

# El uso de tecnologías como factor del desarrollo socioafectivo en niños y jóvenes estudiantes en el noroeste de México

*The use of technology as a factor of the affective development in children and young students in the Northwest of Mexico*

*O uso de tecnologias como fator de desenvolvimento social e emocional de crianças e jovens estudantes no noroeste do México*

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## Resumen

En el presente artículo se analiza la relación que existe entre el acercamiento al uso de las tecnologías y el desarrollo socioafectivo en los niños y jóvenes de entre 6 y 18 años de edad, se identifica en qué medida se tiene acercamiento a las variantes de estas tecnologías, así como las principales características del desarrollo social y emocional que manifiestan dichos niños y jóvenes. Se utilizó un enfoque de tipo *ex post-facto* con un nivel de alcance descriptivo de las unidades de análisis: alfabetización digital, socialización, y desarrollo emocional, tomando como muestra sujetos del nivel básico, medio básico y medio superior de la ciudad de Mazatlán en el estado de Sinaloa, México.

Se encontró que los niños menores de 12 años siguen prefiriendo la convivencia de manera presencial ya que expresaron estar más habituados a desarrollar lazos de amistad de manera

personal, y en este sentido asumen el uso de los medios virtuales fundamentalmente con propósitos lúdicos y como un complemento que no sustituye el contacto directo con sus grupos de amigos. Con respecto a los jóvenes, se mostraron con gran capacidad de establecer relaciones con otras personas, particularmente con quienes son de género opuesto en la búsqueda de lograr lazos afectivos de pareja y/o de identidad sexual. Finalmente, con respecto al desarrollo emocional, los niños manifestaron seguridad y satisfacción como dos aspectos que se generan en ellos a partir del uso de la navegación por internet y de las redes sociales, destacando que no se observó una dependencia dado que no muestran frustración ante la falta del uso de estos medios tecnológicos. Por el contrario, la información con la que interactúan les sirve como un estímulo emocional positivo que evita el enojo y la agresividad. En el caso de los jóvenes, se mostraron muy satisfechos de hacer uso de las redes sociales como medio para expresar sus emociones de manera activa y manifestaron poca capacidad de reacción violenta o agresiva ante lo que observan en dichas redes.

**Palabras clave:** Comunicaciones, Desarrollo Emocional, Influencia de la Tecnología, Socialización, Tecnologías de la Información.

### Abstract

This article analyzes the relationship between the approach to the use of technologies and the development of affective in children and young people between 6 and 18 years old, identifies to what extent is closer to the variants of these technologies, as well as the main features of the social and emotional development that these children and young people. It used an approach type *ex post-facto* with a level of descriptive scope of the analysis units: digital literacy, socialization, and emotional development, taking as subjects of the Basic, between basic and upper level of the city of Mazatlan in Sinaloa State, Mexico.

We found that children under 12 years old are still preferring coexistence in person since they expressed being more used to develop bonds of friendship in a personal way, and thus assume the use of virtual media primarily for recreational purposes and as an add-on that does not replace direct contact with their groups of friends. With regard to young people, were with large capacity of establishing relationships with others, particularly with those

who are gender opposite in the pursuit of achieving emotional ties partner or sexual identity. Finally, with regard to emotional development, children expressed safety and satisfaction as two aspects that are generated in them from the use of the navigation by internet and social networks, stressing that there was a unit since they do not show frustration at the lack of the use of these technologies. On the contrary, the information with which they interact serves as a positive emotional stimulation that avoids anger and aggression. In the case of young people, were very pleased to make use of social networks as a means to express their emotions in an active way and demonstrated limited capacity for violent or aggressive reaction to what observed in these networks.

**Key words:** communications, emotional development, influence of technology, socialization, Information technologies.

### Resumo

Neste artigo, a relação entre a abordagem do uso da tecnologia e desenvolvimento social e emocional de crianças e jovens entre os 6 e os 18 anos, identifica a medida em que analisa você tem abordagem para variantes destas tecnologias bem como as principais características do desenvolvimento social e emocional que se manifestam estas crianças e jovens. uma abordagem ex post facto, com um nível de alcance descritivo das unidades de análise foi utilizado: a literacia digital, socialização e desenvolvimento emocional, tomando como amostra sujeita nível básico, médio básica e média alta da cidade de Mazatlan no estado de Sinaloa, no México.

Verificou-se que as crianças menores de 12 anos ainda preferem viver juntos em pessoa desde que expressaram sua mais acostumados a desenvolver laços de amizade, pessoalmente, e, nesse sentido, assumem o uso de meios virtuais, principalmente para fins recreativos e como complemento ele não substitui o contato direto com grupos de amigos. No que diz respeito aos jovens, eles foram mostrados com grande capacidade de estabelecer relacionamentos com outras pessoas, particularmente aqueles que são do sexo oposto na busca para alcançar parceiro de ligação e / ou identidade sexual. Finalmente, no que diz respeito ao desenvolvimento emocional, as crianças demonstraram segurança e satisfação

como dois aspectos que são gerados neles a partir do uso de navegação na Internet e as redes sociais, notando que a dependência não foi observado uma vez que nem mostrar frustração a falta de uso desses meios tecnológicos. Pelo contrário, a informação que interagem serve como estímulo emocional positivo que evita raiva e agressão. No caso dos jovens, eles foram muito prazer em fazer uso de redes sociais como um meio de expressar suas emoções e demonstrar ativamente pouca capacidade para violento ou agressivo para o que observam nestes reacção redes.

**Palavras-chave:** comunicações, desenvolvimento emocional, influência da tecnologia, a socialização, a tecnologia da informação.

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## Introduction

Young people of new generations grew up with a technology that has defined them by their familiarity and confidence in ICT. Echenique (2012) refers to them as young people who have grown up in a digital world and hope to use these tools to their advanced learning environments, as part of his everyday life, his hobbies and his form of interaction; they surround the use of video games, players of music, camera, multimedia and instant messaging, which has given them the opportunity to develop skills around the processing of information.

Prensky (2001) called *digital natives* students today, they represent the first generations that have grown up with this new technology. They have spent her life surrounded by and using computers, making them think and process information differently from the *digital immigrants*, referring to all those who without being born in the digital world, sometime have adopted many or most of the aspects of the new technology. White (2008), on the other hand, recommends not categorize users as digital immigrants or natives, from the technologies used but from the shape of its use. To do so, it introduces the concept of

*resident* as a person who lives a percentage of your life online, and *visitor* as that using the web way organized as a tool when it is necessary.

The emergence of new technologies has produced not only an economic revolution but also psychological and social character, thus offers us with access to information from anywhere, new forms of coexistence and interpersonal relationships are transferred where the boundaries of distance, ages, social classes and genders, among others.

New technologies within the reach of children and young people from birth, offer not only new possibilities of access to information and communication, but also new paradigms of relationship with the social context, through the modification and generation of new socioaffective skills. It is important to know how the forms of socialization have been transformed from the use of the technology. For this reason, in this study is given to know the level and the type of use of technology among children and young people, as well as the impact on their way of life.

Also identifies the relationship between the approach to the use of ICT and the development of affective in children and young students in educational level basic, medium basic and medium higher. This includes the precision of the approach to the use of technologies, the identification of the characteristics of the social and emotional development through the use of ICT. It was found that children do not replace the physical contact forms of socialization that expand the range of interaction game and entertainment being the main objective. As in the case of young people, it is a means to develop social and emotional skills, as virtual interactivity appears as an enhancer of the capabilities of socialization.

## Method

The methodological approach used is quantitative ex-post facto (Bizquerra, 2004) with a descriptive level of the units of analysis: digital literacy, socialization, and emotional development. The research universe consists of digital natives and digital immigrants of both sexes between the ages of 6 and 18, studying from the basic level to the higher level in the State of Sinaloa, Mexico. The population that worked to design the sample was the individuals of average economic level with access to internet connection services in the urban area of Mazatlan, Sinaloa, as a primary source for data collection was used a single

questionnaire Which was validated by experts in the area of Technology and Psychology, in addition to which the Cronbach Alpha coefficient was applied. Secondary sources for the design of the sample were the statistical and geographic yearbook of Sinaloa (INEGI, 2014) and the diagnosis of the sociodemographic context elaborated by the Center for Youth Integration of Mazatlán (CIJ, 2008). From the data obtained from these secondary sources the size of a representative random sample of 150 subjects was calculated using the following equation:

$$n = \frac{NZ^2S^2}{d^2(N-1) + Z^2S^2}$$

The questionnaire was composed of 42 points, which addressed the main attributes of the units of analysis.

## **Results**

### **A) Digital literacy of children and young people**

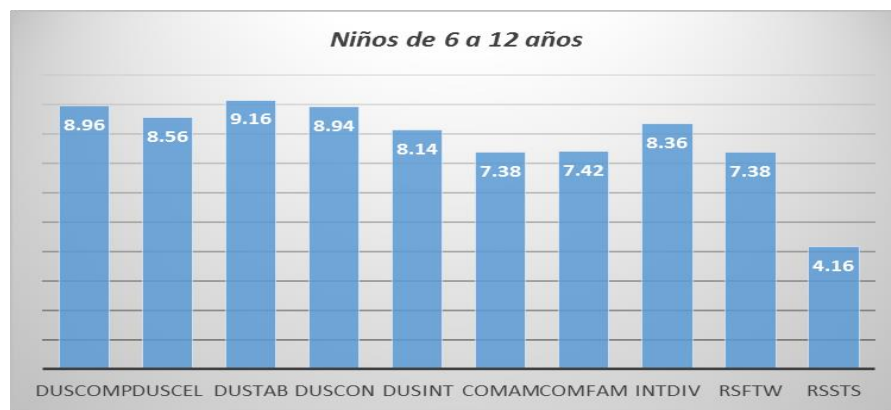
Young generations are the most susceptible to generate the new forms of social and cultural behavior of contemporary society based on the usual use of different digital technologies, so we used in this study the term Digital Literacy to refer to the way in which the Child and the young person interacts and learns their basic communication codes through their relationship with technology. For any young person, mobile telephony and Internet browsing are everyday experiences, as well as for children the use of a programmable digital toy, becomes the most common form of social interaction, therefore their level of management and operation on The electronic resources reach extraordinary levels since it is their way of understanding and expressing themselves with everything that surrounds them, however it is very determinant the access of the population to the digital resources, and above all the level of management that has with the same.

According to a survey conducted by AMIPCI (2015) on the Mexican Internet user, 12% of the population surveyed from 6 to 12 years of age and 26% from 13 to 18 years of age, Total of 38% of digital media users among the youngest. The data also show that the most usual place of access remains the home, which indicates that children and young people maintain

between their preferred habits of stay in the home the interaction with some digital element to be connected in a virtual way with the others. That is, digital devices are being used at an earlier age.

In the study, we present a grouping of variables that explain how children from 6 to 12 years old feel about domain, familiarity and use of digital media, this grouping of variables does not report high values, which implies a ( $Xx = 7.83$ ), that is to say children regularly feel able to know how to use digital devices such as computer and cell phone, The most common being video game consoles and tablets. With respect to the Internet network they also express know how to use it in a regularly acceptable way, using it more for fun and entertainment purposes than for the purpose of establishing communication with their coexistence groups, such as friends and family. He declares to dominate social networks such as Facebook, and WhatsApp, recognizing that he has little knowledge ( $X = 4.16$ ) in the use of means of communication or communication such as Skype and Twitter.

**Figure 1.** The use of digital media in children.

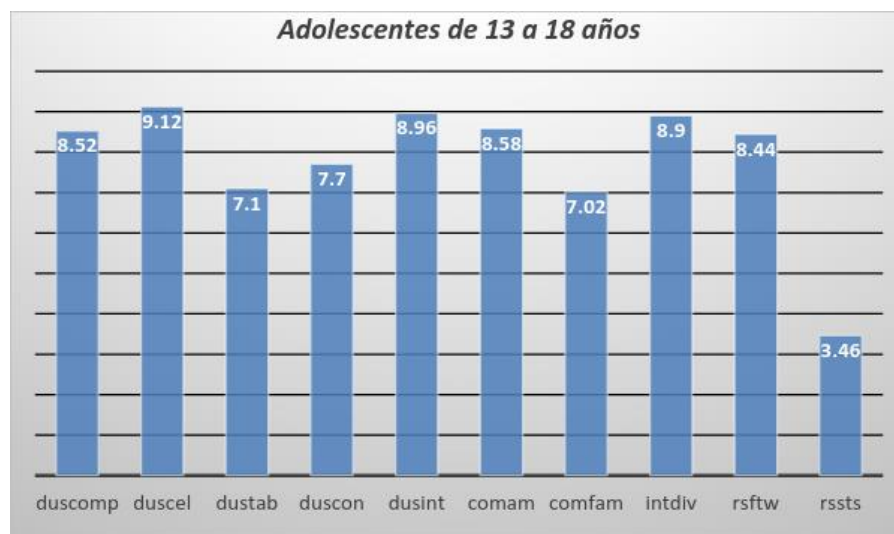


Source: Elaboración propia.

As shown in Figure 1, children do not feel very confident and interested in learning to use the computer for face-to-face calls or to be in communication with their groups. His interest is focused on handling tablets and devices containing interactive games, so it is inferred that children from 6 to 12 years are more inclined to use devices as a means of entertainment that keeps them in contact with their own as a means Of socialization.

Regarding adolescents from 13 to 18 years of age (see Figure 2), the behavior of this grouping of variables ( $Xx = 7.78$ ) does not register high values either, so the youngsters show in a regularly acceptable way the domain of The different digital devices, report that they feel more capable ( $X = 9.12$ ) in the use of the functions offered by the cell phone as a mobile device. The results show that being in connectivity with the Internet, being in communication with friends through the most common social networks like Facebook and WhatsApp are their main interests.

**Figure 2.** The use of digital media in adolescents.



Source: Elaboración propia.

The graph shows that the use of cell phone and Internet connectivity are the main needs in adolescence, a situation that has impacted on the form of socialization that young adolescents have established, which for parents can represent an information device And communication to be up-to-date in knowledge, for young people has become a different style for psychosocial development. For Coll and Monereo (2008) digital literacy is the process by which people acquire the knowledge and skills necessary to become members of a group that shares a particular culture, that is why in adolescence technologies have become In a powerful tool that potentiates the development of new skills, building among its uses and habits generated from the conditions provided by the adult world, a new culture of digital interaction.



It is thus inferred that it is increasingly common for children and adolescents to have home computers, then portable devices, such as tablet computers, audio players, portable video games and, of course, as shown in the results, telephones Mobile, which allows the connectivity to be extended to places outside the home.

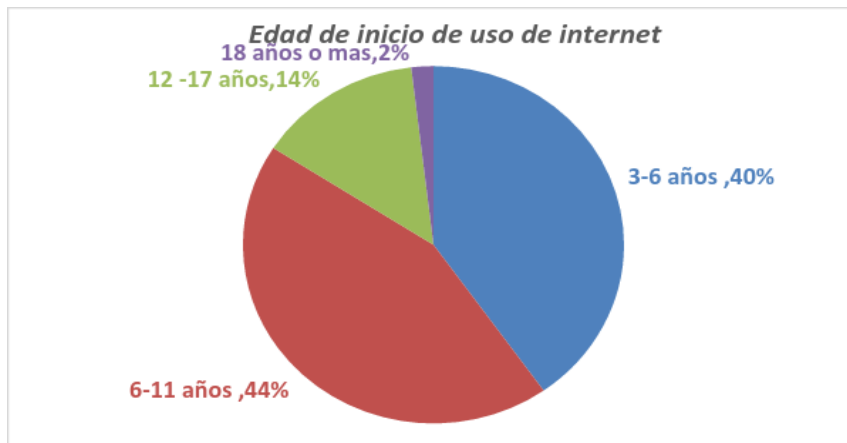
Sendín, Gaona and García (2014) in their study carried out in Spain note the decreasing age of access to the Internet, which is located at eight years, along with the 3 or 4 daily hours of connection they comment. Compared with the results of the present study it is observed that although the trends in digital literacy have a cultural factor, age groups are determinant.

## B) The process of socialization and technologies

Since the human being comes into contact with the world, it establishes a kind of interaction with him, from the moment he is born he develops a first bond with the mother, which later extends to the family, friends and all its context. With this medium it interacts and learns from these actions, initially it is imitation the base from which it constructs its main patterns of behavior, and creates social needs through the coexistence and the handling of the contact with the others, from its generative groups As a main necessity a sense of belonging indispensable for the formation of his personality. In this way the transformations of the context shape the guidelines for the establishment of new patterns of behavior and social relations. Bernete (2012) in his study talks about new ways of growing and generating links, without this destroying or abandoning the previous ones, but with technological innovations are being implemented new ways of obtaining information and recreation among children And adolescents.

In this sense, it is important to know the main habits of children that allow them to develop skills and social skills. As well as the relationship between the stage of development according to age and the emergence of interest in using the Internet for the first time as a means of access to information and socialization.

**Figure 3.** Age of beginning in the use of technological tools.



Source: 11° estudio sobre los hábitos de los usuarios de Internet en México 2015.

As shown in the graph in Figure 3, children aged 3 to 6 years account for 40%, while children 6 to 11 years old 44%, which shows that the age of onset oscillates among children of 3 To 11 years, from the age of 12 the percentage is decreasing, a situation that speaks of the profile of the new generations who are at an early age familiar with the virtual media as forms of access to information.

We describe in this study in more detail the behavior of the grouping of variables that have to do with the preferences of socialization of children initially from 6 to 12 years using the technologies. That is, it explains habits of use of social networks as a means of interaction and / or entertainment for children in this period of development. This section describes the characteristics of the use of social networks, interlocution and play, as well as their preferences in social coexistence.

**Figure 4.** Habits of socialization in children from 6 to 12 years.



Source: Elaboración propia.

The children show (see Figure 4) according to the values of the mean ( $X_x = 8.68$ ), who prefer to live with their own in person, that is, they need more contact with the people around them to feel safe. Since he expresses that he is more accustomed (Ls. 7:66) to make friends in a personal way, they also show that they feel fully able to engage in conversations with others in person. They declare that they regularly access social networks to contact, regularly use networks and virtual games to be in contact and live with the family preferably.

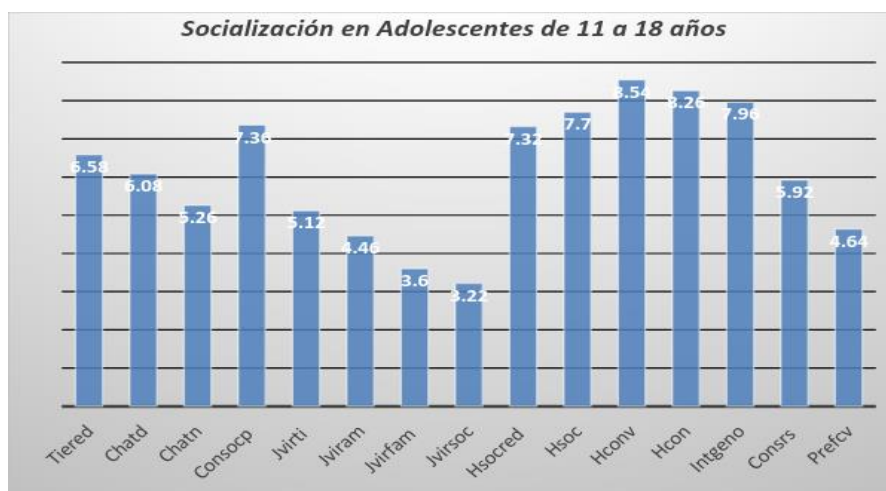
They demonstrate, however, that when they use the networks they remain in contact for a very short time ( $L_i \leq 4.56$ ), they rarely stop doing other activities because they are in the Chat, as they seldom give up the opportunity to enjoy their personal coexistence time. Virtual media.

That is, children at an early age have access to technological tools, and therefore become familiar with the management of these means to be in contact with the people interacting with the game, but are still more accustomed to personal contact As a means of socialization, which implies that virtual media do not substitute direct contact with their groups but if they complement and represent a way of opening up their field of social action.

With respect to young people aged 13 to 18, ( $X_x = 6.13$ ), unlike younger children, they declare to have a lot of skill ( $L_s \geq 7.78$ ) to talk in virtual media, since they feel great ability to establish relationships in Dialogue with other people, and one of his most pressing preferences is to relate to the opposite gender by establishing an acceptance relationship with him or her. In such a way that they can get to build relationships of courtship through the virtual tools.

However, they show little interest in videogames as forms of socialization with their peers, as they rarely resort to video games to share with friends or to be in touch with someone else online.

**Figure 5.** Habits of socialization in adolescents from 11 to 18 years.



Source: Elaboración propia.

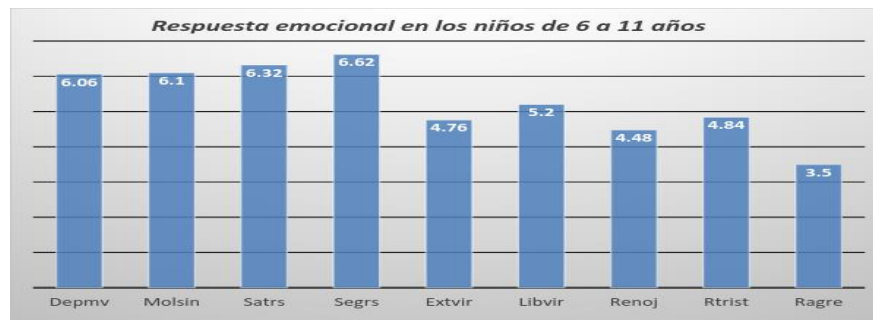
It is inferred that in the case of younger children the forms of socialization through the use of technologies do not replace physical or personal contact but represent the possibility of expanding the range of interactions by having access to information and social networks, The interaction of children from 3 to 6 years of age with the technologies are more oriented to the entertainment and the game. In the case of adolescents (see Figure 5), the use of the tools expands and represents the opportunity to establish relationships and interaction with their peers, generating new patterns of behavior and patterns in the interaction. Martínez and Espinar (2012) affirm that the non possession of the mobile devices implies, according to the adolescents, the exclusion and marginalization between equals. According to the data

obtained in this study, it also represents the security of being accepted by the opposite gender, which is one of the most demanding psychosocial needs in this period of age, in which it becomes an element for the strengthening of identity.

**C) Emotional development and the use of technologies**

Emotions represent an important factor for the social development of children and young people, while emotional development is determined by the combination of a series of factors ranging from the innate and biological to the socio-cultural, in this sense, we focus To the great diversity of stimuli that are provided to the subject by the complexity of the context in which it unfolds, a complexity that has multiplied by the influence of technology. We analyze the set of variables that explain how children and young people feel about their emotional development versus the way they relate to technology.

**Figure 6.** Emotional response in children aged 6 to 11.



Source: Elaboración propia.

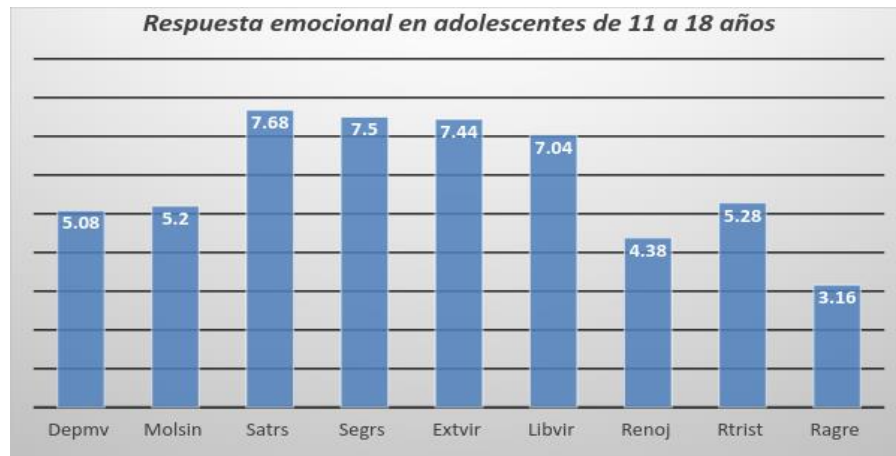
According to the behavior of the mean for this grouping of variables ( $Xx = 5.32$ ), children report (see Figure 6) that when they are in contact with the technologies they feel a lot of security when surfing the Internet and in the use of social networks ( $Ls = 6.34$ ), in fact they declare to be very satisfied to be interacting in some of the social networks, with respect to the dependence generated by the virtual means they manifest a regular emotional control since although they admit that they are lacking, they do not show anguish or despair If they are not in contact with them. Moreover, they declare few angry reactions to any situation provoked by the information of the technologies ( $Li \leq 4.3$ ), in the same way they show that

on rare occasions they have reacted with aggressiveness or desires of violence, provoked by circumstantial factors in the networks Social and information obtained in the virtual media.

Children show appreciation and preference for the habit of being networked or using digital media, which implies that they are part of their interests, however, they have not generated dependence on them, since they can control their emotions in the absence of them Without generating frustration, that is, they recognize that they are indispensable to them, but without generating emotional unrest, on the other hand, the psychological and affective reaction to the information with which it interacts serves as an emotional stimulus without becoming a significant trigger of negative emotions Such as anger and aggression.

In the case of young adolescents, it is observed (see Figure 7) that they show great satisfaction in being in interaction with social networks, unlike children claim to have developed the competence of virtual interaction, which allows them to express themselves emotionally Very easily to relate to people through virtual means, on the other hand, declare that they have hardly reacted with aggressive or violent responses to what happens in the networks.

**Figure 7.** Emotional response of adolescents 11 to 18 years of age.



Source: Elaboración propia.

Young adolescents have thus developed greater abilities to socialize with their peer group and thus express their emotions by coming in contact with others, this virtual interaction being an important factor for their emotional development. The opportunity to participate in interactivity, the main characteristic of Web 2.0, becomes a factor that enhances emotions both in their capacity for expression and in their capacity for production and development, since the young person participates actively, Own production. Martínez, Segura and Sánchez (2011) raise doubts about whether the human brain is prepared to produce appropriate emotions at the speed with which it is exposed to information. According to the data, it can be inferred that the contents of networks and virtual media do not significantly affect the promotion of emotions considered harmful or destructive in children and young people.

### **Discussion**

There is now a great debate regarding the influence of digital media on the development of the psyche in the period of childhood and adolescence as it is the fundamental stage of the construction of identity, around which have automated the Reactions of people. Faced with such reflections, Buckingham (2002) tries to establish a balanced reflection between social fears about the negative influence and the exaggerated optimism of shaping an electronic generation.

Although it is true that the scope of this study is limited to only one population segment, the results show, on the one hand, that it is necessary to establish public policies that facilitate fair and egalitarian access to the information produced by the world. Designing media strategies to direct that access to the progress of today's society; And on the other hand, that technological tools must be seen under a threatening eye and be used as enhancing elements not only of an advance in information innovations, but also as a factor of psychosocial development of the subject.

## Conclusions

In Mexico, just over one-third of digital media users over the Internet are children and young people between the ages of 6 and 18. From this reference, several results were obtained based on the analysis presented in this document. Among these results it was found that children between 6 and 12 years of age mostly use videogame consoles and tablets because they feel and express greater ability to handle these devices. As they said, they use the Internet mainly for entertainment purposes, and moderately for the use of social networks.

Notwithstanding the above, children are very interested in learning how to use mobile devices such as tablets and cell phones, or personal computers. On the other hand, young people between the ages of 13 and 18 were more confident and able to use the cell phone as a device to connect and use the Internet to establish networks of socialization with friends. There is a fairly acceptable digital literacy, since they use only a few devices and this use is mainly for playful purposes in the case of children, and connection to communicate with friends in the case of young people.

Thus, the process of socialization through analysis showed that children continue to prefer coexistence in a face-to-face manner, since they expressed that they are more accustomed to developing ties of friendship in a personal way, and in this sense, they assume the use of virtual media as a complement that does not replace direct contact with your groups of friends. With respect to young people, they feel very capable of establishing relationships with other people, particularly those who are opposite gender in the search for affective relationships and / or sexual identity.

With respect to emotional development, children expressed security and satisfaction as two aspects that are generated in them from the Internet browsing and use of social networks, noting that no dependence was observed since they do not show frustration at the lack of Use of these technological means. On the contrary, the information with which they interact serves as a positive emotional stimulus that avoids anger and aggression. In the case of young people, they were very satisfied to use social networks as a means to express their emotions actively and showed little capacity for violent or aggressive reaction to what they observe in such networks.



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