

## ***Social networks and school coexistence: under the scopic regime of digital life***

### ***Redes sociales y convivencia escolar: bajo el régimen escópico de la vida digital***

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#### **ABSTRACT**

In the midst of a knowledge-based society, education has faced major changes with the arrival of the internet, Information and Communication Technologies (ICT), social media, and digital platforms in the classroom. New possibilities for relationships have opened up, leaving the education system in a constant dilemma over the benefits of ICT tools and how to manage mobile social platforms at different school levels. Social media, as a meeting and convergence space, facilitates the connection between different people and their communication through images, videos, emoticons, or memes. They manage to awaken feelings and emotions, creating a "like" or viralization of information, keeping internet users in a state of scopic alert, constantly awaiting new posts so they can continue viewing, commenting, giving likes, and sharing information. Social media is present in schools, determining the way students interact and communicate, altering school coexistence.

**Keywords:**

"Education"; "ICT"; "Scopic regime"; "Social networks"; "School coexistence"

#### **RESUMEN**

En plena sociedad del conocimiento, la educación ha enfrentado grandes cambios con la llegada del internet, Tecnología de la Información y la Comunicación (TIC), redes sociales y las plataformas digitales al aula de clases. Se han abierto nuevas posibilidades de relación, dejando al sistema educativo en una disyuntiva constante sobre los beneficios de las herramientas tics y el manejo que se debe dar en las distintas etapas escolares a las plataformas móviles de uso social. Las redes sociales como lugar de encuentro y de convergencia, genera facilidad en como enlazan distintas personas y se comunican a través de imágenes, videos, emoticones o memes, logran despertar sentimientos y emociones, marcando un like o viralizando la información, manteniendo a los internautas en un régimen escópico, en espera constante de nuevas publicaciones para así seguir viendo, opinando, dando 'me gusta' y compartiendo información. Las redes sociales, están en las escuelas determinando, la forma en que se relacionan y se comunican los estudiantes, alterando la convivencia escolar.

**Palabras clave:**

"Educación"; "Tics"; "Régimen escópico"; "Redes sociales"; "Convivencia escolar"

## INTRODUCTION

ICT has become established in education. Educational programs are not exempt from the use and management of certain tools to transmit and construct new knowledge in students. However, social media has broadened the way we perceive the world. The presence of a digital life that compels individuals to participate in social networks and generate constant information allows users to express themselves and generate conversations.

The educational reforms that have been underway with the emergence and development of ICT have fallen short of measuring the widespread use of these technologies among students and youth. Such is the case with social media, which were not designed to be integrated into curricula or school plans, but are an unavoidable presence in classrooms.

Teachers can propose alternatives for integrating this newcomer, but if the physical and academic resources to address these strategies are lacking, the solution can get out of hand. UNESCO data (2023) states that teacher training in ICT is not a priority for some countries' educational policies, with 54% of regulations on digital skills being directed by private telecommunications companies.

Faced with the incessant wave of information, young people, especially teenagers, idealize themselves as having an obligatory meeting with current events, translated into their own language on social media. This way of reaching them has facilitated the inclusion of these applications in the classroom, directly or indirectly.

Scopic regime that arises from the need of groups or individuals to feel united to something or belonging to the new culture, as stated by Contreras and Marín (2022), this scopic regime offers them the opportunity to show an ideal being that can transcend with ideas or simply actions that attract the attention of network users.

Schools have not been immune to the arrival of this regime, but they must take action before the so-called "democratization" of information on social media begins to distort academic content, teachers are replaced by influencers, and school rules for coexistence become seen as punishments without

any pedagogical basis.

This article seeks to provide a space for reflection on the scopic nature of social media and its impact on adolescents, which has affected coexistence in educational institutions. These institutions have often failed to comply with the standards that apply to physical school life and are unaware of the implications of students' digital lives.

Phenomena such as cyberbullying are becoming increasingly common in physical educational spaces, developing in virtual spaces, resulting in negative actions in the classroom. Situations such as those shown by Arias (2021)

Cyberbullying is a form of harassment that occurs as a virtual disturbance. In this case, there are situations of mockery in WhatsApp groups dedicated to the development of elements related to the misuse of the same, a situation that puts the stability of school coexistence at risk. (p. 133)

In this way, the question is raised about the relationship between social networks and school coexistence mediated by the scopic regime, which is supposed to be a show/look that characterizes what young people see, do and publish, which mainly falls on a markedly aesthetic view of the body and which characterizes the modern way of life of youth.

This essay is divided into five parts, beginning with a discussion of social media and mass information, then developing the scopic regime of digital everyday life, and then the coexistence of the physical and digital worlds at school. It also includes "What Is to Be Done? Social Media and School," and finally offers some conclusions, which do not close the topic but rather allow for further reflection on education in digital environments.

### **Social networks and mass information**

Today, the digital world has become a conversation center for young people and adults, a place where ideas and everyday life converge, something comparable to the street corners of the 1980s, places where kids socialized about topics of interest at the time.

Today, this physical site has moved to social media and digital platforms, managing to keep children online for up to 6 hours at a time (López, 2022), with a continuous update of information, entertainment, and communication.

From the family, the distancing of young people has been increasing, given that young people spend more and more time on social networks and less time interacting with family and social relationships, as stated in the study by Álvarez De Sotomayor and Carril (2001).

While it is true that Internet use by teenagers is often perceived as problematic due to the time-consuming nature of the use, a long list of other problems and various risks that adults and their children face in relation to digital applications must also be taken into account. (p. 127)

The diffusion of digital communication has accelerated since the creation of social media in 2003, and now, tweets and reports on digital platforms are consumed by millions of users, some without even considering the veracity of the information they receive.

More than 100 social networks have been created around the world, among the best known are Facebook, Twitter, Instagram, LinkedIn, YouTube, Tik Tok, Pinterest, among others, and according to figures from Hootsuite (2020), around 1.4 billion people access Facebook monthly, achieving a significant impact on the generation of content and exchange of information in groups and web pages.

These social networks have been called horizontal because of their broader, more accessible, and broadly distributed nature, allowing for the creation of groups with shared interests, without losing the general and mass nature that allows access to anyone. These networks can generally offer users the opportunity to belong to different interest groups without affecting their overall participation within the network.

According to the Global Digital Report (2022) conducted by Hootsuite and We Are Social, the use of social media today has been growing, reaching places that have never been attentive to so much information, while capturing more consumers of

all ages.

Information consumption and engagement with social media, especially Facebook, has been steadily growing since its inception by Mark Zuckerberg in October 2003, when it was just getting started under the name Facemash. Teenagers have been the most attracted to this type of global communication network.

It is estimated that, at this time, social media users have increased, after the pandemic, as shown in the Global Digital Report (2022), reaching a total of 4.7 billion at the beginning of July 2022. Among many reasons, due to the confinement that many people in the world faced and who found an incentive in social media posts, either as a viewer or content creator.

Although the arrival of new technologies in education has not been previously agreed upon with educational authorities or influential pedagogues, the future of society itself has meant that these technologies have been demonized by a large sector of educational scholars, as stated by UNESCO in one of its most recent studies,

In 14 countries, the mere presence of a mobile device has been found to distract students and negatively impact learning. Yet, less than a quarter have banned smartphone use in schools. (2023, p. 5)

Making it clear that the tool is being blamed for educational failure and that there is still no solution at hand.

### **Scopic regime of digital everyday life**

The ease of use and user-friendly interfaces offered by these apps leave many teens and the general public glued to a screen, often relying solely on getting a like or increasing the number of views on their posts.

As Brea (2007) and Noain (2016) assert, a scopic regime or regime of looking and seeing is being observed on social media, accompanied by the user's need for approval.

When we talk about scopic regime, it is understood that, "it refers to the ways of seeing that constitute a form of production of the visual mobilized by the school" (Sosa Gutiérrez & Chaparro Cardozo, 2014, p.4).

As a global phenomenon, the use of social

media has changed the dynamics of communication between young people and adults, who can share images, audiovisual content, and opinions without any restrictions or confirmation of veracity. This makes social media a powerful tool for misinformation and a breeding ground for digital intolerance.

An example of this is the constant discussions on political and economic issues in which opposition groups and supporters of the current governments engage, which have found in social networks the ideal place to air information about their management and achievements, while at the same time attacking the opposition sector in the race. It is estimated that 41.8 million Colombians are active users of social networks, highlighting that 63.6% are concerned about the veracity of the data published on the internet and 35.8% are concerned about how their personal data can be used on networks or websites, Global Digital Report (2022).

Social media platforms, such as Facebook, Instagram, X (formerly Twitter), and others, have significantly changed the way we interact with the visual world. These platforms have created new scopic regimes that define what is allowed to be seen and what is forbidden to be shown, successfully capturing the attention of users who were initially opposed to them.

Young people are potential consumers of any information about artists, current events, or challenges, so they should also be the protagonists of guidance strategies regarding networks. In this sense, Dans and Muñoz (2022) state that,

Listening to adolescents when they reflect on themselves and, in particular, sharing their reactions to their use of social media, fosters a better understanding of the importance they give to technology and allows us to identify the foundations for developing successful digital competence. (p. 11)

Social media leverages the scopic regime to attract individuals under the notion of displaying identity and uniting with their own people. It seeks, through images, to create mini-societies that share, in addition to ideas and feelings, a common way of thinking and expressing themselves through

images.

Scopic regimes on social media can be found in different forms; among these, the first would be the individual presentation of the being, showing images according to individual's perception of themselves, seeking acceptance from the audience, selecting what they want to show about themselves, thus idealizing their own being.

The second is one's own interaction with the world, since, when the individual idealizes himself as what he dreams of being, his participation in groups revolves around the ideals of each member of the group, and thus the vision they have of reality and the facts they share.

The third and most widespread is the symbolization characteristic of the new dynamics of visual communication, the use of emoticons, images, and memes, which replace the written word to express emotions, feelings, positions on a particular topic, or simply to express opinions.

By having so much influence on large amounts of public at the same time, social networks also generated new mechanisms of influence and power, where just recording a video from anywhere in the world and sharing it is talked about as a “democratization” of information, with the risk of “fake” news”, which are a constant in the retransmission of information.

The power of the scopic regime of social media on youth audiences will not be countered by sanctions, bans, or censorship. It must be addressed within formal settings, such as the family and academia, hand in hand, with clear and flexible strategies. While it is true that these strategies have not been designed to be applied in the educational field, this scenario has not been immune to the invasion of social media, and its impact on youth behavior is significant. For UNESCO (2023), this is a task that only schools can accomplish.

It is essential to learn to live both with and without digital technology; to take what is necessary from the abundance of information and ignore what is unnecessary; and to let technology support the human connection on which teaching and learning are based, but never replace it. (p. 22)



## School coexistence between the physical and digital worlds

School coexistence refers to the interactions between the educational community, teachers, parents, and students. In the digital age, school coexistence has expanded between the physical and digital worlds. Thus, it faces unique challenges such as generating healthy and peaceful coexistence, but also cyberbullying and the loss of privacy.

The school has not been immune to the arrival of social networks in the different dynamics of today's society, especially in the lives of young students, as expressed by UNESCO (2023).

Digital technology is becoming omnipresent in people's daily lives. It is reaching the most remote corners of the planet. It is even creating new worlds, in which it is difficult to discern the lines between reality and imagination. (p. 21)

To recognize the impact of social media on school coexistence, it is necessary to understand what is meant by school coexistence, based on the present study, given the different conceptions the term has at the grammatical and social levels.

Indeed, for this article we will take the statement by Delors, 1996, in the Four Pillars of Education and cited by Fierro-Evans & Carbajal-Padilla (2019), where school coexistence is taken as "the process of learning to live together is at the heart of learning and can therefore be seen as the crucial foundation of education" (p.4)

Schools, as an essential axis for the transformation of societies, have been negatively affected by the invasion of social media into classrooms. Without asking permission, these networks have managed to capture the attention of students and teachers, taking charge of new trends inside and outside the classroom.

Various authors consider that the disadvantages for education are greater than the strengths that these tools can bring to the system. Some of these considerations come from the very birth of the Internet, as stated by Livingstone and Helsper, 2008, McAfee, 2012 cited by Shin & Kang (2016), "previous studies have suggested that higher levels of Internet use may increase the

likelihood that adolescents will adopt risky behaviors online" (p.4), speaking of the dangers of the Internet and especially for the youth population.

Meanwhile, technology is gaining ground more and more rapidly every day in all areas of students' daily lives, without teachers and counselors being able to keep up with this accelerated pace, according to Unesco (2023).

Only half of countries have standards for developing ICT skills for teachers. Although 5% of ransomware attacks target the education sector, few teacher training programs address cybersecurity. (p. 8)

After having said this, it is important to bring up the reflections of other authors in favor of ICT regarding this new extension of individuals, such as Díaz (2021), who states that, referring to the possibilities that social networks can bring to educational practice.

Social media can be implemented as a resource for teachers to share information with students and vice versa. They are part of most individuals' daily lives: everyone who uses a smartphone has at least one social media platform installed, through which they communicate and interact with family, friends, or peers. (p. 2)

Dans and Muñoz (2022), reporting on the new task facing the school in terms of the use of social networks and entertainment platforms

It's important to highlight the need to implement plans at various levels: not only in purely instrumental aspects, but also to facilitate knowledge, emotional learning, and include ethical training, based on evidence of the actual use of networks and the consequences they have on youth. (p. 12)

To ensure comprehensive guidance on social media, its use, and content, it is important to verify the quality of the information disseminated and the number of users who share it. In this regard, UNESCO (2023) believes that equal emphasis should be placed on content creation: "Digital content creation skills include selecting delivery formats and creating text, image, audio, and video assets; integrating digital content; and respecting

copyright and licenses" (p. 16), given the current demand for professionals dedicated to digital careers.

When talking about school coexistence, the topic of social media plays a catalyst role for good and bad behavior, both online and offline. The ability to create their own groups that share interests and ideas also becomes a source of aggression and intolerance when opinions contradict those of the group as a whole.

Just as mini-societies are formed at school, evident during recess or break times, bonds are strengthened online by sharing common content that enhances group identity. Therefore, one of the aspects to be addressed in current education is the way we live together both inside and outside of digital life. As Botías (2018) states,

Regarding the negative aspects, we can mention the violence these networks display toward adolescents, increasing aggression in social relationships and diminishing this capacity for social interaction. Furthermore, the existence of anonymity, combined with the possibility of falsifying one's identity, allows for the development of inappropriate behaviors that can affect the future of a person in a stage of personal growth. (p. 33)

Strategies should be developed to help all internet users self-regulate their screen time and encourage critical reflection on what they consume daily on different networks and platforms.

The beginnings of digital coexistence go beyond simple government regulations and bans on mobile devices in the classroom. Teachers, as agents of transformation, must guide and motivate young people toward healthy online coexistence and, of course, better understanding in physical classrooms.

Aspects such as bullying, now transferred to the digital world as cyberbullying, must be addressed in the classroom as a conflict capable of transcending academic performance. There are already many cases in which this type of intolerance has transformed into problems with serious aggravating factors. As reported by a national news network, "37% of girls and young women in the country have experienced cases of

online violence; the most frequent types of online violence are sexual harassment, humiliation and defamation" (Vélez, 2023, p. 2).

The increase in harmful behaviors for school coexistence is increasing in different parts of the world, according to a study by Brochado, Soares and Fraga in 2016, cited by Orts and Peña, (2020, p.), "Regarding cyberbullying, in a review of 159 studies, prevalences of between 1% and 61.1% were found, with a tendency for these behaviors to decrease in preadolescence and increase between 14-15 years of age...", referring to the increase in bullying and cyberbullying in Spain.

The problem of school coexistence in Colombian institutions has not improved with access to digital platforms for social use, and has been translated into mental illnesses such as depression and attention deficit disorders. The Colombian news portal El Tiempo states that, "According to a study by the organization 'International Bullying Without Borders,' between 2020 and 2021, more than 8,900 serious cases of bullying or cyberbullying were reported in Colombia" (Bernal, 2023, p. 1).

In addition to being a latent source of intolerance and setting bad examples worldwide, it is also important to consider that, in terms of school coexistence, social networks can strengthen bonds of respect and improve communication in remote settings, which share their good practices through social media.

Such is the case of the study conducted by Santo Tomás University by researchers Oscar Yecid Aparicio Gómez, Olga Lucía Ostos Ortiz, and Mauricio Cortés Galleg, who in 2018 decided to make social media a place of convergence for peace ideas with students from the eastern community. It is noteworthy that this study considers the strengths of social media within the student community.

### **What to do: Social Networks and School**

Although the use of social media is very diverse, and teachers may feel confused about which perspective to take into account, it is important to consider what Gómez et al (2019) share,

It is necessary to contribute to others from a place of conviction, but with an inclusive discourse; from diversity, but valuing the interlocutor for who they are, not for what they represent; from recognition, but under the same conditions for all people. (p. 22)

Given the growing use of social media in schools, strategies should focus from the outset on understanding the protection of personal information, the risks of posting sensitive information on profiles, and other considerations. To this end, the study by Prats Fernández et al. emphasizes the "Relationship with adult family members and teachers regarding the technological world" (2018, p. 119), presenting parents and guardians as guides for social media use, upholding the principle of dialogue and trust between adults and adolescents.

Young people are seeking immediate answers that can connect them with other peers with similar concerns and hopes through social media. Schools have acted timidly and without joint direction in this regard, as many have attacked the use of ICT while others seek solutions within themselves. Authors like Soler Fonseca discern that,

Considering the multiplicity of social transformations, it must be acknowledged that the constant and active participation of young people has consolidated their interests and communication practices through ICT. Despite all this, the reflection and planning of these technologies in adolescents' lives has been weak and poorly planned in schools. (2016, p. 236)

Working as a team, rethinking the productive and healthy use of networks in educational institutions and at home is a mandatory mission for schools and families. Making them aware of the realities that surround them and the opportunities they may miss by being behind a screen, as stated in the Romero report (2023), "Constantly connecting will only take away time from human interaction, which harms adolescents who should be enjoying their youth and spending quality time with others, instead of staring at a screen" (p. 1).

For Toukoumidis, general educational initiatives must be taken, developing a critical and

reflective paradigm regarding the information that is consumed,

Audience education involves access to, use of, and creation of media products, regardless of the technological means, skills that transform consumers into prosumers. Thus, the media influence audiences, and in the new society, audiences also influence the media through their opinions and actions on social media. (2022, p. 45)

In this way, teachers, as guides of academic and cultural processes in the regions, are the first to be called upon to critically train themselves in the use of social media, to break out of the scopic regime and become part of the spectator group that thinks and analyzes before sharing information, being respectful of Internet users who browse the web and, at the same time, consume content.

## CONCLUSIONS

Social media has become a fixture in society and education. Its use is widespread due to the ease of interaction, and has increased after the pandemic. Adults, young people, and children constantly interact on social media. In a visual culture, it is the image that conveys a reality that is read and interpreted. Primarily, it is a focus on aesthetics, the body, and happiness. This is interpreted through other images (likes, emoticons, or other comments). Under this culture, adolescents feel abstracted, and in a certain way, there is a power of attraction, of being like "others," and of "belonging." In this sense, the scopic regime is the one that allows for what is seen and what is shown to viewers.

To foster a healthy school relationship between the physical and digital worlds, it is important for students, teachers, and parents to work together to establish clear rules and expectations for online behavior. It is also important for students to learn digital skills and digital citizenship to help them navigate the internet safely and responsibly. On the other hand, it is not advisable for teachers and families to simply look the other way and let things continue as they are, without regulatory action and guidance. For students, social media has become an extension of the school's social life, of course, with the ease of access to it and the accustomedness to this interaction for long periods of time, in some

cases neglecting academic commitments or even family interaction.

Rethinking the scopic regime of this cyber society and seeking stability between real and digital life, taking advantage of the benefits obtained from this global connection, such as communication with people from other nations who share ideas and interests, the democratization of information, and the openness of academic and scientific information from the world's various museums and libraries, is the mission of education in the knowledge society, seeking reflection and critical thinking among users and consumers of online content.

Ultimately, ICT is embedded in society. The problem lies in their use. It can be used to improve learning, skills, abilities, and knowledge in individuals and adolescents, or it can be used as a tool to harm others, especially those with whom they are shared within the educational institution. In this sense, the scopic regime should educate users about a society with less violence and communities; to disseminate accurate information about the way people think and behave. Therefore, social media, as an extension of the scopic regime, can be a useful tool for education and communication, developing user awareness of the risks and challenges associated with the use of social media, with responsibility and clear rules for online behavior in digital life.

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