

Academic Year: (2022 / 2023)

Review date: 19-09-2022

Department assigned to the subject: Library and Information Sciences Department

Coordinating teacher: SERRANO LOPEZ, ANTONIO ELEAZAR

Type: Compulsory ECTS Credits : 6.0

Year : 2 Semester : 2

REQUIREMENTS (SUBJECTS THAT ARE ASSUMED TO BE KNOWN)

Competent knowledge about the subjects studied in direct relation with processing of information

DESCRIPTION OF CONTENTS: PROGRAMME**DIDACTIC UNIT 1. INTRODUCTION TO SOCIAL MEDIA****THEME 1. FRAMEWORK AND TECHNOLOGICAL CONTEXT: NEW PATTERNS OF CONSUMPTION AND PROVISION OF CONTENTS AND SERVICES**

1.1. Evolution of the Web: Technological progress of the Web; Infoxication, immediacy, communication, interaction, virtuality

1.2. Web behaviors: consumption, prosumption, habits

1.3. New social media: typology, function and characteristics

THEME 2. THE COMMUNITY AS A NEW INTERNET AXIS: PARTICIPATION

2.1. Types and uses of Virtual Communities: Communication: messaging, news, forums; Generation of contents: blogs, wikis

2.2. Types and uses of social networks: Interactive communication (examples); Image (examples)

THEME 3. NEW SOCIAL MEDIA: TYPOLOGY, FUNCTION AND CHARACTERISTICS: PROJECTIONS

3.1. Economics (digital economy)

3.2. Social (relations, advertising, marketing)

3.3. Policies (transparency and governance)

3.4. Educational and training

DIDACTIC UNIT 2. MANAGEMENT OF VIRTUAL COMMUNITIES: COMPETENCES AND TOOLS**THEME 1. WHAT IS UNDERSTOOD BY INTERNET COMMUNITIES****THEME 2. COMMUNITY MANAGEMENT: STRATEGY AND PROFESSIONAL PROFILE FOR THE MANAGEMENT OF COMMUNITIES**

2.1. Roles and functions of the community manager

2.2. Tools 2.0 for classification and content management

2.3. Publishing services 2.0

2.4. Personal brand: digital identity and online reputation

2.5. Social Media Plan

2.6. Theoretical fundament

2.7. Community manager monitoring and management tools

THEME 3. THE CURE OF CONTENTS AS A TECHNIQUE OF SELECTION AND FILTRATION OF CONTENTS IN THE NETWORK

3.1. Theoretical basis of Content curation and content curator profile

3.2. Content Healing Strategies: models and processes

3.3. Identification and selection of relevant digital information

3.4. Tools for the Healing of Contents

DIDACTIC UNIT 3. SOCIAL MEDIA PLAN AS A TOOL FOR ONLINE COMMUNITY MANAGEMENT**THEME 1. THEORETICAL FOUNDATIONS. SOCIAL MEDIA MARKETING**

1.1. Predictability in users

1.2. Digital indexing and semantic tagging

1.3. Network and trend prediction sensors

1.4. Applications in services

1.5. Effects of predictability: debates

1.6. ROI and metrics

THEME 2. DESIGN OF A SOCIAL MEDIA PLAN

2.1. Challenges of Social Networks and Virtual Communities

2.1.1. Virtuality and iconism

2.1.2. Authorship, intellectual property, privacy

2.1.3. Rights and duties in digital social media

- 2.1.4. Rules of behavior: political and social
- 2.1.5. The eEconomy
- 2.1.6. Work and learning
- 2.1.7. The historical documentary heritage
- 2.2. Knowledge in Social Networks and Virtual Communities
 - 2.2.1 Reading and editing messages on social media web
 - 2.2.2 Processing of messages towards knowledge and knowledge
 - 2.2.3 The infocomunicational competences
 - 2.2.4 Literacy and strategies for the use of digital social media
 - 2.2.5 Competence instruments in digital social media

LEARNING ACTIVITIES AND METHODOLOGY

The subject is based on the personal study of the student, which will take as a starting point the teaching materials prepared by the teacher, the specialized readings and the recommended bibliography.

The methodology proposes a training model that allows the student an active and continuous learning promoting participation and supporting teaching and interaction with the use of technological tools. It will be provided for effective learning: transparencies ppt, electronic addresses, computer programs and models of practices through Aula Global. The material will be structured:

1. Conceptual framework, which will provide a pdf document, with the concepts and concepts that will be worked on in each teaching unit to show the student a theoretical vision of the discipline that allows him to acquire the concepts and fundamental knowledge for his knowledge and necessary application.
2. Complementary framework, which can be provided so that the student understands the different perspectives, trends and schools through a series of individual readings, in electronic format, through the Global Classroom platform.
3. Illustrative framework, which allows the student an understanding of the concept, for its assimilation and efficient application in their future professional performance. It will consist of electronic and / or virtual resources, complemented by debates. This framework will be powered by electronic addresses, resources, software and tutorials, to support conceptual discourse. This illustrative framework will allow to make practical exercises of understanding of the subject in a continuous way (for the permanent learning)
4. Framework of practices, whose function is that students acquire skills, abilities and competencies through practical activities for its development by students, in parallel to the development of the classes. Its objective is to prove what the student knows and knows about the competences proposed in each didactic unit. They will be designed as an object of learning: instructional design, associated complementary material, exemplifications, exercise proposal, completion by the student.
5. Questionnaires may be offered for completion by students, which will serve as a basic element of self-assessment and individual monitoring of quality in the learning process
6. Tutorials. To effectively develop the educational model, the tutorial system acquires importance in ensuring collaborative and meaningful learning. Two types of tutorials are proposed: one derived from the collective classroom tutorials; another one of personalized tutorials, referred to its formation and academic trajectory; virtual tutorials, for telematic attention on certain days

ASSESSMENT SYSTEM

1. EXAM

Your qualification will be up to 10 points, although your maximum assessment in the final evaluation is 5 points. It will be written, in official call, structured in two parts:

a) Theoretical area (5 points): five open questions, corresponding to the theoretical part of the didactic units. Each question is 1 point.

b) Area of application (5 points): two illustrations, screenshots on instruments, tools, software that have been used in practice or are hung on the platform to explain the teaching units, with the aim of indicating to which instrument it corresponds, its characters and its possible utility in information units (1.5 points each). A short practice similar to those made in class (2 points)

(The student who, once the exam was done, obtained a 10, this note would be considered as 5 in the final grade of the subject).

2. CONTINUOUS EVALUATION

Consider one or some of these evaluative instruments: practices, exercises in class, possible questionnaires and readings, attitudinal evaluation. It will weight 50% of the final grade, following the following scale:

a) Individual practical exercises and / or readings and questionnaires: The student must perform a series of practical exercises and / or questionnaires, individual readings. The percentage of the final grade that the student can obtain for this concept is 15%.

b) The continuous monitoring of the subject, reflected in the attendance to class, elaboration of the exercises in class, as well as the punctual presentation of practices, will weight a 10%, as attitudinal evaluation.

c) Practices: Throughout the academic period established for this subject, students must complete a

practice for each teaching unit. The percentage of the final grade that the student can obtain for this concept is 25%. The verification of copy or plagiarism in any of the activities proposed for the formative evaluation, will suppose the total loss of the qualification assigned to this activity.

In the ordinary call the exam must be passed (25% minimum of the corresponding 50%) as an essential requirement to pass the subject. Otherwise, the student must take the exam in the Extraordinary Call, in which case, following the evaluation rules established at the university, the student may choose either to save the internship grade obtained throughout the course (weighted on 50% of the final grade of the subject) and take the exam (whose weighting will also be 50% of the final grade of the subject), or just to take the exam, whose weighting in this case, will be 100% (that is, the grade obtained in the exam will be the final grade of the student in the subject).

According to the university evaluation regulations, those students who do not follow the continuous evaluation, may be submitted to the examination in the ordinary call, although the maximum weighting of this, as it is fixed in the regulations, will correspond to 60% of the final grade of the subject. The extraordinary call for these same students will be governed by the provisions of the regulations for the evaluation of the university; that is, the exam will be weighted at 100%.

¿ Percentage Weight of the Final Exam: 50%

¿ Percentage weight of the rest of the evaluation: 50%

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|---|----|
| % end-of-term-examination: | 50 |
| % of continuous assessment (assignments, laboratory, practicals...): | 50 |

BASIC BIBLIOGRAPHY

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