



Proyect (FCT-20-15761) funded by:



# Teaching in Social Network Times: Practices Towards Its Use by Spaniard Teachers in Compulsory and Higher Education

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I I C E  
H A W A I I

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# Context

New environment for the social transfer of science



**The growing importance of social media in society**

Consolidation of the RRSS as current communication channels



**Consensus needs to understand how science is disseminated from social media**

Social media, amplify the academic-scientific field.



**Diversity of social media available socially and academically**

Presence of specialized and general social media



# The study

The present work aims to understand the perception, and identify the strategies they have been applying when using social networks for communication, diffusion, and dissemination of their scientific results

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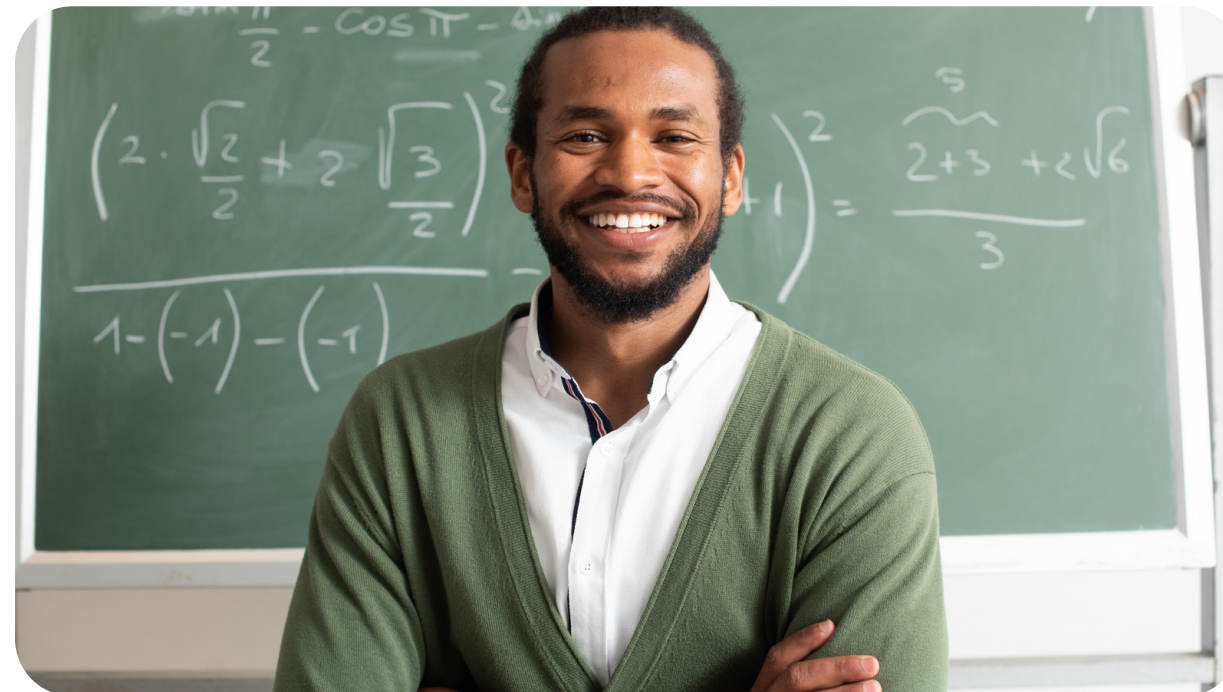
## Based on:

Communication and scientific dissemination, in educational matters in Spain, through social networks (FCT-20 -15761), executed with the collaboration of the Spanish Foundation for Science and Technology - Ministry of Science and Innovation



# Study focus

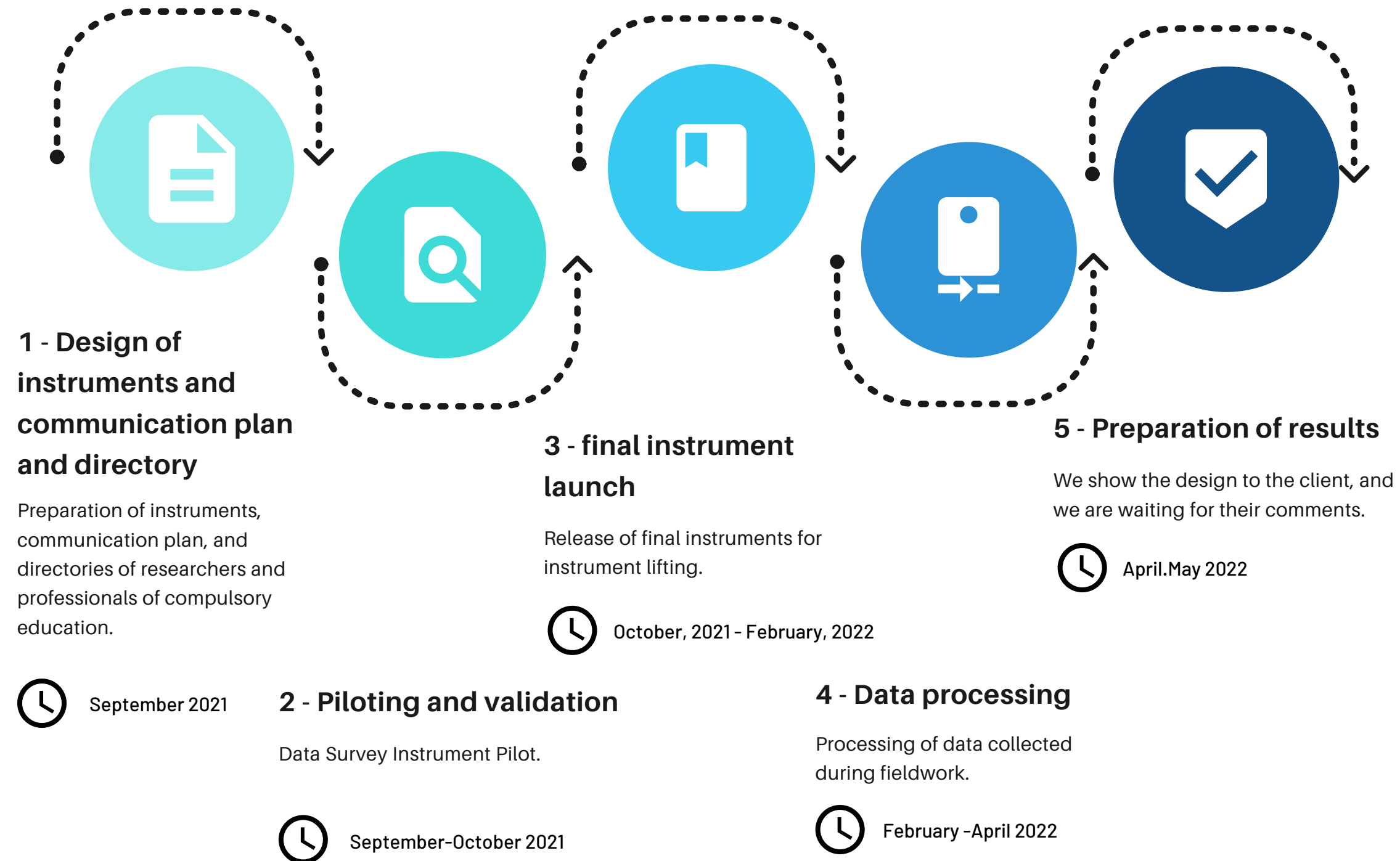
Researcher and teachers linked to compulsory and higher education in Spain



## Sample

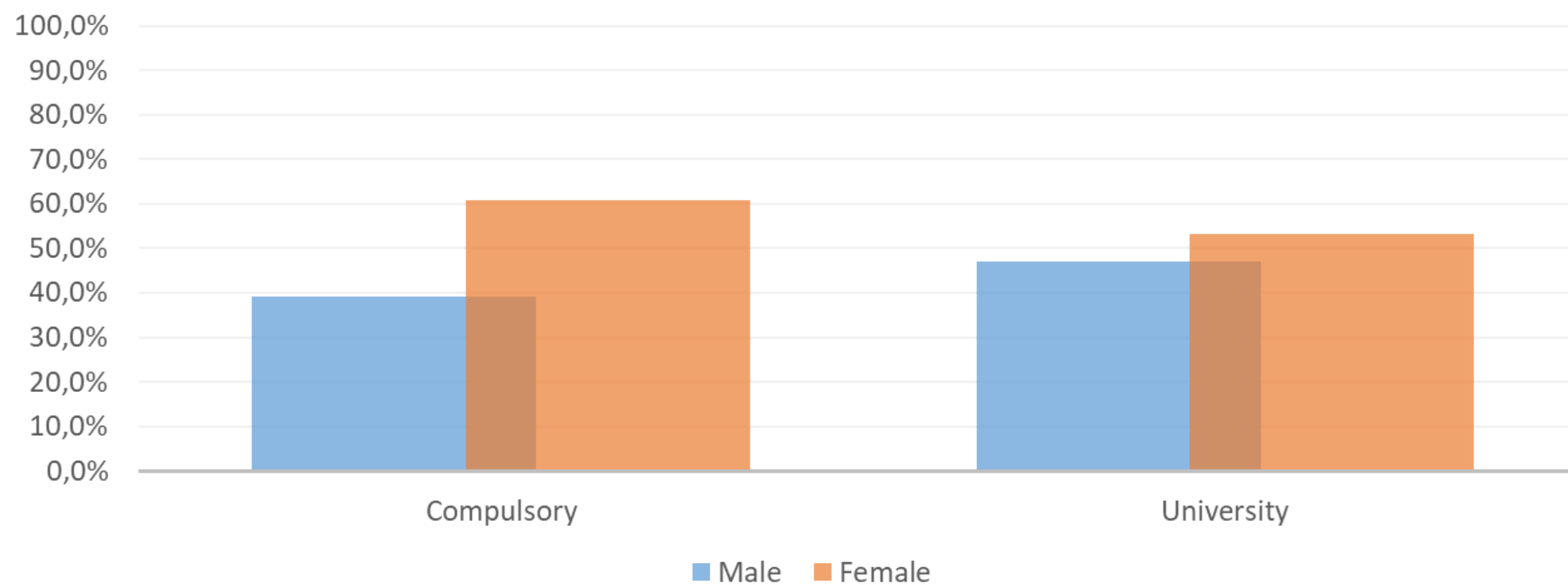
This project analyzed N= 937 teachers (455 compulsory and 488 University) from 5,314 researchers belonging to higher education institutions and in Spain linked to the 9,766 articles included among the 12,044 academic works indexed in WoS and Scopus associated with the keyword Education, with accredited accounts to these on Twitter, through the application in R and the Twitter's API 2.0. In the case of the participating teachers, they were contacted from 29,330 primary and secondary schools enrolled in Spain for 2021-2022.

# Methodological approach



# Results

Sex distribution per category



## 01 SN use

90% of teachers report using SN's with academic purposes in the last 6 months

## 02 Weekly frequency

The mean frequency of use is four times a week. No significant differences  $p=.644$



## Main reason for using SNs



### **Compulsory education teachers**

Improve and update the way they teach (60%)

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### **University professors**

Increased professional visibility (47%)

Building academic/professional networks (23%)



# SN with the most followers / Main SN's used to follow updates in their area

## Compulsory education teachers

Instagram 21%  
Twitter 14.5%  
Youtube 8.1%

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Youtube 31.8%



## University professors

ResearchGate 32.6%  
LinkedIn 9.3%  
Twitter 7%

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ResearchGate 27%



Attitudes	Mean(SD)*		P Value
	Compulsory	-University	
I consider <b>necessary to train teachers</b> to know how to design their academic profile on social networks.	3.74 (.97)	3.9(1.02)	.006
I would be interested in <b>signing up for a training course</b> to help me improve my academic use and visibility on social networks.	3.01(1.15)	3.35(1.25)	.000
More information should be provided on the <b>importance of social media for academic growth.</b>	3.63(.980)	3.89(.972)	.000
A large majority of teachers and researchers <b>do not have a clear communication strategy on social networks.</b>	3.77(.92)	4.03(.948)	.000
University institutions in Spain <b>promote plans and strategies</b> that favour the use of social networks by their teaching staff.	2.83(.86)	2.47(.94)	.000

\*Response options range from 1 (no agreement) to 5 (strongly agree)

# Conclusions

High levels of academic use of SN's among teachers.

No gender or age differences in the frequency of use.

Different motivations for its use.

Specific SN's are of importance according to the educational level.

Overall agreement in the need for more training and promotion of specific academic communication strategies in SN's.



Online survey (limited control over the responses and inherent limitations to this method).

Sample (only included people from education)

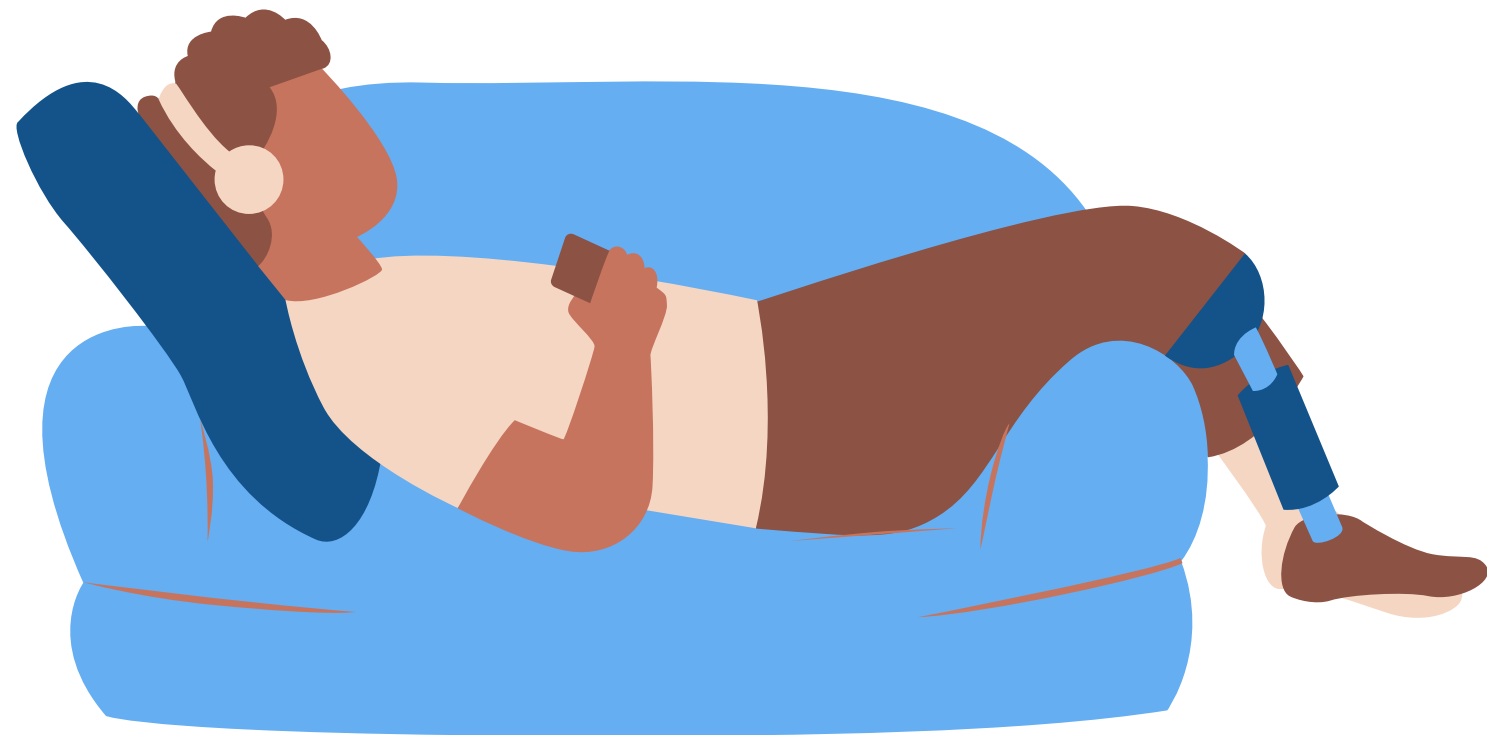
Exploratory (i.e. In the questions about reasons for the use or non-use of social media, closed options were presented.

Although the option of responding openly to “others” was provided, this design could be improved in future studies to form more comprehensive analytical clusters.

Subjective perception of use. Digital competences were not measured.

# Limitations





## More info:



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