El uso de la red social facebook para fortalecer en los alumnos la obtención de información y expresión de las ideas

The use of social network facebook to strengthen students in obtaining information and expressing ideas

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Resumen

La investigación se centra en las insuficiencias por parte de los estudiantes en el manejo de las TIC, con el objetivo de contribuir al desarrollo de competencias en la búsqueda de información mediante las TIC. La idea a defender: está dada porque la orientación de los estudiantes en el empleo de la red social Facebook, desde las actividades docentes permitirá aprovechar la novedad del medio para lograr que los estudiantes obtengan información adecuada y mejoren en la expresión de sus ideas. La investigación se desarrolla utilizando los métodos teóricos y empíricos de la investigación científica. El aporte prácticos está dado por la estrategia didáctica**:** "*El uso de la red social Facebook para fortalecer en los alumnos el manejo de las TIC´S en la obtención de información y expresión de las ideas", la misma* se enmarca en la unidad de aprendizaje: Tecnologías de la Información y la Comunicación I, perteneciente al campo disciplinar de Comunicación, Área Curricular Básica, modalidad presencial, primer semestre de la Preparatoria # .1 de la Universidad Autónoma de Nuevo León, México. El resultado es el diseño argumentado y comunicable de la estrategia didáctica propuesta.

Palabras claves: facebook, redes sociales, búsqueda de información.

Abstract

The research focuses on the inadequacies on the part of students in the management of ICT, with the aim of contributing to the development of skills in searching for information using ICT. The idea to defend: is given for the guidance of students in the use of social network Facebook, from educational activities will take the novelty of the medium to ensure that students get adequate information and enhance the expression of their ideas. The research is developed using theoretical and empirical methods of scientific inquiry. The practical contribution is given by the teaching strategy: "The social network use Facebook to strengthen the students' ICT skills'S in obtaining information and expression of ideas," it is part of the unit learning Information Technology and Communication I, belonging to the discipline of Communication, Basic Academic Area, modality, first semester of School # 1 at the Autonomous University of Nuevo Leon, Mexico. The result is the design and communicable argued the proposed teaching strategy.

Key words: facebook, social networking, searching for information.

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Introduction

For decades the educational strategy in Mexico focused on expanding primary and secondary education, that was the big challenge in the twentieth century in our country fully abate achievement illiteracy and lack of education. We had more than 40 years for a country of children and efforts focused on this sector.

The great challenge of the century is confronting a country with different demographics, in which most of the population is young and no children and where the problem of basic education is solved.

The high school in Mexico has historic problems, problems that have to do with the quality of educational services, coverage and equity. A lower income has been less able to send children to school, thus reducing the possibility that the lower classes aspire to education for their children.

Likewise there is a significant dropout in secondary education. 45% of school leavers, ie almost half of those entering 1st. Primary do between the first and third of high school. This affects poor completion rate, ending just 55% of those enrolled in 1st grade through high school.

When we compare the performance of Mexico in relation to educational developments in other countries found a worrying lack of education in Mexico, not only in the average number of years a student remains in school in Europe or North America, but especially in educational quality.

The causes of abandonment are actually multiple reasons of socioeconomic nature, needs family support, early entry into the labor market, but there are also reasons relating to the interest and relevance. Young people expressed in a significant percentage not to make them interesting and attractive for studying everyday life. While I is measured that more study is more income, students seem not to know or believe or even ignore, this clearly reflects the type of education offered to them does not help them to face the real world, the field work.

This lack of interest or attraction and commitment has to do with the educational content and the organization of the School Education System. There are 25 different configurations of subsystems, structures, whose transit durations and specialties, accreditation or recognition between the two is extremely complicated.

There have been cases where it has been easier to defend a foreign student as a student who leaves a CBTIS and intends to enroll in a CANALEP.

Faced with this problem the challenges of the contemporary world are growing every day, there are continuous changes in the patterns of social interaction and political participation, media, technology now pervades everyday life and consequently the labor market and these changes technologies are playing a leading role.

Demands higher quality, competence, knowledge and experience are demanded at an early age alongside innovative capabilities and the performance in plural, virtual, attitudes reviews, informative universes to reach adaptability and continuous environments.

The youth of the twenty-first century take important decisions in changing scenarios in step just enrolled in the school. As teaching is significant work done to reinforce everything related to the management of ICT's in obtaining information and expression of ideas.

This is the origin of the Reformation, the need for change, to correct errors, to catch up with the world, but especially to improve, raise standards and quality, to have a system that responds more the different realities of youth in Mexico and the needs of the workplace.

One of the cornerstones on which the Reform of Higher Secondary Education (RIEMSER), of Mexico, is developed instrumentation management mechanisms that favor the development of RIEMSER. These mechanisms define common standards and processes that contribute to the development of core generic and disciplinary skills. As above, the implementation of these mechanisms presupposes consider the characteristics of students in high schools and in this sense it is known that young people aged 15 to 19, and usually at least in urban areas, are in a characterized stage of development, from the psychosocial point of view, by increasing autonomy from the family unit, strengthening own social networks, and an increase in extra-familial and extra-personal interests, all fertile conditions for the emergence of youth cultures clearly differentiated from the adult world. (SEMS, 2008).

This stage is also characterized by decision-making in relation to the life project (migration, work, marriage, etc.), which moves the interest and attention of young people to a range of areas that competes strongly with motivation academic. That's why the possibility of student achievement will increase if the learning trajectories of the different study objectives, serve the creation of opportunities for educational guidance, the most convenient way, ensuring that the comprehensive and balanced development that characterizes basic education extends to the high school level. (SEMS, 2008).

Many of the areas that can be generated based on the use of technological tools, among which may be mentioned the e-portfolios or e-portfolios, social media and documents and applications on the network or Cloud Computing.

The proliferation of participatory and collaborative technologies such as social media, is a fact and youth play a leading role in this proliferation. According to a study by the AMIPCI six in ten Mexican Internet, a member of a social network; most prefer: Facebook, Youtube, Twitter.

In this context, one can not ignore the impact that social networking has among young people, but it is still insufficient work teachers do to take advantage of social networks to

strengthen the students' management of TIC'S in obtaining information and expression of ideas, stimulate activity and encourage study skills development.

Considering the above aspects methodological research design required:

Development

The proposal is set to the context in which is located the UANL School No.1, which is the municipality of Apodaca, which is characterized by a significant increase in their demographic and industry, youth issues require both well prepared and competent in the use of Information Technology and Communication, to perform successfully in the knowledge society. It is based on several documents and instruments of analysis of context and theoretical basis to determine areas of opportunity and / or detection of academic needs of the group. The group will be applied where the teaching strategy consists of 38 students, 22 women and 16 men. For some aspects about the involvement of parents in the education of their children, a survey that shows that 76% of the parents of these students have a high school education or degree was applied; and 37% is the slope of the tasks and activities performed. As for the background of the students, an institutional instrument of the Autonomous University of Nuevo León (UANL) called Performance Index Prediction (IPRE) where the results indicated that the group shows deficiencies in the areas of Order and Will used to perform tasks with a 7.1% and 7.2% respectively.

This problem is consistent with that established in 442 (2008) Agreement which states that:

Young people aged 15 to 19, and usually at least in urban areas, are in a stage of development characterized from the psychosocial point of view, by increasing autonomy from the family unit, strengthening social networks themselves and an increase in extra-familial and extra-personal interests, all fertile conditions for the emergence of youth culture, distinct from the adult world. (p. 82)

In order to know the use of the social networking site Facebook that the students in their daily life or at school activities, a survey was conducted. The results are as follows: Do you have a Facebook account? 100% say YES. Do you use social network Facebook to communicate with your friends often? 97% of the students mentioned that SI, while the remaining 3% say NO and in the comments, point out who perform sporadically. Are teachers from different learning units use the social network Facebook as a tool for you to develop learning activities in their classrooms? 100% NO mention that you like to use social network Facebook to discuss and provide input on specific topics in different subjects that cursas this semester? 100% of the students mentioned that YES

The teaching strategy: "The use of social network Facebook to strengthen the students' management of ICT's in obtaining information and expression of ideas" is part of the learning unit: Information Technology and Communication I, belonging to the disciplinary field of Communication, Basic Curriculum Area, modality, first semester. "The basic disciplinary communication skills are related to the ability of students to communicate effectively in Spanish ... using various means and instruments". In addition, "they will use information technology and communication critically to various communicative purposes" (Agreement 444, 2008, 7). (Appendix 6)

To achieve the strategy is to develop disciplinary competence:

12 Use the information technology and communication to investigate, solve problems, produce materials and transmit information.

Students will be reinforced through the teaching strategy, generic skills:

4 Listen, interpret and issues relevant messages in different contexts through the use of media, tools and appropriate codes.

- Manages information technology and communication for information and express ideas.

5 Develop innovations and proposes solutions to problems using established methods.

- Use the information technology and communication to process and interpret information.

In Mexico today is essential that young people attending high school graduate with a set of skills that enable them to realize their potential, both for their personal development and to contribute to society. Common competencies for all graduates of the EMS are generic skills, the 444 Agreement states:

They are key skills, their size and diverse applications throughout life; cross, to be relevant to all disciplines and curriculum areas of EMS, and transferable, to strengthen the ability of students to acquire other skills. (p.2)

In developing the profile of the student's degree Exit through the generic and disciplinary skills, the work of teachers is crucial. In the 447 Agreement in 2008, mentions that regard:

It is essential that teachers transcend disciplinary purposes exclusively and comprehensively support the training of young people; that goes beyond traditional teaching practices in the classroom, to adopt a focused learning in different environments, especially considering the Integral Reform of Higher Education Media undertaken to establish the National High School Focus (SNB) in a context of diversity. (p.1)

The Ministry of Education defines the profile of the Faculty of National High School, which consists of a set of competencies for providers and higher education in the school modality, which

integrate knowledge, skills and attitudes that teachers put into play to create learning environments in which students deploy generic skills. The Agreement 444 (2008) "Teaching competencies are those formulating individual qualities, ethical, academic, professional and social required by a teacher at EMS, and consequently define their profile" (p.1).

To develop the teaching strategy "The use of social network Facebook to strengthen the students' management of ICT's in obtaining information and expression of ideas," the teacher requires the following skills:

3 Plan the teaching and learning taking into account the competency-based approach, and places them in broad disciplinary, curricular and social contexts.

- Identify prior knowledge and training needs of students and develops strategies to build on them.
- Contextualizes the contents of a curriculum in the daily lives of students and the social reality of the community to which they belong.

4 It puts into practice the teaching and learning of effective, creative and innovative ways to their institutional context.

- Use the information technology and communication with an educational and strategic application in different learning environments.

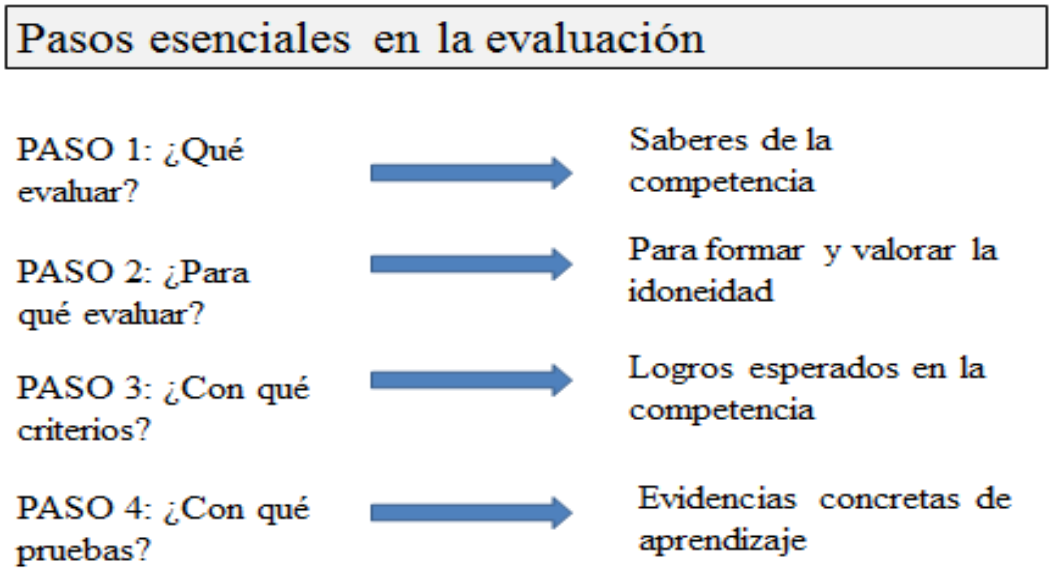
5 Evaluate the teaching and learning with a training approach.

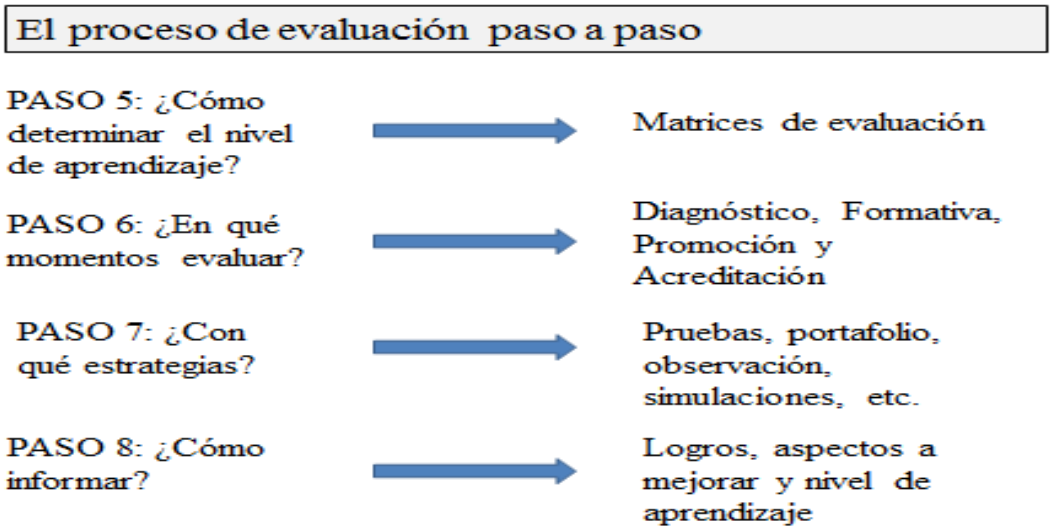
- Establishes criteria and assessment methods based learning competencies approach, and clearly communicated to students.
- Is kept updated in the use of information technology and communications.

For what must be borne in mind that the skills assessment presupposes:

• PRINCIPLE 1: Competency Assessment is a metacognitive process
• PRINCIPLE 2: The evaluation is based on criteria relevant to performance in the context
• PRINCIPLE 3: The evaluation seeks to articulate the qualitative and the quantitative
• PRINCIPLE 4: The evaluation focuses on the essential aspects of learning
• PRINCIPLE 5: Feedback motivates the continuous improvement
• Principle 6: Assessment is intersubjective, dialogic and has quality control

And the essential steps of the evaluation are:





• PRINCIPLE "CONSTRUCTIVE ALIGNMENT AS SUPPORT STRATEGY PROPOSAL:

The strategy we propose is based on the concept of constructive alignment, which recommends that a good design must align learning strategies which attempt to evaluate the objectives or learning goals and focus the activities or products of students toward mastery of the competencies expressed in the attributes (Biggs, 2010) .The learning principles

underlying the teaching proposal in the competitions approach, are based on a constructivist view, according to the 442 Agreement (2008)

(...) Recognizes learning as a process that is built individually, where new knowledge make sense with previous structured and social interaction. Therefore, a competency-based approach entails a relevant approach to teaching and learning activity is for the teacher, who will promote the creation of learning environments and appropriate skills to focus on educational issues, encouraging research activities, work collaborative, problem solving, development of interdisciplinary education projects, among others. Similarly, the assessment of student competencies requires the use of different methods, so teachers must have the tools to evaluate them. (p.46)

In preparing our students with the minimum competencies required by the graduate profile of Higher Secondary Education, specifically the attributes in which the student's competence in the management of Information Technology and Communication (4th and 5th specified generic competition), we will be providing improvements to our program of disciplinary matters within the Common Curriculum Framework for Comprehensive Reform in Mexico.

The principle of "constructive alignment" was developed with the decision to use a "portfolio" to assess the extent to which students felt they had met the objectives of the unit.

This forced them to reflect on what they wanted from it, and how they could get, which in turn put pressure on teachers to provide them with appropriate teaching and learning activities to help them carry it out.

Thus, all components in the system Become Sound aligned targets.

The question is: Can the principles of constructive alignment be generalized in terms of what I made in this experience?

The key question is whether the teacher can conveniently operationalize levels of understanding, so that denote performance that can be complimented by appropriate teaching and learning activities and, moreover, can be assessed authentically.

It is then a matter of applying the principles of alignment and criterion-referenced assessment that are already well established in the literature of instructional design.

A Review of the criterion-referenced assessment is closed and the enemy of the spirit of constructivism, one can point to the portfolio, where all the support is provided to students to be divergent and surprising.

The teaching model that emerges is simple.

• Teachers should be clear about what they want their students to learn and how such learning manifest in terms of performance to demonstrate their understanding. Thus, for example, memorizing and paraphrasing are not understanding performances. Yes it is to make an application in a new context.

• The performance objectives that emerge and need to be ordered in a hierarchical manner desdelo more acceptable to barely satisfactory. In such a hierarchy, will operate the rating system.

• Students must necessarily be placed in situations that are judged as more likely to compliment the learning required. Thus, they will be required to provide evidence, are tasks given by the teacher or by them, so that what is learned can be paired with the agreed targets. Your grade will be higher if such a comparison is made convincingly.

Good teachers, are expected to be clear about what they want students to learn, and what they should do to demonstrate that they have achieved an appropriate level.

They should know and operate ways to get their students to learn effectively and to a desirable level of knowledge. Also, to be more student-centered and its teaching and learning activities and authentic in their evaluations.

This model provides a framework to systematically operationalize these desires. There is, however, an institutional side to this, if not an obligation.

Quantitative framing of institutional control, as is done in the administrative model has recently been imposed on universities in many countries, often requires related evaluations with practices that transform the type of qualitative approach identified as references to the criteria difficult to apply [Biggs, 1996]

Economic rationality, means larger classes, which, under the conventional thinking means more conference sessions and final exams type especially multiple choice, rather than group work, assignments or other formats that consume time to qualify. this not

should be that way, but it's easy to think why it is. The management thought increasingly requires the report of the students' performance in terms of percentages rather stay qualifications expressed in letters or other quality categories.

In Australia, many institutions still need to qualify under the curve. Strongly discourage such qualitative approaches to student assessment approaches.

There is a real tension between the administrative and academic requirements, academic needs become more proactive, positively insist that educational considerations should take precedence over administrative convenience.

However, these considerations lead to different sets of issues, which might be inappropriate to continue them here.

My position is that a working version of constructivism can be integrated with the instructional design in three crucial points:

1 The objectives of the curriculum units, should be formulated in terms of content specific levels of understanding involving appropriate performance.

2 Teaching methods require students to be placed in contexts most likely to compliment these performances or performances.

3 Evaluation activities will be directed to consider such performances or performances.

In the author's opinion this view provides a powerful context for teaching and learning.

Design argued and communicable of teaching strategy proposal.

• FOUNDATION

Learning principles underlying the teaching proposal: "The use of social network Facebook to strengthen the students' management of ICT's in obtaining information and expression of ideas" in the focus on competencies, are based on a constructivist view, according to the Agreement 442 (2008):

(...) Recognizes learning as a process that is built individually, where new knowledge make sense with previous structured and social interaction. Therefore, a competency-based approach entails a relevant approach to teaching and learning activity is for the teacher, who will promote the creation of learning environments and appropriate skills to focus on educational issues, encouraging research activities, work collaborative, problem solving, development of interdisciplinary education projects, among others. Similarly, the

assessment of student competencies requires the use of different methods, so teachers must have the tools to evaluate them. (p.46)

The theoretical foundation of the teaching strategy proposed is given by the tenets of Biggs (2010), which is located in a constructivist paradigm, which assumes that we learn when a student faces different learning activities, but this contact the student it can make profound activities involving new structures with the contents, or conversely, perform only surface activities involving an information processing surface, with a pre-trial unstructured data accumulation.

The Impact of Reform in the care of the problems detected in my work context, lies in the deployment of didactic proposal, which focuses primarily on the development of a range of learning strategies that led to the creation of a group discussion through the social network Facebook, which has wide acceptance and use among young people in this age group. The intention is to capitalize on the interest that students of School No. 1 show this electronic tool of social communication, so that through this medium, to express their ideas and knowledge gained concerning the elements of a learning system computacional.Los Media in Higher Education should be meaningful for students. In this regard, the Agreement 442 (2008) mentioned that when young people recognize in their everyday life and their aspirations advantage of what they learn at school, redoubling the effort and strengthen the knowledge and skills acquired, this will lead to increase the coverage and staying in EMS, while students will recognize the advantages of continuing their deployment estudios.En teaching strategy "The use of social network Facebook to strengthen the students' management of TIC' S in obtaining information and expression of ideas, "the teacher will give priority to cooperative work (Agreement 442, 2008) as this:

Not only... declarative and procedural knowledge of the students are invigorated, social and living skills are also mobilized, as well as attitudes and values such as respect and tolerance for the ideas of others, individual responsibility and shared, communication skills, sharing information, negotiations and social agreements, development of good relations, ability to resolve conflicts, among others. (p.13)

The pedagogical approach used in the design of learning activities is based on the 5 dimensions of learning Marzano. According to the above Chan (2002) proposed that

learning activities should cover a dynamic learning process through which students will be able to build their learning.

Regarding the teaching sequence of the proposal being considered model Alfonzo (2003, cited by Ronald Feo) which considers three stages: Start time, to have a preview of the theme; Time of development, in which the teaching and learning strategy is used, and the moment of closure for summarizing the issue, transfer learning and make the closure.

Regarding the assessment used in the teaching strategy: "The use of social network Facebook to strengthen the students' management of ICT's in obtaining information and expression of ideas" is based on the Agreement 8 (2009) in which "relates to the generation of evidence of learning associated with the progressive development of skills that sets the Common Curriculum framework" (p.2).

Also, according to the Agreement 8 (2009): "It is necessary to consider the diversity of forms and rhythms of student learning, to consider that assessment strategies meet the different learning styles" (p.2)

According to the time of evaluation (Consensus 8, 2009) on the teaching strategy, it is done:

• Diagnostic evaluation was performed to estimate the background of the students to help guide the educational process.

• Formative evaluation allows to specify the progress made by each student and, in particular, noted the difficulties encountered during learning; aims to improve, correct or reset the progress of the student. Involves reflection and dialogue with students about the results and the processes of learning and teaching that led to them; to estimate the effectiveness of learning experiences to improve student and encourages the development of autonomy. (p.3)

In the overall assessment strategy used in the proposal, dialogue is an essential part of the debate. To Avolio and lacoluttti Cols (2006 cited by Diana Dolores Leon Janitzio Cerda) "dialogue is a technique to assess the capacity of reflection on practice in the development process and criteria at stake" (p.31)

The completion of the discussion allows the teacher to complete its assessment with other evidence, also allows direct participation of the student in the process, also gives you the ability to understand, learn and integrate what is behind their performance, we can say

competition that is put into action. A rubric contained in Annex 4 shall be used and evaluated at the end of each student participating in the forum holistically.

• DESIGN TEACHING STRATEGY.

The teaching strategy: "The use of social network Facebook to strengthen the students' management of ICT's in obtaining information and expression of ideas" fit the context where it is located the UANL School No.1 : Apodaca; which is characterized by a significant increase in their demographic and industry, this requires well groomed young and competent in the use of Information Technology and Communication, to function successfully in their community and in a knowledge society.

This proposal is part of the Learning Unit Information Technology and Communication I, belonging to the disciplinary field of Communication, Basic Curriculum Area, modality, first semester. "The basic disciplinary communication skills are related to the ability of students to communicate effectively in Spanish ... using various means and instruments". In addition, "they will use information technology and communication critically to various communicative purposes" (Agreement 444, 2008, 7)

The proposed teaching strategy be applied in group 3 1st. General Baccalaureate half in the morning shift, which consists of 38 students. The total duration of the same, will be approximately 12 sessions of 50 minutes, including 6-face and non-face rest.

Following the didactic strategy set is described in detail: "The use of social network Facebook to strengthen the students' management of ICT's in obtaining information and expression of ideas" through a sequence of activities are aligned with the purpose to develop the skills, learning products and evaluation raised.

Purpose: "The student develops the skills necessary for the proper and efficient use of information technology and communication as essential to inform and communicate with an ethical attitude item"

To achieve the strategy: "The use of social network Facebook to strengthen the students' management of ICT's in obtaining information and expression of ideas," aims to develop the Competition Discipline:

12 Use the information technology and communication to investigate, solve problems, produce materials and transmit information.

Students will be reinforced through the teaching strategy, Generic Skills:

4 Listen, interpret and issues relevant messages in different contexts through the use of media, tools and appropriate codes.

- Manages information technology and communication for information and express ideas.

5 Develop innovations and proposes solutions to problems using established methods.

- Use the information technology and communication to process and interpret information.

The issue of teaching strategy is the Hardware. Competition to develop is: Identifies the hardware of a computer system. The content to be addressed in the development of the same are:

- Conceptual Content (knowledge):

The components of a computer system: input devices (keyboard, mouse, microphone, scanner, webcam). Output devices (printer, monitor and speakers). Storage devices (main memory and secondary memory) and processing devices (CPU)

- Procedural Content (skills):

Structure clearly ideas, argues coherent and concise manner; considering the grammar and spelling. Make mental procedures as analysis, deduction and synthesis of information provided. Join the Forum through the social network Facebook in a debate in which they think about the subject, defend and argue their position, enriching the opinions of peers

- Attitudinal contents (attitudes and values):

He is interested in learning from their peers. Participate responsibly in the forum, providing views. Contributes information to teamwork. Performs work in the allotted time and in the manner indicated.

• TEACHING SEQUENCE

TEACHING SEQUENCE
HOME *DIMENSION: Problematization* *Approximate Running Time: 1 50-minute classroom session* *Activity of the teacher: The teacher defines the group learning goal "identifies the hardware of a computer system."* *Student Activity: The participants express their expectations on the issue and resolve the diagnostic test (Appendix 1)* *Product: Application for Diagnosis. Annex 1*
DEVELOPMENT *DIMENSION: Knowledge acquisition and processing and organizing information* *Approximate time: 3 classroom sessions of 50 minutes* *Space: Information. Students acquire the necessary inputs on the hardware (concepts, assumptions, methods of use, etc.) that will be useful in following topics allowing comparison between different types of devices.* *Space: Interaction. The student interacts with the computer and internet and forum discussion on the social network Facebook.* ***Teacher's activity:*** *• Instructs students to complete Activity 1.2 p. 17 Tutorial Information Technology and Communication 1 The teacher takes feedback to students.* *• Calls for investigation on the internet, visit the website which is available on computers in the Computer Lab in our school, the elements of a computer system and describe the key elements and the characteristics of each.* *Student Activity:* • *• Research on the internet, visit the website which is available on computers in the Computer Lab in our school, the elements* make up a computer system and describes the key elements and the characteristics of each. Make reading the topic: "Key elements" of unit 1 of your textbook p. 16-18.

- • Make a list that includes all the elements, description and image.
- Product: List of key elements of a computer system: characteristics and image, made in the book.

CLOSING

DIMENSIONS: Applying information and Metacognition

Approximate time: 8 sessions including 2 face

Area: Production. A concept map drawn in Powerpoint.

Space: Exhibition. In the social network Facebook in a debate which the students say about the subject, defend and argue their position, enriching the opinions of peers.

Teacher's activity:

- *• The teacher makes a dynamic to form 7 teams with 5 or 6 members each. Assign each student in the group a number from 1 to 7 verbally. Calls are placed in a circle all students whose numbers are equal, ie a circle of students will be "one", another will be "two", and so on until "seven". This way we will have teams of 1 to 3 will be composed of 6 members and 4 to May 7 members.*
- • The teacher tells the students to make a concept map in team, considering all the elements of a computer system and do it in a Powerpoint presentation.
- • The teacher presents the triggers questions on the social network Facebook (Annex 2), which initiated a debate among students, who expressed their views on the subject, argue and defend their position and make contributions to enrich the views of their peers. Also clear to students that participation is made with respect to the opinions of others and for this occasion, the use of used to communicate on social networks code is allowed, since priority is given to the contribution of the contents in the same, as well as attitudes and values shown in the activity.

Student Activity:

• Develops the conceptual map in Powerpoint, team and present it to their peers.

- *Participate in the Forum through the social network Facebook in a debate in which they think about the subject, defend and argue their position, enriching the opinions of peers.*

Product: Hardware issue conceptual map. Must include the components and examples. Input devices (keyboard, mouse, microphone, scanner, webcam). Output devices (printer, monitor and speakers). Storage devices (main memory and secondary memory). Processing Devices (CPU)
EVALUATION: Rubric for assessing concept map. Annex 3 Rubric to evaluate participation in the Forum. Annex 4
RESOURCES: Textbook, tutorial ICT 1 Computer, Internet, Notebook, Review

• APPLICATION CONTEXT OF TEACHING STRATEGY

The teaching strategy: "The use of social network Facebook to strengthen the students' management of ICT's in obtaining information and expression of ideas" is part of the learning unit: Information Technology and Communication I, belonging to the disciplinary field of Communication, Basic Curriculum Area, modality, first semester.

The proposal is made in the discipline of Communication field. "The basic disciplinary communication skills are related to the ability of students to communicate effectively in Spanish ... using various means and instruments" (Agreement 444, 2008, 7). In addition, "they will use information technology and communication critically to various communicative purposes" (p 7).

Students acquire the necessary inputs on the hardware (concepts, assumptions, methods of use, etc.) through an internet research on the web that is available on computers in the Computer Lab in our school. They make a list that includes all the elements, features, description and image. Make a concept map in Powerpoint team considering all the hardware elements of a computer system and present it to their classmates. They also interact with the computer and Internet discussion forum in the social network Facebook. The teacher presents questions triggers the social network Facebook, which started a debate among students, which express their views on the subject, defend, argue their position and make contributions to enrich the opinions of their peers. Students participate respecting the opinions of others and allowed the use of used to communicate on social networking code, as priority is given to the contribution of the contents therein, as well as attitudes and values shown in the activity .

In the development of the teaching sequence is asks students (product) to research on the internet, make a list of features of all elements, description and image, use this information in developing a concept map; subsequently engaged in a debate on the social network Facebook.

The use of Facebook in the development of activities strengthens students generic skills, to promote the use of ICT's, since through it the student handles the information technology and communication to obtain, process, interpret and express their ideas. Allowing the development of disciplinary competence: Use information technology and communication to convey information.

- **VALUATION IMPLICATIONS POTENTIAL AND CHALLENGES FOR TEACHING AND LEARNING INVOLVES THE DEPLOYMENT OF TEACHING STRATEGY PROPOSAL**

Currently we need to get information quickly, communicate with thousands of people at once through Facebook or practice skills is automatically natural and necessary, but these facts were unthinkable three decades ago.

Technologies based on the transmission of information on a global scale, the concept of wanting something and getting it immediately, are changes in human thought to have assimilated with the same speed with which they have appeared. Think about its meaning and the before and after we could lead to a conflict between the amount of information we have received in some years and how fast we have assimilated, comparing this with the assimilation of other concepts that, despite repeating several times, we still can not memorize or remember. This process has been further evidence of the need makes us assimilate facts that we had before conceived as improbable.

Developments in information technology and communication carry a dizzying pace of trends and lead us to think that we design today no longer serves us tomorrow. These changes have led to changes in the forms of teaching, since constant change, how quickly we want to get results and information management are concepts that to obtain a satisfactory result must be enhanced in all media student.

In the Mexico of today is no longer enough for teachers of Higher Secondary Education (EMS) to focus the pedagogical action to facilitate the acquisition of knowledge of the

subject we teach, it is essential that we support integrally forming young people. Our role goes beyond traditional teaching practices in the classroom, to adopt a focused learning in different environments, especially considering the Integral Reform of Higher Education Media undertaken to establish the National High School approach (SNB) in a context of diversity. Agreement 447 (2008: 1)

As Frida clarifies Diaz Barriga (1998), (...) the teacher becomes a mediator at the meeting of the student with knowledge. In this mediation the teacher orients and guides the constructive mental activity of their students, who provides instructional support tailored to their competition. In this sense, the teacher performs various actions in the process of teaching and in the process of motivating students to learn. (p.19)

Through the design and implementation of the strategy: "The use of social network Facebook to strengthen the students' management of ICT in obtaining information and expression of ideas", allowed me to develop my teaching skills, when planning the teaching and learning taking into account the competency-based approach, and positioned myself in broad disciplinary, curricular and social contexts. I identified prior knowledge and training needs of students and developed strategies to build on them.

It was necessary to contextualize content with the daily lives of students and the social reality of the community to which they belong, using the technology of information and communication as an educational and strategic application in student participation in the social network Facebook .

I established evaluation criteria student learning based on the competencies approach and clearly communicated to students through the use of rubrics. I communicated the observations of work performed for each of the teams and in particular students in a constructive and consistent manner, and suggesting ways to overcome them.

The use of Facebook is one of the many possibilities of the new technologies that the school should promote common form without value individualism, which is one of the potential dangers of new technologies. As a teacher of ICT's interested in adapting my teaching context of students considering the program and with the intention of making innovations in my planning, gradually began by brainstorming, then the discussion of these a group, to finish what we make today: the debate through Facebook. .

Previously the debate took place in the classroom and verbally. The student participation was very limited and not spontaneous, plus contributions were superficial and very little descriptive. In implementing the strategy of the Facebook Social Network, the following changes occurred in my students:

a) 100% of students participated in the group at least 2 times.

b) 90% did so on at least three occasions.

c) Some contributions (20%) creatively shared videos, images, presentations designed for themselves.

d) A student on their own initiative and spontaneously, told me personally: "Until the teachers turned to see what we really like, talk through the Face".

e) respect, a clear and coherent language he was in the interests of students but will use its own code such talks.

The implementation of the teaching strategy: "The use of social network Facebook to strengthen the students' management of ICT in obtaining information and expression of ideas" "(...) involve another concept, continued learning throughout life. "(Lavid, 2005, p. 35).

In this regard, mention Carrio Pastor Maria Luisa (2007):

The information society is a learning society and continuous knowledge, since the values are renewed and constantly changing, prompting us to innovate and adapt to traditional aspects of a changing society. The world of work requires that we never stop to form, as different concepts and ways of working that make our mentality change is introduced. (p.8)

"It is a challenge for teachers to know, use and promote the use of social networks and all its technological and educational opportunities." (Lavid, 2005, 36).

Conclusions

It is our responsibility to make a didactic planning that fosters the development of skills that are to develop, manage suitable learning spaces for our students, watching the space resources, interactions, activities, exhibits and information that you need to have a place or pleasant places to meet the prerequisites for proper planning that will allow this development.

For this planning must take into account not only learning content but also to identify and differentiate between the spaces of a suitable learning environment.

The development of planning was used to design the learning trajectory of one of the themes of the ICT learning unit 1 It is therefore important that cognitive processes according to Marzano's Taxonomy will be considered. The design will facilitate the development of competition discipline in this case is the communication: "Use the information technology and communication to investigate, solve problems, produce materials and transmit information."

The learning path is defined as a complete sequence of learning, as you can see the four moments that meant Ronal Ugly: a beginning, an end, a development or process, a time of evaluation, which cuts across all trajectory.

The activities in this module served to align the learning strategy with discipline competition that I propose to develop in my students through my teaching proposal.

The strategy supports the learning trajectory of the subject "Fundamentals of a computer system" is the group's participation in "group discussions" the social network "Facebook". This strategy seeks to "students use information technology and communication to investigate, solve problems, produce materials and transmit information."

The achievement of the proposed objectives, the environment, the climate and the learning environment can change and adapt to convenience. The task of the teacher is not limited to a personal encounter with students further comprises other tasks as planning, diagnosis of students, projects for improvements in the group. Also the development of teaching skills appropriate for the educational model.

Not enough good intention as teachers or previous training in the new Mexican educational model focused on competency-based learning, it is essential that teachers worry about educational planning, learning environment, specially focusing on the organization of space education and in the time available so that in any given course, an adequate level of performance is achieved competency is intended to promote

As teachers we need to know to plan the teaching and learning processes, always looking to place them in broad and viewed social contexts holistically and ensure that the climate in which they are made contributes to the overall education of students, all from the basis of their aspirations, motivations and needs.

The learning environment and paths should be seen during the planning of a horizontal one another, but when given the interactions generate transversalities crossings or necessary for the educational event or scope are given in a contextualized way.

In our experience teaching the methods we have used have worked in the past year and a half we have worked on our campus under the competence approach. The debate as global product evidence that students master the use of a computer and the internet, also show that through these resources communicate, express ideas, investigate, defend a position, constructively criticize their peers, accept their mistakes as areas to enhance their learning.

For the design of the planning also took into account the assessment, to design a process for skills assessment must be careful not to lose sight of the line between products and learning goals (Expressed as competent or objective). The Concept of Constructive alignment J. Biggs, advises us to design a good learning strategies align perfectly what we should attempt to evaluate the objectives or learning goals and focus the activities or products of students toward mastery of the competences described in the attributes.

For this planning had to analyze all aspects of matter as both competition and seeks to be evaluated. To make a good educational planning, it is important to take into account everything that has been developed during the graduate competency.

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