

Youtube and Instagram in higher education: media competencies of university teachers

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Introduction

Accelerated access to the Internet, technologies and social networks contribute to the development of new educational contexts with significant transformations in teaching and learning. Broadening the conversation about these new scenarios is essential to understand the use of social networks and educommunication as a trend for the future.



Objective

The present study aims to identify and integrate the dimensions of media competencies in domains: skills, attitudes and knowledge that teachers should have to manage the teaching-learning process on YouTube and Instagram social networks.

Methodology

It employs an exploratory quantitative design, developed between 2021 and 2022, with a sample of 152 teachers. Through an instrument validated for students and teachers in Latin America, it analyzes the media competencies of: Language, Technology, Interaction Processes, Production and Dissemination Processes, Ideology and Values, and Aesthetics.



Instrument

The instrument is composed of 29 questions that establish domains: skills, attitudes and knowledge required by the teacher to manage the teaching-learning process in networks such as YouTube and Instagram.

Result

As a result, there are no significant differences in the domains of knowledge, skills and attitudes, i.e. university professors show a similar level of media competence in YouTube and Instagram.



Conclusion

Teaching experience and age influence the development of media competence, with a greater integration of technological tools by teachers with more experience, while younger teachers show a greater disposition towards innovative media approaches such as the use of YouTube and Instagram.