

## **Redes sociales en Educación Superior: revisión sistemática de literatura (2018-2023)**

### ***Social media in Higher Education: systematic review of the literature (2018-2023)***

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#### **RESUMEN**

Esta revisión describe el uso de las redes sociales en la educación superior, haciendo hincapié en las prácticas y roles docentes, quienes las perciben como un elemento distractorio y adictivo en contraposición a la percepción del alumnado. Se llevó a cabo una revisión sistemática de literatura (2018-2023), siguiendo el protocolo PRISMA dónde se analizaron 71 artículos extraídos de las bases de datos Wos y Scopus para dar respuesta a cuatro preguntas de investigación generales. Las evidencias muestran la importancia de un rol activo en el docente guiando metodologías emergentes durante el proceso de enseñanza-aprendizaje, en el cual aparecen consecuencias que los autores califican como positivas y negativas en función de tres factores: redes sociales, estudiantes y docentes. Las redes sociales se asocian a los resultados del aprendizaje, relacionando elementos como el uso excesivo a unos malos resultados y adicción, por el contrario, un uso adecuado fomenta la motivación y el compromiso generando mejores resultados. Debido a la globalidad de este recurso y a las diferencias sociales, culturales y económicas se crea una brecha digital que dificulta o favorece el uso de este recurso como herramienta educativa.

#### **PALABRAS CLAVE**

Docentes; Educación Superior; Estudio bibliográfico; Redes Sociales.

#### **ABSTRACT**

This review describes the use of social media in higher education, emphasizing the practices and the roles of teachers, who perceive them as a distracting and addictive element as opposed to the perception of students. A systematic literature review was conducted (2018-2023), following the PRISMA protocol, were 71 articles extracted from the Wos and Scopus databases were analyzed to answer four general research questions. The evidence shows the importance of an active role in the teacher guiding emerging methodologies during the teaching-learning process, in which consequences appear that the authors classify as positive and negative based on three factors: social media, students and teachers. Social media are associated with learning results, use promotes motivation and commitment, generating better

results. Due to the global nature of this resource and social, cultural and economic differences, a digital divide is created that hinders or favors the use of this resource as an educational tool.

#### KEYWORDS

Teachers; Higher education; Literature review; Social Media.

## 1. INTRODUCTION

Social media is a term that is defined in a more specific way applications based on web 2.0, which allow the creation and sharing of user-generated content (Kaplan & Haenlein, 2016). Social media are online platforms that allow connectivity, communication and collaboration among their users (Zincir, 2017). They have also been defined as an online service that allows you to build a public or private profile to connect and interact (Boyd & Ellison, 2007, p.211). According to Villalobos (2016, p.228), social media, "understood as an open and non-hierarchical community, is based on the principle of the three C's: content, construction and collaboration". They are characterized by offering free content and universal access, they encourage the construction of interactions, communications and learning processes, forming a collaborative space for users. Students play an active role, beyond being mere receivers of information, they become creators and disseminators of knowledge (Hamid et al., 2009).

Social media are powerful drivers of educational change that can be adapted to learning needs in more social and open contexts, modifying the boundaries of traditional teaching (Krugka & Carpenter, 2016). The incorporation of social media into educational practices involves synchronous and asynchronous communication styles, as well as a wide range of activities that seek to improve educational spaces for exchange and educational activity (García & García, 2014). They are tools that promote new forms of learning as well as offering a digital environment of information and interconnectivity, so it is necessary to learn how to integrate them into the teaching process (Buxarras, 2016). However, it is necessary to provide scientific evidence to analyze its use and educational effects (Area, 2008). Before the pandemic, its educational use was very limited, not taking advantage of its full potential (López-Carril et al., 2020). However, the pandemic forced Higher Education (HE) to promote online education, so that social media were ratified as a valid and effective instrument for didactic communication. This unexpected disruption revealed the innovative possibilities they have, as well as their role in facilitating teaching and learning (Sam et al., 2021).

The use of social media in HE is broadly analysed from the perspective of students, while by teachers for educational purposes it remains unclear (Chugt et al., 2021). Al Balushi et al. (2021) conducted a systematic review focused on social media as an effective tool during the pandemic. Educational possibilities are identified, recognizing some benefits such as the storage of educational resources and classes/lectures, the promotion of self-paced learning, communicative improvement and peer support. But obstacles are also identified, such as administrative problems, lack of regulation or well-defined policies that hindered the introduction of these tools into the dynamics of SE, bringing to the surface the existing digital divide. On the other hand, Acuyo (2021) carried out a review of the benefits and potential of social media in the face of the difficulties faced by HE teachers in their professional development, where they can act as a professional network that increases connections between colleagues who are geographically dispersed, but with common interests.

Our research is based on a systematic review of the literature (scoping review), which follows the guidelines of the PRISMA-ScR 2020 protocol and whose objective is the analysis of the use of social media in HE in order to identify the educational practices developed by teachers, their effects and influence on learning outcomes. The aim of this review is to detect the possibilities of social media within HE with a critical perspective, through the analysis of studies carried out that answer the research questions raised about the different educational practices that are carried out, the consequences and the influence on learning outcomes.

## 2. METHODOLOGY

This RSL has been carried out according to the PRISMA 2020 protocol, applying the eligibility criteria, sources of information, search strategies, selection process, data collection and data list, as well as management. The PRISMA (Preferred Reporting Items for Systematic reviews and Meta-Analyses) statement, published in 2009, was designed to help authors of systematic reviews transparently document why the review was made, what the authors did, and what they found. The structure and presentation have been modified to facilitate implementation. The systematic review process that has been applied in this study consists of different phases (Buntins et al., 2019):

- Phase 1: Research Questions (PI). They are organized around three areas: a) Educational practices associated with the use of social media (PI. 1); b) Consequences of the use of social media (PI. 2) and c) Effects of social media on learning outcomes (PI. 3) To analyse theories and methodologies, as well as the consequences they have on students, teachers and learning outcomes based on different social, cultural and economic aspects. In relation to the categories and research questions, they can be classified as follows:

PI.1. What educational practices are associated with social media in higher education?

- PI. 1.1. What are the roles that teachers play during educational practices that include social media?

- PI. 1.2. What methods or types of practices are identified in the use of social media as educational resources?

PI. 2. What are the effects of the application of social media in education?

PI. 3 What impact does the use of social media as educational resources have on learning outcomes?

- Phase 2: Eligibility criteria and sources of information. Articles published in scientific journals, indexed in Q1 or Q2, between January 2018 and February 2023, which include in their title, abstract or keywords the descriptors "social media" and "higher education" in English or Spanish were included. Empirical studies with quantitative or qualitative methods are included. The exclusion criteria applied were for theoretical articles and conference proceedings, as well as studies on specific technologies that do not include social media.

- Phase 3: Search strategies. The Web of Science (Wos) and Scopus databases were used for the selection of articles. In each of the databases, the above descriptors were used, limiting the established time frame of 5 years.

**Table 1. Search strategies.**

Category	Description	Remarks
Filter sequence in SCOPUS-WOS	1. TITLE-ABS-	A total of 397 articles were obtained in Scopus and 277 in WOS

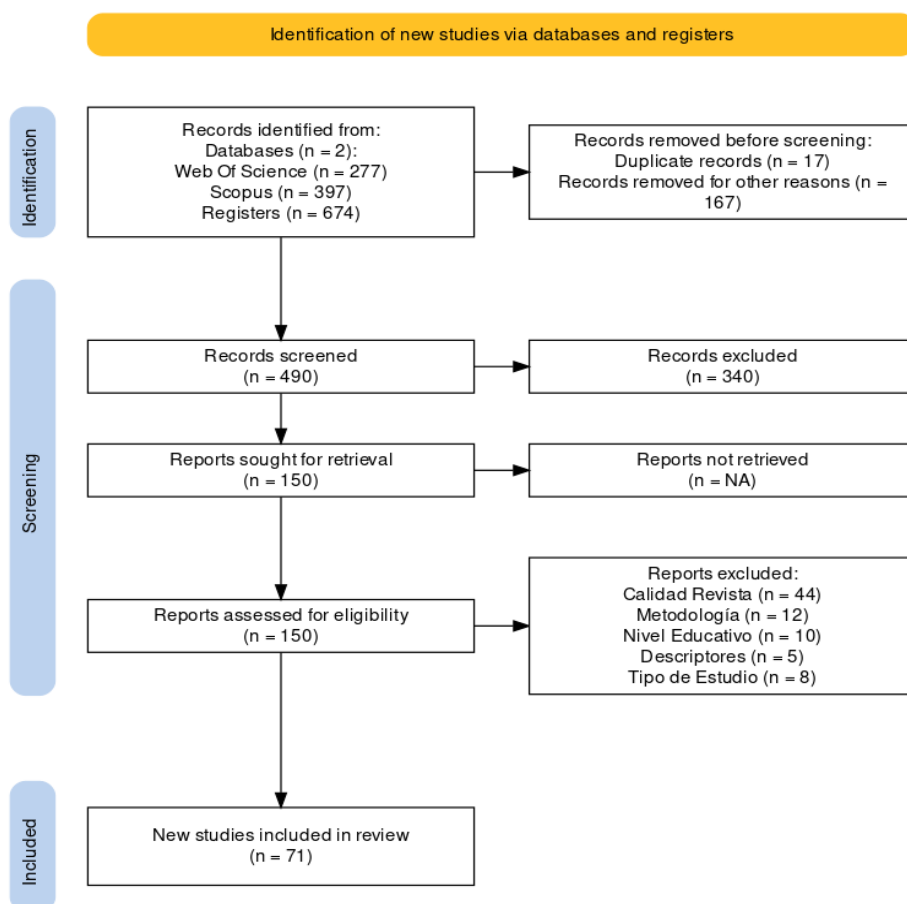
Source: Authors.

- Phase 4: Study selection process. The initial search resulted in 674 articles, of which 17 were duplicates. All articles were analyzed by reading the title and abstract, according to the inclusion-exclusion criteria. After agreeing with the results, 524 articles were excluded. The remaining 150 were analyzed in full text with the remaining inclusion-exclusion criteria, establishing a final sample of documents for the systematic review (n=71). Selected articles can be viewed at: <https://doi.org/10.5281/zenodo.10351236>

- Phase 5: Data management. The data has been collected through the Mendeley bibliographic manager, and the information has been synthesized using the Microsoft Excel spreadsheet using a management table.

- Phase 6: Data coding and synthesis. The synthesis of the information was carried out by means of a coding sheet created with Excel, from the included articles, it has been categorized into four general questions (research questions), subdividing these into more specific topics obtained after an initial exploration of the articles. Access to the table at: <https://doi.org/10.5281/zenodo.10453433>

Figure 1. Flowchart (Haddaway et al., 2022).



### 3. RESULTS

The findings involve teachers as the main and active agent in the process, having to develop appropriate practices for social media and students, working on different methods and approaches linked to their use. These produce consequences that affect teachers, students and the type of practices, in addition to the effect on learning outcomes. Due to the globalization of this resource, according to the articles analyzed, there are cultural, social and economic differences that directly affect the different agents.

#### 3.1. (PI.1) What educational practices are associated with social media in higher education?

##### 3.1.1. (PI.1.1) What are the roles that teachers play during educational practices that include social media?

As a result of the research, the following teaching roles have been identified: (1) content curator; (2) learning tutor; (3) management education; (4) knowledge guide/facilitator; Finally, (5) researcher and agent of change.

In the role of "content curator", they use methodological strategies to share experiences and practical scenarios through the characteristics offered by social media (García et al., 2020). They must engage with a critical and creative role, to evaluate the effective use of the platform and content, motivating and supporting students in the process to achieve their goals, dedicating time to planning, activity management, interaction and evaluation (Akgül & Uymaz, 2022). The role of "learning tutor" relates to teacher guidance, where the tutor assists the student in resolving doubts, evaluating, monitoring and providing feedback on the activities carried out and the results obtained, prioritizing the student's well-being, reviewing the risks and critically analyzing the data, including the obstacles that arise in the use of social media. Such as the slowness of the processes, the lack of motivation and the difficulty in evaluation due to the fact that its implementation is uncommon, so it is necessary to adopt a more flexible attitude (Al-Azawei, 2019). The "directive teaching" role follows a vertical communication model where hierarchically above the student, the teacher is the sender of the information, which affects the interaction capacity of social media (Dindar et al., 2022). For the "Knowledge Guide/Facilitator" role, social media is a complement to face-to-face education. The teacher promotes a social and collaborative approach to learning to engage students, managing activities and interactions or facilitating more content to deepen student learning and supports the scaffolding with educational resources (Serrano-Estrada et al., 2023). In the "Researcher and agent of change" role, he is active and participative. It presents an innovative and creative profile with an increase in interaction with the student, creating meaningful learning experiences (Figueras-Maz et al., 2021).

Teachers' attitudes towards social media determine the type of educational experiences of students in these environments (Purvis et al., 2020). The roles found in the literature are integrally connected with the methods and types of practices that appear in the following research question.

##### 3.1.2. (PI.1.2) What methods or types of practices do you follow in the use of social media as an educational resource?

In the selected literature, the following approaches have been identified: (a) Experiential and inquiry learning; (b) Cooperative learning; (c) Teaching focused on emotion and motivation. On the other hand, the typology of practices found in the review is categorized as: (1) Support in technological resources (virtual reality, 360 videos or avatars); (2) Instant communication; (3) Mass dissemination of information; (4) Orientation towards multitasking, keeping in mind the multimodal content in most of them. It has been shown that the use of social media is usually mandatory when it comes to academic purposes (Zhou et al., 2018).



### a) Experiential and inquiry learning

Within this approach we find various methods: problem-based learning (Serrano-Estrada et al., 2023) within which we find individual and personalized, connectivist (Banerjee et al., 2019), constructivist (Lampropoulos et al., 2021) or social and contextualized (Al-Rahmi, Alismaiel et al., 2022) learning. Other effective methodologies that are carried out are case studies focused on existing global problems: hunger, climate change or wars (Fuchs, 2022). Teachers develop exploratory learning with competency-based work in order to promote and create online work collaboratively among students. By encouraging interaction between students and applying learning problem solving, it is possible to improve the quality of education and learning capacity (Rahimullah et al., 2022).

Social media provide us with a channel for the creation and rapid dissemination of information, participation and collective socialization where the content is multimodal: text, images, videos or links, as well as the ability to multitask. Although they have common characteristics due to their purpose, they differ in being more conducive to each type of content, for example: Twitter as microblogging, Instagram for images or Tik Tok for videos (Rosa-Castillo et al., 2022). One of the key elements that allow us quick access to information and navigation or dynamic content is hypertextuality, in addition to a bank of shared knowledge and storage (Venturino & Hsu, 2022), develop ways of thinking and skills such as: critical thinking, discussion and creativity, reflective and holistic (Marín et al., 2022) or communication skills (Mukhametgaliyeva et al., 2022). They allow for easy sharing of resources as well as the creation of teaching-learning communities in different modalities: interactive, creative and immersive (Dindar et al., 2022); mutual learning environments (Vadivu Vivakaran & Maraimalai, 2018); personal learning environments (Al-Rahmi, Alismaiel, et al., 2022) and immediate and infinite information environments (Shanks & Young, 2019); communities of practice and discovery, where social scientists collect information, collaborate, and network (Alamri et al., 2020); spaces for the contribution of scientific knowledge which make their appearance through groups within social media, generating community participation and the creation of networks for different purposes (Newall et al., 2021).

### b) Cooperative Learning

This pedagogical approach includes the following methods: collaborative learning, peer-to-peer learning, and cooperation supported by digital tools. In collaborative learning, social media encourage the use of active and collaborative methodologies through didactic communication mediated by technology, where the student is at the center and organizes, or the teacher is the central axis that organizes the group of students, as occurs with cooperative learning, increasing interaction and participation between the active agents of the teaching-learning process. (Hamadi et al., 2022). With this method, the teacher acts with a role of guide/facilitator based on constructivist learning focused on the creation of a cooperative environment for students to work exploring and discovering new concepts (Alismaiel et al., 2022). In peer-to-peer learning on social media, a group of people come together with common goals, guaranteeing a reciprocal benefit as we learn while studying how to teach others, increasing student involvement and autonomy, as well as the common knowledge from which it is based (Papademetriou et al., 2022). Cooperation supported by digital tools is complemented by curricular support applications, collaborative exchange, coordination of activities, gamification, reading support (magazine clubs), second language learning, among others (Al-Rahmi, Alturki, et al., 2022).

SRs are collaborative platforms, where a group of people comes together with common goals, guaranteeing a reciprocal benefit (Abbas et al., 2019), they are a flexible resource during the teaching-learning process (Nurkhin et al., 2020), which strengthens a correct management of the team with an effective exchange of knowledge (Lu et al., 2021), favors learning to lead students to a better understanding (Breines et al., 2020) by taking advantage of the collective knowledge that is generated in these groups and communities (Lampropoulos et al., 2021). The collaborative structure of the social network is one of the factors that positively influence the learning of students with functional diversity (Pacheco et al., 2018).

### c) Teaching focused on emotion and motivation

In this approach, methods focused on reward, gratification and motivation are identified: gamification, increases student motivation and participation (Rosa-Castillo et al., 2022); autonomous learning or self-learning, where students develop their own learning process independently of teacher guidance or support (Figueras-Maz et al., 2021).

Social media can be used anywhere and at any time (ubiquitous learning) facilitates communication, synchronous learning or at different times, asynchronous learning either through didactic programming or communication, which can occur both inside and outside the classroom. Finally, add complementary resources such as augmented and virtual reality (Peng & Hwang, 2021). In complementing educational practices, it is important to select social media according to their attributes and the objectives to be pursued. There are some resources that incorporate extra, such as 360° videos, which overcome distractions and increase interest in learning or the possibility of creating avatars (Hamadi et al., 2022).

Social media have specific software, so prior training is necessary for their use and adaptation of these digital media, of the content: level, language or audience, attending to the needs of students, following the Sustainable Development Goals for inclusive and equitable education. Groups can be closed or open to other users (Kurniawan et al., 2023).

### **3.2. (PI.2) What are the consequences of the application of social media in education?**

The findings link the consequences with the different factors involved in the process: social media, student and teacher. The positive ones of social media (Ranginwala & Towbin, 2018): (1) Accessible; (2) Free of charge; (3) Intuitive and useful; (4) Global, can be used anywhere, anytime; (5) Instant communication. As for the student (Guraya et al., 2018): (1) It improves motivation; (2) Greater commitment to the task; (3) Increased interaction and communication; (4) Upskilling; (5) Support for students with functional diversity, facilitating integration. Finally, the teacher benefits from the positive consequences of both (Dindar et al., 2022).

In contrast, the negatives presented by social media (Fuchs, 2022): (1) Lack of security and privacy; (2) Internet is necessary; (3) Limitations of each social media (delivery method and content, textual or in images and videos). In the student (Dogan et al., 2019): (1) Distraction; (2) Excessive use affects physical and psychological well-being (addiction); (4) Task overload; (5) Security issues (content copying, skimming, impersonation, among others). The teacher (Gruzd et al., 2018): (1) Poor management or choice of social media and methodology; (2) Underutilization by the scientific community; (3) Lack of initiative and innovation; (4) Overuse causes stress and instructional boredom in students; (5) Lack of digital skills; (6) Little critical oversight and evaluation of the content. The digital divide is a negative effect that affects students to a greater extent, as well as the resources needed for its implementation (Papademetriou et al., 2022).

The possibilities they offer us compared to traditional resources are: immediacy, interactivity, manageability, searchability and visibility, better functionality, greater visual quality and improvements are achieved during the teaching-learning process (Rahimullah et al., 2022). Instant communication in terms of messaging or feedback facilitates the resolution of doubts, a more agile, efficient and comfortable teaching (Ahmad et al., 2022). As an infrastructure such as a classroom is not necessary for the delivery of classes, the costs of learning and travel are reduced, economically it is more profitable for institutions to take advantage of the free social media than to invest in Moodle, being cheaper (Serrano-Estrada et al., 2023).

Students improve their commitment to the task and the possibility of having more time for communication and interaction between teachers and students. There is evidence of an increase in students' confidence in sharing ideas and improves their ability to engage in digital skills (Shanks & Young, 2019). Some authors observe an improvement in students' self-motivation to continue progressing (Noori et al., 2022). Favorable attitudes are also evidenced due to the familiarity they have with these technologies (Rosa-Castillo et al., 2022), as well as an improvement in a number of collaboration skills (Lampropoulos et al., 2021); professionals (Newall et al., 2021);

participation and communication (Mukhametgaliyeva et al., 2022); planning and reflection improve decision-making (Wan Yee Lai et al., 2021).

The positive effects that appear in the results on social media during distance education are found in the increase of interaction in introverted students as well as the reduction of their anxiety, benefits in students with low self-esteem compensating for anxiety and confidence problems, increasing self-esteem and being beneficial for students with physical disabilities since it allows them access to content and tutors without the need to mobilize, facilitating the integration of students with more equitable access (Venturino & Hsu, 2022). Regarding students with functional diversity, the results indicate that social media serve to support the educational transition of first-year students with visual disabilities, since they focus on abilities and have a structure that offers collaboration, flexibility and comfort for the teaching-learning process, as well as adaptability of the content to the user: pace and capacity (Hamadi et al., 2022). Students with disabilities are more likely to drop out of HE due to lack of adaptation, but with the involvement of social media, this dropout can be reduced (Pacheco et al., 2018).

The articles show that part of the negative effects of social media are related to the digital divide: barriers to accessibility to the internet and devices, in addition to poor internet connection or its high cost, which generates digital inequality being the main problems they face (Dindar et al., 2022). Within the social media themselves, we find restrictions that can influence the method and delivery of content, in the choice of public or private profile, which directly influences the lack of privacy and confidentiality, being a factor in which students must be taught and guided. Teachers have to teach with and against social media. There are other types of limitations such as scarcity of equipment or technical problems, size limitations, incompatibility or poor quality, the editing of content that causes bias in the data, some social media do not allow sharing educational material directly or have limited and restricted uses in different geographical areas both to specific networks and to the internet, some of which are family-owned. This is due to the scarcity of an effective pedagogical framework (Kurniawan et al., 2023).

Each social network has strengths and weaknesses related to its characteristics that can directly affect methodologies or content. Twitter has character limitations when it comes to writing a post, some authors see this as an advantage as it provides an improvement in synthesis and concise writing and others a disadvantage (Garcias et al., 2020).

The most frequent security issues affecting students and teachers (Figueras-Maz et al., 2021) are: copying content without regard to copyright, i.e. plagiarism (Mukhametgaliyeva et al., 2022); skimming (Purvis et al., 2020); the violation of privacy (Cabero et al., 2020) or the theft of personal data for commercial purposes, impersonation, malware and fraud (Kurniawan et al., 2023).

There are problems of ambiguity among them, some students are reluctant to include teachers within their personal networks, not limiting between the personal and the academic. This is solved by creating accounts with different purposes, which can lead to other problems such as fake accounts. Students perceive problems with poor teacher profiles that create a bad impression on them, lack of teaching initiative and little innovation, problems in planning and management, thus the negative teacher perception leads to a lack of trust (Liu, 2018). Within the relationship between students, there can be cases of cyberbullying, such as racism and uncomfortable comments regarding female sexuality, social exclusion, fear of being judged, bullying and fake news (Papademetriou et al., 2022).

The articles show that the excessive use of social media has negative consequences that affect: physical, emotional and psychological well-being, as well as grammar skills and communication skills due to the fact that they spend less time socializing face-to-face, thus creating dependency and addiction (Rahimullah et al., 2022); behavioral effects (Dogan et al., 2019); psychological effects on mental health: stress and depression (Papademetriou et al., 2022); family and partner conflicts, procrastination, and lack of motivation (Rosa-Castillo et al., 2022); insomnia and sleep quality, fatigue (Barrot & Acomular, 2022); or problems with attention, memory, sedentary lifestyle, and obesity (Cabero Almenara et al., 2020). Overuse also affects teachers, causing stress. Some have technophobia, which is associated with the high age of teachers (Aladsani, 2021). Not choosing a social network appropriate to the methodology and objectives



causes a bad fit and makes it difficult to evaluate due to the lack of strategy, which leads to an overload of information, in the task and cognitively (Serrano-Estrada et al., 2023).

There are teachers who carry out little critical supervision and academic evaluation of the content used, presenting poorly defined and analyzed content, irrelevant information, poor quality of material and information, and there is a lack of regulation in the content that is affected by the teacher's bias, on the contrary, others carry the restrictions to freedom of expression. There is a high failure rate due to the problems of teacher literacy and digital skills, this also affects students, the low technological literacy reduces the motivation of teachers and also causes a gap between teachers and students in terms of the use of social media for academic purposes, making visible the lack of experience with this resource (Papademetriou et al., 2022).

### **3.3. (PI.3) What impact does the use of social media as an educational resource have on learning outcomes?**

Social media positively influences student learning by fostering deeper engagement in content, improving academic outcomes, performance, and knowledge acquisition. Participation in social media contributes to improved learning outcomes and greater mastery of knowledge (Liao & Wu, 2022). Despite its use for academic purposes is not a significant predictor of academic performance, there is a positive influence on perceptions of academic performance that improves academic productivity and academic performance (Mukhametgaliyeva et al., 2022) due to the influence of different factors: (a) Increased interaction between people promotes academic opportunities (Alamri, 2019); (b) Collaborative learning (Ansari & Khan, 2020); (c) Gamification (Rosa-Castillo et al., 2022).

The findings indicate that there are different factors that negatively affect academic performance, such as excessive use, overload and forgetting to do homework by spending less time on social media for academic purposes, causing it to decrease (Dindar et al., 2022). Some authors find no relationship or data between the decrease in academic performance and the use of these platforms (Cabero et al., 2020).

## **4. CONCLUSIONS**

The aim of this article was to explore the role of teachers in HE, the methods and types of practices used with social media, the consequences that accompany them, as well as the effect on learning outcomes. To this end, a systematic review of the literature has been carried out to answer four research questions about the object of study that has been created around the phenomenon: educational practices that are carried out through social media, the consequences that these offers us as pedagogical resources and the effect they have on learning outcomes.

The results show the importance of the teacher during educational practices, his attitude towards social media is decisive when selecting appropriate methodologies and adapting them to students who are in different social, cultural and economic situations, in order to achieve positive consequences in the teaching-learning process and to face the different obstacles.

The most relevant findings of this research are categorized around three general research questions. Regarding the first question of the research, the educational practices most associated with social media occur in relation to the characteristics they have, related to collaborative learning centered on the student and through the teaching role of facilitator, researcher and agent of change, which benefit from ubiquitous, synchronous and asynchronous learning, improving communication and immediacy. All this is necessary with a proactive attitude of the teacher and separating personal and academic social media so that motivation increases and resistance to their use decreases. The second question provides two opposing perspectives, on the one hand, we have benefits of what social media offer, being able to reach a larger audience, the speed and accessibility they allow us, as well as their intuitive use, being more specific it is an adaptable and flexible resource for people with functional diversity, a support in countries with a lower socioeconomic level due to the fact that its use is free. Due to its characteristics,

communication is facilitated, increasing student participation and positively influencing an increase in knowledge, on the other hand, the disadvantages of social media are associated with the lack of privacy and security, in relation to students, cyberbullying, plagiarism, racist or sexist comments are the most common, in addition to the perception they have about teachers, when they have a negative attitude towards use due to a lack of digital skills. Teachers perceive that students are distracted by social media, as excessive use affects the overload of the task, both in students and teachers, generating stress and addiction problems.

In relation to the third research question, social media produces an increase in learning outcomes, increase qualifications and knowledge acquisition due to the growth of peer interaction, collaborative learning and increased motivation when using this resource that is considered novel and different. Minority-researched, the articles show that addiction or overload decreases the acquisition of knowledge, with social media being a distracting element that does not positively influence learning, resulting in low academic performance.

This research has made it possible to identify the most frequent methods with the use of social media, which put the student and the teacher at the center of learning, although with the role of facilitator of knowledge, among others, maintaining an active attitude. Knowing this first result, the consequences that appear are considered, being the benefits and the problems they face. Thirdly, the positive effect they have on learning outcomes, defining influencing factors such as participation, interaction and motivation. This review is the identification and categorization of resources and key elements to make a correct use of social media, taking into account current and specific problems that may arise. It positions the teacher's perspective on the use of social media in a critical and constructive way, comparing it with the students.

The most innovative contribution offered by this research is to recognize the teacher as an active agent, during the teaching-learning process, when social media are involved as an educational resource, making visible the different roles they play and the most recurrent methods for their use. In addition, the effects, both positive and negative, derived from its use on learning outcomes are evidenced. The choice of keywords for the documentary search could incorporate other concepts relevant to this type of study.

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