

Connected outside disconnected inside. Social Networks in initial teacher training

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Connected inside, disconnected outside. Social Networks in initial teacher training



INTRODUCTION

Social networks have recently become a key space where teachers share information, exchange resources and materials, and engage in relationships, collaboration, and community building.

SOCIAL MEDIA

This study aims to investigate whether future teachers use social media for learning and development, identify their reasons for use, and analyze any differences among them.



QUESTIONNAIRE

To achieve these objectives, we designed and validated a 33-item questionnaire, which was completed by 231 pre-service teachers in Early Childhood, Primary, and Secondary Education from 10 public and private universities in Spain.



RESULTS

The results show that a high percentage of pre-service teachers never use certain social networks like LinkedIn, Facebook, TikTok, or X, while others, such as Instagram and YouTube, are used continuously. Pre-service teachers use social media for three main purposes: finding resources and people for learning, as a medium for academic learning, and as a tool for mutual support.



CONCLUSION

Notable differences were found concerning age and the educational level they are preparing for, with younger undergraduates perceiving the benefits more positively than older master's students. Our study concludes by highlighting the need to integrate the knowledge and use of social media as valuable tools for connected teachers of the 21st century into initial teacher training programs.



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Editor: [Lorenzo García Aretio](mailto:Lorenzo.Garcia.Aretio@uned.es)

[AIESAD](mailto:AIESAD@ried@edu.uned.es) - ried@edu.uned.es

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