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

Youtube e Instagram en educación superior: competencias mediáticas del docente universitario

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ABSTRACT

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 Edu Communication as a trend for the future. This study aims to identify and integrate the dimensions of media competencies in domains: skills, attitudes, and knowledge that professors should have to manage the teaching-learning process on YouTube and Instagram social networks. It employs an exploratory quantitative design, developed between 2021 and 2022, with a sample of 152 professors. Through an instrument validated for students and professors in Latin America, it analyzes the media competencies of: Language, Technology, Interaction Processes, Production and Dissemination Processes, Ideology and Values, and Aesthetics. The instrument is composed of 29 questions that establish domains: skills, attitudes and knowledge required by the professor to manage the teaching-learning process in networks such as YouTube and Instagram. As a result, it is obtained that there are no significant differences in the domains of knowledge, skills, and attitudes, i.e. university professors show a similar level of media competence on YouTube and Instagram. Teaching experience and age influence the development of media competence, with a greater integration of technological tools by professors with more experience, while younger professors show a greater disposition towards innovative media approaches such as the use of YouTube and Instagram.

Keywords: education; university professor; media competence; digital platforms; YouTube; Instagram.

RESUMEN

El acceso acelerado a Internet, las tecnologías y las redes sociales contribuyen al desarrollo de nuevos contextos educativos con transformaciones significativas en la enseñanza-aprendizaje. Ampliar la conversación sobre estos nuevos escenarios es indispensable para entender el uso de las redes sociales y la educomunicación como tendencia para el futuro. El presente estudio tiene como objetivo identificar e integrar la dimensión de la competencia mediática en dominios: habilidades, actitudes y conocimientos que debe tener el docente para gestionar el proceso de enseñanza-aprendizaje en las redes sociales de YouTube e Instagram. Emplea un diseño cuantitativo exploratorio, desarrollado entre 2021 y 2022, con una muestra de 152 profesores. A través de un instrumento validado para estudiantes y docentes de Latinoamérica, se analiza las competencias mediáticas de: Lenguaje, Tecnología, Procesos de interacción, Procesos de producción y difusión, Ideología y valores, y Estética. El instrumento se compone de 29 preguntas que establecen dominios: habilidades, actitudes y conocimientos que requiere el docente para gestionar el proceso de enseñanza-aprendizaje en redes como YouTube e Instagram. Como resultado se obtiene que no existen diferencias significativas en los dominios de conocimientos, habilidades y actitudes, es decir los profesores universitarios muestran un nivel similar en competencia mediática en YouTube e Instagram. La experiencia docente y la edad influyen en el desarrollo de la competencia mediática, con una mayor integración de herramientas tecnológicas por parte de profesores con más trayectoria, mientras que los profesores más jóvenes muestran una mayor disposición hacia enfoques mediáticos innovadores como el uso de YouTube e Instagram.

Palabras clave: educación; profesor universitario; competencia mediática; plataformas digitales; YouTube; Instagram.

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INTRODUCTION

The emergence of the Internet and technological development has transformed the creation and distribution of knowledge (Andrade-Vargas et al., 2021; Gutierrez-Martín, 2022), by changing teaching and learning contexts in recent years. The influence of virtual learning environments in education has increased dramatically due to the Sars-Cov2 pandemic, to the point of demanding adaptations aimed at creating hybrid and online educational contexts in a post-COVID world (Bashir, et al., 2021). This trend suggests challenges for the teaching community that must adapt to these new contexts and new teaching and learning tools, so that education walks hand in hand with technology and forms of communication such as social networks.

From this point of view, its use in education generates new opportunities for the development of content and resources that can be used synchronously and asynchronously, as well as the possibility of immediate and effective communication to increase participation in the teaching and learning processes; however, all these activities require that both professors and students have the necessary skills for their management (Chib et al., 2019).

Social networks allow the incorporation of knowledge, experiences, information, and communication technologies to improve the teaching and learning process, so the development of knowledge, skills and attitudes that allow optimal work with this type of tool is privileged. Likewise, these online learning communities are increasingly popular, for collaborative dialogue and knowledge creation (Xing & Du, 2023), establishing a dialogic and direct interaction that contributes to the learning of both professors and students (Ruay Garcés & Campos Palacios, 2019).

As the Global Digital Report (2024) points out, the number of YouTube users has reached 2.491 million, while Instagram has reached 2 billion. On YouTube, young people spread ideas and beliefs, based on their relationship activities, common interests, and goals (Vizcaíno-Verdú et al., 2019), while on Instagram young people seek to connect, discover novelties, show their lives, discover new "role models", among others.

With the growing use of both networks worldwide, the education sector is moving towards a future in which the incorporation of these tools will be part of teacher training curricula to have greater interaction and communication in the teaching and learning processes (Sánchez, 2018), given that both involve the active participation of students.

This study proposes a set of teaching media competencies for the use of the social networks YouTube and Instagram for teaching and learning with students taking advantage of the particularities that these social websites have (Sánchez, 2018).

University professors in the media ecosystem

The processes that take place in the educational space do not always advance at the same pace as technological changes and, in fact, higher education institutions should be at the forefront and adopt the use of technology and alternative forms of education such as social networks at the same pace as other types of organizations (Aldahdouh et al., 2020). In Latin American countries, the path for the incorporation of technologies in educational scenarios is marked by an instrumental approach and only until very recently

managed in a comprehensive manner. Longitudinal studies demonstrate their effectiveness in education, with the incorporation of mobile devices (Mehrolia et al., 2021) or technologies inside and outside the classroom (Jahnke & Liebscher, 2020) presenting evidence of their contribution.

In the current media ecosystem, social networks, although not educational in nature, become tools to support teaching. As producers of educational content or as tools for content creation in the learning process (Hamadi et al., 2021), they allow professors to explore new ways of approaching the digital world.

The massification and democratization of social networks (Andrade-Vargas et al., 2021) consolidate a drastic change in the traditional roles of "creator" and "consumer". Currently, both teachers and students have become authors, co-authors and prosumers of media and educational products (Scolari, 2016). As prosumers, professors design strategies in the classroom, preferably using YouTube to create their videos or to propose creations to their students (del Valle-Ramón et al., 2020). Instagram stands out with multiple educational functionalities, although without reaching its full potential (Carpenter et al., 2020).

This reality reinforces the need to intervene with training spaces in media competencies that strengthen the critical capacity for responsible citizenship (Alcolea-Díaz et al., 2020) in the use of these tools.

Social networks, Youtube and Instagram, and University professors

Social networks are currently becoming the predominant form of communication worldwide, with more than 5 billion users worldwide (Global Digital Report, 2024). The widespread interest in the use of these for educational purposes in higher education is the natural result of their growing popularity in different digital environments within the Internet (Gaftandzhieva & Doneva, 2021) considering that at this level students coexist in a virtual environment where they manage their learning autonomously (Vico-Bosch & Rebollo-Catalán, 2018).

The use of social networks in education implies that the professor has skills to work with the different applications and tools, in addition to seeking empowerment at the subject level (Chib et al., 2019). It has also been observed that these platforms allow knowledge sharing among professors and colleagues (Owusu et al., 2019), considering these spaces as scenarios to forge skills and attitudes oriented to the production, management, and analysis of content (Rios Hernández et al., 2022). These are some of the reasons why universities should provide networking spaces within their classroom work to promote social learning.

Instagram is prominently favored among young individuals as a primary tool for sharing information, documenting their lives, acquiring knowledge, and exploring emerging trends (Hussain et al., 2024; Owusu et al., 2019). Among the multiple options used by this network, images, photos, and videos stand out, the same that promote positive attitudes and values within the classroom, as well as greater motivation towards participation. This social network allows sharing resources for students to interact (Mansor & Rahim, 2017), hence professors put their interest in the use of this platform in

the classroom to achieve interaction and motivation of students among peers (Mansor & Rahim, 2017).

On the other hand, the use of YouTube in education allows improving the experience in terms of learning, since, many professors seek the implementation of it within their classrooms for the development of new skills, from the systematization of the information of the contents that are addressed within the subjects or courses (Ruay & Campos, 2019), being an educational communication tool that supports the teaching-learning process (Posligua-Anchundia & Zambrano, 2020).

The use of YouTube and Instagram and the constant advance of technology have allowed the generation of new spaces for interaction and content consumption (Arellano et al., 2020), especially in higher education institutions. From this situation the importance for professors to develop innovative and necessary competences for a different way of working in the management and design of didactic resources for learning how to use social networks is derived. This panorama becomes more complex if we consider the world of algorithms that are growing at a rapid rate in the context of people's everyday lives.

Media competence in university professors: Knowledge, skills, and attitudes

In the mid-twentieth century, the term competency found its antecedent in the globalization of the economy, which sought to ensure the profitability and competitiveness of production centers, giving priority to the workforce in companies. Subsequently, education opened its doors to the development of competencies, based on an approach aimed at strengthening the skills required by the market.

Regarding the development of media competencies, the process has been nurtured from the conceptual basis to practice. The term configures a multidimensional concept (Fedorov & Levitskaya, 2015) in which, a competency is recognized as that knowledge, skills, and attitudes that a person should have, and which translate into the relationship between "knowing", "knowing how to do" and "knowing how to be" (García Ruiz et al., 2018). It is a "holistic and contextualized vision of learning" (Delgado-Ponce & Pérez-Rodríguez, 2018, p. 19), where "knowledge, skills and attitudes, in an interrelated and complex manner, are put into practice to intervene effectively in concrete situations" (Delgado-Ponce & Pérez-Rodríguez, 2018, p. 14).

Given the globalized media context (Álvarez-Arregui et al., 2017), it is important to work on continuous training and the development of media competence to be prosumers with critical thinking at the level of reception and production of messages. It is about going beyond a "techno-solutionist" approach to move towards the development of personal autonomy (Mateus et al., 2019). In this framework, the Alliance of Civilizations reaffirms that the development of critical thinking is fundamental in the face of mass media especially considering that "the production of media messages has grown due to the participation enabled by Web 2.0" (Delgado-Ponce & Pérez-Rodríguez, 2018, p. 18). Developing critical and autonomous thinking is a process that refers to the necessary deepening in education, from the strengthening of media competence that responds to the digital, audiovisual, and intercommunicated scenario, where the role of the professor from

the management, facilitation and promotion of media and digital competence is unavoidable (Salcines-Talledo et al., 2017).

At the research level, it is essential to work with theoretical and methodological support. Under these criteria, two researchers who have contributed to methodologically operationalize the concept of media competence are Ferrés and Piscitelli (2012) for whom media competence comprises the mastery of knowledge, skills and attitudes linked to six basic dimensions, through which the respective indicators are created. These proposed dimensions are related to both analysis (how people receive and interact with messages) and expression (how people produce messages). The dimensions are Language, Technology, Interaction Processes, Production and Dissemination Processes, Ideology and Values, and Aesthetics.

Therefore, this study aims to identify and integrate the dimensions of media competencies in skills, attitudes, and knowledge that professors should have to manage the teaching-learning process in the YouTube and Instagram social network.

METHODOLOGY

This study followed a quantitative design with an exploratory scope and was carried out over one year, between 2021 and 2022. This design encompasses a set of sequentially organized processes and is appropriate when one wants to estimate the magnitudes or occurrence of phenomena. The choice of an exploratory scope is justified since the study examines a new or little-studied phenomenon or research problem, about which there are many doubts, and which has not been addressed before (Hernández-Sampieri & Mendoza Torres, 2018).

Type of study

For this research, a non-experimental design of transversal type is used, collecting data at a single moment and without the deliberate manipulation of variables, to observe the phenomena in their natural environment and analyze them (Hernández-Sampieri & Mendoza Torres, 2018). By not manipulating the variables, possible distortions introduced by the intervention of the researcher are avoided, likewise, this design empowers the examination of the relationships between variables in an observational manner, providing key points on the interactions between the elements of the phenomenon in question.

Participants

The selected sample consisted of 152 university professors who participated on a voluntary basis and at the moment of data collection worked in higher education institutions in Argentina (22.4 %), Bolivia (15.8 %), Colombia (36.8 %) and Ecuador (25.0 %). Due to the nature of self-selection sampling, the sample reveals significant diversity in terms of geographic origin, with many participants from Colombia and Ecuador. In terms of gender, there is an even distribution between men and women. The age of the respondents varies widely, although the majority are in the range of 36 to 55 years old.

Regarding teaching experience, there is a relatively even distribution among the different ranges of experience, with a significant percentage of participants with more than 10 years of experience. In terms of educational level, the majority have at least a master's degree, reflecting a highly qualified and diverse educational group. As shown in Table 1, the sample has varied profiles in terms of gender, age, years of experience and educational level. This not only provides a more complete representation of the target population, but the analysis can better capture the possible influences of these demographic variables on the results, allowing for a deeper and more accurate understanding of the phenomenon studied.

Table 1
Demographic profile of the sample

Criterion	Description	Frequency	Percentage
Country of origin	Argentina	34	22,4 %
	Bolivia	24	15,8 %
	Colombia	56	36,8 %
	Ecuador	38	25,0 %
Sex	Male	80	52,6 %
	Female	72	47,4 %
Age	21 to 25 years old	3	2,0 %
	26 to 30 years old	4	2,6 %
	31 to 35 years old	18	11,8 %
	36 to 40 years old	38	25,0 %
	41 to 45 years old	16	10,5 %
	46 to 50 years old	22	14,5 %
	51 to 55 years old	26	17,1 %
	56 to 60 years old	22	14,5 %
	Over 60 years old	3	2,0 %
Teaching experience	From 1 to 5 years old	28	18,4 %
	From 6 to 10 years old	27	17,8 %
	From 11 to 15 years old	39	25,7 %
	From 16 to 20 years old	28	18,4 %
	From 21 to 25 years old	15	9,9 %
	From 26 to 30 years old	6	3,9 %
	More than 30 years old	9	5,9 %
Education level	Undergraduate / Degree	23	15,1 %
	Master's degree / Specialization	89	58,6 %
	Doctorate (PhD)	33	21,7 %
	Postdoctoral	7	4,6 %
	Other	0	0,0 %

To ensure the ethical integrity of the study, all participants were informed of its aims and expressed their explicit consent to take part in it and were encouraged to raise any questions or concerns. They will receive the results once the study is concluded, which guarantees transparency, respect for autonomy and compliance with the ethical standards of the research.

Instrument

For this research, the instrument used to measure media competencies was adopted from Ferrés and Piscitelli (2012) and validated by Ríos-Hernández et al. (2020) for implementation among students and professors in Latin American contexts, including cases from Colombia, Ecuador, Bolivia, and Argentina. The media competencies analyzed are Language, Technology, Interaction Processes, Production and Dissemination Processes, Ideology and Values, and Aesthetics. The instrument consisted of 29 closed-ended questions of nominal and ordinal level (Table 2).

Table 2
Questions, dimensions, mastery, and reliability - media competence

Questions	Dimension	Domain	Cronbach Alpha
- Elements that interact on YouTube and Instagram. - Time you spend on daily consumption of YouTube and Instagram - Purpose, use of video applications and design - Development of audiovisual production - Use of YouTube and Instagram video - Use of photos and images on YouTube and Instagram - Frequency of use of YouTube and Instagram for classes. - YouTube and Instagram helped you to strengthen your classes.	Interaction processes	Knowledge	,735
- Language (vocabulary) transmitted on YouTube and Instagram. - Use of hashtags (#) or keywords - Terms you use to interact on YouTube	Language	Skills	,791
- YouTube and Instagram resources that you use frequently in the classroom. - Handling of the social networks YouTube and Instagram - Social networks or platforms that you use the most for your studies - Devices to access YouTube and Instagram - Use of YouTube and Instagram - Resources for creating academic content on YouTube and Instagram - Handling of video and design applications to create content on YouTube and Instagram	Production and dissemination processes	Skills	,791
- Content creation (photos, audios, videos, images, etc., on YouTube and Instagram). - The accounts you follow on YouTube and Instagram. - Criteria for selecting the content you publish on YouTube and Instagram.	Technology	Skills	,791
- People or groups you follow on YouTube and Instagram - The accounts you follow on YouTube and Instagram - Ideological and value motivations to convey the content you creates on YouTube and Instagram.	Ideology and values	Attitudes	,791
- Aspects to value in a photo to be published on YouTube and Instagram. - Elements of images to be published on YouTube and Instagram - Aspects of photographs	Aesthetics	Attitudes	,791

Data analysis

The data collected were analyzed using descriptive and inferential statistics with the help of the SPSS program (V.22.0). The domains: skills, knowledge and attitudes were elaborated from the raw scores (arithmetic sum of the items corresponding to the competencies of each dimension identified) and converted into percentage ratios.

The Kolmogorov Smirnov test was used to analyze the normality of the domains: knowledge, skills, and attitudes, as explained in Table 3, the results of which showed that the data did not follow a normal distribution. These were used to test hypotheses and determine whether there was a significant difference between the groups means using the Kruskal-Wallis test.

Table 3
Kolmogorov-Smirnov test for the sample

		Knowledge	Skills	Attitudes
N		152	152	152
Normal parameters	Mean	40,486	40,004	58,778
	Standard deviation	18,7444	14,4061	21,1761
Minimum		6,7	14,4	6,8
Maximum		91,7	76,6	97,7
Maximum extreme differences	Absolute	,079	,074	,067
	Positive	,079	,074	,065
	Negative	-,054	-,043	-,067
Test statistic		,079	,074	,067
Asymptotic sig. (bilateral)		0,021	0,041	0,093

RESULTS

Table 4 presents the results of the domains of media competence: knowledge, skills, and attitudes, according to the demographic profile (country of origin, age, gender, teaching experience and level of education) of university professors from Argentina, Bolivia, Colombia, and Ecuador. It also includes the results of the Kruskal-Wallis (KW) test for each domain, establishing whether there are significant differences between the groups defined by demographic variables.

It is observed that there are no significant differences in the domains of knowledge, skills, and attitudes among the countries ($p > 0.05$), according to the Kruskal-Wallis (KW) test, i.e., these domains are developed to the same extent in the four countries analyzed. In turn, age is a factor influencing the three domains, given that significant differences are observed in all dimensions with respect to age ($p < 0.05$), indicating that the means of knowledge, skills and attitudes vary significantly among the different age groups, being higher in the younger segments.

Gender and level of education are not determining factors in the development of the three domains, since no significant differences are observed in relation to knowledge, skills and attitudes between men and women ($p > 0.05$), nor between the various levels of education ($p > 0.05$). However, teaching experience, as well as age, do make a difference,

as they are significant in all domains ($p < 0.05$), suggesting that the length of teaching experience influences professors' media competencies.

Table 4
Domains of media competence: knowledge, skills, and attitudes

Criterion	Description	Knowledge			Skills			Attitudes		
		Mean	SD	KW	Mean	SD	KW	Mean	SD	KW
Country of origin	Argentina	41,9	20,1	0,255	41,9	13,6	0,095	61,9	22,0	0,139
	Bolivia	33,8	15,4		33,7	14,0		49,9	20,3	
	Colombia	41,3	19,9		40,4	14,8		59,0	20,9	
	Ecuador	42,2	17,4		41,8	14,2		61,3	20,7	
	Total	40,5	18,7		40,0	14,4		58,8	21,2	
Age	21 to 25 years old	55,0	32,5	0,000	54,7	17,3	0,000	68,2	16,4	0,002
	26 to 30 years old	48,8	31,5		48,7	15,3		71,0	26,9	
	31 to 35 years old	54,0	17,5		50,5	14,7		73,0	18,1	
	36 to 40 years old	45,9	14,6		44,0	10,5		64,7	18,2	
	41 to 45 years old	38,9	16,5		34,8	12,5		49,7	20,7	
	46 to 50 years old	42,3	16,9		40,1	16,2		59,5	20,3	
	51 to 55 years old	33,0	16,7		34,7	14,5		50,6	21,5	
	56 to 60 years old	27,0	16,9		32,5	11,0		51,1	21,4	
	Over 60 years old	24,4	7,9		28,2	11,6		42,5	5,3	
	Total	40,5	18,7		40,0	14,4		58,8	21,2	
Sex	Male	41,0	17,0	0,752	39,6	12,4	0,99	58,4	21,2	0,819
	Female	39,9	20,6		40,4	16,4		59,2	21,3	
	Total	40,5	18,7		40,0	14,4		58,8	21,2	
Teaching experience	From 1 to 5 years	48,6	20,8	0,006	46,5	14,5	0,015	70,5	16,0	0,013
	From 6 to 10 years	44,8	19,3		42,5	15,7		60,1	20,7	
	From 11 to 15 years	40,8	16,9		40,1	13,6		58,9	22,6	
	From 16 to 20 years	39,9	14,1		38,5	12,8		56,0	20,5	
	From 21 to 25 years	28,7	16,4		32,8	13,7		49,1	20,2	
	From 26 to 30 years	34,5	23,0		38,7	14,9		45,1	28,6	
	More than 30 years	26,3	17,7		29,6	10,4		51,8	15,7	
	Total	40,5	18,7		40,0	14,4		58,8	21,2	
Education level	Undergraduate / Degree / Career	49,8	16,7	0,09	43,3	13,5	0,587	67,9	18,4	0,128
	Master's degree / Specialization	38,8	18,5		39,0	14,1		58,3	19,7	
	Doctorate (PhD)	39,0	19,0		40,0	15,0		54,6	24,3	
	Postdoctoral	38,1	21,6		42,6	19,5		54,2	27,2	
	Total	40,5	18,7		40,0	14,4		58,8	21,2	

Note: KW: Kruskal-Wallis test for independent samples; SD: standard deviation

Knowledge

The results obtained suggest that the level of knowledge about media competence on YouTube and Instagram among university professors from Argentina, Bolivia, Colombia, and Ecuador is comparable, evidencing a certain similarity in the acquisition and understanding of concepts and theories related to the media in an educational context.

Both men and women, regardless of their educational level, have an equal level of knowledge, which defies gender stereotypes and shows that education, access to information and the use of social networks level out the differences in the development of knowledge in this area.

Skills

The uniformity presented with respect to professors´ skills suggests a generalized exposure to media, social networks and technologies that reflect the same trend within the region, as well as the domain of similar educational approaches. However, the fact that younger university professors are better equipped with media skills than professionals with more years in the teaching profession, responds to the fact that the first group grew up in a context with notorious digital influence and are more familiar with technologies, media and social networks, a situation that enhances their media skills and abilities on an almost permanent and continuous basis.

Although neither gender nor educational level can be considered determining factors, teaching experience is positioned as a significant variable that influences the development of media skills, supporting the argument that the time dedicated to teaching activities not only affects the pedagogical skills achieved, but also enriches those related to media competence in the use of the social networks YouTube and Instagram. In this sense, professors with more experience increase their opportunities to integrate media tools in their teaching practice, reflect on their application in the classroom and contribute to their mastery.

Attitudes

Attitudes developing media competence in YouTube and Instagram are similar among university professors in the four countries analyzed, which implies a generalizable trend in the perception and valuation of their importance in the teaching-learning process. However, and like the previous domain, it is the younger university professors who evidence a more favorable disposition towards media competence, with greater openness to the integration of innovative media approaches; it should be considered that these attitudes are currently perceived as essential for professional success in the current landscape.

The valuation and perception of the importance of media competencies in social networks such as YouTube and Instagram do not present an influence linked to gender or educational level, but again teaching experience is consolidated as a significant factor within media competencies, which promotes a greater valuation of their domains as an integral part of teaching and learning. Thus, prolonged exposure (years of work) to the demands and challenges of teaching leads to a higher valuation of media competencies in YouTube and Instagram as effective tools to facilitate the established teaching-learning process.

DISCUSSION AND CONCLUSIONS

This research describes the competencies that a university professor should have to teach and learn using YouTube and Instagram. The use of technology and these platforms for university teaching is a trend that will continue in a post Covid world, so it is necessary to develop competencies to make these new educational phenomena effective, considering

that the adoption of technology is usually modeled as a process with dynamic transitions between costs and benefits.

There are no significant differences between countries in the domains of knowledge, skills and attitudes in media competence on YouTube and Instagram, which suggests that, despite variations in the educational and cultural systems of each country, university professors develop media competence at a similar level, a situation that is relevant in a globalized context where technology and media such as social platforms, have a cross-cutting impact on education. That being said, some authors (Marín et al., 2023) consider that cultural values infer the levels of media competence.

This raises questions about training and professional updating strategies, suggesting that it is necessary to implement specific programs that address the needs of older professors to ensure an equitable development of media competencies in all groups. Platforms such as YouTube and Instagram should be used to innovate student learning through the selection and integration of content and resources, offering favorable conditions for dialogue and collaborative learning.

Teaching experience and age emerge as a relevant factor in the development of YouTube and Instagram media competence, with a greater integration of technological tools by professors with more experience, while younger professors show a greater disposition towards innovative media approaches such as the use of social networks: YouTube and Instagram. This highlights the criterion of Tsankova et al. (2023), the importance of continuous training and professional learning throughout a professional teaching career to stay updated in a constantly evolving technological educational environment with key skills for living and working in the 21st century.

Looking to the future, it will be necessary to strengthen the critical attitude of the users of these networks, considering the presence of platforms that, from the educational point of view, as highlighted by Zuboff (2019), are increasingly personalized, according to the interests of the users. As suggested by Barrero-Fernández et al. (2023), at the educational level, the development of different types of collaborative networks is seen, which has led in recent years to generate links and different forms of collaboration.

The data collected contribute comprehensively to the understanding and development of professors´ media competence on YouTube and Instagram. By integrating innovative pedagogical strategies, the model emerges as a valuable resource to strengthen the educational presence in these digital spaces, allowing professors not only to effectively navigate technological tools, but also to enhance their educational and communicational impact. Faced with this reality, authors such as Sinan and Yener (2023), point out that the use of educational technologies reforms educational systems to train dynamic individuals who can meet the needs of society, as well as technology.

This study is a significant step towards the consolidation of a more skilled and versatile teaching community with respect to the current digital scenario, where media competence on YouTube and Instagram becomes part of effective teaching and meaningful interaction with students. The influence of teaching experience on the development of media competence in social networks highlights the importance of fostering spaces for the exchange of good practices and continuous training so that professors continue to update themselves in this area.

In the future, it is necessary to propose longitudinal research that will allow a long-term evaluation of media competencies on YouTube and Instagram in professors to establish an analysis of trends, exploration of effects, consideration of technological-cultural changes and the needs for continuous training presented by the teaching community in higher education.

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