Social Media Lab. A University Project in Digital Citizenship

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THEORETICAL FRAMEWORK

Social media labs, as spaces for experimentation, have recently become one of the main mechanisms for innovation. The role of universities, with degrees focused on subjects linked to social innovation, can be a fundamental factor in social development. It is essential to transform traditional centres into spaces for dialogue, into creative ecosystems, simultaneously dedicated to reflection and debate, research and production, training, and socialisation.

We propose to think of the media lab as a bet, a prototype or lab model that addresses the transformation of knowledge production processes, the reformulation of university institutions and the role of the humanities in influencing social processes from the defence of the commons as a local and situated expression of a capacity for resilience.

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Objective

To examine social media laboratories based on the production, research and dissemination of socio-educational projects that explore new forms of creative experimentation and collaborative learning that arise within university environments in the hyper-connected society.

Promote the development of digital competences among university students in an environment of learning ecologies as part of their training in the contexts of expanded education.
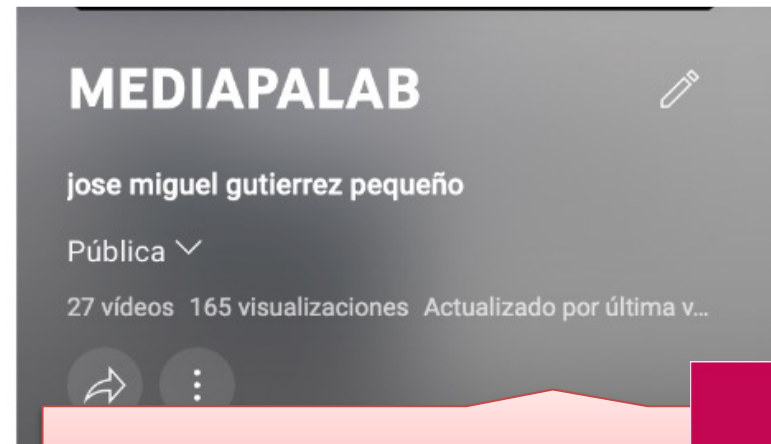
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Methodology
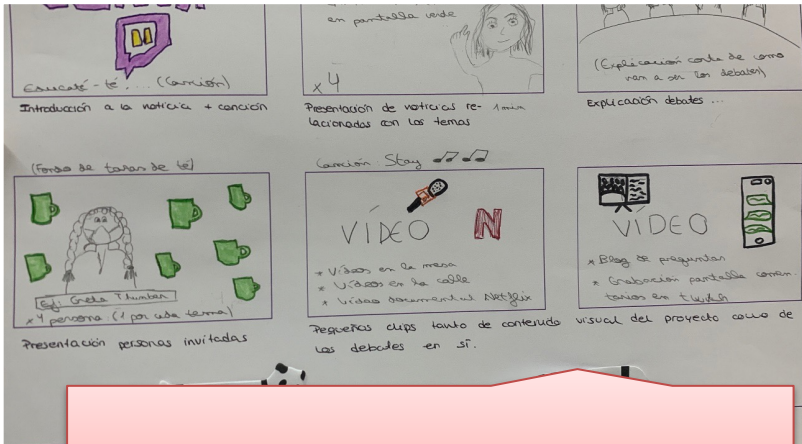
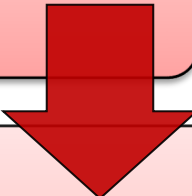*Media lab design*

Classroom observations

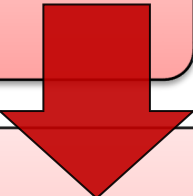*Comments and recommendations made in the Groupware*

Video recordings

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In order to codify and categorize the data we have followed three systematic procedures in which we will gradually seek to generate understandings about the object of study

1.- A data codification and classification process to understand the research objective gradually.

2.- The conceptual mapping of graphic and audio-visual representations to proceed to the representation of knowledge in a visual form.

3.- The analysis of Media Labs to share the meaning of the experience with the participants in the selected cases.

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Topics

What productions have been implemented to develop the skills needed in a hyper-connected society?

How do classroom practices facilitate the connection between university and society?

What methodological strategies have been used to develop the different competences selected?

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Conclusions

Media labs add a pragmatic dimension, the capacity to produce collaborative solutions. This capacity involves incorporating people's creativity into policy production, through innovation processes that include and combine diverse knowledge.

The development of social media labs in the university environment generates new opportunities for innovation, incorporating the hacker spirit within sometimes century old institutions.

Digital transformation, openness and social involvement take on a new dimension that is rare in higher education institutions.

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