>
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<td>RGBY/ANALYS</td>
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The two tasks have been analyzed by the URKUND anti-plagiarism program, providing the following results:

Of the two activities there has been greater plagiarism in the task of didactic unit than in summary / analysis.

By breaking down the teaching unit, 19% have not used Copy & Paste. After the correction of the works it is verified that everything included has everything well referenced. 13 jobs have between 1 and 5% plagiarism. After analyzing them we found that it is due to the section of legislation, but not all students have put in bibliographical references. The same happens with the 12 works that present between 6 and 10%. In 5 jobs we find between 11 and 20%. Here you can see that they have copied not only legislation but some section such as objectives, competitions, etc. 2 jobs have between 21 and 30% and 1 between 31 and 40%. These
works already show greater problems and have even copied some activities had to be developed in the teaching unit. By last 5 papers presented more than 50% of plagiarism in their work. The work that plagiarizes more has been of 88%.

The data extracted have been very significant for the qualification and evaluation of the same. The greater the percentage of plagiarism, the greater the penalty in the note. Up to 10% of the detected plagiarism has not affected the grade since examining each of the works has been found to have included educational legislation and the competences of the curriculum. As of 11%, the grade has been decreasing as plagiarism% increased. Each of the tasks has a value of 2 points. The threshold has been set at 30% as non-admissible work if it is passed. There has been a work that has presented between 31 and 40% after finding that most have been approved include literature, but significantly reducing the rating. The biggest problem has been presented by 5 jobs with more than 50% plagiarism. These have had the qualification of suspense. This tool has been very useful since 4 of the 5 students went to the review because they did not agree with the note. In it they were shown the anti-plagiarism report that was very enlightening since it provides the website from which the information was extracted at all times. So, the revisions did not have much difficulty with the result that the students have to go to the second call.

The results have been surprising since we start from the premise that most students abuse us or Copy & Paste. In this case we can verify it has not been like that. The data obtained after the analysis of the works tell us that, of a total of 108 works analyzed, only 6 works have presented a very significant% of plagiarism.

4 Conclusion

After analyzing the results, we consider it very important to explain the use of Copy & Paste and its consequences in our classes. Teachers must promote the culture of effort and know how to make good use of resources on the Internet. We are inundated by such a quantity of information that it is very easy to make use of it without citing the source. By working this on a day-to-day basis we can reduce the high plagiarism rate of students. From the subject of "Research, development and innovation of the curriculum, object of study in this work, a methodology has been used that enhances the autonomous work of the student and that encourages them to write their own authorship, using different sources and always referencing them. From the first day this has been affected. We think that it has also helped that the work of the Didactic Unit has been carried out throughout the sessions. The practices have been used to explain and work the different parts of the teaching unit. We think that the success of the non-abuse in copy & paste in this task, has been that the students had to develop each of the sections in class, at the moment and without consulting Internet sources. Leaving space in class to explain the parts of the work and allow the students to develop it, we think it has been positive in the results of anti-plagiarism control. The teacher during the sessions has been reviewing each of the teaching units allowing students to advance in it.

We conclude therefore that the methodology used by the teacher to dedicate sessions to perform the work has favored that students have not abused the copying without citing the source and by making such a detailed review has allowed students to keep up to date. task and do not accumulate them for the end. One of the biggest problems we find is this, precisely if they do not take the work today, it is time for delivery and the rush usually accompanied by "copy & paste". Therefore, it is fundamental to explain at the beginning of the classes what the plagiarism is, how it is detected and help them to look for tools to avoid falling into it.

Regarding the comparison of the two anti-plagiarism programs, we can say that we find URKUND easier to use since simply sending it to the email they assign us as users send us the report to our university email. It is very important to simplify in these cases, since when we find ourselves correcting the works there are also exams, practices, etc. If a difficult tool is found it will not be used. With this study we aim to establish a starting point in the analysis of anti-plagiarism programs in college and as a future line of research we set make inter study - teachers, more shows, with different teaching methods to compare different variables with the always aim to improve our teaching practice.

References:


Self-assessment of Teaching Competences from an Inclusive Perspective

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Abstract: - This research exposes the need for teachers to have self-evaluation tools for their practice in socially diverse environments. To this end, a questionnaire was proposed in order to self-evaluate the competencies that define the quality of current teaching practice from the paradigm of the Inclusive School as a means of self-knowledge and professional improvement. The questionnaire will be elaborated from the theoretical constructs of teaching skills and inclusive education, creating a battery of items that will be subjected to a process of evaluation, analysis and validation by expert judges and later their reliability will be analyzed through piloting with a sample of teachers. In short, the goal is to obtain a useful instrument for teachers to carry out an exercise of self-criticism, evaluating their teaching performance in order to strengthen their professional development, thus contributing to the improvement of the quality of education.

Key Words: Educational inclusion – Teacher self-evaluation – Teaching skills – Self-assessment – Inclusive perspective

1 Introduction

Today, there is a general consensus that Inclusive education is the best way to achieve education for all and to guarantee universality and non-discrimination in the right to education. For this reason, it has become the model to which all education systems are directed.

This poses a challenge to school because it needs to implement a series of changes that substantially modify its structure, its functioning and its pedagogical proposal, in order to respond to the diversity of its students. One of the conditions that must be met to achieve inclusive schools is the professionalization of teachers [1], [2], [3]. This implies that teachers have a high degree of exigency and responsibility in their work; that they reflect on it and that they show a favorable predisposition to improvement and training. The teacher thus becomes the cornerstone of transformation, since it is the teacher who has to convey the processes of change and who is required to have adequate skills to do so.

In addition, in recent years, there has been a trend towards a reflection of daily practice in the processes of improvement, quality and evaluation [4], [5] and [6]. We must advance in the "evaluation of teacher performance, very present in the evaluation of university teaching staff, but with little presence at other educational levels" (p. 77) [7].

But to achieve all this, to bring forth change in the educational community to improve the quality of education, instruments that enable reflection and self-evaluation of practices linked to the inclusive ideal are absolutely essential.

In recent years, as a result of this concern and need, instruments have been developed focusing on the evaluation of centres. Examples include: the "Indicators of Inclusive Schools" [8], the "Guide for the reflection and assessment of inclusive practices" [9], the "REINE Guide, Ethical reflection on inclusion in schools" [10], the "ACADI: Self-evaluation of centres for attention to diversity from inclusion" [11], or the "Index for Inclusion" [12], a world reference instrument that has been applied in schools in more than 30 countries.

We could say these instruments have something in common, and that is that they are designed for institutional self-evaluation. Although it is true that all of them have a section in which teachers themselves are responsible for self-evaluation, they are not considered as an exclusive tool for teachers.

There are, however, other instruments that are destined to be filled in exclusively by teaching staff, but they tend to deal with a specific subject and do not include the complete list of competencies that an excellent teacher must have in today's school.
2 Problem Formulation

Inclusive education requires profound changes in the way the school institution understands and attends to education from the school systems. These changes affect the set of systems that compose it, and there is no doubt that the teaching staff is one of the main axes on which this intervention should be developed. [13], [14] y [15].

For all these reasons, we believe there is a need for more global tools that include the evaluation of teaching competencies based on the conclusions of the pedagogical corpus of the inclusive school. To achieve this, we will have to investigate the competence profile of the excellent teacher, and create an instrument in the form of a self-evaluation questionnaire that includes as indicators and items the deployment of this competence profile from an inclusive point of view, to provide teachers with a guide that serves as a plan for professional improvement. If teachers are aware of what competencies, with the most inclusive practices, are necessary for teaching in our time, they can change and improve the existing ones to get closer to them.

3 Problem Solution

The general objective we intend to achieve through the development of this research is to design and validate a self-evaluation questionnaire that measures the competencies that define the quality of current teaching practice from the Inclusive School paradigm.

Research procedure:

For organization purposes and given the complexity of the study, the procedure to develop this research will be presented in clearly differentiated consecutive phases.

The process will be developed in 6 phases through quantitative and qualitative analysis procedures:

Phase 1. Bibliographic review

Primary and secondary information sources will be analyzed in relation to the following topics: evaluation of teaching practice in Spanish legislation, teacher assessment by competencies, teacher self-evaluation, instruments for self-evaluation of existing teaching competencies, the theoretical construct of the concept of teaching competencies and the theoretical construct of the concept of inclusive education.

Phase 2. Elaboration of a battery of items based on the theoretical construct of the concepts: teaching competencies and educational inclusion.

By means of a specific bibliographic review of the existing systems of categorization of teaching competencies, we will extract the areas of competence in which to classify current teaching competencies.

In order to specify teaching skills, a bibliographical analysis will be made from which they will be extracted directly or indirectly (based on recommendations) from different sources:

Scientific sources: A bibliometric analysis will be made of the authors who have written about teaching skills and the contributions of the 2 or 3 most cited by the scientific community will be taken into consideration.

National organizations sources: an analysis will be made of the competencies stipulated in the legislation regulating the requirements for the verification of official university degrees that enable the exercise of the profession of Primary Education Teacher [13], as well as the recommendations contained in the Code of Ethics for teaching.

Sources from international organizations: such as OCDE, Eurydice, UNESCO-OIT, European Commission or the European Agency for Special Needs and Inclusive Education, which provide guidance for the design of competencies and their subsequent implementation.

Once the competencies have been chosen, they will be classified in the fields of competence.

And finally, a battery of items will be elaborated that will reflect the breakdown of each one of the competencies in the form of questions. Here, the point of view of the inclusive school paradigm will be taken into consideration. Among others, the following sources will be used for the elaboration of the items:

- Research on inclusive teaching practices.
- Existing scales of evaluation of schools from the inclusion angle (in its section on inclusive practices).
- National and international recommendations on how to carry out the transformation of inclusive schools.
- Successful practices that promote inclusion.

Phase 3. Consultation of expert judges
After the battery of categorized items has been elaborated, they will be studied by different specialists in the subject that concerns us, in order to guarantee the evidence of content validity, the adequacy and representativeness of the selected fields, competencies and items.

In our case, we will select the group of experts coming from the university field, as well as from other areas of the Administration linked to Inclusive Education (Centre for Training, Innovation and Resources for Teachers (CEFIRE) of Inclusive Education) or from international entities (European Agency for Special Needs and Inclusive Education). There will be a minimum of 7 judges.

Phase 4. Elaboration of the pilot questionnaire

When the results of the consultation with the judges have been analyzed, the questionnaire will be refined by deleting, adding and reclassifying the items and competencies in its areas.

Phase 5. Analysis of the reliability of the questionnaire by piloting with a sample of teaching staff.

Complementary to the validation by experts, the questionnaire will be piloted focused on delimiting its reliability, determining the degree of internal consistency, both for each of the items, for each of the competencies and areas, as well as for the total set of the questionnaire.

Once the piloting process is completed, we will carry out the relevant statistical analyses to determine the internal consistency of the instrument and further refine this questionnaire as much as possible.

Phase 6. The final design of the “Cuestionario para la Autoevaluación de las Competencias Docentes desde una perspectiva inclusive” (C.A.C.D.I.)

Finally, after the design process and validation of the questionnaire, we will write its final version.

4 Conclusion

We believe that the result of this research can provide the educational community with an instrument that facilitates the processes of change in the classroom in behalf of a fairer, more democratic and more egalitarian school.

The self-evaluation of the praxis is necessary, not to highlight the shortcomings and what remains to be done, but rather to guide and correct the attitudes and actions that do not improve the lives of each and every one of our children.

References:


Abstract: - Physical practices within the university have been developing during the last decades with a very remarkable progression from a great diversity of activities and actions in favor of the university community and a large part of the social mass. The structure of the current European Higher Education Area has turned the offer of physical activity and sport into a strategic element within the competition between the universities themselves. The present work aims to know the student’s satisfaction level about the possibilities offered by the college sports service of University of Burgos and specify which aspects should be enhanced to encourage student participation in physical activities proposals by the University. Given the characteristics of this study, it was necessary to create an ad hoc questionnaire, which was administered to a representative 366-students-sample of the University. The questionnaire addressed questions about knowledge, participation and satisfaction with different aspects related to the college sports service (offer, schedules, facilities, information and compatibility with class schedules), which were answered on a Likert scale. Only 23.2% of the students declared themselves as participants in any of the activities proposed by the college sports service. Satisfaction with aspects of the college sports service was kept in average values, being the most valued the offer of activities, and the least the compatibility with class schedules. The present work concludes that the use of the college sports service is very low, so it may be insufficient to establish healthy habits of physical activity.

Key Words: College sport service – Satisfaction – Participant – University – Healthy habits

1 Introduction

In recent decades, there has been a trend in the evolution of university sports from purely sporting practice to a sport model to maintain and improve the health of the entire university community [1,2]. In the university environment, there has also been an increase in the participation of users during the years of university membership and later, mainly in non-competitive activities [3], enhancing the idea of a model university sporting character formative to which a consonance and definition is added according to the identity of the host university [4]. At present, university sports represent a complex reality manifested through different needs and demands of sports users in the university environment ranging from competitive practice to the sport of recreation, leisure and health [5].

In addition, we can assert that the university sport is not focused only on the sport developed in the university environment or only for the university community but extends to an external community that also enjoys these services in the university dependencies or in others. In this way, although economic profitability is not one of the objectives of university policy, the opening to an external audience of the university community guarantees a high rate of social profitability [6].

For all the procedures related to university sports, Spanish universities have a unit responsible for processing everything related to university sports. These management units are not compulsory or belong to the field of research or teaching. On the contrary, they suppose a complementary service that helps integration and social interaction, enriching the individual and his / her training. Said that, the physical activity levels of the university students tend to get lower while they reach upper grades. This study tries to identify the satisfaction level of the students regarding their college sport services in order to get valuable information to enhance the practice of physical activity within the campus.

2 Problem formulation

A cross-sectional design was used by sample-based surveys [7]. Through software SPSS Statistics softwares (v22.0), univariate and multivariate parametric tests (Student's t test, ANOVA and MANOVA) and nonparametric (Chi-square) tests were used, according to the characteristics of the variables.
The sampling technique was randomized and stratified by faculties and schools, to ensure a confidence level of 95% and a sampling error of less than ± 5%, which resulted a sample of 366 students from University of Burgos, aged 21.29 (SD = 4.03). Regarding sex, a greater number of women (239) than men (127) stand out, with women accounting for 65.3% of the sample, while men account for the remaining 34.7%. The way to access the sample was carried out through different classes or on-line access with identical version of the questionnaire.

The instrument was built with a paragraph of social-demographic datas and other paragraph with questions about the college sport service. First one was an absolute question: Do you practice or have ever practiced any physical activity proposed by the sport service? Then, the survey included a qualitative question answered by a Likert scale (0-5) about the satisfaction of different aspects of the sport service: offer of activities, schedule, facilities, information and compatibility with class schedule.

3 Problem solution

The results showed that less than a quarter of the sample practice of have ever practiced some physical activity managed by the college sport service (23.2%), most of them were men (Table 1).

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(%)</td>
<td>(%)</td>
<td>(%)</td>
</tr>
<tr>
<td>Yes</td>
<td>38.6</td>
<td>15.1</td>
</tr>
<tr>
<td>Residual</td>
<td>5.1</td>
<td>-5.1</td>
</tr>
<tr>
<td>No</td>
<td>61.4</td>
<td>84.9</td>
</tr>
<tr>
<td>Residual</td>
<td>-5.1</td>
<td>5.1</td>
</tr>
<tr>
<td>χ²</td>
<td>25.729</td>
<td>.000</td>
</tr>
</tbody>
</table>

By grades, the results just showed a significant difference between first grade, where the values were lower, and the rest of the grades, where the results were similar (Table 2).

Table 2. Distribution, adjusted standardized residuals, χ² and ρ-valor. Users by grade.

<table>
<thead>
<tr>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Forth</th>
</tr>
</thead>
<tbody>
<tr>
<td>(%)</td>
<td>(%)</td>
<td>(%)</td>
<td>(%)</td>
</tr>
<tr>
<td>Yes</td>
<td>13.6</td>
<td>26.8</td>
<td>28.3</td>
</tr>
<tr>
<td>Residual</td>
<td>-2.8</td>
<td>8</td>
<td>1.4</td>
</tr>
<tr>
<td>No</td>
<td>86.4</td>
<td>73.2</td>
<td>71.7</td>
</tr>
<tr>
<td>Residual</td>
<td>2.8</td>
<td>-8</td>
<td>-1.4</td>
</tr>
</tbody>
</table>

Regarding the satisfaction about the main aspects of the sport service, all the items got medium values (Figure 1), being the most valued the diversity of the activities (2.97. SD = 1.34) and the least the compatibility with the class schedule (1.82. SD = 1.59).

Figure 1. Average values about satisfaction.

There wasn’t any significant relationship by gender (ρ > .05), but the values given by men were bigger than the women’s (Table 3).
Table 3. Average values, standard deviation, and \( \rho \)-valor. Values about satisfaction by gender.

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>SD</td>
<td>A</td>
<td>SD</td>
<td>( \rho )</td>
</tr>
<tr>
<td>Offer</td>
<td>3.11</td>
<td>1.27</td>
<td>2.89</td>
<td>1.39</td>
<td>.066</td>
</tr>
<tr>
<td>Schedule</td>
<td>2.4</td>
<td>1.38</td>
<td>2.11</td>
<td>1.5</td>
<td>.387</td>
</tr>
<tr>
<td>Facilities</td>
<td>2.91</td>
<td>1.29</td>
<td>2.6</td>
<td>1.26</td>
<td>.784</td>
</tr>
<tr>
<td>Information</td>
<td>2.86</td>
<td>1.41</td>
<td>2.62</td>
<td>1.46</td>
<td>.344</td>
</tr>
<tr>
<td>Compatibility</td>
<td>2</td>
<td>1.62</td>
<td>1.71</td>
<td>1.57</td>
<td>.732</td>
</tr>
</tbody>
</table>

Due to the European High Education Area constructs, the university has become a place to develop student’s attitudes at all levels, including the physical and health development. Social and environmental factors can influence in the daily habits of the university students [8,9], so it could be a good time to create positive influences about the healthy physical activity habits.

Just a 23.2\% of our students practiced or have ever practiced some of the activities proposed by the sport service. 38.6\% men and 15.1\% women. That result, bigger than showed in other studies [10], could be due to men usually chose competitive activities. Despite this kind of activities is not more frequent than other kinds of activities. those are more attractive. and society tend to focus mostly in competitive activities. As usual. first grade students have not a global knowledge about the university services. so it’s expected that they don’t use this service more than students of other grades.

The scores attributed about different aspects of the sport services kept in intermediate values. being the best valued the offer of activities (2.97 out of 5). although this value was slightly higher in men (3.11 out of 5) than in women (2.89 out of 5). The worst rated aspects are those related to the schedules. Thus. the aspect with the lowest score has turned out to be the compatibility of schedules (1.82 out of 5). followed by the schedule of activities (2.22 out of 5). As determined by other studies [11,12,13,14]. the incompatibility of the schedules with the rest of the students’ obligations is usually the main handicap and one of the reasons to abandon physical activity habits.

One of the pillars to enhance the use of the sport services is information. Several studies reported low values in information about the sport service in their universities [10,15]. Our results showed that a 39.9\% are satisfied with the information received. and 27.6\% showed unsatisfactory values. These data show that the information provided by the sports service of our university seems adequate. However. there is a high percentage that does not reach this information or considers it unsatisfactory. so we can conclude that both the access routes to students and the type of information. have an acceptable margin of improvement.

Regarding the offer of activities. García Ferrando and Llopis [16] establish an index of 32.6\% of dissatisfaction of the Spanish population. According to our results. in our university we find a significant relationship between sex and satisfaction with offer. Men are satisfied by 56.7\%. while only 36.8\% of women admit to being satisfied. Possibly competitive sports. more attractive for men than for women. are the most visible part among all the activities proposed by the different sport services.

The sport facilities in our university are less numerous and varied than those present in other similar Spanish universities. However. 38.3\% feel satisfied with the quality of the facilities. which we consider a good score knowing that 37.1\% of the students do not know the facilities or do not have an opinion about that. Anyway. we can consider the access to those facilities as affordable. as in most Spanish universities. That is not quite usual in other parts of the world. where access to the sports facilities of the universities is linked to being part of a federated team or requires an excessively expensive quota for the student [17].

4 Conclusion

The conclusions of this study are as follow:

Less than a quarter of the students practice or have been engaged in some physical activity with university service. Men practice much more than women.

The assessment of aspects of the sport service has discrete values. The worst evaluated is compatibility of the schedules and the best is the offer of the activities.

Information on physical activities is not enough or not satisfactory to most students.
From the point of view of health, universities should consider health services within the campuses, which served as a consultation on the healthy habits of physical and sports practice, as well as other related factors such as hygiene, nutrition, drugs, alcohol, and other psychological aspects.

To increase its effectiveness, the work done by the college sports services must be supported by the rest of the university structure, so this and other healthy habits were encouraged within the college campuses

References:


Evaluation Perception of Specific Competences in the European Higher Education Area: The Case of Social Work Grade Studies

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Abstract: This study analyzes whether the competence-based approach to training proposed by the European Higher Education Area (EHEA) has affected the evaluation of competences specific to the training of future social workers. We understand that after an extended period after implantation of curricular competency-based approach in university studies and several cohorts of graduates and the labor market, it is time to analyze several aspects of the process, including the explicit curriculum evaluation. The study was descriptive, applied to a sample of students of the degree in social work, using survey methodology under natural organizational conditions. It’s evident that in the perception of the students none of the specific competences is evaluated systematically, confirming that the students mostly appreciate that the specific competences are evaluated only occasionally or never, and very few affirm that they are a reason for regular evaluation in your subjects. As a general conclusion, we can indicate that the undergraduate students have a very low assessment of the explicit evaluation they are receiving in relation to the specific competences of the degree. It’s an overwhelming majority of those who consider that the explicit evaluation of specific competences simply doesn’t exist, considering that both theoretical and non-competency content are approached in both evaluative techniques and in the content of the evaluative reagents only theoretical contents but not competences.

Key–Words: Social work – Specific competences – Curricula – Explicit evaluation – European Higher Education Area

1 Introduction
The innovation of the EHEA has had as a central element to implement a training process in competencies as an identifying element of the initial university education [1,3,5,7,9] and this hasn’t been alien, as it couldn’t be otherwise, the training of future professionals in social work [10]. This approach has derived in the different constituents of the training process, among them the one of the explicit curricular evaluation.

2 Problem Formulation
The research has focused on analyzing whether the specific competences of the degree in social work are perceived as the object of the evaluation in the university studies of social work. Regarding this element of the training curriculum, the evaluation, one of those involved in the change of the training model that involves the competency-based approach, Villardón Gallego [12] affirmed that until now the assessment of learning in the university has focused mainly on the knowledge acquired through written and oral tests. I already made a proposal for the evaluation of competences around a series of principles such as establishment of learning outcomes to be developed by the students, determination of criteria and evaluative evidence, clarification of achievement levels, as well as collection procedures of information.

To this we can add that from a more open and participatory positioning it is also possible to include as indicated by López Ruiz [6] both the self-assessment and the peer evaluation or evaluation.

Recapitulating, the competency approach implies a necessary transformation of the evaluation into an inherent part of the learning itself, in a true process of improvement of both the training activity and the learning process, using a plural set of strategies and techniques to extract the information that allow to value and improve all the training action, becoming a useful element for the integral development of the student and not a tool of sanction and selection. As already anticipated by Cano García [2], new frameworks of work are required, collegiate, where there’s room for the development of integrated learning experiences, which entail a change in the evaluation, if the evaluation is changed the whole process will change.
### Problem Solution

Then we analyze the data to know the perspective of the students regarding the perception they have about the explicit evaluation of their 25 specific competences (Table 1).

<table>
<thead>
<tr>
<th>Competence</th>
<th>Order</th>
<th>β</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Managing stories and social reports</td>
<td>ITEM 194</td>
<td>2</td>
</tr>
<tr>
<td>16. Minimization and risk management</td>
<td>ITEM 164</td>
<td>2</td>
</tr>
<tr>
<td>09. Working with behaviors that represent risk</td>
<td>ITEM 094</td>
<td>2</td>
</tr>
<tr>
<td>22. Updating one’s own knowledge of the frameworks</td>
<td>ITEM 224</td>
<td>2</td>
</tr>
<tr>
<td>15. Resolution of risk situations</td>
<td>ITEM 154</td>
<td>2</td>
</tr>
<tr>
<td>21. Management and operation of social welfare entities</td>
<td>ITEM 214</td>
<td>2</td>
</tr>
<tr>
<td>23. Work within the standards and assurance of one's professional development</td>
<td>ITEM 234</td>
<td>2</td>
</tr>
<tr>
<td>04. Response to crisis situations</td>
<td>ITEM 044</td>
<td>2</td>
</tr>
<tr>
<td>18. Management of resources and services</td>
<td>ITEM 184</td>
<td>2</td>
</tr>
<tr>
<td>14. Preparation fork and participation in decision-making meetings</td>
<td>ITEM 144</td>
<td>2</td>
</tr>
<tr>
<td>20. Effective work within interdisciplinary and multi-organizational systems, networks, and teams</td>
<td>ITEM 204</td>
<td>2</td>
</tr>
<tr>
<td>13. Defense of individuals and groups</td>
<td>ITEM 134</td>
<td>2</td>
</tr>
<tr>
<td>17. Administration and accountability for one’s own work</td>
<td>ITEM 174</td>
<td>2</td>
</tr>
<tr>
<td>08. Promotion of growth, development, and independence of people</td>
<td>ITEM 084</td>
<td>2</td>
</tr>
<tr>
<td>24. Managing complex conflicts, dilemmas, and ethical problems</td>
<td>ITEM 244</td>
<td>2</td>
</tr>
<tr>
<td>25. Promotion of the best practices of social work</td>
<td>ITEM 254</td>
<td>2</td>
</tr>
<tr>
<td>11. Mediation to resolve conflicts</td>
<td>ITEM 114</td>
<td>2</td>
</tr>
<tr>
<td>01. Establishment of professional relationships</td>
<td>ITEM 014</td>
<td>2</td>
</tr>
<tr>
<td>05. Interaction with individuals and groups to achieve change</td>
<td>ITEM 054</td>
<td>2</td>
</tr>
</tbody>
</table>
We note that in the opinion of the students none of the specific competences reaches the average score of 3, which would mean that they are evaluated frequently. We see how the average score of the evaluative perception of all the specific competences is located between the 2.03 of the competence 19. Management of stories and social reports, and the 2.62 of the competence 12. Design, implementation and evaluation of social intervention projects, with which we can indicate that it is evident that the students appreciate mainly that the specific competences are evaluated occasionally or never, and there are very few who affirm that they are reason for regular evaluation in their subjects.

Within a global scenario of very low awareness that the specific competences of the degree are being evaluated explicitly, we find a grouping of seven competences following the criterion of including in it those that in terms of means obtain a score that it does not depart significantly from the least valued of all (Table 2). The competencies that are least evaluated, with an enormous weight of the assessments never and occasionally are the following:

19. Managing stories and social reports
19. Managing stories and social reports
16. Minimization and risk management
09. Working with behaviors that represent risk
22. Updating one’s own knowledge of the frameworks
15. Resolution of risk situations
21. Management and operation of social welfare entities
23. Work within the standards and assurance of one's professional development

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>t</th>
<th>Sig. (bilateral)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM 194 – ITEM 094</td>
<td>-0.05</td>
<td>0.066</td>
</tr>
<tr>
<td>ITEM 194 – ITEM 154</td>
<td>-0.10</td>
<td>1.637</td>
</tr>
<tr>
<td>ITEM 194 – ITEM 164</td>
<td>-0.01</td>
<td>0.223</td>
</tr>
<tr>
<td>ITEM 194 – ITEM 214</td>
<td>-0.10</td>
<td>1.671</td>
</tr>
<tr>
<td>ITEM 194 – ITEM 224</td>
<td>-0.09</td>
<td>1.390</td>
</tr>
</tbody>
</table>

Table 1
Specific competences from lower to higher perception of explicit evaluation
Table 2

Test of paired samples with the competences perceived as least evaluated

| Pair | ITEM 194 – ITEM 234 | -.115 | -1.596 | .112 |

What represents 28% of the total of the 25 specific competences, concentrated in the competences of more professional profile, which opens the question of whether in the low perception of explicit evaluation is perhaps influencing a greater perceptive sensitivity of the student towards These competences represent what Vázquez-Aguado, Álvarez-Pérez and Mora Quiñones [11] point out as the disciplinary tradition of the social worker to value more direct intervention competencies, rather than those that represent the creation of knowledge.

4 Conclusion

With respect to our research question, referred to how the students of the social work university studies perceive the evaluation of the specific competences, we can not carry out a robust discussion of results due to the absence of homologous research results. There are very recent ones related to the assessment of competencies such as Pérez Navío, Medina Domínguez and Cachón Zagalaz [8], but the closest study found is that of Martínez Sánchez [7], which addresses some analogous issues for teacher qualification. of Infantile Education, nevertheless, does not get to treat like question investigated the evaluative perception on the competitions. In another work by González, Arquero Montaño and Hassall [4] the teaching staff states that they don’t know how they’ll carry out the real evaluation based on the acquisition of competences, which draws a scenario compatible with our results.

As a general conclusion we can point out that the students of the degree in social work have a very low perception about the explicit evaluation they are receiving from the specific competences of the degree. The majority consider that the explicit evaluation of specific competencies simply does not exist. It is a conclusion that requires reflection, especially when we find ourselves in a higher education system that has been reformed to emphasize the competency approach.

References


[8] Pérez Navío, E., Medina Domínguez, C., & Cachón Zagalaz, J. (2019). Perception of the professional competences of last year’s students of Pre-Primary Education and Primary Education degrees and


The effective link between postgraduate university education and professional performance in Master's Theses: from knowledge to know-how

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Abstract: -The approach to the dynamics of professional work is one of the main concerns of the academic postgraduate field. This research focuses on one of the academic milestones of any official degree: the Master's Thesis (MT), and delves into the learning outcomes of this process. Based on three consolidated programs such as the Master's Degree in Integrated Advertising Management, Digital Marketing and Advertising, and Television Journalism, the aim is to analyze whether the preparing of a MT with a fundamentally practical orientation that reproduces a set of tasks specific to professional performance is useful for students in order to evolve from "knowledge" to "know-how", and not only acquire skills that prepare them for their professional performance, but also facilitate their incorporation into the labor market.

Key-Words: Postgraduate – Master's thesis – Integrated advertising – Digital marketing – Television journalism

1 Introduction
The organization of university education in Spain, according to Royal Decree 1393/2007, divides it into Undergraduate Degree, Master's Degree and Doctorate. The master's degree program is designed to provide students with specialized learning that prepares them for their professional careers. Within the framework of the EHEA (European Higher Education Area), the collaboration and rapprochement between universities and companies is encouraged in order to improve and update the student's education and achieve effective labor insertion, at a time when young people find it difficult to obtain employment due to the discordance between their education and the skills demanded by the labor market [1]. In this context of distance between professional profiles and possible work opportunities [2], the approach to professional dynamics is one of the main concerns of the postgraduate academic field.

On the other hand, problem-based learning (PBL) [3] is outlined for degrees in communication as a highly formative method for students. This methodology makes students confront, in an academic environment, situations similar to those found in the practice of their profession. But as Morales Bueno and Landa Fitzgerald point out [4], education based on learning by doing and case studies are of great importance "to contextualize teaching in actual problems posed by the professional world." The methodology is considered more effective the closer it is to the companies, as this environment is the suitable one for solving these problems with the difficulties offered by the real world.

2 Problem Formulation
The Master's Thesis represents, in an official degree, the effective demonstration that the student has acquired all the general and specific competences that are undertaken in the degree's verification report. These competences, especially in professionalized degrees, are connected more to "know how" or to "know how to practice the profession." The "know-how" in the communication sector becomes real, for example, in the development of an advertising campaign that meets the objectives required by the advertiser, in the execution of an effective digital marketing plan in business terms, or in the production of a television report that meets the conditions that the channel demands.

Therefore, the possibility of working in an actual environment in this Master's Thesis is, in addition to demonstrating the skills acquired in the study of the program, the opportunity to acquire and strengthen new competences and knowledge.
3 Problem Solution

This study focuses on the Master's Thesis (MT) and explores the learning outcomes of this process. Starting from the study of the theses of three established degrees such as the Master's Degree in Integrated Advertising Management, Digital Marketing and Advertising, and Television Journalism, methodologies focused on "doing" are analyzed, such as learning by doing, project-based learning and problem-based learning. The aim is to understand whether the elaboration of a MT with a fundamentally practical orientation -which reproduces a set of tasks related to professional performance- is useful for students in evolving from "knowledge" to "how-to" and acquiring skills that prepare them for their incorporation into the labor market.

The current MT model in these master's degrees promotes general aspects of education such as teamwork, problem solving and resilience in stressful situations. But it also delves into skills and tasks that are more specific and typical of the day to day realization of the profession.

In particular, the practical case developed in each of these degrees is:

- **Master's Degree in Integrated Advertising Management:** the training that is pursued by students responds to the practical replication of the working conditions of an advertising agency; Thus, the Master's Thesis consists in the creation of an integral campaign -in which offline and online media converge- for a client of the TBWA agency, with a briefing proposed for a campaign on which the agency is working.

The mechanics are the same as in a pitch or agency competition: to win the account of an advertiser client. The students are divided into working groups, each representing a different agency that presents their project before a panel formed by the executives of the Departments of Marketing and Communication of the advertiser brand, managers of the Departments of Accounts, Strategy and Creativity of the TBWA agency, together with its General Management, and academic representatives of the University. In this presentation, all the working groups formed by students compete, reproducing this contest of agencies that seek to obtain new business.

The advertiser's and agency's feedback as a response to the presentation received by each group of students serves as a guide and definition of points of professional improvement for their work, which they must collect and reflect -applying the relevant modifications- in each of the individual reports that will be defended before an academic tribunal.

From that moment on, the individual roles and responsibilities previously defined in each of the work groups/agencies -in which each member leads the work corresponding to a specific department of the advertising agency- are carried out: Accounts, Strategy, Creativity, Media, Production, etc.

Thus, it can be summarized that the entire Master's Thesis process consists of three phases in its development:

1. Presentation to the client of a collective work proposal that responds to specific objectives and needs as defined in a real work brief, which the advertiser himself has shared directly with the students.
2. Development of an individual report that includes the work corresponding to each one of the departments of the advertising agency involved in the proposed integrated advertising campaign.
3. Oral defense of said individual report before a tribunal formed by academics as well as active professionals, who evaluate in both dimensions -academic and professional- the quality and coherence of the work.

And this process has five evaluation criteria:

1. Evaluation rubric of the team work to be filled out by the professional tribunal.
2. Self-evaluation of all work teams that includes their own distribution of tasks carried out.
3. Evaluation of the individual work report in both professional and academic terms.
4. Reports by the MT Tutors on individual and collective assessment of each working group.
5. Individual public defense before the tribunal in an academic event.

- **Master's in Digital Marketing and Advertising:** develop a digital marketing campaign based on a real problem of a company. The objectives are quantified, measurable and achievable, and the budgets are exactly what the "clients" propose. The selected companies can be of any type, from startups in their early phases with small budget items (SoySuper.com, Sherpandipity.com, Tutellus.com) to large corporations with high economic potential (Grupo Mahou San Miguel). The work carried out by the students is individual and the distribution of tasks per student is largely defined by the coordination of the master's degree. The divisions are:
1. Introduction, background, market research, competition analysis, marketing objectives, digital positioning proposal, strategic concept. Definition of KPIs and methods of control and measurement of results. Marketing budget and schedule.


Master's Degree in Journalism in Television: prepare a ten-minute audiovisual report on an open topic, whose main objective is to have quality in its execution and journalistic interest in its contents, which makes it an informative piece that can be broadcast on any television. Students share the main tasks, which are:

1. Writing the script, preparing the interviews, recording the off-camera voice (if appropriate).
2. Filming the report, both interviews and resources, using the equipment provided by the school.
3. Editing the audiovisual material obtained, using the Avid Media Composer program.
4. Producing the project, i.e.: requesting of the necessary audiovisual material, managing the interviews, obtaining filming permits, organizing human resources, preparing a work plan, coordinating possible trips and general displacements and creating a budget.

The connection with work reality defines the MT model and extends to the production process from beginning to end, since active and prestigious professionals are used for tutoring the projects and for its evaluation as part of the evaluating tribunal.

The pragmatic dimension is developed through a collective project, which involves a distribution of tasks and responsibilities among the students that make up the different groups. To this is added an individual report, which consists of an exercise of reflection and analysis assumed personally by each student.

4 Conclusion

Contemplating both the evaluation of the academic agents and the members of the communication industry participating in the process, and considering a perspective in sufficient and representative time, a final evaluation of effectiveness can be deduced in terms of the companies -advertising, as well as digital marketing and television journalism companies- accessing a market of candidates prepared precisely to meet the needs demanded by the industry regarding knowledge and skills expressly cultivated for them.

Similarly, the evaluation of the students -who go beyond the intensive months of work by taking on the professional dimension of the postgraduate degree- is fully positive not only in terms of employability but, above all, in knowledge and preparation for the proper performance of the tasks that are relevant to the professional profile accessed, verbalizing -literally- their own training journey from knowledge to know-how.

Academic education must be reconciled with the reality of professional demand [5] and the results of recent years show that the MT in the indicated degrees constitutes a valid tool for the labor insertion and professional qualification of the postgraduate students.

References:


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Vocational orientation and professional interests in university students in the Andean zones of Apurímac, Peru.

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Abstract: Vocational discernment is a process that generates a series of contradictory problems in young people and especially in those located in high Andean areas, which visibly affects the professional interests of those who, in many cases, drop out of school, do not take the higher education, or decide to change careers due to lack of vocational guidance. The purpose of the research was to seek, describe and explain vocational guidance, and the professional interests of university students, and the necessary motivation for academic achievement, in the Professional Academic School of Initial Intercultural Bilingual Education: First and Second Infancy of the National University Micaela Bastidas, located in the high Andean area of Apurímac-Peru, where there is a social problem and is perceived as "a prevailing need and It is urgent to be able to reach the development goals of a country like Peru. The research was of explanatory level and non-experimental transectional design. The selection of the non-probabilistic sample by trial, which includes 144 students from V to X semester who perform pre-professional practices, to whom a survey (technique) is applied with Likert scaling for the two variables. It is descriptive and inferential statistics. Based on the results obtained, we can explain that according to the linear regression model between vocational orientation and professional interest variables, the positive slope gives a 0.8166 which allows us to infer that if the vocational orientation variable grows, the variable of professional interests also grows, meaning that there is an influence of variable 1 on the second variable. Therefore, it is concluded that the vocational orientation significantly influences the professional interests of the students of the Professional Academic School of Initial Intercultural Bilingual Education.

Key – Words: Vocational guidance – Professional interests – University students – Andean region – Bilingual intercultural education

1 Introduction

At present, we are in a society where regional and social inequalities still persist [8] [9], and young people almost certainly care more about studying something that is highly socially and economically recognized, than studying what they really like, vocation and motivation of life project.

The word vocation accompanies us throughout the investigation. In general, it refers to the inclination that the individual manifests towards a profession or a specific career [10]. The chosen theme has been to know the origin of the vocation of those people who have dedicated their work to the teaching profession. This definition is handled since the appearance of the first Normal Schools in Spain during the Franco government.

It is important to clarify pertinent data about the reality of universities in Peru. According to the SUNEDU (2017). In recent years the increase of universities in Peru has been dizzying, in 2000 we already had 72 universities, today they reach 140, of which 51 are state and 89 private, between 2010 and 2012 37 new universities were created. The University population has evidently also grown exceeding 1’060,000 students. Of this total, 31% study in state universities and 69% in private universities. This phenomenon of the university boom that manifests itself in the quantitative aspect has another face that leaves much to be desired and is the quality of the service. Precisely this growth in the number of universities and student population has been without much control over the quality of teachers or infrastructure. In addition, only 76 universities are "institutionalized" ie recognized by the disappeared CONAFU to make way for SUNEDU, the remaining 64 are in process and work in their own way. (Excerpted from www.sunedu.gob.pe).

In all professional careers it is extremely important that students have a vocation regarding what they study. In the professional career of Initial Education becomes even more important because they are the next trainers of the citizens of our country. Unfortunately this, in many cases does not happen, vocational problems are
typical of contemporary students, because they do not share vocational opportunities. Vocational discernment is a process that creates contradictions in young people, visibly affecting their attitudes, who sometimes do not immediately access higher education, or decide to change careers due to lack of vocational guidance.

We consider that vocation is a very important element in the development of the teaching profession. We want to know the relationship that exists between Vocational Guidance and its influence on the professional interests of students. The majority of the investigations related to the subject, center their objective in knowing which were the reasons that took to the students of teaching to the election of this race. However, it seeks the influences and interest of the students of the Professional Academic School of Intercultural Bilingual Initial Education: First and Second Infancy of the National University Micaela Bastidas de Apurímac.

**overall objective**

Explain why vocational guidance influences the professional interests of the students of the Professional Academic School of Initial Intercultural Bilingual Education: First and Second Infancy of the National University Micaela Bastidas. Apurímac – 2018

**Research design**

Non-experimental design of transectional or transversal character, that is, the data were obtained in a single moment with the purpose of describing the variables and analyzing their incidence and interrelation at the moment [11].

**Main hypothesis**

Hi: Vocational guidance significantly influences the professional interests of the students of the Professional Academic School of Bilingual Intercultural Initial Education:

Ho: The vocational orientation does not significantly influence the professional interests of the students of the Professional Academic School of Intercultural Bilingual Initial Education.

**Discussion**

From the data obtained from the linear regression model between vocational guidance variables and professional interest, the positive slope 0.8166 indicates that if the vocational orientation variable grows, professional interests variable also increases, meaning that there is an influence of the first variable variable on the second variable. In the same way as figure N° 9, where the dispersion points are shown, we can infer the high level of intersection of the points indicating that there is an influence between the vocational orientation variable versus the professional interests variable.

To statistically search for the level of influence, we used the correlation coefficient, which has been calculated at 0.652 and the contingency coefficient is 0.979, which means that the level of influence is strong and the level of association and dependence between the variables is very strong. In making the hypothesis test, the value of significance has obtained 0.000 are less than those assigned, which allows us to reject the null hypothesis (Ho) and accept the initial hypothesis (Hi) with a confidence of 95%. According to the crossed table between vocational guidance and professional interests, we observe that the highest values of both aspects are found in the good level, which indicates a positive relationship between the variable and the dimension mentioned, in addition in the square-chi square of Pearson notes that the value obtained is 91.807 with a significance of 0.000, this significance is less than that assigned 0.0; which means that there is a significant relationship between vocational guidance and professional interests, which allows us to reject the null hypothesis and accept the initial hypothesis of the research carried out with the students.

**2 Problem Formulation**

Why the vocational orientation influences the professional interests of the students of the Professional Academic School of Initial Bilingual Intercultural Education: First and Second Infancy of the National University Micaela Bastidas. Apurímac.

**3 Problem Solution**

Analysis of the variable: Vocational Orientation

<table>
<thead>
<tr>
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<th>Frequency</th>
<th>Percentage</th>
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<td>Total</td>
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Table 1. Vocational orientation
Source: Questionnaire to students

Analysis of the variable: Professional interests

<table>
<thead>
<tr>
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<th>Frequency</th>
<th>Percentage</th>
<th>Valid percentage</th>
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<td>Excellent</td>
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<td>16,7</td>
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<tr>
<td>Total</td>
<td>144</td>
<td>100,0</td>
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</tr>
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</table>

Table 2. Professional interests
Source: Questionnaire to students

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<th>Orientación vocacional</th>
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<th></th>
<th></th>
<th></th>
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<tr>
<td>Total</td>
<td>15</td>
<td>94</td>
<td>35</td>
<td>144</td>
<td></td>
</tr>
</tbody>
</table>

Table 3. Cross table Vocational orientation * Professional interests

4 Conclusion
Through the data obtained we can scientifically explain that according to the linear regression model between vocational guidance variables and professional interest, the positive slope in 0.8166 indicates that, if the vocational orientation variable grows, variable Professional interests also grow, meaning that there is an influence of variable 1 on the second variable. The correlation coefficient obtained is 0.652 and the contingency coefficient is 0.979, this means that the level of correlation is strong and the level of association and dependence between the variables is very strong, in addition the significance obtained from 0.000 is lower than the assigned which allows us to reject the null hypothesis (Ho) and accept the initial hypothesis (Hi) with a confidence of 95%. It is important to indicate that from the analysis of the cross-tabulation between vocational orientation and professional interests, we observe that the highest values of both aspects are at the good level, which indicates a positive relationship between the variable and the dimension mentioned, in addition to the Pearson's chi-square chart observes that the value obtained is 91.807 with a significance of 0.000, this significance is less than that assigned '0.0; which means that there is a significant relationship between vocational guidance and professional interests, which allows us to reject the null hypothesis and accept the initial hypothesis of research with the students of the Professional Academic School of Bilingual Intercultural Initial Education: First and Second Childhood of the National University Micaela Bastidas. Apurímac - 2018.

References:


Cinema applied to the study of finance in the classroom

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Abstract: The interest that this work might arouse owes partially to its relevance for lecturers assuming not only academic training but also ethical education of university students and the importance of this training, following a process of assessment and of reflection about the training criteria that have been applied so far in the finance modules. The question then arises as to which tool is the most appropriate to clearly show students’ academic level while allowing individuals to understand social orientation in their professions. Given this, this study suggests the screening of films within the financial field and during the lectures on finance. This methodological change is presented within the framework of the European Higher Education Area (EHEA) and according to a process of educational innovation. Thus, it requires a profound change of the understanding of the teaching-learning process, allowing for the incorporation of ethical values into students’ formal education in order to address the social service dimension from a financial perspective. For this purpose, a sample of 250 university students of different modules and university degrees is selected. Thus, we employ surveys that present the values represented in films to identify students’ perception regarding the behaviors portrayed, which can involve unethical situations in the financial world. The study stresses the importance of an in-class discussion about the financial scenes that might impact students the most in order to reinforce students’ learning process in its human dimension. In this way, a person’s training allows him or her to face those situations in which the main objective is the maximization of the profit over the creation of wealth for the client and/or society. Through this process and through experience in the teaching-learning process in the classroom, we aim at increasing students’ participation and responsibility and in order to strengthen their social orientation by showing an ethical approach to their future professional development in the business world.

Key Words: Finance – Ethics – Teaching Learning – Teaching Innovation – Person – Cinema

1 Introduction

This study presents the experience of incorporating cinema into the continuous assessment system of modules in the finance field for years three and four of the degree in Business Administration and Management and year two of the degree of Law at the Catholic University of Valencia “Saint Vincent Martyr.” Thus, the use of cinema as a teaching tool allows implementing a teaching-learning system that involves an approach to the reality of the professional context. The use of screening of films in the classroom fosters students’ development of the skills they will need in future; this learning framework in turn fosters group work aimed at identifying the values embodied by each character, which may influence their mindset and condition their professional activity in the business context.

This study aims at fostering our undergraduate students’ finance training from an ethical and critical approach to their profession within corporate social responsibility and ethics in finance through the critical analysis of the character of the broker in the context of finance-related cinema. Thus, the aim is to boost students’ motivation and interest in their respective modules.

2 Problem Formulation

The finance teaching staff aims at favoring a closer connection between social reality and university in order to foster students’ critical thinking in an interdisciplinary and motivating context [1]. Additionally, the aim is to encourage graduate students’ education as citizens that are ethically responsible and committed with the social reality surrounding them [2]. To do so, students’ learning process must be adapted to the critical reception of external stimuli, which for a finance student involves the development of an activity that allows him or her to analyze the values derived from the figures in the finance field in a highly relevant context such as the great
Thus, the character under analysis, the finance broker, acts in the context of the world of finance, which is regulated by a legal framework, and does not necessarily show an ethical behavior. Therefore, the lack of ethics evinced by these actions derives into a negative impact on society [3]. These issues should be considered and faced by our students after finishing their university studies, both as finance professionals and or as consumers of finance products. On the other hand, this situation is worsened by the lack of finance culture, which favors tax evasion and finance-products manipulation, which have a negative effect on society.

2.1 Hypothesis: The values associated with the figure of the broker are characterized by a lack of commitment with society.

The hypothesis presented in this study suggests that the broker seeks his or her own interest and that this behavior, which is reflected in the review of the literature, transmits negative and unethical values. According to this view of the broker, previous research on the financial environment provides evidence from different viewpoints regarding the figure of the financial mediator. The role of the broker is to prevent investors from selecting the wrong asset, becoming key to reduce the costs of research for the client [4]. On the other hand, other authors state that brokers’ activity does not always seek their clients’ interests despite being ethically obliged to do so [5].

From the perspective of the analysis of the figure of the broker in films, describe the broker as a character that holds a special position in the narrative, always portraying negative values, having his or her own ethical code and opposing the established order [6].

2.2 Sample

The sample comprises 250 students from years 3 and 4 of the Business Administration and Management degree and year 2 of the degree in Law studying Corporate Finance I, Corporate Finance II and Corporate Finance, respectively. All groups are enrolled in in-person modules of the teaching period comprising the first and second terms of the academic year 2018-2019. Table 1 presents the composition of the sample classified according to degree, number of students and sex of the participants. The data shows a higher percentage of law students (64.00%) than Business Administration and Management students (36.00%). On the other hand, there are more male students (53.60%) than female students (46.40%).

<table>
<thead>
<tr>
<th>Degree</th>
<th>Students</th>
<th>%</th>
<th>M</th>
<th>%</th>
<th>F</th>
<th>%</th>
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<td>100.00%</td>
<td>134</td>
<td>100.00%</td>
<td>116</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Table 1. Classification of the sample based on degree, number of students, and sex: Male (M) and Female (F).

3 Problem Solution

This experience is posited as teaching innovation within the university classroom because it may constitute an efficient pedagogical tool that increases students’ interest in discovering the reality of professional environments [7]. Therefore, it is deduced that cinema favors the teaching-learning process oriented towards students’ comprehensive education, fostering their critical thinking and verbal reasoning. Thus, we can state that cinema becomes an efficient tool for finance teaching at university level that motivates students’ reflectiveness regarding theoretical and practical knowledge exposed during the teaching sessions. Furthermore, it stimulates students’ ability to understand the ethical professional conflicts derived from business activity and the values present in this context.

4 Conclusion

This activity has enabled the achievement of the goals pursued within the continuous assessment system to a great extent, based on a teaching-learning process developed in the classroom. This experience has served the financial crisis of 2008. Students are asked to identify the ethical code of behavior of the characters in the film under study.
purpose of increasing our students’ financial culture through films and of favoring their critical spirit through the enhancement of skills such as communication, interaction and participation through group work on the finance field.

Thus, students have experienced the opportunity to reflect on ethical and moral issues related to their professional environment. This reflection and discussion allow them to identify the values derived from the figure of the broker through a process of identification of unethical nature of actions and mechanisms that could have caused the financial crisis. These actions include the deregulation of the market of derived products and hence, the retribution system of the broker: commissions. This situation is based on the eagerness of the broker to obtain high margins in speculative operations with a lack of moral risk. Thus, the financial broker focuses on non-productive investment; they speculate, they do not create value.

Lastly, this experience is considered to have been enriching for the student, who has been given the opportunity to use cinema as a pedagogical tool that favors the development of competencies and the learning outcomes of the module. Furthermore, this experience is sustainable, given that it can be carried out every year simply by updating the chosen films and the specific topics for discussion.

With all this, the student could participate in debates on film screenings involving students from various degrees that would foster their autonomous work through practical activities of analysis and critical commentary whereby the lecturer’s job is to guide them, and the activity is developed by the students. In addition, the debate could be taken outside the classroom, dealing with complex financial topics through social networks.

References:


Cinema applied to the study of finance in the classroom of the Paper

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Abstract: The interest that this work might arouse owes partially to its relevance for lecturers assuming not only academic training but also ethical education of university students and the importance of this training, following a process of assessment and of reflection about the training criteria that have been applied so far in the finance modules. The question then arises as to which tool is the most appropriate to clearly show students’ academic level while allowing individuals to understand social orientation in their professions. Given this, this study suggests the screening of films within the financial field and during the lectures on finance. This methodological change is presented within the framework of the European Higher Education Area (EHEA) and according to a process of educational innovation. Thus, it requires a profound change of the understanding of the teaching-learning process, allowing for the incorporation of ethical values into students’ formal education in order to address the social service dimension from a financial perspective. For this purpose, a sample of 250 university students of different modules and university degrees is selected. Thus, we employ surveys that present the values represented in films to identify students’ perception regarding the behaviors portrayed, which can involve unethical situations in the financial world. The study stresses the importance of an in-class discussion about the financial scenes that might impact students the most in order to reinforce students’ learning process in its human dimension. In this way, a person’s training allows him or her to face those situations in which the main objective is the maximization of the profit over the creation of wealth for the client and/or society. Through this process and through experience in the teaching-learning process in the classroom, we aim at increasing students’ participation and responsibility and in order to strengthen their social orientation by showing an ethical approach to their future professional development in the business world.


1 Introduction

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This study aims at fostering our undergraduate students’ finance training from an ethical and critical approach to their profession within corporate social responsibility and ethics in finance through the critical analysis of the character of the broker in the context of finance-related cinema. Thus, the aim is to boost students’ motivation and interest in their respective modules.

2 Problem Formulation

The finance teaching staff aims at favoring a closer connection between social reality and university in order to foster students’ critical thinking in an interdisciplinary and motivating context [1]. Additionally, the aim is to encourage graduate students’ education as citizens that are ethically responsible and committed with the social reality surrounding them [2]. To do so, students’ learning process must be adapted to the critical reception of external stimuli, which for a finance student involves the development of an activity that allows him or her to analyze the values derived from the figures in the finance field in a highly relevant context such as the great
financial crisis of 2008. Students are asked to identify the ethical code of behavior of the characters in the film under study.

Thus, the character under analysis, the finance broker, acts in the context of the world of finance, which is regulated by a legal framework, and does not necessarily show an ethical behavior. Therefore, the lack of ethics evinced by these actions derives into a negative impact on society [3]. These issues should be considered and faced by our students after finishing their university studies, both as finance professionals and or as consumers of finance products. On the other hand, this situation is worsened by the lack of finance culture, which favors tax evasion and finance-products manipulation, which have a negative effect on society.

2.1 Hypothesis: The values associated with the figure of the broker are characterized by a lack of commitment with society.

The hypothesis presented in this study suggests that the broker seeks his or her own interest and that this behavior, which is reflected in the review of the literature, transmits negative and unethical values. According to this view of the broker, previous research on the financial environment provides evidence from different viewpoints regarding the figure of the financial mediator. The role of the broker is to prevent investors from selecting the wrong asset, becoming key to reduce the costs of research for the client [4]. On the other hand, other authors state that brokers’ activity does not always seek their clients’ interests despite being ethically obliged to do so [5].

From the perspective of the analysis of the figure of the broker in films, describe the broker as a character that holds a special position in the narrative, always portraying negative values, having his or her own ethical code and opposing the established order [6].

2.2 Sample

The sample comprises 250 students from years 3 and 4 of the Business Administration and Management degree and year 2 of the degree in Law studying Corporate Finance I, Corporate Finance II and Corporate Finance, respectively. All groups are enrolled in in-person modules of the teaching period comprising the first and second terms of the academic year 2018-2019. Table 1 presents the composition of the sample classified according to degree, number of students and sex of the participants. The data shows a higher percentage of law students (64.00%) than Business Administration and Management students (36.00%). On the other hand, there are more male students (53.60%) than female students (46.40%).

<table>
<thead>
<tr>
<th>Degree</th>
<th>Student s</th>
<th>%</th>
<th>M</th>
<th>%</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree in Business Administration and Management</td>
<td>90</td>
<td>36.00</td>
<td>5</td>
<td>6</td>
<td>41.79</td>
<td>34</td>
</tr>
<tr>
<td>Degree in Law</td>
<td>160</td>
<td>64.00</td>
<td>7</td>
<td>8</td>
<td>58.21</td>
<td>82</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>100.00</td>
<td>34</td>
<td>0%</td>
<td>100.0</td>
<td>116</td>
</tr>
</tbody>
</table>

Table 1. Classification of the sample based on degree, number of students, and sex: Male (M) and Female (F). Source: own elaboration

3 Problem Solution

This experience is posited as teaching innovation within the university classroom because it may constitute an efficient pedagogical tool that increases students’ interest in discovering the reality of professional environments [7]. Therefore, it is deduced that cinema favors the teaching-learning process oriented towards students’ comprehensive education, fostering their critical thinking and verbal reasoning. Thus, we can state that cinema becomes an efficient tool for finance teaching at university level that motivates students’ reflectiveness regarding theoretical and practical knowledge exposed during the teaching sessions. Furthermore, it stimulates students’ ability to understand the ethical professional conflicts derived from business activity and the values present in this context.
4 Conclusion

This activity has enabled the achievement of the goals pursued within the continuous assessment system to a great extent, based on a teaching-learning process developed in the classroom. This experience has served the purpose of increasing our students' financial culture through films and of favoring their critical spirit through the enhancement of skills such as communication, interaction and participation through group work on the finance field.

Thus, students have experienced the opportunity to reflect on ethical and moral issues related to their professional environment. This reflection and discussion allow them to identify the values derived from the figure of the broker through a process of identification of unethical nature of actions and mechanisms that could have caused the financial crisis. These actions include the deregulation of the market of derived products and hence, the retribution system of the broker: commissions. This situation is based on the eagerness of the broker to obtain high margins in speculative operations with a lack of moral risk. Thus, the financial broker focuses on non-productive investment; they speculate, they do not create value.

Lastly, this experience is considered to have been enriching for the student, who has been given the opportunity to use cinema as a pedagogical tool that favors the development of competencies and the learning outcomes of the module. Furthermore, this experience is sustainable, given that it can be carried out every year simply by updating the chosen films and the specific topics for discussion.

With all this, the student could participate in debates on film screenings involving students from various degrees that would foster their autonomous work through practical activities of analysis and critical commentary whereby the lecturer's job is to guide them, and the activity is developed by the students. In addition, the debate could be taken outside the classroom, dealing with complex financial topics through social networks.

References:


How the design of experiments provides information relevant to the educational process

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Abstract: The introduction of current degrees, which took place almost a decade ago, made taking an official master's degree compulsory in order to access the next level of education (PhD). In this regard, it should be noted that the master (or postgraduate) degrees, which have been regulated by the ANECA and have been approved in the member countries of the European Higher Education Area (EHEA), have met a series of issues derived, in many cases, from the heterogeneity, both of academic and personal nature, of the students who attend them. In fact, the time each student needs to successfully complete the degree is influenced, in many cases, by their academic background, their employment status, etc. Therefore, a priori knowledge in how each student’s profile is expected to affect their academic performance would provide the professor with highly valuable information, so that the sessions can be adapted to the characteristics of the audience. Thus, this work aims at identifying what factors could influence the students’ academic performance in a quantitative subject (Statistical Quality Control), corresponding to the master's degree in Quality Management offered by the Universitat de València. This is motivated by a significant gap, observed during the development of the classes, in terms of the statistical knowledge of some students among each other and with respect to the basic level required for the correct follow-up of the subject. Among the factors that could cause this inequality, factors related to previous university studies and others of personal nature (age, work/family situation, etc.) have been considered. Thus, carrying out an analysis of available data using an experimental design structure, it was possible to detect not only factors whose main effect on performance is statistically significant, but also the significance of their interactions, as well as identifying the combination of levels that optimize the students’ academic performance. Specifically, from the data corresponding to all students of a promotion, it was observed that older students, from the field of non-social sciences (mostly engineering) and with extra work/family responsibilities are the ones who obtained better results, with an average score higher than 9 in the subject under study.

Key – Words: Factors – Academic performance – Master – Design of experiments – Optimization

1 Introduction

Multiple research works have been developed in order to analyze the potential influence of several factors on students’ academic performance, since their identification can be essential when developing strategies to improve the results in the field of education. Some of these include the influence of the level of studies of the parents both at pre-university [1] and university level [2, 3], the branch of knowledge the university degree belongs to [4], the gender of the student [5], the use of ICTs [6], etc. With the construction of the European Higher Education Area (EHEA), it is then worth questioning whether previously detected influential factors remain so, that is, if these conclusions are still valid at higher education levels (postgraduate and PhD levels). Although there are some studies in this regard [7], this work aims at expanding the research done in this field.

2 Problem formulation

The aim of the preset work is to analyze whether a series of academic and personal factors influence the academic performance of students of a subject of statistical nature corresponding to the curriculum of a master offered by the University of Valencia (UV). Specifically, the factors considered are: Age, Gender, Previous Degree and Other Occupation. The importance of this objective comes from the relevance of providing teachers with information regarding the influence of their students’ profiles on their correct assimilation of the subject and thus opt, if appropriate, to adjust the methodology used in the teaching-learning process to said profile, in order to optimize their academic performance.

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3 Problem solution

The empirical information used was obtained through a questionnaire that was completed by the students of the promotion corresponding to the 2017-2018 academic year. Both descriptive and inferential methodological tools will be used. After an exploratory analysis of the effects of the factors, which includes their representation in a normal probability chart, an analysis of the variance (ANOVA) will be used to assess if the conclusions obtained at the descriptive level are statistically significant. Once the factors that influence students’ performance are known, the optimal operating condition, i.e. the combination of levels of the factors that provide the best expected academic performance, will be obtained.

All the tools used in this analysis are also resorted to within the framework of the so-called statistical experimental design [8], which, although mostly successfully applied in the productive sector, is also applicable to other sectors and fields [9].

Table 1. Table 1 Indicates the levels (- and +) of the 4 factors considered

<table>
<thead>
<tr>
<th>Factors and levels</th>
<th>Level -</th>
<th>Level +</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Age</td>
<td>≥ 29 years old</td>
<td>&lt; 29 years old</td>
</tr>
<tr>
<td>B: Gender</td>
<td>Man</td>
<td>Woman</td>
</tr>
<tr>
<td>C: Previous Degree</td>
<td>Social sciences</td>
<td>Others</td>
</tr>
<tr>
<td>D: Other Occupation</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

(Source: self-made)

Whose estimated effects (difference between the averages of the qualifications at level + and level -) are shown in Table 2. From their graphical representation (Figure 1) it is concluded that the interactions that could be significant are the BC and ACD interactions.

Table 2. Estimated effect for qualification

<table>
<thead>
<tr>
<th>Effect</th>
<th>Estimated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>8.16946</td>
</tr>
<tr>
<td>A:Age</td>
<td>-0.4783</td>
</tr>
<tr>
<td>B:Gender</td>
<td>-0.0795</td>
</tr>
<tr>
<td>C:Previous Degree</td>
<td>0.25325</td>
</tr>
<tr>
<td>D:Other Occupation</td>
<td>-0.29915</td>
</tr>
<tr>
<td>AB</td>
<td>-0.541425</td>
</tr>
<tr>
<td>AC</td>
<td>-0.308825</td>
</tr>
<tr>
<td>AD</td>
<td>-0.261575</td>
</tr>
<tr>
<td>BC</td>
<td>-0.617125</td>
</tr>
<tr>
<td>BD</td>
<td>-0.441375</td>
</tr>
<tr>
<td>CD</td>
<td>0.028525</td>
</tr>
<tr>
<td>ABC</td>
<td>-0.1089</td>
</tr>
<tr>
<td>ABD</td>
<td>0.0422</td>
</tr>
<tr>
<td>ACD</td>
<td>-0.54505</td>
</tr>
<tr>
<td>BCD</td>
<td>-0.03275</td>
</tr>
<tr>
<td>ABCD</td>
<td>-0.305325</td>
</tr>
</tbody>
</table>

(Source: self-made)

Figure 1. Normal probability plot
(Source: self-made)
In order to assess their statistical significance, an ANOVA is performed, the result of which are included in Table 3.

ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F- ratio</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Age</td>
<td>0.915084</td>
<td>1</td>
<td>0.915084</td>
<td>8.48</td>
<td>0.0436</td>
</tr>
<tr>
<td>B: Gender</td>
<td>0.025281</td>
<td>1</td>
<td>0.025281</td>
<td>0.23</td>
<td>0.6537</td>
</tr>
<tr>
<td>C: Previous Degree</td>
<td>0.256542</td>
<td>1</td>
<td>0.256542</td>
<td>2.38</td>
<td>0.1980</td>
</tr>
<tr>
<td>D: Other Occupation</td>
<td>0.357963</td>
<td>1</td>
<td>0.357963</td>
<td>3.32</td>
<td>0.1427</td>
</tr>
<tr>
<td>AB</td>
<td>1.17256</td>
<td>1</td>
<td>1.17256</td>
<td>10.86</td>
<td>0.0300</td>
</tr>
<tr>
<td>AC</td>
<td>0.381492</td>
<td>1</td>
<td>0.381492</td>
<td>3.53</td>
<td>0.1333</td>
</tr>
<tr>
<td>AD</td>
<td>0.273686</td>
<td>1</td>
<td>0.273686</td>
<td>2.54</td>
<td>0.1865</td>
</tr>
<tr>
<td>BC</td>
<td>1.52337</td>
<td>1</td>
<td>1.52337</td>
<td>14.11</td>
<td>0.0198</td>
</tr>
<tr>
<td>BD</td>
<td>0.779248</td>
<td>1</td>
<td>0.779248</td>
<td>7.22</td>
<td>0.0548</td>
</tr>
<tr>
<td>CD</td>
<td>0.0032547</td>
<td>1</td>
<td>0.0032547</td>
<td>0.03</td>
<td>0.8706</td>
</tr>
<tr>
<td>ACD</td>
<td>1.18832</td>
<td>1</td>
<td>1.18832</td>
<td>11.01</td>
<td>0.0294</td>
</tr>
<tr>
<td>Total error</td>
<td>0.431744</td>
<td>4</td>
<td>0.107936</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7.30855</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Concluding that, assuming a valid level of significance in any statistical study (between 1% and 10%), and taking into account that no effect of lower order associated to a statistically significant interaction can be eliminated (for example, since the effect of ACD is found to be statistically significant, the main effects of A, C and D, and the interactions AC, AD, CD cannot be eliminated), the main effects associated to all the factors (Age, Gender, Previous Degree and Other Occupation), and so are the interactions: AB, AC, AD, BC, BD, CD and ACD. This is further confirmed by looking at the interaction plot (Figure 2)
Once the significance of the factors has been verified, it is interesting to know what the combination of the levels of the same that optimizes the student's qualification is, that is, to identify the so-called Optimal Operative Condition (OOC), as well as the expected qualification given said OOC. As seen in Table 4:

Table 4.  
(Source: self-made)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Low</th>
<th>High</th>
<th>Optimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>-1.0</td>
<td>1.0</td>
<td>-1.0</td>
</tr>
<tr>
<td>Gender</td>
<td>-1.0</td>
<td>0</td>
<td>1.0</td>
</tr>
<tr>
<td>Previous</td>
<td>-1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Degree</td>
<td>1.0</td>
<td>0</td>
<td>1.0</td>
</tr>
<tr>
<td>Other Occupation</td>
<td>1.0</td>
<td>0</td>
<td>1.0</td>
</tr>
</tbody>
</table>

the O.O.C. is: Age - Gender - Previous Degree + Other Occupation

That is (according to Table 1), it is estimated that the OOC corresponds to students that verify the following conditions: be a man, 29 years of age or older have university studies corresponding to field different to from social studies (mainly engineering) and have other occupation, with an expected average qualification of 9.26.

4 Conclusion

The convenience of identifying what factors influence the academic performance of students has served as a starting point to the work presented. Thus, considering a promotion of students of the Master of Management of Quality, offered by the Universitat de València, a two-level full factorial design of experiments with four factor (2^4) has been applied, with the considered factors being Age, Gender, Previous Degree and Other Occupation. The purpose of this analysis was to assess whether said factors influenced the students’ academic performance and, whenever appropriate, in what sense. None of these factors could be discarded, and the optimal operating condition (OOC) obtained shows that the students who have obtained the best results are men, 29 years of age or older, with additional duties related to work or family and whose university studies prior to the master degree are not from the branch of social sciences (but mainly from the field of engineering).

References:


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Analysis of Basic Mathematical Skills in 1st-Year Students in a Faculty of Business: Period 2014-2019

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Abstract: - This paper is a first approach to analyze the basic mathematical skills in 1st-year students in degrees of Economics and Business from Pablo de Olavide University along the time period covering 2014-2019. Starting from a diagnostic test delivered among students at the beginning of the first session in the semester, we have analyzed their answers according to four groups of questions (math symbols, simplification, equations and functions). In addition, we have analyzed if there are some significant influence of gender or university access.

Key Words: Basic mathematical skills – Statistical analysis – Time series – Economic – Business

1 Introduction

During the last two decades, European Union countries provide political resources for mobility and cooperation among countries for developing a framework for teaching and learning in Universities (see [1]). This involved the necessity of establishing a European Higher Education Area (EHEA from here on out) in such a way that courses and masters received were recognized by all the countries conforming the EHEA. So, university education should be organized by skills and abilities instead on considering contents and mere technical knowledge. This was a very significant paradigm shift in Spanish university studies because the traditional way to give courses was based on exhibiting lectures by teaching staff which should be usually reproduced by students.

According to Lourtie [2], EHEA required to establish reference levels for measure learning performance in students by means of their skills and ability, not only considering the theoretical knowledge but its practical application. Indeed, Lourtie [2] indicated that learning goals and results should be expressed according to skills and abilities.

That proposal implied the use of the notion of competence that McClelland [6] introduced as a technique to measure the personal capability in the business context. The idea is to determine if our students are competent enough for acting as an active citizen which can professionally manage after their graduation. When translating the notion of competence to the educational context, there exist several possibilities, but most of them are referred to get the ability of selecting, combining and applying resources and knowledge to solve real-life problems and situations (e.g. Roé, [9] or Mateo, [5]). In this way, Niss and Hojgaard [7, p. 49] defined the mathematical competence as “understanding, doing, using and having an opinion about mathematics and mathematical activity in a variety of contexts where mathematics plays or can play a role”. Hence, this competence is “a well-informed readiness to act appropriately in situations involving a certain type of mathematical challenge”. Moreover, one of the groups of competences considered by Niss and Hojgaard corresponds to “the ability to deal with mathematical language and tools”.

Precisely, this is the group of competences to be analyzed in this paper during the period 2014-2019 in 1st-year students from the Faculty of Business in the Pablo de Olavide University. We are interested in determining if students enrolling in their 1st-year of university degrees are mathematically competent or not. When indicating “mathematically competent”, we are referring to the fact that they can use and apply the mathematical knowledge that should be apprehended during the Compulsory Secondary Education (students from 12 up to 16 years old), since they need an acceptable competence level to handle the Mathematics courses in their 1st year in Universitv (see [3], for example) and even to provide students with a solution for their mathematical drawbacks and lacks to pass Mathematics courses during their 1st-year (see [4]).

2 Problem formulation

Since our goal is to determine the competence level of our 1st-year students in the degrees given from the Faculty of Business in the Pablo de Olavide University, we have formulated a diagnostic test which provides us
with information about the level of basic mathematical competences at the beginning of the academic year. This test has been answered by students for the four academic years and its complete structure can be consulted in [8]. Even so, we would like to indicate some relevant indications about the test in order to clarify its analysis and the conclusions that can be deduced from this analysis.

The test looks for determining which is the level of assimilation of students’ basic competences for using mathematical operations and procedures. In this sense, we structured the test for obtaining information about students’ competence in computations (arithmetics and handling) and problem solving (although in technical context), but not focused on knowing how many contents they know. Since most of degrees in a Faculty of Business only requires mathematics as a tool for its application in the professional activity, our diagnostic test is focused on mathematical competences from Compulsory Secondary Education that all of the students enrolled in our courses should have assimilated (even students who do not studied for the High School Diploma, but they obtained a professional training diploma).

In this sense, the diagnostic test included questions to assessing: arithmetical and algebraic operations (basic operations with real numbers, like simplifications of operations involving powers and fractions), mathematical language (by means of translation of very basic mathematical symbols), solving linear and quadratic equations with only one unknown (in order to handle expressions combining numbers and letters for unknowns or undetermined numbers), factorization of (biquadratic) polynomials and drawing the graph of a linear function (i.e. a straight line) starting from its analytic expression. In addition, we included a question corresponding to the contents and competences to obtain the High School Diploma: the computation of the derivative of an exponential function. This question was added to the test because derivatives and its applications are essential for most of contents and procedures to be considered in the Mathematics courses during the 1st-year of the university degrees under consideration. Hence, the teaching staff assumed that determining the percentage of students who have previously studied derivatives should be relevant. This is not an exhaustive test (it was composed of eight questions), but it allows us and our students to know their lacks and drawbacks in order to be conscious of limitations to face Mathematics in university courses. If we all (students and teachers) know which are the problems that we are confronting when studying Mathematics (or which notions or procedures were not assimilated at the right time), we all together can look for individual solutions for improving our students’ learning.

Our analysis is developed by analyzing the answers to the above-mentioned test given by students in the academic years 2014-2015, 2015-2016, 2016-2017 and 2018-2019 by using a sample of 808 students along the period (more specifically, between 106 and 261 students per year depending on the academic year). In order to provide information about our students before lectures, the test was delivered in the first lecture of the course entitled “Mathematics for Business I” (which is the initial Mathematics course in the degrees of the Faculty of Business). In order to analyze the existence of some correlations between the answers and the gender of students or the access way to university, some personal information was required in the heading of the test, namely: access way to university (in case of High School or Professional Training Diploma, the specialization must be indicated), gender and age. However, students must not include their names to assure that the test is anonymous and to assist that most of students filled in the test.

3 Problem solution

When analyzing the questionnaires filled in by students, we can observe that most of them have accessed to university by using a High School Diploma in Social Sciences (usually, the percentage is over 70%) and this type is followed by students accessing by means of a professional training diploma (about 9 or 10%). So, both the population and the sample (that is very exhaustive) consists of people coming from High School (18-year-old students) and studying Mathematics in the academic year before coming to university.

With respect to the distribution of students according to gender, there are no significative difference between percentage of men and women (not overpassing a relation 60–40 in percentage for any of the two sexes). Indeed, for the years under analysis, we have not detected that neither men nor women follow a normal distribution for their ages (after running a Shapiro-Wilk test). Moreover, the average age for both men and women is statistically the same (after running Mann-Whitney’s U test).

With respect to the mathematical competence levels that we can observe from students’ answers, we must highlight that the general results are improving during the time period under analysis. In this way, when revising the results for the academic year 2014-2015, we can observe that the average mark of the test is 2.18
over 10 (with a standard deviation of 1.11) and 98.11% of students do not pass the test (less than 5 points out of 10). Indeed, students passing the test (1.89%) only obtained 5 out of 10 points. If we analyse the evolution for the results of the test, we obtain a significative improvement in the results. In this way, for the academic years 2016-2017 and 2018-2019, the average mark was 5.11 and 4.46, respectively (with standard deviation 2.14 and 2.07, respectively). This involves that students now answer the questionnaire facing better the test and being able to give a right answer to more questions than previous years. Indeed, we observe that these two average mark are not good enough (taking into consideration that questions are related to skills developed during their first years in High School and not during the year previous to university); moreover, the mark for the last year under analysis has worsen in average (not in deviation), but less than 1 point and so this should be considered as not significative.

If we analyze the test according to the four groups of questions (namely, symbols, simplification, equations and functions), we can also observe that, for the last two academic years under analysis (2016-2017 and 2018-2019), there are no significative difference for the questions related to simplifications and equations, which are the worst groups of questions: For simplifications, more than 60% of students answer wrong (or blank) these questions; and for equations, this percentage is about 20% for both years and about 60% provides right questions for a third of the questions in this group. Let us not that the results of these two groups of questions are improving those that in the academic year 2014-2015 (the first in which the test was performed): more than 70% of students answer wrong (or blank) all the questions about simplification, and about 30% answer wrong (or blank) all the questions about equations.

With respect to the group of questions related to symbols, we have observed a deterioration of students’ answer. In the academic year 2015-2016, about 50% of students recognized, at most, one symbol and only 3.59% of students can translate rightly 4 or 5 symbols. However, in the academic year 2016-2017, about 60% of students recognized, at least, 3 symbols out of 5 (indeed, 2.6% of students translate rightly all of them). However, this percentage has fallen down when analyzing the answers for the academic year 2018-2019, in which about 44% of students recognized, at least, 3 symbols, which means a decrease of about 6 percentage points.

Finally, the group of questions related to functions show a very low percentage of students giving the right answer to these questions. This percentage was moving between 30 and 40% during the years under analysis. However, this percentage has presented significative improvements from the results for the academic year 2014-2015, when the percentage of students not answering this group of questions was about 50%.

4 Conclusion

At this point and after this brief exposition about the results of the answers in the test from the academic year 2014-2015 up to the year 2017-2018, we must conclude that students in general present significative drawbacks in mathematical skills when accessing to university; most of these lacks corresponds to competences and contents they should be assimilated before obtaining their High School Diploma (indeed, after finishing Compulsory Secondary School). At present, the results are better than those which were detected in the academic year 2014-2015, but we are worried because we have detected that, in the present year, the result have worsened with respect to the previous year which was analyzed: there are no very significative difference but the results may mean a deterioration in the competence level in mathematics for 1st-year students, which might be translated in serious difficulties in our students for passing mathematics courses in university.

References:


The Performance in the Therapeutic Art Space

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Abstract: -This teaching innovation project has been carried out in the educational field at the Autonomous University of Madrid, in the Faculty of Teacher Training, in the subject of Art Emotion and Empathy of the Master of Art Therapy for Social Inclusion. The project is based on artistic performance. The methodology used is MeTaEducArte (Method for Education Workshops from the Art). It also has a large social component and is included in the Educational Change Research Group for Social Justice GICE, in the lines of research Artistic Education for Social Justice and Creativity for Social Justice.

Key – Words: MeTaEducArte – Social Justice – Art Education – Performance – Art Therapy

1 Introduction

The performance is one of the most complete artistic tool that can be offered to human beings to express themselves within the artistic language. The corporeal and gestural expression is something innate, it is part of the individual even before his birth. Since the Fluxus movement in the 60’s and artists as significant as Joseph Boyce contributed to include it in contemporary art, many artists have made out of performance their means of connection with their own self and their environment. In it, you can join other disciplines.

Objectives

The experience shows that the performance fulfills all the objectives of this subject, both with the students, and also in the application they have to make of the acquired competences, in the different groups or communities to which they are going to carry out their practices. Logically, these objectives aim to train them as professionals in art therapy. The main objectives are:

- Analyze the multidimensional and integrating nature of artistic performance, its ability to activate cognitive, affective, physical and social aspects in humans, etc.
- Explore the specific characteristics that enable creative processes as ways of transformation and change.
- Study the possible connections between the artistic, personal and social experience, analyzing the different action frameworks for the community arts and their connection with situations of deprivation or disadvantage.
- Examine the ways of using artistic performance as a means of action for the communication of experiences, needs and aspirations.
- Reflect on the benefits of artistic activity in relation to personal and interpersonal expression; develop a way of thinking, grounded and coherent, critical thinking.
- Demonstrate fundamental skills for group work: flexibility, self-determination, autonomy, respect for difference and solidarity.

2 Problem Formulation

Until recent times, artistic performance has not had much value in art workshops, or in Art Education, much less in Art Therapy. In my teaching career in the field of the Master of Arterapia, which I teach at the UAM, I have always included performance as a healing and transforming vehicle. As we grow, we lose the ability to express ourselves with the body, and the ability to recognize ourselves; we express ourselves as we believe we should do in society; we do not listen. With experience, I have ratified the need of the student to acquire skills that make them express themselves from the body, uniting feelings, emotions and thoughts; that is, a holistic expression that helps them in all aspects of their lives.

3 Problem Solution

In Art Therapy, it is very important to get to know you, connect with your weaknesses and strengths; the best weapon to do it is our body. As we get older, we move away from what is really going to be always with you and will help you unconditionally. In this subject, we work on the corporal expression from the emotional...
connection, from the empathy with the group, generating a space of comfort and security. The future application of what has been experienced in class is very important for them; it is not possible to apply to a collective that which has not been experienced in an empathic way, in the fullness of feelings and with a critical spirit. The final project of the last part of the subject, Art Emotion and Empathy, is the performance of an individual performance and another by groups. These performances are exposed to the entire group. During the exhibition, links are created in the group that will always be maintained. Many of the performances show the resilience of some students, empowerment, self-affirmation, self-knowledge and self-esteem.

Due to the short extension of this article we will not go into depth in the methodology, some links are copied here in which you can delve into this method and some of its projects.

About the methodology, the article: MeTaEducArte; educating from the art for social justice published in the magazine Opción, number. Special 10 of 2016 [1] http://www.redalyc.org/pdf/31048901017.pdf

Article: "MeTaEducArte; Performance I am he, artistic education committed to social justice ", published in the magazine Opción, number. Special 5 of 2015 [2] In this article we can see the complete project, about the deaths of migrants produced in the Mediterranean Sea. http://www.redalyc.org/html/310/31045570035/


In the publication of the book “UniversitaryTool” of GEDISA of 2018, there is a chapter dedicated to performance as defense against domestic violence: "We are, I am free Performance for Social Justice" [4].

4 Conclusion

After 5 years using performance as an artistic tool and corporal self-knowledge from both verbal and non-verbal expression, the results analyzed could not be more favorable. It is proven, as the students respond and get involved much more, learning empathically, democratically and autonomously. The importance of a comprehensive, conscious and committed education has been demonstrated. Another important fact is the repercussion that students have for this type of projects in which they are the protagonists; they see in their artistic creation the possibility of expressing themselves, feeling and making others feel. They are examples that can materialize in your future teaching.

By sharing the individual performances with colleagues there is a very intimate part of the self that remains in the other and in the collective, the weaknesses are strengthened, by the group and what is born in the therapeutic art space is there. Links are created that go beyond the academic year.

The Master of Art Therapy is multidisciplinary, so some students at first feel with some inability to perform a performance, many of them do not know what it is. In most cases their specialties have nothing to do with art, but in the end they feel motivated and involved with the projects. They see the results as artists and as such they are recognized by the group.

References:

Bilingualism in science education for primary teacher training: pilot experience from the CLIL methodology

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Abstract: With this study, we want to show a first teaching lesson about bilingual science education for teacher training in primary school. According to different researches, we have low bilingual teaching methodological references, which let us design comprehensible and significant teaching sequences for teaching in University. This study is part of broader research, teaching innovation project, at Education Faculty in the University of Sevilla. After the implementation of our teaching lesson, we get the first results, which present a first approximation about how the teaching lesson for teaching training is offered and how our students received this innovation.

Key Words: Science education – Teacher training – CLIL methodology – Bilingual – Teaching lesson

1 Introduction
Currently, we can see how bilingual education in the Spanish scene has been inserted in the different educational levels from early childhood education to secondary education. Universities have not remained on the margin of this educational trend that demands the labour market and our society, marked increasingly by multiculturalism and multilingualism. Consequently, the teaching of languages in schools has gone from being one more subject, an insertion in most curricular areas in the form of a bilingual modality.

Bearing this panorama in mind, the following work is inserted in a teaching innovation project of the Faculty of Educational Sciences of the University of Seville (Spain). This is the first step for the implementation of a bilingual line in English in the Degree in Primary Education, based on the CLIL methodology (Content and integrated language learning). Among the offers of foreign languages that schools usually offer, is English and French the most demanded options in the Spanish educational territory.

2 Problem Formulation
The studies show that the students of the bilingual sections achieve better qualifications in a foreign language, Spanish language and in the non-linguistic areas taught in the second language, in addition to providing another series of cognitive, social and cultural benefits [1,2]. However, it is necessary to highlight important deficiencies. In particular, the scarce foreign language competence of teachers, who transfer their linguistic gaps to students and the lack of methodological training in CLIL, is highlighted. [3,4,5]. On the other hand, despite having a repository of more than 130 teaching lessons in three languages adapted to the classes these materials are obsolete and unhelpful [1]. Also, in the studies of Martín [8], Cezar et al. [9] and Olmeda et al.[7] point out the need to address these deficiencies in initial teacher training.

According to these issues, this study is presented as a pilot study. This mean, a first teaching design of a sequence of activities carried out in the subject of Science Education in the 2nd year of Degree of Primary Education. Therefore, the main objective of this work is to present this design (in what it has consisted and how it has been done) to serve as a model to other future teaching proposals of CLIL methodology in higher education.

3 Problem solution
In the process of learning a language, it is essential that the learner is constantly exposed to the target language. The Krashen model for the acquisition of a language [9] includes fundamental theories in the field of teaching and learning a language. For example, as it is described in the said model, it starts from a listening that must allow a comprehensible output. In addition, the input should not only be the starting point of this model
but for learning to occur, is necessary that this input be of quality and continuous over time. In this sense, the CLIL methodology is characterized by its flexibility to integrate knowledge and is based on producing a series of input in the student, so that the learner can produce an output. For this reason, we are going to use this methodology to design our teaching proposal.

With a group of 50 undergraduate students, who possessed most of them an English B1 level (corresponding to secondary school certification), the teaching sequence was implemented. However, their English skills are heterogeneous, as they said. While some had an official certification, others had a lower English level.

With this in mind, a session of one hour and a half was designed, where the learners must watch several videos and the reading some English documents (input), in order to answer a series of questions related to how to make concept mappings (CM). For this, the proposal designed was according to three questions (Table 1): teaching point or what do you teach (teaching goals and contents), teaching procedure or what are you doing as a teacher (teaching activities and inputs) and what learners do or their productions (output).

<table>
<thead>
<tr>
<th>TEACHING POINT</th>
<th>TEACHING PROCEDURE</th>
<th>WHAT LEARNERS DO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Objectives:</strong></td>
<td>Task 0. Review of previous sessions</td>
<td>Listening and asking</td>
</tr>
<tr>
<td>1. Selection of keywords, classification, hierarchy and design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Value the CM as instruments to evaluate and evaluate the previous ideas of the students.</td>
<td>Task 1. Prior knowledge: To know their knowledge and misconceptions about the topic that we are going to start. For that, we make a small brainstorm that they have to answer later from a group discussion.</td>
<td>Reflect individually and in groups</td>
</tr>
<tr>
<td><strong>Language Objective:</strong></td>
<td>Task 2. Students work in small groups (around 4 students) to find the answers to the initial questions posed (task 1). For this, students are provided with two links in which they need to read documents in English and listen to a video in English with Spanish subtitles.</td>
<td>Reading and Listening video. Writing in Spanish and later translate them in English</td>
</tr>
<tr>
<td>1. A first approach to the specific English language of science education: sounds (listening), reading comprehension (reading) and search of basic specific vocabulary (writing)</td>
<td>Task 3. We provide other bibliographic sources on how to do CM. For that, students have between 15-20 minutes. Then, we ask about concerns and doubts.</td>
<td>Watching different videos in English (listening) and ask doubts and complement information</td>
</tr>
<tr>
<td></td>
<td>Task 4. We share the different steps to develop a CM according to the work done in the previous activities. Finally, each group begins to elaborate the first and second stage of the corresponding CM with the selection and classification of the contents</td>
<td>Electing contents in Spanish about main keywords of the subject. Finally, electing different classification criterios.</td>
</tr>
</tbody>
</table>
Later, the students were asked, as an output, to be qualified in the completion of a CM on the different keywords that have been worked on throughout the course. This output was optional so, the volunteers would be positively assessed in the final grades.

4 Conclusion
As already mentioned, this is a pilot experience developed in a single session. In addition, the students possess heterogeneous linguistic competence. Consequently, the first results we have should be considered as a first approximation. On the one hand, the main reflections that we can point out, are the good reception of this proposal despite these obstacles and the good curricular integration of the contents of the subject with those of teaching the foreign language. In addition, we consider that this teaching sequence can serve as a model to configure broader educational proposals

References:
The role of students in the evaluation of their own generic competences and those of their peers: A teaching innovation project carried out by an informal team from the University of Deusto

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Abstract: - This text presents a teaching innovation project on evaluation of generic competences. It was carried out by an informal team of professors from different Faculties and Degrees of the University of Deusto during the academic year 2018.19. The idea is that students learn to build and communicate feedback and feed-forward from their own productions and those of their peers, as well as to take decisions that improve their own competence development. The paper explains the process followed, the methodology and techniques used and the main conclusions that have been reached up to the moment.

Key – Words: Innovation – Generic competences – Evaluation – Peer feedback – Feedforward

1 Introduction
This work is a part of a more comprehensive project that was selected in the Tenth Call for Teaching Innovation Projects of the University of Deusto for the academic year 2018-19. Its title is “Complementary Feedback and Feedforward (self-built, built by peers and by faculty) as an important vector for the development of Generic Competences. The necessity to train students to provide good feedback and feedforward”. With these calls, the University of Deusto wants to enhance teacher initiatives from different scopes of action that are focused on promoting more autonomous and meaningful learning in students. This time, the project was presented from the area of Learning Assessment: the use of assessment strategies that guarantee greater quality and objectivity in the process and that emphasize the assessment of competences.

The project team is integrated by three professors from different Faculties. They also teach in different Degrees, which responds to another of the demands of the European Higher Education Area: teaching collaboration. The composition of this team, as well as the project proposal, demonstrate the importance of the informal structure: the human relations that are woven among colleagues who share friendship and convictions about the conception of learning processes and teaching roles [1]. It is a clear example that groups are created by the motivation of their members or by their passion for a specific topic [2]. The members of the group are themselves members of the formal structure with different roles in it, interact in different groups and assume unique roles in each group [3]. That’s why collaborative atmospheres and teamwork contribute positively to innovation in the organization [4].

2 Problem formulation
Since the European convergence for the creation of the EHEA, university programmes are designed by competencies. This new paradigm on the teaching-learning process must entail a change in evaluation. In this sense, many authors coincide in pointing out Formative Assessment as a key strategy to improve the quality of teaching and learning [5], thanks to the promotion of students’ awareness of their own learning.

This type of evaluation is particularly meaningful at the University of Deusto because of the key role that Ignatian pedagogy gives to it. It is considered to be one of the key stages of the learning process (contextualization-reflection-conceptualization-practice-evaluation) as it is an evaluation that must assess, not only the cognitive mastery, but also the level of maturity, the capacity for reflection and the attitudes. The aim is to promote students’ self-evaluation of their own learning processes and achievements in order to facilitate the acquisition of personal patterns that may be useful in future situations and circumstances.

In this context, feedback and feedforward are two of the key strategies for promoting formative evaluation [6]. Feedback allows learning to be effectively oriented by providing information and making the student aware of the changes to be made in order to improve their learning [7]. The feedforward offers information that
pretends to help the student to do similar tasks better in the future. Both concepts have evolved, as research testifies [8].

The feedback and feedforward that students receive can be provided by different sources. Thus, the teacher as well as the peers can be evaluation agents. Even the student himself can self-evaluate and create feedback on himself. It is about making it possible for them to take responsibility for being critical of their knowledge, skills and attitudes at every moment and to take decisions in their learning process.

Metacognition, as we understand it, the knowledge that people construct about their own cognitive functioning [9], constitutes the basis of this learning. Thus, the insertion of metacognitive training in the learning process is essential, “linking this way metacognition to the notion of transference” [10]. Feedback and feedforward are therefore two key strategies for the development of metacognition and for the promotion of the formative sense of evaluation. However, to be effective, feedback and feedforward should meet certain characteristics [11]. Therefore, teachers and students should be trained before participating in self-evaluation and peer evaluation processes [12] in order to build and interpret sustainable feedback and feedforward appropriately. To be effective, these processes should be disassociated from marks and provide a pure formative meaning.

The two general objectives of the project presented are:
To improve students' level of development of generic competences involved in the subjects concerned.
To facilitate students to learn and internalize a methodology for the development and evaluation of competencies in line with Ignatian pedagogy. This could be easily transferable to other contexts and enhance their lifelong learning.

As specific objectives, it pretends students:
To develop critical thinking about the implications of self-evaluation and peer and teacher evaluation in the process of competency learning and personal growth.
To be able to build, communicate and understand feedback and effective feedforward on their own outputs and those of their peers, taking into account the appropriate characteristics and parameters.
To differentiate the concepts of grading (marks) and the construction of feedback and feedforward.
To become more confident in the processes of self-evaluation and peer evaluation.
To be able to take decisions to improve the outcomes of their competency development processes.
To increase their satisfaction with the work carried out and the achievements made, recognising their efficiency and transferability, as well as their continuous and permanent nature.

3 Problem Solution
Our case study considers the evaluation of the generic competences developed in three different subjects of three different degrees belonging to two Faculties of the University of Deusto.

<table>
<thead>
<tr>
<th>Generic competence</th>
<th>Subject</th>
<th>Number of Students</th>
<th>Number of different groups</th>
<th>Degree</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written communication</td>
<td>Mathematics and its didactics</td>
<td>2º</td>
<td>51</td>
<td>1</td>
<td>Double Degree in Physical Activity and Sport Sciences and Primary Education</td>
</tr>
<tr>
<td>Team work</td>
<td>Introduction to Economy</td>
<td>1º</td>
<td>180</td>
<td>3</td>
<td>Double Degree in International Relations and Law</td>
</tr>
<tr>
<td>Theory of Education of Reflective thinking</td>
<td>1º</td>
<td>63</td>
<td>1</td>
<td>Double Degree in Psychology &amp; Education</td>
<td></td>
</tr>
</tbody>
</table>

Table 1. Generic competencies involved in the project
Source: own elaboration.
In the three generic competences considered in the project, students are offered training for its conceptualization and for the understanding of the methodology that will be followed for its development and evaluation. In all the three cases, peer evaluation (co-evaluation), teacher evaluation (heteroevaluation) and self-evaluation are applied. The groups are made up of different numbers of students and all of them take part in the experience.

The assessment of generic competition takes place at two different times, coinciding with the beginning and end of the semester. Between these two moments, students have the possibility of putting into practice the improvement plan drawn up from the feedback and feedforward received. In all three cases, the teacher as well as the students carry out their own assessment and that of their peers on the basis of a rubric provided by the teacher. The peer evaluation is carried out anonymously. With all the information received, the student prepares an Improvement Plan that will be carried out during the semester.

At the end of the semester, the final evaluation of the generic competence is carried out with the same guidelines as the initial one. Only the last step varies, in which the student assesses the degree of compliance with the Improvement Plan.

In order to evaluate student satisfaction with this process, a questionnaire is passed with a scale of response between 1 (minimum satisfaction) and 5 (maximum satisfaction). The questions are related to the work carried out and the methodology used, the peer evaluation, the conformity with the confidentiality of this evaluation and the evaluation of the Improvement Plan as a tool for the development of competence. The questionnaire also asks them to write down positive and negative aspects of the competency assessment process.

The results, with averages around value 4 and small typical deviations, inform us of a high satisfaction of the students with all the aspects about which they have been asked. With regard to the positive aspects, it is important to highlight the importance they give to having their work corrected by their peers, to having this correction carried out from anonymity, considering that it generates objectivity, and to the Improvement Plan to see the evolution of the competition. As for the negative aspects, the students point out the difficulty of correcting the work of the peers, the impossibility of interacting between evaluators and those evaluated due to anonymity and the need to be extremely serious about the whole process.

The teachers involved in the project also express their satisfaction, both in relation to the level of development achieved in the generic competences worked on, as well as in relation to the learning derived from the teamwork of the teachers: the opportunities for reflection and debate that the project has propitiated, which motivates further research and deepening in the subject.

4 Conclusion

It can be concluded that the satisfaction perceived by students and teachers with the evaluation system presented is high. However, it is also ratified that, in order to be more effective, both teachers and students need prior training to participate in the processes of student evaluation, self-evaluation and peer evaluation.

The data collected show the relevance of continuing to deepen on issues such as the desirability of anonymity in peer evaluation, because the results are not conclusive in one direction or the other.

By the end of the process in June, it will be possible to compare the results obtained in the final evaluation of the three competencies with those obtained in the initial evaluation. The final results of one of the subjects considered are not yet available.

References:


Growth cell in the presence of household waste: a practical experience for a lasting learning

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Abstract: The educational objective of the work is to develop a meaningful learning for students through the design, implementation and critical evaluation of a plant growth experiment. It is proposed the use of *Lens culinaris* in the presence of waste domestic in different concentrations in the substrate.

Key Words: Holistic learning – Meaningful learning – Biological experiment – Cell growth – Practical learning experience

1 Introduction

We can ask ourselves how much waste we generate daily at home and household level are really harmful or beneficial to the cell of plants growth and environment. On the one hand, we know that the batteries contain polluting heavy metals (mercury, cadmium, lead, chromium, manganese, copper...). On the other, we know the role of newspapers containing a coating of clay (which adds shine) which makes recycling complex. We assume too that bag plastics take more than 150 years to bio-degrade, leaving all the pollutants that carries with it the refined oil. Used oil and the remains of organic waste (intends, for example, apple peeling) might seem "flattering" of a cell growth of plants with its substrate. We can perform a biological experiment, practical and simple, to demonstrate if these working hypotheses are true or not in practice. At the same time, we can do that the students acquire a knowledge active about effects of household waste in cell growth.

2 Problem Formulation

- It is possible that we all, teachers and students, have preconceived notions about the negative effects of waste on the growth of plants. The teacher must suggest that students reflect on the results hoping to get, and to take note of his initial proposals, before they plant the *Lens culinaris* with different waste substrates.

  - The teacher will offer the discussion of two working hypothesis from a biotechnology experiment:
    a) Increasing the presence of batteries, paper, oil or plastic substrate, containing mercury, chlorine, oil and polymers, will result in lower plants growth.
    b) The increase in the presence of organic residues on the substrate, to operate as fertilizer because it contains mineral salts, will cause greater in the plants growth.

- Is suggested as experiment, simple but surprising, by its results, and very rewarding scientific and socially, students cultivate since its inception, in small containers, exemplary of *Lens culinaris*, well identified, under the graduated influence of the above elements, or other suggested by the teacher, in the substrate with organic matter. Be also prepared a group control without waste, exclusively with land. It is suggested that 4 lentils are planted in each cup, placing each lentil at an equal distance from the rest, that identifies the concentration of waste that has been tested according the substrate in each cup (several different concentrations will enrich the experiment) and which are made a daily measurement during the assessed time (five weeks is sufficient for the evaluation of results), vertical upward from each of the plants growth (also will be interesting to note and observe the different coloration than will be acquiring the surviving plants).

- Professor will play a role of support and guide the process of learning, to monitor the various steps. It will teach (or remind) to the learners the research method, the preparations to be carried out before taking the data, how must take and score in an Excel quantitative data from specimens, the management of the independent variable (composition of the substrate and different mixes of land with household waste in different weights and measures...), the management of the dependent variable, will approach the management of other controlled variables (hours and incidence of light, amount and mode of irrigation, etc.) and the registration of raw data. Students apply their knowledge to carry out the processing of data, calculation of averages, standard deviations, coefficients of variation, etc.
The students will explain in common quantitative data and evaluations obtained and will discuss and draw final conclusions.

3 Problem solution

The results, probably absolutely unexpected, will surprise completely to students and even the teacher. Students will discover that not all household waste affect cellular development in the same way. Some of them, such as button batteries, even promote cell growth from the *Lens culinaris*, which will grow more than the planted in substrate without waste. On the other hand, other household wastes that could be supposed at the beginning to cause beneficial, will be clearly detrimental to the normal development of the *Lens culinaris*, or even cause its death. All this process will lead to a lasting scientific learning and will surely increase the social responsibility of students to environmental deterioration.

The personal discovery for each student of the effect of domestic waste, with the discussion of data in the class, means the application of an original method so that students can acquire a lasting understanding and knowledge [1] of the real effects of the residues and household waste on cell growth and the environment. Students will discover not only how much waste we generate every day are or not harmful for the growth of cells and plants; social responsibility and the critical spirit of students in environmental matters will be also promote.

4 Conclusion

The contribution proposes an experimental method so that undergraduate students can determine, with their own experimentation, economic and accessible, how much waste we generate every day are or not harmful for the growth of plants to through the scientific method, and how to affect household waste to the environment, with an active, critical and long-lasting learning.

The way of learning, active, holistic and experimental, will attract the interest of the student, here not only a simple passive spectator, but an actor active in the learning process, and will cause the development of a more reflective, critical and significant learning, integrator and long-lasting, that the merely theoretical. Experiment and its implementation will promote the relationship and the integration of knowledge of each student, will reinforce the critical spirit of the students in environmental and will allow to develop a long-lasting meaningful learning on the observation, processing, evaluation, and implementation in common of the data obtained.

References:

Abstract: - Competencies are complex processes that people put into action-acting-creatively, to solve problems and carry out activities. The main objective of this project was to stimulate and train students enrolled in the academic year 2017-18, to mobilize knowledge in them and build the research skills related to the professional training process, strengthening skills in the technological, methodological, oral and written communication of the results. The methodological level, a series of group activities have been programmed, where the learning of the domains that have been established as objectives have been fomented: Technological domain, Methodological domain, Domain for the written communication of the results, Domain for the oral communication of the results, Assessment of learning outcomes in terms of skills. The results allow to affirming that the students have applied sufficiently the theoretical foundations that have been contributed through their formative cycle during the studies of Degree and Master. Through the materials provided and in the specific workshops implemented with this project, taking into account the tutelage of the teachers too. The works that have been defended showed adequate research skills.

Key – Words: Bachelor Thesis – Master Thesis – research competences – Higher Education – Psychology

1 Introduction

For the correct execution of the Bachelor and Master Thesis, training for research is part of an intentional process, that is, as teachers we have to be facilitators of learning opportunities. Both within the framework of the Psychology Degree and Master's Degree in General Health Psychology, the papers submitted to the Faculty of Psychology of the University of Seville must adhere to the format of a research paper. Consequently, they have to reproduce an investigation that implies a collection of data in which the students have participated directly. There are several basic types of end-of-study projects: empirical descriptive or comparative studies and theoretical studies (systematic review, meta-analysis and case studies, fundamentally). It should be noted that competencies can be learned, in such a way that they must be developed with initial training, with permanent training and with experience throughout life (De Miguel, 2005; Martín & Moreno, 2007. You can be competent today, but not tomorrow or be it in one context and stop buying it in another. The competitions have, then, a recurring character and continuous growth. A person is never "competent" forever. Competencies are complex processes that people put into action-acting-creatively, to solve problems and carry out activities (of everyday life and the professional-labor context), contributing to the construction and transformation of reality, for which they integrate the knowledge of how to be (self-motivation, initiative and collaborative work), how to know (observe, explain, understand and analyze) and how to do (performance based on procedures and strategies) (Boterf, 200; Lévy-Leboyer, 2003). Therefore, competence as training is used to highlight the degree of preparation, knowing how to do, knowledge and expertise of a person as a consequence of learning (Tobon, 2004).

2 Problem formulation

The main objective of this project was to stimulate and train students enrolled in the academic year 2017-18, to mobilize knowledge in them and build the research skills related to the professional training process, strengthening skills in the technological, methodological, oral and written communication of the results.
3 Problem solution

The methodological level, a series of group activities have been programmed, where the learning of the domains that have been established as objectives have been fomented.

*Technological domain:* develop capacities to make an appropriate use of information technology and communication based on the requirements of the context.

*Methodological domain:* develop skills to apply the appropriate methodology to gather relevant scientific information, raise working hypotheses, raise the possible solutions for the problem as a response to research questions and analyze the data and build their synthesis according to the research objectives. Interpret the results and explain clearly the conclusions drawn from the investigation.

*The Domain for the written communication of the results:* develop capacities to know how to integrate all the sections of the work, assessing globally what has been obtained. Reach valid conclusions from empirical data, based on a predetermined goal. Analyze and interpret the information obtained. Sort and systematize the information. Know how to manage knowledge. The ability to exchange information in written form according to the requirements of a certain situation.

*The Domain for the oral communication of the results:* develop capacities to make a presentation and successful defense of the thesis.

*Assessment of learning outcomes in terms of skills.* In addition, an instrument with a rubric form has been generated and it has made it possible to identify if the competence is adapted to the student's achievement.

In the area of Personality, Evaluation and Psychological Treatment, a total of 72 students have linked their Bachelor Thesis, of which 59.72% (n = 43) participated in the June 2018 call. It should be noted that all have exceeded the subject. The grades obtained have oscillated mostly between the Excellent (72.69%), and the Very good (30.23%), being few Good (6.97%) and no Fails in this first call. On the other hand, the number of Master Thesis enrolled in the academic year 2017-18 in the Master of General Health Psychology has been 56, of which, 22 (39.28%) have attended the June 2018 call. Most of them (n = 16) have obtained the highest rating (Excellent 72.7%) and some of them (n = 6) (27.2%) Very good. In this sense, we value positively that the student is able to approach the different parts of the research process. The results allow to affirm that the students have applied sufficiently the theoretical foundations that have been contributed through their formative cycle during the studies of Degree and Master and through the materials provided and in the specific workshops implemented with this project, taking into account the tutelage of the teachers too. In view of the results obtained, globally, we can say that the expected results have been achieved. The students have acquired through experience (form and non-formative) knowledge, procedures and attitudes that will help them solve future research problems in an autonomous and a flexible way in different contexts. We believe that they have improved research training and the development of related competences has been facilitated.

4 Conclusions

Our main question was to what extent the realization of the TFC (TFG or TFM) served as a tool for development and acquisition of research skills in the field of psychology.

Globally, we can say that, the expected results have been achieved. Students have acquired through experience (formative and non-formative) knowledge, procedures and attitudes that will help them solve research problems in the future in different contexts and we believe that they have improved research training. Also the development of related skills have been facilitated.

The acquisition of such skills theoretical research will raise questions in greater depth and complexity in the future, develop more sophisticated theoretical explanations which respond to new questions with appropriate analytical tools.

In practically all of the presented TFCs (TFG and TFM), students have prepared a report that responds to what was requested and they met the required quality criteria and academic conventions, showing signs of having acquired the research competencies. The orientations given at the Degree and the Master, as well as those that have been specifically addressed through this project seem to have influenced these results.

Most of the indicators have obtained positive results, although slight differences are detected among students, which could be justified by the guidance and mentoring work of the directors and also by the levels of demand they raise to authorize the presentation of the report.
References


The "Wiki Page" as a collaborative work tool in the virtual campus

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Abstract: From the Virtual Campus of the Complutense University, the "wiki" activity was used as a tool to ensure that students were able to carry out collective constructions on specific topics, allowing work and collaborative communication, the construction of knowledge from informality, quick and simple way and share the responsibility of the work, reinforcing the ability to solve problems and make decisions.

Key-Words: Self-evaluation – Communication – Working environment – Wiki page – Knowledge

1 Introduction

Learning "mlearning" based on the use of the network allows learning from anywhere [1]. This mobile-type learning eliminates temporary and spatial barriers that had not yet been overcome with distance education. Being connected in a constant way allows interaction with other students, teachers and the rest of the community [2]. A clear example is the use of wiki pages as a tool to share and exchange knowledge across the campus. It also improves the student's confidence in himself, powers the skills and abilities to learn, understand and apply knowledge and favors the achievement of a high degree of autonomy that allows him to continue with his training process [3].

A wiki is a set of web pages that can be edited by several users at different times. It can be edited by several people easily and quickly, from any place or device with Internet access. Participants in a wiki can create, modify or delete a shared text. Its importance lies in the possibility of carrying out collective constructions on specific topics [4]. These were the conditions under which W. Cunningham created the first wiki system in 1995. And that potential makes his application in Education very versatile. It is the application that allows collaborative work and communication between students, the construction of knowledge from informality quickly and easily. It can be developed from a simple list of links to expand information, to serve as a draft in the creation of much more elaborate research work. Teachers and students work together and share responsibility for the jobs.

2 Problem formulation

Reinforce the learning of the theoretical-practical contents of the different subjects.
Relate the new information with the one that already has, incorporating new knowledge and experiences to those that had previously assimilated, meaningful learning.
Promote autonomy by providing the student with the tools and strategies necessary to organize and build the learning process.
Exercise digital competence.
Encourage collaborative work.

3 Problem solution

The work was developed in the academic year 2018-2019. Depending on the subject, each teacher chose the most appropriate time to use it as well as the most appropriate content. The procedure of the activity was explained briefly in class: each group of students chosen by the teacher in a random way, worked on one of the subjects that formed the teaching program. In any of the subjects the following design for learning was followed:

1. The teacher prepared groups and published them in the virtual campus, in a tab prepared for that purpose, where from that moment all the documentation was posted.
2. Groups of 4 to 6 students were formed. They were assigned a topic on the agenda.
3. After the explanation in class, on the part of the teacher, they made a summary and analysis of the most important theoretical concepts. Likewise, they elaborated five enunciative sentences, true and false, so that the
rest of the classmates could carry out a self-evaluation of the acquired knowledge. Two documents were published, one with the sentences and another document with the answers. By not having permission to publish them, they sent it to the teacher and after its revision it was published in a place enabled for it. Within a week, the documents produced were published on the campus, in the "wikis" tab.

4. After 15 days, in class, each group explained their topic and solved the proposed exercises and the doubts of their classmates.

5. For this, the wiki activity of the Virtual Campus platform of the Complutense University was used as support.

6. To complete the students, they completed a quality survey of the activity through the Virtual Campus.

In relation to the work plan that was followed, in September 2018, the guide of theoretical concepts was elaborated. In December the activity was created in the virtual campus and in January-May 2019 the activity and activity evaluation survey was carried out.

The students have participated in the wiki under two different roles: as collaborators or simply as users of it. All have gone through both roles.

In relation to the results obtained after the quality survey, 97.7% of the students who participated as collaborators in the wiki, found it useful to prepare the summary of the topic because it helped them to reinforce the learning of the theoretical-practical contents of the different subjects, to clarify ideas and doubts about them and to relate new information with what they already possessed, incorporating new knowledge and experiences to those they had already assimilated. 88.3% of the students who participated as collaborators and generators of self-evaluations, allowed them to analyze the most important points of each topic, encouraged their autonomy and allowed them to build their own knowledge. When they participated as users of the wiki, 70.0% reported that they used or were going to use the summary prepared as a collaborative result of all the students. 92.0% reported having done or with intention to perform the self-assessment exercises [Fig. 1], making it useful to perform the exercises at 87.2% [Fig. 2]. 93.0% recognized the activity as useful and needed to be carried out in successive years because it fostered collaborative learning and digital competence [Fig. 3].

Fig. 1. Percentage of utility self-evaluation exercises

![Diagram](image1.png)

Resource: Own elaboration

Fig. 2. Percentage percentage of students who found it useful to do these exercises
The project gave the students the ability to decide the relevance of the theoretical contents, synthesize the information and make bibliographic searches to publish journal articles that complete the theoretical content, search for other scientific pages for consultation and videos. It also allowed them to make decisions when performing collaborative work, the ability to analyze, the detection of needs and objectives enhancing the autonomy, responsibility and independence of the student. 90.0% of the students participated, which in turn developed transversal skills, contributed to the institutional objectives.

The viability was high since the activity can be developed in any of the subjects of the different degrees in health sciences (Medicine, Pharmacy, Veterinary, Nursing, Human Nutrition and Dietetics, Occupational Therapy, Food Science and Technology, Physiotherapy, Dentistry), as well as in subjects or seminars on public health in any academic context (master's degree, courses). The need for material and human resources was very low, increasing its viability.

Likewise, the activities of elaboration of theoretical documents and exercises, their resolution and use of the virtual campus, are part of the modality of teaching and learning in groups with Información Technology and Communication (ICT). This action can be understood as a practice of knowledge transfer resulting from research.

4 Conclusion
The use of the wiki as a Moodle tool, in the Virtual Campus, reinforced the learning of the contents explained in the corresponding subject.
Likewise, it was possible to relate the new contents with the ones they already possessed, incorporating new knowledge and experiences, generating significant learning.
Student autonomy was fostered by providing tools and strategies for the organization and construction of learning.

Finally, when using ICT, digital competence was exercised.

References:
Potentiality of virtual education: implications of teaching in the business field

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Abstract: In this article, it is explained the strengths of virtual education and its implications in teaching within the business field. Regarding this, CEIPA, Business School is an exemplary model of an institution where the use of the Technologies of Communication and Information (TICs) is highlighted through the implementation of applications and office automation tools that offer the ideal technological and instrumental base to enhance the constructivist teaching in both face-to-face and distance learning environment, emphasizing the strengthening of new knowledge and innovations that can help the student solve problems and face the different situations presented. This is possible considering that the demands of the daily life require new scenarios of learning in which the student is able to transform both emotionally and intellectually by interacting with himself and others. At the same time, the teacher is seen as a guide, a mediator or a partner who, within the teaching and learning process, guarantees that the students express in a participatory, natural, autonomous, confident, quick and collaborative way (Salinas (2014), Unesco (2012); Díaz (2008), among others) what contributes with the assessment of the design, development, process and implementation of much more attractive, efficient and effective syllabus in business teaching. In fact, it is essential to say that with the boom of TICs, the opportunities of teaching and learning have increased. For instance, CEIPA, Business School, has five study programs in both virtual and face-to-face modality regarding the Business Fields, specifically, Business Administration, Marketing Administration, International Business Management, Financial Management and Human Resources Management. CEIPA´s teaching method permits the student integral development that eases his quick insertion in the labor market. That is why, virtual education and distance learning are considered a bastion that with a well-led structure can provide the graduates with the same competence and opportunities as the face to face modality. To sum up, it has to be said that TICs are here to stay. As far as business teaching is concerned, their integration has made the blooming of great innovations in terms of pedagogy, didactic, technology and the learning community possible, starting from the growth of the society. Since its adoption, the barriers of cost, time, distance, generation of wealth, job offer, development of service, labor relationship, production mechanism, resource management of any kind (financial, human, business, etc) have changed to adapt to the technology era, communication and information because life is always in constant movement and we have to be prepare to face it in the XXI century.

Key – Words: Virtual education – Business teaching – CEIPA pedagogical model – Potentiality of virtual teaching - Learning community

1 Introduction

The introduction of the Technology of Information and Communication (TIC) in the virtual education has been useful to boost, strengthen and set up a new educational system where CEIPA, Business School (Colombia), has turned into a mandatory reference. It has managed to enroll students of 168 different cities, distributed in more than 15 countries around the world.

This great success has been possible thanks to the internet access that gives the student the possibility to turn into the independent thinker, creative, innovator and entrepreneur person that the new world requires. Likewise, it has given the teacher the task to become the instructor, the counselor or the knowledge mediator whom the learner can approach – during the formation process – in order to find, look for, search and inquire for information with the help of multiple on line tools to generate by himself new learning. According to Diaz (2008), this educational reality will only be feasible if the present educational paradigm changes and there is an integration among the advances and the latest uses of Tics with disciplines such as the Pedagogy, the Psychology of Learning, the Management, the Science, to mention a few, that foment the learning and teaching processes in a disciplinary, interdisciplinary and transdisciplinary way for the promotion of an integral, holistic,
effective, efficient and permanent training that stimulate and develop essential skills for the management and production of resources of various kind (financial, human and business) which are needed in a world that is increasingly globalized and interconnected.

2 Problem Formulation

The need to have access to up to date information has led people to modify the traditional teaching and learning approach. In this sense, Castañeda (2016), argues that the responsibility to inculcate, promote and deal with new educational paradigms adjusted to the demands of the present day society is ours. Being a ubiquitous matter of interest, at home, at school, at work, in the mass media, and during the interaction with each other, to mention a few examples, the education ought to be constantly present in our lives and, therefore, essential for the strengthening of fairer, more balanced and more equitable societies. Hence, we all should join efforts to coordinate, promote, develop, implement and design the syllabuses of study that encourage the transformation of beings.

Even though, it cannot be said that the use of TICs improves education (Busaniche, 2004), it is highly probable that its appropriation has opened the gaps between the traditional learning approach and the blooming of new Virtual Environments of Teaching and Learning (VETL for its acronym in English), within Institutions of Higher Education, bringing as a result the expansion of new learning community in the XXI century.

3 Problem Solution

Based on what has been said before, today more than ever, the Institutions of Higher Education have found in the virtualization, not only a complement for the face-to-face classes, but also a 24-hour, 365-day-a-year open and accessible space, for the development, immersion and interaction of the learner with himself as well as others (people, objects or virtual agents) that surround him (Sharma, Jerripothula, Mackey and Soumare, 2014), in order to provide a meaningful and experiential learning. In other words, an experience that transcend the temporal space notions, derived from the era of networks of communication and information. This reality has brought as a consequence a transformation within the Institutions of Higher Education, based on the proposal of new educational methods that break with old schemes and paradigms already set in the psyche of the Principal, teachers, students, among others members immersed in the educational matter (Castañeda 2016; Comas, Echeverri, Zamora, Velez, Sarmiento y Orellana, 2017), who play an important role for the sake of the educational quality.

In this respect, Pérez and Saker (2013) say that it is necessary to educate in the context of a digital culture which includes digital training. This, therefore, leads to the teaching and learning of ways of efficient participation in these social and cultural practices mediated by the digital technology in anyway or another.

Thus, in response to this so called revolutionary technology, CEIPA, Business School has reinvented itself and adapted to these transformations to continue maintaining on the educative vanguard for more than 46 years as an Institution of higher education and offer the whole academic community new syllabus, programs and pedagogical models (Giraldo, 2016) that suit the variety of likes, interests, needs, differences and demands of the population it serves and the ones that transcend the academic life.

Moreover, Salinas (2004) assures that in order to response to the society´s needs these days, the institutions of higher education have to become more flexible and develop ways to integrate TICs in the formation processes, as in CEIPA’s case, by strengthening the teaching and learning process, specifically, in the Business field, considering learning an experience by and for life. It is, then, overbearing, to figure out a new conception of students as users, changes of the teacher´s role and management adaptations in relation to communication systems, design and way of giving the class.

As far the teacher’s role concerns, he is not longer considered the unharmed image of knowledge and, in the last decades, is seen as a mediator, instructor or counselor of it whom the student can contact through the multiple information tools that the VETL offer. In fact, according to Arónica (2014), apart from their professional training and their specialized subject knowledge, the teachers should posses technical and suitable didactic resources that help them to deal with their tasks in a more efficient, affective, simple and dynamic way to suit the society demands and in this way contribute with the improvement of the accessibility to higher education for, mainly, those participants that live in areas or places where the possibility to access to this level of formation is more limited.
4 Conclusion

The tools and collaborative technologies can expand the class beyond the traditional scope. The outer world can be taken into the class by the web and let the students interact and collaborate with people around the world, optimizing either human, material, financial or any other kind of resources, improving the interpersonal relationships and generating jobs since a well led management procedure guarantees the success of any institution, organism or business. It is then indispensable to develop innovative syllabus that match those needs. The use of TIC has to be considered an integrative resource in the everyday learning process whose implications imply the challenge of dealing with the class. However, there are lot of possibilities to overcome any kind of difficulty as long there is a well-established structure characterized by clear objectives that facilitate the organization, planning, management, supervision and control of every administrative process that the student must go through his formation.

Finally, today more than ever, we must seize the challenge and shorten the gaps that have existed between the traditional learning system and the blooming of new virtual environments for teaching and learning (VETL) that boost the massive expansion of the higher education and reduce the levels of desertion, among other issues that influence in the quality of the working force of a country.

References:


Computer assisted language learning in engineering students: A language learning application for the development of listening skills

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Abstract: - This paper aims at describing Engineering students’ perceptions of the usefulness of an educational application – its contents and overall benefits – which has been developed in the context of a research project on innovative teaching “Gamification in the English classroom for Specific Purposes: Development of an educational web based on TED talks”, funded by Universidad Politécnica de Madrid, Spain (IE 1819.0504), and focused on the development of an educational application for language learning in the field of engineering. Our ultimate end is to facilitate the development of our engineering students’ aural communicative skills, thereby to contribute their insertion in the world of work.

Key – Words: Gamification – Educational application – ESP – Listening – Communicative competence

1 Introduction

Our global and plurilingual society demands a new engineer able to collaborate in international and interdisciplinary working teams using English as a lingua franca. The acquisition of foreign languages for specific purposes and, more particularly, the development of the communicative competence is thus a must in any higher education institution with a clear commitment to internationalization [1], [2].

Accordingly, the acquisition of listening skills is essential for future engineers. These skills are vital not only for these students’ academic and professional development but also for them building interpersonal relationships and developing self-esteem in a highly demanding and constantly changing world of work. It is not so much a question of providing future engineers with listening comprehension material, but rather a question of actually developing their ability to identify major ideas and arguments in the oral discourse. Our goal is, therefore, is to prepare them for real-life situations which require the acquisition of listening comprehension skills.

Technologies play a crucial role in transforming the teaching-learning process today. This is particularly true when referring to language learning through computer and mobile technologies. Since Shiled and Kukulsa-Hulme’s publication of the first monograph on language learning through mobile technology [3], this learning modality has been in constant growth. Mobile computing devices have become one of the best allies of foreign language learners [4], [5]. Introducing 21st-century learning strategies in the language curriculum is therefore an issue of the highest priority.

2 Problem Formulation

Despite the increasing presence of educational apps for language learning and teaching, these still constitute an emerging phenomenon. Little has been done in the field of English for Specific Purposes, particularly with regard to engineering studies. Moreover, little is known about engineering students’ perception of the use of language learning apps and the potential impact that their use might have on these students’ level of motivation.

3 Problem Solution

Following these premises, and with a view to facilitating the development of our engineering students’ communicative skills, thereby to contribute to insert them into the world of work, we have developed an educational application aimed at the gamification of the English classroom. This is part of the research project on innovative teaching “Gamification in the English classroom for Specific Purposes: Development of an educational web based on TED talks”, funded by Universidad Politécnica de Madrid, Spain (IE 1819.0504) and focused on the development of an educational application for language learning in the field of engineering.
The contents created for the educational application have been piloted with a group of 125 students from three different technical schools of the Universidad Politécnica de Madrid, Spain. All of them, aged between 21 and 25, were taking our compulsory course on English for Professional and Academic Communication (EPAC) during the academic year 2018-2019. As part of our overall strategy, they were engaged in a listening comprehension classroom activity which was created to pilot the contents of the application.

With a view to data collection, a questionnaire was designed to evaluate our students’ perceptions of the contents created for the app as well as to collect their opinions about the usefulness of the app for the EPAC course.

4 Conclusion
The results of the study clearly indicate that most of the students evaluate positively both the contents and the usefulness of the application as a learning tool to support the teaching-learning process of aural communicative skills in the EPAC classes.

References:
The flipped classroom in university learning environments: case study of the subject Journalism and social networks

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Abstract: - This paper deals with the characteristics and fundamental aspects of a new pedagogical model known as flipped classroom, with application in the teaching of the contents of the subject of citizen journalism and social networks of the degree in Journalism of the University of Malaga. The interest in active methodologies arises with the objective of improving the disposition of the students to the teaching-learning process, for what is intended to intervene and improve the motivation of the students so that they reach their best performance in the acquisition of the contents of the matter. The results of its implementation in one of the three groups suggest an improvement not only in the acquisition of content, but in the learning process itself, as student motivation increases.

Key – Words: Flipped classroom – Active learning – Teaching methodology – Journalism – Social networks

1 Introduction
The concept of the reverse class refers to a reality described by different authors decades ago. However, it was not until 2007, when it was coined by Bergmann and Sams (2009). Previously, in the decade of the 90's had experimented with different models now considered close to the methodology of the reverse class, and that at the time were called peer instruction. Within these models, different variants of an interactive teaching method were included, which already facilitated the theoretical part of the teaching before classroom classes through different audiovisual and multimedia resources [1]

One of the reverse class projects, and which was considered a pioneer, was the one developed by Johnson and Renner (2012). It was called Learning Management System. Students could access the content of the subject outside the classroom online and the student could perform evaluable practices, as well as request the resolution of doubts by the faculty. [2]

2 Problem Formulation
The implementation is developed in the subject Journalism citizen and social networks, the degree of Journalism of the University of Malaga. The reference group is twenty students belonging to the teaching group, called a reduced group. This group has one hour of weekly teaching, aimed at practical activities and in small groups. Likewise, in this group the collaborative methodology is followed in some of the programmed activities. In addition, the reference group attends three hours a week to the so-called large group (around 60 students), composed of the group of three small groups, to receive teaching classes related to the theoretical part of the subject.

The next phase, therefore, consisted in the development of a teaching program for the units included in the first block, which covered topic one and two. Classroom programming for the selected topics was done experimentally with the aim of being applied to one of the three small groups in which this subject is taught.

To do this, a description of the teaching proposal was made in which the duration, the number of sessions, the timing of the subject and activities, and the methodological option selected for each of the two groups were indicated. In this case, the inverse class was followed in group B.

This phase also included the elaboration and organization of the material resources that would be used in the inverse class sessions. For this the virtual classroom of the subject, within the virtual campus of the University of Malaga, mounted on the Moodle server, was split in two. In this way, each group accessed a different virtual campus classroom. Although the contents of the subject established in the teaching guide are the same for both groups, the presentation and structuring of the same is different.

Before designing the classroom inverted in the Moodle virtual campus, other options were explored, such as evernote, slideshare, landing optimizer, google drive and Google's classroom. All these applications and tools
contributed interesting aspects regarding the classroom in Moodle. Among these advantages are the greater usability, more attractive aspect in the design of the landing page, and improvement in navigation and interactivity resources. However, the context of a classroom of undergraduate study required a professional context of virtual Moodle type teaching. For this reason, the classroom was designed within the virtual campus, but differentiating the traditional classroom (group A-C) and the inverse classroom (group B).

In this regard, it is pointed out how the classroom of the virtual campus of group B, a reference group that follows the inverted class, incorporates podcasts with explanatory audios, as well as the contents in pdf format and in html format. Likewise, these are completed with self-evaluation activities designed within the moodle environment such as quiz and questionnaire-type tests in different formats (open questions, short answer, multiple-choice question, true / false questions, selection of missing words, relation of columns with response random and embedded answers).

3 Problem Solution

This last phase of evaluation of the implementation of this methodology of inverse class in the reference group concludes with a compilation of the difficulties encountered during the process of its implementation. As indicated by the students of the reference group, there is a degree of initial uncertainty that generates a certain level of stress and initial insecurity in the students of the group chosen to apply the inverse methodology. In this regard, an explanatory session of the methodology, objectives and expected results is suggested. Another improvement proposal collected from the qualitative evaluation is the revision of the classroom unit for its improvement and future implementation in the following course globally to the three reduced groups of practices that make up the students enrolled in this subject.

By introducing the inverse class model it is observed in the reference group (group B), and by comparison with group A, which follows a traditional master class methodology, achieves an improvement in the attitude toward learning, which is translates into an improvement of the final grades obtained in this group in the same final test done to both groups regarding block I.

It is observed that the students perceive that the memorization and rote reproduction of the contents of the two subjects of the block ceases to be one of the primary objectives, as they verify in the self-assessment tests carried out and in the practice carried out, in which they have that show the understanding of the contents and the ability to use skills that allow extrapolating that knowledge to the practical context proposed in the final test of the block.

Likewise, as qualitative considerations, it is emphasized that an achievement is observed in the incentive of the active participation of the students during the sessions, which leads to a greater interest in the learning process and interest in the contents worked on, beyond of the evaluative aspects of the learning process.

This is reflected in the final teacher evaluation questionnaire in which 89% of students in the reference group said that the methodological change in block I of the contents improved their learning process. Among the reasons expressed according to the Likert scale, in the first place, they highlighted how this methodology increased the participation in the development of the class and the motivation towards active learning, both in the sessions of the large group (that is, initially planned for traditional master classes), as in the small group.

Also, among the objectives raised with the implementation of a reverse class methodology is observed that the development of some of the key skills characteristic of the inverse class model is achieved, among them we emphasize that the student is allowed to be more autonomous and at the same time encourages the development of the key competence of learning to learn, an element that is fundamental for lifelong learning. Another competence that works, and that takes on special relevance in the context of the curricular content of the subject, is the promotion of digital competence, since the use of ICT is promoted.

Another aspect that we want to point out as conclusion of the experience of implementation of a methodology of inverse class in the subject is that an aspect highlighted by the students is that the incorporation of audiovisual material in the sessions of autonomous learning manages to increase the motivation of the students.

4 Conclusion

Finally, it is pointed out that among the prospecting issues raised by this work, it is suggested for future work to improve the implementation of the inverse class incorporating other elements of evaluation, such as peer evaluation, which includes two rubrics: one for job evaluation collaborative and another of self-evaluation,
the latter being the only one that is incorporated in this pioneering experience of the inverse class. The objective of improving this reverse class practice through a peer evaluation in a second phase would aim to achieve the following objectives:

1) Develop the ability to observe, through the work done by colleagues.
2) Develop a critical and educated attitude towards their own work and those of others.
3) Improve learning by applying peer evaluation processes with a formative purpose.
4) Develop the necessary social and civic skills to work as a team.

In continuity with the active methodology, the objective of this second phase would therefore be to incorporate this methodology into the assessment task, thus converting it into a learning task in itself, in which the student would also take an active role.

As aspects to consider in future research work, it is added that, for the implementation of this methodology in other contents of this or another subject, it is worth noting that this methodology is relevant only in those contents that the student can understand and learn in a generic and individualized Therefore, its use has great advantages as an alternative and complementary methodology for part of the syllabus of the subject in which it has been carried out. Therefore, it is expected that the results could vary in other subjects in which the master class is necessary for a first level of understanding of the subject.

References:
Abstract: The starting point of this work is to present the application of a dialogical didactic for the study and use of virtual social networks as pedagogical spaces; for this, it was based epistemologically on a conception of Mario Bunge about the science logical diversity [1]. This theory has been rewarded and extended by the author of this article, and presented in an international research event organized by the FISS, at the UNAM [2]. Based on the system of rationalities proposed by Bunge, a methodological design was elaborated in the framework of a dialogical didactic, starting from a previous work of the researcher in the use of academic social networks as pedagogical entrepreneurship, specifying the role played by the contents, the teaching, the pedagogical approach and the technological devices in them [3]. The work was organized with the following parts: introduction, where all the previous knowledge on the subject is established; then the objectives of the paper, later the description of the didactic for the networks, and the results, consisting in an analysis made to virtual academic networks [4]. Finally, the conclusions and bibliographical references are presented. As a finding and conclusion, it can be said that dialogic didactic is a valuable resource for the use of social networks as spaces for teaching and research, so it is necessary to deepen their study and identify their limitations, since these networks reproduce the same difficulties of face-to-face education, of traditional character, while most of its members assume a passive position in front of the processes that are carried out in the networks, while administrators must make an effort in content management.

Key – Words: Didactic – Virtual – Networks – Dialogic – Pedagogy

1 Introduction

The taxonomy of rationalities that are used in this work, for the analysis of social networks, obeys to an application that the author has been doing, of a multidimensional approach of the scientific rationality proposed by the Argentinean philosopher Mario Bunge, and that has been made extensive for the study of social representations and the distinction of different types of discourses [5].

The author of the paper, starting from Bunge, reconceptualizes the concept of rationality and gives it a wider application, within the epistemological framework of dialogical nature. In addition to the rationalities proposed by Bunge, the transcendent one is added by the author. It is related to the search of knowledge and human actions sense. Its application to the didactic would be:

<table>
<thead>
<tr>
<th>RATIONALITIES From the perspective of Mario Bunge</th>
<th>ELEMENTS OF THE DIALOGIC DIDACTIC</th>
<th>ANTHROPOLOGICAL DIMENSIONS OF RATIONALITY ACCORDING TO THE AUTHOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual: minimize blurring (vagueness and inaccuracy).</td>
<td>What is meant by learning?</td>
<td>Prior knowledge: it is adopted the meaning that can help reach the proposed objectives.</td>
</tr>
<tr>
<td>Logic: strive for consistency (avoid contradiction).</td>
<td>How does a person learn?</td>
<td>Interest: Refers to the logic of the teaching and learning process.</td>
</tr>
</tbody>
</table>
### Methodological: to question (doubt and criticize) and justify (demand proof or data, favorable or unfavorable).

| How can we do the teacher mediate between the content and the students? |
| Common sense: Refers to the strategies used frequently in the interaction between actors. |

| Gnoseological: to assess empirical support and avoid conjectures incompatible with the bulk of scientific and technological knowledge. |
| What is the function of the learner? |
| Reflection: Refers to the levels of knowledge that are promoted. |

| Ontological: Refers to objects of knowledge or information. |
| What is the context of teaching and learning process? |
| Communication: Refers to knowledge or information objects. |

| Evaluative: strive for goals that, in addition to being achievable, are worth reaching |
| What and how to evaluate? |
| Desires: Refers to the learning and teaching styles and achievements of the actors. |

| Practice: to adopt media that can help to reach the proposed goals. |
| What is the role of the teacher? |
| Perspective: Refers to the techniques and didactics used by the teacher and the student. |

| Transcendent: It does not apply |
| For what is the mediation? |
| Ignorance: Refers to the search for transcendence and the need for knowledge integration |

### 2 Problem Formulation

Conceptual rationality. Networks are limited or handle a restricted code, because students play a passive or receptive role in textual or expressive handling.

Logical rationality. There is no evidence of semantic networks, fruit of the cooperative role of the subject of knowledge, therefore, there are no systematic processes of learning and knowledge generation.

Methodological rationality. It functions as informative channels and not as collective subjects of production or knowledge management.

Gnoseological Rationality. The descriptive level of knowledge is not exceeded.

Ontological rationality. It is not possible to recognize a knowledge identity around themes and problems of the context, therefore, it can’t be called an academic or scientific community.

Evaluative rationality. The valuation or importance of the networks is not associated to projects, or shared programs, that are practically nonexistent in collective production.

Practical rationality. Networks are extensions of the face-to-face pedagogical process, not autonomous spaces as academic entities.

Transcendent rationality. There is no clarity about the meaning or role of networks in the framework of the knowledge society.

### 3 Problem Solution

Conceptual Rationality - Networks not only store on what each person places in them, but from the new processes that arise from the interaction of its members; therefore, it is not a chain or articulation of links, but a fabric, in which each member articulates with others in different directions.

Logical rationality - Learning must not be seen and promoted from the individual, or the addition or summation of participations in a whole, it requires the ability to think from the integration of knowledge and intelligence types of those who concur in the pedagogical scenario This has been called diavergent thinking.

Methodological rationality - Pedagogical mediations should favor the participation of actors around thematic and problem areas, using the tools of the WEB as channels for collective construction.
Gnoseological Rationality - The problem of student passivity can only be overcome through participatory learning, as a social dimension of learning.

Ontological Rationality – To avoid the deaf dialogue, it must be thought of as horizontal organizations and dialogical interactions.

Evaluative Rationality - The moments of truth of networks are associated by the frequency or number of collective projects that are generated and therefore from the benefits that their members obtain from them.

Practical Rationality - The task is considered as a learning unit that demands a more active role of the teacher, not as a facilitator of the process, but as an interlocutor of the same.

Transcendent rationality - Social and human development is the point of identity and support for the pedagogical processes of academic social networks, so it constitutes the nodal point of the construction of a dialogical didactic.

4 Conclusion
It can be concluded that in virtual academic networks prevails a passive attitude of the participants and that can be evidenced in forums where the discussion and contributions are avoided. It does not exist the evidence of academic or scientific community existence, it can be verified with the low or null formulation and development of collective research projects and even the academic training projects, so there is not new knowledge production in academic social networks, and it can not be predicted this will occur due the passive attitude in front of knowledge. The called knowledge collective construction is more a desire than a reality.

References:


Abstract: - As part of the research project The essay in the contemporary Spanish audiovisual of the UCM, the design and application of a teaching program aimed at the students of the University for the Elderly has been carried out during two courses. The main axis is the theoretical-practical study of the audiovisual essay through a multidisciplinary methodology that facilitates the learning of new technologies for the elderly, involving them in a process that allows them to channel their creativity and personal interests, also assuming enrichment and mutual exchange.

Key – Words: Teaching for the elderly – Audiovisual Essay – New Technology – University for the Elderly – Learning by Doing

1 Introduction

During the last two years we have carried out the design and application of a teaching program aimed at students of the University for Elderly (UCM). The main objective that students develop the ability to make their own audiovisual pieces, stimulating a cognitive work that takes advantage of their valuable life experience, while they become familiar with the learning of technological tools enabling the acquisition of new skills.

The program consists of two interrelated and taught parts simultaneously. The first, of a theoretical nature, provides concepts, authors, and schools fundamental for the aesthetic study, as well as its evolution through time, while the practical part uses relevant aspects in the history of cinema and video, emphasizing the Spanish panorama contemporary, and also relies on theoretical sources on language, narration, script and film montage.

This didactic experience falls within the scope of the research project The Contemporary Spanish Audiovisual Essay (Ref. CSO2015-66749-P), funded by the Ministry of Economy and Competitiveness and the European Regional Development Fund within the State Development Program of Scientific and Technical Research of Excellence.

2 Problem Formulation

One of the reasons why the teaching of audiovisual practice is not implemented in the group of older people is the difficulty involved in learning a digital technology that, in any case, has been increasingly simplified, an evolution that currently allows us to work with quite intuitive tools and, at the same time, promote an active and integrating aging with undeniable benefits for brain activity.

On the other hand, whether in fiction or in documentary formats, the role that older people have in the field of audiovisual creation is limited to their representation as characters in the narrations told by others. That is, they are not authors of their own stories. Likewise, the pedagogical tendency is predominantly theoretical and, in general, it focuses on the analysis of narrative, cultural, sociological or similar themes of film study.

Among all the genres and audiovisual modalities, the essay stands out for its technological versatility and materials, for its freedom of execution and for its flexibility to convey the individual experience through multiple resources: from a family photo to a document recorded with a telephone mobile. Therefore, it is a suitable form of communication to encourage personalized learning through creation, also taking advantage of the extensive vital baggage that this type of student has.

3 Problem Solution

This work tries to solve the vacuum of the practical teaching of audiovisual in elderly people, taking as a reference the methodology of learning by doing, used in other stages of our educational system. The course of this active learning, are the steps of the essay form in terms of structure.

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The initial theoretical part, which will appear throughout the course, provides solid theoretical postulates on issues such as the relationship between literature and film, narrative structures, filmic language, editing, or new formats of non-fiction, among which audiovisual essay it stand as the maximum exponent of convergence and hybridization.

On the other hand, during the development of the practices, principles of visual and sequential composition are applied with the student's own devices (mobile phones, tablets, photographic and video cameras), afterwards a free editing software compatible with their domestic technology is adapted to each participant (although work is requested with a laptop), and different practices are developed, including sound reinforcement, whose process is subsequently reflected in a script that adapts experiences, materials, emotions, and personal reflections.

The final project is assisted by the professors in charge of the theoretical and script part. If the student requires it, he also has the reinforcement of the professor specializing in software installation and editing.

4 Conclusions

In accordance with the general and specific objectives of the program, the most visible result is a series of pieces in the form of audiovisual essays with which each student has acquired autonomy in terms of realization, passing from a passive spectator to an active author in the panorama of the culture and audiovisual consumption.

Other results are related to the state of mental and psychic stimulation, with undoubted preventive benefits through the exercise of one's faculties, which this experimental and creative process has implied in each case, aspects of which attempts to account for a subsequent collective essay in which teachers also participate.

At the end of the course the students show the acquisition of different skills, as well as the reinforcement of previously acquired skills, which are complemented by a high degree of transversality: from the use of digital tools to the knowledge of theoretical, technical and historical issues related to the audiovisual world, going through a real capacity for the search of resources and self-learning.

References:


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Abstract: - The general objective of this hereby presented paper is to analyze the results of a teaching innovation project awarded within the framework of the call made by the University of Murcia for the academic year 2018/2019, aimed at promoting the design of interactive digital stories by university students. The design of the research responds to a descriptive methodology based on the technique of content analysis. Finally, it has been possible to provide teachers with an exhaustive catalog of digital tools for the creation of stories, as well as the classification of a rich and complete story material.

Key – Words: Story – Digital reading – Digital application – Interactive resource – Educational resource

1 Introduction

The Federation of Publishers Guilds of Spain [1] notes that 78.4% of Spaniards over fourteen years old already read on digital media. Specifically, the digital reading of books has passed significantly from 5.3% in 2010 to 28.7% in 2018. In addition, according to the latest data offered in the Panorámica de la edición española de libros 2017 of the Ministry of Culture and Sports [2], the electronic edition increased 12.7% with respect to the previous year. For example, the ePub constituted 44.9% of the total of the electronic edition, the Pdf accounted for 34.9%, other e-book represented 12.3%, Mobi (Kindle) reached 4.8%, the CD-ROMs reflected 2.2% and the remaining 0.9% was distributed among DVDs, CD-I, CDV, CD-Photo, diskettes and other media. Regarding the digital book, there is an increase of 16.4% in the last year of the report.

Being aware of this foresaid situation, a teaching innovation project has been carried out within the framework of the call made by the University of Murcia for the academic year 2018/2019 [3, 4], aimed at promoting the design of interactive digital stories by the university students, for the development of curricular contents from diverse disciplinary perspectives (Language and Literature, Music, English, French, Mathematics) and different degrees (Degree in Primary Education, Degree in Early Childhood Education, Degree in Translation and Interpretation). This purpose was specified in the following didactic objectives:

To dynamize and update the learning process of students through the use of digital tools, in a collaborative learning environment.

To reflect with the students about the increasing use of digital content in the school context, as well as the progressive consumption of digital media by the reader and the consequent consolidation of the digital edition.

To know and use different digital applications of story creation, where interactivity and play with sounds, text or images show a new type of reader.

To evaluate the didactic effectiveness of the creation of interactive stories in the learning of the contents of different subjects.

In this sense, in line with other digital didactic proposals [5], the project intends to involve the students of the aforementioned reality from their own learning, focused on the creation of materials with a consolidated trajectory in recent years. The project applies the methodology of collaborative learning, in order to encourage teamwork, participation and the dynamization of learning, by creating digital stories with multidisciplinary elements (depending on the subject in which they are designed), where interactivity and play with sounds, text or images show a new type of reader [6].

2 Problem formulation

Taking into account the aforementioned, the general objective of the present work is to analyze the results of the teaching innovation project as referred to. This general objective is broken down particularly in this study into the following specific objectives:
To prepare a catalog of digital story creation applications, suitable for their didactic use. To evaluate the content and interactive resources of the stories produced, from the needs of the disciplines in which they are framed.

3 Problem solution
The design of the research responds to a descriptive methodology based on the technique of content analysis. In order to collect the characteristics and didactic opportunities of the digital applications and to classify the elaborated digital stories, data logging tables have been designed as instruments.

3.1.- Results of specific objective 1
Table 1 is shown below with the name of the different digital applications and the website from which you can work with it:

<table>
<thead>
<tr>
<th>DENOMINATION</th>
<th>WEBSITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genially</td>
<td><a href="https://www.genial.ly/es">https://www.genial.ly/es</a></td>
</tr>
<tr>
<td>My storybook</td>
<td><a href="https://www.mystorybook.com/">https://www.mystorybook.com/</a></td>
</tr>
<tr>
<td>Storybird</td>
<td><a href="https://storybird.com/">https://storybird.com/</a></td>
</tr>
<tr>
<td>Scratch</td>
<td><a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a></td>
</tr>
<tr>
<td>Story jumper</td>
<td><a href="https://www.storyjumper.com/">https://www.storyjumper.com/</a></td>
</tr>
<tr>
<td>Bookbuilder</td>
<td><a href="http://bookbuilder.cast.org">http://bookbuilder.cast.org</a></td>
</tr>
<tr>
<td>Inklewriter</td>
<td><a href="https://writer.inklestudios.com/">https://writer.inklestudios.com/</a></td>
</tr>
<tr>
<td>Pixton</td>
<td><a href="https://www.pixton.com/">https://www.pixton.com/</a></td>
</tr>
<tr>
<td>Moglue builder</td>
<td><a href="https://moglue-builder.software.informer.com">https://moglue-builder.software.informer.com</a></td>
</tr>
<tr>
<td>Kotobee Author</td>
<td><a href="https://www.kotobee.com">https://www.kotobee.com</a></td>
</tr>
<tr>
<td>Story Maker</td>
<td><a href="https://www.carnegielibrary.org/storymaker/embed.cfm">https://www.carnegielibrary.org/storymaker/embed.cfm</a></td>
</tr>
<tr>
<td>Toonbook</td>
<td><a href="http://www.toondoo.com/">http://www.toondoo.com/</a></td>
</tr>
<tr>
<td>Book Creator</td>
<td><a href="https://bookcreator.com/">https://bookcreator.com/</a></td>
</tr>
<tr>
<td>Twinery</td>
<td><a href="https://twinery.org/">https://twinery.org/</a></td>
</tr>
<tr>
<td>Pancho y la máquina de hacer cuentos</td>
<td><a href="http://recursos.perueduca.pe/primaria/recursos/modulos/comunicacion/pancho/index.htm">http://recursos.perueduca.pe/primaria/recursos/modulos/comunicacion/pancho/index.htm</a></td>
</tr>
<tr>
<td>Titatok</td>
<td><a href="https://tikatok.com/">https://tikatok.com/</a></td>
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<tr>
<td>Memcat</td>
<td><a href="http://win.memcat.org/">http://win.memcat.org/</a></td>
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<tr>
<td>Toonia storymaker</td>
<td><a href="http://toonia.com/apps/storymaker/">http://toonia.com/apps/storymaker/</a></td>
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<td>Moovly</td>
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<td>Scribble Press</td>
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<tr>
<td>ToonDoo</td>
<td><a href="http://www.toondoo.com/createBook.toon">http://www.toondoo.com/createBook.toon</a></td>
</tr>
<tr>
<td>Make Beliefs Comix</td>
<td><a href="https://www.makebeliefscomix.com/">https://www.makebeliefscomix.com/</a></td>
</tr>
</tbody>
</table>
3.2.- Results of specific objective 2

In order to respond to the second specific objective formulated, a classification of certain digital stories prepared by the students according to the discipline of study is included.

Language stories:
- La señorita R: [https://view.genial.ly/5c5967f81ef86d73dd95824e/interactive-content-la-señorita-r](https://view.genial.ly/5c5967f81ef86d73dd95824e/interactive-content-la-señorita-r)
- Viajando en el aula: [https://view.genial.ly/5c59524ea558062c2eb5d7b0/interactive-content-imagen-interactiva](https://view.genial.ly/5c59524ea558062c2eb5d7b0/interactive-content-imagen-interactiva)
- Stories about a range of topics with some sections of text written in English:
  - En busca de Chanel: [https://scratch.mit.edu/projects/260934670/](https://scratch.mit.edu/projects/260934670/)
  - El renacuajo juguetón: [https://www.storyjumper.com/book/index/6240745/EL-RENACUAJO-JUGUET%C3%93N#page/28](https://www.storyjumper.com/book/index/6240745/EL-RENACUAJO-JUGUET%C3%93N#page/28)
- Stories in French:
  - Pepón et son cadeau de Noély: [https://www.storyjumper.com/book/index/6240745/Pep%C3%B3n-et-son-cadeau-de-no%C3%ABly#page/3](https://www.storyjumper.com/book/index/6240745/Pep%C3%B3n-et-son-cadeau-de-no%C3%ABly#page/3)
  - Souvenir d’un autre Noël: [https://view.genial.ly/5bbf0b54e26e101a8f9e3/interactive-content-memorias-de-navidad](https://view.genial.ly/5bbf0b54e26e101a8f9e3/interactive-content-memorias-de-navidad)

Music stories:

Maths stories in English:
- Length in a colourful world: [https://view.genial.ly/5ca4812c05667a18d6e1f1b/presentation-tale-1](https://view.genial.ly/5ca4812c05667a18d6e1f1b/presentation-tale-1)
- The adventures of the Rock family: [https://view.genial.ly/5cc0b40919b9840f6b7d588e/learning-experience-challenges-cuento-mates](https://view.genial.ly/5cc0b40919b9840f6b7d588e/learning-experience-challenges-cuento-mates)

Project website: [https://isabelvyague.wixsite.com/cuentosdigitales](https://isabelvyague.wixsite.com/cuentosdigitales)

4 Conclusion

Finally, it has been possible to provide teachers with an exhaustive catalog of digital tools for the creation of stories that require different didactic, thematic, literary or artistic needs. At the same time, the cataloging of a rich and complete story material has been offered, intended for its use in the school context as a didactic tool or as a recreational resource for reading pleasure aimed at a child and youth audience.

References:
[4] Resolución del Rector de la Universidad de Murcia por la que se resuelve la convocatoria para promover proyectos y acciones de innovación y mejora en la universidad de Murcia para el curso

The use of information technology and communication to work geometry in childhood education

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Abstract: - In a training workshop for active teachers of Early Childhood Education, a fragment of video is presented to the participants in which a teacher conducts a session for the introduction of the concept of perspective. This teacher, at the beginning, presents a card with a composition of geometric bodies in elevation and another card with it on the floor, and asks the students if there is the same composition in both. He continues to work on the concept through other activities, ending the session through an activity in which he converts the student into the main actor, where he asks a student to remain immobile and another to change his position, asking the latter if from the different positions sees equal to his partner. From the visualization of this practice, a teacher proposes another way of presenting this concept to the students. This is from the use of a Tablet in the classroom, with which she would take pictures of a student, from different perspectives, and she would ask the class things such as: is it Juan? in this one the hairs are seen by Juan? In this way we observe the potential of this type of resources to clarify geometric concepts.

Key – Words: Teaching – Geometry – Perspective – Tablet – Early Childhood Education

1 Introduction

We can learn how audiovisual production in the classroom is becoming one of the didactic resources for the development of most subjects in education, from Early Childhood Education to Secondary Education and University [5]. The motivation, the proximity and the ease with the speeches are used for the use of technological tools.

Current children are digital natives. Currently there are educational innovation projects in the centers that try to help teachers in this task of learning and knowing new ICT tools that they can use in their classes.

Mathematics is quite abstract for what refers to the use of manipulative materials in the classroom of mathematics that can bring students closer to the subject. We know that geometry is fundamental for children to understand the space in which they move [2]. In addition, we agree with [1] that, possibly, the first mathematical acquisitions are one of the learnings that, to a greater extent, will condition future educational successes. In this sense, [8] deals with the fact that geometry must be manipulative, not only memorization formulas about areas and volumes, space needs and resources for our students to achieve the necessary competencies in this content.

The research carried out by [1] is in agreement that we have to use the types of resources to develop the most advisable mathematical thought in the students of Infantile Education. At the same time, he tells us that situations in the life of daily life are related to the observation and analysis of the elements of our environment, that movement is a basic activity to internalize the mathematical elements through one's own body, that the manipulation of different materials Possibility that students can create mental knowledge schemes [6]. It is in this sense that ICT can be used as a pedagogical resource, specifically to bring the notion of perspective to students.

2 Problem Formulation

In a training workshop for teachers in Early Childhood Education a video fragment is presented to the attendees, in which a teacher conducts a session for the introduction of the perspective geometric concept. Clarify that it is understood by different perspectives, different situations that occupy in space with respect to the eye of the observer, that is, different photos of the same set of pieces taken from different positions.

This teacher carries out from cards. It presents a card with a composition of geometric bodies in elevation (fig. 1) and another card (fig. 2) with it in plan, and asks the students if there is the same composition in both cards.
With the initial responses of the students it is intuited that the majority does not have difficulty with this new concept, since they affirm that they are equal, but that in one the pieces are lying down and in another they are standing. However, when the teacher poses the same situation in 3d, that is, he builds the composition on top of a chair and asks them, as they are sitting, to tell him how they see it, if as in card 1 (Figure 1) or 2 (Figure 2), the students choose one or the other indistinctly. So he understands that the students show difficulty with the acquisition of this mathematical idea. Therefore, in order to familiarize the students with this concept, the teacher proposes another activity in which the student becomes the main actor, taking out in assembly a couple of students, where he asks one of them to remain immobile and the other who changes his position (asking him to lie down, to face his partner or climb onto a chair), asking the latter if he sees his partner from the different positions. This student responds that yes, he sees the same, so it is observed that they still have difficulty understanding the term perspective.

From the visualization of this practice, a teacher proposes another way of presenting this concept to the students. This is from the use of a Tablet in the classroom, with which she would take pictures of a student, from different perspectives, and she would ask the class such things: is it Juan? In this picture you see the hairs on Juan? In this other you see the holes in your nose?
Fig. 3. Different perspectives

It shows us from video fragments, where at first, the teacher is taking photos with the Tablet to one of the students. Then she projects it on the Digital Slate and, finally, she asks the students questions about the different photos taken. The objective pursued in this work is to make teachers aware of the potential of ICT as a pedagogical resource in the classroom of Early Childhood Education.

3 Problem solution

Like the teacher shown in the video to the teachers, this teacher, through the presence of the game, raises the understanding of this abstract concept, perspective, using ICTs. In addition, the visualization process [3] of geometry is also present in this design.

This teacher raised with her classroom of Early Childhood Education, with students between 5 and 6 years, the design of this improvement for the understanding of the perspective. As an assembly, at the beginning, this teacher worked with cards and manipulative material the notion of geometry, that is, in a similar way to that used by the video teacher. Then, following the practice visualized in the workshop, she proposes to the student an activity in which she becomes the main actor, since at these ages the student assimilates the concepts better if he is the protagonist, as point out [7]. In this practice, the teacher uses the Tablet to take photos of one of the students and the Digital Board to display these photos. With this he tries to make them understand the concept, asking questions like: is it Juan? In this picture you see the hairs on Juan? In this other one can you see the holes in Juan's nose?

It shows us from video fragments, where at first, the teacher is taking photos with the Tablet to one of the students. Then she projects it on the Digital Slate and, finally, she asks the students questions about the different photos taken.

4 Conclusion

Designing experiences of this type, and putting them into practice, is a challenge that we believe must be addressed in the current educational context. Mathematics and creativity are two aspects that unconsciously are present in our lives through daily activities [4] so it is important to enhance their study and application.

The use of ICTs is an enrichment or complement of other resources that can be used for the development of the classes, achieving greater understanding on the part of students, as well as enhancing their motivation. Through digital resources, the student associates his own learning with dynamism, innovation and fun. In addition, these resources allow children in pre-school education to enhance other skills, such as creativity, critical reflection, understanding or attention.

References:

A Methodology To Teach Computer Programming In C/C++ Language

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Abstract: - The C programming language is widely used in computer and industrial engineering. Because of that, such programming language is also widely used as a language to teach programming to industrial engineering students. In Spain, many universities use this language compulsory in the first year, or even in higher courses. Our experience shows that learning computer programming in four months is an arduous task, but curricula require it. Such learning process is also tough by the fact that many students cannot attend classes regularly and, even if they attend, sometimes the class is no longer at the level they require. In this work we develop a series of files in "presentation" format (.ppsx) and videos that allow students to see several explanations about the most complicated programming C topics: functions, arrays, structures, strings, arrays with structures... This multimedia material includes explanations (voice-over), and animations with examples. Students can watch and listen to the explanations whenever and wherever they want (tablet, PC, phone…). Surveys made to students reveal that it is also interesting for students who regularly attend classes, and they prefer to use this course material only at home, outside of regular classes.

Key–Words: Programming languages – Multimedia teaching – Autonomous learning – Computer programming – C programming language

1 Introduction

It has been noted that students frequently experiment difficulties when learning traditional programming languages (such as C, C++ and Java) and abstract programming concepts [2][3][4]. Particularly, in Spain there are a lot of subjects in first courses of different degrees in which their first goal is to learn to program using a traditional programming language (such as C, C++, java, Python, Visual C#, Matlab…). In addition, the majority of these subjects are taught in 15 weeks, at a rate of about four and a half hours of class per week. In this context, the students have to face the following main problems [1]:

- The high level of demand, especially in technical degrees, which are the majority.
- The scarce time to learn the theoretical concepts and mainly, to acquire the ability to put them into practice while programming with certain complexity: The exams include the most intricate problems seen in class, but only one or two weeks are devoted to such kind of problems.
- Numerous repeating students who do not attend all classes due to incompatibility of their schedules.
- Little practical teaching time to practice: Normally, students receive, each week, 3 hours of theoretical classes (on the blackboard) and 1.5 hours of practical classes. It is notorious that students must practice more outside university hours and teachers warn them to do so by providing some proposed exercise relationships (with some of them solved).
- Shortage of time to study and practice important concepts and exam exercises. The period of classes is followed by only 1 or 2 weeks before the exam.
- Students who already have certain knowledge have to wait until the rest of their classmates are at the same level, in order to advance together.
- Losing a class might mean being left behind or having to invest a lot of time and effort in catching up.
- To learn computer programming, students need to grasp valid basic concepts during their introductory classes as these forms a strong background for more advanced programming exercises. The more doubts the student has in previous concepts, the more effort he will have to invest in order to advance.
- Besides, a negative perception of the subject is added in many degrees excluding computer science. As beginners, the students believe that learning programming is cumbersome [6].
- Moreover, teachers also have to face some problems although, of course, these inconveniences depend on different factors and the teaching context:
High number of students per group, which prevents giving all classes in a practical way.

Heterogeneous groups, where some start from scratch but others already have a good level. This aspect, together with the previous point, prevents giving proper treatment to each student according to his or her level.

Need to repeat the same class over and over again: This may be because the same teacher educates several groups, but it is also referred to repetitions from one quarter or year to the following.

The teaching quality might vary depending on personal factors of the teacher such as fatigue, noise, multiple repetitions, and distractors, among others.

Of course, it is not easy to solve all these problems for teachers and students in a comfortable and simple way. Some teachers have opted to record their classes on video and uploaded them on the Internet so that their students have access to them 24 hours. Only this solution already solves some of the problems, although it poses other challenges, such as the appearance of the blackboard, which should look good, or the quality of the video (regarding environmental noise, pronunciation...). All these problems are solved by professionally prepared videos or, as we have opted in our case, by preparing different classes in Microsoft Power Point format files (.ppsx files). Among other advantages, the quality of image and sound is excellent. Furthermore, the student has complete control over the explanations rhythm.

A study indicated that the native digital students are drawn to visual media and creative tasks [5]. Therefore, the integration of multimedia as a reflection tool in learning is crucial in order to maintain students’ motivation and engagement in the programming class.

In this paper, we present our conclusions after making several C programming chapters in multimedia format for the subject ‘Fundamentals of Computer Science’ for Industrial Engineering students at the University of Malaga (Spain). Our main conclusion is that students perceive that the multimedia approach is motivating and engaging. In section 2, the methodology used is presented. Subsequently, in section 3, the results of the surveys carried out on the students are commented. In section 4, the advantages and disadvantages of our proposal are discussed and, finally, the document is ended with some conclusions and future lines.

2 Problem formulation

Our proposal is based on providing the student with a set of files with the main explanations of several programming parts (such as control statements, inputs and outputs, functions, arrays, strings, structures, searching and sorting algorithms...). The general characteristics of this system are:

- Pace of learning: the student can stop and restart the explanations whenever he wants, as well as repeat them as many times as he wishes.
- Animations and sound: There are animations and sounds that make the experience much more attractive. This, joined with the teacher’s voice-over, tries to focus the student’s attention. For example, in a visually attractive way the student sees how the value of a variable changes in different statements, as the program is running.
- Step by step explanations: Theoretical and practical concepts are linked together and are explained with examples whose complexity is growing.
- Sample programs: Complete programs, fragments or example functions are included, explaining their execution step by step. For example, Fig. 1 shows a frame of the animation explaining the selection sort algorithm. Step by step it is explained how the elements of the array are exchanged among themselves as shown by the arrows. It can be seen in the bottom part how at the end of the algorithm the array is ordered. At the end of each topic, various programs with fewer explanations are provided, inviting the student to check, understand and modify them.
- Complex concepts: The most complex concepts are explained in several ways because we have detected that different students understand better the ideas using different techniques for each of them.

Fig. 1. Example of slide explaining the selection sort algorithm. Source: own construction.
3 Problem solution

In order to inform the students about this multimedia material developed, it has been used in one class per course, for several years. After that class, a survey has been passed and they are advised that all the material is uploaded and available via web. In addition, students are asked to fill in an anonymous and optional survey each time they use the material (using the platform www.survio.com). The students are informed that their opinion is extremely important in order to improve the material and to broaden the topics covered.

The most interesting questions and results of these surveys are as follows:

- Do you find this multimedia format interesting and useful to learn? Average response: 4.6 of 5.
- Do you think the explanations are adequate? Average response: 4 of 5.
- Do you think the examples used are appropriate? Average response: 4.2 of 5.
- Would you like to have many top topics of all your subjects in this format? Average response: 4.3 of 5.

4 Conclusions

It is highly difficult to solve simply and quickly all the problems listed in the introduction. However, the material we propose resolves or reduces these problems because of the following aspects:

- It enables the students to learn at their own pace. Students can repeat the explanations whenever they want, wherever they like and as much as they need. This means that if a student misses a class, he or she does not have to be burdened by that. Besides, students can even go ahead of the teacher’s explanations, organizing better their available time and fitting it to their schedules. This is especially interesting in repeating students or students with previous knowledge, who do not have to miss the first weeks until their classmates reach their level.

- Students can solve their doubts going through this material and listening to the exact part or lesson that interests them.

- On the other hand, teachers have noticed that students who use this material advance better and faster, with less doubt and mistakes.

- The introductory programming subjects usually suppose that students do not have previous concepts, but in only 15 weeks, they have to reach a quite high level of programming (exercises of arrays, structures, nested datatypes, nested loops...). According to our experience, students find difficult to reach an adequate level in such a short time. It would be desirable for these subjects to be annual because, even if the syllabus and the class hours were not extended, the fact of having more time to mature the concepts and practice would make these subjects easier to learn. However, the current structure of the curricula in Spain has led to the subjects to be quarterly instead of annual, which makes our suggestion difficult to be taken into account.

- Given this fact, any material or idea that improves learning is well received. In this paper, a multimedia material to learn to program in C language is exposed. It solves or reduces the problems described in the
introduction. On the other hand, according to the surveys made to students, this material is well accepted. Although it can be improved, students applaud and use it. It must be highlighted the last question of our survey, in which the students reflect their desire to have this multimedia files for all their subjects.

In the future, it might not exist face-to-face classes and students might have all classes in electronic format (presentations, videos, software, exercises, games…), so that only a few practical classes and classes to solve doubts would be given. Even these classes could also be taught by chat or videoconference. However, that is not our goal when presenting this multimedia material. We think that the relationship between teacher and student is overriding and universities should not ignore the figure of the teacher and much less replace him with electronic means. Nonetheless, this system can reduce the need of teachers and, above all, make it easier for students to access explanations when they wish and not when the schedule stipulates they have to.

As future lines of expansion of this work, it is proposed to introduce more interactivity between the multimedia documents and students. Moreover, it is suggested to translate these files into English to reach a wider audience through the Internet and for exchange students.

Acknowledgments: The authors would like to express their gratitude to the University of Málaga, supporting this work under the PIE17-175 project entitled “Autoaprendizaje de programación de ordenadores”.

References:

Socio-critical didactic model measured by ICT: contributions to the ecology of learning

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Abstract: - The project innovative Didactics measured by ICTs: Challenges from Ecology are strengthened due to the use of Information and Communication Technologies (ICTs). This project has three research challenges, also known as learning niches (Coll, 2013). The first is the restructuring of the conceptions of the curriculum in the context of the Learning Environments; the second one is the analysis versus the use of resources observing the role of social networks, video games and the teaching contributions; the third challenge, focused on the teachers’ thinking on the use of ICTs by analyzing the contexts of information that rescue the innovative teaching. The reflection on the specific didactics of science can be found herein. The final product pro-posa of the research training of master students aims to present a socio-critical didactic model that concentrates theoretical conceptions, just as a practical proposal mediated by ICTs and mapped in its instructional and pedagogical design for its respective implementation in several institutions that are interested in installing it. All of this in the framework of research into theory founded on design.


1 Introduction

The teaching methodologies in the framework of socio-critical didactics go against being a device for selection and transmission of contents. On the contrary, it constitutes the clearest expression of the bond between education and society, just as between theory and practice. In the opinion of Kemmis (1993), the problem that addresses this type of teaching should be understood as “double problem of the relations between theory and practice, and on the other hand, of the relations between education and society” (p.30). This is how, a close example was identified that allows to demonstrate that there are advances in the subject -without articulation of ICTs and only within the framework of didactic strategies- in some university contexts from different parts of the world since 1993, where the methodology, based on Problem-Based Learning -ABP (by its Spanish acronym)- is incorporated and prevails. In different educational scenarios it is presented a collection of programmatic contents is presented and exposed by the teacher, becoming into an experiential teaching, more integrated and organized in real life problems.

2 Problem Formulation

Analyzing the role of the university professors in the framework of their teaching practices -which should be in synergy with the debates centered on the role of teaching and their synergy with the continuous social and technological changes that characterize the XXI century- should lead them to question about the didactic and pedagogical knowledge required for this purpose: Do they know it? Do they have it? Are they trained for it? What is evidence, from the empiricist scenario in teaching practices in higher education, is how the professionals in the different areas of study -and who exercise their role as a teacher- develop an expertise focused on the traditional teaching where the teacher is conceived as a transmitter of knowledge.

This problem has been analyzed by scenarios such as the European Higher Education Area -EHEA- (Rúe, 2007). A diagnosis of the topic was provided by this observatory between 2013/2015 revealing the importance of this analysis which lies in the attention that teacher’s training deserves in pedagogy and didactics in search of teaching with practical relevance that according to the University of La Sabana has defined it as the innovative transcendence that responds to the social context. This process has a synergy with the Curricular Models and the didactic models that aim to problematize the curriculum itself.

The approach in which the University of La Sabana works responds to a problem that is reflected in the Latin American and Colombian context and that makes this research project relevant focused on the analysis
and proposal in didactic models that contribute to practical relevance in Higher Education, where it has been recognized how pedagogy and didactics are mandatory knowledge for university professors, as they provide elements for an adequate construction of human, social, disciplinary and investigative knowledge with students.

Regarding the use of technology for teaching as scaffolding, it seems that the foray into the design of curricular programs is still framed in an instructional style of behavioral design. This has generated university professors replicate traditional practices represented from their school and academic experiences that may be above their postgraduate training in educational themes and that are reduced to their social representations about teaching (Jodelet, 1991).

Authors such as Cortés and González (2006), the value that recognition and appropriation of didactic knowledge in university professors have and that, in synergy with the construction and implementation of problem-solving curricula and methodologies that operationalize critical thinking, university faculty could contribute more precisely to aspects such as:

- a) The quality, the effectiveness and efficiency of teaching and research.
- b) Promoting the preparation and training of more efficient of teaching and research.
- c) Promoting the training in relation to new teaching, learning and evaluation.
- d) Identifying the needs for teacher training and development within the framework of education; encouraging and developing researches, experimental works and educational innovation in universities.

The problematization of the project revolves around the research question: How to resize the role of didactics in the framework of new learning niches that respond to the change in the ecology of learning mediated by ICT? In order to respond, the following objectives are ad-dressed: Identifying the social representations of the teaching practices that teachers possess, implementing proposals that point to the ecology of learning, demonstrating the level of disruptive, radical or incremental innovation from the use of resources, the environments or the cognitive components for teaching, being as a result the socio-critical model. This journey contributes to consolidate the general objective of research based on resizing the role of didactics within the framework of the new learning niches. In the Figure 1 summarizes the project where the socio-critical model will be placed as a possible contribution of the problematic.

![Figure 1. Problematization of the research project. Source: own elaboration.](image)

3 Problem Solution

According to Gaete (2011), the university contexts have as a mission to assume more and more their social commitment, emerging an important challenge to develop methodologies of accountability that demonstrate the didactic ways that show how the social problems are artic-ulated to the curriculum, and that Pagés (1994)...
designates: Socio-critical curricula. A similar view is raised by Salas (2000), the University of the Third Millennium and that has much to do with the concept of practical relevance. It is focused on achieving that what is taught responds to four fundamental challenges: "(i) equity, quality and efficiency, (ii) curricular flexibility and social relevance, (iii) insertion, interaction and social commitment of the university with the country, and (iv) modernization and decentralization of the administrative academic processes "(p.138).

Segredo, (2011), support the position and the articulation of social problems to the curriculum, but from the research framework, identifying problems and suggesting alternatives to overcome them, being these problems the basis that should enhance the teaching-learning in Higher Education. From these theoretical positions, the research team formed by some master students belonging to the research project managed to transfer the theory to a socio-critical didactic model whose essence was in the content that allows to center the problems of context and from that point, locate the relation with the curricular contents established in the guide. Serious games and diverse resources accompanied by the adaptability to go through the learning environment that has a MOCC model. In Figure 2 we can identify the resources that support the didactic sequence and that centers its essence on the socio-critical content.

The contribution of the model, within the framework of learning environments with ICTs, from the challenge centered on the relevance and coherence of the socio-critical model is based on the capacity of didactics and thematic expertise, which must demonstrate their capacity for the reflexive construction of the didactic units that show both the route and the expected learning outcomes: problem solving and case studies that emerge from the productive sector.

![Figure 2. Pedagogical and instructional design of the sociocritical model by solving problems. Source: own elaboration.](image)

These elements are brought to the universities within the framework of the challenges or known as hackathons that put to the test the critical thinking, the inventive capacity and the innovation that live a didactic cycle based on moments such as:

1. The approach of problems.
2. Research and analysis of needs and solutions according to the context.
3. Approach of elaborated solutions critically.
4. Prototype and testing of the product to be presented to solve.
5. Appearance of new solutions developed and tested.

4 Conclusion

The results present the progress of the challenge that concentrates the redemption on the conceptions of the curriculum (Pagés, 1994), within the framework of learning environments where their conceptions, purposes and functions are investigated, as well as their organization and functioning in educational centers and teacher
training. The final proposal, product of the research training of master's students, is embodied in a socio-critical didactic model that con-centrates theoretical conceptions and a practical proposal mediated by ICT, considering the theory based on design. This proposal is mapped in its instructional and pedagogical design for its respective implementation in various educational institutions in the country.

The use of ICTs as emerging didactics in higher education that responds to both the challenges of the 21st century and the ecology of learning (Coll, 2013), is the reconfiguration of education that reply to other needs within the framework of real problems and the operationalization of socio-critical curricula (Pagés, 1994) from didactic models that generate the assurance of learning in the real context. This proposal proves to be a novel way to explore from the implementation of this in other educational contexts.

References:
An innovative model of teaching guides adapted to the tendencies of use of young university students

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Abstract:- The following proposal presents a unified model of teaching guides with a more attractive format, based on ICT, and more in line with the current uses made by students. In order to do this, we will use the visual component of the contents of the guide. Numerous studies confirm the didactic potential of audiovisual resources.

Key – Words: Teaching guide – Social videos – Co-operative learning – Project-based learning – Educational innovation

1 Introduction

The search for excellence in university education is one of the objectives of the current university system. The teaching guide is the public document, in the form of a contract between the different members of the educational system, which describes the educational planning of a subject and all the information necessary for its follow-up. This document, aimed primarily at students, must be clear, synthetic and, consequently, effective in its communication.

Thanks to a survey carried out among students from the universities of Malaga and Pablo Olavide (Seville), the general lack of knowledge of the teaching guides on the part of the students has been confirmed. In this way, the purpose of the teacher's guide is diminished by the scarce monitoring and reading carried out by the students. This is compensated for by the didactic and informative work of the teacher in his or her classes. On the basis of the subjectivity of the teacher and his or her perception of the student body, it can be said that the teacher's guide has become yet another document within the virtual campus, with no function other than mere sporadic consultation in search of evaluation criteria.

The following proposal tries to solve this problem by proposing a unified model of teaching guides with a more attractive format, based on ICT, and more in line with the current uses made by students. In order to do this, we will use the visual component of the contents of the guide. Numerous studies confirm the didactic potential of audiovisual resources.

2 Problem Formulation

The European Higher Education Area (EHEA), with the reorientation of the educational system it promotes, places the student at the centre of the teaching-learning process. This general principle of the EHEA has led to the implementation of the teaching guides in the different titles as official informative documents of the different subjects that compose them. These important public documents, the main contract between the different parties involved in the teaching of a given subject (educational administration, teaching staff and students), must be subject to analysis, revision and improvement. For this reason, we fully understand that the proposal for empirical research and subsequent elaboration of a model of video-guide for teachers is justified in order to increase access to them and, consequently, have an impact on a greater understanding of the contents included in the guides.

The use of new devices opens up to a set of specific teaching innovation tools that significantly expand the possibilities of editing, experimentation, collaboration and control of the processes of production and transmission of knowledge. In other words, we are not only talking about tools or only about collaboration, but about their total union to create 2.0 training [1].

It is worth highlighting the existence of other similar experiences, for example, new educational models such as online teaching that use these resources forced by the non-presential nature of their teaching. This has
led to the creation of various audiovisual materials of an informative nature, including a video-guide for teachers.

Numerous studies [2] point to the benefits and didactic potential of audiovisual resources. In the same way, the educational use of social networks was introduced into the educational system as a resource and also as an educational tool, highlighting the collaborative work carried out in them. In this way, in this project we will use these resources and tools to achieve the proposed objectives.

On the other hand, it is necessary to highlight the lack of a single model of teaching guide, therefore, we are open to experimentation, although the ANECA, in its Guide to support the preparation of verification reports for official university degrees [3], highlights some essential contents that must be taken into account. This document states that curricular actions must be aimed at the acquisition of skills by students and that, therefore, in all subjects, what is expected of a student in order for them to succeed must be defined. It also indicates that the description of the curriculum will provide information on competencies, assessment systems, teaching methodologies and training activities in terms of academic teaching-learning units.

3 Problem Solution

The experience will begin with a period of training aimed at the teachers in the form of virtual seminars, from which, under the same methodological assumptions, a common action will be carried out in each of the subjects involved. This first action will be complemented by a series of periodic meetings in the form of a seminar/workshop in which, in addition to the discussion of the most outstanding bibliography on similar didactic experiences, reciprocal support will be offered in the search for solutions to possible problems that may be detected in the development of the project, as well as to purely technical aspects.

Once the strategy has been determined and after the pooling of technical and procedural questions, the different teams of students who will prepare the guides will be chosen. The team in charge will use the Pinterest social network as a tool for analysing and detecting the key elements of the guides. This virtual repository that works through visual collaborative boards will work as brainstorming. After an analysis of the guides, the production will be carried out, consisting of the recording and editing of the video-guides based on the key elements defined. Following this, they will be published on the virtual campuses of the subjects and also on social networks and audiovisual repositories in order to bring the guide closer to the students.

This first stage ends with the evaluation of the knowledge acquired by the students that will contrast with the initial evaluation developed. In the second part of the project, an applied research process will be carried out consisting of an exhaustive analysis of the video-guides made with the aim of extracting the most important key ideas. In this way, in the final stage of the project, we will pool these elements and apply them to a proven video-guide teaching model. This model guide will be made available to the University of Malaga and to the University Pablo Olavide (Sevilla). Finally, there will be an evaluation of the use and satisfaction of the different actors in relation to the educational innovation project.

This activity has associated continuous assessment instruments such as the initial questionnaires to the teaching staff of the Faculties involved, pretest that will determine the degree of knowledge of the students before the activity, the final or postest questionnaires that will indicate the learning developed and other questionnaires of use and satisfaction, both of the students and the teaching staff involved in the project.

The subjects that are integrated in this proposal of educational innovation are: “General History of Communication” (2nd year of the Degree in Journalism, approximately 100 students between morning and afternoon shifts). Subject that deals with the study and use of mass communication from its emergence as a discipline in Classical Greece to the present times of the Information and Knowledge Society; “Basic Skills in Sociology”, second semester of the academic year 2019/2020, first course of the Degree in Sociology, the Double Degree in Sociology and Social Work and the Double Degree in Sociology and Political Sciences and Administration. This course is a basic first year course in which tools for sociological practice are introduced; and “Technical and Multiplatform Edition” (Degree in Audiovisual Communication, 3rd year, morning shift, with 72 students).

4 Conclusion

As reflected in the results of a questionnaire distributed to students at the universities of Malaga and Pablo Olavide (Seville), there is a general lack of knowledge of the subject teaching guides, thus losing its raison d’être due to the scarce monitoring and reading of these subjects.

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Public universities, like private ones, have to be able to connect with their students in a fast, direct and even "emotional" way. All indicators point that video has been one of the key trends for some years and that it continues to have great potential for the future.

The expected results of the implementation of the project are, on the one hand, increased access to the guides by students and, secondly, a greater understanding of their contents. It is therefore a question of offering students a more accessible, attractive and effective format when it comes to communicating the educational planning of the subject. In addition, the audiovisual material itself transcends the usual space of the teaching guides, the virtual campus, to be housed in other digital media such as social networks, audiovisual repositories, etc. with an increase in its dissemination and, therefore, the reach to its target audience.

References


ICT Resources and Learning In The Global Economy

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Abstract:- The objective of this work is to develop a tutorial for students interested in the world economy subject. They learn to find reliable, up-to-date, information on the internet and, from there, to develop the skills that enable them to draw up an objective, sound report on the global economy. This material facilitates teaching, learning, and qualification through the efficient use of the resources made available through the websites of international institutions such as the International Monetary Fund, the World Bank, the World Trade Organization, the Bank for International Settlements, Yale University, the International Trade Centre, the United Nations Conference on Trade and Development, and the Organization for Economic Cooperation and Development. The tutorial developed seeks to promote active learning, which helps future graduates to acquire investigative, exploratory and analytical attitudes through the use of new technologies.

Key – Words: Learning – E-content – World economy – Tutorial – Practical cases

1 Introduction

The world economy is undergoing a profound change, calling into question the system of governance that emerged after the Second World War with the Bretton Woods Agreement (1944). As a result of that agreement, the International Monetary Fund (IMF) and the World Bank were set up. It also gave rise to Havana Charter, the General Agreement on Tariffs and Trade (GATT)—now the World Trade Organization (WTO)—and the United Nations (UN). Europe today is under the influence of populism and Brexit, raising important questions about the future of the EU, the origins of which lie in the 1957 Treaty of Rome [1]. In parallel, 193 UN Member States have begun implementing the 17 SDGs included in the 2030 Agenda for Sustainable Development, which was approved unanimously by the UN General Assembly in September 2015. These cover a wide range of topics, such as eliminating poverty and hunger, tackling climate change, ensuring gender equality, designing sustainable cities, developing environmentally-responsible production and consumption models, protecting health and well-being, providing affordable energy, fostering innovative industry, promoting decent work, reducing inequality, and working to achieve peace, justice, and strong institutions, with solidarity and cooperation as an instrument for achieving the different goals. Given all of the above, it can be seen that it is imperative for all economic agents—entrepreneurs, consumers, public administration officials, politicians, etc—to be knowledgeable about the international environment. It is difficult to understand domestic economic problems, market trends, or the framework for developing international economic relations, without a sound knowledge of the constraints imposed and the opportunities offered by the global economy [2].

In the syllabus for the Degree in Business Administration and Management (ADE by its initials in Spanish) at the University of Jaén, this topic is included as a Core Subject: World Economy (Official State Gazette, 22 February 2011). In order to develop the course contents and use the internet in teaching—as a source of information to transmit knowledge and facilitate learning—it is necessary to be familiar with the websites of the main international economic institutions. New ICT environments make it possible to take advantage of e-content—content and services available on the web—thereby shaping ways of studying and teaching. The websites of institutions such as the World Bank, the International Monetary Fund (IMF), UNCTAD or the UN offer extensive, varied resources and, above all, statistical data on the macroeconomic variables that capture the current situation and recent economic evolution of countries around the world. The aim of this work, which is the result of a teaching innovation project developed at the University of Jaén, is for students taking the World Economy course, or students interested in the subject, to learn to find reliable, up-to-date, information on the internet and, from there, to develop the skills that enable them to draw up an objective, sound report on the current situation. Students these days use the internet as an easy, accessible resource for obtaining information. Teachers should provide them with the appropriate tools, while pinpointing the topics to be addressed, selecting
the material, guiding their use and evaluating the results achieved [2]. In addition, the use of ICT in university teaching is seen as essential in order to adapt to the requirements of the European Higher Education Area.

2 Problem formulation

The prospectus for the ADE degree—which is offered by the Faculty of Social and Legal Sciences of the University of Jaén—lists the World Economy course with 6 ECTS credits, 3 of which are expected to be devoted to practical aspects, taught through lectures, presentations, debates and solving practical cases. Traditionally, it has been customary to hand out written material at the beginning of each session of case studies taught in the classroom. These materials present a final situation report on any particular world economy issue that has been the subject of discussion and analysis, published by the research department of an international body. This material has a drawback: namely, the bias of the analysis developed, given that we cannot work with the primary data. In many cases, this makes it difficult to explain the variables that define current international economic situations, which in turn affects the learning process. Case studies based on prepared written texts can represent an obstacle to students understanding the facts they are analysing.

The wide variety of sources of economic data available on the internet means that the teacher of this subject must carry out a rigorous analysis and assessment of the information, as this is key to guiding the work of the students [4]. The development of a tutorial will help them learn to work with primary data, as well as to try to deal with the type of basic problems they may face in their professional activity, for which they will need to use the statistical resources offered by the different international economic bodies. The teacher should act as a guide in the web-based learning process, training people to operate effectively in an e-environment [5]. Above all, the aim is to manage the learning process by preparing practical cases, which require searching for specific content, accessing robust information, and processing and analysing that information, in order to produce a final report.

The methodology used to develop the tutorial involves the following sequence of actions:

Review and evaluate of the topics to be addressed, based on a thorough analysis of the core and complementary literature listed in the teaching guide for the subject. Given the wide range of issues included in the teaching programme, it is essential to carefully select the main issues that will form the focus of the tutorial.

Examine and analyse the websites of the major multilateral economic institutions, identifying the databases they offer, the ease of use of the information and the format in which the student can access it.

Produce 20 case studies based on the findings of the study.

Create materials.

Disseminate tutorial to teachers of the same subject at other universities and to former students of the subject.

Seek opinions of both the teachers and former students, by organizing seminars and meetings aimed at evaluating the materials developed.

Review practical tutorial in light of the contributions made by professors from other universities and the students consulted.

Edit the tutorial and distribute to third-year ADE students taking the “World Economy” course.

Evaluate the tutorial, by surveying the students and organizing two seminars to that end.

3 Problem solution

Creation of teaching material that enables understanding and self-learning, based on a tutorial consisting of 20 practical cases addressing the following contents:

Macroeconomic indicators and national accounts
Economic indicators and satellite accounts.
Fundamentals and characterization of the world economy.
Growth and development.
Balance of payments and exchange rate.
International financial markets.
International trade.
World population.

4 Conclusion

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Learning from e-content enables the students to develop different cognitive abilities, such as critical thinking, analysing, and summarising. The case studies prepared ensure that their new knowledge is not acquired in isolation but rather is linked to the issues raised. This makes the content more motivating and ensures that students can apply what they have learned to analysing real facts. Above all, this material facilitates teaching, learning, and qualification through the efficient use of the resources made available through the websites of international institutions such as the International Monetary Fund, the World Bank, the World Trade Organization, the Bank for International Settlements, Yale University, the International Trade Centre, the United Nations Conference on Trade and Development, and the Organization for Economic Cooperation and Development. Specifically, the tutorial developed seeks to promote active learning, which helps future graduates to acquire investigatory, exploratory and analytical attitudes through the use of new technologies. In addition, the aim is to facilitate the process of methodological innovation in university teaching and to adapt teaching methods to meet the new requirements stemming from European convergence. In addition, this initiative has made it possible to combine face-to-face teaching with online resources, thus promoting autonomous and active learning. It has sparked students’ interest in the topics covered, improved their practical understanding of the concepts explained in theory, and helped to boost their motivation and analytical capabilities, as a result of the applied evaluation system. The material created is also useful for students who are unable to attend class due to scheduling conflicts, whether due to work, other studies, placements at other universities, etc. The tutorial makes it possible for them to follow the case studies of this subject whenever and wherever they choose.

References:
Gamify thinking: how to favor participation and learning in College Education

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Abstract: - The knowledge society demands, as teachers, to promote among our students some competences that are essential to face the XXI\textsuperscript{th} century challenges. This task is especially important because our students are the future teachers. That is why an experience has been conducted in the Faculty of Education at the University of Valladolid, where a gamified intervention has been designed in order to promote students’ participation and thinking. This exploratory study analyses the impact thinking gamification has on students’ performance. Results show that gamification promotes students’ participation, it also helps making thinking movements visible, and it improves students’ performance. In view of the result achieved, it becomes necessary to increase knowledge of the effects gamification has in promoting thinking and learning.

Key-Words: Gamification – Visible Thinking – Participation – Learning- College Education.

1 Introduction

Play is an innate activity for human beings; it is also part of our comprehensive development and our learning. There are different types of games, people play for different reasons; that is why it is a really motivating activity for all [1]-[3]. Gamification is a methodology that consists in copying the mechanics of games to the educational sphere, with the aim of obtaining better results, to either acquire knowledge, improve an ability or reward specific aspects [4]-[6]. Visible Thinking starts with the Project Zero in Harvard University, and its objective is to integrate the students’ development of thinking with the learning of the different curricular contents in any educational stage [7]-[10].

2 Problem formulation

This experience has united Gamification and Visible Thinking in order to obtain the following objectives: (1) Promote students’ participation; (2) Analyse the impact thinking gamification has on the achievement of the Education Degree students; and (3) Reflect on the potential thinking gamification has on University teaching.

3 Problem solution

This exploratory study follows a quantitative methodology. The data collection tool has been an observation sheet where all the thinking movements expressed by students in the training activities were registered. The exam and analytical rubrics have been also used to assess the performance. The participants are 41 first-year students of the Pre-Primary and Primary Education Double Degree at the University of Valladolid. To implement this experience, the teachers prepared cards with the different thinking movements, so each card represented one thinking movement (eg. reach conclusions). These cards were awarded to those students who, through their participation, made some of these thinking movements visible (eg. when a student mentioned a conclusion he had reached in the class, he was given the appropriate card). When the class finished, the teacher gathered the number and type of cards each student had received in the observation sheet. When the course finished, each student had a total number of points, depending on the cards obtained, and they could exchange them for rewards (eg. extra time in the exam).

Objective 1: Promote students’ participation.
As Table 1 shows, students participated mobilising their thinking both theoretically and in practice.

Table 1

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258
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<td>Points obtained in the practice</td>
<td>3</td>
<td>.00</td>
<td>33.00</td>
<td>7,0000</td>
<td>6.49</td>
</tr>
<tr>
<td>Total point</td>
<td>3</td>
<td>.00</td>
<td>70.00</td>
<td>11,4872</td>
<td>13.78</td>
</tr>
<tr>
<td>Final mark of the course</td>
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<td>5.10</td>
<td>9.30</td>
<td>7,5057</td>
<td>.95</td>
</tr>
<tr>
<td>Valid N (according to the list)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Objective 2: Analyse the impact thinking gamification has on the achievement of the Education Degree students.

To analyse the impact thinking gamification has on the students’ achievement, it was used the Correlation analysis of Pearson between the variables. The results showed high correlations with the final qualification of the subject. It can be affirmed, with this data, that the more participation and thinking mobilization, the higher final qualification in the subject.

<table>
<thead>
<tr>
<th>Points obtained in the theory</th>
<th>Points obtained in the practice</th>
<th>Total point</th>
<th>Final mark of the course</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Points obtained in the practice</td>
<td>.830*</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total point</td>
<td>.965**</td>
<td>.947***</td>
<td>1</td>
</tr>
<tr>
<td>Final mark of the course</td>
<td>.574***</td>
<td>.485***</td>
<td>.558**</td>
</tr>
</tbody>
</table>

**. Correlation is significant at 0.01 level (bilateral).

4 Conclusion

The experience has been highly successful both for students and teachers; a direct relation between the number of cards obtained and the subject performance has been obtained. It will be quite interesting repeating this experience with a larger and more representative sample.

References:
Virtual Learning Object (VLO) To Postural Hygiene And Handling Of Loads And Its Implementation In Workers Of The Mini Markets In The City Of Bucaramanga And Its Metropolitan Area

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Abstract: In Colombia, academic studies on safety and health conditions at the workplace in the retail sector, known as mini markets, are limited. The purpose of the research was to design a VLO as an alternative to postural hygiene training and cargo handling for workers in micro markets in the city of Bucaramanga and its metropolitan area. A mixed type research was carried out with a descriptive approach, with the participation of a sampling of 200 workers from mini markets in Bucaramanga and its metropolitan area. A data collection instrument was proposed for the diagnosis of the population’s morbidity. Subsequently, the most frequent musculoskeletal disorders reported by workers in mini markets were identified. Finally, the design parameter of a VLO for postural hygiene and manual handling of loads were defined. From the application of the instrument, it was established that most workers in mini markets, have a secondary level of education, however, they are unfamiliar with postural hygiene guidelines and manual handling of loads. Around 51.5% have presented some type of back pain. Once the VLO was applied, significant progress was observed in the promotion and prevention guidelines.

Key – Words: VLO – Postural Hygiene – Handling of loads – Mini Market – Bucaramanga

1 Introduction

Companies must ensure that workers and their representatives are consulted, trained, informed and involved in the health and safety measures at work (International Labor Organization, 2008) [1]. The training of workers in occupational safety aims to reduce accidents at work (del Ángel, Ramírez, Carmona y Soto, 2017) [2]. From a Virtual Learning Object (VLO) according to Ausubel, Novak y Hanesian (1997) [3] interaction is allowed through interactive learning.

It is estimated that worldwide 860,000 of occupational accidents occur every day (ILO, 2014) [4]. Some of the injuries are related to postural hygiene and manual handling of loads. According to Perea (2009) [5], postural hygiene fosters healthy posture habits to prevent alterations and deformations. Workers that are exposed to workloads, can expose their health due to different aspects such as weight, postures, and loaded carries (Concepción-Batiz, dos Santos, Berretta-Hurtado, Macedo y Schmitz-Mafra, 2016) [6].

In Colombia, there are more than 200 thousand mini market stores, known as the retail trade of basic basket of food products (El Heraldo, 2015) [7]. The Chamber of Commerce of Bucaramanga, according to Vanguardia Liberal (2014), reports 6,186 associated mini markets. The purpose of the research was to design a VLO as an alternative to postural hygiene training and handling of loads for workers in mini markets in the city of Bucaramanga and its metropolitan area. A mixed type research was carried out with a descriptive approach, with the participation of a sampling of 200 workers from mini markets in Bucaramanga and its metropolitan area. In addition, a data collection instrument was created for the diagnosis of morbidity. Subsequently, musculoskeletal disorders were identified. Finally, the parameters for the designing of a VLO for postural hygiene and manual handling of loads were defined.

2 Problem Formulation

The use of information and communication technologies (ICT) are in everyday life. As Carneiro (2007) [8] affirms, ICTs are the main tool of transformation in the contemporary world.

However, education is considered to be the principal source of development, and from this perspective it is up to it to take on the challenge, expand and renew knowledge, giving universal access to information, as well
as promoting the development of communication skills between individuals and groups (Sunkel, 2006) [9]. Responding to this challenge, it involves incorporating and efficiently using available technologies and resources to improve teaching and learning processes.

Mini markets, provide a crucial link within the trade chain, since they are not fully independent, but are directly linked to the formal sector, especially in middle and lower classes (SA Tovar Espitia, 2009) [10]. According to a study on business and labor information of small traders: New evidence for Colombia, made for the ministry of finance and public credit, attached to the general direction of macroeconomic policy, the center of fiscal studies, in September 2013, the information seems to be improved. Similarly, this traditional channel showed only 18% of knowledge about social security, stating that only the percentage of workers in mini markets is affiliated with the social security system (Bustamante, B. 2013) [11].

The relationship that the worker has with his job, the mechanical and technical processes that this implies, is a factor that determines the appearance of osteo muscular injuries. Most back injuries are caused by constant bad postures and mechanical alterations when lifting and carrying loads, not only in companies, but also in daily life activities. Therefore, it is set out the following question: How the designing of a VLO can improve the guidelines for an accurate hygiene posture and handling of loads of workers from mini markets in the city of Bucaramanga and the metropolitan area?

3 Problem Solution

Once the morbidity instrument was applied, it was established that most of the sampling have completed secondary education. Analyzing what has to do with health care system, it can be said that the vast majority of people who are linked in the economic sector, are affiliated with an entity that provides health services. 17% of affiliated as beneficiary to the Health Promotion Agencies (EPSs), 28% contributors and 22% as subsidized health system. A 3% indicates that are not affiliated to any entity that provides health services.

When examining Skeletal Muscle disorders, it was found that more of the 50% of the population has presented pain in some parts of the back, this data is relevant, according to Meziat y Silva (2011) back pain was the major cause of disability in 2007, especially among trade workers.

Form the population who reported back pain, 13.5% showed pain in the cervical spine, 19% dorsal pain and the other 19% lumbar pain. It can be inferred that almost half of the studied population has presented difficulties regarding the handling of a physical and a static load. It is worth mentioning that the cervical disc can be responsible of the neck pain as a consequence of its internal disc disruption and degenerative changes (Torres, 2008) [13].

For the development of the VLO two basic applications were used, besides the well-known edition programs Adobe Prime for video clips and Photoshop for pictures and images, tools as Exe learning and Educa play and free type platforms were used in the assembly. The first one, allows users to upload content in the application, so that, it can be shared and viewed from any laptop of mobile device. The second one, lets the creation and editing of tasks and exams, in many assessment forms that afterwards can be uploaded in the Exe learning platform.

![Fig. 1. Descripción del contenido OVA](image1)

![Fig. 2. Ambiente Higiene postural](image2)
In the first chapter of the tool, the importance of ergonomics in the everyday life is illustrated through images and videoclips. It is shown on the VLO’s context and it is allowed the approximation and knowledge of the terms that will be used from now on. The platform permits the progress of the infographic by means of forward and backward keys, also it has a content chart on the left of the page, which allows users to go through it and find the content of their interest.

Finally, an assessment tool was designed and implemented with the target population before interacting with the VLO. As soon as they had access to the tools, they were evaluated again. In the first assessment, 36% of the answers were correct. When they interacted with the VLO, it was found that the number of correct responses increased 80%. This result showed a significant improvement in the target topics of study.

4 Conclusion

From the VLO building, an easy access tool was generated for any participant aiming to complement a teaching learning process. In this case, the knowledge created was to facilitate or improve the knowledge acquired through the experience in the workplace. The result of this application is to make that mini market workers located in Bucaramanga and its metropolitan area, participate actively in the process and discover how to learn online in a dynamic way, without paying attention to time, or place. This fact creates new knowledge and autonomous learning in the participants, allowing them to implement good practices in their working environment.

References:


ICT's as tools of educational transformation in emerging economies

Latin America

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Abstract: - From the perspective of the authors, the ICT's phenomenon has triggered a profound revision on educational models and programs around the world, however, emerging economies present a series of challenges and major challenges given their status as a rearguard in relation to innovation and technological development that impedes, co-opts and constrains the effective development of new global educational trends. Under this horizon, the objective of this paper is to carry out a theoretical, circumstantial and casuistic review of the evolutionary development of the implementation of technologies as a mechanism of educational transformation and the leverage of these in the emerging economies present in Latin America with special emphasis in the Colombian case. To achieve this, the processes of change that inexorably the new knowledge society imposes were used and, as such, they are inserted as transmission belts between local development plans and national economic aspirations. The results obtained consider an important advance in local development issues in various areas of education, which serves as leverage of the national economic growth plans, however, at a prospective level, the challenges to be overcome represent the greatest concern for the emerging economies of the American continent. The study is part of a research project developed under the auspices of Universidad de Sinú, where the methodology is applied based on the mixed paradigm, descriptive, ontological and under hermeneutical interpretation.

Key – Words: ICT’s – Emerging economies – Local development – Education – Latin America

1 Introduction

Humanity, walks inexorably towards the future hand in hand with Information and Communication Technologies (here in after ICT’s), which have positively changed perspectives in almost all areas of life, validating the indisputable idea that they must be used for the benefit of humanity; given the above circumstances and seen as has been the boom and expansion of ICT, proving that, in the field of education have contributed to the improvement, development and deployment of the educational field, which includes learning processes, empowerment of cognitive skills, teaching, research, efficiency and orientation, we must recognize that the next step must be taken. Faced with such good expectations, we must try to make the link between ICT’s, local development plans, national development plans and the transformation that is required in emerging economies in Latin America, in order to catapult education as an ally of the proposed goals, for the recognition of the weaknesses and the search for their improvement, leveraging on the new technological trends to achieve it.

2 Problem Formulation

Taking into account the foregoing, the following questions are posed: What are the risks for the region and its development, the delay in the application of new information and communication technologies? Is there a lack of consolidation of public policies on the new vision of integrating ICT in educational environments? And more importantly, how can ICT’s, local development, compliance with national development logs, and at the same time transform the education of emerging economies in Latin America? These and other questions give sponsorship to the topic to be developed, for which, the expert vision of key informants will be contrasted with that of prestigious doctrinaires, both locally and internationally, with which it is intended to respond to these and other important questions.
3 Problem Solution

From the Universidad del Sinú in Colombia, the aspects related to the use of ICT’s reflect that, in educational environments, their frequent use denotes the great impact they have, and as it is replicated in each faculty of education, ICT’s They have transformed into lines of research developed not only at the undergraduate level, but also have been strengthened by being included as an indisputable guideline in the postgraduate option works in Pedagogy, in this respect Vargas (2014) states that one can think that there is an active demand for science and technology from social projects, which can be created by reason of research and development systems with the capacity to generate processes of local appropriation of technologies, which would result in equity, however , to Vargas criterion, this has not happened. (p.59) On the contrary, public policies have been built unilaterally, and seem to serve the market more efficiently than the needs of citizens.

By virtue of the previous provisions, Hernández et al. (2016) concludes that, in the face of the unceasing desire to venture into economic development, it should be pursued in the first place, the educational and educational advancement of teaching competencies, for the purposes of linking the use of technologies with design capabilities of new learning experiences, so that new professionals are trained in avant-garde environments and are fully incorporated in their skills and that, from there, they can face the challenges they will face in fulfilling their new social roles.

It is therefore indisputable the contribution made by Marqués (2000) to explain that, the continued deepening of ICT’s, require a better context for economic development, as workers are almost forced to acquire in this new globalized environment, new skills personal, higher intellectual capacities and higher educational levels, by virtue of the technological boom, meanwhile, traditional educational systems, aware of such needs, must break the classical paradigm and migrate to the avant-garde environments demanded by society and the thriving economic development from today. In practice, in the opinion of the authors, there is a high level of competence of professionals with greater aptitudes and better conditions to fulfill the new demands that contemporary society fosters.

The educational transformation, according to the authors, will derive from the formative initiatives taken from the academy, through the development of public policies that promote the necessary synergy to catalyze the economic processes that raise the quality of life of societies and economies emerging from the Latin American region, promoting the recognition of shortcomings, objectively determine the ways of overcoming the weaknesses and provide the necessary focus to the priority issues that determine the social progress, sustainable and permanent that will result in economic progress, local and national .

4 Conclusion

As a result of the investigative process, it is concluded that Latin America, today, is experiencing serious problems of various kinds, which can be overcome by using cutting-edge technologies as a transmission mechanism between the use of technologies for the promotion of better training processes, starting with education, seeking to enhance the quality and capacity of human talent, forging better professionals, which contribute to the achievement of economic goals.

It is concluded that in Latin America there are outstanding examples of progress and at the same time of economic regression, where, their analysis results in live learning of lessons worth emulating and others, sobering the wrong way to implement public policies, that is why outstanding, the due use of information and communication technologies, in the understanding that its application is pursued for social benefit.

Regarding the emerging progress in the region, it is concluded that, because of educational progress, significant improvements in the economy are perceived, because the driving factors depend to a large extent on the varying capacities that can be erected in the business environment , therefore, the continuous changes will require human capital with more and better professional and social training, at the same time, the education and the transformation of the individual towards the moral and ethical values must be reoriented, with which intervention in the education with superior technological and pedagogical base.

References


Online distance higher education: possibilities and challenges for faculty

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Abstract: Distance learning is a form of teaching and learning where one of positive attributes is its time and place flexibility. Due to the importance of the student's autonomy, distance learning is strongly dependent on the didactic design of materials [1], which represents many challenges for faculty. In addition to attractive pedagogical strategies to engage students, distance learning should reflect the feeling of continuous follow-up [2]. To report the experience in course conceptualization online distance learning and to foment the reflection on the possibilities and challenges to faculty. This is a descriptive study, reporting experience, which emerged from authors' reflections in the process of conceptualization of a non-degree course with five ECTS. The novelty of the phenomenon itself and the learning possibilities lead the authors to discuss and reflect with each other on the challenges posed throughout the process. In this study, the experiences are described at the level of training for distance learning; structure and assembly of the course; innovation of pedagogical models; process of tutoring/monitoring students and evaluating. In distance learning, the faculty think the contents, but several professionals work them until reaching the students. This requires a perfect coordination and articulation between all. Initially, the faculty had a meeting with the members of Education Support Office with which outlined the guidance this type of courses, participation and use of the tools in the online platform. Being a faculty with this approach requires learning new skills. Then there were a few moments of specific training for online distance, which focused mostly, on the preparation of materials for the content availability. The structure and assembly of the course was planned, the time/scheduling of the activities, the contents for the video productions, pedagogical models to follow, the whole process of interaction and tutoring of students and evaluation modality. Faculty, in the role of students, were able to visualize the materials produced. For the authors the biggest challenge was to play a double role place, that of faculty and that of "apprentices". The video productions, working with new digital tools, new methodologies and new pedagogical instruments, have encouraged the development of scientific and pedagogical competences of distance learning, technical, social and management skills in order to maximize the results to be achieved by the students.

Key – Words: Distance learning – Higher education – Faculty – Student – Teaching materials

1 Introduction

Distance learning is not a new phenomenon. This learning modality is one of the production factors that promises to improve and broaden the educational systems and the capacity and facilities available for learning. It allows students geographically dispersed and residing in places where there are no conventional educational institutions to have access to the same education [1]. Knowledge will be available to anyone who is willing to learn regardless of the place, time and rigid formal educational structures [3].

One of the advantages of distance education is the possibility of greater reach by the flexibility that it allows and by the more favourable cost-benefit ratio. This modality encourages lifelong learning and enables students to be responsible for their own learning.

The student's autonomous learning component is strongly dependent on the didactic design of materials, which presents many challenges to faculty. The student is not merely an information or message receiver, communication goes two-ways and dialogue, creative, critical and participatory relations are established [3]. In addition to attractive pedagogical strategies to engage students, distance learning should reflect the feeling of continuous follow-up [2]. Geographic distance does not prevent a personalized education.

Distance interactions implies the adoption of new approaches and strategies and the use of a new language in the faculty/student relationship, in order to enable students to learn autonomously, independently and with flexibility.
Due to the need to extend this type of education and training to an increasingly digital society, there are several challenges for faculty and students. In tune with the advances of science and technologies of communication, it is necessary to manage some sort of change, promoting the pedagogical innovation and digital competence.

2 Problem formulation
To report the experience in the course conceptualization online distance learning and to foment the reflection on the possibilities and challenges to faculty.

3 Problem solution
This was a descriptive study, a reporting experience, which emerged from the authors’ reflections in the conceptualization's process of a course in distance learning. This is a non-degree course, with five ECTS, structured in four modules and running over eight weeks. It was a broadband course, aimed at a target audience of diverse scientific areas, which reinforces the need to think about the innovation and attractiveness of it.

The novelty of the phenomenon itself and the possibilities of learning leaded the authors to discuss and reflect with each other on the challenges posed throughout the process. In this study, the experiences are described at the level of training for distance learning; structure and assembly of the course; innovation of pedagogical models; process of tutoring/monitoring students and evaluation.

In distance learning, the faculty think the contents, but several professionals work them until reaching the students. This requires a perfect coordination and articulation between all. The team established the course. The faculty thought in the creative modalities capable of attracting students.

Initially, the faculty had a meeting with Education Support Office members. This team outlined the guidance on the organization of this type of courses, participation and use of the tools in the online platform. In this approach faculty requires learning new skills. Then there were a few moments of specific training for online distance, which focused, mostly, on the preparation of materials for the content availability. It was planned the structure and assembly of the course, the time and scheduling of the activities, the contents for the video productions, pedagogical models to follow, the process of interaction and tutoring/monitoring of students and evaluation.

This was a new experience, it were many hours in the role of "apprentices". Much of the material consists of recorded videos. It was necessary to make video recordings repeatedly until it reached the desired quality. According to available evidence, the availability of videos about the contents are very useful and facilitators of student learning [2]. In addition to reinforcing knowledge, they increase intrinsic motivation and foster greater involvement for the students at the cognitive, emotional, and social levels.

The next step was to make teaching materials available. Faculty, in the role of students, were able now to visualize the materials produced. Distance in this teaching modality is one of the aspects often criticized for the lack of direct interaction between faculty students [4]. In order to minimize this effect and to achieve greater success, developing a feeling of belonging to a group in students was one of the biggest concerns. According to some authors, faculty of distance learning are student’s facilitator by sharing experiences and being accessible, available, and responding to their needs. [5].

The entire faculty-student interaction took place online. The platform included a space called "Forum", available throughout each module and used to clarify doubts about the contents made available and the proposed activities. In the end, there was a "Chat" where the whole group met each other through a video camera in a virtual classroom. Everyone participated and had the opportunity to interact directly with faculty. It was a space for reflecting subjects related to the topics covered throughout the module. It was a space to clarify some questions. It was a moment promotor of a deeper reflection within the group.

Each of the course modules took place in two weeks. Students developed an assessment activity for each module. In two different moments, the students submitted two self-assessment Quizzes and always received written feedback with additional reading notes.

Evaluation is a necessary action pedagogical for the quality of the teaching-learning process. Therefore, it should contemplate the formative function during the process, serving as a way to inform the students about their performance and possible alignments to reach the objectives. In conclusion, the students were able to express their satisfaction. There was an oral evaluation and the students’ narratives showed that they want to be an active part of the process educational.

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Faculty and students satisfaction encourages the experience. There are evidences that the technologies and support services are important to increase faculty satisfaction in online education [6]. It is important to bet on the qualified and satisfied faculty. Taking advantage of available technology is important to invest in best practices that can transform higher education from a distance. [7].

4 Conclusions
Distance learning is a valuable tool for the development of collaborative learning, which implies a constant faculty awareness about his way of teaching. Students want to contribute by building innovative responses and not to assume them as something ready and finished. Interaction modality implies the adoption of new approaches and strategies and a new dynamic communication between the faculty and students in order to make the learning process autonomous and flexible. Faculty approach is innovative and despite the geographical separation can promote a greater interaction with students.

Among the challenges imposed on faculty, the authors emphasize the need to deal with new digital tools, new methodologies and new pedagogical tools. Therefore it was imperative to develop and deepen scientific and pedagogical "distance learning skills", technical skills, social and management in order to maximize the results to be achieved by the students. The geographical distance does not interfere with the process quality.

The experience here reported allowed faculty to be in different roles. In the role of “apprentices”, due to the need and opportunity to prepare themselves to learn new technologies and in the faculty role, by the need to guide students to learn in different times and spaces. For the authors this was a greater challenge.

Being a faculty in online courses requires a new approach capable of satisfying the challenges posed by a differentiated education. In order to respond to quick educational changes possibility of faculty training can also be a challenge for full involvement in the online distance higher education.

References
Instructional Model Supported by Mixed / Hybrid Reality for Teaching Biomes

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Abstract: The present quasi-experimental research focuses on the development of a methodology to use the Mixed/Hybrid Reality (RM/RH) to create a prototype that allows the learning of biomes for students of 6th grade. A mobile application with RM/RH was developed and implemented in an experimental group. A control group used traditional learning methods. The data showed statistical differences between the control and experimental group in terms of learning and content appropriation.

Key Words: Mixed / Hybrid Reality – Augmented Reality – Biome – Learning – Education

1 Introduction

In the last decade Information and Communication Technology (ICT) have forced Education to move faster and therefore, change traditional learning environments [5]. The arrival of innovative initiatives has changed the way today’s learners see traditionally complex contents. Virtual, augmented and mixed reality have allowed traditional education to change its pace as technology does.

At the global level, in Latin America and Colombia, there is documentation on the mixed/hybrid reality that supports the research proposed in this paper. Articles on Augmented Reality and Mixed Reality presenting a general vision of what is mixed reality, its current development and its possible uses [1]. Similarly, there is information related to the development of technology in different types of mixed/hybrid reality and in topics such as underlying technology, the development of prototype systems, and their human use [3]. Finally, Icaza [4] details the state of the art, which describes the existing technologies, emerging technologies, products, and services generated, and finally a taxonomy, which interweaves the technology used with the resulting products.

In natural sciences, the use of VR allows teachers to recreate situations where the learner can focus on problem solving and visualization. This attractive practice facilitates students learning without being perceived as an activity that requires much effort [2]. For this reason, this project proposes the moorland biome as a virtual learning scenario, in which students can explore, analyze and propose solutions to the different problems of this ecosystem.

2 Problem Formulation

In all content areas, from early childhood to the University level, there are topics that, due to their complexity, require much more time and dedication to both teaching and understanding. According to Shaw [6], the technical language and the lack of attractive illustrations make these issues more complex for learning.

This leads to the research question: How, from an ICT instructional model, can it be taught contents that have traditionally been considered complex and difficult to access?

This question derives a sub-question: Is there a statistically significant difference in academic performance between a group receiving classes in a traditional way and another that implements an ICT instructional model with MR/HR?

3 Problem Solution

This project has 2 phases that compare the initial state of appropriation of concepts with the final state when the students interact with the topics

Phase 1 pre-test
18 questions are placed in 3 cubes, one question per face so that students can interact more easily with the augmented reality.
Subsequently, the pre-test is performed using the Augment platform in its free version. Students in sixth grade are gathered in groups to collaboratively experience augmented reality and answer the questionnaire (Fig.1).

Fig.1. Pre-test questions with the augmented reality tool, taking into account the contents of the biology course at the Caldas Institute

Phase 2 experimentation and post-test

For the development of the prototype of virtual reality, a script is created (Fig.2) with the narrative, activities, and contents, which would be explored by the students. The narrative includes 3 characters and 3 environments to allow students to learn, to investigate and to propose solutions for the moorland care and its preservation.

Fig.2. Script map

The application was developed using Unity and Google Cardboard SDK. These tools allow generating a high-quality immersive application that can be used by the vast majority of mobile devices. For the experience to be enriching and representative, it was necessary to create multiple 3D models (Fig.3) that represent the current objects in the moorland such as Coatis, and Frailejones.

Fig.3 Paramo 3D models

In order to assess the students learning, virtual reality glasses and cellular devices with the developed application were used. Students got to explore a virtual world following a story while they were recognizing different elements of the moorland (Fig.4)
Fig. 4. Interaction with the Mixed Reality application.

Once the activity was over, the students solved the activities given in the study guide. As a result, the students worked and submitted multiple proposals to conserve the moorland.

Pre-test: with 23 students, the control group had better scores than the experimental group. The mean of control group was 76.78 vs 73.70 in the experimental group.

<table>
<thead>
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<th>N Valid</th>
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<tbody>
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</tr>
<tr>
<td>Mean</td>
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<td>74.00</td>
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<tr>
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<td>211.45</td>
<td>Variance</td>
<td>115.31</td>
</tr>
</tbody>
</table>

Table 1. Pre-test comparison between means

Post-test: The best results were the ones from the experimental group with a mean of 83.91 vs 74.43 in the control group.

<table>
<thead>
<tr>
<th>N Valid</th>
<th>23</th>
<th>N Valid</th>
<th>23</th>
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<tbody>
<tr>
<td>Lost</td>
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<td>Lost</td>
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</tr>
<tr>
<td>Mean</td>
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<td>9.170</td>
</tr>
<tr>
<td>Variance</td>
<td>83.530</td>
<td>Variance</td>
<td>84.083</td>
</tr>
</tbody>
</table>

Table 2. Post-test comparison between means

F Sig. t gl Sig. (bilateral) Differenc e of means Standard error difference 95% confidence interval of the difference Low er Hig her
Table 3. t-test (Levene’s test of equality of variances)

|   | 833 | 66 | 3,511 | 44 | 0.001 | -9.478 | 2,700 | 14,919 | 4,038 |

4 Conclusion
Observing the execution and the results presented in the previous sections it can be deduced that the prototype showed that the students (experimental group) that mediated their learning process with the strategy that integrated the mixed/hybrid reality, obtained, in the knowledge test, a statistically significant difference compared to the performance that the other group (control) of students showed in the same test.

This prototype and the results found in this study open the door to new studies and applications that could include the integration of the developed model and instructional design in educational environments that range from early childhood (with reasonable adjustments) and higher education.

This study also managed to establish a positive relationship between academic performance and technological mediation. However, this relationship must have, as other authors have described, a coherent method, accompanied by activities supported by pedagogy and didactics that, applied in any learning environment, create the synergy that students can take advantage of and thus enhance his cognitive processes.

References:
Abstract: The development and strengthening of mathematical basic skills has become a priority within Higher Education Institutions (HEI), since it allows students to acquire problem-solving skills in their area of knowledge based on the understanding, abstraction and reasoning of mathematical processes. Given the above, HEIs seek to level these skills in students who enroll in the first semesters, because they often have shortcomings in their management. Based on the above, this research seeks to describe the experience in the design and implementation of the Mathcoach® gamified teaching strategy, as well as the results obtained by the students of the Business Administration and Management program in virtual mode of Corporacion Universitaria of Asturias. As a methodology, the case study method was applied, divided into two phases; the first one provides a qualitative description of the gamified product; while the second analyzes through descriptive and inferential quantitative techniques the results obtained by the students, both in the tests that make up Mathcoach® as well as in the subject of Applied Mathematics. Findings include the identification of a positive relationship between the implementation of the gamified product and the performance of the subject analyzed, and also an improvement in mathematical skills among students who were submitted to the gamified product, allowing to recognize that through this teaching strategy it is possible to reach the scope of learning, development and strengthening of these skills.

Key Words: Gamification – Teaching strategies – Mathematical skills – Higher Education – Virtual

1 Introduction

Since 2008, the Ministry of National Education (MEN) of the Republic of Colombia, has established the guidelines for implementing competency-based training within HEIs [9]. In this sense, both Decree 1075 of 2015 and Decree 1280 of 2018 state the importance of orienting the academic exercise to the development of basic, transversal and specific skills of each discipline in students [11, 10]. Thus, the exercise of training by competencies draws a horizon in the academic administration of higher education.

So, the MEN defines basic skills as those that respond to the demands made by society with respect to professional training [8]. This establishes four basic competencies: 1. communication in the mother tongue and in the international language; 2. science, technology and information management; 3. political constitution and citizenship; and 4. mathematical thinking.

According to the above, mathematical competencies are conceived as those that allow the development of problem solving, the meanings of mathematical languages, the ways in which conjectures and reasoning can be made, allowing the students to analyze reality, produce new ideas and knowledge, as well as understand situations or data, adapting themselves to changing contexts [3]. In this aspect, the input of basic mathematical competencies is highlighted by contributing to cognitive development, allowing actions such as observation, representation, data interpretation, analysis, synthesis, assessment, application and reasonable action, which allows to identify that the purpose of mathematics teaching is the development of reasoning and abstraction [15].

Although important efforts have been made to develop and strengthen these skills at various levels of education, Colombia is lagged compared to OECD countries. In view of the above, Higher Education Institutions (HEIs) should level out basic mathematical skills, given that students who enroll have shortcomings in the management of this competence. Under this perspective, several authors relate the low performance of Colombian students in the area of mathematics with the few conceptual bases, linked to the attitudinal factor facing mathematical knowledge and the way it can be applied in the real world [2, 14].

Due to the above, HEIs have been implementing various strategies and methodologies for the appropriation of mathematical skills by students, highlighting this way: level courses, tutorials and gamified products. The
latter refer to the use of design elements characteristic of games (components, mechanics and dynamics) in contexts other than these, such as education [12]. In this sense, gamification allows the student to generate interest in the subject, as well as facilitating learning behaviors (e.g. persistence, or improving time in the development of tasks) [5].

In higher education, many studies document the use of gamified products as a teaching and learning strategy. However, there are few studies focused on the development of basic mathematical competences in the Colombian context, thus, highlighting the studies carried out by [12, 1, 7] who designed and implemented gamified products in mathematics courses in different faculties in face-to-face mode. In the case of virtual modality, there is evidence of the study carried out by [13], in which a more enjoyable and educational virtual learning environment (AVA) was designed for the teaching of pre-calculus.

Thus, the objective of this study is to describe the experience in the design and implementation of the Mathcoach® gamified teaching strategy, as well as the results obtained by the students of the virtual Business Administration and Management program of the Corporacion Universitaria of Asturias.

2 Problem Formulation

This work aims to contribute to studies on the use of gamification in virtual higher education and, specifically, in mathematics subjects among Colombian students. To this end, the case method of a gamified product applied during the first four-month period of the academic year 2018-2019 at the Corporacion Universitaria of Asturias is used in a completely virtual modality and specifically in the academic program of Business Administration and Management in the framework of Applied Mathematics subject.

3 Problem Solution

In order to provide a solution to the problem described above, and within the framework of the case study method, a qualitative description is first established, based on the parameters established by [6], of the Mathcoach® product that has been developed by Corporación Universitaria Institution of Asturias. Secondly, a quantitative analysis is made of the results obtained by the students, both in the tests that compose Mathcoach® as well as and in the subject that is object of application.

4 Conclusion

The results show a positive relationship between the implementation of the gamified product and the performance of the subject analyzed, as well as an improvement in mathematical skills among students who underwent gamified strategy. These results are consistent with studies previously conducted in countries such as the United Kingdom and the United States, as well as those conducted in Colombia in face-to-face mode [14, 1, 7] and in virtual mode, as is the case with the study conducted by [13]. Likewise, it is important to recognize that through this didactic strategy the scope of learning is possible. Given that students learn through the achievement of challenges, this methodology allows the students to develop problem solving, collaborative and cooperative work, as well as their disposition to the capacity of logical and critical reasoning, which are developed through exposure to challenges [4].

References:


Flipped Learning and University: new teaching methodology using ICT

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This text arises from the project “University and E-students: the use of ICTs as an innovative methodology in the juridical-criminological sciences” (4305-Research Networks in University Teaching, University of Alicante).

Abstract: The use of information and communication technologies (ICT) also extends to the areas of University knowledge, as the new generation of students demands a closer, direct and participatory teaching style, adaptable to the needs of every school and every student. The most frequent teaching tools, based on a master class and manuals, are taking a step backwards in favor of those teaching-learning processes based on the use of ICT with a direct and personal education, as well learning which lasts longer and is meaningful. A good example of this is the use of the Flipped Learning, where the students are the drivers of their own learning process, the teacher becoming a mere guide that helps, motivates, guides and generates meaningful knowledge for the students through cooperative, participative, diverse and plural learning, according to the demands of the student group.

Key – Words: Flipped Learning – Teaching-learning – ITC – Innovation –E-students

1 Introduction

The Agenda 2030 of the United Nations highlights the catalytic role of Information and Communication Technologies (ICT) as engines for achieving the Sustainable Development Goals at the university level[1]. The global world in which we are today, where everyone is interconnected with a single click, from any point of the planet and at any time, requires knowledge and learning to be more accessible, personal and direct, because with the daily use of ICT, to have immediate access to a multitude of content and tools that allow us to learn differently.

As a result, the University, as a permanent center of knowledge generation, has the responsibility of reinventing itself to adapt to a virtual and technologically advanced and connected world, which demands another way of learning.

It is no longer just to provide knowledge, but to foster interest, motivation for teaching and the knowledge that derives from it. Hence the need for bringing social reality closer to educational reality, with the aim of learning to learn, instead of memorizing contents and passing exams, without acquiring the skills and abilities necessary for professional life[2]. As Pérez Albala[3] indicate, it is not only matter of acquiring a minimum of knowledge from all those who work in the classroom, but also to acquire it from a small core content, having the skills to expand and acquire competencies.

This is achieved when there is a symbiosis between the students and the people who give them knowledge, promoting joint learning, where students feel included, because in this way, they will fell interested in learning and will be growing academically, marking their learning pace and setting the limits of their own knowledge. The teacher changes his role as an instructor to a mere conductor of the teaching-learning process, giving the protagonist position to the students. Thus, as Mayer[4] states, direct instruction changes from a space of collective teaching, as is being done in the class under the traditional method, towards an individual learning space, in which the educator guides the students as they apply the concepts, usually with the use of self-directed audiovisual materials.

Thanks to the existence and coexistence with digital services and devices, the classrooms become more open, creative and diverse[5], with a thousand of possibilities to implement learning in a more suitable way adapted new e-students. One of the teaching methodologies that best adapts this academic innovation is, the use of the Inverted Classroom (Flipped learning, Flipped classroom), where the student acquires the main role and the teacher becomes a cognitive instructor, who guides the student in the acquisition of their skills and abilities, being the communication between them bidirectional[6].
The goal of all this work is to offer students different learning tools to make their teaching the best possible, to make them feel part of the academic and student world during the years spent in college, without diminishing their motivation for new knowledge and for them to acquire, as Membrado[7] says, the necessary skills and competencies to move fluently in their professional future. Consequently, the teacher’s work focuses on providing them lasting tools through which they can succeed in any scenario or situation, because it’s no to ‘know’ in the sense of accumulating knowledge, with greater or lesser brightness, longer enough now we need ‘know-how’[8].

2 Problem Formulation
For years, the number of University students has decreased, as well as students expressing their dissatisfaction with the contents and the teaching methodologies used at university. This has generated an ineffective knowledge, valid only to overcome the subject at a specific moment, with said knowledge disappearing afterwards, resulting in students with university degrees, but without professional motivation or skills to develop their professional career. Above all, the result is a sense of wasted time, as students do not understand why they should attend class when they only read a book or listen to a teacher talking in each subject.

It is time to invest in this situation and generate long-lasting knowledge over time, and provide students with useful skills and professionals abilities that allow them, not only to grow as individuals and students, but also professionally, to teach them that the limits of knowledge are set by them, not by a manual or a teacher. In other words, the roles and status of all those involved in the teaching-learning process must be changed. Teachers no longer have a primal position where only discourse made in a unidirectional manner matters, but rather the classroom must become a ‘laboratory’, where knowledge is created and shared, with bidirectional discourses between the teacher and students, so that there is a symbiosis between the two, improving teaching and learning, not only of people who excelled within the classical method, but for all students, with a cooperative, modal, plural, diverse, flexible, universal and individual work, allowing students to advance and shape the way they learn.

For this purpose and with the aim of improving the learning results of the students of Criminology of the Faculty of Law at the University of Alicante, during academic year 2018/2019, the Flipped Classroom methodology has been implemented. This innovative methodology has been applied to 58 students in the online format, through the Moodle platform offered by the University. The teacher has guided students throughout the subject. Said subject consisted of eight units related to constitutional law, through resources of diverse nature and with time frames suitable to carry out the subject, promoting both individual and team work, alongside constant feedback, both with the teacher and the rest of students, so that knowledge has been permanently updated.

3 Problem Solution
At the end of the course, in order to evaluate the students’ degree of satisfaction, as well as the adequacy of this tool as a method of learning, the students voluntarily answered two questionnaires: one at the beginning of the course on the knowledge of the subject and the expectations generated with this methodology and another at the end of the course based on the level of final satisfaction.

The results show that, although only 16,7% of the students surveyed did not know or previously had not used this methodology, at the end of the course 90% of them believe that it is necessary to implement new teaching-learning techniques within the university. In addition, 100% believe that the online format is one of the best ways to implement these tools, as it allows them to be better connected to the university, despite the fact they are not present, losing the feeling of loneliness and abandonment suffered by an online student in the classical methodology. Finally, the majority of students recommended the extension of innovative methodologies, such as Flipped Classroom in other subjects, as it this has allowed them to acquire more meaningful knowledge and be part of their teaching-learning process, as well as being able to shape it according to their interests, time and/or abilities.

4 Conclusion
The use of current technological means goes beyond the mere social or personal sphere, as it is also transferred to other areas such as academic, where new e-students wish to use tools closer to their daily life and,
consequently, as Pérez Albadalejo\textsuperscript{(3)} reminds us, there will be coherence between the way of learning and the way students live, so that if the learning procedures are familiar, access to knowledge will be much more familiar and motivating.

This is the objective pursued by the Flipped Classroom, promoting a more effective learning among students, since the teacher can carry out the subject according to the needs of the students. In this way, rigid classes and unidirectional speeches are left behind, leading to open, flexible and modal classrooms, where knowledge is created and shared, not only from the teacher to the student, but also vice versa. The established objective has been achieved, providing students with the tools, skills and abilities necessary to generate enduring, effective and satisfactory knowledge, through which students have not only overcome the subject, but have also increased their level of satisfaction with the knowledge acquired.

References:

5. Aula Planeta. (2014). Five initiatives to turn students into protagonists of their own learning.
Abstract: - The pages hereafter bring about a long parsed dilemma within the field of contrastive linguistics: the either existent or non-existent dissimilarities of modal verbs taking the cases of English and Spanish. Modal verbs in English have historically been examined ad nauseam by Spanish researchers in quest of equivalence and parallelism for assorted purposes. With a view to set up such comparison, a selection of newspapers’ editorials, namely The Guardian, The Telegraph, El País and El Mundo, were consulted to the development of a corpus relating to as much real and everyman a language as possible. The results succeeded to prove as follows: English readers used modal verbs greater in number than Spanish ones, with, notably, differences in particular instances. What’s more, English readers appear committed to ‘ability’ rather than ‘possibility’. In the same breath, the former arguably preferred indirect modals choices within can, could, may and might.

Key-Words: Modal verbs – Contrastive analysis – Editorial – Corpus – Newspapers

1 Introduction
The internet has ‘come alive’ to turn people’s lives around irreversibly. Ever since the World Wide Web stopped being an almost inaccessible system only for a wealthy minority internet users were provided with a very captivating space to express oneself. With the passage of time, people, multinationals and other companies understood that having a ‘website’ was a ‘must’. Newspapers, many whom still have a print version, had it on their way too. Furthermore, they gave the reader a blank box upon where commenting what the news evoked them.

This space to comment has proven to trigger off participation due, basically, to anonymity. Readers are indeed blatantly free and untracked. Commenting in a newspaper has turned into the epitome of openness, honesty and freedom of speech. By the same token, this modernization dragged the interest of researchers and experts on the areas of linguistics and discourse analysis. One of the subgenres within discourse analysis is that known as modality. According to experts on the matter such as Palmer [11], modality is the system that a language employs to convey a speaker’s attitude about any topic. Whereas modal verbs in English include further forms than those included in our study [11: 3], it is also true that individual modal verbs per se account for, virtually, modality as a whole in English. In addition, even if Palmer [11] contends that other languages such as Romance languages may resort to different modes such as the subjunctive in Spanish, the ultimate object of this study has been, specifically, a numeric comparison between the two languages and their exact same counterparts.

2 Problem Formulation
Many and various have been the studies that have so far addressed the expression of modality in English [2; 10; 12; 13]. By contrast, not many of them have proposed modal verbs in Spanish: “Considerable research exists on the various uses of mods of obligation in English, while the number of studies on Spanish mods is limited” [4]. Both [1] and [15] show how modality itself stands for a function of language that expresses beliefs, taking sides and uttering dis/agreement.

In the case of English, it is somewhat obvious that modality can be issued not solely through modal verbs but via diverse particles or phrases [11; 16]. In what regards this study nevertheless, the modal verbs selected were Can, Could, May and Might for English and the verb Poder in Spanish in all the equivalent forms.

The decision made upon choosing and dismissing modals was based first on a prior revision of works such as [5; 7; 9; 11; 14] and [8: 95]. These include studies where both theoretical explanation and more pragmatic tables of modal verb equivalences were offered. The second step to determine whether those where the right
modal verbs to take into consideration or not was, fundamentally, tracking down instances of the different sorts of modal verbs in the corpora: The English corpora consists of 293 comments; the Spanish one adds up to 441 pieces. Yet, words, the measuring standard taking precedence comes to be 20,000 in both languages.

3 Problem Solution

Come this point, it is now time to give way to the quantitative evaluation that typifies them according to the times they appear in the text:

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>SPANISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERB</td>
<td>N</td>
</tr>
<tr>
<td>I. Can/can’t/cannot</td>
<td>68</td>
</tr>
<tr>
<td>II. Could/couldn’t</td>
<td>27</td>
</tr>
<tr>
<td>III. May</td>
<td>12</td>
</tr>
<tr>
<td>IV. Might</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL MODAL VERBS ANALYZED</td>
<td>122</td>
</tr>
</tbody>
</table>

Fig. 1: Times each modal verb appears in the corpus for each language. Frequency/1,000wds.

With respect to total number of modal verbs in English and Spanish, there is a quite evident difference between modals, namely 98 hits more in English. At first glance, it could be hypothesized that other marginal translations of the modal verbs in Spanish have not been verified. Modality-wise Spanish has proven to be less fixed than in English, a more extensive study may prove more illuminating. In this regard and pointing back at further lines for research or future revisions of this piece of work, Palmer [11] for instance mentions further issuing of modality for Romance Languages such as Spanish, for instance through the Subjunctive mode (2014: 3-5). For further reference, as is stated in [8], “In contrast to e.g. Romance [...] modals, the Germanic modals can be claimed to stand out - morphologically, syntactically and semantically - such that they can be said to build a grammatical paradigm” [8: 175].

Fig. 2: Times each modal verb appears in the English corpus
In (2) and (3), the dissimilarities do not only refer to number of entries but also to matters modal’s order in terms of appearance frequency. *May* for instance, is the last modal verb in English whereas in Spanish it was the one employed the most. Similarly, *Could* positioned third in English whereas it can be seen penultimate in Spanish. When expressing their opinions, English speakers showed a higher inclination to express ability rather than possibility [3]. Besides, the variability from one verb to another proved broader in English likewise: the standard deviation in English throws a disparity of 19.59 while in Spanish it was only of 9.34.

Figure 7 shows the most representative modal verb in the English language: *Can*, or the most frequent modal verb in the subgroup *Can/Could/May/Might*. As for Spanish, it is the second one, replaced in the first position by *May*. The order in terms of frequency would be: *Can, Could, May and Might* for English and *May, Can, Could and Might* for Spanish.

The difference in use between first and second preferences was far more significant in English too (2.03‰ between *Can* and *Could* while only 0.10‰ between *Poder —May— and Poder —Can—* in Spanish). Moreover, the second most common modal verb in English was could (27 times). Yet, in Spanish it was the *Poder* (*Can*; 23 times). Notice also the difference in frequency: 1.33‰ of could against 0.24‰ of its corresponding *Poder*. Furthermore, the considerable difference in frequency between can and its corresponding *Poder* in Spanish shows by a difference of twice as much: 3.36‰ in English against 1.13‰ in Spanish.

The widest distance is found through *Could* and *Might* both almost unnoticeable in Spanish (figure 7) and to be explained in the longer version of the article.

4 Conclusion

Looking back at the initial hypotheses, they proved to be correct and achieved to a considerable degree: the duet English-Spanish manifested significant differences in their use of the modal verbs. Carrió-Pastor’s findings that “NNES [Non-native English speakers, thus Spanish people] made greater use of can, which expresses the possibility” [3: 162] that was similarly echoed here. As an example, the use of *can/can’t/cannot* in English was three times as much as in Spanish.
References:


From traditional to virtual education: reducing gaps for competences empowerment in the XXI century

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Abstract: This article intends reflexively to explain how the boom of technology has managed to boost and promote the appearance of new pedagogical practices to make the universality, modernization and updating of knowledge democratic [10] and improve the quality of education that is taught at the higher education system. In this respect, it is important to bear in mind the necessity of bringing together the barriers that separate traditional (face to face) education from virtual education so that the student equip himself with the competences that he needs in order to face the XXI century challenges. An effective way to reduce such invisible barriers is the implementation of the problemist nucleus learning which is a strategy based on the ‘learning by doing’ technique. The use of this strategy promotes the development of a relevant, appropriate and contextualized training that facilitate the combination of theory with practice to ease the decision making and conflicts solving tasks connected with the personal, social and work environment [8]. The purpose of putting into practice this technique is to empower the student with the competences that will let him lead his life in a sustainable and supportive way. Hence, it is essential that the instruction is no only conducted by the learning by doing strategy and the e-learning modality, but also that it is ruled by some specific principles such as inclusion, integration, cooperation, flexibility, equity, biodiversity, sustainability, work, security and well-being [9], that will offer the learner a permanent learning mode by and for life.

Key – Words: Virtual education – Face to face education - CEIPA pedagogical model – Empowerment of competencies – Constructivist learning

1 Introduction

This article presents the results of a research carried out in CEIPA, Business School. It is intended to analyze specific aspects of the transition of traditional education to virtual education, bearing in mind that the gap that separate one from the other must be reduced in order to guarantee that the student empower himself with the required competences to face the challenges in the XXI century successfully. The boom of the Technology of Information and Communication (TIC) has made possible this transition and, CEIPA, as an Institution of Higher Education, has appropriated it for the development and the consolidation of a pedagogical model focused on the “Learning by Doing” strategy [5] whose fruits are generating a meaningful impact, according to the results obtained from the “Saber Pro” test, administrated by the Ministry of Education of Colombia on the future graduates throughout the nation, indistinctively of the modality of study: face – to face, virtual or mixed [6].

As a result, it was convenient to establish the importance of setting standards and public policies that would make us brake with previous paradigms but, above all, build a safe, effective and efficient educational model that promulgate the essence of the ‘constructivist’ approach and a new body of concepts such as the interactionism (Siemens), the pragmatism (Dewy), the complexity (Morin), the cognitivism (Ausubel), the interdisciplinary (Gibbons), the globalization (Toffler, Mc Luhan, Wallerstein, Yip) and the technoeudative based on Arboleda and Rama statements [1], since it has been observed that, in this global era, the individuals that possess the best competences will be the ones who obtain the best job opportunities and socioeconomic benefits. As long as we learn these and other lessons that derive from the technological, educational, social and scientific field, we will be able to equip the learner with an endless amount of competences for the empowerment and safe, flexible and reliable transition of the 2.0 society to the 3.0 one and so on. In the problemist nucleus learning strategy, the learning by doing technique offers the bases to learn from the experience, this principle should not be an end but a mean for the hybridization of traditional with digital environment. This can turn into an ideal tool to complement the academic work. Empowering the student with
competences to face life and be ready for action should not be considered a requisite, it is in actual fact imperative for the development, innovation and creation in the XXI century.

2 Problem Formulation.

From the 90s, the boom of the Technology of Information and Communication (TIC) – due to internet – make possible the birth of a series of transformations and changes in Higher Education without precedents. Some of them are: the access to content and information in fast form from Wikipedia, Yahoo, Google and other sites; the emergence of team work collaborative environments and reinforcement in education for shared objectives; the inclusion of social networks, particularly, Facebook, Twitter, YouTube, WhatsApp, Skype, among others with academic purposes; the incorporation of mobile devices (computers, tablets or smartphones) to have access to information at any moment and place [12] [7]; the blooming of personal environments for learning manage by the student himself; setting his own processes of teaching and learning; the design and use of software or programs to encourage the development of new experiences that contribute with the meaningful learning; the disappearance of gaps between formal and informal education, creating an invisible, flexible and continuous learning for a lifelong learning; to cite just some of the innovations in terms of education that has drastically boosted the transition of the traditional pedagogy to the virtualization, bringing as a consequence a reengineering within the Institutions of Higher Education.

All this has meant a revolution in pedagogical, philosophical, curricular, axiological, administrative, legal, management and any other kind of term – encouraged by the technological development – that make us (re) think about all the teaching and learning processes, mainly, as consequence of the adoption and implementation of TICs as strategy, not only for the transformation of the social framework, universalization of knowledge, modernization and updating [10], but for the competence empowerment in the XXI century [11], which is essential for the learner to manage inserting and adjusting in a safe, fair, efficient, autonomous, free and democratic way in the labor market which is more competitive, globalized and interconnected each time [3].

3 Problem Solution

Learning by doing is a contemporary methodology explained by the American philosopher John Dewey. This teaching method is based on the resolution of problems. In this sense, the student experience is pertinent, appropriate and contextualizes his training in correspondence with his personal, social and work environment. CEIPA, Business School, a University Institution of Colombia, has owned this principle as mainstay to design, develop and manage its own teaching and learning model: The Problemist nucleus – name with which has transcended from private spaces to public spheres – or Learning Based on Problems (LBP). This terminology has been adopted and implemented by many institutions of higher education for the curriculum design[4] and emergent pedagogical purposes.

To sum up, it can be said that the learning by doing strategy has been used to bring the gaps between the face – to face and the virtual learning together. These limits call to rethink about the pedagogical praxis. The characters are exactly the same, but the role that each one plays has changed. The student is no longer a passive being, that role is far away behind. The learner now has a wide range of strategies, abilities, attitudes, and experiences for planning, controlling, developing, assessing and generating new learning in, for and by himself.

4 Conclusion

To finish, it is important to say that the XXI century lessons are clear, precise and focused on different directions. The institutes of higher education must present much more attractive, innovative, flexible, dynamic, efficient and motivational proposals, plans, programs, projects and strategies that go in agreement with the technological, social, political, and economic development not just local or national but international, because due to virtualization the geopolitical limits are not an impediment to form, train or grow professionally in this and other countries. The use of TIC, mobile learning, the blooming of virtual environments, the use of platforms such as Moodle, Sakai or Brightspace, the integration of software resources and derived tools from the 2.0 web make already possible that the students acquire the competences for empowering and undertaking by themselves their processes of teaching and learning.

Hence, being at the height of students is not the main challenge that the teacher faces in this context, it is becoming a counselor, a motivator, a guide, a companion, an assessor, a person that encourages them to go ahead, that teaches them to value the opportunities that derived from their environment and the new
possibilities that the technological changes offer. That is the second lesson that must be learned as professionals of the education, assuming the new role that the virtual education has appointed to us.

To sum up, as long as the lessons that derived from the technological, pedagogical, social and scientific field are learned, the student will be equipped with the endless range of competences for a safe, flexible and reliable transit from 2.0 society to 3.0 and so on. The learning by doing set the bases to learn from the experience, this principle in the problemist nucleus ought to be used as a mean and not an end, it is a way for the hybridization of traditional environments with digital ones to complement the university tasks. Empowering the learner of competences for life and for the action should not be seen as another requisite, it is an imperative for the development, innovation and creation in the XXI century.

References
Critical Thinking and Education

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Abstract: This paper seeks to examine whether the introduction of the humanities in university studies is currently viable, analyze the personal, cultural and social impact that they may have and study the results of the Core Curriculum project that has been launched in a Specific Higher Education Center, CES Villanueva (UCM). In the specific case that we will examine, the Core was composed of six subjects that included everything from philosophy to aesthetics, leadership and science. It is also intended to weigh the viability of these disciplines in order to transmit and develop in the students the so-called soft skills or soft skills.

Key Words: Humanities – University – Soft Skills – Core Curriculum – Critical Thinking

1 Introduction

University institutions, both nationally and internationally, are increasingly concerned about the humanistic education of students and, in this sense, they are launching a multitude of initiatives that aim, from a transversal perspective, to promote the study of humanities and counteract the more professionalizing tendency of higher education. In this sense, many curricula in Spain have introduced transversal subjects, imitating the structure of some American curricula. Under the name Core Curriculum a series of disciplines are included - philosophy, literature, art, science - with a clear formative purpose. The analysis of this question is relevant, since it refers to the nature and mission of the university, which requires a reflection on higher education and its formative pretensions.

2 Problem Formulation

The question to be studied in this paper is whether humanistic curricula are necessary in the universities and if they can be useful for the students. The university has always had a formative purpose and, despite the fact that today more emphasis is placed on the professional training of these studies, this may mean renouncing one of the purposes of studies. In addition to this question, it is about reflecting on the viability of these curricula taking into account the experience of C. E. Villanueva.

In relation to the methodology is theoretical and empirical. On the one hand, there will be a brief reflection on some theoretical and historical contributions that will offer guidance on the aims of university studies. It will try to study the unity of knowledge and the importance of the humanities in the formation of the citizen. Two conceptions of university education will be reviewed and the defense of the humanistic education carried out by Martha Nussbaum as well as its connection with the democratic health of a society will be studied. Likewise, a theoretical framework will be offered to analyze the empirical part. The latter is based on a succinct analysis of the humanistic plan launched by C. E. Villanueva. The academic results obtained will be interpreted in the subjects that are part of the so-called Core Curriculum and of the students' evaluations. Likewise, the main organizational problems will be pointed out.

3 Problem Solution

After reviewing the results, the following conclusions will be based: 1) The relevance of the humanities in the university to instill critical thinking in students; 2) The satisfaction of the students for the introduction of humanistic disciplines in their curricula; 3) The social and political consequences of the humanities in the professional, human and political performance of students.

Nussbaum, M. (2010), Not for Profit, Princeton University Press, Princeton,
4 Conclusion

In conclusion, it can be pointed out that both from a personal and a social point of view the introduction of humanistic curricula is necessary in the current university. With them, on the one hand, students can develop their critical thinking and, with that, be responsible citizens capable of facing the current political risks (populism, extremism). On the other hand, they are also able to inculcate soft skills necessary for the technological society.

References:
Using online tools for the collection and analysis of data in study to evaluate attitudes of students in higher education

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Abstract: - The data collection using a virtual questionnaire was chosen, mainly, to provide the participation of individuals who study the compulsory subject for all the students of a Federal university in the state of São Paulo, Brazil, besides allowing access to students from 23 classes of approximately 100 students in two cities of the two campuses of that university. The use of the virtual questionnaire allowed the obtaining of an automatic database, transferred directly to Excel and later to SPSS, without errors of typing in the transcription of the answers and more complete. The use of technological environments and tools for conducting research represents an economic possibility, with greater speed of information and scientific production, able to overcome barriers as languages, making possible the accomplishment of international comparative multicenter studies.


1 Introduction

We live in a world where we see a rapid increase in the use of the internet and computer-mediated communication and which has generated numerous opportunities for learning, updating and communication between people.

In addition, we start from the premise that online surveys can be considered methodologically like surveys conducted using self-filled questionnaires, differing only in the way they are conducted. Searches may be conducted on a web page where the data collection instrument should be posted on the network for users to access and respond to it, or with the use of e-mail, when it is sent to the e-mail address, or even the joining of the two elements.

In the technological world we live, for [1], the research process can be classified as a communicative process between the researcher and the internet. As a means of communication, it can offer opportunities to be explored for conducting research, since it has several functionalities.

According to [2], research carried out with the help of the Internet is increasingly popular among researchers, mainly due to its advantages, among which are the lower costs, speed and capacity to reach specific populations, as well as, from the point of view of view of the respondent, it is possible to respond in the way that is most convenient, in the time and place of each one. However, when choosing this method for data collection, it is necessary to be aware of the present disadvantages in order to minimize them.

We also add that of the various parts of a scientific research, the most generous dedication and work is data analysis. So, it would not make sense to search for an object that did not yield results. Most of the time, data analysis is complex, both qualitative and quantitative. However, most researchers do not know or fear a valuable resource that is the resources technologically, for example, the software.

The authors in [3] emphasize that software offers an extremely important innovation, with the possibility of testing and relating hypotheses using the resources and benefits brought by information technology, until then the privilege of quantitative research, using any type of qualitative technique, with any material that can be transformed into text.

And on the market, there are many computer applications that make it easy to work out routines and manipulate large amounts of data. The SPSS (Statistical Package for the Social Sciences) is only one of them and can be used by those who wish to work with a quantitative approach in order to establish patterns and trends of sample behavior related to a specific population.

2 Problem Formulation

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The online instrument of data collection consisted of a scale of evaluation of attitudes in relation to Probability and Statistics being applied to 134 students (men and women) of classes of a compulsory discipline focused on statistical and statistical contents, in a federal university, in the state of São Paulo, in Brazil at the end of 2017.

It should be noted that in the initial page of the online instrument the students were invited to participate, without having to participate in the research in question. The ages ranged from 19 to 37 years. The mean age was 21.86 years and standard deviation was 2.98 years.

The objective of this course is to introduce the essential concepts of probability theory and their implications in statistics. It is aimed at students in the area of Science and Technology, intending to grant the opportunity to work and develop interdisciplinary themes, through a methodology that encourages the investigative stance, stimulates research and consequent scientific production, which provides the necessary means to trigger the process of continuous learning in the course of their academic and professional lives.

The online tool provided the following instructions: "In the following pages, there are a number of statements. These have been prepared to allow you to indicate to what extent you agree or disagree with the ideas expressed in it." The student should circulate, according to his degree of agreement or disagreement with the corresponding statement, one of the following five numbers: (1) Strongly Disagree; (2) Partially Disagree; (3) Neutral, neither agree nor disagree; (4) Partially agree; (5) I totally agree

For the statistical analysis, basic descriptive statistics and factorial analysis were used to identify variables representative of a much larger set of variables for use in subsequent multivariate analyzes or to create a whole new set of variables, much smaller, to partially or completely replace the original set of variables for inclusion in subsequent techniques. In both cases, the purpose is to maintain the nature and character of the original variables, reducing their number to simplify the multiple analysis to be used below.

A factorial load represents the correlation between an original variable and its factor. When determining a level of significance to the interpretation of loads, a similar approach to determining the statistical significance of correlation coefficients can be used.

Considering [4] was adopted as an acceptable limit of the contribution of the variable in the creation of the factor in order to avoid the problem of the indetermination of the relationship between variables and factors, considering that the sample refers to the number between 120 and 150 students.

In addition, the Kaiser-Meyer-Olkin (KMO) test, defined according to [5] as a statistic that indicates the proportion of data variance that can be considered all variables, that is, that can be attributed to a common factor, then: the closer to 1 (unit) the better the result, that is, the more adequate is the sample to the application of the factorial analysis. And the Bartlett sphericity test tests whether the correlation matrix is an identity matrix, which would indicate that there is no correlation between the data. Thus, we seek a level of significance assumed in 5% to reject the null hypothesis of identity correlation matrix.

They were used in the preparation of the technical report Microsoft® Office Excel and Word 2010, and IBM SPSS Statistics - 19.0 software.

3 Problem Solution

The instrument access address is: https://goo.gl/forms/L28yHzRx5eNFeJcg1, directing to the address: https://bit.ly/2WQBXov.

After the return of the participants, the database of student responses at the scale of attitudes was constructed using Microsoft Excel software and later imported into the statistical package SPSS, a tool used for the analysis of data using basic and advanced statistical techniques. It is an easy-to-use statistical software and has been used internationally for many decades, from its versions to large computers.

Figure 1 shows the initial screen of the SPSS 19.0 software with the data that was imported from Excel.

Fig1. Initial screen with data in SPSS software.
Figure 2 shows an example of SPSS output generating basic statistics (absolute, cumulative and relative frequency tables) for the research analyzes.

![SPSS Output](image1.png)

**Fig2. Example of SPSS output generating basic statistics of this work**

Subsequently, we generated a table in the Microsoft Word software presenting the relative frequencies of students' responses to each of the components of the attitudes scale in relation to probabilities and statistics.

In the continuity of this analyzes we used the exploratory factorial analysis (AFE) in the scale, with the intention of defining the factors that explain its covariance. It was configured to omit absolute factor loads less than 0.50 according to [4] and was applied on the 25 items of the Scale, considering a sample of 134 students.

Figure 3 shows some of the paths that were followed, using SPSS software to generate the exploratory factorial analysis.

![SPSS Screens](image2.png)

**Fig3. SPSS screens using the exploratory factorial analysis**

We present Figure 4 with SPSS output for the initial analyzes of the exploratory factorial analysis or test result. The figure presenting the total variance matrix explained, indicating 4 components / generated factors.

![Total Variance Matrix](image3.png)

**Total variance explained**

<table>
<thead>
<tr>
<th>Component</th>
<th>Initial Own Values</th>
<th>Square load extraction summations</th>
<th>Square load rotating sums</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tot. % of variance</td>
<td>Cumul. %</td>
<td>Tot. % of variance</td>
</tr>
<tr>
<td>Valid</td>
<td>Overall</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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The Principal Component Analysis indicates the total percentage of the variance that is explained by the factors obtained. When looking at the last part of the table in “Rotating Sorts of Squares,” the cumulative percentage 57,116% determines the number of factors extracted. In this case, we observe that when we reach 57,116% of explained variance, four factors are extracted.

Therefore, after performing the factorial analysis of main components and Varimax rotation with Kaiser normalization, we obtained four factors found for the Attitudes Scale in relation to probabilities and statistics that we call: Lack of Confidence, not Pleasure, Utility and Motivation.

The following is our detailed explanation that identifies the four factors:

Lack of Confidence when solving statistical and probabilistic problems: related to the aspects of not having great anxiety in relation to the Probability and the Statistic although it presents displays of lack of confidence in relation to the capacity to execute Problems of Probability and Statistics. Items: 2, 3, 7, 8, 12, 13, 17 and 22.

It is not a pleasure to think about elements of probability and statistics: it has negative connotations about satisfaction in dealing with matters related to probabilities and statistics. Items: 4, 9, 14, 19 and 20.

Probability and statistics utility in the labor market: it measures the productivity or benefits that probabilities and statistics can offer. Items: 1, 11, 15, 21 and 24.

Motivation to work with probabilities and statistics in the classroom to the extent of its usefulness in the labor market: it includes aspects of motivation for knowledge, but also related to aspect of utility. Items: 6 and 25.

4 Conclusion

After performing the factorial analysis of principal components and Varimax rotation with Kaiser normalization, we obtained four factors found for the Attitude Scale in relation to probabilities and the statistics we call: Lack of Confidence, it is not pleasant, Usefulness and Motivation.

The use of the virtual questionnaire allowed the obtaining of an automatic database, transferred directly to Excel and later to the SPSS, without errors of writing in the transcription of the answers and more complete.

Despite all the advantages over informational tools, they do not replace the work of the researcher at any time; on the contrary, they demand that they organize their research processes even more and, in some cases, reinvent analogical research practices to exercise new possibilities of logical crossings allowed by the programs.

References:


New didactic tools for the construction of conceptual maps and mobile learning

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Abstract: - The computer, the tablet, the iPad, the MP3 and the smartphone are the most known and desired digital tools in the world for their potential. The school accepts the influence that these devices have on teaching. In fact, we talk about Information and Communication Technology, Interactive Digital Whiteboard, tablet, mobile learning, electronic record. Among the various devices is also the smartphone that can be used in the Italian classrooms that are the object of this study, only and exclusively for didactic purposes, and is forbidden in case of personal use. The educational use of the smartphone allows students to construct concept maps and share them with teachers and classmates. The objective of this study is strictly linked to the advantages of conceptual maps on meaningful learning for students who create them personally, which is to be able to improve the understanding, organization, and memorization of curricular contents to obtain greater learning of the same and face is successful to the evaluation. The methodology of the construction of the conceptual maps provides the understanding of the text (with the help of the teacher), the identification of the main and secondary concepts, the association of concepts and keywords and the hierarchical, vertical or horizontal connection between the same concepts. Once the application is inserted, the student can create the conceptual map on his smartphone and have it always available to read it, study it, share it. The results of the methodology of the conceptual maps are evident and known for all students, but for those with a specific disorder, with special educational needs, the conceptual map is a means to overcome their own cognitive difficulties, support, and compensation tool. It is essential for school success, to increase self-esteem and not to feel isolated, but to achieve full school integration.

Key – Words: Information and Communication Technology – Pedagogical innovation – Technological education – New technologies – Learning difficulties

1 Introduction

The computer, the tablet, the iPad, the MP3 and the smartphone are the most known and desired digital tools in the world for their potential. The school accepts the influence that these devices have on teaching. In fact, we talk about Information and Communication Technology, Interactive Digital Whiteboard, tablet, mobile learning, electronic registration. Among the various devices is also the smartphone that can be used in the Italian classrooms object of this study, only and exclusively for didactic purposes, and is forbidden in case of personal use.

According to Mateu [1] since the irruption in the late twentieth century and early twentieth century of Information and Communication Technologies (ICT) in society, these resources have been acquiring a more recurrent and relevant role in our day to day.

In Italy, it has gone from the absolute prohibition of taking to class the mobile considered an element of alteration and bad education, to the use of this because it adapts to the didactic needs. Only ten years have been enough to change the political -legislative position of the Italian government, thanks to the proliferation of technological innovations in recent years in our society. The computer, the tablet, the iPad, the MP3, and the smartphone are some of the best known digital tools in the world, for their potential: making calls or video calls, searching for information in Internet and sharing resources; take photographs and / or videos, communicate, comment on the opinions of other people and interact, through social networks, with people who are far away; collect data in multimedia format, listen to music, etc. Other functions that mobile devices can do are related to the world of work: archiving documents, sending and receiving emails. Communication and leisure activities, on the one hand, and work, on the other, both related to the sphere of learning. The school, by adapting to society, cannot avoid accepting the influence that these devices have on teaching. For years the
school has entered the digital era, in fact, speaking of Information Technology and Communication, interactive whiteboard, the tablet, mobile learning l, l electronic record; Many schools have an Internet website which makes all related to school organization news, s circular, communication between school and family, have a blog and a forum to discuss issues that affect students. Also, the teaching has become digital in the time students take classes in a computer, they receive from their professors' documents and notes in pdf or jpg format, discussed in chat rooms and social networks they.

The innumerable potential and functionality of the devices for both leisure and work are linked to the sphere of learning. For some years, in the didactic field, the term mobile learning has appeared to indicate "the type of learning that is carried out through laptops, such as the mobile phone" [2]. It is an "informal learning" [3], which refers to activities of daily life linked to work, family or leisure time, and is presented in a spontaneous learning space, the Web, in a context different from the school, and It is "unintentional". This concept is opposed to "formal" learning, understood as that taught by systems structured by teaching, from elementary school to university, and therefore "intentional" on the part of the student, whose objective is to obtain a Certification as the diploma [4]. Informal learning, always growing due to the widespread diffusion of the devices in our society, cannot do without the formal one, and the progressive development of the former should not be allowed to the detriment of the failure of the latter. The insertion of mobile learning, therefore, of the mobile in the classroom, represents a new way of "doing school", which should not replace traditional learning, but introduce an innovative methodology, an improvement in the teaching-learning process. formal, capable not only of transmitting notions and knowledge but of adapting to the training needs of students who learn new technology. The school must integrate informal learning with formal learning, "create new learning contexts, full of experiences and innovative work materials, contexts in which to help each other, interact with others with moments of reflection" [5].

The educational use of the smartphone allows students to construct concept maps and share them with teachers and classmates.

The objective is and study is strictly linked to the advantages of the map conceptual as on meaningful learning for students who create them personally, which is to improve understanding, organization, and storage of the Curriculum contents areas for greater learning and confront them is successful to the evaluation in the Italian context.

2 Problem Formulation

The methodology of the construction of the conceptual maps provides the understanding of the text (with the help of the teacher), the identification of the main and secondary concepts, the association of concepts and keywords and the hierarchical, vertical or horizontal connection between the concept. Once the application is inserted, the student can create the conceptual map on his smartphone and always have it available to read it, study it or share it.

Concept maps have been Included within the didactic methodologies in the educational field for over thirty years. Of cognitive inspiration [6], the conceptual map [7] is a graphical representation of knowledge l, based on the hierarchy of concepts, in fact, is built up and down, highlighting the main and subordinate concepts. The essential elements of the theme, the main concepts translate into "keywords" and give up being an object or an event, and are introduced into a geometric shape; the connection between the main concepts or the secondary or subordinate ones takes place with words "link", verbs, adverbs or propositions, by means of arrows or segments. The mental maps are distinguished from the conceptual and argumentative [8].

In order to favor meaningful learning, it is essential that the map is written by the student and, taking into account the learning difficulties, it is important, at least in the first periods, the presence of the teacher who explains and helps in the writing, explaining the rules. With the active participation of the student in the writing, better if it is during the study phase, the map becomes not only a compensatory tool but also facilitate, a temporary help, introduced in a process that leads to learning autonomy [9].

3 Problem Solution

The results of the methodology of the conceptual maps are evident and known to all students, but for those with a specific disorder, with special educational needs, the conceptual map is a means to overcome their own cognitive difficulties, a support tool, and compensation. It is essential for school success, to increase self-esteem and not to feel isolated, but to achieve full school integration.
The construction of a conceptual map is quite complex and long, since precise rules are applied, and students, especially those with difficulties, do not do them often. Perhaps, once consent to use the mobile in the classroom is taken, students will be encouraged to consider it as a new teaching tool, instead of keeping it hidden use smartphone or tablet. Before carrying out the structural analysis of the aforementioned procedure, it is necessary to emphasize how, in this didactic practice, the integration between formal and informal teaching takes place, traditional methods, such as the front lesson and mobile learning, thanks to the mobile phone.

The advantages of the concept map are many and have been extensively addressed from the didactic-pedagogical literature. Here its or what some are analyzed. One of the advantages is the direct participation in the drafting of the map by the student, who develops significant learning, since the global vision of the subject, represented graphically on the map, manages to process the new information acquired with which It is owned. Subsequent sharing map with teachers and peers or preparing working groups to facilitate understanding of the subject and then map construction develops collaboration and increases “Zone of Proximal Development” [10]. "When the potential in each of us is manifested through interaction with others." Working together in the writing of the map, with the presence and mediation of the teacher, allows a calm and relaxed atmosphere in the classroom learning and autolearning, participation and democracy [11] gain confidence and familiarity with this practice, students will have higher self-esteem and self-confidence, overcome anxiety performance and will face more safety dad written tests and, above all, oral, improving school performance and obtaining deserved success.

4 Conclusion

In order to conclude we can to sign that in Italian schools actually long, mobile used during school hours and during co evidence calculation operation, or during excursions or educational outings, to make videos, photos as evidence of the extracurricular experience. We can see that there are many cases in which the mobile phone is used during school hours to record acts of bullying to the detriment of weaker classmates or even teachers. The ban has not been so positive, the students, maybe a little bored of the traditional classes use the smartphone below the table. The solution is not to prohibit the use of the mobile, but to encourage appropriate and positive use [12].

This is the school's inclusive task: to know the students by creating an approach, to make them understand that the smartphone can be used as a tool with a formative purpose, to take full advantage of the potential of said technology to acquire efficiency in learning. Only in this way will it be possible to use the same language as them, their same channel of communication, introducing a didactic methodology capable of stimulating them, without creating individual learning spaces, with the risk of losing all the positive aspects of a class group and the interaction with the teaching staff.

The teaching-learning process is changing and new methodologies based on ICTs that teachers must master are emerging.

References:

The training of research teachers in the preschool career, interpretative study of the good teaching practice

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Abstract. - The qualitative investigation project has as a main goal the building of the knowledge in the training category of the teachers in the primary career at Universidad de Guayaquil. The reality shows the need of training the staff in the research field in order to make them reflect on the fact that it can be possible to get benefits if the educational field is improved, the investigation of a methodology that can cover the investigation and the children education by solving the social problems in children and teenagers. Therefore, it is necessary that the preschool teachers research about topics regarding higher education, showing the knowledge and skills that are acquired permanently and throughout a deep study. This Project is aimed at analyzing the teacher’s role as an investigator and trainer of the trainees. This means a challenge for preschools teachers as well as for the ones that are required to improve their educational task. They understand that their responsibility in the society is shared and that it is needed to propose a new organization in the basic learning process such as ethic, responsibility, respect, resilience and working in groups. The training of the students in the preschool career at Universidad de Guayaquil should be focused on social and cultural qualities, scientific and artistic projects. They require the skills that allow them to prepare first level research students to acquire scientific knowledge and provide truthful research. The focus is directed to research teachers and show they can influence on generating debates, research formation in solving educational problems, etc. This Project fosters the investigation and application of innovating strategies that allow teachers and students to classroom research and cooperative learning.

Key Words: Training – Research – Good practice – Professional – Innovation

1 Introduction

Training research teachers is not a must in all the careers at Universidad de Guayaquil; it is also a matter of concern the production of scientific material that can be applied over any research topic in any field. Thus, as long as a research topic is being developed, it is necessary to propose its own research objectives, methodological processes and the understanding resources in order to get a genuine scientific content. When researching the education and methodology, we find an extensive and unknown content because this is related to most of the educational branches; so that, it is necessary to have the useful tools and skills that will be relevant for the building of the Scientifics knowledge. This knowledge has to be in constant production.

The debate and the discussion about the identity and teachers’ roles, the society requirements, the training of the preschool teachers and the study of cognitive, emotional and spiritual problems require the contact of specialists in order to find solutions in benefit of the children and avoid opinions that destroy them. In the contextual framework, the definition of the research teacher is focused on the quality of the teaching and learning process as well as the application of the good practice in the classroom in order to prepare professionals that find solutions to matters in the preschool education throughout the research. So, the training of the research teachers is the result of a wide expertise as a teacher in all the educational levels, competencies and is located as a reflective and intellectual former.

“The training of researchers is and academic task which go to teach to research” [9]. "Teaching to research consists on sharing theoretic and practical knowledge, strategies and skills.” [10]

The research teachers have independence in expressing opinions, different decisions and writing about different topics and the reality of education and social problems. This freedom allows them to improve their
teaching process; objectives and the capacity of making students realize the mission of the university, where they can renew their learning constantly. The publications show the experiences in the researches: critical capacity to identify and solve problems and mistakes and create comparison studies about situations and realities.

The research as an innovative proposal in the social and educational changes

The research appears as scientific demonstration when providing with data, relevant facts related to preschool study. It is a big matter because directors, teachers and students can benefit with the high advance of the education reinforcing the verbal skills, the experiences, strategies and challenges.

2 Problem formulation

The research teachers of the initial education career and the other faculties require the support of the University of Guayaquil to promote academic expansion through scientific productions and thus generate new knowledge, promote innovative forms of learning, improve the quality of education, generate spaces for scientific dissemination, comparisons of educational models, expand spaces and pedagogical criteria. The support of an own database that allows to publish without representing an own cost of the teacher.

3 Problem solution

To assume the process of the authorities of the University of Guayaquil in the process of the investigation to all the faculties because it represents to improve the quality of the university education product of the investigation and diffusion of results. In addition to continuous training, it is fundamental for the development of activities within the professional practice, which are not only found as an individualized way of learning but are evidenced within a larger context.

Methodology

The epistemology should be used for the comprehension of the pedagogy and education as two goals of the study research. This methodology looks for wide knowledge so that it can be self-understood when developing the scientific content from the hermeneutic and critical perspective. From the hermeneutic focus, the pedagogy and the education are associated with the social phenomena, which are reached empirically; this implied the corresponding rebuilding of the goal to be researched. When the goal becomes in scientific material, this methodological approach faces the research as a series of key data that are made of true facts proved historically. On the other hand, the critical approach is connected to the empirical-analytical method; this should have an explicit interpretation on the scientific goal to be analyzed. The differences between the knowledge production focus have different techniques, but they become redundant when developing the scientific method and they can become widen in an innovative way.

In the practice, many research teachers’ trainees get confused and choose research tools without a previous analysis, this happens because they do not have a previous strategy about how to find the knowledge. The pedagogy and the forming have to do with the development of new genuine and innovative scientific material. The training of research teachers has to be focused on developing new methodological tool that ease the acquisition of new knowledge. To conclude, it was necessary to conduct a quantitative research with two surveys. The first survey was applied to 30 students from the Preschool career, 5th to 8th semesters. The second one was applied to 12 teachers and researchers from the same career.

Discussion

The forming of researchers in the preschool career at the faculty of Philosophy and Educational Science at Universidad de Guayaquil should include relevant material in order to improve the good practice applied to students. The teaching career, besides forming a child, should be focused on making teachers be in the research field in order to develop tools and pedagogical methods. It is necessary to remember that the research teachers should have the theoric resources, the epistemological process, and the method to be used, having in mind the tools to be used as well as the procedures and techniques to elaborate the scientific material in order to transform the basic knowledge to produce scientific knowledge. Besides, it is proposed to include educational policies in the university to support the researcher.
**Results**

**Teachers and research teachers:**

Most of the teaching staff, approximately 91% does not conduct research activities. Besides, they consider that the research number of hours they receive are not appropriate because they are in the same schedule they have, or they are not too many for the work they make. 41.67% of teachers are fully agreeing that they need training for application of ICT.

Fig. 1 Question 1. For the proper use and application of ICTs in my teaching work I require ongoing training in these technologies?

91.67% of the staff considers they should receive a minimum of 16 to 20 hours of research; on the other hand, 8.33% considers that they should have from 11 to 15 hours.

Fig. 2 Question 3. What number of hours do you consider appropriate for your research process, if it is FCI?

75% of the teachers think they do not research because it is too complicated for them and they do not receive any economic incentive as a reward to publish. Besides, the university does not have a magazine where they can publish without being affected in their salaries; so that 91% thinks that it is unfair to support the university without any kind of reward.

Fig. 4 Question 7. You consider that there are sufficient resources for the teacher to carry out the research process?
83% thinks that preparing appropriate didactic strategies is important for the teaching of the students, while 17% thinks that promoting the research improves the evaluation processes and the superior quality education.

**The students:**
50% of the students thinks that it is necessary that the teachers spend time to prepare the use of the new technologies to teach to research. 50% thinks that it is not necessary to spend too much time and resources to that kind of preparation. 41% agrees on this fact.
91% thinks that preparation should be focused on the students in the continuous courses the university proposes.

Regarding the teaching training, 50% thinks that this is not a matter that should be reinforced too much. 41% thinks that the constant updating is very necessary to improve the contents.
58% thinks that they can show interest in some updating modules in their careers. 41% is more interested in acquiring or reinforcing knowledge. 41% thinks the use of the new technologies does not replace the teaching work. 50% is sceptic on this.

Fig.5 Question 12. How would you rate the scientific papers or congresses presented by the teachers of the Early Education Career at the University of Guayaquil?

4 Conclusion
Teaching to research is to transmit theory and practice knowledge throughout a checking list that improves the quality of the teaching-learning process, the preparation of new productive ways so that students can reach the goals expected in their careers.

The connection between the preschool and the basic formation is necessary to follow a systematic process in education as well as the strategies teachers use to support with study plans, having in mind how complex the research can be.

With the results obtained, it is noticed that it is difficult for the teachers at Universidad de Guayaquil to perform research work due to the type of content that is analyzed, because not all of them are involved in this process and do not receive enough resources for this activity. On the other hand, the teachers that do it use their own resources to conduct research work because the university does not have neither a digital nor a printed magazine to do so.

Neither students nor teachers have access to any kind of database to conduct research investigation. Regarding students, they do not see any importance about conducting research investigation or the fact that
their teachers do it. On the contrary, they would like to learn more about useful technology information for their Jobs.

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Bilingualism in Primary in a rural context

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Abstract: - In recent times, society has grown in terms of multiculturality. Our relationships are based on dialogue and coexistence. The multicultural reality present in our classrooms compels us to develop strategies aimed at integrating bilingual education, both at curricular areas and transversal activities. The present article focuses on results obtained from a qualitative research carried out at primary education schools located in the city and region of Soria, Spain. Two bilingual systems (sections and “British” program) were analyzed, considering their methodologic, organizational and social traits. Four rural schools located in Spain’s Soria province participated in the studio, comprising a total of 20 teachers evenly distributed among the four schools, 31 students of 6-12 years of age who took part in two bilingual programs for Primary Education and 30 parents. The subject of study focuses on the understanding of the educative process and the description perceived in the family-school context, concerning the bilingual teaching programs in the rural context. A qualitative, descriptive-interpretative method has been applied, according to a design based on case studies (Stake, 2005). Purposely, three data recollection technics, addressed to participating students, teachers and families, have been carried out: observations, questionnaires and in-depth interviews. Results reveal that bilingualism, as seen from an intercultural perspective, enriches both the education projects of those institutions engaged, and the relationships between various school-related sectors. As observed, the inclusion of native English-speaking teachers in the classroom has a highly positive effect on the organization of bilingual programs. It is equally perceived that most of the individualized support and reinforcement required, concerns instrumental subjects and not to those part of the bilingual programs. Families speak of actual difficulties trying to help their children at English-taught areas and demand effectiveness in bilingual education results. Likewise, school management should be improved, particularly in terms of integration of schedules, the role of coordinators, planning and educational relationships with teachers. Nevertheless, the high level of overall satisfaction observed in Soria’s community concerning foreign language teaching programs, leads to predict that further efforts will be done, in order to overcome the aforementioned organizational issues.

Key – Words: Bilingual Education Programs – Rural Schools – English (Second Language) – Primary Education – Case studies

1 Introduction

Leonard Orban (Eurydice, 2005), the EU Commissioner for Multilingualism, defines the following terms: Education in the mother tongue, Bilingual Education and Multilingual Education. Education in the mother tongue refers to a linguistically homogeneous community, a teacher who speaks that language and the curriculum is taught in the mother tongue. This is the most common situation in most Western countries. Bilingual Education is used as a term to describe an educational system where instructions are given in two languages, one of which is the mother tongue of some or all students.

Lorenzo, Casals, Moore, & Alonso (2009) stated that: “teaching a foreign language in Bilingual programmes also shows positive results in a short period of time, presenting a considerable increase in the pace of the acquisition of L2” (p.23). Furthermore, we have little understanding of the kinds of communicative and linguistic demands bilingual children face on a daily basis.

Content and Language Integrated Learning (CLIL) involves teaching a subject integrated into an official curriculum or syllabus by means of a foreign language and learning a foreign language by studying that subject. Moreover, the subject or subjects selected by the CLIC process might be entirely unrelated to language learning, so History, Physics, Geography or Art lessons, for example, can be taught in English at school. CLIL has been found to be effective in all stages of education, from Primary to the highest levels. In English
language teaching, CLIL has previously been known with several names, such as 'Content-based instruction', 'English across the curriculum' or 'Bilingual education', among others.

Due to the purposes of this research the province of Soria (a territory with an extension of 272 squared kilometres and a population density under 9 inhabitants per squared kilometre) was selected from among the nine as it can be seen as one of the most headed provinces towards a complete Bilingual teaching system. In fact, all the centres of Primary and Secondary Education in the capital had their own Bilingual system in the year 2014-2015.

2 Problem Formulation

This research is motivated at first by the need to follow up by means of objective and rigorous research-based processes the situation of the Bilingualism at schools in Soria (Castilla y León) as there has been a huge increase of implementation of these new plans, that entails a radical change in the way of developing the classes, being this province a suitable starting point to explore the scope, at an organizational and methodological level, that Bilingualism teaching has in a social context.

Besides, the study of the influence of the medium of instruction on language achievement together with the relationship between socio-economic background in the province Soria and language achievement must be also considered as secondary objectives in the research. Thus, the main aim of this research is to understand the educational process and describe the reality we perceive around us in terms of actions that are happening in the field of Education regarding Bilingual programmes in Soria as a first insight into the reality of the whole Castilla y León.

3 Problem Solution

3.1. The role of families

There were no differences at this family level between the two bilingual approaches being contrasted so that responses pointed to the same interpretation of the perceived situation. Thus, we can observe that individualized support and effort are closely linked to instrumental subjects, but it does not happen with the subjects that take part in the Bilingual program. For this reason, some families complain about lack of attention.

The main issue is the difficulty of promoting the use of English when the students are out of the classroom, which requires strategies that allow to develop communication skills in English language to other activities of their daily routine. We put forward the following question to students "Do you speak English at home?". Surprisingly, only 27% of students said that they do not use English to communicate with their families. This means that the remaining 73% stated to speak English from time to time at home. Teachers think that they do not work in English outside the classroom as much as they would like.

Organization strategies and material level

It is considered that the Bilingual programme needs more support in terms of resources and material. For example, it is considered relevant to insert a methodological system for the implementation of the Bilingual programme. Comparing both systems, the British Council is the most complete programme and consequently, the prevalent given all the external support offered.

Also, the school has to think of organizational-methodological strategies, changes in the time schedules at the centre and link school and families. Distribution of the classroom to promote communicative competence must be also considered. That means that children should not sit where they cannot talk or be talked. According to the Bilingual Education Project the distribution of tables must encourage the collaborative work (Rosal del, Roman, & Basaraba, 2018). Although there may be challenging distributions.

Teachers training

Initial teacher training in college must be analysed, especially on two issues: the adaptation of learning appropriate to develop plans in Bilingual methodologies, also, the acquisition of competences (oral and written) in English. Teachers are responsible for explaining to all parents together what students will learn at the beginning of each course and each term. They need to perform this important change to improve their educational approaches towards a higher efficiency in the classroom (De la Maya y Luengo, 2015).

That is why the British Council itself has internal selections of native and CEIP (Centro de Educación Infantil y Primaria) participants who take advantage of training courses especially related to methodological
grounds (CLIL). An important strong point of these programmes is the awareness teachers have about the need of being informed about issues related to Bilingualism (capacitation activities of the local Centres of Educational Formation and Innovation —CFIE—, linguistic immersion in countries of Anglo-Saxon culture, specialized courses at University regarding Bilingual Education, etc). Teachers are offered many grants and scholarships to spend time abroad or take part teacher exchange programmes with European counterparts by the Ministry. In this way, teachers and also students will improve their language skills.

The issue the initial training of the teachers at University should be questioned through these reflections: the adaptation of adequate methodologies to the learning developed in the Bilingual programmes and the oral and written competences in English (Jover Olmeda, Fleta Guillén y González, 2016).

4 Conclusion

After the analysis of the educational situation found in four significant Bilingual schools of Soria, following two different models for bilingual education, we were able to identify deficiencies in the schools which could be originated from the absence of external coordination specialized in Bilingual plans that determines a plural intervention based on a well-defined standard, which provide an unifying basis, starting point for the development of these programmes.

Therefore, it is useful to establish a real focal with a physical and virtual location as a "permanent Bilingual teaching provincial institute" attached to something created and fully operational such as CFIEs. The courses programmed must differ from the corresponding teaching to the Basic, Intermediate and Higher levels of English language of the Official Language Schools (EE.OO.II), with necessary modifications according to the European Framework of Reference for languages.

The goal is methodological excellence and unification of processes in the classroom based in tasks, so the training will focus on the implementation of Bilingual approaches that can be adapted to areas of the curriculum and will help to the teachers in achieving objectives. Alongside the training, an intercentrum Bilingual resource bank will be created virtually will be created whose goal is that all teachers involved can upload the curriculum, materials and experiences by categories and areas through open discussion forums that encourage communication in everyday despite the distances.

This study demonstrates the pitfalls at an educational level that correspond to a stronger organization system with greater coordination. The speed which the Bilingual sections are implemented with means that there is often an increasing difficulty in developing this kind of projects.

Much work is still needed in the school environment of Soria, although a degree of satisfaction exists among the educational community, in motivational criteria, which is an incentive to lay the basis for the teaching of foreign languages in the 21st century.

References:


Emerging Trends in Education and LKT facing society and practice subjects’ changes

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Abstract: The aim of this paper is to present the curricular changes designed and carried out in order to meet these new generation of students’ demands with proposals based on LKT at the SJNU- San Juan National University Engineering School in Argentina. The syllabuses were modified to achieve an integrated scope of competences. The research team’s proposal consisted in a methodological change that allowed professors and researchers belonging to the Areas Improvement Program achieve the objectives of students’ retention as well as the skills and competences increase for a more integrated content coverage. The development of critical thinking and learning autonomy became particularly significant after the curricular transformation. The innovative practice involved a mutation as courses from different disciplinary fields were articulated after inverted class bimodality. The didactic approach of CLIL within inclusive learning communities was oriented by LKT and promoted the motivation to reflect and propose alternatives to the duties in the incumbent's role of both actors, the process guides or teachers and the students who would promptly be graduating from college. The performance of students was measured on the basis of the principles and achievement criteria proposed by ELT - Expansive Learning Theory [5]. The educational reality, as a complex ecosystem was analyzed considering the interaction of social, technical, economic and human factors with the processes, objectives and competences achievements of the new articulated practice. Finally, after the use of statistical analytics the new approach benefits were confirmed. The main areas affected have been curriculum flexibility and adaptation under a comprehensive and inclusive perspective which promoted face to face interaction, discussion and creative ideas to devise probable solutions to difficult professional problems. Thus, the trans-disciplinary proposal mitigated educational weaknesses and strengthened motivation processes, achieving the purpose of curricular assertiveness through an updated practice.

Key – Words: Emerging – Trends – LKT – Changes – Subjects

1 Introduction

The prospect of a new educational paradigm is still blurred on the horizon as regards the XXI century educational scope for Higher Educational Institutions all over the world. The invisible networks and devices of the practice are being woven at this very moment, meanwhile the paradigm gains followers. The emerging model seems to be shaped up towards technological, inclusive and adaptive learning (Mallo & Bertazzi, 2018; Salinas & Marin, 2015). These trends in the knowledge society hold a power that enables universities to overcome the obstacles that these new practice subjects immersed in a transformed society are posing to teachers in the hiper-conectivity era (Reig, 2013).

Satisfying these demands is a true challenge for educators who were formed and trained in the old traditional approaches. The consequence is that the effects that are possible to be achieved are really rewarding, though hard and compromising to be carried out. This paper aims to present a curricular transformation that mixed the new trends after research to obtain a hybrid course with credits for three different disciplines.

2 Problem Formulation

The proposal to transform the syllabuses of Chemistry II, Epistemology and English III arose following the students’ population desertion and delay rates analysis. Their performance deficits and personal situations triggering the problem provided the designers of the transformation with alternative paths necessary to carry out a methodological approach, powerful enough to downsize the causes. After detecting the need for curriculum adaptations to new students’ profiles and to a new range of professional skills required by society from the future graduates (Morales Mantilla & Munévar Garcia, 2014; Barrio Vega, 2018), it was decided to integrate the goals, contents and curricular competences to be worked upon through the theoretical framework
of global education, adaptive learning, flipped classes with B-learning and articulatory practice based on real professional practice problems and projects. 

Certain working team guidelines and previous research projects carried out by the team that designed the innovative proposal led to the indispensable agreement on defining the relevant concepts that the change was supposed to be working upon. The prerogative at the time of establishing learning communities was done after the concept of educational inclusiveness defined as the facilitating integration process of equitable access to knowledge for all students, whatever their status and personal situation or capacity. A trans-disciplinary pilot experience with suitable assessment through curricular credits was set to allow students’ advance in their academic performance with proper containment strategies (Monti, 2012). The guidelines concerning inclusion followed the parameters proposed by Ainscow & Booth (2000) and met the needs to favorably respond to a greater involvement in their learning community. The basic aim in the integrated syllabuses remained intact as reduction of learning exclusion, desertion and delay were the targets of the proposal.

3 Problem Solution

The proposal was carried out in a sequence of steps once, the community was conformed and after a professional expertise problematic issue had been selected by the students. The texts were addressed in English and posed problems to be solved, while teachers from the Exact and Social Sciences provided strategies that helped students in developing critical thinking and self-contained and self-regulated learning through innovative educational practices with LKT in flipped classrooms (García Laborda & Bejerano, 2017; Peña Díaz, 2014). The didactic sequences and educational processes were meant for socializing current information and they aroused the interest of the students. Classes at college were meant for debates and maker movement discussions among the students’ groups. This motivation made students demand their teachers some classical contents in a natural way, since they had to search for logical answers and communicate in comprehensive and emotionally intelligent ways (Amorena Ibáñez et al., 2018). Thus, the challenges regulated paths, content, settings and steps in each community. In turn, the processes, techniques and strategies allowed and triggered flexible, inclusive and self-managed learning, while teachers performed a guiding tutorial role. Desertion and delay rates began to decrease gradually and students’ performance deficits were diminished in a systematic fashion, with English – ESP ranking the most among the integrated syllabuses. Students dropped out from Chemistry 27% less than in previous years and 12% less in Epistemology. More contents were covered as procedures and concepts were demanded from the type of inquiries and students were provided with search engines instead of lengthy explanations. Communities acquired skills for the use and creation of abstract ideas naturally, while deadlines shortened on students’ demands to reach conclusions and solutions. They generated attitudes that showed open minds to change and innovation and critical and creative thoughts. They were able to face and mirror facts and crisis with overcoming perspectives so necessary for our future professionals in the Latin American region (Rivas, 2015).

The means in the achievement test marks after the different partial portfolio evaluation instances were as follows:

<table>
<thead>
<tr>
<th>Means Cohort</th>
<th>ESP III</th>
<th>Chemistry II</th>
<th>Epistemology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2016</td>
<td>5.6</td>
<td>4.2</td>
<td>6.2</td>
</tr>
<tr>
<td>Year 2017</td>
<td>5.9</td>
<td>3.9</td>
<td>6.9</td>
</tr>
<tr>
<td>Year 2018</td>
<td>6.4</td>
<td>5.7</td>
<td>7.8</td>
</tr>
<tr>
<td>Increase Difference</td>
<td>0.8 – 0.5</td>
<td>1.5 – 1.8</td>
<td>1.6 – 0.9</td>
</tr>
</tbody>
</table>

Table 1. Contrastive disciplines mean marks

It can be seen that the subjects have significantly increased the achievement rates. The highest figures for the Exact Sciences area were understood after the qualitative surveys were analyzed. Students pointed out that once they saw the concreteness of their learning performances, improvements and worth, they wanted to go on producing new ideas about the problems that they had researched upon.

Joining flipped classrooms through multimedia resources in trans-disciplinary issues optimized the time of presentation and systematization of content, made concepts and procedures appealing and relevant and learning
processes improved, while students remained “hooked” to the proposal sharing sessions and debates, ideas and critical or creative thoughts together with an intensive practice (Bergmann & Sams, 2012).

4 Conclusion

The study concluded that the old concept of the adaptation of students to the system has been transformed by multi-factorial causes and that Higher Education Institution teachers need to change their approaches in order to adopt curricular transformations with significance, relevance and suitability. If universities desire to train competent professionals for the new uncertain society to come, scaffolding creativity, critical thinking and autonomous learning competencies have to be developed. Academic routes must discard old structures and past methodologies, in order to accelerate the training processes, without unnecessary delays within the system. There must be an incorporation of new strategies and teaching approaches, with the aim of improving the actual concretions and allowing students’ formation in a flexible and organized way. The working world is in constant evolution, thus the academia offers should follow the same trend. It is a demanding, hard and time consuming task though a successful and utterly rewarding one.

References:
Analysis of the return phenomenon of colombian population to the colombian caribbean

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Abstract:- According to figures from the Ministry of Foreign Affairs, an estimated 4.7 million Colombians currently reside abroad. This figure increased progressively due to the economic crisis that Colombia experienced in 1999 (IOM, 2010), the worsening of the armed conflict in the country in the first decade of the new millennium, the trend of globalization and the economic boom of the decades, that was taking place in countries like Venezuela. The Ministry of Foreign Affairs of Colombia, in 2012, implemented Law 1565 through which incentives were set for the return of Colombians abroad. In addition, Decree 1000 was implemented in 2013 to determine support and accompaniment for this population. Between February and June 2017, an investigation was carried out with the objective of characterizing the returnees who decided to come back to the Caribbean region of Colombia. This characterization was intended to assess the various situations and effects that the returnee population had upon arrival in the country. To advance in this project the population was identified from the Single Return Registry (RUR in Spanish); a particular characterization exercise was carried out, taking into account the social, cultural, economic and political aspects of each individual; also was considered individual stories, shared stories, meeting and distancing points between the different participants of the focus groups and the interviews. With the systematization of the collected inputs, an exercise in qualitative analysis of returnees is proposed in this text. The following items are suggested to improve the application of this policy: 1. Improve coordination and inter-institutional alliances; 2. Strengthen information mechanisms; 3. Provide status to the return policy; 4. Encourage the use of the registry of returnees; 5. Expand attention points in critical areas; and 6. Take advantage of the capabilities of returnees. In conclusion, the crisis that affects Venezuela since 2014, and the systematic exodus of nationals based in that country, has led them to return in a massive way, strongly affecting the institutional response capacity of local territorial entities; there is a high proportion of unemployed people due to the economic and labor situation they face upon arrival; women constitute a significant percentage of the inactive and unemployed population; Given the poor quality or lack of training, the jobs that returnees find in Colombia are of poor quality, much without fixed income and outside the formal circuit of the economy.


1 Introduction

International migration is a growing phenomenon. According to the World Bank in 2015, approximately 250 million migration processes were recorded globally. In particular, migration from developing countries to more developed ones has been a common characteristic at the international level. Many migrants finally decide to return to their own territories motivated by improvements in conditions in their native countries. It is the way the ‘international migration of return process’ is conformed. Literature on this subject is supported in three perspectives: a) Neoclassical theory of the return as a failure. It argues the existence of a negative selection of human capital and that is why people return; b) Alternative theory of return as success. It considers return as an opportunity of qualified population, capacities and economic resources among others, obtained from abroad, and c) Return theory as a heterogeneous phenomenon, which escapes to reductionism as success or failure.

Crisis in Spain and several countries in Europe as well as social, political and economic problems in Venezuela have stimulated the return of Colombians. Aware of this, the national government has promulgated the 1565 law in 2012, which dictates provisions and incentives for the return of Colombians living abroad. The 1000 ordinance of 2013 establishes the design of programs and support plans that allow compliance with the provisions of the aforementioned law. The process of returning to the country of a national is given by voluntary application that is presented through the Single Registry of Return (RUR by its initials in Spanish).
Between November 2013 and April 2017, 6143 beneficiaries were accepted in Colombia (RUR Database, 2017). Particularly, in the last two years there has been a significant increase in the migratory flow of the returned population that has settled in the Caribbean region, one with the highest level of poverty in the country, mainly associated with the disrepair of the socioeconomic and political situation from Venezuela.

In this context, a sociodemographic characterization was performed about economically colombian population condition of returning in the Caribbean region of Colombia. A mixed methodology was used for its realization. The quantitative approach was applied to a population survey of 448 registered returnees in this region RUR February 2017. Initially, the data base of the RUR was validated. Results showed 242 returnees truly contactable. The rest of the population was discarded due to circumstances that prevent their participation in the study.

Additionally, a pilot test was performed by the application of an instrument designed 14 returnees in Barranquilla and Soledad (State of Atlántico Department). Finally, the stratified sample of 149 people was defined, with a 95% level of confidence and an error of 5%, technically permissible in studies of this nature values. To ensure representativeness for stratified distribution sample by states it was made a proportional affixation to the size of the population.

Table 1 Quantitative design and sample distribution in the Caribbean region

<table>
<thead>
<tr>
<th>State (cities)</th>
<th>Population (N)</th>
<th>Sample (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantico (9)</td>
<td>240</td>
<td>92 (38%)</td>
</tr>
<tr>
<td>Bolivar (4)</td>
<td>89</td>
<td>23 (26%)</td>
</tr>
<tr>
<td>Magdalena (2)</td>
<td>52</td>
<td>13 (25%)</td>
</tr>
<tr>
<td>Córdoba (2)</td>
<td>16</td>
<td>4 (25%)</td>
</tr>
<tr>
<td>Sucre (2)</td>
<td>18</td>
<td>6 (33%)</td>
</tr>
<tr>
<td>Cesar (1)</td>
<td>20</td>
<td>6 (30%)</td>
</tr>
<tr>
<td>La Guajira (2)</td>
<td>13</td>
<td>5 (38%)</td>
</tr>
<tr>
<td>Totales</td>
<td>448</td>
<td>149 (33,2%)</td>
</tr>
</tbody>
</table>

The qualitative approach consisted of conducting interviews and focus groups to deepen the diagnosis of the experience of the return process in the Caribbean region. These were made both to returnees and officials from state agencies. Six focus groups returnees, two in Barranquilla and one in Santa Marta, Cartagena, Sincelejo and Valledupar were performed. An interview was made to one returnee by each department (State), except the department of La Guajira. In addition, a focus group was applied to officials of state entities located in the State of Atlantico related to attention of this population, and an interview by each State.

The results of qualitative analysis revealed that:

The average demographic profile is between 31 and 50 years old, born mostly in the State of Atlantico (52%), 83% integrates households of 4 or less people, 62% have at least one child and 51% are married. By level of education: 30% have secondary and 26% have professional degrees. Living conditions are good in coverage of public services, although generally live in rental housing and socioeconomic strata 1 and 2.

The economic and employment situation showed a high proportion of unemployed (49.6%), especially if returned recently (2016 or 2017), come from Venezuela (61%) and if female (64%). More than half of the returnees laborers work as laborers or employees, 52.3 % has no fixed income, 80% have social security and returned two out of three is not affiliated to the pension system.

Economic causes (68%) conditioned the migration process, generally accompanied by family (52.3%); the majority come from Venezuela (59%), Spain (12%) and the US (11%); three out of ten returnees contemplate leaving the country again; 13% admitted having received benefits from the Plan of Return. The most common benefits are taxes, household goods, and military card; 41% considered very good or good institutional attention to their arrival.

Meanwhile, they conducted interviews and focus groups showed:

For returnees, the process of return to the country has been difficult especially for those who have spent more years out. Some expressed disagreement with the Plan of Return, but many of these, focus on benefits not
specified in this. Returnees from Venezuela has been more difficult to incorporate them to their families, especially for the ‘mixed families’.

Officials of the government institutions located in the State of the Atlantic showed the effort from their organizations made by this population. They recognized the need to improve coordination and information processes and demonstrated the joint activities with other government agencies, facilitated in part by availability of chancellery office in Barranquilla. Some programs have included local government resources and programs for returnees, but the ever increasing influx of people from Venezuela has undermined the institutional response. In the case, state authorities in the other departments, very little is known about the plan.

2 Problem Formulation

There are very few scientific studies on return migration in the Caribbean region that has used the official data disclosed by the ANE, OIM and the Ministry of Foreign Affairs. This fact is produced because the phenomenon of the return is one of the less studied migrations flux situation. According to the 2005 census, the Caribbean region doesn’t appears to be one the most experienced on the dynamic of the migration in Colombia. About this, the Ministry of Foreign Affairs maintains that the offices of attention to the migrant with more experience are those of Nariño, Atlántico, Risaralda, Quindío, Norte de Santander, Valle del Cauca, Antioquia, Caldas, Bogota y Chocó.

Nevertheless, based on the official data between 2015 and 2017, the number of return requests of national population presented by the RUR in the Caribbean region was significantly increased. This migratory phenomenon is relevant both for the magnitude of the flows and for their impacts on the region.

3 Problem solution

The study’s recommendations revolve around:
Improved coordination, reaffirm the responsibilities and seek alliances for common purposes.
Strengthen reporting mechanisms.
Provide status to return policy.
Encourage registration of returnees in terms of effective access and reach.
Expand service points in the critical areas.
Leveraging the capabilities of returnees.
Continued use of the information basis RUR: Technical Bulletins newspapers.

4 Conclusion

The crisis affecting Venezuela since 2014, and the systematic expulsion of nationals residing therein, has been massively returning, affecting strongly the institutional response capacity of local and regional authorities.

The findings of quantitative field work indicate that more than half of the migrant returned in the Caribbean region have ages between 31 and 46 years, the average household ranges from 3 to 4 members and most are from low socioeconomic strata. Due to the economic and employment situation facing a high proportion of unemployed, especially those from Venezuela. Women make up a significant percentage of inactive and unemployed population. Jobs are of poor quality, more of them without fixed income and outside the formal economy circuit.

The qualitative analysis revealed aspects of the reporting process and responsiveness of state institutions. In general, ignorance of the returnees themselves about the real benefits of the plan has oversized expectations towards this, which has played against the benefits of this policy. One of the main problems concerns the possibility of integration of this population into the territory and the production structure, which is more critical for those who stayed longer abroad, those from Venezuela, and the vulnerable population.

References:
International migrants and remittances continue to grow as people search for better opportunities. New report finds.


Fact-checking in classroom: teaching initiatives against fake news

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Abstract: This article analyses different strategies that can be used in teaching to strengthen critical thinking skills. The phenomena of Post-truth and disinformation are analyzed. The generation and the spread of disinformation is becoming a wide-reaching problem that affects not only Political Information, but also information in Academia. This article collects and reflects on the most outstanding activities detected in specialized bibliography to address disinformation at the classroom.

Key – Words: Post-truth – Disinformation – Information Literacy – Fake News –Teaching

1 Introduction
Online disinformation phenomenon has changed informative uses making the objective facts less influential than false information loaded with a strong emotional content. Thus, the distribution of false news has affected democratic processes and altered patterns of information consumption, and affects, especially the formation of critical thinking by citizens.

Three elements help to categorize this phenomenon [1]. First, the new habits in the access and use of information in social Media and WhatsApp, marked by its virality and immediacy and a strong emotional dimension [2]. Second, the technological context marked by the excessive personalization of search results, through filter bubbles and echo chambers that make easier for users to find information that reinforces their beliefs and, at the end, the social and political context marked by polarization.

These facts have direct consequences in traditional journalism, which has diminished its role of intermediation and authority.

2 Problem Formulation
Scientific and academic information is also altered by the spread of disinformation. Thus, Fake Science (or Pseudoscience) abounds in social media, and scientists are tempted with new modalities of predatory journals or misleading metrics. These predatory journals try to attract new submissions by phishing email campaigns promising a high acceptance rates and fast approval of papers. In addition, in the university environment, students have problems identifying reliable news on the network and determining the source of information [3].

To tackle this problem, new media literacies are making new approaches for verifying information, especially in social media. In these platforms, the speed of the misinformation and virality are making difficult to discern the truth. International institutions such as the European Commission [4] have chosen, according to their reports, for the promotion of information and media literacy to fight against misinformation in the face of more restrictive measures such as regulations. Other professional institutions in the library sector, such as IFLA (International Federation of Library Associations and Institutions) or ALA (American Library Association), highlight the work of information professionals in and have begun to develop initiatives and training programs that promote the role of the libraries in this area. Although librarians and information professionals have been pioneers in teaching information literacy skills, it is important, in this new context to determine how can these competences be regulated in teaching programs.

3 Problem Solution
In this context, this article aims to collect and propose initiatives that can be carried out in the classroom to improve and strengthen critical thinking skills on the part of the university community. From the field of Information Literacy, approximations have been made to adapt the new multiliteracies to the current information reality [5,6]. Academic libraries, for their part, have developed initiatives that support the fight against this phenomenon [7, 1]. This article collects and reflects on the most outstanding activities detected in the specialized bibliography, where the approximations still abound from the Anglo-Saxon realm. Thematic
guides embedded in the LMS of the course are one the most useful resources to take into consideration as part of the classroom material. With these platforms, librarians can inform about the main problems and challenges of disinformation.

Moreover, as a reference tool, can serve as a way to promote library collection, especially reliable news providers contracted by the library. Application and modernization of traditional checklist of information skills (such as CRAAP) can be considered as a strategy to identify reliable resources. In this sense, quicker criteria associated to fact checking are needed in environments full of viral content [8]. Metaliteracy as a self-referential framework in participatory digital environments [9] is discussed as a holistic context to evaluate information.

Moreover, application of fact verification tools or fact checkers for academic purposes or the use of conversations and media debates on Twitter to identify reliable voices are other activities that can help to fight against disinformation in the classroom.

4 Conclusion

Fake news is just the tip of the iceberg of a much larger problem like Pos-Truth. This phenomenon represents an epistemological shift where the emotionality is imposed in understanding the events, their causes and their consequences [10]. Although, technology can help detecting fake news through Fact-Checking tools and large technology companies such as Google or Facebook are starting to develop new mechanisms to check the information and its sources, the fight against misinformation needs different social agents. From the educational field, university must teach to identify the behaviors that promote the rise of this news and understand its true significance. This article concludes emphasizing the importance of embedding these competences in the curriculum of the courses. Likewise, the role of university libraries and their collaboration with professors is key in this process. This would help to strengthen the foundations of critical thinking of students in scientific and academic information.

References:


Normative guidelines for digital natives: The “WhatsApp Universe” and its pedagogical usefulness

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Abstract: - In this essay, we intend to inform about the conclusions of an ongoing study regarding the pedagogical usefulness of teaching WhatsApp among teenagers at Obligatory Secondary School. For this purpose, the opinion of 50 students undertaking the “Master Universitario en Profesorado de Enseñanza Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas” was collected. The methodology used for this study is qualitative, since it intends for the future secondary school teachers to be able to value the importance of teaching about WhatsApp. For that reason, they must firstly know the variables connected to this field by reading the Guidelines of style by the Royal Academy of the Spanish Language (RAE) and understand it’s didactic usefulness in the classroom.

Key – Words: WhatsApp – Norm – Compulsory secondary school – Teaching – ICT

1 Introduction

During the last few years, Information and Communication Technologies have been invading our lives. Teenagers have found themselves immersed in a “technological universe” which has changed the way they communicate with other people or access the information they need. The young people have become the “new digital natives”, since they’re constantly using social networks, including the world famous app “WhatsApp”, which is one of the most important means of written communication nowadays [1], [2]. In this new context of communication, teenagers tend to break the rules of academic writing [3] due to the immediacy and the need to make use of an informal linguistic register, and, therefore, devoid of rules.

However, is it possible to break the rules on digital media? According to RAE this transgression is a threat, since, in their opinion, it goes against the survival of academic spelling, which must be thoroughly known by this new generation of “digital” youngsters; who are even placed at the same level as vulgar speakers due to their inability to write properly, since they follow the principle of “writing as they speak”, bringing back, indirectly, the controversy of the Golden Age linguistic debate on Spanish spelling [2], [4]. This consideration has been going on since the beginning of this century [5], [6], even though it has evolved to a more positive assessment. Nevertheless, the term “textism” has been coined to refer to intentional discrepancies regarding the spelling of words and abbreviations that are used in text messages [7].

There have been talks about the incompatibility between the new digital norm and the written academic norm. In fact, some research shows that writing bad intentionally in the digital media does not necessarily lead, in a negative way, to an incorrect academic writing [5], [7].

2 Problem Formulation

The recent Hispanic publication of Guidelines of style (2018) by RAE [8] offers guidelines to write properly in all contexts, and also on social networks and WhatsApp. In their chapter about “Writing and digital communication”, they offer a series of recommendations on how to write on the Internet. This has a considerable impact on teaching, since we have to ask ourselves whether the teenagers studying Compulsory Secondary Obligation are aware of the differences between academic and digital writing (“disorthographic writing” or “ubiquitous digital writing” [2] [9]) and on the other hand, if the teachers of such disciplines really know the pedagogical usefulness of this digital contents.

How important is it that teenagers become aware of this transgression? There are different opinions. Some authors claim that the spelling level of the schooling language determines the spelling mistakes in chat texts (WhatsApp) and not the other way around [10]. On the contrary, others argue that in these exchanges the grammatical or spelling rules are not respected, which can affect their school practice and the student’s
However, others claim that the young people are able to distinguish between the cultured spelling norm and the new digital written norm, without any cause and effect relationship [7].

In the Spanish context, there are studies which analyse the educational possibilities on social networks, but they do not refer directly to the norms followed by students in digital texts [12], [13]. Others, however, do try to clarify the most frequent traits of this type of disorthographic writing [14] and value its didactic potential.

3 Problem Solution

Therefore, the instructor's job must be to teach the differences between the norms in academic writing and the new norms of digital writing posed by RAE in its recent publication, with the aim that future secondary school teachers value the pedagogical usefulness of teaching digital communication and, more specifically, of the “WhatsApp universe”. For that reason, a qualitative study is being conducted. The opinions of future teachers, currently undertaking the aforementioned Master’s degree in teaching, has been collected through a group practice where they were asked to read the latest chapter about “Writing and digital communication” and to select between 10 and 15 variables which, in their opinion, were connected to WhatsApp. After such choice, they had to justify these variables from a teaching and educational perspective and to assess the pedagogical usefulness of teaching these contents.

Equally, the new digital literacy regarding computer and Smartphone communication is of great importance in secondary education and at university level [2]. The youngsters must know the new disorthographic norm and be able to combine it with the learned norm. Teaching digital literacies is strictly necessary [14]; in fact, there is a practice known as “mobile learning”, in which WhatsApp is used as a tool that must be part of both formal and informal educational processes in the classroom [15].

In figure 1, it is possible to observe the variables selected by the students after reading the chapter on WhatsApp (from the Guidelines of style by RAE), as well as the most prominent features of its pedagogical usefulness in secondary school.

<table>
<thead>
<tr>
<th>FREQUENT VARIABLES</th>
<th>PEDAGOGICAL USEFULNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbreviations</td>
<td>Being able to distinguish between abbreviations and acronyms.</td>
</tr>
<tr>
<td>Use of capital letters</td>
<td>Knowing how to use capital letters properly in the digital media.</td>
</tr>
<tr>
<td>Use of the asterisk (*) as a rectifier.</td>
<td>Identifying the correct use of the asterisk in each situation as a rectifier on WhatsApp to be used with footnotes in academic texts.</td>
</tr>
<tr>
<td>Memes</td>
<td>Learning to identify its humoristic aim and not using them in formal register situations.</td>
</tr>
<tr>
<td>Onomatopeias</td>
<td>Becoming aware of the non-verbal elements of written communication. Feature that promotes the identification and articulation of different phonemes.</td>
</tr>
<tr>
<td>Dissident spelling and popularization</td>
<td>Identifying what spellings are dissident (use of “qu” for “k” or omission of “h”) and telling the students in which contexts they are allowed.</td>
</tr>
<tr>
<td>Foreign words</td>
<td>Making the students aware of the importance of not abusing loanwords when there is an equivalent word in Spanish.</td>
</tr>
<tr>
<td>Icons, emoticons and emojis</td>
<td>Assessing its correct use, since it can worsen the student’s use of vocabulary by trying to express an emotional load through an image.</td>
</tr>
<tr>
<td>Punctuation signs</td>
<td>Teaching the right use of punctuation and its allowed omission in digital media.</td>
</tr>
<tr>
<td>Repetition of exclamation and interrogation marks.</td>
<td>Teaching that repetition of these signs are only allowed in digital writing to foster the expressivity of the sentence.</td>
</tr>
<tr>
<td>Lengthening</td>
<td>Teaching that lengthening of words is only permitted in digital communication, since it is a reflection of oral language.</td>
</tr>
<tr>
<td>Stress</td>
<td>Always applying stress rules in both academic and digital writing.</td>
</tr>
</tbody>
</table>
4 Conclusion

The results show considerable deficiencies among the future secondary teachers on the following aspects: not choosing properly all the variables connected directly or indirectly to WhatsApp; they are unable to justify in an accurate way the didactic and pedagogical usefulness of the selected variables on teaching WhatsApp in the aforementioned educational level, and finally, some teachers argue that teaching this digital content is unnecessary since it belongs to the informal register, so it should not be subject to rules.

In figure 1, 13 relevant variables are highlighted, but in addition, the future teachers of secondary education should have remarked other variables described by RAE, such as: structured elements in different interconnected layers, non-human readers, collaborative reading and writing, oral communication in digital writing, links and hyperlinks. Likewise, the didactic description of every selected variable, in most of the documents collected from the students, is vague and inaccurate, despite it not being shown in the figure, where the best opinions of group essays about the pedagogical usefulness of each variable has been re-written.

It can be concluded, therefore, that by the end of this research the action guidelines will have been determined. These guidelines will reveal the real teaching efficiency of writing through WhatsApp in secondary school classrooms.

References:
Articulations of the technological and educational policy in rurality

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Abstract: The reflection is part of the research "Technological policy as a strategy for the inclusion and development of rural communities", funded by the ‘Corporación Universitaria Minuto de Dios’. In this research, the analysis of the relationship between public policy on ICT and the possibilities of inclusion and development of rural communities located in peripheral areas of the city is presented. Rural areas have comparatively lower development indicators than the urban sector, thus, rurality is characterized by inequality in terms of access to benefits. The technological policy, in articulation with the educational projection, is proposed as a solution to the reduction of the existing gaps and the impulse to the development of the communities of the rural sector.

Key – Words: Technology Policy – Inclusion – Development – Rurality – Information and Communication Technology

1 Introduction

The technological policy is framed in the logic of development, which is sustained in a discourse that suggests the possibilities of improving the living conditions of populations in the paradigm of the information society. The context of peripheral zones, as is the case of rural areas, presents differentiated conditions regarding development. Traditionally the theoretical perspectives on rurality have posed a dichotomy between modernity-premodernity. In this sense, it is thought that the scope of development implies the reduction of disparities between the rural-urban. In this context, communication infrastructures and as an extension of technological infrastructures- constitute, from a dominant perspective, factors that promote rural development. Thus, technological infrastructures represent possibilities for access to development and articulation with the current economic system.

The different diagnoses on inequality gaps existing at the regional level have pushed the construction of a public policy directed in terms of development and, in the current context, in relation to the expansion of technological networks that allow access to information and benefits of digital capital. In this sense, there are two particular dimensions of the issue: on the one hand, the possibilities of education, as the determining context of social mobility and individual and collective development, considering the possibilities of articulation, through education, with the productive system. On the other, the role of technologies, understood as a context that facilitates access to benefits and the construction of possibilities for articulation with the dynamics of development characteristic of the new global economy. A first phase of the research project, investigates the technological policy in education and technology, in order to demonstrate its articulation with a national model of development, promoting access to traditionally excluded populations.

2 Problem Formulation

In Colombia, rural areas have gaps in terms of development, compared to urban centers. As expressed by indicators on poverty and inequality, poverty and extreme poverty in rural areas -46.1% and 22.1% respectively- greatly surpass their levels in the urban context (30.3% and 7%). Precisely, because poverty is so prevalent in rural areas, the income inequality index (Gini) shows a more pronounced inequality in cities (0.526) than in the countryside (0.459) [1].

The inequality between the rural and the urban presents different expressions. Particularly, inequality regarding access to education in one of the aspects that show the disparities. Traditionally, in the rural sector the percentages of access to various educational levels are relatively lower than in other contexts. As stated by the Ministerio de Educación Nacional (Ministry of National Education):
In the Colombian rural sector, the isolation and use of child labor for the generation of family income, as well as the low level of education of parents, have a negative impact on children's access to school. Attrition and repetition rates are higher in rural areas than in urban areas, as well as the number of children that have never been served by the education sector [2].

Thus, in the proposals of the Plan Nacional de Desarrollo (National Development Plan) of the last governments, rural education appears as a necessary task to promote regional development, so that the expansion of coverage is a strategy for that purpose, among other actions.

In parallel, the technological policy has been raised as a possibility for the articulation of societies in the contexts of the global market and development [3], in such a way, some authors affirm the advantages of ICT in the revitalization of the productive sector in Latin America [4]. The expansion of the technological infrastructure is a strategy that facilitates access to education, among other social benefits, as well as the granting of other possibilities for the development of the rural sector.

In the Colombian case, since the creation of the Ministerio de las TIC (ICT Ministry), policies have been designed that move towards the inclusion of marginalized and peripheral sectors, as a democratization practice [5]. In particular, public policies aimed at reducing the digital divide have their main field of implementation in the education sector. Programs such as Computadores para Educar (Laptop for Education), focused on expanding access to computer equipment in educational institutions of the public sector, have been considered key strategies for development. In this regard, it is a problem to investigate the links between educational and technological policy as a mechanism for the development of rural development.

3 Problem Solution

This reflection constitutes a first moment of the research, therefore, the text presents previous analyzes on the proposed phenomenon. The role of technology policy in Colombia is reaffirmed as a possibility to broaden the scope of development by reducing the existing inequality gaps at the regional level. From a deterministic perspective, it is proposed, in the context of public policy, that the implementation of information and communication technologies leads to the reduction of existing gaps. The flagship plans of the national government have gone through the expansion of the technological infrastructure. Computadores para Educar has been presented by the government as a key strategy and a measure of its management in terms of development, considering the relevance of the technological implementation.

The National Development Plan 2014-2018 [6], establishes, among its main objectives, the reduction of territorial inequalities between the urban and rural areas, aiming at the development of the countryside, likewise, with respect to inequity and poverty, proposes "reducing social and territorial gaps in the provision of quality services in health, education, public services, infrastructure and connectivity ". Particularly in this objective is affirmed the relevance of the Information and Communication Technologies (ICT) sector in the tasks of bringing citizens closer to the State, expanding access to the State's services to vulnerable populations and strengthening community ventures through ICT, among others.

In the document Conpes 3670, called Policy Guidelines for the Continuity of Access and Universal Service Programs for Information and Communication Technologies, the Consejo Nacional de Política Económica y Social (National Council for Economic and Social Policy) stated that the economic and social development supported by Information and Communication Technologies of the population, and especially in low-income or rural communities, requires not only efforts to expand access and transport networks to connectivity services or computer overcrowding, but also to carry out sustainable long-term efforts jointly and comprehensively between national and territorial institutions in order to maintain and improve the achievements in access, appropriation and development of ICT [7].

Under these guidelines, during the last decade, the government's strategic programs, Vive Digital and Zonas Wi-fi para la Gente (Wi-fi Zones for People) were promoted, from which the massification of ICTs was proposed, both in the urban context and in peripheral areas with access problems. In mid-2018 there was talk of a total of 1156 Free Wi-fi Zones installed in all regions of the country, as an achievement of this policy of expanding the coverage of the Internet from the strategy of public and free access points located mainly in parks and other public areas.
On the other hand, in the context of the Plan Decenal de Educación (Ten-Year Education Plan) in Colombia, the role of ICTs in the transformation of the educational context has been highlighted. In the document corresponding to the decade 2016-2026, it is established as a strategic challenge "to promote the pertinent, pedagogical and generalized use of new and diverse technologies to support education, knowledge construction, learning, research and innovation, strengthening development for life" [8]. It is based on the assumption of education as law, to project comprehensive care, access and permanence of children in the education system. The strategic challenges are guidelines that allow compliance with the objectives proposed for 2026, among which is the improvement of educational quality, teacher training, human development, gratuity and peace. In the same way, it is expected that the infrastructure of the entire educational system will be of quality, transversal to ICT and with educational coverage.

Finally, the ICT integration policy in education systems is based on the logic of development that has been affirmed in the world summits on the information society, where it is highlighted that ICT enable access to quality education, favor literacy and universal primary education [9]. In addition, social inclusion is closely related to access to knowledge, which is made possible through the use of ICT, thereby, the public policy considers the strengthening of competencies for the use and adoption of ICTs and promoting the improvement of Educational practices mediated by ICT.

4 Conclusion

There is evidence of a deterministic stance as the dominant framework of interpretation between society and technologies, in the context of development, in the sense that technologies are expected to be a factor that generates social change. National public policy moves around the articulation between technological policy and educational policy towards the scope of development, expressed in the possibilities of reducing poverty and inequalities, expanding access to benefits, guaranteeing rights and the achievement of peace. In the field of rurality, where public diagnoses show deep inequality gaps, the articulation between both policies constitutes the transversal axis of the look at development. It is expected to investigate in a deeper way, in the development of the project, about the relations between the educational and technological policy, expressed in the permanence of a discourse in which a central role is granted to ICT in its role of transforming the acute realities who experiences the country.

References:

Abstract: The Carnival of Cádiz has been established since its inception in a factory of creativity aimed at the generation of coplas, with lyrics and original music, which have x-rayed the society of the moment. The second variable of our study focuses on the work of Quixote as the most universal of Spanish literature, which has been present in Spanish classrooms almost since its publication.

Key Words: Carnival of Cádiz – Quixote – mass media – didactic programming – emotional intelligence

1 Introduction
Our research is focused on the effects of an experimental study that examines in depth, in the first instance, the Carnival of Cádiz as a didactic resource, and the strategic evolution of the pillars of communication of the message of the carnival groups. From this sphere we face our investigation linking the Carnival of Cádiz and Don Quixote, and the groups that have represented the work. Pragmatically we will apply our object of study through an example of didactic programming in the classroom. Finally, we will delve into the influence of the Cadiz Carnival through emotional intelligence, and the didactic understanding of the figure of Don Quixote.

2 Problem Formulation
The investigation tries to evaluate the impact generated by the book ‘El Ingenioso Hidalgo Don Quijote de la Mancha’, as well as Segunda parte of ‘El Ingenioso Caballero Don Quijote de la Mancha’, by Miguel de Cervantes, in the groups of the Cadiz carnival. The work delves into the kind of influence, according to modality, referential volume, referential character, associated news of current affairs, as well as the year of the group of carnival and other resources used. Thus, the study aims to promote an sufficient approximation to the object of study that allows the extraction of conclusions linked to the relationship established between the Carnival of Cadiz and the books of ‘Don Quijote’.

3 Problem Solution
The carnival groups of Cadiz have fulfilled, almost from the origins of their own party, the function of informants and interpreters of reality, and their songs have formed a huge archive from which today we are allowed to analyze not only the content generated by the carnival groups but the perspective of their authors. In this sense, a certain parallelism can be made between the function of these groups of the Cadiz carnival and the classic ones of the media [1].

4 Conclusion
The Carnival of Cádiz as a cultural manifestation awaits a potential that allows its conversion into a didactic, educational and educational element, not only for the informational component of its lyrics, but for everything that underlies this phenomenon [2]. Its transversal nature makes it an educational tool with which you can work any of the areas of the curriculum of Early Childhood Education, Primary Education, Secondary Education and Baccalaureate. This research raises the Cadiz carnival as a didactic resource to teach Don Quixote in the classroom, as they can be used, and used, the information and opinion contents of the media in the didactic programming during all educational process [3].

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Design and validation of an instrument diagnostic use of ICT education by the Faculty

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Abstract: The present research began from the analysis of the theoretical model proposed by [1], which involves five areas in which the teacher develops the digital competencies (technical, information and communication, educational, analytical and social-ethical). After this analysis, the research focused on the design and validation of an instrument that allows to identify the educational use of ICT by the university professors. The instrument was applied to a fragment of 172 teachers for validation; The data was analyzed thru SPSS software, obtained by a factor analysis four factors, where 3 are trustworthy according to the statistic of Cronbach’s Alpha and one factor where the questions should be replanted. According to this result, we can conclude that the instrument designed for ICT diagnosis for academic use by teachers in the classroom will analyze the following factors "ICT use and social impact", "ICT design, management and evaluation", "ICT Analysis and Integration in training” and “ICT information search and Management”, which will allow us to determine the level of current competencies in the educational institutions and to make proposals with a view of improving the level of current competencies in necessary cases.

Key – Words: Digital skills – Digital Literacy – Higher Education – ICT – SPSS

1 Introduction

For more than four decades, a new form of communication has been developed through the Internet, it is then when the implementation of ICT in society is visualized as imperative of inclusion within all areas of development, therefore it must be a joint policy enabling its promotion at the national level; According to [3] "This requires policies that promote access and use in high-impact areas, such as education. These must be transversal and coordinated between different sectors".

Based on the above, one of the key factors in the integration of ICT training for teachers, for example, their knowledge of content, pedagogy and technology [4]; Similarly, several authors have insisted that teachers must be better trained in the set of knowledge, skills and attitudes needed to promote student learning in an increasingly technological world [5], [6], [7]; This means, the need to adapt the educational context to the needs that, supposedly, technologies pose to us is emphasized.

According to [8], "the scenario of the European Higher Education Area (EHEA) has a high requirement to address the training focused on developing technological skills, also ICT are called to star in a major role as a means of learning and teaching resources". For this reason, certainly one of the basic elements should be the role of teachers as agents of change and as professional whose training processes throughout life will certainly be linked to the development of information and communications technology. This union leads us directly to discuss the importance of digital competition between all the professional skills of teachers.

Related to the above, [9] we believe that teaching competence must allow a teacher plan instruction, select and organize the content, presenting information, select methodologies, design tasks, interact with students, make the tutorial work, research, reflect and feel member of the institution.

Relevant to the previous topic, the present research started from the analysis of the theoretical model proposed by [1], which includes five areas in which teacher develops digital (technical, information and communication, education, analytical and social-ethics) powers, of which was taken as reference the field of teaching, which has to do with the ability, knowledge and attitude on the use of information and communications technology in its various functions and application contexts of teaching -learning.

After this analysis and taking as its starting point the model [1] with the specific nature of the dimension of teaching, the research focused on the design and validation of an instrument to diagnose the educational use of ICT by university teachers, this as a first step to contribute to universal access to education; according to the
results it is intended to carry out a training plan aimed at strengthening teachers teaching digital competition in the two institutions where the study was applied.

2 Problem Formulation

To develop the instrument it was made through thru three stages; The first, consists of a bibliographical review of the different existing instruments that allow to determine the digital competence in the teachers, it was taken as reference the model [1]; The second, the construction and validation of the instrument, which is composed of the five dimensions of the model [1], where different types of questions were reduced to 30 distributed in 24 items, using a Likert scale "agreement" of 5 points, and codified as totally disagree (1); Disagree (2); Neither in agreement nor disagreement (3); Agreed (4); And very agreeable (5); In addition, we included 6 questions Likert "frequency" the highest quantification corresponds to very frequently and the lowest to never. It is important to mention that the instrument was submitted to a panel of experts, where the appropriate adjustments to the questions were made according to their perception; And third, the analysis of data collected in a sampling non-probabilistic incidental type collecting data from 172 teachers of “Fundación Universitaria del Area Andina” and “Corporación universitaria Asturias” located in Bogotá city, Colombia. For the study of the data, a factorial analysis was performed beginning from the principles of [2], through statistical tests of Kaiser-Meyer-Olkin (KMO) and the test of sphericity of Bartlett (BTS) which guaranteed that the characteristics of the data obtained in the sample are suitable for this analysis; followed, exploratory factor analysis was performed; And finally, a confirmatory factorial analysis was developed.

3 Problem Solution

To analysis each factor we used the Statistical Product and Service Solutions (SPSS) software and the test of Kaiser-Meyer-Olkin (KMO) and Bartlett's sphericity (BTS) was implemented in order to ensure the characteristics of the data obtained from the sample are appropriate for exploratory factor analysis [2], resulting in 928, being an excellent sample adequacy as established by [2]. Another test to measurement instrument was the sphericity test Bartlett, where chi-square 3883.800 and Significance of 0.000 was obtained; therefore we can confirm that the variables are fully explained by the extracted components, on the other side, KMO all values in each of the dimensions are greater than 0.5, while, the degree of significance obtained in Bartlett's test is less than 05; therefore, it is considered valid.

According to the results, it is appropriate to perform a factor analysis using the anti-image matrix, specifically the correlation, where the author [11] presents "the main diagonal of this matrix is the measure of sample adequacy (MSA), if these coefficients are low, it is an inadvisable vector, can consider eliminating variables with low MSA" (p.9)

Regard, it was determined that the diagonal of the anti-image correlation of the questionnaire is 0.903, therefore, none variable from the instrument was removed. Then, the matrix rotating component was analyzed, resulting of the five factors initially considered, these were grouped in four (Table 1), hence, we renames them according to the joint order of the questions respectively: ICT use and social impact, Design, ICT Management and evaluation, ICT Analysis and Integration in Education and search and Information Management.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Coding</th>
<th>Item</th>
</tr>
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<tbody>
<tr>
<td>ICT Use and social impact</td>
<td>T1</td>
<td>Design, created and modified with some different software formats (Word, Excel, PowerPoint, etc.)</td>
</tr>
<tr>
<td></td>
<td>E1</td>
<td>Design, different formats created and modified with web 2.0 tools such as blogs, wiki, Second Life, podcasts, RSS feed reader, Flicker, edublog.</td>
</tr>
<tr>
<td></td>
<td>I1</td>
<td>I use correctly virtual learning platforms; such as: Canvas, blackboard, Moodle, Edmodo, google classroom, ClassDojo among others.</td>
</tr>
<tr>
<td></td>
<td>T3</td>
<td>I know tools supported by the Internet that allow collaborative work such as: wiki, Google Drive, one drive, teams, planner, google classroom, Edmodo, Creately, goconqr, blogs. Forums, synchronous meetings.</td>
</tr>
<tr>
<td></td>
<td>I2</td>
<td>I use Web 2.0 resources such as: Youtube, social aggregators, wikis, blogs, online applications with the aim of developing activities or evaluations classes (eg: genially, Kahhot, quizzez, Mindomo, animoto, filmora, wix.)</td>
</tr>
<tr>
<td></td>
<td>S1</td>
<td>I use specialized databases or search engines (EBSCO, ProQuest, SCOPUS) to develop the content of the subjects I teach.</td>
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</tbody>
</table>
I use social networks to support the appropriation of concepts; such as Second Life, twitter, facebook, instagram linkedin, Pinterest, Skype, WhatsApp.

I use case studies supported by ICT to train my students.

Using informatic tools, I have noticed that student's academic performance has improved.

I have skills in ICT management in the classroom.

I have confidence in using technological resources with the group of students.

I received training in the use of ICT throughout my teaching career.

I believe that the use of ICT in class is a determining factor in student learning.

I believe that the use of ICT in class is an alternative tool for teaching the several contents.

I believe that the use of ICT in classroom is necessary tool.

I believe that the use of ICT in classroom is an alternative that doesn’t necessarily influences student learning.

I believe that the use of ICT in classroom facilitates teamwork, collaboration and student’s inclusion.

I consider using virtual tools to optimize time and effort.

I use social networks like ResearchGATE and academia.edu to be informed of progress in my discipline.

I know the impact of ICT implementation in the classroom as well as in society.

I know the ethical impact of the use of ICT in several social levels.

I guide the information search outside the classroom thru other digital media to support academic management.

I use synchronous communication tools (eg Skype, Hangouts, Collaborate, zoom, chat) and asynchronous (eg forums, wiki, mail, blogs, edublogs) to interact with students.

I propose Technologies (simulators, specialized software, etc.) to meet educational needs identified in the student group.

I design online activities that complement or support the teaching and classroom learning, such as: Educaplay, genially, canva, animoto, Vizia, vismeo, blogger, Tumblr, wix among others).

I promote the collaborative work through synchronous communication tools such as Blackboard Collaborate, Hangouts, Skype, Adobe Connect and asynchronous through email, wikis, Google Drive, among others.

I help students to manage and process information more effectively using technological tools.

I believe that use ICT in class is an alternative that doesn’t necessarily influences student learning.

I use social networks as ResearchGATE and academia.edu to be informed of progress in my discipline.

To evaluate the reliability of the measuring instrument, we created summarized variables to study the data and proceeded with the analysis of internal consistency by Cronbach’s Alpha as exposed [12], in this sense, for the present work of Investigation the reliability analysis was applied for the four factors resulting in the first three having an acceptable Cronbach’s Alpha (factor 1 = .937; factor 2 = .892 and the factor 3 = .904), this considering the exposed by [2]; While factor 4, the questions should be reviewed because of Cronbach’s Alpha is deficient (. 328).

<table>
<thead>
<tr>
<th>Factor</th>
<th>Cronbach</th>
<th>Questions</th>
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<tbody>
<tr>
<td>One</td>
<td>.937</td>
<td>T1, T3, T4, T5, S1, S4, S5, I1, I2, E1, A2</td>
</tr>
<tr>
<td>Two</td>
<td>.892</td>
<td>E4, E5, E6, E7, E8, E9, E10, I3, I4, T2</td>
</tr>
<tr>
<td>Three</td>
<td>.904</td>
<td>E2, E3, S2, S3, A3, A5</td>
</tr>
<tr>
<td>Four</td>
<td>.328</td>
<td>A4, I2</td>
</tr>
</tbody>
</table>

4 Conclusion

The information and communications technology can contribute to universal access to education, equity in education, teaching and learning quality, teachers professional development and management, organization, administration more efficient in the educational field, in this sense, ICT in the classroom depend on the ability
of teachers to structure the process of learning of non-traditional way, with the implementation of ICT and new pedagogies, which allows the generation of dynamic classes, encouraging cooperative interaction and collaborative learning.

To conduct evaluations and measurements in terms of educational use of ICT by teachers has restructured the model [1] specifically teaching dimension. In the search for alternatives for measuring use and knowledge of ICT in the classroom, a tool to analyze the professor competence in institutions, in order to plan a training strategy that allows to meet the needs adapted and evidenced weaknesses in applying the instrument.

Once the instrument is validated and supported by the model [1] to diagnosis the using academic ICT by the teachers in the classroom, were identified three of the five factors which finally to be evaluated and they are: ICT use and social impact, ICT Design, Management and evaluation, ICT Analysis and Integration in training; These factors measures the use and knowledge of digital skills of teachers of the institution.

University academic staff recognize the needs and improving in technological training, because they are responsible of teaching process and who decide the role they have with technologies, diagnosing teaching situations, deciding treatment and applying it in the classroom, which involves training and dedication matching with their responsibilities to achieve digital skills.

References

When We Need to Express Something Else Online: Emoticon Use in an EFL Student Forum. A Corpus Study

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Abstract: - This study offers the preliminary analysis of the use of emoticons by EFL speakers in an academic context. Several factors are taken into account: command of the language, emphasis and context. Thus, it is observable how the language of the net has its own code even in academic writing.

Key –Words: CMC – emoticons – EFL – students – corpus

1 Introduction

The use of internet in teaching has gained ground in the last decade, up to the point that there are universities which provide full instruction using this medium. Internet is a well known due to its informality regarding the use of language, showing careless texts full of, mainly, spelling mistakes, giving place to new kind of written language known as “netspeak” [1]. When the use of SMS became common among mobile phone users, the 160 characters limit lead to the expansion of a new linguistic code in terms of abbreviation. Nowadays, in the world of short message channels such as WhatsApp, there is no need to abbreviate unless the users want to type faster. As a consequence, most of the symbols and abbreviation used at the beginning of this century have disappeared. Another factor which contributed to this was the use of autocorrective software. The case of emoticons is rather different. Instead of disappearing, the have evolve to have their own graphic representations or even animated pictures (gifts). The prevalence of emoticons in electronic writing indicates that they are still important for the users.

If emoticons are still in use, that means they are still helpful in an online environment. Why? The main characteristic of written language is the lack of emotion, which leads to misinterpretations. In the case of computer mediated communication (CMC), the transmission of information is quick as, in some case, simultaneous or synchronous. In synchronous communication such as chats or WhatsApp, the brain react s to the message according to its emotional state. As a consequence, a supportive message can be interpreted as negative and the other way around.

As computer mediated discourse (CMD) is to be considered as more speech like than traditional written forms [2], it is characterised by short sentences and scarcity of adornment. Emoticons ease this fault adding the illocutionary force the message lacks. In other words: “they are construed as indicators of affective states, the purpose of which is to convey nonlinguistic information that in face-to-face communication is conveyed through the use of facial expression and other bodily indicators” [3].

2 Problem formulation

It seems that the use of emoticons is related to the low proficiency in the FL. For a non-native it is easier using an emoticon than resort to a word game in a language which s/he is still learning [4]. This will help in the expression of complicated constructions that will be, otherwise, solve with extra linguistic strategies in a face-to-face conversation. On the other hand, Baron [5] highlights the fact that emoticons are not widely used in CMD. In a own previous study about the use of Smartphone for communication [6], the use of emoticons was neither considered as important. In both cases, the participants were native speakers, so the use of a FL is a factor to consider.

Even though the use of emoticons is not a problem per se, this research aims at answering the following questions:

Are emoticons used for fulfilling blanks related to a poor command of the FL?
Are emoticons used to solve the lack of non-verbal communication?
Does CMC have to do something with the decrease of formality in academic writing?
In order to do this, it is useful resorting to the online written productions of students of English teachers-to-be (primary and pre-school) who use English as language of instruction. As part of their assessment, they participate in online forums where they express their ideas about a given topic and discuss it among themselves with no intervention from the lecturer. The corpus used is being compiled by the research group ENTELEARN at Universidad Internacional de La Rioja (Spain). Currently, the corpus ENTERCOR has been compiled using the two different subjects and degrees. It is divided into two sub-corpora: TICOR and TRAINCOR with a total of 470,088 word tokens. The first one (table 1) is used in this study and is also divided into two components: ICT (from pre-school education degree) and TIC (from primary education degree).

<table>
<thead>
<tr>
<th>Component 1: ICT</th>
<th>Component 2: TIC</th>
<th>Corpus TICOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of participants</td>
<td>155</td>
<td>511</td>
</tr>
<tr>
<td>Word types</td>
<td>4,816</td>
<td>9,320</td>
</tr>
<tr>
<td>Word tokens</td>
<td>107,042</td>
<td>317,759</td>
</tr>
</tbody>
</table>

Table 1

3 Problem solution

In order to revise the use of emoticons by the participants in these forum, the data were revised using corpus analysis software (AntConc 3.2) showing the following results (table 2).

<table>
<thead>
<tr>
<th>Emoticon</th>
<th>Meaning</th>
<th>Users</th>
<th>Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>:)</td>
<td>Smile</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>:-)</td>
<td>Smile</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>;)</td>
<td>Wink</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>;-)</td>
<td>Wink</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>:D</td>
<td>Laugh</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>:p</td>
<td>Cheeky</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>O:)</td>
<td>Innocent</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 2

The data are to be analysed bearing in mind the command of the FL by the user so the presence of emoticons can be attributed to a way of fulfilling the lack of knowledge. On the other hand, the general tone of the messages is also important to see up to what point the language is less or more formal.

Taking into account the literature about the use of emoticons, CMC and the use of EFL as a vehicular language, it is necessary to carry on with the research to deepen in the use of netspeak in an academic context. The teacher seems to be the major agent in the control of the use of informal language for activities. Therefore, we can resort to specific requirements regarding writing style for future online tasks.

4 Conclusion

The use of emoticons in this context is relevant as this is part of a new type of language. When using an online medium such as a forum, the language will follow the patterns established in similar non-academic situations. This language is not incorrect [1, 7] but might not be suitable for all contexts. As online writing is gained more and more ground in the academic world, this should be normalised or corrected.

References:


Educational automanagement as an alternative in the improvement processes of the multi-particular practice praxis in the colombian educational institutions

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Abstract: - In Latin America, therefore, in Colombia, teacher training processes in the Official Education Institutions are promoted by the national government and despite presenting an increase of 5.80% in education compared to 2017, and its regulated way of being administered by territorial entities through the General System of Participations, for the financing of educational services, has according to the affinity of the rectors with the local government will be fortunate to access funds in the field of teacher training (Sancho, Sánchez and Domingo, 2017). Therefore, taking into account the dynamic reality of deficiencies of training, this is presented research with the knowing of the intention epistemological, ontological, referential and conceptual aspects of educational self-management as an alternative that seeks to harness the potential of areas of study of the teachers and their shortcomings in others, in a kind of exchange of knowledge of those who come to life in the educational institutions of the city of Montería, Córdoba, Colombia. As described above, this research aims to highlight the current situation of self-management processes in improving the comprehensive teaching practice of the Official Educational Institutions in the Montería municipality hermeneutics was used to contrast the educational reality of teaching practice, as well as to know what are the strategies used by the rectors of these educational institutions for the improvement of teacher training; and through a triangulation of teaching perspectives, secretary of education and references, being able to conceptualize a theoretical, epistemological, ontological, referential and conceptual framework that undertake self-management education since collaboration.

Key - Words: Educational Self-Management – Improvement Processes – Colombian Educational Institutions – Integral Teaching Practices – Montería

1 Introduction

Theoretical studies such as those posed by Sancho, Sánchez and Domingo (2017)[1], Rada (2008)[2], Frederick (2009)[3] and Haden, Hendricson and Kassebaum (2010)[4], agree that Teacher training refers to the planning of policies and procedures to continuously prepare teachers through their attitudes and skills for the effective fulfillment of their activities in the school community. This situation is noted with concern in the constant and poor public policies taken by Latin American governments, characterized by their frequent disarticulation in their subsystems.

In Colombia, as a system of government submerged under a neoliberal economic model, it has a budgetary administration in the field of education, led by the territorial entities through the General System of Shares for financing educational services. Resources are limited and the needs for teacher training are unlimited, according to the appreciations of Sánchez and Domingo (2017) [11] they consider that they have turned resource management into a political tool within management of the Secretary of Education of the Territorial Entities, where school rectors aligned with the political affinity of the Mayor on duty, will have preferences in the provision of financial resources for teacher training.

Therefore, ill-advised local public policies in education are causing certain consequences according to Gongora (2014) [5] such as: deep institutional isolation, fragmentation between the myself educational training institutions avoiding the construction of an identity of the whole and as a collective organization, where a horizontality can be developed for discussion and the development of alternatives of transformation, isolated work is promoted the absence of real instances of participation, both educators and students, contradictions between innovative and progressive discourses about the modes of teaching and the reality of educators and
institutions continuing to employ verbal and exhibition methods. Where, also, there is a rupture between the theory raised in educational training institutions and the educational reality typical of the school system. All this prevents the generation of self-criticism that allows the construction of joint alternative proposals, about the practice itself in the Official Educational Institutions. Promptly, the department of Córdoba, through the municipality of Montería, as a Certified Territorial Entity, does not escape the budgetary constraints administered by the Secretary of Education, so the Educational Institutions are in need to reinvent creative solutions to keep teachers up-to-date in different areas of expertise.

Educational self-management as an alternative in the improvement processes of comprehensive teaching practice in educational institutions seems to be an option that seeks to leverage the strengths of teachers in certain areas of knowledge and to address limitations that others possess. However, confluencing this objective is not an easy task, the organizational culture in these entities are described by Pilar and Sanabria (2013) [6] as individualistic teachers, coercive leadership, no teamwork is encouraged, no teamwork is encouraged, no stimulates collaborative work, among others. All this difficulty, any alternative that tries to the continuous improvement of the educational processes led by the schools from the teaching practice and therefore, their professional quality.

2 Problem Formulation

Accordingly, the following question emerges: How do teachers consider self-management as a tool for improving comprehensive teacher practice in the Official Educational Institutions in the municipality of Montería?

3 Problem Solution

After collecting the information the interpretation was carried out, for the realization of this process the procedure established by Martínez (2010) [7] was used, divided into four (4) stages: Categorization, structuring, contrasting and Theorizing. For categorization, the information from the interviews was transcribed, dividing the contents into units of meaningful expression, i.e. the essential ideas of the preliminary categories (educational self-management and comprehensive teaching practice), classifying, conceptualizing or coding by descriptive expressions or categories.

Categorization and Structuring Stage

It refers to the coding and organization phase of the oral speeches issued by the three key informants about the replies through the interview guide, for which the Atlas.ti8 qualitative analysis software was used to review the process of standardization of categories, generating the following networks of speech analysis by each key informant, with their respective perception of the researcher.

Contrastation stage of key informants

In the process of contrasting key informants is realized through the triangulation of the perspectives of the stakeholders consulted, managing to determine the degree of rooting and density of the similar codes in which the interrelationship, thus conferring the criteria of validity and reliability that a systematic study requires.

All speeches will generate the 18-code relationship that relates to the default categories. However, there is a higher density of codes: Integral Student Training, Competition Assessment, Educational Quality, Learning Needs, Social Skills, Affective Skills, Reflection of Pedagogical Practices, Community Academic, Infrastructure and Technology Tools, which had a considerable level of saturation among the default categories and is illustrated in Network 4.

Network 1.- Triangulation of perspectives of key informants. Source: The Investigator (2019)
In the triangulation process of key informants, special attention is paid to the categories that emerge through the density of the interaction of their speeches. Key informants agree on Integral Student Training, Competition Assessment, Educational Quality, Learning Needs, Social Competencies, Affective Skills, Reflection of Pedagogical Practices, Academic Community, Infrastructure and technological tools, such as processes that can be articulated for the formulation of mechanisms for the permanent training of teachers with institutional self-management.

Theorization Stage: Emerging Categories and Theoretical References

In this last stage, the emerging categories are synthesized and listed as a result of the contrasting of the perspectives of the key informants and the process of saturation between the codes, generating the following table:

<table>
<thead>
<tr>
<th>Default Categories</th>
<th>Emerging Categories</th>
<th>Theoretical references</th>
</tr>
</thead>
</table>
4 Conclusion

In summary, the purpose of this study was to: to reveal the current situation of the self-management processes regarding the improvement of the comprehensive teaching practice of the Official Educational Institutions in the municipality of Montería, so it is concluded that educational self-management as a strategy for improving continuing training should be observed from a holistic perspective, because political, social, scientific and technological changes are systematically confluencing the professional in practice to keep up-to-date in their fields of knowledge.

However, these learning needs of teachers according to Vidal and Nolla (2006) [8] require processes to update and improve their competencies to achieve effective fulfillment of their academic activities, so categorizes in 3 ways: formal, informal and non-formal learning. Undeniably, any of these ways contributes to the satisfaction of knowledge update needs. However, the Educational Institution under study was able to show the limiting of teacher time to undertake courses of improvement in the different areas of learning, so self-management as a mechanism of formal learning within the institution is an alternative to the continuous and permanent improvement processes of teachers.

On the other hand, it is clear that technological tools as an educational self-management mechanism according to García (2007) [9], facilitate the access of information, improving communication between teachers and students, the possibility of sharing resources over the network. Promptly, technological tools are presented through key informants as an option to take advantage of the time in accessing academic content by strengthening the competencies of the teacher.

References:


Abstract: Development of the Teacher Accompaniment Plan (PAD) 2017-2018 [1], to address microcurricular challenges oriented to competencies and standards. The objective is to develop an updated PAD in line with the institutional teleology and the mechanisms of teacher control and management, according to: Strategic Planning 2017-2021; Institutional Educational Model. The methodology is a Systematization of Experiences and Project of Intervention in five phases: Starting point (Organization of information, registers, state of the art); Initial questions (objectives, definition of systematization axis: PAD); Recovery of the lived process; Reflection (Analysis, synthesis); Point of arrival (conclusions, written transposition). The results and conclusions: installation of culture of accompaniment that opens the transition between the traditional by objectives to the new by competences; program of visitation to the classes for control and feedback of the quality cycle; induction for entering academics; innovation of a versatile observation guideline; training in active methodological strategies; incorporation of the guideline to the digital platform for timely reports

Key – Words: Institutional teleology – Educational innovation – Teacher support – Microcurriculum – Decision-making

1 Introduction
The present corpus is the summary of the Systematization of the experience of the Teacher Accompaniment Plan (TAP), assumed as an institutional initiative of microcurricular implications, promoted by the Universidad Adventista de Chile, through Directions of Docencia and the Centro de Innovation y Desarrollo Docente, to contribute to incremental achievement of excellence results and performance quality of professors to favour students. In this sense, the TAP in the institution is oriented towards the sense of walking by professors in a systematic, horizontal and permanent dialogue of giving feedback, in order to face the professional and educational challenges together, that the excellent development of the teaching-learning process focused on the integral formation of students demands; embedded in the institutional Mission and Vision.


2 Problem Formulation
In the contexts of practice, in teleology, in institutionality, in maintenance, in accreditation processes and in good performance, at the undergraduate level for the carrying out of ever better learning outcomes in students, it is necessary to address the strategic challenge, to optimize, as far as possible, all instances that promote self-assessment, to accredit in all instances and to monitor the functions within the classes taught in each of the four faculties that work in the university. Another area that demanded attention was referred to the need to systematize the data of the Accompaniment Plan, since 2014 when the previous institutional accreditation process took place; all this with the purpose of making the corresponding analyses and comparisons that require the transition from a traditional model based on objectives to another oriented to the formation of competences and standards. In this sense, we emphasize that last September the UnACh received the Accreditation Report for a period of 4 years.

In this context, the problematization area is related to the gap between the institutional teleological orientations and the need to develop a new Accompaniment Plan that pays tribute to the systematic concretion of the teleological statements [4] [5] that are declared in the following texts:

Strategic Planning 2017-2021: The fifth objective emphasizes the priority of strengthening the academic and administrative processes that ensure quality in the offered training, through a strategy that specifies the
academic development oriented towards the integral performance of the teacher, and assigns an indicator related to the development of teacher control and management mechanisms. One of these is materialized through the semi-annual execution of the TAP.

Institutional Educational Model: Postulate n°11 on Quality of Education, specifies that Education should aim to ensure that all students, regardless their conditions and circumstances, achieve the goals and educational content of Adventists and national learning standards. It also proposes the Values axis or Academic and Management Excellence that emphasizes standards of excellence at all levels and work units of the University; trying that all the actors of the academic area, work with the conviction that only the best standards will validate their institutional work. Additionally, their orientations are supported by the description of the skill set of the Role of the Educator, who must be able to adjust their performance to self-managed quality standards or the ones proposed by those who supervise their work.

In this way, the updating and development of TAP is an urgent requirement that will be promoted through the monitoring and accompaniment of pedagogical practices, the concretion of the Role of the Educator and its positive implications in the proper development of a comprehensive teaching-learning process for all the students.

3 Problem Solution

Implementation of control, follow up and feedback instances associated with the Teacher Accompaniment Plan. (TAP)

The Accompaniment Plan, focused on the class that takes place both, inside and outside the classroom, has made it possible to show various results related to the teacher performance indicator and its direct implications in achieving good learning results, considering that the teaching staff is made up of professionals with different profiles, among whom are mentioned: engineers, lawyers, psychiatrists, nurses, doctors, bio-analysts, chemists, accountants, journalists, economists, psychologists and also professors with proper pedagogical training.

The induction programs have been implemented every six months and consist of two moments: a first intensive half time face to face session to socialize important information and give to the incoming teachers a Dossier containing institutional publications such as the educational model, the Manual for the elaboration of the Subject Programme and other materials of great practical utility for the good exercise of the teaching function. The second moment has been developed through an online Induction Course with an approximate duration of two months, which has deepened what was addressed in the first part and has contributed to the strengthening of skills in teachers and their integration into the institutional work context.

The accompanying teacher interview, implemented as a complementary strategy and follow-up visits, has generated satisfactory results that are taxed to improve the process itself: they have been developed in the form of horizontal dialogue; its purposes have to do with obtaining a wider knowledge of the observed experience about opening a space to the proactive dialogue about needs, difficulties and possible solutions related to the teacher performance. It has demonstrated the institutional willingness to support the teachers during their stay at UnACh.

Next, the results of the corresponding Accompaniment Plan for 2018.

The 2019 results will be processed at the end of the year when the Academic Year is completed.

<p>| GLOBAL RESULTS ACCORDING TO THE EXECUTION LEVELS ACHIEVED IN THE OBSERVED CLASSES |
|---------------------------------------------|-------------------|--------------|--------------|---------------|---------------|---------------|---------------|</p>
<table>
<thead>
<tr>
<th>EXCELLENT EXECUTION</th>
<th>GOOD EXECUTION</th>
<th>REGULAR EXECUTION</th>
<th>DEFICIENT EXECUTION</th>
<th>NOT EXECUTED</th>
<th>ANSWER NOT REGISTERED</th>
<th>DOES NOT APPLY. ADJUST RUBRIC</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>62.71</td>
<td>24.94</td>
<td>3.94</td>
<td>0</td>
<td>7.36</td>
<td>0.79</td>
<td>0.26</td>
<td>100%</td>
</tr>
</tbody>
</table>
Finally, it is worth mentioning the systematization findings to reconstruct the memory of the Teacher Accompaniment Plan, from 2014 to 2018. The data for the year 2013 are in process; and those corresponding to the present year (2019) will be systematized at the end of it. The main instrument used for the organization of this information has been the Applied Guidelines that could be rescued.

The University has made effort to install culture among the academic community and therefore, the discourse of good pedagogical practices with the strategic objective of improving quality cycles in teacher performance with emphasis on the positive impact have been systematically achieved in the students. Below is an approximate summary of the visits cycle in the Classroom Accompaniment Plan, updated as TAP 2019 (Teacher Accompaniment Plan-2019).
4 Conclusion

1. One Improvement of the levels of execution of the teaching practices according to the percentages achieved in the scale of measurement of the Accompaniment Guidelines applied during the observed classes.

2. Progressive update of the accompaniment guideline model and its adaptation to the major challenges of the teaching-learning process in the context of the institutional curricular renewal.

3. Design of the new Follow-up Guidelines 2018: With the development of work, groups formed by the teaching staff during a review day to adapt it to the approach of the Institutional Educational Model oriented to a competences-based training. In this way, a model adjusted to the transition period between a traditional curriculum by objectives and a competences-oriented one, was generated.

4. The new version has the versatility of allowing the recording of observations during the classes in the subjects enrolled in the renewal as well as the other classes whose programs are under review to overcome the traditional focus by objectives.

5. Increase in the number of accompaniment visits achieved with the support of feedback interviews in the cases required.

6. Considering the requirements of quality assurance, Dirección de Docencia has produced a first online Seminar on Strategies and Didactic Techniques oriented to Competences and Standards at the University with the plus of the First Virtual Forum: University Values and Teaching; of general free call, as an experimental effort to install a progressive approach to the educational proposal that is declared as oriented to competency-based training.

   The production and distribution of an expanded and updated version of the plasticized infographics: Keys For Good, Teaching Performance has also been achieved, in order to promote the criteria and indicators of the new Follow-up Guideline that is updated cyclically through working groups where all the cloister teachers who work in the institution participate.

   Difficulties found during the TAP: The demand for accompaniment visits exceeded the availability of people to accompany teachers; this has generated inconveniences due to the superposition of agendas and in some cases

   The incompatibility of schedules. Before this difficulty, the team of attendants proceeded to reassign the lagged names to achieve specific 100% of the planned visits, especially those that corresponded to the teachers who taught classes from 18:00 to 20:00 hrs.

   What would be necessary to improve the TAP?

   Continue the consultation to adjust the entire TAP and the redesign of the observation guide in order to update them according to the dynamics and demands derived from the execution of the Curriculum Update Plan-Phase II.

   Invite teachers assigned to the different faculties that have the professional profile, to integrate the team of accompanying teachers in order to overcome the imbalance between the demand and the supply referred to the TAP.

   Have at the beginning of the semester (15 days) the list with the complete data of the incoming teachers to make the Visits Schedule.

   Fill in the Follow-up guide online to optimize the reportability for both, the institution and the incoming teacher; in this way we can save resources and time in the decision-making process.

References:


Abstract: - The corpse was the indispensable element for the study of the Anatomy and when being replaced by new educational strategies they have incorporated in the practices, educational tools that complement their knowledge. This study is transversal and through a Likert survey, applied to the students of Anatomy, the level of effectiveness of said tools for learning was measured; through the statistical analysis of tables crossed between educational tools and academic cycle, it was identified that all teaching tools are considered effective p = 0.000 according to their level of complexity in the different academic cycles and the applicability of Acland's Anatomy videos, = 0.585 and the PBL = 0.006 is not differentiated its usefulness for learning between the different academic cycles.

Key – Words: Practical anatomy – Didactic tools - Participatory methods – Meaningful learning - Medical education

1 Introduction

The Human Anatomy, established as one of the oldest sciences, is a fundamental pillar on which medical sciences are based [4]. The learning through corpses favors the understanding of the form, location and relationships between the different structures [2]. However, the accelerated advance of technology [7], changes in society [5] (Rosker, 2006) and the legal limitations of donation of corpses for scientific study [3] has caused the traditional study of anatomy by human prosecution to be replaced. by didactic tools that promote student learning.

In virtue of technological development and progress in bioethical principles, science has allowed medical schools to gradually replace the dissection of cadavers by anatomical models and multimedia material, which together complement the learning [6].

These new models of education are growing exponentially and seek to motivate students by making learning meaningful, developing skills and cognitive and behavioral skills [1], giving advantages over their training as a future doctor.

The Medicine School of the Universidad Técnica Particular de Loja, from 2015, implemented practice guides with activities that include pedagogical tools that together, aims to promote learning not only topographic and systemic but also clinical, motivating the student to be participant in their learning and exploiting their capacity for understanding, application, analysis, evaluation, creation and memory.

These tools, sequentially arranged according to complexity of resolution for different levels of learning include: the use of models, virtual platforms such as softwares for 3D anatomical dissection (BioTK) and didactic videos of real cadavers (Acland's Video Atlas of Human Anatomy), anatomical castings, dissection of pieces biological animals and problem-based learning (PBL), each of them focused on measuring the learning outcomes of each academic cycle.

2 Problem Formulation

The gradual replacement of the dissection of cadavers impels us to use new pedagogical strategies and with the objective of knowing if the application of these strategies contribute effectively to meaningful learning, a Likert-type survey was applied on the appreciation of the students of Practical Anatomy to the degree of effectiveness of these tools in the development of their cognitive and behavioral capacities.

3 Problem Solution
The present study is cross-sectional, in which the effectiveness of practical anatomy learning methodologies was determined through a survey. For the statistical analysis, correlation tests of related samples were applied using the SPSS statistic 23 program, it is handled as a null hypothesis (Ho) that there is no significant difference between the opinions of the students of each cycle with respect to the applied teaching methods for anatomy practices.

Crossed tables were made, having as independent variables the didactic tools regulated in the practice guides (models, Acland's video, BioTK, anatomical molding, dissection and problem-based learning), and as a dependent variable the level of perception of effectiveness by part of the students (without effectiveness, little effectiveness, effective and very effective).

The models were considered very effective in the first 51% (f = 25), second 48.8% (f = 20) and third 55.1% (f = 27) cycles, while in the fourth cycle they were considered to be inefficient 40% (f = 30); an association p = 0.00 is also observed, which indicates that there is a relationship between the use of models and learning in the different academic cycles.

The Acland's video tool according to the student's perception is effective in all cycles, first 65.3% (f = 32), second 65.9% (f = 27), third 65.3% (f = 32) and fourth cycle 60% (f = 45). In conclusion, learning with the Acland's Video tool is not differentiated between the cycles taught, chi square p = 0.858.

The BioTK software is considered by most of the first cycle students as low efficiency with 28.6% (f = 14), very effective for the second with 41.5% (f = 17), effective for those of third and fourth cycle with 51% (f = 25) and 49.3% (f = 37) respectively. When we obtain a p = 0.004 we see that there is a significant relationship with the virtual dissection tool and the higher levels (third and fourth).

The dissection is considered very effective for first and second cycle students, with 67.3% (f = 33) and 56.1% (f = 23) respectively, the third and fourth cycle do not consider it effective. In this circumstance, an association p = 0.00 is shown, which indicates that this tool is more useful in the first cycles.

The application of Problem Based Learning (PBL) is considered very effective by the most students of all cycles surveyed, p=0.006 being learning by this undifferentiated tool in all cycles.

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### 4 Conclusion

The molding contributes exclusively in the first cycle according to the perception of the students $p = 0.000$ unlike the virtual dissection with BioTK that favors the upper cycles $p=0.004$. The real dissection contributes in the first two cycles while the models are advantageous in the first, second and third cycles; both with $p = 0.000$. The Acland's Anatomy videos $p = 0.858$ and the PBL $p = 0.006$ are tools that favor learning at all academic levels. All the teaching tools used in the teaching of practical anatomy are considered effective in the different academic cycles.

**References:**

The presidential government social communication in Mexico's historic future: successes and misadventures about its legislation and compliance

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Abstract: - The first information model for the full exercise of the presidential communication has been implemented in Mexico for more than 80 years. However, in the absence of clear policies to handle information with uniform and transparent criteria towards society, serious problems persist today about its performance, leading to some successes and rather misadventures in the management of crisis of presidential administrations in turn, thus generating unrest in society and a zero credibility in the government. In this sense, the establishment of these policies –and therefore their exercise– has always resulted in a constant struggle between duty and being, and between accountability and opacity, with weak support from the authority in shift, but in most of them, with his veto and total rejection. Today, in the return of so many decades, the legislation in this area remains still poor, despite the recent enactment of the “Ley General de Comunicación Social” [General Law on Social Communication] (May 11, 2018), and the “Acuerdo por el que se establece la Política de Comunicación Social del Gobierno Federal” [Agreement Establishing the Social Communication Policy of Federal Government] (April 17, 2019), which have done nothing but delve into existing legal loopholes. In such circumstances, we can then say that there have been three the great moments that have been recorded in the political life of the country regarding the legislation and exercise of presidential communication, namely: June 1936, when the official first information model; December 1977, when the constitutional article 6 was reformed to include the phrase “The right to information will be guaranteed by the State”; and may 2018, when the General Law on Social Communication is enacted, which legalizes the use of public resources for the political promotion of civil servants in turn. The first two were regarded in their time as great "successes" –with their buts – while the latter has been judged by their own and strangers, as a real failure in the achievement and exercise of public social communication policies. That is why this article explores presidential communication practices in the modern history of Mexico, as well as their legal support, with the purpose of identifying successes and mistakes in matter. This study, corresponds to a qualitative research, through action research, and participant observation. Results reveal there is not a defined model for their practice, as well as there are no specific operation policies, which is why we can assess that work is being done under discretion, regarding asignment of public contacts, hurting greatly the freedom of speech, and perpetuating historical debt to transparenecy. Using a convinciently modified law, presidential comunication finds itself without a defined way, through the presidential period (which corresponds to six years regarding Mexico’s policies) that just ended, lost its way entirely, setting aside its function of informing citizenship, it was always its reason for being.

Key – Words: Mexico – Government – History – Presidential communication – Communication policies

1 Introduction

Despite the vast experience shown by Mexico throughout the history of social communication, it was not until June 17, 1936, that the strategy that would set the course for presidential communication in this country was formalized. Therefore, through the “Diario Oficial de la Federación (DOF)” [Official Journal of the Federation] an agreement was published through which the Law on Secretariats and Departments of State was amended, creating the Advertising and Propaganda Directorate as an integral part of the Ministry of The Interior. With the launch of this unit, the government, headed by the then President Lázaro Cárdenas, formalized its first information model, in order to make known to the national and foreign public, the official version of the events involving the Mexican Government. However, with an almost exclusive office for the dissemination of the actions of the executive branch, it was not considered as an instance for dialogue or social participation, much less for intermediation, rather it was assigned a vertical character and censor, seeking to control the state media. Simultaneously, the federal government began the practice of providing information to
reporters and journalists through newsletters prepared for that end centrally, thus also avoiding the improvised interviews that so displeased the General. Thus, from 1937, the advertising and propaganda department became the government’s “social communication laboratory”, i.e., the place where official information was concentrated, processed and disseminated. This unit exercised the task of controlling and monitoring all information disseminated in the country, and of course censorship was also part of its functions. However, the greatest success to this six-term communication, is the establishment of press offices in each federal institution (secretariats, departments, institutes, councils, commissions, etc.), even though in its inception, only they produced newsletters for the different newspapers, with the purpose of disseminating - and thus building - the official version of the national events, thus constituting, in the exclusive content of the front pages of the newspapers [1].

A second historic moment for presidential communication was marked by the government of José López Portillo (1976-1982), when he launched an ambitious legal reform in order to establish new rules of the game in the coexistence between government, media communication and society. The reform package began with the replacement of the “Ley de Secretarías” [Secretariats Law] with the “Ley Orgánica de la Administración Pública Federal” [Organic Law of the Federal Public Administration] (LOAPF, by its Spanish acronym) –today in force-. The law assigned another role to the Ministry of the Interior, which was to “formulate, regulate and conduct the social communication policy of the federal government and relations with the mass media” [2]. In doing so, for the first time, concepts of social communication and public service were introduced. The first is a horizontal model of information exchange, in which society participates not only as a recipient of government messages, but also as the creator of them. The second measure taken months later was the inclusion in article 6 of the General Constitution of the phrase: “The right to information will be guaranteed by the state” [3]. At the same time, López Portillo announced his intention to convene a national popular consultation, in order to develop the respective regulations of that article.

As an important part of the new communication scheme, the President issued an agreement creating the Directorate-General for Information and Public Relations of the Ministry of the Interior [4]. López Portillo justified the creation of this unit on the grounds that "the right to information of citizens is a budget for the exercise of their political and social freedoms and therefore, knowledge of the acts that government of the Republic". There was so much importance that the federal executive gave at the time to social communication tasks, that it "caused a rapid increase in budget items for those offices. In 1978 they were allocated just over 200 million pesos; and three years later, the amount was 1,967 million pesos", as Scanello (1982), quoted in Hernández (1996), points out. In this way, the last legal change made in the field of social communication by President José López Portillo during his term of office, was the renaming of the Directorate General of Information and Public Relations, since through an agreement presidential elections, in the twilight of its administration, became the General Coordination of Social Communication and became dependent on the Office of the Presidency of the Republic [5].

A third moment in this history, has recently been determined with the publication of the General Law on Social Communication (2018) –known by its detractors as Ley Chayote (in allusion to the bribery that receive in Mexico the media and journalists colluding with the government)– and the Agreement establishing the Government’s Social Communication Policy (2019), through which the existing legal gaps in social communication policies are deepened. In particular, much outrage has caused publication in the Official Journal of the Federation of the General Law on Social Communication, considering that it does not meet the requirements raised since its inception [6]. "The new law is so bad that it achieved a joint response from the Special Human Rights Rapporteurs of the Organization of American States and the United Nations: Edison Lanza, and David Kaye", Jesús Cantú noted in his “Siglo de Torreón” editorial, May 6, 2018 [7], before the already imminent publication of the General Law on Social Communication. "Both rapporteurs denounced that regulation leaves ample scope for the discretionary allocation of official advertising, as it does not prohibit its use for electoral or partisan purposes, nor does it have a system of accountability”, he remarked in his writing, confirming that the battle for the regulation of public resources and the establishment of social communication policies in Mexico have been failed struggles.

In this context, this research’s objective is to analyze Mexico’s history on social communication and its policies, just as its relation to exercise and transparence, with the ending of identifying whether there is or not a stablished model, based on which, launch improvements on its development. In order to achieving this, a contemporary historical tour was made, emphasizing on the so called Ley Chayote, on which, according to experts opinion, a failed struggle for achieving transparency, despite big efforts made by several sectors in
mexican society. The research is justified by its theoretical value, practical utility and social relevance, thus concluding that the lack of public policies in the field of social communication will continue to be a pending issue on the public agenda, thus institutionalizing historical debt with transparency.

2 Problem Formulation

In Mexico, talking about social communication policies is talking about a recent phenomenon, compared to the emergence of the modern state, but there is evidence of historical relationship between the development of the press, the demand for information by society and the creation of the so-called social media offices, whose current structure and functions begin to be highly questioned by their inoperability [8], despite the recent enactment of the General Law on Social Communication, the appearance of which has been preceded insistently on the concepts of transparency, access to information and accountability.

In this sense, legal vacuums and poor and confusing regulation in this area have led to a total absence of these policies, generating irregular social communication structures, which in most cases are not considered in the regulations organization manuals, or organizational charts of the federal public sector units, provoking, on one hand, a lack of commitment and follow-up to the tasks entrusted by their owners; on the other hand, an ankylosing of society, given the constant informational gaps [9]. In addition, the provision of resources in advertising and the discretion with which they have been exercised, -in the name of social communication-, produced a social malaise that climbed significantly during the constitutional term of the outgoing president (November 2018), Enrique Peña Nieto.

Therefore, it can be seen that throughout the contemporary history of this country, it has not been possible to build a comprehensive model of presidential communication that results in an informed society through clear and specific programs that translate into instruments of transparency of the exercise of power and in a public ethic that comes to legitimize government activity. In addition, with the publication of the General Law on Social Communication, it is more than clear that the establishment of presidential communication policies will continue to be a pending issue on Mexico's public agenda, thereby accentuating the misadventures in the matter.

3 Problem Solution

Six months after the introduction of the presidential administration of Andrés Manuel López Obrador, -and despite the publication of the Agreement establishing the Federal Government's Social Communication Policy-, still possible to repeal the General Law on Social Communication. In this way, in order to give way to building consensus among the different social actors, it will be necessary to recognize that the political, social and economic conditions that favored the old communication model have changed, and the persistence of their old forms produces declining returns and violates governance. Today more than ever, government information must be translated into a public good and of national interest that results in effective presidential communication, given its strategic and conciliatory nature. Therefore, urgently it needs to be conceived, designed and implemented under the public policy approach, considering the use of information as a decisive tool to disseminate in a timely and truthful manner the actions taken by the President, guaranteeing transparency and accountability at all times, in a frank and constant struggle against impunity.

The presidential communication generates empathy and provokes favorable reactions and actions on the part of the population towards the work proposals and actions of the authority, because the greater the accurate and relevant information generated, the greater the confidence; and the trust built in communication must be used in times of crisis such as that currently being experienced in the country: a crisis of credibility, insecurity and values.

4 Conclusion

Today, no political and legitimately democratic system can be conceived that does not give a predominant place to presidential communication, which does not regard it as one of its substantive tasks, as an inescapable public service and of the greatest transcendence. Therefore, it should never again be regarded as a mere instrument of control against the mass media, but on the contrary, it must respond directly to the needs and alternatives that society has for its development and for the strengthening their political coexistence. Thus, it must then be the fundamental premise for Mexico's political-social relations, but also as a moral principle, since
it must be at the same time a permanent practice and an ethical value that regulates the actions of the presidency [10].

In this sense, it should be revalued by the presidents in turn as an invaluable tool to directly access the citizens, measure their level of satisfaction and know their expectations; it can even be seen as a much more efficient weapon than the use of force that Machiavelli spoke of, since the informed population is less vulnerable to rumor, misinformation, destabilization and mistrust; communication stands as a guarantor of its principles and values, work and well-being. From now on, the federal government must have among its main functions that the entire population knows and evaluates its work, in addition to providing adequate and adequate information to all the inhabitants of the country, in order to promote their participation in the government task, thus demanding an honest and effective public administration.

References:
The impact of think tanks in the Spanish press:
a longitudinal analysis (1999-2018)

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Abstract: The objective of this article is to analyze the media impact of think tanks during the last 20 years (1999-2018) in Spain. A quantitative analysis of the news published in the national media, both on paper and in digital versions, makes explicit reference to think tanks. To search for news related to these organizations, the Factiva® tool has been used. The search has been made for all Spanish media using the terms "think tank" or "think tanks" and taking into account the headline of the news. 611 records have been obtained, of which 534 are in Spanish and 77 in Catalan. The results suggest that the presence of think tanks in the media is growing over the years, regardless of the economic cycle and the changes experienced in the national political situation.

Key –Words: Think tank – Media impact – National press – News – Public policy

1 Introduction

Think tanks are entities whose main function is to produce research and analysis to influence and advise the political elite and society in general [1] [2] [3]. It highlights its role as interlocutors, mediators or intermediaries of ideas and, therefore, as organizers of debates on the public agenda [4] [5]. The different contexts and the heterogeneity of think tanks determine the existence of different definitions. The most well-known definition interpret that think tanks are ‘non-governmental, not-for-profit research organisations with substantial organisational autonomy from government and from societal interests such as firms, interest groups, and political parties’ [3].

The term Think Tank was coined after the Second World War, especially in the Anglo-Saxon countries and in the United States [3]. The think tanks became relevant in the 70s in the United States when they decided to support political parties with a conservative ideology in order to control academic debates and the media that were influenced by other trends at that time [6].

The areas of research currently covered by think tanks include policies such as economic, educational, and energy, as well as, health, science and technology, social, defence and national security, environment, and international relations, among others [7].

2 Problem Formulation

The objective of this article is to analyze the media impact of think tanks during the last 20 years (1999-2018) in Spain. This impact should be understood as the coverage or presence in the media. A quantitative analysis of the news published in the national media, both on paper and in digital versions, makes explicit reference to think tanks. To search for news related to these organizations, the Factiva® tool has been used. Factiva® is an information database owned by Dow Jones & Company that provides access to more than 35,000 news sources in 200 countries in 26 languages. In the specific case of Spain, Factiva® provides access to 264 media, including paper and digital newspapers and magazines, as well as EFE and Europa Press agencies. The search has been carried out for all Spanish media using the terms "think tank" or "think tanks" taking into account the headline of the news. The research dedicated exclusively to the headlines is due to the fact that they concentrate an idea that is presented as synthetic and attractive, and that is expressed in a way catches the interest and attention of the reader [8].

The analysis of the time trend of the news that referred to the think tanks was made by means of a regression (R2 = 0.9388) whose statistical adherence is adequate with respect to the available data. On the other hand, the evaluation of the variability of the presence of think tanks in the mass media was obtained by calculating the average of publications for the 20 years analyzed.

3 Problem Solution
A total of 611 records have been obtained. The results suggest that the presence in the media of think tanks is growing over the years, regardless of the economic cycle and the changes experienced in the national political situation. In fact, in 20 years, the media coverage of these organizations goes from an incipient representation with only two annual news in the year 2000 to reach the 96 news in 2018 (Table 1).

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Table 1. News that incorporate the term "think tank" in its headline

The analysis of the time trend of the news that refer to the think tanks was made by means of a regression \( R^2 = 0.9388 \) whose statistical adherence is adequate with respect to the available data. On the other hand, the evaluation of the variability of the presence in the means of the think tanks throughout the time series has been obtained when calculating the news average for the 20 years analyzed, as shown in Figure 1.

![Figure 1](image-url)

The consultation carried out in Factiva® returns a media presence for the news in Spanish and Catalan, not offering results for Basque or Galician. In this sense, the news published in 9 Catalan media is recorded, compared to 68 media in Spanish, and the news in Catalan represents 1 out of 10 news published in the period analyzed (Table 2).

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<td>El Diario Vasco</td>
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<td>6</td>
<td>La Verdad</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>El Diario.es</td>
<td>1</td>
<td>1</td>
<td>La voz</td>
<td>8</td>
<td>8</td>
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<tr>
<td>El Economista</td>
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<td>Las Provincias</td>
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<td>Sin Comillas</td>
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<td>Valencia Plaza</td>
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<td>2</td>
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<tr>
<td>ElNacional.cat</td>
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<td>8</td>
<td>Vozpópuli</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>El Norte de Castilla</td>
<td>3</td>
<td>3</td>
<td>Total</td>
<td>2</td>
<td>549</td>
</tr>
</tbody>
</table>

Table 2. News distribution by media with detail of the publication language

The database obtained registers 73 different media and agencies. Of the 73 media, half (37) represents 90% of the news. The four most relevant media (Europa Press – 20.13%, La Vanguardia – 6.06%, Expansión – 5.73% and El Mundo – 5.73%) show a strong concentration that explains one out of every four news published in the twenty years analyzed.

4 Conclusion

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The presence in the media of think tanks is growing over the years, regardless of the economic cycle and the changes experienced in the national political situation. The consolidation of these organizations as new actors for advice, authority and firm control in political decision making is confirmed [6].

The regional media are relevant, although the national media have a greater impact. However, although there are media with editions in Spanish and Catalan, such as La Vanguardia, most of the distribution is concentrated in the Catalan media.

The presence in the media of think tanks is growing over the years, regardless of the economic cycle and the changes experienced in the national political situation. Confirms the consolidation of these organizations as new actors of advice, authority and firm control in political decision making [6], which suggests an increase in the relevance of this type of institutions within the debate and the generation of ideas for design of public policies.

References:


The role of ngos in the parliamentary debate. analysis of their influence in the spanish political agenda on the syrian war

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Abstract: In this paper we analyse the presence of different communication agents in the legislative debate about foreign military conflicts, as reflected in the legislative arguments made by politicians regarding the war in Syria between 2013 and 2015. Our content analysis reveals that there are significant differences between the mentions to the different agents: the media do not accumulate the greatest number of references, being Non-Governmental Organizations (NGOs) and other international organizations the most cited, according to the frequency of mentions registered in the declarations of the deputies about the conflict.

Key–Words: NGOs – Substantive agenda – Parliamentary debate – Mass media – Syrian war

1 Introduction
The Syrian War (circa 2011) constitutes a turning point in the system of interrelations that connect the press, the public opinion and politics. For the first time in History, citizens have assumed the role of instant informants, displacing news agencies and reporters, within the framework of what feasibly may be considered the most mediatised conflict so far. Access to the facts, on the ground, and the immediacy of its transmission has broaden the impact of social communication networks, inasmuch as they have transformed the traditional role of journalists as agenda setters. In order to explore this new phenomenon, in which different agents determine the construction of the parliamentary agenda, we carried out an empirical examination out of a set of documents by virtue of their membership in the symbolic agenda or the substantial agenda. To these ends, we focused our observation in different agents that, along with the conventional mass media, influenced the political decision-making with regards to the Syrian War, such as NGOs, international organizations, or the social media. More specifically, we searched for the references that were originally publicized by these agents and had their verbal reflection in the Spanish parliamentary records (Diario de Sesiones del Congreso de los Diputados).

2 Problem Formulation
In order to deepen into this new phenomenon, one must first turn to the classical mediatisation theory that explains how the mass media ignite and transform the political communication discourse, and the process by which their arguments, contained in their day-to-day coverage of political issues, progressively invade the predominant rationale within the political sphere [1].

In the current context of full mediatisation, the observation of the legislative agenda turns out essential. Parliaments maintain a complex network of relationships with external agents, who normally exert an influence on the issues to be addressed in the political debate [2]. As mentioned before, the process of mediatisation means a change in the traditional way of doing politics. The media has changed the dynamics of the political game, compelling the latter to adapt to their rhythm and formats to the point to which both agendas appear interrelated. In so far, a symbolic political agenda is understood as that which includes the public manifestations of a political actor that may (or not) result in a particular piece of legislation. Within this scope are framed speeches, interventions in Parliament, or interviews. On the contrary, the substantial agenda appears constituted by all those tangible political actions, such as the approval of laws or draft laws that take place within the regular parliamentary activities.
Different communication scholars have confirmed that the number of references made by the politicians to issues that are part of the media agenda is higher when they are dealing with the parliamentary symbolic agenda [3]. Politicians react to and quote the media on parliamentary discussions (symbolic agenda) on a greater degree if a particular issue has been previously revealed in the news, even though this does not necessarily leads to tangible legislative outputs (substantive agenda) [4].

Interest groups and lobbies are also able to influence the symbolic agenda through the distribution of arguments based on a typical conflictual narrative, as a part of their attempts to redesign the status quo according to their goals; at the substantive level, these groups constitute one of the most relevant agents of the legislative process [3].

Likewise, it is worth mentioning the role that social media and other means of multimedia communication are currently playing in the coverage of conflicts. Nowadays, individuals have consolidated themselves as reporters on the ground, producing first-hand news through their experiences. Somehow the audience also becomes agenda-setter [5].

According to these premises, two hypotheses are to be considered:

(H1) The frequency of references to the media in the parliamentary records under study is greater than the references made to other communication agents.

(H2) The frequency of references to agents with the ability to influence the agenda is greater in the documents framed within the symbolic agenda.

3 Problem Solution

A manual quantitative content analysis was carried out on the 175 units of analysis corresponding to the parliamentary debates about the Syrian conflict that took place between July 2013 and November 2015 in the context of the Spanish Congress of MPs (Members of Parliament). By means of a Boolean search, different types of documents from the symbolic and the substantial agenda (debates, oral and written questions and answers, and draft laws) were gathered, assuring that they included some mention to the Syrian war. The texts were downloaded from the Congress’ webpage in different formats (html, pdf), with metadata (document type and date) in their titles, in order to convert them automatically to txt (UTF-8) using specifically designed scripts on Python 2.7. The metadata of the titles were included as tags at the beginning of each document by means of another Python script. Finally, given the parliamentary debates tend to be long and, in most cases, tend to touch on different topics in mixed fashion, in order to avoid extra information that would exceed the content limits of the Syrian War, the documents were manually filtered. Accordingly, irrelevant paragraphs that had no specific bearing on the conflict and its diverse ramifications were eliminated. Table 1 shows the filtered documents that were obtained by means of this procedure. To analyse the presence of the mass media, NGOs, international organizations, the social media and other relevant agents with the ability to influence the parliamentary agenda, we elaborated a content analysis code sheet with ten variables: number of the document, date, type of document, and the different agents and sources of information that could be mentioned by parliamentarians: media, social media, public opinion, international organizations, NGOs, videos and pictures, where we coded the frequency of mention in each parliamentary document (our unit of analysis).

4 Conclusions

The classification of the documents according to their typology showed the following distribution (Table 1):
<table>
<thead>
<tr>
<th>Type of document</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written questions and answers</td>
<td>7</td>
</tr>
<tr>
<td>Parliamentary commissions</td>
<td>5</td>
</tr>
<tr>
<td>Parliamentary debates</td>
<td>5</td>
</tr>
<tr>
<td>Oral questions</td>
<td>7</td>
</tr>
<tr>
<td>Total symbolic agenda</td>
<td>54</td>
</tr>
<tr>
<td>Draft laws</td>
<td>1</td>
</tr>
<tr>
<td>Total substantial agenda</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 1. Distribution of documents in the analysis

As seen in the previous table, 88% of the documents are framed within the symbolic agenda, being the category ‘Written questions’ greater in presence within the total (32%), followed by the category of ‘Parliamentary commission’ (31%). For its part, the substantial agenda, in which tangible political actions are included, only appears in 12% of the documents studied.

The application of the methodology described above has allowed extracting a series of results. After the numerical coding of the references found within each of the seven variables constituted by the previously defined agents, the overall results of the study are shown in Table 2.

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mea</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mass media</td>
<td>0</td>
<td>12</td>
<td>0.43</td>
<td>1.41</td>
</tr>
<tr>
<td>NGOs</td>
<td>0</td>
<td>7</td>
<td>0.46</td>
<td>1.15</td>
</tr>
<tr>
<td>Social media</td>
<td>0</td>
<td>10</td>
<td>0.1</td>
<td>0.80</td>
</tr>
<tr>
<td>Public opinion</td>
<td>0</td>
<td>2</td>
<td>0.12</td>
<td>0.40</td>
</tr>
<tr>
<td>I. Organizations</td>
<td>0</td>
<td>8</td>
<td>0.45</td>
<td>1.13</td>
</tr>
<tr>
<td>Videos</td>
<td>0</td>
<td>3</td>
<td>0.05</td>
<td>0.30</td>
</tr>
<tr>
<td>Photographs</td>
<td>0</td>
<td>3</td>
<td>0.06</td>
<td>0.31</td>
</tr>
</tbody>
</table>

Table 2. Descriptive analysis
NGOs were mentioned, on average, 0.46 times, being 7 the maximum frequency of appearance in a single document. International organizations were mentioned 0.45 times on average, and the mass media averaged 0.43; however, the latter reached the highest standard deviation, 1.412, which may be explained by the fact that the mass media accumulate the maximum number of references in a single document, ascending up to 12. On the contrary, videos and photographs constituted the type of documents with less presence in the documents under study. This also highlights the fact that social media only appear with an average frequency of 0.10, despite the prominence that these tools currently have as means of disseminating information.

Our analysis revealed that there are significant differences between the deputies’ mentions to the different agents. Despite what was established in Hypothesis 1, the media did not constitute the set of agents with the highest number of references. NGOs constitute the agents to which the politicians resorted to the most, followed by international organizations. With regards to Hypothesis 2, the symbolic agenda, composed of the public manifestations carried out by the political body, includes a greater number of references to both the media and to the others agents already listed. In line with the academic literature, it seems conclusive that politicians have adapted to the media logic and that they introduce mentions to communication agents with great power within society, being NGOs the most influential in the case of the Syrian war.

References:
Storytelling in digital strategic communication

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Abstract: The present article presents and discuss the concept of storytelling, recently applied to the business world, internally and externally, as strategy of digital strategic communication in today’s organizations.

Key–Words: Storytelling – Strategical Communication – Digital Communication – People Engagement - Digital Marketing

1 Introduction

La gente no compra productos, sino las historias que esos productos representan [6]

Once upon a time... there was a boy named John. John is a young man passionate about human relations. He has always liked dealing with people, talking to people, working with people. In times gone by, he decided to study Business Management with the ambition of interacting with colleagues, with clients, with whoever allowed him to engage in interpersonal relations. The best students of the course had no difficulty in choosing the work options offered to them. He went into a Personnel Department. The disappointment was great given the type of work that was presented to him: to deal with all the bragging about the employees of the company.

After some time, supposedly in the context of a more advanced concept of business structure, he decided to look for a position in a Human Resources Department of a more service-oriented company. The disappointment was identical. The service differed little and the work was the same. But John was not a young man who easily gave up on his goals. Already more mature, he sought a larger company and managed to integrate the company’s Communication Department. For the first time he heard about the concept of storytelling. From then on ... emotion overcame reason.

2 Problem Formulation

STORYTELLING

ORIGIN AND CONCEPT

Storytelling is a term of English origin, related to narrative, and it means the ability to “tell stories”. To further specify:

"Storytelling is the art of telling, developing, and adapting stories using specific elements - character, environment, conflict, and message - in beginning, middle, and end events to convey message in an unforgettable way when connecting with the reader on the emotional level." (Vieira) [7]

Storytelling has always been a feature of the human being, even before the advent of written language. It is difficult to indicate the date that represents the creation of storytelling, but we all know the importance of using informal and attractive communication.

A good story is usually interactive, visual, has a climax (a turning point in its flow), is capable of arousing emotions, uses realistic dialogue, is appealing to the senses, has a character with whom the audience identifies and an easily recognizable conflict, which is resolved.
Nowadays it is difficult for information to be effective due to the large quantity and quality of platforms with which we are confronted daily. Our ability to process information is becoming more and more limited, and the diversity of sources causes saturation, which leads to some abstraction and even anomie on the part of recipients.

If we want to be heard, if we want to get a message across, we have to be different. How often are traditional methods not the most innovative depending on the application given to them? In the background, man is not only rational but the new platforms induce this. Emotional aspects have gained ground where the magnetism of technology reigns in communicational relationships.

And it is precisely in this context that storytelling appears as an innovative form of internal and external communication, in the sense of interacting, motivating and becoming close, whether with your customers or your collaborators.

3 Problem Solution

**DIGITAL STORYTELLING**

Digital storytelling combines the timeless art of storytelling with the potential of digital media and technologies (Garcia, 2019) [8].

The difference between traditional Storytelling and Digital Storytelling is that, while in the former it is fundamental to have a good storyteller and an attractive content, in the realm of digital, beyond these imperatives, the media take care of the situation. The command of tools for the production of content in digital and multimedia formats as well as the distribution channels has to be very well adapted to the characteristics of the distribution and consumption platforms. The three main goals of storytelling are to engage, to activate memorization and to stimulate sharing. In the age of web 2.0, sharing means "going viral". The internet breathed new life into the resource at a time when media convergence became a basic requirement of usability and navigability. Then came the term transmedia storytelling. (Jenkins, 2008)

The role of the narrator is no longer unique to the effectiveness of communication but remains crucial. The narrative must have a dramatic principle and the media have to be well defined because they are static. Storytelling must be adapted to content consumption. For this to be achieved, it is fundamental to know the target to achieve.

In short, Digital Storytelling is nothing more than using technology, and in particular, computers, to tell exciting and captivating stories through the technological supports that now exist at our disposal, such as: **Augmented Reality, Virtual Reality, 360 cameras, drones**, etc.

The media assume a mediating role between the messages and contents, and the narratives and narrator.

According to Garcia (2019), the types of Digital Storytelling are presented as:
- Narrative
- Informative / Expositive
- Persuasive.

**Narrative** is revealed through Myths and Tales, Short Stories, Body Expressions;

**Informative / Expositive** are translated in Biographies, informative Abstracts;

**Persuasive** are presented under the heading of Announcements and Descriptions / Conclusions.

2.2. STORYTELLING IN COMMUNICATION AND ITS FUNCTIONALITY IN ORGANIZATIONS

Through stories, companies convey and reinforce their values and their entire body culture, inform, persuade, negotiate and sell, but also form and educate as traditional narratives do (Batista, 2016) [9]

**STORYTELLING IN ORGANIZATIONS**

The small example presented in the introduction to this article characterizes, by itself, the representative concept of Storytelling in the organizational environment. It translates into a communication technique that can be used internally, for a salutary and effective relationship with the employee as a form of engagement in the company, or externally, in the context of a marketing strategy directed at external audiences. In the relationship
between the organization and its publics (internal and external) is an organizational communication tool that allows to achieve different objectives, namely, to win the target audience of the brand; facilitate communication among all stakeholders of the organization; allow the symbiosis between individual identity and institutional memory; and help leaders to communicate with their collaborators, providing new ways of thinking (Batista, 2016)

It is proven that the method increases the interest of the interlocutor. As the message is transmitted to you, it allows you a lot less reasoning fatigue and gives you more willingness to participate in the communicative act and its goals. In organizations, using storytelling helps build, redirect, and strengthen the beliefs and values that characterize your identity and help you distinguish yourself from your competitors. It turns out to be a means of reinforcing the company’s culture in a natural way and, indirectly, consolidating its image externally. This is the best way to make the business grow: telling beautiful and exciting stories.

Based on the ancestral "storytelling" models, storytelling is developed with the use of digital platforms. How do organizations use words or audio-visual means to achieve their goals?

**STORYTELLING IN INTERNAL COMMUNICATION: PLATFORMS AND INSTRUMENTS**

At the level of internal communication, there is often a deficit of the importance it holds in the organizational scope. Employees and their relationships are relegated to a second place, vis-à-vis the external public. Here too, storytelling can be seen as a driving force for business growth, regardless of the climate and relations within the company.

Storytelling is a fundamental tool to mobilize people and insert them into the company culture. The inner public should be the first and most important audience. They are the ones who first spread the brand of the company through the image they establish externally and the existence of a strong entrepreneurial culture. The use of storytelling is, partly, responsible for the creation of this brand. It is crucial to know how to construct a narrative of one’s own, reflecting the essence of the brand. This is what makes the company "unique".

The concept of storytelling is particularly expressive to the point of being used in the scope of communication platforms and instruments:

- the site where stories are developed that help the employees' engagement, the intranet and the corporate social networks that lead to the formation of the company culture, especially endomarketing, which develops a set of actions for the company to sell to its own image to employees and family members and even endobranding, whose internal motivational programs for information and employee compliance can use this instrument with a certain degree of effectiveness.

- On another level, there is the creation of blogs or podcasts directed to employees. We live in the age of the audiovisual world and this is the moment to innovate in the ways of communicating with co-workers. The use of videos, a key communication piece, is where storytelling can find a privileged place of action.

**STORYTELLING IN EXTERNAL COMMUNICATION: PLATFORMS AND TOOLS**

When applied to the external goals of organizations, storytelling is a communication strategy for companies that want to stand out from the rest. The interest of companies in rescuing their history and presenting other situations through them can be considered a strategic differential to generate credibility, strengthen identity, image and reputation for all stakeholders. The concept of story thus becomes a powerful weapon for companies and brands to attract new consumers. From this perspective, storytelling should be understood particularly as a business communication strategy, which guarantees the identification and memorization of values, experience and therefore of the services / products of the company / brand.

This means that when the customer creates a more emotional connection with a brand, through the story it tells, the company gains a very large competitive advantage over its competitors, establishing a closer proximity to its values and emotions.

It is in this context that it makes sense to highlight the actions of Content Marketing, particularly Digital, and the platforms and instruments used by it.

When we talk about storytelling integrated into a Digital Marketing strategy, we are essentially talking about brands’ ability to tell stories in an appealing way, using, for this purpose, the most varied resources available to them: video, texts, images, audios (podcasts), stories on social networks, interviews, graphic pieces... the variety is so great that it is even difficult to list them. Video, however, assumes pride of place as the most direct and powerful means to achieve results and, more than anything else, immediate impact.
In the same sense, it is also fundamental to establish the platforms to be used in digital communication to disseminate e-commerce and foster relations with the target audience: Facebook, Instagram, Youtube, Twitter, WhatsApp, email marketing, blog ... a wide range of options, but it is necessary to evaluate which are valid and what kind of content should be produced and disseminated on them.

One thing is certain: the choice where storytelling is shared needs to be aligned with the company's Marketing strategy.

4 Conclusion

The evolution of communication and information technologies is promoting the use of storytelling on the web, fundamentally in social networks. This scenario, in addition to promoting engagements and sharing, originated transmedia storytelling, which privileges the use of multiplatforms of communication during the construction and dissemination of the narrative.

We believe that an ever closer and more effective way of communicating with audiences is to introduce stories in the global communication strategy, particularly with the use of digital media, and that this will be a growing trend in the coming years.

References:
[5] According to Chris McKillop (2004, p.2), as cited by Dina Baptista (2019, p. 588) “Stories give us the structure to enable our memories to organize and retrieve the information required to interact in our socially complex communities”
The communication strategy and level of perception through user experience. Coca Cola case study

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Abstract: The Communication and Public Relation sector is subject to a permanent evolution, in a dynamic and demanding environment that requires a constant updating and recycling, answered by those events able to activate the brand, achieve a unique guest experience and thus, create that engagement so difficult to get with other communication tools. In this article, a case study will be carried out to demonstrate that carrying out a correct event experience, more precise brand objectives can be achieved regarding brand loyalty and public prescription.

Key–Words: Brand strategy – Marketing – Event – Experience – Brand content

1 Introduction

The data show the constant growth experienced by the communications, marketing, PR and events sectors. According to AMES study, first global report quantifying the economic impact of marketing in Spain, carried out by the Spanish Marketing Association and Infoadex, the marketing investment in 2017 rised to 31,794 million €, 4% more than the previous year, representing 2.7% of GDP. In addition, and according to the I Report on the Spanish event situation by AVEA (Associated Spanish Event Agencies) and PR News, this sector involves many guilds and it translates into an economic weight of almost €7 billion. In fact, in 2019 it seems that companies will increase events budgets in a 5.6%. In the same way, the Annual Investment Study at Below The Line –BTL- (2018), brand activations are already the most requested action by organizers from different sectors, having received 30.8% of the budget invested in BTL services.

Clearly encouraging figures that predict a more than promising future for such actions that involve brand with experience, resulting in an emotional connection difficult to achieve with more traditional strategies. To deepen in this event experience, as the basis of an integrated communication strategy, we will study the Festival that the multinational Coca-Cola organizes annually: Coca-Cola Music Experience, an annual event that the brand has managed to position as one of the musical references par excellence among the young people of our country. This event has already celebrated eight editions, in which they have maintained its basic pillar: FAN phenomenon, experience enjoyed by each and every adolescent attending. In 2018 they went a step further and they created the first teen Festival in Spain, in which the Influencers were transversal axis of the campaign, as creators, amplifiers and conversation generators all year round.

The massive event whose goal was to reach as many people as possible is no longer enough. A step further is needed to achieve a more personal and close relationship demanded by current market. For this reason, Schmitt’s Experiential Matrix will help us theoretically to base that the correct organization of these type of events helps improving the relationship of the public with the brand forever besides that their perception will no longer be just like before. (Schmiit, 2006)

In this way, and relation to Campillo and Herrero (Campillo-Alhama & Herrero-Ruiz, 2015), experiential marketing plays a fundamental role in this new event’s conception, where the main aim is to generate experiences for a segmented audience: The functional component of the products takes second place to focus consumer strategies on experience.

With the study of a practical case such as the FAN appointment par excellence in Spain, and through the Schmitt Experiential Matrix with which to systematize the key factors of experiential events, we will try to highlight its relevance in achieving guest impact, generating benefits that return brand reputation, engagement and added value.

2 Problem Formulation
With the intention of expanding its target and reaching a younger audience, the multinational company, in its Coca Cola Music Experience transforms its way of communicating. The annual experience becomes a real and unforgettable experience.

Thus, in the Eighth Edition of the Festival, Coca Cola proposes the unique experience. Around forty eight hours are set to enjoy music with their favorite artists and with the company of their main prescribers, the Influencers; in this story, the protagonists are the adolescents and the brand of always.

At that time, the main actors had free access, among those who were mainly individuals between 14 and 17 years old and even under 14 years of age, in which case they were accompanied by an adult.

With the intention of surprising the followers, in this edition, the creative concept was based on the idea of the "first time". Coca Cola offers "the experience"; its first festival! The message establishes the classic analogy based on the first time, on the first experience own of the age. Thus, Coca Cola is positioned as the event that will be remembered throughout its life.

Meanwhile, the music and their idols "Influencers", their main sources of reference, represent the thread argument of all actions. With the help of music and images, the information was widespread through publications on social media.

In this edition, the Coca Cola brand managed to bring together more than 75,000 teenagers at Coca Cola Music Experience (CCME) On The Beach in Malaga and 17,000 attendees in Madrid Wizink Center. So they opt for CCME Fan Edition. As planned, the Influencers became creators, amplifiers and content generators, establishing conversation with their followers.

In order to understand, these kinds of actions based on the event as a marketing strategy, we will analyze the Coca-Cola experience, which achieved a rebranding of the brand and the generation of unforgettable emotions among a younger audience. Additionally, the combination of unconventional actions with conventional actions, made the event an effective strategy for the positioning and reinforcement of the brand image.

The implementation of these type of BTL actions increase the effectiveness of the communicative environment. The event becomes the axis of its communication, that brings together all communication efforts, acquiring an emotional character, creating a feeling of belonging, and allowing direct and personal communication. Therefore, it is understood that the experience from the event creates a space of emotions directly related to the brand, in which the results go beyond the aims.

3 Problem Solution

To understand the advertiser’s proposal, the event will be considered as a communication tool, integrator of the strategic planning. One of the key points for the conversation was the Youtube Coke TV channel in which artists proposed by the brand interacted, in addition to getting the Influencers to know each other, creating untold content for their fans. For this reason, this article has sought to assess the brand experience from marketing communication events (ECM) as an effective mean to achieve the pursued objectives. For this purpose, the model proposed by Schmitt has been implemented with regard to the ExPros concept, which makes possible to analyse the ECM experience. The sensations, feelings, thoughts, relationships and actions are measured according to the actions carried out in the event, as are the energizing resources, space and decoration, technological resources, production and animation, among others. It seems that the brand has ceased to belong to the company, responsible for monitoring its identity, being now community property, divided between employees, customers and shareholders. Now, customers are responsible for building up the brand knowledge, they are the ones providing information from their words and actions making it –or not- more competitive. The matrix analysis will consist of an axis that crosses the experiences through the communication actions developed in the strategy, with the Strategic Experiential Modules (MEES), divided into different modules that collect, as mentioned, the sensations, feelings, thoughts, relationships and target actions.

4 Conclusion

The impacts saturation that also has different technologies of blocking contents, makes of the events the means and the effective option to generate actions that turn out to be exciting, that provide information and also share experiences both in person and digitally. On the other hand, the event has the ability to generate desire and trust, plus it allows to build up loyalty from an unfaithful audience and not involved in the brand’s actions so far. On this occasion, Coca Cola has been able to design an attractive, effective, pleasant and unforgettable event for a selfless audience towards them, who do not think of the brand as a first choice.
Coca Cola has again dared to stand out among the crowd by using the theme of format and the way of communication to gain the attention of adolescents with a combination of factors such as the FAN phenomenon, the intervention of their preferred Influencers and the use of channels that give continuity to the event and to the brand like the Coke TV channel or the Fan Store of Coca-Cola.

To communicate they have tried to get to know his audience, knowing how it is like, what they want, what they could do, what interests they have and has even tried to generate engagement especially through the contents and above all with the help of their prescribers, who in the end are responsible of generating tales from their stories.

The aim of the research was to determine the value of events in communication strategies, defining the interest to determine the role of experience and its impact. In addition, the investigation has sought to know to what extent the ECM actions strengthen the relationship between brands, companies and products and/or services and how it could achieve a change in attitude from experience.

Therefore, two lines of research have been defined: first, the brand image before the event and, secondly, the relationship between brand and consumer after joint experience. The results obtained ratify the effectiveness of the use of ECMs as part of the BMI experiential campaigns, established as part of the overall communication strategy in its creation, which involve effective actions with measurable results.

Thus, with the practical case study of the FAN meeting in Spain focused on the Music Coca Cola Experiences Festival, and from the use of the Schmitt Experiential Matrix, the determinants of the experiential events that contribute to a better direct relationship between the consumer and the brand have been established, as well as the engagement generated and its consequent prescription.

References:
[6] From 1.0 to 2.0: Keys to understanding the new Marketing’. Various Authors. doi: http://ww.clavesofnewmarketing.com/
Organization of acts and institutional relations. The case of the Day of the Armed Forces (Sevilla 2019)

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Abstract: The organization of official acts can be observed as one of the techniques most used by public relations when placing institutional messages in public opinion. In this sense, through a methodology of qualitative analysis, the main objective of this study is to analyze, from the perspective of relationship management, ceremonial and protocol, the organization of Armed Forces Day held in Seville in 2019. The results show that, effectively, the organization of events allows legitimizing messages about their stakeholders with a high degree of effectiveness.


1 Introduction

The organization of official public acts allows to manage the relations of the institutions with their public of interest contributing to the planning of the institutional communication and, consequently, to their media and public perception. Precisely, one of the most relevant work areas from the perspective of public relations management are the institutional relationships that, in turn, find in the organization of official public events one of their main techniques for placing institutional messages to public opinion.

Under this prism, analyze from the perspective of public relations, the events organized in 2019, on the occasion of the Day of the Armed Forces (herein after DIFAS) is an object of study of social relevance and high motivated academic interest, among other issues, for the scarcity of studies that approach their study from the prism of the Social Sciences.

In this context, it is also worth remembering that, at present, the day of the armed forces is, along with October 12, one of the most emblematic official acts, and that they enjoy greater public acceptance, of the entire public agenda and media in Spain.

In short, the organization of acts should be conceived as a specific technique for managing institutional relationships [1, 2, 3, 4, 5], observed from the strategic postulates [6, 7, 8, 9, 10].

2 Problem Formulation

Under the previous approaches, the main objective of this work is to address the organization of DIFAS 2019 as a management technique for institutional relations and its media impact. To develop this main objective it will be necessary to get the achievement of the following secondary objectives:

OS1: Theoretically and conceptually support the phenomenon of the organization of events as a technique of public relations and institutional relations.
OS2: Conduct a conceptual approach to the main terms related to the organization of official public events.
OS3: Analyze the ceremonial and the protocol applied in each of the main sequences of DIFAS 2019.
OS4: Observe the message relayed by the written media, as a reflection of the social and public interest of the act under study.

3 Problem Solution

To properly establish our methodological design, it is convenient to establish the delimitations defining in this way the object of study on which the research pivots. In this sense, this work is circumscribed to the interjection formed by the conceptual delimitation and the temporal delimitation that is described below:

a) Conceptual delimitation: this work focuses on the relationship analysis of the organization of events. Under this approach, the analysis of the ceremonial and the protocol used in the organization of the act object
of study is subjugated to its approach from the communication and the management of the institutional relations.

b) Temporary delimitation: the temporary limits of this work are the day of the celebration of the central act organized on the occasion of Armed Forces Day 2019, on June 1, and the day after, June 2, 2019 (the latter in relation to the qualitative analysis of the repercussion generated in the press written by the act object of study). Therefore, the entire agenda of acts prior to the celebration of the central act, as well as other media repercussions prior to or on the days following June 2, remain outside the analysis.

Once the object of study has been defined, in order to achieve the objectives set out above, a qualitative methodological design is developed, supported by the case study method (in the single case design model): the organization of the central acts of the DIFAS 2019 in Seville; and the various data collection and analysis techniques that are applied in two phases, temporarily complementary, as described below:

Phase 1: Collection of data.

To apply the method of the case study, the following data collection techniques are used:
- Use of secondary data sources, eminently bibliographic.
- Search and compilation of the legislation related to the organization of the act object of study.
- Direct observation of the development of the act.
- In-depth interview with two of the main protocol responsible for the central act.
- Search and compilation of the publicity generated by the central act object of study in the main written media of national and local scope.

Phase 2: Qualitative analysis of the collected data.

All the information obtained in Phase 1 is subjected to a qualitative analysis that is considered optimal for the satisfaction of the proposed objectives.

A qualitative methodological design is the one that allows a better approach to the scope of study defined in our work since, as Corbetta establishes [11], qualitative research does not pursue standardization but the assumption of different information depending on the case, with different deepening level as appropriate to the object of study. In fact, it establishes that the distinction between quantitative and qualitative research lies in the approach applied to the cognitive objective, which in the case of quantitative research is to discover the uniformities of the world and in the case of qualitative research, to understand the manifestations in their Individualities In this sense, it establishes that "the qualitative researcher, (..), prefers the understanding of the subjects studied, even at the risk of getting lost in the follow-up of atypical situations and non-generalizable mechanisms. (..) This will choose the cases in which it should be deepened, not by its diffusion in the population, but by the interest that they represent. Interest that, on the other hand, can be modified in the course of the investigation. ”

4 Conclusion

From the paradigms that describe the importance of the management of public relations under the approaches of strategic planning, ceremonial and protocol, the results show the functionality of the organization of events as a management tool when strategically planning institutional relations with public opinion.

Through official acts (and the effective combination of verbal and non-verbal elements that allow as a public relations technique), institutions are able to initiate a bidirectional communication system with a triple target audience: the primary audience (attending to the act in an active or passive way), the intermediate public (assists to spread the message) and the secondary public (the general public opinion).

This communication system is also characterized by the transmission of messages, strategically and conveniently designed, and with a high persuasive power, which are mainly related to:
- The relevance of the institution and its leaders
- Its functionality in the democratic structure
- Institutional efficiency and effectiveness
- The legitimacy of the institution and its representatives
- Your closeness and vocation of service
- The transparency of its management

References:


Abstract: - The study that is developed focuses on the field of professional training in our country, analysing the formative and organizational implications that derive from the new and innovative model, that is, a professional training much more linked to social, economic and social demands labour. The creation of integrated centres for professional training, as well as Dual Vocational Training, combines the teaching-learning processes in the company and the training they receive in these educational centres, establishing a continuous collaboration, while there should be a permanent coordination and communication. In this regard, the different Autonomous Communities have regulated the projects that promote Dual Vocational Training in the companies themselves and in the educational centres involved, responding to the training needs and to the socioeconomic reality of the labour market.

Key – Words: Vocational Training - Dual Training - Employment - Integrated Centres - Working market

1 Introduction

A descriptive study is presented in which the evolution of professional training in recent years in Spain and its impact on education and the labour market is analysed. For this, it is part of the Organic Law 5/2002 on Qualifications and Vocational Training [1] in which it is committed to an integrated system of professional training, qualifications and accreditation that responds to the different social and economic demands through different training modalities. In this regard, the collaboration of companies in the development of the National System of Qualifications and Vocational Training is considered essential, participating in the training of students in their own work centres, favouring the realization of professional practices in companies and other entities, and also promoting professional guidance and the participation of suitable professionals of the productive system in the training system. On the other hand, the Royal Decree 1558/2005, which regulates the basic requirements of the integrated vocational training centres [2], responds to the need to provide an integrated training offer that qualifies for the suitable performance of different professions, while at the same time it is considered as a permanent training resource that enables the employability conditions of the adult population.

Before the new development of professional training, the Royal Decree 1529/2012 by which the contract for training and learning is developed and the foundations of Dual Vocational Training [3] are established, regulates “the set of actions and training initiatives, mixed employment and training, which aim at the professional qualification of workers in a regime of alternating work activity in a company with the training activity received within the framework of the vocational training system for employment or the education system” (article 2.1.). This Dual Vocational Training is carried out in most of the integrated centre of professional training, which is assuming a different approach not only at the training level but also in the organization and management of these centres. The dual system of vocational training first arises in Germany, betting on a system of alternation in two different and complementary areas: the professional school and the company. Spain tries to adapt this model to some extent, however, socioeconomic circumstances do not favour the development of it as it is conceived in the German country. In this regard, the study by Rego Agraso, Barreira Cerqueiras and Rial Sánchez [4] points out some of the causes, starting with the fact that in Germany there is a certain consensus in educational matters and more specific in regard to the dual system and, On the other hand, “our country suffers from a lack of culture of valorisation of the qualification within the companies, mainly in certain productive sectors” (p. 159).

2 Problem Formulation
Vocational training, within the Spanish educational system, has undergone an important transformation in recent years. Focusing on the Organic Law of Education of 2006 [5], “professional training includes the set of training actions that qualify for the suitable performance of the various professions, access to employment and active participation in social, cultural and economic life. It includes the teachings of the initial professional training, the actions of insertion and reintegration of workers, as well as those aimed at the continuous training in companies, which allow the acquisition and permanent updating of professional skills” (article 39.1.). In this way, professional training is not only conceived as training for a specific profession, but also addresses the need to facilitate a constant adaptation to the labour changes that happen throughout life, while contemplating a close relationship with the companies and entities themselves, producing a perfect complementary.

In recent years, it is clear that vocational training in our country has undergone an important transformation, establishing a close link between training centres and companies. In this regard, the Royal Decree 1529/2012, whereby the contract for training and learning is developed and the foundations of Dual Vocational Training are established, is contemplated in article 28 the purposes of the projects of such professional training are contemplated in the following terms:

- Increase the number of people who can obtain a post-compulsory secondary education degree through vocational education.
- Achieve greater motivation in the student body by reducing early school leaving.
- Facilitate labour insertion as a result of greater contact with companies.
- Strengthen the linkage and co-responsibility of the business fabric with professional training.
- Obtain qualitative and quantitative data that allow decision making in relation to improving the quality of professional training.

Given this new approach to Dual Vocational Training, it is worth asking some questions: what organizational implications will be derived? how will these programs be developed in order to be effective? and how will collaboration between schools be promoted? formative and the different companies or entities? In this regard, it is important to bear in mind that the implementation of the Dual Vocational Training depends on the respective Autonomous Communities. In this sense, the study by Echevarría Samanes [6] highlights the need for the different legal areas and departments involved in training policies to agree on some main objectives, sharing strategies to be followed, through effective coordination, through communication channels functional. In addition, the study adds that “some are missing some institution that enhances, moderates and coordinates the relationships between these entities and the appropriate participation of all of them (dialogue), whose existence would improve the quality of cooperation of all bodies involved in the organization and conformation of the FPD” (p. 306). That is why some sectors are claiming the need to establish a single and coherent regulatory framework agreed by the State, the Autonomous Communities, and economic and social agents.

3 Problem Solution

According to the Royal Decree 1529/2012, in its article 3 contemplates a series of modalities that make possible the Dual Professional Training:

- Exclusive training in training centres, making compatible and alternating the training acquired in the training centre and the work activity that takes place in the company.
- Training with the participation of the companies, facilitating these to the training centres the spaces, the facilities or the experts to give totally or partially certain professional modules or training modules.
- Training in authorized or accredited companies and training centres, which provide certain professional or training modules in companies, which complement the modules taught in the training centres.
- Shared training between the training centre and the company, co-participating in different proportions in the teaching and learning processes in the company and in the training centre.
- Exclusive training in the company, which consists of the training being given in its entirety in the company, if it has adequate facilities and personnel with technical and didactic training.

Thus, Dual Vocational Training is based on a contract for training and learning that involves a series of work-related aspects and training aspects, while the students pay Social Security contributions. With regard to labour issues, the formalization of contracts, the working day, the salary, the probationary period, the presumptions, as well as the duration and extension of contracts or their termination are regulated. With regard
to the training aspects of the contract, it is assumed that: “the training activity inherent in the training and apprenticeship contract, which aims at the professional qualification of the workers in a regime of alternation with the work activity paid in a company, will be necessary to obtain a vocational title of medium or higher or a certificate of professionalism or, where appropriate, academic certification or cumulative partial accreditation” (article 16. 1 of the Royal Decree 1529/2012).

From this the modalities of delivery, the network of vocational training centres, the duration of the training activity and the agreements established by the companies with the training centres, the tutorials linked to the contract, the accreditation of the qualification, are regulated, the financing and management, and finally, the evaluation and monitoring of the training and final tests for evaluation of certificates of professionalism linked to contracts for training and learning. The Order ESS/2518/2013, regulates from the then Ministry of Employment and Social Security the training aspects of the contract for training and learning, in development of the Royal Decree 1529/2012 [7], previously mentioned.

If Decree 2/2017, which regulates Dual Vocational Training of the Education System in the Community of Castilla y León [8], is taken as a reference, the Dual Vocational Training project, authorized by the Ministry of Education, is carried out through two modalities: 1) consecutively alternating training periods in the educational centre with one or more periods of stay in one or several companies; and 2) simultaneous training in the educational centre and the stay in the company in the same period of time, not exceeding eight hours a day or forty hours a week. All Dual Vocational Training projects must be formalized through an agreement between the ownership of educational centres (public and private) and the respective participating companies.

In short, it can be said that Dual Vocational Training must bet on a type of academic and work training that guarantees the future employability of students, favouring the competitiveness of the business network. In short, it can be said that Dual Vocational Training must bet on a type of academic and labour education that guarantees the future employability of the students, favouring the competitiveness of the entrepreneurial framework and the transfer of knowledge, in order to guarantee an adequate response to the constant productive changes that are taking place.

4 Conclusion

The Dual Vocational Training in Spain began to develop in the 2012/2013 academic year with very unequal success depending on Autonomous Communities. The truth is that it has been an important and innovative change, betting on a complementarity and coexistence between the training centres (institutes, integrated centres, etc.) and the companies involved. It should be noted that the vocational training centres (and the curricula developed therein) underwent important changes in the reform of the 1990s, leading to an important opening to the environment that has been consolidated with the regulation of the Integrated Vocational Training Centres and Dual Professional Training. The research carried out by Marhuenda Fluixá, Chisvert Tarazona, Palomares Montero and Vila [9] shows that “as regards the type of training for which the dual methodology is to be applied, most autonomous communities introduce it in their regulation as one more option of the regulated FP and, sometimes, for the workshop schools” (p. 290). In this regard, it would be good if there were true integration and complementarity between the training centres and the companies, and not be addressed as a Training in Work Centres (FCT), that is, as practices (somewhat broader) than the Students must compulsorily complete the last year in each of the titles of professional training of intermediate and higher grade. For the Dual Professional Training to be a success, it is important to highlight some aspects, at the organizational level, which can be summarized in the following:

A constant communication between the different administrations and the social, economic and educational agents.

An adequate planning that favours a simultaneous, integrated and coordinated process of training in educational centres and learning in companies.

Constant monitoring and control of the agreement signed between the respective countries and the companies involved.

Training and orientation for teachers and business professionals involved in methodological and organizational strategies.

In short, to sum up dual vocational training is at the beginning of its development; It is still too early to make conclusive evaluations of its results, especially when there is an important legislative diversity according to Autonomous Communities. Possibly, the socioeconomic circumstances of our country in recent years have
not favoured the development of this dual modality, but it is also true that a model of such magnitude requires time to consolidate and achieve the intended objectives.

References:
[2] Royal Decree 1558/2005, which regulates the basic requirements of the integrated vocational training centres. BOE no. 312, 30/12/2005, pp. 43141-43146.
[8] Decree 2/2017, which regulates Dual Vocational Training of the Education System in the Community of Castilla and León. BOCyL, no. 9, 16/01/2017, pp. 1366-1383
Abstract: Companies that access public aid for Research, Development and technological innovation must comply with communication obligations. In this article we identify all regional R&D&I grants and analyze the communication requirements established in each autonomous community to determine if there are differences. The results show that the information differs from one community to another and, therefore, work should be done to homogenize these communication requirements.

Key –Words: Information – Publicity – Transparency – Innovation – R & D

1 Introduction

Research, Development and technological innovation (R&D&I) is a strategic issue that is of concern to public administrations because of its impact on the economy and its contribution to social welfare [1]. For this reason, public administrations work in the preparation of public policies, since R&D&I aids greatly influence the innovative effort made by companies [2] [3] [4].

The Spanish autonomous communities call for different aid for Research, Development and technological innovation aimed at encouraging the participation of companies. The acceptance of these grants obliges companies to comply with publicity and transparency measures, which are established by European and Spanish regulations. In particular, European Regulation No. 1303/2013 [5] determines the communication obligations that must be performed by the companies receiving aid. Likewise, in Spain, the General Subsidies Law [6] names the communication of the subsidies and clarifies that the beneficiaries must give adequate publicity of the funding received. In the same way, the Law on Transparency, Access to Public Information and Good Governance [7] defines what the transparency framework should be like in Spain and specifies that beneficiaries must publicize the subsidies and aid received. Specifically, it states that information must be published on the "amount, objective or purpose and beneficiary" and the information will be published on the web pages in a clear, structured and understandable manner for the population.

Despite the importance of the demands for information and transparency, they have hardly been evaluated and studied in Spain.

2 Problem Formulation

In this context, in this research we have two objectives. First, to identify all regional R&D&I aids that companies have been able to access in 2019. Second, analyze, classify and describe the required communication obligations.

In the first place, all the R&D&I aids of the different autonomous communities that form Spain and of the autonomous cities of Ceuta and Melilla have been identified. For this, the aid has been sought in the National Database of Subsidies (http://www.pap.hacienda.gob.es/bdntrans/GE/es/convocatorias) and in the web pages of the different organizations that manage the public funds.

Secondly, the calls and the regulatory bases of each aid have been compiled, published in the corresponding official bulletins of each territory, and references to the communication obligations that companies must assume have been identified. In particular, the title of the section that contains the diffusion requirements and the description it includes has been reviewed through a content analysis [8].

Finally, it has been observed if any additional documentation is provided that expands the required communication measures and their content.

3 Problem Solution

3.1 Identification of R&D&i aids
A total of 67 calls related to R&D&i have been identified. All the territorial units, with the exception of Autonomous City of Melilla, have convened a large part of the aid programs in June 2019. The distribution of the aid identified by territorial unit is shown below (table 1):

<table>
<thead>
<tr>
<th>TERRITORIAL UNITS</th>
<th>ORGANIZATION CONSULTED</th>
<th>WEBSITE CONSULTED</th>
<th>NUMBER OF AIDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andalusia</td>
<td>Knowledge, research and university counseling</td>
<td><a href="https://www.juntadeandalucia.es">https://www.juntadeandalucia.es</a></td>
<td>1</td>
</tr>
<tr>
<td>Aragón</td>
<td>Department of economy, industry and employment</td>
<td><a href="https://www.aragon.es">https://www.aragon.es</a></td>
<td>1</td>
</tr>
<tr>
<td>Canary Islands</td>
<td>Canarian Agency for Research, Innovation and the Information Society</td>
<td><a href="https://sede.gobcan.es/">https://sede.gobcan.es/</a></td>
<td>3</td>
</tr>
<tr>
<td>Cantabria</td>
<td>General Directory of Innovation, Technological Development and Industrial Entrepreneurship</td>
<td><a href="http://dgidtei.cantabria.es">http://dgidtei.cantabria.es</a></td>
<td>4</td>
</tr>
<tr>
<td>Castilla and León</td>
<td>Institute for business competitiveness</td>
<td><a href="https://empresas.jcyl.es">https://empresas.jcyl.es</a></td>
<td>6</td>
</tr>
<tr>
<td>Castilla-La Mancha</td>
<td>Counseling of Economy, Business and Employment</td>
<td><a href="https://www.castillalamancha.es">https://www.castillalamancha.es</a></td>
<td>1</td>
</tr>
<tr>
<td>Catalonía</td>
<td>Information, procedures and services of the Generalitat de Catalunya</td>
<td><a href="https://web.gencat.cat">https://web.gencat.cat</a></td>
<td>5</td>
</tr>
<tr>
<td>Autonomous City of Ceuta</td>
<td>PROCESA- Development Society of CEUTA</td>
<td><a href="https://www.procesa.es/index.php">https://www.procesa.es/index.php</a></td>
<td>1</td>
</tr>
<tr>
<td>Madrid's Community</td>
<td>Portal of the Community of Madrid Citizen</td>
<td><a href="http://www.madrid.org">http://www.madrid.org</a></td>
<td>1</td>
</tr>
<tr>
<td>Valencian Community</td>
<td>IVACE- Valencian Institute of Competitiveness</td>
<td><a href="http://www.ivace.es">http://www.ivace.es</a></td>
<td>8</td>
</tr>
<tr>
<td>Extremadura</td>
<td>General Business Office and Competitiveness</td>
<td><a href="https://extremaduraempresarial.juntaex.es">https://extremaduraempresarial.juntaex.es</a></td>
<td>1</td>
</tr>
<tr>
<td>Galicia</td>
<td>GAIN- Galician Innovation Agency</td>
<td><a href="http://gain.xunta.gal/">http://gain.xunta.gal/</a></td>
<td>4</td>
</tr>
<tr>
<td>Balearic Islands</td>
<td>General Directory of Innovation and Research</td>
<td><a href="http://innoavi.es">http://innoavi.es</a></td>
<td>1</td>
</tr>
<tr>
<td>La Rioja</td>
<td>ADER - Agency for the Economic Development of La Rioja</td>
<td><a href="http://www.ader.es">http://www.ader.es</a></td>
<td>7</td>
</tr>
<tr>
<td>Autonomous City of Melilla</td>
<td>Promesa - Economic promotion of Melilla</td>
<td><a href="https://www.promesa.net">https://www.promesa.net</a></td>
<td>0</td>
</tr>
</tbody>
</table>

386
Table 1: R&D&I grants identified in the different autonomous communities and autonomous cities of Spain in June 2019.
Source: self made

<table>
<thead>
<tr>
<th></th>
<th>Region</th>
<th>Innovation</th>
<th>Website</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Principality of Asturias</td>
<td>IDEPA - Institute of Economic Development of the Principality of Asturias</td>
<td><a href="https://www.idepa.es">https://www.idepa.es</a></td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>Region of Murcia</td>
<td>Institute of Development of the Region of Murcia</td>
<td><a href="http://www.institutofomentomurcia.es">http://www.institutofomentomurcia.es</a></td>
<td>5</td>
</tr>
</tbody>
</table>

3.2 Obligations of communication included in the R&D&I grants

The results of the investigation show that, while some subsidies introduce communication obligations in the calls for aid, others include it only in the regulatory bases. This happens even in the calls from the same autonomous community, as is the case of La Rioja.

Likewise, the results show that the communication measures are introduced under different names in the different aids: "Dissemination, community advertising, transparency and detection of fraud", "Other obligations", "Advertising of the granted aids", "Obligations and requirements of beneficiaries and eligible non-economic activities", "Information and publicity", "Publicity and public transparency on subsidies granted", "Information and publicity measures intended for the public", "Advertising" or "obligations of beneficiary entities", among other.

In the same direction, it should be noted that there are notable differences in the level of description of the texts referred to the communication obligations. While subsidies called by communities such as Principality of Asturias or Extremadura include a detailed description of the measures to be carried out, there are grants such as BIKAINTEK 2019, from the Basque Country, which only indicate the need to comply with the communication measures without providing details of the actions that they must be undertaken.

Only the communities of Principality of Asturias, Cantabria, Castilla and León, Extremadura, Castilla-La Mancha, Region of Murcia and Valencian Community provide additional documentation to companies that expand the communication requirements and explain how they should be performed.

4 Conclusion

From the previous results, it can be inferred that all the regions are complying with the dissemination measures. However, it would be necessary to advance in this field to achieve a homogenization of the dissemination measures contemplated in the different regional R&D&I aids. It would be interesting to identify the advertising requirements with the same denomination and to standardize the requested measures, as there are currently notable differences between the different calls and between the different territorial units.

Also, that the different autonomous communities develop a consensual document with the necessary instructions and unify the information that is offered to the companies, would represent a considerable advance.

References


Generic Branding in the Fruit Sector: The case of “Cherries from Chile” in China

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Abstract: In the context of ever changing international trade, as a result of growing competition between markets and the rise of protectionist policies, generic brand promotion has become a priority for governments and business trade associations due to their ability to facilitate the opening of new markets, generate cohesive export promotional efforts amongst producers and exporters and promote the exports of a category of products and / or services. This paper aims to identify whether generic brand promotional campaigns effectively generate brand awareness research will focus on analyzing the recently implemented advertising campaign for Chilean cherries in continental China, during the period November 2018 to March 2019.

Key – Words: Generic Brand – Brand Equity – Brand Awareness – Cherries from Chile – China

1 Introduction

In the context of ever changing international trade, as a result of growing competition between markets and the rise of protectionist policies, generic brand promotion has become a priority for governments and business trade associations due to their ability to facilitate the opening of new markets, generate cohesive export promotional efforts amongst producers and exporters and promote the exports of a category of products and / or services.

In this respect, this paper seeks to explore the impact of generic advertising for a specific fresh fruit - in this case Chilean cherries. Chile is currently the world’s leading exporter of fresh cherries, with over 180 thousand tons of being exported during the 2018/19 season, of which more than 80% was sent to mainland China (San Juan, 2019). According to Vial (2019), the country currently has 30 thousand hectares planted of cherries the area is expected to grow significantly in the next 3 to 5 years. According to the Central Bank of Chile (2018), during the year 2018, cherries became the second most important fruit exported from Chile in terms of USD$ value, reaching US$1.080 million and overtaking apples, that had historically been Chiles second largest fruit exported product. Furthermore, Chile became the largest fresh produce supplier to China during the year 2018, reaching almost USD$1.68 billion in terms of value. The other leading fruit suppliers included Thailand ($1.67 billion), Philippines ($0.73 billion), Vietnam ($0.72 billion) and New Zealand ($0.44 billion) (Zang, 2018).

2 Problem Formulation

The general objective of this research is to analyze the results of the promotional campaign of the generic brand "Cherries from Chile" in continental China, during the period contemplated between November 2018 until March 2019, which essentially corresponds to the season of availability of Chilean cherries in the market place. From this analysis, this research seeks to identify the generic brands contribution as an expression of the unique characteristics of the Chilean fruit e industry and more specifically the Chilean cherry exporting sector. The specific hypothesis which we seek to investigate refers to whether or not generic brands are important contributing factors in creating brand awareness and equity, as well as being important expressions of a specific origin (country), productive sector and export offering.

3 Problem Solution

For the specific purpose of this paper, the basic methodology used included content analysis of generic brand advertising of the sector, which has been published in media and specialized trade publications in China. Furthermore, this investigation has been complemented with a subsequent review of pertinent literature, including both trade press articles and specific consumer orientated research that has recently been published that includes focus groups and online surveys measuring the impact of the campaign promoting Chilean
cherries in China, during the specific period of product availability in the market and that was comprehended between November 2018 and March 2019.

4 Conclusion

Through the review of available literature, as well as the specific insights from the recent research results published, there was a direct correlation between the promotion of the generic brand "Cherries of Chile" during the period contemplated between November 2018 and March 2019, and the recognition of the brand and origin of the fruit being promoted at a consumer level. Additionally, there was a significant increase in "brand awareness" and knowledge of the origin of the product, between consumers who had seen the advertising campaign vs. those who had not seen it. Furthermore, a positive correlation was identified between "brand awareness" and purchase intention and therefore brand equity, which was also significantly higher in those consumers who were impacted by the advertising campaign. Finally, it was also registered that those consumers who had been impacted by the advertising efforts during the analysis period, considered that the origin of the fruit was a relevant factor in their purchase decision.

References:
Consumers and users from Honoré Daumier (1808-1879)

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Abstract: It proposes a reflection on the concept of consumer and user from the perspective of critical and satirical painting of Daumier.

Key Words: Consumer – Daumier – Caricature – Painting – Spanish legal system

1 Introduction
The European Union is modernizing legislation in the field of consumer protection. The permanent representatives of the Member States have adopted an agreement on a draft Directive which will change the four existing Directives in the Union that protect the interests of consumers. The new regulation will modify the standard existing in all the Member States on unfair commercial practices, unfair terms in contracts, indication of prices and consumer rights. All of this is part, together with a proposal on the actions of representation to the protection of the collective interests of consumers, are the “new framework for the consumer”.

2 Problem Formulation
Currently, the legal protection of consumers, although it is very high, remains a great unknown for citizens in general. Even is discussed the concept of consumer. A recent judgment of the Spanish Supreme Court of April 2019 analyzes and defines who is a consumer and who is protected by the regulations of the consumer, according to the legislation in force and the doctrine of the Court of Justice of the European Union.

Figure [1]. Honoré Daumier, If Patience Had Disappeared All Over the World, One Would Surely Find It Again at a Bus Station in Paris (1876)

3 Problem Solution and conclusion
Figure [2]. Honoré Daumier, You Sniff the Merchandise... Before Buying It (On flair la marchandise... avant de la mécaniser!...) (1842)
The contribution proposes an original way to approximate the student of the legal or economic matters to the concept of consumer or user of goods: attend the critical and satirical art of Honoré Daumier (1808-1879). His works, mainly painting and caricature, realistic, scathing and sarcastic, illustrated the emerging "consumer society" in which he lived. The thread of his work, although briefly, intends to make an approach to the characteristics of the concept of consumer, separating the consumer of the figure of the professional or entrepreneur, and reflects on the important consequences of being a consumer. This artistic perspective, original and innovative in the legal field, will lead to a strongly critical and lasting learning.

[Ref. 3] Figure [3]. Honoré Daumier, *Il me semble que nous allons dérailler... (It seems to me that we will derail...) (1857)*

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Solidarity Sponsorship versus Corporate Social Responsibility in Spanish football clubs

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Abstract: The most popular sponsorship is sport sponsorship that moves the most money in the world. This sponsorship is considered a tool currently framed in the marketing and communication strategies of organizations. Football is the sport modality where sports sponsorship can be better studied, either because of its visibility, or because of the new ways that have evolved over time through sports competitions. Although sponsorship can be framed in the beginning in one of the advertising areas, today, a marketing strategy cannot be projected without the communication strategy. Content management as a counterpart in the sponsorship contracts is not a novelty, but the emergence of social networks in the current landscape makes it essential that marketing and communication strategies go hand in hand, from a global strategy. On the other hand, we understand that corporate social responsibility (CSR) is what organizations do to help society, usually through social, economic and / or environmental programs. Many football clubs manage these CSR actions through the foundations of the clubs themselves, as part of their object. The objective of this research is to visualize the marketing and communication strategies related to solidarity sponsorship and corporate social responsibility in Spanish football clubs. To do this, we will explain the communication and marketing strategies of football clubs between the sponsor “Unesco” of Málaga Club de Fútbol, “Unicef” with FC Barcelona and the sponsor “Green Earth” with Real Betis Balompié.

Key – Words: Sponsor – Football clubs – Solidarity sponsorship – Corporate social responsibility

1 Introduction

Sponsorship has been defined from different perspectives, but the communication perspective is what we are going to study here. From this point of view, authors such as De Moragas [1], Carrogio [2], Burton [3] or Clotas [4] have studied sponsorship from this perspective. According to Molina & Aguiar [5], sports sponsorship is “the distinctive association established between a brand / company and a certain brand / team or sports team, in their different disciplines; or of a brand / company and certain athletes and events of different magnitude (world championships, championships regional, local and continental, sports cups, sports leagues, olympics and competitions in general), with the aim of obtaining new sources of income and / or expanding image transfer”.

Nowadays, marketing and communication strategies must not only coexist. They have to collaborate closely together in the general strategy of the football club. Barajas [6] tells us about this very important relationship for the football business: “the impact of the media is important when estimating the value of the ability to generate revenue from advertising and sponsorship of a club.” Until now we have only been analyzing the most common sports sponsorship, but there are novel communication and marketing strategies that move away from the common conception of this type of traditional sponsorship, with other characteristics and with the achievement of long-term objectives. We will deal with it in the following section, it is solidarity sponsorship.

2 Problem Formulation

One of the most important issues is the synergy between sponsor and sponsored client. In general, the sponsor is the organization that financially supports the campaign, event or project. The sponsored client is the club, company or event that affects the economic amount. It is the one that acts and executes the action agreed in the previous contract. It is an advertising support.

However, when we talk about solidarity sponsorship we are defining a concept that identifies a very specific kind of sponsorship. This exchange of values between sponsor and sponsored client is even more important when we refer to solidarity sponsorship. This sponsorship has, according to Lobillo, Ginesta and Badia [6]
“some peculiarities that condition the definitions described above. The main characteristic of solidarity sponsorship is that the functions of the agents are reversed. That is, the sponsor, in the case of solidarity sponsorship, is normally the non-profit organization, with internationally appreciated values, which shows its brand in advertising media (T-shirts, pants ...); while the role of sponsored client is exercised by the sports entity. Specifically, the sports club is the one that disburses an economic amount for being a support of the non-profit organization (Unicef, Unesco...), while the sports entity must contribute, according to the contract, the stipulated amount.”

3 Problem Solution

Real Betis Balompié begins a sponsorship link with the “Green Earth” brand, at the beginning of the 2017/2018 season (although it had previously sponsored the team’s jersey in the preseason meetings that were organized in Germany). “Green Earth” is “a corporate social responsibility project” of the company Avalon Life whose "objective is to preserve the environment in the Central American country through the commercialization of land that this firm is committed to maintaining and preserving in ecological conditions”, according to sources Real Betis Balompié officials. Avalon Life is a cryptocurrency mining company, which sponsors the Green Earth Zero service, whose purpose is to offset the carbon footprint on the planet. This plan seeks contributions that allow taking care of the biodiversity of an area of the country with a privileged area characterized by its mangroves and the high level of CO2 capture capacity, as well as the protection of aquifers.

Green Earth” has been visible in the central spot of the Betic shirt for two seasons. The first sponsored season was 2017/2018 as the sole sponsor for all matches; while in the 2018/19 season he shared it with the German company OTC Desks, dedicated to cryptocurrency exchange financial services to facilitate bitcoin transactions, among other cryptocurrencies without using the traditional currency. This brand also operates with "Green Earth".

During this season, “Green Earth” appeared in the meetings held at the Benito Villamarín Stadium; while the team wore “OTC Desks” on their shirts in games held outside the Betic Stadium. In the 2019/20 season, Betis is sponsored by the “Easy Market” company, a European broker founded in 2001, whose headquarters are in Cyprus, with offices also in London, Sydney and Warsaw. In this sense, “Green Earth” chose Real Betis Balompié for its sponsorship because it is considered an organization with very positive values, since sport, in this case soccer, radiates these emotional benefits, in addition to being an amplifier of the image of any brand. Specifically, the image of Betis is linked to everything "green." That is, it is the color of the equipment, and at the same time, it is linked to the care of the environment.

For this reason, the relationship between sponsored and sponsored client is considered quite adequate. In addition, the Betic club has a great projection in its digital policy, with a lot of sympathy among the fans.

In the case of the "Green Earth" brand, we can say that it focuses on environmental care values, specifying this action in the meeting between Real Betis Balompié and the Valencia Club de Fútbol. The reason for Green Earth is to buy mangrove land in Costa Rica, offsetting the carbon footprint by symbolically buying land in this country, through the use of Blockchain technology. An example of social action takes place during the match between Betis and Valencia Club de Fútbol, where the Sevillian club and the sponsor gives the image of the central spot of the Betic shirt to the “Climate Change”, that is, to the United Nations Framework Convention on Climate Change (UNFCCC). This was a very concrete action, which strengthened the relations between this organization and the sports entity. The shirt in question was made with 100% recycled materials made with empty containers that were piled up after each match at the Benito Villamarin Stadium. It was carried out exclusively, as a limited edition (only 1500 units), with a price of 78 euros each, for sale to the public.

4 Conclusion

We conclude that solidarity sponsorship is a marketing and communication strategy, as well as the actions of CSR that football clubs, which are beginning to implement in their global strategy. While the Football Club Barcelona and the Málaga Club de Fútbol made a strategy based on solidarity sponsorship, Real Betis Balompié carried out CSR actions with the aim of improving its image. In the case of solidarity sponsorship they are linked to programs for the promotion of culture, education and science in the case of Unesco or the assistance to children with UNICEF; while Green Life is linked to environmental programs. In the case of Real Betis Balompié, the CSR action between Real Betis Balompié and the Valencia Fútbol Club is only the beginning of the contractual relationship.
In any case, football clubs use general strategies to improve the projection of their external image. We talk about global strategy, because these programs not only focus on sponsorship on the team's shirt, but this type of sponsorship is linked to parallel actions that develop the agreed objectives.

References
**Evaluation of the system of signage (visual communication) from the perspective of organizational culture**

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**Abstract:** The present study addresses the importance of the phenomenon of visual communication from the perspective of organizational culture, where it is approached as one of the symbolic conceptual manifestations that generate identity to the institution and that at the same time adds to propitiate the sense of belonging. Culture has four manifestations from the perspective of Andrade (2014), in which more physical manifestations corresponds to everything related to the material structure. The Structural manifestations include all the regulations of the organization, the behavioral manifestations, everything related to the policies, rules and norms that allow a healthy coexistence among the members of the institution and finally, the conceptual symbolic manifestations, which contains the heart of the company: the mission, vision, philosophy, corporate identity, beliefs, rituals and communication system among others. A quantitative-qualitative research was carried out, giving step to the mixed studies of evaluation, with a descriptive scope and a non-experimental descriptive transactional research design, whose general objective is to: Evaluate the system of signage (visual communication) internal and external in a higher education institution. The population is 3200 and the sample of 148 subjects to be measured. The techniques selected for the data collection were the review of institutional documents related to the architectural structure and a survey measuring four categories: a) internal administrative signage, b) external signage, c) signage of risks d) environmental care signage. Operationalized in an own questionnaire that measures 19 items. The investigation is justified according to the criterion of practical implications because it will show according to the results which is the situation in which the system of signage of the institution is located and proposals can be submitted to the authorities so that the areas of opportunity, the transcendence of the study is that it will provide data that can be used to create other lines of research. It is convenient because you will get the opinion of students who are mostly users of the facilities, together with professors, administrative staff, suppliers and visitors. The theories that support the study are those related to the topic such as: Systems Theory, Communication Theories, Organizational Communication, Organizational Culture, Communication Systems (Abraham Nosnik), Corporate Identity (Moisés Limón Peña) among others. Some of the results obtained are: 61% of the respondents do not easily locate the offices that are in the administrative building; 77% of the subjects measured lack information regarding the functions performed in the administrative offices; 78% consider that there is a lack of external risk signaling and 59% of the sample states that they have not observed that there are labels whose legend indicates taking care of the environment.

**Key Words:** Communication – Visual Communication – Organizational Culture – Signaling – Communication System

**1 Introduction**

Currently, the communication process is a fundamental part of a very complex social fabric, where the use of multiple channels are used to inform on different aspects such as: the name of a building, a square or garden, an avenue, signs of risk, a company, a specific office and many other administrative and environmental spaces. Therefore, the visual communication that serves as a signaling function serves to locate or direct the reader thereof. This modality is called visual communication, but it is specifically known as signage. In organizations it is also necessary to use the process of signaling because it meets the demands of its customers, suppliers and internal staff. Each space that a service provides must have a nomenclature that states what function is performed there (Gonzalez, 1987) [1]

**2 Problem Formulation**

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Therefore, a study was developed that as a general objective will address the evaluation of the visual communication system (signage) as an element of the organizational culture in a higher education campus. The specific objectives are: a) To investigate if the administrative and classroom spaces are marked. b) Detecting whether the external or environmental signage is located in correctly visible places. c) Determine if the risk signage is placed in strategic places and is known by the users e) Determine if the signage for environmental care exists and in what areas it is located. The investigation is justified according to the criterion of practical implications because it will show according to the result which is the situation in which the signaling system of the institution object of study is located. In addition, proposals can be submitted to the authorities to strengthen the areas of opportunity, the importance of the study is that it will provide data that may be used to create other lines of research. It is convenient because you will get the opinion of students who are mostly users of the facilities, together with professors, administrative staff, suppliers and visitors. The limitations of the study is that only the users of the Educational Unit were measured, using as borders the geographical perimeter and the students of the Communication, Journalism and Marketing careers. We counted on the physical, economic, technical, human and chronological resources to develop it and considered the consequences.

Systems theory
Guizar (2001) [2] mentions that this perspective has as its principle: "any system is adaptable and, therefore, is constantly readjusted to new inputs or environmental stimuli" (p.78). If any of your subsystems suffer a change, it affects the whole system, because it works in a holistic way.

Communication
There are several definitions to refer to communication, but what is it? Limón (2009) [3] mentions that: "It is the faculty that the living being has to transmit to another or other information, feelings and experiences" (p.13). As the evolution of sciences and disciplines, the elements mentioned above change and take on another nomenclature such as: "who says", becomes the issuer; "What" in the message and "to whom" in the receiver. The important thing about this process is that these elements will always be present, however sophisticated the model may be in the future.

Organization
There are many definitions of organization, but the most elementary mention that is the union of two or more people to achieve an end or an objective. But in its more integral version, Chiavenato (2009) contemplates the following elements (p.26) [4]. They satisfy needs, develop groups, create organized action, motivate people, develop attitudes, and contribute. They are born, they grow, they change, they are grouped, and they are divided. They create products and services. They contribute to social welfare. He they communicate and they make decisions.

Therefore, they are born to cover social needs that the individual in a singular way, can not cover when living in large human conglomerates, and seeks to unite their efforts to achieve a joint responsibility through teamwork.

Organizational Communication
Fernandez (2008) [5], mentions that Organizational Communication is like a "dynamic activity that maintains a certain degree of structure, which is not static, but changing and adjusts according to the development of the organization" (p.98). It also considers it as a system composed of different interdependent activities that, when integrated, form a specific set of objectives. From another approach, the study of organizational communication Andrade (2006) [6], presents it as a discipline "whose object of study is precisely the way it is generated within organizations and between them and their environment" (p. 12).

Visual Communication or Signage
Visual communication forms part of the communication system of the organization and specifically of the visual identity that is supported by design disciplines such as Graphic Design, Industrial Design, Packaging Design, and Communication Advertising to create intangible assets with high added value. For its development, it relies on the forms, colors, designs, typographies and the design of the spaces according to the personality of the organization, the functionality of the supports used (Ruiz Balza and Aphal, 2016) [7].

Organizational culture
The societies are composed of people and social groups of various kinds and as part of the good coexistence, there are political, legal, ethical, economic and religious forms, among others, which regulate the common good, and each social group according to its geographical context, has developed different ways of thinking and being, this collective product has been called cultural system and this is shaped according to Andrade (2006) [8]. for the values and beliefs. The first "are the constituent elements of culture. The second are ideas that are shared and explicitly accepted by the members of a cultural system "(p.89).

Corporate identity
Globalization is a process that has involved almost all countries in the world in the opening of markets, and companies, says Limón Peña (2009) [9], organizations have the need to be identified and gain "attention, acceptance, trust and credibility of the public, therefore, the concepts of institutional identity, personality, organizational culture and corporate image "have acquired remarkable importance” (p.5) because it is part of your letter of presentation. The identity of a corporation arises at the moment of birth as a socioeconomic entity.

3 Problem Solution
A quantitative-qualitative research was carried out, giving step to the mixed studies of evaluation, with a descriptive scope and a non-experimental descriptive transsectional research design. The premise indicates: evaluating visual communication strengthens corporate identity and sense of belonging. The population is 3200 and with a simple random sample of 148 subjects to be measured. The techniques used for data collection were the review of institutional documents related to the architectural structure and a survey that measured four categories: a) internal administrative signage, b) external signage, c) risk signage d) environmental care signage. Developed in a self-constructed questionnaire measuring 19 items. (Hernandez, R., Fernandez, C. y Baptista. (2006)[10].

4 Results
Some of the most relevant general results of the survey are presented. Of the subjects that were average, 96% of the samples are between 17 and 25 years old. 94% are single, 26% live in Monterrey, 17% in San Nicolas, 14% in Apodaca, 11% in Escobedo, 10% in Guadalupe and 22% in others. 61% rarely locate the offices that are in the administrative building. 57% consider that there is little signage in the offices. 65% indicate that they rarely know the functions they perform in the offices. 60% indicates that there are no signs indicating the direction of the different buildings. 72% have not seen any meeting point in case of risk or loss. 64% have not seen signs for the care of the environment.

5 Conclusion
It is determined that Evaluating the system of signage (visual communication) internal and external evidence areas of opportunity to convert them into strengths, corroborates that some administrative spaces do not have nomenclature or lack greater visibility. The classrooms are marked but with small typography that does not facilitate the identification of them. The external or environmental signage lacks an integral and standardized system with the identity of the institution that facilitates locating risk places and care of the environment. According to the above results, it is recommended to carry out a strategic visual communication plan to strengthen the institutional culture and create intangible assets with high added value.

References
ArchID (Digital Identity Archive) Project: Art and Self-representation of the Internet Society

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Abstract: - We are witnessing a change of social perception of what is considered fit to be photographed, recorded, exhibited, published... that is worthy of being shared and immortalized. This assumption and proliferation of identities has its best breeding ground on the social networks of the Internet. The selfies, profiles and online diaries encompass a broad spectrum and identities ranging from total imposture to sincere attempt at faithful self-representation. And the same goes for artistic works that work with this sensitive material (Zafra, 2013). ArchID (Digital Identity Archive) studies one type of works that, on the one hand, claim the relevance of the contents related to the body and the identity and, on the other, are configured through a great diversity of media and audiovisual technologies.

Key Words: ArchID – Self Representation – Digital Archive – Contemporary Art – Identity

1 Introduction

The implementation of digital networks has allowed the development of a transmedia culture in which the audience of the different media platforms has become an active user type that not only consumes culture but also produces and disseminates, may apply the term “Prosumer” (acronym "Producer" and "Consumer") formalized by Alvin Toffler in 1981. Parallel to these events, artists have experienced various languages and techniques that have allowed them to express their thoughts and emotions regarding their inner world and the one around them, that is, to capture their subjective perceptions of reality (Toffler, 1981) [1].

This concern has led them to the exploration and study of contemporary science and technology, producing the convergence of these with art. It should also be noted that artistic production has not only succeeded in absorbing continuous technological innovations, but has sometimes come to propose new forms of communication adopted, subsequently, by consolidated means of telecommunications. These situations lead us to consider much of the art of the last century as a faithful witness to the events that have marked the development of new mass communication devices and their new inclusive strategies, of participation, editing of contents and which have involved a restructuring of the transmitting and receiving spaces. We are in a period when, often, and in a great variety of disciplines, the work of art becomes immaterial and inseparable from the new technologies of the digital Age.

2 Problem Formulation

At the end of the twentieth century and the beginning of the 21st century, the democratization of the digital image and the appearance of the Social Networks, gave a new twist to all these transformations, especially since the hybridization of the camera-mobile on smartphones and tablets. Again we witness a change of social perception of what is considered fit to be photographed, recorded, exposed, published... that is worthy of being shared and immortalized. This proliferation of identities is best disseminated on the social networks of the Internet. The selfies, profiles and online diaries encompass a broad spectrum and identities ranging from total imposture to sincere attempt at faithful self-representation. And the same is true of the artistic works that work with this sensitive material (Zafra, 2013) [2].

We are currently immersed in an online environment where it displays a new panorama in the field of representation and creation around the corporal and the identity, with important changes in use, representation and practices, and in a context where natives and digital emigrants live together (Presnky, 2001) [3] (Prada 2012) [4]. Beyond words, images and other telematic content take on a determining role, not only in social networks and Apps, but also in the rapid development of working protocols in the new platforms for communication and exchange, either in a real way or through the mediatized construction of one’s own image.
Parallel to the transformations of identity, the appearance of art on the Internet, or net.art, reconfigures and recontextualizes artistic production. Online digital art has approached the issue of identity with different characteristics of the "actual" artistic media, precisely because of the specific possibilities offered to the subject by the Internet. In this regard, says Echeverría (2003) [5] how the new identity systems of what it calls "Third Environment" (which includes the "network of networks") involve radical changes as the existing identity uniqueness is broken in the actual environments and essential frameworks on which some of the fundamental characteristics of the subject were based, such as nationality, for example.

Every attempt at self-representation is a calculated construction because the individual always establishes, implicitly or explicitly, boundaries. Here the distinction between three concepts is relevant: intimacy, intimacy and private life. For the author, intimacy is what is not shared with anyone, while intimacy is shared with some, encouraged by the desire for extimity (for example, we can share in social networks intimacy that our families ignore).

3 Problem Solution

For this reason, from the University of Murcia and the University of Barcelona, the project ArchID (Digital Identity Archive) has been created, which gathers samples of the creative practice on self representation and identity building in the contemporary art of the Latin American network society. This archive studies one type of works that, on the one hand, claim the relevance of the contents related to the body and the identity and, on the other, are configured through a great diversity of media and audiovisual technologies.

Nowadays, there is a great interest in the study of these works, for the importance and social impact of their subject matter and the richness of their creation and diffusion processes that go beyond the use of a medium. Works, whose broad reception and sharing, through various technological platforms, are generating new forms of individual and collective self representation with great impact on our current society.

We analyze works by artists such as Antoni Abad, Helena Almeida, Marcllí Antunez, Joan Foncuberta, Clara boj, Rodrigo Braga, Ximena Cuevas, Pedro Ortuño, Graciela Taquini, Eduardo Villanes, or collectives like Cabello/Carceller, O.R.G.I.A or BrisaMP. This research addresses the visual treatment in the contemporary creation of subjects related to the body intervened, claimed, sexualized, problematized, monitored, sick and even dead.

![ArchID](http://archid.net)

The impact of the project will be manifested at different levels: - as a research tool for the typological analysis of cultural productions around the subject of study
- as a dissemination tool for research works and results

Fig. 1, ArchID
- as a creation platform, as its use will be enhanced as a place from which to carry out creative experimentations that explore the axes and discourses of this research.
- as a communication network between researchers in the area, making available tools for the development of meetings, debates and communicative experiences that highlight the cognitive and sensory connection between bodies mediated by technology.
- as a learning device through the activation of experiences.

4 Conclusion

The body on the Internet expands beyond its biological or natural limits to create new networks, connections and systems in the telematic environment (Ortuño Mengual, P & Villaplana, V. 2017) [6]. As a result of these new practices, communities emerge geographically distanced but linked by common themes. We are witnessing a very interesting social moment in which some people marginalized or stigmatized by issues of illness, gender or politics use the image as a means to get out of ostracism and vehicular, not only greater visibility, but also a whole series of critical reflections and demands that are setting guidelines that will later be followed by wider sectors of society in the coming years (Ortuño Mengual P. & Lapeña Gallego, G. 2019) [7].

Our research will investigate the visual treatment in the contemporary creation of subjects related to the body intervened, claimed, sexualized, problematized, monitored, sick and even dead.

References

Analysis of the interactivity level in digital platforms of Spanish NGO´s

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Abstract: NGOs have gained greater prominence in political, economic and social decisions in the last fifty years. The digital scenario requires new strategies and novel tools to attract their audiences. Therefore, it is interesting to know the digital communication strategies put into practice by NGOs with the highest volume of annual income in Spain to connect with their audiences, and measure the level of interactivity (Heinze and Hu, [1] Capriotti and Pardo Kuklinski, [2] Cobo and Pardo Kuklinski, [3]; Castells [4]) that they present in their digital platforms. From this perspective, the objectives of the study are: O1, to identify the tools and communication resources in the digital platforms of the selected NGOs; O2, assess the level of interactivity present on the NGO's website; O3, analyze the digital communication strategies of the NGOs with the highest volume of annual revenues in Spain. The method used in the investigation is content analysis. For the collection of the information, an adjusted analysis template was elaborated from the studies of Capriotti, Carretón and Castillo [5], combining it with the one used by Smolak and Castillo [6] in which two categories were defined: (C1) Presentation of information tools and (C2) Resources for interaction. From the identified resources these were distributed in 5 dimensions, according to the degree of participation they propose to the user of the website. The results indicate that, except for the case of Amnesty International who holds a high level of interactivity, digital communication strategies are based more on the use of exhibition tools than on interactive ones.

Key Words: Digital communication – NGO – Level of interactivity – Call for action – Content analysis

1 Introduction

Non-governmental organizations are catalysts that, through their commitment to social and humanitarian action or cooperation, seek to influence the generation of public policies or the transformation and change of unfair conditions. Their bases of social commitment depend to a great extent on the action of volunteers who add ideas, actions and money to the achievement of the transformation objectives.

According with Fernández Torres [7] it is understood that Non-Governmental Organizations are "associations that manifest the concerns and thoughts of the individuals of a society, presenting themselves as an expression of the civil community through groups that defend an ideal, a thought common or a series of people (...) are imbriated by an intersubjective cooperation that integrates a series of individuals who participate, mostly economic considerations, in the internal structure and in the actions of the association ". According to the Charter of the United Nations (1950) these organizations are those that are not related to governments or are the result of international treaties, but have their origin in civil society.

As happened in Europe at a general level, Spanish NGOs have origins that are closely linked to the religious sector, especially the Catholic one (Soria Ibañez, [8]). The Franco dictatorship and the tight control of all the structures of society caused a delay in the consolidation of NGOs in Spain (Gómez Gil [9]). After the dictatorship and with the recovery of democracy, NGOs begin to be constituted as formal entities, with defined objectives. However, it would not be until the eighties when these organizations begin to acquire a greater capacity for notoriety and influence.

Among the relevant factors that determined the consolidation of these NGOs in Spain is, in addition to the restoration of democracy, the entry of the Iberian country into the European Union, as Gomez Gil points out at the end of this decade that Spain is beginning to be created NGOs "with social relevance, linked to the major campaigns and global concerns" (Gómez Gil, [10]).

Citizen participation increased considerably along with the greater presence of these entities in the public space (Marcuello Servos, [11]). Despite this, the NGOs have suffered some blows since those golden years. The economic crisis that hit Spain in 2007-2008 had repercussions in the financing of NGOs, "The fall in financing between 2010 and 2012 was 13.4% -from € 10,166 million to € 7,622 million-"(Martorell Castellano
& Serra Folch, 2018, page 85). On the other hand, cases of poor performance of these organizations ended up discrediting much of the sector, which "has negatively impacted the image and perception that citizens have of these organizations" (Martorell Castellano & Serra Folch [12])

2 Problem Formulation

Given the scenario described, non-governmental organizations began an intense campaign to improve their image and the perception that the public has about them. These communication actions are traversed by the current digital scenario, therefore, it is interesting to know the digital communication strategies put into practice by Spanish NGOs to connect with their audiences, and measure the level of interactivity (Heinze and Hu [1], Capriotti and Pardo Kuklinski [2]; Cobo and Pardo Kuklinski, [3]; Castells, [4]) presented in their digital platforms.

The objectives of the study are: O1, to identify the tools and communication resources in the digital platforms of the selected NGOs; O2, assess the level of interactivity present on the NGO's website; O3, analyze the digital communication strategies of the NGOs with the highest volume of annual revenues in Spain.

3 Problem Solution

To carry out the analysis, a sample of the Spanish NGOs with the highest annual income will be taken. The method used in the investigation is the content analysis (Johnson and Onwuegbuzie [13], Piñuel, [14]). An analysis template was elaborated from the studies of Capriotti, Carretón and Castillo [5], combining it with the one used by Smolak and Castillo [6] in which two categories were defined: C1. Presentation of information tools, which includes three resources according to the interactive possibilities (1) expository; (2) Hypertextual and (3) participatory. And the C2. Resources for interaction. From the identified resources these were distributed in 5 dimensions, according to the degree of participation they propose to the user of the website.

In the analysis template for the category of Information Presentation, three types of tools were considered: Graphic (includes text, photos, audio and video); Hypertextual (includes the identification of own links and external links on the site); and Participatory (includes interactive sources to present information such as infographics, and more participatory, such as the newsletter).

For the category of interactive resources of the virtual visitor, five analysis dimensions were considered, which compiled twenty tools or resources that were identified in the template. The dimensions were Connect, Share, Review, Participate and Collaborate.

Connect includes tools that allow the visitor to interact with the organization in a restricted way, through a contact that is relatively regulated by the organization. In the dimension of Sharing, there are tools that allow the user to interact with the contents in a closer way, either by tagging information or even linking information with the visitor's own digital profiles. The dimension of Review includes the identification of tools that allow the user to give their opinion about the content offered by the site. Participating includes tools in which the user can have navigation with a greater degree of commitment to the content offered by the website, from the search and download of documents, to the contracting of the services to which the organization is dedicated, even suggest or support activities that are being carried out. Collaborate, includes the identification of tools in which the user can join to carry out activities proposed by the organization, can be a member or member of the same and even contribute financially.

Once the analysis categories were defined, a Likert scale was implemented in which a weighted value was assigned to each type of resource (1-5 points, where 1 = very low interactivity and 5 = very high interactivity) to establish the "level of interactivity "of the websites of the selected NGOs. Both in relation to the presentation of information and interactive resources of the virtual visitor, to obtain a qualitative interpretation of the value of the results.

To know the values, a dichotomous structure of "yes / no" was used, considering the presence (= 1) or absence (= 0) of each resource or tool in the websites analyzed.

In order to arrive at the result of the level of interactivity, these values were assigned to each of the aforementioned tools, so that the evaluation is carried out following the parameters of table nº1: Development of the results obtained in the investigation.

<table>
<thead>
<tr>
<th>Likert</th>
<th>Assigned</th>
<th>AV</th>
<th>x</th>
<th>Points</th>
<th>Level of</th>
</tr>
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Value | presence / absence (1/0) | obtained (PO) | Interactivity
--- | --- | --- | ---
Presentation of information resources
Graphic | Very low | 1 | 1 x (P) | (AV x P) | (PO/5)
Audiovisual | Low | 2 | 2 x (P) | (AV x P)
Links | Significant | 3 | 3 x (P) | (AV x P)
Interactive | High | 4 | 4 x (P) | (AV x P)
Participative | Very high | 5 | 5 x (P) | (AV x P)
Interactive resources
Connecting | Very low | 1 | 1 x (P) | (AV x P) | (PO/5)
Sharing | Low | 2 | 2 x (P) | (AV x P)
Review | Significant | 3 | 3 x (P) | (AV x P)
Participate | High | 4 | 4 x (P) | (AV x P)
Collaborate | Very high | 5 | 5 x (P) | (AV x P)

Table 1. Values of the level of interactivity assigned according to the tool

The result (average of the sum of the total weighted value of each resource) allows three levels of interactivity of websites analyzed, on a scale of 0-3 points: in which from 0 to 1 is considered a "low / poor interactivity"; between 1.1 and 2 it is understood that they offer an "Average Interactivity" and between 2.1 and 3, that the interactivity is "high / significant".

4 Conclusion

The NGOs with the highest volume of annual revenues in Spain have, in general, a permanent presence on the Internet and establish varied communication strategies from their digital platforms. The information presentation tools tend to be those that have the highest percentage of presence, compared to the resources that allow the public to interact with the organization more closely. Except for specific cases, a medium and low level of interactivity is evident, which ultimately leads to a greater distance between non-governmental organizations and the values they defend, and citizens who are volunteer potentials and even economic collaborators of the causes that these entities defend. The call for action, very developed by NGOs in the real world, is still an action of communication in development in the digital communication of these organizations.

In this sense, the digital communication of these organizations is challenged to rely more on communication tools that allow them to generate a longer-term relationship with their public, retain them and even add them to their transformation objective.

References:

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Innovation in news production with gender perspective. The gender role of sources in the online coverage of the femicide of Ciudad Juárez.

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Abstract: - Sources are usually the large ones forgotten in the study on the news production strategies developed by media. However, some changes are currently being experienced in the media scene, due to the great development of TICS, the Internet or even social media.

Key Words: Innovation – news production – gender – online coverage – feminicide

1 Introduction
The positioning of the media is not only perceived in its editorial line, but it is already obvious through sources it chooses and how it positions them within the news texts. In this way, sources themselves can become determinant factors for the visibility of certain facts, events or happenings, but at the same time it can provoke the invisibilization of the same situations

2 Problem Formulation
This is the very case of the news on the well known Ciudad Juárez femicide, as despite the international diffusion that the phenomenon had at one time, almost all traditional media have published partial and shallow news on the subject. However, there is a mexican gender news agency, CIMAC, which has been conducting deep and comprehensive femicide coverage for nearly twenty years.

3 Problem Solution
The main aim of this paper is the analysis of the gender perspective used by this mexican media in order to visualize the victims and protagonists of the news related to the femicide in Ciudad Juárez. In addition to the foregoing, CIMAC offers total and absolute coverage of the news related to the issues affecting women.

4 Conclusion
After a thorough content analysis of the sources, according to the gender, in all the news published by this media on the aforementioned femicide, it can be said that the number of women present in the informative texts is less the greater the officiality of the source used. Also, the greater presence of women as sources the more questioning the official version provided by the authorities.

References:
Online activism using the media: gender and news production in Mexico

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Abstract: The newsmaking strategies are one of the main elements that allow to understand the way in which the media selects the news. Thus, in the case of the news about the femicide of Ciudad Juárez, the coverage provided by the mexican news agency CIMAC is highlighted.

Key Words: Innovation – news production – gender – online coverage – femicide.

1 Introduction
This is the specific case of the news on the femicide of Ciudad Juárez, as despite the international diffusion that the phenomenon had at one time, almost all traditional media have published partial and shallow news on the subject. However, there is a Mexican gender news agency, CIMAC, which has been conducting deep and comprehensive femicide coverage for nearly twenty years.

2 Problem Formulation
The main objective of this paper is the analysis of positioning of CIMAC, understood as activism in the defense of women's rights, based on a gender perspective used by this means of Mexican communication to be able to visualize The victims and protagonists of the news about the femicide in Ciudad Juárez.

3 Problem Solution
For the development of this article a methodology was carried out based on the analysis of contents of all the news published by a by a Mexican news agency, CIMAC.

4 Conclusion
After the rigorous study of all the news published by this aforementioned media (1999-2015), it can be said that this digital media activism is based on an overwhelming presence of women, both in the elaboration of the news and in the same informative texts.

References:
Community radio in San Luis, Argentina and the development of non-governmental organizations

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Abstract:- This paper examines the sources and financing strategies of three community media in the province of San Luis, Argentina. They are Masi, La Bulla and Radio Rebelde. Community radios in Argentina received legal recognition with the enactment of Law No. 26,522 in 2009.

Key – Words: Community media – Culture – Democracy – Social development – Argentina

1 Introduction
This paper examines the sources and financing strategies of three community media in the province of San Luis, Argentina. They are Masi, La Bulla and Radio Rebelde. Community radios in Argentina received legal recognition with the enactment of Law No. 26,522 in 2009.

2 Problem Formulation

We seek to investigate the way of constitution of non-governmental organizations in San Luis that developed community radios in terms of their birth certificates, the rationality of their projects, the objectives set and the strategy used to develop the objectives. Also meet in a group of non-governmental organizations in San Luis that have no means of communication that aspirations or communication projects have and because they have not been interested in having them.

Community radios play a key role in the democratization process and often express the culture of the social, economic and political context of the community. Community media are defined as Law No 26,522 (2009) in article No. 4 as private actors that have a social purpose and are managed by any type of non-profit organization with community participation. Unlike commercial private radios, they do not pursue a profit motive.

Segura and other authors (2018) describe that the low development of the San Luis region in terms of community media is due to the lower population density and the lower percentage of the national GDP that would affect the possibilities of developing a strong media system and, in particular, of social sector broadcasters.

Undoubtedly, this affects the development and growth of community media. The thesis that sustains this research is the idea that the limited institutional development of non-governmental organizations in San Luis, their lack of internal cohesion, the presence of unclear objectives, the lack of practice of internal democracy in decision-making, apathy in citizen participation and co-optation and policies of attraction of the provincial executive power towards these organizations can prevent or hinder the free participation of citizens in these organizations. These factors would also influence the non-governmental organizations of San Luis did not think about having proposals for communications and less a community radio.

3 Problem Solution
In the Law on Audiovisual Communication Services, community radios are included in the providers of "private non-profit management". In this way, they are differentiated from public media (state and non-state media) and private commercial media. "

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The methodology to be followed will be the analysis of NGO organization documents, the interviews with their leaders, the observation of the radios and the development of a survey on participation and objectives in non-governmental organizations that do not have radios or communication projects.

4 Conclusion

The organization of communication in nonprofit organizations begins in Argentina in 2005, but its history is longer. In the mid-1980s, modulated frequency radios were launched, driven by a commercial spirit and that were called clandestine by commercial and legal radios with the legal framework of the Argentine Military Dictatorship (Quiroga, 2016). Later, with the enactment of Law No. 26,522 in 2009 in Argentina, community organizations could have full legal recognition and have a national promotion policy.

Community radios play a key role in the process of democratization and often express the culture of the social, economic and political context of the community that creates it and are means that recover old customs, traditions or music and because they deal critically with the problems that They affect the members of the community with the purpose of finding solutions.

The development of democracy, the intensity in which it is lived by citizens and the development and permanent growth of civil society in the use of new technologies by it, are factors that drive or not community media. With the hard and violent years of the Argentine military dictatorship and then with the arrival of democracy in December 1983, San Luis has become an opaque democracy with the rise of prebendarism and populism, where a single party has ruled for more thirty-five years old with only three governors. This situation has retried citizen participation in different aspects of social life.

References:


Las radios de nuevo tipo: la estética sin la ética no sirve para nada.


Framing theory and ideological bias: Brexit in the Anglo-Saxon Press

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Abstract: – The exit of the United Kingdom from the European Union, known as Brexit, is having a great social impact and wide international coverage. The principal aim of this study is to compile a corpus make up of journalistic texts in English to carry out a lexical-semantic analysis that allows ideological positioning to be identified. To do this, a quantitative and qualitative analysis is used with the help of two computer tools, Sketch Engine® and Lingmotif® respectively.

Key – Words: – Ideological bias – Economic discourse – Brexit – Corpus – Framing theory – Sentiment analysis

1 Introduction
In 2016, the United Kingdom held a referendum to decide whether to stay in the European Union (EU). The results gave a rise to an unprecedented event, the exit of a member country of the EU. This process, called Brexit, led to a series of administrative procedures that can affect politics, society and the economy of both the EU and the United Kingdom. Due to its international consequences, Brexit has received an extensive media coverage worldwide, since the beginning of the process till present, enjoying a prominent place in the media, especially in the press.

The press occupies a relevant position in society, playing an essential part in the formation of public opinion (Kircher, 2005: 117). Likewise, the newspapers are in keeping with an editorial line marked by this medium, which implies an ideological bias that can lead the reader to get a distorted vision of the event treated. Therefore, the information coverage of an event, for example the Brexit, can vary depending on the headline and the country in which the information is being published.

2 Problem Formulation
Taking into account that the ideological line of each newspaper can be identified through different linguistic elements, the aims of this study are, firstly, to compile a corpus for specific purposes composed of journalistic texts in English that were dealing with Brexit and, secondly, to carry out a lexical-semantic analysis and an analysis of sentiments to identify the ideological bias of the newspapers which have been selected.

3 Problem Solution
The theoretical framework of this study was based on the notion of ideological bias in the journalistic information [2] [3] [4], and on the Framing theory, a multidisciplinary paradigm that allows us to deal with the study of the effects produced by the media [5]. Likewise, a great corpus for specific purposes has been compiled. This corpus is composed of three economic journals from the Anglo-Saxon countries: The Financial Times (United Kingdom), Wall Street Journal (United States) and The Australian Financial Review (Australia). The corpus is made up of 177 texts out of information and opinion that deal with two relevant events related to Brexit: the popular referendum in June 2016 and the vote of the British Parliament in January 2019.

The methodology used for the analysis was based on the proposal of Jiménez Yáñez [6] [7], where he analyzed the image of the Catholic Church in the editorials in the Spanish press. This methodology was already used on previous works [8] [9] related to the detection and analysis of ideological bias in Spanish journalistic texts. To do this, two analytical approaches were proposed: a quantitative analysis, carried out with the help of the Sketch Engine® software in order to obtain lists of frequent words, and a qualitative analysis of the sentimental burden of each text made with the Lingmotif® software.

From the quantitative point of view, the results show that the coverage of the Brexit of the three newspapers is different, since The Financial Times (United Kingdom) devoted the largest number of articles to both events of the Brexit, the referendum and the vote of the British parliament. Likewise, the coverage of the referendum
was higher than the parliamentary vote in the three newspapers. On the other hand, the lists of the archived words indicate that the most frequent terms in the corpus are: ‘European Union’ (EU), ‘United Kingdom’ (UK) and ‘Brexit’. It is also worth noting the presence of the term ‘United States’ (US) in the three newspapers, which may show the impact that Brexit will have on the North American country.

From the qualitative point of view, the three newspapers fell in with reflecting the information treatment during the coverage of the referendum as something negative, since the term ‘Brexit’ is usually accompanied by terms, such as ‘funk’, ‘risk’, ‘worry’ or ‘fear’. These terms show a negative view of the departure of the United Kingdom from the European Union. Regarding the coverage of the parliamentary vote of 2019, it may be appreciated a similar information treatment in the three headlines, since there are used terms, such as ‘no-deal’, ‘hard’, ‘messy’ or ‘impasse’, which demonstrates the difficulty of the British government to take forward an exit agreement with the European Union.

Regarding the sentimental burden of the texts, the Lingmotif® software allowed us to measure if each text can be classified as positive, negative or neutral according to the terms that were composing-it. Therefore, the results show that a greater negative burden in the three newspapers.

4 Conclusion

The results obtained helped to determine the ideological positioning of English-speaking economic newspapers on the Brexit. Moreover, it was corroborated that the bias can be detected and analyzed through the use of particular terms. The analysis of the corpus showed that there was a coincidence with respect to the negative treatment of Brexit by the three newspapers. Nevertheless, there was a clear difference in the coverage of newspapers, since The Financial Times carried out the greatest follow-up. The novelty of this study was the use of a double approach: a quantitative model, which provided statistical data on frequencies, as well as a qualitative model, which offered information on the bias and feelings projected in the journalistic texts that make up the corpus.

References:
The music journalist as a specialization in cultural journalism

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Abstract: - The following research aims to show the effect of a practical experience around the results of qualitative interviews made to music journalists. They practice their profession in Spanish press, radio, television and digital media. The intention is to reflect upon how these professionals apply the genres of music journalism analyzing their discourse through the Atlas.ti program.


1 Introduction

When we talk about music journalism we must be very clear that this designation involves a very specific type of specialization where it is not only necessary to know great composers, trends, schools, conductors, their evolution in social or cultural context, what is an aria, an elegy or a fuga. It is also necessary to know the sound of each instrument, and all of the existing types and subtypes.

This is joined by popular forms where the cultural fusion appears. On the other hand, the fracture of channels impacts formats, music places, agents and experts with a great multiplication of genres and subtypes [2]. So, when we talk about musical journalism (and the journalist) music, we find a roadless figure like the one from the early days of nineteenth-century Spanish journalism [3] where we find the prototype of bohemian journalist, with clear and critical ideals that gives the journalistic profession a way of telling reality in a different form [4].

Regarding the musical journalistic genres that are proposed for this research we propose [3]:

(a) Biography, essential for the music press in the construction and maintenance of fans. His specialization is called confessional memory.
(b) The Musical Documentary, which includes concert films, tours and festivals, portraits of musicians and scenes of historical extracts. They can be mixed with other genres such as docudrama, reality or direct cinema.
(c) Music Criticism, even when it has evolved in digital media, follows the analysis of an object, person or event with extensive knowledge criteria.
(d) Musical reviews, where the journalist appoints to the commented object a qualification that interprets and evaluates, overcoming personal valuations and emphasizing its relevance in the context.
(e) The Concert chronicle (hybrid genre) is characterized by the music journalist’s reason with a narration in the background.
(f) The Musical Interview is based on three types: the interview’s statement, the personality in an environment or the questions test.
(g) The article or musical news is characterized by the narrative and literary style that is usually attributed to correspondents or special reporters sent to cover festivals, popular music or concerts. The ways to begin may vary according to the mass communication types and continue static or dynamic facts.
(h) The Musical Obituary is the evaluative and analytical description of the life and artistic production of a subject through a chronological account with the most important aspects.
(i) Finally, Musical Graphic Information, even when it is not a pure journalistic genre; those journalists have a high level responsibility in the creation of information and music photography when the material is not supplied by the official source or they must create an image of new brand.

2 Problem Formulation

To know how a musical journalist applies the musical genres in each field, it is necessary look at three elements:
(a) The super specialization of music journalism through the subdivision as main field of action in office journalist, street journalist or cover journalist.
(b) The type of professional profile according to each mass media sector.
(c) The progressive adaptation of the media to the journalistic genre of musical field.

All these elements will help us to interpret the qualitative interviews that we have done. In this way, once the professionals of the representative media of each format are located, the interviews will be carried out individually to be categorized later in lexemes through the Atlas.ti program.

Atlas.ti is the program used for the texts obtained from the transcription of the conversations recorded in the interviews and counts up what linguists call “lexemes and semantemes”.

They are registered firstly as quotations, which are fragments of what are called “Primary Documents” and then they are categorized by Codes. These codes are determined by the analyst leading to a second level of data reduction in order to create concepts, summaries or grouping of the quotations.

Later, Memos are used – these are comments of register which are made by the analyst depending on the object or hypothesis he wishes to investigate-. in families, which are groups of another, higher register which contain the main components.

Using this system of cataloguing, Atlas.ti makes it possible to visualize graphic displays on the different components and the relationship between each one, called “Networks” which can also be understood as diagrams and that finally shows us a logical structure of representation of a qualitative discourse.

3 Problem Solution

To carry out this research it is necessary to have three essential elements:
(a) Patience in the elaboration of the questions, the location of professionals and citation of the same.
(b) Time for the transcription of the interviews, recontact if there are doubts and enter each data in the program Atlas.ti.
(c) The control of the specific technical elements in which the program is included, the system and its ulterior rendering.

It is important to note that the selection of professionals is done through a sampling by quotas based on the parameters that will provide the greatest representation of the musical journalists in each area of the media divided into press, radio and television located in Madrid, Spain.

The search and location profile is therefore the Madrid journalist who works in the field of music journalism. This includes:
(a) Those who work in a mass media communication.
(b) Those who manage the specialized journalistic cultural genres in music. In the same way, only those who have a stable relationship with the media will be taken into account.

The main thread through which we will proceed is to determine the degree of involvement with the main genres used in music journalism (biography, documentary, criticism, chronicle, interview, article-news, report, obituary and graphic information) and how they are used (or they are not used) in each medium.

Our main interest is to know how the journalist works in each area and the advice he can give us to begin working in this sector or how to get better. On the other hand, once all the interviews are analysed, we can establish the existence of patterns through the program Atlas.ti.

4 Conclusion

Knowing how a journalist works in these types of areas (the specialisation of cultural journalism in the form of music journalism) can help future generations to know how to specialize, what tools need to be learned or what are the most important steps in an area that, today, is opaque and little studied in the university at a general level.

The most interesting part of this investigation is, logically, the interpretation that the Atlas.ti program can offer us, but equally important is the quality and length interview of each musical journalist.

References:

Abstract: This film is part of “Romanian New Wave” cinema, a genre that comprises a whole series of films which have had an important repercussion in the main international film festivals, and during the first decade of this century in particular. Such films were filmed by young directors with similar artistic curiosities, and emerged in 2005 when The Death of Mr. Lazarescu by Cristi Puiu won the best film award in the Un Certain Regard section at the 2005 Cannes Film Festival. In light of the cultural imaginary that was losing its projection in the country’s reality, these directors set out to turn to realist strategies and a surreal humour as a way to connect the little stories with immediate reality and everyday life. The original title of this film, A fost sau n-a fost? implies a doubt regarding an event in the past: “Did it happen, or did it not happen?” This uncertainty refers to whether a people's revolution took place, or not, prior to Nicolae Ceaucescu leaving the presidential palace. More specifically, this question is asking if such revolution took place in Porumboiu's home city of Vaslui. To answer this question, a television programme was organised and the fellow participants sat in front of a large screen in the square of Vaslui where such event allegedly occurred. Through a realistic mise en scène and a use of absurdness that is linked to Romania's theatre tradition, this film is articulated around the same idea of event, representation, and the role the narratives play in the construction of the historic events, and national identity itself, in addition to the role that cinema plays as symbolic technology in the reading and construction of the historic events. By means of film analysis, we propose to look into all these issues, as well as the use of realist strategies, as a way to establish an account which is alternative to being hegemonic, and more attached to everyday life, besides the role of the images as producers of a sense that go reconfiguring with the intervention of the different actants.

Key Words: Semblance – Romanian Cinema – National – Mise en Scène – Language

1 Introduction

The film, 12:08 East of Bucharest, is representative of what is known as “Romanian New Wave” cinema. As in the case of other film trends (which we will look at below), this movement is led by a group of young directors who comprise a mixed group and share some artistic motivations and some communal social concerns. This label started to take shape in 2005 when the first title was released: The Death of Mr. Lazarescu (Moartea domnului Lazarescu, Cristi Puiu), which triumphed with the Un Certain Regard award at the Cannes Film Festival. In 2001, Puiu had already won the Golden Bear for the best short film at the Berlin Festival for Cigarettes and Coffee (Un cartus de Kent si un packet de cafea), and premiered his first feature film: Marfa si bani.

When it comes to Romanian New Wave, there is a series of repeated concepts: minimalism, realism, absence of diegetic music, over the shoulder shots, everyday stories, interpretative sobriety, and long takes etc. As a result of these common attributes, the studies focused on this new wave find their references in neorealism and the new waves during the 50s and 60s, which are suffice to highlight the most significant ones [2] [3]. When Dominique Nasta refers to Mungiu's film that we are analysing, he points directly to the style of English Free Cinema.

Taking these main referential ideas into account, we will start to discuss the complex notion of “realism”. Our starting point will be the thoughts formulated by André Bazin, which are as necessary and open to the debate without forgetting some of the most significant episodes of a controversy that comes from afar. In the shot, this need to establish a dialogue with reality is expressed in a decisive way with globally recognised Italian Neorealism that signifies the aesthetic and ethical mirror in which all those film-makers conceive their work from the divergence, formal renovation and engagement with the surrounding reality. The movements of the “new cinemas” like Nouvelle vague or Free Cinema, and those which spread to the countries in the so-
called Third World will form the most notable legacy in circulation with cinematographic modernity, these new ways of presentation and to perceive the world.

Many of these film movements emerged as a reaction to situations of repression and control that carried on to a national level due to the use of violence and institutional indoctrination. In their role of combat platforms, the “new cinemas” proposed a regenerative movement linked in synch with the common people, in line with the everyday concerns of group order, and able to bring into focus certain groups, values, ideas and representations of the society that were made invisible. Their works entail a cinematographic research project that questions the capacity of the film device to inscribe the tracks of time within such device, to pose questions that open paths to new areas of knowledge, and to create realities that offer clues for understanding the other reality of day-to-day life. As we will see throughout our investigation, these new schemes of thought that tend towards a discursive course are mostly given in a context of social and political tension. This is the case for the object of study we are examining, and in the film framework that defines: the years subsequent to the end of Nicolae Ceausescu's dictatorship.

2 Problem Formulation

The controversy around Bazinian realism belongs to a debate that runs throughout the history of cinema, practically since its beginning, which is resolved on slippery ground: the boundaries between the reality represented and the model that is represented; between the mise en scène and the capture of reality, between fiction and documentary, or non-fiction cinema. Just like what happened with the Bazinian perception, all analyses focused on the convergences of this pairing are found in the rhetoric field: “Post-structuralist theory reminds us that we live and dwell within language and representation, and have no direct access to the “real.” But the constructed, coded nature of artistic discourse hardly precludes all reference to a common social life.” [5]. This theoretical conception moves articulately in two directions: language as mediation, and language as a constructor of realities and as a witness of historic transformation is the field in which this controversy has been moved in the past: between the demonstrative cinema by the Lumière brothers and the imaginary world of Georges Méliès; between the political aspect of the camera as a register, according to Dziga Vertov, and the ability of the montage to stir those emotions that the image itself is unable to reveal; between Bazin’s idea of cinema as a reproduction of reality, and Siegfried Kracauer's recognition of cinema as a reflection of the world, or between the cinema of poetry by P.P. Pasolini and prose cinema by Eric Rohmer.

The stories focused on anonymous anti-heroes portrayed in simple everyday acts whose lives are inscribed in a perfectly recognisable present, and share a common feeling of solidarity and social justice are defining characteristics of the “revolutionary humanism” that Bazin recognised in the films by Vittorio De Sica or Roberto Rossellini. One of Cesare Zavattini’s main theories is that “Neorealism is not a strictly historical movement of nature […] it was born out of a new attitude before reality” and he identified the perspective of neorealism “in the discovery of the present.” Zavattini advocates a kind of cinema in which the facts prevail over the fictional plot: ‘The only thing there was in cinema were ‘big’ facts. The war, however, made us discover life in its permanent values. ‘It's the war’, we said, and we found ourselves in contact with a tremendously unsettled reality, while a pacifist disposition was acquiring consistency in our spirit” [4]. We see how the turn towards a cinema of immediacy was similar to the acknowledgement of a moral sense against the ravages of the war, and the urgency to reconstruct a world that was blown to pieces.

3 Problem Solution

The new cinemas signify new ways that open the way for new experiences. New looks and new areas of knowledge. In short, these would be the most prominent characteristics: an oppressive context that triggers a need for change; the break up of established forms; an ethical, moral and political obligation with the work and with reality, and a mise en scène that follows hints of reality in the little stories of common people. Lino Micciché establishes a series of characteristics relating to the production of New Cinemas on a global scale between 1965 and 1969, especially those that differ from the classic model: rejection of a detailed narration in which every conflict finds a solution, and in which the actions by the characters respond to a clear motivation; contestation of the “transparent” montage of the classic model in favour of an experiential cinema, which is no longer offered as imitation, but rather as an experience of reality; a display of the movement of filming, of the traces of the camera, as an expression of a cinema that thinks for itself; articulation of a metaphorical
framework that avoids ideological indoctrination and strengthens the aesthetic potential of the cinematographic language, and the recognition of alternative production structures that enable greater creative freedom [1].

The breeding ground of the “theatre of the absurd”, as coined by Martin Esslin, is the lack of existential sense linked to a crisis of values, to a progressive annulment of the links that provided cohesion to the human experience. This idea of the absurd is present in modernist literature, in works such as those by Franz Kafka in which the words become irrelevant since the actions can go beyond or contradict what has been said. In the plays of the Theatre of the Absurd, the difficulty among the characters to understand each other becomes clear. The language is presented as an insufficient instrument in human relationships, and in the their ability to understand the surrounding reality. This disconnection between what is expressed by language and the reality referred to, becomes the way in which the words are no longer able to portray what they meant until that moment. The works by Ionesco and Luca Caragiale are the main influences of this new wave of Romanian cinema.

4 Conclusion

This film draws a conclusion that favours irony and surreal humour that is so costly to Romanian society. A formal legacy and a narrative that anchors its references in the humanistic naturalism of neorealism, and in the ground-breaking operations of modern cinema: the shattering of the story unit inherited from the Aristotelian narrative canons; disappearance of the “hero”; disconnection between situations and actions, and between causes and consequences, and proliferation of the “wanderer”, and “wandering” as a modern form of exploration of a separate area in relation to the disconnection of the narrative. Even so, the film marks differences regarding these to construct a film mechanism used for different models, as well as contemporary cinema - of a physical cinema, and of a realist revival by directors such as the Dardenne brothers to formulate a personal kind of cinema. A national cinema of resistance, of negotiation with the past, and an analysis of the present.

References:
Corporate Social Responsibility in television media. The financing of the feature film Campeones as a case study

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Abstract: This work proposes the study of how the entities dedicated to the provision of television communication, combine their legal obligation to invest a certain percentage of their income, to prefinance audiovisual European or Spanish works, according to the regulations of the General Audiovisual Communication Law, with self-regulated transparency, following their Corporate Social Responsibility policies. For this purpose, we proceed to analyze the case study of the feature film Campeones, a film directed in 2018 by Javier Fesser and produced by Pendelton Films, with the financial support, among others, of Telefónica and the public channel Radio Televisión Española. This film obtained considerable success, both film critics and box office results. This product combines a commercial purpose with a theme aimed at the visibility of the problem of a social group. That is why it becomes a type of content likely to be used by providers of audiovisual communication services as a niche that combines their requirements in transparency and their Corporate Social Responsibility with the aims inherent to their activity, enunciated by the legal regulations.

Key Words: Campeones – Cinema – Corporate Social Responsibility – General Law of Audiovisual Communication –Television

1 Introduction

The film Campeones is a Spanish feature film, produced in 2018 by the companies Pendelton Films, Morena Films and Rey de Babia AIE, together with Movistar+, in co-production with Radio Televisión Española (RTVE), with the support of the Ministry of Education, Culture and Sports and the Official Credit Institute (ICO).

This film was directed by Javier Fesser, also the author, among other films, of The Miracle of P.Tinto, Mortadelo & Filemon. The Big Adventure or Camino. The script explores, in a comical way, the personal story of a professional basketball coach, interpreted by the actor Javier Gutiérrez, who is legally bound to lead a team made up of people with intellectual disabilities, who end up showing him a series of ethical values that turn the selfish protagonist into a better person fruit of learning and companionship.

The film, distributed by Universal Pictures, received an excellent reception among the public, reaching 3,287,701 spectators and a box office takings of €19,008,149, according to data from the Institute of Cinematography and Audiovisual Arts (ICAA).

In the 33rd edition of the 2019 Goya Awards, this production obtained up to 11 nominations, achieving the Goya for the best film of the year, the best original song and the award for the best revelation actor in the person of Jesus Vidal, one of the protagonists of this choral film, who played one of the players of the basketball team, composed of people with intellectual disabilities.

On the other hand, General Law 7/2010 of Audiovisual Communication, establishes in its article 5.3 that providers of audiovisual communication services have the obligation to contribute with 5% of their accrued income of the previous year (if ownership is public it will be 6%) participating in the pre-financing of European production such as feature films, series, films for television, as well as documentaries and animation content. 60% of this financing obligation will be directed to products made in some official language in Spain. The financing may be made through direct participation in the production or with the purchase of the exploitation rights of these products. At least 60% of the obligation to finance, and 75%, if the service provider is publicly owned, must be used in cinematographic films.

These television companies also undertake their own policies of Corporate Social Responsibility, and for this item, they enunciate their formally acquired commitments in their memories.
2 Problem Formulation

The licenses for the audiovisual communication companies are granted under an administrative concession regime, and these entities must comply with the regulations related with these authorizations.

The existence of this obligation for companies such as Radio Televisión Española or Movistar+ (Telefónica), generates the need to decide in which type of cinematographic production is more coherent and effective to invest, both in the economic sense of the word and in implementing compliance with the self-imposed obligations in the Corporate Social Responsibility.

In this sense, a feature film like *Campeones*, a commercial product with an entertainment vocation, combines this objective with a theme destined to give visibility to the problematic of a collective with intellectual disability and their inclusion as any other member of society. That is why it becomes a type of content to be used by providers of audiovisual communication services as a niche that combines the self-imposed obligations in the Corporate Social Responsibility reports with those inherent to the legal regulations.

The question is whether the commitment to this film content (remember that it is a product with commercial vocation in a comedy tone), is due to its laudable purpose to make visible the normality of a collective, that of those affected of intellectual disability, and the need to claim their full performance in society as citizens with all their rights and duties, or this is just a fortunate collateral effect found by the companies providing the television communication service.

A second question would be to ask ourselves whether the positive result (commercial, criticism and prizes, and even social awareness) rather than demonstrate the success of a responsible global policy by television companies, is the isolated test of the lack of a uniform strategy of financing socially responsible products, a global practice that could be undertaken by taking into account the legal excuses of the regulations of the General Law of Audiovisual Communication and the obligations acquired in the Corporate Social Responsibility reports of media companies.

As in any process in which the axis is the communicative, in the audiovisual sector the sender and receiver intervene, together with the channel through which the contents run. This finds its economic equivalence in the cinematographic in the three essential links of the industry: production as the entity responsible for generating the contents, the distribution that is in charge of getting these contents to the cinema screens and, finally, the exhibition that would be the space in which the film is projected.

To undertake the production of a film, some works are divided into three consecutive phases: preproduction (writing the script and preparing the project), filming and postproduction as the final moment. The cinematographic product is essentially a prototype manufactured according to the requirements and needs of each product in particular (plot, budget, casting, etc.), although the creation of each film follows a well-known process, accepted as know-how by the professionals. One of the particular characteristics of each project is the way in which its financing is formulated.

In Spain and in the rest of the European countries, cinematographic and financial entities, as well as television networks [1] are particularly important in the financing process of a film project.

This financing is based on three fundamental bases, in addition to the own investment of the producers. These are the contract with the distribution company, the subsidies and public subsidies and the pre-sale of broadcasting rights to a television network. In the case studied, it is the last part that acquires importance due to its direct relationship with the obligation for television companies to invest a percentage of their income in the financing of audiovisual works, which may include direct participation in production or purchase of the exploitation rights of those works, as it appears in the General Audiovisual Communication Law of 2010 [2].

The 60% of such obligation will be applied to cinematographic films of any kind, 75% in case of service providers of public ownership.

The strategy of the media groups should combine their habitual television practice with the existing commitments in relation to the film sector [3].

For this reason, the legal definition of independent producer is important, which is also defined in the rules and described as the individual or legal entity that assumes the initiative, coordination and economic risk of the production of an audiovisual project, since at least 50% of the annual computation should be allocated to audiovisual works of independent producers.

This last element is particularly important since it should not be forgotten that the cinema is a sector that operates under conditions of clear economic risk, with an uncertain commercial result in the cinema box office, and that is also generated after the process of production. Therefore, the legal obligation that television has to
support films is complemented by the need of film production companies to have their prior financial investment to be able to undertake the development of projects [4].

3 Problem Solution

The followed methodology takes the Campeones film as an initial basis, with its film analysis, studying the characters as metaphorical models of the real group of people suffering from intellectual disability and the rest of the characters participating in the story, as a range of possible models of conduct for the first. After that we proceed to the analysis of the script and the situations exposed in it and the possible adaptation of the situations to the objectives expressed by television networks in their Corporate Social Responsibility reports. For this purpose, previous proposals on the development of the script, included in the theoretical framework [5], [6], [7], are used as a basis for analytical work.

The second phase of the study, undertakes research on film productions financed or participated by the companies providing the affected television communication service (Radio Televisión Española and Telefónica-Movistar+) to assess the question whether a type of production such as the film Campeones is an instrument used with reiterative criteria by these entities, in their search for compliance with the social objectives present in their Corporate Social Responsibility reports.

The study of the invested productions is confronted with the analysis of the Corporate Social Responsibility reports and the self-imposed objectives in them.

The perception of the spectators of a film as Campeones, focused on social situations not usually treated in commercial film productions, can maybe allow a change of attitude towards them, beyond the mere collection at the box office, due to the effects that the films have on the public [8].

Finally, the concordance of the social discourse proposed in the film Campeones with the rest of the cinematographic productions financed by the two television companies in the last year is studied, with the objective of finding out if a uniform policy is followed in the fulfillment of its financing obligations (as stated in the General Law of Audiovisual Communication) or if this film is only an isolated case in the two television service providers.

4 Conclusion

Providers of television communication services must assume the legal regulations contained in the General Law of Audiovisual Communication, within the administrative concession regime authorized by the state, in which they carry out their activity.

Thus, these companies must comply with the obligation to allocate a percentage of their income to the anticipated financing of cinematographic productions, in the forms described in the Law.

This commitment could be combined with the objectives the entities self-impose, that are included in their Corporate Social Responsibility reports.

Taking as an object of study the acclaimed film Campeones, directed by Javier Fesser, it is assumed the film is a typical product that, instead of being a model, usually used by the participating television companies (Radio Televisión Española and Telefónica-Movistar+) as productions socially responsible and in accordance with the self-imposed objectives by these companies, not forgetting the public nature of one of the entities, constitutes a technically isolated case in the samples studied.

In any case, it is noted that this work does not aim to homogenize cinematographic productions in a single sense, as a monopoly of social discourse, but rather to show that the isolated example can not be used by these companies as an argument for marketing purpose as a supposed socially responsible policy in this facet of its economic activity.

References:
[2] Ley 7/2010, General de la Comunicación Audiovisual, de 31 de marzo

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Abstract: -This paper discusses the use of camera projection techniques as a design tool for architecture and communication. The project aims to establish a workflow based in the possibility of multiple iterations of a design, adding time as an essential factor to consider. We formulate the question: what would happen if building materials would be replaced by digital tools? By taking advantage of projection systems we can map the interior surfaces of architectural projects, breaking up in two different phases the materiality of the project from its construction.

Key – Words: Projections – Video mapping – Architectural communication – Technology transfer – Virtual space

Fig.1. Basic set up for the projection system. A single camera projecting an image inside an architectural space. Images of the author.

1 Introduction

This communication is part of a research project that studies technology transfers from the film and videogame industries to architecture design and communication, from either a virtual or real environment.

Technology transfers have allowed architecture to benefit from the advances developed in other areas [1]. The film industry is a pioneer in terms of visualization. Over the years, techniques have been developed, specific hardware has been manufactured and applications have been designed. These technologies and techniques have been adapted to architectural visualization [2].
Traditionally, video-mapping systems have been used for the performance of shows and entertainment, using pre-existing architecture as a base to project videos. In the virtual environment, the projection systems follow the same logic, projecting images onto surfaces [3]. However, by eliminating the restrictions imposed by a real physical and socio-economic space, utopic digital environments have been recreated. Film and videogame productions are far ahead than architecture in this field, and a technology transfer could benefit not only visualization, but the design methodology of architectural projects.

Fig. 2. Interior view of the figure 1 after the projection of the image on six planar surfaces. Lighting, materials and details are defined in the projected image.

2 Objectives
- Use of virtual projection systems to map the interior surfaces of architectural projects.
- Enhance the efficiency of the workflow for the reconstitution of architectural projects, reducing the time necessary for its execution.
- Enable the rapid variation between different solutions in a digital space.
- Explore the possibilities offered by the methodology for the design and reconstitution of architectural projects.
- Expand the possibilities of graphic representation offered by working with 3D models.

3 Problem Formulation
Drawing is an essential tool for the design of architecture, there is an inseparable link between them. The evolution of one should have consequences over the other [4]. However, there are other types of variables that do not necessarily affect both -drawing and construction-. Building materials and constructive systems are an imperative need for the built architecture and not for the virtual one. We formulate the question: what would happen if materials could be replaced by digital tools? By making use of projection systems we can map the interior surfaces of architectural projects, separating in two different phases the materiality of the project from its construction. This methodology can be used for the communication of architecture, but also offers a new workflow for architectural design.

Camera projection is not a new technology and it has long been used in the cinema industry [5]. However, it is rarely used in architecture or its communication [6]. When developing a design using a traditional 3D workflow, we face hardware and time limitations. Real time engines such as Unreal Engine or Unity have opened a new workflow for the visualization of architecture, once the project is finished one can freely move around it without the need of rendering new frames [7]. These engines are primarily used for videogames, and only during the last years they started to be used in architecture. However, developing a fully interactive 3D project is expensive in time and resources. Digital projections reduce the amount of time required as well as the resources and hardware needed [8].

4 Problem Solution
As an example of the proposed workflow, we present a project developed using camera projections to map the interior of a standard orthogonal space.
Using a system composed by cameras to project images, it has been possible to map an architectural space defined by only six flat surfaces without any detail. Since it is not necessary to model the details of the surfaces or to execute anything else than the six surfaces - in case the project would be built-, it is possible to implement multiple variations and rapid iterations of the design.

![Different images generated by the same projection system (fig. 1). We can move in real time inside our interior space. Images of the author.](image)

Lighting and materials are defined in the image to project, not in the space itself. There is an inversion in the creative process. Lights are designed inside the projected image, and later this image would be used to relight the space. Same happens with materials.

The projection system also allows to develop a mutable space in constant change. If we project videos instead of images, they will vary through time. Therefore, not only lighting could be designed to be in constant change, but also the perception of the space itself.

Once the requirements for the functional design of the installation have been established, the project can be rendered in real time. Any modifications in the design can be visualized directly without waiting for rendering times.

However, this approach to the design presents some limitations when placing the camera views. If the point of view that we use to visualize the project (or the point of view of a person in a built space) is far from the cameras that generate the projections, distortions will appear [9].

One way to reduce the distortions is using multiple camera projections. This way, new projections could be added where the bigger distortions are generated. The other way would be using a more complex geometry, adding details were needed. Both involve a bigger consumption of time and manpower.

On another note, camera mapping allows to project any kind of images or videos. This means that not only realistic environments could be developed. From a Piranesi atmospheric environment to a cartoonish Disney style. The only limitation is the expertise of the designer [10].

5 Conclusion

Camera projections have proven to be highly effective in the film and videogames industries. They are as well effective in the communication of architecture. These techniques open up new alternatives in the design process, although they could be considered as an uncommon technology in this field that still need to be polished.

From a technical point of view, we can greatly reduce the amount of time needed to design a project. There is no need for a powerful computing hardware, since lighting and materials are embedded in the premade image or video. The limitations need to be considered, since adding multiple projections or refining the geometry require more manpower and time consumption, and these kinds of projects do not have high budgets to be executed.
References:
Abstract: The present paper aims to analyse the image offered by mass media about the Organic Law 5/2000 Regulating the Criminal Responsibility of Minors, besides the effects of their informative treatment on the social perception of juvenile delinquency. For this purpose, ideological, temporary or narrative elements in the publications of five Spanish digital newspapers and news agencies around this Law and about the frequency and intensity of activities of minor offenders in the last two decades are compared. As the main result, it can be affirmed that the majority of newspapers in the sample show those youngest perpetrators as criminals, exposing a negative view of the LORPM. In conclusion, it is important that the institutions promote the reflection and critical capacity among citizens in front of the biased information exposed in the mass media.


1 Introduction

When the Organic Law 5/2000 that regulates the criminal responsibility of minors (LORPM) was promulgated, Spain features a unified and complete code for the Juvenile Justice System. According to the European juridical context, the socio-educational basements of this Spanish legislation support the guarantee of the minor’s highest interest principle and their reintegration into society, avoiding contact with repressive institutions as much as possible [1].

The LORPM promotes the achievement of these purposes with a set of judicial measures (internment, open resources…) and extra-judicial solutions such as conciliation, mediation or community tasks. It means an effective and personalized response to the minor offenders circumstances, as well as a highly educational contents [2], [3].

Nevertheless, from the date of its enactment, the LORPM has been questioned by different sectors of the public opinion because is described as an ineffective legal approach, due to fail in punishing young offenders while to leave unprotected victims [4]. Moreover, among the beliefs of Spanish society stands out the idea that juvenile delinquency is growing in an uncontrolled and rapid manner, alongside the frequency and severity of crimes involving minors [5], [6]; while official statistics point to their stability or even a decrease, with a greater representation of the acts perpetrated against property and not against persons [7], [8], [9].

Among the factors that could explain those shared believes, the literature around the Agenda-Setting Model outline the influence of the mass media. They contribute to increase the social alarm and the feelings of insecurity in the population, by means as the description of the adolescents as dangerous and violent subjects, the great emphasis on the most severe crimes and the concealing of the majority of expedients in which a complete reinsertion is achieved [10].

In the same way, Spain has been defined as one of the countries of European Union with a largest distance between the perception of public insecurity and the official data about juvenile crimes [11], [12]. As a result, LORPM has suffered multiple reforms whose main purpose was the progressive tightening of its inspirational principles and of the educational measures included, while was enhanced the afflicitive and repressive side of the Law [1].

In resume, mass media could promote a biased public opinion, since minor offenders would be stigmatized by a fragmented and superficial informative treatment of juvenile delinquency [13].
2 Problem formulation

Mass media try to influence the public opinion about the minor offenders through the use of journalism resources according with their agendas even against the official data around this phenomenon. For this reason, the main aim of the present study is to analyse the news treatment by the digital press along the last two decades about the Organic Law 5/2000, regulating the criminal responsibility of minors in Spain, and the image that they promote around the young delinquents. At the same time, the effects that the offered information would have on the perception and social valuation of juvenile delinquency will be examined.

3 Problem Solution

In order to achieve the proposed objective, we select news and articles linked to LORPM, as well as criminal events happened in Spain and involved minors offenders, in the last two decades (from the year of enactment of the Law).

The sample of newspapers and agencies includes: El País, La Vanguardia, ABC, Diario Publico and Agencia EFE to cover diverse political points of view. So, inside the digital database of each medium, the searching strategy comprises the terms ‘Ley del menor – protección’. A total amount of 139 news items were extracted. The variables were classified according to 17 categories: characteristics of the newspaper (i. e., ideology, section), timing of the news and its bonds with the LORPO, and narrative elements of the news (issue, authorship, actors or exposed image of the minors).

Some of the main results are shown in the following lines:

Frequency of the news in each source: El País shows more than a half of the published news between 2001-2018, (53.23%), followed by El Diario Público (20.14%), ABC (11.51%), Agencia EFE (10.79%) and, finally, La Vanguardia (4.31%).

Ideology of the news: it highlights the predominance of news among the newspapers of leftist political ideology.

Year and month of publication of the news: the publications arise mainly in the period of time between 2006 and 2010, with 43.88% of the total (highlighting the year 2010 with 37 news). The second most productive period of time is between 2011-2015, with 28.05%. Regarding the month of publication, most of the news appears in the first semester of each year (71.22%). February is the most representative month, with approximately 16% of news.

A graph with this information is exposed below:

![Graph](image)

Fig.1: Number of news published per newspaper based on the period of time
Source: Own elaboration

News sections inside the medium: it is stands out Breaking News (48.92%), followed by Society, Local, National and Politics, respectively.

Article authorship: 64% of news is written by agencies.

Main issues: news referring to criminal events stand out, followed by those that refer to future or past reforms of LORPM, both of them representing 87% of the total amount. And relating to the starring actors of
the contents: most of the entries are related to justice services, followed by politicians and, lastly, juvenile offenders.

Described crimes: approximately 60% of the news is referred to criminal activities against people (murders, homicides, sexual abuse and aggressions, injuries and gender violence), while only 15% refers to crimes against property (robberies, thefts and others). The rest of the entries do not include any specific type.

Expressed view on the minor offender: approximately 60% of news exposes these subjects with a negative role.

3. Problem Solution
In the present study we analyse the temporary and narrative elements of the digital press news that could have an influence on the social perception of juvenil delinquency, in congruence with previous literature about the control mechanisms of the media on the multiple reforms of the LORPM.

It’s observed in the analysed sample that mass media could stigmatize juvenil offenders through a biased informative treatment about their criminal activities. According to former research, the press would magnify certain very serious crimes, hiding the most frequent but less grave and commonest among those minors who achieve a complete social reintegration [7], [8], [11], [12], [13], [14].

Regarding the location of the news, it is considered that the chosen sections by each newspaper could be respond to the intention of fixing the attention of the reader in a specific way [15]. In connection with news contents, it seems relevant the scarcity of articles about prevention of relapses in the criminal activities by educational measures and the successful reintegration of minors, main purposes of the LORPM [15].

With regard to the typology of the crimes, the emphasis on the description of those against people could be due to the intention to increase the insecurity in citizenship with social control aims [6], [7], [12].

In summary, it is possible to assert that contemporary media consolidates the usage of young offenders as informative matter but not as protagonists of the information; and that they build the idea of juvenil delinquency as a serious social problem through avoiding any mention to the environmental circumstances in the biography of the minor offenders [6], [10], [12], [16].

4 Conclusions
In conclusion, the knowledge about the issues regarding the juvenil justice is scarce or biased among Spanish citizenship, whose thoughts and believes are vulnerable against the influence of the agenda-setting of the mass media.

We can highlight that media, specifically the digital press, are social agents that have a great impact on our population. It is observed, in consonance with the previous literature, that they would favor the stigmatization of minor offenders through a non-objective treatment of juvenil delinquency by focusing on very serious but so infrequent crimes. Then the institutions ought to build an accurate awareness of this social phenomenon based on a critical thinking and a reflection on the veracity and objectivity about the information received from the mass media.

References:


Audiences study of the fiction programs produced by Podium Podcast during 2018

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Abstract: Radio has adapted to the new ecosystem on the Internet to maintain audiences and even increase them [1]. The "Internet radio" has appeared as a new space, where is produced new synergies and forms of consumption. One of the forms of content on demand is the podcast and the creation of platforms and / or aggregators. The podcast is one of the tools that has made the radio more flexible to achieve a personal and mobile experience [2][3]. Podcasts are audio and video files that can be downloaded for playback later [4][5] and the process of downloading podcast files as well as the development of podcast programs is known as podcasting [6]. Its distribution in the network is mainly done through platforms such as iTunes, iVoox, Soundcloud and Spotify among others [7]. In Spain, the most used are iVoox, iTunes, Google Music and at the end of 2018, Spotify is incorporated. Podium Podcast is the audio-visual content aggregator of Cadena SER and it includes audio files from its archive, new contents created ad hoc and files of programs on the air.

Key – Words: Podium – Podcast – Fiction programs – Audiences – Cadena SER

1 Introduction
The dissemination platforms are a strategic resource that manages to structure the sound contents, expanding them to new audiences and devices. These apps allow the creation and diffusion of hyper-textual, multimedia and interactive contents, as well as differentiated forms in their consumption and enjoyment [8].

The arrival of the radio to smart mobile devices becomes an opportunity of access for younger and / or technologically active users. The millennial generation is the audience most familiar with podcasts [9] as a communication form. Of the 44% of Internet users who listened to the Internet radio in Spain in 2018, 34% used streaming, compared to 26% who preferred the podcast [10].

2 Problem Formulation
This research analyses the growth in the consumption of podcast in Spain through the Podium Podcast case study, compared to the use of conventional radio (Cadena SER) and downloads from applications or corporate websites. The specific objectives are:

To describe the relation with audiences through the use of pre-recorded audios (podcast) on the Internet (podcasting).

To analyse the Podium Podcast case study as the top platform for podcast production and consume in Spanish.

To compare audiences from Podium Podcast (iVoox web and app) and Cadena SER (web and app).

3 Problem Solution
This research follows the case study method using a combination of techniques:

Critical review of audience data from different studies already published about the iVoox platform (Podium Podcast) and Cadena SER, in addition to EGM.

Analysis of the content offered in Podium Podcast and Cadena SER to discover the quantitative objectives of these platforms (the content of the fiction programs available).

Examination of the audience of the fiction programs of Podium Podcast available in iVoox (the acceptance of these programs) and Cadena SER.

The selection of the units of study follows these criteria:
Programs catalogued as fiction in Podium Podcast (2018). These are: *Una Novela Criminal, Radio Macabra, Guerra 3, La asamblea de los muertos, Informe Z, Negra y criminal, El gran apagón, En los zapatos de Valeria.*

Programs from Cadena SER included in the web and app broadcast in conventional and digital channels during 2018 (entertainment, humour and culture sections). These are: *Nadie sabe nada, Ser Historia, Contigo dentro, Sucedí una noche, Cualquier tiempo pasado fue anterior, Ser Consumidor, Ser Aventureros, La Hora Extra, Sofá Sonoro, Entre tiempos, Los muchos libros, 100 Yardas, Cuento de Navidad, Punto de fuga, Be OK, Play Gastro, Buenismo bien, Play Ópera, Tramas maestras, Por el principio, El club de los acordes, El libro de coordenadas.*

Audience analysis

In Spain, 91% of the AIMC 2018 survey respondents declare to have listened to the radio in the last 30 days, and 44% of the participants declare to have listened to the radio through the Internet. Within this group, 34% do it live/streaming, and 26% in deferred or podcast [10]. The 22% of respondents have listened to the radio in deferred during the last month: 44% through the web of the radio station and 19% from its official app. In addition, 29% declare to have downloaded a podcast previously [10].

In addition to audiences, advertising revenues through podcasts also grows. According to PRNews (2018), advertising budgets are moving from conventional radio to digital audio. Spotify, iTunes, SoundCloud or Pandora offer opportunities for programmatic radio and audio advertising [11].

Podium Podcast

We present results of Podium programs analysed, corresponding to 2018 (also summarized in table 1 and figure 1):

Highlights *Negra y Criminal* and *El Gran Apagón*. *Negra y Criminal* has eight episodes and the last is the one with the highest audience with 40,996 listeners, compared to the first with 34,913; however, the interaction remains intense from the beginning, getting 452 likes and 100 comments in episode 1. The audience increases over the course of the season, but the interaction remains stable. *El Gran Apagón* also has eight episodes, where the first is the one with the highest audience with 33,365 listeners. The audience drops to stabilize at 22,000-23,000. Episode 1 gets 327 likes and 68 comments, but episode 2 gets the most comments, with 192, and 222 likes.

The rest of the programs have a similar behaviour. The audience data of the episode 1 mark the maximum, but then they decrease below 50% of the figures of the first episode. In the case of *Guerra 3* (12.477), *Informe Z* (17.326) or *En los zapatos de Valeria* (10.743), the figure exceeded 10,000 listeners. In the rest of the programs, number for audience ranges between six or seven thousand for maximums for the first deliveries and around two thousand for minimums.

<table>
<thead>
<tr>
<th>Program</th>
<th>Periodicity</th>
<th>Eps</th>
<th>Favs</th>
<th>Pod</th>
<th>Int</th>
<th>Favs</th>
<th>Pods</th>
<th>Int</th>
<th>Favs</th>
<th>Pods</th>
<th>Int</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNA NOVELA CRIMINAL</td>
<td>DIARIO</td>
<td>2016</td>
<td>10</td>
<td>8</td>
<td>2210</td>
<td>40</td>
<td>34913</td>
<td>10</td>
<td>100</td>
<td>452</td>
<td>8</td>
</tr>
<tr>
<td>RADIO MACABRA</td>
<td>SEMANAL</td>
<td>2016</td>
<td>10</td>
<td>8</td>
<td>2210</td>
<td>40</td>
<td>34913</td>
<td>10</td>
<td>100</td>
<td>452</td>
<td>8</td>
</tr>
<tr>
<td>GUERRA 3</td>
<td>SEMANAL</td>
<td>2016</td>
<td>10</td>
<td>8</td>
<td>2210</td>
<td>40</td>
<td>34913</td>
<td>10</td>
<td>100</td>
<td>452</td>
<td>8</td>
</tr>
<tr>
<td>INFORME Z</td>
<td>SEMANAL</td>
<td>2016</td>
<td>10</td>
<td>8</td>
<td>2210</td>
<td>40</td>
<td>34913</td>
<td>10</td>
<td>100</td>
<td>452</td>
<td>8</td>
</tr>
<tr>
<td>EL GRAN APAGON</td>
<td>SEMANAL</td>
<td>2016</td>
<td>10</td>
<td>8</td>
<td>2210</td>
<td>40</td>
<td>34913</td>
<td>10</td>
<td>100</td>
<td>452</td>
<td>8</td>
</tr>
<tr>
<td>NEGRA Y CRIMINAL</td>
<td>SEMANAL</td>
<td>2016</td>
<td>10</td>
<td>8</td>
<td>2210</td>
<td>40</td>
<td>34913</td>
<td>10</td>
<td>100</td>
<td>452</td>
<td>8</td>
</tr>
<tr>
<td>NADIE SABE NADA</td>
<td>SEMANAL</td>
<td>2016</td>
<td>10</td>
<td>8</td>
<td>2210</td>
<td>40</td>
<td>34913</td>
<td>10</td>
<td>100</td>
<td>452</td>
<td>8</td>
</tr>
<tr>
<td>SOFÁ SONORO</td>
<td>SEMANAL</td>
<td>2016</td>
<td>10</td>
<td>8</td>
<td>2210</td>
<td>40</td>
<td>34913</td>
<td>10</td>
<td>100</td>
<td>452</td>
<td>8</td>
</tr>
<tr>
<td>ENTRE TIEMPOS</td>
<td>SEMANAL</td>
<td>2016</td>
<td>10</td>
<td>8</td>
<td>2210</td>
<td>40</td>
<td>34913</td>
<td>10</td>
<td>100</td>
<td>452</td>
<td>8</td>
</tr>
<tr>
<td>LOS MUCHOS LIBROS</td>
<td>SEMANAL</td>
<td>2016</td>
<td>10</td>
<td>8</td>
<td>2210</td>
<td>40</td>
<td>34913</td>
<td>10</td>
<td>100</td>
<td>452</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 1. Audience and interaction results
The audience data is not available for the sector (EGM) with accumulated downloads and aggregators. The audience stabilizes after the second episode. In the most successful podcasts, there is no fall in audiences after the first episode and there are even picks up during the season (Negra y Criminal).

Cadena Ser

We show results of downloads of programs from Cadena SER during 2018, both conventional and those available on the web and the app.

At a similar or higher level of the more relevant podcasts from Podium, we find Nadie Sabe nada, with downloads between 282,000 and 69,800 by program; Ser Historia, between 82,600 and 32,000 downloads; Contigo Dentro, with an average of 22,324 downloads; Cualquier tiempo pasado fue anterior, with 28,509 on average; and Cuento de Navidad, with 22,337 downloads. All are broadcasted on conventional radio.

Programs with downloads over six thousand on average: Sucedió una noche (19,961), Ser Aventureros y Ser Consumidor (15,925), Tramas Maestras (14,652), Las Chicas (8,734), 100 Yardas (7,856) and La Hora Extra (6,049).

Programs with the least number of downloads (average) are: Be OK (5,671), Los Muchos Libros (5,584), Sofá Sonoro (5,373), Punto de Fuga (4,538), Entre Tiempos (3,831), Buenísimo Bien (3,215), El Libro de las Coordenadas (2,949), Play Ópera (2,479), Play Gastro (2,046), Por el Principio (604) and El Club de los Acordes (398).

4 Conclusion

In this work we only have studied the data from iVoox. This means that the scope of a podcast cannot be dimensioned with the sum of all downloads and its comparison with the data of the programs from Cadena Ser.

The differences between the content offered by Podium and SER only exist in the field of fiction, where the theme of suspense, intrigue and terror is picked up in Podium almost exclusively.

The Podium podcast audience data is very similar to that published in the app and web of SER, so there are no significant differences in the results of downloads.

The only difference appeared in the data of the most downloaded programs of SER, where the data of Nadie sabe nada and Ser Historia have very high figures. The number of interactions of users offers not relevant data: podcasts do not generate engagement, are individually consumed and little shared.

We conclude that the consumption of podcast among the Spanish audience is growing, whatever is the matter, with great possibilities for new advertising forms despite the lack of global audience measurement tools.

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10 E = episode.
References


The infotainment in the European public television news: the \textit{France Télévisions} and \textit{RTP} cases

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Abstract: Information space in television plays an essential role in television programming, with more importance in public media, because social work is based on projecting more information than other television spaces. However, in the last years, information labour of European media have decreased because of infotainment rise and the spectacularization of the contents. The main objective of this practices is to capture the audience attention. In this research, the authors have determined, with the method of mixed content analysis, the narrative and format characteristics of the France public television —\textit{France Télévisions}— and Portugal —\textit{RTP}—. For this aim, the researchers have examined the French and Portuguese public news broadcasted on Thursday 9th May 2019, Europe Day, and they determined three analysis level: informative, audiovisual filmmaking and aesthetic point. On the one hand, the results have showed that French public television reflects a possible political interference in the news treatment, while in \textit{RTP} television this interference is smaller. On the other hand, the researchers have been able to demonstrate the news, that have been considered like hard news, have a higher presence than soft news; however, the difference is moderate (56.8 and 43.2%, respectively). Therefore, the news of greater relevance are that they highlight in the news programme, but they appear in a less time average (116 seconds of hard news and 130 seconds of soft news). Finally, the aesthetic points —camera shots and sound resources— have been limited in connection with the audiovisual filmmaking possibilities.

Key-Words: Public television – Infotainment – Mass media – European news – Television news programmes

1 Introduction

The independent, plural and diversified contents creations from public televisions are a fundamental pillar for the democratic culture, because the people always need formation and education from public institutions like television publics. However, during the last decade, and last the news private television opening and the infotainment rising, the television system are having a gradual public formation weight reduction, because the private programmes are gaining the audience weight (Campos-Freire, 2018, p. 271) [1].

The drift toward the information models in the informative spaces of the current public televisions respond to a model that oscillates between the information and the desire of spectacle, fomented by the mass culture. This argument has been defended by García-Avilés (2007) and shows the wrong idea that elements of fiction and entertainment must “serve to capture and maintain the audience” (p. 51) [2]. And it is that the audience is a determining factor in the television future, and more in the public TV, where the public service traditional values that should be respected, are been blurred in recent years (García-Avilés, 2007, p. 48) [2]. In this way, the political interferences of the televisions analyzed respond to the polarized model and, therefore, they acquire an high connection with the power by which they have to attack (Hallin & Mancini, 2004) [3]. Anyway, the changes in the consumption habits have played an important role in the traditional television transformation. Now, the television is lineal, connected, multiscreen, interactive and a TV that you can personalize (Guerrero Pérez et al., 2018, p. 121-128) [4].

2 Problem Formulation

The daily news television plays an essential role in the television network and, therefore, should highlight the social function it should play. However, during the last years, the media informative labour has suffered a remarkable mutation as a result of the information companies strategy to attract audiences according to their demands.
In this way, the infotainment incidence in the news reports has had an increasing presence and the contents have more and more spectacular elements. This has generated criticism from some authors, who have considered that this practice “suppose a pauperization of content, rigor and thematic variety” (Diaz Nosty, 2006, p. 23) [5].

The main objective of this research is to determinate the narrative and format characteristics of the French (France Télévisions) and Portuguese (RTP) public televisions. Therefore, the researchers have analyzed the news projected in these media in their midday slot.

In addition, there are four secondary objectives. The first one is to know if there are similarities or divergences in terms of the predominant topics in the news, as well as the time dedicated to each of the possible themes or issues related to the news programme (O1). The researchers also seek to determine which infotainment element appear in the news (O2).

In the aesthetic points, the camera shots and angles used will be analyzed (O3). Finally, in the same way, the sound resources using and their functions will be examined too (O4).

To that end, the researchers are going to use a content analysis of the French and Portuguese public televisions informative spaces on Thursday 9th May 2019 (Europe Day). This will allow us to elucidate, partially, which are the defining characteristics and the main formal and structural features of the both news programmes. This analysis has been approached from different levels: a) Informative; b) Audiovisual; and c) Aesthetic.

3 Problem Solution

The results that the researchers have obtained from the content analysis show a notable disparity between both media just as news pieces projected as their topics. In this way, we can see a great difference in the format structure of the media: in the Portuguese design have more pieces (29 against 15 in the French news programme). However, the news average time is smaller and it means that they can’t deep in the subject matter.

In respect of the detailed analysis according to the categories hard news (Hn) and soft news (Sn), both in the distribution of media timetable and in the number of pieces aired, the Hn have a higher incidence in both news programmes, although with a moderate preponderance compared to Sn. More specifically, hard news accounts 53,3% and 58,62% of the total news broadcast in the news of France and Portugal, respectively. In respect of the duration of the pieces, in both cases the news programmes have dedicated more time to Sn pieces. A time that, in most cases, exceeds two minutes per news report.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Nº news</th>
<th>Average time/ news</th>
<th>Nº news</th>
<th>Average time/ news</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture (Sn)</td>
<td>-</td>
<td>-</td>
<td>2 (6,9%)</td>
<td>1’ 28”</td>
</tr>
<tr>
<td>Sports (Sn)</td>
<td>-</td>
<td>-</td>
<td>1 (3,45%)</td>
<td>1’ 43”</td>
</tr>
<tr>
<td>Economy (Hn)</td>
<td>3 (20%)</td>
<td>1’ 40”</td>
<td>4 (13,79%)</td>
<td>1’ 57”</td>
</tr>
<tr>
<td>International (Hn)</td>
<td>3 (20%)</td>
<td>4’ 25”</td>
<td>6 (20,69%)</td>
<td>1’ 10’</td>
</tr>
<tr>
<td>Environment (Sn)</td>
<td>1 (6,7%)</td>
<td>2’ 20”</td>
<td>1 (3,45%)</td>
<td>2’ 55”</td>
</tr>
<tr>
<td>Policy (Hn)</td>
<td>2 (13,3%)</td>
<td>1’ 50”</td>
<td>7 (24,14%)</td>
<td>1’ 43”</td>
</tr>
<tr>
<td>Society (Sn)</td>
<td>3 (20%)</td>
<td>2’ 53”</td>
<td>5 (17,24%)</td>
<td>2’ 09”</td>
</tr>
<tr>
<td>Incidents (Sn)</td>
<td>3 (20%)</td>
<td>2’ 04”</td>
<td>3 (10,34%)</td>
<td>1’ 57”</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>15</td>
<td>2’ 36”</td>
<td>29</td>
<td>1’ 45”</td>
</tr>
</tbody>
</table>
Regarding to the camera angles and shots used for the interventions newscaster, throughout the news programme, in both cases the Waist Shot (WS) is the highest incidence in the audiovisual news realization, which is 73.8% in French television and 93.33% in Portuguese TV of the total of the planes in which the newscaster appear. In this way, the WS pursues an approach to the newscaster, but “without emphasizing his feeling”, what he does it “is used very frequently in television, both in fiction and in news programmes” (Bestard, 2011, p. 32) [6].

Against this, in addition of the fact of the existence a low diversity of camera shots, the researchers have noted that the rest of the narrative or aesthetic possibilities from the director perspective have no importance during the news programme. In this way, in France 2 the Long-General Shots (LS) only represent 14.3%, corresponding the use of the LS in the interview conducted during the news programme. In the aforementioned space, they used another registered recourse too (Waist Shot with mixed screen) in which the LS is alternated with half camera shot to a split screen in which the interviewee and the interviewer appear. On the other hand, on Portuguese television, there is only a diversity of camera shot until the end of programme, when a zoom out is recorded linked to a general camera shot.

Finally, the sound resources hardly appear in both news programmes, just as sintony or music. This means that the French and Portuguese television do not use the music elements like an infotainment element. Against their use in the audiovisual media radio, where the sound elements build the “truth sense” and the information credibility, only the ambient sound is used in television with the aim not to interference in the information neutrality (Ortíz Sobrino, 2009) [7].

4 Conclusion

The results obtained from the analysis allow to verify that, although in the Portuguese television (RTP) the researchers have not detected government interferences, in France Télévisions maybe this relationships is bigger, by offering a discreet and brief coverage on the public services general strike in the day analyzed.

Regarding the issues approached in both news programmes, the topics that were considered hard news have a greater presence, although with a moderate preponderance against the soft news considered (56.8 and 43.3%, respectively), which could determine the infotainment incidence in the news programmes analyzed. By this way, the greatest informative relevance topics highlight the thematic news programme structure; on the contrary, they appear in less average time (116 seconds for hard news vs. 130 seconds for soft news pieces). Therefore, despite this disparity, there is no evidence of a notable incidence or trend towards infotainment.

Finally, the repertoire of aesthetic resources (camera shots and sound resources) put into play throughout the news programmes is poor and scarce. As for the camera shots and angles used for the newscaster’s interventions, (almost) all the aesthetic burden falls on the Waist Shot (WS), which means an aesthetic diversity lack, something that is intended to convey sobriety of the information or the format itself. In reference to sound resources, although France Télévisions makes a greater, albeit moderate, use of the different technical possibilities, neither of the two cases stands out for a notable use or use of sound resources, except for the moments corresponding to the tuning and the header. In conclusion, there is no hint of a high degree of spectacularization of contents or infotainment.

References:


Virtualization understood as a displacement or an immersion

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Abstract: The paper presents the results of an exploration carried out to learn about the first uses of terms linked to "virtualization" in a set of books and scientific articles. According to this conception, the communicative innovations associated with the phenomenon are delimited and the terms used to refer to it are identified. The exhibition is based on texts from different disciplines that have addressed "the virtual" as an object of study.

Key – Words: Immersion – Cyberspace – Virtualization – Virtual reality – Virtual worlds

1 Introduction

Virtualization is understood as a communicative innovation that, in turn, promotes certain changes in diverse social dimensions: political, educational, labor, etc. An exploration has been carried out on how the term "virtualization" is used in a corpus of texts that have in common to refer to social change, linked to the change in communication.

This exercise allows:
- Distinguish the communicative innovations linked to the development of the phenomenon
- Identify the terms that are used to refer to it.

2 Problem Formulation

In the academic literature, as in other communicative products, references are made to the virtual and the digital, with varied and often imprecise meanings. In different ways, when it is pointed out that something is virtual, it is indicating that a substitution has occurred (the office, for the virtual office, the classroom, for the virtual classroom, or the battlefield, for a virtual one, etc.). Possible examples with this use of the term have only increased over time and new ones continue to appear.

What has been substituted is an activity or a place, where activities are carried out, which go on to develop in another way, with other procedures and resources (material and human), but which have a similar sense to the activities substituted. For example, meet people, say hello, buy, sell, teach or learn, among many others.

3 Problem solution

The research was carried out with a content analysis of academic texts referring to the relationship between social and communicative changes; and, more specifically, to those changes that are associated with the virtualization of activities.

The interdependencies between the communicative innovations associated with the virtual and the changes in the social system are understood as socio-historical changes that can be analyzed through the representations of them in the scientific-academic literature.

The corpus of analysis, selected applying the "snowball" methodology, is made up of scientific and academic publications, which describe dynamics that, in the opinion of its authors, will ultimately modify the organization and / or the functioning of the societies. In these texts are the terms with which the studied phenomenon is usually described, its antecedents (3D visualization, videogames, etc.) and conditions of possibility (cyberspace).

A widespread use of the term "virtualization" refers to the displacement of action to cyberspace, whether or not it is an interaction between human beings. Digitization and the development of cyberspace are necessary conditions for these substitutions to achieve their objectives. (Pignuoli, 2012; Lévy, 2007; Aguado de Cea, 2006; Gibson, 1989; Burrows, 1997; Merejo, 2009; Lévy, 1997; Poster, 1995)
Another use of the same term refers to the user's immersion in a new graphic environment (a "virtual world"), built to experience similar sensations in a material environment; and even so that test results are obtained, without the risks of experiments with material things or with living beings, but applicable outside the virtual space.

Displacement and immersion are conceived as technical innovations, developed on the basis of previous ones that represent milestones in the history of communication and society: among them, digitization is often cited, the development of cyberspace. They are immersive innovations, among others, the emergence of virtual reality and augmented reality, the jump from classic video games to online games and virtual worlds, and the popularization of 3D visualization. (Ryan, 2004; Wenger, 2015; Castañares; 2007; Castañares, 2011; Ruiz Torres, 2011; Milgram y Kishino, 1994; Russo, 2012)

Each of the milestones that are located in the development of virtualization leads to the appearance of neologisms and the coining of concepts to mention them. The terms that are created in some cases include the "virtual" in the denomination (as is the case of "virtual reality", "virtual worlds", etc.) and in others it is used for its definition (for example, when stating that the cyberspace is a "virtual space" or that online video games are "games in virtual environments"). (López de Anda, 2015; Amaral, 2008; González Herrero, 2010)

This paper describes how these phenomena are referred to, which are news in the field of information and communication (because they introduce new formats and contents) and, at the same time, in other social dimensions. In the field of social sciences, we can find multiple references to what can be achieved today through Information and Communication Technologies, in order to construct images in whose production no object of reality has participated (or only partially). Through images that are only computer data, new environments are created for interaction, where agents exchange information only, but in a social context that makes possible (and is modified by) this communicative activity.

4 Conclusion

When virtualization is treated as displacement, it is conceived as a substitution of actions with presence in a specific place, by others that do not require physical presence, but rather the use of technical devices and connectivity to tele-informational networks. In this type of narrative, the convergence of two communicative innovations on which these processes are based are identified:

- The digitalization
- The development of cyberspace
- The discourses on the processes of displacement of activities from the physical spaces or places to the created spaces, are interspersed with those that put the accent on the development of communicative innovations linked to the treatment of the image as a simulation, which facilitates the user's immersion in those spaces. The objects of study around which these narrations pivot are the following:
  - The "virtual reality"
  - The "augmented reality"
  - The videogames
  - The "virtual worlds"
  - 3D visualization

References:

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**Abstract:** - In this article we analyze the Rare Diseases program of Libertad FM radio station (Spain) in which associations and federations of patients participate. The objective is to describe and study programs through qualitative and quantitative content analysis technique. We will analyze participants, discourse, topics and contents. The sample covers 15 programs, from January to May. Among the main results, we highlight the relevant role of health professionals and objective discourse without delving into personal stories. As a conclusion, we can confirm that the programs treatment is objective, but excessively specialized and aimed at patients and family members and moreover they could include other contents that would make these pathologies known to the rest of the citizens.

**Key – Words:** Rare diseases – Radio – Dissemination – Podcast – Patients

1 **Introduction**

Radio is the media that favors greater integration of people with diseases [1]. And it is in this environment where issues related to rare diseases are treated in greater depth [2]. This is due to the consolidation of scientific dissemination on radio with the introduction of social gathering, as a radio genre that bets on the debate of scientific topics [3]. The model magazine in the mornings of the 80s and 90s devotes weekly spaces to health through multimedia and podcasting. The internet revolution has made possible listening to content 24 hours a day, at any time.

Rare diseases in Spain affect about 3 million people, have a low prevalence, are chronic and are usually pathologies without cure or treatment [4]. In front of the spectacularized or morbid and plaintive image offered by some media such as television or press [5], [6], [7], Both radio and podcast are presented as an alternative to preserve the privacy of patients and their relatives.

2 **Problem Formulation**

In this research we will analyze the specialized programs in rare pathologies of the Rare Diseases program that was managed in 2018 by Gestiona Radio and that is broadcasted in Libertad FM since 2019. It is the first radio space specialized in these pathologies managed by patients themselves. The main objective of this research will be to identify the radio formats used to treat these pathologies, how patients issue their speeches and how they represent themselves, who the actors are and what discourse is thrown to citizens. We start from the hypothesis that podcasts of this station are characterized because the theme gains relevance in front of the protagonist.

3 **Problem Solution**

Rare Diseases is broadcasted on Thursdays on Libertad FM, from 13 to 14 hours and for approximately 55 minutes. It is sponsored by the Reference Center for Rare Diseases, CREER, and directly participates in associations and entities of rare diseases in Spain. The structure of the program is simple. Two interviews are usually conducted, so the predominant gender is the interview in 100% of the programs. There are no other sections. It is a very specialized program, unlike other programs of conventional radio stations. The theme in the 60% of the interviews conducted in this space has a scientific nature, they deal with other topics of interest related to the disease but not with a medical or scientific nature in 18% of the spaces and in about a 21% they talk about personal experiences from patients.
The language used is very specialized, excessively scientific in 66% of the contents and the remaining 34% with a more colloquial language. The number of male and female participants is very equal. Most of the actors involved in this type of programs are doctors, a 78%, compared to a 15% participation of associations, although they are promoters of these spaces they do not have a great role. Only a 3% are researchers from other areas and a 5% is related to activities of interest to patient associations carried out by patients.

If we compare this analysis with previous ones [8], we highlight the importance of the interview. Meanwhile the general media give priority to personal experiences of patients and their families, in this space they give more importance to scientific information using a very specific language useful to the specialized public in the subject but too technical for members of associations and the rest of citizens, who need more simple and close information.

4 Conclusion
We conclude that this program is rigorous and faithful, however it is necessary to include personal experiences from a positive point of view and to address the rest of the public as a secondary audience. The program is different from those carried out nowadays and has a positive tone, although diseases are treated by a medical but not a human point of view.

References


Systemic analysis of video games characters creation models: towards an integrating proposal for ludoaudiovisual design

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Abstract: This article is about Characters. Exactly, it’s about video game characters, those emblematic and metaphorical elements of our current visual culture and support of the main products of one of the most powerful audiovisual industries so far. An agile model of design of significant characters for the first stages of the creative development of video games is proposed here. This is a simplified approach for designers and technicians, based on a 3x3 working matrix of essential parameters.

Key–Words: Video game Characters – Ludoaudiovisual Design – Systemic Analysis – Agile Model – Ludoart

1 Introduction
The video game sector has reached a stage of development in which it demands a step forward in its representations and expressions (a ludoart and not only a technological offer, but, above all, linguistics and content). In this meaning, the design of characters is one of the most demanding tasks within the field of study in the design and development of video games [11], both for their creative demand and for their consumption of preparation time. This would require a greater degree of attention to improve their work methodology and reduce their overall impact on the project. However, it is quite complicated to find studies on video game characters that do not come from other disciplines or approach, some of them related, such as Psychology [1][5][6], Literature [3][7][8][13][14][19] or Audiovisual Storytelling [2][15] and Scriptwriting [16][18], Animation [4][9][12], general Game Development [10] and 3D design (for instance, modeling tasks) or some kind of Graphic Design [17][20].

At the moment of designing the characters in an optimal way, we should have some kind of reference for an agile consultation for the decision making of development and, if possible, within the videoludographic field itself.

2 Problem Formulation
The fundamental objective of this study is the search of that effective strategic model (a framework) for the agile design of significant characters [6] in video games and from the exclusive point of view of the player. A user-centered model that meets your expectations and needs, both basic and advanced.

The universe of the video game, that is to say, a specific operating environment, is inescapably interactive and this implies the instantaneous transformation of the represented character in front of the user. This means that we must have different levels of linkage and types of response from the characters that should excite consumers. In addition to the “open worlds”, it would be necessary to allow the possibility of “open characters” and coherent with that conditions, which evolve and suffer mutations as a result of the actions planned (programmed) and recently decided and executed by their manipulator-controller. Everything must be written (coded).

3 Problem Solution
In this first stage of the study, we started from our own observations by means of a walkthrough method and the study of success cases, as well as diachronic and synchronous analysis of the models of use and an interdisciplinary “high contrast” (extraction of their essentials characteristics –Enneagram, OCEAN, Big Five–). We have set our first proposal, called the EPA Model, based on an agilization (hyper-streamlining) of the entire process to a matrix of 3 elements of 3 levels of details each.

Our aim, for future steps of research and proof of concept (PoC), would be to extend it to pragmatic aspects through in-depth interviews with related professionals and video games consumers satisfaction surveys, once we´ve been tested some prototypes implemented with EPA.
4 Conclusion

This work is not intended to replace or eliminate other approaches or procedures already established. Instead, it try to take advantage of the knowledge acquired by them but to automate some phases or secondary tasks (background) and repetitive, rationalize the initial effort and try to save time and money, facilitate decision making, organize the breakdown of tasks and needs. In other words, it is nothing more than a model of utility and use.

References:
Communication applications in organizations: a comparison based on the objectives of each company

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Abstract: Companies use digital communication and specifically internal communication apps based on the objectives they establish for their internal audiences. This article makes a bibliographic review of the internal communication and a comparison of applications for this target.

Key Words: Internal communication – Applications – Digital communication – Companies – Resources humans

1 Introduction

The transition from communication 1.0 to 2.0 means a change of paradigm, because in the first one, communication is merely vertical / downward between the sender and receiver. In 2.0, new roles appear and the weight of employees as protagonists in the flow of information come with the support and the presence of upward and horizontal communication with their internal audiences. The network must become the communicative support while people and their relationships must be its protagonists [1].

Internal social networks represent a significant advance in 2.0 relations through the smartphone, because most of them have the difference that not all are related to a computer. There lies one of the successes of the digital tools type applications that we are going to focus on in this investigation. These software applications help the user in a specific task, whether it be professional type or leisure and entertainment [2].

These apps allow a faster interaction in some specific activities and, at the same time, manage to generate expectations in front of the environment in which they are being used.

2 Problem Formulation

The research performs a bibliographic review on internal communication in companies and makes a comparison of different types of apps based on the objectives that each organization aims to use this technology. There are companies that use them to retain talent or share knowledge while others seek to improve the work climate and foment relationships among employees.

3 Problem Solution

Internal communication must be interrelated with the external one and, therefore, the term 360º communication is used [3] [4] to describe the same concept of integral communication applied to external communication through advertising, public relationships, marketing and the media below the line. In this case, the concept of 360º refers to the concept of integrality, both when considering that all the messages that leave the company reach employees through internal and external channels, and that those same internal communication channels must include these diversification characteristics and globality [3].

Therefore, if companies use apps for their external audiences, they can also use them for inmates. Internal communication channels that are used regularly in organizations are: e-mail, web, blogs, intranets, internal magazines, newsletters, welcome aboard manuals, videos, brochures, letters, banners and internal communication networks. Although there are many channels, there are few institutions and companies that develop structured internal public relations programs [5].

Nowadays it is a great challenge for Personal Resources area and / or Internal Communication department the arrival of the digital media that are available today. These applications generate a great benefit at an organizational level thanks to the fact that they allow improving communication between the worker and the company, empowering the organizational culture. In the same way it is aligned to the strategic plan or objectives that the company projects annually and allows to have the facility to interact with the information.
without having limits of distance. All this thanks to mobile teams, which streamline everyday tasks in a practical way and in less time.

Incorporating the use of mobile devices in daily activities has generated changes in the trends and habits of life. In the workplace environment, human management areas have begun to take advantage of the use of tools such as apps to solve the communication and interaction problems generated in the relationship between the company and the employee; competing at the level of productivity and efficiency and achieving greater interest in the different organizational issues [6].

For any organization it is important to have a good management of human talent and and try to get the worker not to go to the rival company. This involves using interactive communication plans that ensure the retention of talent, improve productivity, exercise motivation and commitment, and manage to consolidate a work environment that generates confidence in all employees. Currently there are different types of internal communication apps.

Fairware: it allows to recruit new talents, taking advantage of the popularity of social networks. This app offers incentives to the employees if they collaborate in the recruitment of new employees using their profiles of Facebook, Twitter, LinkedIn, etc. Companies like McDonald’s, Microsoft or Axa, use it for their processes.

Hyphen: connects talent with the company. One of the main features of the so-called transformational leader is knowing how to practice empathic [7]. Listening to talents should be one of the keys to the success of any organization regardless of its size or sector of activity but it is not a simple task, especially, in companies that work with talents spread throughout the world or if its team is formed by e-workers.

Wade & Wendy: is based on artificial intelligence that is responsible for selecting the candidates that best suit the company. The software also helps employees throughout their professional careers by showing them new job opportunities within the company or by explaining issues related to the company’s culture.

Spark Hire: permite a los candidatos grabar sus vídeos con sus smartphones y a los responsables de recursos humanos verlos y clasificarlos en cualquier momento del día desde sus dispositivos móviles. Esta aplicación, similar a la más popular Hire Vue, también permite realizar entrevistas de trabajo directamente.

Spark Hire: allows candidates to record their own videos with their smartphones and human resources managers to see and classify them at any time of the day from their mobile devices. This application, similar to the most popular Hire Vue, also allows you to conduct job interviews directly.

Impraise: the annual evaluation of job performance is one of the most expensive tasks in human resources departments. It offers continuous and automated feedback among workers, in such a way that problems can be identified and improvements implemented almost in real time.

LinkedIn Recruiter: it is the labor platform par excellence. This application offers everything you need to hire someone: direct access to millions of people around the world, management of job offers, the possibility of including personal notes in the profiles of candidates and service of messages and calls.

Gamelearn: a learning platform through video games that allows you to practice skills such as leadership, customer service, negotiation, productivity or time management. All within the computer or on a smartphone.

Yammer: is a private social network for organizations and has been created around forms of open communication. It is used to solve support problems, collect comments about projects and documents, and publish recommended procedures. It is a place where members can quickly catch up on a project, participate in chained discussions and keep clients and providers informed about conversations. It also helps to discover relevant information, groups, files and users, so that everyone can share their knowledge in different departments and time zones.

Happydonia: developed by the company Nunsys in 2018, is aimed at improving the work climate and relations between workers. Possibly what makes it different is that it is an application that mixes features of Yammer, Linkedin, Twitter and Facebook. The three main areas of work on which it operates are company-employee communication, the evaluation of the work climate by departments and the interaction and recognition among colleagues.

Company-employee communication is facilitated through specific portals within the application itself, where workers can write, nominally or anonymously, suggestions and comments that help to improve aspects of their company they consider. On the other hand, the evaluation of the work climate is a specific tool that, by departments, offers the employee the possibility of evaluating their level of comfort and happiness in their position, while allowing to coordinate initiatives that help improve the day to day of the team.

The interaction and recognition between colleagues consists of a series of spaces in which workers can listen, applaud, send smiles, validate, highlight skills, give thanks and recognize the work of other people.
through a system of profiles like in works in social networks. It also offers a tool for internal chats, both individual and for groups, the possibility for the company to launch polls and a pattern of ideas where employees could leave their suggestions, contributions and projects. Within the application, the worker also has its own module to store documentation and files, so you can consult them whenever you want from your mobile phone. It is a closed application in which only workers of the companies that hire it can enter, so that it ensures the confidentiality of the processes and initiatives that have been launched through it.

Today, Happydonia is used by 30,000 people from leading companies nationwide, such as Consum, Zumex, rice DACSA, Dormitienda or SP Berner; companies where people are at the center of the process and are protagonists [8]. It has been named so because, according to its creators and its own clients, contributes to generate happiness within the companies as it is a key tool to ensure the permanence of the talent in the companies and to offer the workers a favorable and pleasant climate, where they feel comfortable enough to develop a greater sense of belonging to the brand.

4 Conclusions

At the business level, the support for technological advances and the creation of new interactive tools allow organizations to use innovative resources that help the areas of Human Resources and Internal Communication to take on new challenges, whether to capture talent, make community or encourage interpersonal relationships inside and outside the company. They also facilitate the approach with people aligning with the demands of the global market, acquiring a more competitive position in different sectors of the industry.

We also must bear in mind that in scenarios increasingly dominated by automation and machines, caring for people is a key and differential aspect to achieve motivated, committed and sustainable teams that share the same objectives. From this point of view, companies that specifically use the Happydonia tool obey to a style of management that has the worker at the center of the production process and, therefore, its business model allows a conception that consider the people as the most important element of the company.

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Digital business and usability. The use of video games by university students in Madrid (Spain)

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Abstract: - The video game trade is one of the main economic activities in the world that is provoking uses and customs which differ from traditional ones. The alphabetic culture is being replaced by the culture of the image. This phenomenon affects all people but especially young people. It is interesting to know to what extent university students use video games as a non-academic activity, for which a sample has been taken through the survey procedure at the universities throughout the city of Madrid. Notorious differences in use are observed by gender, time spent, type of software and video game topics. The results were significant and provide an update to similar studies carried out previously.

Key Words: Digital Business – Video Games – University – Spain – Madrid

1 Introduction

From the economic perspective, there is evidence of interest in digital businesses as shown by the introduction of related subjects. For example, within the discipline of Digital Business in the Computing Faculty of the Complutense University of Madrid, video game interest, mainly related to sports (eSports), is becoming more and more important as seen in their own degrees on this subject developed at the Universities Rey Juan Carlos and Carlos III of Madrid and at the Catholic University of San Antonio de Murcia.

Based on the figures offered by the National Institute of Statistics [1], I have divided the respondents by gender. The number of students has increased in proportions similar to the figures collected by the INE for the academic year 2016-17 and to those which have been occurring in recent years, i.e. approximately 45% of students and 55% of students.

2 Problem Formulation

The introduction of video games took place almost half a century ago and since then it has had positive interpretations such as that of Talapatra [2] and negative ones like that of Stockdale [3]. In any case, it is necessary to differentiate video games destined to the leisure, from the computer program-oriented to the academic with formal characteristics similar to those of video games, as Farrell et al. [4]. In this study, only the former are contemplated.

The consumption of video games among university students has some previous contributions such as that of Gómez del Castillo [5] or Suzuki et al. [6] which I think are necessary to review and update.

The aim of this work is to know what interests university students in the city of Madrid about video games and their habitual use, in order to find out what the expectations of the consumer are. For this, one of the ways to check the level of use of these products is to conduct surveys that record the preferences of users. In short, it seeks to find out the potential demand that the video game industry has in a part of the Spanish territory.

3 Problem Solution

According to the Information Service of the Community of Madrid [7], there are 317,577 students enrolled in the universities of Madrid in the academic year 2018-19. From this pool I collected 384 surveys, with a margin of error of 5% and a confidence level of 95%.

This figure is taken as a base, knowing that it exceeds by about 100.00 students those offered by the Ministry of Education [8] and by the National Institute of Statistics in the two previous years (not yet updated for the current academic year 2018-19) and, therefore, it seems a considerable increase.
Surveys were conducted randomly in both public (6) and private (9) universities, except centers attached to one of the above universities and students of the National University of Distance Education (UNED), without distinction of courses or degrees.

Variables have been established according to gender, age, theme of video games, time of use, most representative products and level of satisfaction. Differences are discarded by degrees and comparative studies with respect to other social sectors.

The time spent on video games gives us an average of approximately one hour per day in both men (1.05) and women (1.03). This figure contrasts with the information usually offered in the media that raise this figure in some cases to more than 10 hours per day among young people. My study is about young university students in particular, but neither of these figures seem plausible as it is difficult to give credibility to these extremes for two reasons: in the first case, many people are unable to accurately measure the time they spend playing video games and it is likely greater than the time that they estimate; in the second case, we would be witnessing a tragic phenomenon of incalculable negative consequences, something that does not seem evident at the moment.

In the following graphs, elaborated by myself, it is observed that almost all, except for 3% of men and 6% of women, have played video games at least once. Men surpass, *grosso modo*, women in the use of video games both occasionally and habitually. Women prefer to play free video games whereas men are nearly evenly split between free and paid use. Although the subjects of adventure and sports predominate (the latter especially in men), a habitual use of violent themes is significant in both, women and men (33%).

Figure 1: Percentage of participation by gender.

Figure 2: Habitual, occasional and never players by gender.

Figure 3: Habitual players by theme and gender.

Figure 4: Occasional players by theme and gender.
4 Conclusion

Faced with a phenomenon of enormous influence and inevitability, if the figures are true, then they indicate informative findings, such as university students in Madrid make less use of video games than other young people. Furthermore, when comparing the best academic results of women versus men university students and video game usage, it is advisable to reduce this activity.

References


Using Instagram as a platform of information amongst students of Journalism

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Abstract: The main objective is to value the use of Instagram as a platform of information amongst students of journalism whose main work object is going to be the information itself. In addition, we are interested in the role that Instagram will play in the short term in the field of information and the media.

Key–Words: Instagram – Journalism – Information – Network – Media

1 Introduction

The publication of new formats and platforms of content dissemination in the field of journalism has revolutionized the way in which we view information. Undoubtedly, the new digital ecosystem influences access to information and its treatment.

While it is true that the main agents of the communication process have not changed - transmitter, receiver, message, channel. Social networks have converted the receiver of information into transmitters (‘prosumers’), and consequently, transmitters have become receivers. This new user has a need for intervention; they are no longer spectators of what happens in the field nor mere recipients of content. That is the role that has changed the way people operate in the field of communication. The user, therefore, has placed them self at the centre of the communication process and has become a generator of information and a distributor of content.

Social networks, in this sense, are no longer a strange element, much less an incriminating one in the field of information. They are necessary co-operators when it comes to giving information and being widely considered as the new media. And, for that reason it is convenient to redefine the concept of communication because in the traditional model, the receiver did not occupy a position of equality in respect to the transmitter.

Therefore, in this scenario it is convenient to relate the role of the media with the emergence of this new digital scenario. Both elements are the basis for understanding communication in the 21st century.

Undoubtedly, as we have said, the new digital scenario has caused, in some way, the great structures of communication and media to be removed. The evolution of social networks as sources of primary information, however, has nuanced the role of the journalist and journalism. Of all the social networks, Instagram, is the most used by young people in Spain, and therefore, the object of our study as a source of information.

This platform created by Kevin Systrom and Mike Krieger in October 2010, allows you to upload photos and videos to share on the platform itself or on others such as Facebook, Tumblr, or Twitter. Instagram, like other platforms, also responds to the paradigm of web 2.0, considered the social web or web of people. It is an environment where we can access information instantaneously and in which communicating with other people is easier than ever. On the informational behaviour of this network, human experience related to the need, search, management, dissemination and use of information is different. Selva-Ruiz and Caro-Castaño (2017) highlight that this platform connects with the dissemination of the ‘1 public private’ since, they indicate, in the consumer society the private is understood as revealing the authenticity of the individual (Marshall, 1998). This factor makes Instagram a very interesting platform for accessing information.

2 Problem Formulation

From the context that we have just described, in which we place Instagram as the most used network by young people and as an important option to become a means of communication, the objectives we set ourselves for this research and which were the objects of measurement of the field work are the following:

Define the uses of Instagram as a social network most used by university journalism students
Confirm the main Instagram access platforms
Define what type of information university students have access to
Measure the degree of reliability that young people give to this information
Discover the most valued resources as effective for communication
Analyse the type of information consumption on Instagram

3 Problem Solution
Methodology
- Reading, understanding and bibliographical collection updated and relevant to the object of study
- Quantitative technique. Field work: application of a questionnaire to a representative sample of the group studied.

Sample:
To reach the proposed objectives, there were 175 Journalism degree students from the Francisco de Vitoria University, Madrid during the 2018-19 academic year. Students from all four years of study feature in the sample. The questionnaire consisted of 19 items related to the use and study of Instagram as a source of information for university journalism students.

4 Discussion and results
The first result we observed from the surveys conducted in the Journalism degree is the overwhelming use that young people have of Instagram. More than 80% of respondents say they use this platform more than three times a day, between half an hour and two hours. Only 4% consider that they do not use Instagram as a main network, using it only every two days.

The study highlights the majority use of the smartphone; practically all respondents access Instagram from this device, specifically, 89%. The remaining 11% distribute their access between the laptop (5%), the tablet (4%) and the desktop computer (2%). This confirms the tendency of young people to use the mobile as an almost exclusive platform in their access to networks and consequently for information.

It is symptomatic that 20% mainly follow influencers and 15% reporters. The survey finds that 34% recognize their friends as their biggest followers; this tendency is common to the usual interests of young people. As future journalists, it is surprising, however, that the second group they follow the most (24% of respondents) are artists; although not of least importance is the number of followers of influencers, as previously mentioned.

The present investigation allows us to affirm that 70% use Instagram to inform themselves. This would lead us to think that traditional media should rethink its strategy to capture this type of audience that clearly opts for new formats.

The main areas of interest are social information, with 31%, a trend that from the university world we see as consistent with the labour demand; cultural content (26%), sports (20%) and political information (18%). Economic information, which has never traditionally been widely read by young people, continues to be low on young people’s priorities, with only 5% declaring an interest in this topic.

The time dedicated to consuming information on Instagram by young university students is significant. More than 80% spend a lot of time obtaining information through this platform. Specifically, 40% spend more than 15 minutes, 20% between 10 and 15 minutes and 26% between 5 and 10 minutes. Only 13% spend less than five minutes.

Regarding the characteristics of Instagram as an information platform, students of the Journalism degree point out that what attracts them most are the images and videos, approximately 70% make this assessment.

Almost 40% believe that the best thing about consuming information on Instagram is the visual impact of the information. The accuracy and brevity of the texts are what attract 25%, followed by the constant updating of the information (24%), and the colloquial and relatable use of language at 15%. However, despite the intensive use of hashtags on Instagram, 84% say they do not use them when it comes to information.

The values that stand out from the consumption of information through Instagram are defined by comfort (38%), instantaneity (29%), clarity (14%), usability (11%) and credibility (8%).

Regarding the credibility of the information on Instagram, it is noteworthy that more than 50% consider it to be credible, with the visual component of the message being the element that they consider most relevant.

5 Conclusion
The main findings derived from the present investigation allow us to conclude:

- Instagram is undoubtedly the most used network by Journalism students from the University Francisco de Vitoria, who access it almost exclusively through smartphones, confirming the data from the report "Mobile in Spain and the world 2017", prepared by the digital strategy consultancy Ditrendia, which states that Spain is the country with the largest mobile presence in the world, with a penetration rate of 88%.

- Social networks are for young people the main means of access to information compared to traditional media, with social and cultural information being the main areas of interest. This connects with the needs of the company that see social awareness as an added value for their future teams. The efforts made by universities, especially the Francisco de Vitoria University, in the social involvement of their students with training programs in collaboration with associations and social institutions stand out.

- The images and videos together with the shortness of the texts and the updating of content are the main virtues of Instagram that the young person values when opting for this network when it comes to information. This confirms the importance of the visual in today's society and the need that traditional media have to adapt their consumption strategies if they want to attract this type of audience. Accessibility and usability of social networks are two of the factors that must work more if you want to build loyalty to this audience.

- Instagram is considered a credible network but must continue to deepen its narrative if it wants to be a reference as a means of communication, as there is still a percentage of young people who do not consider it credible. The surge of social networks has opened a debate on the possible emergence of new journalistic genres that derive from the interactivity and instantaneity characteristics which define these platforms.

References:

Music and Sound Effects in The Didactics of Making SDHoH In Accessible Video Games

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This research was carried out within the framework of the project OPERA [Leisure and culture accessibility. Online portal for the dissemination and evaluation of accessible audiovisual resources (FFI2015-65934-R)], funded by the Spanish Ministry of Economy, Industry, and Competitiveness.

Abstract: The aim of this paper is to present an innovative and creative didactic methodology addressed to translation trainees, which combines audiovisual translation (AVT) and accessibility. It consists of using video game with Subtitles for the Deaf and Hard-of-Hearing (SDHoH) as a comprehensive approach to translation training that integrates interlinguistic and intralinguistic subtitling, subtitling, accessibility, and video games. In addition to that, we will focus on sound and its expressive function. So, we will attempt to defend the "power of sound", since it is a key component in the emotional content of any audiovisual product. The narrative plot of a video game evokes different emotions that every user interprets according to their own knowledge of the world. For this reason, it is relevant to transmit these sensations to the user with hearing impairment and study how to translate the sound in the SDHoH in video games.

Key Words: Video games – Accessibility – SDHoH – Didactics on Translation – Sound

1 Introduction

The history of video games goes back to 1958 when Tennis for Two, created by William Higginbotham, came out. Since then, the video game industry has grown with different products and technology. Nowadays, gaming is bigger than every other form of entertainment. Nevertheless, video games are not only used for entertainment, but they also have educational purposes and they can be considered as a cultural and educational outcome. Traditionally, the majority of research has focused on the negative effects of the potential of video games, Ritterfeld and Weber [1] pointed out “this is due to an abundance of studies on violent games and does not reflect the potential of video games as a medium”. Luckily, a large and growing body of literature ([2] [3] [4]) has researched the benefits of video game playing and the unique combination of entertainment and learning. Every video game has a story and most of them can even have more impact than a film or a book because the player is living their own story. However, although it seems that video games can be enjoyed by all kind of audiences, they are not. People with hearing impairment, for example, have not the same spectrum of video games as the rest of the audience.

And why are so few accessible video games even the game industry is so important? First, society thinks accessibility is not important, and second, the industry excuses itself in the economic resources, regarding the target audience as not enough to offer this service. However, we know that it is not true since there is a large number of potential users. There are, however, several accessible video games with SDHoH, such as Left 4 Dead (2008), Portal (2007), among others; but the quality presents room for improvement. With this work, we intend to replace this lack of theoretical and practical training.

2 Problem Formulation

Subtitling has been successfully applied to foreign language acquisition [5] and audiovisual translation training [6]. However, most of these studies have used the commonly used film types (movies and TV series) as a working text. Nevertheless, there are also some methodologies that have used video games as a working text [7]. The election of this type of text is due to its didactic utility because it is especially appealing from a didactic perspective. But the most important reason is the complexity of the translation process, in our case SDHoH.
By drawing on the concept of the Didactics of Audiovisual Translation, the authors set out the different points of view about the translation competences and sub-competences of a subtitler [8] [6], Game Close Captioning (CC) [9] and accessible Game CC [7]. This paper follows the competences created by Martínez-Martínez, Soler Gallego & Chica Núñez [7] by focusing on the understanding of sound importance and the recognition of game sound topology.

We cannot let ourselves underestimate the importance of sound and the meaningful soundtrack of a video game because it changes the user's global perception and even more if the player has hearing loss.

3 Problem Solution

As we pointed before, the expressive capacity of sound in any audiovisual medium goes even further than an image. In the narrative part of video games (dialogues), the player understands and develops their own story and with the location of sounds in the environment, the player has the notion of time and space. In the emotional part, by hearing the sound effects and music, the emotions emerge in many ways: they can make the player angry, crying with happiness or being excited when arriving at a certain place or achieving a mission. It is also important to point out that the entire soundtrack is comprised of three essential elements: the human voice, sound effects and music [10].

This lead us to two main arguments. First, we prove the large expressive power of sound in video games and second, how important is to translate properly into words all the sounds of the soundtrack for the users with hearing loss.

For this last reason, it is decisive for subtitlers to learn and manage all the classical translation competences and sub-competences [11], the specific ones for audiovisual translation [6], for SDHoH [12] [13], game localization [9] and more conscientiously the competences proposed for a subtitler in Game CC [7].

We will focus on the extra-linguistic competence of understanding the importance of sound and knowledge of sound type. It is also very important that the subtitler understands the components and characteristics of sound in order to translate it in an adequate way for the Deaf and Hard-of-Hearing. So, the subtitler must have basic knowledge about the characteristics of sound (pitch, intensity, tone, and duration). In addition, they should know the type of sound produced and how the auditive perception must be named [14].

Another significant issue for the subtitler consists in the necessity of being aware of the soundtrack that integrates a video game, thus, sounds play a fundamental role in the interpretation process of the message and story of the video game.

4 Conclusion

The scope of this paper is to reinforce the professionalization of the subtitler of accessible video games with SDHoH by means of integrating this type of methodology in the different Bachelors and Masters on Translation or in specific courses on Audiovisual Translation. The effort should also lead to develop the specific translation competences for subtitlers on Game CC and raise awareness of the important role of translation in accessibility to multimedia texts.

The evidence presented will also prove that the sound (source text) is very important in any audiovisual text, but even more in the multimodal texts with SDHoH.

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Audiovisual and ludological expansions of the transmedia rose

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Abstract: This research is based on the hypothesis that The name of the rose (1980), a novel written by the semiologist Umberto Eco, has the necessary conditions to be considered a transmedia narrative. Under the methodological contribution of this case study, through the derived contents from the novel in different media and platforms, we'll try to know the possible transmedia expansion through the audiovisual media and video games. Since the appearance of the novel, its dissemination through other media appears to remain active, highlighting the film directed by Jean-Jacques Annaud (1986), the video game The Abbey of Crime (1987), created by Paco Menéndez and Juan Delcán -one of the most representative titles of the Golden Age of Spanish software-, its continuous makes under new glances, or by the recent homonymous miniseries by Giacomo Battiato (2019). The present case study will compile the works and some of the most representative characteristics that will allow to discuss and conclude if The name of the rose is a transmedia narrative, connecting with the participative culture, or if it's only an adaptation of the novel by Umberto Eco.

Key – Words: The name of the rose – Transmedia – Cinema – Series – Video games

1 Introduction

Transmedia narratives propose the expansion of a story through other media. Therefore, transmedia narratives are constituted as a model that revolves around the critical studies of semiotics, comparative literature and the marketing of cultural products. This concept, which Jenkins (2006) called transmedia storytelling, has been especially favored by digitization, where the media ecosystem has been transformed into transmedia [1]. This is one of the maxims of the transmedia narratives, also with the participative culture, which allows the dissemination of the story. In addition, in this context we must also reflect on whether the adaptation of a germinal story, through other media and platforms, would be part of transmedia narratives or not. This factor has developed a continuous debate.

2 Problem Formulation

To formulate what properties needs a story to be considered as a transmedia narrative, we'll focus specifically on the theoretical basis of Jenkins. In his popular blog, Jenkins (2009) proposed seven characteristics that, when they appear in a narrative content, offer a transmediality [2]. First, spreadability vs. drillability. The appearance in Web 2.0 of social media platforms enhances the symbiotic expansion of narration, while drillability has a close relationship with engagement, which is conditioned by the ability of a narrative to penetrate within the audience: «The opposition between spreadable and drillable shouldn't be thought of as a hierarchy, but rather as opposing vectors of cultural engagement» (Jenkins, 2009). Thus, spreadability enhances the credibility of the narrative, while drillability connects with the fandom, who select what they are most interested in. Also, in addition to spreadability, the contents must also be attractive. Second, continuity vs. multiplicity. The continuity creates coherence and credibility in the narrative, avoiding dissociated products, while the multiplicity establishes a rupture, being able to develop alternative universes that enrich the heterogeneity of the transmedia content. Third, immersion vs. extractability. The immersion refers to the ability to immerse users in the narrative through immersive experiences, being one of the objectives of transmedia storytelling. Regarding the extractability, it's the procedure through which a fictional product is commercialized in the real world. As Scolari said (2009: 599), it's a property closely related to brand fiction, where iconic elements of fiction are reformulated as brands [3]. Fourth, worldbuilding. The more detailed, credible and complex the narrative world is, the more users will believe in it. In addition, consumers who are more committed to transmedia content, track all existing information through multiple media to get an accurate idea of that world and know its narrative coherence (Jenkins, 2006: 95). Therefore, as Umberto Eco said (1984: 10), a possible world is not an empty element, it's full and must be as well-furnished as possible [4].
In fifth place, seriality, a concept related to the sequentiality of the plot of the narrative, which under a transmedia model would be expanded hypertextually by different platforms, making each media what it knows best. In sixth place, subjectivity. It's based on the existence of different points of view in the same narrative world, and it's usually given by the cross of multiple experiences of the characters, claiming to audiences a work of recomposition of the contents, derived from these heterogeneous subjectivities, which also allow that transmedia productions are more viable to develop. In seventh and last place, performance, that alludes to the prominence given to audiences and fandom, since transmediality requires that consumers must be also producers of content, participating in its expansion.

On the other hand, at the time of asking ourselves if adaptations should be considered part of the phenomenon of transmedia narratives, in the strict sense of expanding the story and the participation of the fandom, it's very interesting the continuous debate. Authors such as Jenkins (2011) or Scolari (2009) consider the process of adaptation as part of the phenomenon of transmediality, unlike other figures such as Long (2007) [5] or Dena (2009) [6]. Jenkins (2011) indicates that adaptations, no matter how faithful they may become, always produce changes in the profiles of the characters (or even new ones), with new scenes or situations [7]. Although for Jenkins adaptations are part of transmediality, he also suggests a distinction between adaptation and extension. While adaptation tells the same story by changing the media, extension (or dissemination, in a horizontal aspect) adds some new elements to the existing story during the adaptation process, but both processes are inseparable, with adaptations that are more literal and others more transformative.

3 Problem Solution

Now, let's try to verify if the features proposed by Jenkins can be applied to *The name of the rose*, started with the novel by Eco[8]. In the first place, we find spreadability through new perspectives in other media, such as the videogame[9] or the film[10], and drillability also appears, for example, with documentaries about the making of the film, or the essay *Apostilles to The name of the rose* (1984), published by Umberto Eco. Secondly, continuity creates coherence within the initial story (mother ship, in Jenkins terms), being the referent, but we also find multiplicity through ruptures. For example, the third act of the film directed by Annaud is very different from the novel, dying characters like Bernard Gui (interestingly, one of the few real historical characters). In third place, regarding immersion and extractability, we can say that, if the novel itself has the capacity to provoke such immersion in the audience, videogames have this element in favor, especially thanks to interactivity. *The Abbey of Crime* is a video game known, above all, for its technical innovation (taking into account that decade, released in 1987), and its high level of difficulty. And the phenomenon of this videogame has led to the creation of a museum and a mail stamp in Spain (Fig. 1), being two examples of extractability [11]. Fourth, regarding the worldbuilding, it should be interesting to remember that Eco (1984) spent one year building the world where his story would be developed. The same fact happened with the film, the videogame and the miniseries [12], since it allows to create narrative coherence and incites the encyclopedic impulse of fandom (Jenkins, 2006; 2009).
Fig. 1. The mail stamp that commemorates the 30th anniversary of The Abbey of Crime (Source: Museu d'Informàtica UPV, 2018). Retrieved from https://bit.ly/3156bHE

Fifth, in terms of seriality, different experiences are offered to audiences, moving away from the classical linear structures of monomediatic narratives. Therefore, each media does what it does best, and the video game The Abbey of Crime offers an element that doesn't provide Battiato's miniseries or Annaud's film. Sixth, in relation to subjectivity, the different points of view are also broken: in the miniseries they are multiple, in the novel and the film belongs to the character of Adso, and in the videogame to the character of William. Finally, in relation to performance, if transmediality requires that consumers are also producers of content, we can find this element in the video game The Abbey of Crime. The videogame of Paco Menéndez and Juan Delcán has had several remakes developed by the fandom, like the one made by the programmer Antonio Giner González (1999), which adapted the original video game from 1987 but with a remastered music, 256 colors and compatible with the current supports. Other cases are the video game The Abbey (2008), a graphic adventure developed by Emilio De Paz, being a free version of the novel in which the character of Fray Leonardo de Toledo and the novice Bruno investigate a series of crimes in a Spanish abbey, and The Abbey of Crime Extensum (2014), another remake of the first edition, developed by Manuel Pazos and Daniel Celemín [13].

On the other hand, the novel, the film, the miniseries and the different versions of the videogames bring new approaches, creating new extensions (Jenkins, 2011) of the story, with important or more subtle modifications. As noted above, the character of Bernard Gui dies in the film, while in the novel he runs away from the abbey; or the character of William of Baskervilles, in the videogame is called William of Ockham (his alter ego), something that would be impossible in the novel for historical and narrative issues. Therefore, each adaptation in a different media brings new perspectives.

4 Conclusion

After this brief analysis, we conclude that in this case study we can find a transmedia process, not an adaptation. Without taking into account all the merchandising derived from The name of the rose, in addition to other products such as audiobooks or board games, we discover that the novel has not been adapted in a literal sense. The audiovisual media uses its own language, and the same happens with video games. This change in language already connotes that different narrative variations of the story that adapts must be applied. In
response to the hypothesis, *The name of the rose* has the necessary conditions to be considered a transmedia narrative. A strategy was not created from the beginning, but the actions of the fandom have expanded it; and this is the main key of the transmedia rose.

**References:**


Abstract: Extended, both Virtual and Augmented Reality, had taken by storm as a topic the ultimate audiovisual productions fed worldwide through the internet platforms. 360 Cinema progresses concurrently thanks to the availability of the cameras and equipment required. Sci-fi, among other genres, is modified by this topic irruption and directors are evolving their narratives to adapt their language to this new medium.

Key Words: Extended Reality – Virtual Reality – Augmented Reality – 360 Cinema – Story living

1 Introduction
The 4.0. Revolution due, among other aspects, to the technological progress in the extended reality suffers a recent acceleration of appearances of new devices, always ahead of the content creation. Thus, the accessibility of 360 cameras has paved the way to the direction of creators that have been forced to rethink the audiovisual narrative according to this new medium.

Besides, this phenomenon coincides with the strengthening of the private consumption worldwide scale of audiovisual leisure contents through internet channels and platforms. This film’s viewing through platforms has redounded to the aperture to less known cinematographies, and the encouragement to the production of series focused on the latest trend topics. In the current context, there is already a growing fictional corpus that addresses virtual, augmented, and mixed reality as a topic. Some films are a sequel, homage or a remake of influential isolated productions. Others are original creations under their narrative premises.

A sci-fi subgenre is being generated both ways, taking extending reality as a theme or revitalizing the narrative principles of many other genres with this new technological life.

2 Problem Formulation
This paper intends a full revision of the academic literature available together with the gathering of all the information extracted from specific groups of discussion. Besides, it planned qualitative research based on some interviews to directors such as Marie-Laure Cazin with Freud, la dernière Hypnose for Le Crabe fantôme, a neuro-interactive omnidirectional movie that includes an electroencephalography device (EEG) inside of what she terms “the emotive cinema.” Or Jorge Esteban Blein, whose short film Being Sherlock Holmes for Hikaru raise elements of interest.

3 Problem Solution
360 cinema shares with the rest of VR content the general assumption to increase the spectator’s empathy, a virtue derived from classic cinema, this “ultimate empathy machine” and by extension applied since the beginning to the VR cinematics in 2012. Chris Milk followed that way a previous reflection from Ebert to point VR technology as responsible for deepening this path to Empathy. But long-term VR researchers such as Jeremy Bailenson warned that this empathy property it is a correlation rather than a casualty. In the end, empathy inhabits the psychological subjectivity realm. And even there are fictional narrative products that head to that direction, such as the Sofia project, now rebaptized as Soulfie from Empatica XR, or the ones used and promoted for the psychologist platform Psious, in this paper the aim is to consider VR products and 360 cinema in particular as a cultural narrative product.

Some criterion analysis will be defined to attend to the quality as a film product of the examples reviewed in terms of specifically filmic virtues with key elements already used such as interview format, direct contact to the eyes of the spectator, voice over, a new calculation of where to block actors in a scene or their own narratives. Conceptual frames as the one offered with a different outcome by Jones and Dawkins (2018) for
future productions will be considered. These authors pointed the common factors with classic cinematography but also the differences as the rupture of the frame, the freedom conceded to the spectator regarding the constructed narrative, that transition from storytelling to story living where the point of view reaches a capital relevance. They also emphasized the sequence that goes from the notion of presence to embodiment and from it to empathy. They have resumed the immersion taxonomy exposed in 2015 by Marie-Laure Ryan (spatial, temporal, and emotional immersion). It should be added the ludic dimension, as the Swiss writer had stated in the conference Narrative in Virtual Reality: Anatomy of a Dream Reborn offered on 2019, 27th of May in the Francisco de Vitoria University at Madrid.

Jones & Dawkins analysis of Clouds over Sidra (2015), Giant (2016) and Confinement (2015) will be considered, their appliance of the Swayze effect (Burdette, 2015), the introduction for a mini-game called ‘eye spy’ that facilitates the intertwined of perspectives from ghost to participant and the reduction of the ambient sound or dialogues directed to the spectator. It is essential to avoid the tourist gaze (Larsen, 2014) through radical compassion (Bollmer).

After this analysis and contextualization, the assessment of the contributions to the diverse genres and the audiovisual narrative from the 360 cinema will be determined based on concrete titles.

4 Conclusion

Ultimately it should be possible to address the balance between the genre and narrative earnings achieved along with the exploration of these themes and the new medium. The minor and significant complexity in the hybridization of this subgenre about the previous films will be discussed. Tangentially the differences perceived between the diverse national film industries, their target public will be highlighted. The web platform phenomena repercussion on both ends of the chain of film producción both broader access of the public and limitless audiovisual productions released from national consumption variables.

The new developments appeared this year, and the ones expected from Apple launches to 2020 posits the need and relevance of such a balance of the earnings afforded so far. Everything point to a total cancellation of the `narrative paradox´ marked in its day by Louchart and Aylett with its degree of interactivity, presence, immersion and embodiment that makes storytelling to merge into the story living supported by Studiofuture where the degree of agency and the user´s possibility to modify the narration convert him in another character.

References:
Ingmar Bergman and Sven Nykvist. The light in the cinema

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Abstract: - The collaboration that began in the mid-fifties the film director Ingmar Bergman and the director of photography Sven Nykvist has been one of the most productive. Their relationship is also counted as one of the most important in the history of cinema, and both have shown in their different autobiographical books that special relationship that transcended the professional. Among the issues that appeared as elementary in the work of both filmmakers, was to work with a realistic light, less spectacular than the artificial cinematographic lighting and contrary to the excess of light, practiced at that time by most filmmakers. That realistic light was different from the dramatized light of the theatrical shows that Bergman knew well, and that he developed in parallel to his cinematographic accomplishments. While both filmmakers were filming The Virgin Spring (Jungfrukällan), 1959), they understood something that in the present can result from overwhelming evidence, and that is that real light and cinematic light are two different things. The result of this finding did not cause any notable changes in this film with respect to the lighting practiced in the previous Bergman films of the fifties, but served to eliminate all artificiality in the lighting. With this movie both won their first Hollywood Oscar. It is from the following films that both made, and that Nykvist called, The arc of light, and which integrated the films: Through a Glass Darkly (Såsom i en spegel, 1960), Winter Light (Nattvardsgästerna, 1961), The silence (Tystnaden, 1962) and Persona (Persona, 1965), when the concept of light in cinema evolved into more successful formulas for both.

Key – Words: Ingmar Bergman – Sven Nykvist – Director of photography – Light in the cinema – Swedish cinema

1 Introduction

The collaboration between Ingmar Bergman and Sven Nykvist between the end of the fifties and the beginning of the sixties, was one of the most successful films due to the demands that Bergman posed to Nykvist in the cinematographic productions in which they coincided, and the creative ability, self-demand and quality in the photographic work demonstrated by Nykvist. When both agreed in the realization of the movie Sawdust and Tinsel (Gycklarnas afton) in 1953, they could not imagine the amount of collaborations that both would do years later. Until the movie The Pleasure Garden (Lustgärden) in 1961, Bergman had worked with eight cinematographers, of which Gunnar Fischer11 was the one who had excelled from all of them, making thirteen films together until Bergman's collaboration with Nykvist was consolidated. Between the two they made twenty-two films, they were nominated for the Hollywood Oscars eleven times for five films, from which they obtained three Hollywood Oscars. Bergman, after working with Nykvist, would only make four films in the eighties of the twentieth century, all in collaboration with two cinematographers.

The joint work of both filmmakers produced works of very high international quality. The relationship of both was not exempt from tensions, as the authors sometimes recognize in their autobiographical texts, but above all was the recognition of both to the fascination for the problem and the magic of light. It is not intended either to affirm that the light was the central objective of both, if of Nykvist, but the two collaborated in the final result, in the search for the light according to the story that was told in each case, in the light sculpted to each movie.

While both filmmakers filmed the second of their collaborations in 1959, The Virgin Spring (Jungfrukällan) 12 understood something that at that time was not so obvious, and that is that real light and cinematographic light are two different things. The result of this finding did not cause any notable changes in this film.

11 Fischer and Bergman had shot among other films The Seventh Seal (1956) and Wild Strawberries (1957), a film for which they were nominated for the Hollywood Oscar.

12 With this film, both of them obtained their first Hollywood Oscar in 1961, in the category for the best non-English-speaking film.
respecting in some way the lighting practiced in the previous Bergman films of the fifties, but served to eliminate all artificiality in lighting as Nykvist acknowledges. It is from the following films in which both collaborated and that Nykvist called The arc of light, being from here when the concept of light evolved in both filmmakers. "In The Virgin Spring (Jungfrukällan) we are content to eliminate all artificial lighting, all the" beautiful effects. "Formally this film would not differ much from his work of the fifties, but from As Through a Glass Darkly (Såsom i en spegel) Ingmar films change radically in style. Having participated in this evolution is the most important thing that has happened to me as a cinematographer. There is no doubt that Ingmar opened my eyes, but I also dare to say that he found in me a tool and a soul twin located on the same wavelength. After that movie we both felt we were obliged to continue our collaboration. " [1]. Likewise, their approaches were not going to be only in terms of light, they also included other technical approaches: "While we were shooting The Virgin Spring (Jungfrukällan) we had begun to discuss the meaning of the foreground, the middle plane and the general plane, reaching the conclusion that the middle plane is boring and unnecessary " [2].

Between the recording media of the films called The Arc of light, Bergman and Nykvist also collaborated in the filming of the film All These Women (För att inte tala om alla dessa kvinnor) (1963). However, Nykvist did not consider this movie to belong to the The arc of light. After Persona, the last film included in The Arc of light, Bergman and Nykvist shot Hour of the Wolf (Vargtimmen) (1966), once Nykvist's new vision on the treatment of light in the cinema was consolidated. From now on we will use the textual quotes of both filmmakers as central elements of the discourse. "Sometimes, Ingmar and I had a hard time during those four black and white films. But I remember them, above all, as a fantastic phase of development, a journey of discoveries into the light. They can all be considered, more or less, as chamber pieces, few characters, with limited action for space and time. I see them as string quartets in the whole of Bergman's production, they don't have a grand orchestration, but they are very elaborate rhythmically with their own tone, a tone where light plays the decisive role " [3].

During his professional life (1941/1997) Sven Nykvist worked on one hundred and thirty-one films. Ingmar Bergman, meanwhile, filmed and/or participated between 1944 and 1986, in a total of fifty-five films. Both coincided in twenty-two films, between 1953 and 1983, which amounts to a little more

2 Problem Formulation

The analysis of the light aspects related to the dramatic development of the scripts of the four films called The Arc of Light, serve to unravel those special aspects of his cinema, which contrast with the rest of the films that Bergman made during the fifties of the I follow XX. The treatment that both print to the formal aspects of the lighting created an element of reinforcement to the interpretative action of the actors, the light is not only the necessary one so that the photosensitive materials can capture the image, nor only a technical element necessary in Filming becomes an indispensable part of the audiovisual narrative, in the transmission of emotions. In this sense Nikvist is essential as an illuminator in the service of Bergman, because he was the one who researched and printed all those necessary changes in the realization of Bergman's later films. As many film directors as John Huston or Andrei Tarkovski also benefited from this knowledge, creating a more realistic cinematographic lighting, always within the cinematographic creation. His awards as director of photography are a reflection of his quality, among which two Hollywood Oscars in 1971 and 1981 stand out, for the best photography, both in films made with Ingmar Bergman such as Cries and Whispers (Viskningar och rop) , and by Fanny and Alexander (Fanny och Alexander) .

Between the two they concretized structural and fundamental questions in the visual discourse of the films they shot together. All the elements of the photographic image in movement, the planes, the angulations, the camera movements, the duration of the planes, etc., but above all the importance in the approach and treatment of light as the main element in the transmission of Emotions through cinematographic photography. Among the most important issues dealt with was the representation of light realistically, less spectacularly than the artificial cinematographic lighting made at that time by most filmmakers. This was perhaps the identifying element of both, together with a strong dedication to their work and the investigation of light, of all types of light imaginable.

But what does the affirmation of the representation of light realistically mean? We will try to answer below.

3 Problem Solution
On the first three films of The Arc of Light, Bergman and Nykvist make the following appreciations: "The photographic style of *Through a Glass Darkly* (Såsom i en spegel) and *Winter Light* (Nattvardsgästerna) had been austere, not to say puzzling. An American distributor asked me desperately: « Ingmar, why don't you move your camera anymore?. In *The silence* (Tystnaden)*/Sven and I had decided to be carelessly impure. There is a cinematic voluptuousness that I still contemplate with joy It was simply crazy fun to make silence. Besides, the actresses were bright, disciplined and were almost always in a good mood" [4]. "The silence (Tystnaden), made in the fall of 62, seemed like a child's play compared to the previous one. Although it also told a black story, both Ingmar and I remember it as one of our funniest shoots" [5].

Next, we analyze in Table 1, six frames of the movie *The silence* (Tystnaden), in Fig. 1, showing the configurative elements of the image that compose them, such as the type of plane, the camera angle, the lights, and the Ratio between the lights.

![Frames of The silence (Tystnaden, 1962), with actors Ingrid Thulin, Gunnel Lindblom and Jörgen Lindström](image)

<table>
<thead>
<tr>
<th>Fotograma</th>
<th>Tipo de plano</th>
<th>Ángulo de cámara</th>
<th>Núm. luces/ Posición de luces</th>
<th>Ratio de luces</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Half short</td>
<td>Normal</td>
<td>2/5 h. upper and zenith bottom</td>
<td>Approximately 1:2</td>
</tr>
<tr>
<td>2</td>
<td>Half</td>
<td>Normal</td>
<td>2/ left zenith and ambient background</td>
<td>Approximately 1:4</td>
</tr>
<tr>
<td>3</td>
<td>Half short</td>
<td>Chopped point of view</td>
<td>2/7 h. normal and ambient background</td>
<td>Approximately 4:1</td>
</tr>
<tr>
<td>4</td>
<td>Half short</td>
<td>Normal</td>
<td>1/4,30 h. slightly superior</td>
<td>Overexposure</td>
</tr>
<tr>
<td>5</td>
<td>Half short</td>
<td>Chopped point of view</td>
<td>2/5h slightly superior and ambient background</td>
<td>Approximately 1:4</td>
</tr>
<tr>
<td>6</td>
<td>Half short</td>
<td>Normal</td>
<td>3/4 h. slightly superior, zenith hair and ambient background</td>
<td>Approximately 1:3 faces relative to the background</td>
</tr>
</tbody>
</table>
4 Conclusion

The realism of the light in Nykvist and Bergman was based on two issues, on the one hand the simplicity in the lighting (eliminating all excessive and superfluous lighting) and on the other hand the fact that the lighting had to reinforce the emotions visually, according to the plot of the script. The second issue that changed in both filmmakers, is that in the realization of the films they worked reduced human teams, eliminating all the professionals that were not strictly necessary. By simplifying the lighting, the human team was therefore also reduced. In short, Bergman and Nykvist did exactly the opposite of the habit established in the film industry, and practiced in almost every film studio in the world at that time.

References:
The chromatic hybridism in cinema: the conjugation of color and black and white to delimitate spaces and idealize new worlds

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Abstract: -Starting from an analysis of the symbolism attributed to black and white in symbiosis with color, we seek in this task to reflect on the way in which cinema seeks to obtain aesthetic, conceptual and even narrative dividends by combining in the same cinematographic piece the use color and black and white. Chromatic hybridism in cinema, let's call it that, definitively presents itself as an important film resource that enhances signifiers and, in the same way, creates or differentiates environments, time spaces and narratives.

Key – Words: Black and White – Color – Cinema – Chromatic Hybridism – New Worlds

1 Introduction
After several years of experience, the brothers Auguste and Louis Lumière presented the cinematograph in 1895 and marked the beginning of a new era in the field of art. Cinema was born. In black and white, the still static images would now gain a new life with the illusion of movement and would exert an attractive force on the spectators watching them.

The early years of cinema were years of strong technical limitations despite the creative efforts of many pioneers who aspired a cinema with sound and color.

In 1928, Warner Brothers, after the successful sound experience a year earlier with Alan Crosland's Jazz Singer, concluded the sound revolution with the film The Lights of New York - the first film with fully synchronized sound. In 1935, the long-awaited Becky Sharp, directed by the American Rouben Mamoulian - the first color film - appeared. The monopolizing monochrome that until then had prevailed and constituted the great frustration of the pioneers of cinema ended. With the introduction of the Technicolor System 4 process in the shooting of the Becky Sharp film, the cinema reaches a new level, or if we wish, it is freed from the technical imposition (black and white) and can now count on the contribution of colour in the act of making cinema.

The film industry predicted that colour cinema would annihilate black and white cinema just as sound practically annihilated silent cinema. In spite of an evident generalization of the use of colour, especially from the 50's onwards, the truth is that cinema would continue until the present, to exist in black and white and/or in colour, although always (naturally excluding very rare and residual exceptions) with sound. The chromatic possibility that had arrived at the cinema allowed to reach new aesthetic levels that could still be enhanced, when conjugated with a rigorously and carefully considered simultaneous use of black and white. The films could be in colour, black and white and also, simultaneously, in colour and black and white.

2 Problem Formulation
As a form of expression, cinema manifests itself as an aesthetic language. The choice of light, rhythm, scenography, camera movements, plans and frameworks, the decision to opt for sound or silence, color or black and white are aspects of the cinematographic language decided by the director, in full act of creation, and which are then elements influencing the perception of the viewer who, later on, will or will not nourish an affective feeling for the work.

In the last decades, the production of black and white cinema, even if it is a minority when compared to the production in color, has not ceased to exist. Black-and-white in cinema seems to have started to assume contours considered more artistic. Collectively, it is agreed that it is less directed to the general public, however, the aesthetic potential and the symbolic load it brings with it does not fail to present itself as a remarkable tool that, skillfully used, can provoke impactful sensations in the public.
In turn, the simultaneous use of black and white and colour in the same cinematographic work is a relatively frequent film resource throughout the history of cinema. In this study, through the analysis of different filmographies of different directors, it will be of interest to try to identify and systematize the factors that, through chromatic hybridity, show themselves to be potentiators in obtaining new signifiers of a filmic nature and creators or differentiators of narrative and temporal environments and spaces.

3 Problem Solution

The aesthetic analysis of several films that simultaneously combine colour with black and white, from different eras, different latitudes and different genres will make it possible to enumerate the symbolic values that black and white in conjunction with colour bring and that are appealing and relevant in a cinematographic language.

The chromatic hybridism that differentiates worlds, environments and disparate narrative consciousnesses has been extensively tested in filmographies of countless filmmakers throughout the history of cinema. It is very present, for example, in the work of Russian filmmaker Andrei Tarkovsky, who sought, countless times, to neutralize the spectator's familiarity with color, softening it in such a way that it ended up being almost reduced to a range of grays closer to a black and white aesthetic than to a color aesthetic. He also tried to limit its effect by emphasizing that "Perhaps the way to neutralize the effect produced by colors is to alternate colored and monochromatic sequences, in such a way that the impression created by the complete spectrum is spaced, diminished (...) it is necessary to try to neutralize the color, modify the impact it exerts on the public (...) the color in conflict with the expressiveness of the image." [1].

Naturally, this search for new aesthetic and narrative dividends, as well as for new filmic signifiers through the simultaneous use of colour and black and white, is not limited to the cinematographic work of Russian filmmaker Andrei Tarkovsky. Many are the directors who, in their cinematographic pieces, seek to enhance new ways of approaching the viewer by means of chromatic hybridism. In this study, pieces by directors as distinct as Lars Von Trier, Win Wenders, Tony Kaye, Francis Ford Coppola, Christopher Nolan, Steven Spielberg, Gary Ross or Victor Fleming will be addressed.

4 Conclusion

Through the analysis of several works by different filmmakers, it is concluded in this study that the simultaneous use of black and white and color in the same cinematographic work has various functions that, except if they are limited to mere scores of creative style, pass through the demarcation of various oppositions, whether past and present, reality and fantasy or factuality and dream. This simultaneous coexistence of color with black and white is something vulgarly observable when one intends to reach certain objectives, especially of a narrative nature. As a manipulated narrative resource built in the post-production process, the flashback alters the temporal linearity of the narrative and sends the viewer to an association of images with memories of a certain character. Past / Present temporal differentiation is often achieved or reinforced through the simultaneous use of color with black and white, where much more commonly, but not exclusively, black and white is associated with a past time and color with a present time. The past, present and future, through flashback, are no longer chronologically juxtaposed. "We are aware of a sui generis act by which we leave the present to place ourselves first in the past in general, and then in a certain region of the past: work of attempt, similar to the search for the focus of a photographic camera." [2]. These are the remembrance images, so called by Bergson, in temporal opposition to the images of the present time. "They are bifurcations of time that give the flashback a necessity, and the images an authenticity, a weight of the past without which they would remain conventional." [3].

Likewise, the differentiating delineation of different narrative, factual or narrative environments or universes is concretized by the simultaneous use of color with black and white. Chromatic hybridism, let us call it, provides a differentiating cataloging of disparate states where black and white or color can distinguishably refer the viewer to environments of latent tension, utopian or fanciful universes, and distinct experiences. By simultaneously using color and black and white in the same sequence of frames it is also sought to distinguish certain elements from the set by assigning them a differentiating character, showing their performance or characteristics and sometimes punctuating a creative style.

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Historical video games for the graphic documentation of artistic heritage: tridimensional Notre dame in Assassin’s Creed Unity

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Abstract: In a context where the damage after the Notre Dame fire in Paris is still being assessed and the best plan of action for carrying out the restoration work is being studied, some experts and numerous media are arguing that the laser scanning work carried out at Notre Dame by art historian Andrew Tallon and a video game could help in the restoration of the cathedral. The Assassin's Creed video game saga stands out for its successful recreations of historical periods. Assassin's Creed Unity (2014), the delivery set in the French Revolution, presents the most faithful and detailed version of the city of Paris in digital format and a three-dimensional model of Notre Dame at a scale of 1:1 almost identical to the original. Based on the existing bibliography, a brief study of graphic documentation techniques and the analysis of the aforementioned case, this article analyses the possibility of the videogame becoming a support where the historical heritage can be preserved for later recovery.

Key – Words: Video games – Architecture – Digital art – Graphic documentation – Notre Dame

1 Introduction

April 15, 2019 is a date that has gone down in history. Around 6:50 pm, a large fire broke out in the upper part of Notre Dame de Paris what, according to the latest research, was accidentally caused by the restoration work being carried out in the area of the large needle. A few hours later, the firefighters controlled and extinguished the fire and began to make the first damage assessments. The media upheaval was not long in coming, as were the reactions on social networks about the events. From here, some interesting debates arose that form the reflexive nucleus of the present investigation.

From different opinions, interviews and articles collected for the research, the unexpected relevance of a popular video game called Assassin's Creed Unity (2014, here in after ACU) is analyzed, not because of its benefits as a product, but because it contains one of Notre Dame’s most faithful digital recreations.

2 Problem Formulation

In this context and based on the idea that the digital recreations of emblematic buildings such as Notre Dame that appear in historically cut video games can be used as part of the graphic documentation for possible restoration work, reconstruction or simply for preservation in digital format, the following objectives were pursued:

- To make an introduction to the graphic documentation of historical buildings and to the most current techniques used to do so.
- To analyse the work carried out by art historian Andrew Tallon at Notre Dame.
- To see to what extent the three-dimensional Notre Dame model created for the ACU video game can be used as a reference for the restoration of the building after fire damage.

For all this, the case study of the Notre Dame digital model created as part of the artistic design in the above mentioned videogame will be deepened, taking as a context the current events and the debates generated in this respect. From an apocalyptic perspective, "conservation is one of the major problems of the digital heritage (...) the rapid obsolescence of the hardware and software that gives it life, (...) responsibility, the methods for its maintenance and conservation and the lack of legislation protecting these processes threaten its conservation" (Urbina, 2015, p. 5) [11]. Prior to the events of the Notre Dame fire, experts had already sounded the alarm about the lack of documentation of this type of building, since in this case, History has been in charge of erasing any paper record that could shed light on, for example, the techniques used to erect the building.

Since recent times, archaeologists and architects, with the help of technological advances applied to their field, have been able to study these buildings in depth and set aside old hypotheses that over time have turned...
out to be very misguided. "The stones speak to us and the buildings breathe life from the people who have passed through them. In addition, it is not just a beautiful monument but has a documentary, historical and therefore cultural value" (Carretón, 2018, p. 5) [1].

Initially, graphic documentation serves as a tool for getting to know and investigating historical buildings, but there are multiple ways of approaching a work of this type because the study is framed in a living and mutable context that requires different techniques and methodologies depending on the circumstances and the purpose of it.

According to Martín (2014), the representation and documentation of the historical heritage "built must be first and foremost a way to record and document its material cultural values, ensuring their preservation" (p. 3) [8]. In the most extreme case, "a building could disappear, leaving its material cultural values conveniently preserved through complete graphic documentation" (Martín, 2014, p. 3) [8]. On the other hand, archaeology applied to architecture, the term of which was coined by the archaeologist Tiziano Mannoni (1928-2010), is based on archaeological research of the built historical heritage.

Several experts say that, in the case of the Notre Dame fire, an archaeological study is essential to assess the damage to the building and to study the best plan of action when undertaking the restoration of the cathedral. Petter Riddington, "who worked on the restoration of Windsor Castle after it was damaged by fire in 1992, believes that one of the most immediate steps will be archaeological work" (Holland, McKenzie and Sinclair, 2019, p. 14) [5].

According to Mannoni (1998), "a detailed and precise geometric survey is an optimal indicator of the measurements and coincidences at different planes of what is not seen" (p. 83) [6].

Basically, all methods, from the most rudimentary to the most technologically advanced, are mainly used to measure although "these technological tools should not be an end in themselves, but serve the objectives of graphic documentation" (Martín, 2014, p. 3) [8].

Many researchers have begun working with the High Definition Survey (HDS), a non-intrusive measurement method that allows rapid, detailed, and accurate capture of surface or volume information by means of a tool based on laser scanning technology" (Mañana-Borrazás, Rodríguez and Blanco-Rotea, 2008, p. 16) [7].

During the measurement, the laser is directed at the surfaces, the light beam bounces back to the device and records the information. The result of all this is a cloud of points, that is, "a set of points in a three-dimensional coordinate system (...) a virtual copy of the building" (García-Gómez, Fernández de Gorostiza y Mesanza, 2011, p. 29) [3]. In these point clouds the density of digital data is so high that the resolution of the capture is key to facilitate the further processing of the data.

The point cloud is decoded by means of a powerful software that "reads and translates these values and generates from them the graphic representation of the scanned building" (García-Gómez et al, 2011, p. 32) [3]. According to Mañana-Borrazás (2008), these graphic representations derived from the interpretation of this cloud of points can be "2D and 3D line drawings, surfaces, solid three-dimensional models, etc." (p. 18) [7].

As early reports of the fire appeared in the media, "many experts pointed to the key role that the work of a renowned architectural historian, the late Professor Andrew Tallon, can play in the restoration" (Hertz, 2019, p. 1) [4]. Tallon, after being part of the art department at Vassar College, began working at Notre Dame in 2010 along with Paul Blaer and went on to scan a total of 45 buildings.

Discussions between architects who assess the current situation of Notre Dame in an attempt to offer action plans for the most successful restoration of the cathedral revolve around the use of all these techniques that have been briefly described and the work that Andrew Tallon did with laser scanning of the exterior and interior of the building. Although another work of a very different nature has been pointed out as a key element for the restoration of Notre Dame: a video game.

3 Problem Solution

As an emerging line of research, the Historical Games Studies (HGS) were launched in 2007 in the magazine Rethinking History. The journal of Theory and Practice, which includes the works "on History in a playful format, arriving in 2016 to publish a special issue, Challenge the Past, dedicated exclusively to this trend" (Peñate, 2017, p. 388) [9]. Playing with the Past is published in 2013, a collective work that "focused on the study of digital simulations of the past, has been considered the second milestone in the trajectory of Historical Game Studies" (Peñate, 2017, p. 391) [9].

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If any video game stands out for the quality and veracity in the representation of historical events and monumental cities are those of the popular saga *Assassin’s Creed* (2007-2018) created by the French company *Ubisoft*.

These entertainment products have had a great impact on the scientific community and numerous studies have been published that address it from different disciplines. The research of greatest weight and interest comes from the hands of the HGS. While some authors focus on pointing out the educational capabilities of *Assassin’s Creed*, others open interesting debates about the numerous anachronisms of the cities and buildings represented in these video games.

One of the most important in this respect is Douglas N. Dow who published an article in 2013 entitled *Historical Veneers: Anachronism, Simulation, and Art History in Assassin’s Creed II* which is collected in the volume *Playing with the Past. Digital Games and the simulation of history*. In this research, Dow tells how he undertook the analysis of the city of Florence recreated in *Assassin’s Creed II* when several of his students claimed to have learned many things about the Italian Renaissance by playing this video game. In his study he takes as his main reference the theory of simulation and hyper-reality of the French sociologist and philosopher Jean Baudrillard “to examine how the inclusion of anachronistic monuments in the Florence urban landscape of the game influences the player's understanding of the built environment of the city as seen today” (Dow, 2013, p. 216).

The designers of the *Assassin’s Creed* franchise leave some clues within the games that point out this intentionality in the anachronisms: there is the "Animus database" in which a character representing the figure of the historian offers information to the protagonist on the monuments and most emblematic places of the cities. In this way, the artists who work on these videogames opt in some cases to design historical buildings with an appearance that is closer to the present than to the one they had in the period in which the story takes place. Depending on the level of knowledge about the city that the player has, the historical errors of the game will go more or less unnoticed, which are no more than anachronisms consummated in a conscious way to evoke “not the accuracy, but the personality of the city (...) in order to achieve a greater sensation of familiarity towards the spectator (player)” (Rodríguez, 2015, p. 9).

In 2014 the *ACU*, set in the French Revolution and containing a 1:1 scale recreation of Notre Dame, is launched on the market. This digital design work is a milestone within the industry and the video game series itself as, thanks to technological advances, this delivery is the first to be able to offer full-scale building models. Caroline Miousse, currently deputy director of the art department of *Ubisoft Montreal*, was responsible for making the Notre Dame version for the video game. According to Webster's article for the digital medium *The Verge*:

Artist Caroline Miousse literally spent years worrying about the details of the building. She reviewed the photos for the perfect architecture and worked with texture artists to make sure each brick was the way it should be. She even had historians help her decipher the exact paintings hanging on the walls (Webster, 2014, p.10).

In reference to the conscious anachronisms of the previous section, Miousse had to take some licenses in the design of Notre Dame. When the first modeling was finished, the game's testers proposed that the building looked very strange without the iconic needles that Viollet-le-Duc incorporated into the great restoration that took place in the late 19th century and according to the designer "most people imagine [the needles] when they think of the building, so I decided to incorporate them into my creation even if technically they shouldn't be there" (Webster, 2014, p. 10).

This three-dimensional Notre Dame model almost perfectly recreates the current cathedral before the fire. It remains to be seen whether the files and information held by the company developing the video game are handed over to the French authorities and finally used in the restoration work along with the valuable Tallon studio.

4 Conclusion

*Ubisoft* has donated €500,000 for the restoration of the cathedral and offered the game for free on digital platforms from 17 to 25 April. The authorities have not yet confirmed what the plan for the restoration of the cathedral will look like, they have only held a competition for experts to contribute their personal projects. The architect and topographer John Burton, in an interview with *CNN*, said: "We don't want to build a replica of
Notre Dame to look like what it looked like 800 years ago. We want to respect the fact that it was in a fire and leave traces of that, it's all part of the building's history" (Holland, 2019, p. 28) [5].

Whether Notre Dame's original design will be respected or not is a question yet to be confirmed. French President Emmanuel Macron initially stated that Notre Dame would be restored in five years, a view that has clashed with the most favourable forecasts of experts who estimate that this process could take between 10 and 15 years.

With this case, the possibility has been put on the table that a three-dimensional design of a historic building originally created for a video game could play the role of a graphic document that could help restore the building or simply preserve and archive that work as part of the digital heritage.

It has not yet been confirmed that Ubisoft's design, together with Tallon's rigorous work, will be used as a reference document for restoration, but the fact that this possibility has been considered may open up new horizons for the video game industry.

From now on, new unknowns and hypotheses are opened that are still pending study, such as, for example, the development of the Notre Dame restoration or the direct implementation of laser scanning equipment in the development of videogames. Perhaps in the near future, the three-dimensional architectural models used in videogames of these characteristics will become a source to be taken into account by architectural studies that involve a restoration, a reconstruction or even the elaboration of a digital archive where all this historical heritage can be stored so that it can be rescued later in an effort to follow in the wake of such ambitious projects as the "Memory of the World" carried out since 1992 by Unesco.

References:
Abstract: This project has two fundamental objectives. The first is to understand the success of the Instagram Stories, looking for precedents and competitors, delving into research that studies the perfect times of attention to audiovisual products. The second is to validate or refute the data obtained in that previous longitudinal and multidisciplinary bibliographical research, with the specific case of Communication students of the Complutense University of Madrid. It will be achieved through a survey and a focus group, where young people, aged 18 to 23, value why they use stories, why they follow the stories of acquaintances, friends or celebrities, or what similarities and differences they perceive or attribute to Instagram in front of YouTube or other networks of mini-videos or audiovisual pills.

Key–Words: Instagram – YouTube – Instagram stories – Short videos – Audiovisual consumption

1 Introduction

Instagram is the third social network with the most users in the world, only after Facebook and YouTube. In Spain, it is the second social network with more users, only after Facebook, and the one with the most development since its creation. It is estimated that it has more than 15 million active Spanish users, at the end of 2018 (The Social Media Family, 2019) [1]. In 2017, it grew by 35.41% compared to the previous year; while Twitter only rose by 8.8% and Facebook fell by 4.16% of users. In addition, it is the favorite network of millennials: 65% of its users are under 39 years old and 54% are women and 46% are men (The Social Media Family, 2018) [1].

The application was created and developed by Kevin Systrom and Mike Krieger (Chen, 2017) [2]. The first was born in 1983, in Holliston, Massachusetts, United States, and graduated in Engineering, in 2006, from Stanford University. The second was born in 1986, in São Paulo, Brazil, and coincided with Systrom in the university, since he graduated in 2008, in Symbolic Systems, an original Stanford program, which combines Computer Engineering, Linguistics, Philosophy and Psychology. Together they launched their proposal on October 6, 2010, in the Apple App Store. Its first logo honored Kodak Instamatic camera and the Polaroid and only allowed to share photos in square format. However, the 2017 update allowed uploading photographs in different formats. Besides, the filters, also free, give almost professional and personalized finish to the entire images stand out (Borges-Rey, 2015 [3]; Choi and Lewallen, 2017 [4]; Poulsen, 2018 [5]).

In January 2011, he introduced another vital change. Following the wake of Twitter, he encouraged his users to describe their photos with hashtags or labels. One year later, in April 2012, Facebook acquired Instagram for 1,000 million dollars, and it became property of Mark Zuckerberg’s company (Cummings, 2016 [6]; Visa, Serés and Soto, 2018 [7]). Since May 2, 2013, the application gives the possibility to tag people, brands and places, and launch the same publication, in both social networks, at the same time (Moreno, 2018) [8].

In July of 2017, Instagram published the official data of 700 million users around the world. Its previous data were from December 2016, where he had 600 million users. This growth is considered vertiginous and unprecedented. In fact, the number of consumers could be greater than the number published, because they only compute the assets. Those active users are who uploaded a photo or a comment, at least, in the last 30 days prior to the official report.

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Instagram is a simple social network, very visual, that offers to upload photos and comment them, videos of less than a minute, or Instagram Stories, mini videos of up to 10 seconds that are deleted at 24 hours, automatically. For the success of the stories, in June 2018, Instagram TV (IGTV) was launched, and allows videos to be uploaded for up to 10 minutes, or up to 60 minutes, if it is a verified account. This software, also
free, has become a direct competition of YouTube, the social video network, owned by Google, which does not have such a strict limitation in the minutes of the shared audiovisual content.

2 Problem Formulation

This project has two fundamental objectives. The first is to understand the success of the Instagram Stories, looking for precedents and competitors, delving into research that studies the perfect times of attention to audiovisual products. The second is to validate or refute the data obtained in that previous longitudinal and multidisciplinary bibliographical research, with the specific case of Communication students of the Complutense University of Madrid. It will be achieved through a survey and a focus group, where young people, aged 18 to 23, value why they use stories, why they follow the stories of acquaintances, friends or celebrities, or what similarities and differences they perceive or attribute to Instagram in front of YouTube or other networks of mini-videos or audiovisual pills.

The first step gathers part of the previous research work and the elaboration of a thesaurus of high impact academic works, of a competitive project in which this paper is framed: Cultural Produsage in social networks: industry, popular consumption and audiovisual literacy of the Spanish youth (reference FEM2017-83302-C3-3-P). R&D Project of the State Program for the Promotion of Scientific and Technical Research of Excellence 2018-2022, Ministry of Economy, Industry and Competitiveness. This project is made up of researchers from Complutense University of Madrid, University Rovira i Virgili and University of Malaga.

The second stage is carried out at the Complutense University of Madrid, with students from the Degrees of Communication from the Faculty of Information Sciences: Degree in Audiovisual Communication, Degree in Journalism and Degree in Advertising and Public Relations. Thanks to the election of Career and University for open district policy, the students come from all the Spanish autonomous communities, have different socio-economic levels, and cover an age of 18 to 23 years. Through a digital survey, it is expected to obtain at least 100 valid and representative complete surveys. And of those 100 people enrolled, a focus group with 8-10 students will be held in a two-hour session.

3 Problem Solution

In response to the main objectives of the research, the problem solution must look for why Spanish young people use the stories of Instagram, why they follow the stories of acquaintances, friends or celebrities, or what similarities and differences they perceive or attribute to Instagram in front of YouTube or other networks of mini-videos or audiovisual pills. The search of the answers to these questions is vital to know and understand why young people flee from long videos, why it has been able to diminish their capacity of attention and attraction as they increase the minutes of viewing and in definitive, why this communication triumphs in a fast, fleeting and almost disposable leisure that leaves no trace.

4 Conclusion

Instagram ranks third in social networks worldwide, but in Spain, it is the favorite of millennials, or young people, born since 1981. Multiple studies deepen and criticize how the attention of young people decreases in traditional audiovisual consumption. They see fewer films and watch more television series, in the times and forms they set. In their social networks, they have made a new short video paradigm triumph, which self-destructs at 24 hours, without leaving a trace, and which is more successful than the still photos. These mini-videos, called Instagram Stories or Instastories, attract attention because in their simplicity, they represent a greeting, a basic interaction, a return to shorter communication between two people. However, the variety of Instagram filters and tools adorn and embellish these stories, and the simplest storytelling triumphs, when we want to show ourselves or want to feel part of the daily life of others. It is understandable that YouTube and other social networks advocate for short videos, even when the saturation is more than expected and the young respondents prefer to be informed only on a single platform.

References:


Popular Music in Television Series: Audiovisual Representation, Musical Communication, and African-American Culture

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Abstract: This paper contributes to the evolving connections between communication studies and musicology through the analysis of popular music in contemporary television series. It mainly focuses on prestigious series of the third golden age of television, and seeks to identify the textual and pragmatic uses of popular music within the audiovisual field. After a contextualisation about the topic, I propose an approach to the African-American tradition based on historic genres such as jazz, blues, gospel, soul and hip hop. Examining Boardwalk Empire (HBO, 2010-2014) and Treme (HBO, 2002-2008) as significant case studies, I analyse the use of music genres and the way in which the sounds and the musicians are located in different moments, situations and social worlds of the represented universes. Thus, focusing on setting, dialogue, intertextuality and associations between music and place, I hope to reveal the central importance of music scenes and genre worlds in the audiovisual narrative of television series. Ultimately, the paper posits new examples and methodological perspectives in order to contribute to teaching innovation and new research developments in communication, musicology, popular music and cultural studies.

Key Words: Popular music – Television series – Audiovisual representation – Musical communication – African-American culture

1 Introduction
This paper explores musical communication processes by interrogating the relationship between popular music and television series in the 21st century. It mainly focuses on prestigious quality series framed within the third golden age of television [1]. The aim is to analyse the textual and pragmatic uses of popular music in order to examine the representation of music genres within the audiovisual field. What places does popular music occupy in television series? What type of strategies are used? Drawing on the traditions of semiotics, literary and cultural studies, I address the concept of genre in relation to both its textual and pragmatic aspects. I assume a broad notion of text, which includes written, verbal, visual, audio-visual, musical texts, etc. In addition, following the pragmatic tradition related to Charles Sanders Peirce, one of the founders of modern semiotics [2], this paper approaches the study of popular music in series by paying particular attention to the importance of contexts, situations, sociocultural processes and effects within communication. This approach may be related to concepts such as music scenes, genre worlds, and music worlds.

In the first place, I propose a contextualisation about the musical communication that is characteristic of television series. Thus, I refer to a variety of examples that stand out for its remarkable soundtracks. Then I examine two case studies in depth: Boardwalk Empire (Terence Winter, HBO, 2010-2014) and Treme (David Simon, HBO, 2002-2008). Boardwalk Empire is set in Atlantic City, New Jersey, during the Prohibition era (1920-) and Treme is set in New Orleans, Louisiana, during the period after Hurricane Katrina (2005-). The study of the first series leads us to the representation of African-American culture through jazz, blues and spiritual songs in a context of racial segregation. As for Treme, it exposes the central importance of popular music in the representation of urban cultural identity, particularly in the processes of overcoming catastrophe and celebrating everyday life. Through several examples, I identify a variety of musical and sociocultural expressions, including the traditional “second line” street parades, traditional jazz, modern jazz, rhythm & blues, hip hop, and symphonic music.

2 Problem Formulation
Television series have become a key place for discovering new music, songs and bands, and this process has been intensified by the consolidation of digital technologies. The account of producer George Pelecanos about
the development of The Wire’s soundtrack includes insightful details in this respect: “We have no trouble finding willing musicians. A walk through the writer’s office reveals stacks of CDs on desktops, sent in by bands and artists trying to get their tracks onscreen. The initiative has paid off for many of them” [3]. Online platforms such as YouTube and Spotify make an intensive use of musical suggestions based on algorithms, and some of the comments made by users in YouTube illustrate the intertextual connections between television series and popular music. Consider, for example, the relationship between the television series The Deuce (David Simon and George Pelecanos, HBO, 2017-) and soul music. If one searches in YouTube the opening theme for Season 1 –“(Don’t Worry) If There’s a Hell Below We’re All Going To Go” by soul artist Curtis Mayfield–, the comments by users include an explicit mention to The Deuce –a new type of canonical statement that is also commonly found in many other series and artists: “The Deuce brought me here.” Furthermore, there is a discussion about the change of opening theme in Season 2 based on its historical accuracy. Therefore, the comments sections may be seen as an online discussion forum for fans. These forms of media consumption allow us to appreciate the ways in which one text lead to another text, displaying complex intertextual networks that playfully challenge the readers’ competence and knowledge about a given topic or tradition. Applications like Shazam are also particularly relevant when speaking about popular music in television series, as they allow the interactive recognition of songs in real time.

3 Problem Solution

This approach to the study of contemporary television series as musical communication places is based on two criteria. First, the selection focuses on North American series recognised as quality series by critics, media and audiences. The so-called third golden age of television started around the 1990s with the development of cable television, and it has continued to evolve to this day –an era marked by the rise of digital technology and television platforms. Generalist series seek to address the widest possible family audience, and therefore they have been traditionally forced to assume more limits in order to combine a variety of interests. In contrast, quality series from this era have been able to develop more specialised projects, and to transgress certain conventions of generalist television in their search for originality and innovation. The showrunner David Simon, creator of series such as The Corner, The Wire, Treme, and The Deuce, has expressed his dislike with the conventional construction of the average reader within traditional media: “I was told to write for the average reader in my newspaper life. … He knows nothing and he needs everything explained to him right away, so that exposition becomes this incredible, story-killing burden. I decided to write for the people living the event, the people in that very world” [4]. The second selection criterion is the degree in which a given series relates to African-American musical expressions such as blues, jazz, soul/funk, and hip-hop. This decision is based on my main research lines and publications within communication and popular music studies, particularly in relation to blue and jazz [5]. Furthermore, it contributes to the studies interested in the representation of African-American music, culture and community in film and television [6].

4 Conclusion

This paper explores the visual imaginary of popular music. In words of the celebrated Spanish writer Manuel Vázquez Montalbán, “song is a practically audiovisual means of communication, as it is rarely dissociated from its performer” [7]. In fact, songs are associated to the multiple images that accompany music and music listening, and they also provoke further images associated to different experiences, emotions and feelings. Thus the audiovisual imaginary of popular music encompasses a variety of images of the performers, artwork from records, videoclips, social media posts, films, television series, advertisements, etc. By presenting the early 20th century music world of the Onyx Club –a black club for whites, similar to the famous Cotton Club in New York–, Boardwalk Empire contributes to the contemporary discussion about “black music in white America” [8]. The analysis of season 4 reveals an emphasis on blackness, exoticism and primitivism within the entertainment club context. The emergence of classic blues, incarnated by singer Daughtier Maitland (Margot Bingham) within an atmosphere of commercial traditional jazz and urban sophistication, proves controversial for the black owner due to the inclusion of everyday life concerns, laments and existentialist reflections in the song’s narratives. As for Treme, it showcases multiple faces of New Orleans music scene, including music in the streets, at clubs, studios, private houses, and funerals. In different ways, it illustrates the importance of popular music in the construction of identities and life stories, as well as in developing a sense of place and home that is intimately tied to cultural diversity and everyday life celebration.
The analysis of the different scenes and meaning-making processes takes us to the conclusion that the two case studies are characterised by a commitment to historical, sociocultural and stylistic verisimilitude, as well as to a high degree of realism within fiction. *Boardwalk Empire* and *Treme* are distinctive television series because they closely follow certain musicians, and they place the viewers in places that they do not normally access (dressing rooms, rehearsals, negotiations, intimate spaces...). In this regard, they offer access to the “backroom,” to the daily and collective construction of music scenes, and they strategically approach the culture, memory and experience of the ideal receiver. Consider, for instance, the ways in which *Boardwalk Empire* and *Treme* refer to, reinterpret and reinvigorate significant works and lives of historic musicians from the evolving jazz and blues traditions; “St. Louis Blues” (Bessie Smith, 1925), “Eagle Rock Me Papa” (Sara Martin, 1924), and “Farewell Daddy Blues” (Ma Rainey, 1924), on the one hand; and “Stagger Lee” (Lloyd Price, 1959), “Go to the Mardi Gras” (Professor Longhair, 1959), and “Fly Me to the Moon” (Bart Howard, 1954), on the other. Musical communication through television series is particularly effective when music and narrative inform and contest each other, favouring emotion, identification and aesthetic pleasure. Furthermore, seriality favours repetition, intensification and familiarity with narration and with its particular style of music. Within the fictional universe of television series, musical communication tends to establish an intimate atmosphere and bond with a specialised audience, whose loyalty is consciously sought through sound, live music, repertoires, mentions and appearances onscreen of real musicians.

**References**


Technology versus acting in animation

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Abstract: Technological tools make the work of creating 3D animation easily accessible to anyone. Creativity moves toward acting, converting characters into believable figures for their emotions and feeling.

Key – Words: 3D Animation – Acting – Software – Technology – Drawing

1 Introduction

For decades, animation has been based on the knowledge of basic drawing techniques, movement, rhythm and later the use of semi-complex computer tools that recreate a real world using unreal regulations. The dictatorship of the twelve animation principles by the pioneers in Disney are still in effect, making us believe that this is the behavior an animated character should have. All of the animation schools use these twelve principles as a base, highlighting movement as a reflection of reality, movement as imitation, yet still conforming to the specific physical laws of animation. Years ago, the Professor of Drawing at the Polytechnic University in Valencia, Carmen Lloret [1], established the bases for the analysis of movement as a synthesis, demonstrating that animation as an artistic technique, traditional animation, covers a wide field, far from the reflection of reality.

On the other hand, 3D has become the identifying technique of commercial animation. Not long ago, the tools to develop 3D animation were only available to a select few due to their high cost with respect to both hardware and software. Currently, anyone can use this type of technology, especially when developed with Creative Commons licenses, who currently define what animation is.

Animation as a reflection of reality began with the first black and white short films. Winsor McCay in “The Little Nemo” developed the first humanlike characters that moved along a white space, without force, gravity or emotion. The same occurred with Otto Messmer and “Felix the Cat”, until Disney, "supplied/provided" his first characters, who didn’t need to speak in order to express their emotions. To achieve this, actors gestured in a rather exaggerated way so that the artists could capture the essence of their movement. Later, they were recorded so that the photogram could be frozen and translated to paper. This act of copying was called rotoscoping, giving the appearance of artistic technique to what was no more than a repetitive act lacking creativity.

3D animation has come up with its own "roto-scoping": mocap or movement capture. In a spacious room, a group of cameras arranged around an actor, record the positions of the reflective devices on him. Later, a certain software is able to project each of these points on a 3D character and recreate the movement of the human actor. At this point in the technical evolution is when we ask ourselves what value can now be placed on animation, making it human and credible. Acting as the psychological development of characters and the movement linked to this behavior have become the axis of creation in animation.

2 Problem Formulation

Firstly, we would like to demonstrate that technology has made acting the focus of the animation process. Acting as a discipline started at the end of the last century with Ed Hooks [2], a theatrical professional that applied his knowledge to animation. It is based on the connections between thought and movement and his theories have served as a base for different schools that are emerging to cover deficits shown by animators and demanded by producers. A good animator is no longer someone who knows how to draw well or manage a program, but rather one who knows how to express emotions using artistic techniques.

To do this, we have to analyze the free software available to animators so that they can translate their acting knowledge to the screen. All 3D animation is based on two parts: a mesh netting that models the character, giving it its appearance and a skeleton that allows for its movement. In this field, the combination made up of Blender, MakeHuman and Mixamo cover all the necessities that a 3D animator may require. First, free
software is becoming an essential tool for animation, not only in 3D, but also in 2D, video editing and special effects. The developers are constantly offering new plugins that surprise animators and make their work easier. MakeHuman, another free software, offers the possibility of creating any character that we need in such an intuitive way, making the ease of it surprising. Finally, Mixamo, from Adobe, which is free, offers captured movements that can be applied to any character, even creating the skeleton. The combination of these three tools allows us to create any type of animation. We can create a character with Makehuman, work on it with Blender to adapt it to our needs and provide it with a skeleton and basic movement with Mixamo. Additionally, there are platforms such as that of the University Carnegie Mellon [3] with a data base of more than 2,500 human movement captures, facilitating the animation process. However, animation requires us to breathe life and emotion into it.

Thus, on one hand, these new tools allow for us to create the animation structure, characters that coldly move about the set; and on the other hand, acting provides life to these robots and converts animation into art.

3 Problem Solution

3D animation has greatly developed since the 1980’s. Its main objective was to look like reality, create characters with humanlike skin, hair that moved like human hair and eyes that shone in a way that made us unsure if what we were seeing was real or not. This goal has been achieved and the question that animators ask themselves is where animation is going. Roberto Cueto [4] introduces a few keys about the future of animation, but the book by Wells and Hardstaff [5] tries to replace animation as a means of communication. Undoubtedly, new discussions have arisen about where current animation is going once the technical capacity that limited its production is surpassed. It seems that the message replaces the communicative means.

On the other hand, the debate between traditional animation versus experimental animation, imitative movement versus synthesis movement opens new lines of investigation about this particular art. In 2015, Pixar released “Inside Out”, a film on human feelings, independent of the literal story, about a girl that is not prepared to move. The analysis offered on human feelings is connected to the way in which they are modeled. Paul Ekman [6] advised animators about facial muscles and body positions that humans use to emphasize a mood or an emotion.

The animator is an actor that wants the audience to empathize with his character; the knowledge of how feelings and the body are connected is essential for animation today. All thought should give way to a concrete and identifiable action, making our character credible. Credibility and empathy are keys in this new animation focus.

4 Conclusion

The new tools available to animators and all the development involved in what makes hybrid animation, mixing programs to achieve what we are looking for, has freed us from all the tedious or mechanical tasks that took up the majority of the creative time. At this point, acting is an ingenious formula to take our animation to the target audience.

References:
Prototype of augmented reality based on markers in the educational scope

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Abstract: In recent years, the rapid advancement of technology has led to the increasingly frequent use of all types of mobile devices, and its use is now a common way of communication and access to information from anywhere, making the user more and more demanding in the quantity, quality, ease of access and presentation in real time of the information that is offered through these devices. The interest in approaching this augmented reality project is due to the new ways that the individual has to interact with their environment, using emerging technologies. Especially mobile technologies that give it ubiquity, this being a tool that allows a better perception and interaction with the real world, showing information to the user that can not detect directly with their own senses. The augmented reality has been entering more and more into the field of Educational Technology. There are many applications that can be given to exploit the benefits it offers especially to learning environments. It is important to take advantage of the fact that many of the students have technological devices that can be used not only as entertainment but also for educational purposes. This paper describes the ongoing research on how to apply augmented reality based on markers for educational environments, with the aim of creating a prototype using only free use frameworks. For the development of this project it was decided to use the methodology of Evolutionary Development Model, since it was worked in an iterative and incremental way. As a result of the implementation of this technology, a functional prototype was obtained for the recognition of 3D objects that shows the application of augmented reality as an emerging technology and that has a great future in the educational field. However, the degrees of complexity depend on the type of technologies used since there is currently a wide variety, but for educational institutions it is always better to use free tools.


1 Introduction

Augmented reality is defined as virtual objects or annotations that can be superimposed on the real world as if they really existed [1].

Nowadays augmented reality offers diverse possibilities of interaction that can be exploited in different contexts and especially in the educational context, this one is in charge of studying the techniques that allow to integrate in real time digital content with the real world, taking charge of building and aligning virtual objects that are integrated into a real scenario.

Research and implementation of new technologies is a prevailing need to allow the advancement of knowledge and thus strengthen technological education and the best social use of these resources to raise the quality of life of society. "There have been numerous studies that suggest that augmented reality reinforces learning and increases the motivation to learn" [2].

The learning environments are favorable spaces to implement this type of augmented reality technology since they offer the student educational resources at their fingertips that motivate them to continue discovering, assimilating, knowing and learning in a playful way, with which they can get to develop new skills and abilities.

This document presents the description of the prototype of Augmented Reality Based on Markers. The experience integrates many technical aspects involved with the Technology of Augmented Reality with the desire to use this technology for educational purposes.

The development of the Augmented Reality prototype is based on free use frameworks. The application has the following characteristics [3]:

Combination of virtual and real elements. The digital information will be combined with reality.

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Real-time processing. Both the objects that must be tracked and the information about them must be provided in real time.

3D records. The real and virtual objects are registered and aligned geometrically between them and within the space to give them spatial coherence.

The challenge of augmented reality technology is to be accessible to everyone in any place, thus forming part of daily life, that is why the interest of the Universidad Tecnológica de Tecámac (UTTEC) is to implement this technology as one more tool of knowledge for the students of Information and Communication Technologies.

2 Problem Formulation

The augmented reality is a technology still in the process of development being this one of recent application, but at the same time with the rapid advance of other technologies on which it is sustained, especially in hardware such as the replacement of PCs by mobile devices, better management of 2D and 3D graphics, faster processing speed, GPS positioning systems, image recognition, internet access from anywhere, visualization systems with better resolution, its development and application is increasingly used, especially in mobile devices, which are of great use today. In the development of mobile technology all this type of hardware has been incorporated, which already comes from the factory and so the user does not need to buy additional elements which has allowed the cost to decrease and be more accessible for anyone [4].

At present there are several options for the development of applications of augmented reality that range from simple software that with just a few clicks and with resources taken from the network allow to create an experience of this type without the need to program anything, although with many limitations, there are Some frameworks that allow faster development of augmented reality, but allow more options and customization by developers to those libraries that are added to various programming languages such as C #, C ++, Android or Java, where the programmer arms everything The environment to create your own RA application and can be created on any operating system such as Windows, Linux or Mac OS X. Besides getting implemented in various operating systems, especially mobile devices, such as Symbian OS, Windows Mobile, iPhone OS or Android.

In the case of the UTTEC according to a survey applied, currently 94.3% of the students of Information and Communication Technologies have a Smartphone, however they do not exploit it for educational purposes but rather for recreational purposes, that is why it is proposed the development of this project to make available to students this type of platform that contributes to their teaching-learning process.

3 Problem Solution

The BuildIT application of HITLabNz was chosen for the initial prototype design, which provides an intuitive graphical user interface, as well as being a free version, to show how an augmented reality application works. The first prototype generated will focus on creating markers to represent in 3D images of animal dinosaurs now extinct.

Subsequently the construction of the prototype began, starting with the specifications for the construction of a marker, the frame of reference indicates that the pattern must have a measurement of 8 cm. x 8 cm. and an internal thickness of 2 cm. on the side, with a black background. The pattern should be black and enter within a space of 4cm. x 4 cm., the space that surrounds it must be white [5]. Each marker must have a different pattern. In order for BuildAR to recognize them and create the marker, they must be saved as a 16-bit color image file in .bmp format. Fig. 1 shows some generated markers.

Fig. 1 Printed markers
Then the obtaining and / or creation of 3D models was made. To ensure that the 3D model is shown by the application, it must be ensured that it uses any of the formats recognized by it. BuildAR suggests the creation of models in .IVE format that are the native files of OpenSceneGraph, however it can work with another series of formats. Fig. 2 shows the live view of a video captured by the webcam and the 3D models that will be displayed in real time.

Fig. 2 Live view

Another important point of this prototype was to move, rotate and scale the models, generally it is necessary to adjust the way in which the 3D model appears in the marker, such as position, size and rotation. Fig. 3 shows how this process looks.

Fig. 3 Rotation, scale and Position
These steps were repeated to add more markers and 3D objects to the augmented reality scene. They were immediately saved and loaded into the augmented reality scene in an XML file.

4 Conclusion

Currently, there is very little documented and certified information regarding the issue of augmented reality, in addition to being in some cases already obsolete due to the rapid advance that this technology has had in the last decade, and due to the number of variants that exist for the development and use of it [6].

The initial prototype based on markers, shows an example of the scope of augmented reality within the scope of ICT and education, since it consists of a visualization of scenes of 3D models by means of a recognition of markers using an application created specifically for this purpose and that can be integrated very well into different learning environments.

This paper describes the development process followed for the prototype of augmented reality and shows the scope and usefulness of this technology that is currently in full growth and which is having significant progress every day thanks to the change and improvement of all the elements on which it is based for its elaboration.

On the other hand, the objective of applying augmented reality based on markers for educational environments was achieved, with the aim of creating a prototype using only free use frameworks. For educational institutions that do not have much budget this is an important alternative that will allow them to apply this technology and make it available to their students.

It is suggested that for the next stage of the prototype of augmented reality elements of audio and animation be integrated to give more realism to the 3D graphics that are made by generating applications that are portable in different operating systems.

References:


Metarradio within the liquid media ecosystem

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Abstract: The continuous technological innovation that is making up and modelling a communicative ecosystem in continuous transformation, change and redefinition state. An environment in which solid and non-changeable elements are preserved and that gives the necessary security so as to provide continuity to traditional communicative processes, but that is subjected to a big volatility generated as a consequence of the technological disruption. This context influence the adaptation of the different means of communication to the new spaces’ features and new communicative uses that have been developing, having to create a necessary convergence process with the new channels, platforms, devices and users’ consumption. It is under this scenery where “metarradio” is subscribed, where we conceptualize it as a new evolutionary paradigm of the radio media, which is subjected to a continuous mediamorphosis process so as to adapt itself to the new current communicative models. An scenery in where the consumption of contents seems incidental, brief, ephemeral, asynchronous and omnipresent, where “metarradio” develop its ability to adapt to the new production, distribution and consumption rules of contents throughout a convergent process between internet, mobile telephony and the social media. This is the perfect scenery in order to attract young audiences that are not used to the traditional radio proposal.

Key–Words: Metarradio – Liquid media – Podcast – Mobile radio – Radio online

1 Introduction

Means of communication have been continuously changing along the last decades as a consequence of the emergence of new technologies and its social appropriation. Without any doubt, this adaptation process to the new communicative reality means a vital challenge on part of the companies that are managing the media and for the professionals who are in charge of dealing with the new production tools and distribution of contents, design and functionalities of the new platforms and distribution channels, the new narratives which are available in order to tell stories, and above all, the new uses and consumption of users.

Immersed within this mediamorphosis, regarding Ortiz-Sobrino [1], radio has developed a vital process of adaptation to the new communicative context, where the streaming, the podcasting, and the mobile apps, make up the real innovations within the convergence of the new radio media with internet, mobile telephony or social networks. Technologies that, in turn, have gone far beyond the traditional time-space boundaries of the radio that have been produced as a consequence of the radio-electric space limits.

By this way, radio acquires a new dimension that affects all its elements and communicative processes that make necessary a new conceptual support able to bind all the length of the current model together. Different authors have highlighted some of the characteristics of this new ecosystem. The convergence between radio and Internet has been thoroughly described by Cebrián [2] as “ciberradio”; Ortiz-Sobrino & López [3] with the social media – “radio 3.0”-; Cebrián y Videla-Rodríguez & Piñero-Otero [4] with telephony and mobile apps – “mobile radio”-, Palazio [5] with media supports – “radiovision”-. Furthermore, we underline the concept of “hybrid radio” as an amalgam between broadcast and broadband.

On the other hand, as mentioned in previous works, we suggest “metarradio” as a concept that evolves all the communicative and expressive elements of the new radio model. We understand “metarradio” as the radio communicative paradigm that goes beyond the traditional hertzian broadcasts and that expands through new channels, supports and platforms creating a global communicative environment, just accessible by an ubiquitous way through multiple devices, that breaks the synchronic supremacy so as to provide an individualized access to the contents, prevailing the sonorous expression but influenced and supplemented with the possibility to include textual and visual elements, and using new narratives and formats thanks to the multiple possibilities of interaction and participation of the audience [6].
We are facing a new communicative reality that is in continuous evolutionary, redefinition and characterization state, established in the structure and prevailing dynamics of the traditional radio but technically transformed into a new paradigm in which new production, expression, distribution and content consumption models are generated, as well as new participation ways of the audience in each of these processes.

Cerezo[7] states that traditional media face the challenge of “adapting its facilities and processes to the current digital ecosystem, uncertain, changeable and which profitability is lower than they were normally used to”. In this sense, the native digital media (“liquid media” or customer media according to Cerezo), since its origin, has its infrastructures and processes adapted to the current volatile ecosystem, with a prominent mobile, social and global essence.

A scenery where, according to Noguera [8], the location notions, authorship or frequency lose their relevance. In fact, liquid media are distinguished for “its ability to transform the informative product into a flow that allows the movement of its content through those channels and platforms where the main characters aren’t the communication professionals”. An informative flow that, regarding Noguera, is subjected to an ephemeral consumption on part of the new users that are constantly changing their media, channels and platforms, and who come across with random information, specially, taking not only their friends’ social recommendation as a starting point and also the ability of the media to make it viral within the social networks.

2 Problem Formulation

The main purpose of this article is that of identifying and analysing the main features of the new radio paradigm defined as “metarradio” in the context of the current liquid communicative ecosystem, ephemeral and volatile. The ability to change and to adapt to the radio media comprises an important value that facilitates its convergence with the new and changeable communicative environments, but keeping the basic elements that support, give strength and continuity to the radio project. Consequently, we are trying to determine the new radio ecosystem that adapts to the communicative uses of the younger audiences that had lost the media in its traditional setting.

3 Problem Solution

The main results verify a new radio model in which the resounding offer of new generation (podcast), the enrichment of the expressive resources (media), the multiplatform distribution, the incidental consumption and the inputs that proceed from the social networks, make up some basic elements around which the communicative design of “metarradio” revolve.

4 Conclusion

“Metarradio” make up a new radio media paradigm able to describe and bind the main elements and features that comprise the current means of communication ecosystem together. The convergence of the radio with the different formats, channels and platforms has provided media with important communicative possibilities able to give them the necessary importance so as to transform them and acquire a current dimension. “Metarradio” is able to motivate younger and technological audiences that demand a more instant consumption of contents, with instant access at any moment and from any location desired through mobile devices, and with the ability to socialise contents.

References:


Spanish Female Science Popularizers profile: YouTube

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Abstract: The aim of this research was to analyse the use which the Spanish female science popularizers make of one of the main audio-visual platforms: YouTube. In particular, our purpose was to set the typology (age, education, starting point, styles, number of subscribers, etc.) of a group of female YouTubers, who were chosen according to a series of standards, and compare the results obtained to their male equivalents. Additionally, we consider to bring to light their channel’s topics and strategies to become famous YouTubers.

Key – Words: YouTube – Female youtubers – Science – New Narratives – Science Communication

1 Introduction

YouTube has become in the last few years a reference media for science dissemination and popularization, especially between youths. According to the ‘IX Social Perception of Science’, the last report of the series carried out by the Spanish Foundation for Science and Technology (FECYT, 2018) [1], Internet is consolidating as a means for getting informed about science and technology (63,4 %), following TV (75, 70%). Also, videos are the second most used source to search scientific information on the Internet (39, 2%), getting closer to social media (48, 1%). In addition, it is especially remarkable that more than 50 % of the survey respondents aged 15-34 use videos to search for these topics on the Internet.

In the same way, this survey also shows that science interest level changes according to gender patterns. Indeed, male public interested in science topics represents 63,3 % compared to 60,3 % of female public.

Therefore, this study arised with the objective of analysing the role that the female science popularizers play in YouTube in a national level. Hence the results obtained from this analysis would prove that female YouTubers could be role models for other women, who would then increase their interest in science, as well as for the general public.

With the analysis and description of several female science popularizers, this paper aims to contextualize the revolution of YouTube as a means for science communication and highlight its narrative potential to encourage the growth of scientific culture in the current society.

2 Problem Formulation

In addition to more academic and conventional science popularization, it is necessary to employ new technologies and its huge irruption in society in order to transmit the scientific knowledge. Internet has allowed to configure a global village (Mcluhan, 1968) [2] with which to reach a more diverse and varied public in a ubiquitous and timeless way. Practically, every person has access to these technologies. As Galeano points out (2018, quoted in Roca y Vera, 2019), 54 % of the global population had access to the Internet in 2018. Furthermore, YouTube favours the creation of non-restricted content at not determined times, while TV and cinema do not. Therefore, as Roca y Vera (2019) [3] emphasise, platforms like YouTube represent an innovative format as to develop science popularization initiatives.

With the purpose of raising awareness of the emerging movement of women who have decided to popularize science using YouTube as a channel to spread knowledge since 2017, we developed a mixed cut study: quantitative and qualitative, with the goal of offering a wide panorama of the Spanish female YouTubers profile who coexist in the digital ecosystem.

In order to design the corpus of the research, we started from the idea that the presence of female science popularizers channels on YouTube had less impact than those of men, and that mainly users aged 20-35 are behind their production and consumption.

As the object of this study was to establish the profile of women who use YouTube as a means for science dissemination at a national scale, we considered to set the typology (age, education, starting point, number of
subscribers, etc.) of several YouTubers, selected according to a series of standards, and compare the results obtained to their male equivalents. Furthermore, we analysed their channels’ topics and the strategies they used.

Among the criteria that allowed the selection of female science popularizers, we highlight: that they had the largest number of subscribers, that they had uploaded a minimum of at least five videos on their channel, that the topics treated on their channels were mainly related to science and technology, and that they were active at the moment of this research.

The present research was carried out according to the quantitative data obtained from the popularizers’ channels, from the content analysis of their videos and the accomplishment of a survey to every one of the seven YouTubers who took part of our final sample.

Firstly, we explored YouTube to select the women who would conform the sample based on the aforementioned criteria. Then, with the aid of scientific literature, the content of the analysis was defined, that is, science dissemination through new platforms, and it was compared to the specific data revealed by the survey ‘IX Social Perception of Science’ carried out in Spain by the Spanish Foundation for Science and Technology (FECYT, 2018) [4].

Afterwards, using the descriptive and analytic method of the topics and strategies of their channels, their profile was determined. Finally, data was collected through a survey made to the female popularizers to match the profile with the obtained data.

3 Problem Solution

After analysing the Spanish YouTube channels on science and, together with the surveys distributed among the selected sample, it has been possible to determine the general profile of the science popularizer in Spain.

According to the established criteria and after the analysis of all the channels, the seven women who were taken as a sample are: Patricia Tezanos (Antroporama, 326,060 subscribers), Rocío Vidal (La gata de Schrödinger, 210,600 subscribers), Deborah García Bello (DeborahCiencia, 27,145 subscribers), Sandra Ortonobos (Hiperactina, 16,472 subscribers), Laura M. Parro (Viajando por Planetas, 12,237 subscribers), Anna Morales (SizeMatters, 4,432 subscribers) and Nieves González (Sábados Culturetas, 3,751 subscribers).

Other channels are out of this sample for not meeting the required parameters, such as the number of videos on scientific topics developed by Ter de Ester, (446,741 subscribers) or the minimum number of videos required, as was the case of Inés Dawson's Unstable (5,501 subscribers).

As a result, most of these women, with an average age between 25 and 30, have studied science, joined science later than men, are younger and have fewer followers than men. In addition, most of these YouTubers reside in large Spanish capitals, predominantly Barcelona and Madrid. In the same way, as for the priority topics which they talk about in these channels, the analysed science popularizers present a greater variety of subjects than men do, which allows them a greater link to questions of more social importance.

In this sense, the topics which are most repeated in the channels are neuroscience, the fight against pseudoscience and health. On the contrary, they hardly deal with issues of technology and IT. Also, most have some kind of video challenge and feminist content.

Similarly, six out of seven have been founded since 2017, with the exception of Nieves González, who launched it in 2012. The average length of the videos is 9 minutes, with Gata de Schrödinger leading the average (12.45 min.).

In terms of format, videoblog and monologue stand out as the main narrative format for transmitting knowledge. It is precisely the storytelling the key to success of the most popular videos, even over their
technical aspects (Muñoz Morcillo, Jesús & Czurda, Klemens & Trotha, Caroline, 2015). Nieves González stands as the only YouTuber who introduces the interview as a disseminative medium. In addition, all of them have social networks as support to spread their production on YouTube, throughout the transmedia narrative, with Instagram and Twitter being the most demanded.

Focusing on the number of followers of each science popularizer, we can observe that the difference between the first and the last one is really significant. While Antroporama surpasses 300,000 subscribers, Sábados Culturetas does not reach 4,000, even though this is the channel with the greatest number of videos. Apart from Antroporama and la Gata de Schröchinguer, the number of followers of the other YouTubers decreases drastically.

In contrast, the seven science channels on YouTube led by men which we have thought about exceed 600,000 followers, and the first four exceed one million. This is confirmed by the marked difference between channels according to the gender of those who manage them. The ones directed by men with the highest number of users are the following: Quantum Fracture by José Luis Crespo (1,646,671 subscribers), Jaime Altozano (1,455,817 subscribers), CdeCiencia by Martí Montferrer (1,112,654 subscribers), the Academia Play project by Javier Rubio, José Manuel Pastor, Álvaro Sánchez and Jaime Rubio (1,474,364 subscribers), Derivando de Eduardo Sáenz de Cabezón (712,447 subscribers) and Javier Santaolalla with two channels, Date un Vlog (674,793 subscribers) and Date un voltio (653,063 subscribers).

4 Conclusion

This research has confirmed, through an exhaustive analysis, that it exists a growing tendency of women who disseminate scientific contents on YouTube.

The development of this research allows us to establish, as a preliminary result, that the pattern of Spanish science popularizers on YouTube is repeated. Most of them are women, with an average age between 25 and 30, and have studied a science-related degree. We can also observe that they have joined this platform later than men and have a significantly lower number of subscribers. As for the most recurrent topics, the YouTubers analysed present a greater thematic variety, with special links to issues or applications of a social and activist nature.

As we have mentioned, the number of followers of the Spanish YouTubers is far behind men. We can conclude that there is no balanced use between men and women regarding dissemination on YouTube, in the same way that the consumption of science and blogs by the general public according to their gender is unbalanced (Welbourne, Dustin & Grant, Will, 2015) [5].

After having analysed the case of these seven science popularizers, the findings allow us to establish a profile of a content generator who is young and specialized, with a continuous and growing activity since 2017. On the other hand, we also note the absence of channels dedicated to social or human sciences. Regarding the variety of formats, the tendency to videoblog predominates, while others such as interviews or animations and infographics is detrimental.

Finally, we believe that this study provides the foundation on which new lines of research can be built to provide more in-depth data on the gender gap detected among the science popularizers who use YouTube to disseminate scientific research.

References:


Use of media editing for persuasive purposes

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Abstract: Media editing has a huge impact on viewers’ attention. Editing can be studied from a new perspective that joins neuroscience and communication science: the neurocinematics. Neurocinematics offers new ways of approaching the study of the media editing for persuasive strategies. The style of edition in which a narrative is explained affects viewers’ attention: an organized style of edition presents greater activity in viewer’s brain areas in charge of higher cognitive processing tasks, while chaotic, non-organized and fast media editing increase attentional scope but decrease conscious processing. Media creators should decide the style of the audiovisual edition style based not only on stylistic interests, but also on persuasive ones.

Key–Words: Neurocinematics – Persuasion – Audiovisual editing – Attention – Brain activity

1 Introduction
In recent years, Neuroscience has been introduced little by little, with a certain naturalness, in the field of Communication Sciences [1]. In particular, areas such as marketing, advertising or cinema have received great attention both scientifically and professionally, in this regard. Early studies addressed the visual perception of cuts in audiovisual works from a neuroscientific perspective [2,3]. Recently, media editing has been studied again as a variable capable of provoking differences in the cognitive perception of spectators [4,5]. It is particularly of interest, since regardless movies and media contents are plenty of cuts, viewers hardly notice them.

2 Objectives
The main goal of the present investigation is to know how media editing can affect viewers’ attention while watching media content and how cuts could be used as tools for persuasion in audiovisual communication.

3 Methods
To approach the objective of this study, we analyze the results obtained in three recent investigations [6-8]. In those investigations, audiovisual stimuli with the same narrative content but with different styles of edition (a one-shot movie, a movie with a classical style of edition, and a movie with a chaotic and fast style of edition) were randomly presented to subjects while their brain activity was monitored using the technique of electroencephalography (EEG). Viewers’ eyeblink rate is one of the analyzed variables, since blinks are attentional markers (the increase of the eyeblink rate is correlated with the decrease of attention, and vice versa). Another studied variable is the event-related brain potential in viewers watching cuts within different styles of edition. A third variable of interest in the above-mentioned investigations is the brain connectivity in viewers before and after watching a cut.

4 Results
Viewers increase their visual attention during the second following the cut, by decreasing the eyeblink rate. Viewers’ eyeblink rate is different based on the style of edition they are watching. The more cuts are inserted in an audiovisual edition, the lower the eyeblink rate, and thus, the higher the level of attention. However, a large number of cuts within a media content cause that visual attention does not become cognitive understanding of the presented audiovisual content. According to these results, spectators present a higher level of brain activity in visual cortex when watching cuts in a chaotic and fast style of edition than when watching them in an organized and classic style of edition in audiovisuals. Nevertheless, cuts in chaotic and fast style of edition provoke a lower brain activity in frontal cortex, where the more rational understanding is managed. And, vice versa, cuts in organized style of edition, increase brain activity in frontal areas. So, according to these results,
creators may achieve an emotional persuasion with a messy and very dynamic editing style, while rational persuasion may be achieved through an organized and clear style of edition. Also, the brain connectivity and causality between visual and frontal areas are altered at the time of cuts.

5 Conclusions

The cut is a very useful tool for managing the attention and persuasion of the spectators. The insertion of cuts in audiovisual contents can be planned taking advantage of the results obtained here. The style of edition should not only respond to stylistic interests, but must consider that it affects the comprehension of the content of the message, as well as the type of persuasion that one wishes to carry out.

Audiovisual content has become more disrupted and plenty of cuts during the last decades and cuts in media works affect the attention of viewers. Based on that, we conclude that media creators should learn about the possibility of approaching viewers’ visual perception process through the different styles of editions. They should also learn about how to approach viewers’ comprehension processes related, not to the content, but to the style of edition. These results, and many others reached from a neurocinematic perspective, should be actively shared with media creators and with media students.

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National and international mobility programmes evolution and communication with students in Spanish universities

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1 Introduction

Mobility programmes have and still do provide an incentive for university students, who see the opportunity to travel easily and study at university, either at home or abroad. These programmes enrich students’ education, while at the same time helping them to complete their training as well as strengthening and consolidating their knowledge of foreign languages and promoting intercultural values.

Through these programmes, students can study in different educational institutions for a semester or for a whole academic year. These programmes guarantee that subjects taken at their university of destination are academically recognised. The responsibility of managing these exchange programmes normally falls to a centralised service at the university itself, even though each university has academic coordinators in each department.

Key – Words: Public relations – Education – Mobility programmes – University – Intercultural programmes

2 Problem Formulation

The main programmes in which Spanish students participate are: SICUE (Spanish mobility), ERASMUS and other international programmes (with Ibero-American universities) agreements and scholarships.

The analysed universities for the investigation of the mobility programmes in this article are Valladolid University, Salamanca University, Murcia University, Barcelona University, Alcalá University, Santiago de Compostela University, Valencia University, Sevilla University, Granada University, Zaragoza University, Oviedo University, Complutense de Madrid University, Valencia Polytechnic University, Leon University, Barcelona Autonomous University, Madrid Autonomous University, Cataluña Polytechnic University, Madrid Polytechnic University, Distance Education National University (UNED) & Malaga University.

The analysed time frame focuses on four academic years: 2014-2015, 2015-2016, 2016-2017, 2017-2018. The main objective of the current investigation is to analyse the evolution of mobility programmes at Spanish universities that provide data on the number of students they receive and send, as well as the communicative strategies used in order to do so. The study will be focused on bachelor’s degree courses, excluding postgraduate studies. The methodology used will be based on a study of 21 state Spanish universities (out of 50) selected according to the date they were founded, as well as the University of Malaga, being one of the Spanish universities in highest demand.

4 Problem solution

Content analysis is the methodological tool in this investigation to know the evolution in the mobility programmes, as well as, the communicative strategies the Spanish universities carry out to inform the students.

The current investigation analyses the collected information and the different communicative strategies used by the Spanish universities through the internet.

4 Conclusion

Mobility programmes have experienced a recession in the number of students participating on them during the years of the global economic crisis in some of the studied universities. Nowadays, universities are increasing the number of students applying and participating in mobility programmes. The number of applications varies depending on the economic situation of the country. There is a higher participation of students whose home university is in Europe than those in South America.
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University, leisure and mobile applications: empirical analysis

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Abstract: Mobile applications (apps) are growing at a great pace and are one of the most active technology sectors. The solutions in this field tend to be specialized, so that the University is a niche with business potential to serve teachers or students. In this research, an inferential quantitative method is developed through which the perception of the utility of including apps in the university academic environment with a leisure objective is analyzed. The survey analyzes the behavior of consumers (university students) regarding technology and the use of smartphones. Descriptive and inferential statistics are developed, using the Analysis of variance (Anova), the chi-squared test (to analyze the independence between qualitative variables) and the Cramer's V (measure of effect size for the chi-square test of independence). There is a high rate of consultation of the mobile phone among Spanish university students and a realization of monthly purchases through the reduced app. The degree of knowledge about mobile leisure applications among Spanish university students is high. A significant relationship between age and price is detected as a factor in the use of leisure apps by Spanish university students. There is also a significant relationship between gender and the discount, price and comfort variables as factors for the use of leisure apps by students, and a significant relationship between the age variable and leisure planning, a consubstantial element to the university event. It is concluded that the priority factors are quality and price, although discounts, innovation, comfort and proximity are also taken into account.

Key – Words: App – University – Mobility – Internet – Leisure

1 Introduction

The university student is increasingly connected in terms of mobility in the context of the Broadband Society [1] and cloud journalism [2]. The phenomenon starts from a distance, as a result of premature access to mobile, which has already generated several investigations. The relationship between young people and technology begins to shape the personality and the group bond [3].

Thus, among young people in Secondary Education (ESO), girls use mobile phones focused on surfing social networks; In contrast, boys bet on video games. Curiously, the use of mobile decreases with the age factor. Parental control is linked to better academic performance [4].

Younger generations interact with technology in an increasingly advanced way, such as through commercial use of applications [5]. The commercialization of apps is an irrefutable fact, as seen in sectors such as tourism, for example, when making hotel reservations [6] [7]. However, and in a similar way to what happened with the Internet in its first steps, some reluctance to execute payments through mobile platforms is detected [8].

Given the growth, prone to universalization, in the use of smart telephony and the myriad of applications available within it, it is necessary to study the habits of use and consumption in a segmented way, in our case in the university environment, as it is studied with older people and adaptations by age [9]. We must consider that the use of the mobile terminal grows in second screen tasks [10], and that the most consumed content is radio music [11].

Electronic leisure ("e-leisure") receives a positive perception. However, it is observed that young people do not take full advantage of the network's potential [12]. Another factor of alarm is that the family relationship linked to digital leisure practices, in Secondary students, conditions family ties. The way of interacting with the family improves when young people do not indicate digital activities when reporting their most common leisure
practices [13]. Therefore, leisure rises as an essential variable to analyze the use of mobile by Spanish university students, whose practices and correlational factors require a detailed analysis.

2 Problem Formulation

The present research the need of specialized mobile applications in the University, focused on leisure options, uses the quantitative technique of the survey, which analyzes the behavior of Spanish university students in terms of technology, the use of smartphones and the factors that encourage access to leisure solutions. The sample (n = 349) is composed of people enrolled in the university. Determining variables for leisure are analyzed: price, quality, discount, innovation, comfort and proximity. From the obtained data, descriptive and inferential statistics are developed (Fondevila Gascón and Del Olmo, 2013), through the Analysis of variance (Anova), the chi-squared test (which analyzes the independence between qualitative variables) and the V of Cramer (which measures the effect size for the chi-square independence test).

The initial research questions refer to the possible place in the market of an app specialized in Spanish university youth. The objective, therefore, is to evaluate the success options of a leisure app in the university environment. The hypotheses that guide the investigation are the following:

- H1 The rate of consultation of the mobile phone among Spanish university students is high.
- H2. The performance of monthly purchases through the app by Spanish university students is limited.
- H3. The degree of knowledge about leisure applications among Spanish university students is high.
- H4 Quality and price exceed discount, innovation, comfort and proximity as factors of use of leisure apps by Spanish university students.
- H5 There is a significant relationship between age and price as a factor in the use of leisure apps by Spanish university students.
- H6 There is a significant relationship between gender and discount, price and comfort variables as factors for the use of leisure apps by Spanish university students.
- H7 There is a significant relationship between the age variable and leisure planning.
- H8 There is no significant relationship between the variable gender and leisure planning.

3 Problem Solution

The results take into account age ranges (from 16 to 20 years, from 21 to 25, from 26 to 30, and more than 30 years) and gender (male or female). We can observe that young people between 16 and 25 years of age, who represent 87.7% of the sample, govern. By gender, the female 63% of the sample exceeds the male.

On the frequency of consultation of the smartphone (Table 1), most of the sample consults its smartphone device eight times or more per day (84.8% of respondents' responses). The percentage of those who consult at least twice the mobile is a pyrrhic (1.7%), synonymous with assimilation of the always on. This allows to validate H1 (The rate of consultation of the mobile phone among Spanish university students is high).

<table>
<thead>
<tr>
<th>Frequency of smartphone consulting</th>
<th>Percentage Valid</th>
<th>Accumulated Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 or more</td>
<td>1.7</td>
<td>1.7</td>
</tr>
<tr>
<td>4 or more</td>
<td>3.4</td>
<td>5.2</td>
</tr>
<tr>
<td>6 or more</td>
<td>10</td>
<td>15.2</td>
</tr>
<tr>
<td>8 or more</td>
<td>84.8</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: the authors

The tendency of young people to use mobile applications to make monthly purchases through the app is a fact, although we must deepen the degree of purchase. We observe that 74.5% of respondents make just one monthly purchase through online platforms. In contrast, 15.2% make two- or three-monthly acquisitions. 6% bought four or five times, and 1.7% bought six or seven times. 2% of respondents made eight or more
purchases per month. In this way, H2 is confirmed (The performance of monthly purchases through the app by Spanish university students is small).

The degree of knowledge of leisure applications is high: 88.8% indicated that they already knew some leisure or entertainment application. This confirms H3 (The degree of knowledge about leisure applications among Spanish university students is high).

When analysing the relevance that the sample gives to the variables treated in this research (price, quality, discount, proximity, comfort and innovation) when performing a university leisure experience, using a Likert scale (from 1 to 5), we observed a higher score in the youngest age groups: 3.7 / 5 in price and quality (young people from 16 to 20 years old), 3.7 / 5 in price (young people from 21 to 25 years old). In general, the score is high for all items in the younger segments. According to these data, H4 is validated (Quality and price exceed discount, innovation, comfort and proximity as factors of uses of leisure apps by Spanish university students).

The relationship between age and the various variables is significant in the age-price duo, although with weak intensity. In the same way, the variables age and quality offer a relatively significant relation (in the theoretical frontier), weaker than that related to the price. In the discount, innovation, comfort and proximity variables, the relationship is not statistically significant. We validate, then, H5 (There is a significant relationship between age and price as a factor of use of leisure apps by Spanish university students).

When we cross the gender of Spanish university students with the various variables (Table 2), women attribute more relevance to all parameters, except in innovation, where a symbolic masculine advantage is appreciated (2.79 / 5 by 2.78 / 5 of the girls).

<table>
<thead>
<tr>
<th>Table 2. Association measurement between genders</th>
<th>Et</th>
<th>Eta square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price &amp; gender</td>
<td>.1</td>
<td>.031</td>
</tr>
<tr>
<td>Quality &amp; gender</td>
<td>.0</td>
<td>.003</td>
</tr>
<tr>
<td>Discount &amp; gender</td>
<td>.1</td>
<td>.035</td>
</tr>
<tr>
<td>Proximity &amp; gender</td>
<td>.0</td>
<td>.005</td>
</tr>
<tr>
<td>Comfort &amp; gender</td>
<td>.1</td>
<td>.013</td>
</tr>
<tr>
<td>Innovation &amp; gender</td>
<td>.0</td>
<td>.000</td>
</tr>
</tbody>
</table>

Source: the authors

In price, women score 3.8 / 5 (2.4 / 5 men), in quality 3.6 / 5 (3.5 / 5 men), in discounts 3.4 / 5 (a 2.9 / 5 men), in comfort 3.4 / 5 (a 3.1 / 5 men) and in proximity 2.5 / 5 (a 2.3 / 5 men). Inferentially, a statistically significant relationship between gender and discount, price and comfort variables are observed. However, the intensity is weak. In any case, H6 is confirmed (There is a significant relationship between gender and discount, price and comfort variables as factors for the use of leisure apps by Spanish university students).

Regarding the variable age and leisure planning (Table 6), there is a relationship between the two variables with a significant percentage in all age ranges. The intensity fluctuates between 60% and 90%. It is striking that the age group that most plans leisure activities is the youngest of those analysed (between 16 and 20 years old), which confirms H7 (There is a significant relationship between the age variable and leisure planning).

Instead, when we compare the relationship between the planning of leisure activities and gender (Table 7), there is a link, with more than 85% of men and women planning leisure. However, there is no significant relationship between the two variables studied, so that H8 is validated (there is no significant relationship between the variable gender and leisure planning).

4 Conclusion
The research shows that mobile leisure applications for young Spanish university students are a necessity for them, or that at least there is a potential market to open a flourishing business line within the framework of the Broadband Society, that of constant connection and the cloud journalism (Fondevila Gascón, 2010 and 2013).

A promising first factor is mobile phone addiction among Spanish university students, as reflected in several studies (Muñoz-Miralles et al., 2014, Ramos Méndez and Ortega-Mohedano, 2017). Another promising element is the growth trend of the digital purchase index, even though at the time of the survey the recognized figures of acquisition are reduced. Given this, diverse interpretations are opened, from the scarcity of disposable income (logic in the youngest age brackets, which would explain why they plan more to save resources) up to the classic mistrust wielded in spending areas.

Seemingly seductive inducements such as discount, innovation, comfort and proximity, despite their disparity and possible complementarity, do not end up being decisive. Younger people pay more attention to the price, and women pay more for the discount, the price and the comfort. On the other hand, in innovation, differences due to gender are minimal.

The research, quantitative but potentially qualitatively triangulated, could be complemented with in-depth interviews with actors of conceptual reference in the sector, or with a focus group. As possible future lines of research, you can compare the needs of leisure in the various Spanish autonomous communities, and even internationally. Leisure, inextricably linked to the university fact, well deserves it.

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Social media as tool for the analysis of communication and categorization of hotels

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Abstract: Tourism is an important reference in the economic development of Barranquilla, capital of the Department of the Atlantic, according to the Tourism Information Center CITUR (2016), the department received 153000 international passengers and almost 1.3 million domestic passengers in 2016, increased from 140 hotels in 2012 to 187 in 2016, the growth of international passengers increased from 5% in 2012/13 to 14% in 2015/16, in relation to domestic passengers went from 15% in 2012/13 to 6% in 2015/16 [1]. Domestic tourism - foreign tourists and domestic tourists according to UNWTO (2010) [2] - in the department of the Atlantic has shown permanent growth, to maintain and exceed these achievements, it is significant to examine substantial aspects that influence in the recruitment and loyalty of potential customers. Considering that the use of technologies is relevant in the commercialization of the hotel industry, it seems to be crucial to analyze how hotels can use them to communicate with customers and obtain their loyalty. The main objective of this work is to analyze the categorization and communication of hotels in social media and internet sites, this allowed to verify if the establishments that demonstrate better communication strategies and more interaction in the social media obtain the best rating in hotel search engines. Therefore, this research focused fundamentally on: categorization and reputation of hotels on the internet as essential factors for attracting customers; and social media as an instrument to inform the portfolio of hotel services, as well as for encouraging potential customers to make the purchase of these. In order to accomplish the objective, based on the data obtained through the observation of the social networks and internet sites of the hotels, the following was identified: category, reputation in search engines, and the use of internet platforms as communication and interaction tools with current and future customers. Finally, based on the findings, a comparative analysis was made between communication in social networks and internet sites and the reputation of hotels. In this manner, the research shows a practical approach of social media as a tool for the categorization of hotels and the management of communication strategies.

Key – Words: Social media – Communication – Hospitality and tourism – Digital marketing – Social networks

1 Introduction

Barranquilla has contributed to the economy of Colombia through the sectors of food and beverages, oil refining and chemicals, the port, storage, and tourism sectors have recently been included [3]. The Ministry of Commerce, Industry, and Tourism defined at the beginning of 2017 the 12 tourism routes in which the country will focus its projects and resources [4], the Caribbean route was characterized as an international market product. In a report published by Hosteltur (2018), the Managing Director of STR, Robin Rossmann affirms “The hotel industry and its rate of return continues attracting real estate investors, this is clearly reflected in the substantial growth of performance and development parameters that we have observed in the last decades” [5].

Based on the growth of tourism, and the fast changes in the use of technologies becomes essential to analyze the reputation, communication, and category of hotels in the city of Barranquilla.

The hotel classification in Colombia is granted by ICONTEC according to the Technical Standard for Hotels Sector NTSH 006, approved by the Vice Ministry of Tourism, as well as the Hotel Association of Colombia COTELCO. The standard specifies the evaluation criteria to categorize hotels from 1 to 5 stars, however, it is not mandatory, which is why hotel companies do not carry out the corresponding process, by the end of 2017 only 4 of them in Barranquilla completed the categorization. Due to this situation, the category of hotels in social media emerges as an alternative to appear on global platforms.

This study explores the communication and reputation of 3-stars hotels in Barranquilla, in social networks and internet sites, and also contains a brief review of the evaluation criteria included in the Technical Standard for Hotels Sector NTSH 006. In this context, this research provides a look at the evaluation criteria of the
aforementioned standard and insights concerning the study of social media as an instrument for measuring communication strategies and categorizing hotels.

2 Problem Formulation

The research starts from the hypothesis which proposes that the proper use of communication strategies in social networks and internet sites allows achieving positive results in terms of reputation in search engines and social networks. The objective is to analyze the categorization and communication of hotels in social networks and internet sites, the questions that guide the study are: What use do hotels make of social networks and internet sites? And, how is the proper use of social networks and internet sites related to the reputation of hotels in search engines?

The research methodology is descriptive and mixed -qualitative and quantitative-, the level of design is comparative. The target population is composed of 48 hotels, was defined according to the categorization of 3-star hotels of Barranquilla in the search engines TripAdvisor, Despegar, Booking, and Google, the sample was integrated by 10 hotels (20.8%) chosen randomly:

<table>
<thead>
<tr>
<th>Hotel</th>
<th>Belongs to a hotel chain</th>
<th>Zone</th>
<th>Number of rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hampton by Hilton</td>
<td>Yes</td>
<td>North</td>
<td>125</td>
</tr>
<tr>
<td>Barranquilla</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caribe Princess</td>
<td>No</td>
<td>North</td>
<td>35</td>
</tr>
<tr>
<td>Suite Continental</td>
<td>No</td>
<td>North</td>
<td>50</td>
</tr>
<tr>
<td>El Prado</td>
<td>No</td>
<td>North</td>
<td>98</td>
</tr>
<tr>
<td>Windsor</td>
<td>No</td>
<td>North</td>
<td>105</td>
</tr>
<tr>
<td>El Continental</td>
<td>No</td>
<td>North</td>
<td>55</td>
</tr>
<tr>
<td>Interamericano</td>
<td>No</td>
<td>Midtown</td>
<td>66</td>
</tr>
<tr>
<td>Charthon Barranquilla</td>
<td>No</td>
<td>North</td>
<td>50</td>
</tr>
<tr>
<td>Prado 72</td>
<td>Yes</td>
<td>North</td>
<td>50</td>
</tr>
<tr>
<td>Barahona 72</td>
<td>No</td>
<td>North</td>
<td>30</td>
</tr>
</tbody>
</table>

Table 1. Characteristics of the sample, 10 3-star Hotels of Barranquilla. Source: self-elaborated.

From the data obtained in the social networks and internet sites of the hotels, the following was identified: category, reputation in search engines and social networks, and the use of the platforms as an instrument of communication and interaction with current and future customers. Finally, a comparative analysis was made between reputation and communication of hotels in social networks.

3 Problem Solution

Initially, taking into account the problem situation and the chosen sample, the evaluation criteria for the categorization of 3-star hotels were reviewed, which are stipulated in the NTSH 006 document (2009), requirements are classified in 3 groups: plant and equipment, accessibility, and service [6]. The categorization according to this regulation, involves efforts in terms of management, training, investment in infrastructure and other aspects that demand a considerable economic capital. Bearing in mind that categorization by stars is not mandatory, the general practice of hotels is characterized by meeting the minimum requirement: register as a hotel establishment in the National Tourism Registry. On the other hand, hotels focus their resources on satisfactory service experiences and digital marketing strategies to obtain recommendations and improve their categorization and scores.

Subsequently, aspects related to the use of social networks and internet sites were observed (Table 2):

The number of subscribers for the majority of hotels is an opportunity, assuming that they have potential customers who showed interest in following their profiles. Hotels are registered on Twitter and Instagram,
nevertheless, most of them do not publish regularly. It was identified that the Instagram profiles have more followers, Facebook is the network where the hotels published more, its chat allows them to have a direct contact with customers. Concerning the reputation in search engines and social networks, Booking has the highest number of opinions registered by customers.

When reviewing the use of Instagram, Facebook, and Twitter, it was found that hotels published photos, videos and brochures, only 12.5% used them to publish news or contests. 80% of the hotels used these social networks, of which 38% did for brand positioning, 88% promoted the hotel, 50% did promotion of destination, 63% interacted with the followers through the publications, only 13% used them as a direct sales strategy, 75% promoted complementary services such as events and weddings, and 63% made publications whose objective was to show the satisfactory experience of the customers as a loyalty strategy. In general, hotels do not change the publication according to the network.

<table>
<thead>
<tr>
<th>Hotel</th>
<th>Objectives of the publication</th>
<th>Twitter</th>
<th>Facebook</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instagram</td>
<td>Twitter</td>
<td></td>
</tr>
<tr>
<td>Hampton by Hilton</td>
<td>Brand Positioning</td>
<td>Promotion: Destination and Hotel Interaction</td>
<td>Promotion: Destination and Hotel Interaction</td>
</tr>
<tr>
<td>Caribe Princess</td>
<td>Hotel Promotion</td>
<td>Promotion: Destination and Hotel Interaction</td>
<td>Promotion: Destination and Hotel Sales Interaction</td>
</tr>
<tr>
<td>Suite Continental</td>
<td>Promotion: Hotel, Marriages and Events</td>
<td></td>
<td>Promotion: Hotel, Marriages and Events</td>
</tr>
<tr>
<td>El Prado</td>
<td>Promotion: Destination, Hotel, Marriages and Events</td>
<td>Promotion: Destination and Hotel Interaction</td>
<td>Promotion: Destination, Hotel, Marriages and Events Customer Loyalty Customer Experience Interaction</td>
</tr>
<tr>
<td>Windsor</td>
<td>Promotion: Hotel, Events and Restaurant Interaction</td>
<td>Promotion: Hotel, Events and Restaurant Interaction</td>
<td>Promotion: Hotel, Events and Restaurant Interaction Customer Loyalty Customer Experience</td>
</tr>
<tr>
<td>El Continental Interamerica no</td>
<td>Promotion: Hotel and Events Customer Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charthon Barranquilla</td>
<td>Promotion: Hotel and Events Customer Experience</td>
<td>Promotion: Hotel and Events Customer Experience</td>
<td></td>
</tr>
<tr>
<td>Prado 72</td>
<td>Promotion: Destination, Events and Hotel Customer Experience</td>
<td>Promotion</td>
<td>Promotion</td>
</tr>
<tr>
<td>Barahona 72</td>
<td>Promotion: Events and Hotel Customer Experience</td>
<td>Interaction</td>
<td>Hotel Promotion</td>
</tr>
</tbody>
</table>

Table 2. Use of Instagram, Twitter and Facebook: Objectives of publications. Source: self-elaborated.
From the point of view of the number of opinions and the favorable rating obtained in the search engines, coincidences were identified, for example, 67% of the 6 hotels that used communication strategies in social networks, hold a considerable number of followers, high number of opinions and outstanding rating.

Finally, the relation between the communication strategies of the hotels and the reputation of these in search engines available on the Internet was studied. This showed that the adequate planning and execution of communication strategies in social networks and internet sites, as well as the appropriate and timely response in customer service, sales team, marketing and infrastructure of the company generate satisfactory results in relation with reputation and categorization in social networks and internet sites for hotels in Barranquilla.

4 Conclusion

The NTSH 006 standard for the official categorization of hotels is an applicable and important instrument, however, a policy is necessary for its implementation, otherwise, being optional and implying a high investment of resources, hotels will not consider it as a priority.

Nowadays, social networks and internet sites are a very important instrument for many aspects of companies, they constitute a very useful but equally dangerous source for the reputation and categorization of hotels. Thus, a basic hotel, but with suitable facilities and excellent service can get good ratings and positive comments so that its reputation is high, on the other hand, a luxurious hotel with sufficient infrastructure but poor customer service that ignores the administration of social networks and internet sites can get negative ratings, as well as a low category in social networks and internet sites.

It is concluded then, that the correct administration of social networks and internet sites is relevant for the communication and reputation of the hotels, since the null or limited participation in these implies a low categorization, this constitutes an element of negative publicity, showing to the potential customers a set of reasons for not choosing the hotel. In addition, an appropriate administration of social networks and internet sites can generate a positive publicity, through its excellent reputation and category in search engines, which is currently more useful than the NTSH 006 classification.

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Key variables of a perceived quality model for collaborative accommodation online media

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Abstract: The sharing economy has emerged as a new socioeconomic system. This paper seeks to identify variables that may be capable of forming a model of perceived quality in collaborative hosting services based on an extensive literature review.

Key Words: Sharing economy – Online peer-to-peer accommodation – Online media – Perceived quality – Loyalty – Satisfaction

1 Introduction
The Internet and especially Web 2.0 have led not only to user empowerment when choosing and buying tourist products and services, but also when offering them [1], giving rise to the emergence of online collaborative consumer platforms that bring suppliers and contractors of tourist services into contact with one another, especially with regard to accommodation and transportation. These platforms, and the sharing economy in general, have become emerging fields of research par excellence [2]. We can define collaborative consumption as traditional exchange, barter, credit, transaction, rent, gift, or compensation, reinvented through information technologies, Internet communities, and social networks [3].

At this point it is important that these platforms can offer quality services comparable to the rest, and it is here where the study of perceived quality comes in. For more than 30 years, the SERVQUAL model and the E-QUAL model [4] have been adapted, according to the uses that different authors have proposed, to the different needs of the different online business models. We believe that, once again, this model can be adapted to collaborative hosting platforms, and because of this we need to create a viable model based on variables identified through previous studies of both of these platforms and their perceived quality.

The main objective of our presentation is the identification of all those variables that may be capable of forming a model of perceived quality in the collaborative hosting services based on an extensive literature review.

2. Methodology and discussion
In order to carry out this identification, a strict and extensive review of the existing literature was carried out based on the last 30 years of research related to models of perceived quality and the last ten years of work related to the study of accommodation platforms and hosting services as an emerging housing model.

The quality perceived is based on the study and development of models that allow the evaluation of the needs of customers, among other things, and the perception of them in terms of the service received. We start with the initial SERVQUAL model and its subsequent development in the ES-QUAL model, a measurement scale that uses a predetermined series of items to determine the perceived quality of the services performed in online businesses through websites [4]. Over time, this model has been complemented and has expanded its horizon of possibilities with the aim of improving the virtual establishment and gaining a greater number of sales. Authors such as [5], [6], [7], and [8] carry out the development of different models based on the use of the E-S-QUAL scale to determine influential factors in perceived quality.
However, in the same way it is important to focus on studies and research related to collaborative hosting platforms that shed light on possible variables that reinforce values such as loyalty, satisfaction, and the perceived quality of the online clients of this type of service. Hence, we base our study on the works of [9] that identify the three existing types of platforms; [10] find significant differences between Airbnb travelers and those staying in conventional accommodations with respect to length of stay and expenses. However, the great boom and acceptance of collaborative tourism and its online platforms can only be justified if they provide a series of advantages for users (suppliers and contractors) that result in their satisfaction [2]. This satisfaction can lead to success, tourist retention, expansion, positive word of mouth, and profitability in the tourism industry [11]. In this sense, the quality of the information offered through the platform is a fundamental element in relation to the satisfaction of the user and the intention of repurchase [12].

3 Results
Based on an extensive review of the literature on collaborative hosting platforms and perceived quality, we identify the main dimensions and elements that can be included in the scale and that we present, next, in Table 1.

**Table 1: Measurement scale for perceived quality in a collaborative accommodation platform, satisfaction, and loyalty.**

<table>
<thead>
<tr>
<th>EFFICIENCY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>E F1</td>
<td>The website is easy to use.</td>
</tr>
<tr>
<td>E F2</td>
<td>The information on the website is well organized and easy to find.</td>
</tr>
<tr>
<td>E F3</td>
<td>I can access the website from my usual device.</td>
</tr>
<tr>
<td>E F4</td>
<td>The website design makes browsing easier.</td>
</tr>
<tr>
<td>E F5</td>
<td>I can access the information I want from the home page.</td>
</tr>
<tr>
<td>E F6</td>
<td>I can access related content from the information I am checking.</td>
</tr>
<tr>
<td>E F7</td>
<td>I can register and/or subscribe to the website and the different services quickly and easily.</td>
</tr>
<tr>
<td>E F8</td>
<td>The pages of the different sections open quickly.</td>
</tr>
<tr>
<td>E F9</td>
<td>The contents are well linked and redirect correctly.</td>
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</tbody>
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<tr>
<th>RELIABILITY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>R 1</td>
<td>The website contains all the information I need to know about the features of the products, services, and content offered.</td>
</tr>
<tr>
<td>R 2</td>
<td>Information and content are updated on a regular basis.</td>
</tr>
<tr>
<td>R 3</td>
<td>The confirmation process after the completed transaction is suitable and comprehensible.</td>
</tr>
<tr>
<td>R 4</td>
<td>The purchasing process is easily accessible and manageable.</td>
</tr>
<tr>
<td>R 5</td>
<td>The process for participating and/or creating content is easily accessible and manageable.</td>
</tr>
<tr>
<td>PRIVACY</td>
<td></td>
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<tr>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>P 1</td>
<td>I think the website has adequate security measures.</td>
</tr>
<tr>
<td>P 2</td>
<td>I feel secure doing economic transactions through the platform’s website.</td>
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<th>INTERACTION</th>
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<td>I 1</td>
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<td>I 3</td>
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<tr>
<th>PERCEIVED QUALITY OF CYBERMEDIUM</th>
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<th>USER SATISFACTION</th>
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<th>USER LOYALTY</th>
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<td>L 1</td>
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<td>L 2</td>
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</table>

### 4 Conclusion
The variables obtained through the review of the literature are endorsed, both in the field of perceived quality and in the collaborative hosting platforms, with more than 30 and 10 years respectively of studies and research on different online business models.

On the other hand, and as a main limitation, the present investigation ignores the merely informative aspects of the portals and the hedonic character of the decisions of the users. In the same way, other types of tourist information portals, whether dedicated to news, destinations, or other types of services, have also been overlooked.

The next objective is, based on these variables, to develop a perceived quality model in the collaborative hosting platforms.

### References:


Abstract - The present investigation analyzes consumer experience and its impact on operational metrics at the hospitality industry of the “all-inclusive” segment. A diachronic bibliographic exploration is explored to study hotel dissemination models, through various authors who emphasize the importance of complying with the value proposal communicated by the different channels and surpassing the expectation of the client from the moment of arrival to the facilities with statistical data, from 2018-2019 we analyze the base areas of the study: Marketing for hotels, online reputation and post-stay customer surveys, using Revinate software; a powerful tool that analyzes the reviews of more than 140,000 hotels in more from 200 countries and over 184 million comments published online between 2017-2018.

Key Words: Experiential Marketing – Hospitality – Operational metrics – Multichannel communication – All-inclusive system

1 Introduction

Worldwide the most complete system of the hospitality industry is known as “all-inclusive”, called that way because of the diversity of services that contains such as: food and beverages, hosteling, morning and nightly entertainment. Depending on the geographic location it varies either the beach, mountain and jungle, pool, extreme or basic games, aquatics or land games and other activities according to the installation capacity of each company. At the same time, it becomes one of the most complex models in the hospitality industry to coordinate for the hotelier’s model more complex to coordinate, because of the wide range of services that must be operated at the same time, 365 days a year, 24 hours a day. Its operation carries planification, strategy and immediately actions in a market of extreme seasons and in many cases, to solve the logistic of unexpected demand. The main objective is always to fulfill the value proposition offered to the guest and to reach a differentiating and positive experience with a repurchase and recommendation effect. The customers, as human beings, are rational and emotional that attempt to get exiting experiences [1]. In the research conducted by Irawan (2009), its point out that there are five factors that generate satisfaction; the quality of the product, the quality of the service, the price, the emotion and the viability [2].

Currently, this market has a multichannel communication impact, where all possible mechanisms are used online and offline to transmit the benefits of the resorts to users. Being connected to each other (hoteliers and tourists), give the option to co-create the consumer experience [3]. Departing from this premise, who is impacted by the information assumes that it is true entirety. The dissatisfaction of a user will make him look for another brand or not acquire the same brand [4].

Most services are managed by the human resource, on which the consumer's experience depends. It is essential that tourism industries develop innovative models that are difficult to imitate [5]. But this work is not fulfilled when the user expects to be competitive. The rating that is received in each of the services of a hotel property is the result of the actual experience of the guest. Wherefore, the present research studies experiential marketing, emphasizing the impact of operational metrics. The specific case study is one of the best standing hotel companies in Ecuador, Hillary Nature Resort & Spa. In this way, you can compare the popularity ranking among all the competitors of the "all inclusive" system of Ecuador; the valuation of the operational metrics is analyzed; and the category rating of 5 stars received by guests is commented.

The impact of the consumer experience on the assessment of each of the services is analyzed. In this way, the direct influence of the consumer's experience on the operational metrics of the industry can be identified, the relevant data for the decision making in the operational area that covers 80% of the staff of this industry. For this reason, the main objectives of the study are:
Analyze the ranking of all competitors in the "all inclusive" hotel sector in Ecuador. Study how the consumer experience influences the operational metrics of the industry.

These two points support the structure in the investigation of the present topic, allowing to highlight a base of analysis.

2 Problem Formulation
Why is experiential marketing impacting the operational metrics of the hotel industry?

3 Problem Solution
Fulfill with the proposal value in each service of all-inclusive system, these services are offered through the multi-channel format especially the digital channel, and verify the guest's experience before checking out at the information desk to avoid impact on the results of operational metrics, online reputation and brand categorization, which are the product of post-stay surveys, opinions on travelers' pages and social networks.

4 Conclusion
Experiential marketing is gaining force ahead of other forms of traditional marketing. It is not enough a complete delivery of a good or service. It is necessary to meet non-obvious needs because human being evolves and changes his requirements because of demands. The hotel industry in Ecuador, especially the "all-inclusive" system, responds to the middle and upper segment of society. This market is constantly looking for differentiating experiences, which are not only linked to individual interests. The search for external approval plays an important role in the hotel industry and its consumers.

This is where perfection and differentiation are sought in each of the services offered by the property. Each space, food, drink and all those related components must exceed the expectation. The goal is getting the dream photo and living an unforgettable moment. Photography becomes an essential element of the tourist experience, providing a way to remember and living those moments shared with friends and family [6]. There is a direct connection between the service experience and the brand’s value generates for the client [7]. If travelers begin to share their experiences digitally or by word of mouth, other people would see or hear them creating a previous prospect. During a period of time, motivated people investigate the interesting place according to information of a client promoter. In spite of interested user in an all-inclusive system property, e reviews photographs and comments, but their purchase is determined by the visual aspect.

The main problem is distance between communication and service. It creates inconsistency and a break point between expectation and experience. Due to customer detractor generates a negative impact towards potential customers, consumer experience is gaining strength every day. Therefore, managers are encouraged to increase strategies in designing memorable experiences for tourists [8].

References:
“If the store windows change, do sales improve?” Measuring visual merchandising success as a product and a brand communication tool

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Abstract: Lea-Greenwood (2013: 95) [1] links the difficulty of measuring the contribution of visual merchandising (VM) to the benefits of the company and to the budget cut suffered by communication activities when there is a general decrease in sales. The store window should influence 25% of sales (Emprendedores, 2019) [2] and the interior design, layout and atmosphere should impact 70% of shopping decisions made in the store (Gusó, 2016) [3], 70% of which would be based on emotions (Alfaro (2010) [4]. The fact that VM becomes a key element to present the product and the brand at the point of sale leads us to consider its effects. As any other communication tool, it competes for allocation of budgets. The difficulty of choosing one or another tool increase considering that many shop windows are of equal cost to an advertising page in a fashion magazine. In this research we study ways of assessing the VM success through the impact that the design and the store atmosphere provide on the store image. The publications reviewed between 1980 and 2019 are national and international databases, specialized journals in consumption, brand management, retail, design, communication, marketing and sociology, and catalogues at libraries and universities. Interviews with VM practitioners from Marketing Jazz, Hoss Intropia, Las Rozas Village and La Martina constituted a valuable source of the research. The main result suggests that the holistic view of VM makes it difficult to extend the measurement techniques generally used to evaluate the efficiency of the store window to other elements, that is, the surveys on the attraction of the shop window, observation of the number of passersby standing, entering, buying and making comments, experimentation of the eye track or pupil expansion to stimuli that call attention. Understanding VM as a product and a brand communication tool, other variables are suggested: the level of control of the shopping experience, the ability of VM to create relationships, the improvement in the brand image, the differentiation of the competition, the publicity generated, the ability to simplify the brand and become a mediator of emotions derived from the perceptions of the store, a mediator of personality associations, and neuromarketing. Although traditionally economic success has been linked to the purchasing department by choosing to show certain models in the shop window, the success is shared with the visual merchandisers. The consistency of the company’s image that inspires consumer trust will be the result of the synergies between departments.

Key – Words: Visual merchandising – Success measures – Holistic approach – Brand image – Shopping experience

1 Introduction

The fact that VM becomes a key element to present the product and the brand at the point of sale leads us to consider its effects. As any other communication tool, it competes with other tools when allocating budgets. The difficulty of choosing one or the other increases considering that many shop windows in Spain are of equal cost to an advertising page in a fashion magazine. According to Carlos Aires, Founder of Retail Design Institute in Spain, the costs of a store design -from 1,000 to 3,000 €- depends on the store size, equipment and trained staffs whereas a full color page in Vogue costs 20,800€.

2 Problem Formulation

There is a relationship between VM and sales (Davies & Brooks, 1989) [5]. The impact of VM in Spain has been traditionally reduced to the effect of the shop windows in sales without considering its communication role, other VM elements and other benefits to the company. In this research we study the ways of assessing VM success through the impact that the store design and the atmosphere provide to the store image. The publications reviewed between 1980 and 2019 are national and international databases, specialized journals in...
consumption, brand management, retail, design, communication and sociology, and catalogues at libraries and universities. Interviews with VM practitioners Carlos Aires –Marketing Jazz-, Juan Manuel Gil-Hoss Intropia, Iván García-Las Rozas Village- and Rafael Puente - La Martina- also constituted a valuable source of the research.

3 Problem Solution

Lea-Greenwood assured that VM benefits include the return of investment in costs. Likewise, the way to measure the success of VM, specifically the showcase, is the unit of product per transaction. That is, “if more than one product or the exposed outfit is bought”, as indicated by Iván García. For Juan Manuel Gil, VM is also “the image of the point of sale to obtain greater profitability of space -that more people enter and buy, although sales are not exclusively a result of VM’s efficacy”.

The role of the store manager is to measure the impact on sales by date and time, to change a product that was not working and to inform his superiors. An experiment of Gagnon & Osterhaus (1985) [6] reveals the capacity of the display to reinforce the sales; McKinnon et al. (1981) [7] observe the profitability of using signage at the point of sale, whether they are messages describing the benefits of the product or the price at times of sales. In an exploratory investigation Mola (1982: 21) [8] performs a study of 4.5 million people who go through 57 different exhibitions, concludes that women stand for 4 times longer than men at specific windows except those specifically with male items.

Lea-Greenwood (1998) [9] explains that in fashion retail the brand represents the shopping experience by itself. The development of the brand image is linked to VM attributes. In this sense, Portas (1999) [10] says the store windows become the store’s soul. Nobbs et al. (2013: 151-181) [11] determine that “the aesthetic features designed to attract the consumer and to improve the product in their eyes encourage the purchase”. The flagship stores particularly increase the consumer activity, providing new opportunities to keep clients and to create new ones (Surchi, 2011: 259 [12]). As they become a platform’s launch of a new product that blends the main brand dimensions (Doyle et al., 2013: 151-181) [12]. Their external design also creates a vital appeal to the brand reputation (Kozinets et al., 2002 [14]).

The market position of a company is not limited to the product and the rational decisions when it comes to acquiring it, but to responding to the needs, desires and behaviours of the target audience (Chowdhary, 1999) [15] to create an emotional relationship with the brand. The retail positioning influences consumer perceptions and, consequently, sales (Newman & Darshika, 2004) [16], which decrease when the positioning is ineffective in the face of intense competition.

The way to empirically measure the positioning in the retail industry is through the store image. The four retail mix elements that define the positioning strategy with respect to the competition –industry format, product strategy, customer service and communications strategy with the client- are the key factors to communicate the competitive advantage through the store image (Kerfoot et al., 2003 [17].

In the relationship between VM and brand creation, Davies & Ward (2005) [18] identify the retail power of the psychological atmosphere. Their study based on surveys taken by consumers in the store (women between 18 and 26), find the dominant attributes are general look, colour, product display, style of accessories, materials used and illumination. “Windows are atmospheric stimuli that might influence the consumer’s image perception” (Turley & Chebat 2002: 132) [19]. Gil states that “the elements need to communicate specific values first conveyed to the product and then to the store. Eclectic, colourful, sophisticated, tranquil, premium, traveller and all kind of clothes and ages are Cortefiel’s values”.

Sherman et al. (1997) [20] study the role of the retail environment as a mediator of consumer emotions. The image of the store understood as ”a set of emotions and knowledge derived from perceptions about a store” (Porter & Claycomb, 1997: 14) [21], is key in the choice of purchase and the success of the retailer. Burns & Neisner (2006) [22] attribute an emotional role to the psychological qualities of the image of the store, based on affective perceptions of the consumer, not consciously controlled. Zimmer & Golden (1988: 287) [23] affirm that in the process by which consumers evaluate the image of a store, affective evaluations play a crucial role. Affection participates in the formation of the image and memory, depending on the type of relationship that exists between image and affection.

Romaniuk (2008) [24] studies what brand personality consumers assign, how their perception is formed and the differentiation they make with respect to other brands. A similar study by Rodríguez Arenas (2003) [25]
determine the personality of the store is attributed to thinking about the store, emotions or experience that consumers have about brands in the Retail Ranking in shopping centres.

4 Conclusions

Understanding VM as a product and a brand communication tool and considering that the retail environment is not an isolated factor (expense is also influenced by the growing production and purchase of fast fashion), the following variables are proposed to measure VM’s success beyond the frequency of visits, circulation time in the store and sales:

A) the level of control of the shopping experience- The emotional responses characteristic of the retail experience as emotions are socially oriented by the social benefits found in the retail environment. “The nature of the product offered in retail conditions the attitude of the consumer towards the store” (Yoo et al., 1998: 261) [26].

B) VM’s ability to create relationships: in the textile retail, VM, first in the shop window and then also in the interior, gives the opportunity to apply creativity and lifestyle to retail, becoming a means of interaction and communication, facing the most functional objective of other sectors (Ilonen et al., 2011) [27]. The elements used are visually attractive shopping environments, presentation of the product, sensory facilities in the layout and tactile interaction between client and product (Kent, 2007) [28].

C) the improvement in the brand image: the store image might answer coherently to the expected public image and increase sales and sales opportunities. The strategic task of focusing the guidelines in the store is no less important according to the level of price and image, and the essence of the signature and with respect to all sections and departments of the brand. The visual merchandiser Juan Manuel Gil explains how “VM improves brand image if store display conveys a coherent image in all formats”.

D) the differentiation of the competition: selecting a set of tools and communication techniques that identify and explain the store to the customer. As Kozinets et al. (2002: 19) consider, the value of VM can be measured through the store ability to achieve awareness and positioning by creating evocative displays, showing the fashion collections in a way that surprises the visitor, encouraging him to enjoy the interaction with the brand and finding out what else can be offered.

E) the publicity generated: VM also occurs as an intermediary that increases brand image and sales. The best example is that of the flagship stores, whose role is recognized when the media makes it known. This aspect is covered in depth by Doyle et al. (2008) [14].

F) the ability to simplify the brand and become a mediator of emotions derived from the perceptions of the store: the way to measure this VM through questions to consumers interested in fashion. The authors prepared a presentation of photos of stores to see several issues: if they recognize the brand, what positioning and price they give; if they like it, if it is attractive and why, the reasons why they look at something and finally the possible purchase intention. G) a mediator of personality associations: Groeppel-Klein (2005) [29] proposes the measurement of emotions from systems that capture beyond what consumers verbalize around VM, through an electronic system linked to the movement of the consumer by the store. And they conclude that the store they call "experimental" arouses greater joy than the store they call "controlled".

H) neuromarketing: Although valid for understanding the science of consumer behaviour, to improve marketing effectiveness without cognitive or conscious consumer participation to obtain commercial objectives (Morin, 2011: 131) [30] threatens individual autonomy and creates social damages such as inciting the consumer to do something bad for him (Fisher et al., 2010) [31].

References:


Emotions and brands: emotional management of the Bankia brand

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Abstract: - The increase of brands with very similar characteristics has led managers to design strategies to connect brands with an increasingly demanding public. One of these strategies is the management of brand emotions; through it, brands establish complicity and empathy with their audience, and thus, they build and share emotional values, which are independent of the functional value of the product. Bankia, a Spanish financial institution that has implemented the emotional brand management strategy. And, this document presents the analysis made to the advertising campaigns of this entity, which were developed under the management strategy of brand emotions and these were aimed at gaining the trust of their target group and society in general. In the first stage of the research a theoretical approach was made about the relationship between emotions and brands, and about the management of emotions, through marketing and advertising strategies. Afterwards, the analysis of the results of the Bankia brand advertising to date was made. The research was mixed: qualitative techniques were implied, such as the in-depth interview, to know the public's perception and opinion of the brand. And, a scale-type instrument was built to measure emotional brand management. In this way, it was found that the emotional management of a brand contributes to improving the brand image and strengthening the relationship of the consumer or user with it.

Key – Words: Branding – Brand – Emotions – Management – Bankia

1 Introduction

Brands are like living beings, from their birth that are constantly evolving. As living beings, brands have emotions that allow them to connect with their audiences. However, brands have not always used the emotional path to communicate with society. In recent times, we have witnessed an increase in the use of brand emotion management. The brand management experts have verified the positive effects of the emotional management of the brand. This is the case, as we have already found cases of management of brand emotions in almost all economic sectors; from the automotive industry, pharmaceutical companies, the food industry, and even the financial sector.

Specifically, the financial sector, is one of those that has undergone a major transformation in recent years in Spain. The mergers of the companies, the purchases and sales of companies, the takeovers of companies by larger ones, are some of the transformations that have generated a new financial landscape. This has caused, in the general public and in the users of financial services: distrust, fear and hostility.

This situation has led managers of brand, in some financial institutions, to explore the emotions of brands to communicate them and, in this way, emotionally connect brands with their audiences. The ultimate goal of this strategy is to reverse the adverse situation of some entities and gain the confidence of their target group and society in general. Bankia is one of the most outstanding examples of the sector, due to the bad reputation of the company since its origin.

The objectives of the investigation can be summarized in the following points:

- Know the importance of emotions in brand management.
- Discover the contribution of emotions in the connection between the brand and its target group.
- Illustrate, through the case of the Bankia brand, the management of brand emotions
- Point out the new brand management alternative from the emotional level.

The investigation was structured in several phases and including techniques of different nature as indicated in figure 1.
Fig. 1 Methodological approach of the investigation. Source: self-made.

<table>
<thead>
<tr>
<th>Phase</th>
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<tbody>
<tr>
<td>Description</td>
<td>Theoretical approach</td>
<td>Analysis of the communication of the Bankia brand</td>
<td>Analysis of the brand perception of its users and the general public</td>
<td>Conclusions</td>
</tr>
<tr>
<td>Method</td>
<td>Review of specialized literature</td>
<td>Qualitative techniques (interviews and analysis of advertising content)</td>
<td>Quantitative techniques (surveys)</td>
<td>Reflection</td>
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</table>

2 Problem Formulation

The relationship between the brand and emotions is an old question; it can be said that since the birth of the brands this link is recognized. But, the rise of the visibility of this relationship is due to the emergence of studies on the effects of emotions in the relationships of the public with brands, in recent decades.

These investigations have professionalized the use of emotions in the processes of brand management. One of the authors who have made some of the most outstanding contributions on the role of emotions in human behavior is Antonio Damasio. According to this Portuguese neuroscientist:

Emotions are not born, but they are part of an innate automated system that allows us to react to the world, in an immediate way and without using thought. Emotions are part of that complex machinery involving rewards and punishments, encouragement and motivation ... and everything that makes us want to eat, drink, have sex ...

If we apply this theory to the field of brand management, studies such as those of Damasio, among others, allow us to verify the importance of emotions in the relationship between brands and their public. Emotions are fundamental elements to generate interest, attraction and confidence towards a brand. The multiplication of similar, almost identical marks, and the emergence of global brands (these very distant consumers), make it imperative managing emotions to connect brands with those audiences.

The entities with a negative corporate image, is another scenario in which the importance of the emotional management of the brand is demonstrated. The case that is analyzed in the present investigation is the Bankia brand. This Spanish bank was born in 2010, as a result of the merger of seven savings banks; This being one of the major restructurings of the Spanish financial system. It is so from its origin, Bankia has dragged a negative image due to the scandals in which it has been involved. This negative image has generated some rejection towards the entity by society. This circumstance has led those responsible for managing the entity to look for formulas that allow reversing this negative situation.

3 Problem Solution

The actions undertaken for the recovery of Bankia's corporate image began in 2012, starting with the arrival of the new management team led by José Ignacio Goirigolzarri. From the start, the Bankia leaders considered the development of the Bankia brand as one of the main objectives. To achieve this goal, the first step was to commit all departments to work in that direction, and thus, make the entity more attractive for professionals, investors and customers.

Silvia Bajo, Bankia's corporate brand director, recognizes that when she took office in 2012, Bankia was: "a hyper-known brand, (despite only having a year of existence), but the brand reputationally destroyed" [3]. The data proves it: According to a study published by Competitive Improvement on the reputation assessment of financial institutions’s in 2013, Bankia was the Spanish entity with the worst reputation among the four most important in the country. While its competitors obtained scores between five and six points in each of the items valued, Bankia reached the rank of three points in two dimensions, namely: supply and treatment to the client. It obtained points inferior to the rank of two points in aspects like: the integrity, the reliability or the Corporate Social Responsibility (RSC) [4].
At that time, the easiest way to embark would have been to change the verbal brand (brand name) and start from scratch, Bankia executives decided to continue with the brand and offer apologies to the general public and its business partners, the intention of reconciling with society. In this way and to fulfill the proposed objective (to be reconciled with society), the first advertising campaign arises, with the slogan "Let's start with the principles". It is a modest action with which Bankia began to speak to society about what it was doing, without great promises. This advertising campaign served to separate what the company had done up to that moment of what the company intended to do in the new stage. And in that way, it was perceived by the public.

Afterwards, the company carried out the advertising campaign that had as its slogan: "Let's keep working", and in it recognized that regaining public trust was not an easy task, but one that was willing to be reconciled with it. Another advertising campaign carried out by the brand was slogan: "A future together", which was launched in the first years of the new stage and with it began the repositioning of the brand. After the first actions through which the Bankia brand offered apologies and promised to do things right from that moment, the entity began to offer its products and services in a pleasant and close way, demonstrating, therefore, that the entity knows its clients and their needs. In this period, advertising pieces that communicated actions such as: the elimination of bank fees, and other more recent advertising pieces that had as themes: "It is expensive to fall in love" or "I do not pay cash" stand out.

In the aforementioned advertising material, it can be evidenced the change of emotions that the Bankia brand transmits to its users, through its advertising campaigns. This change of emotional content can be grouped into three major phases that are summarized in the figure 2.

![Fig. 2 Evolution of emotions in the communication of the Bankia brand. Source: self-made.](image)

After seven years, Bankia has managed to improve its corporate image and, at the same time, it has been increasing the confidence of the different publics in the entity. In this way, Bankia has reduced the gap with its competitors, as shown by some research carried out. This is the case of the Study of Emotions in Banking, prepared by EMO Insights International, whose seventh edition shows the improvement of Bankia's emotional bond with the public. According to that report, the entity led by Goirigolzarri, in a year, gained 7 points, going from a range of 23 to a superior of 30 points. This fact made Bankia the bank that has increased its emotional bond with its public, in that period [5]. Despite this, Bankia is still in the second half of the classification, so the brand management team still has a lot of work to do to reach its competitors.

4 Conclusion

From the present investigation we can highlight: the importance of emotions in the connection between the brand and its public; Taking into account that emotions allow the creation of more intimate links between brands and target audience, it being based on trust and empathy. A clear example is Bankia, which since 2012 has carried out an intense work of emotional brand management.

Thanks to this work, the financial institution has regained part of the trust lost at its origin and it has managed to establish a more cordial relationship with its public and with society in general. The data obtained, through different studies, corroborate the benefits of an adequate management of emotions linked to a brand. In addition, the choice of one or other emotions allows the brand to adapt the speech to the needs of each moment.

Brands have infinite possibilities when they carry out the strategy of managing their emotions, because, there is a possibility for each emotion, in addition the combination of emotions can be realized. In the future, brand management cannot be understood without linking emotions.

References:


Colonial cinema in French Morocco in the first half of the 20th century

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Abstract: - The cinematographic creation in Morocco is broadly divided into three stages, each with its specific characteristics. The first coincides with the stage of colonial occupation, which covered from the beginning of the cinema until the Independence of Morocco in 1956, and which was totally conditioned by the gaze and the imaginary of the colonizers. The second stage covered from the years after the Independence of Morocco and reached until the last years of the twentieth century, this being a stage of search for self-identity, with the added problem that the construction of emic identity could not distance itself from the construction of the previous look and was in many cases not only reflected that ethical identity, but also could not distance itself from it. The third stage is the current one and in it an apparent cinematographic modernity stands out, which was developed especially in the last decade of the twentieth century, although the temporal border is more diffuse due to its special characteristics, among which a greater global interconnection stands out thanks to the communication networks to which, of course, Morocco is no stranger. The Moroccan identity at this stage has matured and has apparently distanced itself from the historical and political pleitieses, servilisms and conditions of the past, although the degree of external influence is also greater again. In this text we will deal with the first stage.

Key Words: Morocco – Orientalism – Political identity – Colonial cinema – History of cinema

1 Introduction

From the first moment of the invention of cinema at the end of the 19th century, camera operators who recorded and documented all kinds of human scenarios were sent all over the planet. The interest for the other at that time was close to an idea of universalization of the human species related to evolutionary theory, so there was a great interest in knowing that other, and showing it, exhibiting in front of the inhabitants of the metropolis, as indirectly made Gabriel Veyre in 1905 with the photographic technique, starting in the visual universe Sultan Abd el-Aziz, In Morocco, in the privacy of the Sultan [1]. The cinematographic commerce was incipient, but it connected in a very powerful way the imaginary of the spectator populations, crystallizing in images registered at last, that exotic stereotype of the other, which together with the paternalistic ideology of the colonial powers, served to invent that other.

On the other hand, in this first moment and with few exceptions, the cinema that was made in the territories colonized by Western countries was for internal consumption of these same countries. In a short time this first cinema entered the colonial logic, so that its productions began to be exported and commercialized in the colonized territories, in many cases the same places where the film operators had recorded those first documentary films. There was also the case, more widespread, of recreating the East in film studios located in Western countries, representing a stereotyped and unreal reality, which would later be screened in cinemas located in places that had supposedly been fiction, giving way to a system commercial that slowly became universal. This cinematographic product exported and consumed by masses of visually illiterate population would end up promoting, through an acculturation process, the construction of a multiple identity in colonized populations. This product of the mixture of cultures, has been produced mainly in one direction and has crossed all the social and economic layers of the country. "In the region, there is a great uniformity in the taste symbolized not only by transistors, cowboys and Coca-Cola, but also by the cultural images of the East offered by the American media and consumed without reflecting the great mass of viewers. The paradox of the Arab who sees himself as an "Arab" of the same type as Hollywood shows is the simplest result of what I am saying" [2].

13 The translation of citations has been done by the author of the article.
The Arab stereotype, within the economic and cultural logic of exploitation during the French and Spanish Protectorate, is similar to audiovisual discourses, and its maintenance produced economic realities. It is easy to maintain the stereotype and reproduce it ideologically in those geographical areas through the acculturation mechanism. Among these few lucky stereotypes, the false construction of that other was always glimpsed, and we could say that, by way of example, the mechanism is currently immersed in the logic of the operation of what can be seen in the media on a daily basis. Continuing with the example, it happens that Andalusians have a hard time recognizing ourselves when we are reflected in the media or in the cinema. Identify ourselves in the stereotyped images that are produced continuously not only in other countries, but especially in the national television itself, or even worse, in the regional television of Andalusia itself, where it seems to reign for all only the spirit of Seville, of the April fair, or other shows in which we appear to be, at the wrong time, of a sainete of the Álvarez Quintero brothers, but clearly and interested mainly identified by the stereotypes that are reproduced by the television institution, with clear appropriation of the ethical look. If this happens to the Andalusians themselves, an example of the Near East, where the reductionism of the identity of that other who we are causes such prejudices, what will not happen in the case of that other Arab, and in the case that we are interested in principles of the twentieth century, where the importance of the media was not so great, but they were all those images that reached the bulk of the population through photographs of postcards, and of course, the cinema, which reflected the archetype cultural.

This cultural mirror, as a reflexive and reproductive metaphor of the social, as well as the different images that it produces, or reproduces, certainly deformed, circulates in two senses: in the first, these images are accepted and reified by a mass that is largely unknown its own past and assumes, assimilates, the past presented by the different audiovisual media, even if they are cinematographic fictions. In the second sense, which works in the reverse direction, it creates and maintains stereotypes over the other, all the more remote from reality in direct proportion to the physical distance of the territories.

"In the world of American cinema, the treatment given to Morocco and the Arab world in general goes through four films that can be inserted in the mythical scope: Morocco (1930), Casablanca (1942), Lawrence of Arabia (1962) and The Wind and the Lion (1975) The first film was due to the German director, based in the United States, Von Steinnberg, and was produced by Paramount in 1930, with Marlene Dietrich and Gary Cooper in the cast. We interpret the film as a story failed, in which they put, however, some of the wickerwork of the later myth of Casablanca. On the one hand the French foreign Legion is present, as in the novels, then of success, of Percival Chr. Wren. Although the film It is not literally inspired by Wren, breathes the same atmosphere of this author, successful at the time, that in Beau Geste had told the adventures of the French legionaries [3]. The film begins with the vision of a world map where locate Morocco; then, the plot revolves around a love triangle, treated with dissent and estrangement; Finally, cabaret and tobacco smoke are ubiquitous. All these common places will be retaken later by Michael Curtiz. The natives are even more implausible than in Casablanca, from the Spanish gypsies practicing prostitution to the Muslim call to prayer, with sounds that denote that the director had not heard a single almotacén in his life. In short, the film, flat and failed, except for the always dazzling figure of a fatal woman of the Dietrich, is a prologue from Casablanca.

Common stereotypes and ghosts that implicitly evoke, distortions of the perceived that create realities. Stereotypes transformed into prejudices, accepted despite reality itself, with a major ignorance of the reflected, recreated contexts. Likewise, exaltation of feelings anchored in aesthetics, fanciful creations, in short, an unreal world that has nothing to do with the original physical locations, or at least, to which they refer. Thus, for example, about the movie Casablanca: "The fortune of the film [...] reproduced an fantasy Orient, an archetypal stereotype. [...] Now, we can remember that the Moroccan world is nonexistent, and perhaps it only exists as a traced model of imaginary Baghdad, which accompanies the existentialism as a trifle" [5].

A transversal theme to that of the cinema is that of its scenarios, in this case, its architectures, which give meaning to the construction of the spaces of that unreal otherness in which the exotic “other” develops its behavior patterns outlined beforehand in function of the parameters assigned to them and in which a wide network of professionals execute through all kinds of stretches, necessary for the exotic company to fulfill all the objectives that make it seemingly "real". Causing what if this other reality we are talking about does not appear fictional, exaggerated, constructed, it will not seem credible enough to viewers to distance themselves from known fictions. Therefore, the theme of the stage, and its architecture, functions as an important anchor for recognition and impersonation, just as it is one of the most important factors in the creation of imaginary.
2 Problem Formulation

The objective of this article is to review and initiate an introduction to the context of cinema in Morocco, from its birth to the mid-twentieth century, which is the period in which France and Spain militarily occupied Morocco through the figure of the Protectorate. In this occupation, not only military, economy, culture, and its entire legal system was intervened and partly supplanted by the two countries, having produced a new reality, the effect of the intervention in Morocco and the mixing with asymmetric results of these three cultures, where cinema played an important and silent role in the acculturation of Moroccans.

Research on this subject are barely studied in the current research context, in many cases the existing bibliography is the result of the titanic work of some authors, who collected data on this era in which we rely, and that is barely updated. In this sense we intend to contribute to a revision of the same, although by extension of this text we renounce to completely fulfill this objective. Effect of the antiquity of the majority of the existing texts, the analyzes that exist of this cinema are conditioned in many cases by the frames of thought of the times in which they were produced.

3 Problem Solution

As we have said before, from the beginning, both photography and cinema in Morocco, were artifacts used by the colonizers to register the country and show it in the metropolis to the citizens of those countries, creating with this inclusion in the topics usually treated a legitimizing discourse on colonial possessions [6]. Being both photography and cinema inventions introduced from Western countries, the language, theme and discourses of the productions made at this time were conditioned by the eyes and imaginary of the citizens of the colonizing countries. The alleged innocence of its first uses demonstrates the social discourses developed in the metropolis, regardless of whether it was organized from the political/military powers or from the social indoctrination of the citizens.

In itself, both photography and cinema consisted of a form of unidirectional cultural invasion, in which the invaded cultures were at a clear disadvantage with respect to the invaders, since these cultures were totally alien to the invention of photography in the first instance and of the cinema in the second instance, being necessarily influenced by the language and the photographic and cinematographic style cultivated by the colonizers. In any case, North Africa, like the rest of the colonies, had to assume its new role and a way of consuming the image that was outside its channels of culture and tradition.

Unlike photography, which does not require the facilities required by the cinematographic device due to its own process, and although it was introduced in most of Morocco almost parallel to the cinema, its development and production by Moroccan nationals was faster than cinema.

As the cinematographic discourse evolved, an authentic entertainment industry was created through cinemas, film studios and film producers, creating a film product that at the time when the industry was organized, it also began to export to colonized countries, among which Morocco was naturally counted. This export to Morocco was only at movie creation levels, for the distribution of films, since a filmographic control center was not created in the country until 1944.

It is in 1944 when the authorities of the French Protectorate created the Center Cinematographique Marocain (CCM) to regulate film productions that could be shot in the Moroccan territory. Paradoxically, the fact that France had created in its own territory in 1946 the currently National Center of Cinema and de l'Image Animée (CNC), created after of the Moroccan Protectorate. The CCM worked for more than thirty years with the first ordination and purposes for which it was created, taking place in 1977 a reorganization in which “all film associations, clubs and organizations related to cinema were coordinated with the CCM. In addition, this Center issued all types of visas, authorizations to produce, produce, import and distribute films in Morocco” [7].

Therefore, the first filmmakers of Morocco necessarily had to be trained in France in the 1950s as there were no film schools in Morocco at that time. The place chosen in most cases was the Institute of Higher Studies of Cinematography of Paris (IDHEC). The problem is that those first filmmakers when they returned to their countries did not have a circuit to channel their careers. In addition, “upon returning to Morocco, they could do nothing without the consent of the colonial authorities. After independence, fiction films ceased, only institutional news and films could be made, commissioned by the regime. It was a time when there was no television and these news were used as propaganda” [8].
In the context that interests us, Morocco, the first film that is recorded on its realization was Le chevrier marocain (The Moroccan goatherd), made by Louis Lumière in 1897. This film, like all others, was always made by foreigners until a date close to the years of the Independence of Morocco in 1956. Eighty-one commercial films shot in Moroccan territory in the first half of the twentieth century, until 1956, all of them were shot by foreign filmmakers. It can be seen how at the beginning of this period the protagonists are always actors of different nationalities, never Moroccans, and it is in the last years of the period studied when some Moroccan actors also begin to appear as protagonists, cast actors, no longer only figurants [9].

4 Conclusion

In line with the above, we can specify that the clash of cultures produced an asymmetric relationship and in many cases a vertical relationship, being at the lowest level in Morocco and in higher positions France and Spain. No filmmakers were trained during these years at any qualified level of the film industry, of course Moroccans participated in the filming but always did it as support staff or as figurants. It is in the late forties and during the fifties of the twentieth century when some actors also become part of the cast of actors, but always exceptionally. In those years there was no Moroccan film director, only Moroccans began to work in the film industry from the mid-fifties, but always subject to control, at the beginning of the administration of the Protectorate, and in a second Moment of the surroundings of the King of Morocco.

The relations established between the different cultures that came into contact through the invasion of the Protectorate led to a redefinition of the Moroccan identity in most cases, in which the cinema occupied an important role within the collective imaginary of the three cultures, defining both the other externally, as we, from within the culture itself.

References:
The credibility of the advertising among Millennials. The influence of the message issuer

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Abstract: The objective of this work is to identify the credibility granted by students to the issuers of advertising messages. As well as its relationship with the variables of gender and type of studies. To this end, a survey was conducted to 640 young people who study in Spanish university centers, in it they were asked about 16 types of generic advertising. The results show that political parties, companies that operate mobile telephony and data, beauty and cosmetics brands and celebrities are the lowest rated issuers. In addition, the study reveals that there is no correlation between credibility and gender, but there is between credibility and type of studies. There is a greater credulity towards the issuers among young people whose studies are related to commercial communication. The relevance of the work is due to the fact that the credibility of the message sender is the first step to build trust in the client, and trust is one of the most valued intangibles by the companies.

Key – Words: Advertising credibility – Advertising issuer – Advertising persuasion – Millennial audience – Advertising message

1 Introduction
With the Information Society a much more demanding and informed new receiver-consumer has emerged. He knows the persuasion strategies of the brands and demands a based on the truth advertising [1]. The perception of truth has a high subjective component in which credibility plays a major role. Understanding credibility as the result of a process in which recipients evaluate from their subjective emotional experience aspects such as the reliability of the issuer, the content, or any other informational element which may affect the message [2][3]. An ad is considered true when there is a correlation between the real offer and the perception the receiver gets of that reality through the message [4]. In the perception of reliability both the image you have of the issuer as well as the image you have of the channel play a relevant role [5][6]. This article deals with the first case assuming that in advertising there are two types of issuers the advertiser company or organization (real issuer) and the actor-protagonist of the advertising piece (issuer in fiction).

2 Problem Formulation
The goal of this work is to know the level of credibility granted by the university students to the senders of the advertising messages. For this purpose, we can distinguish two types of senders: on the one hand, the advertiser considered as the real sender and, on the other hand, the lead actor of the advertising piece called sender in fiction. The real sender can belong to one of these 10 advertising fields: Banks, Electrics and Insurances; Cars and Motorcycles; Clothing and Complements; Cosmetics; Leisure and Travel; Mobile telephony operator and data; Political parties; Public institutions; Technological products; Universities and Business Schools. And the emitter in fiction can belong to one of these 6 groups: Celebrities, Children, Ordinary people, Pets, Professional experts and Workers of the advertiser. The three research questions raised are the following: a) Which advertising issuers (real and / or fiction) have more credibility among university students?; b) Is there a correlation between the dependent variable 'credible' and the independent variable 'gender'?; c) Is there a correlation between the dependent variable 'credible' and the independent variable 'type of studies'?

3 Problem Solution
A non-experimental, cross-sectional, descriptive and correlational research was carried out to answer the above mentioned questions. And Wimmer and Dominick’s [7] guidelines were applied in the survey method. We worked on a non-probabilistic sample of convenience of 640 people carrying out undergraduate or graduate
studies in Spain, regardless of their age, gender and nationality. The only premise considered when taking the sample was that 50% people surveyed had to be enrolled in studies related to commercial communication and advertising (n=320) and the rest had to be studying others degrees (n=320). To achieve this of the surveys were conducted at the University of Valladolid (Campus of Segovia) and centers such as ESIC or EAE. The sample was comprised of 640 university students between 17 and 40 years old, with an average age of 20.5 years, a bimodal distribution of 18 and 20 years and a median of 24.5 years. The bulk of the sample (97.7%, n=625) was comprised of students between 18 and 25 years old. In terms of gender, 30% are men (n=190) and 70% are women (n=450), a difference due to the high number of women carrying out studies of advertising and public relations.

The field survey was developed during the months of March and April 2019. The questionnaires were distributed in two ways: first, self-administered via Google Forms but, given the limited response (only 95 questionnaires were received), it was decided to continue doing field survey through face-to-face interviews. The 5 questions related to this article were the following: Q1: Age; Q2: Sex; Q3: Do you study a degree related to commercial communication? There were two possible answers: 'Yes' or 'No'; Q4: How credible is for you the advertising made by the following companies? Banks, Electrics and Insurances; Cars and Motorcycles; Clothing and Complements; Cosmetics; Leisure and Travel; Mobile telephony operator and data; Political parties; Public institutions; Technological products; Universities and Business Schools. There were three possible answers: 'Very credible', 'Credible', 'No credible at all'; Q5: How credible are the following types of adverts for you? Ads with pets, with celebrities, with children, with ordinary people, with professional experts and with workers of the advertiser. 'Very credible', 'Credible', 'No credible at all'. Regarding the treatment of the missing data responses and given nominal qualitative variables, proportional allotment depending on the group size was the procedure chosen [8].

The results of the study allow grouping the advertisers into two categories. On the one hand, the issuers with a credibility percentage above 75% and, on the other, those issuers that do not reach 51% credibility. Among the first, in order of credibility, are Technological products (+416 credibility points); Universities and Business Schools (+405); Clothing and Complements (+371); Cars and Motorcycles (+357); Institutional advertising issued by public organizations (+349) and, finally, advertising related to leisure and travel (+329). Among these issuers, only in the advertising of Cars and Motorcycles there is a statistically not significant correlation of dependence between the variables of credibility and gender (85.1% males vs. 74.8% females) (X² = 25.06, d.f = 1; α = .05; p = .198).

As far as the protagonists of the advertising pieces are concerned, the results indicate that expert professionals, backed by experience and the accuracy of their information [9], are those that enjoy greater credibility. The rest of the actors obtain a positive reliability with the exception of celebrities (-17), something that helps to understand the upward trend of social realism in advertising and of inclusive advertising connected with real life and ordinary people [10][11][12]. In fact, there are more and more campaigns without a predetermined script and carried out by inexperienced street people [13]. According to the results obtained, there is no correlation between the perception of credibility and gender, however, there is a certain relationship between being taking studies associated with commercial communication and granting greater credibility to the different advertising issuers.

The relevance of this study lies in the fact that, as Costa points out [14], credibility is a strategy that begins at the message issuer: in its notoriety, in its assessment and in its trajectory in the eyes of consumers. Credibility shapes trust, an attitude that, as Viñarás [15] points out, is one of the most complete and appreciated intangibles of companies. Hence, the study of any factor related to the perception of the credibility of the advertising message is of utmost importance for brands.

There are few studies on the credibility of the issuer of the advertising message in general and none focused on young university students. There are, for example, papers on the credibility of celebrities and of these in front of the ordinary people or on the presence in the ads of workers of the company or on experts related to the world of health. The limitations of this study lie in the fact that it comes from a sample of convenience. Future research could be aimed at deepening on the growing credibility of the common man in advertising.
<table>
<thead>
<tr>
<th>Real issuers</th>
<th>Issuers in fiction</th>
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<tbody>
<tr>
<td><strong>Technological products</strong></td>
<td><strong>Universities &amp; Business Schools</strong></td>
</tr>
<tr>
<td>82.6%</td>
<td>81.6%</td>
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<td><strong>Clothing &amp; Complements</strong></td>
<td>78.9%</td>
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<td>78.6%</td>
<td>81.7%</td>
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<tr>
<td><strong>Cars &amp; Motorcycle</strong></td>
<td>77.9%</td>
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<tr>
<td>74.8%</td>
<td>83.2%</td>
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<td><strong>Public institutions</strong></td>
<td>77.0%</td>
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<tr>
<td>76.6%</td>
<td>84.5%</td>
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<tr>
<td><strong>Leisure &amp; Travel</strong></td>
<td>75.8%</td>
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<tr>
<td>75.7%</td>
<td>81.6%</td>
</tr>
<tr>
<td><strong>Banks, Electrics &amp; Insurances</strong></td>
<td>50.3%</td>
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<tr>
<td>52.8%</td>
<td>44.6%</td>
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<td><strong>Cosmetics</strong></td>
<td>36.9%</td>
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<td>37.6%</td>
<td>44.4%</td>
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<tr>
<td><strong>Mobile telephony &amp; Data</strong></td>
<td>17.6%</td>
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<td>17.8%</td>
<td>42.4%</td>
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<tr>
<td><strong>Political parties</strong></td>
<td>78.4%</td>
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<tr>
<td>72.6%</td>
<td>44.4%</td>
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<tr>
<td><strong>Professional experts</strong></td>
<td>69.2%</td>
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<tr>
<td>69.0%</td>
<td>72.6%</td>
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<tr>
<td><strong>Ordinary people</strong></td>
<td>61.0%</td>
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<tr>
<td>62.3%</td>
<td>72.6%</td>
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<tr>
<td><strong>Children</strong></td>
<td>59.8%</td>
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<tr>
<td>60.2%</td>
<td>72.6%</td>
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<tr>
<td><strong>Workers of the advertiser</strong></td>
<td>58.6%</td>
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<td>58.0%</td>
<td>58.0%</td>
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<tr>
<td><strong>Pets</strong></td>
<td>48.7%</td>
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<tr>
<td>46.7%</td>
<td>53.4%</td>
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<tr>
<td><strong>Celebrities</strong></td>
<td>48.7%</td>
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<tr>
<td>46.7%</td>
<td>53.4%</td>
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Table 1. Credibility of the issuers of advertising message
Source: Authors. Numbers printed in gray stand for negative credibility.

4 Conclusion
In view of the data obtained, it can be concluded that, in general terms, university students give credit to the advertising issuers. Being the only exception the political parties, mobile phone operators, cosmetic brands and celebrities. A relationship between credibility and gender is not detected, but there is a relationship between credibility and type of study, with more credibility being observed towards issuers among young people whose studies are related to commercial communication.

References:
Management of public opinion and public relations techniques in the PDO Vinos de Madrid

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Abstract: Protected Denominations of Origin (PDO) have a proven functionality from the relational perspective of public relations. Under this approach, through a methodology based on methodological triangulation (combining the use of qualitative and quantitative methods), the main objective of this work is to analyze the communication techniques used by the Regulatory Council of the Vinos de Madrid PDO in order to obtain its stakeholders map and to determine the messages that are placed in the surrounding public opinion. Results demonstrate the existence of a relational communication system based on the use of communication techniques.


1 Introduction
The denominations of origin allow the establishment of a communication system oriented to manage the relations [1] [2] [3] between the Regulatory Council that protects them and their stakeholders with a purpose: to place messages of legitimation in the public opinion about the product they protect [4] [5] [6] [7]. In 1990, under Law 25/1970 and 835/1972 and Royal Decree 157/1988, of February 22, which establishes the regulations to which appellations of origin and qualified appellations of origin must conform. wines and their respective Regulations, approves Order 2240/1990, of August 17, of the Ministry of Agriculture and Cooperation, by which the Denomination of Origin of Madrid wines is recognized and its regulatory Regulation is approved. Since then the Vinos de Madrid PDO has been carrying out important communicative efforts in which it is convenient to deepen from a strategic perspective of public relations [8] [9] [10] [11] [12] [13] [14].

2 Problem Formulation
Emerged as a continuation of a larger previous work, and under these precepts, this research is proposed as the main objective to analyze the communication techniques used by the Regulatory Council of the Vinos de Madrid PDO in recent years in order to obtain an X-ray of its public map and determine the messages that are placed in the surrounding public opinion. To develop this main objective it will be necessary to address the achievement of the following secondary objectives:

OS1: Theoretically and conceptually support the phenomenon of strategic planning of public relations and each of the phases that comprise it.
OS2: Conduct a conceptual approach to the technical terms of communication vs. Public relations techniques in relation to public opinion.
OS3: Determine what communication techniques are used primarily by the Regulatory Council of the Vinos de Madrid PDO in the strategic management of their public relations.
OS4: Observe the messages that they try to place in public opinion through the use of these techniques.
OS5: Identify the map of target audiences.

3 Problem Solution
To achieve the progressive achievement of the objectives outlined above, a methodological design based on the concept of methodological triangulation that combines the use of qualitative and quantitative methods is established. To do this, the case study method (single case design) is used: the CR of the Vinos de Madrid PDO, in combination with the content analysis.
4 Conclusion
The results show the existence of a strategic public relations process, channeled through the regulatory Council under study, based on the use of communication techniques applied to the planning of public relations.

References:
The impact of the Aesthetic Aspects in Positioning Arts and Audiovisual Communication Indexed Magazines: A comparative case study in Latin America

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Abstract: World trends do not apply the same aesthetic parameters in technical-scientific journals as in arts and visual communication journals which, in many cases, include unpublished images, audiovisual productions videos, and pictorial works. Also, there is some evidence about the difficulty of the process that journals must carry out to be indexed in ranked databases and the demand for the scientific quality required. Some Latin American magazines in art, design or audiovisual communication, seek to break the mold of the continuous thread of successive and monotonous articles such as engineering or technical lines, which mostly publish quantitative, experimental or statistical articles, and they could insinuate the no need for aesthetic aspects to be included. The graphic lines for arts or graphic design nature journals, in many cases, seek to manage more aesthetic scheme attempting to change the rigid axis of scientific journals, even expecting, capturing creative truths to encourage visual culture, towards all types of audiences. These journals maintain a low presence in indexed journals and the number of publications accessed, even though its seriousness in the methodological research processes that guide all scientific study in the search for truth. They use arguments tested at a theoretical or practical level, managing the intention to be inclusive and multidisciplinary to a certain extent, with the challenge of including the holistic side in the knowledge industry. This study aims to analyze the factors which mainly affect the process of acceptance as indexed magazines and the reading motivation of the published volumes. For this purpose, a comparative case study is carried out between journals of high technological impact, versus arts and visual communication journals, seeking to identify the effect of the artistic side of their graphic line and other factors that may determine their acceptance in scientific journals directories which are worldwide recognized.

Key – Words: Digital Marketing – Art – Audiovisual Communication – Indexed Journals – Graphic Line

1 Introduction

The indexation of a magazine goes hand in hand with the quality of its works, considering becoming quality scientific results (Balhara, 2012). Usually, technical-scientific journals related to the arts and the visual communication disciplines include unpublished images, audiovisual productions videos, and pictorial works. Some Latin American magazines in art, design or audiovisual communication, seek to break the mold of the continuous thread of successive and monotonous articles, usually found in engineering or technical lines which mostly publish experimental or statistical articles, implying the no need for aesthetic aspects to be included in scientific writings. Contrary, the graphic lines for arts or design nature journals, in many cases, seek to manage aesthetic scheme attempting to change the rigid axis of many scientific journals that follow the rules to reach the desire of a universal ranking system (Jamal, 2008).

Moreover, in some cases, arts and visual communication research magazines expected to practically convert them into works of art, capturing creative truths to encourage visual culture, towards all types of audiences. This expectation may cause conflicts in the rigid system rules of citation index, even though one system does not need to fit all the disciplines (Nkomo, 2009). The seductive power of academic writing in journal articles should not be underestimated, neither condemning other discipline styles (Álvarez-Muñoz, Pérez-Montoro, & Mario, 2016), expecting to encourage their publication as indexed magazines volumes.

In the case of Ecuador, for example, noteworthy its low presence in indexed journals, until 2016, the country had 121 journals in Latindex, but only two journals in Scopus and none in Web of Science (WoS) (Elsevier, 2019). By 2019, Ecuador has published 21,307 documents in Scopus and maintains three journals until 2018, none of them in art or design (Scopus, 2019), while Latindex has 606 journals (Latindex, 2019). These numbers
evidence the difficulty of the process that journals must carry out to be indexed in ranked databases and the demand for the scientific quality it deserves. (Solorzano, Sanzogni, & and Houghton, 2016)

2 Problem Formulation

Although the arts and design journals maintain the seriousness of the methodological research processes that guide all scientific study in the search for truth through arguments tested at a theoretical or practical level; they also seek to be inclusive and multidisciplinary to a certain extent, with the challenge of including the holistic side in the knowledge industry. Furthermore, the importance of applying an attractive or artistic graphics line might not detract from the quality of the articles to found in these types of journals. However, despite the effort of scientific recognition, it is evident the low presence of this type of indexed journal in ranked databases such as Scopus or WoS. This issue leads to the need to undertake an investigation expecting to identify factors which mainly influence the number of indexed publication and the incentive of accessing arts and audiovisual communication journal magazine.

The Objective of this research is to analyze the impact that aesthetic aspects such as its graphics design line may have on the positioning of a research journal related to arts and audiovisual communication topics, and in its acceptance as an indexed journal in ranked scientific databases.

3 Problem Solution

In order to accomplish the objective of the current research, study cases are reviewed, such as the indexation processes followed by the Latin American journals named ÑAWI, analyzing what influenced its acceptance in the Latindex directory; and the popularity that it can reach by sharing artistic illustrations and pieces of arts included as part of its volumes published. Other cases of journals in this genre, which has achieved their indexing at the level of SCOPUS or WOS, are also analyzed.

For this purpose, a mixed method research, following a pragmatic paradigm [7] is carried out in a comparative study between journals of high technological impact versus arts and visual communication indexed magazines, seeking to identify the effect of aesthetic aspects such as the graphics line and other factors that may determine their acceptance in scientific journals databases which are worldwide recognized.

4 Conclusion

Latin America has become more competitive with scientific production, gaining little space in technical, scientific journals but none in arts and audiovisual communication magazines. Furthermore, there is a long way to go to be in the major leagues of indexed journals by seen the evolution of journals with a substantial increase in a few years in Latindex, and almost nothing in Scopus or WoS. It denotes that indexing processes are not at all simple neither expecting that one indexed system may fit all the disciplines. The ÑAWI magazine, as a study case, focuses on a single area of knowledge, Art, Design and Audiovisual Communication, being a common area in scientific production, will show all the way that a magazine takes for indexing and screening artistic production for encouraging its reading. Other cases, as a comparative case, aiming to identify the effect of the factors in this matter also are analyzed.

References:

New profile of the filmmaker of advertising shorts: diversification and creativity

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Abstract. - There begins to be a knowledge about Spanish authors of video clips and spots, precisely because we are at a time when there is an "effervescence" of them. A flood of new talents, who make their way with passion and very good manners, who have moved their efforts from the sacrificed and never sufficiently recognized world of the short film to that of the music video, as a testing ground where they can learn and experiment and then take on jobs, such as the advertising audiovisuals, which will bring them greater benefits in every way. From the most innovative spots, which we see, especially on the Internet, from the new production companies, a new production-realization strategy is inferred where the creative concept, the direction, the post-production, everything falls into the hands of a first and last responsible: the visual artist, who has been able to make himself known with the video clip, and who will control all the steps of the process and will be the one who grants the final result of a different and original entity, captivating for what he has of perfection.

Key – Words: Videoclip - Spot – Creativity – Innovation – Visual storytellers

1 Introduction

Reviewing the names of the most outstanding filmmakers of recent years in two of the audiovisual formats that are the subject of our research, the video clip and the advertising spot, we realize that the work of these directors has that unmistakable stamp of the author. An imprint achieved by conjugating an impeccable photograph, strange choreographies, magnetic styling, a narrative in which we always imagine more than what we see, mixtures of violence, sensuality, mysticism and a very particular use of special effects and technology, which have achieved give shape to a unique style to tell true or surreal stories and with a lot of rhythm. There is the circumstance that these creators have worked without stopping, indistinctly, in the realization of both audiovisual musicals and advertising spots, always with great success. We could say of his profile that they are versatile filmmakers and visual storytellers. And if there is a line of continuity in their work, that is innovation.

Thanks to their original spirit and their different work, many of the spots and clips of these filmmakers have not only been awarded by the critics but they have become icons and they have received many followers - almost of cult - in many countries. Some spots continue to garner recognition after years since its launch, and have the honor of having cemented a place in popular culture with their mixes and games.

2 Problem Formulation

Study of the short advertising film directed by versatile young people that touch all the genres, that go from the graphic design, to the long film, happening through the two of those that our study takes care of. They are working on the frontier between advertising, music videos and movies, and breaking the barriers between genres. Analysis of a clear exponent: the spanish audiovisual company CANADA, which deals with both advertising projects and video clips. It is a paradigmatic case of how the way of working, of conceiving projects, of developing them, is changing more and more prominently, in the audiovisual advertising sector: it is left in the hands of the director. He is the connoisseur of images and works with them to achieve incredible results: a concept and a perfect execution, supported by a clean and original handling of postproduction. With talent and knowledge of post-production, you can do wonders even with few means. There is, of course, much talk about how the new dominate digital techniques in their experimentation processes. The influence of the new technologies is responsible for the lowering of the production process of the video clip and for the
extension of the possibilities of subsequent broadcasting, factors that, together with others, give rise to the current phenomenon of the low-budget video clip [1].

3 Problem Solution

As an exponent of the work that is being developed in Spain, we have selected CANADA: an audiovisual company founded in 2008 by filmmakers Luis Cerveró (1974, director and filmmaker), Nicolás Méndez (1973, director) and Lope Serrano (1975, artist, teacher and director) to produce his own work. The three filmmakers adopt the common and collective name of Canada to sign all their work at the address.

Canada is an example of how young talents are used today, who mainly enjoy what they do and even though they are young they know a lot about counting through images. And because they are so young, they are not afraid of risk and are able to abstract from everything already done and open new paths. This is what advertisers and agencies are beginning to demand to attract a new audience.

The production company Canada has been able to transfer the most groundbreaking audiovisual language, as well as references from visual culture and cinema to video clips and advertising, creating a complex universe, with its own iconography and style.

His modus operandi to create an advertising audiovisual, musical or commercial, is to support each other in different stages of the creative process, because what is more difficult in any creative work is to be fully convinced that you have the best possible option, and that is always useful to share with other brains.

Canada faces advertising projects as well as video clips, its relationship with the latter being the one they enjoy the most, even if it does not generate income. Their work altruistically and without supervisors of by means, has made that they develop a great creative work, free of censorship, giving free rein to their imagination and including the artistic baggage of each of the components. It is a style of its own, a common universe, with influences coming from visual culture: cinema, television, comics, art ... a fact that is not strange if one takes into account the cultural background of each of them, since he has studied cinema or art history.

We observe in this case that they are masters in translating their ideas into unique and attractive planes on the screen, always with an eye for clean aesthetics, which leads them, generally, to achieve things that have never been seen before. They are open to all possibilities, they are not against the use of analogue equipment and film.

At the end of 2010, Canada signed for the production company Partizan for its global representation, moving on to work and produce for international clients. To become part of Partizan meant, on the other hand, to diversify into two fields: making international videos with bigger budgets but without abandoning their adherence to the independent music scene of our country.

4 Conclusion

Creativity and the realization of audiovisual, musical and commercial advertising is being concentrated in the hands of the artist-director, who mixes great cinematographic power with a very personal sensibility, which results in a unique aesthetic that combines impressive images with a carefully crafted history background. Artist who wants to carry out projects that require great ideas that is what motivates them and keeps them moving forward, always looking for ways to make each work different from those they did before, in a clear commitment to it and to themselves. This is what we have been calling the author. And this way of conceiving the audiovisual short film is the trend today. New directors, or future filmmakers -perhaps the new sap, the new generation- are now coming out the world of the video clip because it is the last place they have to coil and forge a style. The video clip is still used right now like that trampoline, like that laboratory in which without much budget, these directors are trying to shape their future, make themselves known to try to reach the world of advertising and maybe from there maybe also to the world of the feature film [2].

References:
Influence on the hospital sector: review of the main management theories

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Abstract: This study deals with a bibliographic review of the most relevant works on the power of social influence, its measurement, and the profiles of those who exercise this influence as key elements to address the organizational sustainability of hospitals in an environment of digital transformation. To this end, an analysis has been carried out of the articles with the highest indexing in the Social Science Citation Index within the last ten years. Focusing the search on the specific keywords “influence” and “management”, a total of 75 articles were obtained. The content of these articles was analysed to extract the main academic contributions regarding influence on the hospital sector. The results show the importance of two management theories, and the existence of methodologies and three parameters for their measurement. This work opens a new perspective for those organizations that wish to design innovation spaces, need to face a process of change in organizational culture or improve their relations in their environment through the integration of these influencers in their corporate strategy.

Key Words: Social network – Influential user – Online health community – Participation style – Management

1 Introduction

The Internet has led to changes in the structure and management models of organizations. From unidirectional structures, we have moved on to flexible models connected in a network [1, 2]. Companies base their management competence on the value of their own network of stakeholders [3,4] and on their ability to establish connections that will depend on their sustainability for different commercial [5, 6], financial [7] or innovation [8] purposes.

According to Rashotte [9] influence arises when changes are experienced in a person's thoughts, feelings, attitudes, or behaviours as a result of interacting with another individual or group of individuals. The effect of this influence is reflected in indicators such as compliance [10], socialization, peer pressure, obedience, leadership, persuasion or sales [11, 12] According to Xu, Wang and Zhang [13], social influence affects the decision-making process of the individuals themselves, which leads to the enclosure effect [14]. Various authors discuss how this social influence is generated. Bonchi [15] states that it is important for individuals to associate with one another because of similar concerns (homophilia). However, Aral et al. [16], and La Fond and Neville [17] consider that social influence only occurs when there is a change in behaviour and thinking. Chen et al [18], and Ireland and Webb [19], direct their research towards determining which is the central node through which information is most effectively disseminated, and what attributes do individuals within that network have who exert social influence, the so-called “social influencers”. Such a power to exert influence may be formal [20], a power referred to by a trait of admiration, overwhelming personality or meritorious character or informational power because of its control over information [21]. This way of exerting influence is further enhanced by the Social Media [22], which have fostered a series of styles of participation in online communities that are useful for predicting the behaviours of both influencers and influenced individuals. Mention should be made of the studies in five areas: health [23, 24, 25], ecommerce [26], sport [27] and construction [28]. In this paper we shall focus on the hospital sector due to the fact that its online communities contain certain members that make up the nucleus of the community and are vital for the maintenance of the community itself [29] Additionally, there is a perception of the need to confront the digital and social hyperconnection of relatives and patients [30] with the power that Social Media gives them to make criticisms [31]

2 Problem formulation
In this context, the following research questions arise in relation to the literature review:

RQ (1): Is there a consensus in the theories that links influence with organisational change processes?

RQ (2): Has a clear methodology been defined for the measurement of influencers in organizations?

RQ (3): What are the parameters that can establish whether or not a user is influential in an online social environment?

RQ (4): What role do these influential users play in online communities in the health sector?

The purpose of this article is to answer the above research questions.

3 Problem solution

This research was carried out through a systematic review of the scientific literature of the last ten years dealing with social influence, its link with business management and with a focus on online communities. Specifically, the articles with the highest indexation in the Social Science Citation Index have been analysed, corresponding to the first, second and third quartiles. Focusing the search on specific “influence” and “management” keywords, a total of 75 articles have been obtained. The search terms used were: Influential OR influential person OR influencers; Influencers AND management; influential AND health; Social Network AND companies; Personal Branding; Internal Communication; Health Communication. The filtering criteria consisted of eliminating repetitions and concepts in the title of the article with no semantic connection to the research. The final sample consisted of 75 articles, including 69 articles with a generic approach and 6 articles applied to the health sector. The generic articles were used to address the first three research questions and the health sector studies to address the last one. Once the study sample was selected, a content analysis was carried out to extract the main academic contributions of influence on the hospital sector.

To address research question 1, we found that there are two theories that are most often used by authors who study the link between influence and the processes of organizational change: the theory of the network competition model (Drigo and Avila, 2016; Zbieg, Batorski and Zak, 2016; Lin, 1999a Lin, 1999b; Coleman, 1988; Burt, 1992; Bourdieu, 1985) and the theory of networks (Sankowska and Siudak, 2016; Sankar, Asokan and Kumar, 2015; Conyonand Muldoon, 2008; Davis, You and Baker, 2003; Kogut and Walker, 20019). The first of these deals with aspects of structures, interdependent relations, the influence between individuals and the advantages of using them (He and Wang, 2016; Lies, 2012; Ramos and Ford, 2011; Ozman, 2009; Nicholson et al., 2004). The second deals with how large corporations adopt the network structure for their management and processes (Sankowska and Siudak, 2016; Sankar, Asokan and Kumar, 2015; Conyonand Muldoon, 2008; Davis, You and Baker, 2003; Kogut and Walker, 20019). However, there are six other theories that have been used to delve into specific aspects of organizational influence and change: Social Network Analysis, SNA (Borgartii y Foster , 2003; Boutilier , 2011; Wasserman y Faust , 1994), Resource Dependency Theory (French and Raven, 1959; Pfeffer and Salancik, 1978); Stakeholder Theory (Freeman, 1984., McGann y Johnstone, 2006); Small-World Theory (Chen, et. Al, 2009; Ireland y Webb, 2007), Network Gatekeeping Theory (Barzilai-Nahon, 2008) and Conformity Theory (Cialdini and Gold-Stein, 2004); Feldman , 2003).

In relation to research question 2, the literature addresses metrics and techniques used to measure influence and types of influence. The techniques used have been qualitative and quantitative in defining participation and influencer traits. Techniques such as the Delphi Method (Turskis et. al., 2019), clustering (Fong et. al., 2017; Sánchez, 2018), statistical techniques that measure dispersion (Zareie et. al., 2019; Jiang et al., 2019), machine learning techniques (Ul et. al., 2019) and mathematical algorithms (Monteserín and Armentano, 2019; Zhang et. al., 2019) have been applied. As for metrics, we find that they address the content, interaction and behaviour of the network itself through the analysis of dispersion, the degree of proximity, the area of influence, the power of attraction or initiation of a node (Jiang et. al (2019); Monteserín and Armentano (2019); Ul et. al (2019); Zareie et. al (2019); Zhang et. al. al (2019) and Sánchez (2018).

On the other hand, it has been seen that there are three parameters used by different authors when defining user typology according to their influence: the content they generate (Myeni et al, 2013; Sudau et al, 2014; Wang et al, 2014; Zhao et al. al, 2014) activity frequency (Jones et al, 2011; Stearns et al (2014); Sudau et al, 2014; Young's (2013) and the role (Bambina, 2007; Brin, 1998; Chomutare et al, 2013; Cobb NK and Abrams, 2010; Durant et al, 2011, 2010; Fong et al, 2017). However, we have failed to detect a consensus within the same parameter regarding its name (Brin, 1998; Chomutare et al., 2013), and moreover, different types have been established depending on the intensity of that parameter (Sudau et al., 2014; Jones et al., 2011).
As for the role that these influential users adopt in online communities of the health sector, the studies that address it are scarce and incipient. Only in the study of the authors Fong, Clark, Cheng, Franklin; Fernandez, Ratwani and Parker (2017) has there been an establishment of three types of roles, which are defined on the basis of emotional attributes (assertiveness, trust, empathy) and rational attributes (experience and knowledge).

4. Conclusions

This study identifies that there are a large number of authors who study the linkage of influence with organizational change processes using two management theories (theory of the network competition model and the theory of networks). However, there is no overall consensus since other management theories have been used occasionally to respond to specific aspects of this influence. Likewise, there is a growing interest in detecting how social influence works, predicting predetermined influence behaviours and what the attributes of an influencer would be like. This reveals the importance that the role of influencers acquires for organizations, becoming a key piece for the dissemination of information, interaction with the community and the configuration of an organization's actual content agenda.

However, recent authors still contemplate influence from a reduced perspective: (1) They identify homophily as a criterion for the definition of influence (Monteserin and Armentano, 2019). (2) A series of parameters have not been taken into account, such as: interaction time (Ul et al. al, 2019), the popularity of users and the size of the community (Sánchez, 2018) and the type of influence received by influencers and the interrelations between influencers from different nodes (Monteserin and Armentano, 2019).

Given the gaps found in the literature, it would be interesting in future research to address the unification of criteria and parameters for a better diagnosis and definition of the behaviours of influencer profiles in the organizational context.

Through this work, organisation managers and professionals can become familiar with parameters, metrics and techniques that can be used for the diagnosis of individuals with influence within their stakeholder networks. This knowledge will allow them to include these influencers within the design of corporate strategies, internal innovation processes with a collaborative approach or even as active agents to face holistic changes in organizations.

References:


Anger rumination and mindfulness in university students: gender differences
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Abstract: Rumination refers to recurrent and conscious negative thoughts that revolve around a common instrumental theme. This construct has been linked to depression, anxiety and insomnia, as well as other forms of psychopathology. The practice of mindfulness promotes health and well-being in university students, increasing satisfaction and significantly decreasing depression and anxiety. This study aims to determine whether there are gender differences in anger rumination, and whether mindfulness practitioners score lower in anger rumination. The sample comprised 248 students from the University of Burgos (Spain). The Anger Rumination Scale was used. The results show no differences on anger rumination according to gender, nor have we found significant differences between practicing mindfulness and rumination score. It would be appropriate to carry out this investigation in greater depth and extended to larger population.

Key Words: Mindfulness – Anger rumination – University students – Gender – ARS

1 Introduction
Rumination is a psychological construct that refers to recurrent and conscious thoughts that revolve around a common instrumental theme (Martin & Tesser, 1996). It has not been uniformly defined but there is agreement among researchers that the contents of the thoughts have a negative connotation and involve intrusive and aversive cognitions (Smith & Alloy, 2009; Sukhodolsky, Golub & Cromwell, 2001).

This concept was originally associated with sadness and depression. People repetitively thinking about the causes, consequences and symptoms of their negative affect suffered longer and more intensely from the effects of the depressive state (Nolen-Hoeksema, 1991; Smith & Alloy, 2009). The Response Style Theory suggests that women have a higher ruminative style and that this would make them more vulnerable to depression (Lyubomirsky, Chancellor, Layous & Nelson, 2014).

2 Problem Formulation
Rumination has also been studied for its relationship to anxiety, insomnia, eating disorders or social phobia in the adult and adolescent population (Anestis, Anestis, Selby & Joiner, 2009; González, Ibañez & Barrera, 2017; Jiménez, Muñoz, Vergel & Carvajal, 2008; Nolen-Hoeksema, Wisco & Lyubomirsky, 2008). Nolen-Hoeksema and Watkins (2011) propose that rumination is a common factor underlying the development of multiple forms of psychopathology.

In studies examining gender differences, rumination scores have been found to be higher in women (Cova, Rincón & Melipillán, 2007; Nolen-Hoeksema & Jackson, 2001). The relationship between gender and rumination was mediated by beliefs about the controllability of negative emotions, perceived mastery over one’s circumstances, and responsibility for the emotional tone of relationships (Nolen-Hoeksema & Jackson, 2001). However, we found one study in which there were no gender differences (Watkins, 2009).

Anger rumination has been described as the tendency to think repeatedly about past experiences that provoked a negative affection in the form of this emotion (Sukhodolsky et al., 2001). It is partly responsible for the maintenance and intensification of anger, thus exacerbating the negative consequences of anger (Sukhodolsky et al., 2001). These researchers hypothesized that rumination about anger would yield a distinct set of behavioural responses and tendencies, particularly within the realm of aggression.

Dvorakova et al. (2017) demonstrate the effectiveness of the practice of mindfulness in promoting health and well-being in university students, increasing satisfaction and significantly decreasing depression and anxiety. In this regard, some research indicates that its practice influences empathic processes, from the mediating changes in the cognitions derived from mindfulness (De la Fuente-Anuncibay, González-Barbadillo, Cubo, González-Bernal & Pizarro Ruiz, 2019).
3 Problem Solution

The aim of this work is to determine whether there are gender differences in anger rumination, and whether mindfulness practitioners score lower in anger rumination.

A study was designed with anonymous and voluntary participation. A convenience sample of 248 students from different faculties of the University of Burgos, Spain, was selected. The gender distribution was 36 males and 212 females. With regard to the distribution, there is a bias towards the female population that is representative of the university population in the field of social science studies.

Participants provided information on sociodemographic variables, information on their mindfulness practice and completed the Anger Rumination Scale (Sukhodolsky et al., 2001). The ARS measures the tendency to focus attention on angry moods, recall past anger experiences, and think about the causes and consequences of anger episodes (Sukhodolsky et al., 2001). It has 19 items rating from 1 (almost never) to 4 (almost always) and higher scores corresponded to higher levels of anger rumination. It has four factors and has demonstrated an adequate internal consistency and test-retest reliability (Sukhodolsky et al., 2001).

The statistical analysis was performed with IBM SPSS statistics (version 24). The descriptive analysis of the characteristics of the participants was performed in terms of frequencies. The data was analysed with Kolmogorov-Smirnov test to determine normality of distribution and single factor ANOVA was carried out for the mean comparison.

With respect to the total score in anger rumination (Table 1), according to gender the results indicate that there are hardly any differences between men (50.52) and women (49.71). Similarly, there is hardly any difference between those who practice mindfulness and those who do not with respect to gender.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mean</th>
<th>N</th>
<th>SD</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>50.527</td>
<td>36</td>
<td>8.40913</td>
</tr>
<tr>
<td>Female</td>
<td>49.717</td>
<td>212</td>
<td>8.00977</td>
</tr>
<tr>
<td>Total</td>
<td>49.834</td>
<td>248</td>
<td>8.05654</td>
</tr>
</tbody>
</table>

Table 1. ANOVA (Anger rumination and gender).

Table 2. ANOVA Anger rumination and mindfulness).

<table>
<thead>
<tr>
<th>Mindfulness</th>
<th>Mean</th>
<th>N</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>50.970</td>
<td>34</td>
<td>9.98327</td>
</tr>
<tr>
<td>Female</td>
<td>49.685</td>
<td>213</td>
<td>7.72399</td>
</tr>
<tr>
<td>Total</td>
<td>49.862</td>
<td>247</td>
<td>8.06108</td>
</tr>
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However, there are no significant differences between practicing mindfulness and rumination score (F (1, 245) = .74; p=.38) nor have we found significant differences in rumination scores according to gender (F (1, 246) = .31; p=.57) (Table 2).

4 Conclusion

Although in our study we have not found significant differences in anger rumination scores according to gender and mindfulness practice, we must note that there are hardly any differences between women and men rumination scores. In this sense, other study on the ARS agrees in finding no differences according to gender (Watkins, 2009).

In the absence of a larger sample of university students practicing mindfulness, we cannot conclude that there is no significant relationship between the two variables, although, given the results, it would be appropriate to carry out this investigation in greater depth and extended to larger population, as well as in other contexts.

References:

**Communication as the key to promote medication adherence in Older People with Diabetes**

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**Abstract:** Diabetes mellitus is a prevalent disease among the elderly, and represents a challenge, in terms of effective coordination and management of medicines. Management of such phenomenon is extremely complex and requires awareness. The objective of the study aimed to understand the importance of patient-provider communication to promote medication adherence, among older people with Diabetes mellitus type 2. Qualitative study using semi-structured interviews was performed. The results showed that one of the main pillars of an effective management of the drug regimen is good communication between the patient and the health care provider.

**Key–Words:** Medication Adherence – Communication – Nursing – Aged – Diabetes Mellitus

1 **Introduction**

Ageing is one of the most striking phenomena in the 21st century society, in the whole world and the older people are more prone to the diagnosis, at least, on chronic diseases. The Diabetes mellitus is one of the most prevalent diseases in this population and it is associated with high mortality and morbidity rates, reduced functional capacity and an increased number of hospitalizations and institutionalizations (Roebuck, 2011). Following the diagnosis of a chronic disease, older people need to adhere14 to a medication regimen, often complex. Medication non-adherence by older people with chronic disease is a serious dilemma, and is not easily solved (Fischer, 2016). According to the WHO (2003), the rates of medication adherence is about 50 percent among developed countries in 2010, and lower in the undeveloped countries.

The WHO (2003) identifies the five sets of factors, named “Five Dimensions of Non-Adherence”: (1) social/economic factors, (2) provider-patient/health care system factors, (3) conditions-related factors, (4) therapy-related factors and (5) patient-related factors and it is consensual that the non-adherence is a multifaceted phenomenon, with four predictive characteristics of adherence to the medication regimen: (1) psychological state of patients, (2) financial and social conditions, (3) complexity of the treatment regimen, and (4) characteristics of physician-patient interaction (Arbuthnott, 2009).

2 **Problem Formulation**

According to the literature a good patient-provider communication, can conduce the patient to a favourable medication experience and increase the medication adherence (Lee, Noh, Kang & Hong, 2017). Prior and extensive research has shown that patient-provider communication, has the ability to promote positively effects in patients’ health experience, such as a reduction of admissions and hospitalizations (Lee et al., 2017; Doyle, Lennox & Bell, 2013), strong bond of trust (Ratanawongsa et al., 2013), affects patients’ perceptions of and attitudes towards treatment (Ratanawongsa et al., 2013; Shrank et al., 2009), and improves patients’ self-management skills (Schoenthaler, Allegrante, Chaplin & Ogedegbe, 2012; Heisler, Cole, Weir, Kerr & Hayward, 2007). Therefore, it is likely that patient-provider communication has the potential to help patients have positive experience on medication therapy.

The quality of patient-provider communication has been identified as an important and potentially modifiable factor associated with improved patient outcomes including adherence. Patient-provider communication, that is characterized by shared-decision making and patient-centeredness, is associated with

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14 Medication adherence is the extent to which a person takes their medication according to agreed recommendations from a health care provider (WHO, 2003).
better self-reported adherence in patients with chronic diseases (Schoenthaler et al., 2012; Beach, Duggan & Moore, 2007; Fuertes et al., 2007).

3 Problem Solution

The current study aimed to understand the importance of patient-provider communication to promote medication adherence, among older people with Diabetes mellitus type 2. Methodology will consist on a qualitative study using semi-structured interviews, recorded, transcribed and analysed through interpretive content analysis. The consolidated criteria for the reporting of qualitative research guidelines (COREQ) were used to guide all research procedures.

Participants and recruitment

Participants were recruited while waiting in the waiting room for the nurse consultation for Diabetes surveillance, at the Health Center. Twelve patients were recruited with i) diagnosis of Type 2 Diabetes mellitus, ii) aged 65 or over, and iii) followed by physician and nurse in the control and surveillance of Diabetes, at the Health Center. Inclusion criteria were: i) people residing in their homes, responsible for the management of their medication regimen, ii) who speak Portuguese, iii) medicated with oral antidiabetic medicines, and iv) with a consultation in the last six months at the Health Center. Exclusion criteria were: i) non-compliance with the inclusion criteria, ii) people medicated with insulin, iii) people with cognitive or sensory impairment, iv) people in need of palliative care, and v) people residing in nursing homes or in the waiting list. The inclusion criteria were verified with the collaboration of nurses through a retrospective review of patients' clinical records. The interviews were conducted between August and October 2016 until data saturation.

Interview Procedures

All the interviews were carried out in an available office, with all the conditions for the accomplishment of the same, guaranteeing the confidentiality of all the information shared. The main investigator carried out the 12 interviews in person.

Data was analysed through the analysis content, which includes the coding, organisation and classification of data by main themes, concepts, categories and abstraction. For the data analysis it was used the NVIVO 10 software program, designed by QSR International Pty Ltd.

Ethical Considerations

The research was approved by the Institutional Ethics Committee of Administração Regional de Saúde do Algarve, through the authorisation n.º 8208 of July 4, 2016 and also by the National Data Protective Commission, which was favorably expressed through authorisation n.º 5488/2016.

A homogeneous sample was obtained with respect to the gender of participants. The average age was 75, with a minimum of 67 years and a maximum of 81 years. Regarding the level of literacy the scenario was different, observing a great variety. The majority of people interviewed resided with the spouse (58.3%).

Regarding the objective of the present research, it should be mentioned that during the interviews, the participants expressed that the availability and communication between patient and health care provider is a preponderant factor for therapeutic success. They also expressed that the time provided during the consultation contributes to the success of the therapeutic regimen. Thus, the people interviewed said "the doctor talks very little during the consultation", "there are some pills that I stopped taking because I did not feel well with them, but I did not warn them because I'm afraid that they would be angry with me (P3), if there was control by the doctor or the nurse, I would feel guilty for not taking the medicines and would be more compliant than I am (P4), the doctor and the nurse should work together and communicate with the patient (P8), since the medication is prescribed and nobody calls to ask how we are, if we adapt well, if we react well, only set a consultation in 3 months [...] there should be a closer watch if this is so important to me, so why the doctor or the nurse does not come to confirm that I am doing everything right [...] maybe my attitude towards the pills arises from the lack of interest and communication by the health professionals (P10) and I think the doctor and the nurse should talk with the patients and explain why we should take so many (P11).

From the interviews, it is possible to know that the older people appreciate and give meaning to the words, the smiles, the time available during the consultations, the look, the touch and the way they are questioned and approached. The availability of the health professional to listen and to communicate with the patient is manifested as very important and core for a patient-centeredness approach (Henriques, 2011; Niewlaat et al., 2014; Arruda, Eto, Velten, Morelato & Oliveira, 2015; Gellad, Grenard & Marcum, 2011). In the voice of the interviewed, relationship and the communication is important, and the nurses, after the change
of a drug regimen, should establish a telephone contact questioning about the adaptation to the new regimen, the doubts felt, adverse effects and benefits. The monitoring and surveillance of older people with a need for a medication regimen should not only occur in the physical space of the health center (Henriques, 2011; Ratanawongsa et al., 2013, Lee et al., 2017). It is believed that one of the main pillars of an effective management of the drug regimen is good communication between the patient and the health care provider, aiming at reducing the barriers imputed by the different social roles and aiming at the training of the people in chronic situation to achieve independence and autonomy (Henriques, 2011; Rodrigues & Prates, 2011).

4 Conclusions

Collaborative patient-provider communication, specific informative communication, have the potential to change behaviours and improve medication adherence. Poor patient rating of provider communication was described as a predictive factor of non-adherence. Future studies should investigate if targeting communication interventions for health care provider identified with poorer patient communication ratings, may improve patients’ adherence behaviours in what concerns to medication.

References:

The Influence of Social Relations, Leisure and Drug Use on Mental Health of Oil Industry Workers in Brazil

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PORTUGAL & BRAZIL
lilianmferrari@gmail.com, andresc@petrobras.com.br, diogovidal@ufp.edu.pt & madinis@ufp.edu.pt

Abstract: -The objective of this study was to investigate the influence of social relations, leisure and drug use on the mental health of workers in the oil industry of Bahia, Brazil. It is a descriptive, retrospective research, developed in 2018, involving 622 workers from an occupational health service, to whom the Self Reporting Questionnaire (SRQ-20) and a socioeconomic questionnaire were applied. Men (90.2%), aged between 50-59 years (45.6%) and with a mean level of schooling (64.2%) prevailed in this study. Of the participants, 50% drink less than once a month and about 90% never smoked. An association between loss of interest in things and increase in alcohol consumption was identified (p < 0.05). Another association can be found between feeling nervous, tense or worried and increasing tobacco consumption (p < 0.05). In almost 95% of the participants, components of the family environment that positively interfere with health were identified, as well as the use of social and leisure environments to maintain and recover health. Social and leisure relations positively influence the mental health of the studied group, and alcohol and tobacco consumption are associated with common mental disorders (CMD).

Key Words: Mental health – Oil industry – Health Promotion – Worker's health – Common mental disorders (CMD)

1 Introduction
Mental disorders in the world affect hundreds of millions of people and, if left untreated, represent a significant price in terms of suffering, disability and economic loss [1]. In Brazil, and according to data from the Statistical Yearbook of Social Security 2015[2], common mental disorders (CMD) appear as the third cause among active urban disease-aids, accounting 1,032,959 aids in 2015. CMDs are characterized by symptoms such as insomnia, fatigue, irritability, forgetfulness, difficulty in concentrating and somatic complaints [3]. In population-based studies conducted in industrialized countries, CMD prevalence varies from 7% to 30%. Often found in the community, CMD represent a high social and economic cost, since they are an important cause of lost days of work, as well as increasing demand in health services [4]. Psychiatric epidemiology studies have verified the association of CMD with variables related to living conditions and occupational structure and the Brazilian version of the Self-Reporting Questionnaire (SRQ-20) [5], which is widely used for tracking physical signs and psycho-emotional disorders.

2 Problem Formulation
This study aimed to investigate the influence of social relations, leisure and drug use on the mental health of workers in the oil industry, Bahia, Brazil. Developed in 2018, it is a descriptive, retrospective research, comprising 622 workers of an occupational oil health service, to which the Self Reporting Questionnaire (SRQ-20) was applied. SRQ-20 encompasses 20 dichotomous questions of the yes/no type, of which 4 refer to physical symptoms and 16 to psycho-emotional disorders, as well as a socioeconomic questionnaire. All individuals with an employment relationship with the company were included and excluded those away because of illness.

Data analyses were performed through SPSS version 25 for Windows (United States, New York, IBM Corporation). Chi-square test was used to compare demographic data of sample by sex t-test for independent samples was applied to compare SRQ-20 results by sex. The associations between drug consumption, social relations and leisure with the SRQ-20 were performed with the chi-square test. The study was approved by the
Research Ethics Committee of the Bahian School of Medicine and Public Health, Brazil and registered with CAAE 84318218.2.0000.5544.

3 Problem Solution

According to Table 1, men (90.2%), aged between 50-59 years (45.6%), married (54.9%) and with middle level of schooling (64.2%), prevailed in this study.

Table 1. Sample’s sociodemographic characterization and SRQ-20 results

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Age group (years)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>≤ 29</td>
<td>22</td>
<td>3.9</td>
<td>5</td>
</tr>
<tr>
<td>30-39</td>
<td>143</td>
<td>25.5</td>
<td>27</td>
</tr>
<tr>
<td>40-49</td>
<td>109</td>
<td>19.4</td>
<td>13</td>
</tr>
<tr>
<td>50-59</td>
<td>256</td>
<td>45.6</td>
<td>15</td>
</tr>
<tr>
<td>≥ 60</td>
<td>31</td>
<td>5.5</td>
<td>1</td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>221</td>
<td>39.4</td>
<td>29</td>
</tr>
<tr>
<td>Stable union</td>
<td>17</td>
<td>3.0</td>
<td>1</td>
</tr>
<tr>
<td>Married</td>
<td>308</td>
<td>54.9</td>
<td>24</td>
</tr>
<tr>
<td>Divorced</td>
<td>13</td>
<td>2.3</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>0.4</td>
<td>0</td>
</tr>
<tr>
<td>Schooling level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incomplete middle level</td>
<td>54</td>
<td>9.6</td>
<td>1</td>
</tr>
<tr>
<td>Complete middle level</td>
<td>360</td>
<td>64.2</td>
<td>40</td>
</tr>
<tr>
<td>Incomplete high level</td>
<td>2</td>
<td>0.4</td>
<td>0</td>
</tr>
<tr>
<td>Complete high level</td>
<td>114</td>
<td>20.3</td>
<td>6</td>
</tr>
<tr>
<td>Complete high level with</td>
<td>31</td>
<td>5.5</td>
<td>6</td>
</tr>
<tr>
<td>Anxiety-depressive mood</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The results reveal that in what respects anxious-depressive mood, 41% of women and 32.2% of men feel nervous, tense or worried and 11% of men feel sad lately. Compared to men, women are more easily frightened \((p = 0.001)\) and cry more than usual \((p = 0.001)\). In the somatic symptoms domain, 18.7% of men reported poor sleep, a result lower than that of women, 31.1% \((p = 0.021)\). Another difference found refers to frequent headaches, which 5.7% of men and 18% of women reported having \((p = 0.002)\). No significant differences

<table>
<thead>
<tr>
<th>Question</th>
<th>Women (%)</th>
<th>Men (%)</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel nervous, tense or worried?</td>
<td>31.2</td>
<td>25</td>
<td>0.120</td>
</tr>
<tr>
<td>Are you easily scared?</td>
<td>3.9</td>
<td>8</td>
<td>0.001</td>
</tr>
<tr>
<td>Are you feeling sad lately?</td>
<td>10.5</td>
<td>10</td>
<td>0.165</td>
</tr>
<tr>
<td>Do you cry more than usual?</td>
<td>1.2</td>
<td>7</td>
<td>0.001</td>
</tr>
<tr>
<td><strong>Somatic symptoms</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have frequent headaches?</td>
<td>5.7</td>
<td>11</td>
<td>0.002</td>
</tr>
<tr>
<td>Do you sleep badly?</td>
<td>18.7</td>
<td>19</td>
<td>0.021</td>
</tr>
<tr>
<td>Do you have stomach discomfort?</td>
<td>13.9</td>
<td>8</td>
<td>0.865</td>
</tr>
<tr>
<td>Do you have bad digestion?</td>
<td>7.5</td>
<td>8</td>
<td>0.125</td>
</tr>
<tr>
<td>Do you lack appetite?</td>
<td>1.6</td>
<td>0</td>
<td>0.323</td>
</tr>
<tr>
<td>Do you have tremors in your hands?</td>
<td>2.7</td>
<td>3</td>
<td>0.321</td>
</tr>
<tr>
<td><strong>Decrease in vital energy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you get tired easily?</td>
<td>7.0</td>
<td>8</td>
<td>0.084</td>
</tr>
<tr>
<td>Do you have difficulty making a decision?</td>
<td>3.6</td>
<td>7</td>
<td>0.004</td>
</tr>
<tr>
<td>Are you having difficulty with your tasks?</td>
<td>8.4</td>
<td>5</td>
<td>0.961</td>
</tr>
<tr>
<td>Does your work bring suffering?</td>
<td>3.6</td>
<td>3</td>
<td>0.595</td>
</tr>
<tr>
<td>Do you feel tired all the time?</td>
<td>2.9</td>
<td>5</td>
<td>0.028</td>
</tr>
<tr>
<td>Do you have difficulty thinking clearly?</td>
<td>1.6</td>
<td>1</td>
<td>0.984</td>
</tr>
<tr>
<td><strong>Depressive thoughts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel unable to play a useful role in your life?</td>
<td>0.4</td>
<td>0</td>
<td>0.640</td>
</tr>
<tr>
<td>Have you lost interest in things?</td>
<td>2.5</td>
<td>3</td>
<td>0.270</td>
</tr>
<tr>
<td>Have you thought about ending your life?</td>
<td>0.0</td>
<td>0</td>
<td>n.a.</td>
</tr>
<tr>
<td>Do you feel useless in your life?</td>
<td>0.7</td>
<td>0</td>
<td>0.508</td>
</tr>
</tbody>
</table>
were found between men and women in the case of stomach discomfort, respectively 14% and 13%. In terms of vital energy, 7% of men feel well and 8.4% have difficulty in having satisfaction in their tasks. Women have more difficulty in making decisions ($p = 0.004$) and feel more tired when compared to men ($p = 0.028$). In what relates assessing depressive thoughts, 3% of men and 4.9% of women lost interest in things. These differences are not statistically significant.

Table 2 presents the SRQ-20 results found in assessing the association between drug consumption, social relations and leisure.

| Table 2. Associations between drug consumption, social relations and leisure, using SRQ-20 dimensions |
|---------------------------------|-----------------|-----------------|-----------------|
| Age group (years)               | Male            | Female          | $p$             |
| ≤ 29                           | 22              | 5               | 0.002           |
| 30-39                          | 143             | 27              | 0.191           |
| 40-49                          | 109             | 13              |                 |
| 50-59                          | 125             | 15              | 0.004           |
| ≥ 60                           | 31              | 1               |                 |

| Marital status                | Male            | Female          | $p$             |
| Single                        | 221             | 29              | 0.001           |
| Stable union                  | 17              | 1               |                 |
| Married                       | 308             | 24              |                 |
| Divorced                      | 13              | 7               | 0.165           |
| Other                         | 2               | 0               |                 |

| Schooling level               | Male            | Female          | $p$             |
| Incomplete middle level       | 54              | 1               |                 |
| Complete middle level         | 360             | 40              | 0.002           |
| Incomplete high level         | 2               | 0               |                 |
| Complete high level           | 114             | 6               | 0.001           |
| Complete high level with post-graduate studies | 31 | 6 | |

| Anxiety-depressive mood       | Male            | Female          | $p$             |
| Do you feel nervous, tense or worried? | 175             | 25              | 0.120           |
| Are you easily scared?        | 22              | 8               | 0.001           |
| Are you feeling sad lately?   | 59              | 10              | 0.165           |
| Do you cry more than usual?   | 7               | 7               | 0.001           |

| Somatic symptoms              | Male            | Female          | $p$             |
| Do you get frequent headaches? | 32              | 11              | 0.002           |
| Do you sleep badly?           | 105             | 19              | 0.021           |
| Do you have stomach discomfort? | 78              | 8               | 0.865           |
| Do you have bad digestion?    | 42              | 8               | 0.125           |
| Do you lack appetite?         | 9               | 0               | 0.323           |
| Do you have tremors in your hands? | 15             | 3               | 0.321           |

| Decrease in vital energy      | Male            | Female          | $p$             |
| Do you get tired easily?      | 39              | 8               | 0.084           |
| Do you have difficulty making a decision? | 20             | 7               | 0.004           |
| Are you having difficulty with your tasks? | 47             | 5               | 0.961           |
| Does your work bring suffering? | 20              | 3               | 0.595           |
| Do you feel tired all the time? | 16              | 5               | 0.028           |
| Do you have difficulty thinking clearly? | 9              | 1               | 0.984           |

<p>| Depressive thoughts           | Male            | Female          | $p$             |
| Do you feel unable to play a useful role in your life? | 2               | 0               | 0.640           |
| Have you lost interest in things? | 14             | 3               | 0.270           |
| Have you thought about ending your life? | 0              | 0               | n.a.            |
| Do you feel useless in your life? | 4               | 0               | 0.508           |</p>
<table>
<thead>
<tr>
<th>SRQ-20 Dimension</th>
<th>Have you lost interest in things?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$n$ (%)</td>
<td>$n$ (%)</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Alcohol</td>
<td>Drinks once or more a week and consume 5 or more doses per occasion once a week or more</td>
<td>2 (22.2)</td>
</tr>
<tr>
<td></td>
<td>Drinks once a week or more and can either twice consume 5 or more doses per occasion at least once a week, but more than once a year</td>
<td>0 (0)</td>
</tr>
<tr>
<td></td>
<td>Drinks 1 to 3 times a month and can or 2 drink 5 doses or more at least once a year</td>
<td>2 (1.9)</td>
</tr>
<tr>
<td></td>
<td>Drinks less than once a month, but at least once per year and 2 drinks 5 or more doses on one occasion</td>
<td>8 (2.5)</td>
</tr>
<tr>
<td></td>
<td>Does not drink alcohol</td>
<td>5 (4.2)</td>
</tr>
<tr>
<td>Tobacco</td>
<td>Do you feel nervous, tense or worried?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$n$ (%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Smokes 15-24 cigarettes/day</td>
<td>2 (66.7)</td>
</tr>
<tr>
<td></td>
<td>Smokes 1-14 cigarettes/day</td>
<td>5 (38.5)</td>
</tr>
<tr>
<td></td>
<td>Former smoker</td>
<td>3 (33.3)</td>
</tr>
<tr>
<td></td>
<td>Ex-smoker for more than 5 years</td>
<td>6 (13.6)</td>
</tr>
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<td>Social aspects and leisure</td>
<td>Do you feel unable to play a useful role in your life?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$n$ (%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Uses leisure and social environments as a way of maintaining/recovering health and does not identify the importance of these actions in terms of well-being</td>
<td>0 (0)</td>
</tr>
<tr>
<td></td>
<td>Uses leisure and social environments as a way of maintaining/recovering health and identifies the importance of these actions in terms of well-being</td>
<td>1 (0.2)</td>
</tr>
<tr>
<td></td>
<td>Same old condition. Describes positive health outcomes</td>
<td>1 (11.1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SRQ-20 Dimension</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>Uses leisure and social environments as a way of maintaining/recovering health and does not identify the importance of these actions in terms of well-being</td>
<td>0 (0)</td>
<td>7 (100)</td>
</tr>
<tr>
<td>Uses leisure and social environments as a way of maintaining/recovering health and identifies the importance of these actions in terms of well-being</td>
<td>3 (0.5)</td>
<td>592 (99.5)</td>
</tr>
<tr>
<td>Same old condition. Describes positive health outcomes</td>
<td>1 (11.1)</td>
<td>8 (88.9)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you lost interest in things?</th>
<th>n (%)</th>
<th>n (%)</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alcohol</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinks once or more a week and consume 5 or more doses per occasion once a week or more</td>
<td>2 (22.2)</td>
<td>7 (77.8)</td>
<td></td>
</tr>
<tr>
<td>Drinks once a week or more and can either twice consume 5 or more doses per occasion at least once a week, but more than once a year</td>
<td>0 (0)</td>
<td>59 (100)</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>Drinks 1 to 3 times a month and can or 2 drink 5 doses or more at least once a year</td>
<td>2 (1.9)</td>
<td>102 (98.1)</td>
<td></td>
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<tr>
<td>Drinks less than once a month, but at least once per year and 2 drinks 5 or more doses on one occasion</td>
<td>8 (2.5)</td>
<td>316 (97.5)</td>
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</tr>
<tr>
<td>Does not drink alcohol</td>
<td>5 (4.2)</td>
<td>114 (95.8)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you feel nervous, tense or worried?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tobacco</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smokes 15-24 cigarettes/day</td>
<td>2 (66.7)</td>
<td>1 (33.3)</td>
</tr>
<tr>
<td>Smokes 1-14 cigarettes/day</td>
<td>5 (38.5)</td>
<td>8 (61.5)</td>
</tr>
<tr>
<td>Former smoker</td>
<td>3 (33.3)</td>
<td>6 (66.7)</td>
</tr>
<tr>
<td>Ex-smoker for more than 5 years</td>
<td>6 (13.6)</td>
<td>38 (86.4)</td>
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<tr>
<th>Do you feel unable to play a useful role in your life?</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td><strong>Social aspects and leisure</strong></td>
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<tr>
<td>Uses leisure and social environments as a way of maintaining/recovering health and does not identify the importance of these actions in terms of well-being</td>
<td>0 (0)</td>
<td>7 (100)</td>
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<tr>
<td>Uses leisure and social environments as a way of maintaining/recovering health and identifies the importance of these actions in terms of well-being</td>
<td>1 (0.2)</td>
<td>594 (99.8)</td>
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<tr>
<td>Same old condition. Describes positive health outcomes</td>
<td>1 (11.1)</td>
<td>8 (88.9)</td>
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<th>Do you feel useless in your life?</th>
<th>Yes</th>
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It is important to note that more than about 50% of the participants drink less than once a month and about 90% never smoked. In the context of mental health, an association was identified between the loss of interest in things and an increase in alcohol consumption (p <0.05). Another association is found between feeling nervous, tense or worried and increased tobacco consumption (p <0.05).

Components of the family environment positively interfering in health as well as the use of leisure and social environments to maintain and recover health were identified in almost 95% of the participants. An association was identified between the level of leisure and social relations and the inability to play a useful role in life (p <0.001) and with the feeling of worthlessness (p <0.001).

4 Conclusion

Social and leisure relations positively influence the mental health of the studied group, and alcohol and tobacco consumption are associated with CMD. Considering the complexity of the workplace context, workplaces are favourable environments for addressing this topic in order to protect the workers' health and their social well-being through mainly collective strategies.

References:
Advertising strategies in food retail. Analysis of the ifa and carrefour group campaigns for the promotion of healthy eating

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Abstract: The increase in the number of diseases related to eating disorders has meant that the term epidemic has been considered at a global level to deal with issues such as anorexia or, in contrast, obesity. The solution: To create, in children, eating habits and behaviors that will be maintained throughout adult life. And, in this sense, advertising helps to establish these guidelines. Cases such as the advertising campaigns of the IFA Group or Carrefour in Spain are helping to lay these foundations without neglecting their business objectives and profitability.

Key –Words: Advertising – Children – Educommunication – Health – Strategy

1 Introduction

There is a market where the possibility of finding a wide range of ultraprocessed food products is very high. At the same time, consumers receive an excessive amount of advertising stimuli, many of them aimed at minors, who are a more sensitive and vulnerable group.

Thus, in recent years new advertising strategies have been implemented in the retail sector to reach a certain type of economically very profitable public in the short, medium and long term, such as children. The aim is not only to reach them, but also to build their loyalty. This is happening in many economic sectors, but food is a strong sector that generates very high incomes in the case of Spain.

In parallel, the term epidemic can already be used to refer to those eating disorders that occur worldwide.

Advertising and media exposure to certain images about bodies, stereotypes, types of food or, directly, food products is, in fact, one of the influential causes in this sense. It is not a question of the media being the sole and direct cause of this epidemic, but of a factor to be taken into account. In this sense, the protection and regulation of these groups, whose irascibility and vulnerability is greater than in the adult public, should be the priority. Because we start from the idea that advertising can generate representations that involve image patterns and/or unhealthy behaviours (Elías, Jiménez-Marín & Silva, 2017), which can thus directly affect children's self-esteem and the construction of their own children's body image. When this audience, the children, is targeted by these campaigns, there are clearly appreciable consequences. Thus, the influence of the media can be observed in research such as that of Skemp-Arlt et al. (2006) or McCabe and Ricciardelli (2005), where it is stated that approximately half of children between the ages of 5 and 12 are dissatisfied with their physical appearance. Minors are the social group most sensitive to the negative consequences of the media, becoming, in a large number of cases, dependent on the consumer market.

At the same time, and aware that healthy habits lay the foundations for the optimal development of children, and that advertising can affect, both positively and negatively, the maintenance of these habits, it is necessary to address the issue of advertising directly related to child nutrition. In this sense, several social movements, such as ‘Realfooding’ (Del Río, 2019) have recently developed advocating the fight against the obesogenic environment and the epidemic of the ultraprocessed.

So the question arises: Is it lawful to subject this weak and immature group to such a large number of stimuli? Why not work to rigorously optimize certain codes, legislations and products? Can powerful marketing be done by resorting to healthy products and educating children's consumers and their parents?
2 Problem Formulation

Fraudulent or unethical use of advertising can harm the health of the most vulnerable. In this sense, the starting hypotheses for this research are:

Advertising is a catalyst for the illicit consumption of products harmful to children's society. Advertising promotes unhealthy eating habits.

Children's advertising does not adapt to the clear language with which they must broadcast their messages for children up to 12 years, leading to values and sensations that can confuse minors. Therefore, the advertising of children's food products can generate eating disorders.

These brands encourage scientific "research" through payments to support their false characteristics and give reason to lies with manipulated market studies. The strong implication of the governments in the problem that concerns us is proven, due to a lax legislation and favoring of the private companies.

Through this favoring of governments with private companies, in which there is no legislation in force regarding advertising aimed at children under 12, we have verified the existence of conflicts of interest and influences with a merely lucrative purpose.

The aim is therefore to improve the health of the population through food. Bearing in mind the above hypotheses, the general and specific objectives are:

To see the real application of some campaigns, as well as their effectiveness, and to study the commitment of the advertisers.

To promote healthy habits for children and their parents.

To know the effectiveness of these type of campaigns from an economic profitability point of view.

3 Problem Solution and Methodology

For this purpose, it was decided to use the content analysis technique, choosing the specific case of two food advertising campaigns aimed at children: Los Supersaludables, by the IFA Group in collaboration with the Gasol Foundation, and Los guardianes de la transición alimentaria, developed by the Carrefour Group, as an example of good practices carried out by a trademark, in this case, supermarkets.

In this work we present an analysis of the communication of these two groups of retail companies studying their messages, their formats and the advertising results obtained. Specifically: content analysis and in-depth interview to analyse both media consumption and the messages issued to children between 4 and 14 years old and, in this way, advertise the promotion (or not) of healthy living, healthy eating and food safety as a sales strategy and approach to the target.

It is considered the appropriate research method, as it allows to know the information and content aimed at a child and adolescent audience, but also the entire educational sector that surrounds them. We will analyse this campaigns and the main actions they carry out to promote healthy consumption and, most importantly, how a commercial brand can contribute to the education of healthy consumption.

This analysis of content will be complemented by an in-depth interview with the Director and Head of Communications of IFA Group and the Head of Communications of Carrefour in Spain.

4 Conclusions

The high-calorie foods offered to smaller advertising spaces in the programming are not suitable for an optimal diet. New strategies for capture new target, as children, are succeeding because the product, healthy food, is succeeding, too. So, promotional objects, product sites and promotions in general (collectibles, mainly) are doing children are more interested in this consumption because now these products are being treated with the traditional strategies for junk food.

At a time when it seems that research is betting on adultizing children through its elements and advertising campaigns, there are companies that choose to promote a healthy lifestyle through their communication actions. In fact, the reality observed in the case of the reiterative campaigns of Los Supersaludables and Los guardianes de la transición alimentaria was evident in studies such as the one carried out by Van de Sompel (2017): Minors begin to be interested in healthy life models and food (or not) and to be aware of their body image from a certain early age.

In this sense, this is where the IFA Group and Carrefour come in with their campaigns, supported by the trend of certain food movements.
Various studies have shown that, for this type of public (children, adolescents), the references of healthy life and body are still secondary and sometimes non-existent but it is the time when a basic culture begins to develop. As a result, it can be deduced that the advertising carried out by both companies, aimed at educating children from 4 years of age to communicate in a healthy lifestyle, take advantage of these beginnings of children's body self-awareness and healthy living and eating.

In this sense, and going to the previous studies exposed by Van de Sompel (2017) we can relate these actions with the acceptance with which minors (from 6 years) welcome and accept the products advertised with these models.

We therefore return to the concept of educomunicación to consider whether advertising can create and/or modify behaviors. And it is here where it is possible the affirmation that the strategy of model of healthy life must entail, in any case, a series of tactics where all the educating agents come into play jointly: School, family, means.

We are immersed in a society where healthy eating requires prior education and real awareness and participation of all agents: educators, parents and why not, brands in the food sector, since they are also part of this social network as suppliers of food products.

The IFA Group and Carrefour are food retail brands that are pioneers in the implementation of socially responsible communication actions to educate in food, aimed not only at users but also at society in general, generating with them two fundamental and strategic aspects: On the one hand, to increase awareness and responsibility when educating young people to have a healthy diet. But on the other hand, in generating a greater engagement between a commercial brand of the food sector with respect to different audiences of interest. Both cases are examples of success when it comes to promoting their respective brands and connecting them effectively with today's society: A total of 80,000 collectable albums with the Supersaludables stickers distributed with a total of 35,000 super-healthy stuffed animals. In the case of Carrefour, the company registered a total of 1 million subscriptions to the food plan with a total of 28,000 distributed toys related to healthy eating. All this from November 2018 to May 2019 in Spain.

This type of actions should be more present in the communication plans of Spanish companies, since communicating values of education and food health is a challenge at present that needs the support of all agents involved in this cause.

References:

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Eye health of media professionals
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Abstract: - The emerge of personal computer, smartphones and many other types of screens, giving rise to long periods of intense work with screens, has a high incidence in users. One of the most relevant consequence of that increase of time watching screens is that users inhibit their eyeblink rate when watching screens. Here we investigate whether there are differences in visual perception between media professionals, who spend the most part of the working time making concomitant decisions with a high level of attention related to screens, and non-media professionals. The goal is to find out if the effect of the professionalization exists in audiovisual context. Media professionalization affects visual perception and, very likely, visual health. These results suggest different specific visual cognitive patterns in media professionalization.

Key Words: Neurocinematics – Persuasion – Audiovisual editing – Attention – Brain activity

1 Introduction
The practice or specialization of a task leads to changes in the way of perceiving, even causing physiological changes in the brain structure, according to several studies. Various investigations have been conducted with professional drivers [1,2], musicians [3,4], artists [5], or surgeons [6], among others, confirming the influence of specialization. For instance, ophthalmologic surgeons decrease their eyeblink rate from 16 to 4 per minute while executing surgery [6]. It has been proven, then, that repeating a task for a long period of time affects perception. In this investigation we approach this topic related to audiovisual professionals. Will the same thing happen with audiovisual professionals?

Computer Vision Syndrome is linked to screen use and has been well studied and characterized [7]. Due to the recent expanded digitalization, we all are surrounded by screens but we do not make the same use of them. Audiovisual workers spend most of the working hours making decisions related to the narrative and the style of the media content, and they spend years (or even decades) doing so [8].

2 Problem formulation
The main goal of the present investigation is to find out if the effect of the professionalization exists among media workers, regarding the visual perception of narrative contents. We created four stimuli with the same narrative: three videos (one in one-shot movie, another in classic editing style and the third in post-classical style of edition) and a theatrical representation of the same narrative content. We randomly presented these stimuli to forty subjects, twenty were audiovisual professionals, workers from the Spanish Public Television (RTVE), and twenty were non-professionals from the audiovisual sector. Using the technique of electroencephalography (EEG) we recorded their blinking frequency and analyzed the differences between both groups.

Blinking, apart from being a well-known attentional marker, has the physiological function of wetting the cornea. A dry cornea can lead to eye health problems. For that reason, eye blinks are very important for maintaining healthy eyes.

The study had the approval of the Ethics Commission for Research with Animals and Humans (CEEAH) of the University Autònoma de Barcelona, in Spain. All participants gave informed consent. And the sessions were performed in accordance with relevant international guidelines and regulations.

3 Problem solution
Media professionals significantly reduce their blinking frequency by consuming audiovisual content, compared to non-audiovisual professionals. This decrease of eyeblink rate is found in media professionals, regardless the style of edition of the media content they are watching. While non-media participants showed
differences in SBR between the styles of edition, media professionals did not. According to these results, media professionals decrease their eyeblink rate when watching media content without being important the style of edition presenting the narrative content. Likewise, audiovisual professionals also show a lower number of blinks when faced with real narratives (in real life, not through screens) than non-professionals. As mentioned, blinking is necessary for good eye health, given its role in moisturizing and lubricating the cornea. A significant decrease in blinking is associated with the ocular pathology of dry eye syndrome or keratoconjunctivitis sicca. Media professionals, according to our results, significantly decrease their ocular lubrication by lowering their blinking frequency.

4 Conclusions

The influence of specialization among audiovisual professionals can affect their eye health. According to our results, media professionals significantly decrease their eyeblink rate not only when watching media narratives, but also when looking at real ones. This can be connected to the idea that they pay more attention to narratives, since it is part of their everyday work. But this increase of attention can lead media professionals to eye health issues. Future studies should investigate the prevalence of syndromes, such as the dry eye syndrome, in this group, so that a correlation between the media professionalization and the eye health can be further supported. A good communication, informing audiovisual professionals of possible ocular health problems in the future, and a prevention protocol, could minimize the impact that, according to our research, has the audiovisual specialization. These results invite us to continue searching for differences in media professionals that could affect their visual health.

References:

How a communication campaign influences Health Policies. Study of the case of new treatments of Hepatitis C in Spain

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Abstract: The infectious disease Hepatitis C made headlines at the end of 2014 in Spain. Soon the affected group rose a demand, the new drug, able to cure the disease, should be prescribed to everyone in need. In this communication we will look first into the scientific evidence of a crisis, communication strategies, and how these influence the making of a health policy. Secondly, we will look into a qualitative and quantitative analysis of the media coverage, with its clear influence on the outcome of the Government new policies.

Key–Words: Communication campaign – Hepatitis C – Crisis – Health-Media – Issue

1 Introduction

Hepatitis C is a liver disease caused by the hepatitis C virus: the virus can cause both acute and chronic hepatitis, ranging in severity from a mild illness lasting a few weeks to a serious, lifelong illness. The most common modes of infection are through exposure to small quantities of blood. This may happen through injection drug use, unsafe injection practices, unsafe health care, and the transfusion of unscreened blood and blood products. There is no vaccine for hepatitis C. According to World Health Organization (WHO) in 2015, there were 1.75 million new Hepatitis C infections. In Spain, in that date there was between 500,000 to 900,000 infections according patients and doctors. Hepatitis C became present in Spain in the Mass Media after 2014 when a new drug was released able to cure this highly infectious disease. Before this, it was hardly ever mentioned in the press, as you can see in The Quiral Report. Today a single google search will produce more than 11 million links related to it. The Health Authorities chose to provide the new and expensive treatment only to the critically ill patients. Consequently this silent disease known for its lack of symptoms, suddenly received extensive interest in the Mass Media from December 2014 to January 2015.

As the new drug significantly increases life expectancy in patients there is a large demand in affected groups, however the supply of the drugs is overly restricted in the market thus driving spontaneous protests in groups of people affected by infectious disease. Their relentless captivating communication campaign got the full attention of the Mass Media and shifted the Health Agenda Setting.

2 Problem Formulation

The objective of this study is to analyze these type of campaigns, to show how Marketing Street actions can generate a change in the Health Ministry Policies.

Research Questions are posed: In situations of Health Crisis, what kind of communication strategy of the Government is a key? What elements promote the interest of the media for health problems, and in this case, Hepatitis C? What elements of communication encourage the media to position themselves in favor of those affected? And, a communication campaign can condition a change in Health Policies?

3 Problem Solution

The methodology used is based on the literature review on the state of the issue: health crises, strategic communication, communication campaigns, "Marketing Street" and hepatitis C in the media. To this end, a search was carried out in different databases: Cine Catalog (Complutense University), the SciELO Electronic Online Scientific Library, the Dialnet bibliographic portal, as well as archives from in Press Office of the Community of Madrid's Health Department. In the second phase of the work, coverage analysis on Hepatitis C in the media in Spain during the last decade is carried out.

The exceptional situations of events that affect community health can result in many situations in social alarm, in which planned communication plays a decisive role as cited in March (2011: 64-65), highlighting the importance of having a “media strategy "to control a crisis as soon as possible.
Micalleto and Gallardo (2015: 96) argue that the organization in these situations must inform and not fall in the danger of "silence" that can be interpreted as the organization being guilty and having no capacity to react. On the other hand, proactivity is key in the management of crisis communication, taking the initiative helps the start of communications credibility (Micaletto and Gallardo, 2015: 6).

Oñorbe (2006: 400) concludes that the first thing that the administration must do in a health crisis is to act technically and in second place "to carry out a communication with transparency directed to all the actors as citizens, professionals and groups that are mostly affected".

In the management of a crisis, the affected institution must prioritize in responding to the information needs of the affected party, in a context where emotional reaction prevails and responsibilities are attributed (Rodríguez Perez, 2016: 146), and in which The severity of the crisis is proportional to the public’s perception. (De la Cierva, 2015: 64). De la Cierva warns us of the great error committed by the administration when it postpones meetings with those affected as well as listening to their demands (106).

Among other factors that influence the birth of a crisis or its transformation into a situation that generates great social unrest is the opinion of the media about what they consider news and in the case of health, starting from the beginning, in which "It is of sensitive information, which can generate uneasiness or social alarm because in the media the negative usually" sells "more than the positive," says Rodriguez Andrés (2017: 367).

Crisis’s are issues that capture the interest of the media, as argued by different authors and especially by its association with the "conflict", says De la Cierva (2015: 21). These are communicative issues with a great impact on society, and as noted by Igartua et al. (cited by Castillo and López) media contributes to social perception of the problems, observing "that a greater media emphasis on a certain topic or social issue tends to provoke in public opinion a greater concern on this issue" (2007).

In the field of topics that are of interest to the media, a controversial social problem is classified as an "issue" in which two positions face each other and receive the interest of the media. De la Cierva (2016: 151) emphasizes that in the phase of the "trigger-event" or trigger event, the event generates repercussion, and becomes of general interest. It is followed by the phase of listening to "the voice of the victims" until the "crystallization" of the matter in which the authorities take the problem in serious and finally resolve, although the decision is "intervener at the beginning because a forgotten potential conflict can become a crisis." The repercussion of this "conflict" will be greater if the technique of "Street Marketing" is used. "A very beneficial tool at social level, based on street campaigns, and which problems can be shown that society does not know or does not want to see, to make it even more visible and improve the world for the future", (Pedraza, 2017: 43).

4 Conclusions

The main conclusion is that under the right conditions, certain groups can generate enough pressure through a different communication channels able to influence change Health Policies.

In this case, scientific evidence indicates that in the face of a health crisis it is essential that the administration quickly adopt a communication strategy based on proactivity, leading information, listening to the voice of those affected, showing empathy and informing with transparency of the actions carried out to solve the conflict.

The media, on the other hand, raise the periodic topic to the agenda setting, or to the "issue" when different elements converge, which starts with the determination of a "conflict", where different voices are involved (affected, administration, professionals, parties) until it reaches the information peak, the positions are rooted, and as is this case, the administration is obliged to seek a solution. The emotional burden of this information will determine the positioning of those affected. Strategic communication within the framework of well-planned "Marketing Street" actions, with its objectives, clear messages and the reiteration of emotional content can achieve changes in administrative management.

References:


[18] Palliative care of the oncological patient: therapeutic communication of health professionals

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Palliative care of the oncological patient: therapeutic communication of health professionals

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Abstract: The therapeutic communication between the patient and health professionals is recognized as one of the main elements during the process of oncological disease and palliative care that must be maintained with patients and relatives. A good communication system between patient and professionals can improve the patient’s experience of oncological treatments and therapeutic interventions. However, it is necessary to improve communication skills and abilities among the various health care professionals.

Key – Words: Palliative care – Therapeutic communication – Communication – End of life – Oncology

1 Introduction

Among the objectives set by the WHO with regard to palliative care is to provide comprehensive care to the patient and his family, who is in a situation of chronic and degenerative disease such as cancer, addressing all aspects of the physical, psychological, cultural human being, emotional, religious [1]. The ideal communication with patients is one that aims to envision the needs of the patient and their family, for this all attention must be directed towards the recipient, dedicate that time and space to establish an environment of trust and safety and establish a communication link [2]. However, some research shows that it is not easy, and not all health professionals take these aspects into account when delivering relevant information to the patient and their family. One of the first levels in communication is to provide information about the disease, its diagnosis, evolution, prognosis, and therapeutic measures. However, a study carried out in Spain showed that of 33 patients who participated, 24.2% had been informed of the diagnosis of their disease, but not the prognosis. It was also observed that 51.5% of the participants had been informed neither diagnosis nor prognosis, and the remaining 24.2% had been informed of the two aspects [3]. On the other hand, a study carried out in New York analyzed the way different health professionals communicate in an oncology service. There, ambiguous results were found regarding the way in which health professionals communicate with patients. Direct and indirect communication was observed. Although most professionals tried to establish the first in their communicative relationship, in cases of bad news, they preferred a more indirect approach that was translated as compassionate [4].

Another of the limitations observed in the therapeutic communications between health professionals and patients is the establishment of asynchronous conversations during the disease, furthermore, without communication inside the healthcare team. In addition, the specialization of the roles has led to the designation of knowledge and therefore, the transmission of information on health status and prognosis. It is pointed out that not all professionals feel empowered to inform the patient and their family about these aspects, even if they belong to their professional group of care [5].

At this point, the ethnographic study in [6] one of the points valued was the information about cancer patients in palliative care. As mentioned previously, palliative care is complementary to oncology. Faced with this reality, the author found that palliative care doctors did not give information to the patient, but waited for the treating oncologist to give it since it was a delicate matter for them to handle this type of information. In addition, they pointed to the aspect of trust in the oncologist [6].

It is essential to show that, sometimes, the working environment in which health professionals work (lack of cooperation from colleagues, lack of training, etc.) means that the importance of the helping relationship is not given, making it difficult many times the establishment of links that allow a communication with patients and / or relatives due to lack of time, schedules, physical spaces, etc. [7].

2 Problem Formulation
The objective of this research is to review the approach of the different health professionals, their limitations and effectiveness in the establishment of therapeutic measures during the oncological process related to communication, with the patient and their family, creating a space for constructive, positive reflection.

For this, we proceed to make a descriptive methodology, based on the review of scientific evidence about therapeutic communication in palliative care. We use databases such as Scopus, Pubmed, Scielo, Dialnet and Google scholar, among others, with inclusion criteria as qualitative and quantitative studies that address the difficulties and communication solutions in the oncological environment; as well as the boolean indexes AND and OR and keywords: palliative care, therapeutic communication, communication, end of life, oncology.

3 Problem Solution

Understanding communication as a therapeutic act means freeing the patient and his family from the uncertainty and isolation that the disease generates, secondary to the establishment of the welfare state and happiness of Western society. Establishment that does not allow or proposes handling for emotional situations such as fear, sadness, or frustration. Sowing in the patient scare of verbalizing fears, anguish, and fear of death, protecting their loved ones [8].

Communication in palliative care should be a therapeutic tool to address all aspects of human being effectively. Peris, a clinical psychologist in her analysis of therapeutic communication, indicates four areas of intervention for communication to advance to the therapeutic level, in which communication is addressed as information, as an attitude, as a therapeutic and as a listening, describing how it should be the approach of each level and the importance within the communication process [8].

Astudillo and Mendinueta in the analysis of scientific literature, recommend taking into account certain characteristic aspects of the patient, such as the fact that patients accept better the knowledge of their disease, more than what is believed and that the disease itself and symptoms helps to clarify the evolution of the disease. They also point out that the difficulties come from the issuer of the information since for a human being assume news such as the proximity of death and a failed treatment is not easy to understand and accept [2].

Haidet, Fecile, West & Teal in their qualitative case analysis, raise the need and importance of programs aimed at improving communication skills in patient-centered care. Emphasizing that the care group must take into account work from a common frame of reference, understand their own position and communications within the context of the community in general. Furthermore, to be proactive in managing the uncertainty that is often generated by multiple conversations spread over space and time [5]. Aspects that according to the investigations show some gaps and that make difficult the establishment of therapeutic communication.

The investigative group of Arraras, Wintner, Sztankay, Tomaszewski, Hofmeister, Costantini, & Kontogianni [9], belonging to the European Organization for Cancer Research and Treatment-EORTC after see the needs around oncological communication, built a questionnaire based in four of the main functions of the Patient-Centered Communication (PCC) model proposed by Epstein and Street: foster healing relationships; exchange information; respond to emotions; manage uncertainty [10]. The creation of this instrument seeks to be applied in different fields, such as research, clinical practice, and education. In this way, to diagnose the patient's needs and treat them, as well as the tools in the professional relationship of health-patient. Since, by encompassing different dimensions of being, the professional will expand its relationship with the person and strengthen communication [9].

A randomized clinical test, carried out by a research group in New York, designed and applied intervention in patients and oncologists, in order to determine if an educational intervention in communication will improve the doctor-patient relationship, among other aspects. There, the oncologists received training in individualized communication focusing on four aspects of interest in oncological disease: the course of the disease, prognosis, treatment decisions, and end-of-life care, using standardized patient instructors. The patients received training in individualized communication to identify the problems that should be addressed during an upcoming visit to the oncologist. Meanwhile, the control participants did not receive training. Subsequently, through recordings of the medical visits and questionnaires in periods of completion, the results were obtained. In this study, a brief combined intervention aimed at physicians, patients with advanced cancer and their caregivers (when available) promoted patient-centered communication in the short term, with clinically significant increases in patient participation in the discussions [11].
4 Conclusion

Effective communication between patients and health professionals is essential for the care of patients with cancer. This means that work should be done on training in communication skills in the different levels of professional training [12].

According to Epstein & Street, therapeutic communication presents results in the patient's health in an indirect perspective, since they consider that feeling understood, establishing trust or motivation for change could contribute more to improving adherence and personal care [13]. Therefore, assertive communication among healthcare professionals is a priority in these oncological processes [14].

In order to achieve this, multidisciplinary and interdisciplinary work is necessary that includes patients and relatives as care objects, which contributes to improving quality, according to the individual and social context of the intervened agent [5].

References:
Non-professional formal caregiver: challenges for institutions and care

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Abstract: - Formal caregivers are a resource increasingly demanded by dependent elderly people and their families. The institutions must promote and regulate this employment to ensure its quality.

Key–Words: Caregiver – Dependency – Ethnography – Immigration – Woman

1 Introduction

The improvement in general living conditions has led to the phenomenon known as the aging of the population. It is, probably, one of the most important social changes of the 21st century, with implications at the economic, social, family and intergenerational levels (United Nations in IMSERSO 2017:38).

The increase number of dependent elderly people is one of the great challenges of our country and our community.

Population aging calls on health and social systems to reorient their policies to ensure the economic and intergenerational sustainability of our society. Never before has our society experienced a reality like this. Moreover, the increase in chronic diseases and situations of dependency that occur in the elderly population require quality social and health care that the government should plan and carry out (IMSERSO, 2017).

Age and dependence are closely related, since the volume of people with limited functional capacity increases in the higher age groups, especially after 80 years (IMSERSO, 2017: 36).

Older people with dependency need care and is the informal caregivers (mostly family members) who are taking care of them (Abellán, Esparza y Pérez, 2011; IMSERSO, 2017).

The definition of informal care is, the aid directed to people with some degree of dependence from family members or close friends of its social network, in which there is no intermediary entity or contractual relationship (Rogero, 2010: 42).

The family is mostly the one who practices informal care. Only 2.5% of this help comes from people outside the family. Moreover, in general, the greatest weight of care falls on a single person, known as a primary caregiver (Crespo & López, 2007: 19).

This primary caregiver is usually a woman, wife or daughter of the dependent, with basic studies and homemaker (Abellán, Ayala, & Pujol, 2017).

Informal caregivers want to take care of their dependent relatives but they have more and more difficulties to attend to their needs. Therefore, they are increasingly looking for socio-health resources that help them to continue caring. One of the most demanded resources is the hiring of caregivers to care for the dependent person at home.

We can define these caregivers as formal non-professional caregivers. They are caregivers who do not require specific academic training and who attend to the care and support needs of the elderly in situations of dependency (Ruiz López & Moreno Preciado, 2013).

They are usually immigrant women, with few resources and few skills that make up this profile. These women have proven to be a fundamental aid in helping families take care of their dependent members Oliva, Ordóñez & Peinado, 2017; Ruiz López & Moreno Preciado, 2013). In addition, with these caregivers, people in a situation of dependency can continue living in their homes and thus avoid their institutionalization in a geriatric residence.

2 Problem Formulation

However, several voices warn that, in many situations, these women are developing their work in a hidden and precarious market, characterized by being poorly paid and legally unprotected (Galiana-Gómez, de la
Cuesta-Benjumea, & Donet-Montagut, 2008; Oliva, Ordóñez, & Peinado, 2017). In addition, their lack of specific knowledge related to care sometimes question the quality of care provided. Therefore, the objective of this work is to expose the current needs and challenges of non-professional formal caregivers that care for dependent elderly people.

3 Problem Solution

Through a descriptive and ethnographic study, it has been possible to inquire into the problematic of immigrant caregivers and family members who care for their elderly dependents.

Point out that the ethnographic research is the most popular method to analyse and emphasize the descriptive and interpretative issues of a particular sociocultural environment (Amezcua, 2000).

The analysis and results shown in this work emerge from the analysis of data from a larger study carried out in the Department of Health Sciences of the Public University of Navarra, which aims to know how informal care affects the quality of life of family caregivers of dependent elderly people. The researchers collected the data through the perceived experiences of the life stories obtained in the interviews and through the participant observation of the researcher.

The participant observation allows us to approach from different points of view to a reality full of nuances (Amezcua, 2000; De la cuesta, 2010). Therefore, we try to capture the experience of our informants by participating from inside, that is, establishing a relationship of intersubjectivity in which we find ourselves throughout the research process (García-Orellán, 2016).

Additionally, 28 semi-structured interviews were carried out with informal caregivers of dependent elderly people until the saturation of the data was reached: 20 women and 8 men. The interviews were recorded and later transcribed for analysis. In addition, the researcher, once the interview was completed, made the field notes in a notebook to enrich the analysis.

The study of the experiences of family caregivers of dependent elderly people revealed a situation in which the informal caregiver requires the help of formal non-professional caregivers to continue caring.

In Spain, the hiring of non-professional formal caregivers can be done in two ways: privately or through the Sistema para la Autonomía y la Atención a la Dependencia (SAAD). This system gives universal coverage to all people in situations of dependency in our country. The Law 39/2006 de 14 de diciembre, de Promoción de la Autonomía Personal y Atención a las Personas en situación de Dependencia. regulate the SAAD.

With this law, people in a situation of dependency can request an assessment of their degree of dependence in order to benefit from any of the assistances offered by the State.

There are two types of assistance: financial assistance or resources like a day care centre, a nursing home or a caregiver at home.

A caregiver at home means that a non-professional formal caregiver going to the dependent's home for a few hours to help him perform basic daily activities, such as cleaning, dressing or eating, among others.

The SAAD offers this resource only a few hours so it does not always cover the needs of the dependent and their families.

On the other hand, the financial assistance consists of an economic contribution that is given to the family member of the dependent person who is exclusively responsible for their care.

In our study we have been able to verify that the financial assistance offered by the SAAD do not always cover the care needs of dependent persons. For this reason, many family caregivers hire a caregiver privately. In fact, it is an increasingly demanded option

P13: "those of us who are in the middle are always the ones who have the worst because you are always fair to be able to face all the expenses, but it happens in this and it happens in general in everything, because with 250 euros it does not give for anything."

The statements we have collected confirm that this resource is highly valued by informal caregivers. In addition, it allows family members and specifically women in the family to delegate care to another person. In this way, they can work outside the home (Ruiz López & Moreno Preciado, 2013).

However, it is not easy to find an adequate profile. In fact, our participants affirm that finding a caregiver with adequate training has been a difficult and problematic task. Their declarations show a certain lack of control in the hiring of caregivers. Most of them do not use the administrative channels of the SAAD and manage it on their own. This means that it is extremely difficult for them to choose a caregiver correctly because they have to rely mainly on their own intuition to hire them.
P19: "Keep in mind that in a cafe you decide to give them the keys to your house and leave them in the care of the most vulnerable person you have… On top of that, keep in mind that he is not going to transmit you … you have to interpret if it's okay, if it's not right…”

P02: "The girl who is Bolivian is great but the poor little girl calls me one day - What's wrong, daughter? - That your husband can not swallow well. And I say: how do you have him, sit down? –He is lying down. -Well, incorporate him and you'll see how he swallows".

Families usually hire immigrant women to take care of their elderly dependents. Our results corroborate this. These women have proven to be an important resource to help informal caregivers look after their dependent family members (Ruiz López & Moreno Preciado, 2013).

However, several voices warn that, on numerous occasions, these women are developing their work in a precarious market, characterized by being poorly paid and legally unprotected (Galiana-Gómez, de la Cuesta-Benjumea, & Donet-Montagut, 2008; Oliva, Ordóñez, & Peinado, 2017).

One of the main causes is that usually, many of these women are in a situation of administrative irregularity, which is commonly known as "undocumented" (IMSERSO, 2005).

These caregivers are considered formal non-professional caregivers since they usually lack specific training (Ruiz López & Moreno Preciado, 2013). However, they must sometimes perform complex care, which requires specific knowledge, specifically when the person they care for is very dependent (Galiana-Gómez et al., 2008).

As we have already indicated, in our study, the hiring of many of these women is carried out by the families, by contacting them directly. Contracts are also given through intermediary companies that manage contracts, which implies a greater degree of control and rigor. Non-profit associations and Non-Governmental Organizations also participate in this management. On the one hand, they help immigrants to find a job and on the other, they help provide care to people in situations of dependency.

In this way, all the participants of our sample who have privately hired a caregiver have managed it through Cáritas or Red Cross and other religious organizations.

We are aware of the existence of private companies through which this profile can be hired but our informants have not used them.

However, we believe, like Oliva et al. (2017) and Molero (2017), that the legal framework provided by the Law 39/2006 de 14 de diciembre, de Promoción de la Autonomía Personal y Atención a las Personas en situación de Dependencia, should be used to regularize and develop formal professional care.

We have no evidence that in our community, there are private companies that have agreements with the Public Administration to manage the hiring of caregivers. However, we do know that in other communities, such as the Basque Country, they exist and work properly. For this reason, we consider it would be very interesting for the Government of Navarre to promote this type of agreement, as we understand that it would be a more rigorous and accessible way for families, to be able to hire formal caregivers that would provide a guarantee of the quality of their care.

We also believe that it would be beneficial for caregivers, who would have more guarantees of having a legal contract, ensuring greater administrative protection.

Therefore, it would be desirable that the hiring of these profiles, were regularized by the Public Administration, through agreements with private companies. Otherwise, it contributes to increasing gender discrimination and the vulnerability of these women. Because they are women, they only have access to jobs related to care that have traditionally been linked to the female gender. Also in conditions often precarious due to the fact of being immigrants. (Galiana-Gómez et al., 2008; Morcillo & Ruiz, 2010).

4 Conclusions

1. Non-professional formal caregivers have more and more demand from dependents and their families.
2. It's an opportunity to create new jobs
3. The institutions must regulate this profile. In this way, they will ensure quality care for dependents and decent and regulated working conditions.

References:


Influence on the hospital sector: review of the main management theories

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Abstract: This study deals with a bibliographic review of the most relevant works on the power of social influence, its measurement, and the profiles of those who exercise this influence as key elements to address the organizational sustainability of hospitals in an environment of digital transformation. To this end, an analysis has been carried out of the articles with the highest indexing in the Social Science Citation Index within the last ten years. Focusing the search on the specific keywords “influence” and “management”, a total of 75 articles were obtained. The content of these articles was analysed to extract the main academic contributions regarding influence on the hospital sector. The results show the importance of two management theories, and the existence of methodologies and three parameters for their measurement. This work opens a new perspective for those organizations that wish to design innovation spaces, need to face a process of change in organizational culture or improve their relations in their environment through the integration of these influencers in their corporate strategy.

Key–Words: Social network – Influential user – Online health community – Participation style – Management

1 Introduction

The Internet has led to changes in the structure and management models of organizations. From unidirectional structures, we have moved on to flexible models connected in a network [1, 2]. Companies base their management competence on the value of their own network of stakeholders [3,4] and on their ability to establish connections that will depend on their sustainability for different commercial [5, 6], financial [7] or innovation [8] purposes.

According to Rashotte [9] influence arises when changes are experienced in a person's thoughts, feelings, attitudes, or behaviours as a result of interacting with another individual or group of individuals. The effect of this influence is reflected in indicators such as compliance [10], socialization, peer pressure, obedience, leadership, persuasion or sales [11, 12] According to Xu, Wang and Zhang [13], social influence affects the decision-making process of the individuals themselves, which leads to the enclosure effect [14]. Various authors discuss how this social influence is generated. Bonchi [15]. states that it is important for individuals to associate with one another because of similar concerns (homophilia). However, Aral et al. [16], and La Fond and Neville [17], consider that social influence only occurs when there is a change in behaviour and thinking. Chen et al [18], and Ireland and Webb [19], direct their research towards determining which is the central node through which information is most effectively disseminated, and what attributes do individuals within that network have who exert social influence, the so-called “social influencers”. Such a power to exert influence may be formal [20], a power referred to by a trait of admiration, overwhelming personality or meritorious character or informational power because of its control over information [21]. This way of exerting influence is further enhanced by the Social Media [22], which have fostered a series of styles of participation in online communities that are useful for predicting the behaviours of both influencers and influenced individuals. Mention should be made of the studies in five areas: health [23, 24, 25], ecommerce [26], sport [27] and construction [28]. In this paper we shall focus on the hospital sector due to the fact that its online communities contain certain members that make up the nucleus of the community and are vital for the maintenance of the community itself [29] Additionally, there is a perception of the need to confront the digital and social hyperconnection of relatives and patients [30] with the power that Social Media gives them to make criticisms [31]

2 Problem formulation
In this context, the following research questions arise in relation to the literature review:

RQ (1): Is there a consensus in the theories that links influence with organisational change processes?

RQ (2): Has a clear methodology been defined for the measurement of influencers in organizations?

RQ (3): What are the parameters that can establish whether or not a user is influential in an online social environment?

RQ (4): What role do these influential users play in online communities in the health sector?

The purpose of this article is to answer the above research questions.

3 Problem solution

This research was carried out through a systematic review of the scientific literature of the last ten years dealing with social influence, its link with business management and with a focus on online communities. Specifically, the articles with the highest indexation in the Social Science Citation Index have been analysed, corresponding to the first, second and third quartiles. Focusing the search on specific “influence” and “management” keywords, a total of 75 articles have been obtained. The search terms used were: Influential OR influential users OR influential person OR influencers; Influencers AND management; influential AND health; Social Network AND companies; Personal Branding; Internal Communication; Health Communication. The filtering criteria consisted of eliminating repetitions and concepts in the title of the article with no semantic connection to the research. The final sample consisted of 75 articles, including 69 articles with a generic approach and 6 articles applied to the health sector. The generic articles were used to address the first three research questions and the health sector studies to address the last one. Once the study sample was selected, a content analysis was carried out to extract the main academic contributions of influence on the hospital sector.

To address research question 1, we found that there are two theories that are most often used by authors who study the link between influence and the processes of organizational change: the theory of the network competition model (Drigo and Avila, 2016; Zbieg, Batorski and Zak, 2016; Lin, 1999a Lin, 1999b; Coleman, 1988; Burt, 1992; Bourdieu, 1985) and the theory of networks (Sankowska and Siudak, 2016; Sankar, Asokan and Kumar, 2015; Conyonand Muldoon, 2008; Davis, You and Baker, 2003; Kogut and Walker, 20019). The first of these deals with aspects of structures, interdependent relations, the influence between individuals and the advantages of using them (He and Wang, 2016; Lies, 2012; Ramos and Ford, 2011; Ozman, 2009; Nicholson et al., 2004). The second deals with how large corporations adopt the network structure for their management and processes (Sankowska and Siudak, 2016; Sankar, Asokan and Kumar, 2015; Conyonand Muldoon, 2008; Davis, You and Baker, 2003; Kogut and Walker, 20019). However, there are six other theories that have been used to delve into specific aspects of organizational influence and change: Social Network Analysis, SNA (Borgatti and Foster , 2003; Boutilier , 2011; Wasserman y Faust , 1994), Resource Dependency Theory (French and Raven, 1959; Pfeffer and Salancik, 1978); Stakeholder Theory (Freeman, 1984., McGann y Johnstone, 2006); Small-World Theory (Chen, et. Al, 2009; Ireland y Webb, 2007), Network Gatekeeping Theory (Barzilai-Nahon, 2008) and Conformity Theory (Cialdini and Gold-Stein, 2004); Feldman , 2003).

In relation to research question 2, the literature addresses metrics and techniques used to measure influence and types of influence. The techniques used have been qualitative and quantitative in defining participation and influencer traits. Techniques such as the Delphi Method (Turskis et. al., 2019), clustering (Fong et. al., 2017; Sánchez, 2018), statistical techniques that measure dispersion (Zareie et. al., 2019; Jiang et al., 2019), machine learning techniques (Ul et. al., 2019) and mathematical algorithms (Monteserin and Armentano, 2019; Zhang et. al., 2019) have been applied. As for metrics, we find that they address the content, interaction and behaviour of the network itself through the analysis of dispersion, the degree of proximity, the area of influence, the power of attraction or initiation of a node (Jiang et. al (2019); Monteserin and Armentano (2019); Ul et. al (2019); Zareie et. al (2019); Zhang et. al. al (2019) and Sánchez (2018).

On the other hand, it has been seen that there are three parameters used by different authors when defining user typology according to their influence: the content they generate (Myeni et al, 2013; Sudau et al, 2014; Wang et al, 2014; Zhao et al. et al, 2014) activity frequency (Jones et al, 2011; Stearns et al (2014); Sudau et al, 2014; Young's (2013) and the role (Bambina, 2007; Brin, 1998; Chomutare et al, 2013; Cobb NK and Abrams, 2010; Durant et al, 2011, 2010; Fong et al, 2017). However, we have failed to detect a consensus within the same parameter regarding its name (Brin, 1998; Chomutare et al., 2013), and moreover, different types have been established depending on the intensity of that parameter (Sudau et al., 2014; Jones et al., 2011).
As for the role that these influential users adopt in online communities of the health sector, the studies that address it are scarce and incipient. Only in the study of the authors Fong, Clark, Cheng, Franklin; Fernandez, Ratwani and Parker (2017) has there been an establishment of three types of roles, which are defined on the basis of emotional attributes (assertiveness, trust, empathy) and rational attributes (experience and knowledge).

4. Conclusions

This study identifies that there are a large number of authors who study the linkage of influence with organizational change processes using two management theories (theory of the network competition model and the theory of networks). However, there is no overall consensus since other management theories have been used occasionally to respond to specific aspects of this influence. Likewise, there is a growing interest in detecting how social influence works, predicting predetermined influence behaviours and what the attributes of an influencer would be like. This reveals the importance that the role of influencers acquires for organizations, becoming a key piece for the dissemination of information, interaction with the community and the configuration of an organization's actual content agenda.

However, recent authors still contemplate influence from a reduced perspective: (1) They identify homophila as a criterion for the definition of influence (Monteserin and Armentano, 2019). (2) A series of parameters have not been taken into account, such as: interaction time (Ul et al. al, 2019), the popularity of users and the size of the community (Sánchez, 2018) and the type of influence received by influencers and the interrelations between influencers from different nodes (Monteserin and Armentano, 2019).

Given the gaps found in the literature, it would be interesting in future research to address the unification of criteria and parameters for a better diagnosis and definition of the behaviours of influencer profiles in the organizational context.

Through this work, organisation managers and professionals can become familiar with parameters, metrics and techniques that can be used for the diagnosis of individuals with influence within their stakeholder networks. This knowledge will allow them to include these influencers within the design of corporate strategies, internal innovation processes with a collaborative approach or even as active agents to face holistic changes in organizations.

References:


Communication as the key to promote medication adherence in Older People with Diabetes

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Abstract: - Diabetes mellitus is a prevalent disease among the elderly, and represents a challenge, in terms of effective coordination and management of medicines. Management of such phenomenon is extremely complex and requires awareness. The objective of the study aimed to understand the importance of patient-provider communication to promote medication adherence, among older people with Diabetes mellitus type 2. Qualitative study using semi-structured interviews was performed. The results showed that one of the main pillars of an effective management of the drug regimen is good communication between the patient and the health care provider.

Key-words: Medication Adherence – Communication – Nursing – Aged – Diabetes Mellitus

1 Introduction

Ageing is one of the most striking phenomena in the 21st century society, in the whole world and the older people are more prone to the diagnosis, at least, on chronic diseases. The Diabetes mellitus is one of the most prevalent diseases in this population and it is associated with high mortality and morbidity rates, reduced functional capacity and an increased number of hospitalizations and institutionalizations (Roebuck, 2011). Following the diagnosis of a chronic disease, older people need to adhere to a medication regimen, often complex. Medication non-adherence by older people with chronic disease is a serious dilemma, and is not easily solved (Fischer, 2016). According to the WHO (2003), the rates of medication adherence is about 50 percent among developed countries in 2010, and lower in the undeveloped countries.

The WHO (2003) identifies the five sets of factors, named “Five Dimensions of Non-Adherence”: (1) social/economic factors, (2) provider-patient/health care system factors, (3) conditions-related factors, (4) therapy-related factors and (5) patient-related factors and it is consensual that the non-adherence is a multifaceted phenomenon, with four predictive characteristics of adherence to the medication regimen: (1) psychological state of patients, (2) financial and social conditions, (3) complexity of the treatment regimen, and (4) characteristics of physician-patient interaction (Arbuthnott, 2009).

2 Problem Formulation

According to the literature a good patient-provider communication, can conduce the patient to a favourable medication experience and increase the medication adherence (Lee, Noh, Kang & Hong, 2017). Prior and extensive research has shown that patient-provider communication, has the ability to promote positively effects in patients’ health experience, such as a reduction of admissions and hospitalizations (Lee et al., 2017; Doyle, Lennox & Bell, 2013), strong bond of trust (Ratanawongsa et al., 2013), affects patients’ perceptions of and attitudes towards treatment (Ratanawongsa et al., 2013; Shrank et al., 2009), and improves patients’ self-management skills (Schoenthaler, Allegrante, Chaplin & Ogedegbe, 2012; Heisler, Cole, Weir, Kerr & Hayward, 2007). Therefore, it is likely that patient-provider communication has the potential to help patients have positive experience on medication therapy.

The quality of patient-provider communication has been identified as an important and potentially modifiable factor associated with improved patient outcomes including adherence. Patient-provider communication, that is characterized by shared-decision making and patient-centeredness, is associated with

Medication adherence is the extent to which a person takes their medication according to agreed recommendations from a health care provider (WHO, 2003).
better self-reported adherence in patients with chronic diseases (Schoenthaler et al., 2012; Beach, Duggan & Moore, 2007; Fuertes et al., 2007).

3 Problem Solution

The current study aimed to understand the importance of patient-provider communication to promote medication adherence, among older people with Diabetes mellitus type 2. Methodology will consist on a qualitative study using semi-structured interviews, recorded, transcribed and analysed through interpretive content analysis. The consolidated criteria for the reporting of qualitative research guidelines (COREQ) were used to guide all research procedures.

Participants and recruitment

Participants were recruited while waiting in the waiting room for the nurse consultation for Diabetes surveillance, at the Health Center. Twelve patients were recruited with i) diagnosis of Type 2 Diabetes mellitus, ii) aged 65 or over, and iii) followed by physician and nurse in the control and surveillance of Diabetes, at the Health Center. Inclusion criteria were: i) people residing in their homes, responsible for the management of their medication regimen, ii) who speak Portuguese, iii) medicated with oral antidiabetic medicines, and iv) with a consultation in the last six months at the Health Center. Exclusion criteria were: i) non-compliance with the inclusion criteria, ii) people medicated with insulin, iii) people with cognitive or sensory impairment, iv) people in need of palliative care, and v) people residing in nursing homes or in the waiting list. The inclusion criteria were verified with the collaboration of nurses through a retrospective review of patients' clinical records. The interviews were conducted between August and October 2016 until data saturation.

Interview Procedures

All the interviews were carried out in an available office, with all the conditions for the accomplishment of the same, guaranteeing the confidentiality of all the information shared. The main investigator carried out the 12 interviews in person.

Data was analysed through the analysis content, which includes the coding, organisation and classification of data by main themes, concepts, categories and abstraction. For the data analysis it was used the NVIVO 10 software program, designed by QSR International Pty Ltd.

Ethical Considerations

The research was approved by the Institutional Ethics Committee of Administração Regional de Saúde do Algarve, through the authorisation n.º 8208 of July 4, 2016 and also by the National Data Protective Commission, which was favorably expressed through authorisation n.º 5488/2016.

A homogeneous sample was obtained with respect to the gender of participants. The average age was 75, with a minimum of 67 years and a maximum of 81 years. Regarding the level of literacy the scenario was different, observing a great variety. The majority of people interviewed resided with the spouse (58.3%).

Regarding the objective of the present research, it should be mentioned that during the interviews, the participants expressed that the availability and communication between patient and health care provider is a preponderant factor for therapeutic success. They also expressed that the time provided during the consultation contributes to the success of the therapeutic regimen. Thus, the people interviewed said "the doctor talks very little during the consultation", "there are some pills that I stopped taking because I did not feel well with them, but I did not warn them because I'm afraid that they would be angry with me (P3), if there was control by the doctor or the nurse, I would feel guilty for not taking the medicines and would be more compliant than I am (P4), the doctor and the nurse should work together and communicate with the patient (P8), since the medication is prescribed and nobody calls to ask how we are, if we adapt well, if we react well, only set a consultation in 3 months [...] there should be a closer watch if this is so important to me, so why the doctor or the nurse does not come to confirm that I am doing everything right [...] maybe my attitude towards the pills arises from the lack of interest and communication by the health professionals (P10) and I think the doctor and the nurse should talk with the patients and explain why we should take so many (P11)."

From the interviews, it is possible to know that the older people appreciate and give meaning to the words, the smiles, the time available during the consultations, the look, the touch and the way they are questioned and approached. The availability of the health professional to listen and to communicate with the patient is manifested as very important and core for a patient-centeredness approach (Henriques, 2011; Niewlaat et al., 2014; Arruda, Eto, Velten, Morelato & Oliveira, 2015; Gellad, Grenard & Marcum, 2011). In the voice of the interviewed, relationship and the communication is important, and the nurses, after the change
of a drug regimen, should establish a telephone contact questioning about the adaptation to the new regimen, the doubts felt, adverse effects and benefits. The monitoring and surveillance of older people with a need for a medication regimen should not only occur in the physical space of the health center (Henriques, 2011; Ratanawongsa et al., 2013, Lee et al., 2017). It is believed that one of the main pillars of an effective management of the drug regimen is good communication between the patient and the health care provider, aiming at reducing the barriers imputed by the different social roles and aiming at the training of the people in chronic situation to achieve independence and autonomy (Henriques, 2011; Rodrigues & Prates, 2011).

4 Conclusions

Collaborative patient-provider communication, specific informative communication, have the potential to change behaviours and improve medication adherence. Poor patient rating of provider communication was described as a predictive factor of non-adherence. Future studies should investigate if targeting communication interventions for health care provider identified with poorer patient communication ratings, may improve patients’ adherence behaviours in what concerns to medication.

References:


The Influence of Social Relations, Leisure and Drug Use on Mental Health of Oil Industry Workers in Brazil

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Abstract: The objective of this study was to investigate the influence of social relations, leisure and drug use on the mental health of workers in the oil industry of Bahia, Brazil. It is a descriptive, retrospective research, developed in 2018, involving 622 workers from an occupational health service, to whom the Self Reporting Questionnaire (SRQ-20) and a socioeconomic questionnaire were applied. Men (90.2%), aged between 50-59 years (45.6%) and with a mean level of schooling (64.2%) prevailed in this study. Of the participants, 50% drink less than once a month and about 90% never smoked. An association between loss of interest in things and increase in alcohol consumption was identified ($p < 0.05$). Another association can be found between feeling nervous, tense or worried and increasing tobacco consumption ($p < 0.05$). In almost 95% of the participants, components of the family environment that positively interfere with health were identified, as well as the use of social and leisure environments to maintain and recover health. Social and leisure relations positively influence the mental health of the studied group, and alcohol and tobacco consumption are associated with common mental disorders (CMD).

Key Words: Mental health – Oil industry – Health promotion – Worker's health – Common mental disorders (CMD)

1 Introduction

Mental disorders in the world affect hundreds of millions of people and, if left untreated, represent a significant price in terms of suffering, disability and economic loss [1]. In Brazil, and according to data from the Statistical Yearbook of Social Security 2015[2], common mental disorders (CMD) appear as the third cause among active urban disease-aids, accounting 1,032,959 aids in 2015. CMDs are characterized by symptoms such as insomnia, fatigue, irritability, forgetfulness, difficulty in concentrating and somatic complaints [3]. In population-based studies conducted in industrialized countries, CMD prevalence varies from 7% to 30%. Often found in the community, CMD represent a high social and economic cost, since they are an important cause of lost days of work, as well as increasing demand in health services [4]. Psychiatric epidemiology studies have verified the association of CMD with variables related to living conditions and occupational structure and the Brazilian version of the Self-Reporting Questionnaire (SRQ-20) [5], which is widely used for tracking physical signs and psycho-emotional disorders.

2 Problem Formulation

This study aimed to investigate the influence of social relations, leisure and drug use on the mental health of workers in the oil industry, Bahia, Brazil. Developed in 2018, it is a descriptive, retrospective research, comprising 622 workers of an occupational oil health service, to which the Self Reporting Questionnaire (SRQ-20) was applied. SRQ-20 encompasses 20 dichotomous questions of the yes/no type, of which 4 refer to physical symptoms and 16 to psycho-emotional disorders, as well as a socioeconomic questionnaire. All individuals with an employment relationship with the company were included and excluded those away because of illness.

Data analyses were performed through SPSS version 25 for Windows (United States, New York, IBM Corporation). Chi-square test was used to compare demographic data of sample by sex $t$-test for independent samples was applied to compare SRQ-20 results by sex. The associations between drug consumption, social relations and leisure with the SRQ-20 were performed with the chi-square test. The study was approved by the
Research Ethics Committee of the Bahian School of Medicine and Public Health, Brazil and registered with CAAE 84318218.2.0000.5544.

3 Problem Solution

According to Table 1, men (90.2%), aged between 50-59 years (45.6%), married (54.9%) and with middle level of schooling (64.2%), prevailed in this study.

Table 1. Sample’s sociodemographic characterization and SRQ-20 results

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<th>Female</th>
<th></th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Age group (years)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>≤ 29</td>
<td>2</td>
<td>3.9</td>
<td>5</td>
<td>8.2</td>
<td></td>
</tr>
<tr>
<td>30-39</td>
<td>1</td>
<td>25.</td>
<td>2</td>
<td>44.3</td>
<td>0.002</td>
</tr>
<tr>
<td>40-49</td>
<td>1</td>
<td>19.</td>
<td>1</td>
<td>21.3</td>
<td></td>
</tr>
<tr>
<td>50-59</td>
<td>2</td>
<td>45.</td>
<td>1</td>
<td>24.6</td>
<td></td>
</tr>
<tr>
<td>≥ 60</td>
<td>3</td>
<td>5.5</td>
<td>1</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>2</td>
<td>39.</td>
<td>2</td>
<td>47.5</td>
<td>0.001</td>
</tr>
<tr>
<td>Stable union</td>
<td>1</td>
<td>3.0</td>
<td>1</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>3</td>
<td>54.</td>
<td>2</td>
<td>39.3</td>
<td></td>
</tr>
<tr>
<td>Divorced</td>
<td>3</td>
<td>2.3</td>
<td>7</td>
<td>11.5</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>0.4</td>
<td>0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Schooling level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incomplete middle level</td>
<td>5</td>
<td>9.6</td>
<td>1</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>Complete middle level</td>
<td>3</td>
<td>64.</td>
<td>4</td>
<td>65.6</td>
<td>0.191</td>
</tr>
<tr>
<td>Incomplete high level</td>
<td>2</td>
<td>0.4</td>
<td>0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Complete high level</td>
<td>1</td>
<td>20.</td>
<td>6</td>
<td>9.8</td>
<td></td>
</tr>
<tr>
<td>Complete high level with post-graduate studies</td>
<td>3</td>
<td>5.5</td>
<td>6</td>
<td>9.8</td>
<td></td>
</tr>
<tr>
<td>Anxiety-depressive mood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel nervous, tense or worried?</td>
<td>1</td>
<td>31.</td>
<td>2</td>
<td>41.0</td>
<td>0.120</td>
</tr>
<tr>
<td>Are you easily scared?</td>
<td>2</td>
<td>3.9</td>
<td>8</td>
<td>13.1</td>
<td>0.001</td>
</tr>
<tr>
<td>Are you feeling sad lately?</td>
<td>9</td>
<td>10.</td>
<td>0</td>
<td>16.4</td>
<td>0.165</td>
</tr>
<tr>
<td>Do you cry more than usual?</td>
<td>7</td>
<td>1.2</td>
<td>7</td>
<td>11.5</td>
<td></td>
</tr>
</tbody>
</table>
The results reveal that in what respects anxious-depressive mood, 41% of women and 32.2% of men feel nervous, tense or worried and 11% of men feel sad lately. Compared to men, women are more easily frightened \((p = 0.001)\) and cry more than usual \((p = 0.001)\). In the somatic symptoms domain, 18.7% of men reported poor sleep, a result lower than that of women, 31.1% \((p = 0.021)\). Another difference found refers to frequent headaches, which 5.7% of men and 18% of women reported having \((p = 0.002)\). No differences significant were found between men and women in the case of stomach discomfort, respectively 14% and 13%. In terms of vital energy, 7% of men feel well and 8.4% have difficulty in having satisfaction in their tasks. Women have more difficulty in making decisions \((p = 0.004)\) and feel more tired when compared to men \((p = 0.028)\). In what relates assessing depressive thoughts, 3% of men and 4.9% of women lost interest in things. These differences are not statistically significant.

Table 2 presents the SRQ-20 results found in assessing the association between drug consumption, social relations and leisure.

### Table 2. Associations between drug consumption, social relations and leisure, using SRQ-20 dimensions

<table>
<thead>
<tr>
<th>SRQ-20 Dimension</th>
<th>Have you lost interest in things?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Have you thought about ending your life?</td>
<td>0.00</td>
</tr>
<tr>
<td>Have you lost interest in things?</td>
<td>2.5</td>
</tr>
<tr>
<td>Do you feel unable to play a useful role in your life?</td>
<td>0.4</td>
</tr>
<tr>
<td>Have you thought about ending your life?</td>
<td>2.5</td>
</tr>
<tr>
<td>Do you feel useless in your life?</td>
<td>0.7</td>
</tr>
<tr>
<td>Alcohol</td>
<td>Drinks once or more a week and consume 5 or more doses per occasion once a week or more</td>
</tr>
<tr>
<td>Alcohol</td>
<td>Drinks once a week or more and can either twice consume 5 or more doses per occasion at least once a week, but more than once a year</td>
</tr>
<tr>
<td>Alcohol</td>
<td>Drinks 1 to 3 times a month and can or 2 drink 5 doses or more at least once a year</td>
</tr>
<tr>
<td>Alcohol</td>
<td>Drinks less than once a month, but at least once per year and 2 drinks 5 or more doses on one occasion</td>
</tr>
<tr>
<td>Alcohol</td>
<td>Does not drink alcohol</td>
</tr>
</tbody>
</table>

| Tobacco | Smokes 15-24 cigarettes/day | 2 (66.7) | 1 (33.3) |
| Tobacco | Smokes 1-14 cigarettes/day | 5 (38.5) | 8 (61.5) |
| Tobacco | Former smoker | 3 (33.3) | 6 (66.7) |
| Tobacco | Ex-smoker for more than 5 years | 6 (13.6) | 38 (86.4) |

| Social aspects and leisure | Do you feel nervous, tense or worried? | 2 (66.7) | 1 (33.3) |
| Social aspects and leisure | Uses leisure and social environments as a way of maintaining/recovering health and does not identify the importance of these actions in terms of well-being | 0 (0) | 7 (100) |
| Social aspects and leisure | Uses leisure and social environments as a way of maintaining/recovering health and identifies the importance of these actions in terms of well-being | 1 (0.2) | 594 (99.8) |
| Social aspects and leisure | Same old condition. Describes positive health outcomes | 1 (11.1) | 8 (88.9) |

| Social aspects and leisure | Do you feel unable to play a useful role in your life? | 2 (66.7) | 1 (33.3) |
| Social aspects and leisure | Uses leisure and social environments as a way of maintaining/recovering health and does not identify the importance of these actions in terms of well-being | 0 (0) | 7 (100) |
| Social aspects and leisure | Uses leisure and social environments as a way of maintaining/recovering health and identifies the importance of these actions in terms of well-being | 3 (0.5) | 592 (99.5) |
| Social aspects and leisure | Same old condition. Describes positive health outcomes | 1 (11.1) | 8 (88.9) |
It is important to note that more than about 50% of the participants drink less than once a month and about 90% never smoked. In the context of mental health, an association was identified between the loss of interest in things and an increase in alcohol consumption (p <0.05). Another association is found between feeling nervous, tense or worried and increased tobacco consumption (p <0.05).

Components of the family environment positively interfering in health as well as the use of leisure and social environments to maintain and recover health were identified in almost 95% of the participants. An association was identified between the level of leisure and social relations and the inability to play a useful role in life (p <0.001) and with the feeling of worthlessness (p <0.001).

4 Conclusion

Social and leisure relations positively influence the mental health of the studied group, and alcohol and tobacco consumption are associated with CMD. Considering the complexity of the workplace context, workplaces are favourable environments for addressing this topic in order to protect the workers' health and their social well-being through mainly collective strategies.

References:
Advertising strategies in food retail. Analysis of the ifa and carrefour
group campaigns for the promotion of healthy eating

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SPAIN

This text was created within the framework of an R+D+i Research Challenges project. Specifically, the project Media representation of (un)healthy body image. Development of a prevention tool for children from 5 to 8 years old. My body likes me' (CSO2014-58220-R). General Directorate of Scientific and Technical Research. Subdirectorate General of Research Projects. Ministry of Economy and Competitiveness.

Abstract: The increase in the number of diseases related to eating disorders has meant that the term epidemic has been considered at a global level to deal with issues such as anorexia or, in contrast, obesity. The solution: To create, in children, eating habits and behaviors that will be maintained throughout adult life. And, in this sense, advertising helps to establish these guidelines. Cases such as the advertising campaigns of the IFA Group or Carrefour in Spain are helping to lay these foundations without neglecting their business objectives and profitability.

Key –Words: Advertising – Children – Educommunication – Health – Strategy

1 Introduction

There is a market where the possibility of finding a wide range of ultraprocessed food products is very high. At the same time, consumers receive an excessive amount of advertising stimuli, many of them aimed at minors, who are a more sensitive and vulnerable group.

Thus, in recent years new advertising strategies have been implemented in the retail sector to reach a certain type of economically very profitable public in the short, medium and long term, such as children. The aim is not only to reach them, but also to build their loyalty. This is happening in many economic sectors, but food is a strong sector that generates very high incomes in the case of Spain.

In parallel, the term epidemic can already be used to refer to those eating disorders that occur worldwide. Advertising and media exposure to certain images about bodies, stereotypes, types of food or, directly, food products is, in fact, one of the influential causes in this sense. It is not a question of the media being the sole and direct cause of this epidemic, but of a factor to be taken into account. In this sense, the protection and regulation of these groups, whose irascibility and vulnerability is greater than in the adult public, should be the priority. Because we start from the idea that advertising can generate representations that involve image patterns and/or unhealthy behaviours (Elías, Jiménez-Marín & Silva, 2017), which can thus directly affect children’s self-esteem and the construction of their own children's body image. When this audience, the children, is targeted by these campaigns, there are clearly appreciable consequences. Thus, the influence of the media can be observed in research such as that of Skemp-Arlt et al. (2006) or McCabe and Ricciardelli (2005), where it is stated that approximately half of children between the ages of 5 and 12 are dissatisfied with their physical appearance. Minors are the social group most sensitive to the negative consequences of the media, becoming, in a large number of cases, dependent on the consumer market.

At the same time, and aware that healthy habits lay the foundations for the optimal development of children, and that advertising can affect, both positively and negatively, the maintenance of these habits, it is necessary to address the issue of advertising directly related to child nutrition. In this sense, several social movements, such as ‘Realfooding’ (Del Río, 2019) have recently developed advocating the fight against the obesogenic environment and the epidemic of the ultraprocessed.

So the question arises: Is it lawful to subject this weak and immature group to such a large number of stimuli? Why not work to rigorously optimize certain codes, legislations and products? Can powerful marketing be done by resorting to healthy products and educating children’s consumers and their parents?
2 Problem Formulation

Fraudulent or unethical use of advertising can harm the health of the most vulnerable. In this sense, the starting hypotheses for this research are:

Advertising is a catalyst for the illicit consumption of products harmful to children's society. Advertising promotes unhealthy eating habits.

Children's advertising does not adapt to the clear language with which they must broadcast their messages for children up to 12 years, leading to values and sensations that can confuse minors. Therefore, the advertising of children's food products can generate eating disorders.

These brands encourage scientific "research" through payments to support their false characteristics and give reason to lies with manipulated market studies. The strong implication of the governments in the problem that concerns us is proven, due to a lax legislation and favoring of the private companies.

Through this favoring of governments with private companies, in which there is no legislation in force regarding advertising aimed at children under 12, we have verified the existence of conflicts of interest and influences with a merely lucrative purpose.

The aim is therefore to improve the health of the population through food. Bearing in mind the above hypotheses, the general and specific objectives are:

- To see the real application of some campaigns, as well as their effectiveness, and to study the commitment of the advertisers.
- To promote healthy habits for children and their parents.
- To know the effectiveness of these type of campaigns from an economic profitability point of view.

3 Problem Solution and Methodology

For this purpose, it was decided to use the content analysis technique, choosing the specific case of two food advertising campaigns aimed at children: Los Supersaludables, by the IFA Group in collaboration with the Gasol Foundation, and Los guardianes de la transición alimentaria, developed by the Carrefour Group, as an example of good practices carried out by a trademark, in this case, supermarkets.

In this work we present an analysis of the communication of these two groups of retail companies studying their messages, their formats and the advertising results obtained. Specifically: content analysis and in-depth interview to analyse both media consumption and the messages issued to children between 4 and 14 years old and, in this way, advertise the promotion (or not) of healthy living, healthy eating and food safety as a sales strategy and approach to the target.

It is considered the appropriate research method, as it allows to know the information and content aimed at a child and adolescent audience, but also the entire educational sector that surrounds them. We will analyse this campaigns and the main actions they carry out to promote healthy consumption and, most importantly, how a commercial brand can contribute to the education of healthy consumption.

This analysis of content will be complemented by an in-depth interview with the Director and Head of Communications of IFA Group and the Head of Communications of Carrefour in Spain.

4 Conclusions

The high-calorie foods offered to smaller advertising spaces in the programming are not suitable for an optimal diet. New strategies for capture new target, as children, are succeeding because the product, healthy food, is succeeding, too. So, promotional objects, product sites and promotions in general (collectibles, mainly) are doing children are more interested in this consumption because now these products are being treated with the traditional strategies for junk food.

At a time when it seems that research is betting on adultizing children through its elements and advertising campaigns, there are companies that choose to promote a healthy lifestyle through their communication actions. In fact, the reality observed in the case of the reiterative campaigns of Los Supersaludables and Los guardianes de la transición alimentaria was evident in studies such as the one carried out by Van de Sompel (2017): Minors begin to be interested in healthy life models and food (or not) and to be aware of their body image from a certain early age.

In this sense, this is where the IFA Group and Carrefour come in with their campaigns, supported by the trend of certain food movements.
Various studies have shown that, for this type of public (children, adolescents), the references of healthy life and body are still secondary and sometimes non-existent but it is the time when a basic culture begins to develop. As a result, it can be deduced that the advertising carried out by both companies, aimed at educating children from 4 years of age to communicate in a healthy lifestyle, take advantage of these beginnings of children’s body self-awareness and healthy living and eating.

In this sense, and going to the previous studies exposed by Van de Sompel (2017) we can relate these actions with the acceptance with which minors (from 6 years) welcome and accept the products advertised with these models.

We therefore return to the concept of educomunicación to consider whether advertising can create and/or modify behaviors. And it is here where it is possible the affirmation that the strategy of model of healthy life must entail, in any case, a series of tactics where all the educating agents come into play jointly: School, family, means.

We are immersed in a society where healthy eating requires prior education and real awareness and participation of all agents: educators, parents and why not, brands in the food sector, since they are also part of this social network as suppliers of food products.

The IFA Group and Carrefour are food retail brands that are pioneers in the implementation of socially responsible communication actions to educate in food, aimed not only at users but also at society in general, generating with them two fundamental and strategic aspects: On the one hand, to increase awareness and responsibility when educating young people to have a healthy diet. But on the other hand, in generating a greater engagement between a commercial brand of the food sector with respect to different audiences of interest. Both cases are examples of success when it comes to promoting their respective brands and connecting them effectively with today's society: A total of 80,000 collectable albums with the Supersaludables stickers distributed with a total of 35,000 super-healthy stuffed animals. In the case of Carrefour, the company registered a total of 1 million subscriptions to the food plan with a total of 28,000 distributed toys related to healthy eating. All this from November 2018 to May 2019 in Spain.

This type of actions should be more present in the communication plans of Spanish companies, since communicating values of education and food health is a challenge at present that needs the support of all agents involved in this cause.

References:


Eye health of media professionals

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Abstract: - The emerge of personal computer, smartphones and many other types of screens, giving rise to long periods of intense work with screens, has a high incidence in users. One of the most relevant consequence of that increase of time watching screens is that users inhibit their eyeblink rate when watching screens. Here we investigate whether there are differences in visual perception between media professionals, who spend the most part of the working time making concomitant decisions with a high level of attention related to screens, and non-media professionals. The goal is to find out if the effect of the professionalization exists in audiovisual context. Media professionalization affects visual perception and, very likely, visual health. These results suggest different specific visual cognitive patterns in media professionalization.

Key Words: Neurocinematics – Persuasion – Audiovisual editing – Attention – Brain activity

1 Introduction
The practice or specialization of a task leads to changes in the way of perceiving, even causing physiological changes in the brain structure, according to several studies. Various investigations have been conducted with professional drivers [1,2], musicians [3,4], artists [5], or surgeons [6], among others, confirming the influence of specialization. For instance, ophthalmologic surgeons decrease their eyeblink rate from 16 to 4 per minute while executing surgery [6]. It has been proven, then, that repeating a task for a long period of time affects perception. In this investigation we approach this topic related to audiovisual professionals. Will the same thing happen with audiovisual professionals?

Computer Vision Syndrome is linked to screen use and has been well studied and characterized [7]. Due to the recent expanded digitalization, we all are surrounded by screens but we do not make the same use of them. Audiovisual workers spend most of the working hours making decisions related to the narrative and the style of the media content, and they spend years (or even decades) doing so [8].

2 Problem formulation
The main goal of the present investigation is to find out if the effect of the professionalization exists among media workers, regarding the visual perception of narrative contents. We created four stimuli with the same narrative: three videos (one in one-shot movie, another in classic editing style and the third in post-classical style of edition) and a theatrical representation of the same narrative content. We randomly presented these stimuli to forty subjects, twenty were audiovisual professionals, workers from the Spanish Public Television (RTVE), and twenty were non-professionals from the audiovisual sector. Using the technique of electroencephalography (EEG) we recorded their blinking frequency and analyzed the differences between both groups.

Blinking, apart from being a well-known attentional marker, has the physiological function of wetting the cornea. A dry cornea can lead to eye health problems. For that reason, eye blinks are very important for maintaining healthy eyes. The study had the approval of the Ethics Commission for Research with Animals and Humans (CEEAH) of the University Autònoma de Barcelona, in Spain. All participants gave informed consent. And the sessions were performed in accordance with relevant international guidelines and regulations.

3 Problem solution
Media professionals significantly reduce their blinking frequency by consuming audiovisual content, compared to non-audiovisual professionals. This decrease of eyeblink rate is found in media professionals, regardless the style of edition of the media content they are watching. While non-media participants showed...
differences in SBR between the styles of edition, media professionals did not. According to these results, media professionals decrease their eyeblink rate when watching media content without being important the style of edition presenting the narrative content. Likewise, audiovisual professionals also show a lower number of blinks when faced with real narratives (in real life, not through screens) than non-professionals. As mentioned, blinking is necessary for good eye health, given its role in moisturizing and lubricating the cornea. A significant decrease in blinking is associated with the ocular pathology of dry eye syndrome or keratoconjunctivitis sicca. Media professionals, according to our results, significantly decrease their ocular lubrication by lowering their blinking frequency.

4 Conclusions
The influence of specialization among audiovisual professionals can affect their eye health. According to our results, media professionals significantly decrease their eyeblink rate not only when watching media narratives, but also when looking at real ones. This can be connected to the idea that they pay more attention to narratives, since it is part of their everyday work. But this increase of attention can lead media professionals to eye health issues. Future studies should investigate the prevalence of syndromes, such as the dry eye syndrome, in this group, so that a correlation between the media professionalization and the eye health can be further supported. A good communication, informing audiovisual professionals of possible ocular health problems in the future, and a prevention protocol, could minimize the impact that, according to our research, has the audiovisual specialization. These results invite us to continue searching for differences in media professionals that could affect their visual health.

References:
How a communication campaign influences Health Policies. Study of the case of new treatments of Hepatitis C in Spain

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Abstract: The infectious disease Hepatitis C made headlines at the end of 2014 in Spain. Soon the affected group rose a demand, the new drug, able to cure the disease, should be prescribed to everyone in need. In this communication we will look first into the scientific evidence of a crisis, communication strategies, and how these influence the making of a health policy. Secondly, we will look into a qualitative and quantitative analysis of the media coverage, with its clear influence on the outcome of the Government new policies.

Key Words: Communication campaign – Hepatitis C – Crisis – Health-Media – Issue

1 Introduction

Hepatitis C is a liver disease caused by the hepatitis C virus: the virus can cause both acute and chronic hepatitis, ranging in severity from a mild illness lasting a few weeks to a serious, lifelong illness. The most common modes of infection are through exposure to small quantities of blood. This may happen through injection drug use, unsafe injection practices, unsafe health care, and the transfusion of unscreened blood and blood products. There is no vaccine for hepatitis C. According to World Health Organization (WHO) in 2015, there were 1.75 million new Hepatitis C infections. In Spain, in that date there was between 500,000 to 900,000 infections according patients and doctors. Hepatitis C became present in Spain in the Mass Media after 2014 when a new drug was released able to cure this highly infectious disease. Before this, it was hardly ever mentioned in the press, as you can see in The Quiral Report. Today a single google search will produce more than 11 million links related to it. The Health Authorities chose to provide the new and expensive treatment only to the critically ill patients. Consequently this silent disease known for its lack of symptoms, suddenly received extensive interest in the Mass Media from December 2014 to January 2015.

As the new drug significantly increases life expectancy in patients there is a large demand in affected groups, however the supply of the drugs is overly restricted in the market thus driving spontaneous protests in groups of people affected by infectious disease. Their relentless captivating communication campaign got the full attention of the Mass Media and shifted the Health Agenda Setting.

2 Problem Formulation

The objective of this study is to analyze these type of campaigns, to show how Marketing Street actions can generate a change in the Health Ministry Policies.

Research Questions are posed: In situations of Health Crisis, what kind of communication strategy of the Government is a key? What elements promote the interest of the media for health problems, and in this case, Hepatitis C? What elements of communication encourage the media to position themselves in favor of those affected? And, a communication campaign can condition a change in Health Policies?

3 Problem Solution

The methodology used is based on the literature review on the state of the issue: health crises, strategic communication, communication campaigns, "Marketing Street" and hepatitis C in the media. To this end, a search was carried out in different databases: Cine Catalog (Complutense University), the SciELO Electronic Online Scientific Library, the Dialnet bibliographic portal, as well as archives from in Press Office of the Community of Madrid's Health Department. In the second phase of the work, coverage analysis on Hepatitis C in the media in Spain during the last decade is carried out.

The exceptional situations of events that affect community health can result in many situations in social alarm, in which planned communication plays a decisive role as cited in March (2011: 64-65), highlighting the importance of having a “media strategy "to control a crisis as soon as possible.
Micalleto and Gallardo (2015: 96) argue that the organization in these situations must inform and not fall in the danger of "silence" that can be interpreted as the organization being guilty and having no capacity to react. On the other hand, proactivity is key in the management of crisis communication, taking the initiative helps the start of communications credibility (Micaletto and Gallardo, 2015: 6).

Oñorbe (2006: 400) concludes that the first thing that the administration must do in a health crisis is to act technically and in second place "to carry out a communication with transparency directed to all the actors as citizens, professionals and groups that are mostly affected".

In the management of a crisis, the affected institution must prioritize in responding to the information needs of the affected party, in a context where emotional reaction prevails and responsibilities are attributed (Rodríguez Perez, 2016: 146), and in which The severity of the crisis is proportional to the public’s perception. (De la Cierva, 2015: 64). De la Cierva warns us of the great error committed by the administration when it postpones meetings with those affected as well as listening to their demands (106).

Among other factors that influence the birth of a crisis or its transformation into a situation that generates great social unrest is the opinion of the media about what they consider news and in the case of health, starting from the beginning, in which "It is of sensitive information, which can generate uneasiness or social alarm because in the media the negative usually" sells "more than the positive," says Rodriguez Andrés (2017: 367).

Crisis’s are issues that capture the interest of the media, as argued by different authors and especially by its association with the "conflict", says De la Cierva (2015: 21). These are communicative issues with a great impact on society, and as noted by Igartua et al. (cited by Castillo and López) media contributes to social perception of the problems, observing "that a greater media emphasis on a certain topic or social issue tends to provoke in public opinion a greater concern on this issue "(2007).

In the field of topics that are of interest to the media, a controversial social problem is classified as an "issue" in which two positions face each other and receive the interest of the media. De la Cierva (2016: 151) emphasizes that in the phase of the "trigger-event" or trigger event, the event generates repercussion, and becomes of general interest. It is followed by the phase of listening to "the voice of the victims" until the "crystallization" of the matter in which the authorities take the problem in serious and finally resolve, although the decision is "intervener at the beginning because a forgotten potential conflict can become a crisis.” The repercussion of this "conflict" will be greater if the technique of "Street Marketing" is used. "A very beneficial tool at social level, based on street campaigns, and which problems can be shown that society does not know or does not want to see, to make it even more visible and improve the world for the future“, (Pedraza, 2017: 43).

4 Conclusions

The main conclusion is that under the right conditions, certain groups can generate enough pressure through a different communication channels able to influence change Health Policies.

In this case, scientific evidence indicates that in the face of a health crisis it is essential that the administration quickly adopt a communication strategy based on proactivity, leading information, listening to the voice of those affected, showing empathy and informing with transparency of the actions carried out to solve the conflict.

The media, on the other hand, raise the periodic topic to the agenda setting, or to the "issue" when different elements converge, which starts with the determination of a "conflict", where different voices are involved (affected, administration, professionals, parties) until it reaches the information peak, the positions are rooted, and as is this case, the administration is obliged to seek a solution. The emotional burden of this information will determine the positioning of those affected. Strategic communication within the framework of well-planned "Marketing Street" actions, with its objectives, clear messages and the reiteration of emotional content can achieve changes in administrative management.

References:


[18] Palliative care of the oncological patient: therapeutic communication of health professionals
Non-professional formal caregiver: challenges for institutions and care

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Abstract: - Formal caregivers are a resource increasingly demanded by dependent elderly people and their families. The institutions must promote and regulate this employment to ensure its quality.

Key–Words: Caregiver – Dependency – Ethnography – Immigration – Woman

1 Introduction
The improvement in general living conditions has led to the phenomenon known as the aging of the population. It is, probably, one of the most important social changes of the 21st century, with implications at the economic, social, family and intergenerational levels (United Nations in IMSERSO 2017:38).

The increase number of dependent elderly people is one of the great challenges of our country and our community.

Population aging calls on health and social systems to reorient their policies to ensure the economic and intergenerational sustainability of our society. Never before has our society experienced a reality like this. Moreover, the increase in chronic diseases and situations of dependency that occur in the elderly population require quality social and health care that the government should plan and carry out (IMSERSO, 2017).

Age and dependence are closely related, since the volume of people with limited functional capacity increases in the higher age groups, especially after 80 years (IMSERSO, 2017: 36).

Older people with dependency need care and is the informal caregivers (mostly family members) who are taking care of them (Abellán, Esparza y Pérez, 2011; IMSERSO, 2017).

The definition of informal care is, the aid directed to people with some degree of dependence from family members or close friends of its social network, in which there is no intermediary entity or contractual relationship (Rogero, 2010: 42).

The family is mostly the one who practices informal care. Only 2.5% of this help comes from people outside the family. Moreover, in general, the greatest weight of care falls on a single person, known as a primary caregiver (Crespo & López, 2007: 19).

This primary caregiver is usually a woman, wife or daughter of the dependent, with basic studies and homemaker (Abellán, Ayala, & Pujol, 2017).

Informal caregivers want to take care of their dependent relatives but they have more and more difficulties to attend to their needs. Therefore, they are increasingly looking for socio-health resources that help them to continue caring. One of the most demanded resources is the hiring of caregivers to care for the dependent person at home.

We can define these caregivers as formal non-professional caregivers. They are caregivers who do not require specific academic training and who attend to the care and support needs of the elderly in situations of dependency (Ruiz López & Moreno Preciado, 2013).

They are usually immigrant women, with few resources and few skills that make up this profile. These women have proven to be a fundamental aid in helping families take care of their dependent members Oliva, Ordóñez & Peinado, 2017; Ruiz López & Moreno Preciado, 2013). In addition, with these caregivers, people in a situation of dependency can continue living in their homes and thus avoid their institutionalization in a geriatric residence.

2 Problem Formulation
However, several voices warn that, in many situations, these women are developing their work in a hidden and precarious market, characterized by being poorly paid and legally unprotected (Galiana-Gómez, de la
Cuesta-Benjumea, & Donet-Montagut, 2008; Oliva, Ordóñez, & Peinado, 2017). In addition, their lack of specific knowledge related to care sometimes question the quality of care provided. Therefore, the objective of this work is to expose the current needs and challenges of non-professional formal caregivers that care for dependent elderly people.

3 Problem Solution

Through a descriptive and ethnographic study, it has been possible to inquire into the problematic of immigrant caregivers and family members who care for their elderly dependents. Point out that the ethnographic research is the most popular method to analyse and emphasize the descriptive and interpretative issues of a particular sociocultural environment (Amezcua, 2000).

The analysis and results shown in this work emerge from the analysis of data from a larger study carried out in the Department of Health Sciences of the Public University of Navarra, which aims to know how informal care affects the quality of life of family caregivers of dependent elderly people. The researchers collected the data through the perceived experiences of the life stories obtained in the interviews and through the participant observation of the researcher.

The participant observation allows us to approach from different points of view to a reality full of nuances (Amezcua, 2000; De la cuesta, 2010). Therefore, we try to capture the experience of our informants by participating from inside, that is, establishing a relationship of intersubjectivity in which we find ourselves throughout the research process (García-Orellán, 2016).

Additionally, 28 semi-structured interviews were carried out with informal caregivers of dependent elderly people until the saturation of the data was reached: 20 women and 8 men. The interviews were recorded and later transcribed for analysis. In addition, the researcher, once the interview was completed, made the field notes in a notebook to enrich the analysis.

The study of the experiences of family caregivers of dependent elderly people revealed a situation in which the informal caregiver requires the help of formal non-professional caregivers to continue caring.

In Spain, the hiring of non-professional formal caregivers can be done in two ways: privately or through the Sistema para la Autonomía y la Atención a la Dependencia (SAAD). This system gives universal coverage to all people in situations of dependency in our country. The Law 39/2006 de 14 de diciembre, de Promoción de la Autonomía Personal y Atención a las Personas en situación de Dependencia regulate the SAAD.

With this law, people in a situation of dependency can request an assessment of their degree of dependence in order to benefit from any of the assistances offered by the State.

There are two types of assistance: financial assistance or resources like a day care centre, a nursing home or a caregiver at home.

A caregiver at home means that a non-professional formal caregiver going to the dependent's home for a few hours to help him perform basic daily activities, such as cleaning, dressing or eating, among others.

The SAAD offers this resource only a few hours so it does not always cover the needs of the dependent and their families.

On the other hand, the financial assistance consists of an economic contribution that is given to the family member of the dependent person who is exclusively responsible for their care.

In our study we have been able to verify that the financial assistance offered by the SAAD do not always cover the care needs of dependent persons. For this reason, many family caregivers hire a caregiver privately. In fact, it is an increasingly demanded option

P13: "those of us who are in the middle are always the ones who have the worst because you are always fair to be able to face all the expenses, but it happens in this and it happens in general in everything, because with 250 euros it does not give for anything."

The statements we have collected confirm that this resource is highly valued by informal caregivers. In addition, it allows family members and specifically women in the family to delegate care to another person. In this way, they can work outside the home (Ruiz López & Moreno Preciado, 2013).

However, it is not easy to find an adequate profile. In fact, our participants affirm that finding a caregiver with adequate training has been a difficult and problematic task. Their declarations show a certain lack of control in the hiring of caregivers. Most of them do not use the administrative channels of the SAAD and manage it on their own. This means that it is extremely difficult for them to choose a caregiver correctly because they have to rely mainly on their own intuition to hire them.
P19: "Keep in mind that in a cafe you decide to give them the keys to your house and leave them in the care of the most vulnerable person you have… On top of that, keep in mind that he is not going to transmit you… you have to interpret if it's okay, if it's not right…"

P02: "The girl who is Bolivian … is great … but the poor little girl calls me one day … - What's wrong, daughter? - That your husband can not swallow well. And I say: how do you have him, sit down? – He is lying down. - Well, incorporate him and you'll see how he swallows”.

Families usually hire immigrant women to take care of their elderly dependents. Our results corroborate this. These women have proven to be an important resource to help informal caregivers look after their dependent family members (Ruiz López & Moreno Preciado, 2013).

However, several voices warn that, on numerous occasions, these women are developing their work in a precarious market, characterized by being poorly paid and legally unprotected (Galiana-Gómez, de la Cuesta-Benjumea, & Donet-Montagut, 2008; Oliva, Ordóñez, & Peinado, 2017).

One of the main causes is that usually, many of these women are in a situation of administrative irregularity, which is commonly known as “undocumented” (IMSERSO, 2005).

These caregivers are considered formal non-professional caregivers since they usually lack specific training (Ruiz López & Moreno Preciado, 2013). However, they must sometimes perform complex care, which requires specific knowledge, specifically when the person they care for is very dependent (Galiana-Gómez et al., 2008).

As we have already indicated, in our study, the hiring of many of these women is carried out by the families, by contacting them directly. Contracts are also given through intermediary companies that manage contracts, which implies a greater degree of control and rigor. Non-profit associations and Non-Governmental Organizations also participate in this management. On the one hand, they help immigrants to find a job and on the other, they help provide care to people in situations of dependency.

In this way, all the participants of our sample who have privately hired a caregiver have managed it through Cáritas or Red Cross and other religious organizations.

We are aware of the existence of private companies through which this profile can be hired but our informants have not used them.

However, we believe, like Oliva et al. (2017) and Molero (2017), that the legal framework provided by the Law 39/2006 de 14 de diciembre, de Promoción de la Autonomía Personal y Atención a las Personas en situación de Dependencia, should be used to regularize and develop formal professional care.

We have no evidence that in our community, there are private companies that have agreements with the Public Administration to manage the hiring of caregivers. However, we do know that in other communities, such as the Basque Country, they exist and work properly. For this reason, we consider it would be very interesting for the Government of Navarre to promote this type of agreement, as we understand that it would be a more rigorous and accessible way for families, to be able to hire formal caregivers that would provide a guarantee of the quality of their care.

We also believe that it would be beneficial for caregivers, who would have more guarantees of having a legal contract, ensuring greater administrative protection.

Therefore, it would be desirable that the hiring of these profiles, were regularized by the Public Administration, through agreements with private companies. Otherwise, it contributes to increasing gender discrimination and the vulnerability of these women. Because they are women, they only have access to jobs related to care that have traditionally been linked to the female gender. Also in conditions often precarious due to the fact of being immigrants. (Galiana-Gómez et al., 2008; Morcillo & Ruiz, 2010).

4 Conclusions

1. Non-professional formal caregivers have more and more demand from dependents and their families.

2. It's an opportunity to create new jobs

3. The institutions must regulate this profile. In this way, they will ensure quality care for dependents and decent and regulated working conditions.

References:


Hate speech vs. Freedom of speech. Where’s the limit to black humour in social networks?

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Abstract: - The fundamental right to freedom of expression is a key element of today’s society. However, it still is a headache for those who are in charge of its regulation, because a disproportionate and incorrect use of this right results in sanctions that can even lead to criminal proceedings. The biggest problem arises when attempting to define the limits of the right to freedom of expression on the Internet, which is a global and uncontrollable communication mean. Therefore, sometimes it is completely useless to try to keep it at bay.

Key-Words: Freedom of expression – Social Networks – Black Humour – Hate Speech – Apology for Terrorism

1 Introduction
The most common legal consequences of an improper use of freedom of speech are the crimes of defamation and slander but, in the digital field of social networks, these are not the only consequences. Other crimes such as the glorification of terrorism or the so-called hate crimes (hate speech) are the most common conflicts provoked by the users.

Hate crimes are characterised by their disproportionate brutality: they are dehumanising and they inflict threats and aversion to the victim, which provokes damages that are more severe than the ones provoked by common crimes. Within this category, there are some cases in which rejection is due to race, sexual orientation, religion or ethnicity, without including the other situations in which this discrimination is caused by another characteristic.

Various schools of thought aim at defining the limits of intolerant speech; however, this could lead to the restriction of various fundamental rights, especially the ones related to freedom of expression. This would imply the creation of a society capable of harbouring unexpected radicalisms [1].

2 Problem Formulation
The biggest problem arises when trying to define the limits of freedom of expression, on the one hand, because due to the characteristic of Internet itself, the governments shouldn’t stop promoting its development and collective establishment to avoid a backwardness in society; on the other hand, if no limit is established against licentiousness and criminal actions, the Internet can become a harmful and dangerous influence.

For this reason, various users frequently use black humour as a mean of disguising their comments on social networks, which makes it complex to differentiate the degrading comments against certain groups from those that, in spite of being hurtful, are completely legal [2].

3 Problem Solution
An analysis will be made on a series of social and legal figures, from the definition of black humour to the necessary characteristics that a hate crime must have to be defined as such; the analysis will also cover some of the most relevant judicial resolution of the last years which have had an important media impact, and that shed some light on what can and can’t be written on social media.

The expression “hate speech” has been pronounced for the first time by the European Tribunal on Human Rights during the Case of Sürek v. Turkey, 1999.

By hate speech we mean that thing that the International Covenant on Civil and Political Rights prohibits in article 20: “Any propaganda for war shall be prohibited by law. Any advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence shall be prohibited by law” [3].

It is possible to identify three different levels in hate speech:
Firstly: Incitement to racial hatred against persons or groups of people for different reasons;
Secondly: Incitement to other forms of hatred based on intolerance, including the intolerance that expresses itself in the form of aggressive nationalism and ethnocentrism;
Lastly: Incitement to hate for religious motives. On this later point, Recommendation 1805 (2007) of the Parliamentary assembly of the Council of Europe states that, depending on the needs of a democratic society, and in accordance with article 10.2 of the European Convention on Human Rights, the internal legislation of each country should “only penalise expressions about religious matters which intentionally and severely disturb public order and call for public violence” [4].

Among the numerous cases that saw social network users, politicians, musicians and singers involved, there are three that stand out:
The case of Casandra Vera y Paz, a twitter user from Murcia (Spain), who was condemned by the Spanish National Court and was later acquitted by the Supreme Court of Spain [5].
The councilman of the party “Ahora Madrid”, Guillermo Zapata, acquitted by the Spanish National Court [6].
The singer César Strawberry, acquitted in the first instance by the Spanish National Court and later condemned by the Supreme Court of Spain [7].

4 Conclusion

In Spain, the regulation of the Right to freedom of expression is insufficient and, in various occasions, it is a duty of the magistrate to settle conflicts and issues that derive from the use of this right on the Internet, on the basis of the few tools provided by Law on the matter.

In the judicial cases under examination, the magistrates of the tribunals did not have an unanimous opinion on the conviction or acquittal; this is true for the magistrates who belong to the same tribunal and for the results of the sentences of different tribunals.

Eventually, we should ask ourselves if a good solution for these kinds of issues must necessarily prevent people from expressing their ideas and opinions; or if, on the contrary, this type of decisions could unleash a series of repressive measures, not adequate to the values that characterise a democratic society.

References:
The evolution of press freedom in Romania and Hungary in the last three decade

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Abstract: - The literature that indicates the importance not only of the freedom of expression but also of its protection is extensive. This freedom seeks to be safeguarded by numerous international organizations for the good of societies. Despite this, attacks, coercion and numerous attempts to restrict the free work of journalists and the media continue to occur. As Núñez Ladeveze [1] points out, “there can not be democracy in large areas if there is no freedom of expression and access of the population to information of public content, that is, if the citizen can not know the processes of political decision-making about matters that concern them”. Among all these organizations that seek to protect freedom of expression is the 'Committee to Protect Journalists' (CPJ). An entity that monitors the professional work of the press so that it can reach different audiences without restrictions. CPJ carefully monitors all geographic areas and alerts those situations where press freedom is at risk. The objective of this work is to analyze the evolution of this freedom of expression in two bordering countries, Romania and Hungary, from the early 1990s to the most recent years. The Constitutions of both countries include the freedoms of expression and of the press, although certain restrictions are established in the reading and enactment of legislation. In addition to summarizing the socio-political contexts related to freedom of expression in these two countries, there are cases in which journalists or the media have suffered some type of attack from 1990 to 2018.

Key-Words: Romania – Hungary – Freedom – Press – Attacks

1 Introduction

Freedom of expression and information are probably those that have received the most historical denominations: freedom of thought, freedom of opinion, freedom of the press, freedom of expression, freedom of information... This is a terminological plurality that still exists in the constitutional and legislative texts as well as in the everyday language, and that remembers its long historical configuration.

2 Problem Formulation

What we are dealing with is individual freedom. Not the freedom of the State to control the press. The problem is the confusion between the rights of the State and the rights of individuals. Many governments, until not many years ago, considered themselves responsible for the activities of the press and defined the media as an instrument to be used in the service of the State to achieve social purposes such as development. However, in the meantime, at the conferences of UNESCO and the United Nations, the promoters of the ‘new order’ pointed out that the role of the press was to help achieve national tasks such as economic progress and social justice.

In Romania “Freedom of expression is recognized in the Romanian Constitution and in the Civil Code, and Romania ratified both the International Covenant on Civil and Political Rights (ICCPR) and the European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR)” [2].

The Constituent Assembly approved a new constitution in 1991 that contained two articles that can be used to restrict press freedom, as it appears in the text of The Constitutional Court of Romania.

In Hungary, the Constitution “protects freedoms of speech and the press, but complex and extensive media legislation enacted under the Fidesz government has undermined these guarantees” [3].

3 Problem Solution
The Committee to Protect Journalists helps journalists who are in a problematic situation, no matter who they are or where they are. It receives hundreds of annual reports of press freedom violations ranging from censorship and harassment to arbitrary detention and homicide.

The first responsibility is to verify these reports as quickly as possible and take appropriate action. Through a quick diplomatic intervention a journalist can be released from prison or safeguarded from the future attack.

To classify the cases that affect the media and journalists when exercising their freedom of expression, the one used by CPJ itself will be used, that is:

a. Murdered
b. Prisoners
c. Attacked
d. Threatened
e. Harassed
f. Legal action
g. Expelled
h. Censored

4 Conclusions

1. There are many international legal texts that recognize the existence of freedom of expression. Among them The European Convention for the protection of Human Rights and Fundamental Freedoms. Through the fulfillment of them, the democratization of a country is valued.

2. Both in Romania and Hungary, this freedom of expression is recognized and protected in their respective Constitutions, although some articles establish certain restrictions and limitations.

3. The Committee to Protect Journalists, from 1981, defend the right of journalists to report the news without fear of reprisal. It does so in more than 120 countries, many of which have major problems with press freedom.

4. The period of greatest tranquility, in terms of attacks on the press, in Romania was the one that transpired between 2006 and 2018. And in Hungary, from 1991 to 1999, with the exception of 1994.

References:
The Multiple communication configuration and its effect in the public Sphere (PS), Gasolinazo case

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Abstract: In recent years in Mexico, the internet has broken into the work of the media, opening the opportunity to democratize public opinion and creating a context of the Public Sphere mediated and articulated by society. However, this has not been able to completely displace traditional media or the work of professional journalism as a catalyst for information. The document is based on the analysis of the media narratives around the controversy that aroused “El gasolinazo” in Mexican society. Its objective is to reflect on the role of the media, both on and off line, in democratic societies and their ability to develop a Public Sphere open to diversity in the context of global change; finding that traditional media generates “noise” between the digital and the citizen.

Key Words: Public Television – Mass Media – Gazolinazo – Citizenship – Public Sphere

1 Introduction

In the current context of the mediated Public Sphere, the possibility offered by the internet of transforming audiences into producers of discourses and content is indisputable, promising another type of participation in the institutionalized space of dialogue. The digitalization allows to give way to an expended activism thanks to the technology and with resources that are contextualized in the immediacy of the globalization; fact that eliminates that label “bourgeois” that held public opinion. However, despite the new communication practices generated by digitalization; the production, consumption and appropriation of meanings that traditional media handle continues, and even “have not displaced professional journalism in the task of seeking and valuing what counts as political information, nor conventional media, particularly TV, in the to make it visible and conform the first plane of relevance of the common referents” (Peñamarin, 2016, p.37) [1].

On January, the first 2017, the Mexican population woke up with a disproportionate increase in the cost of gasoline, the Magna rate rose 14.2%, the Premium increased 20.1% cost and Diesel 16.5%; As a result of the so-called “Energy Reform” proposed by President Enrique Peña Nieto (2012 - 2018), and which ensured to decline in energy prices, however, it was not so; These increases generated the social discontent that in traditional networks and media was identified as the phenomenon “Gasolinazo”, and in which the Mexicans expressed their rejection of the measure and exposed feeling cheated, because their pocket was more than affected.

2 Problem Formulation

This document analyzes the media narratives around the controversy of “El gasolinazo” and is part of a broader investigation whose objective is to reflect on the role of the media, on and off line, in democratic societies and on their ability to foster the development of a Public Sphere (PS) open to diversity in the context of global change.

As a case of study we refer to the mediated issue around citizen demonstrations in Mexico originated in social networks for the increase in the price of gasoline in January 2017. We intend to identify the role played in the “Gasolinazo” a television station in particular TV Azteca, in the “visibility” of the matter that generated controversy and discussion in the PS. Our analysis places special emphasis on the strategies and structures of the television station as well as its relations of power reflected in the news discourses emanated in relation to the matter developed. Combining the analysis from Political Economy of Communication, we will identify in the narratives, from a socio-semiotic perspective, the actors of the controversy as well as the perspectives and frames of meaning proposed by the television station.
In agreement with Álvarez-Peralta (2012) we consider the possibility of “methodological articulations that aim to overcome the epistemic and ontological distances between these paradigms in order to take advantage of the potential offered by their combination” (p.24) [2].

3 Problem Solution

Search trends “Gasolinazo” in Google Trends indicate activity since December 25, 2016, and the maximum point between January 1 and 7, 2017; the search disappears on May 27 and returns on November 12, with the rumor of a new increase in 2018. In social networks: On December 28, 2016, it was the subject of 1300 real users and 558 bots. On January 2, 2017, 20,854 real users and 6,104 bots already commented on the topic. On January 7, it reached the maximum level with 347 thousand real users and 8,404 bots. Villanueva (2017) indicates that, until the last day of 2016, the calls to demonstrations represented 9% of the content in networks, being the most relieved (36%) the massages of ridicule. From 1 to 4 January 2017 the calls increased up to 51% and, since then, the popularity was shared with the invitation to loot and vandalize [3].

This noise can acquire the character of novelty and, in addition to the interest of the medium and the news value of the event, become a subject that interests the mass media (As it happened with TV Azteca). It can happen that an issue that is discussed in the digital plane becomes “a kind of virtual political agitation that like a buzz […] become news in the traditional media because of the large number of adherents that move these electronic manifestations to then take a leap into the street” (Henríquez, 2011, p.34) [4]. So it happened with the controversy and with the television station.

The information peaks recorded in TV Azteca occurred on January 5 and 6 (19% and 14.3%); day 5, the note as about the largest demonstration convened by social networks and included: 3 news of the development of the demonstrations, as well a report on the monitoring of the Federal Consumer Procurator (PROFECO) at the gas stations to avoid irregularities. On the 6th there are 2 notes, one on the protesters arrested and the other on a protest by a transporter in avenues of the city. On the same day a report was issued of the march on day 5. What lead us to ask what were the conditions, in the roles of the audiencenes, that generated the phenomenon called “Gasolinazo” and how were taking advantage of the means “on and off line” in the process?

4 Conclusion

The construction of the analyzed controversy became a matter of discussion in the PS due to the union of several elements. The situation generated by the “gasolinazo” provoked the citizen’s anger and aroused the need to be heard before the government measures. And not only be heard in relation to the increase in gasoline, but with respect to other situations related to government work.

Social networks were the tools to channel the demands, to organize and denounce; but, soon after, they were also used by the institutionalized powers to intervene in the discussion in that environment of the PS. The noise in the networks forced the traditional media to narrate the facts, but, once placed in this plane of the PS, the media, also actors of the controversy configured the stories according to the interest of each company. TV Azteca’s analysis evidences the manipulation of discourses and shows how power relations influence the construction of the story.

For this reason, we believe that, in addition to promoting greater coverage and access to the Internet and new media, there is an urgent need for education about what it means to be a citizen. An education that form on the mechanisms of participation; that trespass the “I like”, the sharing the comment of social networks and potentiate the action. Training in this sense will make citizens aware of the importance of discussing matters of common interest and, only from there, from the dialogue with the other, we can empower ourselves and exercise our rights.

References

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Mothers and helpers, fathers and heroes in Pixar. A motherhood and fatherhood revision

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Abstract: - Sexism is still presented in audiovisual products, even if they are for children. Family is a tool for teaching gender role models and their behaviors to kids from early ages. In animation cinema constructed for children, family relationship is a subplot for constructing the character, who shows the correct way to be a mother, a father, a son, a daughter... Children feel identified with one of the main characters and construct their hypothetical world in their mind [1]. Disney was the first cinema studio that featured an animation film (Snow White and the seven dwarfs, 1937). From that moment and to 1988, fatherhood was represented as a role of protection, morality, help in maturing and independence. This way, main characters grew as heroes, respectful, brave and successful [2]. Despite of the importance of the presence of the father for those characters, in reality, fatherhood was constructed as a relevant issue in the plot from the Reinassance of the animation, a period of time that took place between 1989 and 1999. Through King Triton (The Little Mermaid, 1989), Maurice (Beauty and the beast, 1991), the ruler of Agrabah and Jasmine’s father (Aladdin, 1992), King Mufasa (The Lion King, 1994), Leader Powathan (Pocahontas, 1995) and Fa Zhou (Mulán, 1998), Disney presented masculine characters whose transformation arch was related to fatherhood [3]. These six fathers limit their children, but during the narration, all of them turn into a comprenhensive father. They are near their children during the access to the adulthood. This evolution needs a good relationship father-child to achieve success and the narrative objective [4]. Motherhood, even it was related to the femenine adulthood, it was always aparted of the narrative structure and the evolution of the character, and motherhood was not treated in the Reinassance of the animation. We cannot forget that mother role in the hero’s journey in the mythology was to educate and to take care of the child before he found his own identity far away from his mother [5]. In this context where fatherhood is overvalued while motherhood does not appear and when it does, it is presented as a secondary character, Pixar Animation Studios irrupted in the animation market [6]. This company launched in 1995 the first film completely realised by a computer: Toy Story. The relationship between Disney and Pixar started in the eighties and, from 2006, both are part of the same major.

Key-Words: Gender studies – Motherhood – Fatherhood – Animation films – Family

1 Introduction

The ideal fatherhood in the first 50 years of Disney (1937-1988) is characterized by protection, morality and make the main character to be a good and successful adult [7]. During the Reinassance of the animation (a period of time developed from 1989 to 1999), how the studio represents the fatherhood changed. Those years, fatherhood appeared as a necessary character who made the plot moving along. Ariel’s father (The Little Mermaid), Jasmine’s father (Aladdin) and Powathan (Pocahontas) are leaders in their countries, so, their behaviour and narrative function is the same as the princess’ fairy tales had: to protect their daughters and choose the correct husband for them [8]. But something changes: the correct husband is elected by daughters, so, fathers must convert himself into a tolerant father who learns what empathy and understanding are.

Mother’s role in mythology was ‘to be a creator’ in order to show him how to separate from her as a way of finding the perfect masculinity and return home as an independent man. This is the way the hero started his journey [9]. Disney caught that idea and the studio hadn’t changed from 1937 to 1999 [10]. This way, mothers are not necessary in the plot as a main character who teaches and makes the hero or heroine evolve.

2 Problem Formulation

This research tries to define, through a quantification, how many fathers and mothers Pixar presents in his sixteen films released between 1995 and 2015. This way, we will know if male overrepresentation is taking part
of this movies, so, in contrast, femininity is infrarepresented. But not only numbers show us the sexism, “(…) the level of agency demonstrated by each group’s members” [11] must be taken into account for getting gender equality. This way, female infrarepresentation is presented as well in what kind of narrative roles women are embodied too. Gender inequality is showed too in the way to solve the final climax or the narrative objective. Traditionally, male character had that task, but we must know how it is currently in order to evolve to equality [12]. In the way of completing this investigation, it has been considered a necessity to analyse what narrative archetypes (and their functions) fathers and mothers have presented in the representative sample. This is going to be reflected in a file in order to organise results we will get.

3 Problem Solution

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<tr>
<th>Film</th>
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<td>Toy Story</td>
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## 4 Conclusion

In narrative terms, female characters have been appearing not only as princesses or witches [13]. Even though, overrepresentation of the male side, in a quantitative and in a qualitative measure, has not been abandoned [14]. Looking for diversity, Pixar has represented mothers and fathers as guides of their sons and daughters, but only 2 of the 9 mothers that appears in the representative sample embody this kind of function in contrast with 6 fathers. So, while Pixar sets the fatherhood in the same level of motherhood in terms of taking care and help the child, in narrative terms, having a father is more important than having a mother, because, in the 6 films where a father appears, the protagonist evolves thanks to him.

### References:


Public service communication: The Newsroom Council in Valencian Media Corporation (CVMC)

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Abstract: - This study shows the process of creation and the content that regulate the Newsroom Council of the public Valencian Media Corporation (Corporació Valenciana de Mitjans de Comunicació-CVMC), to mediate in the relations between the team of professionals who elaborate the information in À Punt Mèdia, the new media platform that shapes Valencian public communication space.

Key Words: Communication - Newsroom Council – Consell d’informatius – À Punt Mèdia – CVMC

1 Introduction

The Newsroom Council, also known as the Press Council, professional committee or editorial board, is a representative self-regulatory body of the journalists and the rest of professionals that deal with news programs. One of its functions is the mediation in the conflicts of professionals with their own directors and other external actors in those media that have been endowed with an Editorial Charter.

In Spain, the newspaper El País was the first medium approving an Editorial Charter in 1980 [1]. Among private media stand out El Mundo, La Vanguardia, El Periódico de Catalunya and La Voz de Galicia, and among public entities we can mention the Corporació Catalana de Mitjans Audiovisuals and Canal Sur, among others.

2 Problem Formulation

The Council of Europe, in its European Code of Ethics of Journalism (Resolution 1003), in its Article 32, expressly recommends the drafting of Editorial Charters, in order to protect the journalists independence and regulate the professional relations of the Editorial Staff with the owners and editors inside the media, regardless of work obligations. However, there are not many Spanish media that have Editorial Charters, Newsroom Councils or Press Councils [2].

After the start-up of the new valencian public media, in 2018, all the regulations governing the rights and duties of the editorial staff had to be developed. The Editorial Charter should be a really useful tool for the defense of professional autonomy, and improve the independence of professionals working in the newsroom.

3 Problem Solution

À Punt Mèdia, the new media platform that shapes Valencian public communication space, are regulated in Law 6/2016, of July 15, of the public service of radio broadcasting and television of regional scope, with ownership of the Generalitat (the Valencian autonomous government). In this law is assigned to the Governing Council of CVMC the development of the Organic Regulation of the Newsroom Council, which should safeguard the editorial staff of possible external and internal pressures.

At the proposal of the Governing Council, the procedure to elaborate the Charter was open to the editorial staff participation through open elections, in which they elected three representatives, who have participated in the Charter Drafting Committee. In order to broaden participation, the Regulation includes contributions made by professional organizations, trade unions and universities, and has also been submitted to the opinion of the Legal Advisory Council of Generalitat Valenciana (the Consell Jurídic Consultiu).

4 Conclusion
After more than ten months of work, the text of the Regulation of the Newsroom Council has also been submitted to the editorial staff consultation for validation and has been approved by the Governing Council of the Valencian Media Corporation (CVMC) on June 19, 2019.

The Regulation consists of eight chapters, divided into twenty-four articles, which include, in addition to the regulations for the election of the members of the News Council, a series of professional and deontological norms and recognize a set of professional rights, among which are mainly the clause of conscience, professional secrecy and intellectual property. In the Newsroom Council not only journalists participate, since they have also included all the professionals that are related to the process of production and edition of the news.

* The present text is born from the participation of the authors in the elaboration of the Regulation of the Newsroom Council of À Punt Media, the Valencian public communication platform, as members of the Governing Board of the CVMC (Corporació Valenciana de Mitjans de Comunicació).

References:
Cyberbullying and protection of personal data in Ecuador. Parental responsibility and accountability

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Abstract: Social networks and the Internet, while representing an opportunity for access and exchange of information, every time reflect potential threats to the privacy of personal data. This approach to the technological world has developed a series of typologies related to cyberbullying. The absence of parental control and supervision, especially in childhood and adolescence, and public policies aimed at guaranteeing the protection of sensitive data constitute, among others, the main causes that allow some digital practices that may be injurious for human dignity. In this context, this analysis aims to emphasize in Ecuador the need to maximize the intelligent treatment of sensitive personal information guaranteed through a set of prevention mechanisms based on parental responsibility and accountability.

Key-Words: Cyberbullying – Personal data – Parental responsibility – Accountability – Sensitive data

1 Introduction

Based on the difficulties by the use and application of information and communication technologies (ICTs), there is concern about the protection of personal data rights, especially in environments where private life or illegal attacks may be compromised, the honor, reputation and dignity of the people. One of the problems from the relationship "ICT and personal data protection" is cyberbullying through electronic ways, which means "new challenges and threats to vulnerable people and groups are exposed to aggression of all kinds" [1].

The right to data protection aims to contextualize that some digital practices may be offensive to dignity based on the dissemination of private and sensitive information, without the consent of the owner of the information.

In the digital era, the protection of personal data "is not conceived as an intrasubjective value, but as a self-determination of the subject within its relations with other citizens" [2]. Taking into account that sensitive data belong to the intimate sphere of the person, this type of data "is information that is reserved for oneself or for those closest to you, and its knowledge seriously affects personal and family privacy and to the free development of the personality, having a big discriminating potential"[3].

Implementation of information and communication technologies has allowed us to face the gap and digital illiteracy, it seems that we have left the importance of the duties and obligations that correspond to the proper use of these technologies. As we know, there is sensitive information related to ethnicity, religious beliefs, political convictions, gender identity, sexuality and health. Technologies allow sharing and disseminating this information without estimating the effects that can cause. Behaviors related with humiliation, intimidation and blackmail through electronic messages are some of the actions that result from lack of control when we sharing sensitive information.

Under these considerations, this research aims to raise awareness in families of the effects of cyberbullying through electronic means, and also promote prevention mechanisms that ensure respect and balance of the right to protection of personal data in the digital age. Logically, based on the state of the issue in Ecuador, it is intended to promote awareness and application of preventive, intelligent and proactive measures that, from the family, are aimed at guaranteeing this fundamental right.

2 Problem Formulation

Cyberbullying is defined as a digital practice in which "the aggressor practices dominance over the victim through demeaning strategies that affect their privacy and intimacy (...) supported by the power of information distribution that digital technologies have"[4]. Among the main strategies can be described the distribution of
images, videos or comments through the network that even without knowing it, damaging personal integrity, personality development and human dignity.

The right to data protection protects all information that identifies or makes an individual identifiable. An image, video or comment associated with information related to the name, ethnicity, religious beliefs, gender identity, sexuality or health; and, directed to humiliate, intimidate and blackmail can be highly dangerous for the person insofar as it affects "a deterioration of their self-esteem, their dignity, isolates them socially and provokes emotional stress, which in some occasions can end in suicide" [4].

In the case of Ecuador, this problem is not new, but unknown. In 2009, through a reform of the Penal Code, sanctions were included for those who "publicly or through any means suitable for public dissemination incite hatred, contempt, or any form of moral or physical violence" on account of information relating to "their race", sex, religion, national or ethnic origin, sexual orientation or sexual identity "[5]. Also, after the abolish of the Criminal Code in 2014, the Criminal Code (art.177) incorporates the sanction of "psychological hate" violence based on sensitive or specially protected data.

However, in 2018 with the Law to Prevent and Eradicate Violence against Women is an important change in that it distinguishes two types of violence related to cyberbullying. Psychological violence (Article 10.b) is defined as any action, omission or pattern of behavior aimed at "causing emotional harm, diminishing self-esteem, affecting honor, causing discredit, belittling personal dignity, disturbing, degrade cultural identity "[6]. This type of violence includes "emotional manipulation, control through surveillance mechanisms, harassment, all abusive behavior and especially behaviors, words, acts, gestures, writings or electronic messages aimed at persecuting, intimidating, blackmailing and monitoring the woman "[6]. By other side, symbolic violence (article 10.e) is distinguished as any behavior that "through the production or reproduction of messages, values, symbols, icons, signs and impositions of gender (...) transmit, reproduce and consolidate relations of domination, exclusion, inequality and discrimination"[6].

Statistics show women suffer cyberbullying more frequently [4], this digital practice affects men and women. According to the UNICEF: "The State of the World's Children 2017: Children in a digital world", "all children who connect to the internet are exposed to a certain level of risk, but not all of them are at the same level of risk" [7]. In the case of Ecuador, after verbal aggressions, the second type of violence is the cyberbullying that occurs most frequently in women based on "other forms of violence (insults and nicknames)" [8]. Precisely, these other forms of violence such as psychological and / or symbolic (insults and nicknames) that occur through electronic means end up seriously affecting the self-esteem of the victim of cyberbullying. This affectation to self-esteem occurs through "social networks to control the contacts and communications of the victim, distribute images or committed data of a sexual nature" [4].

In this context, Ecuador needs to maximize - through normative, jurisprudential or public policy means guarantees and conditions that develop the protection of personal information of all people in front of digital practices such as cyberbullying. Men and women face it and, it seems logical to recognize that it is a phenomenon that has a devastating impact on the lives of young people who suffer from it [4]. In any case, taking into account that "digital access without orientation and lack of awareness also endanger children" [7]; and that, in addition, cases of cyberbullying take place outside of educational establishments or class schedules [8], the role played by the family in the adoption of prevention mechanisms and intelligent use of personal information, especially in childhood and adolescence

3 Problem Solution

We are not aware of the risks involved in sharing personal and third-party personal information without the consent of the owner of the personal data. The users of networks and Internet "have to respect the rights of others and not publish information of others - for example, photographs - without authorization" [3]. While the right to data protection affects the general public and society in general, this characteristic also requires more attention in childhood and adolescence. Digital practices such as cyberbullying are responsible for other minors, and therefore, it makes sense to state that "many of the attacks on the personal data of minors, as well as certain harassment against their freedom, integrity or image, have as their authors to other children ")2].

In this regard, an important precedent of the National Court of Justice has highlighted the importance of protecting the privacy of personal information of minors on the Internet. The Court specifies that an adequate and informed "integral education" is required "framed in parameters of rationality, dignity, and respect" that, in the face of new forms of communication on the Internet, develop "an educational policy in accordance with that
Therefore, the construction of an educational policy that deals with digital practices such as cyberbullying, based on the principle of proactive responsibility, is fundamental in the family. In this sense, it should be considered that the family "can be a preventive potential to reduce risk factors and increase the protection and safety mechanisms of young people in situations of cyber-violence" [10].

Based on the program "You decide on the Internet" promoted by the Spanish Agency for the Protection of Personal Data with support from the European Union, below, we will outline some guidelines that families and parents should observe as part of proactive measures that they must adopt in the face of cyberbullying. For example, [11]:

1.- Communication with children to raise awareness of the importance of their personal data and those of other people with whom they exchange information. An appropriate digital coexistence will result in what could be called «digital health».

2.- If you want to control access to certain content, have a program for parental control that prevents access to inappropriate content and avoid the use of certain vocabulary. Minors should be aware that their words may offend or harm other people and that in no case on the net should do something that would not be done in real life.

3.- In addition to helping the child identify a harassment situation, it is recommended that you avoid harassing other people. Must be aware of the respectful use of the personal data of others and not use them to offend or ridicule others.

4.- Forced inclusion of the child in a message exchange group can make you feel harassed. For this reason we must make him aware that he does not remain in a group that he does not wish to be part of and that he must respect the decision of another person who does not wish to belong to a certain group.

Therefore, in front of cyberbullying, the activity that the family can develop - understood as the natural and fundamental space for the integral development of childhood and adolescence - translates into the most practical and ideal scenario to mold a digital culture of respect for personal information and third parties.

4 Conclusion

Ecuador has developed some criminal types related to cyberbullying, the problem remains novel and dangerous in the face of the effects and disorders that this type of digital practices can trigger. Precisely, the lack of orientation and awareness about the risks involved in the use of tics is where educational policy in modernity should aim. Parents and family in general must transmit in childhood and adolescence examples of responsible, preventive and intelligent use of information. Based on a training that fully develops your personality, you should consider the importance of taking proactive and preventive measures that offer security and protection of children in the internet.

References:


Civic Culture and Minorities in the Western Balkan Region

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Abstract: - The exercise of human rights, including protection against discrimination, is determined, above all, by the value system in society. This should be based on tolerance, equality, and freedom of expression, among others. Although these values are already enshrined in the constitution of several Western Balkans countries, in practice minority groups continue to be victims of discrimination. In this article, we link civic culture with the way minorities are treated in the region. Mistrust, intolerance and prejudice against minorities in these societies hinder the creation of a climate conducive to the respect of human rights and, consequently, to the protection of minorities rights, especially in what concerns Roma minority. Focusing our analysis in the Western Balkan region, this study argues that the violation of human rights, especially minority rights have its roots in the civic culture that characterizes these societies.

Key-Words: Western Balkans – Civic Culture – Human Rights – Minority Rights – Roma Minority

1 Introduction
Civic culture in the Western Balkan countries [1] is one of the obstacles to the democratization process currently under way in these states and to the evolution of one of its main indicators: the respect of human rights. Despite all the efforts made by governments to adopt a legislative framework harmonized with the acquis communautaire in this field, the respect of human rights remains a difficult and complex task to achieve in the Western Balkan region. According to the annual reports of the European Commission and non-governmental organizations (NGOs), the protection and safeguard of human rights in the region, in particular, the rights of minority groups, has not evolved positively, remaining situations of violence and discriminatory practices against minority groups, such as the Roma.

2 Problem Formulation
Civic culture is part of the general culture of a society and it is normally described as being a complex phenomenon. According to Almond and Verba [2] civic culture consists of “a substantial consensus on the legitimacy of political institutions and the direction and content of public policy, a widespread tolerance of a plurality of interests and belief in their reconcilability, and a widely distributed sense of political competence and mutual trust in the citizenry”. The concept of civic culture embraces the values, beliefs, habits and attitudes, such as public participation, trust, and tolerance, within a society. Civic culture is thus considered a prerequisite for democracy. A democratic civic culture favors social relations where equality of condition for participation and trust, not only in institutions, but principally, within individuals, prevails. In this context, differences can be tolerated, and trust and consensus can lead to a social solidarity in a broad sense [3].

But, to develop a democratic civic culture is a complex issue. This means to create something more than just legislation and institutions. This means that people learn how to live with each other, respecting and being tolerant towards the difference. And this cannot be forced or driven by external pressure. This needs to be learn and lived by all the members of a society. They need to be aware that tolerance, trust and consensus can create a society, where everyone can have the opportunity to improve his life and live peacefully.

Accession to the European Union, a national priority for all the Western Balkan countries, compels them to observe formal requirements, such as the ‘Copenhagen criteria’. Implicitly, the Europeanization process also promotes the internalization of principles and values that are considered essential in democratic societies, such as the respect of human rights. However, if formal requirements are relatively easy to meet, namely the adoption of the acquis communautaire (EU legislative framework), the internalization of democratic principles and values has been difficult and complex to achieve in the Western Balkan region. With a civic culture strongly rooted in attitudes of intolerance, discrimination and violence against minority groups, it has been
challenging to implement and respect human rights in this group of countries. As Borzel and Risse noted at this regard: “historical, social and cultural factors can significantly mitigate and refract the diffusion of ideas inside and outside the EU” [4], and this has been evident in the case of the Western Balkans.

Regarding civic culture, the EU accession has showed strong and evident limitations. The hostility towards ‘the other’, the distrust, the traditionalism, the conservatism that characterizes the civic culture in the Western Balkan region, constitutes a serious obstacle to the creation of an environment favorable to the respect of human rights, hindering any positive evolution at this regard. The inheritance of decades of authoritarianism, where the relationship between “the state and the citizens was characterized by oppression, dependence and arbitrariness”, led to the development of a deep “distrust in the state and in institutions under its control” and the isolation of the individual, not only in relation to the state, as well as between them [5]. The distrust in the ‘other’ undermines the social relationship and interaction and, consequently, the social solidarity in this region [6]. Moreover, in the context of the current economic problems, such as high unemployment, economic inequality, poverty, and political instability, it increases “frustration, anger and ethnic intolerance” [7].

3 Problem Solution

To promote trust, tolerance and social solidarity within a society is not easy, especially in a region such as the Western Balkans. Nevertheless, there are some ideas that can be implement that can generate a more positive environment between people that, despite being different, live together and share the same space.

The first one is undoubtedly the political will to introduce effective changes in public policies that can promote a more inclusive, tolerant and solidary society. The government has this responsibility: to promote a coherent and national implementation of the legal and institutional framework that protects minorities fundamental rights, that can improve the situation of some minorities, such as the Roma. The government is also responsible for the funds that are allocate at central and municipal/local level. These funds are especially needed in sectors that can make a real difference, in what concerns minorities. These are: education, healthcare, access to media, and social services in general.

The adoption of international instruments of human rights and the acceptance of European legislation alone is not enough to ensure a satisfactory situation regarding minorities rights. It is necessary to supervise law implementation and to proceed with the penalization of those who violate them, being institutions and/or individuals. There must be a genuine commitment of the state and society to promote best practices at this regard. Any change in the behavior/attitude requires a new way of thinking and interaction with ‘the others’ and should involve and engage everyone: from political elites to society in general. Engagement of all, leads to inclusiveness.

Much of these changes can be promoted through education of the younger population about other ways or styles of life. They should be encouraged to be open-minded and curious. “Intolerance breeds intolerance”; thus, “individuals should become aware of the link between their behavior and the vicious cycle of mistrust and violence in society” [8].

Most of the laws that promotes the respect of minorities are the result of external intervention/pressure and sometimes are difficult to implement due to the lack of human or financial resources. Thus, one solution could be to identify some guidelines on how to improve the everyday implementation of the existing legislation. Also, a structured and transparent approach to monitoring minority rights and to guide the external financial instruments for the effective improvement of the situation of minorities in these countries, can make all the difference. The countries of the region continue to be dependent on external financing for the implementation of their reforms. Thus, funding must be based on a careful and balanced assessment of the national measures that effectively contribute to improve the living conditions of minority groups and their integration in society.

4 Conclusion

Minority rights are one of the major challenges in the Western Balkan transition processes. The respect for the rights of minorities is considered to be a prerequisite for democratization and also for the EU accession, an ambitious that they all share.

Minority rights is related with several dimensions of social, economic and political practices and they all must contribute to promote the necessary conditions conducive to the preservation, expression and development of minorities identities. The way minorities are treated within a society and the effectiveness of the measures adopted for their protection should not be restricted to a simple analysis of the country legal framework. We
must also be aware if they have the opportunity in participating in the policy-making, decision-making, and even, law implementation.

The legislative framework for the protection and safeguarding of minority rights in the Western Balkan region is quite complete. This means that the legislation is in conformity with the guidelines and conditions imposed by external guidance, mainly the EU. However, according to the annual reports of the European Commission and non-governmental organizations, there are still a number of problems of violence, discrimination and prejudice against minority groups. Among these, the most difficult situation is undoubtedly the one that is faced by the Roma minority.

But, how to promote a more inclusive and tolerant society? How to change a civic culture rooted in a recent past of ethnic conflict, distrust and resentment? This is a complex issue that requires the involvement of all the actors of the society. There is no doubt that to promote a human rights culture within a society, conducive to a change in the behavior/attitudes regarding ‘the other’, it is necessary to engage through political debate, education, and dialogue all the members of the society: from political elites to society in general.

References:
[1] The Western Balkans region comprises the following states: Bosnia and Herzegovina, Serbia, North of Macedonia, Montenegro, Albania and Kosovo (under the Resolution 1244).
Abstract: - Through this paper we intend to carry out an analysis on religious freedom, as a fundamental right in the Spanish Constitution of 1978, around its concept, ownership and object of protection; as well as in relation to its limits and on those issues which still give rise to major controversies at the present time. We refer, among others, to its collision with the right of assembly, its effects on relations between individuals or unprotected content. These seem to have increasingly diffused contours, in line with the new phenomena related. For example, to the latest terrorist manifestations of radicalization and violent extremism which are taking place in the Old Continent. We can also consider those cases that build bridges between religious freedom and the right to education or with freedom of expression itself. All this, using an analysis of the jurisprudence that the Spanish Constitutional Court has been building in the last two decades, in the process of building the constitutional regime of religious freedom in our country.

Key-Words: Religious freedom – Spanish Constitution – Fundamental rights – Jurisprudence – Constitutional Court

1 Introduction

The right of religious freedom has been considered by legal doctrine as the cornerstone of human rights, because of its conditioning on the substantive orientation granted to the person's own existence, giving it a broad scope and importance in terms of recognition and guardianship. In this way, it has been configured as one of the most valued axiological principles, that have been taken up as a naturalization charter in the villages and have been assumed and perfected as rules of the highest order by the legislation of International law (Caballero Ochoa, 2003: 11) [1].

This freedom is also reflected in the vast majority of the internal Constitutions of democratic States and in all international norms guaranteeing the protection of fundamental rights, in particular the Universal Declaration of Human Rights. It was adopted by the United Nations General Assembly on 10 December 1948. Also the International Covenant on Civil and Political Rights (ICCPR), adopted by the Resolution 2200A (XXI) on 16 December 1966, which equates it with a fundamental right (article 27), including the factor of religious diversity within the framework of Constitutional law. The same happens in the pan-European institutional sphere, with the Council of Europe (Morán, 2003: 553) [2], for example, through the Convention for the Protection of Human Rights and Fundamental Freedoms (Martínez, 2003: 558) [3].

The Spanish model of relations between the State and religious confessions has had a similar development with the evolution of history. However, the Constitution of 1978 supposed a dismantling in relation to a long confessional tradition, when it established that "no religious confession will have a state status" (article 16.3 CE). This fact translates into a formal separation between church and state (Arboleda, 2013: 178) [4]. From this moment on, and coinciding specifically with the thesis of Torres Gutiérrez (2006: 1141) [5], “in constitutional terms, it is not possible to speak in terms of majority confession and minority denominations”.

2 Problem Formulation

On the legal basis previously described, the right to religious freedom has been progressively established in contemporary societies and its protection has become a priority issue in the agendas of international, regional and national human rights systems. However, this does not prevent us from continuing to question this almost privileged position. It asks ourselves whether this right can be considered a definitive and effective instrument for the fight against radicalization and the promotion of tolerance among peoples. We also wonder whether the
perspective of an international protection of fundamental rights and *ius cogens* raises to strong approaches at present, based on respect and peaceful coexistence to silence the intolerant voices and fundamentalist acts of the new religious actors, who are currently spreading terror in Eastern and Western countries.

As a result, there has been an interesting international debate about the role of religion, its presence and evolution, as one of the great paradigms of our multicultural society. That is why we reaffirm the idea that "diversity in religious key, without being radically new, is not only an increasingly important element in the governance of our societies, but a real legal challenge for the recognition and exercise of human rights in plural societies" (Tomás López, 2013: 333) [6]. An inescapable challenge for modern States governed by the rule of law, both to ensure that their fundamental rules constitute the indispensable vehicle for the defence of freedom of thought, conscience and religion in the national and international context, so as to decide whether or not religious elements should be the focus of public policies, in an incidental way (Cañamares Arribas, 2009) [7].

3 Problem Solution

To this end, religion has been shaped over the centuries as a constructive element of collective and transformative identities of the societies, in which it cohabits, pluralizing and broadening its belongings and features of identity. Therefore, its recognition and acceptance by society and its institutions have urged a new consideration of the basic parameters of collective functioning. Among the aims of religion are the promotion of healthy coexistence, the defence of tolerance and the dissemination of the values of recognition and respect for the "other", towards all faiths and cultures.

In the same vein, the Spanish Constitution of 1978 considers the religious act, which we can deduce from the qualification granted by the Magna Carta. Specifically, the right to freedom of religion deals exclusively with article 16, located in Section 1, Chapter 2, Title I. On account of its location, it is understood to be within fundamental rights. This entails supreme and strengthened protection, with the principle of the legal reserve, established in article 53.1 EC.

From the constitutional provision of this right derive the Organic Law of Religious Freedom (hereinafter LOLR), of 1980, the treaties with the Holy See and the other agreements with the minority confessions, as ordinary law. As well as precepts those allude to religious freedom within the framework of labor, educational or urban planning legislation, among others. So we can say that this right conceives and develops through various national and foreign legal standards.

In this way, religious freedom is recognized and contemplated in the Spanish Constitution as a fundamental right and as an informing principle. Together with their inherent inviolable rights, they are also the foundation of other fundamental freedoms and rights.

On the basis of the arguments put forward, this paper is justified in the need to provide solutions to the current challenges facing this important right of religious freedom, not only in Spain but at the international level. To this end, we will carry out a detailed study on the formal and material aspects of this legal standard, which is highly dynamic, since it contains a political principle and a civil and social right, the expression of a fundamental right of the individual in its individual and social dimension.

4 Conclusion

Religious freedom in Spain is a dynamic right, capable of being transformed and perfected by the jurisprudence of the Constitutional Court, through the interpretation of cases that raise new questions in the present and the immediate future, and help to dace both the traditional problems and the current challenges that emerge on the constitutional right to religious freedom (Ruiz-Rico and Ruiz and Ruiz, 2015) [8]. In order to propose new rules deriving from the provision of Article 16 EC, either by consolidating or revising the criteria to be analysed in this work (among others). Added to this are the legal and political options underlying the sentences in which the European Court of Human Rights interprets the rules of the European Convention on Human Rights on religious freedom in the European context.

Despite the criticisms and new debates that it has opened as a result of its pronouncements, the Constitutional Court has succeeded in building a constitutional regime of religious freedom, with its shortcomings and virtues. This has been designed from a concept, an object of protection, unprotected limits and contents. Complemented by other aspects relating to the law, such as the registration of religious confessions or the categorization of its most controversial aspects: those relating to its collision with the freedom of assembly or its horizontal effectiveness (Roa, 2015: 17) [9].
As a result, this decision is not the mechanical product of a deductive syllogism that proceeds from the standard to conclude the only legally correct solution in the case. Having a certain degree of openness, it allows the interpreter to move more or less freely within its margins. Therefore, the solutions adopted will depend on the arguments developed by the interpreter as a result of his political choices. Legal hermeneutics itself becomes even more relevant when it comes to the interpretation of provisions drafted in necessarily broad terms, such as constitutional provisions or those of an international human rights treaty (Arlettaz, 2012: 210).

But these are not the only challenges we face in relation to this fundamental right. The religions themselves echo great challenges arising from secularization and militant secularism. Among all these, radicalization is the most pressing legal, political and social problem, not only at the international and European level, because it also affects our own country. This is undoubtedly a topic susceptible to be analyzed in future research.

References:
The visibility of the islamic woman through the andalusian media

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Abstract: Within the constant debate of the Islamic woman and her social reality in point of view from the West, we want to approach the analysis of the information treatment of her through the newspapers, in paper and cybernetic, of a geographical area such as Andalusia, the old Al-Andalus, which reflects the sociological reality of everyday life.

Key-Words: Journalism – Islamic woman – Journalistic treatment – Andalusia – Communication

1 Introduction

In world reality, the balance between Cultures or Civilizations, which populate the planet Earth, maintains a development, which, apart from the economic balance, is subject to centuries-old beliefs due to the dynamics of the daily environment.

Two of these visions are marked by the Christian or agnostic West and the Islamic Middle East, where the ideas of living, in its different facets, are projected from the conceptions of ideas, marked by religious or secular thought whatever the origin.

2 Problem Formulation

The objective of this study is to approach the treatment of the Islamic woman and her projection in the vision that in the West transmit the Social Media. Within the so-called First World everything that refers to the female orb has taken a full reality in evolution towards a social tangibility from the second half of the twentieth century to the end of the second decade of the XXI. And, sometimes, within the social parameters in which we move we end up interpreting reality from westernized concepts with the belief that we possess, without realizing that the entire space of Islam is imbued by thoughts that have their roots of a Qur'anic depth that have to be analyzed from their own behavior and not with parameters of our daily life.

3 Problem Solution

Within the field of study, we delimited an area of inheritance breadth of Islamic living in western lands such as Andalusia, the old Al-Andalus, of deep respect in the Arabian dimension. A region or Autonomous Community, which represents a third of Spain, where the Media exists vertebrate in companies of different social ideologies that are reflected in its pages or cybernetic screens.

We do it with scientific rigor and from an empirical-analytical method and, therefore, a self-correcting and progressive knowledge, within the neuronal logics, with a deductive methodology in the observance of field study.

The communicative content of different Andalusian media will be analyzed in its main cities of the region or autonomy, such as Almería, Cádiz, Córdoba, Jaén, Huelva, Granada, Málaga and Seville. They will be newspapers of Press Kiosk ("ABC", of Seville, and "Diario de Sevilla"), Cibernetics ("Ideal", of Granada, and "La Voz de Almería"), and Free Newspapers ("20 minutos", editions of Córdoba and Málaga, and "Viva", publications from Cádiz, Jaén and Huelva). Different weeks will be taken during three months (June, July and August 2019) in order to achieve a wide sample, focusing on what is said around the Islamic period with proportionality quantification before the full volume of the newspaper, pointing out everything related to women in this culturalization [1].
We start from the conceptualization that the Islamic woman is marked by the Koranic belief that channels all the passing of the countries that practice this religion, which is 23.2% of the world population according to data from the Pew Research Center [2], an institution that in a recent study, it advances that by 2050 it would reach almost 2,800 million people, which would represent 29.7 percent of the planet [3]:

When in the West the day to day is marked by the sociocracy or sociocracy where "each group has a social or professional link that allows it to relate to what they are going to and a connection of specialization with respect to the activity of the same " [4], in the Islamic routine, the woman lives, to be her every day, apart
from her belief, with the need for the comprehensibility of her environment, with the spirit of being a person and with the need for a social education on Approaches where the plurality of human groups develops.

4 Conclusion

Efforts will be made to reach final conclusions that reflect, through several tables, the information treatment of Islamic women in Andalusian newspapers, either on paper or cybernetics, through different journalistic waves on different newspapers that produce penetration in Andalusian land by its editorial dissemination; will be during the three-month period of 2019: June, July and August. Its results will offer a feminine reality of how it is made visible in a land of southern Europe when its empowerment is still necessary almost 25 years after the "Declaration and Platform for Action of Beijing", elaborated in the Fourth World Conference on Women, held from 4 to September 1995, where it was pointed out that the Mass Media contribute much more to "the advancement of women and equality between women and men by showing women and men without stereotypes, in a diverse and balanced manner, and respecting the dignity and value of the human person "[5].

References:
INNOVATION
LATEST RESEARCH

MADRID OCTOBER 23-24
Abstract: The object of this research was the obstacles and facilitators experienced by undergraduate students in economics and administration of Faculty of Economic Sciences of the National University of the North-east during the completion of the final works or "dissertations" of graduation, in the period 2006-2016. The general objective was to identify whether these obstacles and facilitators presented some pattern of regularity with the different epistemological aspects of the academic training, or methodologies of teaching the methodology of scientific research and/or cognitive learning of the research process.

Key Words: Research process – Scientific research methodology – Types of thesis – Cognition – Learning and research

1 Introduction
Under an unquestionably problematic context around the completion of final graduation work (Muñoz Razo; 1998) [1], the general objective was to identify whether these obstacles and facilitators presented some pattern of regularity with the different epistemological aspects of the academic training, or methodologies of teaching the methodology of scientific research and/or cognitive learning of the research process.

A descriptive and longitudinal type study was carried out, systematizing by each level of analysis the main categories of conditions identifying the "cognitive skills" used by the subject to develop them, under a cognitivist approach of the mind located in the body (Searle, 1994 [2]; Pozo, 2001 [3]); mainly, the relationship between: consciousness, subjectivity, intentionality and double causation, embodied by that subject and his research process.

2 Problem Formulation
The problem of the completion of formal studies in undergraduate and postgraduate degrees is a thematic of constant concern in academic and scientific literature at the international level.

These studies have also determined that low registered rates are associated, in the first term, with the factors attributable to the institution; secondly, with the academic factors, that is to say, with the teacher training of the teachers, the teaching strategies, the evaluation parameters and academic background of the students; and finally, with the motivational and personal of the student, like the lack of interest, the need to work, the absences, lack of dedication and fear of research work and/or teachers.(Domínguez Pérez, D; Sandoval Caraveo, MC; Cruz Cruz, F y Pulido Téllez, A.R.; 2013) [4]

Sirvent et al (2004) [5] assessed the impact of collective training and monitoring spaces for thesis; studied tensions and challenges that students are faced with to finish that kind of work, focusing its analysis on the results of the pedagogical proposals implemented to develop the context of discovery in the initial phase of the research process.

To examine this object within the Cognitive Sciences, the research process was considered as a model of analysis that allowed to represent the cognitive processes embodied in the human mind (Pozo; 2001) of a grade student who must face the obstacles and facilitators of a research-based learning experience.

This election also responded to a collective interest promptly raised at the institutional level under the concern to increase the annual rate of the careers studied and that in the year 2006 accused only 15% out of the total number of students who studied “Research Methodology” (Seminar with dissertation).

3 Problem Solution
Under this context, in the year 2007, the need arose to incorporate into the student's training process the elaboration of a dissertation plan. On the one hand, it would bring into play the exigencies of the
From there, along with other pedagogical innovations that involved different teaching and virtual strategies, together with the accompaniment and continuous monitoring of final work completion process, individual records were obtained for each student and career that allowed to examine the different assumptions of this thesis, from an improvement in the rate of graduation that after 10 years of follow-up was tripled, reaching an average of 57% of graduates throughout the period.

When these results were observed, the question arose as to whether these obstacles and facilitators responded to some regularity pattern specifically linked to some of the pedagogical proposals designed by the Chair “Research Methodology” (Seminar with dissertation) to guide students in the different phases of the scientific research process (Samaja; 1996 [6]; Ynoub; 2014 [7]).

Or were these obstacles and facilitators responding to a regular pattern specifically linked to the guidelines of the professional profile as part of the academic training and, more specifically, with the scientific training (Shen, 1975; Hodson, 1992; Kemp, 2002 in Sabariego del Castillo y Manzanares Gavilán, 2006 [8]) of each of the curricula of the respective careers.

These questions gave rise to the different assumptions of this work whose validity was examined over time (10 years) in 4 groups of analyses.

The first assumption was made that in all these groups a priori the difficulties were in the tension they exerted among themselves the requirements of the curriculum to finish the respective career and the type of scientific competences (epistemological, methodological and cognitive) that gave them the same.

This was revealed, for example, that the experience of the final work of research is not experienced as a natural fact to end the formation of careers, but rather as a traumatic situation by which some students leave the same, or delay more of the time planned.

The second case that was formulated was that in the first two groups (A and B) of the study sample although these difficulties could also exist, the students managed to develop certain individual and/or collective strategies that allowed them to reach the "competencies" that were not in the a priori of their formation.

On the other hand, the last two groups (C and D) did not get such developments in the same way satisfactory.

These assumptions did not compete with each other to understand the results of the different groups, on the contrary, the validation of both would be suggesting the existence of some relationship between them and the need to incorporate certain types of practices that stimulate the development of these strategies individual and/or collective as part of an early and continuing education that facilitates the attainment of the necessary epistemological and methodological competencies to undertake and finalize the research work as a natural and successful experience.

The data were obtained from the permanent database of internal use of the Chair "Research Methodology" (Seminar with dissertation), and agree "pending" or "finalized" state of the work to the date of cut mentioned.

According to this state, the population was intentionally segmented to define the sample, which threw a total of 256 cases relevant distributed as follows:

Group A: Students (43) who graduated within the first year of regularity.

Group B: Students (113) who did so in more than a year but within the period of regularity of the matter.

Group C: Students (60) who graduated out of regularity, through the thesis Recovery Seminar (hereinafter SRT).

Group D: Students (40) who attended the SRT and have not yet graduated.

A descriptive study was carried out on the common traits presented by the different groups of the sample with respect to the different actions and practices developed by the subjects according to these were positively or negatively meaning for each student as an obstacle (negative) or a facilitator (positive) regarding their research process. (Samaja, 19996; Ynoub, 2014)

The object design is then presented with the respective analysis units at each level and their variables, the ones that were then evaluated based on the high-medium-low or null parameters, for each level of conditions.

| Table - 01 - Object design and analysis levels |
| Analysis units | Variables |
| Epistemological or knowledge | 1-Student profile; 2-General training objectives; 3-type of contextual level: training processes in the practices proposed for training. |
design of each race.

Methodological Level: the know-how - strategies proposed by the Chair.

4-Coherence, completeness and precision of the plan; 5-level of justification and problematization; 6-level of Entity and classification of the object.

Cognitive Level: Experience of the final work

7-Individual strategies; 8-collective strategies; 9-Other

Table - 02 - Object design and analysis levels

<table>
<thead>
<tr>
<th></th>
<th>Med</th>
<th>Low</th>
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<td>H</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Table-3 - Epistemological Determinants

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<th>Low</th>
<th>Null</th>
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<td>6</td>
<td>4-3</td>
<td>2</td>
</tr>
<tr>
<td>L</td>
<td>-5</td>
<td></td>
<td>-1</td>
</tr>
</tbody>
</table>

Table-4 Methodological Determinants

<table>
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<th>Med</th>
<th>Low</th>
<th>Null</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>1</td>
<td>7-5</td>
<td>4</td>
</tr>
<tr>
<td>L</td>
<td>0-8</td>
<td>-1</td>
<td></td>
</tr>
</tbody>
</table>

Table -5 Cognitive Determinants

4 Conclusion

After these tests and their results, the overall objective was met and the identification of obstacles and facilitators was met who challenged these students during the completion of their research work.

However, given the complexity of the subject and the relationships that were found between these conditions, common traits appeared that made it possible to map cognitive processes that could represent the characteristic mental traits of different types of thesists for each of the races analyzed and in relation to the final situation of their work.

The thesists of the last two groups in the sample showed that motivational and personal factors adversely affected the completion of their careers in a greater proportion than the other groups.

As Muñoz Razo (1998) stated among these factors were found: the lack of student interest, the short time spent in research, the deficiencies in in the direction of the thesis and the lack of creativity to find alternative paths overcoming the difficulties of finding or access to sources of information.

This situation led 16% of the sample to the frustration of the title in a protracted manner, despite the collective efforts of SRT, leaving his work pending, with the consequent lack of qualification.

However, the results obtained through the pedagogical strategies proposed by the Chair "Research Methodology" (Seminar with dissertation), demonstrated and validated their potential, having very successfully overcome the titling rate problem by 84% remaining of the sample.

Finally, going back to the main question of this investigation as to ¿what might be the pattern of regularity to which obstacles and facilitators experienced by students in the process of completing their research work according to some of the pedagogical proposals designed by the Chair, or with the academic and scientific training of each of the respective curricula analyzed?

It was finally possible to respond that these obstacles and facilitators they presented a strong relationship between methodological and cognitive conditionings in all the groups analyzed. That is, under identical training contexts for both races, the positive results obtained in the research processes showed a pattern of regularity
with the innovative pedagogical strategies proposed by the Chair that were promoted and driven from cognitivist conceptions focused on the analog processes of the human mind.

In addition, these strategies were highly efficient by 84% in producing such results even in contexts where scientific orientation is hindered or denatured by the highly professionalizing profile of the graduated allowed the low articulation of knowledge oriented to research and the work of thesis in both careers.

In other words, both the majority of students in both careers according to their different "cognitive competences", as well as the teachers of the Chair that led to their incorporation as part of the process, were able to resolve and overcome the obstacles of this lack of articulation of knowledge (Lucarelli A, 1998; Morin; 1998) to address the complexity of social phenomena through the formation of both disciplines.

Therefore, by finding that the research process could be operated with such strategies to produce better results in cognitive processes then you can argue that an analog model of the mind was found embodied in the research process (Searle, 1994) responded to a greater or lesser extent to overcome those traits that hindered his knowledge.

That is, access to the researcher's consciousness, the mental operations and instruments he uses to relate and know the world around him intentionality, subjectivity and the causation of mental processes to produce their own learning and communicate it to the world by using scientific techniques and concepts incorporated into his mind transforming his own existence and completing his professional training.

References:

The past and present flora in Colombia based on the path taken by J.C. Mutis on the Royal Botanical Expedition in the New Kingdom of Granada: Botanical Species that have Survived

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Abstract: -The importance of the botanical discoveries of Mutis during the Royal Expedition justify the effort involved in the completion of such a great project. In this investigation, 24 botanical species of this bequest are found today on the same route taken by Mutis, illustrated with color prints of immeasurable value.

Key–Words: Mutis route – Botanical expedition – Illuminated print – Botanical illustration – Botanical garden

1 Introduction

This chapter is part of a doctoral thesis entitled Reinterpreting the bequest of the Royal Botanical Expedition of New Granada. Value is placed on the scientific-artistic legacy of Mutis in the Drawing Department of the University of Granada. The main objectives of this thesis are, on one hand, to point out the botanical species studied on the botanical expedition headed by José Celestino Mutis at the end of the 18th century, and to create new interpretations, updating the style of the Mutis collection that represent the species that can still be found today in Columbia. The Mutis collection is one of the most important scientific-artistic contributions with respect to botanical expeditions in Columbian history. The high artistic quality achieved by graphic perfection, innovation, and beauty makes these prints valuable works of art.

In the second half of the 18th century, scientific interest augmented in Spain, mostly with trips to the American territories. Like other European powers, Spain financed diverse scientific, military and political expeditions, but above all focused on botanical study. Between 1754 and 1807 six expeditions were conducted, essentially dedicated to botany [1], among which was the Royal Botanical Expedition of New Granada (Colombia), headed by Mutis under the reign of Carlos III.

Two years after Mutis’s stay in Columbia, he sent his first brief to Carlos III [2], requesting royal sponsorship for the formation of a scientific expedition. Even though Mutis received no response, he later formed his expedition, still without permission from the crown, thanks to the support of the new Viceroy-Archbishop Antonio Caballero y Góngora. After 20 years, of which Mutis was botanizing in different regions of the new kingdom and sending part of his collection to Linneo, Carlos III signed the Royal Decree on November 1, 1783, which officially initiated the expedition [3].

2 Problem Formulation

A key point to the Botanical Expedition of the New Kingdom of Granada is the Mutis route, which is the structural basis and central focus by which one discovers the legacy left by the Almighty for humanity.

The route taken by Mutis was mainly through the provinces of Santafé, Guaduas, Honda, Mariquita, Falan and Ambalema [4]. The physical route exists due to the importance it implied for the exchange of merchandise or messages, connecting the most important places in the New Kingdom of Granada. However, since the 18th century, the route has greatly changed, the ecosystem is not the same and much of the flora has disappeared, some has mutated, and other new species have emerged.

This chapter’s principal objective is to show part of the botanical species that were studied and drawn along the route established by Mutis in his project, and that can be found today in Columbia along the route established by the expedition. This will be highly useful to evaluate what is left of the project’s bequest with respect to the flora that was studied.

3 Methodology
Two essential methodological resources are needed to complete the reconstruction of the Mutis route: the study of bibliographical references clearly indicating the route taken by Mutis and the displacement to the different places where the botanical species can be found in order to identify them.

The bibliographical references highlight publications that study the route followed during the expedition, such as the flora found as an object of study [4] [5] [6] [7].

In order to test if the species from the route Mutis and his men took are still in place today, two different trips to Colombia were taken in order to cover each of the regions taken on the route. In order to recognize the plant species, botany specialists would play a key role, as would the images of the illuminated drawings from the Mutis collection. These were obtained thanks to the digitalization project headed by the Royal Botanical Garden of Madrid (CSIC) of the Royal Botanical Expedition of the New Kingdom of Granada [8]. This archive is comprised of 5,607 illustrations which include both illuminated prints and black and white drawings [9].

4 Problem Solution

In order to now understand the route taken by Mutis, it is necessary to keep in mind not only the path taken on the expedition, but also the proceedings taken by the Republic of Colombia’s Ministry of Culture to this regard.

Three municipalities are outlined in the diaries of the expedition route taken by Mutis [4], which are: La Mesa, Mariquita and Santafé. These three places were the headquarters and home of the expedition and served as starting points to explore the rest of the route and where discovered information would be collected to study and classify.

However, the Columbian landscape has greatly changed in many aspects. Due to violence and corruption that has shaken the country over the last few decades, several departments and municipalities have suffered economic and productive losses, mostly because of the forced displacement of the population. Consequently, the Ministry of Culture of Columbia published La historia y patrimonio en la Ruta Mutis [10] (The History and Heritage of the Mutis Route) in hopes to promote development through tourism and motivated by the bicentennial anniversary of the death of Celestino Mutis. This route includes the official route taken by Mutis and many other locations that if they are of importance in Columbian history, not having anything to do specifically with the Botanical Expedition. Interestingly, in this process, the government established guides specialized in material that would be very useful in order to meet the objectives of this investigation.

In this way, a route was established that covered most of the essential municipalities of the route taken by Mutis and ended with a visit to the José Celestino Mutis Botanical Garden in Bogotá and the Botanical Garden in Medellín.

Once the route was taken, the following results were obtained, demonstrated in Table 1.

<table>
<thead>
<tr>
<th>Places Where Botanical Species Were Found</th>
<th>Number of Species Found and Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Mesa</td>
<td>2 Bambusa guadua and Cattleya orchid</td>
</tr>
<tr>
<td>Bogotá</td>
<td>5 Espeletia grandiflora, Telipogon, Senecio formosus, Paepalanthus columbiaiensis and Tibouchina grossa</td>
</tr>
<tr>
<td>Mariquita</td>
<td>4 Aniba canelilla, Guaco Tree, Carludovica palmata and Chupo Tree</td>
</tr>
<tr>
<td>José Celestino Mutis Botanical Garden in Bogotá</td>
<td>1 Chinchona pubences</td>
</tr>
<tr>
<td>Medellín Botanical Garden</td>
<td>16 Pelogyne paniculata, Carludovica palmata, Bactris gasipai, Cuayacán amarillo, Cattleya orchid, Bambusa guadua, Triplaris americana, Matisia cordata, Guaco Tree, Astrocaryum malybo, Zamia muricata, Piper auritum, Jaracanda caucana, Passiflora quadrangularis, Trichantera gigantea, Schomburgkia undulata</td>
</tr>
</tbody>
</table>
Table 6. Number of Species found and scientific names.

More than half of the species found correspond to those found in the botanical gardens, especially the Botanical Garden in Medellín, where 16 species were catalogued.

The low number of species found in the municipalities of La Mesa, Mariquita and Bogotá (to a lesser degree), is mainly due to the heavy rains in the area. Data is not given with respect to the number of species in other towns (Guaduas, Falan, Honda and Ambalema) for two main reasons: on one hand, it was the rainy season and the forest rangers preferred not to go due to danger and on the other hand, the Mutis Route had been a failure because neither the infrastructure nor the desired help was encountered.

Thus, the route ended with visits to the most important botanical gardens of Colombia. In the Botanical Garden of Bogotá, several species from the Mutis route were encountered, but they were not registered because they were orchids that had been previously discovered. Only one species, the *Chinchona pubences*, from Peruvian bark was registered.

The botanical garden in Medellín had the most species from the Mutis route, 4 of the species correspond to species found in La Mesa and Mariquita (2 in each of these towns). Thus, the sample obtained is comprised of 24 plant species.

4 Conclusion

The fact that the majority of the botanical species found belonged to botanical gardens demonstrates the difficulties that these botanical species have had to face in order to survive. In spite of the heavy rains, the low number of botanical species found in situ is startling.

Tracking the species is both complicated and difficult and if it was possible, it is thanks to the help of specialists in the land and flora of Columbia. Recognition based on illuminated prints from the Mutis collection was relatively quick due to the fact that the prints offer detailed and clear descriptions. Only one species was difficult to identify, *Paepalanthus colombiensis*, because the drawing differed to the species in-situ.

It is also noteworthy to mention that 3 of the 24 botanical species found along the walk are endangered: the Peruvian bark tree (*Chinchona pubences*), which has been exploited for its medicinal properties, the *Astrocaryum malybo* due to deforestation of its natural habitat and the *Zamia muricata* due to cutting trees, extraction of seeds and shepherding currently in existence in the area.

This data could indicate that the variety and quantity of species found in the 18th century by Mutis has greatly diminished and that this tendency will continue in the upcoming years. This validates the pertinence of studies such as this one that simultaneously shed light on the most important botanical expeditions and spread public knowledge about them in general.

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PhD by publication in Humanities. Challenges and proposals

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Abstract: This essay delves into the options provided by the new PhD Spanish model by compendium of publications, in contrast to the traditional academic standard of PhD in Spain. Specifically, reflections are offered on their level of adaptation to current curricular requirements in Spanish Universities and their contribution, as an ideal tool, for the simultaneous combination of the preparation work of the PhD with other academic tasks, such as, above all, the teaching activity. In this sense, this research focuses specifically on the possibilities offered by the doctoral PhD by compendium of publications in the area of Humanities.

Key Words: Humanities – Innovation – PhD by publication – Research – Spanish University

1 Introduction

In recent times, the pre-doctoral process within the Spanish university framework has become one another more moment in academic production in the broadest sense of the term. That is, de jure students become de facto university teachers. What is seen in the current Spanish university are doctoral students who perform increasingly the tasks of any of the other senior members of the faculty, namely, teaching activities, congresses attendance, preferably international and, above all, publications in indexed magazines, under the motto of "publish or die". In general, such an analytical and quantification tendency has also been imposed on the traditionally more qualitative branch, that of the Humanities, unable to escape the dizzying career of a university technification, that, increasingly, becomes a bureaucratic skills factory. Therefore, doctoral students become the most sensitive step in the accelerated career to meet every element of the academic curriculum. Thus, PhD by publication model starts up as an adequate way to adjust the primordial obligation to publish with the urgent necessity of PhD completion. In this sense, and given that the predoctoral process is curricularly highly rewarded, it is clear that this PhD model is just well adapted to the current model of merits, where the fact of having published in prestigious indexed journals and SPI editorials in the area is of main relevance. According to some authors, the PhD by publication provides greater production and greater impact (visibility) not only for the doctorate, but also for the University. It also provides the researcher greater experience in methodology, diffusion and collaboration. Therefore, as indicated by Granda-Orive and Villena-Garrido [1], the universities have considered the theses by compendium as a clear innovation.

The Spanish university community faces a doctoral model that, although already widely accepted and explored in the Anglo-Saxon world, proposes some challenges for which a significant part of the teaching staff and administration are not yet prepared. There are methodological, bureaucratic and even normative gaps, which the University faces that must be questioned and whose possible solutions should be explored.

2 Problem formulation

With PhD by publication is continued a widely explored way, for example, in the Anglo-Saxon world. There the first PhD awarded by compilation of publications was given in 1966 by the University of Cambridge [2], although some authors point to 1929 as the year in which the first PhD of this nature is granted, nothing less than for the philosopher Ludwig Wittgenstein and his Tractatus. In Spain, theses by compendium of publications have existed for some time, without it being possible to determine when exactly they appear and in which universities. This type of PhD does not have a state regulation, although they are regulated by the norms of the universities themselves. Nevertheless, there are quite a lot of general factors to consider before deciding to undertake a PhD by publication: University requeriments, research subject matter, intellectual property, supervisors' attitudes, student working style and writing skills and co-authorship [3].

Scientific publications on the subject are virtually non-existent in Spain [2]. However, despite being few, the theses presented by compendium of publications are more abundant in the scientific than in the humanistic
branches. Are the Humanities a suitable field for this type of research? Should publications in Science and Humanities be equally valued? Do the Humanities need different parameters to assess their quality index?

It is true that the PhD by compendium of publications is perfectly adapted to the current research system, but it is no less true that the same system is forged from the perspective of the Method as a way to access the truth, that is, under a conception that seeks to show itself as the Perspective. In this context, disciplines such as Philosophy or Arts can be lost in the search for an accuracy that disproves the discourse of all critical components. So, can Humanities adapt or not adapt their investigations to the theses by compendium of publications?

3 Problem solution

An answer is obtained directly with the observation of the undeniable fact that the Humanities have not been able to escape the vertigo of Modernity and its categorical calculation. In this scenario where the publication of impact is essential for the progress of the academic curriculum, the Humanities have only two options: perish or provide other accuracies, or, to put it with Ortega y Gasset, provide a knowledge more strict than accurate. That is to say, the Humanities have the obligation to offer humanistic interpretations to the scientific answers: understanding versus explanation; contingency versus necessity; plausibility versus evidence; the tropic sense versus the right sense, the dialectic versus the analytic; the sense versus the Truth; rhetoric versus logic; hermeneutics versus episteme; pluralism versus univocism.

With the help of a hermeneutical point of view as main methodological toolkit, we will practice a revision of the most important aspects of PhD by publication and of its application in the Humanities branch. And within this intellectual frame we will pursue the following objectives in order to solve the problem:

To analyze the benefits and difficulties of PhD by publication, in general, and, more specifically, in the Humanities branch.

To link this new presentation model of PhD with the innovative practices at the Spanish University.

In this regard, we list the following advantages of PhD by Publication: the research is written up as the PhD proceeds, reducing the need for a long period of writing up at the end of the programme, students get more opportunity to improve their writing skills throughout their programme, students graduate with published papers on their CV, adding to their competitive advantage in the job market and the external examiner is presented with work, much of which has already been peer reviewed as being above a certain quality standard [4].

4 Conclusion

The results of this research provide two important points: on the one hand, the general contribution of the PhD by compendium as the opening of a more plural university system, and, on the other hand, the difficulties inherent to humanistic research within this system. In this sense, on the other hand, we can deduce that the new PhD model by publication is not only a good innovative tool, but it is perfectly adapted to the needs of the current academic system and the humanistic panorama in particular. Although the classical PhD is an even more followed and still suitable model for the attainment of the PhD title, this fact does not diminish the importance of the innovative and practical contribution made by the recent doctoral modality by publication. Once the questions about the relationship between PhD by publication and the current curricular requirement have been raised and the ideal options that can be found in this format have been explored, we can conclude that, since the faculties of Humanities already apply the general model of science (accreditations, impact publications, analytical structure of research ...), the new PhD model by publication compendium is as valid, effective and profitable for humanistic research as it is for scientific research.

References:


Energy performance of green roofs in Passivhaus buildings compared with conventional constructions

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Abstract: In architecture, green or planted roofs are generally perceived as a sustainable and desirable feature, contributing with a number of ecological, economic and energy advantages to buildings and their environment[1]. However it is not clear how different levels of building thermal insulation affect the energy savings provided by these roof solutions, specifically in a warmer climate as the Mediterranean. The aim of this study, part of a wider PhD research on sustainable roofs, is to evaluate the adequacy of green roofs as a bioclimatic measure in both existing buildings with low levels of insulation and modern very efficient buildings, such as Passivhaus.

Key –Words: Energy – Ecology – Bioclimatic architecture – Green roofs – Passivhaus

1 Introduction

During the last decades, interest in ecology and energy efficiency in Architecture has exponentially increased. Problems resulting from repeated oil crisis, the greenhouse effect and rocketing CO2 emissions produced by the worldwide increase in fossil fuel energy consumption have generated an environmentally aware architecture trend. As Mostaedi (2002) reports, as a consequence of this process, architects have started to use more and more often solutions generally considered as sustainable. Within these solutions, some of them are based on new technological breakthroughs, some others adopted from a bioclimatic approach.

Green roofs are supposed to bring a number of quantitative and qualitative advantages for architecture, such as the reduction of building and environment temperatures in summer, lower energy consumption, mitigation of storm water runoff, noise attenuation, increase biodiversity and habitat space for many species, filter air pollution, protect the waterproofing layers and visually improve the aesthetics of roofs (Getter & Rowe, 2006). Although the qualitative benefits are well known, there is a lack of a comprehensive analysis, from a quantitative point of view.

Green roofs have been a familiar building feature for decades in some countries and ever increasingly in warmer areas where climatic changes and especially the urban heat island effect have intensified (Theodosiou, 2003). They were used traditionally in colder climates in order to increase the building insulation, but it is clear they also offer great opportunities for hot climates, mainly due to evapotranspiration and its performance against solar radiation (Zinzi & Agnoli, 2012).

2 Building influence of green roofs

On the one hand, many studies show the capacity these roofing solutions have to lower the air conditioning energy consumption of buildings, both in winter and summer periods (Sfakianaki, Pagalou, Pavlou, Santamouris, Assimakopoulos, 2009) (Zinzi & Agnoli, 2012) (Olivieri, Di Perna, D'Orazio, Olivieri, & Neila, 2013) and the cooling effects on the built environment, thus reducing the urban heat island effect (Alexandri & Jones, 2008).

On the other hand, few studies compare the different energy influence green roofs have on buildings with varying levels of thermal insulation. Moreover, some authors indirectly questioned the effectiveness of planted roofs in well insulated buildings located in warm climates such as the Mediterranean (Ascione, Bianco, de’ Rossi, Turni & Vanoli, 2013). If this hypothesis were to be accurate, the use of green roofs as a bioclimatic measure in warm areas would need to be revisited for new constructions, that tend to be moderate to heavily insulated in order to comply with new building codes.

In this regard, national building codes have recently been updated in alignment with Europe’s commitment to energy consumption reduction, which is further detailed in the Directive 2010/31/EU of the European Parliament and of the Council of 19 May 2010 on the energy performance of buildings (European Parlament,
Following it, Spain has specifically launched the Documento Básico de Ahorro de Energía DB HE 2018, which sets the benchmarks for all new buildings and major retrofits to become Nearly Zero Energy Buildings (nZEB). In order to achieve that target, buildings will require, amongst other measures, increased levels of insulation.

Furthermore, in order to comply with the EU Directive, some countries and administrative regions have adopted as a benchmark for their national regulations the Passivhaus standard (Brohé & Huberland, 2017), which requests for very low energy heating and cooling demands, becoming an example of the nearly Zero Energy Buildings.

3 Objectives and Methodology

The aim of this study is to quantify the benefits, in terms of air conditioning energy savings, that green roofs provide to Mediterranean climate buildings compared with traditional roofing solutions. Two different scenarios have been modelled: existing constructions with low levels of insulation and modern nZEB buildings, such as Passivhaus.

Consequently, several energy demand simulation scenarios have been carried out by way of a numerical analysis performed following the Ecoroof routine (Sailor, 2008) within the software Design Builder, which relies on Energy Plus calculation engine. This method was considered very well suited as it is very common in the specific literature, allowing for a straight comparison with similar studies.

Energy Plus is a US Department of Energy simulation programme capable of modeling the hourly energy consumption of a building under certain construction parameters, internal loads, user schedules and weather conditions (US Dept of Energy, 2015).

The case study building consists of a single level 100m² gross external area office building located in the Mediterranean city of Murcia, Spain. In order to compare results easily, traditional construction techniques have been selected and both building materials and thicknesses have been kept consistent for all simulations, with the only exception of thermal insulation layers.

Green roof parameters, required to correctly model the Ecoroof material in Design Builder have been taken from Olivieri et al. (2013) which was based on a real-scale experimental green roof located in the Italian city of Ancona.

Based on all these constrains, the energy assessments were carried out on two different scenarios (green or conventional roof) for each thermal insulation hypothesis (non or highly insulated building).

4 Results

The results of these simulations show that green roofs in Mediterranean climates achieve a net energy demand reduction, under all study hypothesis. Combined heating and cooling energy demand for non-insulated buildings is decreased by approximately 9.5% when a planted roof is added. Meanwhile, in Passivhaus buildings, the yearly reduction is still above 8%.
5 Conclusions

Therefore, it can be concluded that green roofs in warmer climates, such as the Mediterranean, have a positive energy influence on all buildings, regardless of their degree of thermal insulation and energy efficiency. As a result, Passivhaus buildings, or other highly insulated buildings as a matter of fact, would still greatly benefit from the effects of additional insulation and passive cooling provided by planted roofs.

Further studies should, however, be conducted with the mix of additional architectural parameters such as building uses, compacity factor, orientation and construction materials, in order to develop a wider understanding of green roof energy performance in warmer climates buildings.

References:

Neurocomic: New Storytelling for Science Popularization

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Abstract: This paper deals with the new formulae of science communication throughout comics. Based on the specific case study of the work Neurocomic (2014) by Matteo Farinella and Hana Ros, the adaptation of the format to the principles of science dissemination and popularization is evaluated, as well as a change of roles in the scientific-researchers to much more multidisciplinary profiles that require communication skills and competencies.

Key-Words: Comic – Science popularization – Science – Narrative – Neuroscience

1 Introduction

The possibilities of science popularization in the current media are wide. As Roca (2017) [1] defends, science dissemination and popularization have an important mission within advanced societies, and it is such a challenge to respond to the reasons which prevent science from truly reaching the public. At the height of the Era of Convergence (Jenkins, 2008) [2] where the coexistence of multiple screens and new communicative languages is habitual, the ways in which we approach knowledge have expanded and popularized, colonizing formats which traditionally were not used in the field of science dissemination. Initiated this change by television and its infotainment formats, up to the new models of transmedia and participatory consumption, through the Internet revolution and the appearance of channels and the logic of followers/subscribers, a novel, original and not without risk scenario for the dissemination of science is offered. In a certain sense, these new media and channels open up to the diversification of profiles, but they can even distort content and even turn it into mere anecdotes in the face of the power of the medium itself, as Marshall McLuhan warned [3].

This research pays particular attention to these new formats used for science dissemination and popularization, focusing on the possibilities offered by the language of comics in this field. The hybrid nature of the comic, which combines text and image in a complex narrative construction (McCloud, 2005) [4], reveals itself as an instrument that can be highly effective in presenting scientific content from different disciplines, especially in those whose specificity requires very specific knowledge and which is difficult to adapt to a non-specialist audience. This form of "exploitation" has also been useful for the world of comics, as it allows their stories to explore narrative strategies in new fields which go beyond the fictional realm and traditional genres.

2 Problem Formulation

Science tends to remain in an environment of purity whose perception crystallizes, with few exceptions, as an entity alien to the real and daily problems of the citizen. That is why there is a need for disclosure to come into play. The complexity of many of the contents, works and results of the researches means a virtual disadvantage when it comes to approaching a non-specialist public. Scientific dissemination aims to translate these complex contents to a general audience, without undermining the work of the scientist. In this sense, the adoption of new narrative formulas by researchers or the institutional channels set up for this purpose favours the dissemination of the works to the public, maintaining a balance between expositive clarity and rigour.

Under this paradigm, it is not strange to find peculiar -and somewhat atypical- products within scientific dissemination among which we find comics. However, despite the attractiveness of this type of cultural product given its hybrid nature which combines image and text, and its ability to generate direct communication and intense affective bonding with potential readers, scientific dissemination in comics remains residual. Although more and more experiences appear that assume the story of the comic as an innovative medium from which to start, precisely because of the formal richness that lies in its own media construction, many of these proposals focus on disciplinary fields closer to history, the arts or the social sciences.

The reluctance to use the comic as a means of expression and, therefore, as a valid dissemination tool, finds its justification, in the first instance, in the lack of precedents (Abellán, 2017) [5]. This is due, in part, to the
historical weight that the medium bears in being perceived in a general sense as a massive product, of poor quality and aimed at a public as little specialized as the children's audience (Altarriba, 2011) [6]. The historical scourge that the comic in general carries (Groensteen, 2000; Dopico, 2010) [7], relegates its assimilation to a cultural by-product, submitted to ideology and propaganda (Terenci-Moix, 2007) [8] that has little to contribute to society. In the best of cases, comics are understood as a form of previous training (Vilches, 2016) [9] that trains in the necessary skills to be able to access and consume more adult stories: literature that is "truly" complex and without drawings. However, this restrictive perception of the comic is changing, assuming that the formal richness of its narrative structure and the resources that are its own, suppose an expanded reading of enormous richness and complexity (Sousanis, 2015) [10].

For all these reasons, in this research we start from the fact that the comic is presented as a valid and effective means to bring science closer to the public due to its linguistic and expressive particularities, which are perfectly adapted to the characteristics of science dissemination and popularization, especially thanks to drawing and its high potential as an element to tell stories, as well as its capacity to help us disseminate messages and understand ideas.

### 3 Problem Solution

In order to validate our hypothesis, we have opted for a mixed qualitative methodological model of an exploratory and descriptive nature. We start from a basic research focused on the bibliographic and terminological review linked to our object of study which allows us, from an inductive perspective, to validate the comic as a useful and novel format for scientific dissemination and popularization. In order to do so, we take as a case study the work *Neurocomic* (2014), a proposal for a graphic novel by neuroscientists Matteo Farinella and Hana Ros that explains the functioning of the brain through the narrative scheme of the hero's journey.

Our work is divided into three phases which are linked to active and fundamental elements in science dissemination and the narrative construction of the comic at the service of science.

Starting from the definition of the basic characteristics detailed by Roca (2017) [1] on science dissemination, we confront these with the constitutive particularities of the comic to generate a functional historical and conceptual framework from which to operate in order to submit our hypothesis to validation. Thus, we specify a set of criteria which we consider fundamental to identify a comic as a means for science popularization. The following table includes some of them.

<table>
<thead>
<tr>
<th>Science dissemination</th>
<th>Comic as a means for science popularization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>General society</td>
</tr>
<tr>
<td></td>
<td>General society (with own interest in the content)</td>
</tr>
<tr>
<td>Minimum level of alphabetization required</td>
<td>No level or low level</td>
</tr>
<tr>
<td></td>
<td>Minimum capacities to interpret sequential images with text (knowledge on the medium but not the content)</td>
</tr>
<tr>
<td>Topical</td>
<td>Dispensable</td>
</tr>
<tr>
<td></td>
<td>Dispensable</td>
</tr>
<tr>
<td>Temporality</td>
<td>Timeless</td>
</tr>
<tr>
<td></td>
<td>Timeless</td>
</tr>
<tr>
<td>Mediator</td>
<td>Divulgador (periodista científico, investigador o escritor aficionado)</td>
</tr>
<tr>
<td></td>
<td>Author (science popularizer, researcher, amateur, professional)</td>
</tr>
<tr>
<td>Medium</td>
<td>Numerous: UCC, mass media, digital platforms, theatres, public spaces, museums, pubs, etc.</td>
</tr>
<tr>
<td></td>
<td>Iconic and metaphorical images (Farinella, 2018) [11] and text; online or printed. Use of other visual sources as diagrams. Need of massive dissemination.</td>
</tr>
<tr>
<td>Language</td>
<td>Easy, imaginative, creative...</td>
</tr>
<tr>
<td></td>
<td>Easy, synthetic, iconic, imaginative and clever...</td>
</tr>
<tr>
<td>Main goals</td>
<td>Increase scientific culture, promote scientific vocations, eradicate</td>
</tr>
<tr>
<td></td>
<td>Increase scientific culture (by attracting other profiles) promote scientific vocations (attraction by other mean),</td>
</tr>
</tbody>
</table>
An analysis of the content (history) and form (discourse) (Chatman, 2013) [12] of the work Neurocomic to justify the story as a valid way of disseminating neuroscience. At this point, a critical and comparative analysis is made of the metaphorical images used in Farinella and Ros's work with the real references of the brain referred to in the graphic novel. In addition, the work not only alludes as informative elements to those referred to the physiological field but also to the functioning and mechanisms of the brain or memory, among others. In the same way, this graphic novel introduces from the beginning and throughout the entire volume, both textually and visually, references or mentions to one of the flagship areas of scientific dissemination, the history of science and that of its scientists: "the architects". In this way we observe, for example, that the images on the back cover of the book evoke the drawings of the neurons which Santiago Ramón y Cajal, neuroscientist and Spanish Nobel Prize winner, used to illustrate his microscopic observations. It is the prelude to what happens a few pages later. It is noted that this symbology guides the story to a brief biography of Cajal, who appears as one more character within the story. This is also the case with other scientists who in one way or another have contributed to the advancement of knowledge in neuroscience, such as Golgi, Paulov, Kandel, Berger, etc.

Therefore, in the level of content, a direct connection is observed between the characters who suppose historical milestones within the investigation of the brain and its functioning, allowing an overlapping between the historical discourse and the morphology and functioning of the brain, fomenting the didactic character of the work. In the formal plane, a repeated use of visual metaphors is appreciated to facilitate the comprehension and identification of the parts of the brain. Within this type of loan we find a direct link of natural elements (plants, forests and animals) with those parts of the narrative that focus on the morphology of the brain (its constitutive parts), while when the narrative alludes to the functioning of the brain the use of mechanical metaphors (gadgets, apparatuses, unnatural creations coming from the hand of humanity) increases. Finally, there is a recurrence of visual and textual games referring to the magical or supernatural element when the concept of "mind" is explored in the brain. The type of narration and graphics, however, has an aesthetic that directs the work to a non-childlike public as well as the complexity of some pages which require certain reading skills in comics.

4 Conclusion

After the qualitative analysis of the content, expressed in the Neurocomic case study, it can be concluded that the work is presented as an adequate, valid and effective format for the dissemination and popularization of scientific knowledge to the general public, not limited solely to the child audience, as could be considered at first when dealing with content presented through fixed sequential images. Our work claims the relevance that the comic should have within the scientific and academic field in its own right. However, it is not attempted to assert that the comic is merely a vehicle for transmitting content, but that its media configuration propitiates a different and rich apprehension of scientific content through the implementation of its graphic-textual narrative act. In this sense, we are witnessing a new narrative genre in comics such as the disseminative-comic, which has the key characteristics of expositive clarity, timelessness and didacticism. In this way, the variables which make the comic an ideal tool for recreating situations which help broaden scientific knowledge through its linguistic and artistic resources have been clarified, focusing especially on the validity of the iconic drawing of the comic and the use of metaphors as discursive values that facilitate the understanding of scientific content.

It should be noted that this work has also allowed us to observe a change in the role of the scientific researcher to that of science disseminator/popularizer. When analyzing the previous variables we appreciate the importance that the communicative actions carried out by the researcher have in the present time at the time of spreading the knowledge. Thus, and entering into a future line of research, we conclude our proposal by tentatively defining some features of this new social model of science popularizer. In this sense, we identify:

<table>
<thead>
<tr>
<th>Scientific researcher</th>
<th>Science disseminator/popularizer</th>
</tr>
</thead>
</table>

Table 1. Comparison of characteristics between science dissemination and dissemination through comics. Source: Own elaboration.
They aim to colleagues | They aim to a non-expert public
---|---
Complex language and specific of their field | Comprehensible language adapted to the audience
Specific channels and defined formats | Multichannel and different channels
Established communication and unalterable informational style – Scientific competence | Use of communication and narrative strategies – Communication competence

Table 2. Features of the scientific researcher and the science disseminator/popularizer. Source: Own elaboration.

References:
Adult learners and foreign language enjoyment

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Abstract: This paper aims at presenting a study on foreign language enjoyment conducted with adult Spanish learners of English as a foreign language. A total of 76 learners of English completed a questionnaire that consisted of sociodemographic items and the foreign language enjoyment scale [1]. Data were analyzed using a descriptive approach. The measure for the FLE scale was obtained by the sum of the item scores. Results are provided showing the results of the overall sample and those by sex, age group, level of education and level of competence in English.

Key Words: Foreign language enjoyment – Adult learners – English as a foreign language – Positive psychology – foreign language learning

1 Introduction

Research on second language acquisition has been focused on negative emotions throughout the years, more precisely on Foreign Language Classroom Anxiety (FLCA), which can be defined as “the worry and negative emotional reaction aroused when learning or using a second language” [2]. Experiencing negative emotions during the foreign language (FL) lesson is common, but so is positive enjoyment. Dewaele and MacIntyre’s study [1] presented enough evidence to support that FLE and FLCA are independent dimensions of foreign language learning. The presence or absence of one does not imply the occurrence of the other and vice versa.

The differentiation of positive from negative emotions in FL learning triggered an increasing interest in the role of positive emotions throughout the learning process. The existing literature that considered emotions was often embedded in the study of motivation, as in Gardner’s investigation of affective variables [3], [4]. In approaching the most recent theories, Fredrickson [5], [6], [7] leads the theoretical development in the area of positive emotion thanks to her broaden-and-build theory. According to her work, positive emotions dissipate the effect of negative emotions, promoting resiliency, new experiences and efficient learning.

Dewaele, MacIntyre and Gregersen are the authors who have most thoroughly researched into the notion of FLE. According to the citation index, Dewaele and MacIntyre’s study [1] is the most relevant one thus far. In their study, the FLE scale used in this chapter was developed.

2 Problem Formulation

Despite this relatively new area of research having already generated a specialist corpus of research, it was noticed that most participants’ age in the research available was relatively low. While carrying out a thematic analysis about studies on FLE in the databases Web of Science, Dialnet, Scopus and Google Scholar, it was found that most research had been conducted on children, teenagers and young adults.

Following this reasoning, the present study was designed to investigate FLE in adult Spanish learners of English as a Foreign Language, as research on this population is scarce.

A total of 76 adult Spanish learners of English participated in the study; 53 (69.7%) were women and 23 (30.3%) were male. They were all adults (18-year-olds or older) and their ages ranged between 19 and 55 years (mean age = 31.59 years; SD: 10.91; median = 26; mode = 22). They were recruited, either through contact with learners and teachers in Spanish Official Language Schools (Spanish public institutions that specialize in teaching foreign languages and certifying levels of FL competence) or through social media. The sample was a well-educated group (over 73% reported having a bachelor’s, master’s or doctoral degree). The participants’ levels of educational attainment are shown on Table 1.

<table>
<thead>
<tr>
<th>Table 1. Highest level of education</th>
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<tr>
<td>Freque</td>
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<td>ncy</td>
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</tbody>
</table>

680
|
|-----------------|---|---|
|Upper Secondary School | 10 | 13.2 |
|Post Upper Secondary School Vocational Training | 10 | 13.2 |
|Bachelor’s Degree | 40 | 52.6 |
|Master’s Degree | 12 | 15.8 |
|Doctoral Degree | 4 | 5.3 |
|Total | 76 | 100.0 |

With regard to competence level, three levels of competence according to the Common European Framework of Reference for Languages were represented in the sample (Table 2).

Table 2. Language Competence Level

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>34</td>
<td>44.7</td>
</tr>
<tr>
<td>B1</td>
<td>21</td>
<td>27.6</td>
</tr>
<tr>
<td>B2</td>
<td>21</td>
<td>27.6</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Participants completed a web-based anonymous questionnaire that consisted of a sociodemographic section and the Foreign Language Enjoyment (FLE) scale [1] translated into Spanish. This scale is made up of 21 items. Responses were recorded on a 4-point Likert scale (1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree). The questionnaire was posted online using Googleforms. The Alpha Cronbach reliability index for the FLE scale was high (.889).

A descriptive approach was used to analyze the data. The measure for the FLE scale was obtained by the sum of the corresponding item scores.

3 Problem Solution

3.1 Overall results

As Table 3 shows, results for the whole sample indicate that the level of FLE among the participants is, on average, reasonably high (potential range: 21-84). It has to be noted that part of the adults learning a FL do it for recreational reasons and this means that they enjoy the experience of learning a language. This result is slightly below that obtained in previous studies on FLE [1] [8] [9] in which an average score of 3.82, of 3.94, and of 3.9 respectively was obtained on the 5-point scale (3.62 in our study) It has to be noted that the sample in the first study [1] included younger learners (the age range of participants was from 11 to 75) whereas the second study [8] researched FLE among Chinese university students with an average age of 18.6 years. However, the sample in the third study [9] was similar to that in our study as participants were Spanish adult EFL learners (Mean age = 25.6, SD = 9.12), ranging from 18 to 63 years old.

Table 3. Statistics: FLE (21 items)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>76</td>
<td>67.59</td>
<td>7.641</td>
</tr>
</tbody>
</table>

3.2 Sex differences

In contrast to previous research [1] [8] our study data reveal that men in our sample enjoy learning a FL more than women with a difference of almost 5 points between men’s and women’s FLE average score.

Table 4. Group statistics (FLE: 21 items)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>23</td>
<td>71.00</td>
<td>6.135</td>
</tr>
<tr>
<td>Women</td>
<td>53</td>
<td>66.11</td>
<td>7.804</td>
</tr>
</tbody>
</table>
3.3 Age group differences

Three age groups were formed to analyze data according to age group: 20-29, 30-39 and 40-49 as participants younger than 20 and older than 49 were too few. Results indicate than participants in the youngest age group seem to enjoy learning a FL considerably less than those in the other two age groups. It can be hypothesized that in the youngest age group there are more participants who learn a language for work or academic reasons (a minimum B1 level in an FL is required for students to obtain a bachelor’s degree in our context) whereas in the other two groups a higher proportion of participants may learn a FL for recreational reasons.

Table 5. Age groups

<table>
<thead>
<tr>
<th>FLE:</th>
<th>N</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>4</td>
<td>65</td>
<td>8.240</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>.68</td>
<td></td>
</tr>
<tr>
<td>2.00</td>
<td>1</td>
<td>71</td>
<td>4.708</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>.18</td>
<td></td>
</tr>
<tr>
<td>3.00</td>
<td>1</td>
<td>70</td>
<td>7.049</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>.47</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>65</td>
<td>7.860</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>.57</td>
<td></td>
</tr>
</tbody>
</table>

3.4 Educational level differences

Two education level groups were formed in order to compare FLE levels: university and non-university. As data on Table 5 indicate, education level does not seem to have an impact on how much enjoyment participants gain from learning an FL. Results from a previous study [1] conflicts with our results as we do not find a higher level of FLE in participants with a university education.

Table 6. Group statistics (FLE: education level’s impact)

<table>
<thead>
<tr>
<th>Level of education (21 items)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-university</td>
<td>20</td>
<td>68.70</td>
<td>7.435</td>
</tr>
<tr>
<td>University</td>
<td>56</td>
<td>67.20</td>
<td>7.740</td>
</tr>
</tbody>
</table>

3.5 FL competence differences

Our data indicate that learners with a self-reported elementary and an upper intermediate level of competence in English share similar levels of FLE while those with an intermediate level have a noticeable lower level of FLE. Further research is needed in order to identify the reasons behind this somewhat surprising result as the differences in FLE levels between the B1 group and the other two-level groups are quite substantial. This result also contrasts with previous research [1] [8] concerning FLE according to FL mastery; for example, the study on FLE among Chinese university students [8] found that English proficiency was positively correlated with FLE.

Table 7. FLE by level

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>34</td>
<td>69.71</td>
<td>7.112</td>
</tr>
<tr>
<td>B1</td>
<td>21</td>
<td>63.57</td>
<td>8.524</td>
</tr>
<tr>
<td>B2</td>
<td>21</td>
<td>68.19</td>
<td>6.153</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>67.59</td>
<td>7.641</td>
</tr>
</tbody>
</table>

4 Conclusion
This study set to investigate FLE among adult Spanish learners of English as research on FLE focusing on this type of learners is still scarce. Results indicate that the study participants have a relatively high FLE level. Striking differences do exist in results regarding sex, age group and competence level; additionally, differences have been found with other studies on FLE which leads to conclude that i) the experience of FLE could be context-sensitive and that ii) further research is needed in order to confirm or otherwise the study results in other contexts and with other foreign languages and/or participants, and to investigate the reasons underlying the group differences identified in our study.

References:
Abstract: This paper brings up the debate of Artificial Intelligence into law studies which is demanded to jurist as a result of the professional exercises. In order to support legal litigation between parties in conflict, which just arise with the new technological reality of the IA. Our work highlights that knowledge and innovation should be part of the skills of a lawyer or a legal expert, even a premise to deal with the complex dynamics of Digital Society.

Key Words: Law – Innovation – Jurist – Artificial Intelligence – Digital Society

1 Introduction

Although Artificial Intelligence is a technological discipline that emerged in the mid-twentieth century [1], initially its study was limited to strictly academic environments, both at the engineering level and in the philosophical-social field.

In recent years, several solutions related to Machine Learning and Neural Networks have been generated, and its scope has the potential to change the ways and social customs. This fact is based, among other reasons, in the circumstance that the Artificial Intelligence reach today multiple areas of the life [2]. The law does not escape to the innovation and instruments of Artificial Intelligence are already used in various legal tasks, especially in the private sphere. However, the environment of Criminal Law, as Public Law and Criminological Science does not escape this trend, so there are countries that begin to use systems of this type to prevent, investigate and prosecute criminal acts [3].

2 Problem Formulation

On this basis, the synergy that currently exists between Artificial Intelligence and other technologies, such as Bigdata and pervasive communication, causes a social and legal debate that transcends the academy and arrive to the social, political and ethical atmosphere [4].

The incipient application of this type of technology by legal practitioners and operators, such as the use of devices and information systems based on its usage is a reality [5]. Moreover, if we also take into account the cases were the technical jargon becomes something of habitual use; we have to accept that the ICT’s and Artificial Intelligence become a challenge to the office of the jurist of the 21st century [6].

This is our main hypothesis and it is because now and in the near future, the legal practitioner must consider the discernment of the just and what is meant by the injury of the right according to algorithms and automatisms of the novel nature. That is, in essence, to address the social need to establish a just order in the society and to ensure the recognition of every person and the respect of his or her rights.

3 Problem Solution

This paper has been oriented to seek the latest innovations carried out in the field of Artificial Intelligence related to law sphere, especially those that have the greatest social impact, such as the intelligent control of vehicles and people, facial recognition or computational analysis of movement [7].

All these are mechanism that are used in several legal areas and for that reason, its analysis pursue the establishment of a reflection on the need to bring a new quality to the art or practical science of law. This new perspective, related to emerging technologies that are changing today's society and that pose an intrinsic social transcendence in legal activity, constitutes another challenge to the society [8].

However, we have to underline that this entire new scenario is been design despite of the fact we are still far away to have the robot judge. Meanwhile, it is already an idea that goes around in the minds of experts and not a science fiction issue.
4 Conclusion

A debate that arises around this assessment is to analyze whether the use of these new technologies in the legal field respects or not the relationship that should exist between the binomial “guarantees versus effectiveness” and, accordingly, the degree of protection that is dispensed to the guarantees and fundamental rights of the legal environment. In other words, the ethical aspect that underlies Artificial Intelligence systems is now under discussion and to try to establish the core elements of an adequate relationship between them is part of this research.

A nascent conclusion that we foresee is that the relationship Artificial Intelligence and Law is increasingly narrow, represent a huge potential for the legal fields, both public and private, but the use of this intelligence will only be efficient when we learn to handle its potential. In this way, it will be necessary that jurist, engineers, public administration and private sector work together.

References:
Confidence and trust: Greek mythology through the money

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Abstract: - Analysis of the safety of commercial traffic through the study of the mythological figure of Europe and euro banknotes.

Key–Words: Europe – Legal certainty – Trust – Mythology – Classic literature

1 Introduction

The European Union has set out, on the reverse side of all their tickets, regardless of its amount, the face of the mythological Princess Europe. This incorporation was to provide "a human touch" of euro banknotes. The female figure of Europe into the headlines links the present with the past of the European continent, to which names precisely. Princess Europe was chosen by the independent German designer, Reinhold Gerstetter (1945) to incorporate all the banknotes of the series. The image was based on an ancient crater found in the Taranto, area in what is now Italy, built in the 4th century BC by a Greek craftsman.

2 Problem Formulation

It is very important that students in the different subjects of Humanities and Social Sciences can know the meaning of the principle of legal certainty. This legal principle may seem barren and away from the daily life of the students. However, it is present in the daily life of all citizens in the most unexpected aspects: contracts, obligations and also in the coin and banknotes.

Figure [1].
3 Problem solution and conclusion

The contribution proposes an original formula to approximate the students of legal or economic matters and even history or classical culture or literature, to the concepts of security and confidence in the traffic, the value of money and the security of the tickets, through the analysis of an element as daily as the euro banknotes, incorporating all the mythological Princess Europe, young Phoenicia which, according to ancient Greek mythology, was kidnapped by Zeus morphed in toro.

It will also allow students to understand the origin of complex European history and bases, exchanges and cultural principles of its construction (well reflected in the own vase of the image of banknotes, today the Museum of the Louvre in Paris). The thread of the argument of banknotes, such as insurance titles, be a reflection based on the importance of the value of legal security, recognized and guaranteed at the highest level as a legal principle in the Spanish Constitution of 1978.

This artistic perspective, original and innovative in the legal field, will lead to a strongly critical and lasting learning.

References:
Museography and didactics as a tool for the interpretation of the artwork in museums. Qualitative study of students of the Grade of Primary Education.

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Abstract: - According to the guidelines of the United Nations Educational, Scientific and Cultural Organization (UNESCO), and International Council of Museums (ICOM), museums, institutions destined to preserve the cultural heritage, are called to adopt a new social role as entities that act and influence the society by promoting universal values. In order to study how museums respond to their new role, we carried out a qualitative study to analyze: 1 the public perception of the museographic aesthetics and the didactic work that museum use for the transmission of the message of the Artwork; 2. the praxis of the museum. The objective is to verify how the museographic praxis influences and modifies the visitor’s perception. The conclusions suggest that the museographic praxis that does not always respond to the demands of the public and that could generate problems for the interpretation of the Artwork in the museums and their conservation.

Key – Words: Didactic museography – Aesthetic experience – Critical museology – Artistic message – Cultural heritage.

1 Introduction
The conventional image that perceives museums as mere institutions that conserve the heritage of humanity entered into a crisis at the beginning of the 21st century. Several solutions were suggested from a theoretical perspective to confront this crisis: critical museology (that consider museums as spaces where we could redefine our collective identities), new museology (that consider museums as neutral spaces without dominant meanings), etc. In addition to them, the UNESCO and the ICOM launched a call to consider museums as social entities that really interact with society and influence everyday lives through the promotion of universal values.

This call was well received by several countries and institutions, including Spain, which has established a plan named “Museums + social” in response to it. This plan intends to adapt the Spanish museums to the new social role by opening them to as many social groups as possible, and by promoting them as spaces for reflection on collective identities as well as the transmission of universal values. The plan also dedicates a great effort to increase the education about the cultural heritage and the promotion of the direct contact with museums during childhood.

Due to the short period of time that the "Museums + social" plan has been active, not any study has analyzed its impact in the public yet. Here, we will try to assess how the public perceives the change in the new role of the museums by evaluating the cultural and aesthetic perception that a small group of undergrad students had on a public museum, “the National Museum of Sculpture of Valladolid”, before and after visiting it. The goal of the present study is to shed some light in the real effect that the “Museums + social” plan is having in the society. We believe our study will help museums to improve their adaptation to the new social role that is required from them.

2 Problem formulation
Not any study has analyzed the response that museums are given to the national and international call launched to consider museums as social entities. This study aims to obtain a basic reflection about it. To this end, we established two objectives:

Study the public perception of the museographic aesthetics and the didactic work that museum use for the transmission of the message of the Artwork.
Analyse how the praxis of the museum responds to the new identity-social role that these institutions are called to have according to the “Museums + social” plan of the government of Spain and to the postulates stipulated by the UNESCO and ICOM.

To assess our objectives we have done a study of the public perception of the museography and didactics as a tool for the interpretation of the artwork in museums in a sample of population. Our study was carried out in a sample of 20 undergrad students of the degree in Education of the Fray Luis de León University Teacher Training School. We began the study giving a test to the students to assess their initial perception of the concepts of museums and their role, and the function of the exhibition techniques. This allowed us to evaluate the background knowledge that students have about their cultural heritage and museums.

We then proceed to visit the National Sculpture Museum of Valladolid, where the students received a workshop designed for the study called “readings of the artwork”. This workshop discovered them different readings of the artwork of a collection of religious art such as: the work in the artist's workshop, the social crisis, the gender issue in art, etc., while omitting the religious interpretation.

During the visit, students were allowed to wander, observe and have a first aesthetic contact with the pieces while filling out the visit questionnaire about the message of Works of art without any interference. Next, the museum educator gave them the pertinent explanation of the workshop by addressing different readings of the works in the room. After that, the students had a time of reflection and contact alone with the pieces to fill in again the questionnaire of art message. This allowed us to evaluate the influence that the museography and the didactic workshop had on the transmission of the message of the artwork.

Finally, to analyse whether the praxis of the museum contributes to the new social role, students were allowed to quietly complete the questionnaire about initial concepts again at the end of the visit to see whether students' perception of museums and their role, and exhibition techniques concept has changed after the visit.

3 Problem solution

The international guidelines for the interpretation of the cultural patrimony, the museums, and the praxis of the museums are established by two organizations: the ICOM and the UNESCO. After the identity crisis suffered by museums at the beginning of the 21st century, both organizations assigned a new social role to the museums. According to the ICOM, museums are now called to “strengthen cultural identities, support social cohesion and develop intercultural mediation” [1], as well as “communicate and promote universal values” [3]. The UNESCO considers that “Museums (...) can play an important role in the creation of links and the cohesion of society, the construction of citizenship and reflection on collective identities” [2]. Recently, the ICOM has revised the Code of Ethics for museum practice, and requires museums to be respectful with the original message of the artwork, with human dignity, and the sensitivity of religious communities with current practice [4]. In line with the UNESCO and ICOM statements is the “Museums + social” plan established by the government of Spain, whose strategic line 3 establishes the “Contribution to social cohesion, attention to cultural diversity and the promotion of a sustainable museum”, thus considering “The museum as an intercultural reference centre” [5].

To assess whether museums are fulfilling their new social role, we analyzed: 1. the public perception of the museographic aesthetics and the didactic work that the museum use for the transmission of the message of the Artwork; 2. whether the praxis of the museum responds to an identity-social role.

To address objective 1, we compared the results obtained in the workshop questionnaire before and after the museum’s educator explanation. Before the didactic explanation, 65% of respondents indicated that the purpose of the exhibition techniques should be to “Enhance the original function of the piece: religious, power, social denunciation.” The remaining 35% chose “Showing the scientific past of the piece, even if it is politically incorrect”. The 100% of them rejected that these techniques should "show the pieces neutrally and without any sample of their past". After the didactic explanation, only 30% of responders kept considering the “enhancement of the original function” as the main mission of the exhibition techniques. 25% chose “Showing the scientific past of the piece, even if it is politically incorrect" and 25% of them considered that the exhibition techniques should “recreate the original context”. All of them rejected the modification of the past and the original message of the Artwork to adapt it to the politically correct.

To address objective 2, we compared the surveys that students fulfilled before and after visiting the museum. The survey completed before the visit showed that 50% of the students valued the museum as an “Entity that preserves, studies and disseminates the heritage that is part of our identity as a people”, and 40%
considers it as a “Place of exhibition of relevant pieces for our history”. Only 10% of the students considered the museum as a “Place of culture in which new things of any subject are learned, it is a didactic tool”. These results vary in the survey fulfilled after the visit, where only 70% of the respondents maintain the social-identity vision as a first option, and a 30% of them chose the didactics. 95% of respondents don’t consider museums as transgressors entities neither before nor after the visit. 74% reject any modification the original message of the pieces. This percentage increased to 80% after the visit. The mission of studying and exhibiting the pieces according to their function and original context triumphs with 80%. The results are clearer as the rejection of the subjective is confirmed while the respect of the original message (adding two options that complement each other) as mission gets a positive 90% in the post-test.

4 Conclusions

Taken together, these results suggest that, in general, people have a vision about the museum in which the social-identity value prevails far beyond the traditional aesthetic assessment. However, the praxis of the museum is far from what the public demand. The modifications made to attract more audience does not link with the original message of the pieces, which is what the public demand and what could provide the base of universal values demanded from this institutions. After the analysis of the official texts, as well as the experience of the visitors, we can conclude that the museum under study develops didactics very effectively. However, it does not respect the original message and the past of Artwork, which against the Code of Ethics of the ICOM. We suggest a revision of the praxis of the museum in order to respond to its social mission by recovering the original message of the Artwork exhibited.

References:
Scenic Gamification

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Abstract: - The current offer of shows, especially those that are performed live and direct, requires a thorough review and an improvement in their competitive capacity within the global entertainment universe. The proposal that is made here starts from the premise of the essential playful involvement of the spectator as a central and functional element within any stage production with the intention of achieving an intense emotional impact on the public. A reference model (Fig.1) is proposed to coordinate and promote the different works, profiles and production tasks of the experiences or events represented (which would become open works for versatile scenarios).

Key – Words: Gamification – Ludification – Scenography – Staging – Augmented Reality

1 Introduction

Any contemporary show, of whatever kind, faces a myriad of competing alternatives that dispute the attention of the same audience. That is why, they have had to modify and expand both their character and their structure to adapt to the demands of an audience already habituated to select those contents that they want to enjoy, and on which they want to decide, specifically, where and when consume them.

The creators are faced with the dilemma of having to opt for a classic show or a renewed one, and even between using traditional scenic design tools or digital technologies for that same task. Each option has its advantages and disadvantages.

From here we will try to make a proposal to use certain concepts that guarantee, at least, the novelty of the contents and that foster, in some way, the curiosity of the spectators, users of the show.

Among these concepts we have gamification (or ludification). A concept that has acquired great relevance in different commercial and creative fields. It could even be considered a paradigm shift in content design. At present, we already have several prominent cases, especially in the field of education and electronic commerce, but this does not prevent this trend from continuing to expand to places, to some extent, unexpected. And the scenarios, whatever they are, are one of those places that need to be redefined and constantly updated to meet the demanding demand of new prosumers.

The unusual amount of interest in new formulas of audiovisual creation in the Performing Arts and, especially, in those of technological base that are already so familiar to us and to which we are increasingly accustomed in our daily life, leads us to make a deep reflection on the emerging modes of entertainment. It is no longer strange to go to a show with our connected mobile device and that we also have a wide coverage thanks to different kinds of wireless networks.

2 Problem Formulation

Our desire in this study is none other than to take advantage of this technological "coverage" to expand and increase the scenic reality of any show and even the design of new scenographies based on digital applications such as QR codes, RA and RV, or the playful philosophy behind the world of video games.

This study investigates the possible applications of these hybrid or digital technologies and, in particular, of the gamification techniques in the Performing Arts in two aspects that converge in the representation of the final work. First, a proposal for the spectator's playable participation in the plot at different levels (perceptive, physical, cognitive, emotional, technological ...) and on different occasions of the show. Second, the attempt to facilitate the task to the creator (author and / or director) of the scenographic design using digital videoludic tools. These two lines achieve an expanded endowment of the actor (performer): empowerment of the image (visual and auditory), voice, gesture, body ... together with the spectacular space mutation, towards a dynamic interactive environment.
These new scenographic aspects that compromise (engage) the viewer (or perhaps spec-actor, or prosumer) and allow him to access alternative plots or optional outcomes through his own participation in the spectacular (dramatic) community, or, reward him with increases in content before, during, between averages or after the performance.

3 Problem Solution
To achieve the stated objectives, gamification methods consisting of dynamics, mechanics and playful components must be applied. The viewer is involved by creating the necessary game conditions (such as challenges, rules and achievements), hybridized with the dramatic play or stage performance. The scene must be technologically intervened (action, space and time) to facilitate access to direct information and additional content proposed by the author, using digital resources such as, for example, Augmented Reality in a smartphone during the artistic performance (see Fig.1). The user acquires some control, although not quite, over the scenic experience (show) and its performers, as well as certain relevant content. In this way, interest in active participation in the event is encouraged. But, above all, it allows access to specific and personalized content for each individual involved.

Fig.1 Reference Model for Scenic Gamification (own elaboration).

4 Conclusion
The present work requires a more extensive applied development to corroborate its effectiveness and viability, although videogames and gamified experiences have already demonstrated, by far, its enormous power of involvement (and learning, and addiction) by users with the contents exposed and experienced. This model is also open to the incorporation of potential future emerging technologies. The show must go on, although offering renewed practices for new expectations.
References


Inclusion in educational contexts: research analysis on gypsy women

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Abstract: -The gypsy woman is subjected for three fundamental reasons: being a woman, being a gypsy and for lack of training. The objective of this study is to analyze the scientific production with the greatest impact on the vision of gypsy women in the current context from the point of view of inclusion. For this, combined searches were performed through the use of descriptors in the databases of national relevance, being the database studied, Dialnet. The data were analyzed around eleven variables: type of document, year of publication, language, sex of the author, availability of access, geographical context of the research, research objectives, participant sample, methodology, instruments/techniques for collecting information and main results. The meta-analyses results show a research deficit in relation to the subject studied due to the low and almost nonexistent scientific productivity on this subject. This study highpoints the need for researching at the educational level of this group due to the practically insistence of different materials.

Key Words: Gypsy woman – Education – Inclusion – Meta-analysis – Gender

1 Introduction

Social exclusion is a key concept for the European Commission, since it defines the lack of participation of the population segments in the social, political, economic and cultural life of a country. Specifically, the gypsy population remains one of the most excluded groups in society, highlighting the oblivion to which the gypsy woman is subjected for three fundamental reasons: being a woman, being a gypsy and for lack of training [1, 2]. A triad that makes it one of the sectors with the greatest risk of educational and social exclusion. Gypsy women have remained on the margins of feminist discourse until the emergence of dialogical feminism [2, 3] but it is in the education sector where there are the most deficiencies, due to their early maternity and the abandonment of mandatory studies. The law of gender equality in Article 10.2 states that the "Autonomous Community will promote the effective equality of the Andalusian man and woman, promoting parity democracy and the full incorporation of that in social life, overcoming any labor, cultural discrimination, economic, political or social" [4].

Educational inclusion aims to eliminate barriers to learning and the participation of all students, whether or not they have any type of need, but with special emphasis on the most disadvantaged groups [5]. Inclusion is a process, a constant search for better ways of responding to the diversity of students, valuing difference as something positive and enriching. The work towards inclusion seeks the presence, participation and success of all. With the maximum of ensuring the quality of the presence and assistance to the school by the students. Guarantee participation for the sake of the quality of the educational experience and take into account their opinions, assessing their personal and social well-being. Therefore, attention to all requires identification and elimination of barriers. Detect aspects that generate exclusion, marginalization or school failure, analyze those who experience such barriers, at what levels and plan improvement plans. Working towards inclusion requires paying special attention to students at risk of exclusion, marginalization or school failure. Assume the moral responsibility to supervise and ensure that measures are adopted to guarantee their presence, participation and success [6].

2 Problem Formulation

With the previous support, this article has as main purpose to review the bibliographic impact on the educational inclusion of gypsy women in the current context. To this end, a mixed-cut study was carried out based on a meta-analysis and content analysis, for which the researches with the highest impact index collected in the Dialnet database were used, using the descriptors of "education" and "woman gypsy ". The methodology employed has four phases: documentation, obtaining and organizing the information, analyzing the information, and preparing and disseminating the final report. For this, the following processes were followed:
to know different aspects about education in gypsy women, to define the bibliometric indicators that were used for the analysis of scientific production about the subject to be investigated, selecting and analyzing the data obtained from said analysis. The data collection took place at the end of May 2019.

3 Problem Solution

Research articles have been selected whose subject matter is the inclusion of gypsy women from the area of Educational Sciences. Subsequently, it has been filtered with open access documents, so according to the titles and abstracts the final sample of documents has been 18 (n = 18). The data were analyzed taking into account eleven variables: type of document, year of publication, language, sex of the author, availability of access, geographical context of the research, research objectives, participant sample, methodology, instruments/techniques for collecting information and main results. We highlight the presence of journal articles (n = 11), along with book chapters (n = 4) and doctoral theses (n = 3) whose publication predominates during the years 2010-2019 within the area of psychology and education in Spain and Canada. In the same way, the qualitative variables (objectives and results) highlight the factors that make it difficult for girls and adolescents of the gypsy community to continue with their schooling. The gypsy woman suffers a triple exclusion, being a woman, gypsy and mostly without academic studies, which implies the need to do researches oriented to know evidences that promote the cohesion and the social transformation. In the following Figure 1 we can see the count of words made in the previous variables, highlighting the recurrent existence of terms such as exclusion, woman, gypsy, childhood, process, values, education.

![Figure 1. Qualitative word count](image)

Source: self-made.

4 Conclusion

This article highlights the need for researching at the educational level of this group due to the practically insistence of research materials. The National strategy for the inclusion of the gypsy population in Spain highpoints the advance in school enrollment rates and post-compulsory studies of this population sector but reflecting on the need for important improvements that still need to be made for the full social and educational inclusion of the population collective and specifically women.
References:


The Emergence of Spanish Research in Social Sciences and Humanities and its impact on European Research Programmes

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Abstract: The EU Framework Programme for Research and Innovation, Horizon 2020, is a programme that funds research and innovation projects in various areas within Europe. Within the core values of Horizon 2020 are three programmes that when compared to other more technical or specialised programmes in the field of biomedical sciences or basic science, clearly accommodate and respond to the needs of innovation and knowledge in Social Sciences and Humanities. These programmes are: the European Research Council (ERC) calls, Societal Challenge 6: Europe in a changing world - Inclusive, innovative and reflective societies, and the programme Science with and for Society (SWAFS). This report will undertake a quantitative and qualitative review of activities funded in the aforementioned programs, with the aim of determining how lines of research in Social Sciences and Humanities in Spain have evolved over the past six years.

Key Words: New Lines of Research – Societal Challenges – Science With and for Society – European Research Council (ERC) – Horizon 2020

1 Introduction

The European Union Framework Programme for Research and Innovation, Horizon 2020, is a programme that funds research and innovation projects from different thematic areas in a European context with a total budget of nearly 80 billion €. The beneficiaries of this programme are researchers, companies and technology centres, both public and private. Like its predecessor The Seventh Framework Programme, the majority of activities are implemented through annual competitive calls managed by the European Commission, with pre-established thematic priorities for the work programmes published every year.

The three main pillars of Horizon 2020: Excellent Science, Industrial Leadership and Societal Challenges encompass all disciplinary fields of research and research and innovation activities which will make Europe a more advanced and competitive environment in comparison to other economies, both developed or emerging. Within these three pillars are two programmes that when compared to other more technical or specialised programmes in the field of biomedical sciences or basic science, clearly accommodate and respond to the needs of innovation and knowledge in Social Sciences and Humanities.

In the first pillar Excellent Science, the European Research Council (ERC) offers support to university research personnel, research centres and talented and creative companies, as well as their workers. The aim is to bring about high quality, cutting-edge research where the only assessment criteria are the excellence of the idea and the curriculum vitae of the principal investigator.

The programme Societal Challenge 6: Europe in a changing world - Inclusive, innovative and reflective societies within the pillar Societal Challenges, is the second programme which clearly focuses on projects which undertake studies that offer a better understanding of Europe, as well as throwing light on complex issues that have come about as a result of an increasingly interconnected and interdependent world.

For its part, Science With and for Society is a transversal programme from Horizon 2020 whose primary objective is to promote Responsible Research and Innovation (RRI). This would include aspects such as co-creation with social actors, foreseeing the impact of the results stemming from research and innovation, communication and science education, gender aspects, or the ethics of emerging technologies.

2 Problem Formulation

The value of Social Sciences and Humanities has been acknowledged by the European Union as a transversal element which not only encompasses all disciplinary fields of research, but also all of modern
society’s activities and without which could never achieve a future with progress, sustainability and solidarity for all.

This report will undertake a quantitative review of activities funded over the past six years in the aforementioned programs. The aim is to determine how lines of research in Social Sciences and Humanities in Spain have evolved in this important and highly competitive programme with a success rate of approximately 11%, and consider the solutions they offer for the needs of today’s society.

The information has been compiled from public and open databases during the period of validity of Horizon 2020, and can be found on the European Commission websites: the European Research Council [1], and CORDIS [2]. The data has come from funded projects where the participants are university research personnel; research, development and innovation centres, and Spanish companies. The information downloaded from these public websites are from the 2014 to 2018 period due to the fact that funded projects from the first calls in the 2018-2019 period are yet to be evaluated and the 2020 calls have not started. These will be the final ones for Horizon 2020.

3 Problem Solution
Social Sciences and Humanities are a visible concern in the politics of the European Union and it is reflected in the European Commission’s research and innovation programmes:

<<There has been attention to the way important crosscutting priorities like climate action and sustainable development, gender equality, and the social sciences and humanities (SSH) are embedded in calls and activities through cross-programme integration. A true interdisciplinary approach with the integration of SSH is crucial to deliver on the ambition to solve global challenges and create jobs and growth. In the last work programme of Horizon 2020 accordingly there will be an increased emphasis on integrating SSH>> [3].

Research and innovation programmes, both on a national and international level, are normally regarded by Social Sciences and Humanities researchers with a lot of suspicion, seeing that the lines of investigation that normally receive greater funding are technology, health sciences or basic research. However, in the calls for programmes at regional, national and international levels, it is evident that Social Sciences and Humanities play an increasingly important part in the evolution of European Society and in its current setup. It is necessary in order to understand and anticipate society’s future needs.

The ERC calls are open to all disciplinary fields of research, however its structure is divided into three evaluation panels: Physical Sciences and Engineering (PE), Life Sciences (LS) and Social Sciences and Humanities (SH). These categories are further divided into 25 specialised panels. Since the Seventh Framework Programme, the participation of Spanish researchers has grown. Since the start of Horizon 2020 in 2014, in its six years 331 ERC projects have been run by Spanish researchers, of which 58 are related to Social Sciences and Humanities. A total of 434,149,112.10 € has been received in funding.

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Table 1. Graphic by author. Source: European Research Council
The panels which have awoken the most interest are those referred to as *Individuals, Markets and Organisations* and *The Study of the Human Past*, proving that the origins of our civilization and the new methods of commercial and human organisation are the major concerns of our national researchers.

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Table 2. Graphic by author. Source: European Research Council

It is of particular interest that in the calls which are aimed at younger researchers (those who presented their thesis between 6 and 2 years before the opening of the funded calls) there is more participation in the field of Social Sciences and Humanities. This proves that new generations of Spanish researchers within the disciplinary field of research of Social Sciences and Humanities already have the experience and excellence necessary for a programme as competitive as the ERC.

From 2014 to the present day, the calls for Societal Challenge 6: Europe in a changing world - Inclusive, innovative and reflective societies have focused on reflecting and giving answers or solutions to problems or complex situations faced by society. These include the consequences of emigration, the need to offer job opportunities to a generation of young adults with an education but with few possibilities of entering the job market, the importance of cultural values or provide expertise to governments to create politics that adapt to European guidelines.

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Table 3. Graphic by author. Source: CORDIS

Of the 336 funded projects to date, 125 of them involve Spanish researchers and companies. Of these 125 projects, 88 include the participation of Spanish research entities and 19 are lead by Spanish researchers. The participation of Spain in this programme has yielded a return of 307,240,358 euros.

The calls from Science with and for Society reflect over the importance, convenience and ethics of R&D and Innovation; communication and the importance of popular science. In short, bringing science closer to society and helping it to understand the importance of progress in science whilst justifying at the same time the costs involved for national government budgets and the European Union as a whole. Of the 128 funded projects in this programme during the course of Horizon 2020, 45 include the participation of Spanish institutions, of which 19 are directly coordinated by researchers from our country. These projects have yielded a return that comes to 168,317,296 euros.
4 Conclusions

The aforementioned results demonstrate emerging lines of research of great relevance in Social Sciences and Humanities that are launched by Spanish researchers of high calibre and who are having an increased presence in international research programmes. This puts the participants at the forefront of European and International research.

Up until a few years ago, researchers from universities, research centres and companies would look upon these kind of calls with mistrust and certain doubt and therefore limit themselves to research funding provided by regional or national public funds. This tendency has started to change and as a result broadened the horizon for collaborative or personal research projects on an international level.

The European Union firmly supports Social Sciences and Humanities, perceiving it as an essential part of the knowledge system and as a foundation for guaranteed progress. This backing has, without a doubt, helped Spanish researchers access new sources which in the past seemed reserved for other countries or fields of research.

This research does not end here. There is already an ongoing study of the characteristics of this type of research, analysis of the new lines of research that have been developed in these disciplinary fields of research, and studying the impact that the results of these investigations have on Spanish society and Europe as a whole.

References:
Teaching-Learning Body Expression in Childhood Education. An Innovation Proposal from Musical Process Classroom

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Abstract: - The aim of this work was to provide body expression practices to preservice teacher training of early childhood education for experience and raise awareness of the importance of the body, movement and rhythm as personal training elements; and providing tools that allow them to develop professional skills. A quasi-experimental study was designed with 50 students from kindergarten preservice teachers in musical process classroom. An intervention on body expression and Dalcroze technique in music was applied. A questionnaire of open questions before and after the intervention was distributed among the students. For the analysis of the information, a qualitative analysis of extraction of information units by two experts was used. These were categorized by expert’s consensus. As a result of that analysis we conclude that joint intervention in the areas of music and movement provides a positive self-perception in their professional and personal skills in early childhood education

Key-Words: Body expression – Music and movement – Professional competence – Childhood education

1 Introduction

The university Degree of Early Childhood Education Teacher at the University of Valencia includes between his competitions that the students are able to use different verbal and nonverbal languages like means of expression, relation and communication. We know that use of rhythm, body and movement as basic tools of communication and expression [1] for personal development of infants is very important [2,3]. Therefore, it is necessary to combine the knowledge area of Music and Physical Education so teachers acquire this competence in their initial training period.

The research papers are showing the important potential of this interdisciplinary work in teacher training [4]; but not so much those related to the training of university students and, much less, the student of the Degree in Early Childhood Education. When teachers are trained, they are instructed to acquire some knowledge and educational practices, but they must also achieve a positive self-perception about their personal competences regarding what they should teach. This means that they start from teaching / learning processes at the university classroom, where they begin with their own personal experience, before focusing on the specific approach for the early childhood students.

2 Objective

The aim of this work is to provide body expression practices to preservice teacher training of early childhood education for experience and raise awareness of the importance of the body, movement and rhythm as personal training elements; and providing tools that allow them to develop professional skills.

3 Methods

A quasi-experimental study was designed with 50 students from kindergarten preservice teachers in musical process classroom. An intervention on body expression and Dalcroze technique in music was applied during three weeks. The intervention consisted of an explanation of expressive elements of movements and music and a progression of dance floor work.

All of them filled out a survey before and after the intervention of open questions about their expressive abilities in the use of the body, movement and rhythm and their perceived competence to use them with the students of early childhood education
For the analysis of the information, a qualitative analysis of extraction of information units by two experts was used [5]. These units were categorized by consensus of experts and analyzed in two moments of the study.

4 Results and discussion

The most important categories present in the information collected from the participants were those related to personal competences and those related to professional competences. Both categories were closely related in the narratives used by the participants connecting both aspects [6].

Regarding the possibilities of movement the informants agreed about that they know their body and their movement possibilities, and their previous experiences with formative intervention on the use of the body, the rhythm and the movement were scarce in their formative period.

“Yes, I think that people have many possibilities of movement and with it we can express feelings, situations, emotions, etc.

Although we have rarely been taught to express ourselves through the movement of our body” (045F)

The interventions have provided greater awareness of the body and its possibilities as well as greater security to face experiences with rhythm and movement.

“Yes, I think that now I am more aware of my movement and expression possibilities thanks to the different practical activities we have done so far.” (390C)

On professional competences the intervention experienced was assessed as very important to improve the perception of their professional competence.

“The experiences and resources received have given me many skills and knowledge to be able to work with movement and music in class. From my point of view, knowing methods that favor the development of consciousness in relation to other spaces, the possibilities of movement and expression is fundamental to be able to work with children in the classroom.” (265Q)

5 Conclusion

We conclude that joint intervention in the areas of music and movement provides a positive self-perception in their professional and personal skills in early childhood education, empowering them to the inclusion of that kind of motivational activities.

References:

Robot, a new co-worker: factors afecting robots adoption
Robot, a new co-worker: factors affecting robots adoption

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Abstract: New phenomena such as digitization, artificial intelligence, machine learning and robotization in general, represent a new paradigm in terms of work environment and labor market. Beyond the reality that prevails, prior to the implementation of these phenomena, authors consider that degree of acceptance from current employees, it may be decisive for the coexistence of both workforces: humans and robotics. The present study aims to contribute to the knowledge and analysis of the acceptance from employees of this “partnership” with robots at work.

Key – Words: Robot – Automation – Technology adoption – Employee – Can model

1 Introduction
According to the World Economic Forum, by 2025 approximately 75 million jobs will have been destroyed, but at the same time, around 133 million new jobs will be created. Even so, employees and workers show clear concerns about the future at work. This evident and already assumed coexistence and co-work between humans and robots bring to us a new example or model of technological acceptance. In the present study we will analyze the different models that have been developed in this field from the very beginning, noticing that at the present stage has already clearly shown that personal attitude towards the use of technology is influenced, among other aspects by the motivation of enjoyment, the habit of the user and the price or cost of the specific device (Venkatesh, Thong & Xu, 2012) [1]. In this regard, we also note that since the emergence of phenomena such as digitization and robotization, the related literature to introduction of new technologies and automation at work has been significantly increased, highlighting a clear mistrust in terms of destruction of employment or redefinition of labor market.

2 Problem Formulation
The present study aims to identify at least from a theoretical perspective, those variables that can be decisive to anticipate a potential rejection or acceptance of robotics by employees. In order to manage this question in the most effective way, will try to consider expectations, reticence and fears of current workers (humans) and society in general. In fact, these fears are focused not only on job replacement but on the possibility of super-intelligent robots out-smarting or even controlling humans [2]. And because all these reasons, authors know that above shown acceptance model becomes insufficient for the proposed study. Even knowing that UTAUT model is also focused on the analysis of the acceptance from individuals, the present study goes beyond, aiming to address an issue that today generates great uncertainty not individually, but also for the common society. In the end, we should not obviate that in the same way that a cyborg is configured through insideables to incorporate, develop or improve skills or characteristics, when an employee has next to his place a robot sharing a task or process, the employee is getting something similar, but just integrating it at the workplace, instead of inside his body.

3 Problem Solution
The present study is based on review of academic literature related to technological acceptance models as already performed (Arias-Oliva, 2014) [3], and specifically trying to focus on employees (as stakeholders at workplace). In that sense, reviewing and combining different models in order to design a new model which would fit better to our study and subsequent analysis. Based on the adaptation of the Theory of Reasoned Action (TRA) on which the Technological Acceptance Model (TAM) is based, over the time has been modeling and developing new theories which include social factors (Yu et al., 2005) [4] and for instance, as indicated by Wu and Gao (2011) [5], the intention to use is determined by the Easy of Use (EoU) and the
Perceived Utility (PU). Already the model TAM2 shown by Venkatesh & Davis in the year 2000 [6], incorporates two key moderators such as the user experience and voluntariness. In this sense, we will develop a questionnaire trying to address issues related to (1) Performance expectancy (2) Social influence (3) Facilitating conditions (4) Obligatory or normative nature and (5) Professional development in terms of employability (6) Ethics. In relation to the latest aspect, it is important to highlight that decisions and actions are often guided by applied ethical perceptions (Reinares-Lara, et al., 2018) [7] and absolute judgements of what can or should be done remain in a second stage (Cohen, 2005; LaFollette, 2002) [8].

In terms of questionnaire and applied methodology will be a structured personal survey administered to Human Resources managers to be addressed to their respective employees without excluding any collective nor blue nor white collars, within European, North American and Japanese companies in order to ensure the collection of data from developed countries to ensure homogeneity. In terms of collection process, worthy to mention that participants will receive a brief explanation of the concept to ensure full understanding of the questionnaire. Below in Figure 1 is presented the preliminary integrative theoretical model which includes initial variables that will be contrasted to analyze the robots’ adoption from employees.

![Figure 1: self-elaborated based on Leinares Lara, et al. (2018, p.46) [7]](image)

Nevertheless, authors recognize that it will be difficult to determine which is the unique approach (from a geographical perspective), as well as from an industry perspective, considering that industries are incorporating automation, digitalization and robotization in their respective strategies, in a very differentiated way.

4 Conclusion

To the extent that robotization is going to present new organizational models at work, as well as unexplored employability scenarios, it is necessary to analyze additional aspects such as normative and social environments and believes (Pelegrín-Borondo, et al., 2017) [9] presented into the CAN model (Cognitive-Affective-Normative). The present work will determine factors that must allow or facilitate to anticipate the acceptance or not of robots by the employees into their workplace. And the relevance of these potential findings comes from the fact that companies and educational institutions are trying and must do all the efforts to close the existing gaps in terms of skills and soft skills that it will be required and demanded in the future labor market and industries, and being conscious that productivity and competitive advantage of every company will increasingly depend on a company’s ability to define and put in place the right policies, processes and human resources initiatives in which employees (humans) and machines (robots) work together in an effective manner.

References:


Spirituality and religiosity as a unifying and transdisciplinary dimension in the creation of an online course

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Abstract: Online courses in Higher Education allow adults the acquisition and updating of scientific knowledge in a lifelong learning perspective. The accreditation of these courses based on the European Credits Transfer System (ECTS), enable students to get credits for their training after admission to the study cycles offered in Higher Education, promoting this specific training. The development of these courses involves an entire team of professionals working for a common purpose, that is, to produce materials and contents oriented to a specific area of knowledge or of transversal nature that help the students’ learning process at a distance.

The aim of this study is to report the experience of different professionals when approaching the subject of spirituality and religiosity, and to present the personal reflection of each participant about its unifying dimension. A descriptive study, experience report type was conducted. The narratives were collected between 2016 (1st edition of the course) and 2019 (3rd edition of the course) and recorded into a logbook by the teacher responsible for the training when meeting with the technical team. The study included three participants, a multimedia designer, producer, a film, educational content producer, and a teacher. The subject under study entitled 'The spiritual and religious needs of the person at the end of life' is part of the module 'Non-maleficence and the end of life' of the online course 'Palliative Care: end of life issues', where the aspects of spirituality are discussed in a holistic approach. All participants gave their consent for the disclosure of results. The two participants of the technical team reported that they felt deeply touched by the teacher’s approach to the theme of spirituality and religiosity in the context of the end of life. This has also prompted the need for participants to answer a set of ontological questions and reflect on their own course of existence. During this training, the teacher was able to share these reflection moments narrated by the two elements of the technical team. Two categories emerged from these narratives: mindfulness and self-reflection. The themes of spirituality and religiosity are intrinsic to the human being. Questioning the true essence and be conscious of the decisions that lead each individual in rediscovering and understanding oneself concerns not only the students enrolled in this course, in particular, but extends to the whole team of professionals responsible for implementing this training. Throughout the different editions of this online course, the technical and teaching staff found that students also questioned their own existence and tried to deepen the technical aspects of the course aiming to become better health professionals.

Key – Words: Spirituality – Education – Faculty – Mindfulness – Teaching Materials

1 Introduction

The globalization and information advancements through social networks have influenced education and raised new challenges at different educational levels. Information is now accessible according to each individual’s needs and expanding interactive technologies enhances the learning of curricular contents and contributes pedagogically to the design of new teaching materials. Higher education institutions are keen to respond to these new cyberculture challenges by designing and implementing online courses [1].

Lifelong learning involves the acquisition of increasingly complex knowledge, and online courses in higher education provide new educational approaches and enable updating of scientific knowledge by the student. Irrespective of the teachers’ direct supervision, this flexible pedagogical approach is adapted to the students’ individual learning processes, willingness and availability to learn. Autonomy is encouraged with monitoring by experts in different areas.

This transversal element is usually integrative and unifying, and sometimes transdisciplinary. Transdisciplinary, with the prefix trans, means that something is simultaneously between the disciplines, across the different disciplines and beyond any discipline. Its main purpose is to understand the present, the world as it is, meaning the unification of knowledge. The creation of these courses involves multidisciplinary teams of
professionals working for a common purpose, to produce materials and contents oriented to a specific area of knowledge or of transversal nature that facilitate the students’ learning processes at a distance. The European Credits Transfer System (ECTS) enables this training accreditation encouraging the student to enrol in the different study cycles offered by higher education institutions [2].

This study investigated spirituality and religiosity in people at end of life, both elements considered transversal, integrative and transdisciplinary. The person at end of life and family members respond differently to suffering that the incurable, highly disabling and life-threatening progressive illnesses cause. The spiritual dimension [3] provides the person and family with a new meaning attributed to the disease by giving a new purpose and meaningfulness at end of life, increasing individual resilience and resistance through the construction of a sense of internal coherence. In addition, religion/religiosity through a set of beliefs, specific language, symbols, rituals and ceremonies, allows the person’s inclusion into a community likely to help to transcend the suffering and to share the same faith [3].

Therefore, these dimensions are able to bridge cultural barriers of professionals with different areas of expertise, leading them to self-reflection and inner discovery. At a distance education, like any other, aiming to intervene in the spiritual questions of the person at end of life, is not a neutral process. The educator is a key element in this process and this particular interaction is very likely to influence the development of different personalities and identities. Taking this into account, this study aims to describe the experiences of the different professionals when approaching a theme on spirituality and religiosity and to present the personal reflection of each participant about its unifying dimension.

2 Problem Formulation

A descriptive study, experience report type was conducted. The narratives were collected between 2016 (1st edition of the course) and 2019 (3rd edition of the course) and recorded into a logbook by the teacher responsible for the training when meeting with the technical team. The study included three participants, a multimedia designer producer; a film educational content producer, and a teacher. The subject under study entitled 'The spiritual and religious needs of the person at the end of life' is part of the module 'Non-maleficence and the end of life' of the online course 'Palliative Care: end of life issues', in which the aspects of spirituality are discussed in a holistic approach. All participants gave their consent for the disclosure of the results.

3 Problem Solution

The two participants of the technical team (designer and multimedia producer [P1], the film and educational content producer [P2]) reported that they felt deeply touched by the teacher’s approach on the theme of spirituality and religiosity in context of end of life. This has also prompted the need for them to reflect on their own course of existence. During this training, the teacher was able to share these reflection moments narrated by the two elements of the technical team. Two categories emerged from these narratives [4]: mindfulness and self-reflection.

One can infer that mindfulness is one of the qualities of strengths of mindset. The term mindset relates to a certain way of thinking. Mindfulness “is a special type of awareness that involves paying attention to and becoming aware of and in tune with one's own physical, emotional, mental, spiritual, and cognitive states” [5] (p.131). While recording the virtual class and helping the teacher with the multimedia materials, [P2] sometimes interrupted the procedure. When asked by the teacher ‘what happened? Is there a problem?’, [P2] answered ‘I do apologize but I started paying attention to what you were saying and completely forgot to move to the next slide. We need to do it again.’ This situation occurred five times. After the recordings [P2] explained, ‘I have distanced myself from my religious beliefs due to some personal life events. My grandmother died a short while ago, and while you were speaking, I was meditating on these events and thinking about if there was anything I could have done better. That's why I forgot what I was doing (...). I was being conscious of some of the things you were saying.’ Mindfulness encourages acceptance [5]. When people feel accepted, they are more likely to explore issues that are troubling them. [P1] reports that when he listened to the virtual class recorded by [P2] the same thing happened. ‘I was confronted with myself. I had to interrupt what I was doing and I began to realize that I was experiencing new feelings (...). I work with computers and I’m not used to dealing with human issues. The confrontation with death is something I just don’t think about. I was listening to the class and checking the technical aspects, the sound control, and I just had to stop. I saw the video, I attended the whole class, and I realized this was a very sensitive issue. It really messes with our mind.’
The second category that emerged from the narratives of [P1] and [P2] was self-reflection. Self-reflection is the capacity to examine one's own thoughts, emotions, and actions as well as those of another person [5]. Self-reflection enables practitioners to make sense of practice, critically examine their practice, know their own limitations, make connections and develop important insights [5]. [P2] reports that when going home he was thinking about the subject and what it meant to him ‘(...) I thought about the importance of paying attention to our own life. It goes by fast. I remembered my grandmother who had died a very short time ago. I liked her very much. I was having a rough time. Thinking about giving new meanings to things and this helped me.’ On the other hand, [P1] reports that when he heard about spiritual matters and death, he remembered his father who had recently died and how he would tell this to his 5-year-old daughter. [P1] ‘You know ... I work with computers and ... I'm very practical. I tried telling this directly to my daughter. Today, listening to your class... it made me wonder if I did the right thing. But I didn’t know how to do it. These are very important issues because they really draw our minds into new thinking.’

In all editions of the course and during the teacher’s chats with the students, spirituality and religiosity are subject to in-depth discussion. Several questions are raised, such as ‘How to reflect on the process of dying with the person at the end of life?’; ‘How can we distance ourselves so we do not suffer?’; ‘How can we be better professionals?’ These and other issues are discussed over a 60 minutes class. The categories of mindfulness and self-reflection also apply to students’ narratives.

4 Conclusions

The themes of spirituality and religiosity are intrinsic to the human being. Questioning the true essence and be conscious of the decisions that lead each individual in rediscovering and understanding oneself concerns not only the students enrolled in the course but in particular to the whole team of professionals responsible for implementing this training. Throughout the different editions of this online course, the technical and teaching staff found that students also questioned their own existence and tried to deepen the technical aspects of the course aiming to become better health professionals.

References:
R+ Cash, training in entrepreneurial culture on three fronts: University, Financial Valuation and Transfer to Industry

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Abstract: This paper presents the Research+ Cash (R+ Cash) initiative, which is being consolidated as a training structure in entrepreneurial culture on three fronts: University, Financial Valuation and Transfer to Industry. The students in the Master in Corporate Finance at the University of Valencia who work with R+ Cash generate financial information about the value that incorporating a research result would create in an industry, thereby facilitating negotiations between researchers and firms regarding the transfer (sale) of said research result to the industry, while also coming into contact with the world of entrepreneurship. In recent years, the R+ Cash initiative has proven to be an effective tool to: (i) develop the entrepreneurial spirit of our students, (ii) enable them to be professionally trained in the financial assessment of business projects, and (iii) disseminate innovation and entrepreneurship to the business sector.

Key Words: Entrepreneurship – Entrepreneurial culture – Entrepreneurial Ecosystem – Higher Education – Research+ Cash

1 Introduction

In recent years, Spanish universities have broadened their avenues of contact with society and with the business community, promoting an entrepreneurial and innovative culture and increasing their support programs for university entrepreneurship.

In the Faculty of Economics at the University of Valencia (UV), for example, the Entrepreneurship Club was recently created, which seeks to bring together the different initiatives to support university entrepreneurship that were being carried out, and to promote new ones.

This paper presents one of these initiatives, Research+ Cash (R+ Cash), which began in 2014 and which is currently, during the 2018/19 academic year, being consolidated as a training structure in entrepreneurial culture on three fronts: University, Financial Valuation and Transfer to Industry.

In particular, R+ Cash has proven to be an effective tool in recent years to: (i) develop the entrepreneurial spirit of our students, (ii) train them professionally in the financial assessment of business projects, and (iii) disseminate innovation and entrepreneurship to the business sector.

The following section of this work presents the theoretical framework and objectives within which R+ Cash is framed. The third section details the work methodology of the R+ Cash group, while the fourth part analyses the results of the activities carried out. Finally, the fifth section presents the conclusions regarding this effort to unite entrepreneurship and university.

2 Problem formulation

In recent years, universities have based the study of entrepreneurship on the transfer of research results and, going one step further, on the creation of academic spin-offs, thereby defining a new concept of entrepreneurial university arising from the novel challenges demanded by an economy ever more closely linked to innovation. Universities have the capacity to design contexts and environments that shape the creation of alumni startups. As defined in the literature on university context and entrepreneurship ([5]; [8]; [11]), alumni startups are those startups created by students or alumni (within three years of completing their studies), and developed within the university environment. [8] define an entrepreneurial university as an incubator to help the university community exploit ideas that can be transformed into social and entrepreneurial initiatives.

More specifically, with the aim of being an arm of the UV that helps to exploit those ideas having the potential to be transformed into entrepreneurial initiatives, R+ Cash works in two phases, as indicated on the website: http://researchcashlab.com/
1) It analyses the financial viability and profitability of research products (many of them generated in universities) for industry. In this way, R+ Cash facilitates the dissemination and sale of the results of scientific research, as well as providing to students a deep and broad perspective on the investment project. This phase is carried out by students in the Master in Corporate Finance (MCF) with the support of their professors and the R+ Cash methodology.

2) In addition, it facilitates the commercial exploitation of new findings by establishing a market for the sale and transfer of research results to the international industrial and business sector: Research+ Cash annual innovation market: Transform your research into value.

As highlighted by [4], one of the main obstacles to entrepreneurship in the university context is the mutual lack of knowledge between universities and the business community, and of their different needs. R+ Cash (Figure 1) creates a structure to bring them closer together, facilitating their mutual understanding through the reports prepared in phase (1) on risks and returns, thereby strengthening university/business collaboration, an aspect that, according to [9], is one of the main barriers in the effective channelling of entrepreneurship from universities.

One of the objectives of R+ Cash is to train MCF students transversally, through their Master's Thesis in entrepreneurship. As noted by [7], human capital is the most important strategic factor in the development of entrepreneurial culture, implemented through teaching and research activities and by the transfer of knowledge to society. According to the studies [3] and [6] on alumni startups, in addition to the personal qualities of the entrepreneur, other key factors in the entrepreneurship of students include the university context and the regional ecosystem.

For this reason, R+ Cash is connected to the Entrepreneurship Club of the Faculty of Economics and, in turn, to the university’s strategy for promoting entrepreneurial culture. Furthermore, with the aim of integrating itself into the regional ecosystem of innovation and entrepreneurship, R+ Cash has developed contacts with the Valencian Innovation Agency, which is the meeting place for all the agents of the Innovation System of the Valencian Community for the development of the innovative capacity of companies. In this way, R+ Cash aims to develop the five factors that comprise the organisational architecture oriented towards promoting cooperation with industry, as highlighted by [1]: (i) efficiency of support structures, (ii) support policies, (iii) strategic orientation, (iv) culture and (v) leadership.

In addition, another great advantage of R+ Cash is that it reduces the disconnect between entrepreneurship and innovation produced by the functioning of ecosystems in different spaces and contexts ([2]; [6]; [10]). R+ Cash allows MCF students to interact with entrepreneurial organisations, innovative entities such as universities and research centres, and technology parks.

3 Problem Solution

Within the framework of the Final Master's thesis of the MCF of the UV, students are trained in the analysis of the profitability and viability of projects for new business opportunities and the economic-financial assessment of patents and other research results from research centres.
Furthermore, the R+ Cash Innovation Market also serves as a meeting place between innovators (research and entrepreneurship) and their potential buyers (companies) and financiers (investors). Innovators are provided with the assessment reports prepared by the MCF students. In this way, companies and investors have at their disposal some preliminary metrics on economic/financial projections, which can be used to negotiate the implementation or financing of projects. This R+ Cash market offers incentives for the three groups of participants: firstly, researchers and entrepreneurs, who are able to reach a larger number of investors; secondly, companies and investors, which have a meeting point for innovative projects; and finally, students, who learn to offer quality financial information and make contact with the entrepreneurial world.

Thus far, two editions of this market have been held, where the best Master’s Theses in financial valuation have been presented to the business community. Thanks to the UV-SFPIE-GER18-850149 project of the Vice-Rector for Educational Policies and Quality of the UV, this innovation market has been a forum where MCF students from the Faculty of Economics have been able to utilise R+ Cash as a means to be able to carry out their Master’s Thesis in direct contact with a real company, in order to develop a culture of entrepreneurship.

Students who have been trained in R+ Cash have had the opportunity to collaborate with research institutes, inventors and the MCF, to promote the creation of companies as well as to evaluate the results of research for its potential transfer to industry.

Up to and including the 2017/18 academic year, nine students have been trained in the analysis of profitability derived from the creation of new business opportunities and the economic/financial valuation of patents and other research results.

One of the students trained in R+ Cash, for example, has received the Third Prize from the Chair "Excelencia y Desarrollo en Emprendimiento: De estudiante a Empresario–Maicerías Españolas y Arroz DACSA” from the UV Chair, 2017. Another of the trained students is currently working at EDEM: School of Entrepreneurs, and five of them have presented the results in the R+ Cash Innovation Market: Transform your Research into Value, in either its 2017 or 2018 edition.

4 Conclusion

R+ Cash is being consolidated as a training structure in entrepreneurial culture on three fronts: University, Financial Valuation and Transfer to Industry.

The students in the Master in Corporate Finance at the University of Valencia who work with R+ Cash generate financial information about the value that incorporating a research result would create in an industry, thereby facilitating negotiations between researchers and firms regarding the transfer (sale) of said research results to industry, while also coming into contact with the world of entrepreneurship.

References:


Abstract: Because the import declaration must be kept for a period of five years, from the date of presentation and acceptance of the declaration, as stipulated by the New Customs Decree 390 of March 7, 2016, the storage and handling of documents related to the import declaration are normally kept in a room dedicated only to documents, and when stored in digital media, it is left with the name given by the system, which limits its search, as well as not being able to be located by keywords within the same document. The main objective of the research is to design a software that expedites the processing and storage of the import declaration in the large customs agencies of Barranquilla, Atlantico, with professional, scientific, and technical activities in Colombia. It was taken into account a mixed research approach, due to the quantitative and qualitative aspects, with a descriptive design and a temporal dimension of cross-sectional research, where the universe taken is the large customs agencies in the "societies and natural persons" category of the Atlantic with professional, scientific and technical activities in Colombia; conducting its analysis through a census, with the help of the deductive method and techniques such as documentary research, surveys, interviews and the census. When taking into account the correct completion of the import declaration provided by the Department of National Importation and Customs (DNIC), a database was developed to expedite access to basic information and completion of the import declaration, this database manager of Microsoft Access 2016 is a useful tool for the storage of information, through related databases managed through consultations and reports, in addition to collecting Excel data, text file, among others. Implementing codes for closing and opening cupboards to limit the incorrect typing of information, the programming of the boxes in its basic structure, as well as the insertion of help text that provides information on the correct completion of the import declaration, in order to facilitate its process.

Key Words: Software – Storage – Import – Processing – Search

1 Introduction

Thanks to the interconnection facilitated by technological development, globalization has become something inherent to daily living, with time the process has been facilitated and has been continued in the process of growth and adaptation, being increasingly relevant its application. The times of the search are presented in the companies, it is related to the basic data, the doubts are answered and they are expedited, occasionally, there is a bad completion of the declaration of the import, the cause, the document is re-processed, and the lack of a timely response for canyon companies that are in the international arena such as customs agencies. The storage and handling of documents are related to the import declaration, however, it limits its search and can not be found by keywords within the same document. In this research in the finalization process it is observed the need is increased by the access to the information by the time of search of basic information, answer to doubts and procedures, as well as occasionally a bad completion of this; According to this problem, the process of virtual location was searched for, such as the physics of the documents and a better knowledge of their completion.

2 Problem Formulation

The import declaration must be kept for a period of 5 years counted from the date of submission and acceptance of the declaration, as stipulated in the New Customs Decree 390 of March 7, 2016 in Article 42 where the requirements and obligations of the importer or exporter are indicated or stated more precisely in point three, concerning to the obligations in sub-section 3.11; An additional data of the New Customs Statute (Decree 390 of 2016) in its update by Decree 349 of February 20, 2018, where the modifications are expressed
according to the sanctioning measures, the storage time of the documents, the publication of this is Article 14. There is an access to the import declaration for your own filling in the middle of the web page of the Department of National Taxes and Import, provided as a service, that is, it is not an offer, as a good, property or belonging that could be acquired or installed as software; This service provided by the DNIC which Customs are not obliged to present them, through the Customs Computer System or Electronic Information Services or in cases where the National Tax and Customs Directorate has the measures and contingency procedures. (Formulariosgratuitos.dian.gov.co, 2018)

It is easy to use, for the completion of the import declaration. Some of the observed points of the improvement process, viewing the easy, fast and timely location of the necessary information for the import declaration, and in order to provide a tool that facilitates physical, virtual documents, minimizing errors and maximizing the productivity, with the possibility of being of a purchasing nature, in other words “a good for money”. The question arises, ¿How to expedite the access to basic data for the processing and storage of the import declaration in the large customs agencies in the category "companies and individuals" of Barranquilla city, capital of Atlantic Department, with professional, scientific and technical activities in Colombia?. The main objective of the research is to design a software that expedites the processing and storage of the import declaration in the large customs agencies of Barranquilla city with professional, scientific and technical activities in Colombia. The focus of the research is mixed in the quantitative and qualitative account, a descriptive design and a temporal dimension of cross-sectional research where the universe is a large customs agency in the category "companies and natural persons” of the Atlantic Department with professional activity, scientific and technical in Colombia; The documentary research, surveys, interviews and the census.

3 Problem Solution
With the documentary research, when taking into account the correct completion of the import declaration provided by the manual of the DNIC, a database was developed to expedite access to basic information and completion of the import declaration. Microsoft Access 2016 database is an element of the Microsoft Office package and an useful tool for the storage of information, thanks to related databases, along with the handling of these by means of queries and reports, as well as collecting data from Excel, Text file, among others; codes were implemented for closing and opening cupboards to limit the incorrect typing of information, the programming of the boxes in its basic structure, as well as the insertion of help text that provides information on the correct completion of the import declaration. Seeking to study the feasibility of the existence of a tool on the handling of information for the processing and storage of the import declaration, which through the design and development of this functional instrument can be a point of reference or departure for its future expansion, thus providing the Barranquilla companies, the large customs agencies with an instrument that reduces the response times to any existing doubt, corresponding to the import data and time of completion.

4 Conclusion
With the Access 2016 desktop tool, the software for the storage and handling of Import Declaration was created with the aim of speeding up the answer to doubts through the search for keywords by typing in the required information of the import document in the database, indicating its physical location for a fast location and by allowing to attach a PDF of it facilitating direct access to the document, this software being a basis for further development of specialized programs for the storage and handling of data that streamlines the process, being a call to the timely response. By facilitating the handling of information while maintaining rapid access, for any questions or needs that may arise about the import declaration for the Barranquilla companies as the large customs agencies, by providing a software design that opens up possibilities for superior performance at the international level allowing a better efficiency and effectiveness in their processes, and an opening to new powers of improvement to the information management process, by generating greater effectiveness in the timely response for the Barranquilla companies that are or want to be part of the international scope, more specifically related to the handling of the information for the import declaration.

References:
The integration of engineering in health improves health and quality of human life

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Abstract: The purpose of this article is to review the contribution that engineering makes to health and, in general, to the quality of life. The fundamental concept of sanitary engineering is the analysis and planning of techniques that lead to the adequate control of the health of the population.

Key – Words: Engineering – Pure Sciences – Water – Health – Quality of Life

1 Introduction

The World Health Organization (WHO, 1948) defines health as “a state of complete physical, mental and social well-being, and not only the absence of diseases or illnesses” [1]. This definition generates an increase in the diversity of professionals destined to take care of the health of an individual as well as in the tasks that they must perform [1].

It is essential to highlight the significant advances made in medicine, which have been largely matched to those of science and technology in other fields. A first explanation of what biomedical engineering is, one could say that it is engineering at the service of medicine, which implies the education and training of engineers in the field of medicine and vice versa for physicians in the field of medicine engineering. To achieve that this interdisciplinary work can be carried out between different areas, it is necessary to coordinate very different specialists that must be complementary, as well as to know the language of the doctor, engineer, biologist and the specialist in science of the materials.

In general terms, when we talk about health engineering, we refer to two concepts: health and function. Function is quality of life to be able to develop daily activities without problems, activities that go from walking, climbing stairs, sitting or entering and leaving a car, until you can put on or take off your shoes. For all this completely natural activity in a healthy and young person, the collaboration of the engineering is necessary when there are health problems or when the age advances. The 21st century is characterized by a considerable increase in our average life; therefore, we must prepare and organize to travel the longest journey in the shortest possible time.

2 Problem Formulation

Health engineering addresses many fields where researchers, technologists, clinicians, hospital management and industries are involved, among others. The possible subdivisions of the set of areas could be simplified in three major fields: instrumental engineering and equipment, prosthesis engineering and implants and chemistry and health biology.

In line with the aforementioned, it should be noted that another very significant field is sanitary engineering. The fundamental concept of sanitary engineering is the analysis and planning of techniques that lead to the adequate control of the health of the population. The interdisciplinary reality of sanitary engineering exceeds its relationship with civil, environmental or public health engineering. Within a society, it should be noted that sanitary engineering focuses on the area of hygiene and health. It is essential to bear in mind that large urban agglomerations pose a latent risk of disease, and therefore, preventive measures must be established. Likewise, pollution and its consequent health risks is another reality that, with a global sense, justifies the need for health management.

The Sanitary Engineering is a specialty dedicated especially to the healings of all the aspects that are related to all type of daily activities of people. For them this knowledge is really important, because it includes the capacities between all the Engineering related to operations that affect the fields or spaces where the activities
undertaken by systems that carry a high level of work are carried out, and problems caused by them are sometimes seen in their qualities. This is why they are always looking for full maintenance of this.

In the Sanitary Engineering, relations with the societies that are located in the formations of the problems of the communities must be taken into account, because they bring many problems to the organizations that always look for to maintain the administrative ones in good order and adequate condition before those present conflict that may arise before the diseases to be avoided. The uses and health qualities that each one of them includes, in their requirements and notorious establishments in their important foundations where exact definitions of each of them are made and which are their forms more basic to take control and management between those corresponding functions of each of them.

A progress in society of great relevance is the access to drinking water with guarantees for health. This is the most distinctive prototype of the importance of sanitary engineering. The sanitary engineer aims at the health of the population. You should know everything related to the processes that affect water, such as water control and its treatment to prevent diseases. However, sanitary engineering emerged in relation to the concept of public health, which acquired a new dimension in the nineteenth century when some scientific advances in microbiology were known.

Parallel to the foregoing, it is important to note that other engineers are also involved, such as civil engineers, who are responsible for designing infrastructures for society. Thus, in this sense, the hydraulic engineer projects works related to water (water treatment or channels). Transversely, the environmental engineer carries out a double task, on the one hand it is related to the environment in an integrated manner and on the other hand, it deals with water treatment.

3 Problem Solution

There is the design and use of control technologies to support the health sciences. This field of application has been mainly developed by biomedical engineering and bioengineering. In addition, programs such as electronic engineering, mechanics and mechatronics have advanced a significant contribution in terms of instrumental growth as support for health.

Some factors that serve as a context in which the specific training of an engineer for health is fully justified are considered below:

- The current telecommunications networks are increasingly capable of supporting the transport and management of information of various kinds. Its constant evolution consists precisely in transporting and managing information with higher quality, speed, capacity and possibilities.
- The techniques to work with data in a secure way allow working with sensitive information preserving the confidentiality of the owners of the information. Similarly, new algorithms and artificial intelligence techniques facilitate automatic learning and the development of automatic systems to help professionals.
- The explosion in recent years of the Internet has made available to all its users very diverse information, also related to health. This information, depending on the quality of the source, can be very useful to professionals and patients or be totally counterproductive.
- The incorporation of health information systems has brought with it the storage of large amounts of data related to the health of the population that contain very useful information in decision-making and public health studies. The treatment of this huge amount of information requires technological tools that automate statistical calculations and search of patterns.
- The concept of “Health 2.0” represents a new approach to healthcare towards an interactive and personalized healthcare. This concept implies, for citizens as well as for health professionals, mobility characteristics, greater degree of independence, personalization, monitoring and continuous supervision, interoperability.

4 Conclusion

Today's society is greatly influenced by the existence of information and communication technologies. Since the seventies and with the rise of information technology, the consumption of technology and the application of engineering techniques to different areas have become increasingly common. On the other hand, the health care of people is a constant in human evolution from the first signs of civilization. Care for the sick, according to the knowledge of the time and, currently, prevention and health care, is an unequivocal sign of the progress of a society. In recent decades, the integration of technologies of the information society and
communications and health activity has been such that today there is a need, in many areas related to health, of a technological professional with extensive knowledge related to this area.

In generic terms, it could be concluded by indicating that engineering includes the objective of developing elements that help improve the quality of life of people through the prevention or solution of problems.

References:
How to handle work stress in Puebla city?

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Abstract: Big city habitants are daily exposed to multiple factors that lead to an increase of their stress levels, going from being something beneficial (natural survival mechanism) called “Eustrés”, to becoming a burden that destabalizes the health and wellness of people, called “Distrés”. Work stress is the reaction that an individual may achieve towards the demand and labour petitions that does not match their knowledge and skills, and tests their capabilities to face that situation. (OMS, 2004). A higher level of “Distrés” carries out negative consequences to its sufferer, in an emotional, behavioural, cognitive and physiological level, i.e.: anxiety, frustration, decrease in productivity, nervous laugh, concentration difficulties, detriment in their learning skills, confusion, oblivion, headache, backache, neck problems, trouble sleeping, etcetera. Seventy five percent of Mexicans suffer from fatigue because of work stress, surpassing countries like China and U.S.A (gob.mx. 2018). Directly impacting the health of those and, in consequence, the ability to perform their activities and chores appropriately.

Key – Words: Stress – Distrés – Cities – Society – Work

1 Introduction
The following research is carried out in one of the biggest cities of México, the city of Puebla whose 1,539,819 population lives in an urban surface of 223.94 km², occupying, nationally, the fifth place because of the number of habitants (INEGI, 2015), from that population the 68.9 % are older than 15 years old.

By its touristic value and establishment of big international and national corporations, Puebla has an interesting economic spill, which allows it to be an ideal setting to carry out a research related to stress an how citizens handle it.

2 Problem Formulation
The labor dynamics of this city are shocking, mostly because of the high levels of stress that employers subject to their employees, however how much do these knows how to handle it and, on the other hand, has the massive media really informed in a reliable way what to do to face it.

Starting from that questioning the following query is asked: Which are the factors that led to an increase of work stress amongst the people in Puebla City? And what do they do to handle it?

Research objective. Identifying the factors that lead to work stress and the way people that live in Puebla City handle it.

3 Problem Solution
Methodology. This study is mainly descriptive, cross-section focused, and the results were analyzed in both quantitative and qualitative ways, showcasing a chart of absolute values. The used method is deductive and inductive, and the techniques used are the interview to two specialists and the application of surveys to people located in different areas of Puebla City.

The tools used were two questionnaires, one targeted to specialists (open questions) and the other centered in public in general (multiple-choice questions).

The study universe is the population of Puebla City.

The population specimen were five hundred people, utilizing the following formula to population higher than five thousand people

\[ n = \frac{N}{1 + N(e)^2} \]
(Yamane, 1967).

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The specimen selections were chosen randomly, attempting to poll both feminine and masculine people whose age was fifteen or higher which work and live in different areas of this city.

Chart 1. Population surveyed in Puebla City.

<table>
<thead>
<tr>
<th>Borough</th>
<th>Women</th>
<th>Men</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Las Hadas</td>
<td>50</td>
<td>75</td>
<td>125</td>
</tr>
<tr>
<td>Bugambilias</td>
<td>75</td>
<td>50</td>
<td>125</td>
</tr>
<tr>
<td>Infonavit San Jorge</td>
<td>50</td>
<td>75</td>
<td>125</td>
</tr>
<tr>
<td>Centro</td>
<td>75</td>
<td>50</td>
<td>125</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>250</td>
<td>500</td>
</tr>
</tbody>
</table>

Source: Gutiérrez Sánchez María Constanza Lidia, BUAP

The questions and answers with the highest percentage were the following:

How frequently do you get stress?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Absolut value</th>
<th>Relative value</th>
<th>Accumulative value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>412</td>
<td>82.4%</td>
<td>402</td>
</tr>
<tr>
<td>No</td>
<td>47</td>
<td>9.4%</td>
<td>494</td>
</tr>
<tr>
<td>I don’t know</td>
<td>41</td>
<td>8.2%</td>
<td>500</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
<td>100%</td>
<td>500</td>
</tr>
</tbody>
</table>

What symptoms or diseases triggers with more frequency high stress?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Absolut value</th>
<th>Relative value</th>
<th>Accumulative value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headache</td>
<td>245</td>
<td>49%</td>
<td>245</td>
</tr>
<tr>
<td>Humour changes</td>
<td>110</td>
<td>22%</td>
<td>355</td>
</tr>
<tr>
<td>Nervous Colitis</td>
<td>65</td>
<td>13%</td>
<td>410</td>
</tr>
<tr>
<td>Insomnia</td>
<td>55</td>
<td>11%</td>
<td>475</td>
</tr>
<tr>
<td>Another</td>
<td>25</td>
<td>5%</td>
<td>500</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
<td>100%</td>
<td>500</td>
</tr>
</tbody>
</table>

What place or spot do you think triggers most of the stress on people?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Absolut value</th>
<th>Relative value</th>
<th>Accumulative value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td>220</td>
<td>44,0%</td>
<td>220</td>
</tr>
<tr>
<td>Street</td>
<td>164</td>
<td>32.8%</td>
<td>384</td>
</tr>
<tr>
<td>Home</td>
<td>84</td>
<td>16,8%</td>
<td>468</td>
</tr>
<tr>
<td>Another</td>
<td>32</td>
<td>6,4%</td>
<td>500</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
<td>100%</td>
<td>500</td>
</tr>
</tbody>
</table>

What is the main cause that stresses you?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Absolut value</th>
<th>Relative value</th>
<th>Accumulative value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion with your boss or colleague</td>
<td>136</td>
<td>27,2%</td>
<td>136</td>
</tr>
<tr>
<td>Economic problems</td>
<td>134</td>
<td>26,8%</td>
<td>270</td>
</tr>
<tr>
<td>Discussion with your partner</td>
<td>70</td>
<td>14,0%</td>
<td>340</td>
</tr>
<tr>
<td>Vehicular traffic</td>
<td>70</td>
<td>14,0%</td>
<td>410</td>
</tr>
<tr>
<td>Lack of spare time.</td>
<td>51</td>
<td>10,2%</td>
<td>461</td>
</tr>
<tr>
<td>Another</td>
<td>39</td>
<td>7,8%</td>
<td>500</td>
</tr>
</tbody>
</table>
How do you fight stress?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Absolute value</th>
<th>Relative value</th>
<th>Accumulative value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workout</td>
<td>118</td>
<td>23,8%</td>
<td>118</td>
</tr>
<tr>
<td>Healthy eating</td>
<td>72</td>
<td>14,4%</td>
<td>190</td>
</tr>
<tr>
<td>Going to the doctor</td>
<td>56</td>
<td>11,2%</td>
<td>246</td>
</tr>
<tr>
<td>Planning some rest time</td>
<td>108</td>
<td>21,6%</td>
<td>354</td>
</tr>
<tr>
<td>Spent time with family and friends</td>
<td>100</td>
<td>20%</td>
<td>454</td>
</tr>
<tr>
<td>Another</td>
<td>46</td>
<td>9%</td>
<td>500</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
<td>100%</td>
<td>500</td>
</tr>
</tbody>
</table>

How do you prevent higher stress?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Absolute value</th>
<th>Relative value</th>
<th>Accumulative value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workout</td>
<td>110</td>
<td>22%</td>
<td>110</td>
</tr>
<tr>
<td>Watching TV shows/movies</td>
<td>25</td>
<td>5%</td>
<td>135</td>
</tr>
<tr>
<td>Listening to music</td>
<td>70</td>
<td>14%</td>
<td>205</td>
</tr>
<tr>
<td>Thinking on other things</td>
<td>25</td>
<td>5%</td>
<td>230</td>
</tr>
<tr>
<td>Schedule activities</td>
<td>60</td>
<td>12%</td>
<td>290</td>
</tr>
<tr>
<td>Relaxing</td>
<td>80</td>
<td>16%</td>
<td>370</td>
</tr>
<tr>
<td>Sleeping</td>
<td>35</td>
<td>7%</td>
<td>405</td>
</tr>
<tr>
<td>Cohabit</td>
<td>25</td>
<td>5%</td>
<td>430</td>
</tr>
<tr>
<td>Self-control</td>
<td>30</td>
<td>6%</td>
<td>460</td>
</tr>
<tr>
<td>Reading</td>
<td>20</td>
<td>4%</td>
<td>480</td>
</tr>
<tr>
<td>Meds</td>
<td>5</td>
<td>1%</td>
<td>485</td>
</tr>
<tr>
<td>Dance</td>
<td>5</td>
<td>1%</td>
<td>490</td>
</tr>
<tr>
<td>God</td>
<td>5</td>
<td>1%</td>
<td>495</td>
</tr>
<tr>
<td>Healthy eating</td>
<td>5</td>
<td>1%</td>
<td>500</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
<td>100%</td>
<td>500</td>
</tr>
</tbody>
</table>

4 Conclusion

Nowadays, people live every day with high levels of stress, mostly attributed to hasten and demanding lifestyles, which harness the human body and manifest through different ways that may lead from a simple headache to a nervous crisis.

Although stress is not considered a disease, it is an important factor that triggers symptoms of one, however, it is only a defensive reaction to pressure and it will depend on how strong are to a person’s life and how he or she learns or lacks of learning to handle it.

The best medicine for stress is resting as well as fomenting a healthy familiar and acquaintance coexistence, because that not only allows a better mood and health, but also knowing how to face concerns or different daily chores, trying to prioritize what is really urgent to move on. Scheduling is the key to achieve it, because this allows us to effectively benefit from time; likewise, hobbies are considered to maintain our brains nimble, propitiating, in many occasions, creativity to those who practice it.

It is considered that in very necessary cases, meds are the best choice to be able to handle anxiety and tension that provokes stress, as long as an expert prescribes these meds.
On the other hand, sports, relaxation and breath exercises and even practicing contemplation with oneself helps, even the most simple task brings more benefits, that’s because physiologically speaking, neurotransmitters that brings satisfaction and pleasure, will do their part to maintain people active and with a qualitable and healthy stress.

The following recommendations were told to the peopled surveyed. Correct scheduling of activities they perform and practice a healthy life style not only physically but also emotionally at a laboral, familiar and personal way, mostly because it leads to a better quality life and hence act rationally and not hasty to future problems.

References:
[5] www.vidaysalud.com/category/daily/estres-y-saludmental/?gclid=CMLn8uOT5a8CFU6MtgodSiACzQ
Current knowledge of the properties of breastfeeding and its relationship to alterations in the immune system

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Abstract: A review of the literature has been conducted to collect current data on the components of breast milk in order to see if feeding with this type of milk has a positive impact on the immunity of the infant and components have been detected that could cause this impact.

Key Words: Breastfeeding – Maternal and child health – Protective agents – Survival – Correct development

1 Introduction
Numerous studies show that breastfeeding is the best food an infant can receive [1][2][3][4].

Today, a large proportion of human babies are fed milk from other species. The components of these milks are modified to achieve a certain resemblance to breast milk and, although infants can survive and develop with these milks, there is research indicating that the development that is achieved is not optimal [2][3][4][5][6].

The importance of human infants consume milk produced by their species lies in the fact that a series of components have been detected in human milk that are inimitable, as well as that it has been proven that the elements have greater bioavailability. A number of studies support the possibility that failure to provide infants with breast milk may put the health of the infant and the mother at risk. Among the risks to the health of the child, the possibility of breastfeeding has been evaluated to reduce the possibility of immunity alterations [2][3][4][5][6].

In order to gather information on this subject, a bibliographical review has been carried out.

2 Problem Formulation
The main objective of this study is to analysis the scientific information currently available on the elements that make up breast milk and the effects they have on the different cells, tissues, organs, systems and/or devices, in order to examine the theory that by providing the infant with breastfeeding according to his or her age, the different immunological alterations can be avoided or reduced.

3 Problem Solution
The following data have been extracted from the attached bibliography, from [5] to [28]:

Breast milk has been shown to contain all the energy and nutrients that human babies need during their first months of life, as well as multiple agents with diverse functions. It has been observed that breast milk continues to meet at least half of their nutritional needs during the second half of the first year, up to one third of their nutritional needs during the second year of life and part of their nutritional needs while ingesting it.

Women's milk is a very complex, versatile, living and non-constant biological fluid. Breast milk does not always have the same composition but varies from one woman to another and is modified according to the needs of the baby. In addition, it has been proven the existence of multiple elements of breast milk that act with effects, anti-inflammatory, antioxidants, immunological, antimicrobial detoxifiers and cell growth modulators.

Components have also been found that intervene in cell metabolism, have a protective function and participate in the immune response. In addition, there are specific proteins to eliminate abnormal and altered cells and elements that protect against environmental damage have been detected. Feeding the child with the milk of its species provides it with a series of specific protective agents and also provides it with elements with unbeatable bioavailability.

Breast milk is composed of:

- Water. The osmolarity of water in breast milk is like that of plasma. This osmolarity provides a great hydroelectrolytic balance and a lower renal load than when the baby is fed artificial milk, since artificial milk
adapted for the infant's consumption does not have the same osmolarity. Thanks to this osmolarity, infants who are exclusively breastfed do not need water, while those who are fed adapted milks do need water.

- Proteins. Alpha-lactoalbumin is the main protein in breast milk and only traces are found in artificial milk. Proteins regulate enzymes and have prebiotic, opioid and other activities. Lactoferrin stands out for its anti-inflammatory activity, acts as a growth factor, helps maintain intestinal mucosa, facilitates the integration of thymidine into DNA, is immunomodulant and antitumorigenic. Lysozyme is an element with non-specific antimicrobial properties, which also has bacteriolytic, anti-inflammatory, antioxidant and detoxifying effects, in addition to helping the development and maintenance of the intestinal flora of the minor, among other functions. There are also thioredoxin, immunoglobulins, glycoproteins, lysozyme, enzymes, growth modulators, hormones, prostaglandins... and other proteins that are still unknown. In addition, there are peptides with antithrombotic functions, antihypertensive, antimicrobial, immunomodulatory and digestive development and also twenty classes of amino acids, eight of them essential.

- Carbohydrates. Lactose is noteworthy. Lactose facilitates digestion and acts as a prebiotic. There is also bifid factor, which forms the intestinal flora and oligosaccharides. More than 2000 oligosaccharides are found in breast milk, with immunological, nutritional and energetic functions, effect on the lymphoid tissue, etc.

- Fat. Triglycerides stand out, but other fats such as phospholipids, monoglycerides, diglycerides, cholesterol and free fatty acids are also found. They have a defensive and anti-inflammatory function, favouring the central nervous system and facilitating digestion.

- Liposoluble and hydrosoluble vitamins and minerals. They act as antioxidants and are prebiotics.

- Enzymes. There are more than 60 enzymes that act as protective inhibitors and antioxidants.

- Hormones specific to the human species. They have diverse functions, some with specific aspects of the human species.

- Nucleotides and their derived metabolites. They intervene in the immune response, improve the digestive, hepatic and blood systems and, synthesize elements that the infant, sometimes due to illness or other alterations, cannot synthesize.

- Non-specific cells. They favour the growth of the intestinal epithelium and the maturation of enzymes.

- Specific immunocompetent cells. They have cytotoxic activity against pathogens and formation of specific antibodies.

- Polyamines. They are elements that, when ingested in adequate quantities by infants, promote the development and proper maturation of the gastrointestinal tract, the immune system and the intestinal microbiota. Their insufficient consumption is related to the greater probability of developing an allergy and other pathologies and, in the maternal milk it has been observed that they have great bioavailability and high concentration.

- Various substances such as polyphenols, flavones and isoflavones, micronutrients, minerals, viral fragments, etc. They have different properties, e.g. antioxidants.

4 Conclusions

There are elements that compose the milks that have demonstrated a greater bioavailability and beneficial effects for the development and protection of the infants of their species.

More research is needed to know the exact composition of milks and their effects. There are many components of women's milk with properties that demonstrate some protection against autoimmune entity pathologies, such as allergies, autoimmune thyroid disease, celiac disease and juvenile rheumatoid arthritis.

References:


Type A influenza: an enantioselective approximation of synthesis to a new pharmacological therapy

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Abstract: In order to effectively combat type A influenza, we have addressed the enantioselective synthesis of rimantadine and a new analogue to confer rimantadine an improvement in their pharmacological properties and prevent the influenza A virus from building up a resistance. To this end, a synthetic approach based on the preparation of the corresponding N-isopropylsulfinamides has been carried out by using DAG methodology. This route provides access to both enantiomers of the desired products, in their optically pure form, as well as allows the synthesis of other analogues.

Key Words:- H1N1 flu viruses – Influenza A – Enantioselective synthesis – DAG methodology – M2 channel inhibitor

1 Introduction
The Influenza is an acute and infectious contagious respiratory disease caused by an RNA virus of the Orthomyxoviridae family [1]. Recently, the emergence of H5N1 in Asia, an extremely aggressive avian flu virus difficult to spread, along with the pandemic caused by influenza virus A H1N1, easy to spread but less aggressive, has set off all alarms in light of a possible recombination of the genome of these two viruses [2]. This fact would lead to a highly lethal virus able to spread easily. Some of the most interesting synthetic compounds developed to inhibit the replication of influenza virus include amantadine and rimantadine, which act on the M2 channel, being rimantadine four times more active than amantadine (Fig. 1). However, the vast majority of Influenza viruses show resistance to these drugs [3].

Fig. 1. Antiviral drugs used in the treatment and prophylaxis of type A influenza in primary care.

2 Problem Formulation
The main objective of this work is the enantioselective synthesis of rimantadine and a new analogue to confer rimantadine an improvement in their pharmacological properties and prevent the influenza A virus from building up a resistance.

3 Problem Solution
A synthetic approach based on the preparation of the corresponding N-isopropylsulfinamides has been carried out by using DAG methodology [4]. It is noteworthy that, in this methodology, a derivative of D-glucose is used as the sole chirality inductor, being this one of the cheapest chiral products on the market. This route provides access to both enantiomers of the desired products, in their optically pure form, as well as allows the synthesis of other analogues [5].
A retro retrosynthetic analysis of enantiomerically pure (R<sub>C</sub>)-rimantadine (Fig. 2), shows that it can be easily obtained from the isopropylsulfinamide 1-(S<sub>S</sub>, R<sub>C</sub>) derived from isopropyl sulfinylimine 2-(S<sub>S</sub>).

Fig. 2. Retrosynthetic scheme for the preparation of enantiomerically pure rimantadine.

The asymmetric synthesis of isopropyl sulfinylimine 2-(S<sub>S</sub>) can be done in an enantiodivergent manner using as sulfinylating agents sugar based sulfinate esters 3-(S<sub>S</sub>), prepared using our DAG methodology [4]. Noteworthy, in this case, we have found that the glucose-derived dicyclohexylidene-D-glucose (DCG), obtained in a single step from D-glucose, gave better chemical yields and diastereoselectivity than the diacetone-D-glucose. Accordingly, the condensation of 1 molar equiv of DCG with 1.8 molar equivalents of racemic i-PrSOCl in toluene using i-Pr<sub>2</sub>NEt as base afforded diastereoselectively isopropyl sulfinate ester 3-(S<sub>S</sub>) in quantitative yield and 96% de. Additionally, the DCG isopropylsulfinate ester was stable, as no decomposition of this sulfinate was detected at 4 °C after months.

The preparation of N-sulfinylimine 2-(S<sub>S</sub>) has been done by the action of LiHMDS on sulfinate ester 3-(S<sub>S</sub>) leading to the N,N-bis-trimethylsilylsulfinamide. The following treatment with the corresponding 1-adamantanecarbaldehyde 4 in THF, in the presence of a suspension of CsF, afforded, after a single purification, the enantiomerically pure sulfinylimine 2-(S<sub>S</sub>) in good chemical yield.

The synthesis of the isopropylsulfinamide 1-(S<sub>S</sub>, R<sub>C</sub>) constitutes the key step of the approach. For this, the addition of methyl Grignard on sulfinylimine 2-(S<sub>S</sub>) was carried out in toluene, at 0ºC, obtaining the corresponding sulfinamide with a moderate yield but in a 100% of diastereomeric excess.

Finally, the desulfynilation of this compound allowed us to obtain the (R<sub>C</sub>)-rimantadine in its enantiomerically pure form.

4 Conclusions
Starting from the (S)-isoproyilsulfinate of dicyclohexylidene-D-glucose as a chiral sulfinylating agent, a new enantiomerically pure (S)-N-isopropylsulfinylimine was prepared as a key intermediate of the synthetic route.

A stereoselective, divergent and effective approach for the synthesis of both rimantadine enantiomers and analogues has been optimised by the addition of the appropriate nucleophile of (S) or (R)-N-isopropylsulfinylimine.

This methodology can also be considered a good approach for the stereoselective synthesis of both enantiomers of a new batch of rimantadine derivative.

References:
[2] https://www.who.int/es

Accessing to the university in Instagram: sentiment, engagement and memes

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Abstract: - The research statistically analyzes a random sample of posts published on Instagram during the university access exams with the hashtags #evau, #ebau or #selectividad demonstrating how the meme post have a statistically higher average engagement than those that do not have this form.

Key–Words: Intagram – Engagement – Ebau – Evau – Memes

1 Introduction

The access exam to the university in Spain supposes days of stress not only for the young students who wish to accede to the university, also for their family [1]. These are days where Instagram users who are related to this test publish post where they expose and express their feelings and ideas [2].

The hypothesis from which the research is based is that although the days of the university entrance exams are stressful, on Instagram the feeling of the posts that are published is eminently positive. In addition, it is intended to verify that memes are a type of content that generate more engagement than a video or an image that is not of this style.

2 Problem Formulation

The objective of the research is to determine what is the tone (positive, negative or neutral) of the posts that users post on Instagram under the hashtags #evau, #ebau or #selectividad. In addition, it is also intended to discover the frequency of images and videos, as well as to measure the amount of memes that are published. Finally, the post's engagement [3] will be analyzed according to its format (image or video), its feeling and whether it is a meme or not.

In order to develop the study, all posts posted on Instagram were downloaded under the hashtags #evau, #ebau or #selectivity between June 4 and 15, 2019. From the total of tweets, a representative random sample was selected for a confidence interval. 95% and a margin error of 5%. To these post was applied a tab content previously designed where the type of post was identified, its feeling, if it was a meme or not and its engagement. Once the post of the sample was identified, parametric and non-parametric statistical tests were applied as contingency tables with chi-square test [4] and analysis of variance (ANOVA) [5].

3 Problem Solution

The analysis of the posts presented 96.6% of images compared to 3.4% of videos. Regarding the feeling of the publications, 58.8% presented a positive feeling, 36.9% a neutral feeling and only 4.4% suggested a negative tone. Regarding the presence of memes in relation to the hashtag and days analyzed, only 7.8% of the posts presented this meme style.

When the post's engagement was analyzed, no statistically significant differences were found in the post's engagement in relation to its format or feeling. However, these statistically significant differences were found (F (1) = 4.69, p <0.05) in relation to whether the content was in the form of a meme or not. The meme post presented a higher engagement (m = 18.74; ds = 17.67) than those with another form (m = 12.12; ds = 14; 40).

4 Conclusion

The posts published by Instagram users related to the university access exams during the days of the tests or later, until the day of the publication of the ratings, are mostly images that present a positive feeling of
encouragement where the memes appear in a minority way. In addition, there is no relationship between the engagement and the format of the post or feeling, although there is a relationship between the engagement and if the post is in the form of a meme.

Although the dates of the university access exams are days of stress for students and families, teachers and universities, on Instagram the tone is positive, of encouragement and good wishes, presenting this social network as a space of relaxation and joy where to get distracted and get strength and encouragement.

References:
Analysis of academic social networks as a pedagogical entrepreneurship

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This text is part of the work in academic social networks carried out by the Human Talent Consultants Foundation. https://mchajin.files.wordpress.com/2018/05/presentacion-cth-7-06-2018.pdf

Abstract: -This paper responds to the interest of presenting the experience in the use of seven (7) virtual academic networks, attached to the Human Talent Consultants Foundation; networks that have been used as spaces and "subjects" of teaching and learning, especially in topics of development of human talent, entrepreneurial potential studies, entrepreneurship, social responsibility, organizational development and knowledge management, among others [1]. The objective of the research is to present the experience of the management of the CTH networks as a pedagogical undertaking, in the management and development of autonomous learning capacities and the generation of knowledge from intersubjectivity [2]. Given the relational and intersubjective nature of the object of study, a dialogical methodology was applied, based on multirationality, taking as a theoretical support the philosopher Mario Bunge, of the different logics of science, but developed and applied to research processes, to size codes social discourses of academic and non-academic or everyday, as was previously studied by the author, after that it was published [3] and socialized in international scientific events [4]. The focus of attention or unit of analysis was the observation of the members of the networks in front of the generation or participation in forums, blogs, groups, events and videos. The results show that there is a poor use of academic social networks as pedagogical spaces, passive or traditional attitudes prevail over knowledge, there is a low level of autonomy of its members in its use as a collective teaching-learning space.

Key Words: Academic networks – Virtual – Dialogic – Entrepreneurship – Pedagogical

1 Introduction

The author of the paper, starting from Bunge and reconceptualizes the concept of rationality giving it a wider application, within the framework of an epistemological approach of a dialogical nature [5]. This approach has been socializing with the scientific community, in search of its intersubjective criticism and validity, with the name of "Dialogical perspective, as a step towards the integration of science".

The first approaches to the application of the dialogic approach to the multirational perspective of Bunge in terms of academic social networks, was unveiled at the First International Scientific Meeting of Northern Winter 2010 at the National University of Trujillo, Peru, with a paper entitled Analysis of the Networks of Social Responsibility and Entrepreneurship, and organizational workshops, and in the V International Meeting of Management of Research and Development- AVEGID-AIGID in Florianópolis, Brazil, with the presentation "The use of networks as virtual classrooms: A space of social responsibility and entrepreneurship.

For the analysis of the developments reached by these social networks, a dialogical approach has been proposed, which integrates the rationalities or logical dimensions of its structure and functioning, taking as a starting point or conceptual referent the representations of the researcher on the multirationalities.

2 Problem Formulation

Conceptual rationality. When is given a specific use to the networks, created as a support for academic activities for the university level teaching, it is assumed that the participation should be greater than other networks; however, it is notorious that, if students are not required to place virtual objects there, they do not do so on their own.

Logical rationality. It can be noticed, even in the framework of the groups within the networks, that the type of relationship that prevails is instrumental, in the sense that individuality prevails over the collective.
There is no clear evidence of cognitive integrations from the grouping of its members, or participation in its various sites for special purposes. Even, contributions are made outside of the networks subjects, as if the objectives were ignored.

**Methodological rationality.** These networks were created especially for the development of research projects, however, these are not used.

**Gnoseological rationality.** This is one of the weakest dimensions of the networks, because the behavior of the members regularly reproduces in the virtual space the same attitudes towards the knowledge of the face-to-face environment.

**Ontological rationality.** Networks do not achieve a strong identity, perhaps because of the diversity of members assigned to them or the low empowerment of their members.

**Valuable rationality.** The evaluation or evaluative dimension is one of those that present the greatest difficulties, in the sense that its members adopt networks as compensatory spaces or extensions of formal education and not as knowledge communities.

**Practical rationality.** The participation of networks as virtual classrooms is scarce, without apparent justification; in one way or another must be forced, especially in the forums.

**Transcendent rationality.** CTH networks as virtual classrooms have a weak identity; once a job that has been requested is hung using the network as a technological resource, there is an entropy in its movement, or no feedback is received.

### 3 Problem Solution

One of the uses that can be given to these networks is that of a virtual classroom and from there new possibilities of social interaction and enrichment of the teaching-learning processes emerge, as well as the construction of collective intelligence [6].

Networks can serve as collective portfolios, in which academic papers, support bibliography, forums, among others, are deposited. This obviously has the advantage that jobs are not lost as is often the case with paper portfolios, which are valid for one or two semesters, after which it is difficult to manage, such as the possibility of being consulted by other people.

Science is one of the areas that benefit most from virtual social networks, while they can also be used to collect and store data, provide meeting space research and dissemination of research results; and although the space suitable for its development is high-speed networks or Internet 2; commercial internet is used for educational purposes.

Although there is a risk of saturation of information, texts, essays and research reports with little scientific value, one of the most important functions of virtual networks is the socialization of knowledge.

The network allows the permeabilization of the academy with close and distant social contexts, which are regularly separated by brick walls in face-to-face education. It allows different internal and external actors to have a meeting between equals, with very few possibilities of exclusion or discrimination, although there may be cases of expulsion, due to improper or not allowed uses within the purposes of these.

These virtual networks are open pedagogical spaces, often free, to overcome the gaps created by the levels of academic training, and the sociodemographic differences of those who attend the educational system.

Virtual social networks are not only channels of academic integration, but true alternatives for good use of the WEB for collective purposes. They are spaces of regularly spontaneous meeting of people, with some affinity.

### 4 Conclusion

Although the networks are open for its members to make their contributions, the operation and / or dynamics of these depends more on the management of their administrators.

When members participate, they do not do so in reference to other contributions, but they present ideas totally independent of each other, even in the forums in which the answers to the questions regularly proposed by the administrator prevail, but give the impression that the participations of others are not read.
Although the networks under study have been created for academic exchange, and the possibility of generating cooperative research projects, there is a mechanical or instrumental connection between its members.

There is no production of new knowledge in the networks, nor can it be predicted that this happens, due to the passive attitude towards knowledge.

Networks resemble public spaces, such as malls or parks, in which a variety of actors concur, but without a real integration between them. These are places of fortuitous and spontaneous encounter in which virtual objects are placed and extracted, like a market, in which the main actor is the individual and not the organization.

Networks are valued as an extension of social processes, as an information tool, learning vehicles, meeting space, or tool, but they do not manage to configure a collective subject, because there is not a full insertion of their members in a project, program or shared functions.

The networks function as virtual sites, information repositories, galleries, of their members, and indeed they are useful for their members, but there is not a balanced relationship between what each actor obtains from these with what he contributes. To avoid Entropy or impoverishment of its dynamics requires that its administrators redouble their efforts to add content.

The main challenge of social networks with pedagogical and research purposes is the overcoming of the passivity or heteronomous condition of its members.

References:
Method of studying the social space: Review of variables on social networks

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Abstract: - After several years of research in social networks, we decided to do a bibliographic review of the variables used in the studies in social networks we had carried out. The aim of this analysis is to find out the number of "followed" and "I like" of social profiles of the social networks. A methodology of information search is used, structured in several stages: 1st, a bibliographic review of the variables used in the studies carried out in social networks; 2nd, the characteristics of the bibliographic search are established in national (CSIC indexes) and international databases (Scopus and Web of Science), as well as Google Scholar; 3rd, definition of the methodology, choosing the search terms: “social networks” and (“followers” or “I like”) in the title of the documents, from the first document retrieved to the present; 4th evaluation and analysis of the results: quantitative (number of documents counted), their origin (national or international) and relevance of the publications; 5th the information recovery date will be July 2019, so that the document will be as up-to-date as possible. The results obtained at this time show 72 documents, and then an analysis of authors and sources is made. Finally, the conclusions allow to establish the consistency of the use of these variables in the study of social networks in general and for all types of information, regardless of the area of study the compiled document belongs to.

Key–Words: Social networks – Followers – Likes – Method – Bibliographic review

1 Introduction

Social networks are a tool for interconnection between users, which allows communication and/or sharing multimedia material, using an electronic device (computer, Smartphone, etc.), and a network, especially the Internet. In addition, the social networks evaluated in this study have different characteristics and purposes. Facebook, created in the United States in 2004, is still the most widespread social network in the world. It allows to share information, in any format, textual or multimedia, through what is known as "timeline", previously known as "wall" [1].

2 Material and Method

The sample object of study are the results retrieved) when carrying out the search in bibliographic databases. The methodology is shown in the following table.

<table>
<thead>
<tr>
<th>Stages</th>
<th>Actions</th>
<th>Decisions</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decide the subject of study</td>
<td>Bibliographic review on the variables used in the studies carried out in social networks.</td>
<td>- The variables to study: “Followers” and “I like”. Regardless of the social network: These variables are found in Facebook, twitter, LinkedIn (I like it for the profile), YouTube, Tumblr,</td>
<td>- Establish a valid methodology for the analysis of social networks in general. - Establish the importance of these variables by checking if they are used in other jobs.</td>
</tr>
</tbody>
</table>
Instagram (I like it for each publication).

- Bibliographic search in databases: Nationals: ISOC
  Internationals: Scopus and Web of Science

Multidisciplinary databases, to have a vision of the importance of these variables and their application in other areas of knowledge.

- Search terms: social networks (followers or I like) in the title of the work.
- The rank of years in the search is not specified.
- See the amount of specific works on the subject.
- Set the relevance of these variables in social network studies.
- Get an image of the importance of these variables in other areas not only in informational studies.

- Quantitative: number of documents counted.
- origin (national or international).
- relevance of publications.

3 Results
The results obtained at this time are shown in the following table:
Tabla 2. Temporal results of the analysis.

<table>
<thead>
<tr>
<th>Data bases</th>
<th>Number of documents retrieved</th>
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</thead>
<tbody>
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<td>CSIC Index</td>
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</tr>
<tr>
<td>Google Scholar</td>
<td>17</td>
</tr>
<tr>
<td>Scopus</td>
<td>23</td>
</tr>
<tr>
<td>Web of Science</td>
<td>22</td>
</tr>
</tbody>
</table>

Source: self-made

In short, at this time, 72 documents are recovered and an analysis of authors and sources is carried out.

4 Conclusion
The conclusions allow to establish the consistency of the use of these variables in the study of social networks in general and for all types of information, regardless of the area of study to which the compiled work belongs.

References:
The role of social media in university branding; exploring platforms, content, objectives and stakeholders in UK University brand strategy

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Abstract: This study discusses how social media can be integrated on British university communication strategy. Objectives, platforms, contents and stakeholders are suggested as pillars when planning social media communication. Structural equation modelling was used to test the proposed conceptual model. Key conclusions were that there is a relationship between social networks and communication objectives, but a clear strategy for individual platforms was less evident; there seems to be varying views on the primary purpose of social media for various stakeholder groups.

Key–Words: Branding – Universities – Social media – Platforms – Stakeholders

1 Introduction

Globalisation and the need for international recruitment have increasingly forced universities to use tools including websites and social network sites in an attempt to gain stakeholders’ attention and loyalty. Today, the HEi landscape continues to be complex and multi-faceted with university mission groups in existence to serve particular constituencies of primarily British post-92 universities. Clearly, the issues and challenges of 21st century HEi are significant.

2 Problem Formulation

Objectives: It may be argued that, regardless of the platform used by universities, customer brand engagement should embrace consumer brand ‘involvement,’ ‘self-brand connection’ and ‘brand usage intent’ [1]. Web communication may be well suited to reach, interact and foster brand loyalty with those stakeholders interested in the organisation.

H1: Stakeholders and content on social networks are a consequence of the communication objectives and the platforms used.

H2: There is a relationship between the type of platform used and the objectives for its use.

H3: Brand trust, brand awareness and brand engagement are of similar importance when planning the digital communication goals.

Platforms: Facebook or Twitter have been the subjects of most studies in regards to the university’s brand [2, 3, 4, 5, 6] because they form an excellent platform for universities to communicate and maintain a trustworthy relationship with their students [2].

H4: Platforms such as Facebook and Twitter, that have greater popularity in society, continue to maintain their importance within the university communication plan.

H5: Platforms like Instagram or YouTube are auxiliary tools of the most used social media.

Stakeholders: Universities’ primary stakeholders online are students [4, 6] as they need to choose between institutions and are more likely to engage [7, 8].

H6: Students are the priority stakeholders on social media for British universities.

Content: The communication strategy needs to consider the statistically significant relationship between a post’s format and the digital engagement it generates [5].

H7: The most interesting contents in social media for universities are those related to innovation.

The target population was the 119 UK universities ranked in The 2016 Guardian league table. Participation in the survey was limited to those responsible for social media (or a similar position), data collection was completed in June 2016 and 30 responses were obtained.

The questionnaire was divided into three sections asking about how communication plans and strategies should contribute to managing the university brand on social media; what are the university stakeholders on digital media and the last section explored the most suitable content to be displayed on social media to enhance
brand engagement and awareness. Each section included binary scale questions and a probability scale (from 1 to 5), if a ranking was required.

3 Problem Solution

The estimated model distinguishes four fundamental pillars in the universities’ communication strategy on social media and establishes dependent relationships between them. These elements are platforms, stakeholders, objectives and contents which form the latent variables. They are not directly observable; a suitable set of observable items or indicators are required to detect them. Those groups of variables were modeled by factorial analysis and constitute what is known as the measurement submodel of the estimated SEM model.

H1 was modelled using regression equation and H2 by covariance between the corresponding latent variables, while the rest of hypotheses were modelled by a possible correlation between latent variables and the chosen indicators (figure 1). All analyses were carried out using EQS 6.1. This multivariate analysis package can accommodate small samples.

The proposed model is accepted because there are no significant differences between the theoretical and empirical covariance matrices, using the Satorra-Bentler Scaled Chi-Square contrast (robust against lack of normality), obtaining $\chi^2 = 4.115$, df = 56, p-value = 1.000. Additionally, robust versions of the indicators, Comparative Fit Index (CFI: 1.00) and Bentler-Bonett Normed (NFI = 0.963). Finally, the quadratic error of the model could be defined in RMSA < 0.001, indicating an excellent fit [9].

The structural model supports H1 by two significant regressions where latent variables objective and platforms have the ability to predict both the content communicated through social media and the stakeholders.

The structural model also verifies hypothesis 2, as there is a 0.46 positive and significant correlation between the platforms and the objectives of social networks.

Within the measurement model, containing the dependence relations between the observable variables and the latent variables, it can be observed that the contributions of the observable variables are all significant and of the same order of magnitude (figure 2).

4 Discussion

Crucially, the conceptual model as tested was shown to be empirically sound as, when compared with a null model, significant differences were absent and there was a good degree of fit. This enabled testing of hypotheses that emerged from a solid basis.

It is perhaps to be expected that hypothesis 1 would be supported, but confirmation that stakeholders and content on social networks are a consequence of the communication objectives and platforms utilized presents challenges given the view that not all HEIs have a clear strategy engaging their stakeholders in a particular social media.

The above literature also supports the assertions that there is a dependence between the type of platform used and the objectives for its use as supported in hypothesis 2, and indeed specific different platforms can fulfill different objectives as part of a plan [10].
The effects of trust and brand awareness on the goals set in the communication plan were explored in hypothesis 3, and the effect of trust seems to be clear, but the effect of brand awareness is not so statistically evident. A focus on trust as an objective is a potentially effective strategy.

Exploration of the role of different specific platforms in branding activity was also interesting as the hypotheses that concerned the importance of the most ‘popular’ platforms (Facebook & Twitter) were not supported. There is a tendency to aim web page content towards internal stakeholders [11] but for social media a strategy based on a balance across all stakeholders may be easier to achieve and this study seems to support the view that use of a few platforms that are closely aligned with consumers’ needs and the firm’s strategic goals is important [12].

Students were considered the priority stakeholders for social media content generated by UK universities. This is intuitively likely but its support as a hypothesis resonates with published work [4, 6].

Hypothesis 7 suggested that the most interesting content on universities social media is related to innovation, but this was not supported.

5 Conclusions

It is evident that not all HEIs have a cohesive strategy across all individual social media platforms. Given its increasing and significant role in communicating the institutional brand, this seems surprising, but it is perhaps indicative of complexity and rapid evolution.

There is, however, evidence of an overall relationship between social networks and communication objectives. This is particularly so with regard to the targeted stakeholders and the content delivered, which are a consequence of the communication objectives. This is perhaps to be expected but suggests that HEIs understand and value the role of social media in communication, and therefore tailor the content to stakeholders. It is, however, in clear synergistic strategy between individual platforms and their strengths that there seems to be a weakness.

The above point may be partly attributed to a suggested variance in perceptions of the primary purpose of social media for the different stakeholder groups that needs to be addressed.

The result for trust as one of the values that the university brands wish to convey on social media is interesting. The effect of trust was clear, but the effect of brand awareness was not proven. Therefore a focus on trust as a communication objective is suggested as potentially effective, particularly as trust is linked to brand loyalty.

Literature suggested that popular platforms (such as Facebook and Twitter) were critical for university communication plans but the finding that these platforms were not necessarily perceived to be as valuable for brand building as Youtube & Instagram was interesting and notable.

In terms of the values that should be embedded in content to maximize effect, it is also interesting that innovation may be an important value to communicate through university websites, but our results suggest that it is less important to communicate through social media. Reasons for this need clarification, but it has practical and theoretical implications.

Overall, social media has an important role as a brand building tool in building awareness and trust, but use of specific platforms with close consideration of stakeholders and specific objectives is important. In summary, strategic use of a those platforms that are closely aligned with consumers’ needs and the firm’s goals is key to successful branding through social media.

References:


Similarities and differences in the use patterns of social networks by university students: Comparative Spain – Azerbaijan

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Abstract: The objective of this research is to reveal the similarities and differences in the use patterns of social networks in two groups of university students, Spanish, on the one hand, and Azerbaijani, on the other. The present study, of quantitative nature, involves 276 participants. The obtained data are subjected to a descriptive examination and a parametric t-test analysis for independent samples in which the researchers set a level of significance of \( \alpha = .01 \) and a confidence interval of 99%. The results show the existence of similarities as well as differences in the use patterns of social networks in the samples of university students examined in both countries.

Key Words: University – Facebook – Twitter – Instagram – LinkedIn

1 Introduction

The impact of social networks has been studied from different perspectives. One area of study is the analysis of the platform’s usage habits of young university students [1] [2] [3] [4].

Although there are regional social platforms – Mixi in Japan, Hi5 in Latin America or MySpace in USA [5] – they are losing their importance, or they have just disappeared, in favor of global platforms such as Facebook, Twitter, Instagram or LinkedIn [6].

2 Problem Formulation

This research, about the use of social networks in the university context from a comparative and international perspective, aims to identify the similarities and differences in the use patterns of social networks between Spanish and Azerbaijani university students. The two research questions are:

RQ1: Are there similarities between Spanish and Azerbaijani university students in the use of social networks such as Twitter, Facebook, Instagram and LinkedIn?

RQ2: Are there significant differences between Spanish and Azerbaijani university students in the use of social networks such as Twitter, Facebook, Instagram and LinkedIn?

3 Problem Solution

The participants have been selected following the mainstream method of preceding research articles on the field of study of social networks use in the university context [7], this is, selection by incidental or convenience sampling. The total sample size is 276: 140 students of the English-speaking Marketing program at Rey Juan Carlos University (hereinafter URJC), in Spain’s capital city, and 136 students from the Management program at Azerbaijan Tourism and Management University (from now on ATMU), in Azerbaijan’s capital city. The URJC participants have an average age of 19.61 (SD = 1.85), with a gender distribution of 51.42% (female) and 48.58% (male), meanwhile the average age in the ATMU is 19.60 (SD = 1.27), with a gender distribution of 36.76% (female) and 63.24% (male).

The 17-items questionnaire consists of 2 blocks. Block A, in line with the research of Sánchez-Rodríguez et al. [4] on the use of social networks by university students, includes the items related to social platforms and their use frequency. Block B, following Monge Benito & Olabarri Fernández [1] research about habits on social networks, focuses on the type of use. The items of both blocks, in line with the study on uses and gratifications on social networks by García-Ruiz, Tirado & Hernando [8], are rated on a 5-level Likert-type scale. The questions about the importance of the use of social networks and their functionalities are presented on a scale ranging from 1 (Strongly disagree) to 5 (Strongly agree).
to 5 (Strongly agree). Meanwhile, the questions related to the use frequency of social media platforms are presented on a scale ranging from 1 (I don’t get access regularly) to 5 (I get access more than 10 times a day).

After deciding the 17-items, expert judgment has been used by researchers to ensure an optimal understanding of the questionnaire’s content [9]. The questions are developed by a group of social media experts: two from URJC and two from ATMU.

The validity and reliability of the questionnaire have been tested using exploratory factor analysis (EFA) and Cronbach’s alpha respectively. The EFA reveals how the 17-items of the questionnaire can explain 70.44% of the variance of the phenomenon under observation. Cronbach’s alpha has a coefficient of .793 for the whole questionnaire. Both indicators confirm the adequate validity and reliability of the instrument.

After collecting and screening the information, the data is analyzed using SPSS version 25. Following the methodological proposal of García-Ruiz et al. [8], a descriptive analysis is carried out to know the participants’ punctuation on each item and in addition a parametric analysis applying t-test has been performed to reveal the existence, or not, of significant differences between both samples.

The results presented in table 1 show the existence of similarities in the assessment that the students from both countries make of several items. In block A, the average of the observed values for items 2, 3, 6 and 7 are very similar in both institutions. In contrast, in this block, we also observe how Spanish students from URJC give higher scores than the Azerbaijani students from ATMU in items 1, 4, 5 and 8.

Likewise, in block B, we also observe similarities in several questions. The average scores collected for items 9, 10, 11, 12 and 17 are very similar in both institutions. In contrast, in items 13, 14, 15 and 16 of this block the averages reflected in the sample of Spanish participants at URJC are considerably lower than those obtained in the group of Azerbaijani students at ATMU.

### Table 1. Descriptive statistics

<table>
<thead>
<tr>
<th>Item description</th>
<th>URJC (Spain)</th>
<th>ATMU (Azerbaijan)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Block A</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 1 - For me it is important to use Twitter</td>
<td>2.49 (.12)</td>
<td>1.47 (.79)</td>
</tr>
<tr>
<td>Item 2 - For me it is important to use Facebook</td>
<td>2.10 (.05)</td>
<td>2.47 (.20)</td>
</tr>
<tr>
<td>Item 3 - For me it is important to use Instagram</td>
<td>3.69 (.07)</td>
<td>3.84 (.08)</td>
</tr>
<tr>
<td>Item 4 - For me it is important to use LinkedIn</td>
<td>2.06 (.08)</td>
<td>1.32 (.85)</td>
</tr>
<tr>
<td>Item 5 - Frequency of social media site use Twitter</td>
<td>2.96 (.47)</td>
<td>1.21 (.68)</td>
</tr>
<tr>
<td>Item 6 - Frequency of social media site use Facebook</td>
<td>2.25 (.56)</td>
<td>2.63 (.50)</td>
</tr>
<tr>
<td>Item 7 - Frequency of social media site use Instagram</td>
<td>4.46 (.95)</td>
<td>4.15 (1.27)</td>
</tr>
<tr>
<td>Item 8 - Frequency of social media site use LinkedIn</td>
<td>1.83 (.12)</td>
<td>1.16 (.61)</td>
</tr>
<tr>
<td><strong>Block B</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 9 - For me it is important to follow other users</td>
<td>2.51 (.90)</td>
<td>2.27 (1.16)</td>
</tr>
<tr>
<td>Item 10 - For me it is important to introduce mentions to other users</td>
<td>2.24 (.93)</td>
<td>2.44 (1.09)</td>
</tr>
<tr>
<td>Item 11 - For me it is important to send private messages</td>
<td>2.66 (.97)</td>
<td>2.58 (1.18)</td>
</tr>
<tr>
<td>Item 12 - For me it is important to watch videos</td>
<td>3.59 (.00)</td>
<td>4.00 (.97)</td>
</tr>
<tr>
<td>Item 13 - For me it is important to upload videos</td>
<td>2.06 (.91)</td>
<td>2.51 (1.11)</td>
</tr>
<tr>
<td>Item 14 - For me it is important to see photos</td>
<td>3.29 (.79)</td>
<td>4.05 (.99)</td>
</tr>
<tr>
<td>Item 15 - For me it is important to upload photos</td>
<td>2.62 (.74)</td>
<td>3.22 (1.22)</td>
</tr>
<tr>
<td>Item 16 - For me it is important to search or access information</td>
<td>3.25 (.71)</td>
<td>4.05 (1.02)</td>
</tr>
<tr>
<td>Item 17 - For me it is important to access entertainment content</td>
<td>4.03 (.80)</td>
<td>3.65 (1.25)</td>
</tr>
</tbody>
</table>

After the descriptive examination, a parametric analysis for independent samples is developed applying the t-test. In this analysis, the researchers establish the level of significance in $\alpha = .01$ and a confidence interval at
The information collected in Table 2 shows the results of the t-test. In cases in which the p-value is less than .01 the differences between the samples from both countries can be considered as significant.

The t-test confirms the findings addressed during the descriptive analysis. In block A we have observed significant differences, between the Spanish students from URJC and the Azerbaijani students from ATMU, in the items that refer to the importance and use frequency of Twitter (items 1 and 5) and LinkedIn (items 4 and 8). Likewise, in the block B, we find the existence of significant differences in the items that refer to see and post photos (items 14 and 15), to upload videos (item 13) and to search information (item 16).

### Table 2. Parametric t-test for independent samples

<table>
<thead>
<tr>
<th>Item description</th>
<th>t</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Block A</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 1 - For me it is important to use Twitter</td>
<td>-8.35</td>
<td>.000**</td>
</tr>
<tr>
<td>Item 2 - For me it is important to use Facebook</td>
<td>4.93</td>
<td>.012</td>
</tr>
<tr>
<td>Item 3 - For me it is important to use Instagram</td>
<td>1.12</td>
<td>.262</td>
</tr>
<tr>
<td>Item 4 - For me it is important to use LinkedIn</td>
<td>-6.34</td>
<td>.000**</td>
</tr>
<tr>
<td>Item 5 - Frequency of social media site use Twitter</td>
<td>-12.74</td>
<td>.000**</td>
</tr>
<tr>
<td>Item 6 - Frequency of social media site use Facebook</td>
<td>2.07</td>
<td>.039</td>
</tr>
<tr>
<td>Item 7 - Frequency of social media site use Instagram</td>
<td>-2.29</td>
<td>.023</td>
</tr>
<tr>
<td>Item 8 - Frequency of social media site use LinkedIn</td>
<td>-6.14</td>
<td>.000**</td>
</tr>
<tr>
<td><strong>Block B</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 9 - For me it is important to follow other users</td>
<td>-1.93</td>
<td>.055</td>
</tr>
<tr>
<td>Item 10 - For me it is important to introduce mentions to other</td>
<td>1.63</td>
<td>.105</td>
</tr>
<tr>
<td>Item 11 – For me it is important to send private messages</td>
<td>-.59</td>
<td>.559</td>
</tr>
<tr>
<td>Item 12 - For me it is important to watch videos</td>
<td>3.44</td>
<td>.011</td>
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<td>.000**</td>
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<td>Item 14 - For me it is important to see photos</td>
<td>7.09</td>
<td>.000**</td>
</tr>
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<td>4.90</td>
<td>.000**</td>
</tr>
<tr>
<td>Item 16 - For me it is important to search or access information</td>
<td>7.55</td>
<td>.000**</td>
</tr>
<tr>
<td>Item 17 - For me it is important to access entertainment content</td>
<td>-3.02</td>
<td>.013</td>
</tr>
</tbody>
</table>

### 4 Conclusions

The results show the existence of similarities, as well as differences, in social networks usage habits according to the samples of Spanish and Azerbaijani students analyzed.

Regarding similarities, the findings show the participants agreement when evaluating Facebook in a poor way. In addition, the evaluation of the social network Instagram is considerably high in both cases. Equally, the students of both universities give great importance to the use of the observed platforms as a point of access to entertainment content.

Regarding differences, Spanish students from URJC give more relevance to social networks Twitter and LinkedIn than the Azerbaijani students from ATMU. Additionally, Spanish participants ascribe less importance, than the Azerbaijani students, to the visualization and publication of photos, the dissemination of videos and the use of the mentioned platforms to search for information.

Taking into consideration the previous findings, the authors conclude that the results provide evidence of the existence of similarities, as well as differences in the use patterns of social networks, in the samples analyzed for both countries. Furthermore, in authors’ opinion, the present study contributes to renew and extend the knowledge about the use of social networks amongst young university students.

References:


Microsoft Excel and Power BI for the measurement of the presence of the brand and eWOM on social networks

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Nowadays, being on social media to create interesting content is key, but it is also important to listen to the different opinions that come from current, future and past clients. Even more important than this is measuring the actions and opinions of consumers to improve the brand’s results. That implies having enough data and enough understanding to make the best decisions. An eWOM and social media analytics tool is developed on Microsoft Office Excel and Power BI to aid in this task.

Key Words: eWOM – Social media analytics – Social media marketing – Microsoft Excel – Power BI

1 Introduction

When a brand decides to be on social media, they must not only do interesting content, but they must also analyze whether the actions taken online are the correct ones and what profit they gain from being on those channels. That’s where social media analytics and web analytics come in handy. According to Kaushik (2011) [1], web analytics is the analysis of quantitative and qualitative data of the company's website and that of its competitors, carrying out continuous improvement of the online experience of consumers and potential customers, which will become the objectives desired by the company (online and offline). Nakatani and Chuang (2011) also state that web analytics tries to understand the behavior of online customers, and tries to design actions that influence these clients and finally encourages those behaviors that are beneficial for the company's goals [2]. Hasbullah et al. (2016) define social media analytics as the collection of data from blogs and websites of User Generated Content. [3]

It is clear then that one big part of analytics is understanding what is happening and what the client wants to improve the results of the company. Of course, a lot of social media and web analytics tools can be found, but they are usually difficult to use and understand, and they can be understood only by the marketer that manages the social networks, but not by the persons in charge of the decision making.

2 Problem Formulation

There are many social media analytics tools in the market right now, but most of them are difficult to use and understand by decision makers, they are based on web or on a software that has to be downloaded and installed on the computer and some of them can be expensive, especially for those companies that are starting their business.

3 Problem Solution

A free tool based on Microsoft Excel and Angie Schottmuller’s formulation is elaborated [4]. This formulation is divided in five different groups: Advertising value, content value, research value, support value and sales value. These groups of formulas will study the profit generated by posts, videos, photos, direct messages and articles generated by social media users without the need of investment from the brand.

The tool will not only feature these formulations, but also a menu to access every section of the tool. It displays different buttons that, when clicked, bring the user to the desired page of the tool. It also displays some buttons and macros for saving the file and printing data. The tool also counts with a glossary to revise the meaning of the most difficult concepts for those in charge of the decision making, a help page and a dashboard that summarizes all the results. The quantitative indicators are accompanied by a diagnosis that can be accessed by a button, and that explains the results, compared to the goals set by the company, and gives recommendations on future actions.

In figure 1, we can see one of the data entering pages of the tool. The data can be retrieved from social networks, Google Analytics, Google Adwords and search engines. In case the user has any doubts about the
concepts that appear on the page, they can click on the “glossary” button, which opens a window that explains the most unusual concepts on the tool. At the bottom of the page, a table to enter the minimum and maximum goals of the brand can be found.

**Fig.1 Data entering page**

| Source: Own elaboration |

In figure 2 you can find an example of the results obtained from the data entered in figure 2, alongside the table, a graphic representation of the results can be seen. The type of graphic and the indicator can be chosen by the user. A button with the letter “D” on it can be clicked to see the diagnosis and recommendations based on the results obtained and the comparison with the goals set by the brand.

**Fig2 Results page**
In figure 3, an example of the analysis seen when clicking the diagnosis button can be seen. The tool explains the result and gives recommendations for future actions.

Fig.3 Diagnosis

To summarize all the results, a dashboard has been added to the tool, showing all the results and a color code so it can be visually easy to know if the brand has reached or exceeded their goals. The main results pages can be easily accessed through buttons from the dashboard page. An example can be seen in figure 4.

Fig.4 Dashboard
To download some of the data, Power BI is used, as it connects to most online tools, like Google Analytics. It is also used to give support to some of the purposes of the Microsoft Office based tool.

4 Conclusion

This tool is generated with the aim to help marketers and decision makers in the social media analysis process. The tool provides KPIs and graphic representations of the results, but also an elaborated explanation of the quantitative results, a glossary, a summary dashboard and a help section. The main goal of this tool is to help decision makers understand social media and social media analytics, and we believe that through these additions, such purpose can be met.

Of course, this tool has its limitations. The first limitation is that Excel, though it is the software we chose as it can be found on almost any computer and it is easy to use, can’t automatically download the data into the tool. We use Power BI to help us solve this limitation.

Also, as it is based on the formulations by Angie Schottmuller [4], they only have positive eWOM into account. To solve this, the authors of the tool are nowadays working on improving said formulations, adding the negative effects of the negative eWOM and the effects of neutral eWOM as well.

References:
Conflict between the Spanish electoral law and the use of Twitter during the reflection day

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Abstract: - The current political communication invests a great part of its efforts in the management of the social networks, especially during the electoral period and especially in the social network Twitter. However, the use of this medium poses a series of challenges regarding the provisions of Spanish legislation on the day of electoral reflection. Hence, the object of study of this work is the communicative analysis of the tweets issued by the main candidates for the presidency of the Government of Spain during the days of reflection of the elections of December of 2015 and of June of 2016 and their adaptation to the Electoral law.

Key–Words: Day of reflection – Twitter – Political Candidates – Political Communication – LOREG

1 Introduction
Nowadays "Twitter has become an important tool of electoral communication among candidates, parties and their determined groups" [5]. The relevance that this social network has acquired over the years in the world of political communication to the detriment of others [14] [13] [9], is manifested throughout the different moments of maximum interest at the national level, such as the election of political leaders, parliamentary debates and of course in elections, whether local or regional. Only during the election day of the general elections of December 20, 2015, 1.8 million tweets were collected, whereas 3 million messages on the same day of the elections held on June 26, 2016. This is also influenced of the exceptional situation in Spain with the lack of agreement to invest president to any of the main political candidates who participated in the elections.

The concept of political communication has been defined by Canel [2] as the activity of "certain people and institutions (politicians, communicators, journalists and citizens), in which, as a result of the interaction, an exchange occurs of messages are those that articulate the political decision making, as well as the application these in the community ". Also, on this issue and defining the characteristics of political communication, Professor João Carlos Correia [3] argues that political communication should not be limited to the instrumental communicative strategies of institutions and political parties but in the Contemporary media sphere, composed of an infinity of media and communicative actors, can and should study spontaneous and informal public spheres. Moreover, public conversations, political discussions and collective actions should be considered.

In short, the new forms of political communication, far from traditional media and spaces of dissemination such as television electoral propaganda or political rally, turn to its progressive implementation in a social space like what it is offered on Twitter. This is understandable from the peculiar characteristics of this network: the economy of resources; the possibility of articulating complex messages in which texts, images, sound and their multiple possibilities are combined or the speed of publication and updating through mobile devices, among others. This set of communicative features has placed it as one of the main social networks for the use of politicians [7] [6], where they can attract, in an affordable and low cost, new followers and audience [8]. In this sense, due to the structure and functionality that permeates Twitter, they make it an "ideal method to facilitate citizen participation in politics through communication" [12]. In summary, direct and updated access to information, the possibility of participating live and without censorship: commenting and promoting debates as well as the ability to generate a network, are the citizen values offered by Twitter [11].

2 Problem Formulation
After the approval of the Spanish Constitution in 1975, various texts have been published and used to create a framework for the application of electoral campaigns in Spain. Based on Costa [4], there are three: The Political Reform Law of 1976 that establishes the bases and defines the key decisions for the transition from the authoritarian to the democratic system. Next, decree 20/1977 sets out the rules governing the elections. Finally,
in 1985 the Organic Law of the General Electoral Regime (LOREG) was approved. The latter would include two important consequences which will affect the way of making and disseminating political propaganda in Spain [10]:

1. The closed and blocked lists that "determine considerably the type of electoral publicity that is carried out in Spain and that, when it comes to positive political propaganda and want to be a personalist, only focuses on the number one on the list, candidate for Presidency of the Government "[10].

2. Likewise, following these authors, the D'Hondt law favors the strongest parties in each constituency, which "does not pose any problem in terms of providing free time for the broadcast of propaganda on public television" [10]. It is in this last text that the day of reflection is collected. As established in article 51, the electoral campaign begins on the thirty-eighth day after the convocation; It lasts fifteen days and ends, in any case, at zero hours on the day immediately before the vote.

3. Another very important aspect is that the LOREG does not foresee in its description any reference to the cybcampaign [1], which generates a legal vacuum that is difficult to interpret at the legal level and very easy to take advantage of at the communicative management within the electoral campaign. Precisely that would be the normative loophole by which parties and political candidates would post messages on the social network Twitter for their respective campaigns and in any case seeking media amplification in traditional news of radio and television.

Although a specific name is not assigned to what is known politically and communicatively as a day or day of reflection, the law does reflect that the electoral campaign, defined in article 50 of said text as "the set of lawful activities carried out by the candidates, parties, federations, snacks or groupings in order to receive votes "; it is suspended. Naturally, this also concerns the activity of communicative diffusion of a political nature in the network; therefore, all parties and candidates should also cease communicative activity on the Twitter social network during that day. Specifically, and in the case at hand, the propaganda activity in the media should have also ceased in the general elections of 2015 and 2016, in the day of reflection took place on December 19 and June 26 respectively.

3 Problem Solution

There is a whole stream of research on the management of electoral campaigns and their effects; but, nevertheless, the proliferation of these new communicative practices is changing the way we have to understand the electoral space itself and how it enters into confrontation with the electoral regulations. Just this last aspect is the central topic of this work: in recent years we have witnessed an unprecedented expansion process, with the penetration and use of internet by Spanish public, exponentially. At the same time, the omnipresence of social networks, particularly Twitter, acts both as a relevant factor of political communication, as an influential source that often marks or determines the information agenda of the other media.

Significantly, the use of social networks has not found in the law on electoral processes, nor in Spanish electoral regulations, a channel of regulation or at least accommodation, which in certain aspects leads to an open conflict. The characteristics of Twitter itself, its immediacy, viral spread and its capacity for instant personal communication are sometimes squeaky or even openly contrary to norms written in the Spanish political transition, in very different social, political and communicative contexts at the time they were written.

Based on the above context, the present work makes a study of cases, referred to the limits of content and nature of the messages of political communication in the social network Twitter in the so-called day of reflection before the votes. Specifically, in the electoral campaign for the Spanish general elections of the years 2015 and 2016, and whose days of reflection took place on December 19, 2015 and June 25, 2016, respectively.

4 Conclusions

First, the presence of the image in the tweets of the day, 5 and 6 respectively, is noteworthy, which indicates the hegemonic importance of the image for the games on that day before the voting. His analysis throughout this investigation evidences two clear questions. Also, the sense of the image is apparently non-political and sufficiently polysemic, open, as to draw the points that speak of the prohibition of requesting the vote in Spanish law: the candidates are shown with the family, in the open air, with their pets, preparing food for friends, etc., in dynamic, friendly and open attitudes. On the other hand, the text that accompanies them can close the meaning of these, reinforcing the values of the party's campaign, in line with the established strategy
(how to strengthen your traditional vote of that formation, seek and offer moderation, alluding the political opponent, etc.) In other cases, the text clearly directs the image, sometimes in a clearly electoralist way.

Therefore, and derived from the previous conclusions, it seems evident that in a fully consolidated democracy such as the Spanish, a reflection and debate should be carried out around these aspects of the electoral law where the aspects of the current communicative and media situation are collected, considering new media players such as social networks, which play a relevant role in electoral political communication. It is even more evident that the day of reflection lacks today the value and justification that it had, especially in technician and hyperconnected societies. But while the current LOREG exists and applies, political communication on social networks during the day of reflection seems clearly debatable and controversial.

Thereby, we enter a field that must be studied and analyzed carefully. As it has been presented here, analyzing the last two days of reflection and in line with it, some authors show their rejection of the existence or inclusion of a day of this type in an era where the citizen has access to all the information. However, and beyond all possible conjecture, the truth is that there is no legal basis to regulate this phenomenon, and as it has become clear, it is important to clarify the legal gaps that legislation currently includes.

Whether through an analysis of the various policies on the days of reflection that exist in our environment, or in the establishment of new measures, it is a challenge that from the legislative power must be assumed including the changes of the social networks and technologies that allow interactive communication.

References:
Innovation in science: what can we do to involve the discent?

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Abstract: - We currently live in a society in which science and technology occupy a fundamental place in the productive system and in daily life. The objective of this work is to carry out a study based on the importance of integrating a scientific and technological culture among the population, in order to acquire skills that allow it to function on a day-to-day basis and with its environment. The applied methodology is based on the teaching experience of the author of this article, where a journey is carried out in the field of education, and different methodologies and tools to be used by teachers today are described. In the result, it is reflected that the implementation of new technologies are developed in parallel with changes in the methodology of teaching and even in the way of conceiving learning and training. In conclusion, it can be indicated that it is not a question of technology modifying society, but that technology is adapted to the progress and development of it.

Key-Words: Teacher – Student – Innovation – Science – Strategies

1 Introduction

New technologies are radically changing the ways of working, the means through which people access knowledge, communicate and learn. Thus, the term "New Technologies" is breaking with more insistence in the medium in which we move. If we add the term Education to New Technologies, we talk about all those technical teams that serve as support for the training contents and will always be based on the objectives to be achieved and the characteristics of the students to whom they are intended. Immersed in what has been called" the society of information and communication", the influence of this is so great that it is thought that they could change the attitudes and ways of thinking of society.

In the field of education, the chalk, the blackboard and the textbook are being complemented, and sometimes replaced, by the computer, the "cannon" projector, the C.D. interactive or Internet. These tools used, leads many to think that the concept of "classroom", will be replaced, especially for certain educational levels, by distance training assisted and controlled through the computer (e-learning). It is essential to take into account and also point out, that technology does not solve all problems, it is a tool that must be used always subject to the freedom and development of individuals.

New technologies are very powerful tools, where the volume of information they allow to process, the speed at which they can be transmitted and the number of people they can reach, has multiplied by many thousands with less long-term costs. The investment in technology, can allow to take education to places and social groups to which now it is very difficult to reach; and in the long run cheaper. Therefore, well used, new technologies applied to education can be a fundamental breakthrough in the relations between teacher-student or student-teacher.

2 Problem Formulation

For millennia the great function of education was to "adapt" individuals to their society. But the rapid technological and social change in the current world is making this model unviable, so that education opens up to new perspectives and needs other orientations.

The acquisition of a methodology based on scientific questioning, on the recognition of one's own limitations, on critical and reasoned judgment, must be inserted in every development project of the person and collaborate in the formation of a citizen capable of making his own decisions , since it prepares and favors a critical, reasonable attitude. As Gil (1996) says, «the growing influence of science and technology, their contribution to the transformation of our conceptions and ways of life, make it necessary to consider the introduction of a scientific and technological education (unduly undervalued) as a key element of the general
culture of the future citizens, that prepares them for the understanding of the world in which they live and for the necessary decision making »). [1]

According to the latest research carried out and in connection with the aforementioned, it should be noted that the technique of scientific questioning, or project-based learning, does not apply very often in the classroom. This is due to several reasons, among them, because it fundamentally involves learning to solve problems in collaboration with others, involving students in productive metacognitive strategies about their own learning, making some decisions about learning and about activities in the hands of students. and its success depends on monitoring the student's thinking about complex problems and therefore, requires teacher-led feedback.

It is important to access scientific knowledge for multiple reasons, because as Claxton (1994) says, "they matter in terms of finding better ways to explore nature's potential, without damaging it and without drowning the planet. They matter in terms of the ability of the person to enter the world of science for pleasure and fun. They matter because people need to feel they have some control over the selection and maintenance of the technology they use in their lives ... and they matter because Science is a fundamental and constantly changing part of our culture and because without an understanding of their rudiments nobody can be considered properly educated, as CP said Snow many years ago »[2].

3 Problem Solution

In the teaching-learning processes we must use and / or put into practice the technological tools that society develops, introducing them as means that enable effective communication in the classroom.

It is worth reflecting that, initially, these tools were not created for pedagogical purposes, therefore, the centers or specifically the teacher in the classroom, must adapt them to the demands and peculiarities of the educational processes that take place within it, from an innovative perspective. At this point, we talk about the importance of knowing in depth the new technologies, knowing how to use them and introducing them into educational practice in a rational way and with the vision of the execution of purely educational objectives.

The implementation of New Technologies is developed in parallel with the changes in the methodology of teaching and even in the way of conceiving learning and training. The learner is the one who most often takes control of the process being the materials and resources that adapt to their needs. For many years, the incorporation of new resources to training was intended to support the teacher in his task, while the student had as a sole support of their learning the textbook.

The new technologies have given rise to a new training model that, in a schematic way, could indicate its characteristics in 3 main points:

1. Self-learning according to the needs, interests and circumstances of each individual, who can plan their own training trajectory. Different theories talk about human behavior, the theories about learning try to explain the internal processes when we learn, for example, the acquisition of intellectual skills, the acquisition of information or concepts, cognitive strategies, motor skills or attitudes. In recent decades, psychological research has shown greater attention to the role of cognition in human learning, so behavioral reductionism gives way to the acceptance of causal cognitive processes, is freed from the restrictive aspects and the passive and receptive subject of the Behaviorism becomes an active information processor.

2. The step from unidirectional communication to a more open model, where the interaction of individuals is possible through technological means and in real time. If our action as teachers is to help our students overcome or deepen their levels of abstraction in the subject, then we need to change their conception of construction processes. For this we can avail ourselves of the technological resources, that is, we will try to create activities with computer support adapted to our audiences and develop new methodological strategies.

3. The diversification of the information supports, leaving the teacher free to perform tutorial and support tasks. New Technologies vary the role of teachers. In a traditional scheme, the teacher has as its fundamental function "imparting knowledge" to a certain group of people in the classroom, but the incorporation of any of the technologies alters this model.

The introduction of new technologies is linked to the evolution of three large areas that are related to each other; that of information technology, that of audiovisual technology and that of telecommunications.

a) Computer science; The computer is the technological medium that offers more possibilities to teaching. It is an essential tool to make all kinds of materials with great quality. Allows to project any material produced by the computer itself in a sequential and orderly manner. It can be combined with the video images, well stored in
a compact disc, giving rise to what is called an interactive videodisc or through an interface that communicates directly with the video player.

b) Audiovisual technology: The impact of audiovisual media on society is an undeniable fact.

c) Telecommunications. Solves the problem of distance. Videoconferencing, telematic conference and tele didactic networks are some of the products that can be obtained by applying telecommunications to the field of teaching.

4 Conclusion

It should be noted that new technologies are advancing at a dizzying pace creating and introducing remarkable changes in all areas of society. However, although the practice of new technologies is of great help and usefulness in many tasks (in education in particular and in the society that surrounds us in general), on multiple occasions it is believed that technology can provide a solution to everything; but one must not forget a fundamental point, which is the true value of education, where it is not reduced to the technological and systematic; but to train individuals as people, helping them to have a good education.

Teachers need to use instructional strategies that require higher order thinking skills, in such a way that students can be helped to develop or deepen conceptual knowledge of the contents explained in class, and / or get the students to transfer that knowledge to everyday situations where they can solve problems, in other words, students should be allowed to think like scientists.

In short, it is not a question of technology modifying society, but rather adapting technology to the progress and development of society, where both students and teachers must be prepared to receive all these changes, where materials and resources have to be developed. adapt to the needs of the student body and where the teachers will have to receive continuous training to adapt to the new society and with it, educational changes.

References:


Teaching tools and skills for scientific dissemination to university students: increasing the scientific knowledge of citizenship

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Abstract: Scientific disclosure is an activity that must be carried out by public researchers as a moral obligation towards the citizens who pay for their research. Due to the absence of benefits for carrying out this type of activity, scientific professionals do not carry out this activity. In the case of the perception of transgenic crops in a society such as Europe, it is even more necessary to carry out activities of scientific dissemination by those professionals with knowledge about the subject. In order to train and encourage disclosing vocations, an interesting training and research process has been carried out with senior university students in Plant Biotechnology. In this way, we have seen how autonomous learning and future vocations are greatly favored.

Key – Words: Science dissemination – University students – Transgenic crops – Autonomous learning – Short articles

1 Introduction
Scientific dissemination is defined as the transfer of scientific findings to society in general, but in a way directed to appropriate audiences in each context, through communication and active interactions. This term can receive another series of names, such as dissemination of research, knowledge transfer, popularization of science, public communication of science, non-formal scientific education, appropriation of science, or research in practice, among others [1-4].

As formats and strategies used in scientific dissemination we can consider several groups. The conventional formats include the written press (paper or online), where only news about major scientific findings, television and radio are recorded, where we hardly find any specific program of the topic, except for a few minutes in public channels, and magazines (as: Very-interesting, Quo, Research and Science, etc.) and specific books of scientific dissemination, which have a significant acceptance and prestige in the population in general [1, 5-7]. On the other hand, at present, new strategies are emerging with great acceptance by citizens and highly effective, such as conferences and short articles, widely disseminated through the Internet and social networks [8-10]. Precisely, these are the genres to work in the classroom with the students object of study of this final master's project (TFM), because they are good incentive tools for their specific learning in the subject [11]. We must not forget that writing articles of scientific dissemination and elaborating talks greatly favors the autonomous, deep and practical learning of a subject [12].

2 Problem Formulation
It is estimated that by the year 2050 the world population will exceed 9.2 billion people. In order to feed this entire population, a significant increase in current agricultural production is required. In this sense, transgenic crops could play a key role in the face of food insecurity and hunger, improving and increasing the productivity of crops [13-15]. Regarding the safety in its use as a human food or for the elaboration of animal feed, several studies have been able to verify the total absence of hazards in its consumption [16]. In spite of this, worldwide, and even more so within the European Union (EU), society in general perceives genetically modified (GM) crops as something dangerous or unknown that no benefit can bring and only helps the nutritional control of large multinationals [17].

The hypothesis proposed in this work is based on the fact that the realization of a theoretical training and carried out in skills and tools of scientific dissemination in students of the last year of Degree in Biology, will encourage in them an autonomous learning in the matter and will awaken the desire to disseminate science in their professional future, something even more necessary in a field such as plant biotechnology and agricultural transgenics in Europe.
3 Problem Solution

The activity carried out in this research has been developed with fourth-year students of the Degree in Biology of the University of Salamanca, specifically within the subject of Introduction to Plant Biotechnology. A preliminary survey was carried out to check the basal knowledge on scientific dissemination they had and to be able to adjust the training days in detail. Subsequently they were taught tools and skills of scientific dissemination. In addition, the students had to write an informative short article about one of the topics included in the subject, together with a brief scientific dissemination talk on the same topic. At the end of all the training sessions and the activities to be developed, the students returned to carry out the same survey, checking the changes caused.

The short articles were published in the scientific dissemination magazine EspacioCiencia (https://espaciociencia.com/) and the compilation of them in the book shown in figure 1.

Figure 1: Published book with the short articles by the students.

4 Conclusion

The results obtained have shown how the students' approach towards scientific dissemination significantly fosters their autonomous learning about the subject to work and about this type of activities in general. In addition, the realization of activities (articles and talks) that can prove that "they are good for something", since the articles were published in popular magazines and compiled in a book, further fosters their ability to work and possible future educational vocation, so necessary

References:
Mathematics and ballet: mathematical analysis of the position of the attitude derrière in two classical schools: Russian school and Cechetti school

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Abstract: Mathematical analysis of the attitude derrière of the Russian School and the Cechetti School of ballet. The work affects the concept of ballet a mathematical art.

Key – Words: Mathematics – Ballet – Cechetti school – Russian school – Attitude derrière

1 Introduction
In dance is vital awareness of the stage space, i.e., the area projected with movements on the ground. The angles formed by the body, are also crucial in considering the technique. There is therefore a clear relationship between mathematics and the ballet.

2 Problem Formulation
I think of great importance for the dance, a practical art, complete with math for the full definition of his technique and a better understanding of the figures and body positions.

The Cechetti school and the Russian school are two different ways to perform the same step: the attitude derrière, so characteristic of the ballet [1]. This step can be defined as a function to pieces, in order to explain mathematical way what is the "perfect" technique. Research includes the same mathematical way how should be the measures of the angles to achieve it and the stage space or area projected.

The contribution proposes the comparative study of piecewise functions formed by the Cechetti (French) style and the Russian lines in attitude derrière. Also areas that both techniques, Cechetti and Russian project will be explored with their functions, and will be determined angles which creates its function into pieces.

3 Problem solution
To plot the function defines the joints of the hip, knee, ankle, torso and toe as points of change of slope in the line that forms the body. I define the axis x as the axis of perfect balance, and the horizontal axis as the straight forming the floor perpendicular to the axis of balance. The point (0,0) coincides with the area of friction between the toes of weight and soil-bearing leg. The axes measures are worth being the same in both the value of a unit of length (u.l.), coinciding with the height of the ankle.

4 Conclusion
Mathematics comparative between the two techniques of the position attitude derrière of ballet based on piecewise functions allows to compare, with different approaches (from integral and decomposition into triangles and rectangles), the area projected on the axis and the angles corresponding to the lines of position. The Russian style, tending to the vertical, occupies more stage space, which may have important applications at the time of the setting of a dance, thus controlling if you want more or less space in each specific action.

Remains open the comparative research and analysis mathematical other positions in classical dance (jeté, attitude devant, pirouette...) and also the study of the position of the attitude derrière according to other perspectives and schools (Balanchine School, Royal Academy of Dance...).

References:
RESEARCH

LATEST RESEARCH

MADRID OCTOBER 23-24
Cultural diversity in primary education centers of Catalonia. From the theory to the practice

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Abstract: - This study presents the main actions that are carried out in the primary education centers of Catalonia to attend and work on cultural diversity. As well as describing in depth some successful experiences carried out in 10 selected centers. The methodology is mixed and combines quantitative (surveys) and qualitative (ethnography) methodology.

Key – Words: Cultural diversity – Schools – Primary education – Actions – Good practices.

1 Introduction

This text is part of the Recercaixa 2015 Project "Cultural diversity and equal opportunities in school". The research that has led to these results presented in this text has been driven by a grant from Recercaixa. Specifically, the project "Cultural diversity and equal opportunities in school" (Recercaixa2015 call).

From the decade of the 90s, the arrival of students from other countries, has been an important challenge for our education system [1] and has impacted on the management of schools and classrooms [2] [3]. Within the framework of an inclusive school, the educational administration has devised plans and programs to respond to the new needs that have been arisen [4], and which have been reflected in the practice of the centers, adapting it to their kaleidoscopic and multiform reality [5].

The Administration has echoed the need to respond to the request of the centers. Programs such as the LIC Program (Language and Social Cohesion), PROA and the Coexistence Program, have been implemented to promote accelerated learning of Catalan, a language vehicular learning in school and vehicle of social integration, as well as educational success and equal opportunities and a climate of coexistence and social cohesion. However, despite the progress made in terms of cultural diversity, there is still a long way to go. Previous studies [6] [7] [8] confirm our hypothesis that theoretical discourses are reflected in different ways in schools, adapting their factors to their idiosyncrasies, their school population, their ability to respond, available resources, etc.

2 Problem Formulation

This study has two main objectives: to know what actions are implemented in schools in Catalonia, in the primary education stage, to attend and work on cultural diversity. And to analyse good practices in the treatment of cultural diversity.

We understand that the actions to respond to cultural diversity are aimed at students of minority origin while the actions to work on cultural diversity would be aimed at all students, regardless of their origin. To this purpose, in a first phase, a survey was conducted for the members of the management teams of 485 primary education centers in Catalonia, both public and private with concert (that is, supported by public funds).

Another objective is to analyze good practices in the treatment of cultural diversity in centers of high complexity (specifically in our case in schools with a percentage of students of foreign origin over 50%). For this, an ethnography was conducted in a second phase. But first, the term "good practices" was defined and we agreed the relevant indicators to define what practices could be considered as "success experiences", and what factors could influence their greater or lesser success. From the results of the survey, we selected 10 centers (7 public and 3 concerted) that, a priori, stood out for their actions in this area, and an ethnography [9] [10] was carried out during the 2017-2018 school year. Although for the realization of the ethnographic study, different techniques were used to collect the information, this paper has started from the results of the observations (participant and non-participant) of different moments of the life of the center and of the in-depth interviews with teachers and families. Among other questions, the script of the interview inquired about the actions
implemented in the center to attend and work on cultural diversity, how and when they were carried out, who they were directed to (students, families ...), if partners had collaborated, the perception of its success, advantages and limitations of each of them and perceived barriers, proposals for improvement, etc.

3 Problem Solution
The results of the survey indicate that actions to work on cultural diversity are mainly aimed at the students and their families, highlighting the actions of reception, the priority learning of the Catalan language to favor an early integration and the monitoring of the classes and the transversal work in the curriculum. Regarding the families, the actions aimed at establishing a fluent communication and a good family-school relationship stand out.

4 Conclusion
The results of the ethnography highlight the willingness of some schools to integrate existing diversity into innovative projects, considering aspects such as cohesion and interculturality, as well as the functionality of learning, in order to achieve educational success for all students. All these schools also stand out for their networking with the community and with other schools, both within the center and in their immediate surroundings, to work on equal opportunities, promote social cohesion and promote school success. A school "of all", democratic, fair, open to the community, working in a network, and where teachers, families and students feel recognized and involved, are defining aspects. And some factors to be taken into account are: the leadership of the management team, the intercultural climate, the role of religion, the attitudes and training of teachers, communication and participation channels, attitudes and involvement of families, among others factors.

Regarding the training of teachers, although the results of the survey show that the training of teachers themselves in cultural diversity is no longer considered a priority, arguing that the experience and training already received provide the necessary tools to address these issues, the deeper analysis of the implemented experiences highlights the need for well-trained teachers in both methodologies and strategies to attend to diversity and in a deeper knowledge of the countries and cultures of origin of their students. Another aspect to take into account is the communication and relationship with families of foreign and minority origin, and this training should combine theory and reflection on the practice itself.

Finally, we want to say that three of the ethnographic centers have been awarded by various institutions and entities but without a doubt all continue to seek new strategies and consolidate others to adapt the answers to their reality, mutant, multiple and diverse, and thus facilitate school success and school and social inclusion of all students.

References:


Travel and vacation: between desire, experience and virtual illusion

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Abstract: - The evolution of leisure consumption related to travel and vacations in the era of globalization has undergone important changes, reflecting social complexity and transversally mediated by ICTs, which have profoundly reconfigured their processes and experiences, transforming them into facts inherent to the current conception of leisure and enjoyment. The virtualization options start from the desire and the illusion - created in the virtual environment shared with others - to then go through all the activities related to the experience: planning, organization, search for additional information (about places, activities, people ...), hiring and enjoyment (both during the experience, and subsequently to it). However, the degree of virtualization of travel and vacations depends on the general attitude towards the use of technology, being the most digitally integrated groups, according to the terminology of Eco (1965), who have virtualized largely these activities. Digital Domestic Cosmopolitans (Echevarría, 1995) and the Adultcestent Virtual Travelers - whose vision of leisure is "inseparable from both the hedonistic social ideal and subjective pleasurable intentions, [...]" (Cuenca & Aguilar, 2009: 17) – stand out as the most virtualized groups.


1 Introduction

The evolution of leisure consumption related to travel and vacations in the era of globalization has undergone important transformations, reflecting social complexity. "This new vision reflects the complex current society, the consumption society, where everything is transformed into a marketable product". (Dachary, 2013: 3) [1]

In the same sense, Hiernaux-Nicolas in 1998 already pointed out that the trend of globalization would cause, as it has been, an increase in travel, especially international, explained by the increasing complementarity of leisure and business. "... globalization is, in a certain way, an" invitation to travel "[...] has caused an increase in the flow of people, not only for business purposes, but also integrating a hedonistic conception, by which the use of free time is an essential component of travel". (Hiernaux-Nicolas, 1998: 13). [2]

ICTs have transversely mediated these new dimensions of travel and vacations, deeply reconfiguring their processes and experiences and transforming them into facts that are now consubstantial to the current conception of leisure and enjoyment.

In the globalized western society, the virtualization options start from the desire and the illusion – mostly created in the virtual environment shared with others - to then go through all the activities related with the experience: planning, organization, search for additional information (about places, activities, people ...), acquisition and overall, enjoyment.

The ease offered by the Internet and its multiple tourist and travel platforms, involves the acquisition of goods and leisure services immediately and mechanically, although reversible, allowing you to experience pleasant sensations even before enjoying the trip. This ritual form of acquiring leisure services responds to the culture of immediacy that has prevailed in the network society. “Currently, they find information they need about their trips on the Internet. Today there is very detailed information, which gives the trip a "tangible" character thanks to virtual trips, shared photographs, podcasts, social networks and travel blogs” (Fonseca, 2012: 29). [3]

Demonstrating enjoyment is a crucial element in the new conception of leisure, and the virtual space is essential to both share the experience with others and keep memories of it: Users share through their networks (Facebook, WhatsApp, Instagram ...), their memories, photographs and experiences with their different groups of friends and family.
2 Problem Formulation
The general objective of the project is the exploration of the substitution of face-to-face activities by virtual activities, analyzing the passage from the physical environment to the online environment. This text focuses, specifically, on the area of activities related to travel and vacations.

3 Problem Solution
The methodology used is based on a quantitative approach, through an online survey of 2700 Internet users aged between 18 and 65 years, representative of the Spanish online users.

The analysis focused in the sociodemographic uses and profiles of the most prone and resistant users to the incorporation of virtual services related to travel and vacations, to then deepen the correlations between the profiles and their degree of virtualization through a factorial analysis of correspondences.

4 Conclusion
The incorporation of technology is one of the main determinants of the transition from traditional tourism to digital leisure in terms of making decisions about travel and vacations (planning, information search, contracting, etc.), transforming the user’s profiles and the procedures performed by those users.

About a third of the population of Spanish Internet users declares to have virtualized in all or part of the process of information and acquisition of their trips and vacations. The main characteristics of their profiles and uses are determined by:

The general attitude towards the use of technology. The most digitally integrated groups, according to the terminology of Eco (1965) [4], are the ones who have virtualized these activities largely, highlighting especially the Digital Domestic Cosmopolitans (Echevarría, 1995) [5]. In this case, they correspond above all to those living alone or in a couple without children, having a good economic situation, residing in urban environments and permanently connected to the Internet due to cultural needs and way of life. They guide their consumption towards leisure activities, in a fragmented way and dependent on the relationships between leisure-productive-educational systems (for those who have children), incorporating new forms of digital consumption (in this case of leisure), as a symbol of modernity and of going with the times.

The age group. Young people are the ones who have incorporated ICTs to their routines and social dynamics largely. In the case of travel and vacations, those under 30, supposedly those with less economic resources, are the ones who have virtualized most these leisure activities. Young millennials and centennials, although mostly living in an environment marked by uncertainty and precariousness, find in leisure a necessary escape valve from which to build a shared generational identity. The illusion of traveling is essential to avoid becoming depressed and acts as a compensatory “reward” for an uncertain social and work situation, encouraging them to spend their (scarce) resources compulsively and hedonistically on trips and vacations. These young people experience satisfaction by planning their leisure virtually, becoming “virtual tourists”. While thinking about the trip, they enjoy programming it virtually, although your options are limited. So the trips and vacations are transferred to the virtual field, where they are planned, information is sought, reserved, enjoyed and shared.

New family compositions tend to show more hedonistic visions of life, voluntarily renouncing family burdens caused by children and creating new social models composed of single people and couples without children. Consumption of leisure activities (travel and vacations) is consubstantial to their conception of the free time. Their way of life and mentality, makes them enjoy free time as if they lived an eternal youth, reinforcing “adultescent” dynamics that bring them closer to the youngest. For this group, the virtual process around travel and vacations represent a set of modern consumption products and services, novel and ephemeral, ”as a palliative of the frustrated desires of the modern world". These people conceive leisure consumption in a way "... inseparable both from the hedonistic social ideal, and subjective pleasurable intentions, that is why episodic experiences are promoted, fundamentally ludic, which, according to Bauman (2006), prioritize novelty and the ephemeral over the enduring." (Cuenca & Aguilar, 2009: 17) [6].

References:

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Analysis of causes in the public risk in the Colombia national police during the vigilance service by quadrants in the Bucaramanga metropolitan area during the period 2016-2017
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1 Introduction
The personal and human relationships have been evolved on a par with the work concept along its development and the human problems derivative of this, of which always have been present and increasing, reason why the public administration that coordinate the security system and health in the work, always have been worried for determinate management organizational tools, understood these as activities set tending to the identification, evaluation and control of the risk factors in work environments, which are permanents, then looking for the guarantee of the physical, social and mental integrity of workers that could be affected because the permanent exposure to the company's risks factors, but not the national police members, whose primordial work it's develop in the city streets, increasing the risk factors which they are daily expose. That is why it has to be studied and analyzed the risk factors to which the police agents are expose in their police work by quadrants, which was established by the national government to bring security to the common citizen, but not in that way for the members of said police institution, to which emerges the next question that have to be resolve: Have been performed an adequate analysis of the public risk that the national police is exposed at?

For that reason is important investigate how exposed are found the members of the national police to the public risk in the quadrants, because they protect citizen and they are in constant function for being a public security entity of civil nature that is in charge of the nation and the community service, respectful to the fundamental rights established in the political constitution of our country, based on an ethical and social compromise that contribute to the continuous improvement of the life conditions of the citizens integrally, where it's disposed the maintenance of law and order and citizen security to guarantee freedom and to maintain a healthy peaceful coexistence, with a primary aim of joint responsibility for public

2 Problem Formulation
Please, Some studies, books and national and international magazines supporting the most structured investigation process, as Bejerano do (2012, p. 16) that highlight the health state of a sample of police regarding different variables that affect to the police in particular, whose job is considered as a profession, and where is imminent the high exposure in different situations of violence, noxious and exacting for having to handle and analyze a lot findings, with approach based in the development of a describing study cross-sectional correlational through the probabilistic sampling section or people segment that are selected according to their police specialize in order to detected the systematic study of variables that are conceived since the perspective of police task, considering the national police as an efficient institution in their operations and effective in the development of their functions, whose labor perceptions combining factor that are of greater relevance, for example: the long work hours in the assigned turns with excess thereof, the delay in the ascend members process and the perception of the imposed orders that can generate a greater tending to promote incidents or accidents like habitual diseases, being the greater impact the public risk exposure or triggers with labor stress effects.

The study is based on the respective analysis from the prospective and referential analytics that expands and projecting a vision that ever-growing which determine that the diverse police functions executed by the decisions of the high officials, can be considered as a rules and hasty orders that affect the physical, mental and social integrity of the policemen, without an analysis that determine previously the relation cost-benefit, made in any company when it take a decision that can affect thereof and in one special way to their workers.

There are crimes that are classified as acts that affect public or citizen security, including extortion, terrorism, kidnapping and any action that becomes subversive, which have the greatest records of fatality. Any
police intervention process must be recorded and the tools or tables of minimum actions that are required (TAMIR) are used to counter the different problems already identified. In addition, the service sheet is prepared, which makes it possible to refer to the various statistics kept as control of management indicators, for the improvement of due process or the police function; in the national plan for quadrant monitoring, the police are required to know the diagnosis of the problems in their jurisdiction, in addition to recognizing the national plan of work, as this would enhance the conduct of its work in an efficient, proactive and effective manner. All of the above has a high prevalence in the development of the present research, since it advances in a relevant way in the study and allows to expand the focus from the implementation of the portfolio that is required to be used as information supply in the strategy that is stimulated towards the effectiveness of the provision of police service, where police officers are respected as the appropriate authority, working together with society, for which the characteristics of the profile that make up the national monitoring plan must be analyzed.

In particular, the theoretical framework must take into account the regulations in force in the country since the Constitution of Colombia, in particular articles 1 to 57 and article 91, chapter VII, on security forces, in which it was established that Colombia is a social state based on the rule of law and whose essential purpose is to safeguard and maintain integrity through peaceful coexistence where the right to life is inviolable, equality and freedom are given without any discrimination, work must be given special protection by the State and fair and dignified conditions must be met for this. The purpose of the armed forces is to defend sovereignty and public order by ensuring that the inhabitants of Colombia live together in peace. [From there, legislative and regulatory development begins, beginning with Law 62 of 12 August 1993, “Establishing a Public Social Security and Welfare Institution for the National Police, establishing regulations on the National Police, The Office of the Superintendent of Surveillance and Private Security was established and the President of the Republic had extraordinary powers”, in which the creation of a necessary condition for the exercise of public rights and freedoms is conferred in order to ensure the fulfilment of social duties under fundamental principles such as impartiality, equality and citizen control based on respect that must be reciprocal. The National Police is then established on the basis of a preventive and solidarity-based approach, which requires it to intervene in circumstances that may affect the integrity of citizenship; for this, we must count on and create good relations between the citizens and the police institution as such, creating effective strategies that strengthen reason and purpose as such. Among others, Resolution 03514 of 5 November 2009 should be borne in mind. To issue the Regulations for the Supervision and Control of Services for the National Police, which establishes parameters and responsibilities for the different units of the command, citizen security subcommands in the different operational units of the unit in urban and rural areas, depending on service delivery, compliance with orders and crime control. Resolution 00911 of 1 April 2009, "By which the manual of urban patrolling is issued", which issues the patrol manual with the aim of creating strategies to meet the requirements and meet the needs of the community in accordance with the environment and proper procedures before the service; improving quality by choosing to guarantee conditions that guarantee the preservation of coexistence in order to neutralize crime and provide security. Resolution 03356 of 23 December 2004. “By which the Community Police Manual for the National Police is adopted.” Resolution 02067 of 08 July 2009, which adopts the procedures for the first-level process of coexistence and citizen security and its deployments for the National Police., which creates the national quadrant monitoring plan in order to optimize human resources, providing technological aspects and logistical resources, but also determining tactical and operational responsibilities. Resolution 00912 of 1 April 2009, under which the Police Service Regulations are issued. [Resolution 2646 of July 17, 2008, "Establishing provisions and defining responsibilities for identification, evaluation, prevention," permanent intervention and monitoring of exposure to psychosocial risk factors at work and for determining the origin of pathologies caused by occupational stress.] Decree 480 of October 27, 2009, "By which measures are taken for the prevention and mitigation of specific and concrete situations that may generate public risk". It establishes that public authorities are the entities established to protect the integrity and life of individuals, for which functions are assigned in relation to the prevention and mitigation of public risk. the latter being understood as any damage that could potentially affect the population and its assets, infrastructure, the environment and the public and private economy. But nothing is concerned about the integrity of the safeguards of such measures and thus, indefinitely, more than a tens rules relating to the police and their actions are taken into account.
3 Problem Solution

It establishes that public authorities are the entities established to protect the integrity and life of individuals, for which functions are assigned in relation to the prevention and mitigation of public risk. The latter being understood as any damage that could potentially affect the population and its assets, infrastructure, the environment and the public and private economy, but nothing is concerned about the integrity of the safeguards of such measures and thus, indefinitely, more than a dozen rules relating to the police and their actions are taken into account. In addition, a survey is made of the approach that the central program should take, and they call for more incentives which would improve their professional practice. The objective of the research was based on the analysis of public risk patterns that generate greater risk and consequences depending on the provision of the service and the handling of surveillance cases in order to provide an approach system that contributes to the health of the police in the metropolitan area of Bucaramanga. A total of 74 surveys were carried out on police officers from different quadrants in the metropolitan area of Bucaramanga, including station commanders, sub-lieutenant and patrol personnel. The project is focused on the implementation of a program or model by the Occupational Safety and Health Management System in order to strengthen the existing knowledge of police workers in the metropolitan area of Bucaramanga, and focus on strategies and activities to minimize risk and secondary consequences from exposure to it.

Finally and perhaps one of the most important is awareness of the conditions that generate greater exposure to risk, its consequences due to exposure to public risk and the fatal consequences of the emergence of such risks and the targeting of those phenomena with the greatest impact arising from social problems.

It was found that the vast majority of this population know the different forms of public risk and identify the factors that generate the greatest exposure to it. At the same time, it is evident that although the police have the knowledge to ask them about the need for the implementation of a public risk prevention program, they consider that incentives can be used to minimize the risk, since they do not consider the importance of a program and activities by the occupational safety and health management system aimed at identifying and assessing all existing hazards and risks, to establish the respective controls to protect the safety and health of all workers in the organization. The central objective was also conceptualized in themes consistent with the specialty of Occupational Health and Administration at Work in terms of the different modalities of risk presented from their specific goal, coexisting in a clear way from its systemic approach since it allows the transformation of culture towards a quality before the implementation of a program around the prevention of the work risks of the police generated mainly because of the different public risk patterns and factors in 87.8%; that is to say, the design and implementation of a model of a program of prevention and control of the occupational risk, the police evaluate it with an almost total and necessary approval, where strategies improve police action and issue crime control prevention.
4 Conclusion

It is concluded that quadrants are exposed to different social factors and conditions that generate greater exposure to the risks in which police procedures are affected when dealing with surveillance cases; it also determines whether it is necessary to create a strategy of action and prevention according to the public risk. 52.7% of the police surveyed know about the various forms of public risk, 35.1% of them know little about the subject, 8.1% of the respondents answered that they knew very little about the subject and 4.1% of all respondents know nothing about it. It is evident that a large percentage of the total number of those surveyed know the various forms of public risk (terrorism, theft, kidnappings, attacks, etc.). The risk that the police consider most important in the first instance is that of physical aggression, the second considered most relevant is terrorism; the third is psychological violence and finally traffic accidents. It can be concluded that the police of the metropolitan area of Bucaramanga are mostly exposed to the risk of physical and verbal aggression in the performance of their daily activities in the first instance there is excess work, followed by overconfidence, then lack of interest and finally abuse of authority.

It is evident that the police of the metropolitan area of Bucaramanga consider the excess in the workload as a factor for the different forms of public risk in the city. Please, follow our instructions faithfully; otherwise, you will have to resubmit your full paper. This will enable us to maintain uniformity in the conference proceedings. Thank you for your cooperation and contribution. We are looking forward to seeing you at the Conference.

References:

Abstract: - The generation of theory is the start point of the process of creation of meaningful and impactful research in marketing. In this context, Grounded Theory stands out as the most popular methodology used to address this issue. Nevertheless, in spite of its popularity, the adoption of the methodology has been subject to criticism concerning the strategies used in its implementation. The purpose of this paper is to analyze the current state of the art in the application of the Grounded Theory to the field of marketing, with particular focus in the elements of this methodology that enhance the quality of a study. To this purpose, a literature review has been carried out, comparing and contrasting the approaches of the different studies with the recommendations given by scholars, and highlighting some of the strengths and weaknesses associated with each one. The results reveal a snap-shot of the current trends on the use of Grounded Theory in marketing, showing misuses that shall be avoided and identifying potential paths for further research.

Key – Words: Grounded Theory – Marketing – Business Management – Methodology – Literature review

1 Introduction
The generation of theory is a key element for the advancement of research in the field of social sciences and, more specifically, business-related studies. The importance of these theoretical studies lies in the possibility that they offer researchers to follow unknown directions in the study of phenomena that have not been characterized (Charmaz, 2008). Since its appearance at the end of the 1960s, Grounded Theory (Glaser and Strauss, 1967) has been one of the most widely used qualitative data analysis methods for generating theory in the social sciences (Charmaz, 2008), and its use in business and management studies has been increasing in recent decades. It should be noted that despite its importance, the use of this technique has been subject to a certain criticism, largely due to its inadequate implementation (Charmaz, 2009; Birks et al., 2013).

Aims and Objectives
This paper is proposed as an option to guide future research in the field of marketing using the methodology of Grounded Theory. For this purpose, we will start from the study of previous cases in the field of marketing in which this methodology has been used, offering, from the comparison of these studies with the theoretical recommendations collected in the literature on Grounded Theory, a series of guides for its correct implementation. Secondly, a bibliographical review of the main works that use this methodology will be undertaken, a recapitulation of its application in the field of marketing. Thirdly, a discussion section will be presented, where the characteristics of the implementation of Grounded Theory in the revised articles will be compared with the recommended practices for this implementation. Finally, the article concludes with a section of conclusions and recommendations for the correct application of the methodology.

2 Problem Formulation
The Grounded Theory
Grounded Theory, a term coined by Glaser and Strauss (1967), is a methodology for the systematic collection and analysis of qualitative information. Since its appearance in 1967, Grounded Theory has undergone considerable expansion, which has led to the appearance of different versions of this phenomenon. This separation has given rise to the two main branches of Grounded Theory, the Glaserian, more theoretical, and the Straussian, more pragmatic. Finally, we can point out a series of characteristics of the Grounded Theory that are generally accepted as defining it: Codification, Reporting, Constant Comparison and Theoretical Sampling (Glaser and Strauss, 1967).
The Grounded Theory in marketing

In this section, we show a bibliographic review on the application of Grounded Theory in the field of marketing over the last few years (see Table 1).

Table 1: Summary of the literature review after a screening process

<table>
<thead>
<tr>
<th>Author(s) (year)</th>
<th>Reported techniques[1]</th>
<th>Focus</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Otnes et al. (2014)</td>
<td>CC</td>
<td>No data</td>
<td>In-depth interview and written narratives</td>
</tr>
<tr>
<td>Flint and Woodruff (2001)</td>
<td>C, CC, TS, MW</td>
<td>Str/Glaser</td>
<td>In-depth interview</td>
</tr>
<tr>
<td>Flint et al. (2002)</td>
<td>C, CC, TS, MW</td>
<td>Straussian</td>
<td>In-depth interview</td>
</tr>
<tr>
<td>Grant et al (2012)</td>
<td>C, CC, TS, MW</td>
<td>Straussian</td>
<td>In-depth interview</td>
</tr>
<tr>
<td>Gruber and Schlegelmilch (2015)</td>
<td>C, TS</td>
<td>Straussian</td>
<td>In-depth interview and secondary sources</td>
</tr>
<tr>
<td>Hamilton and A. Wagner (2014)</td>
<td>CC, TS</td>
<td>Glaserian</td>
<td>In-depth interview and observation</td>
</tr>
<tr>
<td>Halepete et al. (2005)</td>
<td>C, CC, TS, MW</td>
<td>Straussian</td>
<td>In-depth interview</td>
</tr>
<tr>
<td>He y Balmer (2013)</td>
<td>C, CC</td>
<td>Straussian</td>
<td>In-depth interview and observation</td>
</tr>
<tr>
<td>Kasabov and da Cunha (2014)</td>
<td>C, CC, MW</td>
<td>Straussian</td>
<td>In-depth interview</td>
</tr>
<tr>
<td>Malshe and Sohi (2009)</td>
<td>C, CC, TS</td>
<td>Straussian</td>
<td>In-depth interview and focus groups.</td>
</tr>
<tr>
<td>Malshe (2011)</td>
<td>C, CC, TS</td>
<td>Straussian</td>
<td>In-depth interview</td>
</tr>
<tr>
<td>Nyilasy et al. (2013)</td>
<td>C, CC, TS, MW</td>
<td>Glaserian</td>
<td>In-depth interview</td>
</tr>
<tr>
<td>Obadia and Vida (2006)</td>
<td>C</td>
<td>Straussian</td>
<td>In-depth interview</td>
</tr>
<tr>
<td>Oinonen and Jalkala (2015)</td>
<td>C, CC</td>
<td>Straussian</td>
<td>In-depth interview</td>
</tr>
<tr>
<td>Okazaki and Méndez (2013)</td>
<td>C, CC</td>
<td>Constructiv.</td>
<td>Focus groups</td>
</tr>
<tr>
<td>Petruzzellis and Craig (2016)</td>
<td>C, CC</td>
<td>Straussian</td>
<td>In-depth interview</td>
</tr>
<tr>
<td>Sarkar and Sarkar, (2016)</td>
<td>C, CC, MW</td>
<td>Straussian</td>
<td>In-depth interview</td>
</tr>
<tr>
<td>Scott Rader et al. (2014)</td>
<td>C, CC, TS</td>
<td>Glaserian</td>
<td>Netnographic sources</td>
</tr>
<tr>
<td>Selena Krishen et al. (2014)</td>
<td>C, CC</td>
<td>Str/Glasser.</td>
<td>Netnographic sources</td>
</tr>
<tr>
<td>Shaikh and Gandhi (2016)</td>
<td>C, CC, MW</td>
<td>Str/Glaser</td>
<td>In-depth interview</td>
</tr>
<tr>
<td>Sharma Bhaskar and N. Khera (2014)</td>
<td>C, CC</td>
<td>Str/Glaser</td>
<td>In-depth interview</td>
</tr>
<tr>
<td>Tyler and Stanley (2002)</td>
<td>C, TS</td>
<td>Glaserian</td>
<td>In-depth interview</td>
</tr>
<tr>
<td>Tyler and Stanley (2007)</td>
<td>No data available</td>
<td>Glaserian</td>
<td>In-depth interview</td>
</tr>
</tbody>
</table>

[1] Note 1: C=Codification; CC=Constant comparison; M=Memo writing; TS=Theoretical Sampling
Source: own elaboration

3 Problem Solution

The first item to be analyzed in this table is listed in the second column (Reported techniques) which includes the techniques that are acknowledged to have been used in the articles included. It is interesting to note the inequality in terms of the recognition of the use of these techniques, but even in this inequality, certain guidelines can be appreciated.

Thus, in the papers with a Glaserian or Straussian-Glaserian approach, generally considered more rigorous as regards the implementation of the methodology, greater care is observed in explicitly pointing out the use of the four “pillars” of Grounded Theory. However, in the Straussian approach, this is less common. Additionally, a first analysis of the third column (Focus) of table 1 gives us a hint about the preference of marketing researchers for the Straussian approach. Finally, the fourth column (Sources) lists the sources used for data collection. The in-depth interview is, by an overwhelming majority, the preferred technique in data collection. More interesting in this sense are studies that use less common sources, such as focus groups or netnographic
sources. Secondary sources are also indicated in some studies, but their scarce use is probably due to the controversy traditionally generated by their association with verificationist approaches.

4 Conclusion
In this study we offer a vision of the current theoretical generation through the tool called Grounded Theory. In this sense, we can identify a number of errors or misconceptions regarding the use of the methodology and propose possible strategies and new lines of action in the future application of the methodology. Another important conclusion is that which refers to the sources used such as focus groups and netnographic sources is of special interest. The focus group stands out for its applicability to the field of marketing and is especially effective in the framework of Grounded Theory. As the need to ask questions is reduced, the possibility of the moderator directing the data collection towards the verification of pre-established theories is reduced too, which makes it a very adaptable to an objectivist Glaserian approach. Netnographic sources basically involve the collection of online content that can then be analyzed as qualitative data. This provides a great amount of information with a reasonable level of quality and with great interest in fields of study such as the "electronic word of mouth" (e-Wom) and, in general, e-commerce marketing studies.

Finally, we can propose some recommendations. First, it would be advisable for future work to include, at least, the enumeration of the "four pillars" of the Grounded Theory and a minimum description of their application. Secondly, referring to the choice of information sourcesthere does seem to be ample ground to explore in terms of the use of techniques such as group dynamics and netnographic data collection.

References:
Design of chemical and microbiological risk prevention and control strategies in surgery rooms of health care providers in Santander

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1 Introduction

In Colombia in recent years it has been possible to carry out analyses where it is mentioned that there are patients who have been affected by the occurrence of contracting dangerous bacteria when being intervened in some health institutions these impacts are pathogens found to be from microbiological and chemical hazards; which can cause disease and are detrimental to health, these affect not only the patient but all staff who are constantly directly exposed to the, by being present in the environment cause the occurrence of threats of natural origin which extends beyond their private spaces and the particular activities of people that by their magnitude, speed and contingency require a management process in which better and more control is required to mitigate the effect caused.

To generate greater control, it is necessary to create good practices and safety management as actions that strengthen the processes adopted as improvement plans. The purpose of these recommendations is to generate greater effectiveness in the activities carried out within these procedures, which makes it possible to improve not only physical health but also mental and social health in all its workers generating efficiency in the execution of the processes.

Over the years in these institutions, asepsis and antisepsis play an important role in the control of chemical and microbiological risk to maintain in good condition the health of people who have access to surgery rooms, for this the institutions apply bio security protocols, with the aim of reducing the levels of chemical, microbiological and endotoxin contamination of liquids, microbiological control of water, microbiological control of the air in the operating rooms and immunosuppressed units according to the type of operating room.

According to the WHO the global burden of healthcare-associated infections (IAAS), also called “nosocomial” or “hospital” infections, are infections contracted by a patient during the treatment in a hospital or other health facility, which was not or was not incubating at the time of admission. IAAS can affect patients in any type of health care setting and may occur after the patient is discharged, including occupational infections contracted by health personnel. IAAS is the most common adverse event during the provision of health care, and no institution or country can claim to have solved the problem. According to WHO data in several countries, hundreds of millions of patients worldwide are estimated to be affected by IAAS every year.

According to the information generated by WHO/PAHO, the definition of IAAS will replace other definitions previously used in other subsystems such as nosococci infection, in-hospital infection or infections associated with health care (IACS). Chemical substances are used daily in health institutions, some consciously and others without prior knowledge of their handling, some of them causing irritation, damage to organs or other health effects according to the time of exposure, quantity or concentration of the chemical to which it is exposed. However, despite the care and precautions that are being implemented, it is common that with a certain frequency some effects occur in people, caused by a lack of prevention The European Commission’s Directorate-General for Safety and Health at Work has published a report on the implementation of the directive.

Consequently, the discussion arises about the measures employed in health institutions and their real effectiveness, since they are not fortuitous circumstances or isolated facts without any relation that lead to these situations. For this reason, the design of strategies to prevent and control chemical and microbiological risk in the operating rooms of the health institutions in Santander is more important than ever, as no measure in appearance will be sufficient as long as it lacks constant review, adaptation, and appropriate planning.

2 Problem Formulation
The research focuses on the surgical room environment and Resolution 2400/79. Article 155 -156 mentions working environments that do not harm the health of workers because of the chemical risks to which they are exposed and the necessary measures must be taken to control their origin; evaluation using equipment to determine the concentration of gases, dusts, etc. (Oliveira, 2009) carried out a review of some studies documenting related effects with exposure to anaesthetic gases as a 50% increase in the risk of liver-co damage, 30% risk of renal damage, neurological alterations 3%, (Castro D, Arias M 2016). Detection of contamination in the anesthetic equipment in the operating room of a hospital in Mexico and Villalobos P, Barrero L. Surveillance of infections associated with health care, bacterial resistance and antibiotic consumption in high complexity hospitals in Colombia, the most frequently affected staff were nurses and doctors. The most frequent mechanisms of biological accidents were needle injuries mainly hollow (up to 90%), cuts (often by the glass), and splashes on mucous membranes with biological material.

Decree 097 of 1996 mentions the management and proper practice of this specialty in a multidisciplinary manner in the comprehensive management of health.

The research is framed in norms that regulate in the health sector specifically in surgical areas such as Decree 4725 of December 26 2005, which regulates the regime of sanitary registers, marketing authorization and health surveillance of medical devices for human use. (Rodríguez H, Odalys I, Aguilera B, 2010). Educational intervention on bio safety in health workers. Camagüey Medical Archive magazine.

Circular 000076 November 21, 2005, mentions the profile of the surgical instrumentation by applying scientific, technical and technological knowledge in invasive and non-invasive interventions, sterilization procedures, Likewise (Galíndez, L, & Rodríguez, Y. 2007) researched Occupational Risks of Health Workers, Maracay. The health of the Workers.

The exercise of professional surgical instrumentation in the application of Law 784 of 2002 determines its nature, purpose, and fields of application; requires an appropriate university degree, based on scientific, technical and humanistic training.

According to Resolution 02183 of July 9, 2004 adopting the Manual of Good Sterilization Practices for Health Service Providers, which makes it necessary to establish procedures and activities in sterilization plants to ensure compliance with all sterilization processes.

The provisions of Decree 351 /2014 provide for the generation, identification, separation of packaging, collection, transport, and storage of waste generated in health care.

3 Problem Solution

The methodology followed in this research is descriptive of cross-section based on quantitative technique. The population is the surgical rooms of health institutions in the Department of Santander, 14 samples were collected from surgery rooms of four health institutions in Santander. The research aims to design strategies for the prevention and control of chemical and microbiological risks identified in surgery rooms of health care institutions in Santander.

Techniques:
1. Selective and non-selective culture media (Fungi and Bacteria)
2. Measurement of anesthetic gases
3. Risk assessment (adaptation Matrix GTC 45)

Procedure:
1. Request for permission to participate in the study
2. The schedule, date, and locations of sampling were agreed according to the needs of each institution and the schedule of surgery
3. Samples were taken from the institutions which were taken to the laboratory, where the isolation and characterization of the micro-organisms present in the application of microbiological tests were carried out using selective and non-selective culture media and identification reagents such as, platform Crystal valuation of risk (adaptation Matrix GTC 45)
4. A database was built in the Excel program where all the information was included; institution, room number, sampled surface, identified micro-organisms, frequency and characterization thereof
5. The hazard was finally assessed according to the pathogenicity of each micro-organism.
RESULTS

- Common fungal microorganisms were identified in the operating rooms of four health institutions such as Aspergillus spp, Aspergillus niger spp, Penicillium spp, Cladosporium spp, Cladophialopora spp, acremonium spp, Fusarium spp, Mucor spp, and Rhizopus spp.
- Common bacterial microorganisms were identified in the surgery rooms of four health institutions such as Pseudomonas aeruginosa, Flavimonas oryzihabitans, Micrococcus luteus, Staphylococcus aureus, Staphylococcus epidermidis, Aerococcus urinae.
- Microorganisms identified in the surgery rooms of four health institutions can transmit diseases through the enteral, respiratory, dermal and blood pathways in workers in surgery rooms
- Microorganisms identified in surgery rooms can cause lung infections, wound contamination (abscesses), folliculitis, cellulitis, otitis, among others.
- Disinfection, Handwashing, Asepsis, and Antisepsis Protocols Must Be Strengthened and Universal Precautions Enforced by the Atlanta CDC.

4 Conclusion

Microbiological contamination from hospital-type procedures is an important factor in terms of environmental health, given that a considerable number of micro-organisms have the capacity to disperse to the environment as a result of bio aerosol generation or inadequate waste management, for this reason, measures aimed at monitoring, containment and proper elimination of these sources of contamination must be strictly adopted and monitored in hospital institutions.

References:

Methodological integration of qualitative and artistic strategies for research in visual arts and education

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Abstract: - Taking into account the recent emergence of new research strategies, such as artistic methodology, we propose a specific inquiry design towards a consistent use of complementary qualitative and artistic methodologies. This methodological proposal can be highly productive in the field of research into education and, more specifically, into arts education. The proposed inquiry design would be based on four phases or stages typical of an artistic creation process - preparation, incubation, illumination and verification - and would use the images in two different ways: as a study and as a report.

Key Words: Research methodologies – Arts-based methodology – Qualitative methodology – Arts education – Educational research

1 Introduction
There are numerous authors who have explored the methodological integration in the field of social sciences. This has traditionally been understood as the joint use of the two prevailing methodologies in the field of research: qualitative and quantitative. Taking into account the recent emergence of new research strategies, such as artistic methodology, we propose a specific inquiry design towards a consistent use of complementary qualitative and artistic methodologies. This will help us access unexplored spaces, crossing the border that constrains the purely scientific to find out which territories are covered by artistic knowledge and which others only belong to the scope of what can be objectively measured (Cahnmann-Taylor, 2008; McNiff, 2008) [1] [7]. This methodological proposal can end up being highly productive in the field of research into education and, more specifically, into arts education.

This inquiry design would specifically provide an insight into the views held by a certain researched sample about a specific topic. The sample could be formed by teachers in service, trainee teachers, primary or secondary students or any other member of the educational community. This could give us an insight into their idea of various aspects of their everyday life, such as the educational or social problems they observe in their environment; their own educational or professional context; their opinion about the space taken up by the subject of arts education in syllabuses for pre-school, primary or secondary education; their perception of teacher training in relation to the visual arts, etc.

Finally, the proposed inquiry design would be based on four phases or stages typical of an artistic creation process (Wallas, 1926) [11] and would use the images in two different ways: as a study and as a report (Siegesmund & Freeman, 2013) [9]. The first of these two forms would correspond to the qualitative strategy of our inquiry design and would imply the engagement of the participants in the project, meaning that they would create a depiction to be used as an object of analysis. This would be specified in the application by the researcher for the participants to create a piece of art, expressing in it their vision or opinion on a specific topic. The second of these visual applications would concern the artistic strategy of our inquiry design and would take place when the researcher consciously creates professional images to reflect the conclusions of his research. These depictions could possibly be exhibited at an exhibition or a gallery, so they could function as independent creative pieces within an artistic context.

2 Problem Formulation
Arts-based research is as young as it is innovative, which has led to great eclecticism in terms of the multiple branches that have emerged under its scope: arts-informed research, practice-based research, practice-led research, a/r/tography, art for scholarship’s sake, etc. This variety of approaches fosters an academic conflict that is used as a stimulus for the artist-researcher in the creation of new methodologies (Haywood, 2010) [5]. In this case, we propose a methodological design with three main characteristics:
The presentation of a final research report in the form of a piece of art and expressive-informative interests. The importance of the image and "the visual" as evocative forms for the creation of collective knowledge.

The use of an artistic creation process as a basis for the design of a research project.

We have focused on the four stages of the creative process outlined by Wallas (1926) [11] - preparation, incubation, illumination and verification - to create a new methodological design proposal. The research procedure used here will also be an artistic creation process through which we will attempt to find the space described by O'Donoghue (2009) where ideas about "making art" and "conducting arts-based research" come together, bestowing major importance to the creation process [8].

First and second phase: Preparation and Incubation

During the preparation stage, the researcher should define the problem to be analysed and gather all the information related to the state of the question.

The incubation phase refers to the planning and methodological design of the study, an analytical and organisational piece of research for which this article serves as a guide.

3 Problem Solution

Third phase: Illumination

In the illumination phase, aimed at collecting and analysing the information, the moment would come for the collaboration of the research participants. Whatever the topic to be researched, now is when the members of the sample should be asked to make an individual reflection about their thoughts on a specific situation or reality. To this end, the use of qualitative methodology should be applied, brought to fruition through the implementation of a case study.

The main activity within the qualitative part would be the creation of a piece of art by the sample. In this piece, the participants should address the main question being researched, avoiding a verbal response to take advantage of the possibilities offered by artistic language. Images form part of human knowledge and reflect our culture. Therefore, we could say that artistic language could perform functions equivalent to those usually performed by verbal language. From this use of "image as a study" (Siegesmund & Freeman, 2013) [9], we clearly understand that the pieces created by the participants provide a more exact and explicit type of information than what could be expressed with words, transmitting emotional and cognitive content (Franz, 2010) [3]. We are resorting to what Leavy (2009) calls "visual arts-based participatory methods" [6], a specific practice that incorporates participants into the research process through the creation of pieces of art that fulfil a two-fold function: data and representation of this data.

However, the creation of the piece of art by the sample would not be the only research tool used in the qualitative part of studies of this type. It is obvious that the case study can use methodological manoeuvres that combine procedures with the ultimate goal of allowing us to observe the phenomenon under study from multiple perspectives (Denzin & Lincoln, 2011) [2]. Based on this, the procedures to be used in this methodological design would fall into two large groups (Gutiérrez Pérez, 2005): resources that observe reality and resources that interrogate reality [4].

The resources to observe reality would be the preparation of a field diary by the researcher and photographs of the artistic process undertaken by the participants.

The resources to interrogate reality would be the creation of a piece of art by the sample, the compilation of a series of reports written by the participants and the use of questionnaires.

Once the research resources have been indicated, the time would come to analyse the results. For this summary we will focus on explaining how we would proceed to study each of the pieces of art delivered by the participants. Two main aspects would be studied:

Core theme or idea.

Assessment of the communicative capacity of the piece.

When analysing the core theme of the piece of art delivered by a particular participant, the researcher would be observing their analysis of the question posed at the time of carrying out the activity. In other words, there would be a first tier of information about the question to be researched. This information should be complemented by the triangulation of the data obtained through the reports delivered by the participants in the study and the questionnaires.
As for the assessment of the communicative capacity of the pieces, the researcher would study the degree of literality of the image and its visual rhetoric. The results of this analysis should be triangulated with the observations collected via the photographs of the creative process and the notes in the researcher's field diary. This would verify the communicative skills of the participants in the experience and calibrate the capacity of the pieces of art as transmitters of truthful and valuable information.

4 Conclusion

Fourth phase: Verification

The next step would be the verification process of the adopted solution, which in this case involves creating the piece or pieces that would make up the conclusions of the study. The entire artistic experience accomplished with the participants would serve as the basis for the creation of final pieces of art by the researcher. The objective is for this phase to fulfil a function similar to that of scientific discussion, establishing a comparison between the pieces created by the participants and the pieces of art created by the researcher. From the visual "reading" of this discussion, it might be possible to gain information of interest in relation to various aspects such as the degree of effectiveness of the pieces of art to reflect the results of a research study; the presence of visual rhetoric in the images resulting from a process of artistic creation; the visual intelligence of the participants in a certain research study, etc.

In short, thanks to this methodological design we would have brought together a series of procedures, allowing us to obtain:

A set of pieces of art that would give an in-depth understanding of the way of thinking of a specific group.

The conceptual material required to create a series of images that would be elements that trigger meanings, emotions, concerns, doubts or interests regarding a specific topic.

As Springgay (2002) points out, arts-based research would materialise in a collective creation of knowledge and a group search for new meanings, within which the pieces prepared by the participants and those created by the researcher would merge, blurring the lines between some pieces and others [10].

References:

Nomophobia and social marketing in an institution of Southeastern Mexico

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Abstract: In Mexico, cell phone use has increased in the last decade and according to data from (ENDUTIH 2018), 72.2% of the population aged six years or older uses one and increases during their university life. In the country, eight out of ten people have a smart phone, with which they can access a network and connect to the Internet. Nomophobia (No Mobile Phone Phobia) is understood as the fear of running out of this means of communication. In this work, the objective was to determine the level of this trend in students of the Academic Division of Administrative Economic Sciences. This is a cross-sectional descriptive quantitative investigation of the population of university students enrolled in the degrees in Business Administration, Public Accounting, and Marketing at the Universidad Juárez Autónoma de Tabasco. The study was carried out with a sample of 158 students. The data collection instrument was the Adapted Nomophobia Scale which has a valid and reliable index. Based on the results, it was recommended, among other measures, to carry out social health marketing campaigns on excessive cell phone use.

Key - Words: Social marketing – Nomophobia – Smart phone – University – Mexico

1 Introduction
Due to the development that technology has had, a great concern has arisen in the academic field, not only for the possible addiction but for the potential to increase or weaken interpersonal relationships, depending on the use that is given to the device. At present, many students of Higher Education Institutions depend on their mobile phones to obtain information or to find the support of their friends and family. People suffering from nomophobia cannot do without being next to their mobile phone, and many of them cannot leave their home without them.

Nomophobia is the fear that a person presents when they do not have their mobile phone with them and this prevents them from being able to receive or send messages, participate in different social networks or make use of an application that is on their phone.

2 Problem formulation
At present, Nomophobia, also known as the fear that the individual presents when they do not have their mobile phone, has grown worldwide due to the advancement of technology and easy access to these types of phones. A dependency and addiction problem has been generated to be connected at all times. Until now, there is little information and research that exists in this regard, even when it has serious implications.

3 Problem solution
The results achieved show that cell phone use is influencing the lifestyle and habits of university students. It is necessary to implement social marketing campaigns in health, which are permanent through conferences, courses and social networks. University students usually get up and from the first minutes of the day check their social networks, their messages, and calls. Young people see their cell phone whenever they can. When they walk, in the truck, on the street, in the restaurant, in a bar, while watching television, while talking to each other and during classes. The definition of Nomophobia by Ruan (2016) mentions that it is an irrational fear or intense anxiety of leaving home without the cell phone, in addition that it is characterized by the feeling of being incommunicado, which is triggered when it runs out of battery, coverage or Forget the cell phone at home. The increase in the use of mobile phones has generated changes in habits and behaviors in users, who in some cases have come to have consequences with addictive characteristics (Brazuelo Grund, 2013). For some
time this part has begun to talk about the so-called behavioral addictions, such as addiction to work, shopping, or exercise (Caro Mansilla, 2017).

The most relevant results obtained through the application of the surveys were the following: 33.8% was applied to Marketing students followed by Administration and Public Accounting with 32.5% respectively. Regarding sex, 52 were female and 48% male, as shown in Figure 1.

Graph 1 Sex

![Graph 1 Sex](source: self-made)

The students surveyed belong to the eighth semester of the three degrees in a 25% followed by the seventh and ninth with a 4.4% respectively. 39% have between 18 and 20 years, while 55% have between 21 and 25.

As for the question that if they bother you when they want to look for "Something" on their cell phone and they cannot, the answers were 27% and 15% that bother us, while 22%, 21.3% and 15% if, as shown in graph 2.

Graph 2 Annoyance for not finding "Something" on the cell phone

![Graph 2 Annoyance for not finding "Something" on the cell phone](source: self-made)

The question to whether they sleep less to use the cell phone, the answers were: agree in a 26.3% agree in a 15% and totally agree in 19%, as shown in the graph 3. To the question, of if they call or have a message, they will attend immediately, 30% agree, agree in a 13% and totally agree in a 7% as shown in graph 4.

Graph 3 Sleep less for using the cell phone

![Graph 3 Sleep less for using the cell phone](source: self-made)

Graph 4 If you call or have a message, take care of it immediately
To the question that they cannot go out without the cell phone 13 is totally in agreement, 18 quite agree and 22 % totally agree as shown in graph 5.

Graph 5 they cannot leave without the cell phone

4 Conclusions

Some limitations arise from the results obtained in the investigation. On the one hand, the universe of study covered only students of 3 bachelor's degrees, it was not applied to those of Economics because they were off campus at the time of data collection. It would be interesting to investigate the other divisions of the University, which have different degrees. On the other hand, reference should be made to the geographical scope of the study: State of Tabasco. The data that could be obtained, correspond to a public university.

References

Occupational exposure to chemical substances: a challenge for business owners of Santander in the graphic arts sector

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Abstract: In Colombia, academic studies on safety and work at health in the graphic arts sector are limited. Especially, those related to exposure to chemical substances. The current study aims at analyzing the exposure of workers of this sector to substances such as ink and solvents mainly used in the offset printing process, in graphic arts companies based in the city of Bucaramanga. The present research proposal is a descriptive, explanatory and quasi-experimental study, which looks for characterizing health and work conditions of individuals exposed to chemical agents and the exposure to chemical risks of those working in the graphic arts sector, in Bucaramanga, Santander, by establishing chemical concentrations of the substances being studied, in order to make comparisons with the limit allowed values, the sampling will be performed by a simple random sample and will be developed through six stages organized as follows, characterization of techniques and operations of the offset printing process, the design and experiment of the industrial hygiene measurement process for vapors of toluene, xylene and propanol, the creation and validation of the instrument aimed at establishing chemical risk management in companies in the graphic arts sector, based on the application of a pilot test, to continue with the application of the instrument and systematization of information, experiment development, hygienic study of the substances of interest and sample analysis. The results of the measurements and the survey were correlated to establish the exposure scenario and finally do the report, statistical analysis, conclusions and recommendations. Finally, this analysis is expected to favor the management of chemical agents in working environments.

Key Words: Graphic arts – Chemical risk – Industrial hygiene – Sustainable development – Colombia

1 Introduction

In Colombia, the graphic arts sector represents 3.7 of GDP, Cundinamarca, Antioquia, Valle, Atlántico and Santander, are among the departments that have registered the largest number of companies in the sector. (Gerente.com, 2017). This sector reflects constant updating, that is why, by November 2016, this sector made substantial imports of machinery valued at approximately 25.6 million dollars.

The companies of the graphic arts sector are framed within a traditional model, a large number are family businesses, that generate around 60,000 direct and 100,000 indirect jobs according to figures from the Colombian Association of the graphic communication industry - Andigraf. (Andigraf quoted by Money 2015).

Some studies, among them the one carried out by Casselli (2009) established in newspaper printers that toluene was in high concentrations, indicating that in particular the inks are the main sources of toluene. Likewise, in a study conducted by Kumagai S, Sobue T, Makiuchi (2015) in graphic arts workers of the offset section in a company located in Osaka, Japan. They analyzed the relationship of chemical substances such as inks and solvents and some diseases, in the study they concluded that there is a relationship between 1,2-dichloropropane (1,2-DCP) and the risk of incidence of cholangiocarcinoma among workers in the section .

The purpose of this study is to analyze the chemical risk exposure of workers in the graphic arts sector, in Bucaramanga, Santander. To this end, a descriptive and explanatory study has been proposed. A quasi-experimental type, according to Hernández-Sampieri, Fernández, Baptista (2010) quasi experiments involve intact groups. These have all the elements of an experiment, except that the subjects are not assigned randomly. As there is non-randomization, the researcher must identify and separate the effects of the treatments from other factors that impact the dependent variable.

The results of the study are expected to benefit the graphic arts sector, given that a baseline will be established in reference to the concentration values of chemical substances, and from that point, strategies will be implemented, so that work besides being productive, it is safe and thus contribute to the accomplishment of the objectives of sustainable development of the country.
2 Problem Formulation

Chemical substances are constantly used in the productive processes of organizations, providing a health hazard to the health of workers (Montenegro, 2016), who are the final actors of the modifications and storage. In most cases, they are unaware of the consequences that lead to improper use of the product and the non-application of protective measures such as the correct use of personal protection elements, the compatibilities identified between the substances to define the storage, labeling and knowledge of their safety sheets.

According to the International Labor Organization, it is estimated globally that of every 2 million fatal accidents that occur every year in the world, 440,000 originate as a result of workers' exposure to chemical substances. So much so, that chemical hazard accidents have been a major problem in Latin America. Between 1978 and 1985, 90 events were registered in Brazil, of which 72% were caused by oil and its derivatives. In Mexico, between 1984 and 1985, there were 34 events with pesticides and heavy materials; 28 of these episodes caused 2,321 cases of intoxication and 271 deaths. This evidenced a lethality rate of 12%. (International Labor Organization, 2003, p. 130).

Annually, 2.2 million people die from occupational disease caused by exposure to chemical products. Therefore, it is considered important that from the Occupational Safety and Health the chemical risk is managed since in most companies chemical agents are used both for the development of their commercial activity and for cleaning and disinfecting. Some chemical agents have harmful effects on workers’ health that use them and on the environment.

In Colombia, the legal regulations on Occupational Health and Safety are increasingly stringent in order to prevent accidents at work and reduce the occurrence of occupational diseases. If the workers are in good health and work activity, the commercial organizations will be productive and welcoming, since workers are a very important asset for their operation.

Therefore, the Ministry of Labor, through the adoption of the globally harmonized system, wants all organizations to use it for the management of chemical risk by applying the standards for classification and labeling of chemical substances. (Ministry of Labor, 2018).

The globally harmonized system was created with the need to standardize international trade related to chemical substances. The foregoing, to encourage in the countries participating in this market the creation of programs that ensure handling, storage, transport and disposal. Through classification and labeling, exposure to chemical substances is controlled in order to protect the workers who use them for the development of their work as well as for the protection of the environment. (United Nations, 2015).

In a study carried out by the Ministry of the Environment, about the national profile of chemical substances, it states that by 2009, a total of 689 accidental occupational events related to hydrocarbons and solvents were registered nationwide. (Ministry of Environment and Sustainable Development; United Nations for Industrial Development - UNIDO, 2012). These data are insufficient since they do not account for events by sector, nor are figures related to occupational diseases identified. Therefore, it is considered necessary to carry out a study that allows establishing a baseline for the management of chemical risk in the graphic arts sector in the city of Bucaramanga, Santander.

Given the issues mentioned above, this question arises: How does the analysis of chemical risk exposure in graphic arts workers in Bucaramanga, Santander favor the management of chemical agents in their work environments?

3 Problem Solution

Within the expected results in the project, the characterization of techniques and operations in the Offset printing process, the inventory of chemical substances, and their components according to the safety sheets of each product used in the printing process have been proposed. An experiment for the measurement of industrial hygiene for vapors of toluene, xylene and propanol will be designed and applied. The variables that will be part of the measurement experiment model will be defined and organized. The hypotheses, the criteria to be taken into account and statistical tests to be used will be raised.

Through the approach of an instrument, we seek to establish the management of chemical risk in companies in the graphic arts sector located in the city of Bucaramanga, Santander. The instrument will be validated and applied in a pilot test in order to guarantee its relevance.

Finally, it is expected that, with the results of this study, the graphic arts sector can benefit itself. From this, a baseline will be established in reference to the concentration values of chemical substances. Based on that,
strategies can be applied and work besides being productive it is safe. Thus, it contributes to the fulfillment of the sustainable development objectives of the country.

4 Conclusions

The study is considered pertinent, since it will contribute to the strengthening of decent work, which includes access to productive employment that generates a fair income, safety in the workplace and social protection for their families, improving personal development and social integration. It will be innovative in the field of graphic arts and the university-company relationship for the prevention of occupational hazards.

References


From practice to critical reflection. Methodological proposal for the improvement of teaching innovation in Primary Education

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Abstract: This paper, developed within the framework of a national level research project called "Educational practices based on evidence: design and validation of strategies for the improvement of educational centers" aims the design collaborative strategic through the method of design thinking in primary teachers of the Community of Madrid in Spain. The implementation of the project improves research competences and best practices for educational innovation at primary schools.

Key – Words: Primary Education – Evidence – Educational research – Innovation – Research-informed practices

1 Introduction

Educational researches have underlined the gap between educational research and practice and the need for cooperation between researchers and teachers through different methods as learning communities or design-based models (Vanderlinde, 2009) [1]. Think about teaching and how to learn means work on practices “based on cumulative evidence and also fitting in with experience” (Entwistle, 2009, p. 6) [2].

On another hand, learning from experience is one of the aims of critical reflection. “For a number of teachers the best part of teaching is the learning and growth they get from it. This can have a profound impact that challenges and changes your previously held values, beliefs and assumptions” (Duckworth & Tummons, 2010, p. 10) [3].

This paper presents the conclusions of one of the phases of the project: a series of training activities is proposed from workshops with primary teachers of the Community of Madrid (Spain) whose work objective has been focused on critical reflection on how innovative practice is introduced, implemented and developed at the school center (Brown & Flood, 2018) [4]: what motivations it responds to, how its implementation arises, what barriers and / or obstacles are found throughout its implementation, as well as the potentialities that such practices can generate, both in the students' learning outcomes and in the improvement of the school climate in general (Cain, 2016) [5].

2 Problem Formulation

The objective of the project is to design and validate strategies that allow adopting practices based on scientific evidence from a collaborative approach and install dynamic operating schools that allow the transfer of innovation based on scientific evidence to other curricular innovations.

Throughout the process, we work from a qualitative methodology, based on collaborative learning with a group of 20 participants during five sessions held in the months of February to May 2019. Through the method of design thinking: starting point, exploration, discovery, interpretation, ideation, prototype, evaluation and impact (Steinbeck, 2011) [6]. And finally, establishing a series of discussion milestones as a starting point for the detection of needs, barriers and obstacles to innovation, new perspectives of action and organizational approaches for future innovations, and according to Jacobs (2014) innovation means to changes actual teaching practices [7].

3 Problem Solution

The workshop sessions show a group of teachers very interested in innovation that finds the rigidity of the system as barriers, the opposition of some colleagues, lack of training or lack of time, among others. Individual and collective reflection on their own practice allowed them to design new instruments, tools and strategies to analyze, measure and evaluate their innovative practice (involvement of students in the creation of rubrics and
new activities and incorporation of the initial evaluation and interviews and questionnaires, among others, to their daily work), as well as becoming aware of the impact that evidence-based practices have on trust, motivation towards change, learning and / or well-being of students, the conditions of the school, the creation of networks with other centers and teachers, etc. in order to improve aspects of teaching and learning specially in Primary Education (Walker, 2017) [8].

4 Conclusion

The work developed will in turn generate a series of resources for teachers and management teams and a process guide to promote and boost EBPs for the improvement of non-university educational centers that, according to recent research, “use of theories of action can help teachers’engagement with academic research we then consider other situations in which these concepts might be introduced into teacher education” (Brown & Flood, 2018, p. 144) [9].

References:


Use of technologies for educational management: a bibliometric study

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Abstract: - The use of digital platforms as a tool for manage educational institutions and learning process is a generalized phenomenon in current societies. The introduction of digital platforms is causing several transformations that are creating a great impact on the current educational landscape. For this reason, in this contribution is developed a bibliometric study with the aim of reveal the researches collected in Scopus, related to this subject. The results obtained allow us to obtain a preliminary vision of the state of the question, that serves as a starting point for future actions. Before the analysis process, is evidenced that this is an emergent and recent research area. Consequently, there is not a high scientific production in this regard. Related to the content of researches, they are focused on three different aspects: the use of digital platforms for the learning process, the development of collaborative projects with technologies, and the use of platforms for information and training. This leads to the initial conclusion that is necessary to continue deepening with the analysis of other prestigious databases in order to compare and obtain more information about the state of the question in order to develop consistent and significant proposals in this area.


1 Introduction

This contribution is within the framework of a research project entitled “Analysis of the teaching strategies before the digitalization of the contents of the curriculum of Infant and Primary Education” (GV/2018/074). Funded by the Valencian Government. And it is part of the doctoral thesis projects with reference FPU16 / 04009 and FPU17 / 00372 funded by the Ministry of Science, Innovation and Universities of the Spanish Government. To approach this new reality, a multiple case study has been carried out in two Primary schools in Valencia, characterized by a high degree of integration of ICT. In addition, a bibliometric study has been developed in order to analyze the impact of technologies in educational institutions. Specifically, the use of digital platforms for management, both didactic and organizational elements.

As a consequence of ICT introduction, the current educational landscape is too complex [1]. Current educational institutions show a high presence and use of technology, in all its dimensions and areas. In the first place, related to didactic aspects, there has been a progressive and accelerated growth of the offer of online or mixed training modalities; as well as the emergence of MOOCS, NOOCS, etc., and the expansion of the use of digital teaching materials and methodological strategies based on technologies (gamification with technologies, flipped classroom, etc.). And, in the second place, related to the organization and management, we are witnessing an authentic revolution towards digital management exercised through digital platforms [2]. In this sense, the use of technological tools for the management of educational institutions and the teaching - learning process is increasingly nowadays [3]. For this reason, at present, digital platforms have become an articulating element of life in the educational centers. In some cases, the transformations are clearly evident. As, for example, in the mechanisms through which the management is carried out. In other cases, the change operates implicitly; as in the transformations of the tasks and roles of the educational agents (both of the students and teachers), or the changes on the organization’s structures and logic.

However, all these changes, regardless of their level of visibility, are producing an important impact on current educational institutions [4], which are undergoing a restructuring process to incorporate them effectively. To advance in this process of effective implementation of technologies, it is necessary to know the experiences that are being developed in this regard, and the results of researches related to the subject, in order to shed light on the process, and this is essentially the objective attempted in the present study.
Consequently, the present communication will address the study of the impact of technologies in educational institutions. Specifically, the use of digital platforms for management, both didactic and organizational elements.

2 Problem Formulation

From a scientometric perspective, a bibliometric study was conducted whose objective was to know the research collected in the Scopus database related to the impact of technologies in the management of educational institutions. This database was chosen because it is considered the most complete according to the temporary coverage and the number of documents hosted [5].

The words used for the search were: management & organization & technology & school & digital platforms. Without entering any temporal filter, 112 results are obtained. Excluding proceedings, the number is reduced to 29 results and, after reading the title and abstract of the results, finally are selected 23 documents for the realization of this study.

Some indicators of scientific productivity, collaboration and impact were established as analysis categories and the VosViewer program was used as a tool for the graphic representation of the results of the content analysis [6].

3 Problem Solution

In terms of scientific productivity, on the one hand, there is a difference in the number of documents found per year, highlighting the existence of the first result only a decade ago, and the maintenance of the number of results over time and a significant increase in 2018, with the publication of 39% of the total texts.

Regarding the type of document, articles prevail as a modality for the dissemination of results, concretely the articles accounting for 82.6% of results. Regarding the area of knowledge, 46.7% of the studies belong to the Social Sciences. On the other hand, in terms of the bibliometric size of each country in this field highlights the position of Spain [7] [8] [9] [10], which is at the height of countries such as China or Taiwan, with 17% of the texts, and only behind United States, which represents 22%.

In our context, are notable the contributions of universities from Catalonia, such as the Universitat de Barcelona, the Atònoma de Barcelona, the Pompeu Fabra and the International of Catalonia; or the University of Oviedo. In addition, production is also high from other countries such as Australia, Fiji or France in recent times.

Related to the collaboration, measured by the number of signatories of each document, it can be affirmed that the results show a high degree, since only a quarter of the documents have an author, the rest (74%) are signed in co-authorship, being the most frequent collaboration of three researchers (39%), and the maximum number of authors is 7.

Regarding the impact of the research measured by the number of citations received for each document, there are great differences, since 39% of the documents do not have any appointments, while other works has 139.

The limited number of documents found with the established search criteria allowed for a content analysis to identify the centers of interest around which scientific dissemination is taking place in the field of technology applied to the management and organization of the educational institutions.

As shown in Figure 1, three clusters are differentiated. The first of them focuses on learning in classrooms through platforms, and emerges as keywords: platforms, learning, student or classroom, therefore, is directly related to the organization of the classroom. The second cluster brings together the collaborative and implementation processes of projects with technology, with keywords such as: technology, development, implementation or process, which suggests that the axis is situated in the teaching strategy. Finally, the third, which on the other hand is the most reduced, is based on the use of technology for information and training.
Regarding the educational stage, have been found publications related to different types of educational institutions, which shows that the presence of technologies is widespread at all levels of the educational system. In relation to higher education, have been found several works and studies that show experiences of using digital platforms in higher education, from different perspectives and applied to different areas of knowledge.

4 Conclusion

The main conclusion that can be drawn after carrying out the bibliometric study is that research on the use of digital platforms in educational institutions is a very recent field, as shown by the fact that the first result dates back only a decade ago. This fact causes that the number of publications on the object is limited. In fact, if the search is refined, the number of results is reduced. However, it should be noted that despite the fact that the quantity of researches is small, the quality is notorious, and also the impact of the research, as shown by the high number of citations that some works present. These facts indicate that it is an emerging field of research, which is increasingly attracting greater interest and attention from the scientific community.

Regarding the production by countries, it should be highlighted the prominent position that holds Spain, which shows the national interest in the introduction and use of digital platforms in education, and the study of this phenomenon to maximize the potential offered by these tools.

Finally, it is necessary to highlight that, given the breadth of the object of study, the investigations can be classified into 3 different areas. On the one hand, there are works focused on learning through platforms; on the other hand, research has also been found on projects that use platforms as a nuclear element and on the use of platforms as elements to facilitate coordination and collaborative work. Finally, we highlight a block of works related to the use of platforms for the development of the teaching and learning process.

In conclusion, we can affirm that the topic is very interesting in the current context, where there is a growing use of technologies in schools, either for didactic (management of the teaching-learning process) or for organizational purposes (management of the institution). Therefore, it is necessary to continue deepening on to be able to know the experiences that are being developed and use this information to develop actions that allow an effective implementation of the digital platforms.

References:


Digital versus traditional media use by university students and their involvement in politics

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RD&I research entitled “The uses of time related to virtualization. Generational transformations”. This project has been funded by the State Program for the Development of Excellent Scientific and Technical Research. Ministry of Economy and Competitiveness, Spain (Reference: CSO2015-63983-P. Duration: 2016-2019).

Abstract: This paper offers a case study that aimed to examine young voters in the Spanish Elections 2019, in their capacity as digital natives, who base a large part of their information consumption on digital media. Virtualization of the communication is considered a great challenge for Political parties, traditionally with a high knowledge of classical media, but perhaps not so much in new media. For this purpose, an online survey was conducted during the week prior to the 2019 general elections, to 228 university students from the Faculty of Information Sciences of the Complutense University of Madrid, mostly in the first year and voters for the first time. The results break with the idea of their lack of involvement and political commitment and show a high use of social networks but it does not fully replace the traditional media, especially television, which is declared as the most used medium.

Key Words: Digital Media – Traditional Media – Young Voters – Politic Communication – Virtualization

1 Introduction

The political disaffection of the population is an issue that is highlighted every time democratic elections are held. It is a disenchantment that generally affects the entire social group, including young people, and may have to do with the ways of approaching this group by political parties.

Virtualization is an unstoppable process, at the same time irreversible, that is affecting all sectors and facets of social life. The possibilities of instantaneous access to information, without spatial or temporal limitations, the capacity for interconnection between people and institutions provokes radical changes both on a collective and personal level.

An example of these new ways of doing and being are the new spaces and mechanisms of interaction that take on a life of their own in cyberspace and that are developed - although also modifying them - in parallel to face-to-face forms.

Action and political participation constitute a type of activities previously constrained to the physical world, face-to-face and that find in cyberspace a place of broadening the socio-political debate and where establishing objectives, strategies and collective actions (Tavares & Pineda, 2018) [1]. This circumstance suggests that, in this sense, the development of ICT offers opportunities for democratic development.

The political parties, with great experience in management and dissemination through traditional media, are also doomed to join the digital train. The advantages are evident, as they expand their possibilities of reaching society in a multidimensional way; but it is also a challenge to correctly manage social networks and electronic information sources, which are learned many times on the fly.

Above all, it is interesting to consider the way in which politics is made known to young people, a group often considered as disinterested or apathetic towards these issues. This group has a specific quality considered as a “new gene” that characterizes them and, simultaneously, affects transversally all their existence: their status as digital natives, also called Generation Y, Millennials or other denominations. To win over these groups, parties and political leaders have to guide their mechanisms of action towards the virtual environment.
Digital media in general and social networks in particular constitute the environment in which young people develop better and feel more comfortable. Therefore, any intention of approach or any strategy of action towards this group necessarily involves a management domain in these areas.

The results obtained break with the idea of the lack of involvement and political commitment of the young people who, although they do not claim to be affiliated to parties, do show a clear interest in the electoral historical moment and to keep informed of the democratic options offered to them. Regarding to the forms of consumption of this type of information, it is surprising that the high use of social networks does not end up banishing traditional media, especially television, which is declared as the most used medium.

2 Problem Formulation

The starting premise of this work is that younger voters, in their capacity as digital natives, base a large part of their information consumption on digital media. This fact is a great challenge for political parties, traditionally very developed in the use of classical media, but perhaps not so much in new media.

The general aim of this work, of an exploratory nature, is to advance knowledge about how it is being produced, from the perspective of younger voters, the adaptation of political communication to new scenarios that enables the development of ICT. Specifically, it is about observing how this collective perceives the ability of parties and leaders to reach them and their efforts to empathize with them. In addition, it is intended to know their general interest in politics, their consumption habits of information related to this field and what are the elements that guide their voting decisions.

For this reason we consider examining, through a case study, how young people see themselves in their political concerns, try to know what their sources of reference are in the field of political communication and their self-perception about the communicative practices of political parties, particularly in their attention to young people. To this end, an online survey was conducted during the week prior to the 2019 general elections, to 228 university students from the Faculty of Information Sciences of the Complutense University of Madrid, mostly in the first year and voters for the first time.

To achieve the proposed objectives, an online survey was designed, which was completed by 228 undergraduate students of the Faculty of Information Sciences of the Complutense University of Madrid. Through a case study, it has been examined how young people see themselves in their political concerns, try to know what their sources of reference are in the field of political communication and their self-perception about the communicative practices of political parties, particularly in their attention to young people.

The survey, especially aimed at young voters (18 to 20 years old), was applied the week before the general elections on April 28, 2019, and was organized around the following elements:

Interest and involvement in politics
Key factors for the decision to vote
Information sources used to know the different options
Self-perception on the adaptation of parties and their leaders to social networks
Self-perception on the communicative practices of political parties and leaders, especially those aimed at the younger audience.

3 Problem Solution

The results point to a group that is rather or very interested in politics, even without being formally assigned to any political formation, and with a firm intention to go to the polls. Almost two-thirds of voters say they have already decided their vote, one week before the elections, the majority of which is influenced by the image of the party as a whole, beyond actions or individual persons.

It is also about people who are generally informed about the different options available, both through the electoral programs and the different means of communication. Among the classics, they choose to be informed fundamentally through television, although their consumption is lower in terms of parties such as VOX or PACMA. With regard to social networks, Facebook appears totally banished as a source of information to the detriment of other platforms such as Twitter, Instagram or WhatsApp, and the consumption of electronic press is also high.

The general impression is that the Popular Party is the one that is worse adapting to new technologies, compared to the PSOE, Unidos Podemos, Ciudadanos, VOX and PACMA, being the last party the least known among students who responded to the survey. Regarding to the efforts of political parties and leaders to reach
the younger sectors of voters, the answer is shared at the same level among those who consider that with the use they make of the Internet and social networks the parties are getting it, those who do not consider it, and those who prefer not to speak in this regard.

4 Conclusion

The main conclusion drawn from this case study is that the political sphere does not escape the influence of technology in any way; the virtualization of political action, both in its forms of participation and in the mechanisms for acquiring information by younger people may be less evident because they are developed primarily in non-contact settings, which reduces their visibility, however It seems that young people are interested in politics. For their part, political groups and their leaders must continue to strive in their process of adapting to social networks if they really want to reach younger voters, although it is perceived that they are already on that path.

References:
The integration of engineering in health improves health and quality of human life

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Abstract: The purpose of this article is to review the contribution that engineering makes to health and, in general, to the quality of life. The fundamental concept of sanitary engineering is the analysis and planning of techniques that lead to the adequate control of the health of the population.

Key Words: Engineering – Pure Sciences – Water – Health – Quality of Life

1 Introduction

The World Health Organization (WHO, 1948) defines health as “a state of complete physical, mental and social well-being, and not only the absence of diseases or illnesses” [1]. This definition generates an increase in the diversity of professionals destined to take care of the health of an individual as well as in the tasks that they must perform [1].

It is essential to highlight the significant advances made in medicine, which have been largely matched to those of science and technology in other fields. A first explanation of what biomedical engineering is, one could say that it is engineering at the service of medicine, which implies the education and training of engineers in the field of medicine and vice versa for physicians in the field of medicine engineering. To achieve that this interdisciplinary work can be carried out between different areas, it is necessary to coordinate very different specialists that must be complementary, as well as to know the language of the doctor, engineer, biologist and the specialist in science of the materials.

In general terms, when we talk about health engineering, we refer to two concepts: health and function. Function is quality of life to be able to develop daily activities without problems, activities that go from walking, climbing stairs, sitting or entering and leaving a car, until you can put on or take off your shoes. For all this completely natural activity in a healthy and young person, the collaboration of the engineer is necessary when there are health problems or when the age advances. The 21st century is characterized by a considerable increase in our average life; therefore, we must prepare and organize to travel the longest journey in the shortest possible time.

2 Problem Formulation

Health engineering addresses many fields where researchers, technologists, clinicians, hospital management and industries are involved, among others. The possible subdivisions of the set of areas could be simplified in three major fields: instrumental engineering and equipment, prosthesis engineering and implants and chemistry and health biology.

In line with the aforementioned, it should be noted that another very significant field is sanitary engineering. The fundamental concept of sanitary engineering is the analysis and planning of techniques that lead to the adequate control of the health of the population. The interdisciplinary reality of sanitary engineering exceeds its relationship with civil, environmental or public health engineering. Within a society, it should be noted that sanitary engineering focuses on the area of hygiene and health. It is essential to bear in mind that large urban agglomerations pose a latent risk of disease, and therefore, preventive measures must be established. Likewise, pollution and its consequent health risks is another reality that, with a global sense, justifies the need for health management.

The Sanitary Engineering is a specialty dedicated especially to the healings of all the aspects that are related to all type of daily activities of people. For them this knowledge is really important, because it includes the capacities between all the Engineering related to operations that affect the fields or spaces where the activities
undertaken by systems that carry a high level of work are carried out, and problems caused by them are sometimes seen in their qualities. This is why they are always looking for full maintenance of this.

In the Sanitary Engineering, relations with the societies that are located in the formations of the problems of the communities must be taken into account, because they bring many problems to the organizations that always look for to maintain the administrative ones in good order and adequate condition before those present conflict that may arise before the diseases to be avoided. The uses and health qualities that each one of them includes, in their requirements and notorious establishments in their important foundations where exact definitions of each of them are made and which are their forms more basic to take control and management between those corresponding functions of each of them.

A progress in society of great relevance is the access to drinking water with guarantees for health. This is the most distinctive prototype of the importance of sanitary engineering. The sanitary engineer aims at the health of the population. You should know everything related to the processes that affect water, such as water control and its treatment to prevent diseases. However, sanitary engineering emerged in relation to the concept of public health, which acquired a new dimension in the nineteenth century when some scientific advances in microbiology were known.

Parallel to the foregoing, it is important to note that other engineers are also involved, such as civil engineers, who are responsible for designing infrastructures for society. Thus, in this sense, the hydraulic engineer projects works related to water (water treatment or channels). Transversely, the environmental engineer carries out a double task, on the one hand it is related to the environment in an integrated manner and on the other hand, it deals with water treatment.

3 Problem Solution

There is the design and use of control technologies to support the health sciences. This field of application has been mainly developed by biomedical engineering and bioengineering. In addition, programs such as electronic engineering, mechanics and mechatronics have advanced a significant contribution in terms of instrumental growth as support for health.

Some factors that serve as a context in which the specific training of an engineer for health is fully justified are considered below:

- The current telecommunications networks are increasingly capable of supporting the transport and management of information of various kinds. Its constant evolution consists precisely in transporting and managing information with higher quality, speed, capacity and possibilities.
- The techniques to work with data in a secure way allow working with sensitive information preserving the confidentiality of the owners of the information. Similarly, new algorithms and artificial intelligence techniques facilitate automatic learning and the development of automatic systems to help professionals.
- The explosion in recent years of the Internet has made available to all its users very diverse information, also related to health. This information, depending on the quality of the source, can be very useful to professionals and patients or be totally counterproductive.
- The incorporation of health information systems has brought with it the storage of large amounts of data related to the health of the population that contain very useful information in decision-making and public health studies. The treatment of this huge amount of information requires technological tools that automate statistical calculations and search of patterns.
- The concept of “Health 2.0” represents a new approach to healthcare towards an interactive and personalized healthcare. This concept implies, for citizens as well as for health professionals, mobility characteristics, greater degree of independence, personalization, monitoring and continuous supervision, interoperability.

4 Conclusion

Today's society is greatly influenced by the existence of information and communication technologies. Since the seventies and with the rise of information technology, the consumption of technology and the application of engineering techniques to different areas have become increasingly common. On the other hand, the health care of people is a constant in human evolution from the first signs of civilization. Care for the sick, according to the knowledge of the time and, currently, prevention and health care, is an unequivocal sign of the progress of a society. In recent decades, the integration of technologies of the information society and
communications and health activity has been such that today there is a need, in many areas related to health, of a technological professional with extensive knowledge related to this area.

In generic terms, it could be concluded by indicating that engineering includes the objective of developing elements that help improve the quality of life of people through the prevention or solution of problems.

References:
Abstract: Big city habitants are daily exposed to multiple factors that lead to an increase of their stress levels, going from being something beneficial (natural survival mechanism) called “Eustrés”, to becoming a burden that destabilizes the health and wellness of people, called “Distrés”. Work stress is the reaction that an individual may achieve towards the demand and labour petitions that does not match their knowledge and skills, and tests their capabilities to face that situation. (OMS, 2004). A higher level of “Distrés” carries out negative consequences to its sufferer, in an emotional, behavioural, cognitive and physiological level, i.e.: anxiety, frustration, decrease in productivity, nervous laugh, concentration difficulties, detriment in their learning skills, confusion, oblivion, headache, backache, neck problems, trouble sleeping, etcetera. Seventy five percent of Mexicans suffer from fatigue because of work stress, surpassing countries like China and U.S.A (gob.mx. 2018). Directly impacting the health of those and, in consequence, the ability to perform their activities and chores appropriately.

Key – Words: Stress – Distrés – Cities – Society – Work

1 Introduction

The following research is carried out in one of the biggest cities of México, the city of Puebla whose 1,539,819 population lives in an urban surface of 223.94 km$^2$, occupying, nationally, the fifth place because of the number of habitants (INEGI, 2015), from that population the 68.9 % are older than 15 years old.

By its touristic value and establishment of big international and national corporations, Puebla has an interesting economic spill, which allows it to be an ideal setting to carry out a research related to stress an how citizens handle it.

2 Problem Formulation

The labor dynamics of this city are shocking, mostly because of the high levels of stress that employers subject to their employees, however how much do these knows how to handle it and, on the other hand, has the massive media really informed in a reliable way what to do to face it.

Starting from that questioning the following query is asked: Which are the factors that led to an increase of work stress amongst the people in Puebla City? And what do they do to handle it?

Research objective. Identifying the factors that lead to work stress and the way people that live in Puebla City handle it.

3 Problem Solution

Methodology. This study is mainly descriptive, cross-section focused, and the results were analyzed in both quantitative and qualitative ways, showcasing a chart of absolute values. The used method is deductive and inductive, and the techniques used are the interview to two specialists and the application of surveys to people located in different areas of Puebla City.

The tools used were two questionnaires, one targeted to specialists (open questions) and the other centered in public in general (multiple choice questions).

The study universe is the population of Puebla City.

The population specimen were five hundred people, utilizing the following formula to population higher than five thousand people

\[ n = \frac{N}{1 + N(e)^2} \]  

(Yamane, 1967).
The specimen selections were chosen randomly, attempting to poll both feminine and masculine people whose age was fifteen or higher which work and live in different areas of this city.

Chart 1. Population surveyed in Puebla City.

<table>
<thead>
<tr>
<th>Borough</th>
<th>Women</th>
<th>Men</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Las Hadas</td>
<td>50</td>
<td>75</td>
<td>125</td>
</tr>
<tr>
<td>Bugambilias</td>
<td>75</td>
<td>50</td>
<td>125</td>
</tr>
<tr>
<td>Infonavit San Jorge</td>
<td>50</td>
<td>75</td>
<td>125</td>
</tr>
<tr>
<td>Centro</td>
<td>75</td>
<td>50</td>
<td>125</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>250</td>
<td>500</td>
</tr>
</tbody>
</table>

Source: Gutiérrez Sánchez María Constanza Lidia, BUAP

The questions and answers with the highest percentage were the following:

### How frequently do you get stress?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Absolut value</th>
<th>Relative value</th>
<th>Accumulative value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>412</td>
<td>82.4%</td>
<td>402</td>
</tr>
<tr>
<td>No</td>
<td>47</td>
<td>9.4%</td>
<td>494</td>
</tr>
<tr>
<td>I don’t know</td>
<td>41</td>
<td>8.2%</td>
<td>500</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
<td>100%</td>
<td>500</td>
</tr>
</tbody>
</table>

### What symptoms or diseases triggers with more frequency high stress?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Absolut value</th>
<th>Relative value</th>
<th>Accumulative value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headache</td>
<td>245</td>
<td>49%</td>
<td>245</td>
</tr>
<tr>
<td>Humour changes</td>
<td>110</td>
<td>22%</td>
<td>355</td>
</tr>
<tr>
<td>Nervous Colitis</td>
<td>65</td>
<td>13%</td>
<td>410</td>
</tr>
<tr>
<td>Insomnia</td>
<td>55</td>
<td>11%</td>
<td>475</td>
</tr>
<tr>
<td>Another</td>
<td>25</td>
<td>5%</td>
<td>500</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
<td>100%</td>
<td>500</td>
</tr>
</tbody>
</table>

### What place or spot do you think triggers most of the stress on people?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Absolut value</th>
<th>Relative value</th>
<th>Accumulative value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td>220</td>
<td>44.0%</td>
<td>220</td>
</tr>
<tr>
<td>Street</td>
<td>164</td>
<td>32.8%</td>
<td>384</td>
</tr>
<tr>
<td>Home</td>
<td>84</td>
<td>16.8%</td>
<td>468</td>
</tr>
<tr>
<td>Another</td>
<td>32</td>
<td>6.4%</td>
<td>500</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
<td>100%</td>
<td>500</td>
</tr>
</tbody>
</table>

### What is the main cause that stresses you?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Absolut value</th>
<th>Relative value</th>
<th>Accumulative value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion with your boss or colleague</td>
<td>136</td>
<td>27.2%</td>
<td>136</td>
</tr>
<tr>
<td>Economic problems</td>
<td>134</td>
<td>26.8%</td>
<td>270</td>
</tr>
<tr>
<td>Discussion with your partner</td>
<td>70</td>
<td>14.0%</td>
<td>340</td>
</tr>
<tr>
<td>Vehicular traffic</td>
<td>70</td>
<td>14.0%</td>
<td>410</td>
</tr>
<tr>
<td>Lack of spare time.</td>
<td>51</td>
<td>10.2%</td>
<td>461</td>
</tr>
<tr>
<td>Another</td>
<td>39</td>
<td>7.8%</td>
<td>500</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
<td>100%</td>
<td>500</td>
</tr>
</tbody>
</table>

### How do you fight stress?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Absolut value</th>
<th>Relative value</th>
<th>Accumulative value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

825
<table>
<thead>
<tr>
<th></th>
<th>Absolut value</th>
<th>Relative value</th>
<th>Accumulative value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workout</td>
<td>110</td>
<td>22%</td>
<td>110</td>
</tr>
<tr>
<td>Watching TV shows/movies</td>
<td>25</td>
<td>5%</td>
<td>135</td>
</tr>
<tr>
<td>Listening to music</td>
<td>70</td>
<td>14%</td>
<td>205</td>
</tr>
<tr>
<td>Thinking on other things</td>
<td>25</td>
<td>5%</td>
<td>230</td>
</tr>
<tr>
<td>Schedule activities</td>
<td>60</td>
<td>12%</td>
<td>290</td>
</tr>
<tr>
<td>Relaxing</td>
<td>80</td>
<td>16%</td>
<td>370</td>
</tr>
<tr>
<td>Sleeping</td>
<td>35</td>
<td>7%</td>
<td>405</td>
</tr>
<tr>
<td>Cohabit</td>
<td>25</td>
<td>5%</td>
<td>430</td>
</tr>
<tr>
<td>Self-control</td>
<td>30</td>
<td>6%</td>
<td>460</td>
</tr>
<tr>
<td>Reading</td>
<td>20</td>
<td>4%</td>
<td>480</td>
</tr>
<tr>
<td>Meds</td>
<td>5</td>
<td>1%</td>
<td>485</td>
</tr>
<tr>
<td>Dance</td>
<td>5</td>
<td>1%</td>
<td>490</td>
</tr>
<tr>
<td>God</td>
<td>5</td>
<td>1%</td>
<td>495</td>
</tr>
<tr>
<td>Healthy eating</td>
<td>5</td>
<td>1%</td>
<td>500</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
<td>100%</td>
<td>500</td>
</tr>
</tbody>
</table>

How do you prevent higher stress?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Absolut value</th>
<th>Relative value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workout</strong></td>
<td>110</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Healthy eating</strong></td>
<td>72</td>
<td>14.4%</td>
</tr>
<tr>
<td><strong>Going to the doctor</strong></td>
<td>56</td>
<td>11.2%</td>
</tr>
<tr>
<td><strong>Planning some rest time</strong></td>
<td>108</td>
<td>21.6%</td>
</tr>
<tr>
<td><strong>Spent time with family and friends</strong></td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Another</strong></td>
<td>46</td>
<td>9%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>500</td>
<td>100%</td>
</tr>
</tbody>
</table>

4 Conclusion

Nowadays, people live every day with high levels of stress, mostly attributed to hasten and demanding life styles, which harness the human body and manifest through different ways that may lead from a simple headache to a nervous crisis.

Although stress is not considered a disease, it is an important factor that triggers symptoms of one, however, it is only a defensive reaction to pressure and it will depend on how strong are to a person’s life and how he or she learns or lacks of learning to handle it.

The best medicine for stress is resting as well as fomenting a healthy familiar and acquaintance coexistence, because that not only allows a better mood and health, but also knowing how to face concerns or different daily chores, trying to prioritize what is really urgent to move on. Scheduling is the key to achieve it, because this allows us to effectively benefit from time; likewise, hobbies are considered to maintain our brains nimble, propitiating, in many occasions, creativity to those who practice it.

It is considered that in very necessary cases, meds are the best choice to be able to handle anxiety and tension that provokes stress, as long as an expert prescribes these meds.

On the other hand, sports, relaxation and breath exercises and even practicing contemplation with oneself helps, even the most simple task brings more benefits, that’s because physiologically speaking, neurotransmitters that brings satisfaction and pleasure, will do their part to maintain people active and with a qualitable and healthy stress.

The following recommendations were told to the peopled surveyed. Correct scheduling of activities they perform and practice a healthy life style not only physically but also emotionally at a laboral, familiar and personal way, mostly because it leads to a better quality life and hence act rationally and not hasty to future problems.

References:


[5] www.vidaysalud.com/category/daily/estres-y-saludmental/?gclid=CMLn8uOT5a8CFU6MtgodSiACzQ
Current knowledge of the properties of breastfeeding and its relationship to alterations in the immune system

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Abstract: A review of the literature has been conducted to collect current data on the components of breast milk in order to see if feeding with this type of milk has a positive impact on the immunity of the infant and components have been detected that could cause this impact.

Key Words: Breastfeeding – Maternal and child health – Protective agents – Survival – Correct development

1 Introduction
Numerous studies show that breastfeeding is the best food an infant can receive [1][2][3][4]. Today, a large proportion of human babies are fed milk from other species. The components of these milks are modified to achieve a certain resemblance to breast milk and, although infants can survive and develop with these milks, there is research indicating that the development that is achieved is not optimal [2][3][4][5][6].

The importance of human infants consume milk produced by their species lies in the fact that a series of components have been detected in human milk that are inimitable, as well as that it has been proven that the elements have greater bioavailability. A number of studies support the possibility that failure to provide infants with breast milk may put the health of the infant and the mother at risk. Among the risks to the health of the child, the possibility of breastfeeding has been evaluated to reduce the possibility of immunity alterations [2][3][4][5][6].

In order to gather information on this subject, a bibliographical review has been carried out.

2 Problem Formulation
The main objective of this study is to analysis the scientific information currently available on the elements that make up breast milk and the effects they have on the different cells, tissues, organs, systems and/or devices, in order to examine the theory that by providing the infant with breastfeeding according to his or her age, the different immunological alterations can be avoided or reduced.

3 Problem Solution
The following data have been extracted from the attached bibliography, from [5] to [28]:

- Breast milk has been shown to contain all the energy and nutrients that human babies need during their first months of life, as well as multiple agents with diverse functions. It has been observed that breast milk continues to meet at least half of their nutritional needs during the second half of the first year, up to one third of their nutritional needs during the second year of life and part of their nutritional needs while ingesting it.

Women's milk is a very complex, versatile, living and non-constant biological fluid. Breast milk does not always have the same composition but varies from one woman to another and is modified according to the needs of the baby. In addition, it has been proven the existence of multiple elements of breast milk that act with effects, anti-inflammatory, antioxidants, immunological, antimicrobial detoxifiers and cell growth modulators.

Components have also been found that intervene in cell metabolism, have a protective function and participate in the immune response. In addition, there are specific proteins to eliminate abnormal and altered cells and elements that protect against environmental damage have been detected. Feeding the child with the milk of its species provides it with a series of specific protective agents and also provides it with elements with unbeatable bioavailability.

Breast milk is composed of:
- Water. The osmolarity of water in breast milk is like that of plasma. This osmolarity provides a great hydroelectrolytic balance and a lower renal load than when the baby is fed artificial milk, since artificial milk
adapted for the infant's consumption does not have the same osmolarity. Thanks to this osmolarity, infants who are exclusively breastfed do not need water, while those who are fed adapted milks do need water.

- Proteins. Alpha-lactoalbumin is the main protein in breast milk and only traces are found in artificial milk. Proteins regulate enzymes and have prebiotic, opioid and other activities. Lactoferrin stands out for its anti-inflammatory activity, acts as a growth factor, helps maintain intestinal mucosa, facilitates the integration of thymidine into DNA, is immunomodulant and antitumourigenic. Lysozyme is an element with non-specific antimicrobial properties, which also has bacteriolytic, anti-inflammatory, antioxidant and detoxifying effects, in addition to helping the development and maintenance of the intestinal flora of the minor, among other functions. There are also thioredoxin, immunoglobulins, glycoproteins, lysozyme, enzymes, growth modulators, hormones, prostaglandins... and other proteins that are still unknown. In addition, there are peptides with antithrombotic functions, antihypertensive, antimicrobial, immunomodulatory and digestive development and also twenty classes of amino acids, eight of them essential.

- Carbohydrates. Lactose is noteworthy. Lactose facilitates digestion and acts as a prebiotic. There is also bifid factor, which forms the intestinal flora and oligosaccharides. More than 2000 oligosaccharides are found in breast milk, with immunological, nutritional and energetic functions, effect on the lymphoid tissue, etc.

- Fat. Triglycerides stand out, but other fats such as phospholipids, monoglycerides, diglycerides, cholesterol and free fatty acids are also found. They have a defensive and anti-inflammatory function, favouring the central nervous system and facilitating digestion.

- Liposoluble and hydrosoluble vitamins and minerals. They act as antioxidants and are prebiotics.

- Enzymes. There are more than 60 enzymes that act as protective inhibitors and antioxidants.

- Hormones specific to the human species. They have diverse functions, some with specific aspects of the human species.

- Nucleotides and their derived metabolites. They intervene in the immune response, improve the digestive, hepatic and blood systems and, synthesize elements that the infant, sometimes due to illness or other alterations, cannot synthesize.

- Non-specific cells. They favour the growth of the intestinal epithelium and the maturation of enzymes.

- Specific immunocompetent cells. They have cytotoxic activity against pathogens and formation of specific antibodies.

- Polyamines. They are elements that, when ingested in adequate quantities by infants, promote the development and proper maturation of the gastrointestinal tract, the immune system and the intestinal microbiota. Their insufficient consumption is related to the greater probability of developing an allergy and other pathologies and, in the maternal milk it has been observed that they have great bioavailability and high concentration.

- Various substances such as polyphenols, flavones and isoflavones, micronutrients, minerals, viral fragments, etc. They have different properties, e.g. antioxidants.

4 Conclusions

There are elements that compose the milks that have demonstrated a greater bioavailability and beneficial effects for the development and protection of the infants of their species.

More research is needed to know the exact composition of milks and their effects.

There are many components of women's milk with properties that demonstrate some protection against autoimmune entity pathologies, such as allergies, autoimmune thyroid disease, celiac disease and juvenil rheumatoid arthritis.

References:


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Type A influenza: an enantioselective approximation of synthesis to a new pharmacological therapy

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Abstract:- In order to effectively combat type A influenza, we have addressed the enantioselective synthesis of rimantadine and a new analogue to confer rimantadine an improvement in their pharmacological properties and prevent the influenza A virus from building up a resistance. To this end, a synthetic approach based on the preparation of the corresponding N-isopropylsulfinamides has been carried out by using DAG methodology. This route provides access to both enantiomers of the desired products, in their optically pure form, as well as allows the synthesis of other analogues.

Key – Words. H1N1 flu viruses – Influenza A – Enantioselective synthesis – DAG methodology – M2 channel inhibitor

1 Introduction
The Influenza is an acute and infectious contagious respiratory disease caused by an RNA virus of the Orthomyxoviridae family [1]. Recently, the emergence of H5N1 in Asia, an extremely aggressive avian flu virus difficult to spread, along with the pandemic caused by influenza virus A H1N1, easy to spread but less aggressive, has set off all alarms in light of a possible recombination of the genome of these two viruses [2]. This fact would lead to a highly lethal virus able to spread easily. Some of the most interesting synthetic compounds developed to inhibit the replication of influenza virus include amantadine and rimantadine, which act on the M2 channel, being rimantadine four times more active than amantadine (Fig. 1). However, the vast majority of Influenza viruses show resistance to these drugs [3].

Fig. 1. Antiviral drugs used in the treatment and prophylaxis of type A influenza in primary care.

2 Problem Formulation
The main objective of this work is the enantioselective synthesis of rimantadine and a new analogue to confer rimantadine an improvement in their pharmacological properties and prevent the influenza A virus from building up a resistance.

3 Problem Solution
A synthetic approach based on the preparation of the corresponding N-isopropylsulfinamides has been carried out by using DAG methodology [4]. It is noteworthy that, in this methodology, a derivative of D-glucose is used as the sole chirality inductor, being this one of the cheapest chiral products on the market. This route provides access to both enantiomers of the desired products, in their optically pure form, as well as allows the synthesis of other analogues [5].
A retro retrosynthetic analysis of enantiomerically pure \((R_C)\)-rimantadine (Fig. 2), shows that it can be easily obtained from the isopropylsulfonamide \(1-(S_S,R_C)\) derived from isopropyl sulfinylimine \(2-(S_S)\).

**Fig. 2.** Retrosynthetic scheme for the preparation of enantiomerically pure rimantadine.

\[
\begin{array}{cccc}
{(R_C)}-\text{rimantadine} & \xrightarrow{\text{Me}} & {1-(S_S,R_C)} & \xrightarrow{\text{O}} \quad {2-(S_S)} \\
& & & \xrightarrow{\text{O}} \quad {3-(S_S),4} \\
\end{array}
\]

The asymmetric synthesis of isopropyl sulfinylimine \(2-(S_S)\) can be done in an enantiodivergent manner using as sulfinylating agents sugar based sulfinate esters \(3-(S_S)\), prepared using our DAG methodology [4]. Noteworthy, in this case, we have found that the glucose-derived dicyclohexylidene-D-glucose (DCG), obtained in a single step from D-glucose, gave better chemical yields and diastereoselectivity than the diacetone-D-glucose. Accordingly, the condensation of 1 molar equiv of DCG with 1.8 molar equivalents of racemic \(i\)-PrSOCl in toluene using \(i\)-Pr\(_2\)NEt as base afforded diastereoselectively isopropyl sulfinate ester \(3-(S_S)\) in quantitative yield and 96% de. Additionally, the DCG isopropylsulfinate ester was stable, as no decomposition of this sulfinate was detected at 4 °C after months.

The preparation of \(N\)-sulfinylimine \(2-(S_S)\) has been done by the action of LiHMDS on sulfinate ester \(3-(S_S)\) leading to the \(N,N\)-bis-trimethylsilylsulfinamide. The following treatment with the corresponding 1-adamantaneacarbaldehyde \(4\) in THF, in the presence of a suspension of CsF, afforded, after a single purification, the enantiomerically pure sulfinylimine \(2-(S_S)\) in good chemical yield.

The synthesis of the isopropylsulfinamide \(1-(S_S,R_C)\) constitutes the key step of the approach. For this, the addition of methyl Grignard on sulfinylimine \(2-(S_S)\) was carried out in toluene, at 0°C, obtaining the corresponding sulfinamide with a moderate yield but in a 100% of diastereomeric excess.

Finally, the desulfynilation of this compound allowed us to obtain the \((R_C)\)-rimantadine in its enantiomerically pure form.

**4 Conclusions**

Starting from the \((S)\)-isopropylsulfinate of dicyclohexylidene-D-glucose as a chiral sulfinylating agent, a new enantiomerically pure \((S)\)-isopropylsulfinylimine was prepared as a key intermediate of the synthetic route.

A stereoselective, divergent and effective approach for the synthesis of both rimantadine enantiomers and analogues has been optimised by the addition of the appropriate nucleophile of \((S)\) or \((R)\)-\(N\)-isopropylsulfinylimine.

This methodology can also be considered a good approach for the stereoselective synthesis of both enantiomers of a new batch of rimantadine derivative.

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[2] https://www.who.int/es


HUMANISM
LATEST RESEARCH

MADRID OCTOBER 23-24
Abstract. - In times of oppression and censorship, as may correspond to those of a dictatorial political regime, a historian has a tough job to do, because the necessary independence to carry out a professional and rigorous study and analysis of reality is contaminated by slogans or censorship that come from this political power, which aspires to impose a single thought that allows it to perpetuate itself in time. And even more so at the moment of an immediate post-war scenario, when the reconstruction of the country and precarious life situations creates increased professional instability. However, we believe that one of the keys for a high-quality historiographic work is that it must not have even a hint of propaganda or political intentionality, but must start from a critical spirit, intellectually independent, in order to reliably interpret the data. The historian, as a scientist, must develop mechanisms to isolate himself from any ideological influence of his context or environment - although logically it is risky - and find a way, since he pursues the sole objective of achieving a well-founded and contrasted truth.

Key – Words: Historiographic works – Dictatorial political regime – Internal exile – Censorship – Ideological impositions.

1 Introduction
We intend to identify some of the factors that can help us to understand the Spanish historiographic reality in a difficult and conflictive period on a political, social and economic level, such as the decade following the outcome of a civil war. In order to do so, we have resorted to a bibliography that would unveil and connect us with this reality, finding some quite enlightening texts, both books and articles. Despite the limited extent of the work, we believe that the research question has been satisfactorily answered and, at the same time, it has opened up new questions.

2 Problem Formulation
The political regime imposed after the bloody Spanish civil war had originated the exile of a considerable part of the intellectuals, among them many professors and writers. Those who remained were subjected, like all Spaniards, to a repressive system that limited the free expression. Given this, we ask ourselves. Did Spanish historians have a minimum of freedom to carry out their research with objectivity, professionalism and ethical commitment towards society in the context of the 1939-1949 decade? As for history in Spanish education, what side of history would be projected in the thought of the student who had lived through the war?

3 Problem Solution
We have come to know the reality of some historians that we can denominate "committed", we discard what we can call "pro-government", in this bounded stage of the first decade after the Spanish civil war. As it can be assumed, these were difficult times for historiography in Spanish territory. We will therefore approach the work of representative authors of this period in order to discover whether the parts of history studied by them responded to an inevitable escape from pressure, whether they were damaged in their position as professors or in their prestige, or whether they were doomed to give in to ideological impositions.

The academic and personal projects of historians, like those of all Spaniards, were frustrated by the civil war and the harshness of the immediate post-war period. A postwar period that would also leave winners and losers in the intellectual circles of some Spanish universities that, like the country, were in ruins. In addition, the civil war supposed the rupture of Spanish Liberal Historiography (what is also known as the professional or scientific stage of Spanish Historiography, which goes from 1915 to 1936) with the exile of its main historians (Altamira, Sánchez Albornoz, Américo Castro...). In the post-war period, Franco used history as an instrument
of ideological legitimation of the Regime. Its traditionalist nationalism exalted the Spain of the Catholic Monarchs and the Austrian Empire and denigrated contemporary Spain, both nineteenth-century liberalism and, above all, the democratic Republic of 1931-36. At that political time, it was very difficult to make contemporary history a scientific specialty in Spain, as one might suppose.

4 Conclusion

In many of the cases that we have had the opportunity to know in this approach to the works of distinguished historians it happened that admirably they brought to light some very worthy and recognized investigations, in a very ideologized framework. That is why we must recognize their task even more since we have observed the difficulties they encountered, mainly regarding the general control of their teaching and research tasks. We have also understood why, in the first decade of the regime, the themes of our historians revolved around the Middle Ages, Archeology, Americanism or biographies of great figures... Either to avoid the commitment to the nearest reality, or to exalt a glorious past with the idea of a unified and great Spain.

So, on the one hand, we have the work of the exiles, who flee persecution for possessing an ideology contrary to the uprising movement, who would find in other countries -mainly Hispanic-American- the opportunity to continue their professional careers thanks to European and American philanthropic associations [1] and, on the other hand, those who remained in Spain after the war, whose situation was truly impasse. The collapse of the institutional and human environment was so evident that it not only reproduced a stagnation, but a real cessation in the process of historical formation of our historiography. But to what extent independent historians were able, in these circumstances, to work with freedom and rigor? Since "the new fascist order arising from the military uprising transformed history into an experience of the victors. The memory of the past had never been superimposed on the silence and oblivion of the defeated" [2]. The atmosphere was rarefied by changes in relations among intellectuals, in the university lifestyle and in academic subjects. We are referring to the fact that these were hard years, of purging files, of jail and of restricted oppositions. People close to the regime (Phalangists, Opus Dei and other organizations) filled the teaching posts in the universities [3].

References:
Abstract: - In the north of the island of Tenerife is the Valley of La Orotava, and forming part of this we find the fishing municipality of Puerto de la Cruz. It is an eminently tourist area made up of unique resources such as its history, its varied gastronomy, culture and leisure. Our work focuses on the analysis of shows, events and festivals that make a municipality as the protagonist of our analysis receives thousands of visitors by public and private projection of artistic and sports talents that year after year surprise everyone who have the opportunity to enjoy them. As we will develop next, one of our main objectives is to publicize the diversified leisure and entertainment offer that Puerto de la Cruz offers to visitors and residents. There will be a retrospection in the chronological line of the tourism sector focusing on the leisure, sports and entertainment segment. It is about promoting the talent of artists who are very great when they are allowed to shine and perform with professionalism and enthusiasm what they call art and that is nothing more than satisfying and exciting residents, visitors and tourists. To carry out this work we have done an exploratory study based on two types of research: based on the literature and based on the experience of experts. From a bibliographic review, the techniques we have used are: projective techniques, in-depth interviews and observation. In this sense, we have selected the in-depth interviews following a battery of open questions, encouraging the opinion of the interviewees and acquiring information on their thoughts, opinions and emotions on the subject in question (Grande Esteban & Abascal Fernández, 2017) [1]. This set of factors is conducive to defining a strategy of tourism revitalization based on the realization of events and shows. We consider that, in a tourist destination like this one (currently going through a phase of rejuvenation after its stagnation from the end of the 1980s), offering complementary and differential activities to the traditional model of sun and beach, would fit perfectly in the revitalization of it. For this reason, the objective of this work is based on the following premises: deepen the meaning, characteristics and similarities of the show and event concepts, analyze in detail the offer of leisure, events and shows that is currently operational in Puerto de la Cruz and design a proposal for 4 star hotels in Puerto de la Cruz varied, rigorous and that meets the needs and desires of managers and customers of the tourism infrastructure in the municipality.

Key – Words: Culture – Events – Leisure – Shows – Tenerife – Tourism

1 Introduction

Tourism and strategies to improve the quality of a destination and increase demand go hand in hand. The cultural heritage, natural resources and segments such as sun and beach are not enough for the tourist attraction of a municipality such as Puerto de la Cruz to last over time. In fact, the changes in consumption habits that are based more on the experiences and the active nature of the holidays invite companies and institutions to justify and support events in the tourism offer. According to González & Morales (2009) [2] each event brings a unique and inherent to the destination. It is about selecting events whose impact is potentially advantageous for the local population, for visitors and tourists.

Generating art, innovation, entertainment and culture is fundamental for the tourism sector since it allows to significantly increase the economic benefits of the industry and therefore of the local population. These are assets that contribute to the socioeconomic development of Puerto de la Cruz, companies and individuals.

International tourism grows year after year, the flow of tourists is increasing and competing destinations as well. The addition of services such as accommodation, transportation and catering are not enough to meet the needs of customers. From here, recreation and leisure time are valued as essential in this spontaneous group of services. For example, a report by Visit Britain "Football Tourism Scores for Britain", pointed out that in 2014 more than 800,000 foreign visitors came to watch a Premier League game, generating a combined expenditure
of 684 million pounds, which meant an increase in 15% on the figures for 2010. It is just an example of what an event, in this case sporting, can entail for the city that hosts it. The same happens with the Love Parade in Madrid, which every year brings together more than half a million people eager to have fun and enjoy a city full of charm, entertainment and light as it is the capital of Spain. This event represents a profit of millions of euros for the city. For years they have been trying to put on display artists from Madrid and the rest of the country to promote the national product that they like so much outside our borders. We wonder why we do not do the same in our town and give opportunity to “jump” to a stage so that others can enjoy their show.

New tourism products are created from the event market and the offer diversifies and changes the size and behavior of local tourism. The events are a way to offer experiences and attract tourists.

For the realization of this work we have done an exploratory study based on two types of investigations: research based on literature and research based on the experience of experts. The purpose is to find out the criteria of competent and informed people in order to draw conclusions about the study and achieve our objectives. Based on a literature review, the techniques we have used are: projective techniques, in-depth interviews and observation. In this sense, we have selected the in-depth interviews following a battery of open questions, encouraging the opinion of the interviewees and acquiring information on their thoughts, opinions and emotions on the subject in question (Grande Esteban & Abascal Fernández, 2017).

To carry out the diagnosis of Puerto de la Cruz we have carried out the following works:

a) Analysis of secondary sources (statistical information, studies conducted in Puerto de la Cruz and areas related to events and shows, etc.).

b) Interviews with municipal technical officers and specialists in the sectors of tourism, parties and culture.

Likewise, we have developed a SWOT matrix that reflects the components that allow us to examine the cultural reality of Puerto de la Cruz and that should shape the future strategy. Is important to know what are the motivations and elements that influence the subsequent vision that visitors and tourists have about the destination. One of the key factors to consider in the evaluation of the tourism experience is the category of cultural and artistic attractions and the night and entertainment environment. There are different types of tourists that allow us to contemplate the variegated diversity of segments that make up the tourism market.

2 Problem Formulation

The study of tourism in Puerto de la Cruz requires a first approximation from the offer and its main characteristics since since 1955 it is considered a National Tourist Interest Point: its black sand beaches, its historic center, its variety and quantity with respect to the gastronomic offer, the Loro Parque, its trails, the underwater volcanic tube “La Rapadura” (reference for divers and lovers of the ocean), San Telmo and the Lago Martíánez swimming pools among many other attractions make this small town a mature tourist center with a productive future that affects the satisfaction of residents, hikers and tourists.

In reference to the shows and competitions we find the International Street Art Festival (MUECA) which is held in May, the Bavarian Week dedicated to German music and gastronomy at the end of August and the Bach Festival in December. In February you can enjoy the carnival more and more followed by all lovers of this event, the celebrations of Exaltation of the Cross in May and the celebration of the eve of San Juan in June are just some examples of the movement of shows and events from this charismatic city located on the shore of the ocean. It is also worth noting the festivities of the Virgen del Carmen and the festivities of San Andrés in summer.

It is an attractive city for its heritage and its authentic character. Like the iron magnet, it attracts tourists seeking authenticity, earth events, night and day activities and a festive atmosphere to experience sensations that in their places of origin it is difficult to live again. That is why the relationship between the fishing municipality and the tourist activity and more specifically the activity of events and shows should be part of a transversal axis in the form of programming throughout the year and making correct distinctions for seasons of occupation. Although Puerto de la Cruz is a multifunctional space, with the capacity to adopt different forms for demand and supply, it is essential to maximize the investment in time and resources of entertainment, leisure and entertainment activities.

The communication of tourism on the other hand uses emotional and persuasive arguments of the advertising market to collaborate in the construction of a destination brand (destination branding) where the public (target) are located at the nerve center of the communicative strategy, thus working for and for the tourist promotion, relying incipiently on the production of events and shows that the destination programs. The
communication strategies also aim to create a favorable image or improve the destination (Puerto de la Cruz) to obtain benefits that impact on institutions, citizens, tourists and visitors. The strength and the triumph as destination and brand image of the municipality will depend, among other things, on the creativity and adaptation of the events that are programmed as a novel formula to stand out in the market niche.

3 Problem Solution

This type of tourism (events and shows) consists of the organization and exploitation of scheduled events as tourist resources. They can be of all kinds and, therefore, attract different sectors of demand. We highlight the following: musicals, theater, concerts, dance shows, comic shows and film festivals. Also fit in this classification the sporting events: championships and tournaments, motorsport and a long etcetera. Below we attach a table with detailed information regarding the destination and its events in Puerto de la Cruz.

According to Canadian academics Ritchie & Hudson (2009) [3] there are five important aspects regarding the organization of events that aim to build a brand image linked to the territory:

- Realization of an investigation that allows to determine what are the expectations that the public has in relation to the event and the destination.
- Realization of a work plan that allows to select the events that fit the objectives and draw conclusions once they have been completed.
- Conduct quantitative and qualitative studies in the different phases of the project, comparing them with events carried out in other places.
- Carry out a strategic communication plan focused on the emotional aspects of the brand-territory.
- Have a business and institutional support to develop a strategy for building a tourism image based on the organization of events.

Every day more people travel to different destinations in search of experiences that have to do with entertainment and healthy fun. The nocturnal tourist animation makes the client close with enthusiasm the end of a day lived intensely by all the members of his family or group of friends.

A tourist-hotel establishment that has a professional team of tourist entertainers and a program of recreational activities with accessible hours for clients in the three sections of the day (morning, afternoon, night) will allow the guests to plan, to take advantage of healthily and without obligations his free time. We propose: legalize and regularize the legal situation of artists who want to make their way in this professional segment where intrusion damages and does not dignify the profession of the artist and hat there be a minimum of performances of Canarian origin for each of the parties and / or events sponsored by the City Council of Puerto de la Cruz. There is room for all national, international artists and of course, those who were born here.

Another no less important proposal is to add a section in the tourist guides of Puerto de la Cruz in which the sector of events and shows is specified and developed. We propose that it be done also interactively with recorded and displayed images on giant screen TVs in the tourist information offices and at the CIT.

And finally renew the website of the municipality with new images and videos that dignify and represent in a truthful and verifiable way the sector of events and shows. Only then will the tourist be able to know the virtues and magical nights that await him on his arrival. This strategy is the first step of a long trajectory, however it is viable and real.

4 Conclusion

We believe that the tourism sector can be complemented by a leisure and entertainment offer that captivates everyone who contemplates it. In Puerto de la Cruz we have important natural and cultural resources, however, we propose to offer opportunities to the young talent that is dedicated to music, dance or theater.

Frontur surveys indicate that for 85% of tourists the main reason for choosing Tenerife destination is leisure, recreation and holidays. We assume, therefore, that the visitor seeks to satisfy their concerns, interests and needs. Puerto de la Cruz has an important and attractive range of resources, events and shows that make the destination an ideal place for rest and recreation.

It is possible to define a strategy of tourist dynamism based on the realization of events and shows. We believe that, in a tourist destination such as Puerto de la Cruz (currently undergoing a phase of rejuvenation after its stagnation from the late 1980s), complementary and differential activities can be offered to the traditional model of sun and beach, would fit perfectly in the revitalization of it.
The communication strategies also aim to create a favorable image or improve the destination (Puerto de la Cruz) to obtain benefits that impact on institutions, citizens, tourists and visitors. The strength and the triumph as destination and brand image of the municipality will depend, among other things, on the creativity and adaptation of the events that are programmed as a novel formula to stand out in the market niche.

A small effort on the part of the private business network and public institutions boost an essential sector in its evolution as a tourist destination.

The entertainment and events sector is made up of experiences and experiences that help generate emotions, and these emotions bring with them a value and a positive attitude towards the destination in which they have been generated. It is a trace that is difficult to make disappear because they are memories whose result is among other things the mental well-being of the visitor. It is about maximizing the experience of tourists through unique and unforgettable rich resources. Generate brand image of Puerto de la Cruz is essential to establish future lines of action by the Department of Tourism and Holidays.

References:

Abstract: Spanish airports are managed by the public company of Aeropuertos Españoles y Navegación Aérea AENA. This is responsible for managing the airports that channel commercial and air traffic in the Spanish territory that has a total of forty-six airports and two heliports spread throughout the territory. Many of them are not prepared to receive the number of passengers that arrive daily to them, others, however, are too large for the few flights that they generate (Aeropuertos españoles y navegación aérea AENA, 2019) [1].

In Europe, a large number of regular and low cost airlines operate at a regional, national and international level. In our country, commercial aviation began to develop in the 20th century, specifically in 1927, with the creation of the Spanish airline Iberia, which is among the oldest in the world and currently belongs to the airline British Airways. Later, other airlines began to form part of the airline sector, such as Air Europa, which further expanded the total number of flights and the number of routes.

Recently, with the arrival of low cost airlines, prices were reduced compared to traditional airlines, offering to travel anywhere in Europe for very little money. The main differences between regular and low cost flights are based on aspects such as the services offered, the types of seats to choose, the luggage allowed, the ways to make the reservation or the airplane models, being in most of the cases, more comfortable to travel in a regular flight than in a low cost one.

We will know and analyze the structure of the airport sector, both nationally and regionally, in order to identify the main trends of users, as well as to assess to what extent the Spanish management model has been efficient in the provision of airport services.

In Spain, the tourism industry has been and continues to be one of the main engines of the economy and within the business segment we find: accommodation, auxiliary services and means of transport. Hence, it is necessary to analyze if the airport system currently in force in Spain - configured around a centralized management model in the hands of AENA Aeropuertos, SA, with 46 airports, 2 heliports and more than 249,223,044 million passengers in the year 2017 according to the ISTAC - is the most appropriate to guarantee the efficiency and competitiveness of the sector, which, as we mentioned, is a reference sector for the economy of the archipelago and the rest of the country.
We have been able to identify all the elements that encompass the airport sector, as is the case of companies aimed at offering air services, their operation or the safety and accessibility of them. On the other hand, we have also analyzed the relationship established between the sector and tourism, being the Canary archipelago one of the destinations that receives the largest number of tourists in the country. Likewise, the research we have carried out has provided us with relevant data that can help readers to better understand the airport system, as well as its logistics and the fundamental elements for its development.

2 Problem Formulation

We wish to emphasize those elements related to the airport sector that, a priori, can help us to know how it works. We seek to identify the key points, as well as analyze their logistics. In addition, we will delve into how the transformation of the sector in the last ten years has occurred to provide us with the necessary knowledge that will lead us to understand and know its key points. The general objectives that are broadly deployed are the following: know the logistics, functions and organization of the airport sector in Spain, identify the key points in the operation of the sector and know the history of the sector and its latest news.

Another objective no less important is to analyze the relationship between the airport sector and tourism, since it is a fundamental part of the economy of Spain.

The methodology that has been used for the development of this work consisted of breaking down and analyzing the information provided by AENA. In addition, we use qualitative techniques specific to exploratory research based on a literature review.

The work carried out to determine the services provided by airport companies, as well as their policies and the logistics used to make an assessment of their status in the conclusions section, has been a determining factor. This information will be accompanied by graphic material in order to know the sector in greater depth.

An interesting example that could become a problem is the case of the Canary Islands. The archipelago depends on the aerial sector for the tourist development given its geographical position. However, the improvement of infrastructures and the opening of new routes in Spain have favored this aspect. The tourism industry has, as we have already mentioned, a direct relationship with air transport both for the leisure activities carried out by tourists and for business, as well as for the importation of materials aimed at hotels and all the operations that are carried out. They are related to the supply of food and beverages.

3 Problem Solution

Tourism would not exist as such if airports do not function in optimal conditions as they do today, and these same infrastructures would not be maintained if demand did not need them. Passengers and commercial activities carried out at airports are essential for their livelihoods, and airlines including low cost airlines (LCCs) need the correct control and management of these to make the network of operations that there is realized be perfect.

On the other hand, the agreements between the airports of the islands and the airlines, which offer a large number of connections on a daily basis, allow more and more passengers to travel from any city, both national and international, contributing to the improvement of the economy due to the high tourist demand. This economy enables companies on the islands to increase their profits, in addition to generating jobs for the local population.

4 Conclusion

It is essential that a marketing plan is put in place that achieves the attraction of tourists and allows their loyalty. However, the tourist companies must provide the means of payment, as well as the planning of possible offers in the rates in order to favor tourists. We can consider that the aviation industry partially supports tourism and international business activities by facilitating the provision of services, fostering economic growth and increasing the productivity of nations. Once the analysis is done, we can conclude that Spanish airports offer tourists a great variety and number of routes, connections and airport services, favoring the users' enjoyment of them. This is undoubtedly an advantageous and positive element within the sector since it facilitates the expansion of the tourist movement and consequently favors the economy.

Assert Pedréno & Ramón (2009) [2], that Spain has stood out for its growth as a receiver of mass tourism, staying at the top of the lists of destinations and income for tourism in Europe and the world (Aguilar, 2008)
In 2018 Spain experienced an historic record in the number of tourists received: 82.6 million people visited the country, with the main markets being the United Kingdom, Germany and France (see figure 1).

Graph 1: Main world tourist destinations according to arrivals of international tourists arriving from international tourists (2018). Source: Barrientos, 2019 [4].

The main entry route to the country of these tourists are the airports, since according to the INE 81.6% of tourists used the plane to come to Spain, while 15.6% did it by road and 3% across the sea.

References:
Aspects of drawing as part of the methodology of the heritage conservation and restoration

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Abstract: - Drawing has a fundamental role in the discipline of heritage conservation and restoration. In fact, one of the basic subjects that future restorers receive is precisely the treatment of drawing in various aspects, within their integral formation as professionals. The analysis of the ways in which the drawing is integrated in the methodologies of interaction with the work to be intervened, generates a wide range of possibilities, which try to be approached from the present study. It will be divided into two different prisms, the first will be focused on the study of the drawing for understanding the artistic calligraphy and the technique of the author and the second on the knowledge of the drawing for the intervention of the work itself.

Key-Words: Drawing – Conservation – Restoration – Heritage – Culture

1 Introduction
It is essential to address the importance of drawing in the conservation and restoration of heritage, taking into account a dual aspect, which in turn has broad ramifications, the way in which each of the study perspectives is projected.

On the one hand we will analyze the drawing as an integral part of the techniques of study of the cultural good to preserve or restore, if we take into account the original drawing as part of the analytical study of the author’s technique. In this case, understanding the artist’s own technique will help us to understand the work in its full dimension. For this it is necessary that the bases of the drawing are settled, in order to be able to form an optimal study.

On the other hand, drawing and graphics are also present in the processes of studying the state of conservation and in the very intervention of restoration.

2 Problem Formulation
At present, if we consider the role of drawing in restoration, this concept is not widely defined. We are aware of the importance of the formation of the restorer in the various artistic areas, before beginning in the disciplines of restoration. However, when we raise the areas in which drawing can be part of the conservation and restoration of cultural property, there is no specific classification, that can establish a list of cases in which the restorers study the drawing or when there is a need to apply it.

3 Problem Solution
Trying to establish a classification of how the drawing is applicable to the restoration we propose the following model:

1. Study of the original drawing as part of the analytical examination of the author’s technique. It is essential to study the drawing underneath the pictorial layers and the varnish, prior to carrying out any type of restoration, as well as the knowledge of unfinished works of the same author, to authenticate the works or to study in depth the technique. Similarly, the study of the Sinopia in the fresh techniques helps to understand the way in which they were executed, as well as the understanding of the techniques of moving of drawing on the murals, as they can be stamped and incisions.

Specific case studies could be classified as follows:
Study of the underlying drawing
This study is paramount before any intervention, within the previous examinations. On the one hand we can focus on the study of the underlying drawing, fundamental before any intervention, and that is possible to make...
visible thanks to infrared photography and infrared reflectography. With them, the study of the work can inform us of possible repentances - whose term in Italian is *pentimenti* - of the author or hidden works and inscriptions under pictorial layers. This technique is very useful for the authentication of works. It is also possible, with the above techniques, to identify whether the work has been carried out by a solo artist or by an artist and collaborators of his workshop [1]. We must consider it as a further argument to help us define the artistic corpus [2].

**Works not completed**

The same case occurs with unfinished works, which serve to analyze how the artist articulates his creative process and which serves to understand the work and its materials, one of the most important steps of any restorative intervention on heritage. At present we can find in many museums unfinished works "that help to understand the process followed in the execution of the underlying drawing by the artists and the phases of application of the color" [3].

It is also a technique that facilitates any type of authentication in the works of the same author, being able to serve as analysis of the technique to identify possible forgeries.

**Study of the *Synopia* or the distribution of days**

The study of Sinopia analyzes the process of creating the mural painting and the distribution of the work by days. In cases where the *intonac* is very damaged we can reach this drawing with the organoleptic observation. In case the work is in good condition, we will be able to determine the preliminary drawing thanks to the meetings of followed day. This analysis helps to understand the conception of the space and the polyangular perspective taken by the artist, his adaptation to the space and the illumination. You can also study the order in which the work was performed, taking into account the bezels between days.

Fig.1. Diagram of lines of the days of a mural painting during its study process. Image given by José Andrés Martínez Ponz.

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**Techniques of drawing transfer**

The identification of the techniques of moving the drawing in mural painting helps to understand the creative process [4], both in the making of cartons, as in the scientific process of moving the sketch prior to the actual size and to the wall. Traditionally the employees are the stitches and incisions. Innovations also appear in the transfer techniques, which help us to understand how the different cartons have been treated for adaptation to the wall, due to their large dimensions.

Fig.2,3. Techniques of moving a mural painting during its execution process. Image of your own.
Application of drawing to the discipline of restoration. In this same order of ideas, it should be noted that drawing has another fundamental role in the restoration and in the intervention of any work that is part of our heritage, regardless of its specific nature.

**Analysis of the work**

On the one hand, it is used for the analysis of the work, making diagrams of line, whose main base are the lines of drawing. It analyses the composition and studies the various materials that have been used for its realization.

**State of conservation**

One of the tasks prior to any restoration is the creation of damage maps, which serves as a graphical diagnosis, which identifies the sources of deterioration, classifies the different damages suffered by the work and produces a visual analysis of the state of conservation, serving as a graphic record, very valuable to undertake the restoration and to leave testimony of the previous state of conservation.

**Archaeological restoration**

Also noteworthy is the drawing in the archaeological restoration, which serves as a basis for characterizing the works, taking as an exponential example the tables of Petrie [5], started in the 20th century by the prestigious Egyptologist and used and expanded today, they serve for the classification of the pieces. They are also used to make graphical descriptions of reconstruction scenarios.

Fig.4. Techniques of moving a mural painting during its execution process. Image given by José Andrés Martínez Ponz.

![Fig.4](image)

**Formal and chromatic reintegration**

We also address the role of the drawing in the reintigration of lacking pictorial images, which, at times and according to the criteria established for the replenishment of lacunae, it is necessary to study and understand it in order to continue it, in a differentiated way [6]. On the one hand the study of the forms of the original drawing, to establish some hypothesis if it is considered necessary, following the rhythm of the composition, but on the other hand, the most remarkable, by the very graphics in which the discernible type of reintegration of the original is to be performed, such as, among others, rigattino, modulated tratteggio or puntillismo.

![Fig.5](image)

4 Conclusion
Drawing is essential in the restoration, both in the analytics prior to any intervention, and in the restoration itself. We should not forget that the integral formation of the restorer involves subjects related to composition, shapes, drawing and graphics. With this, knowing the original drawings helps us to undertake the intervention from a critical and scientific point of view. One of the basic premises of the heritage restorer is to know how the original work is, in some cases it serves for its authentication, in other cases to know the creative process, and others to perform volumetric reintegrations prior to their actual intervention. An intervention cannot be undertaken without a descriptive analysis such as diagrams of lines and damage maps. Another area of the design of the restoration is related to the construction of recognizable textures, for their reintegration, either with points, with lines, with crosses, etc., with which the drawing is configured as a fundamental tool for restoration in many aspects of the same.

References:


The management of human talent, challenges and perspectives in social organizations

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Abstract: Social organizations in the context of the third sector have evolved significantly making efforts to adapt and survive the new characteristics of the environment and its changes at all levels, specifically in the organizational and cultural. These efforts have focused their attention on priority to identify alternatives in the management of human talent and the creation of culture in quality, in social responsibility, in sustainability in management processes and organization, and in achieving greater efficiency, undertaking actions aimed at strengthening the intellectual and operational capital of social organizations, making use of human talent management models in organizations. Under this horizon, the objective of this work is to validate the type of Human Talent Management Model in social organizations, their challenges and basic perspectives in the city of Bogotá-Colombia, in order to know the relevance of it, facing the development of social services and administrative structures of organizations and their need to adequately manage this type of human talent to achieve positive impacts within society, recognizing the weaknesses and strengths of the same model in order to propose alternatives for improvement if necessary.

Key-Words: Human talent – Management – Organizations – Third sector – Social organizations

1 Introduction
Organizations have evolved efforts to adapt and survive the new characteristics of the environment and its changes at all levels, specifically in the organizational, one of the transcendental focuses in this regard is human talent is why the validation of the Management Model of Human Talent is carried out in order to know the relevance of the same, compared to the development of third sector companies and their administrative structures together with the need to adequately manage this type of human talent for the achievement of positive impacts within society. The validation of the model responds to a prevailing need to manage human talent for organizations, determine whether the model proposed is suitable for this type of grassroots social organizations in the city of Bogotá and recognize the weaknesses and strengths of the model in order to improve it if necessary.

2 Problem Formulation
Know if the Management Model of Human Talent in Social Organizations responds to a prevailing need to manage human talent for social organizations in order to determine if the proposed model is suitable for grassroots social organizations in the city of Bogotá and to recognize the weaknesses and Strengths of the model in order to improve it if necessary.

The methodology under which the research was conducted was based on the approach of the Model developed by Pérez and Murillo based on a qualitative approach, which allows the participation in problematic contexts that identify, the conflicts that are found in its implementation.

3 Problem Solution
Human talent is the human capital within a society that seeks social transformation through its work, by contributing in a disinterested way in the achievement of common objectives in the face of own needs or latent lacks in society and driven solely by the desire to help. The management of human talent is the set of policies and practices that are necessary to address aspects related to managerial positions, and that relate to people or resources and aspects of selection, training and performance evaluation [1]. The advance management by the
directives of the social organization is the key point for social investment to result in effective results and well used in services to the community of intervention.

From there, for the realization of the management of volunteer personnel is based on the “Voluntary Human Talent Management Model in Social Organizations” written by Pérez and Murillo [2] as the guideline that allows the social organization to manage volunteer human talent, in addition to structuring the principles, goals, services and activities that lead to the fulfillment of the corporate purpose, in order to generate positive results in society so that the model of human talent management in social organizations is designed in four phases, the first redefines the social organization, through different tools that identify their actions and how to manage them; the second determines the requirements of voluntary human talent in the social organization; the third selects the channels of recruitment, process and selection of volunteers; and in the last phase, a volunteer management cycle is determined so that the volunteer perceives that their actions have an impact on the communities and that follow-up, retention and control of the activities carried out can be carried out.

4 Conclusion

It is concluded that this model of human talent management is relevant as it frames its actions in ethics and conduct standards as demanded by society in the country's capital and in general in Colombia and especially, for its flexibility and identification with the character and philosophy of the provision of social services carried out by this type of third sector organizations.

References:
Cultural heritage, local development and touristification. 
A matter of scale

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Abstract: - The newest urban and territorial policies place cultural heritage as an object of sustainability, but also as a resource for the local development of the communities that treasure it, identify it, value it and protect it. Within this framework, cultural tourism has become one of the most immediate mechanisms for the generation of development dynamics related to cities with a recognised heritage legacy. The main aim of this work is to consider and evaluate the extent to which the urban scale intervenes in the processes surrounding the relationship between cultural heritage, tourism and local society. To this end, examples of development based on cultural heritage tourism belonging to three levels of urban agglomeration in the south-west of the Iberian Peninsula (Spain and Portugal) have been studied and analysed: metropolises, medium-sized cities and rural settlements, with the aim of establishing a comparative study of the policies carried out, the impact on local society and the potential arising of touristification processes.

Key – Words: Cultural heritage – Cultural tourism – Touristification – Local development – Territorial balance

1 Introduction

Recently, culture has become part of the different official documents on sustainability. We can establish as first milestones in this sense the declaration of Hangzhou of the United Nations Organization, entitled "Placing culture at the centre of sustainable development policies" [1] or the Florence Declaration of the UNESCO World Forum [2] on "Culture, Creativity and Sustainable Development. Research, Innovation, Opportunities", which put on the board the role of culture and heritage as motors and inspiration for a more innovative and resilient society today, that is, better adapted to current conditions and a changing world. More recently, UNESCO's latest World Report "Re|thinking cultural policies: creativity for development" [3] has noted this trend, defining as one of its four fundamental objectives the integration of culture in sustainable development frameworks. However, the new 17 UN Sustainable Development Goals [4] do not address any issue related to culture or historic or cultural heritage, but this is assumed as implicit or transversal, as it happens in the New Urban Agenda of UN-Habitat [5].

In this context, cultural tourism has taken a leading role because of its opportunity to strengthen the socio-economic fabric of territories rich in heritage through the creation of job opportunities, the recruitment and training of qualified personnel, the strengthening of the service sector or the establishment of the young population, among other possibilities [6]. On the other hand, the risks involved are well-known, such as excessive touristification of historical areas, both urban [7] and rural [8]. Its influence on local development has also been studied from a critical point of view [9] due, among other reasons, to the loss of identity [10] that often produces the massive arrival of tourism in places with a special density of elements attractive for this industry.

From the official sphere, ICOMOS [11] has already positioned itself with the publication of the International Charter on Cultural Tourism and, more recently, the World Tourism Organization [12] has established guidelines for its contribution to the 17 Sustainable Development Goals. These documents state that the conservation of heritage resources must include, as a priority, the protection of the social fabric linked to heritage elements. It is precisely the loss of population in the rural world, together with the depopulation of small settlements and progressive demographic ageing, which is one of the main problems currently affecting the Iberian Peninsula, often resulting in physical isolation due to the lack of transport connections and the absence of information or dissemination.

Nevertheless, we can state that, generally, the pursuit of economic prosperity, the improvement of social conditions or employability are issues that concern any human settlement, regardless of its scale. However, the
specific objectives differ from one case to another: for example, in small or medium-sized towns in rural areas, population anchorage is also sought against depopulation, while large metropolises must face the challenge of population growth and densification or expansion of the urban fabric. In recent years, a process has also appeared that monopolizes journalistic headlines, political actions and academic discussions under the neologism of tourism: a sort of second gentrification process in historical and patrimonial urban fabrics, in which the inhabitants are displaced by tourists, their equipment and facilities.

Fig. 1. Location of the case studies selected in the south-west of the Iberian Peninsula. Source: Own elaboration.
2 Problem Formulation

This work is based on the hypothesis that the urban scale intervenes in the relationship between cultural heritage, tourism and local society. Consequently, the main aim will be to check how and to what extent the development initiatives and processes based on cultural heritage are different and produce diverse effects when applied to small, intermediate and large urban settlements.

To this end, a methodology has been developed starting by a general consideration of the bonds between cultural heritage and sustainable development, including both official international guidelines and academic bibliography. A specific attention has been given to cultural tourism as the most well-known and assumed way to prosperity when cultural heritage is considered as a resource for local development, including the current challenges linked to it, as heritage commodification, touristification or gentrification processes.

The discussion and verification of the hypothesis has required the study of specific cases that have focused on the south-east of the Iberian Peninsula, a territory with a diversity of settlement systems of different scales, all of them with great heritage value.

Thus, examples of development based on cultural heritage tourism belonging to three levels of urban agglomeration in the Iberian Peninsula (Spain and Portugal) have been studied and analysed (Fig. 1): metropolises (Seville and Málaga, Spain), networks of medium-sized cities (centre of Andalusia, Spain and Algarve, Portugal) and rural areas (Alentejo, Portugal), with the aim of establishing a comparative study of the policies carried out, the impact on local society and the appearance of negative processes linked to cultural tourism.

3 Problem Solution

The results obtained from the analysis of the two main metropolises in the south of the Iberian Peninsula show a clear interest in economic growth based on cultural tourism, although the strategies are different, as are the starting points. While Seville, a city which contains a World Heritage site, has strengthened its already consolidated heritage elements through a diversification of the tourist offer and a commitment to major events, Malaga, with a less consolidated heritage landscape, has developed in recent years an urban agenda that promoted certain heritage elements such as the historic centre or museums [13]. However, in both cases there has been a process of touristification that has had as the main consequences the displacement of the local population towards the peripheries, the increase in the cost of housing and, ultimately, a loss of the right to the city [14].

With regard to medium-sized cities, there is a trend towards the formation of networks in the territory that will allow them to create a competitive fabric with the large heritage cities nearby. This is the case of the two medium-sized Andalusian World Heritage cities (Úbeda and Baeza) [15], but also of the Medium-Sized Cities in the Centre of Andalusia, in which, in addition to network behaviour, a certain individual competitiveness can be observed due to the search for a unique identity trait that distinguishes them from the closest ones from the point of view of heritage characterisation [16]. This is also the case in medium-sized cities located in coastal areas, such as those in the Algarve region, although here efforts are focused on proposing a cultural counter-offer to traditional sun and beach tourism [17], as is the case in Malaga.

As for small settlements, the south and centre of Alentejo has been chosen as a case study as it is a rural area with a special vulnerability due to the progressive loss and ageing of the local population. The search for opportunities such as obtaining a World Heritage declaration has been revealed as a trend, even by the use of Intangible Heritage, like in the Estremoz, or in cases such as Mértola, where local social development based on heritage has a well-established tradition [18]. At times, however, heritage policies have been overly concerned with the promotion of cultural tourism, leading to the loss of authenticity and the abandonment of historic centres and traditional vernacular dwelling [19].

4 Conclusion

The study has shown a clear relationship between the use of cultural heritage as a resource for local development and the effects of tourism on the population and the city itself. This has been especially revealed through the study of the latest policies formulated on sustainable development, but also particularised in the analysis of the processes that have been carried out in the different case studies.

In general terms, while concerns about improving economic, social, cultural and employment conditions are shared by all, it has been shown how the effects of cultural heritage and tourism are different depending on the
scale of the settlement, as are strategies for enhancing development based on heritage resources. In this sense, regarding the study and comparison of the cases selected, the first conclusions point to a distinctive process between the three scales.

Thus, big cities tend to manifest the processes of tourism with more intensity, focused on the heritage centres, but extensive, in some cases, to peripheral neighbourhoods, which see the price of housing increased by the displacement of the inhabitants of the centre. Medium-sized cities strive to develop cultural tourism programs based on networking that aim to compete with large cities to favour an improvement in economic prosperity and employment, without major risks of tourism except in unique cases like World Heritage or coastal cities. Rural areas try to incorporate tourism as a resource against depopulation, although they show a special vulnerability in the commodification of heritage resources and the imbalance between the local population and housing and the number of tourists, whose services are occupying traditional houses and vernacular architecture.

References:


The challenge of future engineers for contributing technical aspects of sustainable development

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Abstract: - This work researches the importance that engineering has in contributing technical aspects to collaborate with the development of sustainable development and thus, encourage future engineers to become professionals that transmit, generate and spread scientific, technological and humanistic knowledge that will allow to reinforce actions concerning environmental protection and improving society’s quality of life.

Key – Words: Engineering – Sustainable Development – Environment – Quality of life – environmental problems

1 Introduction

The Mexican Union of Engineering Associations (UMAI) points out that the global warming phenomenon has put on the table of discussion the need of analyzing and assessing the impact that production patterns and energy consumption have, this is due to the importance that fossil resources have on the total supply of primary energy in the world [1]. The future of engineering depends on the factual solution that we, as a society, give to a fundamental challenge: to integrate engineering activity with other social activities in a systematic and ecological fashion [2]. Consequently, knowledge and resources of science, engineering and technology must be used to satisfy basic human needs such as reducing poverty and achieving sustainable development. Proof of this is that engineering responds to the need of orienting education to foster knowledge, skills, perspectives and values that allow individuals and groups to assume their responsibility in the creation and correct exploitation of a sustainable future. Technologies must be compatible with production processes by highlighting their environmental character [3]. Engineering professionals must be committed with society, taking into account the bioethical and sustainable development principle whenever they are doing any industrial or corporate activity [4].

Engineering is one of the professions that is more related with the planning and management of productive activities and services and it is also required to re-evaluate its foundations considering the serious and growing socio-environmental crisis and the needs of future generations [5]. Engineering has helped to increase and enhance the levels of life quality of humans, but without considering the environmental problems that were created by satisfying the needs of today’s society [6]. Nevertheless, it is indispensable to modify engineering’s paradigm of utility, which is to boost human development, and establish boundaries that guarantee sustainable development. Just as political and social models are being changed, processes and methodologies that are used in engineering must be changed.

The introduction of sustainable development in engineering is a new challenge that tries to conciliate humans’ needs with the planet’s capacity [7]. Future engineering professionals will have to develop new technologies and techniques that aid economic growth and promote sustainable development. They will have to be the direct agents who are responsible of assuming greater responsibility in shaping a sustainable future and integrate engineering activities with other social activities in a holistic and ecological fashion. This is the point where science, engineering and technological innovation must have a prevailing and decisive role in achieving these objectives.

According to the profile that is expected from future engineers, they will have to foster projects that guide personal and collective activity in a sustainable perspective that respect and boost the wealth that biological and cultural diversity represent. They will have to incorporate the environmental and sustainability dimension in their professional work by using clean technologies and projects that aid the industrial sector based on training programs for environmental quality and competitiveness.
2 Development
As strategies for the contribution of sustainable development in engineering, it is necessary to establish the following lines of action:

- Planning assignments per subject that include the environmental problems.
- Problems that are set must be about real situations that are related with the students’ future professional activities.
- Set out problems of application that fosters research and independent activity.
- Development of specific projects about water, soil, energy saving and use of organic waste.
- Use the environmental problem as an introduction for the subject and as a motivation to study it.
- Research assignments where knowledge and skills of the subject are applied.
- Foster culture and continuous improvement.
- Use the institution’s human resources and materials.
- Prepare trained human resources to apply methodologies in problems of water and soil pollution.
- Collaborate with researchers of other institutions by exchanging information and infrastructure resources.
- Create multidisciplinary groups to solve problems.

3 Problem Solution
Projects that guide students’ academic activity must be promoted by using a sustainable perspective, just as the Organization of Ibero-American States for Education, Science and Culture (OEI) indicates when it comes to fostering education related to sustainability. The proposal of this organization consists in fostering education for sustainability, taking as a reference recycling and using technologies that are friendly with the environment and with people.

For this reason, universities in all their programs, specially engineering programs, must be agents of change and respond to the problems and challenges that today’s society has. This is the purpose of the designing of strategies and proposals of the Action Plan for Sustainable Development in Higher Education Institutions, where, firstly, the 2020 vision of all the higher education institutions’ system is considered. This proposal is set out by The National Association of Universities and Higher Education Institutions (ANUIES) and it establishes the vision of sustainable development in higher education institutions, based on the premise that none of the areas of knowledge are exempt of the environmental problems, and that the latter are inextricably related to the unequal distribution of resources as well as social and economic problems. Moreover, it is considered that higher education institutions will be able to respond to the challenges of sustainability, as the need of a perspective that goes through these institutions’ substantial functions is recognized [8].

4 Conclusion
Future mechatronics engineering professionals will have to be the ones who are responsible for the actions that are made in the environment, not only they have to incorporate environmental aspects when designing and implementing projects, but also they have to develop sufficient social and environmental sensitivity in order to be able to incorporate them in their work ethics. The following points are concluded: 1- to design and boost informative and awareness campaigns about climate change, its causes and its consequences; 2- to include the subject of sustainable development in the curriculum of the engineering program; 3- to foster sustainable development in productive projects; 4- to establish and develop alternative sources that generate clean energy; 5- To foster different approaches of sustainable development in future engineers, including social, economic, cultural and political perspectives of environmental problems; 6- To promote values that engineers require in their profession and, particularly, that they have a committed attitude towards the protection of the environment.

References:


Corporate social responsibility and the importance of ISO standards for achieving social commitment

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Abstract: - Corporate social responsibility is a subject of great importance in the business world, which is becoming more and more worried about the image that society has of businesses. One of the things that are closely related to this responsibility is the organizational culture as a system of beliefs, values, and behavior that businesses must follow, including the way and style in which these are managed. In this study, we aim to analyze the social commitment of the organizations, as well as the compliance of the non-binding laws or standards that can improve the productivity of the businesses and, at the same time, benefit society. The results of this show that there can be some underlying business behaviors that, when faced with the real social commitment of many companies, have proven to not be as ethical and that can be cleaned up through corporate social responsibility.

Key – Words: Social responsibility – Philanthropy – Work anthropology – Sustainability – Social commitment

1 Introduction

The concept of corporate social responsibility was created during the decade of the sixties of the past century and, from then on, the concern that companies have of the image they give to the rest of the world has continued to grow. Businesses are also concerned about the perception that society has that many of the problems in society have been caused precisely by those businesses that only focus on gaining more income or benefits and that do not take sustainability into account [1]. This concern has caused many organizations to search for the creation of social value, that is, to ensure the wellbeing of their employees, their clients and the rest of the stakeholders [2]. These are the group that, in one way or another, can be affected by business activity or that can have some sort of impact over the business itself. In this sense, corporate social responsibility (CSR) is used as a way to manage the businesses that are characterized as taking into account the impact that their activity creates both on society and on the environment.

2 Problem Formulation

In this study, we aim to understand how this social commitment on behalf of businesses is carried out; taking into account that implication from higher management is essential. Also, given that the CSR is much more than just the compliance of the current standards, we aim to identify how some businesses accept the establishment of non-binding laws or soft laws for the attainment of their goals, among which we can find the ISO 26000, a standard with a holistic approach that addresses key questions related to governance, human rights, work practice, respect for consumers and the environment, among others. It is also essential to analyze business ethical behavior, given that it is closely linked to the CSR. The main perspective of this study is purely anthropological, in the sense that it is based on the analysis of business culture and its repercussions, both in the quality of life of the employees as well as society as a whole.

3 Problem Solution

The Brundtland Report (1987) defines sustainable development as “the development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. And we speak of sustainability as it is a concept that is closely related to that of responsibility. Because if the aim of a business is to create value for the owners, a socially responsible business would be that which also takes sustainable human development into account, also creating value for the society as a whole through different values such as equity or environmental care. Environment, appropriate working conditions, and support in humanitarian causes are the three pillars of corporate social responsibility. Businesses interact with a large number of human beings,
owners, workers, unions, clients, suppliers, competitors, social agents, communities, etc. All of these groups are what Freeman (2010) [3] classed as stakeholders. In this sense, businesses are a world of connections where there are people who lead, people who are led, and who interact with each other in one way or another in the comings and goings of the business. And it is precisely within this existence of people that the concept of responsibility is born. Therefore, the business responsible is that which replies to the stakeholder’s expectations (Moreno, 2015) [4]. One of the ways of making this social responsibility effective is by the voluntary compliance on behalf of the businesses of the ISO Standards. The ISO Standards of the International Organization of Standardization makes a positive contribution to the world in which we live, makes commerce easy, as well as the diffusion of knowledge, and gives solutions and benefits for almost all of the activity sectors. In legal terms, this establishment of non-binding laws is what is commonly known as soft laws. ISO Standards are not law, they are not a resolution of an international organization and they are not compulsory. In the subject that we are dealing with here, which is social responsibility, we regard the ISO 26000 [5] as being one of the main standards that aim to help organizations to contribute to sustainable development, given that this is the main aim of social responsibility.

From an anthropological point of view and in that concerning human relations, different materials such as the defense of human rights on behalf of the companies gains special importance. As stated by Montero (2012) [6] and organization should be transparent in terms of their aims, nature and location of their activities, and should include a definition of the different roles, responsibilities, conflict solutions, and authorities in the functions of the organization itself. Another key subject is that which concerns work practices [7], which are essential for social justice, stability and peace, and that affect the quality of life of the workers and their families, such as economic and social development, all of this in accordance with the Declaration of Philadelphia on the ILO of 1944, where it was stated that labor is not merchandise and, therefore, workers cannot be treated as a production factor nor be subjects of the same market rules that are applied to merchandise. Also, the subjects concerning consumers and social responsibility are mainly related to the equal practices of marketing, health and safety protection, sustainable consumption, controversy solutions and compensation, personal data protection, and consciousness as a whole. And in terms of environmental responsibility, we should consider that it is a condition that is prior to the survival and prosperity of all human beings, and, therefore, it is a subject of the highest importance for the CSR. In this case, we can use the ISO Standard 14000 series as a framework reference. Lastly, we want to state that the active participation in the community is proactive support of an organization for the community and they must contribute to the prevention and solving any problems within said community.

4 Conclusion

This study confirms that the CSR generally improves the image of businesses when these care for the environment and support humanitarian causes, and that, it also motivates and involves all workers when their work conditions are improved. On the other hand, it causes suspicion in some social sectors when their image does not correspond to reality or when they are uncovered as false philanthropy which disguises the business’s real intentions, such as paying fewer taxes. Another of the criticisms that we have discovered is that which refers to the scarce cooperation toward development and the doubtful benefits of said communities [8]. In whichever case, in view of the investigation, the CSR produces a positive impact that can be translated into better competitiveness among businesses and undoubtedly improvements of social character that also benefit the society itself, and where the application of the ISO Standards play a fundamental role., follow our instructions faithfully, otherwise you will have to resubmit your full paper. This will enable us to maintain uniformity in the conference proceedings. Thank you for your cooperation and contribution. We are looking forward to seeing you at the Conference.

References:

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¡On the streets!. The development of the participation process for persons with functional diversity in the socio-political context of Spain

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Abstract: - This article examines the development of the participation process for persons with functional diversity which took place from the 1960s in the socio-political context of Spain. This participatory process is dynamically linked to the functional diversity models and state social policies relating to this collective. This circular relationship is based on these conceptual models, which shape public policies, while in the political realm the influence of the structured participation of this collective leads to the renegotiation of new representations and practices for it.

Key – Words: Functional diversity – Associative movement – Independent living movement – Functional diversity models – Hegemony

1 Introduction

In the Spanish socio-political context of the 1960s, conditioned by the dictatorship and the lack of a social welfare system, the feeble growth of the Associative Movement of persons with functional diversity started to develop and was finally consolidated in the late 1970s when organisations directed by individuals who were personally affected were created. This process was gradually completed thanks to the establishment of organisations for women with functional diversity in 1995 and that of the Independent Living Movement (ILM) in 2001, which proposes new ways to interpret functional diversity as a social construct. The use of the term "diversidad funcional" in Spanish [―functional diversity‖] to replace "discapacidad" [―disability‖] was first proposed by Romañach and Lobato in 2005, at the Independent Living Forum, and is part of the diversity model (Palacios y Romañach, 2006) [1]. It should be noted that this is the first non-negative descriptive term for this situation and it avoids the concept of "ability".

This paper aims to show how the constitution of the participatory movement for individuals with functional diversity has affected the organisation and development of social policies on functional diversity as defined by the Medical rehabilitation model. It also shows how the (re)negotiation processes conducted by this collective develop in parallel to the gradual incorporation of a participatory movement based on the Social Model. Based on the fieldwork we have collected the discursive contributions of different sectors in the realm of diversity, compiling and analysing discourses, observing current practices, as well as those which are gradually developed, examining the characteristics of the social action reflected in the interventions driven by public social policy. This analysis has highlighted a persistent conceptualisation based on the hegemonic Medical rehabilitation model. This conceptualisation tends to perpetuate the collective’s traditional dependence, which is demonstrated as a major presence of specialists deciding on the life experience of the individuals and a preference for their institutionalisation over their home environments.

However, hegemony must not be interpreted solely as the execution of a centralised and homogenising power, but also as a transformation policy based on the body itself and using the critical ability to denaturalise the modulating action of established power. This is achieved by focusing on the dialectic links between power and individual intimacy, leading to subversive processes promoted by agency’s capacity to transform and (re)negotiate structures (Pizza, 2005: 21) [2]. This is combined with the appearance of new conceptual frameworks in the field of functional diversity, which result from different factors. These include the incorporation of a participatory movement that is critical towards the hegemonic interpretation of functional diversity or that of an “‘Insurgence of disability” arising from the actions of the collective against the hegemonic forms of constitution of truth, knowledge and the normalisation of different bodies” [(Planella, Moyano y Pié, 2012 following (Planella, 2006) [3] [4], or the Social and Diversity Models and international regulations established by the United Nations (UN) since the 2006 publication of the Convention on the Rights of Persons with Disabilities (CRPD).]
This generates (re)negotiation processes leading to new practices and representations promoted by stakeholders who are relative newcomers to the field of diversity, and recent transformations in the practices and representations promoted by the original stakeholders. This new conceptualisation within the field of functional diversity is seen as entrenched in public discourse rather than in practice. These practices coexist with traditional conceptualisations which clash with new models on diversity, research being developed in academic circles, and the international regulations set by the UN.

2 Problem formulation

Two stages can be established in the development of the participatory movement. In the first, prior to 1964, associative activity was closely linked to the Catholic Church, viewing functional diversity as an individual personal tragedy. The second stage began in 1964, when the Law 191/1964 on Associations of 24 December was passed. Major advances were seen in association from 1975, and the years 1977-78 were particularly important as the political transition boosted associative activity, while independent associations carried out activist actions (Díaz, 1985: 135) [5]. 1980 saw the creation of the Confederación Estatal de Minusválidos Físicos [State Confederation of the Physically Handicapped], currently Confederación Española de Personas con Discapacidad Física y Orgánica (COCEMFE) [Spanish Confederation of Persons with Physical and Organic Disabilities]. This organisation established a clear line of direct and institutional participation, whose principal objective was the participation of the Associative Movement in drafting the first specific Law for the collective, Law 13/1982 on Social Integration of Disabled People (LISMI). The lack of a general system of social protection, especially in the case of persons with functional diversity, is beneficial to authorities promoting social action based on funding organisations through grants and agreements and making them providers of services. This in turn transforms them into managers of facilities parallel to those of the rest of citizens, including residences, day centres, special education centres, protected employment centres, etc. According to a first-hand witness: “The image and memory I have of the traditional associative movement is that it occupied the space which the State never wished to occupy when democratic freedom began to be restored in Spain”. These services were clearly inspired by the highly professional Medical rehabilitation model, with bureaucratisation and the promotion of specific services and institutionalisation.

In 2001 the Independent Living Movement entered the political scene in Spain, leading to increased calls in favour of the recognition of equal rights for the collective. This movement, born in the USA in the late 1960s, proposed significant changes in the interpretation and conceptualisation of functional diversity, and was especially critical of the power held by professionals, the bureaucratisation of social services and institutionalisation. As observed, these characteristics are derived from the Medical rehabilitation model of functional diversity, which sees it as an individual illness requiring rehabilitation treatments to assimilate individuals into the established model of “normality” and to ensure that they are socially functional. ILM opposes this interpretation and shifts the focus from the individual to society, that is to say, to the social factors which incapacitate and discriminate against people who do not meet these requirements. ILM stresses the importance of independence, defined by its founder Ed Roberts as “the control a person has over their own life” (Palacios y Romanach, 2006:54) [1].

The precepts of the Independent Living Movement were adopted and developed by the Social Model born in the 1980s academic circles of sociology, resulting in the publication of Disability Studies in Britain. The Social Model considers functional diversity to be a form of social oppression caused by social structures which do not answer the demands and needs of individuals, but discriminate against them (Oliver, 1998; Toboso, 2018) [6,7].

Without wishing to oversimplify, we believe that the socio-political context in which the Associative Movement was born has to promote services which are mostly based on the Medical rehabilitation model, while ILM promotes services which encourage independent living in line with the Social Model. Both have resulted in different discourses and practices in the field of functional diversity, leading to a potential schism between both ways of thinking. Those in favour of defending the public social policies promoting traditional specialist and institutionalising services clash with those who advocate social policies promoting independent living and inclusive services.

3 Problem solution

An examination of social policies in the field of functional diversity shows the preservation of services and provisions which are more closely linked to institutionalisation and traditional services. These include day
centres, supervised workshops or care provided in the family home (mostly by women) whereas there is limited development of services promoting independent living and inclusion in the community.

Although the authorities and the associative movement are currently appropriating the discourse based on the precepts of independent living and the Social Model, the assimilation of this discourse is not fully reflected in their actions.

4 Conclusions

The complex field of functional diversity is permanently affected by the persistence of traditional ideological factors and the norms of neo-capitalist economy, which strive for growth and the accumulation of wealth. The social stakeholders in this sector are managing and (re)negotiating the acceptance of new models interpreting functional diversity as a social construct. The Medical rehabilitation model is present in the productions generated, while the methodology of the Social Model, still growing slowly, is under review and has given rise to the Diversity Model created in 2006 in the Spanish ILM setting (Palacios y Romanach, 2006; Toboso, 2018) [1,7]. The (re)negotiation process continues, ultimately aiming to ensure the recognition of human rights and respect for diversity, and there is no turning back.

References:

Optionality for describing contemporary art: deliberate metaphors as a tool for conveying subjectivity in audio description for visually impaired people

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Abstract: An increasing number of museums use audio description to provide access for visually impaired visitors. It is a modality of intralinguistic, subordinate and intersemiotic translation of images into words that aims to help build a mental image for people who cannot see. There are several tools to reformulate the images depicted in the works of art that facilitate interactions and play an important role in improving understanding. Metaphor is one of the main tools for accessing knowledge. In this paper, we will analyse the use of metaphor, and specifically deliberate metaphor, in a corpus of audio descriptive guides of contemporary art museums. We will focus on a recurring type of metaphor we have come to name metaphor of optionality. This double deliberate metaphor helps convey subjective images, since subjective language complements AD and reinforces the artistic experience of visually impaired people.

Key Words: Accessibility – Metaphor – Museology – Corpus studies – Contemporary art

1 Introduction

After carrying out a previous research in the museum field in which we could verify that metaphors were widely used in the audio descriptions (AD) of audiovisual content (Luque 2012) and the analysis of the guidelines, which call for the use of metaphor (RNIB and Vocal Eyes 2003, Salzhauer et al. 2003, Snyder 2010, for example) we assume that the use of metaphor as tool for accessing knowledge and communication for people who are blind and partially sighted (BPS) in audio descriptive guides of art museums is closely related to the new techniques of creating AD. The multisensory experience (through synaesthetic metaphors, for example), immersive (through bodily metaphors, comparisons with our surroundings) and cultural (through references to the world and culture that surrounds us and that forges who we are and the society in which we develop), among others, make it possible for the AD experience in the museum to be increasingly satisfying and more similar to BPS visitors. In this new type of metaphorical discourse analysis, there are several ways to achieve it. We are talking about a use of metaphor to persuade, reason, evaluate, explain, theorize, conceptualise and reconceptualise what has been exposed (Semino 2017). From the translatological point of view, our corpus of audio descriptive guides consists of 35,000 real words, that is, words that have been studied and that in any case are verbal translations of the image, of four museums (Tate Modern in the United Kingdom and MoMa, Whitney and Brooklyn in the United States) that are monolingual, monomodal and oralised. It is this particularity that makes it a special type of corpus in which audiovisual texts have been isolated: in our case, works of the permanent collection of the four museums, together with their intersemiotic translations, that is, the AD.

2 Problem formulation

To identify the metaphorical units, we follow a methodology based on the MIPVU developed by the PRAGGLEJAZ Group (see Steen et al. 2010, for a detailed explanation of the method). In this method, expressions whose basic meaning is different from that in the analysed text are marked as potentially metaphorical with the help of different dictionaries and parallel texts. The phases of this analysis can be summarized as follows: (a) read and understand the entire text; (b) identify potentially metaphorical lexical units; (c) identify a meaning that is more basic than that which they have in the text, and (d) identify the contextual meaning and check whether it contrasts with the basic meaning. If it does, but the relationship between the two can be understood from their comparison, the unit is marked as metaphorical. Deliberate
metaphors, a central part of our research, are a special type of metaphors that function as comparisons and created consciously by the audio describer. They are usually flagged with a "marker" that catches the recipient's attention. After the identification phase, and in order to carry out the discussion on the role of metaphor for BPS people in the museum, we present our results, both quantitative and qualitative, according to the nature of the source text (Soler and Chica 2014) and the textual types (sculpture, painting and installation); according to the type of lexical unit, that is, according to its grammatical nature (object, action, qualifier and modifier) of Simone and Masini (2014); according to the communicative nature of Steen's metaphor (novelty, directivity and deliberability) (2010); according to the visual nature of the metaphor (text and or context); and according to the type of recurrent case that appears in the corpus (personification, synaesthesia, contraposition, participation, colour, supposition, cultural reference, intratextual reference, optionality, form, double marker, technique, objectivity and vocal emphasis). Thanks to all these data, crossed and compared with each other, we analyse the type of mechanisms that appear in the corpus and the units identified as metaphors, as well as the types of relationships that are established between them and the role of markers in relation to the general analysis.

3 Problem solution

Based on the classification data, we created a database structure with controllable content fields. We then entered the units and retrieved detailed information by filtering information by fields. In our corpus of 12,829 final units capable of being identified as metaphorical (without the so-called stop words), a total of 1,160 were identified as such, resulting in 9.5%. If we observe the general data of appearance in language, in academic gender, only 0.1% of metaphors are direct; in fiction, 0.4%; in conversation, it does not reach 0.1%; and in the press, 0.4% (Hermann, 2013: 101). Our data show that more than 5.14% of the language used in our corpus is composed of metaphors of this typology. The use of deliberate metaphors is therefore very high in museum AD. As for the types of lexemes of the metaphors identified in the corpus, almost half of the total is made up of objects (539 units), while the other half is made up of 28% of actions (330 units), 22% of qualifiers (260 units) and only 3% (32) belongs to the category of modifiers. If we look at the number of novel and death, direct and indirect and deliberate and non-deliberate metaphors in the corpus, we see that there are 746 novel ones, 64.31% of the total. Only 414 metaphors are not novel.

The optionality through double or triple comparisons appears 50 times in the corpus, that is, a 4.31% of appearance in the corpus with respect to the other metaphorical units. An 80% is carried out by means of objects (80%), a 10% through actions and another 10% through qualifiers. There is no modifier in this category. Of these 50 units, 96% are deliberate, novel and direct metaphors.

We have called this type of metaphor optionality metaphor because it is used to offer options to the receivers so that their experience is as individual as possible, being able to choose from two or more options a visual reference of the work is compared. It usually appears superimposed on metaphors of participation and also includes several markers for the receiver to know this is deliberate and optional.

For example, in Picasso's *Les demoiselles d'Avignon*, the following example appears: *a large ambiguous form recalling a boomerang–it might be her hand, or a piece of melon she is eating.* It also serves to describe the ambiguity of Picasso's cubism, in which an abstract and cubist form could be seen and interpreted in many ways or prisms. The audio describer offers some of them, even if they are novel and subjective, so that the receiver has options to understand the many facets of the reference to the shape of the object that appears in Picasso's work. In this way, the analogy between all of them and the characteristics they share (a boomerang, a hand, a piece of melon) can even give rise to a new, more open and unique mental image. It is usually translated through words such as *possible or possibly*, as in the following example: *And then you notice a small row of brown lumpy shapes, possible earth, possibly a big brown dog,* in *Louisiana Rice Fields*, by Thomas Hart Benton. The idea of introducing several elements has its maximum exponent in examples such as the four options of Barnett Newman's work, *Vir heroicus sublimis,* it's not the glossy red of a sports car, it's not as bright as that, it's not the dark liquid red of blood either and perhaps, the shade of a field of poppies. A very striking case also appears in Picasso's *Les demoiselles d'Avignon: a large ambiguous form recalling a boomerang–it might be her hand, or a piece of melon she is eating* and also serves to describe the ambiguity of Picasso's abstraction: *The face like a wild mask or skull* in *The Three Dancers.* In addition to objects, it can be used to describe emotions, resulting in a separation from unique objectivity: by offering several options, it is the receiver who decides what he wants to see: *Their ambiguous expressions might convey joy, or peace, or bliss,* in Henri Matisse's painting, *Dance (I).*

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4 Conclusion

These results shed light on the uses and patterns of metaphors as a tool for translating the complex and abstract visual information, sometimes with several options to convey this complexity, this prism-like reality, also related to the unknown because it cannot be seen. The works in the corpus stand out for their conceptual and abstract nature, both in the artistic sense of the word and in the abstraction of the unseen. This abstraction seems to present patterns in all the works in the corpus, and is related to a type of metaphor that can be categorized as novel, deliberate and direct, that is created with an object and marked with one or more metaphorical markers, and can appear together with one or various comparisons to complete the experience of creating each of the BPS people’s visual image. We consider that the results show us concrete patterns, through recurrent cases, which are repeated and respond to different typologies and genres, and that can be used to construct models of AD for contemporary art, and that reinforce the idea that metaphor is a very powerful and necessary tool for translating visual art for BPS visitors to museums.

References:
Abstract: - University Social Responsibility (RSU) is a university management policy. Since, the ethical commitment is environmental social duties to control our Mother Earth. The general objective of the research was to demonstrate the impact of the University Social Responsibility Program in the improvement of the Fiscalizing Environmental Consciousness. In its four dimensions: affective, cognitive, conative and active; was significant with (p <0.05). The quantitative, qualitative and mixed approach was used. The design was preexperimental. It is concluded that students became auditors for the proper use of water resources. These reflections and actions were the result of debates; the legal norms based on natural law were interpreted. Also, it was asserted that in state entities they are not implemented to comply with these regulations, given that they are not audited by society. Therefore, fundamental rights are at risk, we educate our human talents from an early age to ensure ecological justice with Nature.

Key – Words: University Social Responsibility – Environmental Awareness Auditing – Cognitive – Conative – Active

1 Introduction

It is necessary to find the meaning of life that man is guided by his conscience. For (Martinez, 2011), "consciousness is the immediate knowledge that man has of the reality of his own actions”[1]. In the same way, Gonzales and Aramburo (2017) point out that environmental awareness is a complex phenomenon as a cultural manifestation. It arises from the awareness of educated social groups, as a result of their information and knowledge, which induces them to adopt positions of consumption and lifestyle consistent with the conservation of biodiversity [2].

It is evident, as Santacruz and Montenegro (2018) maintain that we must spread awareness of everything that surrounds us, for this it is necessary to strengthen and understand the natural, ecological, social, cultural, political and environmental values so that they have the opportunity to enjoy the new generations, just as we reverberate day by day experiences with the interaction of others and Nature [3].

Therefore, the responsibility is to respond to the calls of the values that ask to be realized. Values and responsibility show the relational, dialogical nature of ethics. Values are demands of realization and responsibility is the free response of man to realize them. Value and duty are related, since the capture of an unrealized value is accompanied by the duty to perform it. (Martinez, 2011) [4].

Therefore, the primary objective of the RSU is to contribute to Sustainable Development. This will be possible with citizen participation, despite the fact that citizens still have a weak environmental oversight conscience that is why it is important to strengthen it, strengthen it through education and information campaigns, and even more to address environmental issues in all institutions.

Therefore, the responsibility is to respond to the calls of the values that ask to be realized. Values and responsibility show the relational, dialogical nature of ethics. Values are demands of realization and responsibility is the free response of man to realize them. Value and duty are related, since the capture of an unrealized value is accompanied by the duty to perform it. (Martinez, 2011) [5].

Therefore, the primary objective of the RSU is to contribute to Sustainable Development.
This will be possible with citizen participation, in spite of the fact that citizens still have a weak environmental awareness, that is why it is important to strengthen it, strengthen it through education and information campaigns, and even more to address environmental issues in universities and basic education, alternative and productive.

2 Problem Formulation
What is the impact of the University Social Responsibility Program in the improvement of the Fiscalizing Environmental Consciousness in students of the Faculty of Law and Political Sciences of the National University Hermilio Valdizán de Huánuco?

3 Problem Solution
The general objective of the Investigation was: To demonstrate the impact of the University Social Responsibility Program in the improvement of the Fiscalizing Consciousness in students of the Faculty of Law and Political Sciences of the National University Hermilio Valdizán de Huánuco (Peru).

The University Social Responsibility Program produces positive impacts in the improvement of Affective, Cognitive, Conative and Active Auditing Environmental Consciousness in Law and Political Science students of the National University of UNHEVAL, with p (,.000) <0.05.

For the explained, Mujica (2014) states that sustainable development is the way of life, development must be in favor of human happiness, love, above the Earth, human relations of care for children. The first element of the environment is called human happiness [6].

The Affective Environmental Oversight dimension produced a significant impact on students' attitude change, reflection to respect Mother Earth, not to burn waste in the streets, guide society from the areas where they are for the sustainable use of resources, like the use of saving lights. This research is confirmed with the research of Diaz and Fuentes (2018), the development of environmental awareness by connecting the four dimensions of environmental awareness to each other, it is necessary to propitiate them together to favor an integral development of environmental awareness. The affective dimension is important to promote the liking, respect and care towards nature. The conative dimension is also essential for the promotion of pro-environmental attitudes towards the care of ecosystems, the understanding and interpretation of the various aspects involved in the development of environmental awareness of children is favored, which is a valuable contribution to propitiate it integral form from its different angles [7].

The Cognitive Environmental Auditing dimension produced a significant impact on the students, so they internalized the information of the environmental standards using different discussion strategies. In addition, they made technology transfer to society through ICTs so as not to deteriorate biodiversity. This result is corroborated by (De Zubiria, 2014) states: "you must teach to develop transversal competences to learn to think, live, interpret, read, write and speak" [8].

The Conative Ambiental Fiscalizadora dimension produced a significant impact on the students because the students held talks with other Professional Careers about water leakage in the toilets and faucets. From the problem they concluded that water care generates economic, cultural, social, political and intercultural value. This result is endorsed with the research of Ceron, Delgado and Benavides (2015), the development of environmental values through a creative didactic is achieved to the extent that it reflects on how to educate about the environment in schools, leading the student to find meaning in their participation in environmental care. In this sense, environmental values are based on the consciousness of the subjects and the consequent reality, therefore, the process of environmental transformation. In these processes, enhancing creativity implies recognition of the environments, generating a sense of belonging to the environment [9].

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Finally, the Active Environmental Audit dimension produced a significant impact on students because they have the "3Rs" of ecology in mind: reduce, reuse and recycle. In addition, they are committed to use biodegradable detergents for the preservation of flora and fauna, and to be vigilant to control. The result is corroborated by Sanchez (2014), in the research contextualization and approaches in the study of pro-environmental or ecological behaviors with a view to the profiling of the green consumer, in the evaluation of the consumer from an attitude, emotional and motivational point of view, opens a field of action to consumer psychology in accordance with marketing and environmental sciences that manages to explain and manage theories of social order, the different interactions and relationships with peers, regulations, family, values, attitudes, prediction of intention, marketing, environment, etc. [10]. It is increasingly important to identify which variables have the greatest weight in terms of training the consumer committed to the environment and responsible with their behavior when making purchasing and consumption decisions, in order to develop and expand the market offer sensitive to the needs of consumers.

4 Conclusion

The University Responsibility Program produced significant impacts in the improvement of the environmental awareness of the students of Law and Political Science of the Hermilio Valdizan National University de Huánuco. The students carried out environmental readings such as: the functions of the Environmental Assessment and Enforcement Agency, ISO 26 000, environmental justice, environmental crimes among others, which facilitated the creation and sowing of environmental oversight in itself and in others. Moreover, students became auditors for the proper use of water resources. These reflections and actions were the result of debates; the legal norms based on natural law were interpreted. Also, it was asserted that in state entities they are not implemented to comply with these regulations, given that they are not audited by society. Therefore, fundamental rights are at risk, we educate our human talents from an early age to ensure ecological justice with Nature.

The University Accountability Program produced a significant impact on the improvement of Environmental Awareness of the Law Enforcement and Political Science students of the Hermilio Valdizan National University de Huanuco. The students reflected on not burning waste as it corroborates for greater global warming.

The University Responsibility Program produced a significant impact on the improvement of the Cognitive Environmental Auditing Consciousness in the students of Law and Political Science of the Hermilio Valdizan National University of Huanuco. The students internalized the information of environmental standards using various discussion strategies. In addition, they made technology transfer to society through ICTs so as not to deteriorate biodiversity.

The University Accountability Program produced a significant impact on the improvement of Consensus Conative Ambiental Fiscalizadora in Law and Political Science students of the Hermilio Valdizan de Huanuco National University. The students held talks with other Professional Careers about water leakage in the toilets and faucets. From there, they reflected critically, that the care of water generates economic, cultural, social, political and intercultural value in the mediation in favor of the environment, a legal right protected by the State and society.

The University Accountability Program produced a significant impact in the improvement of Active Environmental Audit Consciousness in the Law and Political Science students of the Hermilio Valdizan National University of Huánuco. The students have in their performance the "3R" of ecology: reduce, reuse and recycle. In addition, they commit to use biodegradable detergents for the practice of environmental distributive and commutative justice in the preservation of the common good that is Mother Earth (Mama Pacha). This will depend on justice based on knowing how to act.

References:


A recognition to the history of the muleteers and the ox-carters in the Sierra de Gredos (Avila, Spain)\textsuperscript{16}

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Abstract: - A historical review of commercial activities in the Sierra de Gredos (Avila, Spain) should not ignore the leading role represented by muleteers and ox-carters. Therefore, the objective of this text is to offer an approximation to its geo-historical and geo-anthropological memory. To this end, a transdisciplinary research methodology has been implemented: History, Geography and Anthropology. Ancestrally, the geographical situation of Gredos has enabled north-south communications in the Iberian Peninsula, putting in contact regions of divergent but complementary economies. In addition, the transport of goods for trade on the backs of cavalries and in carts has been an essential livelihood for the subsistence of the peasants of the poorest territories. Likewise, from this traditional merchant transport emerged the foundations of modern economy. Consequently, it necessary to take advantage of the legal-normatives the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage (2003), for the recognition, preservation and valorization of this collective heritage.

Key – Words: Iberian Peninsula – Mountain areas – Sierra de Gredos – Muleteers – Real Cabaña de Carreteros

1 Introduction

A historical review of traditional commercial activities throughout the whole territory defined by the Sierra de Gredos (Avila, Spain) should not ignore the relevant role represented by muleteers and ox-carters. Thus, this last transport system, linked to the Crown, together with the forest wealth of the municipalities of the high valleys of the Tormes and Alberche rivers, marked from the fifteenth century the vital rhythm of the villages of the Sexmo of La Sierra of the Community of Villa and Tierra de Piedrahíta, radiating the period of greatest socio-economic splendour of its history.

However, since the mid-nineteenth century, with the improvement of road networks and means of transport, these ancestral forms of merchant transport begin to be diluted. With this, are blurred as well the historical memory of activities that could have given rise to local, county and regional productive systems more transcendent than the current ones, especially in the case of the road transport, with based on the endogenous silvicultural resources of the pine forests from the region; contributing to mitigate the complex process of depopulation, ageing and rural geo-demographic desertification that since 1950 severely affects this mountainous areas in the interior of the Iberian Peninsula.

2 Problem formulation

Consequently, the essential objective of this paper, result of a recent unpublished and ongoing research, focuses on offering a geo-historical and geo-anthropological first approximation to the memory of the occupations of the muleteers (“arriería”) and of the ox-carters drivers (“carretería”), which, together with the cattle fairs and the weekly markets celebrated in the county capital of the diverses gredenses regions,

\textsuperscript{16} This text is part of the scientific results of the doctoral thesis in Geography entitled “The Alto Tormes: recent transformations in the county of El Barco (Ávila) and perspectives of sustainable development in an area of the Sierra de Gredos” (UNED, 2010); carried out by the author of this paper as a research fellow (2008-2010) in the History section of the Institution of Scientific Studies and Research “Gran Duque de Alba”. Doctoral study entirely available in online for it free access and download at the following electronic address: http://e-spacio.uned.es/fez/view.php?pid=tesisuned:GeoHis-Jmoreno
historically they have acted as livelihood and way of life with a county and regional relationship function in the territory of Gredos area and its geographic environment (Fig. 1). In turn, these are the main exponents of the commercial vocation of this high and medium mountain space.

In this sense, for the “arriería” will be provide a concise review of those muleteer centres that had a more prominent presence in the study area, such as were the muleteers of the land of the Barranco of the Cinco Villas and the South of Gredos, the muleteers of the village of Serranillos, the arrerios of the Alto Tormes Valley (municipalities of Bohoyo and Solana de Bejar/Avila) and the drapers of the village of Santa Maria del Berrocal (Fig. 1). This, “even if only to record its passage through our history, contributing with its invaluable work to the development of our land, creating wealth, but also cultural heritage and, ultimately, contributing to be as we are” [11].

Jointly, the text of the communication will focus on the exhibition of the main aspects that characterized the Real Carretería (Fig. 3), based on the case study of one of its most important regional associations and brotherhoods, such as it was the Real Cabaña de Carreteros of Gredos, within of the Sexmo of La Sierra.

3 Problem solution

With this objective, from a transdisciplinary perspective, diverse eminently qualitative research methods and techniques have been implemented, typical of social sciences such as History, Geography and Social and Cultural Anthropology.

On the other hand, the epistemological bases of this research assume the principles of activist anthropology developed by Hale [7] and Speed [14]. In this way, it a purpose of this socio-academic project, to be able to contribute in the possible, and through the reciprocal negotiation of academic and political interests, to generate a “novel mixture of theory and practice” [6]. Thus, the process of construction of this study is being translated into “phases of empirical research, academic theorization and transfer of political praxis” [5].

To achieve this end, is proving essential my double perspective as a geo-anthropologist, on the one hand, as well as, on the other hand, the being a originally person, resident and emotionally linked to the rural world; for my familiar ancestry of small peasants and transhumant shepherds of these high mountain valleys that configure the mountains of Gredos and Bejar-Candelario (Fig. 1).

The Sierra de Gredos presents a series of mountain passes that since ancestral times have made up possible communications between the northern and the southern of the Iberian Peninsula. These natural geographic passes have characterized this heterogeneous regional space as of transition, intermediate and/or contact between areas of divergent but complementary economies (Fig. 1). In this geo-historical context, moreover, the transport of goods for trade on the backs of cavalries and/or on carts pulled by two pairs of oxen or cows (“yuntas”) has been an essential livelihood and way of life for the survival of the peasants of the poorest territories (Figs. 2-3); being also crucial activities for the continued existence during centuries of the traditional rural socio-economic system of subsistence in the whole area of Gredos and its geographic and historical reference environment.

Thus, “muleteers and carters constituted a humble class, coming from the poorest regions, who found in transportation and commerce the way of life that did not provide them with the scarce agricultural resources of
their territory” [11]; being able to combine in this way the agriculture, the livestock, the forestry, the transport and the trade, “against the poor income that could be obtained of the farms that generally were small and little intensive” [9] (Figs. 2-3).

Likewise, from this model of traditional commercial transport, arose from a part of the bases of the modern economic system, since, among other vital issues, it made possible to collect and distribute “the enormous supply of transport disseminated throughout the territory” [10] (Figs. 2-3); with all the positive implications that this entailed, and not only of an economic nature. These silent transformations:

“[...]. They constitute the history of a long catalogue of details, which had more to do with organization than with technology. They are inserted in [...] ‘that other industrial revolution’, of which talks Maxine Berg [2] and the authors of 'Industrialization before Industrialization' [8], and that experienced a significant development, although without large companies nor strong technological changes” [10].

However, “the improvement in means of transport and the road construction, especially during the Twenties and Thirty years of this century [XX], reduced this activity of traditional hauling” [1]; that during centuries it was the essential marrow of the mercantile interchange between towns, villages, cities and Spanish regions, as well as with other neighboring countries such as France and Portugal (Fig. 2); disappearing completely with the generalization of means of transport by road.

Therefore, in this context of socio-economic and socio-demographic crisis in most of the Iberian rural areas and, especially, in its mountain territories, one of the most urgent socio-scientific challenges of these first decades of the 21st century is the safeguard and valorization of all the elements that make up its local endogenous eco-social heritage (Figs. 2-3).

Thus, both current and future generations of inhabitants of the Sierra de Gredos, we should never let that their memory fall into the limbo of oblivion, because, among other things:

“Without a doubt, that is one of the values that everyone, regardless of where we live, we should not allow ourselves to lose. We can not deprive future generations of this enormous wealth, because those are our roots. Our popular architecture, our traditions and customs, our landscapes and [...] our way of life” [15].

Fig. 2. “Spanish muleteers crossing the Pyrenees” [3] (left). Fig. 3: “The Castilian Boyero” [13] (right).

4 Conclusions

Practically all the issues pointed out in the four preceding chapters of this communication, in addition to their repercussions on the local socio-spatial scale (villages, towns, municipalities, counties, cities, regions, etc.) of the Sierra de Gredos and its geographic enviroment, they must also be understood within a framework geographic, historiographic, socio-economic or sociological wider (state, continental, global, etc.).

Consequently, it is necessary to take advantage of the opportunity provided by the legal and normative provisions of UNESCO, to recover, preserve and value this historical and cultural heritage, in the context of a framework aimed at recognizing knowledge, techniques, representations, festive rites and cultural expressions; that, in a joint, active, collaborative and participatory way with the true protagonists of cultural goods and in agreement with the rest of society as a whole, should contribute to the transmission and continuity of the common traditional eco-cultural and socio-cultural heritage. Not in vain, much of this collective legacy is in the process of extinction, because of the virulence experienced in these rural mountain areas by the process of socio-demographic and socio-territorial exhaustion.
In conclusion, reiterate that within the framework of the recent legislative provisions that shape the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage (2003), this intangible local, regional, national and international heritage, it must be to known, recognized, valued and safeguarded; both as a valuable and transcendent historical, geo-anthropological and/or geo-tourist eco-cultural resource, as well as "a privileged factor of interregional, state and European cohesion" [4]; and, inclusively, a world level or on a planetary scale.

References
Towards the heritagisation of everydayness: 20th-century social housing complexes as legacy of modernity

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Abstract: - The central theme of the research is to analyse the urban growth experienced in the third quarter of the 20th century that was due to the generalised deficit of housing—by the transfer of population from rural to urban areas—and which characterised European cities mainly during the 20th century. This period was a time of more significant growth of the cities and, therefore, one of higher architectural and urban production of its recent urban history. However, these are goods that, in most cases, lack generalised heritage recognition and, consequently, do not have comparable levels of protection to other residential types. These urban groups have been exhaustively studied in large cities, and research has found a gap in the analysis of a range of municipalities. Although these cities have a lower number of promotions, their strategic position within the territorial structure of the region also stands as recipients of these migration processes. They are called medium-sized cities, which are recognised as indispensable for the development of a more sustainable territorial model. The research seeks to make a sequential approach that addresses, from the general, the construction of the conceptual, theoretical and legislative frame that conditioned the construction of these urban complexes in Andalusia—to the particular, the analysis of the characteristics that define the social housing complexes of the case study and that have resulted in their current urban configurations. The study will conclude with an approach to the evaluation of the degree of recognition and legal protection of these groups. From this approximation, jointly with the singularities of the case study—still to be defined—the main criteria on which to articulate their assessment are collected, and a specific protection instrument is proposed.


1 Introduction

The project arises from a firm position in defence of the recovery of the inherited city as an alternative to the urban model of the second half of the 20th century. This model has been characterised by an indefinite growth, which has not been continuous, but somewhat fragmented and diffused, overlapping and destroying the surrounding rural areas. In contrast to this view, the first reference in defence of reusing the existing city can be located in Italy during the eighties. In 1989, Secchi postulated: ‘the city and the territory where we will live in the next few years are already built’ [1]. This statement was faced with the logic of unlimited growth that has been inherited from the model of modern urbanism. The development of cities should not focus on uncontrolled growth but should aim at improving the quality of life of its inhabitants by recognising the heritage value of the existing city.

Over the last two decades, the debate has focused on the recovery of historic centres, while the challenge of the 21st century has been in the residential neighbourhoods [2]. They do not have a level of protection comparable—in absolute terms, nor proportional—to other forms of housing, such as the residential fabric of historic centres or the modern single-family residential architecture. Although current heritage models recognise the multiple dimensions from which to approach a heritagisation process, the association of a structure’s heritage to its historical value persists, an issue that hinders the protection of a large part of the architecture built in the second half of the 20th century [3].

So far, a significant effort has been made to recognise mass housing neighbourhoods thanks to the elaboration of the records of the architecture of the Modern Movement. This recognition is associated with the creation in 1988 of the International Committee for documentation and conservation of buildings, sites and neighbourhoods of the modern movement (DOCOMOMO). Its objectives are included in the Eindhoven Statement of 1990, which pass as a priority to study and document this architecture to achieve its protection and
conservation as part of the cultural legacy of the 20th century. Through the publication of monographs and the organisation of congresses and scientific meetings, this non-profit organisation is responsible for an extensive scientific production on the architecture of the Modern Movement at an international level, including studies on neighbourhoods and residential developments.

This fact is a positive step towards the value and conservation of these sets. However, it has been detected that these registers have been understood mostly as a compendium of 20th-century masterpieces, and, therefore, the massive production of social housing, especially of municipalities of medium scale, hardly fits. Despite the advance and breadth of the contemporary notion of heritage, its recognition is based mainly on objective considerations, based on its formal characteristics and, therefore, is closer to an outdated approach to the heritage event from the point of a monumental view of the last century [4]. This approach is not only opposed to the conceptual change of the notion of heritage produced in the last decades shifting the tutelary attention towards the subject that demands it [5], but consequently makes the daily architectures are excluded from the usual processes of legal protection.

2 Problem Formulation

The specific characteristics of the residential neighbourhoods of the second half of the 20th century make the application of the criteria most often used in heritage protection unviable. Its uniqueness within the architectural and urban production of the 20th century needs to define, from a contemporary perspective, the specific heritage values by which they must be recognised as a good to be protected. In this sense, this work aims to take a significant step in the process of heritagisation of these urban pieces in cities of medium scale, defending the generation of knowledge as a necessary prior resource for its evaluation. The aim is to demonstrate that the relevance of these urban groups lies not only in the fact that they are the most significant operations of the architecture of the Modern Movement in their respective cities, but also in the analysis of these achievements in their political, economic and social context, linked to the places where they are implemented and, especially, to the societies that inhabit these neighbourhoods.

This hypothesis is based on the recognition of cultural identity as the primary value of these urban pieces and the relation that can be established between heritage and the concept of resilience. The applied resilience on the urban heritage condition has already been used as the capacity that a society should have to overcome after a catastrophe. In this sense, the objective would be to minimise its long-term consequences. It is the most widespread view in the literature. The one that interests us has to do with the intrinsic capacity that a social structure has to resist systematic crises of external origin, conserving its capacity for functioning [6]. From this perspective, the focus can be directed towards the immaterial aspects that underlie the logic of a given society.

This perspective leads us to understand the heritage object as an inhabited fact, which must be approached from everydayness. The residential functionality, but also social and urban, with which were designed, came to satisfy a specific demand: the generalised access to a home that will guarantee —independently of the socioeconomic level—adequate living conditions. Against historic city to the detriment of the primitive residential function, the social housing groups still retain the utility for which they were conceived. This issue makes them carriers of added values, the value of use, assumed as a criterion to evaluate the conservation effort in addition to cultural and functional values, since the continuity of the original and traditional functions of the good reinforces its meaning.

3 Problem Solution

Research has shown that these neighbourhood are the result of the modes of urban production that have characterised the evolution of 20th-century European urbanism, and therefore social housing must be valued as part of the historical legacy of cities. To understand social housing complexes as material and cultural expression of the 20th century, in the terms of the Amsterdam Charter [7], is to resort to the consolidated historical value, which inexorably leads to the recognition that these pieces constitute the particular narrative of urban planning for each territory, as well as to confirm their social relevance. At the same time, it supports the protection and favouring of cultural and heritage diversity defended by the Nara Document on Authenticity [8]. This approach also leads to the recognition of the UNESCO’s recommendation on historic urban landscape, which is defined as the result of the layering and intertwining of cultural and natural values over time, including the broader urban context and its geographical setting [9]. Thus it advocates a heritage assessment in a broad
sense based on the concept of Cultural Landscape, extrapolating it to the entire urban environment, which ranges from the foundational origin of the city to its contemporaneity.

At that time, the production of social housing in Andalusia but also in the rest of Spain was under the responsibility of a series of architects, who worked on the development of a large number of neighbourhoods. Many of these authors are recognised for the quality of their architecture and urban design. This fact presupposes that it will also be present in the rest of its production and it would be seen as a determining factor in their protection [10]. However, this consideration requires verification in each case, which cannot be achieved with interpretative manifestations.

They could also have an original or singular value due to their experimental character - functional, technical or social. This value is related to the scientific or technical value in terms of the importance and relevance that their conception has had for society due to the aspiration to break with traditional ways of living. Social housing ensembles still retain primitive residential functions. This fact makes them have added values. On one hand, the value of use, assumed as a criterion to evaluate the effort of conservation. On the other hand, a functional value, because the continuity of the original and traditional functions reinforces its meaning [11]. However, according to Ballart [12] there is still another dimension, of immaterial character, that can be assigned to the value of use, which is the increase of knowledge. In the specific case of these residential complexes, this immaterial value can be associated with specific knowledge about how the basis of modern housing has been adapted to the particularities of the national and local context of each case, as well as the analysis of the keys -positive and negative- of their evolution.

In the cases under analysis, many of these areas have a strategic position in the current urban fabric. They are located between historic centres and the latest peripheral developments, or they maintain their role as an urban boundary, privileged situations and close to nature. In the first case, the location value of these neighbourhoods is associated with the potential that emerges as a new centrality for regeneration, while they are seen as strategic pieces for the construction of urban models that defend the recycling of the consolidated city against those who continue to bet on unlimited growth of cities. This idea makes it possible to think about locational values. It means values related to the place where they are located, as well as context values as they are inserted in a unit of higher order with common characteristics.

Finally, it is also recognised that there are social values that are intrinsic to some neighbourhoods. These values play an essential role in establishing the social and cultural identity of the population that lives there. These values will condition the interaction between its residents and will generate in them an essential feeling of belonging to the place and the collective that inhabits it [13]. Intangible values that have a substantial impact on heritage conservation because they allow the construction of resilient societies that guarantee the survival of these groups.

4 Conclusion

The research focuses on a complex heritage, which has some weaknesses concerning its recognition and consequently, its protection. In addition to the assumed need to establish a temporal distance in order to analyse it from historical values [14], it is challenging to apply criteria of representativeness and singularity due to its character of mass production. They are devoid of any hint of exceptionality insofar as they are associated with everydayness [15]. Besides, they are not typical cases of authenticity and integrity due to the high indexes of alteration that many of the promotions present. It has also been observed that these are sets that present high levels of social and economic vulnerability, which results in a generalised negative perception of these sets that makes it challenging to recognise their value. As opposed to other residential heritage, such as that of historic centres, they are not attractive for investment and are also outside the economic logic that articulate current urbanism.

Despite these considerations, the work has shown that social housing complexes present a series of potential cultural values. Among all of them, we highlighted two. On the one hand, the locational and context values since they have a strategic position and are inserted in a higher order unit. On the other, the social values, which are crucial in establishing the social and cultural identity of the population that lives in these neighbourhoods. Based on the results of the work and the considerations included in the previous lines, it is concluded that social housing complexes present numerous potentialities from which to construct the process of cultural values assessment.
Definitely, it is an emerging heritage that is beginning to be recognised and on which we will have to continue working to adapt the general preservation policies to their particularities since the ultimate goal is achieving higher levels of social recognition.

References:


Threats and opportunities of tourism to the Historic Center of Porto
cultural heritage

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Abstract: - In this text, we intend to discuss the impacts of the increasingly mass tourism over the Historic Center of Porto. Tourism is currently a major factor in the Portuguese economic development, having a special focus on the country large cities. Through the tourist activity, the historical centers of the Portuguese cities, before abandoned and degraded, now receive new inhabitants and their architectonic patrimony is recovered. However, mass tourism also poses challenges for the conservation of the cultural heritage, as well as for the local people who have to bear higher rental costs and a growing hotels and hostels, competition. It is urgent to find solutions for the peaceful coexistence among all of this social actors.

Key – Words: Porto – Tourism – Cultural heritage – Historic center – Portugal

1 Introduction

Terms such as tourismphobia or gentrification have not yet reached Portugal with the same violence that have hit other places, such as Barcelona or Venice. However, in places that are beginning to have mass tourism, such as the Historic Center of Porto, the second largest Portuguese city, the concepts of tourismphobia or gentrification has already become fashionable in the vocabulary of the common sense. This is due to the numerous hostels, hotels, and other tourist agencies and entities, which often open and operate in the historic areas of the Portuguese cities. Frequented by more and more tourists, the national historical city centers, can be places of conflict. These conflicts are latent among the inhabitants, mostly of them, elderly people with a low incomes, increasingly unable to buy or to pay higher rental costs, tourists and other foreign people with high purchasing power that now discover the beauty of the historical centers of Portuguese cities.

What solutions to these challenges? We will discuss the staging of the concepts of Ecomuseology to the Historic Center of Porto as a way to reach a balanced and fruitful development for all parties.

2 Problem formulation

The Historic Center of Porto, composed by the Cedofeita, Santo Ildefonso, Sé, Miragaia, São Nicolau and Vitória districts, has about 40 thousand inhabitants, corresponding to the oldest area of the city. This historic area was classified as a World Heritage Site, by UNESCO, since 1996. Because the city has not suffered major natural or human cataclysms, at least since the French invasions, in the early 18th century, the Historic Center of Porto has maintained its medieval urban characteristics, presenting the added value of its antiquity as a cultural heritage, but also fragilities arising from the same antiquity, namely architectonic structures and streets that are not adapted to the requirements of modern life and which require special conservation care.

The classified area, the place most visited by tourists, “includes the part of the city inside the old Fernandina Wall, the city's 14th-century housing nucleus (from 1301 to 1400), which served to militarily protect the city, occupying about 90 hectares. The Historic Center of Porto, overlooking the Douro River, includes several monuments and emblematic buildings of this city, such as the Porto Cathedral, Infante House, São Bento Tren Station, São Francisco Church, Clérigos Church and Tower, Serra do Pilar Monastery (in Vila Nova de Gaia), Guerra Junqueiro House-Museum, Stock Exchange Palace and Ribeira Square, among many others [1].

Together with the surrounding areas of the Historic Center of Porto, the UNESCO's recognition of its cultural heritage, as well as the exponential increase in low cost air travel to Porto from almost of the most important European cities, the city has attracted an increasingly large number of tourists. The city of Porto, with only 340 thousand inhabitants, received about 2 million tourists in the year 2018.
The growth of tourism, particularly in the historic area of the Porto city, has had positive aspects, both qualitative and quantitative. In fact, it was a degraded and abandoned area, made up of ruined historic buildings and at risk of irreversible loss. Many of these buildings became places of drug addiction and became inhabited and frequented by drug addicts. Thanks to the interest that the Historic Center of Porto has aroused in tourists, it is currently being recovered massively. But the encounters between the various social actors who have come to attend the same space are not free of conflicts, leading to the use of terms such as gentrification or tourismphobia in the common sense vocabulary.

If, on the one hand, tourism has led to the revival of the Porto historic city, the buildings recovery, monuments and public spaces, often oriented to the tourist consumption, and now frequented by a new public, the meeting between tourists and locals, can cause conflicts. These crosses of different social actors are, however, far from degenerating into tourismphobia, as a term that can be applied to the "repudiation of tourism", another neologism of uncertain meaning described as "tourist model characterized by massification and its negative consequences for the population and the workers" [2].

On the other hand, in the case of the Historic Center of Porto, the tourist mass put the term gentrification on agenda, which is not always well used with regard to the still much abandoned and degraded Historic Center of Porto. The acquisition of the ruined historic buildings, mostly abandoned, the consequent recovery and the attraction of residents with new lifestyles and purchasing power, has led to an inverse movement of attraction of the population that previously moved to the periphery and are now seeking the center, finding higher purchase and rental prices. Thus, we can observe a process of gentrification, as described for the first time in 1964, relative to the city of London by Ruth Glass, according to which, "One by one, many of the working-class quarters of London have been invaded by the upper and lower middle class. Modest stables and two-story country houses have been altered when their initial lease ends, they become expensive and elegant residences ... When this process of “gentrification” begins in a neighborhood it quickly advances until all or many of the original occupants of the class workers are displaced and all the social character of the neighborhood is modified" [3].

The situation of the Historic Center of Porto is complex and hardly can be analyzed linearly in the same way. There are still many low-rent housing in the Historic Center of Porto, which explains their occupation in recent years by young people and tourists, who settle in the city, in the recent years. In the last 30 years, at the same time as the Porto inhabitant moved to the outskirts, looking for better housing conditions, their old and run down houses of the historic center, were abandoned. The acquisition, recovery and placing on the market of previously uninhabited buildings and shops at free rental prices, does not constitute a situation of gentrification. At the limit, we can talk about speculation, hence the need for regulation.

There are, however, situations that fall under the term of gentrification. The urban lease reform, and the gradual liberalization of rents in 2011 and 2012, have contributed, to a great extent, to the expulsion of former inhabitants of the Historic Center of Porto, especially those who lived traditionally in the historical parishes. This situation has degenerated into conflicts, often exacerbated by the media, where concepts such as authenticity or cultural tradition are used without any criteria or reflexivity. Despite the loss of population, the CHP is still inhabited by some residents, so there will have to be economic / tourist development where the concern of finding a new balance between the resident population, the new inhabitants and tourism, is a priority theme.

3 Problem solution

Deconstructing myths through documentary analysis and framed in a fundamental theoretical context, we seek to elaborate our research in order to answer questions, often seen in a distorted way, such as a supposed massive expulsion of local inhabitants because of the massification of tourism. We will see how the historic centre of Porto has been progressively abandoned since the 1970s, and it was preferably occupied by elderly and poor people who have not the resources to leave the degraded parishes of the city center over the years. They occupied these houses before cheap, and now they need to pay very large incomes for them. However, in order to contribute to a peaceful and enriching coexistence, we propose the application of some concepts associated with heritage by Ecomuseology, as a strategy that would serve for a fruitful sharing of experiences among all of them, thus avoiding the emergence of tensions. At the same time, we present a critical view on concepts such as tradition and authenticity, so often misunderstood. We propose the application of the New Museology ideas to the Historic Center of Porto. Their active principles, such as the defense of "the population
participation (in the museological project), the territory, the collective memory, the social object, the interdisciplinarity, the community development, the creativity and the life quality" [4], should help the population economic, social and cultural development.

The museum + collection + public are replaced by the conception of 1 territory (decentralized structure) + 1 heritage (material and immaterial) + 1 community (development of this) [4] [5]. The territory replaces the closed museum, the heritage situated in that territory, replaces the collection, and the public becomes the community. This concept privileges the monument conservation, in situ. As Josep Hernández and Jordi Tresserras refer, the “conservation (of the cultural heritage) is increasingly privileged in situ, by the scientific coherence and professional honesty not only of the great monumental destinations but also other archaeological sites and testimonies. Let us not separate then the testimonies of their surroundings, of the landscape that explains them, of the place to which they belong [5].

The community population should be the mediator with the new visitors, who come to the Historic Center of Porto. One of New Museology's proposals is to "involve the local community in conservationist and museological projects so that they feel an active and participant rather than a passive spectator of projects from outside and carried out exclusively by researchers." Therefore, the ecomuseum, like other models of "community museums, emphasizes the cultural development and citizen of the local community" [6].

4 Conclusions

The Historic Center of Porto is constituted by the material and immaterial cultural heritage, by the people who live it, by those who visit it, by the new residents and by all the cultural conceptions of these social actors. In this context, the ecomuseum concept allows to develop channels of communication capable of adding the whole community of social actors who live and visit the Historic Center of Porto, where tourism would provide economic and socio-cultural benefits, but also exchanges of innovative experiences.

References


**Vernacular architecture in the province of Málaga. Analysis and characterization of construction systems**

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*Abstract:* - This paper aims to analyze and characterize the popular architecture of different regions of the province of Malaga, considering three invariable factors that influence its construction: climate, land (morphology of soil and materials) and human environment. Popular construction is described approaching its geographical location and natural environment, and fundamentally, its construction system and materiality. It is interesting to contrast the type of construction that has been developed in each area, analyzing from the foundation, the vertical structure, the horizontal structure to the finishes, so that it can provide the necessary knowledge that allows in the future to intervene in a sustainable way in the optimization of existing resources and, at the same time, preserving popular wisdom and safeguarding built heritage.

*Key – Words:* Architecture – Construction – Materials – Sustainability – Vernacular

1 **Introduction**

The analysis of the vernacular architecture samples finds its foundation, in the form of human adaptation to extreme climates, to sustainability throughout its habitat, and this applies to the base of the architecture and its adaptation to the contemporary architecture. In this context, vernacular architecture is gaining momentum, considering that it is an example of adaptation to the environment. It is of great interest to study popular architecture from this point of view, since in the vernacular tradition "the materials used were obtained from the geographical area where the buildings were erected." On the other hand, the habitat must provide a safe and protective environment for all its inhabitants. In risk-prone areas, vernacular builders have implemented constructive strategies to address local natural hazards. The technical solutions change according to the potential risk, the local cultural and environmental resources, and range from “constructive details to territorial planning” [1].

2 **Problem Formulation**

The popular or vernacular architecture itself that we find in the province of Malaga, referring to the typologies of both urban and rural areas, will allow us to characterize traditional constructions, approaching their geographical location and natural environment, and fundamentally, their construction system and materiality. We only want to summarize and show in a summary way, all those issues and aspects that we consider of interest and relevance around the characteristics and current situation in which the popular architecture is found, both rural and urban and for this we have focused this characterization “on four regions of Malaga: Altiplanicie of Ronda, Valley of Guadalhorce, Axarquía and Mountains of Málaga” (Fig.1) [2]; The selected regions attend to different geographical and topographic characteristics such as coastal, mountain and valley. […] The differences between some areas and others appear more evident when it comes to building, that is, in the use of construction materials and techniques, and especially in terms of social class; but they are not so much in regard to the conception of the house, to the distribution of functions in its interior [2].
3 Problem Solution

We begin to characterize, through some examples, and taking into account the above factors, popular housing.

**Antiplanicie of Ronda**

This region, located to the north of the province, is framed by the Seville countryside in the north; the Guadalhorce Valley on its southern facade; the mountains range of Ronda and Cádiz to the west; and valley Antequerana to the south. It represents the beginning of the so called Intracetic Groove, a great natural corridor that connects Andalusia with the peninsular east. This influences both the climatic conditions and the communications between the region, and of course in the way of building in the territory.

The house rests directly on the rock of the ground, that is, there is usually no foundation. When necessary it was done, approximately one meter deep. Regarding the vertical structure, the load bearing walls that were generally made of masonry, worked with mud or dry are used as a construction system par excellence. It is very common the use of the tapial, of the mud, for the elevation of the walls, very poor in lime but abundant in mampuestos, in stones that give it consistency. The houses, as in the case of Ronda (Fig.2), are generally of two floors: with large gaps in the form of balconies, closures, gates and doors, and wooden carpentry attached to the inside of the fence [3].

**Valley of Guadalhorce**

This area is located west of the capital of Malaga, accessed from it through the Guadalhorce River Valley, which is what gives it its name. It is located in a privileged enclave, due to its proximity to the capital, the Costa del Sol, the mountain range de las Nieves Natural Park, the Gaitanes gorge and the Chorro reservoir complex, as well as the Mountains of Málaga. Often the house has a minimum foundation, resting directly on the mother rock. The usual mural technique is the tapial and the masonry. In the partition wall brick and cane
partitions are used (the latter mainly to compartmentalize the chambers). It is of interest the construction technique based on the use of barrel vaults (Figure 4) mainly or on the ground floor of the property of a certain entity, a technique is widely disseminated in the area, many examples of its use.

The ceilings are of cuartones and beams with hurdle sometimes whitewashed. The covers are scissor, pair and row armor with hurdle, plaster and tiles. “In the case of Casarabonela, the gable roof has a large chimney. The tile roof is whitewashed in eaves, easel and two rows yes, three or four no” [3]. Most often, only the easel and paint the edge.

The eaves are commonly listel. The presence of sparrow beak in the case of Pizarra, where it is relatively abundant, occurs in the surroundings of the church, adorned in this way.

The facade finishes are white lime (sometimes mixed with other dyes until blue or straw tones are obtained), with a red, brown, gray, or exposed brick base. Inside, white finishes are common, notwithstanding others, especially used on ceilings: blue, green, yellow; in homes with high purchasing power coated he abounded.

**Axarquía**

Located in the easternmost part of the province, it is the region of Malaga that covers a greater number of municipalities. Its villages form picturesque places that have managed to keep, in a place of light and color, the beauty of its streets and squares, its monuments and popular festivals, and that, together with its environmental and climatic characteristics, make up a great place. Regarding its architecture, it has been characterized by the construction systems described below.

With regard to the foundation of the building, a slate layer is often found in the area very close to the surface. Sometimes it is even used to build on it the wall, surrounding some rock that protrudes from the ground. We find in several cases the use of several techniques for the complete construction of the property: for example, ground floor built in masonry and high in tapial or brick. The masonry factory is usually plagued.

The compartmentalization inside the house is made with brick or cane partitions plastered with plaster, with a structure of thin wooden beams.

The old house that we find in the town of Nerja is one-storey, with the gable roof, constituting the roof of the house itself [3]. One of the typical housing schemes, having more front of the facade, appears one more dependency in each bay.

The flooring is usually made of clay tiles. Only in the farmhouses is the table flooring (wood) used. “Highlights the bright colors of the baseboards” in Torrox [3].

Scenario of contemporary inquiry of Mediterranean vernacular architecture is the project of La Casa located in Frigiliana (Fig.3), in which Rudofsky is attached from the beginning to the concreteness of the place, to its heights and preexistence, to its landscape. "Thus claims the architectural tradition faithful to the place and its liturgical character, strengthening the phenomenological and sensitive character that unites us to it through the overwhelming of the vital and aesthetic experience” [4].

![Fig.3. The Frigiliana House. Architect Bernard Rudofsky](image_url)

**Mountains of Málaga**

The Mountains of Málaga are in a privileged geographical situation, on horseback between the provinces of Granada and Córdoba, being a communications hub between them and Seville. This area is characterized by being a territory in which olive groves and pastures are extended, in which the forests and holm oak soils share landscapes with cereal fields. All this in a true crossroads of roads, witness since time immemorial of the passage of cultures and peoples.
Example of vernacular or popular construction in the area of the mountains we find the Farmhouse of Alfarnate. No foundation understood as such is used. The land is modified with small recesses and terrace constructions to achieve a plan wide enough to settle the sale. The use of brick is also important; Thus, in Almogía, many houses are built on a brick vault as a foundation.

The main construction technique is the tapial, with mud mortar and more or less abundant in stones, although in Alfarnate (Fig.4) the most frequent technique is masonry, in many cases of dry stone, whose thickness ranges between 60 and 80 centimeters, being the mampuestos of very different sizes. In Almogía, brick is used in pillars and corners; being factories of walls made entirely in brick.

![Fig.4. Finishing the stone with a lime lather. Farmhouse of Alfarnate.](image)

The interior partition of the house is brick or cane and repelled with earth and plaster. On the facade, the gaps are of different dimensions, generally larger than those on the ground floor and those of the upper floors. The doors are solid with rustic-style quarters, with steel locks. The windows have shutters or shutters, and even, when protected, it is made with a wrought iron fence, and is embedded in the wall.

4 Conclusion

The renewed interest in vernacular architecture is based on the motivation of enlightened people, authors of regional monograph difficulties on “peasant architecture” and non profit associations that work for their inventory and conservation. This commitment was tangible in the mid twentieth century. Marc Augé in *Time in ruins* stated that:

The contemplation of the ruins allows us to glimpse the existence of a time that is not the time that the history manuals speak of or that tries to resurrect the restorations. It is a pure time, which cannot assign a date, which is not present in our world of images, simulations and reconstructions, which is not located in our violent word, a world whose rubble, lacking in time, not great, and becoming ruins. It is a wasted time whose complete recovery to art [5].

In the Autonomous Community of Andalusia, through the Andalusian Institute of Historical Heritage, the conservation of cultural heritage is an issue that has been inextricably integrated into the genetics of today’s society for some decades now. Thus, through the study of popular architecture as a cultural asset, as an object of study and purpose in itself, the constructive advances of vernacular architecture, characteristic architecture can be taken into consideration even when the specific knowledge of the sustainability, and that could be extrapolates to contemporary architecture.

References:


Abstract: - The official valuations of real estate, in Spain, causes multiple problems of an economic and legal nature given that the variety of its results depends basically on the acting Administration. The existing divergences obey the applicable laws, which establish limitations of their effects as a general rule. A clear example of such lack of coordination is urban valuations, which are very different from other fiscal assessments, also related to similar real estate. Taking into consideration these problems, a unified method of real estate valuations, mandatory for the public sector, is presented as a solution. Considering that in every real estate economic assessment is essential to take into account not only the physical characteristics of the property, but also the circumstances of planning and urbanization, the procedures of the postulated method are expected to be based on cadastral data and procedures, as technical elements of economic management of the territory.


1 Introduction

The administrative valuation of the real estate constitutes in Spain a problem with a deep and wide social repercussion. The disparity of its results depends on the acting Administration, since they are a consequence not only on the concrete location of the property or the right related to it and of the characteristics of the same, but also on the purpose of the valuation itself and of the applicable regulation.

The differences existing between the official real state valuations, when they affect the same property or comparable elements taking place in a short space of time, generate numerous doubts about the valuation itself and about the criteria used by the public administration. This produces a legal insecurity for those affected by such vacation.

These unequal results respond to a double cause, which falls on the owners of property and real estate rights. On the one hand, they are subjected to different tax and/or urban regulations. On the other, such results are obtained using different calculation systems.

This paper covers real estate valuations, currently valid in Spain, highlighting its difficult and conflicting heterogeneity. In addition, it purpose as a solution to undone the complex ecosystem that these differences in real state valuation generate. The purposed solution is based on a logical and desirable normative harmonization. Consequently, this would suppose the adoption of a unified method of valuation, which would be of obligatory to follow by all the corresponding public administrations.

In light of my professional specialization, this text deals preferentially with urban real estate, although the principles, analysis and proposals are equally applicable to other type of real estate.

2 Problem formulation

For this analysis, it is necessary to make a prior distinction between the fiscal and urban valuations or assessment, due to their respective purpose. The aim of final valuations is to verify a value previously declared by the interested stakeholder, and then subject the corresponding good or right to taxation. On the other hand, urban assessments refer to the estimation done by the public administration. Understanding such estimation as compensation for operations of transformation of goods and rights into urbanization processes (expropriation, equidistribution of charges and benefits, sale or forced substitution, public patrimonial responsibility).

2.1 Tax Evaluations
In Spain, apart from the repercussion of such assessments on general taxes, such as Income of the Physical Persons (Renta de las Personas Físicas-IRPF), Corporation (Sociedades-IS) and Value Added (Valor Añadido-IVA), they affect another six different real estate taxations. These are the following: Patrimony (Patrimonio-IP), Capital Transfers and Documented Legal Acts (Transmisiones Patrimoniales y Actos Jurídicos Documentados-ITP), Successions and Donations (Sucesiones y Donaciones- ISD), Real Estate (Bienes Inmuebles-IBI), Increase in the value of land of urban nature (Incremento de Valor de los terrenos de naturaleza urbana-IIVTNU), and Constructions, Installations and Works (Construcciones, Instalaciones y Obras -ICIO).

This broad fiscal panorama is very complex, since taxations are also assigned to the Autonomous Communities (Comunidades Autónomas), as well as municipalities. Moreover, the complexity also increases due to the voluntary character of two of the mentioned taxations.

This supposes a proliferation of administrative faculties, that produce big differences in the tributary loads borne by the contributors, until the point that fiscal harmonization has become a real common need. However, it is curious that while discussing the convenient coordination of rates, bonuses and exemptions, the necessary unification of the procedure for determining the value, subject to taxation, is not considered.

Regarding tax assessments there is a traditional doubt, linked to the antinomy seal-uniqueness, insufficiently resolved to be collected in opposing judicial pronouncements. The basis of the alleged principle of tightness lies in the General Tax Law [1], which states that "The taxes shall be governed: (...) by the laws regulating each taxation (...)" and therefore, "a contrario sensu" they are not governed by the laws of other taxes. The uniqueness lies in the idea that administrative resolutions must respond to the concept of unity of action, without the application by the public authorities of disparate criteria in similar acts.

Although the problem persists, it is worth noting a growing trend in favor of united method, also supported by the intercommunication of some taxes with others, as members of the same tax system.

In this same sense, it is necessary to highlight the Supreme Court's Judgment of December 21, 2015 [2], which restricts the tax tightness, partially, considering that it cannot be applied, when the technical tax concept of value is equal or very close, and when the admissible valuation method is the same. Both circumstances are common to the taxes assigned real estate content.

2.2 Urban Appraisal

The current problematic of the urban valuations starts from the Land Law (Ley de Suelo) of 2007 [3], whose application produces economic estimations very different from the fiscal ones. This is due to the fact that this law establishes two situations of rural land and urbanized land, attributing the former not only to non-developable land, but also to urban land that has not completed the urbanization process.

With the desire not to incorporate capital gains by indicative ratings or incomplete transformations, all the areas that do not have basic service networks (sewerage, drinking water, lighting, roads) must exclusively apply the values derived from their natural exploitation. However, in this way a distortion of the legal and physical reality is introduced, since the building potentials (defined by the planning) are ignored and values that corresponded to previous farms are maintained (now nonexistent, because of the transfer actions and reparrcelling).

These antagonistic approaches necessarily lead to a bankruptcy of the principle of economic capacity, since, for the same urbanistic reasons, the tax assessment incorporates increases of value to the initial value or own ground, which in turn the Administration considers them fictitious.

Additionally, it is also noticeable the unnecessary complication that implies the lack of correspondence of the state definition of such situations with the basic and traditional classification of land (non-developable, developable and urban) that, in general and with variations, is included in the urban regional laws, given the autonomic competence on territorial planning.

2.3 Cadastral Valuation

For real estate of an urban nature, the Technical Standards of Cadastral Valuation of 1993 are still in force [4]. Due to the time elapsed since then, together with the modifications of the general and sectorial legislation, there have been numerous instructions that interpret and complement the initial text and that require a proper recasting and updating of the text. However, the mentioned standards constitute a thorough regulation of the cadastral system, in its two aspects of valuation: the collective, consisting of the conformation of a report.
corresponding to a specific territory, and the individual, resulting from the application of such report to each of the assets and rights located in such territory.

The collective assessment phase begins with the division of the territorial area (which ordinarily is the municipality) into assessment polygons, which the standards themselves qualify as "homogeneous" and which must respond to criteria of geographical location, urban development, constructive typology and of preferential use. These criteria are basic since they condition the mechanics of valuation of the ground that can be obtained by application of unit values or values of repercussion (depending on the capacity to build). Subsequently, and according to a market study (also carried out in the municipality), the correspondence between each of these polygons and one or several value zones, previously established at the state level, which are provided by coefficients, is carried out. The application of specific value zones comes from the consideration of basic modules of ground and impact, which have been attributed to the same territorial area, based on the same market study, from which the corresponding basic construction module has also been deduced.

In the individualized phase of obtaining the cadastral value, the differentiated values, previously obtained, are applied to the physical characteristics of the respective property. The value of the allocated area is used for the ground, weighted by coefficients of dimension and number of facades, depth, surface, form and temporary inability to build. For the construction, the respective module is used, which is first modified according to a typological classification of uses and qualities and then corrected with two other coefficients of age and conservation status.

The cadastral procedure has a great economic repercussion, since its values constitute the taxable bases of the Tax on Real estate (Impuesto sobre Bienes Inmuebles) whose collection usually constitutes the first item of the income budget of the town halls.

3 Problem solution

In general, any tax assessment attempts to establish the real value of the good or right, according to its entity. A valuation that, in any case, is prior to the fiscal estimation. This initial or intrinsic valuation can only and should depend on two realities: Firstly, the physical, inherent to the characteristics of the subject itself. Secondly, the economic value linked to the conditions of the real estate market to which it belongs, at the time of the assessment. This previous value is to which the principle of unicity should be applied, so that, for similar cases, it could be used by the administration repeatedly.

This real value would replace the different concepts of value, now existing in the different taxes. As a result, corresponding fiscal data (taxable basis, reductions and bonuses, debt) could be obtained from such real value, through the application of each concrete regulation.

Considering the criteria mentioned above and under the idea of the uniqueness and the legal security, it is posed the existence of a harmonized law on real estate valuations of the public sector, which is required by all administrations, is proposed as a global solution to the disparities in tax values.

It is obvious that to attain the "unique" value, it is necessary to establish a valuation method, also unified, that allows obtaining equal or comparable results and prevents the appearance of incongruent and unjustified estimations. This method would be in the legal text proposed, as accurately as possible.

It is estimated that the framework of this method must respond to three different approaches, reflected in the same database. The first of such approaches would consist of the own legal casuistry of the goods and rights of basically urban and civil orientation. The second field of variables would refer to the characteristics of the buildings, with respect to their location, physical entity and uses. Finally, the third group of data would reflect, in a detailed manner, a relationship of average prices, coordinated at municipal, provincial, regional and national levels, that are meaningful for the real estate market of the respective territories.

It is also considered that such premises correspond, in general terms and with the necessary corrections, to the Valuation Rules of the cadastral procedure, in view of its regulated nature, its technical content, its thematic scope and the accumulated experiences and improvements. In addition to the specific problem of urban appraisals, apart from the previous global proposal, it is proposed as a solution the addition of a new land situation, which could be called "urban", as an intermediate between the two now established (rural and urbanized). This new idea (which would affect the land endowed only subjected to partial plan, the reparation and the incomplete urbanization) would avoid the large economic difference that results from applying the current cadastral valuation (such as urban reduced land) or the valuation provided for the situation rural.
4 Conclusion

As a basic conclusion of the research carried out and of the proposed approach, this paper establishes that any valuation of a property, obtained through the unified method that is exposed above, must constitute a guarantee value ("Valor de Garantía") for the corresponding owner. In this sense, the public administration would be also entitled, within a limitation period, in subsequent actions of different scope on the same material object.

References


Music and the Department of Intangible Heritage of the Public University of Navarre. The En-Kantu project

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Abstract: This article aims to inform about the numerous activities and projects related to music launched by the Department of Intangible Heritage of the Public University of Navarre (UPNA, initials in Spanish). The text particularly highlights the performance of En-Kantu, a musical ensemble associated with the mentioned Department, whose main purpose is to revitalize folkloric songs published in songbooks from Navarre and Basse Navarre.

Key Words: Intangible Musical Heritage – Folklorism – Revivals – Navarre – UPNA

1 Introduction

Creativity is one of the key reasons for the current revival of the Cultural Heritage, related to both management and dissemination of the heritage. This revitalization is not merely a characteristic of the public domain, since the private sector, as well as the academic sphere and various institutions are very much aware of the need to promote cultural mediation projects.

In addition to this, in order to provide access and to encourage the Intangible Cultural Heritage (ICH) conservation, the new information and communication technologies (ICT) are crucial in that they allow to digitally preserve the legacy as well as to store data on virtual repositories. The number of data management platforms aiming at preserving and broadcasting digital resources is indeed growing rapidly. An instance of these resources intended for educational purposes is the co-funded i-Treasures system, which has been supported by the European Union between 2013 and 2017 [1]. The main feature of this project is actually the use of local participatory methodologies, with the aim of drawing the interest of the members of different communities to be trained in the management of the ICT, so that they may preserve their own cultural heritage and have an impact on education, as well as reach the broadest audience [2]. Another example, genuinely European this time, is the Europeana Collections, a web page storing more than 50 millions of digitalized files from various European institutions. As for music, this data basis contains sound recordings, music scores, instruments and different kind of collections related to music, all of them originating in audiovisual archives, libraries and museums.

Following the global tendency in digitalization, several institutions of the Community of Navarre, sponsored by the Department of Culture and Tourism, are visibly engaged with the Intangible Cultural Heritage, as for example the Ethnological Museum of Navarre Julio Caro Baroja, the Basque Institute of Navarre – Euskarabidea, the Institute of Audiovisual Arts and Cinematography, Ortzadar Euskal Folklore Taldea, Nafarroako Dantzarien Biltzarra-Federación de Dantzaris de Navarra (the Associations of Basque folkloric dance) and Eusko Ikaskuntza-Sociedad de Estudios Vascos (Basque Studies Society) [3]. Concerning the academia, the Department of Intangible Heritage is the result of a project led by the Department of Philology and Language Didactic of the UPNA, along with various organizations. Its main goal is the digitalization and the information gathering regarding the ways of living and the memory of the traditional society of Navarre of the 20th century. The creation of the Intangible Heritage Archive has actually been possible with the help of the above mentioned project. Furthermore, in connection with what has been laid out in the previous paragraph and considering the importance of the generational transmission for the ICH, various educational initiatives in mediation have been promoted by the mentioned Department of Intangible Heritage. Here, it is worth mentioning the project that has been carried out in collaboration with five Secondary Education Institutes of the Ribera de Navarra, which gave the possibility to students to get involved in the research of their own ICH, as well as to develop active methodologies and to experience a project based-learning [4].
As for the international sphere, it is worth highlighting the work undertaken by the UNESCO in order to safeguard the ICH. Indeed, one major concern is related to the protection of all kind of musical expressions of all continents that might be threatened, which are available on its website. The UNESCO has likewise created the List of Intangible Cultural Heritage and since 2009 has conducted several projects related to music that are reflected in the Register of good safeguarding practices.

Finally, one last methodological approach of the Department of Intangible Heritage of the UPNA that deserves special attention is the preparation of a microthesaurus based on the UNESCO’s thesaurus, but much more specific since it is intended to apply to the ICH by using SKOS (Simple Knowledge Organization System), an app that encourages the interoperability.

The En-Kantu project is actually embedded within this framework and it is one of the many ongoing projects that are based on music revival, and its mise-en-scène involves additional information about the creation process likewise.

2 Main Objective

This article aims at assessing all aspects of the closure of the First International Congress of Intangible Heritage, which was organized by the Department of Intangible Heritage of the Public University of Navarre. The congress took place on 6 October of 2017 in the Museum of Navarre. It involved a concert performed by En-Kantu that included further explanations about the musical performance.

3 Main Discussion

The closure of the First International Congress of Intangible Heritage combined musical performance, mediation on intangible musical heritage, academicism and artistic expressions mirrored in the revivals.

The explanations provided as part of the mediation deal with technical and musical issues, symbolic and functional features of music, as well as with the relevance of the cultural mediation depending on the kind of performance and its context. It is worth pointing out the diversity of melodies selected to be adjusted, since three main issues must be taken into account along the way: the music itself, the aesthetic side and the identitary character.

4 Conclusions

Overall, the article addresses the performance of En-Kantu by providing information about the diversity and richness of the folkloric music of Navarre, taking into account the geographical characteristics of this region. Its cultural wealth is mainly based on the coexistence of both Spanish and Basque languages, which results in different types of melodies. The relevance of the traditional Basque music in Navarre appears clear when analyzing the main Basque songbooks. Furthermore, it is possible to trace the European influence back among those melodies that were collected near the Way of Saint James pilgrims’ route. On the other hand, the musical repertoire of Navarre includes a vast traditional song collection in Spanish, which is stylistically different from that in Basque, just like the landscape of the Ribera is opposed to the landscape of the Baztan Valley.

The main folklorists of the last century (José Antonio de Donostia, Resurrección María de Azkue, etc.) became interested in those melodies, beyond the languages and the territories. Nowadays, the musical heritage of the peninsula is being revitalized by several musical ensembles, whose source of inspiration is found in folkloric music. A degree in History and Heritage, which includes music in the curriculum, will be implemented next year by the Public University of Navarre resulting from the growing interest in music between academia.

Music is a significant line of research of the Department of Intangible Heritage of the Public University of Navarre, since the En-Kantu project draws together the academic field and music performance.

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Museums, art and social networks. New way to communicate

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Abstract:- The new information and communication technologies (NICT) have changed the morphology of society and the journalistic world installed in Internet. There are new social models and technologies that replace other forms of technological and social exchange. We live in a technological world, with the cyberculture of anonymity, freedom, ubiquity, without barriers of time and space, hyper-informed, with real and apocryphal information; advantages and disadvantages. Worldwide there are approximately 4.160 million Internet users, a figure that demonstrates the impact of the Internet on people's lives and, consequently, the market of supply and demand of information that it represents, for the materials that circulate in it. In this stage, museums, institutions dedicated to acquire, conserve, study and expose objects of cultural interest to the audience; with access to new technologies and the arrival of new ways of narrating and communicating events, they have seen their ways of interacting with their audience. In the present work, it has been considered to study the new narrative of diffusion of museums through the materials spread in their social networks. For this analysis, the accounts of the Twitter social network of museums were observed during 2017 and 2018: one of them from Europe (Spain) and other from Latin American (Mexico); dedicated to art subjects. For this purpose, we used content analysis of the materials refer, with an exploratory-descriptive method, in a synchronic and diachronic follow-up. All with the purpose to glimpse the forms of construction of the news in the cyberjournalism in general and especially in this case, with the materials of the museums; considering the incorporation of social networks, an information world in constant change, the appearance of the figure of the digital journalist, the new editors, the new form of readings and new readers-participants that break through in the transmedial narrative. Added to the way of disseminating art themes, essences, colours, forms and a new way of narrating that transcends time and space barriers with the Internet and allows to reach both in-person and virtual audience of these institutions. Besides, this material that is disseminated in the social networks of the referred museums, constitutes a transmission medium of culture, information, education, entertainment and human development. Finally, the functions and possibilities that museums currently have are mentioned, in an attitude of permanent openness to the presential and virtual public, trying to arrive with their contents, through different methodologies and developing proposals in terms of what is defined as cultural industries.

Key – Words: Museums – Art – New technologies – Narratives – Social networks

1 Introduction

The new information and communication technologies (NICT) open up a more comprehensive panorama for the social development of individuals, from different social areas: education, security, economy, work, entertainment, etc.

We live in an interconnected society, coexisting between certainties and uncertainties, immersed in a process of historical acceleration

Besides, the new information and communication technologies have changed the morphology of society and the journalistic world installed in Internet. There are new social models and technologies that replace other forms of technological and social exchange.

We live in a technological world, with cyberculture of anonymity, freedom, ubiquity, without barriers of time and space, hyper-informed, with real and apocryphal information; advantages and disadvantages.

Worldwide there are approximately 4.160 million Internet users, a situation that demonstrates the impact of the Internet on people's lives and, consequently, the market of supply and demand of information that it represents, for the materials that circulate in it.

2 Problem formulation
Museums are institutions dedicated to acquire, conserve, study and expose objects of cultural interest to the public, with access to new technologies and the arrival of new ways of narrating and communicating events, have been modified their ways of communicating with real and virtual audience.

It is taken into account that prior to the implementation of new information and communication technologies, the dissemination of art subjects, especially art subjects related to museums as in this case, did not have a broad spectrum of communication for perform this task and the visitors were only the real audience of them.

In the present work, it has been considered convenient to study the new diffusion narrative through the materials disseminated by museums in their social networks, using the materials of Twitter accounts of museums observed during 2017 and 2018: one of them from Europe (Spain), and the other from Latin American (México); dedicated to art subjects.

Massive access to the Internet was made in 1995, with the implementation of the hypertext and its commercial opening; For this reason, the theoretical guidelines of the research date back to around 1996, where the theoretical are headed by professionals from recognized universities from Spain and Brazil. We will follow the line of thinking of: Ramón Salaverría, José Luis Orihuela, Javier Díaz Noci, Carlos Scolari, among others.

Besides, Twitter was created in 2006 and it would be considered as a source of information between others.

In a changing world, Edgar Morin refers to the information that: "how to achieve access to information about the world and how to achieve the possibility of articulating and organizing it?. How to perceive and conceive the Context, the Global (the relation all / parts), the Multidimensional, the Complex? "[1]

For this purpose, we used content analysis of the materials refer, with an exploratory-descriptive method, in a synchronous and diachronic follow-up.

3 Problem solution

Journalistic material installed on the Internet, on Twitter accounts of museums, is a transmission medium of culture, information, education, entertainment and as a factor of development within human activities.

The information constitutes an added value of the new economy. Time and space move simultaneously in all directions and information reach millions to millions. Therefore, there is the need to consider or reconsider the influence of technology and the media in the multiple social, cultural, and economic stages, to name a few.

The management of information, in its two aspects considered: explicit and tacit knowledge, from the new approaches of prospective studies of the cyberculture, are fundamental elements when thinking about the importance of information and its relationship with the strategy to be developed by companies and their positioning in the economic markets and in public areas through their application policies. This fact would lead us to raise the equation: I (information) + T (technology) = P (Positioning and Power).

In the case of the study mentioned in this paper, we approach it through the point of view of the strategic communication related to the new narratives of multidirectionality and transmediality proposed here and that could contribute elements to be based on descriptors of social, cultural and economic phenomena.

It is necessary to know the role that communication plays in the processes of adjustment to social change and for this, the mediation mechanisms that occur in society and that imply and / or determine the capacity of production and reproduction of social systems are considered; that is, its capacity for permanence, coherence and freedom; as well as, conversely, their inability to remain, to be coherent and to maintain a certain margin of freedom to face the contingent.

“Mediation, as an institutionalized system, not only fulfills mediating functions, but also produces objects that transport models of adjustment to changes that originate in the cultural-technological plane and in the level of innovation and cultural change…”[2]

4 Conclusion

With the purpose to glimpse the forms of construction of the news in the cyberjournalism in general and especially in this case, with the materials of the museums; considering the incorporation of social networks, an information world in constant change, the appearance of the figure of the digital journalist, the new editors, the new form of readings and new readers-participants that breakthrough in the transmedial narrative. Added to the way of disseminating art themes, their essences, colours, shapes and a new way of narrating that transcends time and space barriers with the Internet and allows to reach both in-person and virtual audience of these institutions.
Internet communicates according to the etymology of the verb to communicate: put in common and not only as a telematic tool, but as the medium of communication that is, the medium of communication of the New Millennium.

The invisible and complex network of cyberspace is presaged as a challenge of multiple opportunities for the processes of social technological mediation.

We observe the journalistic material that is spread in the social networks of the referred museums, as a transmission medium of culture, information, education, entertainment and human development. Moreover the functions and possibilities that museums currently have, in an attitude of permanent openness to the real and virtual audience, trying to arrive with their contents, through different methodologies and developing proposals in terms of what is defined as cultural industries.

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Flamenco and articles of customs in the press of Jaén

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Abstract: - The role of the media, from the press to the new online media has been fundamental since the middle of the 19th century. This is from when the first news related to flamenco currents affairs appeared minimally identified as such, to the present day in the whole process of flamenco socialization. These means have acted as necessary interlocutors in a double dimension: they have favoured their knowledge (diffusion) and their recognition (social and cultural dignification). In this sense, research carried out with the intention of tracing, verifying and valuing the presence of flamenco among the contents of the mass media, from its first appearances to the present day, rather than a historicist vision and purpose (to compose the history of flamenco in the media) must be concerned with a greater purpose, to calibrate the meaning and the social, cultural and economic connections that motivated the inclusion between the contents and their treatment. At the same time, the press can be considered as a historical source, dynamic and a palpitating force, which allows us to approach any musical or historical process that takes place in any place or time. It can record all the values that make up a society, both intrinsically and extrinsically, either for knowledge of music in general (flamenco in this case) or those who made it (flamenco musicians or artists) or to know other issues (the facts that led to the creation of some areas of life and music), which can adhere to the taste for society, the opinion of critics and performers or any other nature that put a strong accent on the fact flamenco.

Key Words: Flamenco – Jaén – Costumbrism – Press – Folklore

1 Introduction

The province of Jaén has always been one of the great forgotten provinces in the investigation of flamenco singing, while the provinces of Baja Andalucía have always played a predominant role in the press. Although in Jaén the appearance of articles of customs was not the same as in other Andalusian provinces (the oldest article appears in 1858), these were used as well says [1], for the people of the high society, which was entertained reading the romantic works that the romantic travellers had introduced in the peninsula, especially as a result of their travels in Spain, such as Davillier, Ford, and so on. In this press appeared many articles of customs in which was related in a meticulous way and sometimes invented as it says (Valderrama, in process), an approach to Andalusia that had nothing to do with reality.

But that, in the creation and diffusion of flamenco, these articles had a lot to do with it. So much so that many were invented from their own situations. Case of Escenas Andaluzas, by Serafín Estébanez Calderón (El Solitario), a journalist who wrote for important newspapers such as El Correo Nacional and El Espectador among others.

These publications appeared in several newspapers since 1831, having its greater diffusion in the Madrid newspapers El Semanario Pintoresco Español and Cartas Españolas. Therefore, the press would be the medium in which the articles of customs were disseminated in the most efficient way, assuming its role of both divertimento and dissemination of Andalusian typism and archetypes.

Romanticism emerged in Europe at the end of the 18th century. It was born in countries such as Germany and England, from where it would later pass to other European countries.

After the Napoleonic invasion and the arrival of the Congress of Vienna, Europe made an ultraconservative radical turn [2].

From here and after the revolutionary movements that took place all over Europe, certain airs of change began to arrive. The Industrial Revolution, which gave rise to the first workers' movements, the crisis in France, the presence of Russia in Eastern Europe as a power, the supremacy of England as the greatest power in Europe and Italian and German nationalism are the most outstanding aspects of this era in Europe.
In terms of culture and thought, in this period a change in the mentality of the people took place. New and innovative studies began to appear such as Positivism, Dialectical Materialism, Dialectics, the theory of the Evolution of species or the Introduction to experimental medicine.

Romanticism arose in the face of these changes. This was defined as a more individualized search of the individual, and was developed in a more general way in the literary current. Current that it looked for as it says in the search and defense of the national thing against the foreign thing that had invaded Spain, in the regencies of Carlos IV and Fernando VII. In Spain they stood out among these authors like El Duque de Rivas, Mesonero Romanos, Becquer, Hartzenbusch, García Gutiérrez and Zorrilla, who stood out in the romantic drama, Espronceda, Rivas and Zorrilla in poetry and Gil y Carrasco in the historical novel.

In Jaén's press a this arrived a little late. It would not be until 1848 when some of these articles began to appear in newspapers such as El Guadalbullón of 1846, El Avisador de Jaén of 1858 or La Amistad of the same year. These years were of great referent because this type of articles were consumed and sold quite well, especially in the classes of the high society, while in the low society its sale was more brief due to the great number of illiterates that existed at that time.

2 Problem Formulation

The articles of customs were the easiest way to expand the customs of Spain. In this type of articles, Andalusia would be the place where the majority of the writers of the time would settle, which was marked mainly by an abusive interpretation of works of this type in the Madrid of the time, where an invented Andalusia was shown. Romantic travelers also helped Andalusia to be seen as the main source of Spanish national stereotypes. This was the case and illustrious travelers, such as Davillier, Ford, Boisier, etc.

These articles would be full of elements of the lower classes, which described the environments, the characters, the popular types and were highlighted with letters that seemed at first sight popular. But nothing more, all this period is a period of author, in which it was tried to give a fictitious vision of Andalusia.

3 Problem Solution

To solve these problems, we have to make a thorough study of all the articles of customs that appeared in the press of Jaén, have to have a critical revision in addition to doing a meticulous search of how and why they appeared in the press of the time. For that we have searched in all places within our reach, both physical and virtual.

The search relationship in places has been the following:

The Institute for Jaen’s Studies, a place that is located in the capital of the province, such as Jaén. This keeps most of the newspapers (some in paper form and another in digital form) from 1808 to the present. We also visited the Municipal File of Linares, center which conserves all the numbers conserved until the date of the newspapers of this jiennense town. For other towns we use the page http://www.vbeda.com, where we find all the numbers of the provincial newspaper, one of which had a greater number of conserved numbers. We also investigate in The National Library of Spain, first, and the Old Fund Service of the University of Seville, where there is a large catalog on this subject. On the Internet, we also find very valuable sources for our study, such as https://www.europeana.eu/, (a European-type website that serves as a link to the different national libraries in Europe) https://archive.org/, http://www.bibliotecavirtualdeandalucia.es, (website of the virtual library of the Junta de Andalucía) http://bidicam.castillalamancha.es (website of the virtual library of the Junta de Castilla la Mancha, http://bibliotecadigital.jcyl.es/ (website of the Austrian Digital Library), webpages that made our work much easier, having a large part of the plays digitized in pdf We were looking for these plays were studied in depth, both his libretto of letters as his musical script, to study if there would be music related to flamenco or music that had to do with flamenco.

4 Conclusion

The articles of customs are a good way to study the pre-flamenco and flamenco period that some years later, especially from 1860, invaded the different stages of Spanish cafés and theatres.

It is easy to see from these that flamenco would be fixed to a great extent in the descriptions made of all the elements that made up the article. Articles in which the lyrics that appeared did not fail to glimpse that they
were by authors and not the people, so that flamenco ceased to be a music created by the people to be a music
author.

References:
Innovate in didactic concerts: adapting cultural expression to new times via communicative interaction

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Abstract: - This present study attempts to provide a novel view of the dynamics of the interaction that takes place during the so-called “didactic concerts” to identify how and when they are used to transmit an up-to-date educational message.

Key–Words: Didactic concert – Education – Interaction – Music – Creativity

1 Introduction

In the last decade, the number of teaching concerts included in the cultural programmes of large and small cities has exponentially grown.

This resource, used to bring all kinds of music to youths that still lacks a fully defined model, is entirely backed by institutions.

With still much work to be done in research terms, these pedagogic events are postulated as an educational attempt run to attract children to live music. They offer contents, objectives and a series of activities that have a repercussion on the musical act by obtaining different results from an up-to-date musical didactics viewpoint.

Interaction plays a key role during the concert, and entails a duality as far as its artistic-pedagogic purpose is concerned. However, does an adaptation of this interactive learning process exist that is consistent with the reality surrounding us?

To deal with this question, the observational methodology was used for qualitative research purposes of generating results that allow us to elucidate if the fundamental elements of this concert type have flexibly and efficiently adapted to today’s society.

2 Problem Formulation

Not only do we face the fact that today’s generation integrates technology as a fundamental part of its daily routine, but the ways of listening to music have also drastically changed in recent decades.

It is precisely this that leads to our initial premise: from a pedagogic perspective, in this scenario, what role do the so-called ”didactic concerts” play? How are they carried out and what do they consist in? To what extent is motivation, so essential for learning, present in them? What is their real purpose?

This motivation is often determined by a critical factor in the education process: communicative interaction.

With its interpersonal dimension, communication describes the interaction from intersubjectivity, understood as a negotiation of meanings related with the world surrounding interlocutors [1] or, in other words, exchanging information through messages (with certain linguistic strategies). These messages can be of oral-verbal and non-verbal types (gestures, body movements, etc.) and, from a social perspective, they allow the subject (the student) to be a participant in the society in which (s)he is found [2]. This is achieved through communicative networks and by dynamic actions in social discourse, which allow the apprehension, understanding and incorporation of the world, as well as perceiving the social role that corresponds to us.

In interactive-musical terms, converting the concert, in its traditional sense, into a simple observation episode converts such action into a visit that does not enable any other interaction than if we were contemplating a sunset. Therefore, this music falls within a cultural superiority frame that is isolated from the popular sphere as if it were an archaeological piece. So it falls very short of the didactic, educational and stimulating objective that a similar experience should aspire to.

Most teaching concerts, with their marked inclination to the ”single format” of western repertoires [3], are still a clear example of these problems that we take to the educational environment.

Live music is a communicative act in which players and/or the narrator and listeners interact. Therefore, this interaction plays a crucial educational role because it becomes the driver and model of the teaching-learning
process; empathy is a primary element in assimilating contents and shapes the group reactions that will take place during the event, which will become a transmitter of ideas, intentions and feelings [4].

With the corresponding specific literature, the selected repertoire (which should be in accordance with students’ ages and level of education), and the conductor/narrator who is ordinarily present, as well as other extramusical aspects like all kinds of stage elements (visual images, lighting, sound effects, unexpected changes to scripts, costumes and decorative aspects, and a long etcetera), make spectators participants, who thus become key elements in the interaction with the public.

The narrator’s relevance as a pedagogic leitmotiv [5], of a well-prepared script that encourages the public to participate [6], along with suitable stage resources for Primary and Secondary Education students, are aspects that have been thoroughly dealt within articles on this theme.

However, a considerable number of authors [7] have dealt with the growing immersion of children in the digital world as an aspect that makes an attentive concert difficult.

3 Problem Solution

The present study was conducted in the Spanish city of Zaragoza (Aragón). In this city’s varied cultural scene, we more frequently come across the “didactic concerts” programme.

To choose the participants (by random non-probabilistic observational convenience sampling), three representative events were selected for their continuity with time and their diversification in environment and style terms. The concerts are shown below in order:

- Jazz for kids: “Summertime” (a didactic trip through the History of Jazz).
- “Clarinetarium” (an initiative of the bank La Caixa).
- The 23rd Pedagogic Concerts of Classical Music held at the Zaragoza Auditorium.

We set these objectives:

- Identify the interactive-creative elements present in teaching concerts and the extent to which they appear.
- Specify which of these elements more strongly influence the education domain from an observer’s viewpoint.

Having presented the crucial elements that made up the interaction in a educational concert, a qualitative perspective was taken to draw, from observations and an analysis of the results, the positive and negative subjective aspects that stood out during the concert as a constructive basis to deal with today’s socio-educational reality [8]. In line with our initial objectives, the observational methodology was considered to be the most coherent one to record students’ reactions with as much spontaneity as possible and in real time.

For this purpose, a direct non-participative and non-systematised observation with a descriptive and exploratory function were used after considering an existing theory-based structure.

The objectives and categories determined the observation instruments and the procedure [9]. An observation table was prepared ad hoc in which moments (in minutes), the interaction factor, the type of interaction and levels were recorded regarding the aforementioned main structural elements:

- Repertoire (reaction in exclusively musical moments).
- Narrator/players (extramusical moments in general, when a more controlled verbal and communicative intention is made).
- Stage elements (lighting, stage design, costumes, etc.). They tend to have a considerable influence on a public accustomed to visual uses.

The observation emphasises the communicative action to be a central category by also making a note of the specific moment when intervention occurs (temporal chronology), as well as the subsequent reactions to the events/actions that imply the communicative interaction.

Attention was paid to both non-verbal (facial, gestural, body) and verbal (remarks, whisperings, laughs, and even silence) conducts. Short time intervals were considered during the process to attach more importance to the overall group reactions, and the peaks of more significant interaction between the public and what happens on stage were noted.

4 Conclusion

The repertoire is the aspect that we found to more strongly influence the most primitive reactions. Thus we conclude that a suitable selection would significantly impact the learning process.
The pieces that are more similar to today’s music in terms of style, tempo and duration, and those that are catchier and/or more easily recognised and, thus, live up to emotional expectations, [10] are more readily accepted. Likewise, a well-prepared script and a keen and constant interaction that links both the concert conductor and players with students, favour a better climate with an understanding that crystallises the experience and, thus, helps contents to be better assimilated.

Despite their important structural function, not so much importance was attached to all the other stage elements, from sets and costumes to lighting, in the interactive action. These elements are used with barely any dramatic functionality, except for some marked novel aspects that we link to controlled audiovisual usage.

It is here where urgent updating is required by specifying, above all, the use of image and new technologies to a certain extent to consider the many possibilities that these means offer as an essential ally for interaction, and not as a mere visual distraction. In this way, it is possible to assign this element an “external didactic reinforce” role that comes closer to students’ reality.

Moreover, the interdisciplinary “additions” with mixed artistic aspects (like magic in a given case) did not always work positively, and may divert attention from the musical event, which is that mainly wished to be transmitted beyond experience.

From the obtained results, one conclusion drawn was that well planned creative interaction collaborates with "social change" by means of an educational improvement intention towards all-round (social, musical and motivational) learning.

The present meaning of this type of concerts for the education community is diverse and impossible to generalise, but the possibilities of the new education (underlying technical and theoretical) currents are repeatedly missed for them to act as a necessary collaborator in implicating activities to be practically-theoretically performed [11]. We also believe that it is worth “humanising” staging to transform spectators into leading figures of dramatic action by engaging them in a world to which they also belong, and should form an active part of, which is also the case in other social areas of their interest [12]. Not adapting communication formats, to which live music corresponds, means promoting students not to show an interest in this artistic discipline and limiting their field of educational actions and, thus, their efficiency in transmitting specific values and contents.

Finally, we conclude that it is not a matter of a fundamental change, but a change in ways. However, this change corresponds, or should do, to the whole education community.

References:

Analysis of the translation of cultural terms into French and Spanish based on the works of Stephen King

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Abstract: Cultural terms are considered to be one of the main difficulties for translators when translating literary texts since their translation depends on the type of cultural term and the specific context. Intending to enrich this field of study, we have carried out a research aimed at analysing the different procedures used in French and in Spanish to translate cultural terms. As source texts, we have taken three novels written by Stephen King: *It*, *The Shining* and *Pet Sematary*. Therefore, the source language is English.

Key–Words: Cultural term – Translation procedure – Transference – Neutralisation – Stephen King

1 Introduction

Literary translation is one of the most popular translation typologies since it has been used since documents such as the Bible needed to be translated into several languages in order to reach more people and more cultures. As far as the translator is concerned, some specific competences are required to obtain a suitable literary translation, among such competences or skills, we could underline the ones of having a perfect command on both languages involved in the translation of a specific text and having a vast knowledge related to culture and literature (Hurtado Albir, 2001) [1]. However, as it occurs in every type of translation, literary translators have to deal with some specific difficulties related to the punctuation of dialogues, proper nouns, fictitious orality and cultural terms (Cifuentes Férrez, 2016) [2].

As mentioned before, cultural terms (Newmark, 1988) [3] are considered to be one of the most common problems we might have to deal with as translators. Some linguists such as Hurtado Albir, Nida or Nord have devoted a part of their work to study the translation of such cultural references. However, we would like to underline the significant work of Newmark and Katan. As an example, according to Katan (1999: 45-68) [4], there are different logical levels in which culture can be divided: “environment”, “behaviour”, “capabilities/strategies/skills”, “values”, “beliefs”, “identity” and “imprinting”. In contrast, Newmark (1988: 95) establishes a different classification on the basis of the previous one proposed by Nida (1945) [5], in this sense, his classification of cultural terms is divided into five main categories: “ecology”, “material culture”, “social culture”, “organisations, customs and ideas” and “gestures and habits”.

2 Problem Formulation

This research aims to study which are the most common translation procedures (Newmark, 1988) [3] used when translating cultural terms within the frame of literary translation. In order to obtain a particular corpus of study, we have selected three works written by the American author Stephen King: *It*, *The Shining* and *Pet Sematary*. The reason why we chose this author is due to the frequent use of cultural referents in most of his novels.

In order to carry out a more complete study, we decided to analyse the translation of the cultural referents found in the three King’s novels into two different languages: Spanish and French, taking into account the fact that the source language is English. Since the three novels are considerably long, we selected three hundred terms of each novel in such a way that we obtained three hundred cultural terms in each language as the corpus of study.

In addition, it is essential to note that, when studying the different translation strategies used in each cultural term, we have taken into account the list of procedures proposed by Newmark (1988: 103) [3]: transference, neutralisation, deletion, cultural equivalent, couplet, accepted standard translation, literal translation, classifier and paraphrase.
3 Problem Solution

After having analysed all the examples collected related to cultural terms, we have drawn up two different graphs in order to show the frequency of use of each procedure in both languages (Spanish and French). Below, we show both graphs and proceed to analyse each of them.

![Frequency of use of translation procedures in French](image)

Fig. 1. Frequency of use of translation procedures in French

As shown above, the procedures of transference and neutralisation are the most frequently used in French. In the first place, transference obtained 33.6% of the results, which is equal to 101 of the 300 cases analysed. In the second place, we note neutralisation took 24%, equal to 72 cases. As for the rest, there is a significant difference between the second procedure and the rest. Deletion, for instance, only represented 12.3% (37 cases). The procedures of literal translation, cultural equivalent, accepted standard translation and couplet obtained a similar percentage, and none of them exceeded 10%. In the last place, classifier and paraphrase these two procedures barely accounted for 4% of the total between the two, being paraphrase the least used translation procedure in French.

![Frequency of use of translation procedures in Spanish](image)

Fig. 2. Frequency of use of translation procedures in Spanish

In figure 2, we have presented the results related to the frequency of use of each translation procedure in Spanish. As we can see, transference and neutralisation procedures are the two most employed, as is the case in French. However, both procedures are closer in Spanish than in French since there is only a difference of 2%. In this case, transference obtained 34% of the total, which is equal to 102 cases. In the second place,
neutralisation took 32.3%, which symbolises 97 cases. In the middle, the other procedures vary from 12.6% (literal translation) to 2.6% (couplet), and finally, classifier occupies the last place with a total of 0.6% (only 2 of the 300 examples studied). Finally, it is remarkable the fact that in Spanish paraphrase was not used.

4 Conclusion

This study was aimed at analysing the different procedures employed when translating cultural terms into French and Spanish. We collected three hundred examples for each language from three works by Stephen King: *It, The Shining* and *Pet Sematary*. After the study, we have come to the conclusion that, in both languages, transference and neutralisation occupy the two main places.

References:

Artistic languages for the representation of identity. Self-portraits as a definition of the individual

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Abstract: - The interest in representing people as individuals has been a constant throughout the History of Art. Since classical antiquity, one of the original examples of the Roman portrait was the Maiorum images, masks of the deceased made from wax moulds that took the impression of the persons’ face, which provided a high degree of symbolism (Centuries I BC. and I AD). On the other hand, the portraits of the El Fayum mummies found in Egypt and made in Roman occupation times (Centuries I and II AD) are also highlighted which involve painted portraits of the dead that provided a meticulous identity on the mummified body. The aim of the representation in both cases fulfils the commemorative function allowing the presence of the person to live on. Subsequently, especially in the Renaissance period, the portraits had been an important theme in the history of painting, drawing and sculpture that sought, without a doubt the recognition of the person represented and on the other hand the intention of making their presence prevail through time. In these cases, an agreement was needed that linked two parties, the one the carrying out the work and the one being represented. In this tandem, the render, after deciphering the formal attributes of the other individual, the represented, being the intention of art to then preserve the physical appearance and make them recognisable in posterity.

Key – Words: Artistic languages – Drawing – Self-portrait – Identities – Valencian heritage

1 Introduction

In artistic portraits, there is without a doubt, a clear objective to capture the individuality that is determined because one person defines another and since the author specifies and makes certain characteristics of the individual everlasting. However, there is another artistic representation, which, more intimately, defines the individual: the self-portrait. The artist is the one who represents himself in light of the need for self-reference. In other words, in this scene the close relation of dialogue between two people is done away with and focuses on a reflection as if it were a secret with oneself since there are no intermediaries than the author himself. In this case, more factors are involved apart from the mirrored image of oneself, given that the artists must reflect on their existence, posing questions such as: Who I am really. How would I like to see myself? How do others see me? How do I want to be seen?

2 Problem Formulation

Placed in the current context, we need to be aware that in the social conglomeration of today, identities and conditions of plural genders live together. In light of this situation, we consider the self-portrait as an artistic genre that has adapted to the present social patterns and has become the ideal tool to unlock conversations that vindicate the singularity typical of each individual.

Apparently, we are all categorised in extensive social groups that are made up of generic individuals. Each one of these individuals is included in the group and share common characteristics. That is, we are part of a certain collective, eventually dissolving in it. This is the result of the great databases that as consumers we are forced to comply with quite often. They oblige us to answer questions in which our individuality becomes a questionnaire that only contains the name, identification number, sex, age, address, marital status, profession and number of children.

This problem is analysed from the sociology sphere with the active work carried out by the author Lucas Platero, who delves into the intersections of identity and determines the three unalterable conditions that determine our “self” and almost forcefully our lives: the root, the genre and social class. Platero states, “the subject embodies these three characteristics, that give them form and identity” [1]. This present research applies this theme and proposes a way to criticise this dehumanisation through the self-portrait, this being the admirable artistic manifestation to reclaim the discernible “self”.

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3 Problem Solution

Art is defined as a polyhedral language, concerned about reclaiming this personal and diverse identity. In such a way that we find in the subject of self-reference a very effective argument to ask for a non-collective identity but different and own. We develop versions of “self”, that cause authors coming from other plastic languages to converge their artistic works towards the same objective, and are able to highlight innate characteristics to themselves, appealing to questions of gender, identity, of trace and persistence in time.

The selected references are linked to four disciplines: drawing, painting, video and photography all of which have a common link: they are artists related to Valencia having lived here or having created their work here.

1. Drawing: The research group of the drawing unit within the Drawing Department of the Universitat Politècnica de Valencia have been carrying out research based on the reflection of the self through graphic techniques for more than 10 years. Drawing is the most original and immediate artistic language, characterised for the universality of its reading allowing for the representation of the person highlighting the differentiating and individual factors. With this axiom, theoretical-practical results have been developed that gather self-reference under different readings.

Esgueva, in her research, “The functions of the Portrait” [2], and the presence of the individual is highlighted through the absence of facial features so that the author extracts all possible information that allows for their identification. This is illustrated with the work Los Fondos de la Unidad de Dibujo and carried out with chiaroscuro technique. Fig.1.

Secondly, we highlight the work Autorretrato by Thamara Casany Gálvez (2015), which appeals to the question of gender and conventionalisms that go with it. This regular routine of a man shaving is represented in her image through a differentiating technique, with ink, with the finality of giving it more presence to the action and the razor. Fig.2.

2. Painting: Victoria Cano, an artist from Jaen but living in Valencia, with a well-known international career spanning more than 30 years. She bases her research on the digital traces and in the profiles of the faces as an un-transferable sign of the person being eluded. Traces that are included in all types of art piece that make “flying books”, painting, engraving, exhibits and sculpture. Here we highlight her pictorial work Los rostros del olivo, from 2010, for the allusion to tree-symbol that she uses to define human existence. Trees that flourish personal traces, establishing a metaphor with life. Immediately after Cano, proposes an exhaustive observation to recognise in the branches, the different profiles of the people close to her. Fig.3.

The artist presents her work under an intense storyline, in which she ties concepts and relationships that demand an interpretation of the symbols and iconography that continuously appear. The meaning of the work is

![Image](https://via.placeholder.com/150)

**Fig.1.** “Self-portrait”, (s.a.), copyright © Fondos de la Unidad de Dibujo. Own photograph.
**Fig.2.** “Self-portrait” Thamara Casany Gálvez, copyright © from the author. Own photograph.
**Fig.3.** «Los rostros del olivo», Victoria Cano, copyright © from the author.
expanded since we know that those traces symbolise the vestige left by the people close to the artist, and that trace has influenced her by helping to build her identity.

Undoubtedly, the aphorism, the power of the trace is the common thread of her production. De la Calle specifies, "Traces never anonymous, since they have the secret of their own story and, without a doubt, fix the rubric and the memory of a personalised existence" [3].

3. Video:
To write about oneself far from being a narcissistic act, is normal and can move all sources of art. It links to the written biography (the written “self”) and the visual “self” (“the plastic “self”) is the want of the trace, of the inscription on everlasting support and the want of building series throughout time. There is also a common desire to recuperate and build the look of others about oneself [4].

This quote by Guasch (2009) defines the vision of the artist Cristina Torrecilla Rubio, (1996- ) which presents the video titled 16 minutos, 57 segundos from 2017. It is a short documentary film made in Valencia, which the author defines as, “the intention to transmit through audio-visual language the autobiographical experience of facing cancer and the treatment process. Far from being an informative documentary, the objective is to show feelings and life lessons through a poetic vision” [5] taken from the personal point of view rather than the patient. Although of course it delves into emotions, one of the main objectives lies in looking for an aesthetic through photography. With slow frames, the calm and beauty of the images, with unsaturated colours, present a beautiful and pure human body stained by the imprint of a disease of feminine bias. The video without narration is completed with short handwritten sentences of great semantic content. (Fig.4) Cristina keeps to her initial proposal, based on the need and commitment from her creative profile to generate a narrative that, far from falling victim, will help other people.

4. Photography:
The works of Antoni Tormo García (1993- ) claim his body as support, while the author plays with sexual ambiguity. Through body painting, he builds different identities in an exhaustive exercise of transformism, where the painting does not remain on the canvas but instead is applied to his face. Tormo creates versions about familiar topics, the Ying-Yang, (Fig.5). The seven deadly sins. It alludes to the feelings of the individual, emphasising it through makeup, without being defined as feminine or masculine. Tormo’s work has a social function that integrates the LGTBI collective.

It deals with how mutable identity can be, but also about gender issues. Many self-portraits help to empower individuals of small collectives of non-binary genres, to put aside the given social construction and begin to build themselves [6].

4 Conclusion
The development of this research shows that the artistic languages of the selected authors incorporating variants of a differentiated autobiographical vision. In this sense, they transmit the same idea to the spectator, claiming the self in a peculiar and specific way, different from the rest. We have verified that there is an
intersection between the community represented through common collective parameters, and the identity revealed through the most intimate self. For this, the chosen authors have deemed it necessary to understand the body as a place where emotions and experiences dwell.

It is also pertinent to point out that the perception of these artistic discourses achieves a parallel social task since they are capable of helping to visualise and integrate differentiated and plural identities.

To end, we highlight that this research focused on bringing together Valencian productions while at the same time successfully putting in value the artistic actions as cultural heritage of authors linked to the city of Valencia.

References:
Abstract: - Dry stone walls, also called loose stone walls, are a consequence of Man's becoming sedentary and his need to obtain food through agriculture. They were built without the help of engineers or architects, however, they demonstrate complex knowledge of construction and implantation in the terrain, depending on environmental conditions and the place where they are inserted, forming a characteristic landscape of each region. It is intended to make a comparison between two Portuguese territories, located in the Centre and in the South of Portugal, with different characteristics, analyzing various typological and natural factors, formed by these walls. This article starts with the characterization of the climate and geology and moves to a comparative analysis of the type of stone and the typology of the walls, to culminate in the differentiation of the landscapes generated in the territories where they are inserted. In order to better know their characteristics, several field visits were made, as well as a photographic and bibliographical collection, cartographic surveys and direct contact with the naturals of the places. It is intended to publish this kind of vernacular heritage and to valorize it, especially for the local population, which, as a rule, does not value this type of heritage and landscapes. Once valued, it will be the local community itself to protect, publicize and exploit them, taking advantage of the sense of place and the sense of attachment that the local population usually presents. On the other hand, in recognizing the patrimonial, tourist and economic potential of this heritage and landscapes, the populations organize themselves, protecting and maintaining this good. The works in this field of study, in the studied regions, are very scarce or non-existent. From this perspective, this paper has an additional value, being one more work to divulge and promote this heritage.

Key–Words: Dry stone walls – Terrace landscape – Vernacular heritage – Heritage disclosure – Portugal

1 Introduction

Dry stone walls or loose stonewalls arise as a consequence of Man’s sedentism and agricultural activity. As a result of an accurate experience from generation to generation, they demonstrate complex knowledge of construction and disposal on the ground, depending on the environment conditions and the place where they are inserted, forming part of the landscapes that characterize each region. Dry stone walls and landscapes have long been considered works of architecture, being human forms of expression of rural cultural heritage. One of the problems is the degradation of this type of walls, which is a reflection of change of the traditional agro-silver-pastoral economy, to the agriculture of self-consumption or abandonment of agriculture, which makes these structures obsolete. This traditional economy, geology, and climate restrain the landscape: the landscape is slowly constructed by specific interrelated dynamics, with a natural, social, cultural and economic character, helping to develop the identity, reflecting relations between the natural environment and people, and progressively suffering changes. The imminent danger of losing these landscapes is real in Portugal, especially in the interior, due to internal factors such as the aging of the rural population and external factors, such as globalization, with the one fits all philosophy, giving rise to a gradual generalization of landscapes, placing traditional socio-economic systems in jeopardy [1,2,3,4]. As in the case studies, abandonment of terraces and agriculture favors the uncontrolled growth of the forest, which increases the risk of a forest fire, as well as rural depopulation, reducing the assets to act quickly in the event of a fire. On the other hand, the rural property consists mainly of small parcels, and usually, those of the same owner are dispersed, making it difficult to exploit them; these difficulties, together with the lack of available manpower, make this kind of construction very expensive, contributing to its degradation. All this favors the gradual replacement of traditional walls with walls in masonry or concrete or stones of exaggerated dimensions.

It is intended to make a comparison between two Portuguese territories, located in the Cernache do Bonjardim parish (CB) (according to the Administrative and Organizational Charter of Portugal, 2011) - and in
the South of Portugal - pilot zone located near the Cerro de S Miguel, in the Algarvian Barrocal (AB), Algarve - that have different characteristics, analyzing several typological and landscape factors of these two territories. It is also intended to make known and value these landscapes and this vernacular heritage, especially by the local population, who can protect, disseminate and exploit them, taking advantage of the feeling of place and attachment that, as a general rule, the rural population demonstrates. On the other hand, when the patrimonial, touristic and economic value of this heritage and terraced landscapes is recognized, the populations organize themselves, to protect and maintain this good. Roda de Isábena, in Spain, is an example of this management/maintenance/protection made by locals [5].

In order to carry out this work, bibliographies, photographs, maps were searched, but the most important part of the work consisted of field surveys and interaction with local people.

2 Problem formulation

According to the classification Köppen-Geiger (1936), in continental Portugal are identified 3 types of climate, and to the climatic conditions between 1971 and 2000 [6], Portugal has a temperate climate of Csa subtypes, with dry and hot summer in the southern regions of the Montejunto-Estrela mountain system, and Csb, with dry and mild summer in the regions north of the same mountain system. In a small region south of this mountainous system the climate is arid of BSk subtype, medium latitude cold steppe climate [6]. Thus, while the Cernache region has a Csb (fresh summer Mediterranean climate) subtype, with mean temperature and precipitation of +10ºC and 125 mm/month in winter and +22ºC and 10 mm/month in summer (1971-2000), the Barrocal region of Algarve has a climate of subtype Csa (hot-summer Mediterranean climate), with +12ºC and 115 mm/month in winter and +24ºC and 1 mm/month in summer (1971-2000). However, the minimum winter and summer maximum temperatures are, for Cernache, respectively -5ºC and +40ºC and for Barrocal, respectively -1ºC and +40ºC; while the maximum precipitation recorded in Cernache is 80 mm/day and in the Barrocal it is 155 mm/day [6]. Therefore, it can be concluded that, with respect to the Cernache region, the Barrocal region registers higher temperatures and lower precipitation, although concentrated in shorter time intervals. The two studied areas present very different geological characteristics. In Cernache do Bonjardim the rocks are predominantly schist and sandstone, deformed, poorly permeable, but allowing the superficial drainage of the rainwater, forming permanent streams. In the Barrocal rocks are calcareous and marly, karstified, with rapid infiltration of rainwater, scarce surface water and, in case of heavy rain, part of the rainwater flows to the surface with high erosive power [7]. The Cernache relief, western, is mountainous, reaching an altitude of 486 m, with steep slopes and narrow valleys, while eastern is softer, with altitudes of around 400 m. In the Barrocal, the relief corresponds to an area of hills around the Cerro de S. Miguel, reaching 410 m of altitude [8,9]. Most of the parish of Cernache has lithosols, which correspond to little developed soils, little thick, with little nutrient value; only in the eastern part there are soils with better quality, of the luvissoil type (mineral soils, with clayey B horizon) (ib.). The soils of the Barrocal are constituted by calcic rhodocromic luvissoils [8], also known as “terra rossa” with a clayey B horizon and a red color [9].

As a result of these natural factors, the landscape of Cernache is green, with abundant water, allowing dry farming as the olive tree, or irrigated farming. In the Barrocal, the landscape presents more brownish tones, with much heat and scarcity of water, allowing, mainly, dry farming such as the carob tree and the almond tree. The terraces’ landscape in the two areas under study is quite different, as was exposed.

3 Problem Solution

Taking as reference the project PATTER (2002) [10] and the work of Rebelo et al. (2006) [11], the typologies of the walls found in the study areas were characterized. The following aspects were considered, based on the methodology proposed by the authors previously referenced (Table 1): a) Terraces’ structural disposal; b) Crowning of the walls; c) Flood regulation systems; d) Wall rigging; e) Access to terraces; f) Hydrological use systems; g) Water as driving force; h) Other elements.

The way the walls are arranged on the field is not random, obeying the peculiarities of the environment where they are inserted. Special attention is given to a case not covered by the typologies proposed by the authors mentioned above, which occurs in the Barrocal, designated as “right-angled” by Gonçalves, Prates and Rosendahl (2017) [12]: these walls usually appear in the upper zone of the elevations, or in the foothills, at the beginning of the agricultural valleys, with their vertex turned against the direction of flow, so as to divide and orient the rainwater, reducing its speed. The most general thing is that the walls have no crowning; the wall
ends when it is necessary; however, it is common to see in Cernache the walls finish in a flushed way, as the use of shale facilitates this type of finish. The leveled crowning exists whenever it is necessary to slightly raise the wall to retain more land or water. The laminar crowning appears whenever the stone permits - it must be a regular stone with flat faces. The finishing of the walls may have some constructive function or just aesthetic. As a rule, in the Cernache area, what is not useful is set aside; already in the Algarve, with its profusely decorated vernacular architecture, there are, mainly near the dwellings, walls with an ornamental finish.

<table>
<thead>
<tr>
<th>Typology</th>
<th>CB</th>
<th>BA</th>
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<tbody>
<tr>
<td>Terraces’ structural disposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous wall</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Discontinuous wall</td>
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<td>●</td>
</tr>
<tr>
<td>Zig-zag</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Concentric</td>
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<td>●</td>
</tr>
<tr>
<td>Radial</td>
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<td></td>
</tr>
<tr>
<td>Orthogonal</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Parallel to the river bed</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Right-angled</td>
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<td></td>
</tr>
<tr>
<td>Crowning of the walls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without crowning</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Leveled crowning</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Raised crowning</td>
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<td>●</td>
</tr>
<tr>
<td>Laminar</td>
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<tr>
<td>Ornamental</td>
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<tr>
<th>Typology</th>
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<tbody>
<tr>
<td>Wall rigging</td>
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<td></td>
</tr>
<tr>
<td>Without rigging or irregular</td>
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</tr>
<tr>
<td>With some rigging</td>
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<td>●</td>
</tr>
<tr>
<td>Crossed rigging</td>
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<td>●</td>
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<tr>
<td>Polygonal</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Access to terraces</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Integrated side staircase</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Parallel and build-in staircase</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Build-in staircase</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Ramp</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Hydrological use systems</td>
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<tr>
<td>Water mine</td>
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<tr>
<td>Water mine with tank</td>
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<tr>
<td>Tank</td>
<td>●</td>
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<tr>
<td>Spring</td>
<td>●</td>
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<tr>
<td>Flood regulation systems</td>
<td></td>
<td></td>
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<tr>
<td>Channel between walls</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Chicanery</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Cesspool</td>
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<td>Weir</td>
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<tr>
<th>Typology</th>
<th>CB</th>
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<tbody>
<tr>
<td>Water as driving force</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mill</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Olive oil press</td>
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<td>●</td>
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<tr>
<td>Property divider walls</td>
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</table>

CB –Cernache do Bonjardim’s parish; AB – Algarvian Barrocal.

Table 1 –Summary of the typologies found (authors)

The flood regularization systems, namely the channels between the walls and the chicanery predominate in the Algarve, due to the fact that rainfall is very strong, while weirs predominate in the Cernache region. In this region there were many mills and oil presses, requiring dams to divert the water used as the driving force. The cesspools, as a way to drain the walls, are in the two zones. The type of rigging depends mainly on the type of stone in the region: if there are stones with well defined, regular shapes, the wall is more regular rigging; however, if the stones that are in the place are irregular, it is necessary to construct solving a natural puzzle, following the intuition and experience of the master builder. Thus, cross-rigging appears and what has been termed “some rigging”. While in the region of Cernache access to terraces is mainly made by stairs, in the Algarve only ramp accesses have been found, which are often part of the zig-zag structure. The hydrological use systems and water as a driving force only occur in the Cernache region. It is a region very rich in water, being therefore frequent the occurrence of water mines and springs. This region is also a producer of olive oil and cereals and, therefore, water was used in this milling industry. Other elements: the design of space in these
regions makes the limit of private property important. In the case of Cernache, where the value assigned locally to land is very high, divider walls become a way of avoiding conflicts; in the case of the Algarve, these walls sometimes have additional functions, such as draining layers.

From the previous table, it can be seen that, although there are some similarities between the two zones, there are elements that can only be found in one of them, depending on the local conditions.

4 Conclusions

The dry stone walls’ landscape identifies each territory, reflecting the culture, history and *modus vivendi* of each space: it deserves to be preserved, it is urgent to give it new uses, it has the potential to survive and to be monetized.

Terraces favor new economies and present ecological, economic and social benefits. The environmental issue of terraces is extremely important in the case of the Algarvian Barrocal, where water retention in the soil is fundamental and, in the case of Cernache do Bonjardim, it is very important as a retarder of the forest fire advance.

Rural territories with terraces’ landscapes can have a future if one begins by the social valorization of these spaces and by the conception of integrated solutions that at the same time improve the living conditions of the local populations and make these spaces attractive for those who want to enjoy them. Consequently, their maintenance and rehabilitation would be possible [12].

Projects already implemented in other countries comprise an economic aspect - create jobs and promote tourism; a patrimonial aspect - an awareness of artisans for the preservation of local culture and identity; and an environmental aspect - dry stone walls allow the drainage of rainwater, but retaining nutrients and fostering biodiversity, which is not the case with cement walls.

There are cases of terraced landscapes classified as World Heritage cultural landscapes, such as Alto Douro Vinhateiro, Portugal and, in 2018, dry stone constructions were classified as Intangible Heritage of Humanity [13], due to the knowledge and related uses with Nature and the Universe, which demonstrates the actuality of the theme.

This article is a further contribution to the reading and valuation of these patrimonies and “architectures without architect”, that have resulted from generations and generations of practice to arrive up to now.

References:


Artistic practices and difference generated for the spatial discourse

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Abstract: - The objective of this text is to analyze the artistic practices that question how the difference is pointed out, visible and expelled from spatial discourses, since the 20th Century in Western society. For this, since a feminist methodological perspective, we study diverse artistic proposals that approach different causes of exclusion, to establish a relationship with them. This work allows us to demonstrate how the artistic practices that question the invisibility of inequalities, generated and banished by space, they are an excellent tool to achieve a benefit in the society, generating higher tolerance and new ways of coexistence, as well as spaces for inclusion.

Key–Words: Art – Space – Localization – Segregation – Difference

1 Introduction
The research group HUM-425 of the University of Granada, we study the capacity of contemporary artistic languages to question and intervene in the cultural politics of representation and spatial inclusion. In this case, we present a synthesis of the last phases of work in which our main objective has been the analysis of artistic practices that approach how space marks and expels differences.

Space has been studied of different knowledge areas, such as sociology, geography, philosophy, and many others, it encompasses diverse points of view, and it converts in a broad term with many meanings. Therefore, the background on the topic is quite extensive. We highlight due to its importance for this research: Carne y piedra (1997) by R. Sennett [1], Vigilar y Castigar (2004) by M. Foucault [2], M. de Certeau [3] with La invención de lo cotidiano (2007), H. Lefebvre [4] with La producción del espacio (2013), Sociedades movédizas (2007) and El espacio público como ideología (2011) by M. Delgado [5], Deseos, cuerpos y ciudades (2009) and La ciudad cautiva (2010) by J. M. García Cortés [6], and Desobediencias (2014) by J.V. Aliaga and J. M. García Cortés [7]; among many other references.

For this study, we start from a feminist methodology perspective to talk about no normative identities. Moreover, we use examples of diverse artistic practices to approach diverse kinds of operation with the exclusion of difference; this we allow us to establish a comparison between them. A research situated in our Western culture and since the 20th Century, because the first vanguard, the development of museum discourses and the objectification of the artistic production have increased the concept of space as an aseptic receptor. Since artistic modernity, space has been understood like a stable, adaptable and homogeneous element.

2 Problem Formulation
Space is something seemingly aseptic and neutral, which only remits us to discourses concerning volumes, apparently far from the social, cultural and political. However, space is ideological and political because it is used and occupied [8]. Under that appearance that space pretends to offer, power relations, domination and resistance intersect. In this case, space is presented to us like something complex. A concept of space that we should assume and do not question, and it is imposed by power. It produces certain perceptions and representations of how it should be appropriate, transit and live that conditions the uses of people. In this way, power acts, crosses, and falls on our bodies and we do to assume specific rules of use, and behaviours of these spaces like something natural.

Impositions that do not locate and are not easily visible, because the form of production changes and their causes are diluted. They do not happen in an obvious way, that makes them more deeply rooted in society. This is produced because power falls on us and not only like a repressive way. It is a productive plot that penetrates the social body [9]. Exclusion has more force in us when it adopts a good appearance and even beneficial for society.
Mechanisms of power are cultural and historical constructions that we can decontextualize and create resistance. Space can be subverted, because users of space are who give it content by occupying it and experiment it, and they can modify the norms and the system that produces it [10]. Spaces that Foucault [11] called heterotopies, places that function in no hegemonic conditions, spaces of otherness with changing meanings, and without clear organizational structure. Also, called queer spaces, which realize an insertion in the difference, denoted by the modernist spatial structure [12].

3 Problem Solution

These practices of resistance can be developed by art languages, to create and propose new representation forms. Art allows us to separate ourselves from tendentiously and deliberately constructed judgments, to observe social realities and spatial discourses. Besides, it can operate changes, and rethink different discourses to those created by the system, breaking the patterns marked by society.

When spacial discourse points out and locates differences, it establishes first class citizens and second class citizens, marking and stigmatizing those who do not adapt to the system. This is the case of racial segregation suffered by millions of African Americans in the United States. Barely a decade after its abolition, the artist Adrian Piper with Catalysis IV (1974), she walks in the streets of her city with a sweatshirt in which we can read “wet paint”. She alludes to her situation isolated, as if the rest of society were afraid to touch her.

Isolation and marginalization that the sick person has suffered throughout history, claiming fear of contagion, benefits for the patients themselves, etc. It is the case of Aids that appeared in the eighties decades. A disease, until this moment it is not known, that will stigmatize people who suffer from be identified as carriers and responsible for the disease. Thousands of people died because of it, and the policies adopted were those of silence. However, people who suffer this situation, they decide to take the streets in protest. This causes different activist groups to emerge, such as The Names Project, with Aids memorial Quilt (1985), we cover large areas of public space with patchwork blankets, where each square meter represented a person who died for the disease. In this way, from the artivist sphere, they achieve these sick bodies absent space, they occupy it.

The diseased bodies are not considered normative bodies like that of people with functional diversity, who are confined in the domestic environment, as José Antonio Novoa shows us with the action La jaula (2005). He is an artist-activist for diversity and inclusion. In this action, a person in a wheelchair is locked into a small dimensions structure. This refers us to a prison, because the orange jumpsuit associated with the prisoners of the United States, it hangs from one of its walls. They realize the action in Fuencarral street of Madrid so that all the bystanders meet with the isolation and social exclusion, that eliminates them from the spaces.

The same way, It also expels some sexual practices that society considers that they should habit the margins. Jesús Martínez Oliva in Paisajes (2002), places the focus on them. He makes them leave those margins, of anonymity, and they take presence. The artist analyzes the parks like places of encounters between homosexual men, spaces that were occupied and modified their use. Spaces located on the outskirts and which remained invisible to the rest of society. In the piece, the testimonies of different users were collected, giving the protagonist to whom the society tries to invisibilize.

4 Conclusion

These examples allow us to trace a panoramic of the practices and people that society points out as different, although we should be remembered that they are not the only causes of exclusion, but they are a minimal representation. These are just some of the many examples that allow us to observe various situations of expulsion and the methods used to combat it. From this it can be deduced that in most cases: they are narrated in first person, artists suffer this situation; they appropriate and occupy the space that expels them; and they look for other alternatives to inhabit the space.

Consequently, space discourse supports strategies of exclusion of differences, pointing them out and locating them. However, from the art, we can make proposals to show other imaginaries, other representations beyond those imposed by the system. These artistic practices try to give visibility to inequalities and difference so that society becomes aware of other realities, and that the situation of expulsion from space is reversed. Artistic practices are an excellent instrument for political and social transformation, generating new forms of relationship and coexistence, questioning discourses and promoting inclusion.
References:


Everyday objects transformed into works of art. 
A century of appropriation and inspiration

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Abstract: - This text provides an overview of the relationship between art and design during the 20th century, describing different approaches to a piece. On the one hand, we focus on everyday articles transformed into artwork or that form a part of the work, in other words, pieces that present or represent industrial artefacts. On the other hand, we study works that give centre stage to the industrial object, making it the raison d'être, without which the work would have a completely different appearance. In the last section, we broaden our research to include present-day artists, works and contributions. In the post-modern era, the industrial object and art go hand in hand, in an industrial society that transforms everything that surrounds it into art.

Key-Words: Industrial art – 20th-century art – Design – Industrial design – History of art

1 Introduction
This text arose as the convergence of research and teaching practice, art and design, analysis and study; it is a necessary bridge that gives specific investigations within a particular sphere of humanities - design - a practical application in teaching. It offers students knowledge of the latest findings whilst inviting them to continue in their studies, providing them with the tools and methods they will require in this area that has scarce bibliographic references. Students are also encouraged to actively participate in a tutor-guided formative endeavour that motivates them to progress in their chosen field of study. The proposed activity, "Design versus Art", is in keeping with the research profile of this author and with the curricular content of the obligatory subject for 3rd-year students of the Art History degree at the University of Malaga, "The design and aesthetics of daily life". The activity falls under the umbrella of the University's Educational Innovation project, "Innovative formative methods and activities to promote talent and undertakings in arts and humanities" (code PIE17-055). This activity invites the search for, analysis of and reflection on the function and consumption of the industrial artefact both as an object and as art. An industrial item may become a work of plastic art, or contribute to the creation of a piece after it has been through a recycling process and transformed into artwork.

The steam engine was one of the most significant inventions of the Industrial Revolution. Its widespread use brought about a change in communications and endless innovations that would later develop to become, after various revolutions, the set of contemporary objects which form a part of our current panorama. Rain, Steam and Speed. The Great Western Railway, by J.M.W. Turner (painted before 1844)[1] is a work that was novel due to its chosen theme. While some criticised industrialisation, other groups of artists allowed themselves to be seduced by its consequences and the new relationships and sensations it produced. For this reason, the blurred aspect of the landscape does not diminish our perception of the main object, a steam engine, the symbol of modernity, a representation of industry that is added to the genre of the landscape, the figure or interiors. The presence of industrial modernity also appears in the works of Turner's contemporaries such as Augustus Egg or Daumier, whose scenes of train compartments created new representations, which were highly characteristic of their time and society, of the class struggle and the influence of industrialisation on daily life.

The railway increasingly figured in the works of painters from the end of the 19th century. Cases in point are the works of impressionists such as Monet, with his canvases inspired by Paris's Gare Saint Lazare (1877), Manet, Alfred Sisley, and post-impressionists like Vincent Van Gough. However, its presence became more noticeable with the popularisation of the photographic works of Eugène Atget or New York's Alfred Stieglitz. Throughout the 20th century, trains and the railway would seduce a multitude of artists, many of whom, such as Fernand Léger, Sonia Delaunay, Boccioni, Gino Severini, Fortunato Depero, Giorgio de Chirico, and Dalí to name a few, were connected with avant-garde artistic movements.
Nevertheless, a momentous contribution to the world of art was to be produced during the artistic avant-garde, when artists such as Picasso, Duchamp and Man Ray brought art and the industrial object into a proximity that had never before been achieved. An instance of this is Picasso's *Still Life with Chair Caning*, (1912), one of his first collages, into which he introduced a material that imitated the craftwork of a popular woven cane seat, a type of chair commonly found in different cities and countries. After this, many other works were created, both by Picasso and by his contemporaries, the Russian avant-gardes, the Italian futurists, Dadaism, and so on. The *objet trouvé* had been invented and incorporated into the world of art, so from this point on, the dialogue between industrial objects and plastic art could only become closer, transforming them into artistic pieces beyond their utilitarian function. They were conferred with a new aesthetic value: a discourse, an idea, a message that only the work of art and the artist's choice could confer upon them. This gave rise to *ready-made*, Marcel Duchamp's original contribution *Fountain* (1917), or Man Ray's *Gift* (1921). The mass-produced industrial article thus became a work of art thanks to the eye and the choice of the artist, because art resides in the creative skill of the individual, and not in the material existence of the object itself. [2]

2 Problem Formulation

If the artistic avant-garde movements produced a major development in the production of plastic arts with the inclusion of artefacts, the impact on theory was no less profound. The introduction of ideas that surpass the object brought about a crisis and debate on the object itself and on the act of creation. Steps were taken along unexpected paths that, little by little, opened out as the 20th century advanced. So, after the convulsive period of the Second World War, the post-war decades were decisive for creative processes in contemporary plastic arts. The influence of avant-garde movements was categorical. These were years of recovery, hegemony and the search for legitimation, years when early 20th-century art, avant-garde art, and famous name artists were popular. These were the years that saw the inception of identities, of the brands of today's art market: the years, therefore, that forged the artistic system that would predominate in the following decades. They were also the years when the United States produced the first major movement of its own: American abstract expressionism. For the first time, artistic influence did not flow from Europe to the United States, but in the opposite direction. Within this amalgam of aesthetic novelty, of the search for a style and movement that were original, modern and unique, there arose influential movements and singular achievements in plastic art. First, American Neo-Dada and later *Pop Art* were noteworthy, as they gave an unparalleled popularity to industrial objects and media creations by including industrial fragments in works of plastic art, as evidenced in Johns and Rauschenberg’s output on the one hand, and in Warhol, Oldenburg or Allen Jones on the other.

3 Problem Solution

This section highlights another aspect that developed on a par with the evolution of design, and was the result of the introduction of manufacturing processes in the artistic process. While the works arising from *Art Nouveau* and *Art Deco* are significant examples, no less important is the industrial artwork that arose from avant-garde movements, Balla or Depero's futurist creations, the works related to the *Deutscher Werkbund*, the art-life extension that came with Russian constructivism, Neoplasticism or the German Bauhaus school. Moreover, from the second half of the 20th century, the relationship between art and life became even closer through design. If the prodigious contribution from avant-garde artists onwards was the presentation of the industrial artefact transformed into a work of art thanks to the artist's eye and choice, no less interesting are the "presentations" of these industrial items. This can be seen in the production of artists such as those mentioned above, in addition to Equipo Crónica, Antonio López, Banksy [4], Jessica Harrison, Maria Rubinke or Soasig Chamaillard to name but a few. However, we do not limit ourselves to an analysis of the "representation" or "presentation" of industrial objects, but also analyse "inspiration" in works of art, which has considerable importance from post-modernism onwards. In this instance, we highlight the work of Aldo Rossi, Mendini, Alessi, Javier Mariscal, Marisa Guíllén, Sandra Figuerola [3], Agatha Ruiz de la Prada and Manolo Blahnik, whose own production has been inspired by works of art. Finally, we mention Jean Luc Cornec's works fashioned from waste materials, and the latest creations of Louis Vuitton in collaboration with Jeff Koons, who has designed a collection of bags that pay homage to works like Leonardo Da Vinci's Mona Lisa, or the brand *Vans* collection in collaboration with the Van Gogh Museum. Design and art go hand in hand; however, this is neither kitsch nor trivial, but elitist, cultured, high quality, and aimed at the exclusive market.
4 Conclusion

This research focuses on a formative activity which, in general terms, aims to ensure that undergraduate students of Art History at the University of Malaga have a broader vision of the relationship between industrial design and art from the 20th century to the present day, after having completed the subject "The design and aesthetics of daily life". It is intended that the student start from a specific research project, from previously studying the relationships that they are asked to analyse, rather than from other aspects that are more theoretical or related to the aesthetics of the artistic movements in themselves. The principal focus of this subject and the choice of content is that students should acquire the skills and abilities that enable them to be aware of the multiple relations that exist and will be generated in future decades between design and the artistic creation that surrounds them. We firmly believe that students should not only be trained in the method of this discipline, but also acquire the skills to generate knowledge from the creative work they encounter in their daily lives. What they perceive in doing so can make them experts in image and objects, a fact that will help them see innovative themes for research and investigation in the area that constitutes the subject of this study.

References:
Can music contribute to the transformation of audiovisual characters? 
The case of “El tiempo entre costuras” series

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Abstract: In this presentation we offer a research about the soundtrack of Spanish television series El tiempo entre costuras. An approach to the audiovisual product allows us to confirm that music occupies an important place, especially around female characters. Therefore, in this work is proposed an analysis of some of the leitmotiven associated with the protagonist, Sira Quiroga.

Key Words: Audiovisuals – Film Music – Female Characters – El tiempo entre costuras – Leitmotiven

1 Introduction

Since the beginning of cinema, music has always enjoyed a visible place there. In that sense, it is important to remember that music always accompanied the cinema, even in its antecedents, such as magic lantern sessions or George Méliès shows, among others [1]. The music not only accompanied the images and covered the uncomfortable sound of the primitive cinematographer, but also was able to add magic and to delight the viewer with its sounds.

Besides, for decades, scholar studies have also highlighted the many merits and functions of film music:

―Film music, whether it is a pop song, an improvised accompaniment, or an originally composed cue, can do a variety of things. It can establish setting, specifying a particular time and place; it can fashion a mood and create atmosphere; it can call attention to elements onscreen or offscreen, this clarifying matters of plot and narrative progression; it can reinforce or foreshadow narrative developments and contribute to the way we respond to them; it can elucidate character’s motivations and help us to know what they are thinking; it can contribute to the creation of emotions, sometimes only dimly realized in the images, both for characters to emote and for audiences to feel‖ [2].

Thus, regarding the characters, music is not only able to show their thoughts and motivations, but can also be a decisive element to recreate a profound transformation in them. This ability of music within audiovisual media is observed in the television series El tiempo entre costuras, especially in musical themes associated with the protagonist, Sira Quiroga.

2 Problem Formulation

El tiempo entre costuras is a series of television broadcasted in Spain between 2013 and 2014 in Antena 3. This is the audiovisual adaptation of the bestseller of the same title written by María Dueñas and published in 2009 [3]. The story focuses on Sira Quiroga, a young seamstress from Madrid, who, due to vicissitudes of fate, finds herself in the middle of an area of spies and hidden plots during the interwar period between the Iberian Peninsula and the Spanish Protectorate of Morocco.

In contrast to the little place destined to music in the novel, the television series gives a priority space to the original soundtrack, written by the Spanish composer and producer César Benito. Concerning to the stylistic aspects, this soundtrack is a composition of post-Romantic style. From the point of view of instrumentation, we observe the coexistence of the use of a traditional orchestral instruments and also the presence of other instruments –wind, string and percussion instruments– whose sounds are linked to the traditional music of North Africa, especially as it can be seen in theme titled “In Morocco”, present in the scenes developed in that country.

An approach to this television series also allows us to verify a reality: the transformation of the character of Sira Quiroga occurs in parallel with the appearance of several and diverse musical themes associated with the protagonist. That is the reason why we analyze the main character’s leitmotiven.
3 Problem Solution

The character of Sira Quiroga has a leitmotiv that accompanies her and identifies, from the beginning, and that coexists with other themes as the story progresses. That leitmotiv, entitled “Tema de Sira”, speaks of the humility and innocence of the seamstress. Composed in D minor, the composition is characterized by its fluid rhythm. From the audiovisual point of view, this theme alludes to the essence of the character; therefore, although the woman undergoes a transformation during the story, and despite the appearance of other musical themes, the “Tema de Sira”, always interpreted by the piano -solo and with orchestra-, always remains as the main leitmotiv during its 11 episodes.

Then, the character of Sira lives a change in her destiny. She, a humble seamstress who only glimpsed her future as wife and mother, as it was arranged by society, begins to live a love that exceeds the established canons. Thus, the first transformation of the young woman, whose destiny was initially linked to a man and the family, becomes an active entity that makes decisions and does crazy things when she meets Ramiro and falls in love with him. At that time, the protagonist appears linked to the musical theme entitled “Sus pupilas clavadas en las mías”, written in B flat major.

However, after the abandonment suffered by Ramiro and the precarious situation in Morocco, the character of Sira undergoes a new transformation, more marked. These experiences, together with different avatars, determine that she is transformed into an active woman who becomes a spy [4] to survive, becoming a femme fatale capable of using men to extract information. From that moment, no new musical theme is specifically associated with the character, but composer César Benito writes other musical themes linked to her feelings and fears about the espionage actions she must carry out. This is the case of the tracks “misión: escapar” and “Al borde del abismo”, composed in minor scale, in addition to "La muerte en cada esquina", with a more electronic profile and a little further away from the tonality. These themes, among others integrated into sequences related to her work of espionage, always present an expressive function around Sira Quiroga.

4 Conclusion

To sum up, we can say that musical soundtrack of El tiempo entre costuras, composed by César Benito, is characterized, among other features, by containing different musical themes, written and integrated always taking into account what happens in each sequence and reflecting, through sounds, the main character experiences from a visual and plot perspective. In this sense, all musical themes present an adequate audiovisual use, according to the transformation of the character.

Finally, according to previous comments, we can say that “Tema de Sira” theme, despite shows up at the beginning of the series, is present in the 11 chapters in coexistence with the rest of the musical themes. So that could be understood as the main Sira’s leitmotiv because it talks about the essence of the protagonist. For all this, we can affirm that soundtracks can show the transformation of a character throughout musical themes in audiovisuals productions.

References:

Parks of Barranquilla: communication, identity and culture

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Abstract: After decades of systematic abandonment from the local state’s part [1-4], Barranquilla’s parks experimented, during the last 8 years, a process of renewal as consequence of a public policy established by the local executive government, according to the ‘Territorial Arrangement Planning’ [‘Plan de Ordenamiento Territorial’, POT, 2012-2032] [5], the ‘Public Space Master Plan’ [‘Plan Maestro de Espacio Público’] [6] and the ‘District Development Plan’ [‘Plan de Desarrollo Distrital’, PDD], PDD 2008-2011 [7]; PDD 2012-2015 [8] y PDD 2016-2019 [9]. Because of that, lots of this spaces which, one in way or the other, become synonmys of insecurity, drugs, junkies and unhappiness, have been transformed into places for: encounter, leisure time, cultural development and citizen coexistence, that is why it is look upon determine the significance of Barranquilla’s parks in the current context of Information and Knowledge Society, therefore proposing a qualitative study, of descriptive cut, that supports itself, in a set of participative technics contributing to the collective construction of knowledge in one of the principal public sceneries of Barranquilla: The parks. Following the trend of Lefebvre who point up about the dialectical relationship between the triad of the perceived, the conceived, and the lived [10]. So, “a lived space and conceived space” gets contrasted to generate a new “perceived space” as a rehabilitator of social tissue and as scenery in which new citizenships are produced.

Key – Words: Barranquilla – Communication – Culture – Identity – Parks

1 Introduction
Since Lotman, the semiotic of culture it’s defined as “…the discipline dealing with the interaction of various differently structured semiotic systems, the internal unevenness of the semiotic space, the need for cultural and semiotic polyglotism” [11]. On themselves the parks are semiotic text full of meaning. As evocative of nature in the middle of urban places they are also considered multifunctional spaces [12] which, among other things, are apt of the common patrimony. In regards public spaces vision, where the exam of reality as it is primes, they constitute infrastructure that affects the environment (and the public sanitary), the urban landscape (engineering and architecture) and culture (interactions derive from entertainment, recreation, sports and pedagogical aspects).

Inside the parks, abstract and physical interactions flow together, which might be analyzed by the symbolic interactionism so, symbols provide the meanings by which reality is constructed. From an ethnographic perspective, the parks are common territory from the coexistence and perception of their inhabitants. This research project will contemplate the 5 localities that make up Barranquilla City to see how the parks constitute points of convergence, generate transformations and identity reconsiderations, in equal matter in regards the local culture. However, it is also pretend to comprehend the implications that this change had based on a Public Policy, denoting the process particularities as much as its impact in the construction of sense and the communication inside the inhabitants of this settlement.

2 Problem Formulation
Determine the significations of the Parks of Barranquilla in the context of the current Information and Knowledge Society, IKS. The specific objectives are planned as: Characterize the transformations of the Parks of Barranquilla in regards their localities; Identify mediations and actors that affect the citizenship construction; Demonstrate the input of the parks in the identity construction of Barranquilla’s inhabitants.

This research is limited to studies of communication for social change that use the ethnographic method, based on approximation processes, taking into both the public that attends the parks, as much as the
infrastructure of themselves that is around them on their respective localities. For that matter it was developed a methodological instrument of qualitative cut which gave proximity to this complex social framework, emphasizing on the application of a set of information gathering technics, in between are: Direct observation, participative observation, pseudo-structured interviews, establishing conversation with determined groups of people composed with the users of each parks on their ‘mother’ locality. [i.e. the locality to which each user belongs to, therefore where that park is located territorially speaking].

The methodological instrument will be implemented from the documental analysis constructing a time frame which will offer past and present context for each one of the five (5) chosen parks in each of the localities in Barranquilla city. The approach to the park and the communities that inhabit it will be given through:

<table>
<thead>
<tr>
<th>Information gathering technics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 General observation (M1; M2; M3)</td>
</tr>
<tr>
<td>2 Field Diary (systematization)</td>
</tr>
<tr>
<td>3 Participant and ethnographic observation (identification of key informants)</td>
</tr>
<tr>
<td>4 Interviews: Questionaries</td>
</tr>
<tr>
<td>5 Collaborative technics: ‘Patchwork Quilt; Social cartography</td>
</tr>
</tbody>
</table>

Table 1. Self-created

Regarding the general observation, three different moments of the daily work will be considered to observe the social rhythms and transits that arise (M1: Morning wise; M2: Evening wise; M3: Night wise). This observation process will contemplate the use of a field diary that records the progress that take place and systematizes the visits. Considering what entails to ethnographic and participative observation, the dialogue will be wide open with the communities that visit the park (procedures to identify the key informants, define visitors and the universe population that interacts in the park). For the interviews, it was designed a set of questionaries’ with open questions that will let the approach of their configuration and sense signification of each of the persons approached. This will lead to dialogues of co-creation and collaboration alongside the communities to accomplish proximity and, at the same time, comprehension of their ecosystem that follows the symbolic park. Finally, the individual and group conversation constitute an input for the “patchwork quilt” composition, which as an instrument of information gathering will allow the design of social cartographies, offering a mapped vision of the parks of Barranquilla as Lefebvre said: ‘perceived’, ‘lived’ and ‘conceived’ spaces.

The park’s selection as a study object considers the public division of Barranquilla in 5 localities: Southwest, Southeast, North-Historical Center, Metropolitan and ‘Riomar’. Each of those present different types of interactions and relationships with respect to their peers, considering that inside the Barranquilla district there have been multiple cultural hybridizations since its formation until today (Barranquilla is the main entrance port of South America and Colombia, in the Caribbean Sea). Categorizing the zones of the city by their territorial characteristics, it is noted how each of them counts with different notions that structure usage, symbols and traditions that bring differential categories despite the schematic planning that homogenize the parks. Therefore, looking forward to comprehending the significance and changes generated because of the implementation of the current public policy in the city in regards public spaces, especially around the parks, a step-by-step approach must be carried out between each locality to interpret, according to the implications, the impact and communicative manifestations. Considering the first approximations in the subject developed by Leal-Pacheco, Rosero-Molina y Santos-Martínez [13], inside a zone of the settlement, not just because of the infrastructure variations, but also because of each person and their core group connotations.

The parks considerate on this study are the ones denominated “Zonal parks” and “local parks”, with a surface below the 5 hectares, according to the park’s scale classification given by the district POT 2012-2015, art. 275. At the same time, the art. 277 considers the design rules, contemplating among other things an influence zone of 2:500 meters around at most. This allows sports activities, passive and active recreation; equipment for playing in all categories, multifunctional fields, paths, gardens, etc. [The characteristics stipulated in the attachment 4 of the POT, defined as ‘Manual de Espacio Público’, aka Public Space Guidebook]. The district policy homogenized and standardized the parks of the city itself, as it is reflected in
the Public Space Guidebook. Considering the 5 localities already mentioned, it will take (initially) a sample of five (5) parks per locality, considering the ones of upmost importance and symbolic value in the city.

3 Problem Solution

To identify meanings, one must situate oneself, with Lotman in the cultural semiosphere understood as a semiotic space, closed in on itself, within which the communicative process and production of new information take place. On this matter, its distinctive traces are: Delimited character, i.e. the existence of boundary and semiotic irregularity [14]. This study looks forward considering the parks inside the actual Information and Knowledge Society, taking into account a synchronic character. Looks upon the semiotic of the parks and the interactions sustained and produced by them, therefore, are watched as significance carrying texts and sense constructors. The concept of cultural memory as mechanism, is considered as such: “Keeps the preterite as it is” and at the same time, from the significations of the parks it will be searched the ways in which culture: “…defines its paradigm of what to remember (that is, conserve) and what to forget”, as Lotman said. The identification of this elements speaks about the connections produced by traditions or the potential memory disconnections between culture and memory that, in their totality construct the identity of the Barranquilla inhabitant and determine their culture [Ibíd].

On the other hand, it is understood that a park on itself is meaningless, doesn’t produce sense. The interactions of people are the ones that compose and create said meaning. With Lefebvre it is comprehend that the parks are spaces about what is perceived (“the scenery in which each human being develops their social skills”), what is lived (the representational space…of the artists…when the human being surpasses symbolic systems, codifies and converts the space in a set of imaginaries and images) and what is conceived (in this regards, “is the power that organizes the space…here, representation of the space is the ideology rooted with scientific knowledge…the planners space, of the technocrats, the urbanists, the architects…”).

Thus, these meanings build culture around each park and this composes the citizen culture. Culture is understood following the anthropologic trend and the Colombian ‘Ley 387 of 1997’ or “General Law of Culture”, as: “Set of distinctive spiritual, material, intellectual and emotional particularities for each human group that comprehends, beyond the arts and literature, considering life styles, human rights, value systems, traditions and believes” [15]. With that into account, the communication conception used contemplates that structure that is contemplated as the corner stone of the significance created by the park’s users, the nearby communities, as well that state position, in hopes of comprehending how the current sense has been composed in regards these spaces. Therefore, it is looked forward that those interactions affect the identity creation and how it is a prime factor in the exercised communication in Barranquilla. In accordance to this, the community concept is taken: set of individuals that share human interactions and behaviors that has a meaning and expectations, each of them not just re-signified between conducts, but also based on hopes, values, believes shared between each other. These are cultural associations incidentally formed in a subconscious manner with one specific meaning depending of each context.

In such contexts, the parks of Barranquilla are spaces of re-significance of the performatives aspects in regards the local and popular culture in the city. This is taking into account the fact that in accordance with one of the latest reports of the subject [16]: there are 182 parks on Barranquilla and these are in constant growing in regards the intervention of the local state because of their aim of turning this city into environmental and self-sustained place for living. There are multiples scenarios in which the different habits and traditions are getting re-constructed and re-practiced. Such is the case of ‘La Bola é Trapo’, a local sport typical of the south downtown neighborhoods of Barranquilla. It was developed on no-pavement streets, but nowadays, the city hall has repurposed that activity inside the new and remodeled parks, being an ontological contradiction since it takes away the ‘Bola é Trapo’ of its core, which is the street and the people interacting in it.

4 Conclusions

It has been observed how there are multiple people using the infrastructure and interacting in most of those parks, being it a superficial indicative of how much the last 3 PDD [ibíd] had influenced the citizenship participation. This is a catalyst for the resignification not just about the parks of the city as public spaces, but also the function they play in the imaginary’s configuration, local culture and even the Barranquilla’s inhabitant identify itself in the face of their patrimony. In consequence, the sense of the communication changes and warrants a continued and deeper examination of the user-park-state nexus. Such is this case of the ‘conceived’
space in regards the technological application implemented on these spaces, like the Wi-fi hotspots, which nowadays are integrated in most of them and are showing to new habits of the inhabitants, since they go to the park to surf on the web, check their messages, gossips or even -just- to charge their phones. This is also a focus and source of interactions; however, it is an interesting phenomenon considering it as a re-appropriation of social spaces, thanks to the technology. People are giving themselves a new sense to multifunctionality of parks taking advantage of their ‘lived’ spaces, in consonance with a new educative society in the frame of Knowledge and Information Society, carving the way for a whole set of habits and practices that are different for Barranquilla and its people.

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[6] Public Space Master Plan / Plan Maestro de Espacio Público.
Factors influencing Chinese-Spanish Children’s Spanish Language Proficiency

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Abstract: As second-generation immigrants to Spain, Chinese-Spanish children are found to ultimately gain more complex language skills than the native monolinguals as per their acumen with two distinct languages, Chinese and Spanish. Previous studies have shown that these children encounter more difficulties than Spanish children in language learning and may perform poorly in school [1], [2]. Do they show an obvious difference in Spanish proficiency comparing with Spanish native children? What factors influence their language level? To address these questions, we assessed 120 Chinese children ranging from 6 to 15 years of age at Huajiao School on a Spanish language test. Questionnaires, interviews, and observations were also deployed to extract the external and internal factors which determine their individual differences in language performance. The social and psychological factors that affect language in bilingual Chinese children, including their family, school, language attitude and motivation, and social environment, are identified.

Key Words: Chinese language community – Chinese-Spanish bilingual – Language proficiency – Second language acquisition – Sociolinguistic

1 Introduction
The phrase “Chinese immigrant children” as discussed in this paper refers to children who are born in Spain of Chinese immigrant parents; in other words, they are second-generation Chinese-Spanish immigrants. Studies on the second language acquisition of children have crucial linguistics research significance. The children assessed in this study share certain characteristics which set them apart from their parents as well as the local Spanish children. Previous studies show that Chinese children born and raised abroad show many special characteristics in the acquisition of the language due to their complex linguistic acquisition environment [3]. We believe that an investigation conducted in a Spanish-speaking country may represent a novel perspective for linguistic research.

2 Problem Formulation
The bilingual child’s language proficiency has become a popular research subject in recent years. Previous researchers have found that the development of bilingualism in Chinese immigrant children is not balanced [4], [5]. These children tend to have many difficulties in acquiring Spanish, which severely affects their school performance and may result in poor academic scores [1], [2]. Shum pointed out that in comparison with African and Arab immigrant children, Chinese children have a harder time learning Spanish and obtain lower scores on language exams [6]. Despite these valuable contributions to the literature, there is a persistent knowledge gap regarding Chinese immigrant speakers’ language proficiency compared to native Spanish children. Do they really perform poorly in Spanish language exams throughout their school experience? What are their difficulties in learning Spanish, exactly? At what “level” do they acquire Spanish language, precisely, and what factors influence their language proficiency? We conducted the present investigation to provide empirically sound, comprehensive answers to these questions.

The participants in this study are Chinese-Spanish children who acquired both Spanish and Chinese before reaching school age. In this study, we took a series of factors which may influence linguistic proficiency and divided them into two groups: external and internal. External factors are elements that exist outside the individual and base on circumstances outside of his or her control [7] such as the learning context, family’s economic situation, parents’ occupations and education, teachers, and the school environment. Internal factors are associated with the learner’s own motivations, attitude towards the target language, level of interest, and other individual characteristics.
The primary hypothesis of this study, as defined based on the extant research on bilingual language proficiency, is that Chinese-Spanish children perform worse than native Spanish children on Spanish language tests. The study objectives based on this hypothesis are:

To compare the performance of two groups of children (Chinese-Spanish and native Spanish) on each exercise of a Spanish language test;

To explore external and internal factors which are relevant to the Chinese-Spanish children’s language proficiency.

3 Problem Solution

In verifying our hypotheses, we first assayed the inequality in Spanish language test performance between Chinese-Spanish (SCC) and native Spanish (NSC). We test the null hypothesis $H_0$ that the average score of SCC is equal to that of NSC. The alternative hypothesis $H_1$ is that the average score of SCC is different than that of NSC.

3.1 Comparison of performance between SCC and NSC

<table>
<thead>
<tr>
<th>Method</th>
<th>df</th>
<th>Value</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>t-test</td>
<td>158</td>
<td>1.895568</td>
<td>0.0598</td>
</tr>
<tr>
<td>Satterthwaite-Welch t-test*</td>
<td>152.0918</td>
<td>1.895568</td>
<td>0.0599</td>
</tr>
<tr>
<td>Anova F-test</td>
<td>(1, 158)</td>
<td>3.593178</td>
<td>0.0598</td>
</tr>
<tr>
<td>Welch F-test*</td>
<td>(1, 152.092)</td>
<td>3.593178</td>
<td>0.0599</td>
</tr>
</tbody>
</table>

Table 1: Test for Equality of Means Between SCC and NSC

All the above contrast statistics show p-values more significant than 5%. Therefore, we can conclude that there is enough empirical evidence to reject the null hypothesis that there is a difference in test performance between SCC and NSC depending on their identity. Likewise, as shown in the category statistics table, the NSC obtained an average score of 8.425 (W), which is only 0.30 more than that obtained by SCC (Z).

3.2 Factors which impact SCC Spanish proficiency

Although SCC performed well on the language test overall, their individual performance varied from 6 to 10 points. We categorized all the items from the questionnaire combined with the total scores to isolate the factors that may have influenced individual test performance.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Coefficient</th>
<th>Std. Error</th>
<th>t-Statistic</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
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<td>0.222341</td>
<td>-0.720725</td>
<td>0.4737</td>
</tr>
<tr>
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<td>0.340449</td>
<td>0.137552</td>
<td>2.475054</td>
<td>*0.0160</td>
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<tr>
<td>First language</td>
<td>0.105080</td>
<td>0.315122</td>
<td>0.333457</td>
<td>0.7399</td>
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<tr>
<td>Self-assessment of Spanish proficiency</td>
<td>1.249965</td>
<td>0.324962</td>
<td>3.846495</td>
<td>**0.0003</td>
</tr>
<tr>
<td>Preschool education</td>
<td>0.749921</td>
<td>0.259310</td>
<td>2.891981</td>
<td>**0.0052</td>
</tr>
<tr>
<td>Education level of parents</td>
<td>0.132872</td>
<td>0.188112</td>
<td>0.706346</td>
<td>***0.0004</td>
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<td>Self-identification</td>
<td>0.188946</td>
<td>0.355283</td>
<td>0.531819</td>
<td>0.5967</td>
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<tr>
<td>Occupation of parents</td>
<td>0.077797</td>
<td>0.079879</td>
<td>0.973945</td>
<td>0.3338</td>
</tr>
<tr>
<td>Age</td>
<td>0.132872</td>
<td>0.188112</td>
<td>0.706346</td>
<td>0.4826</td>
</tr>
<tr>
<td>Difficulty assessment of Spanish language</td>
<td>-0.498231</td>
<td>0.292448</td>
<td>-1.703656</td>
<td>0.0934</td>
</tr>
<tr>
<td>Motivation</td>
<td>0.113837</td>
<td>0.145104</td>
<td>0.784521</td>
<td>0.4357</td>
</tr>
</tbody>
</table>

Table 2: Data correlation
Table 2: Data correlation

All “Prob” values below 0.05 indicate sufficient empirical evidence of relevant variables. According to our data, “gender”, “first language”, “motivation”, “occupation of parents”, and “difficulty assessment of Spanish language” are not relevant variables regarding the SCC test scores. The results indicate that four variables are highly correlated to SCC scores ($p < 0.05$): language attitude ($p = 0.016$), self-assessment of Spanish language competence ($p = 0.0003$), preschool education ($p = 0.0052$), and parent’s education level ($p = 0.0004$). Among the four relevant variables, their attitude towards the language and self-assessed competence are internal factors while parents’ education level and preschool education are external.

3.2.1 Language attitude

Ryan et al. considered the “language attitude” as “any affective, cognitive or behavioral index of evaluative reactions toward different language varieties or speakers” [8]. It is believed that students’ attitudes towards the second language (L2) influence their levels of competence in this language [9]. As our results show, SCC participants who held a positive language attitude towards Spanish language obtained 0.34 points more than those who held a less positive attitude. Further, SCC who made a positive assessment of their Spanish proficiency obtained 1.29 points more than those who made a negative assessment of their Spanish proficiency. The majority of them considered Spanish to sound more “beautiful” and “pleasant”, and to play a more important role in their daily lives with a position of “prestige” in their society compared to Chinese. 87% of them believe that they speak Spanish better than they speak Chinese, which suggests they have more confidence overall in Spanish than in Chinese. Their confidence and positive attitudes toward the Spanish language have motivated them to acquire and use Spanish in their daily lives.

3.2.2 Preschool education

The results of our investigation show a high correlation between preschool education and proficiency in later Spanish language learning, which supports the hypothesis of the critical period of language acquisition. Children who received a preschool education in Spanish nursery school obtained 0.749 points more than those who had not gone to preschool. According to our investigation, 73% of Chinese children in Malaga begin to acquire Spanish at 3-4 years of age, at which point their parents generally have enrolled them in a local Spanish nursery school. When they reach around six years old, they enter Spanish primary school and begin formal education. They are taught Spanish grammar and begin to develop rational concepts of the language.

3.2.3 Parents’ education

Parents’ education level ($p = 0.0004$) is a highly relevant variable to SCC test performance in our investigation. Children of more-educated parents scored 0.132 points more than children of parents with lower levels of education, which is consistent with the view that children in families with more-educated parents receive more educational input at home [10]. Only 12 (8%) of our participants have parents with university-level education. The majority, 71 (44%) of them, have parents holding only high school diplomas. The parents of 51 (32%) of the SCC graduated from junior high school, and the parents of 26 (16%) only graduated from primary school.

We found that 66% of the parents of the SCC are self-employed in enterprises such as wholesale stores, grocery stores, restaurants, and bars. We also found that parents with university diplomas spend 2-4 hours per week tutoring their children while parents with primary school educations affirmed that they do not have the time or ability to help their children study.

4 Conclusion

Previous scholars [1], [2] and [6] concluded that Chinese children do not readily acquire Spanish and perform poorly in school; our results, however, indicate that Chinese immigrant children perform about as well as their native-Spanish-speaking counterparts. In fact, the majority of the Chinese children we assessed scored well on vocabulary and grammar assessments. They appear well capable of distinguishing precisely the elements of a sentence (e.g., subject, direct object, indirect object), but did lag slightly behind their Spanish counterparts in reading comprehension and writing.
According to our investigation, a series of internal and external factors are strongly correlated with individual differences in test performance. Children of parents with higher education levels performed better on the Spanish test, as did children who hold positive attitudes towards the Spanish language and made positive assessments of their acumen with this language. In addition to these factors, whether they had received a preschool education in a Spanish school emerged as a variable correlated to their test performance.

References:
The role of education in fostering a culture of peace and non-violence in Islam

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Abstract: - Over the past years, the prevalence of violence purportedly caused by religious and/or political reasons has challenged the notion of Islam as a peaceful religion. In this regard, the expansion of Islamophobia and the growing stigmatisation to which the Muslim community is being subjected in Western countries are both irrefutable facts. The European Commission and different international bodies, alike, have highlighted the role that education can and should play in the prevention of this violence and in fostering tolerance between diverse religious groups. However, social and educational research should first focus on answering the following question: how is it that a minority of young people feel attracted by ideologies that promote the use of violence? At present, education is facing a number of complex challenges, a consequence of the cultural and religious diversity that is fast becoming a defining trait of Western societies and, in a consistent fashion, schools. Thus, the aim of this work is to examine the role that both formal and informal education can and should play in promoting a culture of peace and non-violence in Islam. To this end, we believe that it is essential that teachers and, especially, families gain a better understanding of the phenomenon of violent radicalism, without associating it with any religion in particular. In short, to understand education as the most effective tool to build societies in which violence, whatever its justification, has no room in the long term.

Key – Words: Education – Peace – Islam – Family – Teachers

1 Introduction

The European Commission underscores the important role that education as a whole can and should play in helping young people to resist violent extremism. Accordingly, it believes that research is essential and that this should focus primarily on determining why people, especially the young, are attracted to these ideologies [1].

Violent radicalisation has been shown to be a process characterised by a strong ideological element and which, moreover, tends to be associated with young people with a low level of education [2], for which reason broaching this issue through education should be a priority [3; 4]. A good example of the importance that has been given to the role of education in this respect has been the creation, at a European level, of the Radicalisation Awareness Network (hereinafter, RAN) for the exchange of best practices. The RAN’s joint programmes and projects have a number of aims: working with young people at risk, community work, family education, initiatives that promote counter-narratives, etc. [5].

According to the report released by the RAN [6] on the role of education in the prevention of violent extremism, schools are key institutions at which the groundwork should be laid to prevent the young from being attracted to violent ideologies.

For this organisation, the education community is currently facing the following challenges as regards combating violent extremism:

- Teacher training. Teaching staff should be and feel prepared to address controversial topics in the classroom, above all those relating to the cultural and religious diversity characterising current societies.
- Representing diversity in the classroom. Immigration is often treated as a conflictive issue at schools, for instance, in textbooks, to which should be added the underrepresentation and, sometimes, misinterpretation of Islam and Muslims.
- Proposing new didactic approaches. New didactic approaches should be proposed to cope with radicalisation, in addition to developing teaching methodologies that make it possible to address issues pertaining to identity, integration, discrimination, etc.
- Creating networks. The RAN insists on the need to create networks for collaborative work with an eye to preventing violent extremism, since there is not a sole solution to this complex phenomenon.
2 Problem formulation

In this work, a review of the research literature and reports dealing with this issue will be performed with a view to answer the following research question: What role can education as a whole play in fostering a culture of peace and non-violence?

3 Problem solution

Many of the strategies carried out in the formal educational setting are designed to preserve State security, not to educate in a culture of peace and non-violence. The Prevent Strategy of England is an example.

4 Conclusions

In conclusion, we are of the mind that the agents involved in education, especially teaching staff and families, should become more familiar with the phenomenon of violent extremism that prompts some people to use and/or justify violence for political, religious, etc., purposes. This would help people, especially the young, to resist phenomena like violent extremism, without associating them with any religion, primarily Islam. Otherwise, the opposite effect will be achieved: greater stigmatisation and a sense of perceived injustice that just engender a feeling of vulnerability.

References:


Abstract: - By studying the intellectual origin of Social Services as a part of their inclusion in the university curriculum, it helps us to introduce the idea we have of Social Work in a much broader horizon, so that we can transcend this profession to a deeper vision of the Social Reform itself. The first thing we should do is to clarify the difference between Social Policy and Social Service. It is known that between both concepts there is a close link. Although it is true, these are two well differentiated knowledge, fruit of the historical moment in which the Social Reform occurs. We can place them as the central and/or founder element of Social Work studies. In making a distinction between the two of them, we discover in its historical journey that since the end of the 19th century, thanks to the movement of ideas that emerged, it is determined that Social Policy stands as the matrix from which what we know as Social Services were developed.

Key-Words: Social Services – Social Policy – Discipline – Social Needs – Science

1 Introduction

Throughout history, the discipline of Social Services lends itself to various definitions, where we can observe that there are some authors and institutions that adopt a broad acceptance of the term, when they designate it as a broad concept in which they include the six main branches that comprise social policies: health services, education services, social protection of work, insurance and income subsidies, social protection of housing and personal social services.

In Spain we see that the narrow meaning is more relevant, which refers only to the sixth branch of the social tree: personal social services. This clarification is important because when we refer to social services, we will focus on it from this restricted point of view, that is, the satisfaction of the needs of people who live in our environment.

The social services are configured, on the one hand, as the platform of action of the social policies, in the sense that from these policies, the way of responding to the social needs is planned and organized, being the social services the ones in charge of materializing this planning. However, if we only focus on this type of relationship, we would be giving a very passive vision of social services, as makers of what is determined by social policies. For this reason, different authors have considered that, since social services are in direct contact with social reality and know first hand the needs and demands formulated by citizens, it is considered that their role is also that of active participants in what would be the planning of social policies.

2 Problem Formulation

The elaboration in depth of a concept of social policy constitutes an intellectual endeavour of extreme difficulty, especially if we take in consideration the plurality of theoretical approaches that leads to a certain lack of definition of the object of study.

This is why it is necessary the approach of a theory of social policy.

The conditions in which social policy has historically evolved raise serious doubts about the chronological location of this science. This problem is broadened if we consider the different versions of social policy ("social citizenship", "social democracy", "social welfare", etc.).

The succession of such different conceptions leads us to think that, only from a clear notion of their presupposition will enable us to distinguish between what is or is not social policy.

2.1 Sociological presupposition: wealth and poverty

The contraposition between the statutes of wealth and poverty constitutes one of the structural laws of society. In all historical eras, especially at certain times, the differences between rich and poor have been able
to play the role of a serious threat to the future of the organized community. Despite idyllic views, inequalities between rich and poor have always accompanied all human societies.

In the same way, the dialectic between poverty and wealth should not give rise to economistic confusions, since it is certain that it is determined by the results of economic activity, it is even more so in the world of cultural representations of a community (i.e., wealth and poverty would constitute the presuppositions of the economy).

2.2 Historical presupposition: the social issue

The sociological assumption of social policy is the insurmountable and, nevertheless, plastic division of human communities into two "classes", that of the rich and that of the poor. It is probable that at present the social question has lost its former importance, perhaps its prestige, for the benefit of the cultural question. However, we are still talking about the "new social issue", whose objective has been extended to the problems of post-industrial society, marginalization and social exclusion, among others.

2.3 Phenomenological-epistemological presupposition: the political and the economic.

It is from the nineteenth century when the existential security of individuals is associated with work, more specifically "employment", to the point that forced unemployment is seen by many, especially today, as an absolute exclusion of civil life. What social history has produced from unprecedented since the 19th century is the at least partial disconnection between security and property, and the subtle coupling of security and work.

The political is determined anthropologically by the natural sociability of man, that is to say: when man is open to others, he must necessarily organize coexistence, he should therefore be political. The economic, on the other hand, presupposes the neediness of human nature and its needy character. As long as human nature persists, man can not stop dealing with ordering human coexistence and satisfying his needs.

Social policy thus originates in the radicalization of political decisions about the fate of the economic. Its decisive aspect, both in the liberal and in the socialist, is constituted not by the concrete satisfaction of the needs, since this belongs to the purpose of the economic, but by the resulting imposition of the needs that must be met.

3 Problem Solution

Political Science is normally considered a second order knowledge because it deals with complex realities whose crucial interpretation necessarily requires knowledge of other knowledge, such as Law, History, Economics, etc. Therefore, it is a scientific knowledge formed by a set of knowledge, given its need to apply multidisciplinary and interdisciplinary approaches.

This multidimensional requirement should not be understood as an "impurity" that makes the construction and delimitation of an area of autonomous knowledge impossible. The consideration of this need can and should be interpreted positively, since the fusion of elements of diverse nature produces a series of useful results for the enrichment of all the other areas.

Numerous are the examples of this confluence, such as the relationship between the Economy and Social Structure, Constitutional Law and Political Systems, among others.

This multidisciplinary approach is also configured as a common denominator between Political Science and Social Services. By definition, Social Services are, in a few words, instruments of social policy, which is already a sphere of governmental action framed within a specific model of political organization: the Welfare State.

In this sense, Carmen Aleman (1996) affirms that "social services are closely linked to Political Science, and not only because these services are inserted within a specific political context, but also because, in their very foundations, they are manifestations of political decision ns"(p.36), from which it can be deduced, therefore, that any study about social services can not dispense with the understanding and results of government decisions and actions that, without a doubt, correspond to Political Science describe, value and interpret.

The very existence of a public system of social services responds to a specific conception of the role that should correspond to the State, for the sake of a very specific purpose, "social welfare", reminding us once again of this purpose the leitmotiv or central motive of Political Science: "know to improve".

4 Conclusion
The object and purpose of Political Science, together with the contribution that it makes in certain realities that are linked to the sphere of social services, constitute a solid bridge that reinforces the permanent common understanding.

Therefore, the contributions that Political Science offers to the discipline of Social Services are:

4.1 The concept of citizenship and participation in community affairs.

What we understand as politician uses the individual as the unit of elementary analysis. The sum of this configures the collective, which in turn gives rise to an entire political community.

Therefore, the subject recipient of the catalog of social services, and the subject that participates in the process of power relations, is configured, in principle, in common vertex. At the same time, the concept of citizen is closely linked to the rights that correspond to it, for being a member of a specific political community. Thus, its meaning can not be understood without irremediably making reference to the origin, nature, protection and consequent exercise and development of rights.

On the other hand, participation constitutes a primordial element of a reality that delimits a central political model for Political Science. We refer to the democratic model, where the public system of social services is currently being developed. Political Science can contribute its extensive knowledge about the political decision-making process, as well as promote solutions in common effort with the professionals of the other branches involved.

4.2 Elements of a political system and their interactions.

By admitting that the network of social services comes from the instances of political power, we are recognizing that these are a vertebral and defining component that gives content to the political model itself.

In this sense, the social workers, in charge of applying the social policies already designed, in the opinion of Natividad de la Red (1996), provide indicators and arguments to change these policies.

The object of study of Social Services must necessarily count on the required useful knowledge about these instances of power that also influence the decision-making process and thus converge with other protagonists who are partners of them.

References:


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The rhetorically-based truth in the network society

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Abstract: -The present lecture aims to offer documentary and argumentative mediations to essay a philosophical reflection on the epistemological impact of the new information and communication technologies. It is about how ICTs are affecting our understanding of knowledge, in general, and more particularly, of the notion of truth. The network society is a neo-techno-logical space consisting entirely of semiotic content, composed not of atoms but of bits, in which only information circulates. As a purely artificial environment, it is a place where the necessary condition of the traditional condemnation of rhetoric has been suppressed: the ontological dichotomy between natural or real and artificial or virtual. The distinction natural/fake has become hermeneutically problematic and with it the very gnoseological distinction between logic and rhetoric, truth and post-truth. Network technologies would demand thus the rehabilitation of rhetoric, an “artificial” rationality for the network society.

Key – Words: Fiction – ICTs – Network (society) – Rhetoric – Post-truth

1 Introduction
ICTs seem to have definitively distanced humans both from nature and any allegedly “natural” reason. Human beings do not tend to to think for themselves. When they think, they do not it individually, but rather collectively: They think in groups. No individual knows everything it takes to master a bit of Earth’s corner, not to say the whole planet. What has turned humans the world’s and universe’s masters, the animals placed above all other animals, is not the “natural” rationality of every individual, but the communal “artificial” rationality. However natural the understanding of the Humanism dream was, we have come to realize that the ICTs have definitely awakened humankind from that slu

2 Problem formulation
The modern project of Humanism has become inoperative. A hermeneutical reflection on the repercussion of the ICTs phenomenon in the notion of “human” explains why ICTs are the factum of our time that are modifying the criteria of human readability. ICTs impact is forcing us to reconceive what it is like today to be a “person” [1]. The fact of the inversion of the means-ends relationship, inherent to the globalization of ICTs, no longer allows the reading of the human being as a subject and of the technique as an instrument at “his” axiological disposal. Such an inversion requires to revise the categories of Humanism, which relies heavily on the self-consciousness of the individual human as independent rational agent.

Gender and Culture Studies do revise that intellectual frame. Indeed, both feminist and postcolonial perspectives, without being free, in turn, from ideological bias, have brought to light the very ideological bias of the humanist project. The rational individual subject might be a European ethnocentric fancy, enhancing the powerful autonomy of the upper-class white man. The humanist way of life and thinking is not the natural paradigm of/for human being. The humanist way of life and thinking is not a natural paradigm of/for human being. There is not such a thing as one natural paradigm of/for human being. Since the Stone Age until the Silicon Age there are many historical paradigms of/for human being. When the humanist individual consciousness disappears, appears the post humanist collective (un)consciousness, the reliance on groupthink. And then “you know less than you think” [2]. The individual knows nothing, the group knows everything.

You’ll never think alone. Such an unparalleled ability to think together in large groups is what Sloan and Fernbach call “the knowledge illusion” [3]. Everyone believes that one knows quite a lot, because you treat knowledge in the minds of others as if it were your own, but the problematic fact is that individually everyone knows very little. Even though, from an evolutionary point of view, trusting in the knowledge of others has empowered humans, enabling them to go through life without being imprisoned in an impossible effort to
understand everything themselves, the problematic fact is that of the (not always Socratic) ignorance: people use to fail appreciating their ignorance.

We humans do not realize how ignorant we are of what is going on, not just in an age of change, but rather in a change of age. This is the “dark” side of the “the knowledge illusion”, something that Bacon’s critique of idola mentis had already foreseen, and that our time makes darker. The unawareness of ignorance increases in the network society, where the whole human life is becoming ever more complex and “Nature” is missing: the technical power of communal groupthink is so pervasive that it seems not possible to break its hold. That is what constitutes the “problem”: most of our views are no longer shaped, if ever were, by individual rationality, but by the network. The Web inevitably distorts the truth. Indeed, what humans have termed as “truth” becomes nowadays exponentially functional to great power of the new technologies: Truth is serving now as an ICTs function. Alerts sound for the presence of a new and global problem: the frightening fact of post-truth!

3 Problem solution

A world, as set of all things, is its own description. To inhabit a world is to inhabit a description of things: it is believed that we have to do with things, but that is an abbreviation for “we have to do with the ideas made (by us or by others) of things”. So, rather than living in a world, we live in a worldview. It is the meaning network of our Weltanschauung that decides what things we see and how we see them. This is the methodological presupposition, typical of a hermeneutical approach, from which one might try to solve the problem. A new intellectual framework is needed in which to fit the outpointed problematic facts, with even the intention of dissolving the problem, rather than solving it.

Our starting point is the radicalization of the thesis that the human being has no nature but technique. Nietzsche spoke of the human as the animal not yet stabilized and Ortega y Gasset stated that our being has no nature, but culture or history. It is a question here of taking these theses to the extreme under the Nietzschean motto of Facta ficta! The age of the post-truth is not the current time, it is not a novelty, but it is the age in which humans have always lived. Homo sapiens is the first and unique fake or post-truth species, because what makes us human, as the most effective anthropogenic toolkit, is fiction [4]. Besides, human power depends on creating and believing fictional stories. “The wandering bands of storytellers Sapiens were the most important and most destructive force the animal kingdom has ever produced” [5]. Since the Prehistory, self-reinforcing credos, the originate myths, have served to unite human beings into collectives or societies. In fact, “Homo sapiens conquered this planet thanks, above all, to the exclusively human ability to create and extend fictions. We are the only mammals that can cooperate with numerous strangers just because we can invent fictional stories, spread them, and convince millions of others to believe in them” [6]. Common fictions, common laws, common actions: Cooperation.

The network is part of the very constitution of the human animal as a human. Although today the network is the theme of our time, given the qualitative leap it has experienced in our day, it is as old as our species. And this may be the main fact to address those problems, which seem so current and pressing, of “a society whose social structure is made up of networks powered by micro-electronics-based information and communications technologies” [7], the network society. That is to say, the problems that are usually attributed to the network due to its presumed extrinsic condition to the human can begin to resolve, or better, to dissolve, when one becomes aware that the network is intrinsic to the human. Such an intrinsic condition of the network makes that traditional dichotomies, such as inside / outside, real / virtual, natural / artificial, rational / rhetorical, self / alien, which give rise to current dichotomies as authentic/fake, truth / post truth, in turn, become problematic and have to be redefined, differently read.

The first network is the mind, which is never free of manipulation, as far as it is an object that is always been shaped by nature, history and technique. The mind is not the subject that freely shapes biological, practical, technological realities. The genuine, “authentic” self waiting to be liberated from “alien” networks does not exist. On the contrary, our core identity is a complex illusion, a fiction written, first of all, by neural and social and electronic communicational networks. So in the network society self-awareness is no longer to be seen as the most important force for change and development, or it is but rather as the tension between the efforts of some networks to impose their values and goals and the efforts of others networks to resist their domination. The technological disruption does not mean that authentic individuals are being manipulated by Big Brother’s screens or Big Data’s algorithms, but rather that authenticity is a fictional story, like everything that is neither subjective nor objective, but inter-subjective, the authentic human reality.
4 Conclusion

When the natural referents are absent, the practical uses of rationality, the rhetorical strategies of the intelligence, become extremely present. In the network society, the questions pertaining to the “how” rather than to the “what” turn themselves of particular importance: the substance of action is subordinated to the procedure. Without an irrelational foundation truth, every “conscientialism”, that does encrypt the truth in the deep “internal” evidence, becomes inoperative, and, correlatively, the displacement of the truth to the “external” surface is activated. Hence the predominance of the procedural moment over the intuitive, the importance of the moment of public communication over that of the interior vision of truth [8]. When all action becomes interaction, hyperlinked interactivity, truth receives public emphasis. What is true no longer has as much to do with attaining the state of the absolute intuition of a zenithal luminous interiority, with the “evidence”, as rather with passing to the level of the public panoramic light of shared and commonly elaborated assumptions (Vico’s sensus communis). These suppositions, more than being vertically evident, objective ones, appear themselves as horizontally obvious, inter-subjective ones, integrating the rhetorical “centrality” of sense [9]. In the network society truth must be then considered from a rhetorical, rather than logical, point of view, as the inter-subjective agreement on some topics of common use. Inquiring into truth equals exploring the nature and extension of our agreement. Network truth is not anything natural, but done: it is a “practical-communal” (arti)fact, a “post-truth”. In one word: In the “information society” the truth moment lays not in the verification of the proffered statements, but rather in their public report. Therefore, in the network society the truth is of rhetorical texture, a “post-truth”. In such a need of a civil use of reason lays then that necessary rehabilitation of rhetoric, which network technologies demand, an “artificial” rationality for the digital city.

References:

Bioethics, Biopolitics and its influence with the execution of the “buen vivir” (good living) government framework in Ecuador

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Abstract: - In this article, biopolitics and bioethics are presented as a new model of government, where, life itself becomes center of political things (politeia) and not development, or other production schemes. Bioethics and orthodox politics understand the concept of ―bios‖, but they constantly reduce it to its minimal anthropocentric, anthropomorphic and anthropologic expression. From here we want to develop the focus of bioethics and biopolitics to a broader and more inclusive dimension, that cover all human related systems, natural and artificial, and these posing as the new challenges to take on. This analysis can also be made concurrently with caring, allowing, and praising life in political, technological, scientific and cultural exercise, in a complex society that considers Good Living (sumak kawsay)

Key – Words: Bioethics – Biopolitics – Biolaw – Sumac – Kawsay

1 Introduction
Bioethics succeed in a very different and emblematic way to biopolitics. However, both science fields focus on very broad aspects like care, possibility and glorification of life in general. This perspective of bioethics and biopolitics, together with a focus from southern (Ecuador) epistemology will allow to approach in a clear way the new manner of citizens’ coexistence in Ecuador with diversity and in harmony with nature, as a to reach the “Buen Vivir” (in kichwa sumak kawasay). (Constitución, 2008). A shift inside a structure of horizontal dynamics that the system creates to encourage indulging an increased participation from citizens in the point when public policies are created to carry out the implementation of the ‘sumak kawasay’ framework.

In this context, debates regarding bioethics have been made in monopolized spaces controlled by “first world” countries, where it is very hard to find dissenting voices, that seek to further examine existing inequality in the poorest nations (Kottow, 2011).

2 Problem Formulation
This performance represents, therefore, the need to change the current society-state relationship in order to prevent tyranny, as well as submissiveness and subordination of all branches of government. It is also important to take care of non-state party actors as well as the economic and social power of all citizens given the prevalence of the law. Without a doubt, this new vision could not succeed in a state of social blindness or political manipulation.

3 Problem Solution
In Ecuador, after a new political process that concluded in deep changes in the structure of government, amending the existing legal framework and incorporating a new concept of self-organization, cooperation and development. With the Andean conception of “good living”, as the most important principle in policies regarding economic and social work as well as management, we notice they offer alternatives to contemporary problems of humanity. The addition of “good living” to the constitution is intended to promote the creation of communities that enforce policies of solidarity, responsibility, reciprocity and living in harmony with nature, starting at changing power relations. This change of pattern implies a change of the way the state is seen, where it does not administer power over the citizen but over the population and the biologic life (Edgardo, 2004).

According to the contents in the Ecuadorian constitution, the Ecuadorian state is responsible to plan public policies, objectives and control mechanisms such as those concerning technological development, land, water
and natural resources management as well as to supervise the development of the “good living” initiative
(Constitución, 2008). This reality makes it a priority to change the suggestion of changing the system that is to
encourage a greater conscience and participation from citizens, seeking to transform normal population into
real actors in politics.

In this scenario, it is required to mention the importance of law as a limit to the power of the state. Although
laws are not by themselves a warranty, dictatorships can develop within a legal framework, sometimes turning
law into the weapon of the leader. The empire of law as a limit to the wishes of itself is understood as a
declaration of popular will (Díaz, 1998). As such, freedom of citizen’s speech accepted not only as the
expression of an opinion but as a form of direct participation in democracy will be one of the strongest pillars in
the positive completion of biopolitics.

This performance represents, therefore, the need to change the current society-state relationship in order to
prevent tyranny, as well as submissiveness and subordination of all branches of government. It is also important
to take care of non-state party actors as well as the economic and social power of all citizens given the
prevalence.

Bioethics as a fundamental part of moral contents of biopolitics are based on four fundamental principles,
with which we determine existing interactions: 1. No bad faith 2. Justice 3. Autonomy 4. Philanthropy (Sgreccia,
1999). We should consider the definition of bioethics as a must do in human relationships that deal with human
life and project bioethics as an interdisciplinary science with political influence y therefore, social reach.
Bioethics appear in the decade of 1970 as a general speciality, but with subsequent development, it channelled
to the field of biological and medical sciences. As referred to by Susana Vidal, Potter’s proposal should be
broader and become part of the need to establish a union between science and humanities (Vidal, 2013). As
matter of fact, progress of this idea bolsters the element that all issues concerning bioethics require political
attention and with its apparent expression in legal structures that allow its assurance.

It is urgent to understand that the vision of society that is desired has to recognize as a basis the achievement
of “good living” (sumak kawsay) present in Ecuador’s Constitution. “Good living” is not tied to bigger
consumption, on the contrary, represents the need to reduce the purchase of useless objects, promote the use of
preserving natural ecosystems as a source for development to seek life’s protection and harmony in all of its
appearances. All of this to build a new epistemology of life in general, based on the current projects of Latin-
American integration (Martínez, Unda & Benítez, 2018).

Having said that, this particularity of biolaw generates an inclusive field to amplify rights that seek to, at the
same time, produce mechanisms to materialize a new social structure, envisioning mechanisms capable of
avoiding practices related to particularly managing economic resources.

Ultimately, it is needed to propose new forms of government that allow a greater connection with society,
and start including communities in the making of political decisions. This connection is not possible under
hierarchical systems, as these only increase bureaucracies and distance participating citizens. These systems do
not function well together with living systems and, because of their complexity, turn themselves to a “complex
proposal that creates life policy with life in its center and not only human life in extremis” (Maldonado, 2003).

In this context, the relationship between the approach given to biopolitics and the administration and
development criteria is hypothesised within the creation of “good living”. If we analyse an example from the
Ecuadorian context, this idea is built from the perspective of one of the most unequal continents in the planet,
where management and development policies have allowed, historically an advance of the interests of the group
holding power in government at the time (Ortiz, 2015). Consequently, new state institutions such as the
“Función de Transparencia y Control Social” (Transparency and Social Control Branch) and its agency, the
“Consejo de Participación Ciudadana y Control Social” (Citizens’ Participation and Social Control Council)
were created with the implementation of new legal frameworks.

The importance of this perspective is rooted in the need of change in construction within the creation and
execution of the system of government, for that issue, “good living” entails a new paradigm within society, that
seeks to include aspects of government and of all aspects of life, from territory to the needs of all social actors.
The concept of people’s participation is, therefore one of the essential requirements within the project of “good
living”, according to some authors (Morin, 2017). In summary, the importance of citizen engagement and the
demand for reduction of perpendicularity and state bureaucracy can be shown with the following statistics
obtained from a demographic study. The results from the aforementioned study claim 85% out of 100 considers
that civil participation is seen as restricted because of excessive bureaucracy, as displayed in the following
chart:

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Regarding the enforcement of biopolitic operations in Ecuador since the new 2008 Constitution came into force, nature is included as a subject with rights. These changes in Ecuadorian politics and public conception and the further introduction of policies are a trend prompt since the Declaration of Stockholm from 1972 (ONU. Declaración de Estocolmo sobre el Medio Humano, 1972).

4 Conclusion

Latin-American reality presents a different perspective against traditional development projects and is diametrically opposed to living conditions from first world countries. This is why for a possible existence of biopolitics in national politics; we have to base our studies in our own environment, with a cultural reality that identifies us as to avoid making generic decisions with foreign policies and projects that have little or nothing to do with the real satisfaction of needs and macro-issues of the region and Ecuador. Nevertheless, these social changes considered within biopolitics are only possible with a conscious and growing citizen engagement what could only materialize with a deep exchange in the functioning and structure of the state.

Bioethics as biopolitics, therefore, brought up from a Southern Ecuadorian epistemology symbolizes to brand the worldview of fraternal nations from their social, cultural and economic perspective. The state should, accordingly, advance in the distribution of the management of many resources, like nature, and obtain as a result better living standards.

The reality of current policy forces us to seek a paradigm shift, not only because this is a right, but because it is a pressing need for the progress of our peoples. This need implies that citizen participation is a pillar of biopolitical development, but not a systematized citizen participation, trained to appear during the electoral process, but as an active and proactive tool that links the community with the government, where it is reduced the verticality and the bureaucratization of the state, by virtue of, resume and transform the hierarchical and excluding system into a horizontal and inclusive one, capable of channeling the voices of minorities.

References:
Metaphysics, truth and cinematic narration in *The Third Man* by Carol Reed

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Abstract: *The Third Man* is a novel and a motion picture; indeed it is rather a motion picture novel conceived from the outset to be depicted on the big screen. The author if the novel is Graham Greene and the screenwriter of the film is Carol Reed. They worked together on the development of the film, changing some ideas that were conceived in the original script and improving on the core idea throughout the process. *The Third Man* is thus one more example in which a work of art is loaded with philosophical elements that help human beings to ask themselves about the point and the meaning of their own lives.

Key Words: Hermeneutics – The Third Man – Vienna – Truth – Metaphysical duality

1 Introduction

*The Third Man* is a novel and a motion picture; indeed it is rather a motion picture novel conceived from the outset to be depicted on the big screen. The author of the novel is Graham Greene and the screenwriter of the film is Carol Reed. They worked together on the development of the film, changing some ideas that were conceived in the original script and improving on the core idea throughout the process. *The Third Man* is thus another example in which one work of art becomes another, although in this case and, as we will see throughout this paper, the process helped to improve, perfect and visualise a complex historical and ethical situation. Furthermore, the literary work was published after the film was released, the latter being a solid hermeneutic vehicle in which the details and the images presented are bearers of theoretical and practical philosophical ideas. There is a real transfiguration of the novel to the film, with the latter correcting some flaws that were present in the original idea, such as the ending, on which we will comment later.

*The Third Man* was nominated for numerous awards. In 1949, it won the Grand Prix at the Cannes Film Festival. It was later voted best British film at the BAFTA awards and, in 1951, it won the Oscar for black-and-white photography. From the financial point of view it was a great success. It also featured among the cast actors such as Joseph Cotten, Alida Valli and Orson Welles, who after his fiascos in the US succeeded here with a spectacular and widely praised performance.

The plot, which appears simple, tells the story of an American writer of pulp Western novels, Holly Martins, who arrives in post-war Vienna at the invitation of a childhood friend, Harry Lime, as he promises to give Martins a job. No sooner has Martins arrived than he is told that this friend has died, run over as he was crossing the street. From this point on, the cheap novel writer turns detective to find out what really happened.

The testimonies of the characters who Martins questions: Baron Kurtz, Mr. Popescu, Doctor Winkel and Harry's lover, Anna, are presented from the outset as pieces of different puzzles that Martins himself will have to sort out and comprehend, something which far from dissuading him piques his curiosity and interest. To these testimonies is added that of the concierge of the house where his friend used to live, who will moreover be murdered in one of the scenes, thereby increasing the drama and mystery of the story. With regard to the police investigation, we highlight Calloway and Sergeant Paine, who is an admirer of Martins' novels.

At a critical moment of the film, Martins will discover the truth about his friend, who is still alive and pursued by the authorities for selling adulterated penicillin on the black market, penicillin which had been previously stolen from hospitals, resulting in the suffering of a number of children and sick people. One must not forget that the point in time depicted in the film is the period in Vienna after the end of World War II, when antibiotics were scarce, and fetched exorbitant prices on the black market.

2 Problem Formulation
The Third Man is the result of a long artistic and hermeneutic process. With regard to the aims of film noir, there are five that are fundamental, which we will discuss: metaphysical duality, the impossibility of a happy ending, a direct relationship with existentialism, dialectics and narrative density. All of them are present in some way in all films of this genre.

Metaphysical duality consists in the fact that what we perceive and know directly does not necessarily correspond to what is truly real, this duality (what appears to be and what really is) being precisely the first characteristic present in this cinematographic genre. Beneath the apparent order of things there is a more important and conflict-ridden reality, and it is this "noir" characteristic of this type of film that is directly associated with metaphysics.

A second aim of film noir is its tragic ending. Tragedy prevails over the happy ending that is so characteristic of classic cinema. At the same time, the conflicts are not resolved in a satisfactory manner, as the different situations do not allow it. As spectators we perceive the bitterness of success; that life is not perfect and that one has to give up certain things: "It is a genre that leaves no room for comedy: we may laugh from time to time at the ironic comments of the anti-heroes, but we never laugh long. Film noir oozes sadness, and especially so when it focuses on nostalgia." [1].

The third aim consists in the direct relationship with existentialism, which in concrete terms is conveyed in film noir through some characters for whom life has no meaning, as we are all solitary beings wandering through existence. The meaninglessness resides both in the world and in the human being, hence their combination produces a negative result.

The fourth aim present in film noir consists in the presence of opposites, as the perspectives and points of view that appear in this type of cinema are different: the objective versus the subjective, the guilt of one character versus the innocence of another or even, within that correlation between the objective and the subjective, being guilty for some and innocent for others. That presence of opposites or dialectic is manifest even in the contrast between light and shade in the tilted shots that appear in films of this genre.

Finally, we would highlight the narrative density, because in film noir there are many things that happen in a relatively short space of time. This produces a sense of chaos and disorder in the viewer, as not everything that appears in the film is explained completely, thus deliberately projecting an implied reality through brush strokes that vanish rapidly.

3 Problem Solution

The film narrates the real situation of Vienna in the post-war period of 1949, the same time as when it was shot, where following the defeat of Nazism the city is divided into four zones, each controlled by one of the occupying powers and their respective armies: The United States, Great Britain, France and Russia. The central zone of Vienna was administered by the four powers at the same time, which meant the presence of four soldiers, each belonging to an allied zone of occupation. These soldiers' mission was to safeguard their differences, a complex and inevitable challenge, above all for the Soviets. Beyond the pluralism at that time there was an effort to achieve a peaceful and stable co-existence, so that in a way it is not an exaggeration to say that this was a rehearsal for the dividing up of the world, the division of countries, leaving on the one hand the US, France and Britain, and on the other hand, the USSR. A division between capitalism and communism, the division of Europe that would subsequently apply to the rest of the world, and that in turn would mean the division of individuals, where the same person would struggle to give priority to other human beings or to his own personal interest.

As well as reflecting the historical situation of the moment in time, in several scenes of the film we see locations of the city of Vienna, such as the Fries-Pallavicini Palace, the Sacher Hotel, the Prater Ferris Wheel, the Zentralfriedhof Cemetery, the Casanova Café and the city's sewers. This in turn makes the film a realistic document that allows us to get closer to one of the greatest historical events of recent times.

Related to this physical division and the one between the armies, we find a direct parallel with the metaphysical duality already mentioned. Holly Martins, a writer of trashy western novels, travels to Vienna from the US in response to a promise of a job from his friend, Harry Lime. The problem starts right at the start of the film, when Holly discovers that his friend has died, run over by a car that very day. He also attends a funeral that he later discovers was merely a sham, as his friend is still alive and being chased by the military police for selling stolen and adulterated penicillin on the black market. Emerging from this story we come to understand the character of Holly, who he is, what he thinks, what he wants and, most importantly, his moral
dilemma, as when he discovers the true nature of his friend he will decide to hand him over to the police, after having thought long and hard about it. The path followed by the protagonist until he takes his final decision will by no means easy; the struggle between what is and what must be is played out throughout the scenes. In fact, it is not until he is completely sure that it was his friend who was the cause of the death and illness of a number of people that will take a decision. This is why he takes on the role of detective, announcing to the audience attending a talk given by him, that he will write a new novel called "The Third Man", referring to the third person who at first seemed to have witnessed the death of his friend. This is a piece of information of which the police are unaware, but which the concierge of the supposedly dead man affirmed when questioned by Holly.

In contrast to Holly's uncertainty we are presented the self-assuredness of Harry. Holly is a foreigner in a foreign land where they speak a language he doesn't know, which also accentuates the distance between the character and the city. A city in which everything can be bought on the black market, including false passports. The protagonist also sees his friend for what he is and he has everything he lacks, including Anna, Harry's girlfriend, with whom Holly ends up falling in love.

Little by little we discover that Holly and Harry are childhood friends and that since then the latter was a man who knew how to make everything fun although they did nothing that was fun at all. As viewers, we are left in no doubt about Harry's strength and powerful personality, as even though we don't see him on the screen until almost half-way through the film, he eclipses all of the comments and actions that we are shown. An illustrative example of this is the character of Anna, Harry's girlfriend, for whom Harry has never grown up, rather, it is the world that has grown old around him and in the end killed him. Anna is moreover still deeply in love with Harry, although she seems to think he is dead. This is somewhat similar to his cat, who goes with no-one but Harry.

The metaphorical duality, therefore, is patent in what is shown and remains hidden. Harry's apparent death is no more than a ruse to evade justice, as in reality he is living in the Soviet Zone because, apparently, it is easier to traffic there and evade the law. The moral ambivalence and the difficult situation described mean that the viewer is kept in suspense at every moment, above all when Harry appears for the first time on the screen enveloped in a play of lights and shadows in the Viennese night. His appearance in the film is regarded as the best presentation of a character ever made in a motion picture: first we see his black shoes and how Anna's cat nestles between his feet: "But when Harry Lime appears, a spark flies off from The Third Man, a flash of lightning that illuminates the images like the fireworks on a midsummer night, and, what's more, there is change of gear, even of theme." [2].

It is not easy for people to distinguish between good and evil in times of conflict, this is what Harry tells his friend when he has the chance to talk to him on the Prater Ferris Wheel, symbol of the city of Vienna and a fundamental location of the film, as they have the its most important and revealing conversation of all. For Harry, heroes are only to be found in his friend's novels; in the real world nobody thinks any more in human terms, not even governments. People, when they are on the Ferris wheel and are at its highest point, seem to Harry to be little black dots, all the more reason why he has no compassion of any kind for others. There is a moment in particular when Holly rebukes him, saying that he believed in God once, to which Harry replies that he still believes in him, but that he also believes in his mercy, although the dead are better off than the living.

Due to the conversation referred to above, Holly's character coming down off the Ferris wheel is not the same as the one that went up it, he has been transfigured, realising what his friend really is like, making excuses for himself on the basis that the historical situation justifies any action, as for him in moments of crisis, ethics make no sense, they don't work. What it means to be a moral or immoral being is cancelled out and subordinated to concrete circumstances. Harry's clearly relativist position is one in which the existence of good and evil neither exist nor make sense, as everything depends on how, when, where and who is observing, thinking or acting. This is clearly the theme of the film: should one be a good person in times of crisis? Or what amounts to the same thing: does it make sense to fight for our values in times of conflict? The equivalent to a war at the level of the individual would be the same as those moments when our lives do not follow the path we would wish or things happen that we regard as adverse. If we really think about it, most of our existence moves on this stony ground; things never are absolutely perfect.

4 Conclusion
Holly's moral conflict is resolved when, visiting the sick in a hospital, he sees for himself the harm his friend has caused. At the end of the film we find one of the most famous sequences, as Holly chases Harry through the sewers of Vienna, a labyrinthine metaphor of the character's own life, with the impossibility of a happy ending, as we have seen in the features of film noir, leaving us finally with that feeling of bitterness.

References:
The “Forbidden Knowledge” in philosophy: thinking and communicating the limits

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Abstract: - In this paper, I take as starting point Roger Shattuck’s analysis of the existence of a certain knowledge which, due to its special characteristics, the author calls “forbidden knowledge”. I pose if there would also exist a knowledge of this type in the field of philosophy, what would be its specificity and what challenges it presents for the philosophical activity. To resolve this question, starting from the concept of limit, I point out some antecedents in the philosophical tradition to focus above all on three very singular approaches: the “owner” in Max Stirner, Nietzsche’s genealogy and Hans Vaihinger’s proposal on the concept of fiction.

Key – Words: Forbidden knowledge – Fiction – Genealogy – Owner – Philosophy of ‘as if’

1 Introduction

From time to time, we read news that reopen the debate on the limits of freedom of information and expression in very different fields, including those of scientific research and experimentation. In all this news, involving legal, moral, political, social, economic and cultural issues, we could nevertheless point to a common question that generates controversy although is not new: whether certain knowledge should be limited. Should we know everything we can know or do we want to know? Should knowledge be limited? In Forbidden Knowledge: from Prometheus to Pornography Roger Shattuck examined whether we should limit the inquiry and the search for knowledge, if there is a kind of knowledge destructive and dangerous and if it should be controlled in some way. Shattuck presented in this regard an interesting analysis through different areas and types of knowledge, including myths and religions, and pointed out how cultures have conceptualized this problem of excess curiosity.

In this paper I intend to address whether there would be “forbidden knowledge” in philosophy as well: the existence of a dangerous, if not destructive, knowledge and how it can be treated. The main objectives are: 1) explore the limits of the task of philosophy, especially with regard to substantive topics: inquiry and philosophical communication. 2) Point out possible answers to the philosophical “forbidden knowledge”. The methodology used is conceptual-theoretical and based on the analysis of the sources and the secondary literature of reference in each case.

2 Problem Formulation

In his reflection on “forbidden knowledge” Roger Shattuck does not consider the philosophical discipline in itself. In spite of raising the usual ethical and political questions on censorship and freedom and to mention philosophers, he does not ask about the “forbidden knowledge” in the field of this discipline. Is there, then, “forbidden knowledge” in philosophy? How is it? How to treat it? Should we control it? An approach that seeks to place limits on knowledge is, at least at the first sight, suspect of being reactionary. Knowledge is formative and liberating. It is the basis for individual and social development. And in the case of a discipline such as philosophy, its very etymology not only celebrates knowledge, but the love -a passion- to wisdom. A philosophical approach that raises doubts about the legitimacy of this search contradicts the essence of the discipline and the vocation of the philosopher. But could the question be asked about the limits of philosophical knowledge without implying a reactionary approach or betraying the signs of identity of the philosopher? In the philosophical tradition, curiosity -which was considered only a natural human propensity among the Greek-from Patristic era forwards, became an intellectual vice, which origin was the Genesis narrative of Adam and Eve and other biblical sources. But in 17th century we witnessed to the rehabilitation of curiosity: it became into a virtue (Harrison, 2001). In this paper I do not intend to work out a history of “forbidden knowledge”, curiosity, or censorship, but an analysis about others features of “forbidden knowledge” related to the ideas of
limit, end and boundary in inquiry and communication through philosophical concepts. Among the meanings that interest us here about these concepts are: the purpose; the imaginary line that separates lands, countries, territories; the final part of something, but also the greatest amount, number, or level of something that is either possible or allowed. These meanings are the special interest in the context of philosophical “forbidden knowledge”. In the philosophical tradition these aspects have been dealt with by metaphysics and philosophy of religion on subjects such as the question of the foundation or the religious fact. They have been a central theme in periods such as the Middle Ages, in fields such as speculative mysticism and in a philosophical school such as neoplatonism, to name just a few examples. Today, in an age that has long been presented as post-metaphysics and post-theological, the question must be reformulated in the context of nihilism, understood as a crisis of the foundation and crisis of ideals and values.

3 Problem Solution

I approach the forbidden knowledge in philosophy, referred to the concept of limit, through the three positions: the “philosophy of the owner” of Johann Kaspar Schmidt (Max Stirner), the contribution of the Nietzschean genealogy and the “philosophy of as if” (Philosophie des als ob) by Hans Vaihinger. The three authors have a conception of philosophy as radical research, which goes to the roots and explores the ultimate consequences. They all share a common framework of crisis of values and post-metaphysical and post-theological thinking. The three are milestones in the problem that Roger Shattuck invites us to think. In the case of Nietzsche, K. P. Liessmann (2000) has emphasized the importance of the question for the philosopher to the point of programming a book on the subject, as would be indicated in a posthumous fragment between 1885 and 1886 in which he refers to that projected work as The Mirror. Philosophy of forbidden knowledge. Also fundamental in Nietzsche is the consideration of the tropes of reason, as he would show in On Truth and Lies in a Nonmoral Sense, and the application of genealogy to the prejudices of philosophers. Stirner, an author scarcely valued and even denigrated by the historiography, poses possibly the greatest challenge. His position compromises two vital aspects of philosophical activity: its radical approaches of problems and its promise of liberation.

But Shattuck also pointed to the possibility of accepting and taking advantage of “forbidden knowledge”, a no less important issue, perhaps the most promising one. Therefore, it is necessary to ask not only if there is this “forbidden knowledge” in philosophy what to understand by it, if it has the characteristics that in other areas and if it is possible to conclude, as I intend to prove, that it should not only welcome it and take advantage of it, but take care of it. Nietzsche and Vaihinger position would go in this direction.

4 Conclusion

There are objects of thought and spheres of reality that take faculties to the limit of their possibilities or that force philosophy to question its tools, its procedures and even its self-concept. In an era such as ours, which is usually presented as post-theological and post-metaphysics and after diagnoses such as nihilism, the question of the limit is also redefined. The three authors mentioned, although with different intensity, place us in the task that Nietzsche, for example, also attributed to the destroyer: the construction of ideals and values. From the perspective of the authors analyzed and in relation to “forbidden knowledge”, the confrontation with nihilism, understood as a crisis of foundation and values, especially that of truth, appears in another light: beyond being a feature of our time, nihilism is shown as the constitutive aspect of thought and, therefore, of the philosophical realm. On the other hand, the power of fiction, the rehabilitation of negative philosophy and of certain philosophical currents of the past, the activation of other forms of philosophical communication and the importance of luminal thinking could be the space of more veracity and authenticity of the activity of thinking.

References:


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The New Ways of Conviving the Male and Female Human Being: the Legal Search in the Treatment of Social and Cultural Diversity

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Abstract: - It is latent and exists from the earliest civilizations the cultural concept about the differences between male and female, but what was never sought was to put an end, in this cultural crisis that seems to have been built permanently and unchanged. It is important to clarify that humanity has finally built a social, cultural or juridical difference between the two sexes, and it is currently bringing about crises and great confusions that involve differences and equality between the sexes, which are contradictory and bring various complications, behavioral, social and cultural. And yet, it opens up a range of debates that revolve around seeking a male identity, which ends up putting man at serious risk, including the loss of the notion that comes to face up to his notion of identity. However, the female gender has undergone several modifications and even transformations of sex and gender, despite all the difficulties in the construction of its identity as a female human being, and its role in society and justice have arrived and obtain a structuring form in the construction of his identity and in his performance as a human being who has found his identity, and who comes to the present day to superimpose the male human being, as in the case of laws that protect the female human being, such as the Maria da Penha Law, and the modification of the Brazilian Penal Code, with the introduction of the Feminicide. In this search it can be observed that there is a legal disparity regarding the protection of the male sex, which, despite suffering every form of pressure, is still seeking a pacific form, which in some cases escapes the violent side of the male human being, that the two sexes, the masculine and the feminine, live and coexist in cultural, social, and juridical harmony, is what we try to demonstrate in the sense that we can understand that this is a moment of crisis, but that it is not permanent, that it is not permanent. but there is room for this type of crisis between the sexes in this contemporary moment.

Key – Words: Cultural crisis – Human development – Identity search – Family – Social peace

1 Introduction

It should be clarified that this work is an openness to reflect, discuss and understand that Human Rights, in fact seeks to identify the subjects who are the holders of these rights, whether male or female, and the identification of the person in the field of constitutionalism, can be understood as the understanding of the open identity and that is in permanent reconstruction of a constitutional subject, and this must be taken into account since there is a great concern in its effectiveness, because the present society is presented in a very different way. (BAUMAN, 2005).

It is worth quoting the Universal Declaration of Human Rights of 1948, which since then had been concerned at the time, with a way of synthesizing the traditions that were founded on religious, political, and economic aspects, and as can be seen from the Article 1 provides: "All human beings are born free and equal in dignity and in rights. Gifted with reason and conscience, they should act towards one another in the spirit of brotherhood." (FLORES, 2010).

And so it established on the harmony and tradition of the rights to freedom, considered as civil rights, and the rights to equality, from what can be understood that the Universal Declaration of Human Rights came to be understood through a contemporary conception, where human rights became universal, interconnected and interdependent. (BRANDÃO, 1990).

2 Problem Formulation

And as you can see the electronic processes, the development of technology really was expected to be in the service of the human being, in the sense of being connected with the whole world, in the exchange of knowledge, information, when acquiring and knowing new cultures, but what we see nowadays is that the internet is also able to interfere in amorous relationships, in disenchantments, that reflect directly in the family,
with the rupture of the bonds of respect, love, security, instead of the suicide of young people, adults and even of the elderly, can and do occur within the home itself.

This is why the importance of the topic and the need to raise awareness among society and especially in the academic and academic environment so that suicidal youths are better able to protect themselves from the death games that are transmitted through technology, because the growth of each young person is directly related to the collective cultural tradition that needs cultural identity so that they can solve their problems in a cultural way and that they have difficulties of identity and in this way create certain degrees of individual complexes with suicidal thoughts.

3 Problem Solution

As one can observe the sentimental rupture, and the suicide attempts for the most part end with death, if they are not attended to in time, it is a desperate cry for help, and the suicide attempt leads to fatality, the abuse of alcohol and drugs cause young people to lose track of time, self-control, imbalance of ideas, mental confusion, pressure to succeed in everything they do or seek to do, anxiety about not having work, no money, fear of divorce, the formation of a new family, changes to new communities all these factors can upset and intensify the doubts of young people, adults and even old people about themselves.

4 Conclusion

Always throughout human history where identities are gendered or sexual, they have passed through conflicts of all kinds, since it is not possible to make a choice, society does not allow it, because it can be considered as a process of socialization, and that also to a certain extent involves the legislation of a Country.

In addition, he said, this same society also seeks to reinforce independent of the biological sex of the person, which goes through a process of socialization, where conflicts, discussions tend to show that there really is a crisis of masculinity, but at the same time makes surprising discoveries with relation to this contemporary man.

And as we can see that more and more culture, the ways of living in the society of man and woman and the way of behaving, of being and of being, directly influence the legal part, this passage through the great social and the new society that is formed and the new law that governs them, and which changes all the time to be able to adapt.

Equality between men and women seeks in reality mutual respect, cultural, social and legal peace, joining forces and fighting for less toxic and more dignified relationships, where social coexistence must be taught, learned and developed every day, where the positive aspects should and can be visible, as well as the improvement of the quality of life of both men and women. (CASTELLS, 2010).

It is good to remember that there is in the national legal system based on the constitutional principle that the equality of men and women is indisputable, and also that if women have as many rights as men in this new family model in force in the country, to study and demonstrate that social and legal equality between men and women, despite the inequality of women, against the constitutional provisions in force in Brazil, there is currently an attempt to equality, even in fact. (BAUMAN, 2005).

As far as women's equality of rights is concerned, there is still discrimination that in some ways favors women, and which should be as a result of the natural difference between the sexes, since inequality between men and women has shown itself very visible and effective.

References:

Abstract: In the present work an analysis of female roles in the television series Game of Thrones is made. The series of HBO that in April 2019 release its final season, has been characterized by having heroes and heroines among its protagonists, this last role has been stand out throughout eight seasons. While the male characters have stood out with their role as heroes, so have female figures surprised the television community for its leading role of relevance in the narrative. The methodology used is qualitative, through the content analysis of the eighth and last season of the television series, for this, the proposal of Casetti and Di Chio is used [1] on the analysis of the characters from the perspective of character as a person, character as a role and character as an actant. The role of female characters in contrast to male characters is analyzed. The hypotheses that are posed are: 1. Female characters are confirmed as heroes throughout the narrative. 2. The female characters convey a message of empowerment and personal independence.

Key Words: Female role – T.V. series – Game of Thrones – Empowerment – Heroines

1 Introduction

Game of Thrones is a drama and fiction television series, produced by the HBO television network, based on George R. Martin's publications called the A Song of Ice and Fire. The first of the eight seasons premiered in 2011 and its last season in 2019. The plot of the series revolves around several noble families in their struggle to obtain the Iron Throne.

What distinguishes this series and what drives this research is the representation of female characters as heroes and leaders of history. There are several chapters that have generated controversy in critics, fanatics, activists, etc., and that revolve around violence, machismo and excess of female nudes. However, during all these years the characters have experienced great changes, fiction characters have grown as well as the actors and actresses who interpret them; it has been evident especially the empowerment of female characters, which have been key in the dramatic development of television narration.

2 Problem formulation

Through a qualitative methodology, the female characters and the role they occupy in the development of the history of Game of Thrones, series considered as the most watched television production in the world, are analyzed. It has been determined the main characters, four female characters and four male, the same that appear in the final season, these are:

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<tr>
<td>Daenerys Targaryen</td>
<td>House Targaryen</td>
</tr>
<tr>
<td>Cersei Lannister</td>
<td>House Lannister</td>
</tr>
<tr>
<td>Sansa Stark</td>
<td>House Stark</td>
</tr>
<tr>
<td>Arya Stark</td>
<td>House Stark</td>
</tr>
<tr>
<td>Jon Snow</td>
<td>House Stark</td>
</tr>
<tr>
<td>Jaime Lannister</td>
<td>House Lannister</td>
</tr>
<tr>
<td>Tyrion Lannister</td>
<td>House Lannister Casa Targaryen</td>
</tr>
<tr>
<td>Bran Stark</td>
<td>House Stark</td>
</tr>
</tbody>
</table>

Table 1. Female and male characters from Game of Thrones
To carry out the analysis, the methodological proposal of Casetti and Di Chio is considered [1], that establish three perspectives or categories to analyze the narrative components of the characters. Considering the character as a person, then as a role, and finally as an actant.

<table>
<thead>
<tr>
<th>Character as a person</th>
<th>Flat character</th>
<th>Round character</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linear</td>
<td>Contrasted</td>
<td></td>
</tr>
<tr>
<td>Static</td>
<td>Dynamic</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character as role</th>
<th>Active character</th>
<th>Personaje pasivo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influencer</td>
<td>Autónomo</td>
<td></td>
</tr>
<tr>
<td>Modifier</td>
<td>Conservador</td>
<td></td>
</tr>
<tr>
<td>Protagonist</td>
<td>Antagonista</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character as actant</th>
<th>Sujeto</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sender</td>
<td>Receiver</td>
<td></td>
</tr>
<tr>
<td>Adjuvant</td>
<td>Opponent</td>
<td></td>
</tr>
</tbody>
</table>

Table 2. Characters as a person, as a role and as an actant

The character analysis as a person, means to assume it as an individual endowed with an intellectual, emotional and attitudinal profile, as well as a range of behaviors, reactions, gestures, etc., for this the following distinctions are established: flat character (linear - static) and round character (contrasted - dynamic).

From the point of view of the character as role, it's possible analyzed the genres of gestures he assumes; and more than the range of its behaviors, the kinds of actions it carries out. The features proposed by Casetti and Di Chio [1] to characterize the roles are: active character (influencer - modifier - protagonist) and passive character (autonomous - conservative - antagonist).

Regarding the character as an actant, the place it occupies in the narration and the contribution it makes is analyzed so that it progresses, for which the following distinctions or axes are established: subject (adressee - adjutant) and object (adressee - opponent).

One of the objectives of television is entertainment, and within this are series andserials, characterized because the first are stories whose plot is resolved at the end of the chapter, while the second are characterized by telling a story in different chapters with an open continuity in several chapters. Television fiction has made use of these two concepts, one can even speak of a mixture between series and serials.

The different television networks and independent producers in the world have opted to generate attractive content for an increasingly demanding audience, which does not need a television set for the consumption of audiovisual products, now the form of television consumption is made at through various electronic display, like smartphones, tablets or laptops, that with only having access to the Internet can observe the most attractive content. During 2018, the average number of hours stay in front of the television is two hours and 55 minutes, in 94 countries analyzed, in compared to 2017 that is one minute less. Although, in the United States, the decrease in consumption was nine minutes [2].

The most attractive television products for television and audiovisual platforms are the series and serials. In the United States, alone in 2018, 495 series were produced, seven more than 2017. It is important to mention that the streaming platforms lead the list with 160 products [3].

Game of Thrones is the most popular television production in the world, after the premiere of its last season on April 14, 2019, the Demand Portal of Parrot Analytics [4] present:

The audiences include markets in Russia, Greece, Hungary and Portugal, in the first seven days after its release demand continues to rise and ranks first and second on the list of television shows with the highest demand, from Argentina to China and Germany. When compared to the average television drama on the demand distribution curve, Game of Thrones is at the far end of the Exceptional group, which means that the demand for the program was almost 600 times (!) that of the average drama in the United States. Only 0.01% of all TV titles reach that level of demand.

3 Problem solution

There are many characters that throughout the eight seasons have appeared in the series, male and female characters of different ages and importance. This time, we are interested in knowing the female characters in contrast to the male characters of the last season and the role they play in the narrative.

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In the comparative analysis between both genders we have identified the following characteristics of personality and roles:

<table>
<thead>
<tr>
<th>Wome n</th>
<th>Characteristic</th>
<th>Role</th>
<th>Mens</th>
<th>Characteristic</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daenerys Tararyan</td>
<td>Courage, courage, personal independence, charisma, sensivity, intelligence, strong character</td>
<td>Active: Influencer, modifier, protagonist</td>
<td>Jon Snow</td>
<td>Faithful, fair, correct, courageous, loyal, imperfect, sincere</td>
<td>Active: modifier, protagonist</td>
</tr>
<tr>
<td>Cersei Lannister</td>
<td>Ambitious and ruthless, self-centered, intelligent, cruel, selfish</td>
<td>Active: Influencer</td>
<td>Jaime Lannister</td>
<td>Proud, superb, ruthless, Loyal, faithful and considered ruthless</td>
<td>Active: protagonist</td>
</tr>
<tr>
<td>Sansa Stark</td>
<td>Smart, calculator</td>
<td>Active: modifier</td>
<td>Tyrion Lannister</td>
<td>Intelligent, insightful, eloquent, calculating, cunning, faithful</td>
<td>Active: modifier</td>
</tr>
<tr>
<td>Arya Stark</td>
<td>Strong character, rebellious, skillful, loyal, and independent</td>
<td>Active: Modifier</td>
<td>Bran Stark</td>
<td>Cold, indifferent, distant, mysterious</td>
<td>Passive: conservative</td>
</tr>
</tbody>
</table>

Table 3. Person and role

Regarding personality, we can establish similar characteristics in female and male characters, however, what is striking is that women, mainly in the final season, do not show aspects or classic stereotypes such as, weak, without opinion, submissive, dependent on men, etc., on the contrary, in all of them leadership, intelligence, independent and strong character are observed. Loscertales and Nuñez [5] point out that:

The first feminist studies define in classic cinema a woman as servant and romantic slave, a woman who forgets everything for a man and a conjugal relationship, from which it can be deduced that when being at the service of masculine characters its appearance in the story is like a secondary character.

When analyzing each character, we can identify that we place them in active and passive roles, we can't include them in a single category. The established roles for women are in general active characters: influencers, modifiers, protagonist; and passive: autonomous and antagonistic. And for male characters, in the category of active characters: modifier, protagonist; and passive: autonomous, antagonist, conservative.

Which means that women occupy active roles with greater leadership in the development of the story and action, operate in the first person; whereas men, although they have active roles, passive roles are greater, what is considered as characters with less leadership, who are the object of the initiatives of others and are presented as the terminal of the action.
From the perspective of characters as an actant, it can be shown that female characters are presents directly as *subjects*, that is, they are the ones who develop a series of actions that allow them to reach an objective. While, the male characters, although they are also located as *subjects*, the role of adjuvant predominates, that is, they are the support of the main subject to achieve the objectives. Loscertales and Nuñez [5] also mention that "as actants, women are normally object and not subject [...]. The female character is an object, stereotype and visuality, or what would be the same a stereotyped iconic object.

### 4 Conclusions

The main characters of the television series *Game of Thrones* have evolved over the eight seasons, and even in its final season have modified the categories of characters analyzed: person, role and actant. That is why, they can't be included in a single category. However, it is evident that women have represented characters with greater power and leadership. Therefore, the hypothesis "the female characters convey a message of empowerment and personal independence", is verified. Regarding the hypothesis "female characters are confirmed as heroes throughout the narrative", it is partially verified, since we observe that one of the female characters *Arya Stark* becomes the heroine of the battle between the living and the dead, while among the men *Jon Snow* is considered hero when killing *Daenerys Targaryen* who finally loses his reason when trying to invade other territories and murder to thousands of innocents.

In a future investigation, the intentions are to analyze the secondary, feminine and masculine characters, and determine the role of each one of them.

**References:**


[4] Parrot Analytics (2019). TV Demand Last Week (May 9, 2019): Cobra Kai #1 & another Guinness World Record for Game of Thrones. Taken from [https://www.youtube.com/watch?v=Q8rKBKQkaqM](https://www.youtube.com/watch?v=Q8rKBKQkaqM)

Gender stereotypes in car advertising for women’s magazines

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Abstract: - This research analyses the graphic advertising of cars in high-end women's magazines, Elle, Cosmopolitan, Glamour and Vogue, in order to determine what type of vehicles are sold to women and what their main characteristics are, as well as to detect if there is any indication of gender stereotype in this type of advertisements and the employment that make the female figure.

Key – Words: Gender – Advertising – Women’s magazines – Motor world – Stereotype

1 Introduction

Advertising has reinforced and even today reinforces gender stereotypes. Although changes are taking place and new stereotypes associated with women appear, traditional stereotypes don’t disappear completely (Lopez, Gracia and Lajo, 2006, p. 78) [1].

The analysis of advertising from a gender perspective is extensive and from different fields and perspectives.

The motor world has traditionally been associated with men, and the woman has always occupied a background, and has been used on many occasions as a simple advertising claim to sell the product. So, in the motor world, advertising perpetuates the traditional gender roles associated to men and women (Gallego, 2009, p.3) [2]. Currently things seem to have changed. The woman not only drives, but she has her own car.

In this way, both automobile brands and advertising industry are aware of the importance of women as target, and they do not miss the opportunity to address directly to her through a support such as women's magazines. In relation to sexist stereotypes in audiovisual advertising Valido (2017, p. 13) [3] says that there are differences between advertisements of the same production when they are starring men or women; it also indicates that in car advertising the woman appears very rarely driving it, from which is deduced that they are not potential consumers of the product; and when it does it appeals to motherhood and the concept of family.

2 Problem Formulation

Through the analysis of content and the descriptive analysis of car advertising in women's magazines – Elle, Cosmopolitan, Glamour and Vogue – during the months of July, August and September of 2007, 2011 and 2014, it is intended to determine the hypothesis that these publications reinforce traditional gender stereotypes in car advertising. The main objective is to warn what kind of vehicles are the most advertised in these magazines, in order to establish a direct relationship between these and the female sex. On the other hand, by means of the descriptive analysis of some of the advertising pieces studied we intend to analyze the use that the graphic advertising of automobiles makes of the image of the woman.

3 Problem Solution

Cars ads account for 2.12% of the total advertising analyzed, it explains the little importance they have in the pages of women's magazines, which focus their commercial content on beauty and fashion.

Respect to the vehicles announced in these magazines most of the cars advertised are small utility vehicles, followed by family cars, SUV and Crossover, the last two, typologies very fashionable in recent years. 41.9% of the advertised vehicles are mid-range utility cars, 18.6% MPVs or family cars, 16.3% SUVs and 11.6% Crossover. The saloons or sports cars only represent 2.3% of the advertising analyzed in both cases.

On the other hand, taking into account the descriptive analysis, when models of family cars or SUVs appear, the images show them driven by men and in the few cases detected in which the woman is the protagonist, appears associated with the role of mother. Fashion is also present in car advertising, with vehicles such as the Fiat 500 by Gucci model.

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4 Conclusion

Although vehicle advertising is not usual in these magazines, the results show that when cars are advertised on their pages, they are size models or less performance than those normally advertised for men; as well as family cars, reinforcing through advertising the role of mother.

The theory of large and sporty cars for men, utilitarian and family for women, seems already overcome in the 21st century. However, although the social reality is quite different, it is surprising that the women's magazines themselves reproduce, today, these stereotyped patterns that reinforce the female reification through advertising.

References:


Abstract: -The human being has immersed himself in a deep reflection of the unequal situation between man and woman. Driven to create better conditions and substantive equality, is that the results of this exercise are aimed at generating a change of consciousness, with impact on public policies that allow both genders enjoy equality. This document draws a reflection route to explore the gender perspective and understand why it becomes essential in all areas of human endeavor. The results of the inequality that historically women and girls have suffered permeates in all areas; and it takes root in all the scenarios, from the home to the political tribune. This document is the technical report of a book coordinated by the author where different specialists, each in a different area of knowledge, contribute the results of their research exercises in order to comprehensively address the perspectives for equality.

Key – Words: Equality – Gender – Male – Female – Perspectives for equality

1 Introduction
The reproduction of the patriarchal system with man as the center of social organization with a dominant position from which he exercises power, constructs a way of seeing the world from his own parameters, leaving out the other half of the population: women.

For the above described, it becomes imperative for the academic and research community to explore and disseminate the research conducted on this topic. Contextualizing, gender equity is immersed in each of the activities developed by the human being, from academics and training to professionals, giving a broad field of study with multidisciplinary approaches. It can be concluded that, in order to achieve a holistic knowledge of the subject, the participation of different sciences in this field of study is needed.

2 Problem Formulation
This text traces a path of reflection to explore the gender perspective and understand why it becomes essential in all areas of human endeavor. The consequences of the inequality in which women and girls have historically lived cross all areas: personal, social, cultural and economic, and take root in all scenarios, from home to the political tribune.

The research compiled here is the result of a thorough analysis of current phenomena that highlight this gap from the different human areas: education, science, interaction through information technologies and work. Contributes inputs in the construction of a culture of equality, which promotes the overcoming of those paradigms, stereotypes and stigmas that violate the human rights of women and girls, which impede their full development and limit the construction of equal relationships between men and women

3 Problem Solution
In the labor field, the sexual division of labor has confined women to the private sphere, leaving men in the public space, and it has become a concept widely used by the social sciences to explain the differentiated allocation of roles, roles, practices and social norms. This distribution is not simply a division of functions, it brings with it deep inequalities that contribute to the subordination of women.

The differences between women and men with respect to the tasks they perform for the labor market and those of domestic type, determine some of the most important gender inequalities. It is precisely the longer time that women devote to domestic work that restricts their labor insertion and participation in other areas, such as politics, placing them at a disadvantage with respect to men and limiting their economic autonomy [1].

The scenario of violence against women and girls in Mexico goes beyond any regulations that try to protect their human rights. Beyond the efforts of state, national and international organizations, violence against
women and girls has important physical, sexual, psychological and even deadly consequences for the victims. In addition to affecting the well-being of the women who suffer from it, the violence exerted against them also negatively impacts their families, communities and countries.

Violence against women and girls - whose result can be death - is perpetrated, most of the time, to preserve and reproduce the subjection and subordination of these derived from power relations. The murders of women and girls perpetrated for reasons of gender, that is, those carried out with misogynistic intent, are the extreme expression of the violence committed against them because they are women. A constant of these murders is the brutality and impunity that accompany them. These crimes constitute the denial of the right to life and the integrity of women [2].

The school, by transferring the values of the family almost intact, reproduces sexism in the same way that the social environment does: by transferring the social order into values and norms, gender differences are transferred in a non-visible way, leaving women in less favored places for their development, promoting discrimination.

The school legitimizes and reproduces human formation, stereotyped by genders according to the roles that have been socially established, with teachers having an important participation based on their pedagogical practices as a maintenance or transformation mechanism of the hegemonic, androcentric and sexist structures.

4 Conclusion

The dynamics of the learning communities conform to the best scenario for the implementation and understanding of the gender perspective. In this model, teachers and the community build learning based on the context of everyone, - pupils, parents and relevant environmental characters - through a holistic process they manage to transform culture.

The incorporation of educational strategies to advance policies with a gender perspective from within the university is the most relevant approach in the proposal made by the author. It plans the artlessness measures of awareness and prevention in the educational field that help the recognition of a gender equity in the social structure; It shows the school as a fertile field to change mentalities in the students to eliminate the sexist language and stereotypes in the social imaginary that the sex-gender system has imposed on the subordination of women.

Reference:


The culture of violation in video games
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Abstract: The present study analyzes several videogames whose main objective is to rape women. Where male violence is explicit not only for the argument of these video games, but for the justification of the criminal act that is offered in the video game itself; to all this we must add the image of the women that are represented, spreading a sexualized and reified image of the women who are turned into mere sexual objects.

Key Words: Videogames – Women – Reification – Rape Culture – Male violence

1 Introduction
The "symbolic" violence towards women is also present in videogames, however its constant appearance, normalizes and integrates this anomalous situation, which a part of society understands as "normal" where the woman is represented as a sexual object that the Videogame player can use according to their interests, needs or wishes. The woman is thus converted into an element to which the player can hit, rape, kill, and all those atrocities necessary to establish a power relationship inherited from the patriarchate, where not only sexual violence is exposed, but also the male violence

The patriarchal society has developed and maintained what is known as Rape Culture, where the woman is subjected to a position of subordination in relation to man; which establishes its power through physical and sexual aggression, we must not forget that throughout history, rape towards women has been used even as a weapon of war (Gay, 2018; Vasallo, et al., 2017) [1].

2 Problem Formulation
This study aims to make a classification and analysis from a gender perspective, of those most significant video games whose main objective of the game is to violate women; thus fostering diverse cultural and social values, which society must rethink. This will be complemented with an analysis of the image that is offered in these video games of women, how they are and how they are represented.

Through a qualitative and iconographic methodology, it will be classified and identified if the culture of the violation in videogames is fostered through its objectives, argument and images. We will pose why there are individuals who visualize images of rape and enjoy "playing" to sexually assault a woman.

The first step is to classify videogames to analyze their subject, we will highlight three mainly, although there are many more examples, The revenge of Custer (USA, 1982), RapeLay (Japan, 2006), Rape Day (2019), once identified will be studied its subject, to later go to analyze the images of the protagonists that is offered in these videogames.

3 Problem Solution
One of the first video games of which we have evidence in which a rape was simulated a Native American woman, was created for the platform Atari 2600 in the year 1982 in the USA, it is about Custer's Revenge. The protagonist of the game, the player represented General Custer, who must avoid obstacles to achieve the goal, have sex with an Indian woman. Such an atrocity, is reflected not only in the video game, but also in its cover (Fig. 1) in which highlights the face of pleasure in the woman who is being raped, not only rapes are promoted to women, but also the crime is justified, relating it to the pleasure it produces for the victim, should we then speak of a crime of rape, and of the promotion and justification of it?

This type of crime justification is also evident in the video game itself where we can see graphics (Figures 2 and 3) in which the victim smiles broadly when raped, evidently it is a patriarchal interpretation that subjects women like this.
RapeLay, Japanese video game of the year 2006, that encourages the player to harass, humiliate and rape a mother and her two daughters. It is "a game of simulation of violations that allows you to stalk, rape and abuse a family of three women" (Peterson, 2009) [2]. But also like the previous video game is trying to justify this atrocity, in this case is justified by revenge since « the main character is bitter about having been arrested for sexual assault, you are allowing him to get his" revenge " » (Peterson, 2009) [2].

This game not only encourages aggression, but also allows other atrocities against women:
"The game starts with a teenager on a subway platform. She notices that you are looking at her and asks. Can I help you with something?
Then you, the player, can choose the method of aggression.
With a "click" of the mouse, you can touch her and lift her skirt. You can follow her on the train, assaulting her sister and her mother.
While you continue to play, other "friends" participate and in a series of graphic and interactive scenes, you can corner women and rape them again and again.
The game allows the girl to get pregnant and induce her to have an abortion. The reason for the violation, explains the game, is that the teenager accused you of having bothered her on the train. Then, the motive is revenge." (Expansión, 2010) [3]

The graphics of RapeLay, are already more evolved than in the previous game, offer a more realistic image where women are represented with an aesthetic more like silicone dolls than real women, despite women and even girls, are reified, used as victims and as a mere sexual object.
Rape Day, a videogame that was scheduled to go on sale in April 2019, whose main objective is to brutally murder and rape women. What happens when the user/player becomes the most dangerous rapist in the city? The man will be turned into a rapist and all the women will play a double role as victims and as objects, thus representing feminine stereotypes in videogames.

This video game is defined as:
«A game-novel in which the player, a serial murderer and rapist during a zombie apocalypse," "verbally harasses, kills and rapes women as he decides how the story unfolds" ». (AFP, 2019) [4]

Several critics encouraged that the Steam platform will retire the game, nevertheless like the previous videogames it is justified, in this case the justifier is its developer Desk Plant:
"Morality is subjective and depends to a large extent on our basic perceptions and beliefs about what is happening, and although we believe that we are waging great wars against the evil villains, they believe the same about us. The films that show the hero as a villain are more real in that sense, more complete. And like most people, I love porn too." (Frankie MB, 2019) [5]

4 Conclusion
We find videogames whose goal is to rape and kill women and girls, a crime that nevertheless remains immune in video games. In which, not only is this message disseminated, but this type of action is encouraged, we must consider if this is a crime? Are these images and themes symbolic? It is necessary to establish what should be the limits of a videogame, together with the fact of the existence of people who demand this type of games.

The need for domination and conquest of patriarchal society, presents inequalities in the cultural construction of gender where women are reified and victimized, thus representing a disdain for women, a stigma that makes it difficult to reach full equality.

References:
Psychological protective factors against stress: A systematic review

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The present research emerges within the framework of the project Relevance of psychosocial factors in the academic performance of the population exposed to stress (PII2018_06, Universidad Internacional de Valencia).

Abstract: The health of an organism can be affected if it is chronically exposed to a highly demanding and/or stressful environment. In this context, there is a special and growing interest from the scientific community in those psychological factors that prevent the appearance of the adverse consequences derived from chronic stress. Specifically, the aim of the present research is to conduct a systematic review on what are the protective factors against stress. Optimism, resilience, self-efficacy and a proactive coping style are considered today to be key psychological factors in the appreciation of the stimulus as less stressful and the attenuation of its consequences for health.

Key Words: Stress – Allostasis – Optimism – Resilience – Self-efficacy

1 Introduction
Stress is a recurrent theme of debate in our current society. In this context, it is known that any organism is in a continuous process of adaptation to the demands of the environment, known as allostasis, to maintain balance or homeostasis [1]; therefore, this process being positive for the survival of the organism. The main findings suggest that those stimuli perceived as uncontrollable [2, 3], unpredictable [4, 5] or threatening [6] are those that have the greatest capacity to induce a psychophysiological stress response. It is important to note that the health of an organism can be affected if it is chronically immersed in a state of homeostatic imbalance or allostasis. This effect, known as allostatic load or overload [1], responds to the fact that a continued exposure to a highly demanding and/or stressful environment implies the lack of rest between responses to stimuli, generating a state of overload that harms the organism and that precipitates it to the development of pathologies [7]; thus, diminishing its quality of life.

2 Problem Formulation
Taking into account that environmental conditions are difficult to change or, at least in many cases, do not depend on the individual, there is a special and growing interest from the scientific community in those psychological factors that prevent the appearance of the adverse consequences derived from chronic stress.

3 Problem Solution
Due to the eminently social nature of stressors in our current society, one of the areas of study of interest includes psychosocial factors that can help reduce the impact of stress. Therefore, the aim of the present research is to conduct a systematic review on what are the protective factors against stress.

4 Conclusion
Optimism, resilience, self-efficacy and a proactive coping style are considered today to be key psychological factors in the appreciation of the stimulus as less stressful and the attenuation of its consequences for health. Moreover, these factors may help the individual to cope with stress and to be successful in their daily life performance. Thus, adding these factors to preventive programs against stress may be a vital part of ensuring the health of our society.

References:
Abstract: - This research mentions two fundamental concepts: intellectual and developmental disability and self-determination. On the one hand, intellectual and developmental disability is understood from the multidimensional model of human functioning, which give priority to the context and the individualized supports to encourage the socio-educational inclusion; on the other hand, self-determination indicates the capacity to act with autonomy, self-regulation, empowerment and self-knowledge [1]. It is acquired throughout life in interaction with the environment, hence the importance of evaluating the contextual factors (personal and environmental factors) that can influence it. The main objective is to investigate the contextual variables that influence self-determination of young people with intellectual and developmental disabilities between 11 and 21 years old, in order to create good educational practices. The ARC-INICO Scale for the Evaluation of Self-Determination [2] is applied to 68 students of special education centers from Castilla y León and Estremadura. The initial results indicate that this group obtains significantly higher scores in autonomy than the other three dimensions. Significant differences had been found according to the acquired curricular competence, the level of autonomy to communicate fluently and effectively, the level of autonomy to perform school tasks without constant teacher assistance and, finally, the use of community services. So far, the results indicate that there are differences in self-determination scores according to different contextual variables. These analyses allow to plan individualized support and improve the self-determined behavior and quality of life of all students.

Key – Words: Intellectual and developmental disability – Self-determination – Teenagers – Context – Support

1 Introduction

The concept of self-determination has been treated from philosophy, politics, psychology and education. In psychology and education, self-determined behavior is the set of "volitional actions that enable one to act as the primary causal agent in one’s life and maintain or improve one’s quality of life” (p 117) [3].

According to the Functional Model of Self-Determination [1], there are four essential characteristics of self-determination: autonomy, self-regulation, empowerment and self-realization. This model declare self-determination is a dispositional characteristic that develops and acquires throughout life in interaction with the environment, therefore it is necessary to promote self-determined behaviors from childhood and the importance of evaluating the personal and environmental factors that can influence it.

2 Problem Formulation

Many researches have shown people with disability do not enjoy a high level of self-determination comparing them with their peers without disabilities [4], [5], [6], [7]. Other researches have linked the highest levels of self-determination with positive school outcomes (achievement of academic and functional objectives and better access to the general education curriculum), better transition to adult life (independent life and employment with good salary conditions), enjoyment of leisure or free time and high quality of life and satisfaction with lifestyle [8], [9], [10], [11], [12], [13], [14].

Because of that, it is necessary to analyze the contextual factors that could have some relation with self-determination [15]. Some authors criticize the scarcity of researches that analyzes these factors in order to design, implement, intervene, evaluate and improve strategies, interventions and supports focused on the promotion of self-determination behavior in people with intellectual and developmental disabilities [16], [17], [18].

The main objective is to evaluate the self-determination perceived by children and adolescents with intellectual and developmental disabilities and, later, to analyze the contextual variables that influence it of
young people with disabilities between 11 and 21 years old, in order to create good educational practices. The ARC-INICO Scale for the Evaluation of Self-Determination [2] is applied sample of 68 students from special education centers in Castilla y León and Estremadura.

3 Problem Solution

To practice self-determined behavior, there are three factors that must be interrelated: skills to acquire and demonstrate self-determined behaviors, family, school and social opportunities to put into practice and supports to make learning easier and to decrease possible barriers of the disability condition [19]. Thus, living surrounded by an optimal environment is important to acquire the skills and strategies of self-determination [20].

In sum, self-determination is a construct psychology acquired throughout life in interaction with the environment, facilitated by structured teaching-learning process, conditioned by the person and the environment [21], [22], [23]. Nowadays, it is unquestionable self-determination is acquired by interaction of contextual factors, which are divided into personal factors (for example, gender, age or diagnosis) and environmental factors (school, family or social context) [24], [25], [26], [27].

The initial results indicate that this group obtains significantly higher scores in autonomy with respect to the other three dimensions (self-regulation, empowerment and self-knowledge). Significant differences had been found according to the acquired curricular competence. Students that acquired a curricular competence of 2º Primary Education or superior score significantly higher in all dimensions of self-determination, especially in autonomy and empowerment. Differences were also found according to the ability to communicate fluently. The group of students that had greater autonomy to communicate, they also had greater skill to act with self-regulation and empowerment as well as to know their abilities and weaknesses. Another important result is the relationship between self-determined behaviours and the ability to do school work with autonomy and with enough quality and speed, without continuous help from the teacher. Finally, students with more self-determined behaviours often use more community services, such as associations of people with disabilities or sports, leisure or free time activities.

4 Conclusion

In conclusion, self-determination is a construct acquired in interaction with the environment, facilitated by structured teaching-learning process and conditioned by the person and their context. It is necessary that family, school and social context provide opportunities to act with autonomy, with self-regulation, of way intentional and with knowledge of own skills [15], [21], [22]. In short, there are environmental and personal factors that act as mediators in the learning of self-determination. This research wants to identify what factors influence the self-determined behavior of young people with intellectual disability.

So far there are differences in self-determination scores according to different contextual variables. These analyses allow to plan individualized support as well as improve the self-determined behavior and quality of life of all students.

References:


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Analysis of the return phenomenon of colombian population to the colombian caribbean

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Abstract: - According to figures from the Ministry of Foreign Affairs, an estimated 4.7 million Colombians currently reside abroad. This figure increased progressively due to the economic crisis that Colombia experienced in 1999 (IOM, 2010), the worsening of the armed conflict in the country in the first decade of the new millennium, the trend of globalization and the economic boom of the decades, that was taking place in countries like Venezuela. The Ministry of Foreign Affairs of Colombia, in 2012, implemented Law 1565 through which incentives were set for the return of Colombians abroad. In addition, Decree 1000 was implemented in 2013 to determine support and accompaniment for this population.

Between February and June 2017, an investigation was carried out with the objective of characterizing the returnees who decided to come back to the Caribbean region of Colombia. This characterization was intended to assess the various situations and effects that the returnee population had upon arrival in the country. To advance in this project the population was identified from the Single Return Registry (RUR in Spanish); a particular characterization exercise was carried out, taking into account the social, cultural, economic and political aspects of each individual; also was considered individual stories, shared stories, meeting and distancing points between the different participants of the focus groups and the interviews.

With the systematization of the collected inputs, an exercise in qualitative analysis of returnees is proposed in this text. The following items are suggested to improve the application of this policy: 1. Improve coordination and inter-institutional alliances; 2. Strengthen information mechanisms; 3. Provide status to the return policy; 4. Encourage the use of the registry of returnees; 5. Expand attention points in critical areas; and 6. Take advantage of the capabilities of returnees.

In conclusion, the crisis that affects Venezuela since 2014, and the systematic exodus of nationals based in that country, has led them to return in a massive way, strongly affecting the institutional response capacity of local territorial entities; there is a high proportion of unemployed people due to the economic and labor situation they face upon arrival; women constitute a significant percentage of the inactive and unemployed population; Given the poor quality or lack of training, the jobs that returnees find in Colombia are of poor quality, much without fixed income and outside the formal circuit of the economy.

Key – Words: Transnational migrations – Return – Returnees – Displacement – Public politics for the return

1 Introduction

International migration is a growing phenomenon. According to the World Bank in 2015, approximately 250 million migration processes were recorded globally. In particular, migration from developing countries to more developed ones has been a common characteristic at the international level. Many migrants finally decide to return to their own territories motivated by improvements in conditions in their native countries. It is the way the ‘international migration of return process’ is conformed. Literature on this subject is supported in three perspectives: a) Neoclassical theory of the return as a failure. It argues the existence of a negative selection of human capital and that is why people return; b) Alternative theory of return as success. It considers return as an opportunity of qualified population, capacities and economic resources among others, obtained from abroad, and c) Return theory as a heterogeneous phenomenon, which escapes to reductionism as success or failure.

Crisis in Spain and several countries in Europe as well as social, political and economic problems in Venezuela have stimulated the return of Colombians. Aware of this, the national government has promulgated the 1565 law in 2012, which dictates provisions and incentives for the return of Colombians living abroad. The 1000 ordinance of 2013 establishes the design of programs and support plans that allow compliance with the provisions of the aforementioned law. The process of returning to the country of a national is given by
voluntary application that is presented through the Single Registry of Return (RUR by its initials in Spanish). Between November 2013 and April 2017, 6143 beneficiaries were accepted in Colombia (RUR Database, 2017). Particularly, in the last two years there has been a significant increase in the migratory flow of the returned population that has settled in the Caribbean region, one with the highest level of poverty in the country, mainly associated with the disrepair of the socioeconomic and political situation from Venezuela.

In this context, a sociodemographic characterization was performed about economically colombian population condition of returning in the Caribbean region of Colombia. A mixed methodology was used for its realization. The quantitative approach was applied to a population survey of 448 registered returnees in this region RUR February 2017. Initially, the data base of the RUR was validated. Results showed 242 returnees truly contactable. The rest of the population was discarded due to circumstances that prevent their participation in the study.

Additionally, a pilot test was performed by the application of an instrument designed 14 returnees in Barranquilla and Soledad (State of Atlántico Department). Finally, the stratified sample of 149 people was defined, with a 95% level of confidence and an error of 5%, technically permissible in studies of this nature values. To ensure representativeness for stratified distribution sample by states it was made a proportional affixation to the size of the population.

The qualitative approach consisted of conducting interviews and focus groups to deepen the diagnosis of the experience of the return process in the Caribbean region. These were made both to returnees and officials from state agencies. Six focus groups returnees, two in Barranquilla and one in Santa Marta, Cartagena, Sincelejo and Valledupar were performed. An interview was made to one returnee by each department (State), except the department of La Guajira. In addition, a focus group was applied to officials of state entities located in the State of Atlantico related to attention of this population, and an interview by each State.

The results of qualitative analysis revealed that:

The average demographic profile is between 31 and 50 years old, born mostly in the State of Atlantico (52%), 83% integrates households of 4 or less people, 62% have at least one child and 51% are married. By level of education: 30% have secondary and 26% have professional degrees. Living conditions are good in coverage of public services, although generally live in rental housing and socioeconomic strata 1 and 2.

The economic and employment situation showed a high proportion of unemployed (49.6%), especially if returned recently (2016 or 2017), come from Venezuela (61%) and if female (64%). More than half of the returnees laborers work as laborers or employees, 52.3 % has no fixed income, 80% have social security and returned two out of three is not affiliated to the pension system.

Economic causes (68%) conditioned the migration process, generally accompanied by family (52.3%); the majority come from Venezuela (59%), Spain (12%) and the US (11%); three out of ten returnees contemplate leaving the country again; 13% admitted having received benefits from the

Plan of Return. The most common benefits are taxes, household goods, and military card; 41% considered very good or good institutional attention to their arrival.

Meanwhile, they conducted interviews and focus groups showed:

For returnees, the process of return to the country has been difficult especially for those who have spent more years out. Some expressed disagreement with the Plan of Return, but many of these, focus on benefits not
specified in this. Returnees from Venezuela has been more difficult to incorporate them to their families, especially for the ‘mixed families’.

Officials of the government institutions located in the State of the Atlantic showed the effort from their organizations made by this population. They recognized the need to improve coordination and information processes and demonstrated the joint activities with other government agencies, facilitated in part by availability of chancellery office in Barranquilla. Some programs have included local government resources and programs for returnees, but the ever increasing influx of people from Venezuela has undermined the institutional response. In the case, state authorities in the other departments, very little is known about the plan.

2 Problem Formulation

There are very few scientific studies on return migration in the Caribbean region that has used the official data disclosed by the ANE, OIM and the Ministry of Foreign Affairs. This fact is produced because the phenomenon of the return is one of the less studied migrations flux situation. According to the 2005 census, the Caribbean region doesn’t appears to be one the most experienced on the dynamic of the migration in Colombia. About this, the Ministry of Foreign Affairs maintains that the offices of attention to the migrant with more experience are those of Nariño, Atlántico, Risaralda, Quindío, Norte de Santander, Valle del Cauca, Antioquia, Caldas, Bogota y Chocó.

Nevertheless, based on the official data between 2015 and 2017, the number of return requests of national population presented by the RUR in the Caribbean region was significantly increased. This migratory phenomenon is relevant both for the magnitude of the flows and for their impacts on the region.

3 Problem solution

The study's recommendations revolve around:
- Improving coordination, reaffirm the responsibilities and seek alliances for common purposes.
- Strengthen reporting mechanisms.
- Provide status to return policy.
- Encourage registration of returnees in terms of effective access and reach.
- Expand service points in the critical areas.
- Leveraging the capabilities of returnees.
- Continued use of the information basis RUR: Technical Bulletins newspapers.

4 Conclusion

The crisis affecting Venezuela since 2014, and the systematic expulsion of nationals residing therein, has been massively returning, affecting strongly the institutional response capacity of local and regional authorities.

The findings of quantitative field work indicate that more than half of the migrant returned in the Caribbean region have ages between 31 and 46 years, the average household ranges from 3 to 4 members and most are from low socioeconomic strata. Due to the economic and employment situation facing a high proportion of unemployed, especially those from Venezuela. Women make up a significant percentage of inactive and unemployed population. Jobs are of poor quality, more of them without fixed income and outside the formal economy circuit.

The qualitative analysis revealed aspects of the reporting process and responsiveness of state institutions. In general, ignorance of the returnees themselves about the real benefits of the plan has oversized expectations towards this, which has played against the benefits of this policy. One of the main problems concerns the possibility of integration of this population into the territory and the production structure, which is more critical for those who stayed longer abroad, those from Venezuela, and the vulnerable population.

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Monomarental homes; problems, company policies, public policies and family strategies: case study on work-family reconciliation in single-parent homes

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Abstract: Spain has experienced intense mutations within the family institution in the last four decades. Within the new family forms emerged, it will be the single-parent family and more specifically the single-parent subgroup who represent a significant growth. The single-parent nucleus has particular characteristics and problems, including the reduction of support networks that expose them to greater vulnerability to eventual complex episodes. This case study focuses on single-family family nuclei and the difficulties in accessing work-family reconciliation in the context of a systemic crisis and the impacts experienced by this family typology. The exponential growth of single-parent families in Spain will highlight the idiosyncrasies and their own problems, whether of a personal or social nature (single mother in front of her family nucleus, which tend to be victims of stereotypes and dependent on certain support networks), vulnerability to poverty and social exclusion, etc.), such as labor -which intersect with personal ones- (difficulties in accessing work, double agenda, salary and promotion discrimination, work-family reconciliation, etc.) of these family forms. As a result of these realities, there is a need to address the research question that will be answered if the measures and resources available for conciliation implemented by the administration and by the companies are sufficient to guarantee the right to work-family reconciliation for the concrete In the case of this family sub-typology, it is also suggested to know in what form the impact on their lives is concrete and which types of family strategies they adopt according to the possibilities of accepting or not accepting conciliation measures and what is the impact on children. For the present investigation, a quantitative methodology was used, mainly due to the descriptive capacity of the data obtained by the different sources (primary and secondary sources) and the capacity that it presents to be contrasted between investigations of different scopes, in order to find regularities, differences, peculiarities, etc. As a heuristic tool to obtain the data and information relevant to the present investigation, a questionnaire prepared ad hoc and supplied to a sample of working women heads of families in the town of Almendralejo (Badajoz -Spain) as a secondary source was used as primary source. we support the data provided by the National Institute of Statistics (INE) of Spain, the Statistical Institute of Extremadura (IEEX) and the III report "Women with shared family responsibilities and employment" of the Adecco Foundation that will serve us of contrast source with respect to the results obtained from the questionnaire supplied to the sample. The study concludes that the specific problems of working women heads of family in charge of their family nucleus (in the local context of Almendralejo), impact on the strategies that women adopt in their logistics-family planning, and how they impact both their lives as in their children's.


1 Introduction

The repertoires of single-parent families to adapt to scenarios characterized by complexity and uncertainty, are certainly limited due to the idiosyncrasies of this family group, which are linked to the status of single-mother-woman of its main member. [1] This character places them in a position of great disadvantage with respect to those family nuclei that have two main members, which can find a reciprocal support and access to greater resources in their day to day. The latest studies and reports confirm this aggravating factor in the monomarental nuclei constituted by; greater difficulty in accessing employment, housing, precariousness and job instability. This picture portrays us, a vulnerable family group with high rates of impoverishment. In fact, no other family group feels more dependent on the income from work as the single-parent family states, as the
head of the nucleus is responsible for the exclusive contribution of resources. Thus, necessarily, it is decided to assume a strenuous double agenda to have to face the workday and their family commitments. Combining both responsibilities is not an easy task for these women if they do not have the means to reconcile them.

At this point, the pertinence of this research is born, which is based on the importance of work-family reconciliation as a basic right of working women and an essential factor for improving the quality of life of women and their children. As well as its full incorporation into the citizenship project, for this reason it is proposed to respond to various questions related to the effectiveness of the conciliation policies of both companies and public administrations, and what applicability they have in the context of economic crisis. The objective of this work is an attempt to visualize the reality of the working woman in charge of her core alone, focusing on those women who have a formal job (to which a certain labor regulation must be applied that guarantee certain rights) in order to systematically know their working conditions and problems related to the conciliation policies deployed by both companies and public administrations and how these impact both their lives and those of their children. For this we use a case study in the town of Almendralejo (Badajoz), contrasting it with analogous investigations at the national level.

The methodology used is quantitative and for this we have resorted to primary data based on a questionnaire provided to a sample of working women in charge of their family unit alone, also supporting us with statistical information from the National Institute of Statistics and the Instituto de Estadística. Statistics of Extremadura, together with the studies carried out by the Adecco Foundation in reference to the III Report on Women with Responsibilities, among others, which served as sources of contrast.

2 Problem formulation

The exponential growth of single-parent families in Spain will highlight the idiosyncrasies and their own problems, whether of a personal or social nature (single mother in front of her family nucleus, which tend to be victims of stereotypes and dependent on certain support networks), vulnerability to poverty and social exclusion etc.) such as labor -which intersect with personal- (difficulties in access to work, double agenda, salary and promotion discrimination, work-family reconciliation, etc.) of these family forms. As a result of these realities, there is a need to address the research question that will be answered if the measures and resources available for conciliation implemented by the administration and by the companies are sufficient to guarantee the right to work-family reconciliation for the concrete case of this sub-family typology, it is also suggested to know in what form the impact on their lives is concrete and what types of family strategies they adopt according to the possibilities of accepting or not accepting conciliation measures and what is the impact on childhood.

3 Problem solution

For the present investigation, a quantitative methodology was used, mainly due to the descriptive capacity of the data obtained by the different sources (primary and secondary sources) and the capacity that it presents to be contrasted between investigations of different scopes, in order to find regularities, differences, peculiarities, etc. This is in line with the demand raised in the present study, by facilitating our analysis and being able to trace explanations of the different phenomena that make up the research.

As a heuristic tool to obtain the data and information relevant to the present investigation, a questionnaire prepared ad hoc and supplied to a sample of working women heads of families from the town of Almendralejo (Badajoz-Spain) was used as the primary source. and taking into consideration the difficulty involved in obtaining a probabilistic sample, given the particularity of the studied population - women, head of the family, with minor children in charge and working in a formal manner - this fact made us decide to carry out a non-probabilistic sample but in which selection was followed certain criteria to select the most proportional way to it. For this, and starting from the information of the last census of the National Institute of Statistics (2011), the number of single-parent family with minor children belonging to the four districts that the INE has assigned in locality was related, for its recruitment was agreed to the primary education centers assigned to each district, where from the parents' associations of each educational center we were told which mothers fit the requirements of the study. Finally, the sample was as shown in Table 1:

<table>
<thead>
<tr>
<th>Primary schools.</th>
<th>District INE</th>
<th>Sample</th>
</tr>
</thead>
</table>

995
<table>
<thead>
<tr>
<th>Location</th>
<th>Code</th>
<th>Number</th>
</tr>
</thead>
<tbody>
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<td>2</td>
</tr>
<tr>
<td>Santo Angel</td>
<td>03-011-01</td>
<td>1</td>
</tr>
<tr>
<td>Antonio Machado</td>
<td>03-011-01</td>
<td>2</td>
</tr>
<tr>
<td>San Roque</td>
<td>03-011-02</td>
<td>3</td>
</tr>
<tr>
<td>Ortega y Gasset</td>
<td>03-011-02</td>
<td>2</td>
</tr>
<tr>
<td>Ruta de la Plata</td>
<td>03-011-03</td>
<td>2</td>
</tr>
<tr>
<td>Espronceda</td>
<td>03-011-04</td>
<td>2</td>
</tr>
<tr>
<td>Montero de Espinosa</td>
<td>03-011-04</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

Table 1: Sample selection based on the location of the primary schools with respect to the INE district. Source: self made.

As a secondary source we rely on the data provided by the National Statistics Institute (INE) of Spain [2], the Statistics Institute of Extremadura (IEEX) and the third report "Women with shared family responsibilities and employment" of the Adecco Foundation which will serve as a source of contrast with respect to the results obtained from the questionnaire supplied to the sample [3].

The general objective outlined in the present investigation was to study the specific problems of working women heads of families in charge of their family nucleus (in the local context of Almendralejo), observing concretely how the policies deployed by both public administrations and companies Work-family reconciliation have an impact on the strategies that women adopt in their logistical-family planning, and how they impact both their lives and those of their children.

This is the global perspective taken from the study information, compared to the third report "Women with shared family responsibilities and employment" and, to a lesser extent, statistics and reports from "La Caixa Foundation, INE; Survey conditions of life, Save the children, FOESSA, Artareko, "that came to conform the sources of contrast of the results of the investigation. Although it can be considered that the comparison did not show significant variations because, the differences found are smaller and obey local idiosyncratic reasons, which does not allow to vary substantially the correlation existing in the results.

4 Conclusions

In conclusion, there was a limited existing will to enforce the agreements on conciliation (in agreements, state and regional legislation ...), especially medium and small companies -more common in Almendralejo-where the little capacity of action of the unions, and the crisis context increases the demands on the employees and they are inhibited by the uncertainty of losing their job, capitulate in the claim of their rights. The crisis of the debt of the Spanish State, profoundly eroded the quality of the Welfare State which led to cuts in education, health, social policies, etc. it also transcended to the positive policies of equality between them measures that favor the conciliation.

The ideological factor of the governing parties in the different territorial instances as an essential element in decision-making, because apart from a certain economic situation there is an ideological justification that you are behind certain measures (which in many cases does not suppose a substantial saving in public accounts) the little faith in the public or in social and citizen rights are behind certain cuts decisions, many of these measures generate a series of negative externalities that deepen the problems, assuming a great social and economic cost that comes to subsequently require multiplying efforts to correct their consequences. Thus the lack of political will to require companies to comply with agreements on conciliation or the decision not to deal with social policies of this group is closely linked to the ideology supported by the administrations. In the specific case of the conciliation policies of the different administrations (all governed from the same party), they have been virtually non-existent and the women of Almendralejo did not say so. [4] On the other hand, and as an ideological factor it is important to remember the gender discrimination with so much historical roots in our country and that despite its attenuated presence is still daily, and of which these women are also victims in charge of their family nucleus.
Derived from the previous point, the women of these families show to a certain extent manifest helplessness on the part of public institutions and companies [5]. Being support networks that act as an essential resource to allow reconciliation, within the support networks in Almendralejo is the family that plays the leading role. In this case, the absence of effective conciliation policies is based on the familyist tradition that still persists in small and medium-sized towns (in the cities, this resource is usually less available) in Spain, which is used by the State to evade responsibilities. Monomarental families have been gaining weight in our society, but they have also been losing weight and priority for companies and public institutions. The recovery and dignification of the same require that they be considered within the project of citizenship, and this may be manifested through determined policies that make these women workers who hold rights that are respected and applied, and as a priority and central right is the of conciliation (especially in single-parent families) necessary to consolidate a more egalitarian and inclusive society that offers more quality of life for all [6].

References:
The influence of personal values on beliefs and thoughts towards people with intellectual disabilities

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Abstract: - The value system of a person influences attitudes, understood as the combination of beliefs and feelings that predispose people to behave in a certain way. The study of attitudes towards people with disabilities has gained great interest in recent years, however, works that address attitudes towards intellectual disability in particular, are quite limited and inconclusive. This research tries to: 1) Identify the preferred values of these students, 2) Know their attitudes towards intellectual disability and its relation to frequency, type and quality of contact, and 3) Analyze the influence of values on attitudes. The sample consisted of 33 students who completed their studies of Pedagogy (M = 23.03 years, SD = 4.13). The Scale of the Hierarchy of Values was applied. Form E and the Attitude Scale towards people with disabilities. The results indicate that the behavioral values most estimated by the students were: responsible, honest, cheerful and independent. Regarding attitudes, students show average ratings lower than the average score in each factor. Regarding the influence of values on attitudes, there are hardly any significant correlations and those that do exist are very weak.

Key – Words: University Students – Attitudes – Values – Intellectual Disability – Pedagogy

1 Introduction

The value system influences the attitudes of people towards social objects, subjects or groups. In 1977, Rokeach [1] already developed a model that related values to attitudes, in such a way that a person's value system influences attitudes, understood as the combination of beliefs and feelings that predispose people to behave in a certain way. According to the aforementioned author, two types of values can be established, the instrumental ones that relate to preferred modes of behavior and the terminals that refer to desirable modes of existence.

The study of attitudes towards people with disabilities has received great interest in recent years, an example of which are the numerous publications that address this issue, mainly in the field of education. On the other hand, works that address attitudes towards intellectual disability in particular, are quite limited and inconclusive. According to the American Association of Intellectual and Developmental Disabilities (AAIDD), “Intellectual disability is characterized by significant limitations in both intellectual functioning and adaptive behavior, as manifested in adaptive, conceptual and practical skills. This disability originates before the age of 18” [2].

At present, great importance is attached to positive attitudes towards disability, since they can be learned and their presence facilitates the social participation of people with intellectual disabilities in inclusive environments. As stated in the framework document of the Convention on the Rights of Persons with Disabilities "Disability is an evolving concept that results from the interaction between people with disabilities and the barriers due to attitude and environment that prevent their full participation and effective in society, on equal terms with others "[3].

2 Problem Formulation

Please, leave one blank line between successive sections as here. This research presents an approach to the study of the relationship between the system of instrumental values and their influence on attitudes towards intellectual disability in university students who complete the Degree in Pedagogy. More specifically, it is about: 1) Identifying the preferred values of these students, 2) Knowing their attitudes towards intellectual disability and its relation to the frequency, type and quality of contact, and 3) Analyzing the influence of values in the attitudes.

The sample consisted of 33 students aged between 20 and 44 years (M = 23.03; SD = 4.13). A protocol was applied that included sociodemographic data of the participant, the Scale of the Hierarchy of Values, Form E,
3 Problem Solution
The results indicate that the behavioral values most estimated by the students of the last year of the Degree in Pedagogy were, being responsible, being honest, being cheerful and being independent. These results present a high correspondence with the findings of Martí and Palma [6] with students of Secondary Education, all the values are coincident, except to be honest, and who substituted him for being educated. In the opposite sense, adolescents relegate to the last places, to be ambitious, to be obedient, to be lenient and to be creative in front of the university students who do it with being obedient, but also with being controlled, clean and understanding. Studies indicate that as people age, people prefer values that are more in line with the dignity and equality of people, as opposed to values centered on the self or on the opposition to others [6]. Regarding the study of attitudes, it is striking that the group of students shows in all the factors lower average scores than the average score in each factor, lower averages imply a greater possibility of negative attitudes towards Intellectual Disability in the evaluated ones. These results are totally different from those found in other similar studies, with a population with disabilities without specifying the typology of the same in which the attitudes were always positive [6,7,8]. In a previous work, carried out with future occupational therapists, if scores were obtained below the average when considering the limitations and capacities of people with Intellectual Disability [9], but not in the rest. This was expected, given that the first factor includes some items that reflect the limitations and difficulties characteristic of people with intellectual disabilities. The striking thing is that the average scores in the rest of the factors are also lower than the averages, when the items of these subscales refer to the recognition of fundamental rights, social interaction behaviors, personality traits and the self-concept of the assumption of roles of people with Intellectual Disability. When considering whether there are differences in attitudes based on the rest of the variables (contact, frequency, reason and quality), no significant differences were obtained either as in the study conducted with Pedagogy student of Araya, et al. [10]. In contrast, the majority of authors consider that direct contact and interaction with people with disabilities fosters positive attitudes [7,11,12]. In this case, negative attitudes appear in Pedagogy students, regardless of whether there has been prior contact or not.

After these results, it could be said that Pedagogy students do not receive enough information throughout their university education to eliminate the possible damages, low expectations and false beliefs about the possibilities, thoughts and beliefs towards people with Intellectual Disability. During their university education, direct contact with people of this group should be encouraged, since approximately only 50% have had contact with these people and almost half of those who have had contact, this is not frequent and usually it produces outside the academic field. It could be said that although the cases should be studied individually, in general, the training on the characteristics of this group is probably not enough, nor the experiences that contribute to changing beliefs and erroneous thoughts about the recognition of the rights of the people with intellectual disability, the assessment of personality traits and the assumption of roles given the importance of positive attitudes towards the social, educational and social inclusion of these people, but also in the satisfaction of their needs and social recognition and intentional as subjects of rights under equal conditions.

On the other hand, the results on the influence of personality values on attitudes to intellectual disability are not very conclusive, since only significant correlations are observed and those that exist are very weak, so you cannot venture conclusions.

4 Conclusion
It should be noted that the data obtained in this study should be interpreted with caution since it has been done with a limited number of students selected for convenience. In future studies should be repeated analysis making a more representative study, it would be interesting to perform longitudinal studies with larger samples to analyze whether there is a change in attitudes in students of the Degree of Pedagogy from the incorporation to the completion of studies, making comparisons with active professionals, with students from other degrees or with the general population. Despite this, this study is a first approach of the relationship between attitudes towards intellectual disability and personal values that can influence the attention of these people.
References:


Do family characteristics influence in the decision making in sexual matters of higher education students?

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Abstract: This research aims to know if certain sociodemographic characteristics of the family of origin affect the decision making in sexual matters of university students. A cross-sectional descriptive study has been carried out from a quantitative methodological approach. The sample consisted of a total of 1,105 students of the University of Alicante (Spain), enrolled in the academic year 2016-2017 and selected by simple random probabilistic sampling. The results show that a high number of university students who have sex without protection. In addition, the decision pattern of higher education students is avoidance, which leads them to postpone decision making in sexual matters.

Key Words: Young university students – Family context – Decision making – Sexual practices – Sociodemographic determinants

1 Introduction
Decision making can be defined as the skills developed by individuals to choose from a set of alternatives. Given the options that arise, young people present a conflict simply because they do not know what the consequences will be after their election (Verdejo-García, Vilar-López, Pérez-García, Podell & Goldberg, 2006). During the university stage young people make decisions of great importance; not only in relation to their professional future but also they must be responsible for the control of their sexual life, where social agents and social services have a great influence on them. [6]

Several studies on coping styles of decision making are based on the conflict theory of Janis and Mann (1977). From this Mann, Harmoni and Power (1989) determined a classification of decision styles, from which four types were derived: complacency, hypervigilance, avoidance and surveillance; considering the latter as the one that leads to correct decisions (Di Fabio & Blustein, 2010). Other authors, later, argued that there are young people who make decisions based on their interests, their attitudes and their own values; others decide taking into account perspectives of their parents and others take into account the group of equals (Langer et al., 1993). [1, 3]

Several works (Smith, McArdle & Willis, 2010; Van Petegem, Beyers, Brenning & Vansteenkiste, 2013) have studied how family structure and parenting styles affect the development of decision making. Adolescents who live in single-parent families would be more independent when making decisions, comparing them with those who live in two-parent families. [4, 5]

This study aims to know if the sociocultural and sociodemographic characteristics of the family of origin affect the decision making on sexuality in university students.

2 Problem Formulation
A descriptive study has been developed, using the quantitative method. The sample was composed of a total of 1,105 students of the University of Alicante, enrolled in the academic year 2016/2017. The data was obtained through an anonymous questionnaire, self-administered and self-created.

A descriptive analysis of the quantitative variables was carried out through measures of central tendency and dispersion. An inferential analysis was carried out with the objective of determining the degree of association through contingency tables, the Pearson correlation, the Chi square analysis and the Cramer V.

3 Problem Solution
The sample consisted of a total of 1,105 students of the University of Alicante, 46.1% of men and 53.9% of women, with an average age of 21.53 years (standard deviation [SD = 2.589]). 74.8% of the respondents claimed to live in a two-parent family, in 19.7% they have a single-parent family structure and 5.4% refer to other types of households. In relation to religious practice, 55% of respondents never go to religious services; followed by 31% of the variable almost never (DE = 0.868).

59.2% of university students indicated condoms as the contraceptive method of choice, of which 67.1% never attend religious services; followed by 56% of those who come several times a year. The contraceptive pill was the first option for 27%, of which 33.3% go several times a week to religious services, also use as an alternative intrauterine device (IUD). It should be noted that those students who have some religious practice per month make more frequent use of the pill the day after by 9.4%. There is still a high percentage of students who use coitus interruptus as the first contraceptive alternative in 9.4% of which 11.2% followed by 8% who never or almost never attend religious services, respectively (X2 of Pearson = 41,029, gl = 20, p = 0'004, V of Cramer = 0'104). All the associations carried out, despite being significant, present a weak association.

When asked about decision-making, the answers given by the young university students showed that there is a tendency to monitor problems, with 57.3% of the variable when I must make a decision I try to obtain as much information as possible, followed by 51.9% I try to establish pros and cons; and 49.6% I think a lot about the problem before making a decision. When carrying out the analysis according to the family typology, it was revealed that those students who live in a two-parent family have a propensity towards complacency with certain features of hypervigilance. On the other hand, university students with single-parent families have a tendency towards avoidance with characteristics towards hypervigilance; those students who opted for the other variable, hypervigilance becomes evident with a predisposition to complacency.

4 Conclusions

Based on the results, it can be concluded that there is still a high number of university students who have unprotected sexual intercourse or use other alternatives, such as coitus interruptus or the morning after pill, as a contraceptive method. In addition, the decision pattern of higher education students is avoidance in two-parent families, which leads them to postpone decision-making in sexual matters.

This type of study always raises biases of social desirability in the participants when offering their answers. Being a representative sample, the results can be extrapolated to populations of similar university students of the same geographical area, not being able to be extended to the rest of Spanish universities.

References:


The role of socializing agents in the sexual behavior of young college students. A balance critical of functionalism

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Abstract: This article aims to determine the degree of implication of the main socializing agents as influential information sources on sexual behavior of the university students. For that purpose, a descriptive study based on quantitative methods has been carried out. The sample has been comprised by 1,106 students from the University of Alicante (Spain), selected through simple probabilistic aleatory simple sampling. The results revealed that most of the students have received sexual information from different socializing agents. 29.1% of the respondents asserted having used some type of social network with the purpose of achieving sexual encounters. The multiple linear regression presented two statistically significant models, where the dependent variable – use of social networks with the purpose of achieving sexual encounters - is explained by the independent variables – information received from the media and progenitors. In conclusion, this study reveals that the environment that surrounds university students, are factors that have an influence on youths' sexual activity.

Key Words: Sexual Behavior – Young – College Students – Socializing Agents – Health Sociology

1 Introduction

Social relations among individuals are introduced in a new field where they are capable of generating, regenerating, growing and transforming themselves; this does not mean that the previous forms of relation are disappearing but the socialization processes are being modified (Bernete, 2010). [2]

Socialization, from the sociology’s point of view, can be defined as the dynamic and permanent process by which culture is instilled to the members of a society (Palou, 2004), where the so-called socializing agents intervene (Pallarés Piquer, 2014); through them, the necessary behavior guidelines are transmitted for the active involvement of the individuals in social life. The main socializing agents are the family and school (Pérez Daza, 2011). The first one, according to some authors, is the most important; being the cornerstone and the first social group where girls and boys belong. This first agent acts as a social microsystem (Parsons, 1955), where norms and values imposed by society to which it belongs are enforced (García Calvo, 2005; Rodríguez Pérez, 2007; Bernete, 2010). Regarding school, it takes part in the individual’s education, in which it is pretended to unite efforts to train the subjects in a group of practices of an essentially social nature and intimately related to autonomy. Another socializing agent of great importance for young people is the peer group, through which the individuals strengthen their personality and reinforce their values (Aristizábal, 2008). Mass media influence is more and more penetrating in the different developed societies, especially if they have a privileged place in young people’s life (Masanet et al., 2012), mainly those related with electronics. It also transforms the young people’s relationship patterns (Aristizábal, 2008). [6, 5, 8, 7, 9, 3, 2, 1, 4]

2 Problem Formulation

The sample of 1024 students was calculated with a 95% confidence interval and with a 3% of precision, being p=q=50%. The sample of 1024 was increased an 8% in order to compensate those possible misfiled surveys. Therefore, the final sample was of 1,106 students, whom participation was requested through informed consent. For the sample selection, a simple random probability sample has been used. An ad-hoc survey has been prepared, filled out by students themselves with structured multi-answer questions.

A descriptive analysis of the data was made using the univariate index calculation, central tendency measures and dispersion measures for quantitative variables and absolute and relative percentage frequencies for qualitative variables. With respect to inferential analysis, it was used with the aim to determine the association degree of the studied variables through contingency tables. With the aim of determining those
variables that could be associated with the use of social networks with sexual intercourse purposes, a multiple linear regression analysis through forward method was carried out.

3 Problem Solution

The sample was composed of 1106 students from the University of Alicante, a 51.5% were males and a 48.5% were females, with an average age of 21.12 (standard deviation [SD=2540]).

The results reveal that university students primarily receive sexual information from friends (31.9%) and mass media (25.9%). The surveyed contend that they can openly talk about sexual topics in a 66.5% with their friends, followed by a 26.0% with the couple. When asked about their most useful information sources, a 46.3% stated that it was the one that came from health personnel, followed by a 13.3% from their mothers and a 8.3% coming from the fathers.

With respect to the information received from the different socializing agents, it appeared that the majority of university students received the sexual information from friends (91.4%), within which a 62.7% consider that their sexual behavior turns out to be influenced by the information provided by their peers group. In second place, education centers, in which a 89.8% of the students stated that they received some sort of information, appear and, a 53.5% consider that they influence over their behavior. It stands out the high percentage of youngsters that received information from mass media (86.5%), 59.5% of which stated that their behavior is influenced by it.

When inquiring about the quality and reliability of the information, the students revealed that the information contributed by the progenitors had the best quality with an average of 6.66 ([DE=1,818]); on the other side, friends and mass media presented the lowest values with 6.35 ([DE=1,818]) and 5.85 ([DE=1,882]) respectively.

In relation with the most used social networks by youngsters, Facebook raises as the most popular, with a 29.9%, 78.2% of which corresponds to males and a 90.5% to females; Instagram with a 18.5%, 44% of which is used by males and 60.6% by females; Twitter (14.9%) and Skype (14.2%) are used in similar percentages whether it is a male or a female.

From the total surveyed students, 29.1% asserted having used some type of social network with the aim of having sexual intercourses. A 24.3% of the students that achieved that goal pointed out the action as satisfactory. Only a 9% ended up being a relationship thus a 15.4% were isolated encounters. As observed in table 1, the results evinced that significantly differences based on the gender exist. A 45.1% of males have some time used social networks with the aim of bringing about sexual intercourses while females only use them in a 12.1% (X2 de Pearson = 145,419; gl = 1; p = 0’000; V de Cramer = 0’363). The results showed that there exist significant differences in the type of sexual intercourse performed by university students. A 33.2% of which asserted that, as a consequence of using social networks, they had a relationship were males, while a 51.9% were females; however, of the ones that had an isolated encounter 66.8% were males and 48.1% females (X2 de Pearson = 6,336; gl = 1; p = 0’012; V de Cramer = 0’153). As observed in table 2, the correlation used shows a very feeble association.

| Table 1. Use of social networks to achieve coital relationships in function on sex |
|---------------------------------|------------------|---------|
| **Sex** | Social networks | **p** |
| Mens | Yes (n=322) | No (n=784) | 0.000 |
| Womens | 45.1% (257) | 54.9% (313) | |
| | 12.1% (65) | 87.9% (471) | |

| Table 2. Type of relationships according to sex. |
|---------------------------------|------------------|---------|
| **Sex** | Type of relationship | **p** |
| Relationship (n=217) | Isolated encounter (n=52) | 0.012 |
With the purpose of determining if the dependent variable is explained by the independent variables, a multiple linear regression study was carried out; the predictor variables information received from the different socializing agents analyzed in this study – progenitors, school centers, friends, mass media – two statistically significant models were obtained; the hypothesis about the observed variability within the dependent variable being explained due to random is therefore rejected; and it is admitted the existence of some sort of association between the dependent variable and the independent ones. The use of social networks with the aim of achieving sexual encounters over the different socializing agents from which they have received sexual information depends, firstly, on the variable has received sexual information through mass media (Internet, social networks, press and TV), followed by the variable has received sexual information from their progenitors, with standardized coefficients of 0.081 and 0.063 (p<0.05).

4 Conclusions
In conclusion, this study shows that the social context of university students; family, peer groups, mass media and, to a lesser extent, educational institutions has a sexual influence over their behavior. It is noteworthy that, currently, a lot of functionalist theories on the family remain obsolete, as they are drawn from a family model typology that, in real terms, has been totally transformed in the last few decades.

This research contributes to the implementation of preventive multidisciplinary measures, in a university area, of the sexual risk from a multifunctional perspective and taking into account its social implication in a community and individual level.

References
Aging and the Quality of Life of Workers with intellectual disabilities

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Abstract: - In recent years, people with intellectual and development disabilities have considerably extended their life expectancy, due to improvements in treatments for their state of health and the increased quality and quantity of care services. The aging of people with intellectual disability is, therefore, a new social circumstance and an emergent problem, which has over the past few years been attracting interest among some of the social organizations working with aging adults. Analyzing their quality of life is key, in order to review this new question and to impact positively on the life of each person.

Key Words: Intellectual disability – Quality of Life – Active Aging – Employment – Special Employment Agency

1 Introduction

Various investigations point out that aging or loss of faculties happens in a premature way among the group of people living with intellectual disability, making it a necessary supplementary reason for professional care (Elorriaga et al, 2012). There is agreement when pointing out that, at 45 years old, people with intellectual disability start to develop signs of functional decline, which can indicate premature aging (Verdugo et al., 2009). Around 18% of all people with intellectual disability are at present 45 years or older. That proportion is expected to rise to over 60%, in the following 20 years (Berjano & García, 2010). It is a social problem that is growing, and it affects people with disability, as much as their families, and the professionals that work with the group, specialized bodies, and institutions working for the wellbeing of all citizens.

That situation has a greater impact on the quality of life of people with disability who work, in so much as it affects their means of subsistence. Especially those people who work in ordinary firms and Special Employment Centres, both the principal centres and the pioneers in giving employment to these people in Spain. It is a question that remains open to receptor firms, but also for the disability sector, families and administrations, in as much as there are no programs and alternatives available to confront this emergent reality.

Over recent years, a new question is attracting attention that implies raising awareness of a reality: the ageing of workers with disability at the Special Employment Agencies. The lack of effective accompaniment processes and a specific care model for a new essential stage are therefore to be noted.

The Seneca report on Aging and intellectual disability in Catalonia 2000-2008 (Novell et al, 2008) highlighted the consequences that aging can have on a large percentage of people who perform their daily activity in working contexts. It concluded that people with intellectual disability age prematurely and that, in general, it is due to negative points linked to their healthcare, a lack of difficulty over access to resources, and because of having received low-quality health and social care. Attention must be paid to the lack of appropriate instruments of diagnosis, applied to people with disability, and certain problems arising from the aging process, such as depression and lack of memory.

Consider likewise the study of Novell et al. (2008) stating that it would be necessary to implement detection systems for identifying the symptoms of aging, in order to provide the necessary support that will contribute to minimizing its effects.

Other studies and investigations have helped to conceptualize how the progressive loss of faculties and aging are affected and have proposed measures to improve quality of life, analyzing the consequences for each of the eight dimensions of Quality of Life proposed by Schalock (De Pablo-Blanco & Rodríguez, 2010). We consider the investigation conducted by the organization Lantegi Batuak (Elorriaga et al, 2012), aware of the evidence that aging is one of the reasons that explains the greater needs among people with intellectual disability who are serviced by this organization. Among other conclusions, the study affirmed that the ageing of
people working with Langtegi will be one of the great challenges for the organization in the future, and for the number of people that it serves, as it will also be for the population segment of people with intellectual disability in the province of Bikaia; an analysis that is extrapolatable to the rest of the Spanish State.

In this study, the effects of aging on the intellectual disability interest groups will be identified: the person with the disability, that person’s family, professionals, and the organization. The study will establish a set of measures and mechanisms directed at offering a response to some of these circumstances, both at an internal level in the organization, and in the external reality. They constitute excellent practice, in our opinion, for analysis in other contexts.

Besides, they produce a series of changes that affect the personality features of the workers, like their changes of humor, greater irritability and the accentuation of behavioral disorders.

As a consequence of the above, and from the employment point of view, this situation would make a break from work advisable or, on some occasions, a reduction of working days and of the time given over to productive activity. Some experiences in this sense, however, have shown few positive consequences in people that could be grouped under:

A personal negative impact that degenerates into a feeling of inutility.
A negative effect on social relations, especially in cases in which their social life is very close to the job environment.
Economic problems arising from reductions in income from salaried employment.

To all of this can be added the difficulties that people with intellectual disability face with regard to their claims to retirement pensions. There are no legal measures that permit access to early retirement or retirement plans, unlike what has been established with other sectors of the population in Spain (Berjano & García, 2010).

2 Problem Formulation

Confirming how aging and loss of faculties impacts on the quality of life of workers living with a disability from the special employment centers, detecting significant failings in the dimensions of quality of life, with the aim of establishing a new paradigm for intervention that minimizes the negative impacts, in the last stage of the person’s working life and in the transition to a non-active life.

Methodology

The INICO-FEAPS Quality of Life Scale (Verdugo et al., 2013) was administered to a sample of 60 workers with intellectual disability. The INICO-FEAPS scale is designed for the assessment of the quality of life of adults, over 18 years of age who perform some sort of work or occupational activity. It has two sub-scales: a self-completed report and a report published by other people: professionals and relatives who must have known the person with the disability for at least three months before the application of the scale. It contributes information on eight dimensions of the Quality of Life model of Schalock and Verdugo (2002), through 72 items.

The scale for third parties was completed by professionals with wide knowledge of each worker over at least one year. It was administered to workers from a Special Employment Center, CISA Foundation, belonging to the Asprias Group.

Additionally, the self-evaluation was completed by the workers, to detect relations between the dimensions and to eliminate subjective bias. It was completed by each worker, with the support of a professional (not involved in the earlier process) with no interference in the results.

In the last phase of the investigation, a panel of experts gave opinions following the Delphos Technique on the design of the proposals for intervention, so as to generate applicable measures to minimize the impact of aging on the quality of life of the workers with intellectual disability, and their application in a new model of active aging.

3 Problem Solution
The results show that, although in general terms no significant differences were appreciable on the quality-of-life indices in relation to age, a negative impact was apparent in some of the dimensions, particularly emotional wellbeing and interpersonal relations.

Thus, quality of life is somewhat lower among people over 45 years old, while the lowest scores were for people of between 39 and 44 years old.

Also, in general terms, women presented higher Quality of Life indices than their male companions, obtaining higher averages in all the dimensions, except for physical wellbeing. Greater clarity stands out with regard to the goals, problem-solving capacity, and daily living skills.

Training also appears to be an important indicator for improvements to quality of life. It was greater in those cases of higher levels of training, aspects such as satisfaction with life, higher self-esteem and better emotional wellbeing.

Finally, with regard to the levels of integration, the younger people felt more socially included, with better interpersonal, family and affective sexual relations.

The need to offer alternatives through organizations, the Administration and society in general to cases of workers over 45 years old, in areas such as integration; physical and emotional wellbeing and interpersonal relations is clear. It might be advisable to work especially in those dimensions in the last years of employment activity and above all on leaving the job.

4 Conclusions

In general terms, the investigations on intellectual disability and aging coincide in distinguishing between two types of consequences on the aging of workers from the EU. Some are directly associated with working aspects, such as the lower rhythm of work, loss of precision with the tasks, lower levels of motivation, an increase in absenteeism at work, and the loss of higher faculties such as attention and slower reflexes. Many increase the risk of accidents at work (Escolar, 2002; Bayarri et al., 2003; Vicente, 2005; Elorriaga et al, 2012).

The implementation of measures during the last few years of the active working life appears acceptable, provided all features of the person are taken into account, without intervening only in the employment or in the adaptation of posts and organization of employment. It therefore appears convenient to investigate what the quality of life of the workers actually is, with a broad model of analysis using the dimensions that form the totality of the person with an ecological focus. As Schalock and Verdugo (2013) affirmed, the quality of life is very strongly tied to the satisfaction of personal needs and the possibility of enhancing life in the different areas of activity that are vital to each person. Investigation of quality of life in the eight dimensions will contribute keys to resolve negative impacts, to modify practices, and to design acceptable public policies.

References


Political identity formation in post-conflict educational systems. The case of the Basque Country

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Abstract: - Identity formation has become a central topic in the field of education, especially within post-conflict and conflict affected societies. In fact, the political identity formation among teenagers works as a deeply relevant element for their later constitution as adult political subjects (Roman, 2015). The present article analyzes the specific situations, strategies and momentums in which political identity is constituted among Basque young students. To this end, 140 quantitative surveys were carried out in different secondary (from 12 to 16) and higher education centers (18-22) of the Basque Country. Results showed that Basque identity is the predominant one among Basque students. Young people were interested in politics and they talked about it with their families and friends even though they did not participate in many political events. In addition, the people who influenced them most were their parents followed by their peers. Ultimately, significant differences were found between high school and university students in different variables, such as; interest in politics, talking about politics with, participation in political events and influenced in politics by. We conclude by reflecting on the implications of these identity processes and debating their contribution to a better understanding of contemporary society.

Key – Words: Identity formation – Political influence – Students – Youth politics – Post-conflict education

1 Introduction

One of the most studied topics in social and political science is identity formation (Filipi, 2007). Likewise, identity formation has become a central topic in the field of education, specially within post-conflict and conflict affected societies (Roman, 2015). Researchers from related fields have traditionally tried to study and explain the ways, situations and specific momentums in identity formation.

Identity, whether local, ethnic, national or supernational, is now an established central term in modern politics, specially in areas where one or more local residential groups define themselves in terms of ethnicity. Yet the more social scientists discussed identity and its uses the more problematic a term it came to seem (MacClancy, 2007).

Identity can be related to the ways in which people constitute themselves as part of a certain society (Martinez, 1999; Yong Tao, 2010; Bowman 2001, 2003; Roman 2015). It usually works as a symbol of national pride and patriotism (Roman, 2015; MacClacy, 2007) or even as a feminist resource for self-defense (Barker, 2009). In sum, identity works as an empty vessel, which can be filled with almost any content (MacClancy, 2007).

Many studies defend the idea that political identity formation among teenagers can work as a relevant element for their later constitution as adult political subjects able to strongly influence on the local and national politics (Filipi, 2007). Besides, identity formation in youth when related to politics could be understood as a positive sign of maturity. In words of Yurman (2010), youth is an abstract entity characterized by an imaginary and symbolically changing dimension. Youth and identity are therefore closely linked, as both desire and seek to change the world. In fact, identity change and identity transgression are part of the aforementioned teenage desire (Hebdige 1993).

Teenagers and youths are usually more vulnerable when confronting the aforementioned dualistic discourses (Feixa & Ferrandiz, 2005) as they are more inexperienced in politics. In the Basque political arena for instance, teenagers and youths have traditionally had a leading role in some of the most polemic political and occasionally violent affairs usually related to ethnic and political identity formation (Roman, 2009).
Political identity can be linked to national identity. In words of Jeremy MacClancy (2007), people living within the geographical area where Basque nationalism is a political force may have organized their way of life. Teenagers and young people are also influenced by this political atmosphere.

2 Problem Formulation

This study was conducted within different education centers in the Basque Country, a post-conflict society since September 2010. The Basque Country was chosen to conduct the present study while being a post conflict society, specially one where ethnic markers such as language (Euskara) and traditions had such an important role within society, could show more clearly the aforementioned processes and momentums for political and national identities to be constituted and performed by youths. Therefore, the present article analyzes the specific situations, strategies and momentums in which political identity is constituted among youths inside and outside schools.

To this end, 140 quantitative surveys were carried out in different secondary and higher education centers to identify some of the key factors in the students’ political identity formation processes. The surveys were conducted within three different secondary schools located in the provinces of Biscay and Araba. The college students were surveyed within the Faculty of Education at the University of the Basque Country (UPV-EHU) in Leioa (Biscay). The students attended courses in different university Degrees; Social Education and Primary Education.

3 Problem Solution

Our first step was to analyse the affiliation of the ones polled. 52.1% identified themselves as Basques, 7.1% as Spanish, 30% as both and 8.6% did not feel related to any of the previous national affiliations. In addition, 60% of the young people surveyed defined themselves as Basque nationalists.

The survey respondents were also asked to what extent were they interested in politics. 12.9% of the students answered that “a lot”, 34.3% “quite a lot”, 32.1% “a little” and 18.6% weren’t interested at all in politics. Nevertheless, the statistical t-tests carried out showed that university students were more interested in politics than secondary students t (135)= -4.4; p< .000.

They students were asked who they used to talk to about politics. 37.9% talked to their parents, 39.3% with their relatives, %47.9 with the friends and peers, %13.6% with their teachers and the 15% with others. 18.6% responded that they did not talk to anyone about politics. Significant differences were found between college and secondary students as university students.

Students were also asked whether young people participated in political acts or events. In general, it was found that 31.4% of the students participated in this type of events. Significantly, more university students participated in political events than secondary students (37.7% vs 13.3%; t (135)= 2.74; p< .007). Asking them about who they participated with in this type of events, 10% answered with their family, 18.6% with their friends and peers, and 7.9% with others. At this point it was found that college students participated more than secondary students in events with their friends (24.5% vs 3.2%; t (134)= 3.09; p< .002). It was also found that nationalists participated in more political acts with their friends (25% vs 9.4%; t (134)= -2.32; p< .022).

Next, they were asked who they thought the person with the most influence over them was. In general, they replied that the most significant ones were their parents (70%), then their friends (26.4%) and then the mass media (2.1%). For the college students the percentages were 68.9% parents, 29.2% friends and 1.9% mass media and for secondary students 80.6% parents, 16.1% friends and 3.2% mass media. There were almost no differences between Basque nationalists and non-nationalists.

We then adapted the previous question by asking them who was the person that politically influenced them the most. In general the students answered that their parents (59.3%), their friends (20.7%), the mass media (10.7%), their teachers (6.4%) and others (0.7%).

Comparing these results by groups, college students show bigger influence from their parents than secondary students (62.3% vs 54.8%) and also their friends’ (26.4% vs 3.2%). Nevertheless, university students perceived less influence from the media than secondary students (5.7% vs 29%). As far as nationalists were concerned, they were more influenced than non-nationalists by their families (67.9% vs 49.1%), but less by their friends (17.9% vs 26.4%) and the media (6% vs 18.9%).

4 Conclusion

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The goal of this study was to analyze the specific situations, strategies and momentums in which political identity is constituted among youths inside and outside schools and universities in a post conflict society. The results we obtained confirmed that the majority of the surveyed Basque students identified themselves with a Basque identity. Previous research (Garcia, Larrañaga, Berasategi & Azurmendi, 2017; Garcia, 2001; Basque Gobernment, 2017) also highlight the predominance of Basque identity, and it points out that in recent years there have been no great variations in the positioning of youths in relation to their Basque and Spanish affiliation. Nonetheless, it also points out the increase in the number of those who recognize feelings of another identity different from the Basque and the Spanish one.

The study also concludes that the interest on politics isn’t as high as expected from previous studies, as the majority of the surveyed students showed little interest in politics, 66.3%. In this sense, the college students showed stronger interest than de secondary school students. The results also showed that political identity formation is closely linked to national identity in the Basque political arena.

In general college students talk about politics more than secondary school students with their parents, relatives and friends and less with their teachers or others. In the case of secondary school students, the percentage that did not talk to anyone about politics is higher. This fact could indicate two different aspects of the same phenomenon. In the one hand that the influence of the teachers would be higher when the students are younger, and in the other hand that the influence over older students would be lower as their political identity and affiliation would also be more fixed and independent from their teachers influence. Recent studies (Basque Gobernment, 2017), point out the idea that the older the student/youth, the more critical the positions and behavior against the social and institutional structure.

The most politically influential figure for the students/youths in both target groups (secondary school and college students) were their parents, followed by friends and peers, and mass media. The results showed that within politically and ethnically diverse post conflict societies, the role of the family, especially the parent’s, is deeply relevant for the political identity formation processes among youths.

References:

Relations between families with special educational needs and the school under the perspective of international and national legislation

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Abstract:- An appropriate relationship between the families of students with Specific Educational Support Needs and schools guarantees an inclusive and quality education. In spite of the legal framework that promotes this participation, it is necessary to establish specific means that promote and consolidate it.

Key – Words: Legislation – Special educational needs – School inclusion – Rights people with disabilities – Families

1 Introduction
This chapter discusses the importance of the relationship between families of students with specific educational support needs and schools to ensure inclusive and quality education. From the point of view of legislation and regulations, this cooperation between the two actors encourages schools to promote and consolidate this collaboration and gives families the right to actively participate in the education of their children. However, although the envisaged legal mechanism provides a broad framework to carry out this participation, it does not in itself change the attitudes and practices of families when it comes to realising it [1], nor those of the centres with regard to promoting it.

2 Problem Formulation
A good relationship between families and schools is one of the fundamental elements to promote the scholastic inclusion of students with specific educational support needs. Many authors affirm that the quality of this relationship and the degree of families’ participation are indicators of the quality of an educational centre [2], [3], benefiting the centre as a whole, both students and teachers, as well as families themselves [4].

School and family are therefore the settings for children’s upbringing and the acquisition of shared patterns, and the possibilities of these patterns favouring the child’s development depend on the bonds established between them [5].

There are a large number of studies that have shown the benefits that a good relationship between the family and the school produce in children in terms of school performance and social and emotional adaptation [6], [7], [8], and also in the family and the educational environment itself.

In accordance with [9] in the educational field, families should be concerned about providing all possible support so that the education of their children is carried out in the best way possible, especially in the educational integration process of disabled students with special educational needs.

Cooperation between the family and the school is one of the most important elements in the support network that are necessary for the construction of an inclusive school.

The theoretical principles on which, according to [10], the school inclusion process is based must begin to be applied from the family environment. The development of a normalised life starts in the family, which will determine, by its attitude, how to establish a normal relationship.

Based on the principle that education must be a shared task between the family and the school, this implies that we must know what the existing communication channels between both parties are, and open up new ones that respond to the family’s current reality. In the words of [11]:

Ways of participation that are not limited exclusively to the passive dimension of the concept, where teachers are the decision-making body and parents the executive link. (p.160)

For [12] coordinated, collaborative, and conscious work on the part of all the parties involved in the teaching-learning process of people with specific educational support needs will always result in all people
achieving success and realising their potentialities, in addition to the right to participate with equal status and equal opportunities. In the same vein, [9] affirm that through coordination between the family and the educational spheres, the goals for the personal and social development of people with specific educational support needs can be achieved.

The school has to recognise that the family wants the best for its children, even if there are disagreements in the adequacy of their responses. Likewise, the family must trust the school as an important system to help their children’s education. In order to do so, it is essential to talk, identify points of agreement and disagreement so that, from a relationship of mutual respect, the family’s collaboration can be strengthened, and trust and communication can be fostered in the face of mistrust and suspicion. [13]

3 Problem Solution

[14] indicates how parents, as members of the educational community, not only have the right to participate in the education of their children, enshrined in Spanish legislation, but also have the responsibility to collaborate with the work of teachers in everything that is beneficial for the education of their children. However, parents do not always make use of this right, nor do they maintain constant contact with their children’s teachers.

There is not much research aimed at collecting the voices of parents of students with specific educational support needs in reference to their relationship with the school system and their satisfaction with this relationship. In other words, the school does not normally listen to the voices of families. Decisions regarding students with specific educational support needs are not normally shared, but are the responsibility of the school, who inform families about them. In the words of [15], the relationship between schools and families is weak and acquires, rather, a declarative nature, without seriously compromising the policies, cultures, and practices of the schools. These authors establish three reasons that may be at the root of this weakness: the lack of models and tradition, the poor training of professionals in relation to working with families, the conviction that education in school is only a matter for teachers or that family members are often seen as a “nuisance.”

The project INCLUD-ED (2011): Strategies for inclusion and social cohesion in Europe from education (2006–2011) [16], project of the VI Framework Programme of the European Commission, includes five ways for the family and the community to participate in relation to schools that are most linked to school success; i.e., which have an impact on students’ learning and participation. These forms of participation are called: informative, consultative, decisive, evaluative, and educational. Only the last three have a positive impact on student learning and on the personal and collective development of the community, on the improvement of coexistence, and on the quality of life of the people who participate in them, generating more commitment and involvement of families in schools. [17]

Another way to study the relationship of the family with the educational system is through the study of families’ satisfaction with regard to the their children’s inclusion in the ordinary education system, as opposed to their being schooled in a restricted system. In this sense, parents’ perception of inclusive education, according to [18], is varied, multifaceted, and depends on how inclusion is implemented in different countries.

Further studies [19], [20] also suggest that parental satisfaction with inclusive education is multidimensional, it being related to various aspects: the teachers’ ability to effectively manage children’s behaviour, teachers’ understanding, knowledge of disability, and effective communication between teachers and parents.

[21] consider that the relationship between the family and the school can be established through different models, highlighting the collaborative model, based on equal status between the family and the centre, as the model that most effectively fosters this family-school relationship. This collaborative model has been widely researched and disseminated by Turnbull and his collaborators at the University of Kansas Beach Center on Disability [22], [23], [24] who, based on the research, propose a six-component model for cooperation agreements between families and professionals, along with the factors associated with each of these components: professional competence, communication, respect, commitment, equity, and trust.

4 Conclusion

Regarding inclusive education in Spain, there is a legal framework that actively fosters the promotion of the relationship between schools and the families of students with specific educational support needs to ensure inclusive education and quality. This important milestone is not enough to consolidate and promote this
collaboration, which makes it necessary to establish mechanisms to help us determine the main barriers that are hindering this relationship and establish the necessary ways to achieve and consolidate it, thus ensuring an inclusive and quality education for all students.

References:


Benefits of youth and family mediation in the field of drug dependence prevention

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Abstract: - Training youth and family mediators for drug dependence prevention also becomes an alternative methodology to other prohibitionists, alarmists or merely informative who failed to fully demonstrate its effectiveness. We believe that the training of young people as mediators must overcome these barriers, looking for ways to make them more realistic, negotiating instead of imposed and that generates changes at an attitudinal and behavioral level, not merely cognitive.

Key – Words: Mediation – Prevention – Drug dependence – Youth – Family

1 Introduction

Mediation is an emerging discipline that focuses on making a positive management of a conflict, with the help of a neutral and impartial figure that directs the process to get the parties to the conflict to reach a satisfactory and beneficial agreement for both. In addition, it is a tool that can be used in multiple problems within the school environment: violence, drug use, harassment, marginalization, etc. The possibilities of work in this area are immense and therefore it seems wise to propose strategies and lines of action based on family and youth mediation. The advantages of mediation are many: ae learns to dialogue, to participate, to reach a consensus, to defend one's ideas, to listen actively, to put oneself in the place of the other, to acquire commitments, to express feelings and emotions, to think and to act with autonomy contributing, in this way, to the formation of citizens capable of living together in a democratic way. And the benefits are for all the people who have intervened in the mediation process.

2 Problem Formulation

There are many scientific studies that show statistical data about young people who use drugs, violent young people, those who abandon or fail in their studies, those who do mobbing or bulling, as well as families that delegate their educational role in third parties, or who use little or no right disciplines with their children.

However, despite the undoubted usefulness of these data, a group, usually much larger in number, of young people and families who correctly perform their duties and who could also be key pieces to intervene and collaborate in the educational function of the rest.

Any member of the educational community can be a mediator: teachers, students, families and non-teaching staff. However, they must be previously trained in the principles and guidelines of any mediation process [3]. It is necessary to make visible the families that educate and the young people who have positive and healthy habits and attitudes, which are the majority, to sensitize families about their educational and modeling role, their potential to help other families, the need to collaborate with teachers in the transmission of information, in the modification of behaviors and in the creation of healthy habits and of positive attitudes that favor the rejection of drug use and violence in any of its forms, to develop a training program in family mediation for families with children of school age, to sensitize young people about their potential to lead healthy alternatives and positive relationships between their peers and other children of school age and to develop a training program in youth mediation for young people of school age.
3 Problem Solution

Mediation, beyond resolving conflicts; It seeks to transform situations, improve communication and relationships in general, create bridges between people of different cultures, ages, beliefs or conditions. Therefore, it is considered a resource that, well used, has preventive, rehabilitative and creative properties that will facilitate coexistence and respect.

On the one hand, the family constitutes the nucleus where the models and guidelines to be followed by its members emerge, so it should constitute a privileged space for children in relation to the prevention of drug use, to a peaceful conversion, encouraging communication, respect and a healthy lifestyle. The objectives of this training would focus on improving the ability of families to communicate and exercise as healthy models, to know the influence of family conflicts on children's behaviors and the importance of decision-making in the prevention of children risky behaviors, and in training parents to deal effectively with problems and teach them to their children and other families in similar situations. The idea would be to train families from 5 training and information sessions that deal with fundamental aspects of the cognitive, social and behavioral development of children ... in the different stages of their children's evolution [4]

On the other hand, it is known that drugs negatively affect the development of a society and that although its consumption includes all population layers. The figure of the "mediating student" becomes a key tool in the fight against any problem that may arise in the classroom and even outside them: bullying, absenteeism, drug use, multiculturalism, etc ..., so that when they detect that something is happening, they intervene immediately preventing the problem from increasing. Its mission is still valid even during non-school hours monitoring social networks.

In this sense, training youth mediators for the prevention of drug addiction also becomes a different methodology from other prohibitionists, alarmists or merely informative who failed to fully demonstrate its effectiveness. We believe that the training of young people as mediators must overcome these barriers, looking for ways to make them more realistic, negotiating rather than imposed, and that generates changes at an attitudinal and behavioral level, not merely cognitive.

Many expectations have been placed on the capacity of education to solve social problems that derive, for example, from pluricultural coexistence and it is a priority to bet on intercultural education, for which the figure of the young mediator and the mediating families play, once again, a priority role [2]. Among the functions of the school-family binomial, cultural mediation is included to facilitate the association between the school and family members and thus overcome cultural misunderstandings [6]. This requires as an essential condition a school open to change, a school open and willing to work from a community perspective that includes families, as well as teachers and students.

As Aguirre [1] argues, educating for the conflict is starting from the reality in which we live, is working to overcome it, to know how to take advantage, to avoid it or to know how to accept it as something that also ends up becoming a learning opportunity

Mediation is a tool for dialogue and interpersonal encounter that undoubtedly contributes to the improvement of relationships, the search for satisfactory agreements and the prevention of future conflicts. It requires communication, dialogue, listening, empathy, democracy, understanding, self-regulation and self-control skills [5]

4 Conclusion

To educate a child you need an entire tribe. The school needs the union of all social forces, which can be achieved more easily when we consider families and young people themselves. The complementarity of family and educational mediation will result in greater learning effectiveness

The youth mediators in drug addiction prevention will be Primary, Secondary, Bachelor, Professional Training or university students who will act as transmitters of information, attitudes and preventive values with other minors and young people in situations that could lead them to social
exclusion. Their functions will be carried out both in a non-formal learning environment, such as leisure, extracurricular activities or sports, as in the school itself. Specifically, in schools, it will allow us to resolve differences with fair solutions and based on reflection before the action, fleeing from arbitrary solutions, impulsive responses and seeking homogeneity. This work seeks to reflect on the importance of mediation in the educational field and the potential of young people who are directed at other young people, as a method that seems to be giving better results in terms of drug dependence prevention.

This essay intends to make a reflexive analysis that clarifies the influence that adults, families and young people exert on children and the convenience of strategies, such as mediation, arising from the synergy between them. It is necessary to take a turn in the proposals of preventive intervention, going from focusing on the immeasurable risk factors that come from young people and families, to focusing on the protection factors that would minimize the problems of consumption and coexistence that occur in the field school.

References:


Abstract: E-learning training offers the possibility of updating and implementing the training received by professionals in the socio-health area. This type of training is very useful for professionals who carry out a professional activity and have family responsibilities, since it allows them to reconcile their family and work life. The European Union insists on the need for coordination of health and social services to achieve a high level of quality and effective use of resources and long-term care in their environment (Munuera, 2016). The increase in life expectancy and the growth of the older population generate new situations that demand a response from the institutions in order to obtain the necessary attention and avoid degenerative diseases or crises that become chronic or structural, which has more to do with the need to design bio-psycho-social interventions, as required by the current citizens. In this study we analyze the importance of socio-health training in the e-learning modality in the two editions of the socio-health and social services in Social Work course, for those professionals working in health and social services. The objective of the training has been to strengthen the skills of professionals in the construction of a socio-health space that strengthens the quality and effectiveness of responding to the needs of the population according to the Official Association of Social Workers of Madrid [1]. It begins with the concept of health care adopted in the project of the Community of Madrid as the set of benefits and services that ensure health and social care for people who are in a situation of dependency and disability for the development of their autonomous life as a consequence or associated to the existence of a chronic disease. The methodology used was initially a bibliographic review in scientific databases, then the data provided by the statistics on the course provided by the application of UNED Open Insights has been analyzed and a qualitative analysis has been carried out categorizing the opinions given by the students. The training that is analyzed has the purpose of strengthening a coordination space between social and health services in order to increase the quality of care received and thus implement the interventions of professionals from the field of Social Work in those problems that require a more social, global or holistic approach, than those offered by other, more known or developed approaches such as biological, psychological, educational, etc.

Key – Words: Socio-health care – Continuous learning – Distance learning – Online – E-learning

1 Introduction

According to the EPC 2009 / EC projections, public health expenditure in the EU-27 will increase by 1.7% of GDP in 2060 due to the aging of the population, that is, an increase of 25% with respect to current budget, from 6.7% to 8.4% of GDP. This increase will range between 0.4% of GDP in Bulgaria and Cyprus to 3.8% of GDP in Malta, i.e., with an increase in public health spending in most states between 1 and 2.5 % of GDP. It is about advancing in the consideration of the Health Organization (WHO) when it indicates that: "health is the state of complete physical, mental and social wellbeing and not only the absence of disease and handicap" (2).

The National University of Distance Education, UNED, was created in Spain in 1972, so it can be considered within the group of universities that initiate the expansion of distance universities, in distance education using the Internet and face-to-face. This modality pays special attention to the methodology used in the binomial teaching-learning, in its adaptation to the characteristics of the process, to fill the gaps that are presented to both teacher and student when it comes to routing their necessary feedback.

The realization of two editions of the MOOC Course: "Sociosanitary and Social Services in Social Work" has demonstrated the need to offer training for professionals, who in their professional practice need spaces for updating and recycling as well as for the reflection of the contents used through its activities. And thus be able to distance themselves from the everyday to self-observe, about the professional and personal realities that occupy them, to which they owe their efforts and tasks. The contents of the course have been focused on the
reflection on: Public Health and Social Work; Social Health Work; Areas of Social Intervention in Health; Social Services in Addiction and finally the different Models for professional intervention. That is, the knowledge of the Spanish health system, the social policies, the objectives and priorities for each intervention, the shared decisions and the biographical experiences of the person are the foundation of the training offered.

Emphasis has been placed on community intervention, together with the importance of the participation of affected people as fundamental axes in the new model of health care. The consideration of the sociosanitary construction within the structure of the Social Health Work services is established as essential to be able to face the new realities that must be answered. This work collects some data of the students who made the course, as well as their opinions, results and conclusions.

2 Problem Formulation

In the times we are living, society needs some services and attention to which, at times, it is impossible for different sectors of the population to access it for any social, economic, religious or moral or any other reason. This is the case of social and health services, which are still pending to be developed both organizationally and professionally. Frequently, the official models of learning have meant that after the completion of an educational stage we throw a closure with fancy ideas of "knowing everything". Without realizing that social reality is totally changing and evolving and this forces us to constantly update and adapt to changes and hence the need for continuing education throughout professional life (5).

The main objective of this study is to know the characteristics of professionals interested in socio-health training, and to determine, through the analysis of the content of their opinions, their training needs. At the same time the possibility of knowing the professional realities where they intervene. The analysis and categorization of the opinions given by the students allow knowing aspects that a quantitative study makes invisible. The qualitative analysis allows to know the reality from the personal problems to which the professionals are responding in their day to day.

The methods used have been quantitative through the analysis of secondary data provided by the statistics on the course, provided by the application of UNED Open Insights, supplemented with some of the opinions expressed by the students. It is proposed the non-separation of the two main perspectives used for the investigation, by means of a theory and a language that make possible the change. Which is difficult, since the two prevailing currents, quantitative and qualitative, with their different methodologies and their different epistemologies cannot be understood among them, if they do not move away from restrictive and simplistic definitions that prevent imagining that any change must be based on a dynamic conceptualization of the interaction, making everyone responsible for what happens and, therefore, what it can contribute (Gómez, 1998).

The main hypothesis sustained has been that university graduates need training proposals, accessible and not of long duration, that delve into fundamental and changing aspects of the social health field. This training must start from taking the person from a holistic and bio-psycho-social perspective.

3 Problem Solution

The shortage of continuous university training in socio-health care raised the issue of this MOOC course. In it, a total of 1673 students (942 in the first edition and 731 in the second), which form the study sample, have been registered. This amount demonstrates the interest and need for socio-sanitary training of postgraduates. At this moment a third edition is beginning that can not be evaluated, but it is evidence of the remarkable interest that this training has aroused among professionals.

Among the relevant data of the study sample, it is worth noting that 90% of the registered students had a university degree, only 5% agreed to a secondary education and in the remaining 5% their level of education is unknown. 80% women and 15% men, with 5% being another or unknown. The need for training is more felt in people over 25 years of age, since only 9% were 25 years old or younger, 46% between 26 and 40 years old and 44% 41 years old or older. Data show the feminization of the participants, their university formation and their adult age in increase to the maturity.

Its geographical origin of more than 90% was Spain and the rest of Latin American countries, although there were also some from the United Kingdom, Bulgaria, Germany, Romania, France, Ireland, Iran, the Netherlands, Portugal and Russia.
For the solution of the problems raised previously this course has covered the expectations of the students, according to the evaluation of the students. In this sense it is important to insert the opinion of one of the students who did it, as a discussion of its contents:

**E1:** "All the contents of the course have been, from my point of view, very interesting since it has led us to meet different groups (people with addictions, gender violence, mental health ...). In addition, having placed more emphasis on educational models as a preventive engine and, therefore, of change, is more important, personally, than making the diagnosis focused exclusively on the "disease".

This verbatim, shows the importance of human development that has to be facilitated and supported by graduates in university programs whose functions are directed to the care and personal attention of the members of the local and national communities where they live. These professionals are the elites of these communities and therefore must be the individual leaders and providers of the resources demanded by citizens, because political leaders and social leaders will never be able to directly address the existing social needs and their planning will hardly be able to be relevant and effective if they do not have competent professional attention that deals with direct attention to the population (6).

The dogmatic structures that form around the teachings of teachers seem resolutely concepts of repetition that build dogmas, instead of listening to the revelation of the eternal truths that are expressed in the body. The body is always there, in so many different ways. We do not have to intellectualize or rationalize the form that intelligence takes because it, by definition, supposes a limitation. The other way would be simply to see the expression of the synergy of all the ways of responding to the Intelligence, without the limitations of intellect. This is what is currently known as the science of evidence, which is what has supported the training we present in this work (3).

**4 Conclusion**

The number of students enrolled in its two editions shows the need for training in socio-health care.

This continuous training is generating a positive experience, which can serve as an example as university postgraduate training for socio-health professionals.

The e-learning training offered by the National University of Distance Education (UNED), allows access to students from different countries of the European and Latin American environment. This fact supposes a professional development that contemporary societies demand according to their population characteristics.

The duration of the five-week course stimulates the enrollment of professionals and increases their continuous training.

The work and experience offered in the course place in the field of "the social" a part of human well-being where a set of variables that influence the state of health and the well-being of people are framed.

The construction of a socio-health care will give a place, a space from which to think and evaluate the best to achieve the welfare of the people. This coordination of health care and social context will increase comprehensive and innovative care, which will allow exercising the power that citizens give to professionals. The management of this complexity, the realization of the connections and social bonds and the professional technical capacities give a unique space that should be used for the sociosanitary attention.

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Research policies. A systematic study from peruvian universities context

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Abstract: The present study aims to describe research policies implemented by well positioned Peruvian universities, according to Scimago ranking, to promote research culture among students, professors, and their surrounding communities. The analysis presents an exhaustive review of the annual operating plans (AOP) of these universities, highlighting the objectives dedicated to research in the university, indicators and goals outlined in relation to the policies established by each university. As a result, three policies have been identified as the most important factors: persistent training in research methodology and ethics to students and teachers, research monetary and non-monetary incentives for publications, and dissemination and promotion of research. This analysis pretends to serve as a review for initial discussions on factors leading to growth of research that occurred after the educational reform established by the Peruvian government.

Key – Words: Research policies – Formative research – Peruvian universities – Operating plan – Systematic study

1 Introduction

The university in recent centuries has been presented as "the house of light", where all knowledge converges to illuminate humanity. As Parra (2004) states, the university seeks to cultivate superior knowledge, sharing it with all humanity, so that without research there is no university. The life of the university consists in the search, production, dissemination and transmission of the shared knowledge under a systemic vision in which learning to learn becomes the task of university life.

The growth of the university is proportional to the growth of university research, which is why a series of policies aimed at strengthening researchers, students, teachers and the university community, within the different universities of the nation, has been proposed. The successes or failures of these policies have determined the growth and positioning of each university.

In Peru, the 2014 University Law, established a key factor to reform the higher educational system in the country. This reform law in its article 3, remarks that the university is oriented to research and teaching, which provides a multidimensional training, aimed at providing solutions to society. It is in the essence of the Peruvian university, to do research in all areas of knowledge, assuming the multidimensionality of being in being, that is, from its surrounding context. From there, the needs of Peruvian society are addressed to generate knowledge and new technologies, paying tribute to sustainable human development.

This same Law, in its chapter IV, focuses its core attention on research, presenting it as a process fostered and carried out by, in and from the university. The university must promote strategies aimed at developing investigative capacities in professors, students and graduates, as well as providing favorable conditions for the realization of research, promoting multi and transdisciplinary knowledge.

Then, the university as divergent thinking is presented as the cradle of research and knowledge management in the country. But it is not only the place where researchers are trained, but also where impact projects are born in small communities, in the productive sectors and in State policies in various areas. It is the university that helps to germinate the seeds of innovations and new knowledge.

2 Problem Formulation

Some years have passed from the implementation of the Peruvian university law reform, yet it is not totally clear whether Peruvian universities have adjusted or not to this reform and proposed research policies to guarantee a sustainable research growth. Therefore, the objective of the research was to characterize the research policies in the Peruvian universities best positioned in the area of research according to one of the international rankings.
This study presents a type of descriptive research, which seeks to observe and relate the policies of the Peruvian universities best positioned in the area of research according to the ranking of Scimago institutions. The analysis presents an exhaustive review of the annual operating plans (AOP) of these universities, highlighting the objectives dedicated to research in the university, indicators and goals outlined in relation to the policies established by each university.

3 Problem Solution

An exhaustive research was performed to analyze different research policies proposed by the best positioned universities. Data was acquired from the normative and procedures given in the transparency section of each university. As a result, we identified the three most outstanding actions recognized University have implemented. First, there is a constant focus on training of teachers and students in research methodology and ethics. This policy generated the most impact in the investigative work of the universities. Secondly, the development of incentive policies for researchers, which not only involved monetary remuneration, but also the creation of professional growth and consistent scale in rank for researchers. Finally, to make visible the research within the university, but also in its environment; the universities noted the importance of making students and teachers aware of the research work done within their houses of study and the importance they charge in society.

Regarding the training of teachers and students, the universities focused on carrying out support activities for students aimed at improving their research skills. The universities tried to retain their senior researchers to, in addition, carry out research projects, serve as mentors for the new researchers.

The universities, in the second place, have developed policies to encourage research. The center of these policies is the collaboration that the university provides to its researchers for attendance at conferences and the publication of articles in indexed journals. The objective of the universities is that the researchers will not truncate their investigative processes or the disclosure of them due to monetary limitations.

The third action carried out by the universities best positioned in research in Peru was to make the works performed or the projects presented visible. They realized that doing a good marketing of their own research and of the researchers was a good strategy to encourage all the people who live in the university, especially those who started.

Some standard policies are presented to seek the growth of university research, emphasizing the promotion of research in training and research training, as significant strategies for the development of research processes. The key to success is focused on the training provided by the university to young researchers.

This formative research is aimed at both students and young teachers who have the desire to do research in the university. As researchers are trained, the research culture within the university will be broadened, permeating not only the professors and students, but the curricular bases of academic training.

With these strategies the smaller universities would have the opportunity to grow in the number and quality of their research. If it manages to hire teachers with the disposition and a minimum of skills, the necessary investigative processes to create a research culture would be guaranteed. This preparation in research competences is also valid to strengthen the research that students can do in their subjects and work to obtain professional degrees.

4 Conclusion

All in all, recognized Peruvian universities have implemented research policies that can serve as a path that other Peruvian university must follow, assuming research as a central axis in their educational work.

From the described reality, a series of moderate prospective scenarios have been presented, fixed in the medium term, in addition to variables directly related to the research and assuming that the changes must be developed from all the university educational actors having their essence in the research.

References:


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Family Interpersonal Communication and ICT Employment

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Abstract: - The use of ICT in interpersonal communication and specifically during family cohabitation represents a very serious problem due to the decrease or loss of family communication, face to face. A descriptive, qualitative, little quantitative, experimental, explanatory and correlational investigation. The Universe, the sample and the selection represent families from Monterrey, San Nicolas de los Garza and Santa Catarina, 4 from each municipality. General objective: to assess the opinion of actors on employment of information and communication technologies, in family coexistence. Measurement instruments: questionnaire with 35 questions and guide for conducting interviews. Its relevance is to study family communication, during coexistence, reduced or interrupted by the exaggerated use of ICT, who break the traditional talk. Transcendence: several investigations with other lines may be derived. Practical utility: your results may have multiple uses. Theories used: Systemic and Evolutionary and Theory of Human Communication. Specific objectives: identify the degree of use of ICT and level of knowledge about them; diagnose the most used ICT; determine frequency and time of use; establish thematic contents of conversations in family gatherings; infer socialization level in meetings and establish compliance with rules of coexistence, mixed with the use of ICT. Results: 79% use information and communication technologies a lot and 21% use them very little. The most used technology is 82%, the cell phone, because it is easy to transport, fulfills all the basic communication applications and can be accessed through social networks; 12%, use more television, computer and tablet. 67% use ICT 1-9 times, in meetings and 33% more than 10 times. Thematic contents in meetings: personal problems, illnesses, works, family members, studies, comments on politic and economy, among others. 49% of families tend to communicate personally and 51% do so through ICT. In meetings, 11.4%, live daily with other family members; 63.8% do so 1 to 3 times a week and 24.7% are related once a month or weekends. Most of them said not to establish rules or norms during coexistence. A few of them said that they have rules for not using technology, during meetings. 26.7% affirm that they are respected and 74.3% do not comply with them. Both genres were very participatory; Women use ICT more. The men showed more knowledge about them and use more cell phones, while in social networks, women use more Facebook. Men use ICT more often in family gatherings and women use them a little less, but more time. There are few families that use ICT all day. The knowledge that all adults have is regular, compared to the young people, who have abundant technological knowledge.

Key – Words: Technologies – Interpersonal – Communication – Family – Coexistence

1 Introduction

Interpersonal communication is a daily need among children, youth and adults. Information and communication technologies have acquired great strength and contribute to the absence of interpersonal communication currently, as was traditionally done, in all areas of life, mainly in the family. One of the scenarios for the development of interpersonal communication during family coexistence, where family members coexist, performed with a certain frequency. It is very common for conversation to be about everyday issues. Currently, in many occasions they are no longer possible, because almost all the assistants of different ages use ICT, mainly cell phones and tablets, in all their applications. This topic was relevant because ICT have impacted on personal consumption but have a wide impact in the family, work and social environment. Its importance is that other research lines can be derived from its results and serve to present papers at colloquia and conferences, and publications such as book chapters and articles for journals.

Parents do not know how, when and why to set limits to adolescents. They doubt and wonder if they may allow them or not, if they are permissible or demanding and hard, when to yield or not. These aspects conflict with the family system and create problems in its evolution [4]
The uses of ITC affect the possible changes in the social relations of young people and, therefore, in their socialization, and this depends on interaction with other social agents: family members, teachers, co-workers, students, during playing games, among others. The interaction has a new field in which to generate, regenerate, grow and transform. Not only in what is most identified as social networks (Facebook, Twitter, Tuenti, among others). Also in other spaces of informative exchanges opened by Internet and mobile telephony [2]

2 Problem Formulation

Audiovisual media and new communication technologies are one of the most powerful channels of socialization today. They are not only through the content they transmit, but also from the new ways of establishing social relationships, accessing information, creating content, communicating, in short, living in society and contributing to build [1]

The presence of ICT in the family context is growing. According to INE (2013), 99.4% of households have television, 78% have a landline, 73.4% have a computer, 70.3% have DVD; 43.5% have mp3 and mp4 and 16.3%, have tablets, sometimes exceeding the number of members that make up the family unit. However, the integration of ICT is not guaranteed with its presence, it depends on the use made by family members. In this regard, the data allows us to diagnose that there is a differentiated use of ICT in families, with children mostly using the computer and social networks daily, followed by parents and, to a lesser extent, mothers, who do not.

They use or do it sporadically. In contrast, mothers themselves who lead the use of mobile telephony, perhaps because of the similarity in functionality to actual telephony, but portable and with greater service [3]

ICT are defined as a set of technologies developed to manage information, which modify the traditional environment of communication and are used to share, distribute and gather information [5].

Internet has produced new forms of social interaction, culminating the historical process of loss of importance of physical closeness as a determinant of sociability

3 Problem Solution

Families, by necessity and custom will continue to meet with a certain weekly or monthly frequency. The topics of conversation will almost always be the same, except for political content and public safety. The use of ICT by its members will be increasingly accentuated, because of dependence they have with the tools of communication. Every effort will be made to raise awareness especially in children and young people, during family meetings do not use mobile communication technology devices in order that in talks there is true interpersonal communication and respect the rules or norms imposed by some families.

It is a descriptive, exploratory, non-experimental, qualitative and little quantitative research. The universe, the sample and the selection of the sample are included in the families of 3 linked metropolitan Monterrey Municipalities. The general objective was to know the level of interpersonal communication and the use of ICT, in the families under study. Specific objectives: Identify the most commonly used technologies for communication and their frequency; establish the degree of knowledge they have about ICT; diagnose the consequences of using ICT during family meetings and the frequency of meetings; know the contents of the conversations in the family meetings and inquire about the rules or norms imposed by the families on ICT employment and their consequences, in the meetings. The instruments for measuring a questionnaire composed of 35 questions, 28 closed and 7 open and a guide for carrying out the interviews in a group discussion. The selection of the families was made according to the friendships and the trust they had with the participants in the research: 4 from Monterrey, 4 from San Nicolas and 4 from the Municipality of Santa Catarina.

4 Conclusions

79% really use information and communication technologies and 21% almost don’t use it. This high percentage is very significant and is a proof of the high consumption of ICT in people of all ages and the existing dependence with thousands and millions of users. Based on knowledge of these, 66% have regular knowledge and 24%, consider having a high knowledge, since they only know the basic communication applications that are used every day. 82% answered that the most used ICT is the cell phone, because it is very easy to transport, complies with all the basic communication applications and with it can access social networks, 12%, use more television and 7%, the computer and the tablet.

In 49%, families tend to communicate in a personal way, 51% do so through ICT; phones calls or instant messages, address labor issues, academic, and personal situations. ICT is more used as a mean of
communication because most of the time the members are not close to be communicating. Topics covered in family meetings: about the circumstances of the time, work aspects, of the children situation or relatives in the school, personal situation. 11.4% live daily with other family members, 63.8% do it 1 to 3 times a week and 24.7% interact once a month or during weekends. 11.3% spend 10 to 20 minutes of talk with their families, 85.9% dedicates just an hour on it.

2.8% depend on the subject they are dealing with. Regarding the family union, 85% consider family is so important while 15% express it as something regular. 68% consider that ICT have great influence on family communication meanwhile 32% think it doesn’t have any relevance. This result is very evident and reflects what the technologies represent for the members of the family and, therefore, the dependence on them.

Most of them, said they do not have any rules for the use of ICT, during coexistence while others have some rules: forbidden use of cell phones in family meals, do not use devices during family visits. 25.7% affirm that they respect the rules and 74.3% do not comply with them. About half showed rejection of the imposition of the rules and I showed two or three rules were perceived with a traditional family structure.

These rules, when they exist, are generally broken because the users need to hustle and bustle, when it does not exist, they get bored with the adult talks.

Both genders were very participants, while women use ICT more, men showed more knowledge about them. These people use the cell phone more while in social networks, they use the Facebook application more. Men use ICT more often in a family reunion; women use them less often, but for longer.

Interpersonal communication in family and social relationships is very practiced by the families under study in the Monterrey metropolitan area. The members of the families: parents, children, brothers, cousins, nephews, grandchildren, often use ICT, in family meetings, mainly the cell phone with its applications, television and the tablet. Few families use ICT during the day. The most used ICT is the cell phone, because of its variety of futures for users. The level of knowledge in adults about them is medium and in young people it really makes a huge difference, they do understand it. Families have constant communication. There are few who implement rules related to the use of ICT, during family meetings and visits, families, where there are rules or regulations, compliance is low.

References:
Theoretical design for the evaluation of the application of the principles in the academic-administrative management of the accredited Universities with high quality in Bogotá D. C.

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Abstract: - The work carried out in the Colombian context regarding the appropriation of principles in the administrative academic management has been evident in the national regulations; however, the evaluation and measurement of this work for each University is less evident; For this reason, it is proposed to design a theoretical model that allows the evaluation and visibility of the application of the principles and values in a context of good university governance in Bogotá D. C., Colombia. The theoretical design takes up the personal philosophical current, philosophy that becomes action or commitment. Likewise, string theory refers to a conceptual framework, allowing a conceptual bridge that unifies all natural forces within a single theoretical scenario. The approach of Chiara Lubich is also integrated, proposing a new economic rationality, whose main characteristics are trust, reciprocity and communion. Finally, it is adopted as a transversal axis to the common good that in Maritain's approach, is an ethically good thing, should be based on the relations of justice, if the force would be totalitarian, for this the common good is a means to reach the end latest.

Key Words: Administrative management – Bogotá D.C. – Principles – Universities – Values

1 Introduction

According to the topic addressed, the theoretical analysis starts from the organizational or administrative management, as "an institutional, global and integrating function of all the efforts and resources of an organization" [1]. From this perspective the concept of management will be equated to the concept of administration, so to achieve organizational management the following stages must be presented: planning, organization, integration, direction and control.

Likewise, complex thinking can be conceived as the foundation of strategic planning within organizations, given the possibility of creating new initiatives and facilitate creative thinking, from this vision, the knowledge management model, which emphasizes in the degree of experience and knowledge acquired by the organization as a possibility of development, by taking advantage of knowledge, talent and collective and historical experience [2].

Thus, three main elements are identified in the knowledge management model, these being: intellectual capital, emphasizes the intangible resources of an organization identifying elements of understanding, focused on why and for what it creates, identify and mediate knowledge; knowledge management: it is interested in understanding the way of managing knowledge among the members of the institutions; and organizational learning, processes and Organizational procedures in which knowledge and innovations are distributed and members are trained taking into account their level of competence and responsibility [3].

From a practical perspective of personal theory, is observed in the daily act of the professions under the component of professional ethics, each professional, obeys the vocation that by will agreed to develop, in this way, is able to transform their environment, through the correct exercise of giving oneself in the view of the value that the common good provides, above the individualistic act that operates under particular interests [4].

Likewise, Chiara Lubich's approach is integrated proposing a new economic rationality, the Focolare movement uses human relations as an essential factor in the cooperation that can be achieved through trust, at present the actions or things are framed in ambivalence, meaning that they can be interpreted in two different ways [5].

One of the objectives of this movement is to have a culture of inclusiveness in the companies that belong to it, John Paul II quoted by Ruiz refers to this concept saying that there must be an effort to work not only for the company but also for an economic system that generates fewer victims, a system in which no child is forced to dismiss his work or belittle it, a system that gives priority to decent work and human dignity [6].

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As a transverse axis, the common good is taken up from different historical perspectives, mainly Plato is taken up in antiquity, in his work "The Republic" exposes the concept of the common good as a good that transcends particular goods, this because he understands that the happiness of the city must be superior and to some extent independent of the happiness of each individual [7]. It also refers to the common good relating it to private property, as indicated in his book "The Laws", where he states that "The first truth difficult to know, is in fact, that authentic political art should not worry about the private good, but of the common good, because the common good narrows the citizen bonds, while the private good dissolves them, and that both the private good and the common good come out winning if this second is solidly guaranteed with preference of the other" [8].

Also, in the middle ages with Thomas Aquinas who takes from Aristotle the word habit from the ethical point of view and divides them into virtues (good habits) and vices (bad habits). The virtues show them as moral and intellectual (a man must act in accordance with intellectual reason and virtues) and theological ones (to achieve perfect happiness is the supernatural end). To reach the midpoint between excess and defect determines the intellectual virtue of prudence is the meeting point that guides to choose the appropriate means to achieve the goal.

For Thomas Aquinas the common good is at the service of the person and it is indispensable for his freedom and to progress to realize the good temporary living of the multitude, an honest end in scholastic terms according to nature. In the case of men, an honest good will be an adequate good, proportionate to its nature and, therefore, will understand at the same time, the good of the body and the soul, a material good and a moral good [9].

Also, for modernity, the approaches of authors of modernity posed by the Common Good Jacques and Raissa Maritain in their book the person and the common good are exposed the central ideas that developed in their work on the common good. For them, what constitutes the common good of the political community, is not only the set of goods and services that the government offers publicly, the finances of the State, the military potential, the laws or norms that govern society; neither the history or customs that have been rescued over the years. For them, the common good is all these mixed characteristics, but they go beyond this, taking it to a more human issue, since this includes the union of civic conscience, political virtues and the sense of right and freedom [10].

Understanding "progress" as a gradual evolution in the norms of natural law whose consolidation allows to achieve the common good and respect for human dignity"

Maritain affirms that: "the natural law and the light of the moral conscience do not prescribe only things that must be done or not done; they also recognize rights and adds that the true philosophy of the rights of the human person rests on the idea of natural law ". In this sense, it expresses that in democracy a vocation of leadership, where the law prevails and is resolved with a broad consensus mechanism, which is the recognition of the fundamental rights and freedoms of each person. It should be exercised by small dynamic groups freely organized and multiple that are interested in a great social and political idea, acting as a transformer of the political parties from the interior to the exterior.

Finally, the Greene string theory refers to a conceptual framework, from this perspective gives meaning to the macro and micro of physics, allowing a conceptual bridge that unifies all natural forces within a single theoretical scenario

2 Problem Formulation

In accordance with the UNESCO Plan of Action, the pertinence of higher education is taken up in number 7, "Ensuring the incorporation of transcendent values such as: freedom, human rights, social responsibility, ethics and solidarity". Likewise, in the report of the Organization for Economic Cooperation and Development - OECD, the International Bank for Reconstruction and Development and the World Bank [11], in relation to evaluations of national education policies, higher education in Colombia 2012 where states that: "Higher education institutions are very aware of their autonomy, but less aware of their responsibility when it comes to contributing to the fulfillment of national objectives. Autonomy without accountability can lead to an educational system with governance difficulties. ”

Also, Colombian national regulations suggest strengthening the work of the university management on good governance through clear and timely information provided by the administration based on tools such as regulatory updating, monitoring tools for quality processes, battery indicators and accountability manual [12];
However, the application of principles and values in academic management is not evident, the management is mainly oriented to academic quality, self-evaluation and self-regulation.

3 Problem Solution
The present study analyzes philosophical currents, schools of thought and theoretical expositions related to the common good and the application of principles and values in the academic-administrative management of the universities of Bogotá D.C., Colombia. Through the theoretical model relevant to the logic of the object, the theoretical model is designed for the evaluation of the application of principles in the academic-administrative management of the accredited universities with high quality in Bogotá D.C.

4 Conclusion
The present study illustrates the design of the theoretical model for the evaluation of the application of principles and values. Thus, through expert judgment, the model has been satisfactorily evaluated from the different theoretical perspectives such as the access to information strategy of the accredited high-quality universities in Bogotá DC, as well as the definition of the study period for 2014 -2017.

Regarding the analysis variables included in each model, it is important to define that each author includes complementary or chronological continuity variables according to the social, political, economic and cultural scenario and with the advances of the "scientific" paradigms. Therefore, a transdisciplinary model is established that includes all the variables that were raised in the models studied and in the areas of knowledge addressed.

Finally, the presence of a determinant has been corroborated as an element of some influence in the visibility of the application of principles and values in the university administrative management in Bogota as a transversal axis and it is the common good.

References:

The impact of foreign workers in the Spanish socio labor structure: status after the economic crises

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Abstract: - The objective is to analyze the work done by foreigners taking considering their professional situation, sex, level of occupation and the sector of economic activity in which they are set themselves. The National Institute of Statistics (NIS) publishes the Survey of Active Population (SAP) that was used from 2014 to 2017. These data allow a descriptive analysis with the various socio demographic variables and the employability of foreign workers in Spain. The main results shows most of the employed people belong to middle ages and have a high level of education, which affects the exit of human capital in the country of origin. In addition, foreigners hardly opt for self-employment or job creation. Finally, it is necessary to maintain European policies aimed at flexicurity and the social economy that allow people being a guarantee country for immigrants seeking an employment.

Key – Words: Occupation – Spanish labor market – Socio-labor structural – Immigration and integration – Human capital

1 Introduction

Spain is a country that, due to its geographical location as well as its cultural extension, particular language situation, has been and still is a place of where population goes through, as well as a place of destination thanks to its climate, its political stability, its membership to the EU, and its relations with Latin America. Therefore, it is not surprising that the immigrant population in the country is really big and varied, what is relevant to outsiders in a country’s economy [2][3]. From this point of view, it is necessary to consider that the foreign population in the country is not only an active part of the productive process as providers of their work, but also as demanders of productive factors from the point of view of the labor market, since they also generate employment as self-employed [4] or as entrepreneurs [5], although this is a small percentage of the total. In addition, the social impact generated shows the capacity of adaptation and acceptance of the receiving society.

Bearing in mind, on the one hand, that the Spanish labor market is characterized by a higher unemployment rate than the one of the EU due to seasonality and, on the other hand, to the rigid labor regulations and the supply shock affected by interest rates, migrations, the price of raw materials, industrial offshoring and technological progress. In addition, the European social model has its own characteristics based on the quality of jobs and the security of citizens who start with a job and end with a job, within the internal market, the European employment strategy must be conducive to economic development and the increase and improvement of employment in order to become a more competitive environment [6] in comparison with other countries or economic areas in the rest of the world. Multinational companies therefore, a priori, prefer to invest in Europe because of the availability and abundance of skilled workers and the existence of a large internal market with growth prospects [7], [8].

This analysis offers a broader view of the labor scene, which will make possible to determine what type of labors measures will be more efficient for the integration of foreigners in Spain.

2 Problem Formulation

The Economically Active Population Survey (EAPS) produced by the National Statistics Institute (NSI) [9], quarterly, analyses a series of socio-demographic variables related to economic activity that explain how employability has been on the part of foreign residents in Spain, so a comparison can be made between the years 2014 and 2017, that is, between two different moments of the exit from the economic crisis of 2008. For the year 2014, the questionnaire collects information on 1,844,725 foreign nationals employed in the country (10.6% of the total employed in Spain), while for 2017 the survey collects information on 2,079,125 (this is
11% of the total employed in the country) of the total employed foreign nationals in Spain. The starting point is two questions:

Firstly, do the socio-demographic characteristics of this labor supply adjust to the demand for Spanish labor market?
Secondly, to determine the adequacy of the jobs developed by the foreign employed population in Spain on the basis of their training.

So, considering previous research [10], [11], [12], it is established that the variables to be analyzed are:

- AGE (16-24 years; 25-34; 35-44; 45-54; 55 and over),
- LEVEL OF STUDIES (Illiterate; incomplete EP; Primary Education; 1st stage ES; 2nd stage ES; 2nd stage VET; Higher Education),
- SECTOR OF ACTIVITY (Agriculture; Industry; Construction; Services),
- PROFESSIONAL SITUATION (Employer; Entrepreneur without employees or independent worker; Cooperative member; Aid to company or family business; Public sector employee; Private sector employee; Other situation);
- TYPE OF OCCUPATION (Directors or managers; Scientific and intellectual technicians and professionals; Technicians; support professionals; Accounting, administrative and other office employees; Catering, personal, protection and sales workers; Skilled workers in the agricultural, livestock, forestry and fisheries sector; Craftsmen and skilled workers in the manufacturing and construction industries; Plant, machinery and assembly operators; Elementary occupations).

3 Problem Solution
In order to analyze the issues shown above, a descriptive analysis is carried out of the foreign employed in Spain, making a comparison between 2014 and 2017 that allows us to see how the employment situation of foreigners in Spain has evolved during this period. The beginning of the study was starting to be carried out from 2014 due to the fact that the variables included in the (EAP), which are to be used in the analysis, are homogenized from that year onwards.

The data provided by the (EPA), referring to the foreign population, are broken down only into the population belonging to the rest of the countries of the European Union, the rest of the countries of Europe, Latin America and the rest of the world, and stateless persons. The population with dual nationality (one of them Spanish) has been ignored, as it is considered that the administrative procedures to be carried out to obtain and/or generate employment are less than those of the rest of the foreigners.

For the purposes of this research, the term immigrant has been considered as that provided by the Spanish Royal Academy (RAE), "Dicen de una persona: Instalarse en un lugar distinto de donde vivia dentro del propio pais, en busca de mejores medios de vida" since it mentions the economic aspects that are the reason for the migration.
Fig. 3. 2014: Distribution by professional situation

Fig. 4. 2017: Distribution by professional situation

Fig. 5. Foreign population by sectors

Fig. 6. Type of occupation of the foreign population
With respect to the first question regarding socio-demographic variables, age and level of studies:
- The majority of the foreign population employed in Spain is in middle age (fig. 1) and has a high level of education (fig. 2). This is due to the fact that young people make the decision to emigrate and settle down in any other countries in order to create new life and future opportunities.
- It is clear that there is a significant gap between the supply of these highly qualified production factors and business demand (figs. 2 and 6).

As far as the second projected question is concerned:
- Particularly noteworthy is the number of immigrants with university studies (fig. 2), as opposed to the tasks performed by these individuals, being in most cases elementary occupations or those related to catering, that is, in the service sector (figs. 5 and 6). There is therefore a significant loss of human capital, both in the country of origin and in the host country.
- Along these lines, the professional situation in which they find themselves is mostly that of an employee in the private sector. However, it is true that there is also a significant percentage of self-employed workers and a slight increase in employers (figs. 3 and 4).
- It should be noted that, according to the data studied, there are hardly any foreign Directors or Managers working in Spain. Nor are there many qualified accountants or professionals in the primary sector (figs. 5 and 6).

There are hardly any year-on-year differences in the period 2014-2017. The most relevant is the small increase in the number of employed people. It is highlighted that in the data there are no foreigners working for the Armed Forces and State Security Forces (fig. 6), except those born in Spain of foreign origin. This discrepancy is due to the fact that all of them have contracted Spanish nationality as a prerequisite for entry, maintaining, in some cases, a dual nationality with their country of origin. For this reason they do not appear in the data for the period 2014-2017 analyzed.

4 Conclusion
It seems appropriate to focus on the necessary measures and on the creation and maintenance of employment, as there are emerging economies that are willing to take over and replace the EU, including Spain, in the global positioning of the labour market. If the focus is on job creation, there is a need for policies to develop entrepreneurial initiatives, as well as active employment policies for SMEs. Also very important are policies that promote the growth of the social economy and flexicurity, which aims to create a flexible labor
market that guarantees social protection for workers and that contributes to being more reactive, competitive and inclusive [13].

Regarding limitations, it has not been possible to determine whether the foreign nationals surveyed are in a regular or irregular situation, since it is necessary to compare the data with the Working Life Survey prepared by the State Employment Service. That one will be studied in an investigation subsequent to this one.

Neither has it been possible to determine the origin of the immigrant working population, due to the non-existence of said data.

References:
Educational research in the framework of accreditation

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Abstract: Since educational research was considered a discipline at the end of the 19th century, its concepts and methodology have evolved according to the demands and circumstances that are circumscribed in the understanding of the educational phenomenon in current times. Thus, educational research in Peru has been developed according to the parameters established in the standards of the quality model of the National System of Evaluation Accreditation and Certification of Educational Quality (SINEACE) and the requirements of the National Council of Science and Technology (CONCYTEC); both entities are implementing mechanisms that allow the growth of scientific research in all disciplinary areas. Thus, in the educational area; that at some point in history I am left behind as priority was given to the development of science and technology, a growth is observed that allows to improve the educational quality of our country, thus it is possible to describe this evolution within the framework of the accreditation achieved by the accredited study programs of two universities in Northern Peru. This work is oriented to describe the development of educational research in aspects related to planning, determination of objectives, defined policies, incentive programs, information and communication systems that allow an adequate dissemination of the same. It also defines the main challenges that educational research must address, such as: Promoting national and international agreements, promoting national and international policies, the development and re-elaboration of knowledge, development of national and international projects, training of research networks and publication of the results of research in indexed journals, among others.


1 Introduction

At a global level, a constant trend in Higher Education is the evaluation of its administrative and academic management for accreditation purposes, this implies compliance with standards that guarantee quality assurance based on the continuous improvement of processes and results of the study programs and therefore of the Educational Organizations [1]. On the other hand, achieving the relevance of the university understood as the process by which reciprocal relations between the university and society are consolidated, is another challenge that the university is currently looking for and is obliged to achieve [2]. This relevance must also be conceived from a responsible social vision that leads to favorable beneficial impacts on society, only in this way will the true link and relation of university-society be achieved [3]

Achieving quality is one of the objectives of the Peruvian educational system, therefore when analyzing the academic aspect this should be the most important in the university system and should be set aside only the aspiration to increase the student population, to ensure the society services of optimum quality [4]. In this sense, accreditation mechanisms arise, in order to ensure the educational quality that higher education institutions must provide.

According to Law N ° 28740 of the National System of Evaluation, Accreditation and Certification of Educational Quality - SINEACE [5] in its article 11 defines accreditation as a public and temporary recognition of an educational institution, area, program that voluntarily have undergone an external evaluation process of their management. From the opinion of this law is that the programs of studies are working according to standards established by the SINEACE, in the improvement of their processes and results to achieve the longed for accreditation. In this way, SINEACE seeks to articulate the demands of development and competitiveness
in a prospective context, guiding basic, technical and professional training to new scenarios that are envisioned in a changing world [6].

The evaluation for the purpose of accreditation of the study programs is becoming an important tool to improve the quality of education, since the SINEACE law was in force it has become necessary to propose mechanisms to make the evaluation a culture and to work participative with all the actors involved in Higher Education, in the achievement of accreditation [7]. Everyone believes that the university, according to the resources assigned by society, must render accounts demonstrating its performance and the accreditation process will always be a reference framework to demonstrate that efficient and effective performance, in addition, the accreditation is constituted in a letter of academic solvency of a university and it is necessary to count on it [8].

Different research on the impact of accreditation, reveal positive changes in study programs and educational institutions that lead to raising their prestige before society [1]. In this context, we place educational research that is being developed and improved in education careers as a result of accreditation processes, as a quality parameter or criterion [9]. They are proposing and implementing institutional policies that lead to strengthening good educational and management practices with a greater awareness towards the development of quality educational research and committed to a true transformation of education and that is oriented towards a more just and equitable society [10]. Although, there are studies carried out in another country, where they mention that despite the considered increase in the budget and the implementation of policies in the Education sector, it seems that educational research is not strengthened in terms of growth, diversification and expansion for achievement of better conditions and institutionalization of the actions it develops [11].

Although it is affirmed [12], that educational research has a bad reputation, because its conclusions are useless or lack credibility for education, we believe that educational research is taking relevance within the framework of evaluation, accreditation and certification of educational quality and agreeing with some authors [13], we are convinced that the research in the university should generate communication, exchange of ideas, debate, participation and generate more research, this is how we place educational research in teacher training and that with proper planning we believe that it can obtain many benefits for the development of the research itself and the training of future teachers.

2 Problem Formulation

The Faculties of Education that have achieved accreditation are two, these belong to the National University of Santa with two accredited careers and the National University of Trujillo with 3 accredited careers, with this research is intended to know the development of educational research in the framework of the evaluation, accreditation and certification of educational quality, what are its most outstanding characteristics, what incentives are being generated for the development of educational research and finally what are the challenges that the research faculty must face. Thus, the problem is formulated as follows: What are the characteristics and what are the challenges of educational research in the framework of accreditation?

3 Problem Solution

This basic descriptive research had a sample population constituted by 27 managers of educational research from two universities in Northern Peru who were able to accredit their study programs with the quality model proposed by SINEACE. In addition to the methods of theoretical hiring such as induction and deduction, analysis and synthesis for the theoretical sustenance of research [14], the survey was used with its instrument the questionnaire validated by experts and the reliability was $r = 0.706$ obtained by applying the Cronbach's Alpha method. The questionnaire was constructed taking into account 3 factors: Factor I: Policies, Factor II: Incentives of educational research and Factor III: Challenges of educational research.

As a result, in Factor I: Policies, it can be clearly shown that educational research in accredited programs has improved in terms of the policy approach for its development, resource management, planning, evaluation and dissemination. This has allowed teachers and students to participate more frequently in national and international congresses. There is also a greater incidence in the formation of research networks with the aim of ensuring and improving the processes for the development of educational research, within the framework of accreditation [1].

Regarding Factor II: Incentives, the managers of the two universities claim to have programs of motivations and incentives to promote research, however, it has not yet been executed 100% for economic reasons and
because it is in the process of adapting to a new Law. According to these programs is that teachers receive financial aid, support for the publication of research results, facilities for participation in national and international competitions and written and virtual congratulations on the website of both universities. They also have a system of information and communication to streamline the dissemination of educational research and organize events where the contributions are disseminated and discussed from the educational research of teachers and students. The results of the research have begun to be published through books, various texts, national and international congresses and indexed journals.

Regarding Factor III: Challenges of educational research teachers say that educational research can achieve the signing of economic agreements and subsidies, can promote local, regional, national policies, can contribute to the training of competent professionals in education, can elaborate and rework existing knowledge contributing to the production of new knowledge [15]. Also, if universities can contribute to the development of national and international projects, this characteristic contributes to the improvement of educational quality because it allows universities to be placed in the national rankings [4]. Finally, it has been identified that the universities propose to train teachers on educational research topics, more economic incentives and improve institutionalized policies for the development of educational research.

4 Conclusion

The educational research is developed taking into account clear objectives (85.2%), there is a planning for its development and the teachers present one research per year (100%). They also have resources and materials (85%) and is evaluated quarterly (66.7%). There are motivation and incentive programs (32.1%) and information systems that allow for the dissemination of research (85.2), and there are also events where student and teacher research is disseminated (100%), minimum twice per year (74.1%). Regarding the challenges, educational research can lead to economic agreements and subsidies (96.3%), it can promote local, regional and national policies (96.3%), contribute to professional training (100%), elaborate and re-elaborate existing knowledge (100%), forms databases for the development of knowledge (100%), can develop national and international projects (92.6%) and training of research networks (74.1%). In addition, educational research has the potential to be published in national and international indexed journals (77.8), they can be developed taking into account inter and transdisciplinarity (55.6%). The proposals, that must be generated to improve educational research is the training of teachers (52.9%), development of institutionalized policies (31.4).

References:
Abstract: Currently, four National Intercultural Universities have been created, which has an important impact on the original population of some regions of Peru. The objective was to describe the current situation and propose the perspectives of Peruvian National Intercultural Universities. The study of the background of the subject was made. International and national bibliographical sources have been used, pertinent to the subject of study. It was concluded that the Peruvian Intercultural National Universities lack a relevant educational model, which should attract a greater number of native students, have a greater share of university teachers from the original communities, build student dormitories and subsidized university dining rooms, have tutors and psychologists to help them adapt to the uses and customs of the cities.

Key Words: Intercultural – University – Native – Student – Mestizo

1 Introduction

According to UNESCO we have that "interculturality from an integral approach and human rights, refers to the construction of equitable relationships between people, communities, countries and cultures" [14].

Lehmann considers that "intercultural education is distinguished by not being specifically directed, at least in principle, to indigenous peoples or being mainly concerned with language" [8].

The governments of Latin America, together with non-governmental organizations (NGOs) and international cooperation agencies for development, multiplied the programs that were destined for them [4].

These authors emphasize the importance of having an adequate educational model for intercultural universities, which allows the successful participation of native or indigenous youth.

On an international level

Considering the research of Erdosova "the intercultural university is represented by a series of educational models that begin to emerge in Latin America approximately from the decade of the 90s" [6].

In the case of Mexico, "Intercultural Universities are innovative institutions of higher education created since 2003 in various indigenous regions of Mexico" [10].

In the case of Ecuador, the Confederation of Indigenous Nationalities of Ecuador through a press release informs that obtains a favorable response from the National Assembly by changing the status of private Indigenous University to public community, through a second debate on the reform of the Organic Law of Higher Education that was issued on May 15, 2018 [2].

At the Latin American level it is mentioned, the numerous initiatives to promote intercultural universities, but that require a greater investment in research and joint and organized work, to create a viable, competitive and current model for social demands.

At the level of Peru

Currently, the New University Law 30220 is in force, "the extensive law of 133 articles -excessively" regulatory "for some and fundamental in the reform for others." [3].

According to the Ministry of Education, the following purposes were proposed: Guarantee the recognition of rights and the full development of indigenous women and men. Generate conditions so that cultural diversity and intercultural approach are effectively constitutive elements of the work of intercultural universities in Peru [11].

The Academic Vice-Rector, belonging to the Pontifical Catholic University of Peru (PUCP), mentioned that four intercultural universities currently operate: i) National Intercultural University of the Central Forest Juan Santos Atahualpa (UNISCJSA) in the provinces of Chanchamayo and Satipo (Junín), ii) National Intercultural University of Quillabamba (UNIQ) in the province of La Convención (Cusco), iii) National University...
Intercultural of the Amazon (UNIA), located in the city of Pucallpa (Ucayali) and iv) National Intercultural University Fabiola Salazar Leguía de Bagua (UNIBAGUA) in the province of Bagua (Amazonas). Of these four universities, three have been licensed by Sunedu (UNISCJSA, UNIBAGUA, UNIA) [22].

On April 6 and 7, 2016, the First National Meeting of Intercultural Universities of Peru was held in the city of Lima [16].

The National Intercultural University "Fabiola Salazar Leguía" of Bagua (UNIBAGUA), created by Presidential Resolution N° 058-2015-UNIFSL-B-CO/P, the Office of Interculturality and Social Responsibility, which has been operating in an interrupted manner since May 1, 2015 to the present, always having a professional of origin Awajún Wampís [18].

The National Intercultural University of the Central Jungle Juan Santos Atahualpa (UNISCJSA), about interculturality states that: In the case of Peru and in particular of the Central Selva, it is desirable to assume a plural vision of society as befits the reality of the region, where interculturality is a communicative bridge to enable mutual knowledge and recognition among those who are different [21].

The National Intercultural University of Quillabamba (UNIQ) proposes: 1) UNIQ revalues, strengthens, disseminates indigenous knowledge and knowledge as an explicit acknowledgment of its contribution to sustainable development. 2) Learn from national and international experiences to promote the dialogue of knowledge. 3) The EIC-UNIQ. It is the product of a process of participatory construction. 4) You learn and advance in alliance with National and International Networks. Knowledge Management (GoCo). 5) The Interculturality Approach within the UNIQ, is a transversal institutional policy. 6) The Interculturality Strategy (EIC-UNIQ) is systematized and disseminated at the regional, national and international levels. 7) The EIC-UNIQ contributes to the policies of the SUNEDU and the Vice-Ministry of Interculturality, regarding the intercultural approach in the Peruvian university [19].

At the level of Peru, there are few studies about the problems and challenges of intercultural universities. In addition, these institutions are isolated from society in general, which are largely unaware of their activities and purposes.

2 Problem Formulation

How to describe the current situation and propose the perspectives of Peruvian National Intercultural Universities?

3 Problem Solution

Table 1: Number of native students enrolled in the three professional careers by sex 2018-II

<table>
<thead>
<tr>
<th>PROFESSIONAL CARREER</th>
<th>SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FEMALE</td>
</tr>
</tbody>
</table>

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Table 1

<table>
<thead>
<tr>
<th>Field</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOTECNOLOGY</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>CIVIL ENGINEERING</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>GLOBAL BUSINESS</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>11</td>
<td>47</td>
</tr>
</tbody>
</table>

Source: National Intercultural University "Fabiola Salazar Leguía" of Bagua [17]

It can be seen in Table 1, that the largest number of native students enrolled are male, this is due to the idiosyncrasies of the original communities of restricting studies to female students, who are assigned to domestic tasks.

National Intercultural University of the Amazon shows the high number of mestizo students, which is worrisome, since intercultural universities aim to attract young native speakers [15]. Also, National Intercultural University of Quillabamba, shows the low presence of students from Amazonian Andean communities, and the greater presence of mestizo students [20].

The results show us a certain coincidence with the statements made by Olivera and Dietz [12] "in practice an educational model for the intercultural university has not been built ...", because in Peru it seems that the authorities have believed that by placing the denomination of the National Intercultural University, it is possible to solve the educational problem of the native youths, without considering that the majority of native students enrolled are male, due to the idiosyncrasies of the original communities.

4 Conclusion

It was determined that the Peruvian Intercultural National Universities lack a relevant educational model to meet the social demands and current challenges of the native youth. It is required that the Network of National Intercultural Universities of Peru, make a permanent and active work to disseminate and promote intercultural education in the country, should set ambitious goals to achieve a greater number of native students, because currently the largest presence is of mestizos. It must have a greater share of university teachers from the original communities. The transfer and permanence of the native students should be facilitated, building in these universities dormitories and subsidized university dining rooms. These young natives must have tutors and psychologists to help them adapt to the uses and customs of the cities, as they are forced to question their ancestral worldviews.

References:


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The brand image of luxury fashion firms through the perspective of the musical influencer

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Abstract: - The new online platforms are conquered by influencers, people with a great capacity of prescription around the mass public that, without taking into account the own strategies of the companies, launch messages related to these organizations. As Diaz indicates, all our consumers are influenced by opinions. And in the majority of the occasions, these consumers value more the opinion of a stranger than the ones launched by the official brand (2017: 19) [1]. Given that social networks have multiplied the range of possibilities offered by the Internet as a support for corporate communication of companies (Castelló, Del Pino & Ramos, 2014) [2], this investigation tries to make a concrete study about the case of Antón Álvarez, better known as C. Tangana, who has recently been declared one of the main musical idols of the year 2017 according to the newspaper El Mundo. This composer makes clear references in his lyrics and musical style to topics such as drugs, violence or sex. The objective of this communication is to examine, through a content analysis of composer accounts on Instagram —with more than 200,000 followers— and on Youtube —with more than 140,000 followers— the appearance and inclusion of luxury fashion brands in these profiles in order to study the implications that, from the point of view of the corporate image, may have for these brands. The results of this analysis indicate that many of the corporate slogans and brand values communicated by these firms are negatively compromised by these musical appropriations.


1 Introduction

The consolidation of digital communication technologies has revolutionized the advertising field affecting issues that go beyond formats and audiences. Advertising strategies are also affected by the need to adapt to a commercial phenomenon that is present in a large part of the communication actions in digital social networks of great brands, that is, the influencer. This profile is presented as a new opinion leader very interesting for brands which take advantage of the leadership of these microcelebrities to attract new consumers. In this context, the fashion and luxury industry has been affected significantly. Fashion, considered as a cultural and sociological aspect integrated into the lives of consumers, has witnessed an important change in the 2.0 environment of which the academic literature has been echoed through numerous publications that focus on issues such as fashion blogs (Navarro & De Garcillán López-Rúa, 2016) [3], the importance of influencers in social networks (Castelló-Martínez & Del Pino, 2015) [4] or the impact of social networks on consumption of luxury fashion brands (Jijoung & Ko, 2010) [5]. This industry has reinvented itself through an accelerated process that poses a scenario in which designers and consumers manage to create close relationships generating significant engagement that benefits both brands and individuals (Alameda & Fernández, 2009) [6].

These relationships are based on the recognition of a consumer who actively contributes to the image and reputation of the brand (Fonddevila Gascón, 2015) [7]. In this sense, the fashion industry is particularly sensitive to these comments and opinions insofar as they directly affect the perception that other consumers have about the brands themselves. This practice, traditionally known as Electronic Word of Mouth (eWOM) (Jin & Phua, 2014) [8], is currently one of the most reliable and effective information and recommendation sources among consumers and buyers. Social networks have been a natural means of communication for eWOM that finds in opinion leaders an important broadcasting channel (De Veirman, Cauerghe & Hudders, 2017) [9].

The so-called influencers amplify the value of eWom, establishing themselves as the main agents of influence marketing. However, it must be recognized that, although this figure is recognized as a new branch of marketing (Díaz, 2017), it is part of the classical theory called Two Step Flow Communication recognized by Katz & Lazarsfeld (1955) under the term opinion leader. Thanks to social networks, these prescribers manage
to exert their influence through a leadership based on the daily and informal communications though online platforms. In short, the easy access to new communication channels, causes not only a democratization of opinion leadership, but also redefines the traditional marketing and communication plans (Monserrat-Gauchi & Sabater-Quinto, 2017) resulting in a massive production and transmission of information by users.

1.1 The musical influencer

The power of influencers lies in a range from the traditional marketing model in which information is presented in an objective and impartial manner. The communicative model shown by the influencers is based on their presentation as ordinary people, whose evaluations and opinions arouse trust among consumers (Díaz, 2017) [1]. They represent an influence that resides in the recognition of a leadership that exceeds the reputation of the brand itself.

Given this perspective, it is interesting to highlight a situation that has been developing since 2005 in parallel in several countries. Many young people have started to use social media to create 'microcelebrities' as a professional career, a new style of online performance that implies that people increase their popularity on the web using technologies such as video, blogs and social networking sites (Senft, 2008) [10].

Unlike celebrities in the entertainment industry, which can become public icons with large-scale followers, microcelebrity is a state of being famous to a niche group of people. In the specific case of the music industry, the sector has been affected by the influencers' power. Cases like that of the artist Beyoncé or Justin Bieber, who receive millions of dollars per publication uploaded to Instagram, are clear examples of how these celebrities are considered as interesting showcases for firms in specific sectors such as fashion, luxury or beauty.

2 Problem Formulation

Known as C. Tangana, the author and performer Antón Álvarez has been declared one of the main musical idols of the year 2017 according to the newspaper El Mundo. With an Instagram account that gathers more than 730 thousand followers, he uses this platform as a launch and promotion of his musical creations. Considering that his appearances, letters and publications contain explicit references to topics such as drugs, violence or sex, the main objective of this research is to analyze the relationship and appearance of luxury fashion brands in the author's Instagram account, in order to study the potential implications that, from the point of view of the corporate image, these publications may have for fashion and luxury brands.

Among the most used social networks for the application of strategies with influencers, the Instagram platform stands out (Pérez and Luque, 2017) [11]. Unlike other sectors, fashion finds in this social network an optimal way to connect with its audience (TrackMaven, 2016) [12], perceiving itself as the most favorable channel for the promotion of brands through influencers. That is why it has been chosen as an analysis platform for this research. In this sense, the selection of the sample has generated a total of 305 posts belonging to the official account named as @c.tangana. At the same time and following previous research, the analysis of the entire universe of songs and videoclips of the artist has been included in order to study thoroughly the content of the lyrics of their songs, which has generated a sample of 37 songs and 16 videoclips analyzed.

3 Problem Solution

The analysis of the lyrics reflected in the songs and videoclips has offered an interesting starting point to extrapolate the study to the later analysis of the Instagram and YouTube platforms. The main topic of the songs of the composer shows a unique theme related to a flamboyant and theatrical lifestyle that is related, at the same time, to a vulgar and grotesque style. The most common specific topic evidenced is violence. More than 26, 3% of the lyrics refer to situations in which violence or mistreatment is present. Issues such as alcohol or drugs are also a recurring theme in the author's lyrics represented by a 21.5% and a 21.1% respectively, as shown in graphic 1.

Graphic 1. Lyrics’ topics
It should be noted that other topics chosen by the author to compose its lyrics are dance and sex represented in both cases by a 15.8% of the cases analyzed.

These topics are widely collected and transferred to the audiovisual medium through the analyzed images of the author's videoclips, where explicitly, references are made to controversial situations in which the abuse of drugs and alcohol and the execution of explicit violence and sex are clearly evidenced.

In the general frame of the actions of the singer in Instagram, it is observed, in the first place, that the 90% of the publications offer fragments of videoclips previously uploaded to the Youtube platform. In this sense, an unsophisticated use of the Instagram network is almost exclusively directed to repeat and move the contents of other platforms of which the influencer is the protagonist.

As for the relationship of brands that are related to the author, there are a lot of references to important fashion and luxury brands in their lyrics, videoclips and Instagram posts.

It stands out the inclusion of brands of the prestigious group Kering, global team of luxury brands that is committed to creativity and sustainability, as is the case of the Gucci brand. However, other brands that include associations related to a high level of price, quality and aesthetics such as Prada or Dior are also included.

In this sense, the image and identity projected by the singer contrasts with the corporate image of these brands that, in general, come to be associated with a context in which luxury and exclusivity take center role.

4 Conclusion

The growing interest of fashion and luxury brands to gain presence in social networks is a fact that has been marked by the inclusion of new communication strategies that consider the influencers as the main axis of their campaigns. This study has proven that, although important luxury brands have directed their communication efforts in social networks towards the attraction of a renewed public that considers social media as a natural medium, the corporate image can be jeopardized in terms of values and associations to the brand. It has been proven that, in effect, implementation of strategies, the use of publications and even the references in lyrics of characters with a great influence, can compromise the values associated with the specific case of luxury fashion brands.

In the specific case of these brands, the constructed image comes from a significant media strategy orchestrated through an important public relations management and internal communication plan that can be misinterpreted by the opinion leader, in this case the influencer, chosen to communicate the brand. While it is true that in many cases brands do not establish a contractual agreement with these influential profiles, it is necessary to review the platforms in which the brand is mentioned or advertised. In this sense, as future research lines it is recommended to extend the study to know the perspective of the brand managers in order to learn, if, in fact, these strategies have long-term objectives that positively affect the brand image of the luxury companies.

References:


